Digital Citizenship

Lesson Plan | Middle and High School

Lesson Time: 25-30 minutes

What's Fair?

Objectives & Outcomes

Lesson Objectives: Students will evaluate several real-life scenarios in terms of fair use and copyright laws.

Lesson Outcomes: Students will be able to ...

- describe and give examples of fair use
- identify possible consequences of fair use and copyright violations

Subject Area Connection: Language Arts

Getting Ready

Teacher Preparation: Review the relevant vocabulary. Write the three scenarios given in the procedure section on separate pieces of paper to give to the students. Write the scenario given in the Introduction section on the board.

Materials Required:

- blackboard or whiteboard with markers
- access to online resources

Key Vocabulary

copyright: sole ownership rights for something you created.

plagiarism: presenting someone else's work as your own.

Background

Students today are part of what many people are calling the "copy and paste generation."

Since most students conduct the majority of their academic research using online resources, it is critical that students understand the pitfalls and risks of plagiarism. Each country has a slightly different definition of "fair use" or "fair dealing" so erring on the side of "less is more" when doing their research is critical to ensure they don't violate any copyright laws. Understanding plagiarism and citation can help students answer important questions regarding what they can and cannot use in a school presentation, how to properly cite their sources, and how using something within the school community is different from sharing that same work in a public forum.

Because copyright laws are complex and are often vague about what constitutes "fair use" or "fair dealing," it is best to encourage students to limit the number of selections taken from any given source.

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Introduction and Modeling

Ask students to think about the definitions of "copyright" and "plagiarism." Have students share their ideas and discuss them, being sure to make any necessary clarifications.

Explain that people have the right to "own" things they create, including the ideas they express in their writing as well as any images (drawings, photos, graphics, etc.) they create and that these are protected by copyright. As students conducting research, they know they can borrow from other people's work, but must give them credit. But there are some pitfalls around using other people's work. How much they use or what they are using the information for (commercial purposes vs. educational or non- ommercial), improperly citing the source, using music/ songs in a presentation and many others, can lead them into trouble.

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Procedure

1. Put students into two groups. Explain that they are going to play a game in which each team will answer questions about plagiarism. They will have several minutes to research plagiarism online before the game begins. They will be working in teams, so they will be allowed to consult each other before answering the questions.

2. Use the following questions in the game. Give groups 1–2 minutes to discuss their answer. If a group answers incorrectly, pass the question on to the next group. If no group answers correctly, share the correct answer with the class.
   - "Would you be able to use images you found online from a variety of sources in a school project?" (Yes, but only for that purpose and only if there are only 1–2 images from each source and the source is cited. If the project is then posted online or entered into a public competition it could violate copyright.)
   - "You have created a video and would like to use a popular song as the background music before posting it online. Is that okay?" (No. Only using a small clip, less than 30 seconds, is acceptable when credit is given or have students find a royalty free song that isn't copyrighted..)
   - "You come across a book listed as being 'in the public domain.' Can you use it?" (Yes, the copyright has expired and is now freely available.)
   - "You find info on a blog post that you would like to use but you aren't sure if the blog was the original source. Should you use it anyway?" (No. If you are unsure of the source, it's best to not use the information so you don't accidentally plagiarize or misrepresent the information.)

Discussion Questions

- Why is it a good idea to make sure you are using an original source?
- What is an alternative to using a copyrighted song in a presentation?

Evaluation

Ask students to write their own scenario and explain whether it is fair use or not in a short paragraph.

Tips for Tailoring This Lesson

For Higher Grade Levels

- Students may create a bank of online resources for students to investigate these issues.
- Students mentor younger students to help them properly handle copyright and fair use issues.

For Lower Grade Levels

- Students can create a slideshow of scenarios and their solutions.
- Students can create a list of "Dos and Don'ts" as guiding principles.

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Alignment to Standards and Frameworks

Common Core State Standards: College & Career Readiness

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Anchor Standards for Reading

CCRA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.7. Integrate and evaluate content presented in diverse media and formats, including visually and uantitatively, as well as in words.*

Anchor Standards for Writing

CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Partnership for 21st Century Framework

Partnership for 21st Century Framework: the framework comprises the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century. Partnership for 21st Century Skills www.p21.org

Communication and Collaboration

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

ICT Literacy

Apply Technology Effectively

- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

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