

**Lea Kilgallon**  
**Lesson Plan: Copyright and Fair Use**

**Date:** 3/11/2013

**Grade/Class:** 6,7,8/ Technology class **Unit/Theme:** Copyright Law, Fair Use

**Time:** 90 -minute class

**Standards:** CC6-8WH/SS/S/TS8, 1.3.1, and 1.3.3

**Common Core Standards:**

- **CC6-8WH/SS/S/TS8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Standards for the 21<sup>st</sup> Century Learner:**

- 1.3.1 Respect copyright/intellectual property rights of creators and producers.
- 1.3.3 Follow ethical and legal guidelines in gathering and using information.

**Objective(s):**

- Student will be able to define copyright.
- Student will understand and apply fair use using critical thinking to evaluate and create original work.

Key Vocabulary

- Fair Use
- Copyright
- Public Domain
- Derivative
- Transformation
- Mashup

Supplementary Materials

- Computers
- Projector
- Internet
- YouTube
- 20 Images
- Edmodo
- PowerPoint
- Elmo Projector
- Paint Ink program

## **Lesson Sequence:**

### Prep Work:

- Librarian will upload images to Edmodo.
- Librarian will setup Elmo projector and the PowerPoint.

Hook: (1 minute) – Slide of the FBI warning. Ask students why we have to have this warning. What does it mean?

### Presentation: (29 minutes)

- Librarian explains the learning goals. Students will define copyright. Students will understand and apply fair use using critical thinking to evaluate and create original work.
- First, ask students to define copyright to get an idea of the class' current understanding of the subject.
- Next, ask students what is good about copyright. Provide hints to get the students talking. Once all bullet points are displayed, ask students what is missing from this slide. The citation of the image is purposely blocked to help make a point. When you select next the citation will appear. Then explain to the students' what was missing is the citation of the image.
- Ask them what is bad about copyright. Point out that technology has made it easy to violate copyright and has made publishers and artists fight for more copyright protection. More protection can bring more legal action and drives costs up for all involved. Explain how Disney started building on others works but has now supported expansion of copyright law. Copyright is now in effect for the artists' life plus seventy years.
- Ask students to define Fair Use. Emphasize this is using others works without asking permission and providing payment. Ask students how this is possible because of copyright law. Explain that they will learn how to use fair use but first discuss fair use.
- Discuss what is good about fair use. Fair use helps protect first amendment and promotes creativity.
- Then ask what is bad about fair use. Let students know this lesson is to prevent underuse and misuse of fair use.
- Explain that judges ask two questions to help determine fair use. Read these two questions. Let them know that answering these questions requires critical thinking and that even though this might seem confusing; I know that they will be able to do it. Let students know we will cover transformation, purpose, and amount in more detail. Students will then use this information to judge if a video is fair use or copyright violation.
- Talk about how the image on this slide employs transformation. Ask students if they can explain mashup. Then ask the students if I can use another's work without transforming the image and still be using fair use. Tell them this is possible by using one of the following purposes. Provide students examples for each of the fair use purpose.
- Talk about amount. They do not want to create a work that can replace the original. For example, if you copied all the funny parts of Scary Movie into a video. Then your friends decide they would rather watch your video than see the entire movie because your

video satisfies their taste for the movie. That would not be a fair use. Define derivative. Then explain derivative with the example of creating a movie based on a book.

- Show them video “Let’s Go Crazy”. After they watch the video, have students vote if it is fair use or a copyright violation. Then explain that the artist’s publisher sued the family. Explain why the family won the case. This is an example of misunderstanding of fair use.
- Ask students what they can do to show they are not trying to violate copyright law. Hint: teachers ask students to do this all the time. Answer: give artists credit in a reference or bibliography page. Point out that the video they just watched did not give credit as to who wrote the song.

### Practice: (30 minutes)

#### *Individual interaction*

- Students will work independently to create an original work using the Paint Ink program and images uploaded on the teachers Edmodo images folder.
- Students will:
  1. Select one image from the image folder in Edmodo.
  2. Copy and paste the selected image in the Paint Ink program
  3. Edit the image or use it for a different purpose
  4. Save the image into their temporary folder on their computer
  5. Import the image into a Word Document
  6. Reduce the images size to fit on a page
  7. Write at least two sentences explaining how you used fair use by transformation or purpose
  8. Turn in the work into the Edmodo folder for copyright lesson
- The teacher will ask volunteers to go over the directions with the class to see if students have any questions about this assignment. The Directions will be clearly written on the board in a step-by-step manner and the teacher will model the steps.
- The teacher will show the students examples of finished work in the PowerPoint.
- Librarian and teacher will circulate through the room to observe and help where needed.
- The librarian and teacher will review the work to evaluate student understanding of fair use.

### Review: (10 minutes)

- Two Volunteers will display their work. One example will be for transformation and one for purpose.
- Librarian will answer any questions and provide any needed clarification

### Warm Down: (20 minutes)

- Play more YouTube videos.
- Students will first vote if the video is fair use or copyright violation.
- Next, have student’s support their vote for fair use and then copyright violation on each video.
- Videos are located in my YouTube Channel.
- Teacher will have 10 minutes to wrap up the class with and provide information needed for next lesson

### Assessment Plan:

First, I will assess their current understanding of copyright and fair use during the presentation. Then I will use the first video and check for misunderstanding based on student voting on fair use or copyright violation. I will use this information and help clear up any misunderstanding. During the individual practice, I will help individual students understand fair use by observing their original work. Last, I will review the information by having students vote on two more videos.

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