lesson

what's mine
isn't (necessarily) yours

InCtrl

about this lesson

What's Mine Isn't (Necessarily) Yours is part of **InCtrl**, an engaging collection of hands-on lessons covering seven key **digital citizenship** topics. These free lessons, for grades 4–8, empower students to be smart, safe and effective participants in a digital world. Get InCtrl at **www.ciconline.org/InCtrl**.

LESSON SUMMARY

The access we have to digital media, information, and technology makes it easy for us all to become creators. Photos, collages, blogs, websites, digital artwork, writings, video mashups…today's students likely create or contribute to at least one of these every day. Sharing, reusing, or copying content is so easy that rarely do we pause to think about its original source. This lesson will give your students the tools to navigate this often-complicated world of digital media, and mass information by exploring the rights they have as content creators, how to protect their own work, and how to respect the work of others.

> **TEACHER TIP!**
> This lesson is designed to work for 4th-8th grade students and be adaptable to varying abilities. Activities build upon one another and increase in depth and complexity as the lesson progresses.

LEARNING OBJECTIVES

Students will…

- Explain copyright and creators' rights
- Evaluate what is fair and legal usage of information or media, and what is not
- Create and contribute to an original project demonstrating how to properly cite sources from a variety of media

BACKGROUND

In preparation for the lesson, watch the following videos:

What's Mine Isn't (Necessarily) Yours/ Teacher Video [3 minutes]
There's an abundance of materials available online but the guidelines on how to use these materials are often unclear and raise many questions about copyright, licenses, and creator's rights. This video explores some of the factors that contribute to those questions, steps to take in answering them, and where to start looking for information on common licenses used by online creators.

What's Mine Isn't (Necessarily) Yours/ Student Video [2 minutes]
Marisa recently completed a presentation in her English class. Believing it to be a great success, Marisa is surprised when her teacher calls her in for a meeting. Watch Marisa as she reflects on the research and resources she used in preparing her presentation. Did Marisa take all the steps she need to for citation and permission to use material?

• LESSON LINKS • • • • • • • • • • • • • •

Check out these lessons to explore these digital citizenship topics in-depth:

Working Together Digitally
(Digital Collaboration and Communication)

Incredibly Informed
(Information Literacy)

Media: Between the Lines
(Media Literacy)

• WORDS TO KNOW* • • • •

Creative Work/Intellectual Property: An original idea or artistic creation in any media that is recorded in some form. Intellectual property is owned by the creator, who can give permission to use it or share it; but as with any item that is owned by someone else, it shouldn't be shared or used without permission of the owner.

Copyright: Legal protection for a creative work (i.e. photography, visual art, music, writing, poetry, article, website, film, etc.) that gives the author/creator (or the producer/purchaser of the work/agent of the creator) control over the work.

Public Domain: Ideas, facts, common knowledge, or U.S. government documents are considered public domain, or belonging to everyone. Other items in the public domain are those for which the copyright has expired.

Fair Use: Ways to use copyrighted works, in limited ways, without needing permission.

Creative Commons License: A license is an authorization or permission that is granted. Creative Commons is an organization that provides legal licenses that makes it easier for people to copy, share, and build on your creative work, as long as they give you credit for it.

Piracy: Stealing copyrighted work by copying or downloading it in order to keep, sell or give it away without paying for it or permission.

Citing Sources: A method to give credit to a source or author, in order to avoid plagiarism. The two most common styles of citation are APA and MLA. Check with your school to find out which style it follows.

Plagiarism: "Copying and pasting" or using someone else's work and words as your own. A way to avoid plagiarism is to properly cite the source, or where you found the information.

*Certain terms are expanded upon in the student handout Creators' Rights on p. 6.

Sources: **Creative Commons; University of Maryland University College library.**

introduction [40 minutes]

News spreads fast, funny videos turn "viral," incredible photos circulate, we learn useful tips and information – and we can collaborate on, create, and share content and experiences with friends, family, colleagues, and the world in seconds. With the "share" button located so conveniently next to photographs, articles, songs on Spotify, videos on YouTube; the "retweet" button on Twitter; and the "repin" button on Pinterest, we each share and reshare information and media dozens of times a day; sometimes we ourselves are inspired to share; in other cases, creators want us to share their content for various reasons (awareness, social media presence, or even sales). So it's no surprise that from time to time, copyright infringement occurs, something gets shared that wasn't meant to be shared (or gets shared without proper citation), or someone passes off someone else's creation as their own.

Discuss. Begin the class with a discussion about creating and sharing content. Take a quick poll of your class: *Did you share anything online today?* Invite students to elaborate. Ask: *Was it a tweet, a piece of writing, an article, a photo, video, or piece of music?* Ask them if they created it or if it was something someone else created. If it was not their creation, do they know who made it, originally, or where it came from? Invite students to elaborate and share their thoughts.

Explain. We are all creators. Whether we write an essay, a piece of poetry, a short story, a commentary, take a photo, a video, make art, a design, a write a rap or create a piece of music…we are creating. It is an original idea that comes from us. This is called our intellectual property.

But, there are also times where even as creators, we may want to share or need to use someone else's work to inform our own (i.e., to inspire us, or to help us make our own work better or more comprehensive). For example, we may need to use someone else's research or something we found on the Internet in a school project; or, we may want to use someone else's photos or video in a presentation, share parts of someone's book in a report, or incorporate our favorite music in a video we are creating. Or, in some cases, content creators may *want* us to share, to increase awareness of their content or drive others to their site/products or services. Have students share examples of when they have used others' work in something they themselves made.

Next, draw the © symbol on the board for students. Ask if anyone recognizes the symbol and what it stands for. Invite a volunteer to give their definition of copyright. Can students give examples of copyright? Explain that most of what is found on the Internet is copyrighted (unless it is in the public domain). It won't always have a © symbol, though!

Provide students with copies of the student handout **Creators' Rights**. Explain that the student video and next activity will help them understand the terms better.

WHAT CAN BE COPYRIGHTED?

Any original work and expression of the following:

- Books, scripts, blogs, poetry, lyrics, research papers, articles, reviews, slogans, titles and names, any form of writing

- Artwork, photographs, any form of visual materials

- Websites

- Dance, theatre, performance art

- Videos, films, video games, animations

- Music, sound works, audio recording, or multimedia creation

Copyright does not protect the facts or ideas that preceded your creation; it only protects your original creative expression of that idea. Facts and ideas are considered within the public domain. Copyright provides the author/creator with control over their work to: reproduce and make copies, distribute, sell, make new work based on the original work, and perform their work. The author/creator may also sell/transfer the ownership of copyrighted material to someone else. If an idea becomes an actual tangible object, the creator can get a **patent**. While a copyright protects an *idea*, a patent protects an actual invention, process, device or method.

Read more about your rights as a creator, and apply for a license to copyright your original work, by visiting **Creative Commons**.

Sources: **Creative Commons**; **University of Maryland University College** library.

Watch. Show the **What's Mine Isn't (Necessarily) Yours/Student Video** to the class. After watching, invite students to share their impressions. Ask: *What do you think the teacher wants to talk to the student about? What is potentially right or wrong with the student's approach to her presentation? Where could she get into trouble? Is using her brother's movie acceptable or wrong? Why? What could the student have done differently to respect the creators of the article and movie?* As you discuss with your students, understand that there may not be one definitive answer; rather, it depends on the situation. Students will better understand creators' rights in the next activity.

activity 1   [40 minutes to research. Project time will vary. Five 10-minute presentations.]

This activity will explore the terminology found on the student handout **Creators' Rights** in more depth, to give students a better feel for the landscape of creators' rights and copyright.

> **TEACHER TIPS!**
> Check and review your school's citation style guide. You may want to schedule a session for your class to visit with the school librarian or computer technology teacher to go over the specifics of how to cite sources, especially digital media and websites. Collaborate with your school's English Language Arts teacher on how to cite sources and write bibliographies. Your students will need and appreciate the practice when they get to college!

Creators' Rights. Divide your class into five groups. Assign each group a term listed on the handout:

1. Copyright Protects
2. Copyright Does Not Protect
3. Plagiarism
4. Piracy
5. Public Domain

> **TEACHER TIP!**
> Once your students are comfortable with the terms, and if you have time, hold a mock trial or debate exploring real case studies of copyright, piracy, and Fair Use with your class. See the extension on p.5 for more information.

Explain that the role of each group is to become "experts" with their assigned term, and then teach what they've learned to the rest of the class.

Share the following parameters of the assignment:

- They will each have 10 minutes to present and teach what they have learned to the rest of the class.

- Encourage them to use visuals to "show and tell" the rest of the class (using a projector, or print outs).

- They should provide at least 5 interesting facts, or "DOs" and "DON'Ts" they learned during their research.

- They should provide 2 or 3 real-world examples or cases. (For example, how the estate of Michael Jackson and Sony/ATV Music Publishing own most of the copyrights to the Beatles' music, and how that ownership came about.)

- They should type up and submit their sources (in proper citation format). Make copies for each student or post them on your class blog, wiki, or website.

Give students one class period to research (finishing the rest for homework), one class period to finalize and prepare their presentation, and one class period to present to and "teach" to the rest of their peers.

activity 2 [40 minutes to prepare. Project and presentation time will vary.]

In this activity, students will discover the fun and creative things they can do without infringing on copyright; and, they will become creators in the process!

Pick a Theme. Have your class pick and agree on a theme or topic around which they will create new content. It can be something broad, or something more specific relating to a topic they are learning in another class.

For example:

- **Music/Dance:** put visuals to music they like or have created, or develop choreography for a classic or current song
- **History:** tell a story of a famous historical event, or in honor of a holiday such as Martin Luther King, Jr., day
- **Pop culture or current events:** share "newsworthy" information in creative ways
- **Environment:** raise awareness about climate change, share the beauty of nature, or highlight local landmarks

- **Science/Nature:** engage others in a topic of interest, such as informing about an endangered species or showing a day in the life of a favorite exotic or wild animal
- **Literature:** create book reviews or Op-Eds on books being studied or free-time reading.

They can create:

- **A slideshow or presentation** (using PowerPoint for example)
- **A video mashup** (using iMovie for example)
- **A visual collage** (using Photoshop for example)
- **A blog**

Collaborate. Students can work individually, in pairs, or small groups, depending on their abilities and the resources available. It is best to set some parameters for the length and/or frequency of their finished product: for example, 3 minutes for a presentation or video; 1 page for a collage; 3 posts for a blog, etc.

Regardless of what students choose to create, they should follow the tips on the handout **Creators' Rights**. Remind them to:

- **Give credit.** Check who made or created whatever they found. Give credit to the author or source. If they can't find an author's name, students should note the organization's name and location and include a web link, where applicable, to show where and when the information was accessed.

- **Take good notes.** Remind students to take notes on the website or wherever they found what they want to use or cite as a reference (i.e., book, photo, video, article, music, design, etc.). They should make note of the date and write down as much information about the author or creator as they can find.

- **Organize.** Encourage students to bookmark each site they use and want to reference. (Or, have them try a bookmark compilation site like **bit.ly**.) They should save information in their process journal, or even better, a Word document. Have them organize it by type of information or alphabetize it by author.

DID YOU KNOW?

Work in the "public domain" is free for use without needing permission. Public domain works include:

- Content that was *originally* copyrighted, but the copyright has expired. (Usually a copyright lasts the life of the creator plus 70 years)

- Content that was never copyrighted by the creator

- Content that is created by the U.S. government

- **Ask.** In some cases, students will need to ask for permission to use something. Remind them to look carefully for reprint or permission information for the material they want to use. They will need to find an email or contact and send the author or organization a request explaining what they want to use, why they want to use it, how they will use their creation, and for how long.

- **Buy it.** Explain to students that sometimes they are going to have to spend money to use something. For example: a stock image or graphic, or a song. But just because they may buy a song, they still do not have the right to use it (other than to listen to) without still giving credit to the creator.

- **Use It Fairly.** Encourage students to use things that exist within the public domain, or to do research into how to use non-public domain materials fairly. Explain that some content can be used without restriction (that which is in the public domain), some can be used if you cite/reference it properly, and some can't be used without permission of the creator.

- **Be Original.** Encourage students to be original. There are still plenty of good ideas that haven't been created yet!

Procedure:
STEP 1: Give students a class period to do research (finishing the rest as homework).
STEP 2: Next, they should outline or "storyboard" their plans, making edits before they produce and create.
STEP 3: Provide students with the resources and time to produce their projects.
STEP 4: Give time for students to present each of their projects. You may want to organize by medium or theme. For example, do a film "screening" one day, and pin up posters or visual artwork another day. Keep audience members actively engaged by having them share (verbal or written) "Kudos" (what they found successful) and "Considerations" (what they believe can be improved) for each project.

reflection [20 minutes]

Reflect. Invite students to reflect on and share their research processes, sources, challenges, and what they learned from the exercise.

Have students reflect on the following questions and have a class discussion. Ask: *Why is it important to give credit to the creator when using someone else's work? Why is it important to you that someone gives you credit for something you created?* Invite students to share what they learned in this lesson by writing on the class blog.

Next, ask: *How can you help your peers protect their own creative rights and be respectful of other creators?* Students can create a tip sheet or poster to share with other students and post it in the school library or computer lab. Collaborate with your school or local librarian for help.

• EXTENSIONS •

Get a License! Have your students explore the different licenses possible through Creative Commons by visiting: **http://creativecommons.org/licenses/** Divide students into different groups and assign each a different license. Ask each group to share what they learned with the rest of the class. Ask: *What types of works can you assign to each license? Is there anything they have created that they want to allow others to share, or do they prefer to limit sharing?*

Fair Use Trial. Hold a mock trial or class debate of a real case study to learn the ins and outs of copyright and Fair Use. Pick two cases and divide the class into two teams. Assign each team to research the facts of one case, and then swap with the other team. Allow each team to hold a debate about the case, only knowing the facts, and reach their own conclusions using their knowledge of copyright laws and creators' rights. You can

then reveal the actual outcome of the case. Open it up for a class discussion. Ask students: *Was it Fair Use? Was it copyright infringement? Why or why not? Do you agree with the outcome?* You can then reveal the actual outcome of the case.

REAL CASE STUDIES

• **Shepard Fairey vs. Associated Press (AP):** This was a widely publicized case from 2009 where visual artist Shepard Fairey was sued by the AP for using one of their photos to create his now iconic Obama "Hope" poster. Here is the case study: **http://jieducator.cqpress.com/the-obama-hope-poster-a-case-study-in-copyright-and-fair-use/**

• **Stanford University Libraries** has a comprehensive list of Fair Use cases and their summaries in text, audiovisual, music, and art.

All creators are inspired by something. Whether it is a piece of music, a blog post, a poem, a rap, a logo, a video, a photo collage…creators' ideas or inspirations most often come from something else that has been created. So how do you know when it's okay – and when it's *not* okay – to use someone else's work, or parts of someone's work, in yours? How can you protect your rights as a creator while respecting the rights of other creators?

COPYRIGHT is the legal protection for a creative work that gives the creator control over his/her work. Copyright provides them with control over their work to: reproduce or make copies, distribute, sell, make new work based on the original work, and perform their work. Using it (sharing, copying, performing) without getting permission is called copyright infringement and is against the law.

Copyright Protects any original idea or artistic creation

in any media that is recorded in some form. For example:

- Books, scripts, blogs, poetry, lyrics, research paper, article, review, any form of writing
- Artwork, photographs, any form of visual materials
- Websites
- Dance, theatre, performance art
- Video, film, video games, animations
- Music, sound works, audio recording, or multimedia creation

Copyright Does Not Protect the facts or ideas that your

creation is based on; it only protects your original creative expression. For example: facts, common knowledge, and ideas are considered within the **public domain** (see next page).

PLAGIARISM is when you copy and paste, or use someone else's words or work (intentionally or unintentionally), as your own. A way to **avoid** doing this is to take notes in your own words, avoid "copying & pasting," and properly cite your source(s) (where you found the information), giving credit to the original author(s).

PIRACY means more than what Hook and Johnny Depp's character are famous for, but is not that far off! Copying, downloading, sharing music, video games, movies, software, or other digital media, in order to keep, sell or give it away without paying for it or permission is called piracy. Ways to avoid being a digital pirate include buying the song, game, or movie from a reliable source (rather than from a friend, neighbor, or street vendor) and listening to it, playing it, or watching it with a friend (rather than burning a copy for them).

DID YOU KNOW?

- The former music sharing service Napster was famously shut down due to copyright infringement.
- Not all copyrighted content has the © symbol.
- Copyrights expire 70 years after the death of the creator.

WAYS TO PROTECT YOUR WORK

1	Sign all your work with your full name and date
2	Add a © symbol and date to your work
3	Put a watermark (digital stamp) on your digital photographs or artwork
4	Add credits with your name (and any collaborators) to your digital creations

DIGITAL PIRATES *ARRRRRRR* NOT SO COOL:

- Buy legally to support your favorite artist or game designer…so they can keep doing what you both love and appreciate!

- Ever seen this? **> > >** Where? And what do you think about it?

FBI ANTI-PIRACY WARNING

The unauthorized reproduction or distribution of this copyrighted work is illegal. Criminal copyright infringement is investigated by federal law enforcement agencies and is punishable by up to 5 years in prison and a fine of $250,000.

PUBLIC DOMAIN is another way of saying "belonging to everyone." There is a lot of content within the public domain: ideas, facts, common knowledge, or U.S. government documents are considered public domain. If you want to use music, photography, artwork, text, or video in a project fairly, check out **Creative Commons, Wikipedia, Flickr**, or ask your school or local librarian to help you find content you can use.

DID YOU KNOW?

- Works in the "public domain" are free to use without needing permission.

- Public domain works include:
  - > Content that was originally copyrighted, but the copyright has expired. (Usually a copyright lasts the life of the creator plus 70 years)
  - > Content that was never copyrighted by the creator
  - > Content that is created by the U.S. government

CREATORS' TIPS

To protect yourself, and be fair to others, follow these tips before using creations, information, or things you found:

▶ **GIVE CREDIT!** Check who made or created whatever you found. Give credit to the author or source. If you can't find an author's name, note the organization's name and location.

▶ **TAKE GOOD NOTES!** Note the website where you found whatever creative work you want to use or reference (i.e., book, photo, video, article, music, design, etc.) Make note of the date. Write down as much information about the author or creator as you can find. You will need it!

▶ **ORGANIZE!** Bookmark each site you use and save information in a Word document and organize it by medium or alphabetize it by author.

▶ **ASK!** Ask for permission to use it. Find an email or other contact information and send a request explaining what you want to use, why and how you will use the creation, and for how long.

▶ **BUY IT!** Sometimes you're going to have to spend to use something. You may pay money to use it in certain ways or buy it to own it completely.

▶ **BE ORIGINAL!** There are still plenty of good ideas that haven't been created yet. You're original, and your ideas and creations can be too. Here's your chance!

Common Core ELA Standards

Reading: Key Ideas and Details; Integration of Knowledge and Ideas
Writing: Production and Distribution of Writing; Research to Build and Present Knowledge
Speaking and Listening: Comprehension and Collaboration; Presentation of Knowledge and Ideas
Language: Vocabulary Acquisition and Use

American Association of School Librarians

Standard 1: 11.1.1, 1.1.2, 1.1.3, 1.1.6, 1.1.7, 1.1.9, 1.2.1, 1.2.2, 1.2.4, 1.3.1, 1.3.3, 1.3.4, 1.3.5, 1.4.2, 1.4.3
Standard 2: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.2.2, 2.2.3, 2.2.4, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.3, 2.4.4
Standard 3: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.4.1, 3.4.2
Standard 4: 4.1.5, 4.1.7, 4.1.8, 4.3.1, 4.3.2, 4.3.4, 4.4.6

National Education Technology Standards (NETS), ISTE

1. Creativity and Innovation: a, b
2. Communication and Collaboration: a, b
3. Research and Information Fluency: a, b, c
4. Critical Thinking, Problem Solving, and Decision Making: a, b, c, d
5. Digital Citizenship: a, b, c, d
6. Technology Operations and Concepts: a, b, d

Partnership for 21st Century Skills (P21)

Learning and Innovation Skills:
1. Creativity and Innovation
2. Critical Thinking and Problem Solving
3. Communication and Collaboration

Information, Media and Technology Skills:
1. Information Literacy
2. ICT Literacy

Life and Career Skills:
1. Flexibility and Adaptability
2. Initiative and Self-Direction
4. Productivity and Accountability
5. Leadership and Responsibility