

Copyrights & Wrongs: Rights, Remixes & Respect

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1. Question & Research Task

Copyright infringement vs. fair use? In our remix and mash-up culture, sometimes the lines get blurred ...

Recently, [the family of the late singer Marvin Gaye sued Robin Thicke](#) over similarities between Marvin Gaye's classic song *Got to Give It Up* and Thicke's newer song *Blurred Lines*. Listen to a comparison of the two songs using the video to the right.

What do you think? Did Robin Thicke commit copyright infringement? Did he rip off Marvin Gaye's creative work for his own song? Click [here](#) for more questionable similarities.

If you like to use or be inspired by other people's creations in your own creative work, it's important that you know where to draw the line. In this Slam Dunk, you will explore the lines between legal or fair use and copyright infringement in order to answer the Essential Question:



Did Robin Thicke commit copyright infringement? Listen and decide! *YouTube video to be screened teacher.

Image Source: YouTube

How can I make responsible choices when I use other people's creative work?

2. Information Sources

Use these sources, and other reliable sources you find, to explore the concept of **copyright** and learn about what constitutes **legal or fair use of copyrighted material**. You might want to make some notes with main ideas and important details from the sources.

- [Vocabulary](#)
- [What is Copyright?](#)
- [What is Plagiarism?](#)
- [Fair Use Evaluator](#)
- [Government Cracks Down on Internet Piracy](#)
- [Goldieblox vs. Beastie Boys – remix and parody](#)
- [Fair Use in Online Video](#)
- [Images, Fair Use and Plagiarism](#)
- [Where to Find Creative Commons and Public Domain Images](#)
- [Legal Music to Use](#)
- [YouTube Controversies](#)

COPYRIGHT LAW



Watch this video to learn more about copyright law and ways to use other people's creative work responsibly.

Image Source: Common Sense Media

3. Student Activity

Use your notes from the research on Slide 2 to engage in these activities:

1. Watch the video [Everything is a Remix, Part 1: The Song Remains the Same](#) to engage in a [Music Industry Debate](#) about whether remixing and sampling music is legal and ethical. Support your argument with evidence from your research.
2. Suppose you are a member of a creative team working for an advertising firm. Your team has been tasked with [creating an ad](#). Since advertising does not fall under fair use, you will need to use an original picture, a public domain image, or an image with permission from the copyright holder. Examine your [options](#) to select an image, and justify your final selection using facts from your research.



Image Source: Creative Commons Images.com

4. Assessment Activity

How can I make responsible choices when I use other people's creative work?

Show what you know about creative credit and copyright:

- Your teacher will assign the Copyrights & Wrongs Schoology QUIZ

Use your new knowledge to participate in an online or face-to-face discussion around these questions. Support your responses with evidence from your research:

- *What are some ways you can be respectful of people's creative work?*
- *What are some ways you might use creative work that would constitute fair use? Which ways wouldn't be covered under fair use?*
- *How would you feel if someone used your creative work? Would it make a difference whether they:*
 - *Asked your permission to use it?*
 - *Gave you credit as the creator?*
 - *Changed the picture or added a caption without asking you?*
- *If you created a picture, poem, or video and posted it online, what do you think you would do? Would you make people get your permission every time they used the work, use a Creative Commons license, or put it in the public domain? Explain your choice.*



Image Source: "[COPYRIGHT](#)" by [herine almad](#) is licensed under [CC BY-NC-ND 2.0](#).

5. Enrichment Activities

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Image Source: YouTube

Photoshop and digital photo editing have been controversial for a variety of reasons. For example:

- L'oreal has been accused of lightening Beyonce's skin in ads
- Disney altered Kiera Knightly's body
- Tennis pro Andy Roddick was given additional muscles by Men's Fitness magazine

What's the big deal? Consider the controversy over whether there is a connection between photo manipulation and self esteem.

In May 2014, a Utah high school came under fire for altering yearbook photos. Read the article and watch the video clip. Then compose a business letter or email to the yearbook staff and administration of the school, to explain whether you support or disagree with their actions.

6. Teacher Resources

Learning Standards Alignment

Maryland Technology Literacy Standards

Standard 2.0 Digital Citizenship: Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.

Common Core State Standards for English Language Arts & Literacy

Reading: 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.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

High School Digital Citizenship

Time Frame: One 90-minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in any [BCPS-licensed Digital Content](#) included in this lesson. Refer to [Digital Content Snapshots & Support resources](#) for as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- This Slam Dunk Lesson includes links to YouTube videos. Teacher/librarian may screen videos for the class, or can provide student access via Safari or VoiceThread.
- See: [Safari Montage and You Tube Integration](#) | [Sharing YouTube Videos with Safari Montage](#) | [VoiceThread and YouTube](#)