Creative Credit, Copyright, and Fair Use

1. Question & Research Task

With so much information and media available on the Internet, it can be difficult to know when it's OK to use something in your own creative work, or when that might be considered unethical (wrong) or even illegal. Much of what is published on the Internet is copyrighted. So how can you use what you find on the internet fairly and ethically?

In turn, how can you protect your own original creative work, so that other users don't take credit for it or use it in ways you don't approve?

In this Slam Dunk lesson, you will conduct brief, focused research to help you answer the inquiry question:

Your teacher will show the video above to build some background knowledge about copyright. While watching, think about:
- **When is it OK to use someone's creative work?**
- **When is it unethical to use someone's creative work?**

Why is it important that I know my rights and responsibilities as a user and a creator of media?

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

- Copyright – BrainPop video*

- Copyright – Article*

- FAQs: Copyright | Public Domain | Fair Use

- Use Information Correctly - Copyright and Fair Use – Article

- Copyright and Creative Commons*

- Piracy Online*

- YouTube Copyright School - YouTube video

Select the image above to view the video *Copyright and Fair Use.*
Image Source: Common Sense Media

*Before accessing BCPS Digital Content, you may need to login. Please see your teacher/librarian for login information. Your teacher needs to show the YouTube video.

3. Student Activity

Use the information sources on Slide 2 and this note-taking organizer to:

1. Define these key vocabulary words:

Creative Work

Creative Commons

Copyright

License

Parody

Piracy

Plagiarize

Public Domain

Fair Use

2. Identify and describe the "Four Factors of Fair Use."

EXPLORE: THE FOUR FACTORS OF FAIR USE

It's more likely to be **fair use** if ...

... the **amount** used is only a small portion of the original work or does not include the "heart" of the work.

... the **purpose** of the new work is educational or the original work is transformed into something very different.

Common examples:
- Schoolwork and education
- Criticizing or commenting
- News reporting
- Comedy

... the **nature** of the original work is nonfiction or based on fact (rather than creative or fictional).

... the **effect** of the new work does not include any negative impact on the creator or the value of the original work (think $!).

commonsense.org/education
Shareable with attribution for noncommercial use. Remixing is permitted.

common sense education

Image Source: Common Sense Education

4. Assessment Activity

First, take the Schoology Quiz on Creative Credit & Copyright (assigned by your teacher).

Then, apply your learning by examining these Fair Use Scenarios to determine whether they are examples of Fair Use.

- Keep in mind: For each example, the authors did not get permission to use the copyrighted works.

Select the image above to view an infographic about fair use and images.
Image Source: The Visual Communication Guy.

5. Enrichment Activities

Fair Use Collage

Traditional Copyright ©

Work **cannot** be used, adapted, copied, or published without the creator's permission

What does it apply to?

All original work is protected under copyright when it's created.

Creative Commons cc

Work may be used **without** permission, but only under **certain** circumstances.
...
Creators set **rules** for the way their work is used.

What does it apply to?

Only work that creators have chosen to designate as Creative Commons.

Public Domain ℗

Work can be used, adapted, copied, and published, completely without restrictions, no permission needed.

What does it apply to?

Work published prior to 1923, work by long-dead creators, and work that creators have placed in the Public Domain.

Click the image above to see a larger image.

Image Source: cgflearnfree.org

Steps

1. Cut out (copyrighted) images from magazines. Using glue and construction paper, mix images together into a collage.

2. Rework and change the images to <u>create a new, original work</u> that would qualify for fair use of the copyrighted material. Display your collage on the classroom walls and have everyone look at the work.

OR

Create a digital version by copying and pasting images into a Google Doc (or Slides) and following step 2 above.

3. Examine how well each collage fits the key points of fair use. Then vote for the "best fair use collage" in class. Refer to the <u>Four Points of Fair Use</u> to double check that you are using your images fairly.

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.

Grade 6 Digital Citizenship

Content Integration: ELA, Social Studies, Science, or other content area where students are creating media and may be using intellectual property of others available online, and all students in Grad 6 will receive instruction.

Time Frame: One 90-minute or two 50-minute class periods

Objective: Students will respect the rights of content creators by using their content ethically and legally in their own creative products and will exercise their own rights as content creators.

Notes to the teacher:

- This lesson and the **Schoology Quiz** are **REQUIRED for all students in Grade 6.**
- **Collaborate with your school library media specialist** to plan and implement this lesson.
- Lesson content used or adapted from this lesson in the Common Sense Education Digital Citizenship Curriculum: The Four Factors of Fair Use.
- See the Copyright & Fair Use page on BCPS Innovation Hub for additional resources.
- Have students use learning supports provided in BCPS Digital Content found in the Apps Portal. Refer to Digital Content Snapshot/Support pages as needed.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the Apps Portal