

HANDOUT #1

Lesson: "Copyright & Fair Use: Know Your Rights as a Creator!"

Description: This lesson will teach 5th and 6th Graders about copyright and fair use, and then ask them to think about these terms from the perspective of the creator

Learning Goals/Objectives:

- The student will learn the definitions of the terms 'Copyright' & 'Fair Use,' including the four points of fair use, and under which circumstances copyrighted work can legally be used.
- The student will learn how to think about these terms as being relevant from a creator's perspective, in contrast to a user-focused perspective that they may be more familiar with.
- The student will practice applying the principles of fair use onto different examples of created work, and gain an understanding of what it means to 'license' a piece of created work.

Key Steps of Lesson:

1. Lecture: Learn the definitions of copyright & fair use, through a Common Sense Media video and short recap
2. Think, Pair, Share: Two questions will be discussed with a partner, relating to themselves as creators, and about copyright/fair use principles from the perspective of the creator
3. Short exercise: The student will apply what they have learned about fair use to three different scenarios. Each scenario features the student imagining themselves as a creator of a different type of work.

Helpful Definitions (Partially adapted from Common Sense Media):

COPYRIGHT: a law that protects a creator's ownership of and control over the work he or she creates, requiring other people to get the creator's permission before they copy, share, or perform that work

FAIR USE: a legal principle that allows the free use of copyright-protected works in the specific contexts of:

- schoolwork and education
- news reporting
- criticizing or commenting
- and comedy or parody

THE FOUR POINTS OF FAIR USE** (If a copyright-protected piece of work is shared, or re-used, it can be done so under these guidelines):

1. If only a small amount of the original work is used
2. If new meaning is added to the work, in order to make it original
3. If the work is repurposed, and used in a different way
4. If work is being used for a nonprofit purpose

***Don't forget – it is also always important to give credit to the creator!*

LICENSE: a way of defining copyright, so that other people know how they are legally able to re-use the work

EXERCISE – THINKING ABOUT FAIR USE FROM THE PERSPECTIVE OF THE CREATOR

Directions:

1. Read the scenario below carefully
2. Then, using what you know about fair use (including the contexts in which copyright-protected work can be used, as well as the four guidelines under which works can be used), describe in writing how you would personally choose to 'license' your work. In other words, as the creator, how would you define the copyright of your work, so that people know how they are legally allowed to use it.

FAIR USE SCENARIO #1:

You were asked to make a short, original video for your 5th grade Humanities class. The topic is on a way that you, and your classmates have been impacted by a new diversity initiative at your middle school. Even before the assignment, you were really interested in the diversity project, so you're excited about the video. To complete the project you spent a lot of time both during, and after school writing the entire script, recording it, and then editing it in iMovie to include scene transitions and credits. You worked super hard on the video, and are really proud of the result, so with your teacher's help you decide to upload it to YouTube. You know that this will allow people (even strangers!) to watch it, so now you have to think about how you want other people to potentially use your video.

Handwriting practice lines consisting of three horizontal lines: a solid top line, a dashed midline, and a solid bottom line.

HANDOUT #2

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4. If work is being used for a nonprofit purpose

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EXERCISE – THINKING ABOUT FAIR USE FROM THE PERSPECTIVE OF THE CREATOR

Directions:

1. Read the scenario below carefully
2. Then, using what you know about fair use (including the contexts in which copyright-protected work can be used, as well as the four guidelines under which works can be adapted, or re-used), describe in writing how you would personally choose to 'license' your work. In other words, as the creator, how would you define the copyright of your work, so that people know how they are legally allowed to use it.

FAIR USE SCENARIO #2:

You recently auditioned for the jazz band at school, and you made 2nd chair trumpet as a 6th grader! Now you are getting super into jazz music, and have even started writing your own jazz songs! You know the basics of using Garage Band (a music-creating software that your family has installed on the Macbook at home) because you learned about it in your Digital Essentials class earlier in the year. Every day after school, you've been working on an original jazz piece called 'Falling Snowflakes,' and after a few weeks you think it's done, and you're very proud of the result. You've used different instruments, and added really cool effects. Your brother helped you upload the finished song onto a music-sharing site called Soundcloud, and you know that this will allow people (even strangers) to listen to it. This is exciting, but now you also have to think about how you want other people to potentially use your original song.

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HANDOUT #3:

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ACTIVITY – THINKING ABOUT FAIR USE FROM THE PERSPECTIVE OF THE CREATOR

Directions:

1. Read the scenario below carefully
2. Then, using what you know about fair use (including the contexts in which copyright-protected work can be used, as well as the four guidelines under which works can be adapted, or re-used), describe in writing how you would personally choose to 'license' your work. In other words, as the creator, how would you define the copyright of your work, so that people know how they are legally allowed to use it.

FAIR USE SCENARIO #3:

You have been really inspired by poetry ever since you read Jacqueline Woodson's *Brown Girl Dreaming* – a middle grade book about the Civil Rights movement written entirely in verse. So you're really excited when your Humanities teacher tells the class that he's bringing in a local poet to teach a poetry workshop. During the workshop, you write a poem about autumn (your favorite season,) that you are really proud of. You read it out loud and receive praise from both your teacher, and your classmates! Your parents allowed you to create a Tumblr account when you started 6th grade, and they tell you it's ok to post your poem on it. So far, you've just been sharing things from other people's Tumblrs – this is the first time you're going to post an original piece of writing that might be shared and read by strangers! You now have to think about how you want other people to use your poem, if they're inspired to do so.

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