Join the ©TEAM!

An educational program encouraging creativity and respect for intellectual property

Hands-On Learning for Grades K-1

Made Possible by The Entertainment Software Association

©TEAM!
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Join the ©TEAM!

Introduction

Join the ©Team (pronounced see-team) introduces students to the concept of copyright and the importance of respecting the intellectual property rights of others through engaging classroom activities and hands-on projects designed to give them a firsthand understanding of the natural connection between copyright and creativity. Working individually and in collaboration, students apply their artistic and language arts talents to create original works in print and on the computer, gaining experience with the creative process and expanding their research and communications skills along the way. At the same time, students learn basic lessons in respect for intellectual property rights, including the rules for avoiding plagiarism in their school work, and discover the intrinsic value of copyright by becoming copyrighted creators themselves.

Target Audience

Join the ©Team is a comprehensive program designed for students in grades K-5. It consists of three self-contained lesson sets, one for grades K-1, one for grades 2-3, and one for grades 4-5. Each lesson set includes classroom activity sheets designed to introduce basic concepts and creative hands-on projects that empower students to explore these concepts in print and on the computer. All three lesson sets are available for download on The ©Team website at www.jointhecteam.com.

Program Objectives

This educational program is designed to:

- Raise awareness of the value and importance of intellectual property.
- Teach students the meaning of the copyright symbol.
- Provide basic guidelines for avoiding plagiarism and copyright infringement.
- Encourage artistic and language arts creativity.
- Reinforce research and communications skills.
- Support computer skills and technology education instruction.

Program Components

- Teacher’s Guide: This guide includes:
  - An outline of educational objectives.
  - Directions for using the program materials.
  - Reproducible worksheets and templates.
  - Background information on copyright and intellectual property issues.
  - A list of additional resources.
- Wall Poster: A colorful addition to your classroom, designed to provide long-term reinforcement of the program’s lessons.
- Stickers: A reward for students that formally acknowledges their creative work as copyrighted intellectual property.
- Online Resources: A collection of templates, and other resources designed to support this program, including complete lesson sets for all grade levels available for download in PDF. Please visit The ©Team website at www.jointhecteam.com to review these resources.
- Take Home Booklets: Designed to involve parents in the learning experience and provide students with additional reinforcement at home. Please contact YMI at (203) 786-4909 should you need more copies of this brochure.
reproduce all components of the program for educational purposes.

- **Review the lesson set** to familiarize yourself with its organization and objectives. The unit begins with worksheet activities that introduce the concept of copyright and inform students about basic rules for respecting intellectual property rights. Students then learn the value of intellectual property firsthand by creating their own copyrighted projects, both in the traditional realm of print media and in the interactive world of digital media. The lessons are designed for use in the order presented, but you can vary the order (or mix in lessons from other grade levels) to meet the interests and abilities of your students.

- **Refer to the curriculum connections chart** for ideas on how you can integrate this program into a variety of subject areas at your grade level. The program is designed to reinforce critical thinking, collaborative learning, and communications skills that are important to meeting performance standards across the curriculum, and its projects can be easily tailored to topics and occasions already included in your class plans.

- **The instructional guidelines** for each lesson plan provide step-by-step directions for presenting the lesson in class, including questions and answers, discussion starters, and follow-up ideas. We hope you will adapt these suggestions to suit your individual teaching style.

- **See “An Educator's Guide to Intellectual Property”** on pages 19-24 for background information on copyright and intellectual property issues. This overview can provide a useful foundation of knowledge for responding to “what if” questions from your students. But the guide is only a supplement to the program. All the information you will need to address specific points covered in the lesson plans is provided in the instructional guidelines.

- **Complete your preparations** by photocopying the appropriate worksheets to provide a set for each student in your class. Check, too, that you have the listed project materials readily available.

- **Display the enclosed wall poster** prominently in your classroom to generate interest in the program. Plan to keep the poster on display to provide long-term reinforcement of the program’s lessons.

- **Introduce the program** by providing students with copies of the enclosed take-home booklet, which informs parents about the program and encourages them to support your teaching objectives.

- **When you complete the program,** please return the enclosed response card with your comments. We rely on your feedback to ensure that our programs continue to meet the needs of educators and students.
Grades 2-3
Overview
This lesson set consists of four activities designed to make students aware of the connection between copyright and creativity, and to build respect for intellectual property.

◆ **Activity One** establishes the connection between copyright and creativity by introducing students to the creative people who make copyrighted works such as books and computer software. Students then go on a copyright quest to find this symbol of creative ownership on a wide variety of everyday items.

◆ **Activity Two** links copyright to the concept of intellectual property and informs students about plagiarism and other violations of intellectual property rights through a series of “copy right” situations.

◆ **Activity Three** is a hands-on project that aims to have students experience the value of intellectual property firsthand by producing their own copyrighted books.

◆ **Activity Four** is a hands-on project that extends this experience with intellectual property into the realm of digital media by having students create their own computer book reports.

Time Required
Plan to complete this unit over the course of three to four weeks. Activities One and Two each require a single class period. Activities Three and Four will require 5 to 7 class periods each. Note that you may have to schedule time in your school computer center for Activity Four.

Classroom Materials
The following materials are provided to assist you in presenting these lessons to your class:

◆ **Join The ©Team!** – A reproducible worksheet that guides students on a copyright quest.

◆ **Let’s Copy Right!** – A reproducible worksheet that presents students with a variety of problematic copying situations.

◆ **Book Planning Chart** – A reproducible worksheet designed to help students lay out the pages of their books.

◆ **Book Template** – A reproducible pattern to aid students in creating their own books.

◆ **Computer Book Report Planner** – A reproducible worksheet students can use to create rough drafts of their computer book reports.

◆ **Computer Book Report Template** – A Microsoft PowerPoint® presentation into which students can easily insert text and images to produce their computer book reports; available for download at www.jointhecteam.com.

Class Planning
This unit can be easily adapted to your curricular needs and the needs of your students.

◆ **Curriculum Connections** – Use the chart on page 5 to integrate the unit’s two hands-on projects into core subject areas throughout the school year.

◆ **Technology Education** – Use Activity Four to meet Grade 2-3 technology education performance standards for (1) using a computer mouse and keyboard; (2) using computer technology responsibly; (3) creating multimedia projects in a collaborative context; (4) creating knowledge products with computer technology.
# Grade 2-3 Curriculum Connections

Use this chart to integrate the program’s hands-on projects into subject areas across your curriculum.

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<th>Computer Book Report</th>
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<td>Retell a traditional story in your own words and artistic style.</td>
<td>Behind the Scenes</td>
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<td>Young Authors Day</td>
<td>Students write, illustrate, and publish their own original stories.</td>
<td>The Five Star Report</td>
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<tr>
<td>Poetry Book</td>
<td>Illustrate a favorite poem stanza-by-stanza, or create your own.</td>
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| Math | The Multiplication Story | Turn the multiplication table into a series of ever-more-crowded scenes. |
| My Math Day | Show the part math plays in your life from catching the school bus to bedtime. |
| Math Glossary | Illustrations to define types of triangles, parts of a circle, perimeter, etc. |
| Word Problems | Solve or create word problems in book report style; main events lead to answer. |
| Math Stories | Report on stories with a math theme, like the classic *Flatland*. |

| Science | The Water Cycle | Tell the story of a raindrop from cloud-burst to evaporation. |
| Simple Machines in Action | Show levers, inclined planes, and wedges at work in the everyday world. |
| Science All-Stars | Create a biography of a famous scientist, explaining his or her achievements. |
| Scientific Breakthroughs | Report on non-fiction accounts of great innovators like the Wright brothers. |

| Social Studies | Local Landmarks | Create a tourist brochure highlighting hometown historic sites. |
| Eyewitness to History | Imagine riding with Paul Revere or marching with Dr. Martin Luther King, Jr. |
| Geography Glossary | An illustrated guide to concepts like peninsula, isthmus, and plateau. |
| History in Fiction | Report on stories that recreate an episode in history, like *Pioneer Summer*. |
| The World of Folklore | Report on tales and traditions from cultures around the globe. |

| Art & Music | The Transformer | The story of a geometric shape and the many guises it assumes every day. |
| A New Point of View | Show what things look like to an ambling ant or an eagle-eyed observer overhead. |
| My Kind of Music | Create a catalog of favorite composers, performers, or songs. |
| What We’re Singing About | Report on the story behind famous songs like *The Star-Spangled Banner*. |
| Picture Report | Analyze setting, character, and dynamic in famous paintings. |
Activity 1
Join the ©Team!

Objectives
◆ Identify the creative talents involved in producing books and other copyrighted materials.
◆ Introduce the copyright symbol and explain its significance.
◆ Raise awareness of the copyright symbol across a range of creative works.

Materials Required
◆ Illustrated textbooks for analysis and discussion.
◆ Student copies of reproducible worksheet.

Time Required
◆ One class period plus follow-up discussion of homework activity.

Instructional Guidelines

Recognizing Creative Talent
◆ Begin by giving each student an illustrated textbook. As they turn the pages, ask them to think about the different people with different creative talents who worked together to make the book.
  ● Who wrote the words?
    The author.
  ● Who made the pictures?
    The artist, illustrator, or photographer.
  ● Who made sure the words and pictures go together on each page?
    The designer.
◆ List these roles on the chalkboard and help students find the name of each person in their books. If the designer is not named (which is likely), ask students to think of other unnamed people who helped make the book, such as the editor and the publisher. Continue to list all the people students can think of who played a part in producing their books.

Understanding Copyright
◆ Have students turn to the copyright notice at the front of the textbook. Ask if anyone knows what the copyright symbol (©) means. Explain that it tells when the book was first published and who was responsible for all the creative work that went into making it. Usually this is the author, but sometimes the copyright belongs to the company that the author and everyone else works for.
◆ Explain that copyright is important because it protects creative work by making it against the law for anyone else to copy that work or use it on their own without permission. It gives creative people a chance to sell their work without having to worry that someone else will copy it and use it for free, or make copies to sell for themselves. It’s like a reward for being creative and tells the world who really owns a creative work and has the right to make copies of it.

Join The ©Team
◆ Tell students that the copyright symbol protects all kinds of creative work, not just books. Then introduce The ©Team by referring to the program wall poster. Explain that these characters represent some of the creative people who make video games. They call themselves The ©Team because copyright and creativity always go together.
◆ Name the members of The ©Team and have students explain what each contributes to creating a video game.
Rick the Writer – He creates the story line, situations, and characters in the game.

Alan the Artist – He draws the scenes, characters, and action of the game.

Patty the Programmer – She writes the computer code that makes the game fun and exciting.

Tell students they are going to join The © Team on a copyright quest. Pass out copies of the worksheet and review the directions. Remind students that the copyright symbol can protect creative ideas expressed in any fixed form – words, images, symbols, designs, recordings, etc. Have students complete the activity by marking the items they think should be protected by a copyright symbol, then review the answers in class.

Answers

© Lamp and Aquarium: Copyright protects only original ideas. Everyday objects cannot be copyrighted.

© Action figures: Artists and writers create the ideas for action figures, and copyright protects those ideas even when they are expressed in the sculpted form of a toy.

© Poster: Copyright protects the creative ideas expressed through the images and design of a poster.

© Book: Copyright protects the creative content of a book. Sometimes writers and illustrators copyright their own parts of a book.

© Video game: Artists, writers, programmers, and others all contribute original ideas to a video game. Their ideas are expressed in the images you see when you play the game and in the computer software that makes the game work. The copyright symbol protects all these ideas.

© Music Recording: A musician or singer expresses his or her original ideas about a piece of music through performance. When the performance is given a fixed form through recording, those ideas can be protected by copyright.

© Juice Box: The copyright symbol on a juice box (or other package) protects the ideas expressed in the label and package design.

© Sandwich: This is another everyday object that cannot be copyrighted.

© Movie DVD: Like a video game, it takes many original ideas to make a movie. The copyright symbol protects all those ideas, whether the movie is on film, videotape, or DVD.

© T-shirt: While a T-shirt is an everyday object that cannot be copyrighted, the image printed on a T-shirt can be protected by copyright because it expresses an artist’s original idea.

© Board game: The idea for a board game is expressed in the design of the game components, which can be protected by copyright.

Bonus Question: The boy should tell his friend that it is against the law to make a copy of the video game, because it is protected by copyright.

Have students continue their copyright quest at home, creating a list of all the different things they can find around the house that have a copyright symbol on them. Students and their parents will probably be surprised at the number of items they find. Compile a class list to reinforce awareness that copyright applies to many other things besides books.
Activity 2
Let's Copy Right!

Objectives
♦ Introduce the concept of intellectual property and the importance of respecting the intellectual property rights of others.
♦ Explain plagiarism and the basic rule for avoiding plagiarism by crediting sources.
♦ Reinforce the distinction between illegal copying outside the classroom and the limited copying of sources allowed in school work.

Materials Required
♦ Student copies of the reproducible worksheet.

Time Required
♦ One class period.

Instructional Guidelines
Respecting Intellectual Property
♦ Begin by asking students to name some creations of their own that could be copyrighted: a book report or story; a drawing or computer graphic; a song lyric or melody; a home video or photograph. Talk about the originality and intellectual effort that qualifies these creations for copyright. Ask students how they would feel if someone copied or took credit for their creations. Use their reactions to talk about why it is important to respect other people's creative ideas and what they make out of those ideas – their intellectual property.
♦ Help students explore this concept by describing situations that show respect vs. disrespect for the intellectual property of others. For example:
  ● Repeating a joke you heard on TV vs. Changing the joke a little so you can say you made it up.
  ● Asking a classmate for help with a project vs. Copying a classmate's project ideas.
  ● Borrowing a friend's new video game vs. Making a copy of the game for yourself.
  ● Learning about dinosaurs at a website vs. Taking ideas from the website for a class report.

Avoiding Plagiarism
♦ Tell students that the concept of intellectual property is especially important in school because it's a place where you share ideas all the time. That's why there are special rules for using other people's ideas in school work – and serious consequences if you break the rules.
♦ In school, students have a responsibility to credit their source whenever they borrow an idea, quote a passage, or use an image in their school work. Explain that copying someone else's creative work without giving credit is considered plagiarism, a form of cheating similar to copying answers on a test. Everyone knows it's wrong to take credit for someone else's answers on a test, and it's just as wrong to take credit for someone else's ideas in a school report or project, no matter whether the ideas came in words or a picture, and no matter whether you copy the ideas exactly or change them a little on your own.
♦ Assure students that it is easy to avoid plagiarism. All they have to do is credit their source – that means telling where they got the facts and ideas they use in a project or report. Show students how to credit sources in the format approved for your school and grade level. For printed sources, this usually involves citing the author, title, and
page number. For Internet sources, it usually involves citing the website author/producer, the name of the website, and the webpage address (URL). Show students how to find this information and how to cite it in a footnote, in parentheses, or with a “works cited” page.

Respecting Copyright

◆ Conclude this class discussion by reminding students that the special rules for respecting intellectual property in school don’t apply outside the classroom. Students are allowed to copy short passages of copyrighted text, individual copyrighted images, and excerpts from other copyrighted material in their school work, as long as they credit their sources. This is called “fair use.” But no one is allowed to copy copyrighted material outside the classroom for any reason without getting permission.

◆ Reinforce these concepts by completing the Activity Two worksheet as a class. Discuss each illustration to make sure students understand these situations and the rules for respecting the intellectual property of others.

Answers

1 Situation: The illustration shows Julie copying words from a book into her book report. The close-up shows a section of her report with the copied sentence highlighted. Students should recognize this as potential plagiarism.

Solution: To copy right, Julie should put quotation marks around the sentence she’s copied and credit her source for the sentence in a footnote or in parentheses (depending on the style favored at your school).

2 Situation: The illustration shows Emily browsing a website on the Maya civilization for ideas and information about pyramids. Students should recognize that she’s using someone else’s creative work to create something of her own.

Solution: To copy right, Emily should make a note of the website she’s browsing so she can give credit for the ideas and information she finds there. It would be plagiarism if she used those ideas and didn’t give credit, even though she might use the ideas in an original way.

3 Situation: The illustration shows Simon giving his friend Bob a CD-copy of a computer report on Harry Potter that Simon presented in class. Students should realize that Simon probably used excerpts from the Harry Potter books and images from the Harry Potter movies in his report.

Solution: To copy right, Simon should not give his friend a copy of the report. He’s allowed to use excerpts from copyrighted material in his school work, but it’s against the law to make copies or give away copies of copyrighted material outside the classroom, even if he’s only copied a few passages and a few pictures.

4 Situation: The illustration shows Niki presenting a computer report on bats in which she’s used pictures and facts copied from her CD-ROM encyclopedia. Students should recognize this as potential plagiarism.

Solution: To copy right, Niki should credit the source of her pictures and facts in a footnote or on a credits slide. Just because Niki owns the CD-ROM encyclopedia doesn’t mean she owns the creative work that’s on it. The contents of the encyclopedia are still someone else’s intellectual property and she should show respect by giving credit.
Activity 3
Create a Book

Objectives
♦ Guide students through the stages of the writing process.
♦ Reinforce students’ inventive, organizational, editorial, design, and visual communications skills.
♦ Promote artistic and verbal creativity and attention to detail.
♦ Raise awareness of the meaning and importance of copyright.
♦ Celebrate student achievement.

Materials Required
♦ Art supplies.
♦ Student copies of the reproducible ©Team Book Planning Chart and book template.
♦ You’re Part of the ©Team! copyright stickers.

Time Required
♦ Five to seven class periods for planning, hands-on development, and follow-up discussion.

Instructional Guidelines
♦ Tell students they are going to find out why intellectual property is so valuable by creating their own copyrighted books. They will write the words, draw the pictures, design the pages, and put their books together to see how much goes into getting a copyright and why copyright protection is so important.

Pre-Writing and Planning
♦ As a class or in small groups, have students brainstorm ideas for their books. To get the process started, you might suggest one of the subjects listed in the curriculum connections chart.
♦ Provide students with copies of the reproducible ©Team Book Planning Chart, which lays out the twelve pages that will make up their book in miniature, including a copyright page and covers. Show students how to use this chart to plan what will go into their stories. Students who are visually oriented can begin sketching the elements of their story in the mini-pages. Those who are verbally oriented can use the mini-pages to make notes about how they will tell the story.
♦ Point out to students that the chart is designed to help them think of their story as a sequence of ideas or episodes, so they don’t try to put everything on one page. It can also help them come up with more ideas if they have trouble filling all the mini-pages, or help them concentrate on their best ideas if they have too much. The chart is also a good way to start thinking about how the words and pictures in their books will go together.

Feedback: Peer Partners
♦ When students have completed their planning charts, divide them into pairs or small groups to review one another’s ideas. Explain that they will be working as editors for one another, checking to see that the book’s ideas are well organized and easy to follow, and providing feedback about the best parts of the book and where it could be better. Remind students that it is the editor’s job to make every book as good as possible, so they should be positive in their comments and give suggestions when they think something needs improvement. As students review one another’s planning charts, move from group to group to assure a productive, constructive atmosphere.

Producing a First Draft
♦ For homework, have students produce first drafts of their books, including both words and pictures. Explain that there will be time later to make the pictures look exactly the way they want and to color them in, and time to change the words of the story and check the spelling. For now they should focus on just writing out what they want to say on each page of the book and sketching the pictures they have in mind. This is the time to be really creative and see what kinds of ideas pop out as you tell your story.

Editing: Peer Partners
♦ When students have completed their first drafts, have them return to their editorial partners or groups to review their work. Explain that, as editors for one another, it is their job this time to help correct mistakes in the writing and to point
out anything that might be confusing in the pictures. As they read one another’s work, they should be on the lookout for wrong words and misspelled words and places where a different word might work better. They should also check that the pictures and words go together on each page, and that it’s easy to tell what each picture is about.

Remind students that they don’t always have to follow their editor’s advice. The editor is there to help them see their work from a different point of view and help them figure out ways to make it better. But it’s the person who creates the book who gets to make the final decisions.

Rewriting: Finished Layouts

When they have completed their editorial reviews, provide students with copies of the reproducible book template included with this program. The template is designed to help students align the pages of a 4.25” x 5.5” book on a standard sheet of letter-size paper so that the sheet can be folded into an 8-page signature, ready for binding into a cardboard cover. You can also adapt this template to a larger format, or let students create their pages on blank sheets.

Provide class time for students to begin creating the finished layouts for their book pages. If they are working without a template, help them organize the page space so there is adequate room for both their words and the picture. Have students complete their page layouts as homework.

Note: Some students may find it easier to create their book with the paste-up method, drawing the pictures and writing the words separately, then pasting them in place and photocopying the page before adding color. This method can also come to the rescue when students make inadvertent mistakes.

Presentation: Creating Covers

With the pages complete, students are ready to create covers for their books. Remind them that, even though people say you can’t judge a book by its cover, it’s still important to make the cover appealing. Encourage them to think of the cover as a small poster that will catch people’s eye and make them want to read the book. Explain that this is a chance for them to focus on their visual communication skills and exercise all their artistic creativity.

Have students create their covers on cardboard cut to size and scored to fold at the spine. When they have finished, help them staple their books together and check that the pages are trim and that they turn properly.

Publication: You’re Part of the ©Team!

Conclude the project with a publication party at which you award students You’re Part of the ©Team copyright stickers to affix on the inside covers of their books. The sticker has space for students to fill in the date of publication for their book and their name as the copyright owner.

Call students’ attention to the statement printed below the copyright symbol on the sticker:

All rights reserved. No part of this work may be used or reproduced in any manner whatsoever without written permission except in the case of brief quotations embodied in critical articles or reviews.

This is a standard notice used by real book publishers to protect copyrighted works. Discuss the meaning of this statement, helping students understand some of the more difficult words:

- What parts of your book might someone else want to use or copy? Words, pictures, characters, plot, scenes, etc.

- How might someone use those parts of the book? Turn the words into a song; put a picture on a T-shirt; put a character into a cartoon; turn the plot into a movie; etc.

- Why would someone need to get your permission to use part of the book? Because all the creative work in the book belongs to the copyright owner.

Do you think you’d give away permission for free? Why or why not? Use this question as a springboard to have students share their feelings about the intellectual property they have created and its value to them.
Objectives

- Introduce the concept of computer content as the intellectual property of those who produce it.
- Raise awareness that computer content is protected by copyright.
- Reinforce understanding of plagiarism and the responsibility to credit sources in all school work.
- Guide students through the basic procedures for producing a computer presentation.
- Enhance research, communications, collaboration, and computer skills.

Materials Required

- Classroom computer with presentation software such as Microsoft PowerPoint®. It would be useful to have access to a scanner as well.
- The ©Team Book Report PowerPoint template available for download at www.jointhecteam.com. You may want to ask your school technology coordinator for help in obtaining and working with this resource.
- Digital images on CD-ROM, scanned, gathered from the Internet, and/or taken with a digital camera.
- Student computers with presentation software, at least one computer per student group, located in the classroom or the school computer center.

Time Required

- Five to seven class periods for planning, hands-on development, and follow-up discussion.

Instructional Guidelines

- Introduce the concept of computer content by having students talk about their experiences with CD-ROMs, computer games, video games, and websites, or show a CD-ROM learning game on your classroom computer. Ask students to name some of the creative talents involved in making computer content. They should recognize the work of writers, artists, animators, and designers. Refer to the Join the ©Team! poster to remind students that programmers like Patty also help create computer content by writing the computer code that makes the words and images work together.
- Remind students that computer content is protected by copyright. Show them the copyright symbol on a CD-ROM or in the “About” section of a program running on your computer, and tell them they can find the copyright symbol at the bottom of most webpages when they go online. Explain that the symbol means it is against the law to copy computer content without permission, even content you can use for free on the Internet.
- Tell students they are going to become computer content creators by producing computer book reports using presentation software. That way, they’ll be able to see for themselves how much work goes into making computer content and why it’s important to respect the rights of those who produce it.

Previewing PowerPoint

- Use the ©Team Book Report template to show students how computer presentation software works. The template is designed for students to replace guide texts (in parentheses) with their own words. Show students how to select and type over these guide texts. The template also includes space for students to insert an image on most pages. Show students how double-clicking on these image spaces will give them access to a clip art gallery where they can find pictures to illustrate their reports. Last, show students how to advance from slide to slide and how to play the presentation as a slide show. Depending on your own familiarity with presentation software, you might also show students how to change the slide backgrounds, how to change fonts, and how to reorganize the slide layouts.

Planning the Book Report

- Once they are familiar with the operation of presentation software, provide students with copies of the ©Team Book Report Planner worksheet, which outlines the presentation slide by slide. Review the topics covered in the presentation and talk about how students should plan to “fill in the blanks” on each slide. The template includes a cover slide, individual slides for
setting, character, plot (main events), and student conclusions, plus a credits and copyright slide at the end. You may wish to modify the presentation to correspond with your own format for student book reports—for example, by changing the topic headings, creating separate slides for individual characters, or adding slides for information about the author, a glossary, or favorite passages.

◆ Divide the class into presentation partners who will produce a book report together. Consider computer availability as you divide the class. Each set of partners will need access to a computer with presentation software to create their report. You might plan to have students work as a class in your school computer center or take turns at your classroom computer.

◆ Have students prepare their presentations using the worksheet, which includes space for them to plan images for each slide. Depending on your resources, these can be generic clip art graphics, stock photos from a CD-ROM collection, scanned illustrations from the books on which students are reporting, pictures copied from the Internet, or even digital images of the students themselves acting out episodes from the story. Use this image-planning part of the project to remind students of the need to avoid plagiarism by crediting their source when they use someone else’s intellectual property in their school work. Point out that they will need to provide credit information on the final slide of the presentation for all the pictures and other resources they use.

Creating Computer Content
◆ Schedule time for each partner group to create their presentation when you and/or your school technology specialist can supervise their work. Coach students through the steps of selecting text, typing in what they have written on their planning worksheet, and checking their work for accuracy. Show students how to access, insert, and position pictures for each slide. Finally, guide them through the “Credits and Copyright” slide, where there is space for them to credit their sources (including the book they are reporting on) and enter their own copyright to the report.

◆ When all partner groups have completed their computer book reports, have them show off their communications and computer skills by presenting their reports to the class. To reinforce the importance of crediting sources and respecting intellectual property, be sure each partner group includes the “Credits and Copyright” slide in its class presentation.

Respecting Intellectual Property
◆ Conclude by talking with students about the meaning of the copyright symbol and how it protects all the hard work they put into creating their original computer content. Remind them that the copyright symbol on their credits page identifies the presentation as their intellectual property, even though it may contain elements that are the intellectual property of others. Invite students to reflect on the time, effort, and creative energy they invested in this project and ask how this experience has affected their attitude toward copyrighted computer content they see on CD-ROMs, DVDs, and the Internet.

◆ As a follow-up, work with your school’s technology coordinator to copy your students’ computer book reports onto CDs or floppy disks, so that each member of the class can show off his or her work to family and friends. Label each CD or floppy disk with the book report’s title and copyright notice. For a dressier look, you can download special ©Team CD and floppy disk label templates at The ©Team website, www.joinktheteam.com, for use with pre-cut labels available at most office supply outlets. In cases where it is not possible to produce digital copies of your students’ computer book reports, plan to print out copies for all members of the class, which you or your students can bind to form a finished product.
You can find the copyright symbol on all kinds of things – books, pictures, video games, CDs, even toys! Look at this picture. Write a “C” in the circles to show which things should have the copyright symbol. Then go looking for the copyright symbol at your home.

**Cool game! Can you make me a copy?**

**BONUS QUESTION**
How should the boy answer his friend’s question?
Let’s COPY RIGHT!

You know that the copyright symbol protects intellectual property. Now help these students copy right. Write your answers in the space provided or on a separate sheet of paper.

1. Julie is copying a sentence into her book report. What should she do to copy right?

2. Emily is getting ideas for her pyramid project from this website. What should she do to copy right?

3. Simon is giving Bob a copy of his class report on Harry Potter. What should he do to copy right?

4. Niki copied pictures from her CD-ROM encyclopedia for a report on bats. What should she do to copy right?

© 2013 Entertainment Software Association. All rights reserved. This worksheet may be reproduced for educational purposes. Created by YMI.
Use these miniature book pages to plan what will go into your book. You can sketch the pictures and make notes on the lines.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
Use this chart to plan what you will say on each slide in your computer book report. There’s space to plan your picture ideas, too.

- **Setting**
  - Where and when the story takes place.
  - Other facts about the setting.

- **Main Characters**
  - Character Description
  - Character Description

- **Main Events**
  - Tell what happens.
  - How does the story end?

- **Conclusion**
  - Your opinion of the book.
  - Your recommendation to other readers.
Teachers provide the raw material for intellectual property—young minds with fresh ideas—so it is not surprising that concerns about intellectual property should arise in the classroom. Usually these are pedagogical concerns about the best way to teach students respect for the intellectual property rights of others, both in their academic work and in their use of computer technology. Sometimes, however, there are professional concerns, such as when a teacher wonders about the legality of using Internet content in a homework sheet or sharing a colleague’s classroom management software.

This brief guide aims to address both sets of concerns by offering an overview of intellectual property principles and practices as they apply to the classroom. The guide focuses on three areas where teachers and students must be clearly informed about intellectual property rights to avoid potential violation of the law: plagiarism, copyright, and piracy. In each area, the guide provides a framework intended to help teachers evaluate specific situations involving intellectual property rights. But the guide is not intended as a legal advisory and should not be relied on when legal questions arise in the classroom. While the guide may help one recognize such questions, teachers should contact a school or district administrator for help in finding answers.

What is Intellectual Property?

In the broadest terms, intellectual property is any product of a creative mind. An idea, insight, or inspiration does not become intellectual property until it is fixed in some tangible form of expression. Once fixed, however, intellectual property may be protected by patent, copyright, or trademark laws.

In the United States, these laws can be traced to Article One, Section Eight of the U.S. Constitution: “The Congress shall have power...To promote the Progress of Science and useful Arts, by securing for limited Time to Authors and Inventors, the exclusive Right to their respective Writings and Discoveries.” Authors receive this exclusive right through copyright. Inventors receive a similar right through patents.

As the language of the Constitution makes clear, the purpose of intellectual property rights is to promote innovation by giving innovators economic control over their creations. For a limited time, they are the only ones to decide who is allowed to profit from their work. This creates an incentive for originality that serves to keep society supplied with improvements. Remove that incentive, by weakening or ignoring intellectual property rights, and “the Progress of Science and useful Arts” will decline.

Students should be aware that intellectual property rights are one of the foundation stones of American life, a legal and economic principle as basic as any in the Constitution. Admittedly, they may find it a far stretch to connect their personal attitudes toward intellectual property with the economic destiny of American society, but once they make that connection, they will perhaps better understand the rationale underlying the imposition of legal penalties for violating intellectual property rights.

Plagiarism

For educators, plagiarism is the most familiar area of intellectual property concerns. In the classroom, plagiarism involves misrepresenting another person’s intellectual work as one’s own. Students often reduce this concept to word-for-word copying, which happens to be a nearly correct understanding of plagiarism outside the classroom. There, plagiarism occurs when, for example, an author lifts passages from another book or a musician samples riffs from another recording without permission. The author who merely appropriates ideas, restates facts, and rephrases arguments is not a plagiarist. On the contrary, by putting borrowed intellectual content into his own words, such an author actually creates his own intellectual property.

Within an academic context, however, the rules are much stricter. Academic plagiarism involves not only direct quotation but any use of another’s intellectual content without attribution, including facts, data, ideas, arguments, or lines of thinking. The concept springs from respect for the intellectual efforts (not just the intellectual property) of others, and requires that students acknowledge every contribution others have made to their own intellectual
work. In simplest terms, this means that students should learn to credit their sources whenever they consult the work of another.

The accepted format for crediting sources differs, of course, across the academic disciplines, but for elementary school students, any convenient format will serve to help them get in the habit of taking notes on and giving credit to the resources they use in their school work. Developing this habit is especially important as students begin to use CD-ROM and Internet resources, which some people mistakenly believe are exempt from the rules that apply to printed materials. Teach students to give the title of a CD-ROM and the page number or file name they have consulted. Show them how to copy the URL of a webpage and paste it into their research notes. Students can learn the formalities for citing such resources as they advance in school. From the start, however, they should learn the importance of crediting their sources and that it is a sign of intellectual maturity, not a sign of weakness.

At an appropriate age, students should also learn that the consequences of academic plagiarism can be extremely harsh. In college, plagiarism can lead to failure on a paper, failure in a course, or even expulsion from school. These penalties underscore that plagiarism is a serious academic offense, a form of cheating or intellectual theft that rarely goes unpunished – another reason for students to learn the simple precaution of crediting their sources from the start.


**Copyright**

Students who have learned to strictly respect the intellectual work of others in order to avoid plagiarism already have a solid foundation for understanding the laws of copyright. These laws are found in the Copyright Act, located in Title 17 of the United States Code, and spell out in considerable detail what can be copyrighted, how copyright is obtained, how long copyright lasts, and how copyright protection is enforced. Here are the essentials:

**Copyrighted Works**

Copyright applies to any tangible expression of a creative mind. In the United States, according to section 102(a) of the Copyright Act, “Copyright protection subsists ... in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. Works of authorship include the following categories: (1) literary works; (2) musical works, including any accompanying words; (3) dramatic works, including any accompanying music; (4) pantomimes and choreographic works; (5) pictorial, graphic, and sculptural works; (6) motion pictures and other audiovisual works; (7) sound recordings; and (8) architectural works.”

You may wonder where digital works, such as computer software and websites, fit into this list. By definition, they are included in category 1. Section 101 of the Copyright Act defines literary works as “works, other than audiovisual works, expressed in words, numbers, or other verbal or numerical symbols or indicia, regardless of the nature of the material objects, such as books, periodicals, manuscripts, phonorecords, film, tapes, disks, or cards, in which they are embodied.”

Read these statutes carefully and you’ll soon realize that virtually any tangible expression of human consciousness is protected by copyright. However, it is important to remember that copyright applies only to the expression, not to the idea itself. As the Copyright Act explains in section 102(b), “In no case does copyright protection of an original work of authorship extend to any idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied in such work.” This means, that while a description, explanation, or illustration may be protected by copyright, the idea described, explained, or illustrated is not.

There are some exceptions to the protection afforded by copyright. According to the U.S. Copyright Office, the following generally cannot be copyrighted:

- Works that have not been fixed in a tangible medium – for example, a dance that has not been recorded or an off-the-cuff speech that has not been written down.
Works consisting entirely of information that is common property and containing no original authorship, such as standard calendars, height and weight charts, tape measures and rulers, and tables taken from public documents or other common sources.

Titles, names, short phrases, and slogans; familiar symbols or designs; mere variations of type style, lettering, or coloring; lists of ingredients or contents.

Any work of the United States government.

Other than these examples, you and your students should assume that any tangible expression of a creative mind — anything in print, on the Internet, on television or radio, on tape or disk — is covered by copyright, whether it carries a copyright symbol or not.

Copyright is also protected internationally, sometimes in slightly different ways, but with most of the same underlying principles, as dictated by several important international treaties and conventions to which the United States is a party.

Securing Copyright

At one time, copyright protection could be secured only when a work was published or formally registered with the U.S. Copyright Office, and it required that a notice of copyright appear on the work itself. This is no longer true.

Now, according to the Copyright Office, “copyright is secured automatically when the work is created” — that is, when it is fixed in a material form that can be read or perceived directly or with some device. This means that words put on paper or typed into a computer are protected by copyright, even if no one except the author ever sees them. Home videos and musical greetings recorded on an answering machine are protected by copyright, even though it is unlikely either will ever do much to “promote the Progress of Science and useful Arts.” And virtually everything students produce in the classroom is protected by copyright, from their crayon scribblings in preschool to a computer presentation completed today.

No copyright notice is required to secure this protection. Most published works, of course, still carry a formal copyright notice, in part as a legal precaution, but the absence of a copyright notice can no longer be taken as an indication that a work is not copyrighted. On the contrary, the mere fact that a work exists probably indicates that it was automatically protected by copyright when first created and that it should be treated as the intellectual property of someone else.

The Copyright Owner’s Rights

Given the generally comprehensive nature of the copyright laws, it should come as no surprise that copyright owners are granted broad control over their work for a period of time. No one can make any use of the work without the copyright owner’s permission. Specifically, without permission, no one can:

- Reproduce any part of the work in any medium;
- Recast, transform, or adapt the work in any way;
- Distribute copies of the work to others;
- Perform, display, or broadcast the work publicly.

Those seeking to make uses of copyrighted works should contact the author or other copyright owner and ask to be granted a license, usually in exchange for a small fee.

The laws are deliberately comprehensive to give the creator the maximum right to choose how his or her work is to be used and exploited. And the law regards any violation of these restrictions as an infringement of copyright, whether or not a commercial motive is involved. For example, the following can all be violations of copyright:

- Taking photos at an art exhibition.
- Loading a borrowed piece of software onto your computer.
- Turning a short poem into a T-shirt decoration for your book club.
- Making copies of a magazine article for your friends.
- Making a CD of a friend’s favorite songs to give as a birthday gift.
- Tacking a photocopy of a comic strip on the faculty room bulletin board.

(Note that all these examples involve situations outside the classroom. This is because the law does make some explicit exceptions for educational use of copyrighted works.)

Infringement of copyright, no matter how well-intentioned or seemingly inconsequential, is a violation of federal law, with financial penalties and the possibility of criminal prosecution for willful infringement. In short, as befits a fundamental principle established by the Constitution, the protection of intellectual property afforded by copyright is comprehensive.
Length of Copyright and The Public Domain

The Constitution provides that intellectual property rights shall be granted “for limited Time,” but in recent years these limits have been increased. Copyright in most authored works now lasts until 70 years after the author’s death. For anonymous works and those produced under contract (“works made for hire”), copyright lasts for 95 years from the date of first publication or 120 years from the date of creation, whichever expires first. Some works that were copyrighted before these longer protection periods became law are still on the old shorter schedules, but as a general rule one can assume that any work published after 1923 is still protected.

Works that have lost their copyright protection are said to belong to the “public domain.” They can be copied, distributed, adapted, and so on without restriction. These include all works published before 1923 and, due to changes in copyright law over the years, certain works published between 1923 and 1978 – namely those published without a valid copyright notice and those for which copyright was not formally renewed 28 years after initial publication. (Information about copyright renewals can be obtained from the U.S. Copyright Office.) In addition, works of the United States government, because they are not eligible for copyright, are also in the public domain.

Permissions

While it is important to emphasize the strict nature of copyright protection, it is equally important to realize that most copyright owners want others to make use of their work, because that is one way they can hope to profit from it – by granting permission for a specific use.

Typically, copyright owners charge a fee for granting permission, based on the amount of their work being used and the purpose for which it is being used. A photograph used in a major advertising campaign would likely come with a substantial permission fee. However, a photograph posted on a school website would likely come with a minimal fee or perhaps with no fee at all if the copyright owner felt that exposure on the website or just the satisfaction of supporting education were compensation enough.

Whatever the final arrangement might be, it is always necessary to seek permission before making any use of creative works protected by copyright.

Fair Use

By this point, it may seem that educators and students cannot avoid running afoul of copyright law. However, the law includes a limitation on the copyright owner’s exclusive rights that opens the way to using copyrighted materials in the classroom.

This limitation, called “fair use,” is spelled out in section 107 of the Copyright Act, which states: “The fair use of a copyrighted work ... for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include: (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work.”

The four factors listed in this statute serve as criteria for determining whether the use of a copyrighted work is fair.

◆ The first criterion is almost always met in the classroom, since copyrighted material is normally used there only for an educational purpose.

◆ The second criterion can be more problematic. In practical terms, it raises questions about the availability of the copyrighted work and its substance. Using excerpts from an out of print book or old magazine is more likely to be considered fair use than using excerpts from a work that students could purchase. Similarly, using excerpts from a factual book, such as a travel guide or biography, is more likely to be considered fair use than using creative work taken from a photo essay or a novel.

◆ The third criterion is again fairly straightforward: using a small portion of a copyrighted work is more likely to be considered fair use, using a large part or the whole work is not.

◆ The last criterion might seem straightforward as well, because a teacher might think it obvious that exposing students to excerpts from a copyrighted work can only increase its market value. However, if the excerpts are pages from a workbook, or a set of poems from an anthology, providing
students with copies could as easily be seen as an unfair scheme to avoid purchasing texts for each student, especially if copies of the same pages and poems are handed out year after year.

Under fair use, students can use copyrighted material in their school work in most instances. However, a cause for concern may arise when a student’s work leaves the classroom and appears in public — for example, as a prize-winning essay in the local newspaper or a presentation on the school website. Depending on the type of materials students have used and the extent of their use, this change in circumstances might require obtaining a copyright owner’s permission.

Teachers can also find their own fair use of copyrighted materials altered by circumstances. After all, handing out copies of a lesson plan that contains copyrighted materials at an educational conference is not much different from unfairly publishing those copyrighted materials as your own, particularly if the materials end up on your school district’s website.

Even within the sanctuary of the classroom, teachers are not always automatically entitled to claim fair use. As mentioned above, using copies of materials designed for the classroom instead of purchasing the materials (or paying a permission fee to make copies) is likely an infringement of copyright, unless the use were a spontaneous, one-time occurrence — say copying math problems from various textbooks for a pop quiz. The same principle applies when a teacher shows a copyrighted movie or videotaped television program in class. A one time showing would likely be considered fair use, but repeated showings would infringe on the copyright owners’ exclusive right to display their work publicly, as class after class of students begins to add up to an audience. Teachers can also apply this principle when trading software: trying out a colleague’s classroom management package or borrowing an instructional program can become an unlawful use of copyrighted material if the software remains installed on your computer and gets used again and again.

One last point on the use of copyrighted works in the classroom. Crediting the source of copyrighted material may satisfy the rules for avoiding academic plagiarism but it does not meet the requirements of copyright law. Giving the copyright owner a credit is not equivalent to getting the copyright owner’s permission and, in a legal context, is no defense against a charge of infringement.

**Piracy**

Intellectual property theft is called “piracy.” It is a concept that goes back to the early years of the printing press when unscrupulous publishers would purchase a book or illicitly obtain a manuscript, set the text in their own shop, and print off a “pirated” edition. Shakespeare is perhaps the most famous victim of this practice, though it continued into the early 20th century.

Now, of course, pirates no longer need their own printing press. Computers have put the tools of piracy into every home, allowing almost anyone to produce illegal copies of text, images, video, audio, video games, and software. It is a temptation that many students, sadly, find it difficult to resist.

One reason for this susceptibility may be that students become accustomed to making fair use of copyrighted materials in their school work and come to think of themselves as somehow exempt from the laws that protect intellectual property rights, as if being a student were license to copy anything at any time. To correct this misconception, it is important to emphasize that students are free to use copyrighted material only in their school work, and then only in the classroom setting. Outside this narrow zone of protection they are subject to the same laws, and the same penalties, as everyone else.

Students can also harbor misconceptions about exceptions in the copyright law for “personal use.” It is legal, for example, to videotape a television program or tape record a song on the radio for personal use, which means watching or listening to it later. But this does not mean, as students might suppose, that copies can be passed from person to person, as on a peer-to-peer website where “personal copies” of music, movies, and video games that people around the world have stored on their computers are made available to anyone. Taking copyrighted material from these websites is piracy, even if one intends to put the material to “personal use.” It is a violation of the copyright owner’s right to control the reproduction and distribution of his intellectual property, and is subject to some of the most serious penalties provided in copyright law.

A final possible source of student misconceptions is the natural tendency to think that the right of ownership that comes with purchase of a copyrighted work is comparable to the intellectual property right of a work’s creator. This kind of
confusion is especially likely to arise with digital media – CDs, CD-ROMs, and DVDs. Students may believe that they “own” the music, movies, and video games they purchase in these formats. In fact, they own only the digital medium itself and an often strictly limited right to use the intellectual property printed on it. They usually do not have the right, for example, to copy the digital content onto a friend’s computer, or to distribute excerpts of the content by email. Both actions would constitute piracy, because both amount to taking the copyright owner’s intellectual property without permission and using it as if it were one’s own.

Beyond helping students correct these kinds of misconceptions, educators can act to prevent piracy by reminding students of the ethical principles involved in all aspects of intellectual property rights protection. This guide has emphasized the legal issues surrounding intellectual property, but the rules and laws reviewed here all rest on an ethical recognition that it is wrong to take the intellectual property of another person, just as it is wrong to steal material objects that don’t belong to us. Reminding students of this simple axiom, guiding them toward this conscience-touching realization, may be the place to start instruction on the concept of intellectual property, and may be the most effective lesson in the end.
**Additiona Resources**

**Some Sources of Content in the Public Domain**

U. S. Government websites are usually the most reliable sources of content in the public domain. This is because, by law, “copyright protection ... is not available for any work of the United States Government” (U.S. Copyright Act, §105). In addition, most government websites provide clear guidance on the copyright status of their contents, enabling you and your students to use these resources with confidence. Listed here is a sampling of government websites that hold valuable archives of images, audio clips, video clips, documents, diagrams, and maps for projects in history, literature, science, and geography, as well as content that can be adapted to other subject areas.

- **Library of Congress American Memory Collections**  
  http://memory.loc.gov/

- **NASA Image Exchange**  
  http://nix.nasa.gov/

- **NASA Multimedia Gallery**  
  www.nasa.gov/multimedia/highlights/index.html

- **National Archives Archival Research Catalog (ARC)**  
  www.archives.gov/research_room/arc/

- **NOAA Photo Library**  
  (National Oceanic & Atmospheric Administration)  
  www.photolib.noaa.gov/

- **US Army Corps of Engineers Digital Visual Library**  

- **US Department of the Interior Photo Library**  
  www.doi.gov/gallery.html

- **US Geological Survey Library**  
  http://libraryphoto.cr.usgs.gov/

- **US Government Graphics and Photos Index**  
  www.firstgov.gov/Topics/Graphics.shtml

**Information on Copyright and Intellectual Property**

The websites listed here provide additional lessons in copyright and information to help students better understand the concept of intellectual property and the importance of respecting the intellectual property rights of others.

- **A Visit to Copyright Bay**  
  (interactive lessons updated 2004)  
  www.stfrancis.edu/cid/copyrightbay/

- **ClassZone Web Research Guide**  
  www.classzone.com/books/research_guide

- **Copyright Kids**  
  (interactive lessons posted 2001)  
  www.copyrightkids.org

- **Copyright Society of the U.S.A.**  
  www.csusa.org  
  (See homepage for information on annual Copyright Awareness Month.)

- **Cyberethics for Kids**  
  www.cybercrime.gov/rules/kidinternet.htm

- **CyberSmart**  
  www.cybersmart.org

- **The Educator’s Guide to Copyright and Fair Use**  
  (from Education World October 2000; updated 2004)  
  www.education-world.com/a_curr/curr280.shtml

- **Entertainment Software Association**  
  www.theESA.com

- **F@CE® (Friends of Active Copyright Education)**  
  www.csusa.org/face

- **Fair Use Guidelines for Educational Multimedia**  
  www.adec.edu/admin/papers/fair10-17.html

- **Plagiarism: What It is and How to Recognize and Avoid It**  
  (from Indiana University)  
  www.indiana.edu/~wts/pamphlets/plagiarism.shtml

- **Reproduction of Copyrighted Works by Educators and Librarians (Circular 21)**  

- **RespectCopyrights.org**  
  www.respectcopyrights.org

- **U.S. Copyright Office**  
  www.copyright.gov
Join the © Team!
is made possible by the
Entertainment Software
Association, which serves the
business and public affairs
needs of companies that
publish video and computer
games for video game
consoles, handheld devices,
personal computers, and the
Internet. To learn more
about the ESA, visit their
website at www.theESA.com.