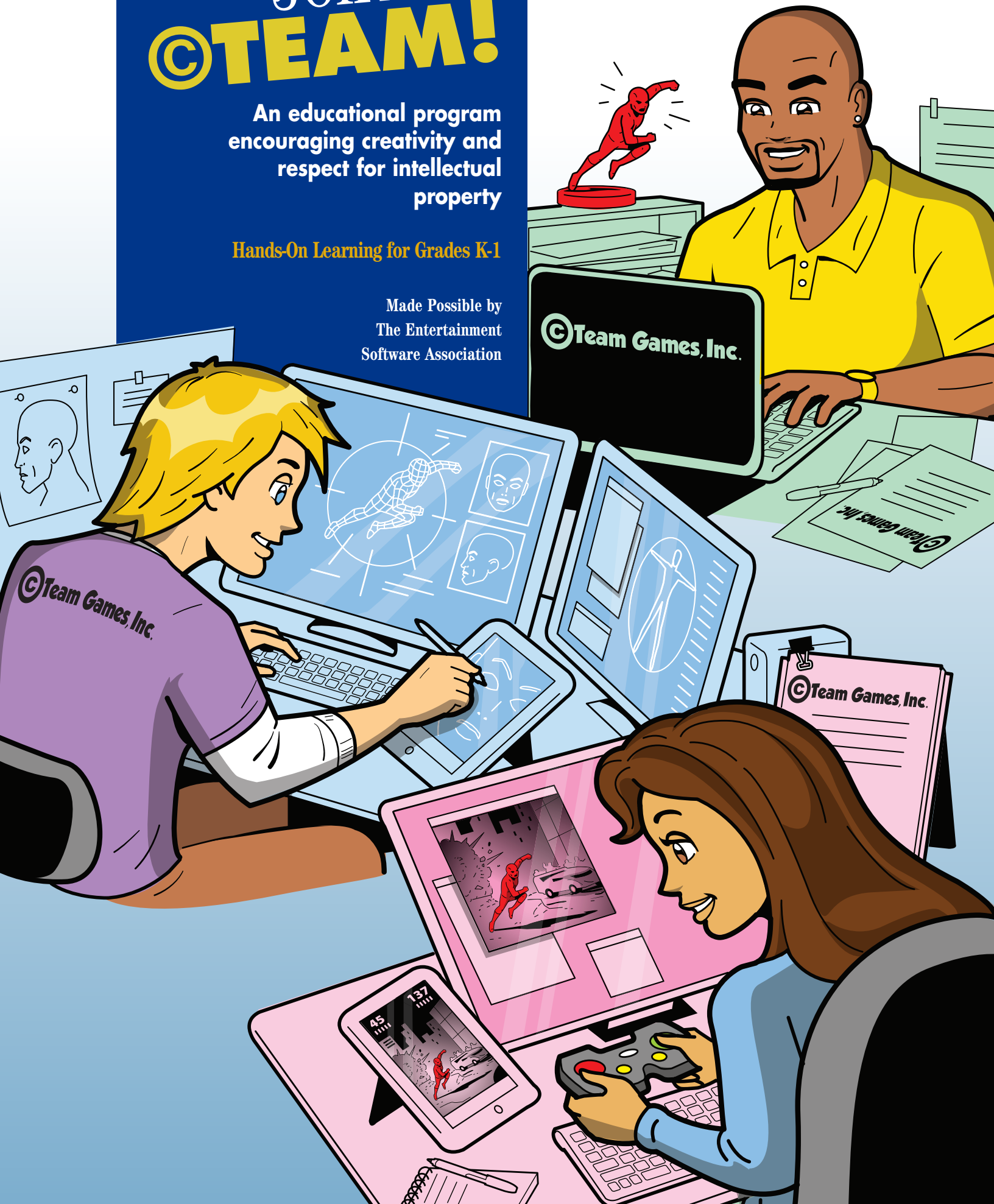
Join the ©TEAM!

An educational program encouraging creativity and respect for intellectual property

Hands-On Learning for Grades K-1

Made Possible by
The Entertainment
Software Association



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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.
  - Self-contained lessons for grades 4-5 with step-by-step instructional guidelines.
  - 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.



Using The Program Materials

- **Before you begin** preparations for your own class, make a master copy of this teacher's guide to share with other teachers in your school. You have permission from the copyright holders to 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 25-30 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 4-5

Overview

This lesson set consists of five activities designed to make students aware of the connection between copyright and creativity, and to build respect for intellectual property, especially intellectual property on the Internet.

- **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** focuses on intellectual property concerns associated with online research and provides a webquest to sharpen students' skills at evaluating and working with Internet content.
- **Activity Four** is a hands-on project that aims to have students experience the value of intellectual property firsthand by producing their own copyrighted research reports using Internet content.
- **Activity Five** is a hands-on project that extends students' experience with intellectual property into the realm of digital media by having them collaborate to produce a computer presentation.

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. Activity Three will probably require at least 2 class periods. Activities Four and Five will require 5 to 7 class periods each. Note that you may have to schedule time in your school computer center for Activities Three through Five.

Classroom Materials

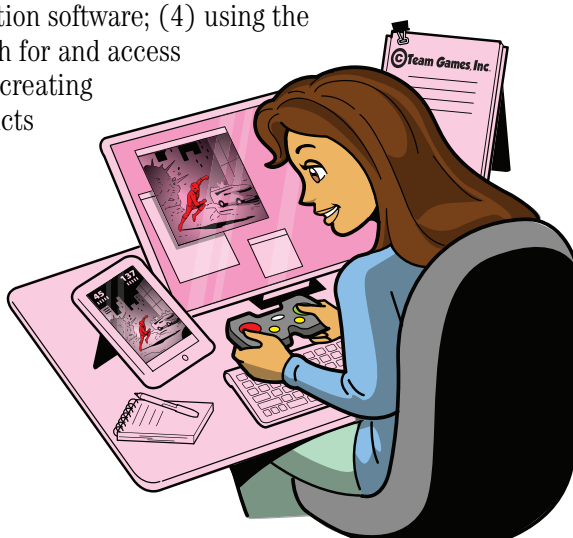
The following materials are provided to assist you in presenting these lessons to your class:

- **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.
- **Exploring Internet Content –** A reproducible worksheet designed to lead students on a webquest.
- **Research Planner –** A reproducible thought-organizer to help students set a direction for their online research.
- **Research Log –** A reproducible worksheet on which students record their online discoveries.
- **Report Organizer –** A reproducible chart to help students sort their research findings into a logical order.
- **Computer Presentation Planner –** A reproducible chart to help students lay out their section of a class computer presentation.
- **Computer Presentation Template –** A Microsoft PowerPoint® presentation into which students can easily insert text and images to produce their sections of a collaborative presentation; 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 Activities Three through Five to meet Grade 4-5 technology education performance standards for (1) using a computer mouse and keyboard; (2) using computer technology responsibly; (3) using word processing and presentation software; (4) using the Internet to search for and access information; (5) creating knowledge products with computer technology.



Grade 4-5 Curriculum Connections

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

	Create a Research Report	Computer Presentation
Language Arts	• **Meet the Author** Uncover the connections between an author's life and his or her fiction. • **Character Types** Track down examples of the hero, the sage, and others in folk tales and fiction. • **Poet Laureate** Who is America's poet laureate? What does she or he do?	• **Legendary Realms** Students create a guidebook to imaginary places like Camelot and Narnia. • **Figures of Speech** Students explain and illustrate metaphor, simile, analogy, etc.
Math	• **Sports Stats** Find out what an ERA or Quarterback Rating means and how it is measured. • **Math Careers** Investigate how engineers, architects, and others use math on the job. • **Magic Numbers** Look into the history and mystery of lucky numbers.	• **Units of Measure** Students examine and compare different measuring systems past and present. • **Large Numbers** Students gather examples of real life large numbers – finance, astonomy, etc.
Science	• **Space Station Report** Learn the facts about progress on the space station and plans for its future. • **Endangered Species** How well are efforts to save the wolf, the manatee, and other creatures succeeding? • **Class Health Bulletins** Investigate issues like child obesity, the new food pyramid, and proper hydration.	• **The Solar System** Students focus on individual planets for a collaborative tour of the solar system. • **Parts of the Cell** Students investigate different cell parts for a class review of cell structure.
Social Studies	• **State Histories** Trace the changes in a local community, or chart the career of a state hero. • **Native Americans** Profile great leaders like Chief Joseph, Sitting Bull, and Red Cloud. • **Childhoods Through Time** Find out what kids did for fun in Colonial America or Ancient Egypt.	• **The Thirteen Colonies** Students combine profiles of the separate colonies for a portrait of Colonial times. • **The World of the Maya** Student explore different aspects of Maya culture – ritual, architecture, etc.
Art & Music	• **Hall of Fame** Discover how a great artist, architect, composer, or musician achieved fame. • **Musical Roots** Explore the origins of hip-hop, the legacy of jazz, or the heritage of the blues. • **Folk Art** Learn the traditions and techniques of quilting, mask making, or decoupage.	• **Photo Essay** Students use digital images to examine a subject from many points of view. • **Instruments of the Orchestra** Students use audioclips and images for a survey of orchestral sound.

Activity 1
Join the ©Team!

Objectives

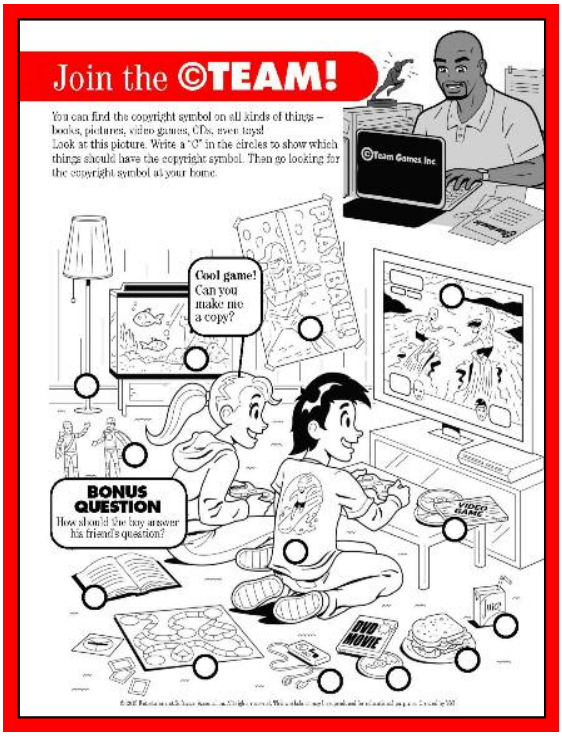
- Identify the creative talents involved in producing books and other copyrighted materials.
- Introduce the copyright symbol and explain its significance.
- Raise awareness of the copyright symbol across a range of creative works.

Materials Required

- Illustrated textbooks for analysis and discussion.
- Student copies of the 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 ideas that went into making the book. 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 the copyright symbol.

◆ 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

Recognizing 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, website name, 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 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 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 a sentence with some minor changes 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 give credit for the copied sentence, even though she's changed the words slightly. If she had paraphrased the sentence, she would still have to credit her source.

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 Stephen and Ted pasting text they copied from a website into their report on U.S. Presidents. Students should recognize this as potential plagiarism.

Solution: To copy right, Stephen and Ted should put quotation marks around any words they copy from any source, whether in print or on the Internet. And they must credit their source for each quotation.

4 **Situation:** The illustration shows Jill copying pictures of wolves and wolf howl audio clips from other websites to put on the mascot page of her school website. Students should recognize that she is making use of someone else's intellectual property.

Solution: To copy right, Jill must contact the copyright holders for written permission to use the wolf images and audioclips, then give credit so that everyone knows whom this content really belongs to. Explain to students that Jill must get written permission because using copyrighted material on a school website is not like using it in school work. Unlike a book report or bulletin board, a school website is accessible to anyone on the Internet. It doesn't stay inside the school, so the special exception for school work doesn't apply. Jill must follow the same rules as anyone else and ask for permission before she copies content from other websites.

5 **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.

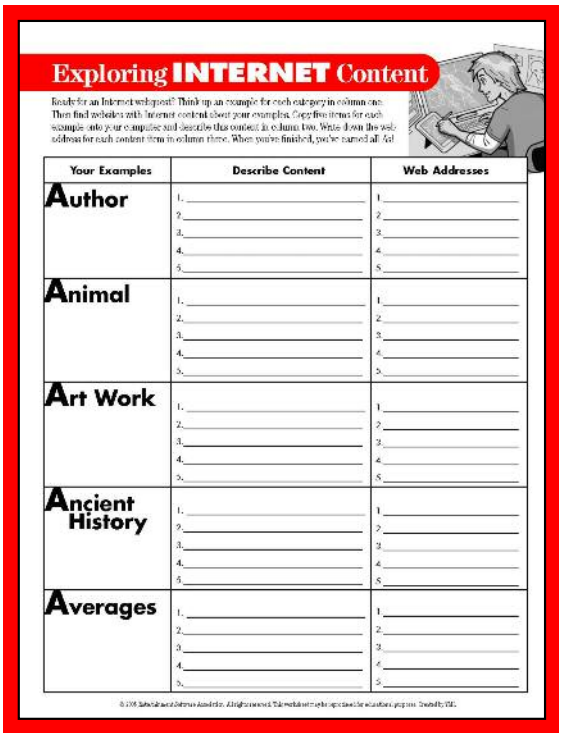
6 **Situation:** The illustration shows Niki presenting a computer report on bats in which she's used pictures and facts copied from her CD-ROM encyclopedia. Students should recognize this as potential plagiarism.

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
Exploring Internet Content

Objectives

- Reinforce awareness that Internet content is the intellectual property of those who create it and is protected by copyright.
- Provide students with guidelines for responsible Internet research.
- Familiarize students with basic techniques for evaluating Internet content and retrieving different types of content from websites.
- Highlight the need to obtain permission to copy Internet content for use outside school work and some ways that websites offer limited permission in advance.
- Provide experience in online research.


Exploring INTERNET Content

Ready for an Internet webquest? Think up an example for each category in column one. Then find websites with Internet content about your examples. Describe items for each example onto your computer and describe this content in column two. Write down the web address for each content item in column three. When you're finished, you've earned an 'A'!

Your Examples	Describe Content	Web Addresses
Author	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Animal	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Art Work	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Ancient History	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
Averages	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Materials Required

- Student computers with Internet access; at least one computer per student group located in the classroom or school computer center.
- Student copies of reproducible activity sheet.

Time Required

- Two class periods, for preparation and student online research.

Instructional Guidelines

Creative Content Online

- Begin by reinforcing student awareness that creative individuals are responsible for Internet content – often the same individuals who create CD-ROMs, video games, and other types of software. Have students talk about the different kinds of creative content they have experienced using computer software. On a CD-ROM encyclopedia, for example, they can find charts and diagrams, photographs, maps, animation, video, and music. Entertainment software can include sound effects, dialogue, multi-player capability, replay options, hidden features, and more. Encourage students to describe the most exciting and engaging aspects of the software they have used in order to help them recognize how different types of creative content contribute to the interactive, multimedia experience.
- Now use your classroom computer to take students to a selection of websites where they can see similar creative content online. Preview the following sites, which offer a wide variety of content types with special appeal to students:
  - **National Geographic** (www.nationalgeographic.com)
    See especially National Geographic's web site for kids (www.nationalgeographic.com/kids) and the special exhibit called Xpedition Hall (www.nationalgeographic.com/xpeditions/hall/).
  - **PBS** (www.pbs.org)
    See especially PBS Kids (www.pbskids.org) and the resources associated with the weekly science series NOVA (www.pbs.org/wgbh/nova) and with the documentaries produced by Ken Burns (www.pbs.org/kenburns).
  - **Nickelodeon Online** (www.nick.com)
    See especially the games, music, and "Web

Lab" sections of this site, as well as the companion Nick Jr. site for young children (www.nickjr.com).

- Ask students how Internet content differs from content found on a CD-ROM or other piece of computer software. They will likely respond that Internet content is free while software must be purchased. Correct this misconception by explaining that, like the content on a CD-ROM, the content on a website is intellectual property, the creative work of talented people. We may be able to use this content for free, but it is not free for the taking.

Internet Content and Copyright

- Call students' attention to the copyright symbol at the bottom of a webpage. Remind students that the copyright symbol protects creative work by making it against the law to copy any part of the work or use it as our own. To reinforce this important point for older students, have members of the class read aloud and explain the complete copyright notice on a website, like this one on the Nick.com site:

  All site software, design, text, images, photographs, illustrations, audio clips, video clips, artwork, graphic material, or other copyrightable elements, and the selection and arrangements thereof, are the property of [the site owner] and are protected, without limitation, pursuant to U.S. and foreign copyright and trademark laws. [The site owner] hereby grants you a personal, non-exclusive, non-assignable and non-transferable license to use and display, for noncommercial and personal use only, one copy of any material and/or software that you may download from this site, including, without limitation, any files, codes, audio or images incorporated in or generated by the software, provided that you maintain all copyright and other notices contained in such material. You agree not to reproduce, modify, create derivative works from, display, perform, publish, distribute, disseminate, broadcast or circulate any material to any third party (including, without limitation, the display and distribution of the Material via a third party website) without the express prior written consent of [the site owner]. Any unauthorized or prohibited use may subject the offender to civil liability and criminal prosecution under applicable federal and state laws. *(Adapted from* ***Nickelodeon Online*** *[www.nick.com] © 2004 Viacom International Inc.)*

Responsible Online Research

- Explain to students that in this activity they will learn how to use Internet content in their school work with respect for the intellectual property rights of those who created it.
- To start, show students on your classroom computer how to access and navigate through a website using a web browser. Depending on your school policy, you might also demonstrate the use of an Internet search engine to locate websites on different topics, especially a search engine that allows users to specify different types of content (images, video, audio, etc.). Many schools, of course, prefer to restrict student Internet research to pre-screened websites that are accessible through a bookmarks or favorites list.

Evaluating Internet Content

- As you visit websites in your demonstration, show students how to evaluate the quality of content they might find. For example, online researchers should always consult the copyright date of a webpage to determine whether the information it provides is up to date. It is also important to look for indications that the website's information is reliable. Sometime the site's address (URL) can provide this type of assurance: an address that ends in .gov indicates that the site has been produced by a government agency; an address that ends in .edu indicates that the site is affiliated with an educational institution; an address that ends in .org indicates that the site is the work of a non-profit organization. In addition, look on the site's homepage for a "Who We Are" link to background information on the site's sponsor/producer.

Copying Internet Content

- Include in your demonstration instructions for copying text, images, and other online content. Students should be familiar with the select-copy-paste technique for retrieving text, the copy-to-disk function for capturing images, and the download-to-disk function for copying multimedia content. Give students an opportunity to try these techniques under your guidance.
- Emphasize as you demonstrate copying techniques the importance of recording the source of all Internet content gathered in research. Remind students that, to avoid plagiarism, they must always credit their source whenever they borrow

an idea, quote a passage, or use an image in their school work. To avoid this problem on the Internet, students should make a note of the web address (URL) as well as the name of the website and its author or producer whenever they find useful content online. Show students how to copy a web address from the browser's address bar and paste it into a word processing document, where they can add notes about the site and the content they found there.

- Conclude your demonstration by reminding students that while they are allowed to copy Internet content for school work, they are not free to make copies for any other purpose without permission from the copyright owner. Point out that many websites implicitly provide this permission in advance by including download buttons, send-to-a-friend links, and similar features designed to make it easy for visitors to copy specific content items for specific purposes. Many sites also include explicit permission for personal, non-commercial, and educational use of their contents in a "Terms of Use" section usually accessible through a link at the foot of every page. (The Nick.com copyright notice quoted above comes from the "Terms of Use" section on that website.) In all other cases, however, students should respect the intellectual property rights of Internet content creators and seek permission before copying any content for use outside school.

All A's in Online Research

- To give students practice in applying these principles of responsible online research, divide the class into small research groups, each with access to an Internet-equipped computer, and have them complete the **Exploring Internet Content** webquest activity worksheet. Explain that the worksheet asks them to find Internet content in five subject areas that span the curriculum, each starting with the letter A – Authors (language arts), Animals (science), Art Works (art), Ancient History (social studies), and Averages (mathematics). Students can focus on any specific example within each subject area (i.e., any author, any use of averages) but must retrieve five content items from different websites on each of the examples they choose.
- When students complete their research, check their worksheets to confirm that they have documented each source of content, then have each group present its findings. Conclude by talking about the variety of content students discovered on the Internet, the experiences they had trying to evaluate content, and what they learned about this boundless learning resource.



Activity 4
Create a Research Report

Objectives

- Guide students through the stages of the writing process.
- Strengthen students' research, critical thinking, organizational, editorial, and computer skills.
- Reinforce student understanding of plagiarism and the obligation to credit sources in all school work.
- Raise awareness of the meaning and importance of copyright.
- Celebrate student achievement.

Materials Required

- Student copies of reproducible worksheets for research planning, research record-keeping, and organizing the report.
- Student computers with Internet access and word processing software, located in the classroom or the school computer center.
- **You're Part of the © Team!** copyright stickers.

Time Required

- Five to seven class periods, for planning, research, organizing the report, and creating the final report.

Instructional Guidelines

- Tell students they are going to find out firsthand why intellectual property is so valuable by producing some intellectual property of their own – an original report based on Internet research. Explain that they can think of themselves as investigative journalists digging out the facts, or as academic authorities putting facts together. Either way, they'll find out how much creative energy and intellectual effort it takes to produce an original work, and why it is important to protect that work with copyright.
- Assign a topic for your students' reports or allow individual students to propose their own. Refer to the curriculum connections chart for topic suggestions.

Research Planning

- Provide students with copies of the reproducible **©Team Research Planning Diagram** worksheet. Explain that this form is designed to help students come up with a plan or direction for their research. As they have seen, the Internet is an almost endless source of information on seemingly all aspects of every topic. That's why it is important to have some goal in mind before going online. This goal might change as you learn more about your topic – you might narrow your focus, or change direction, or see the topic from a different point of view. But to reach these moments of discovery, a researcher needs a plan to getting started.
- Show students how to use the wheel-and-spokes diagram on the worksheet to generate questions about their topic. These can be the familiar journalistic questions – Who? What? Where? When? Why? How? – or broader questions about context, causation, or consequence. Reassure students that any question they might pose is a good one, since it will help them begin the process of inquiry and open the way for other questions to pop into their minds. Point out that as they write their questions on the spokes of the diagram, they are looking at their topic from different angles and trying out different approaches. By the time they have filled in all the spokes, they may not have exhausted the possibilities for investigating their topic, but they should have a better sense of what they would like to find out.
- When students have completed their planning diagrams, have them share ideas in small discussion groups. This can be another step toward finding a direction for research and can also lead to research partnerships as students discover they share a common interest or point of view.

Internet Research

- As they begin their research, provide students with copies of the reproducible **©Team Internet Research Log**. This form includes spaces where they can take notes on the content they find online, indicate how each piece might fit into their report, and record the information they will need to credit their sources.
- As your students' research proceeds, meet with them individually to review their log sheets and discuss the content they have gathered. Encourage students to refine and reevaluate their plans in

light of new information they may have discovered or new ideas that have occurred to them. Confirm that they are keeping adequate records so that they can credit their sources, and help them resolve any questions concerning rights and permissions that may arise.

Organizing the Report

- To help students begin organizing their research, explain the concept of a thesis – a statement that the researcher illustrates or explains with his or her findings. One way to formulate a thesis is to ask, What did I learn through my research that I didn't know before? Reassure students that a thesis need not be profound, but it should be interesting, and should help a writer sort out his or her evidence and put it in a logical order.
- A more visual approach to organizing a research report is suggested by the reproducible **©Team Report Organizer** included with this program. This form divides the report into five "pages" that students use to sort out their research, placing similar pieces of information together in order to discover the different areas or aspects of the topic they can cover and the most effective order for presenting them. One advantage of this approach is that students can often see more easily how visual and multimedia content they have retrieved from the Internet fits together with other pieces of information.

First Draft and Peer Feedback

- For homework, have students write first drafts of their reports, noting where and how they will use content they have copied from the Internet. Explain that they will have time later to polish their writing and format each page of the report effectively. For now they should focus on putting their ideas and discoveries together in a way that is informative and easy to follow.
- When students have completed their first drafts, divide them into pairs or small groups to review one another's work. Explain that, as editors for one another, it is their job to help correct writing and spelling mistakes and to point out places where the report may be confusing or hard to follow. This is an opportunity, too, for students to check that their partners have the information needed to credit all their sources and have not inadvertently committed plagiarism anywhere in the report.

The Finished Product

- If time and resources permit, have students produce their final reports using word processing software. This will enable them to insert images and diagrams they have copied from the Internet directly into the body of the report, and will allow them to enhance the report's overall appearance through font selection, type size, and other formatting refinements. If necessary, show students the basic techniques for using word processing software, including (if appropriate) automatic insertion of footnotes and spell check.
- As a finishing touch, have students create illustrated covers for their reports. These can be original drawings or can feature images copied from the Internet. Remind students that, although people say you can't judge a book by its cover, it is still important to make the cover appealing. Explain that this is an opportunity for them to focus on their visual communication skills and exercise all their artistic creativity. Remind them, too, that students who use borrowed images for the cover should credit their sources.

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 their reports. The sticker has space for students to fill in the date of publication 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 publishers to protect copyrighted works. Talk with students about the meaning of this notice and how it protects all the hard work they put into creating their reports. Remind them that the copyright notice identifies the report 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 content they see on the Internet and in print.

Activity 5
Create a Computer Presentation

Objectives

- Help students translate the methods of the writing process to computer-based forms of communication.
- Guide students through the basic procedures for producing a computer presentation.
- Strengthen students' research, critical thinking, organizational, collaborative, and computer skills.
- Reinforce student understanding of plagiarism and the obligation to credit sources in all school work.
- Reinforce awareness that digital content is the intellectual property of those who create it and is protected by copyright.
- Celebrate student achievement.

Materials Required

- Classroom computer with access to the Internet and presentation software such as Microsoft PowerPoint®.
- The **©Team Presentation** 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.
- Student computers with Internet access and presentation software, at least one computer per student group, located in the classroom, the school computer center, or at students' homes.
- Student copies of the reproducible **©Team Presentation Planning Sheet** and **Internet Research Log**.

Time Required

- Five to seven class periods, for planning, research, organizing the presentation, and creating the final presentation.

Instructional Guidelines

- Tell students that they are forming a ©Team to create their own copyrighted computer content. Explain that as a class they will produce a computer presentation that can be emailed to family and friends and published as a CD-ROM. That way, they'll be able to see for themselves how much work goes into creating computer content and why it's important to respect the intellectual property rights of those who produce it.

Generating Ideas

- Choose a subject for your computer presentation, or invite students to choose a subject through class discussion. Your subject should lend itself to gathering visual and other multimedia content from the Internet, so that students do not have to create these elements on their own. See the Curriculum Connections chart for suggestions.
- Use the **©Team Presentation** template to show students how a computer presentation works and how their presentation will be organized, so they can begin to envision laying out their subject in a series of slides. The template is designed for students to replace guide texts (in parentheses) with their own words, and includes spaces for students to insert pictures. Read through these guide texts aloud, including the guide texts for crediting sources.
- As a class, develop a plan for presenting your subject. Explain to students that different parts or aspects of the subject will be covered in separate sections of the presentation. For a short presentation, you can limit students to one slide per section, although most subjects will probably lend themselves to several slides per section. Use an outline format to stimulate and direct the brainstorming process and to help students begin to organize their presentation into several major sections.

Pre-writing and Planning

- Once you have a basic outline for your presentation, divide students into small groups – ©Teams – to plan and produce the individual sections. Provide each group with a copy of the reproducible **©Team Presentation Planning Sheet**, which features a visual organizing chart to help students decide what they will talk about on each slide in their section and how they will present the information (images, diagrams, etc.). The sheet also includes a ©Team Roster that students can use to assign themselves different creative responsibilities – writer, artist, programmer, and

designer – although all members of the group should cooperate in all phases of the project.

Peer Review

- When the groups have all worked out their plans, have them each present their ideas to the class. Explain that comparing ideas in this way will help them be sure they have not overlooked some important aspect of their subject and help them avoid repeating the same information in several sections. In addition, by exchanging ideas they should begin to see how the whole presentation will come together and be able to set some stylistic guidelines for the selection of visual resources.

Gathering Internet Content

- Review techniques for responsible online research. Have student groups conduct research using the **©Team Internet Research Log**, which features a record-keeping chart where they can take notes on the content they gather, jotting down ideas for how they might use each item in their section of the presentation as well as information they will need to credit their sources.
- Remind students that, because you plan to publish your presentation for distribution to family and friends, they will need to obtain permission to copy any copyrighted Internet content. For this reason, you may wish to encourage students to concentrate their Internet research on websites that feature content in the **public domain**. Explain that this term refers to any material that is not subject to copyright, usually because the legal period of copyright protection has expired. The stories of *Grimm's Fairy Tales,* the original illustrations for *Alice in Wonderland*, and most of the oldest films and sound recordings are all now in the public domain. In the United States, most content created by government agencies is also in the public domain, because it is not eligible for copyright. This means that government websites can be an especially rich source of content for your students' presentations. To help you steer them in this direction, a list of government sites with extensive archives in many different subject areas is provided at the end of this teacher's guide.
- As your students' research proceeds, meet with each group to review their log sheets and discuss the content they have gathered. At this stage, encourage students to refine and reevaluate their plans for the presentation in light of new information they may have discovered or new ideas that have occurred to them. Confirm that they are keeping adequate records so that they can credit their sources, and help them resolve any questions concerning rights and permissions that may arise.

Using Presentation Software

- Once students have completed their research, use the **©Team Presentation** template to demonstrate the basic techniques for creating their presentation slides. Show students how to select and type over the guide texts in the template, and how, by double-clicking on the picture spaces, they can insert their images. Last, show them how to advance from slide to slide and how to play the presentation as a slide show. Depending on your familiarity with presentation software, you might also show students how to change fonts, type size, and type color, how to re-size and edit images, and how to reorganize slide layouts.

Producing a First Draft

- If facilities permit, divide students into their ©Teams and have them begin assembling their sections of the presentation as you move from group to group providing advice and resolving any problems. Otherwise, schedule time for each group to work with you at the classroom computer. Once you see that the group is on its way, you can help them make arrangements to complete their section in your school computer center or even at a group member's home.

Peer Review

- Set a deadline for all groups to complete a first draft of their section of the presentation, then combine these drafts in the classroom computer and have the class preview their work. After an initial run-through, encourage discussion about the overall flow of the presentation. Does it seem to bog down at some points? Are there sections that seem thin or overloaded?
- After this general review, re-play the presentation slide by slide, having each group lead a critique of its section. To set a pattern for constructive criticism, ask each group to point out at least one positive element in their section and to explain how they would improve at least one element that they consider weak. Encourage each group also to ask for comments and suggestions if there are elements of their section about which they feel

uncertain. Conclude these section reviews by confirming that the group has credited the sources of its content and obtained permission to use copyrighted content wherever necessary.

Revision

- To complete the creative process, provide students with time to revise and polish their work in light of the feedback they receive in your class preview.

Building ©Team Spirit

- Once the revised version of your presentation is loaded onto your classroom computer, add the finishing touch by completing the credits slide at the end of the template. To give this part of the project a ceremonial quality, you might call each student up to type in his or her name. The credits slide also includes space to acknowledge the students' sources and include any required copyright or trademark notices for specific content items.
- Remind students that the copyright symbol on their credits slide identifies the presentation as their intellectual property, even though it contains elements that may be the intellectual property of others. Invite students to reflect on the time, effort, and creative energy they put into their part of the presentation and ask how this experience has affected their attitude toward copyrighted computer content on CD-ROMs, DVDs, and the Internet.

The Finished Product

- Work with your school's technology coordinator to copy your class presentation onto CDs or floppy disks, so that students can show off their work to family and friends. Label each CD or disk with the presentation's title and copyright notice. For a dressier look, you can download special ©Team CD and floppy disk label templates at www.jointhecteam.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' presentation, plan to print out copies for all members of your class, which you or your students can bind to form a finished product.



Join the ©TEAM!

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.





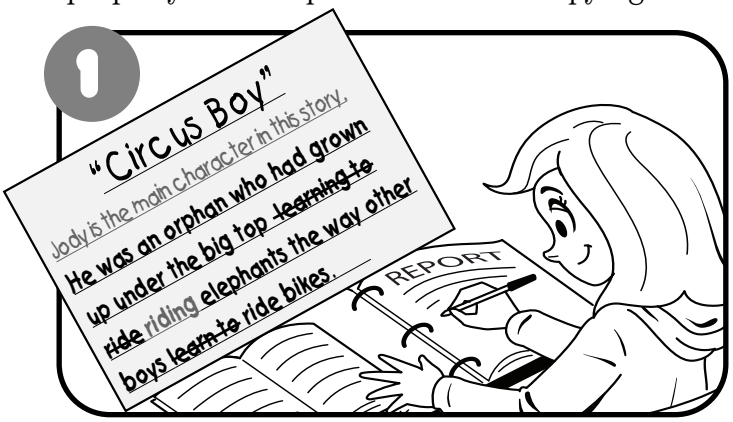
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Let's C©PY RIGHT!



You know that the copyright symbol protects intellectual property. Now help these students copy right.

1

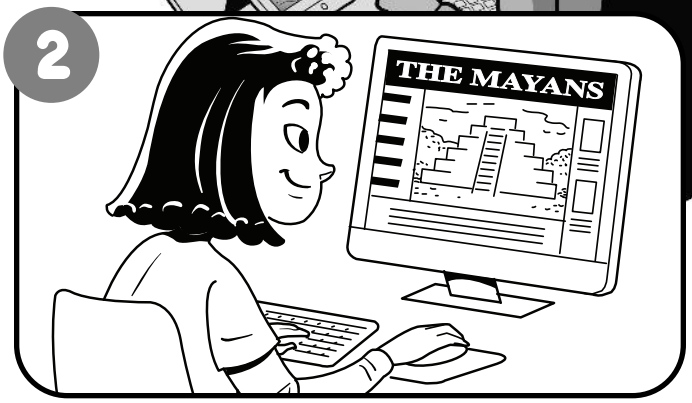


Julie changed some words in the sentence she copied for her book report. What should she do to copy right?

_____

_____

2

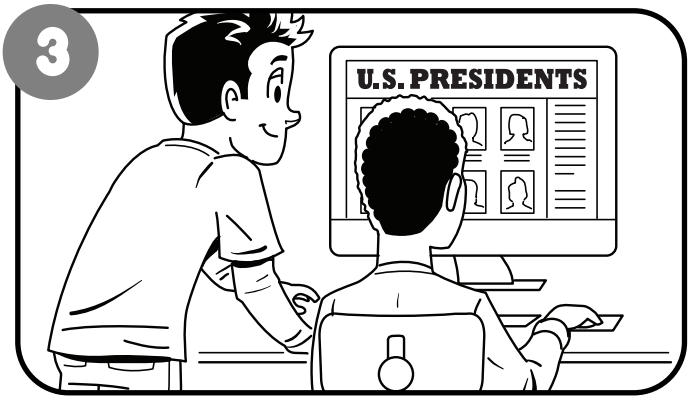


Emily is getting ideas for her pyramid project from this website. What should she do to copy right?

_____

_____

3

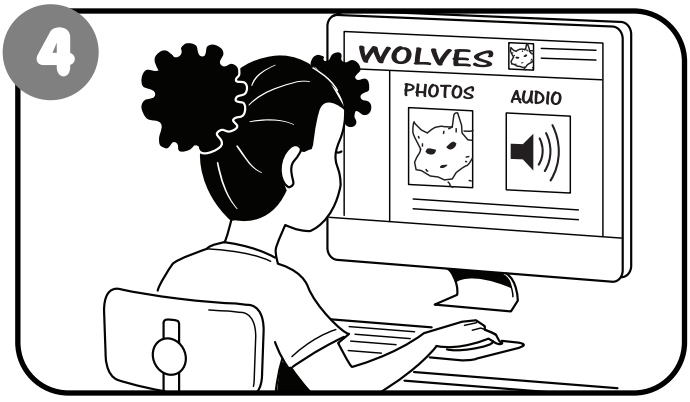


Stephen and Ted are pasting website content into their Presidents report. What should they do to copy right?

_____

_____

4

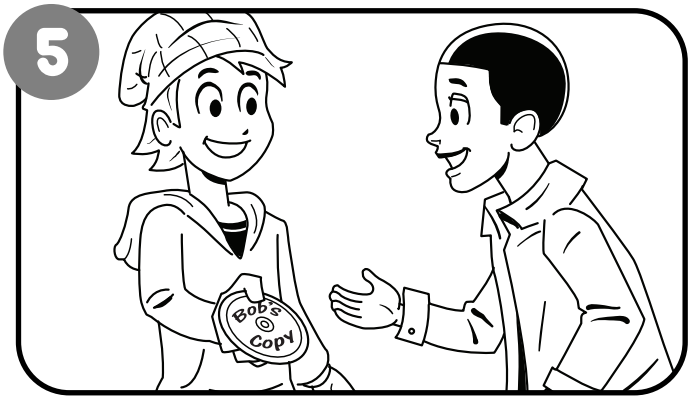


Jill is copying wolf images and sounds for the mascot page of her school website. What should she do to copy right?

_____

_____

5

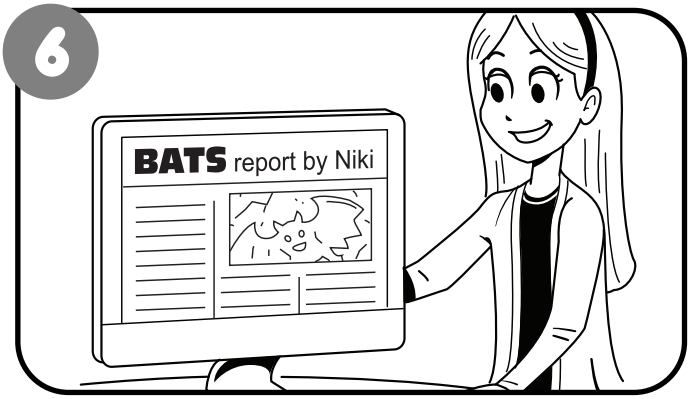


Simon is giving Bob a copy of his class report on *Harry Potter*. What should he do to copy right?

_____

_____

6



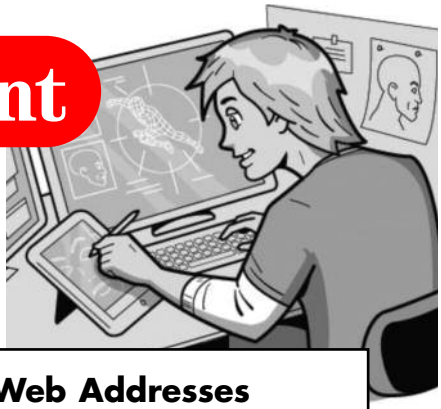
Niki copied pictures from her CD-ROM encyclopedia for a report on bats. What should she do to copy right?

_____

_____

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Exploring INTERNET Content



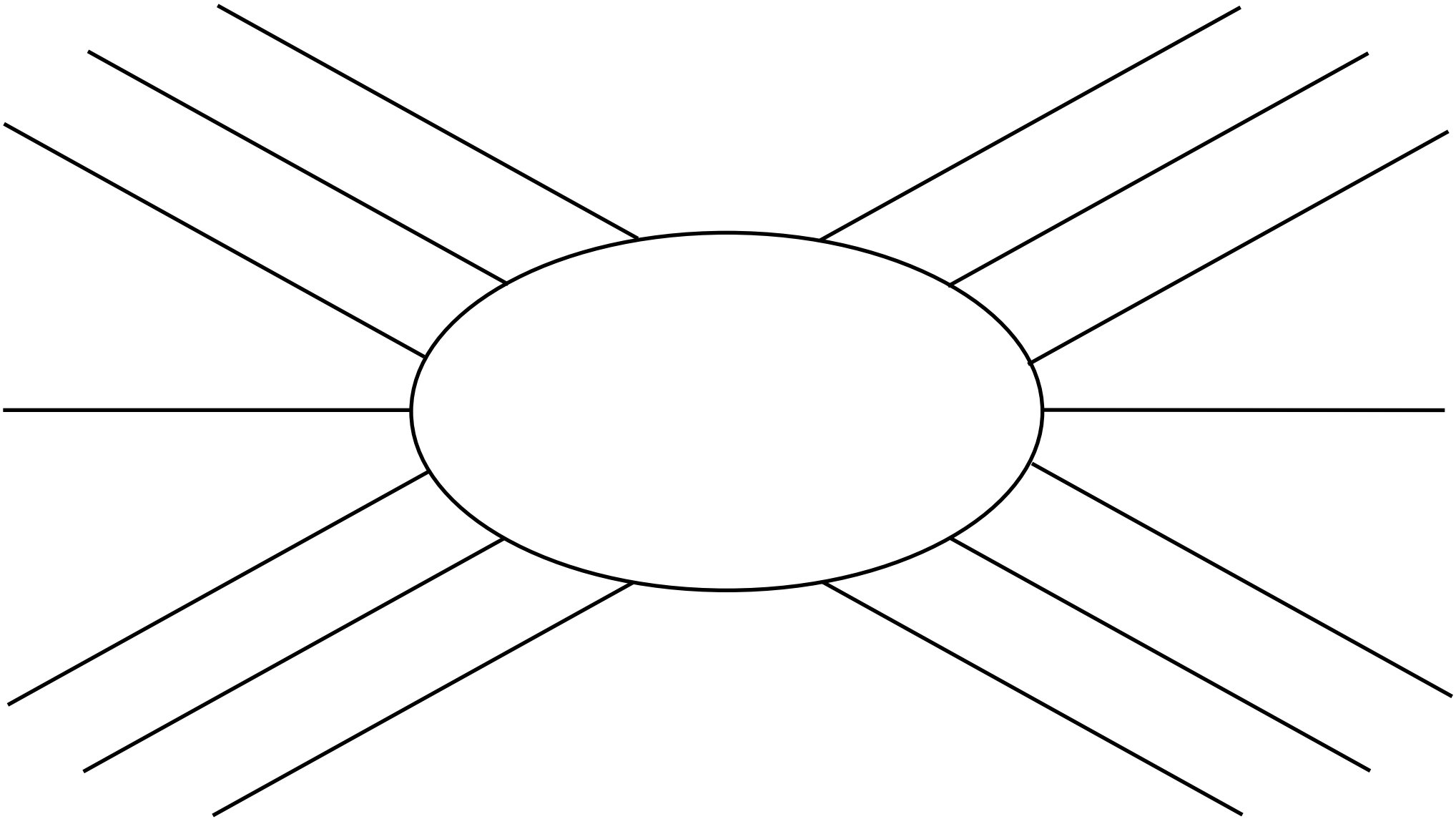
Ready for an Internet webquest? Think up an example for each category in column one. Then find websites with Internet content about your examples. Copy five items for each example onto your computer and describe this content in column two. Write down the web address for each content item in column three. When you've finished, you've earned all A's!

Your Examples	Describe Content	Web Addresses
Author	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Animal	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Art Work	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Ancient History	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Averages	1. _____ 2. _____ 3. _____ 4. _____ 5. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

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Your ©Team Research Planning Diagram

Use this diagram to start planning your research. Write your topic in the oval. Write questions about your topic on the lines. Research for answers to the questions that are most interesting to you.



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Your ©Team Internet Research Log

Use copies of this sheet to track your online research as you gather content for your report or computer presentation. In the first column, briefly describe each text, image, audio clip, or video clip you find. In column two, make a note about how you plan to use that content – where would it fit in your report or presentation? Then, in the last column, write down the information you'll need to credit your source, especially if you will need to request permission.

Describe Content	How/Where Use?	Source Information
		URL: _____ Web Site: _____ Author/Owner: _____
		URL: _____ Web Site: _____ Author/Owner: _____
		URL: _____ Web Site: _____ Author/Owner: _____
		URL: _____ Web Site: _____ Author/Owner: _____
		URL: _____ Web Site: _____ Author/Owner: _____

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Your ©Team Report Organizer

Use this chart to organize your research before you being writing your report.
Make notes on your ideas and describe the information you've gathered.

Topic: What are you reporting about?

Tell one thing you found out.	Tell the next thing you found out.	Tell the last thing you found out.

Conclusion: What did you learn?

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Your ©Team Presentation Planning Sheet

Use this sheet to start planning your computer presentation. First, describe your topic at the top. Then tell what you will talk about on each slide – the ideas, examples, and facts you will present to explain your topic. Last, decide how you will combine words, pictures, sound, and video to present this information.

Our Topic: _____

What We Will Talk About	How We Will Show It
slide 1	
slide 2	
slide 3	
slide 4	
slide 5	
slide 6	

Our ©Team Roster

Writer(s): _____ Artist(s): _____

Designer(s): _____ Programmer(s): _____

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An Educator's Guide to Intellectual Property

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.

Note: For detailed guidelines on documentation and citation, consult *The Chicago Manual of Style* by The University of Chicago Press Staff, 15th edition (Chicago, 2003), or the *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi, 6th edition (New York, 2003). Both include sections on citing electronic sources.

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 of 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 student 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.



Additional 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
http://images.usace.army.mil/main.html

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 annunal 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

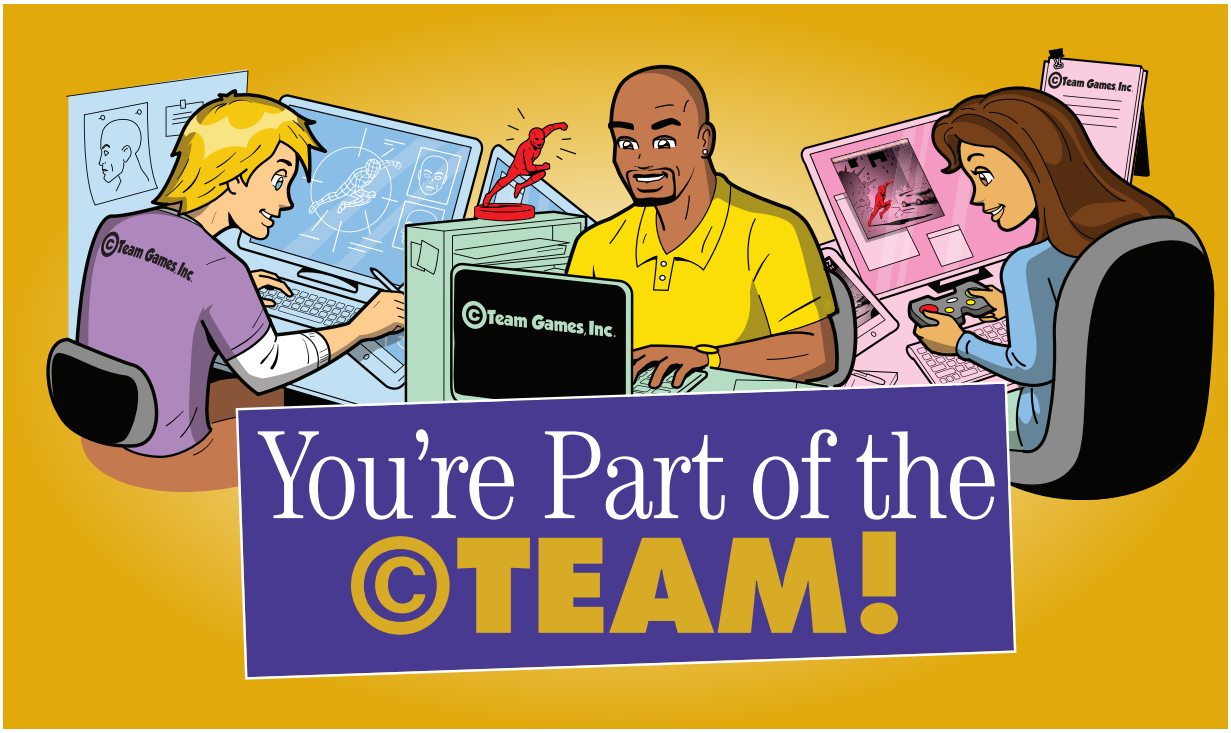
Fair Use Guidelines for Educational Multimedia
www.adec.edu/admin/papers/fair10-17.html

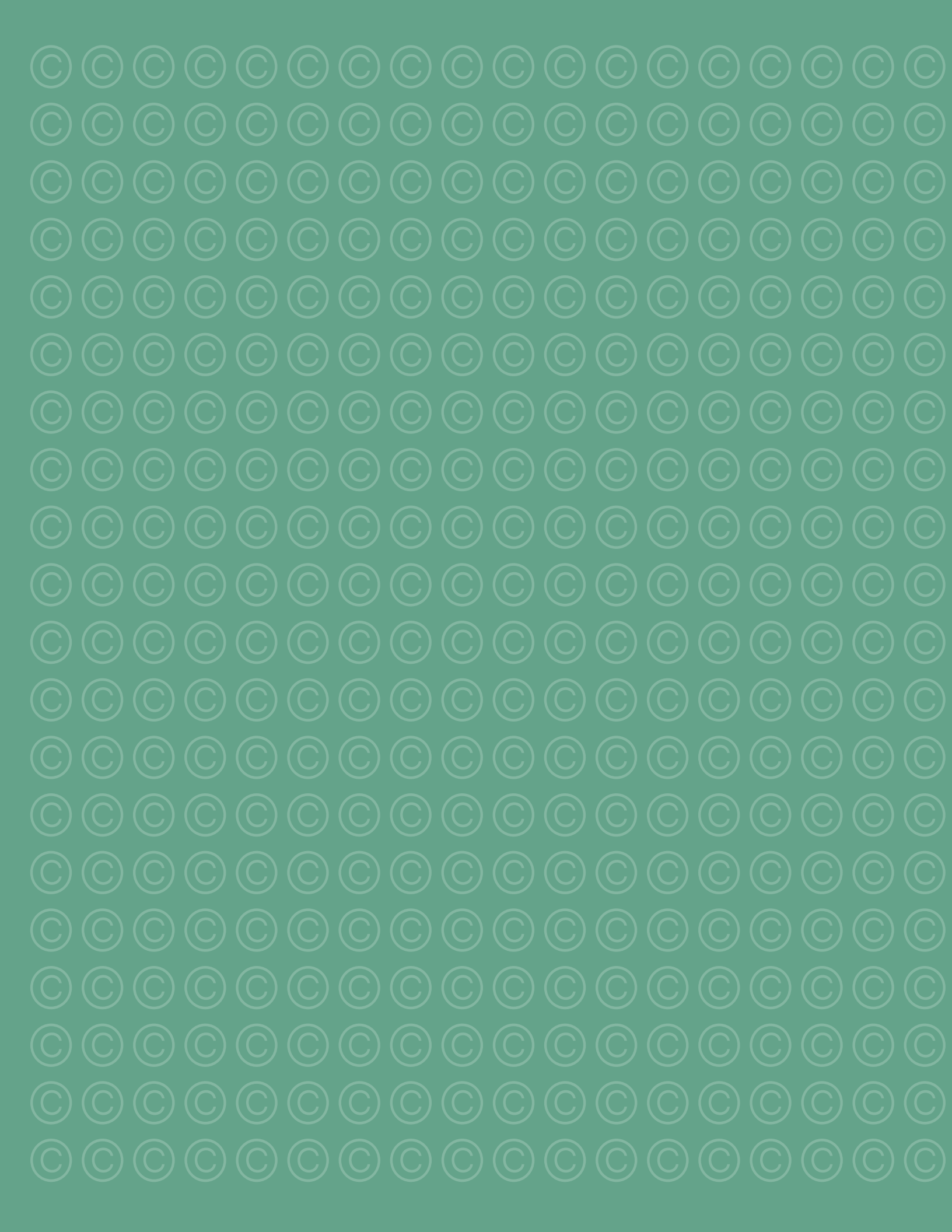
Plagiarism: What It is and How to Recognize and Avoid It (from Indiana University)
www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Reproduction of Copyrighted Works by Educators and Librarians (Circular 21)
www.copyright.gov/circs/circ21.pdf

RespectCopyrights.org
www.respectcopyrights.org

U.S. Copyright Office
www.copyright.gov


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