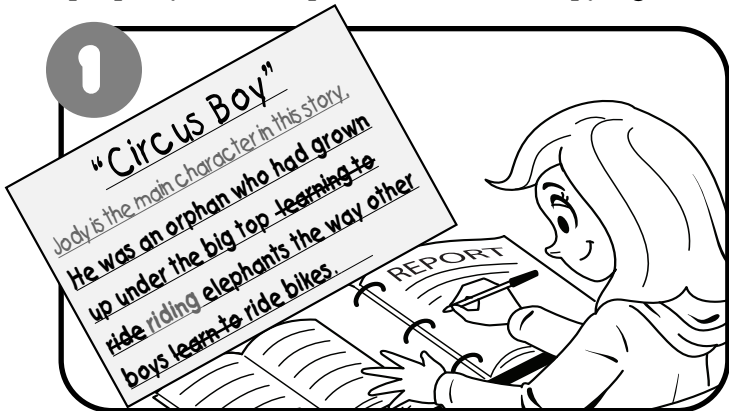


# Let's COPY RIGHT!

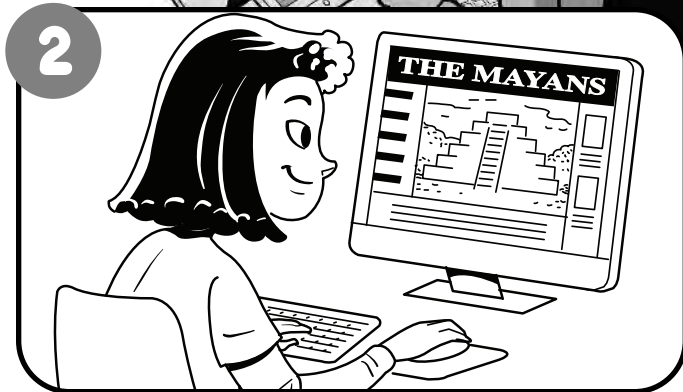
You know that the copyright symbol protects intellectual property. Now help these students copy right.



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

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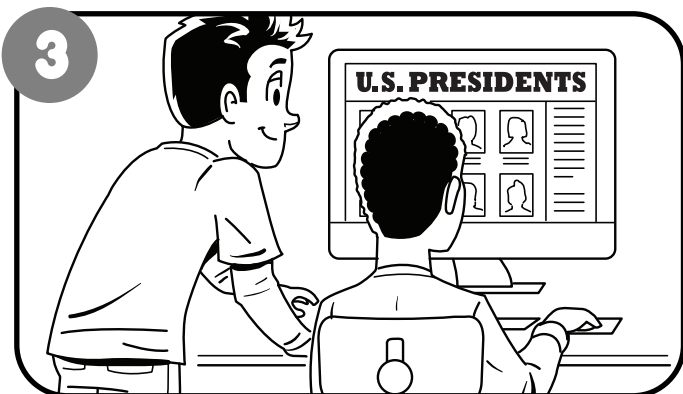
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Emily is getting ideas for her pyramid project from this website. What should she do to copy right?

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

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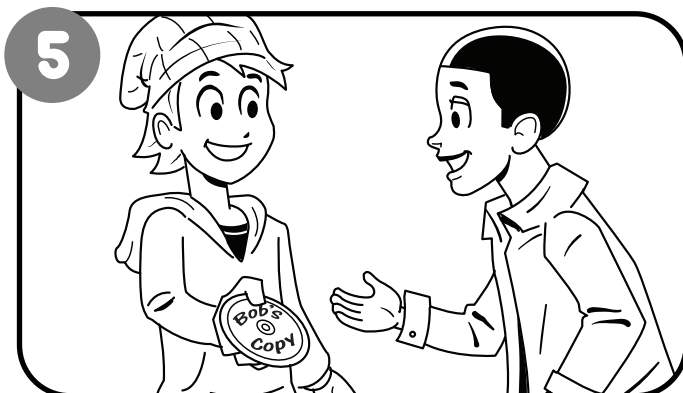
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Jill is copying wolf images and sounds for the mascot page of her school website. What should she do to copy right?

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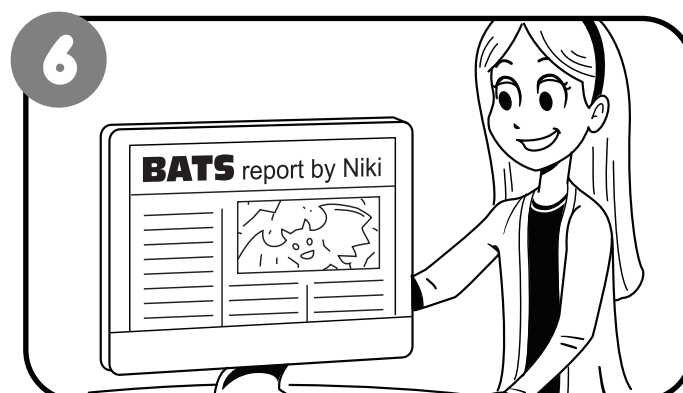
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Simon is giving Bob a copy of his class report on *Harry Potter*. What should he do to copy right?

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

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# 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.