## Impacts of Computing Lesson Plan

| Lesson Title: Copyright Rules | Expected Time To Complete: 20-30 minutes |
| --- | --- |
| Standard Aligned To (include standard identifier): Describe reasons creators might limit the use of their work. | |
| Instructional Materials/Resources: https://www.youtube.com/watch?v=Q\_9O8J9skL0 | |

| Methods and Instructional Strategies (use box size as rough guide for level of detail) | |
| --- | --- |
| Expected Prerequisite Knowledge (if any): Maybe some legal background surrounding copyright, although not too necessary | |
| Introduction  Motivate, Experience It, Set Context | * Ask about what happens if someone steals your work and makes profit out of it * Discover the motivation for enforcing copyright laws and the work they protect |
| Instructional Activities Outline  Pedagogical approaches (what will you do, what will students do) | * Have all of the students watch the linked video at the top of this lesson plan * Split students into pairs * Have students discuss the following scenario, which should be very familiar to them: Let's say we have a setting in which two students are taking a test. One student is prepared and is doing fairly well during the test while the other student is not prepared and is copying from the student that is prepared. The student that is copying doesn’t get caught, so both students do well on the test. Compare this to a real-world scenario in which someone copies someone else’s work and makes profit from it, etc. * Encourage all students to engage in a conversation because of the next point * Call on pairs to explain their thoughts to the rest of the class |
| Wrap-up / Synthesis | Gain an understanding of copyright rules and allow the students to be able to draw a connection between the unfairness of copying on a test to the unfairness of copying someone else’s work. |
| Assessment Ideas Description or Actual Assessment Item(s)  Ethical complications arise from the opportunities provided by computing. With the ease of sending and receiving copies of media on the Internet, in formats such as video, photos, and music, students consider the opportunities for unauthorized use, such as online piracy and disregard of copyrights. The license of a downloaded image or audio file may restrict modification, require attribution, or prohibit use entirely.   * The video about Crash Course, especially the beginning, talks in great detail about this point, specifically the Thought Bubble that details all of the particular, and perhaps trivial, ways that you could be disregarding copyright laws with your daily actions.   For example, students could take part in a collaborative discussion regarding reasons why musicians who sell their songs in digital format choose to license their work so that they can earn money for their creative efforts. If others share the songs without paying for them, the musicians do not benefit financially and may struggle to produce music in the future. (CA CCSS for ELA/Literacy SL.3.1, SL.4.1, SL.5.1)   * While we didn’t choose to talk about this specific topic, the lesson plan still achieves something similar by having pairs of students discuss an example of something such as copying on a test and linking that to a real world scenario.   Alternatively, students could review the rights and reproduction guidelines for digital artifacts on a publicly accessible media source. They could then state an opinion with reasons they believe these guidelines are in place. (CA CCSS for ELA/Literacy W.3.1, W.4.1, W.5.1)   * While this isn’t targeted explicitly, Crash Course does briefly mention some of these rights, and given that students are also going to be talking about this, this may come up as possible thoughts during the class. | |

## Instructional Activities Outline Revised

Note: Not ALL steps of the outline need to be interactive, but try to make the majority of the overall time interactive.

| **What happens (include what the teacher does and what the students do)** | **Resources needed (PI question, URLS, etc.)** | **In a few words, how is this interactive?** | **Est. Time (min)** |
| --- | --- | --- | --- |
| The teacher will have the students watch the linked video at the top of this lesson plan. | https://www.youtube.com/watch?v=Q\_9O8J9skL0 | This part isn’t interactive because it’s just students watching a video, but it will soon be interactive. | 10 minutes |
| The teacher will then split the students into pairs and have them engage in a discussion over a prompt about copyright. The prompt is as follows: Let's say we have a setting in which two students are taking a test. One student is prepared and is doing fairly well during the test while the other student is not prepared and is copying from the student that is prepared. The student that is copying doesn’t get caught, so both students do well on the test. Compare this to a real-world scenario in which someone copies someone else’s work and makes profit from it, etc. Make sure all students are engaged in discussion because you will be calling on them soon. | PI question | There’s a lot of interaction because the prompt requires relatively deep thinking, which will let the students converse about the two ideas and link something that should be familiar to them (testing situation) to a situation in the real world (copying and profiting). | 15-20 minutes |
| Call on pairs to explain their thoughts to the rest of the class. | Continuation of the PI question | There’s interaction in the sense that all students will be able to hear from one student who’s sharing their idea. | 5-10 minutes |

<add rows if needed>