

# Lesson: Creative Commons

Curriculum Areas: ELA – Creative Commons

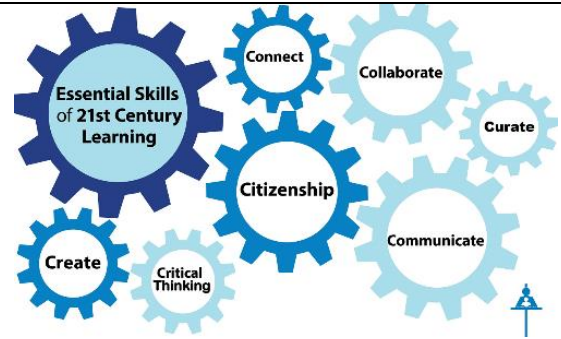
Curricular Outcome(s):

CC2.2 CC4.2 CC7.5

CC3.2 CC5.2 CC8.5

Resources /Materials:

- Magazines, scissors, construction paper, and glue for the low-tech magazine collage
- Class set of tablets or laptops with access to O365
- [Four Points of Fair Use Student Handout](#) (p.7)
- [Rework, Reuse, Remix Assessment Sheet](#) (p.8)
- LCD projector and internet access



Websites and Digital Resources & Sources:

Lesson adapted from: <https://www.common sense media.org/educators/lesson/rework-reuse-remix-6-8>

21st Century Essential Skills:

- Create
- Curate
- Communicate

Digital Citizenship Concepts and Skills: RESPECT, EDUCATE, PROTECT

- RESPECT
- EDUCATE

Digital Citizenship Essential Questions:

- Are students infringing on others' rights by the way they use technology?
- Should technology be used to access information to learn new concepts?
- How can students use digital technologies to best take advantage of the educational opportunities available to them?

Essential Knowledge - See Digital Fluency Continuum

- Knowledge: What will students understand?
  - Other people created and own the content that is posted online.
  - There are various ways of organizing information and we need to learn skills to find the information we are looking for.
  - I cannot believe everything that I find online.
- Skills: What will students be able to do?
  - Search for copyright free images on appropriate websites and name their source.
  - Navigate appropriate websites as provided by the teacher.
  - Tell an adult if they find content online that makes them feel uncomfortable.

Essential Question:

What is Creative Commons?

How can you use media to enhance your presentations?

Why is it important to use images that are Creative Commons?

How can you find images that are Creative Commons?

How can you remix and mash-up legally? What rights do you have as a creator?

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**Before:**

Ask students if they have ever used images for a report, poster, presentation, etc. Ask students if they have ever made a remix. Ask them if they used images that were Creative Commons. You will most likely get silence as most students are unaware of what Creative Commons is and why it is important. Watch the video [Creative Commons for Kids](https://www.youtube.com/watch?v=GHmQ8euNwv8) (<https://www.youtube.com/watch?v=GHmQ8euNwv8>) and discuss the importance of using Creative Commons.

Explain to students that there are only two ways they can use copyrighted work without permission (1) public domain, and (2) fair use.

Show students examples of public domain works:

- The Commons: [www.flickr.com/commons](http://www.flickr.com/commons)
- Royalty-Free pictures that are free and legal for use (still ensure you are giving credit to the original artist/creator).
  - [www.photosforcass.com](http://www.photosforcass.com) (automatically inserts photo attribution).
  - [www.mycutegraphics.com](http://www.mycutegraphics.com) (cartoons)
  - [www.google.ca/images](http://www.google.ca/images) (under “search tools” and then “usage rights”, ensure you are searching images labeled for reuse or modification—means you have the freedom to change the photo as you like – otherwise you must use as is).

Ask:

If you wanted to use any of these works in the public domain, what could you do with them?

- ➔ Guide students to come up with specific answers. They can copy, share, distribute, perform, change, remix, and alter the work however they wish. However, they cannot claim copyright to public domain work and say they created it.

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**During:**

[This is from the Common Sense Education Rework, Reuse, Remix Lesson Plan:](#)

Divide students into discussion groups of four to six. Distribute the Four Points of Fair Use Student Handout. Students can refer to this handout throughout the lesson. Discuss the definition of fair use in the Four Points of Fair Use Student Handout. Have students take turns reading aloud the directions and the definition of “fair use.” Explain to students that the four points help them judge whether something can qualify as fair use, as long as it falls into one of the situations listed inside the diamond.

Note: The term fair use means exactly what it says: It is a fair use of a copyrighted work without getting permission from the creator. It allows you to use copyrighted work without permission or paying a license fee in certain situations.

Have students look at the center of the diamond on the Four Points of Fair Use Student Handout.

Explain that fair use can be applied in only these four specific situations.

1. Schoolwork and Education: Guide students to understand that in this fair use situation, students and teachers can use copyrighted material for school.

For example:

- Teachers use copyrighted websites, video, music, photos, books, etc. in their classes for educational purposes
- Students use copyrighted photos for PowerPoint slides

2. News Reporting: Guide students to understand that in this fair use situation, reporters can use content such as copyrighted images and video clips to help tell their news stories.
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For example:

- A news journalist uses copyrighted photos and video clips in her articles to help illustrate or support an article

3. Criticizing or commenting on something: Guide students to understand that this fair use situation describes when someone makes a creative work that adds his opinion, or makes people see something in a new way.

For example:

- Making a video that's a political statement about global warming that uses copyrighted images and video clips
- Making a video from movie and TV clips to pay tribute to your favorite actor

4. Comedy and Parody: Review the Key Vocabulary term parody, if needed.

For example:

- Making a video remix on YouTube that makes fun of a movie or TV show
- When a comedian takes a song and puts his or her own funny lyrics to it

Have students examine at the four points of the diamond. Explain that fair use can be used in these certain ways. Ask students to add their own examples.

<b>Use a small amount</b> (not the whole thing)	For example: <ul style="list-style-type: none"><li>• Using a little bit of a song in a mash-up, not the whole song</li></ul>
<b>Add new meaning and make it original</b>	For example: <ul style="list-style-type: none"><li>• Remixing clips from different movies to tell a whole new story</li></ul>
<b>Rework and use in a different way</b>	For example: <ul style="list-style-type: none"><li>• Using a copyrighted photo image as the basis for a painting</li></ul>
<b>Use for a nonprofit purpose</b> (It's harder to claim fair use if you are making money off someone else's work, or if you harm the creator's ability to make money on the work you used)	For example: <ul style="list-style-type: none"><li>• Using a clip from a song in a student public service announcement about recycling (nonprofit use)</li><li>• Creating a remix video DVD and selling it on the Internet (for-profit use)</li></ul>

Explain to students that if they use a copyrighted image, video, piece of writing, etc., without reworking it enough to have new meaning and make it original, they could be breaking copyright law.

Point out that the four points of fair use are just guidelines and not "rules." People need to think critically, and proceed on a case-by-case basis, to decide whether or not something is fair use. Also point out that even if something is fair use, it is always a good idea to give credit to the creator of the work you used.

Extend: Follow the lesson plan under [Teach 2 and discuss the two case studies](#).

### Low Tech – Fair Use Collage

Have students cut out (copyrighted) images from magazines. Using glue and construction paper, have students mix images together into a collage. They should rework and change the images to create a new, original work that can be called fair use. Have students tape their collages on the classroom walls and have

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everyone look at the work. Students can examine how well each collage fits the key points of fair use. Then they can vote for the “best fair use collage” in class.

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**After:**

Students will pick a topic that they are passionate about and create an online presentation that follows fair use rules. Students will use **Sway** (in O365) to create their presentations. They must use creative commons search engine (either in sway or by visiting the websites shared earlier) to include images and videos in their presentations. Remind students to give credit to their sources. Students will then present their Sway to the class.

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**Assessment:**

Ask the questions either through writing or discussion:

- What does it mean when we “rework” copyrighted material?
- How can you tell if something is fair use?
- Even if you create something that’s fair use, why is it important to give credit to the work you used to make it?

[Rework, Reuse, Remix Assessment Sheet \(p.8\)](#)

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