

Subject/Grade: Grade 8 | Lesson Title: The Four Factors of Fair Use | Teacher: Nikol Ostrovski

Stage 1: Identify Desired Results

Outcome(s)/Indicator(s):

Religion:

8.5 Describe how the Holy Spirit enriches us to model and share the kingdom of God.

e) We can evangelize in the community sector. How am I a Jesus-centred leader and what can I do to witness to my faith in the community sector?

English

CR 8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.

- a) Demonstrate the behaviors of an effective and active viewer including formulating questions before viewing; viewing attentively; relating the text to self, text to other texts, and text to the world; recognizing main ideas and underlying messages and values; recognizing how images and other elements (e.g., data displays) are capturing and holding attention; identifying the impact the text is having on self; reflecting and reviewing in light of purpose.
- b) Demonstrate ability to navigate and process information when viewing websites, films, videos, and presentations.

Key Understandings: ('I Can' statements)

- I can identify ways in which I am a Jesus-centered leader. I can view and comprehend a variety of visual and multimedia texts, including videos, television broadcasts, presentations, websites, and news programs.

Essential or Key Questions:

- How do you demonstrate leadership qualities that align with the teachings of Jesus?
- How do you approach viewing different types of visual and multimedia content?
- What strategies do you use to comprehend the messages conveyed through videos, presentations, and websites?
- Can you give an example of a visual or multimedia text that you found particularly challenging or intriguing?

<ul style="list-style-type: none"> - I can locate and interpret key messages and details in visual and multimedia texts. - I can develop conclusions, opinions, and understanding based on my analysis of visual and multimedia texts. - I can evaluate the effectiveness of visual and multimedia texts. - I can understand the feelings associated with the unauthorized use of creative work. - I can recognize the unfairness and illegality of using copyrighted material without permission or proper citation. - I can explain the laws in place, such as the Copyright Clause in the United States, to protect creative work. - I can identify instances of copyright infringement and understand its potential consequences. - I can define and discuss the concept of sampling in the context of music. 	<ul style="list-style-type: none"> - How do you determine what the key messages are in a visual or multimedia text? - What techniques do you use to locate and interpret important details within these texts? - How do you go about forming conclusions and opinions after analyzing a visual or multimedia text? - Why is it important to recognize and address the unfairness of using copyrighted material without permission? - What is the purpose of copyright laws, and how do they protect creative works? - How would you recognize if someone is infringing on copyright? - Why is it important to understand the potential consequences of copyright infringement? - What does the term "sampling" mean in the context of music? - How does sampling contribute to the creation of new musical works?
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Prerequisite Learning

- Basic Understanding of Christian Beliefs
- Students should have a fundamental understanding of different types of media, such as videos, television broadcasts, presentations, websites, and news programs.

- A basic understanding of the concept of copyright and intellectual property would be beneficial for students to grasp the importance of respecting creative works.
- Students should be capable of critical thinking, forming opinions, and drawing conclusions based on information presented in various forms.
- Basic awareness of music genres and an understanding of what constitutes sampling in the context of music.
- Ability to work collaboratively in pairs or small groups.
- Basic knowledge of ethical considerations and respect for others' work.

Instructional Strategies:

- Think-pair-share
- Examples
- Small Group discussion
- 3-2-1 journal
- Handout

Stage 2: Determine Evidence for Assessing Learning

Formative assessment:

- Fair and square handout
- 3-2-1

Stage 3: Build Learning Plan

Set (Engagement): Length of Time: 15 minutes

I will start the lesson with a discussion, I will ask the students to imagine that you and some friends created a short stop-motion animated film. You wrote clever dialogue, designed the shots, and worked on the footage on the weekends. You post the video on YouTube, and people love it! One day, you see your film uploaded on someone's website. They wrote the caption, "Look at this cool stop-motion video!" But there is no mention of your name or your friends' names, and it's not linked to YouTube. How would you feel if something you had worked hard to create was being shared by other people without your name attached to it?

I will emphasize that it's unfair but also illegal to use other people's copyrighted writing, music, pictures, videos, or artwork without permission or citing them.

There are laws in place in the United States that protect your creative work check the Constitution for the Copyright Clause.

I will then hand out the handout we will together review the first part of the handout and then we will watch the youtube video talking about copyright and fair use. After we watch the video we will go over part one answers. I will then ask the students What is copyright infringement? What can it result in?

How are works in the public domain different from copyrighted works? Why is determining fair use "tricky"?

I will summarize by explaining that if you want to use copyrighted work (images, text, video, music, etc.), you either have to get permission from the author or be able to claim fair use.


Development

Length of Time: 20 minutes

Then I will start teaching about fair use. I will ask the students

When determining whether something is fair use, you can ask yourself: Is it fair and square? We're going to look at the Four Factors of Fair Use, which are in a square to help you remember.

Materials/Resources:

- Journal entry 3-2-1
- slideshow
- Handout
- Youtube video  Creativity, ...

Management

Strategies:

- Set clear expectations for the discussion
- Allocate a specific time frame for the scenario-based discussion
- Break down the presentation into segments, pausing for brief discussions or questions.
- Encourage students to ask questions or seek clarification during the presentation.
- Distribute visual aids or handouts at the beginning of the section.

Safety Considerations:

- Privacy concerns
- Inclusive Environment

I will then explain the fair and square image while the student's fill in part two of their sheet. As I go through the image I will provide examples for each factor while students fill it in. We will then do a little activity with students agreeing and disagreeing. Then I will ask the students if they know what sampling means and we will have a discussion about the definition. Then I will show a song that a DJ made into a mix.

- Inclusive Language
- cultural Sensitivity
- Adaptability

Learning Closure: **Length of Time: 15 minutes**
After listening to the song made by the DJ students will complete part three of their handout with their desk partners of 2 two- three. Before the students begin I will remind them of the fair and square example again and provide guiding questions. When students complete the handout they will bring it to the front of the class and complete their 3-2-1 for the lesson.

Stage 4: Reflection

(This part of the lesson is completed after the lesson has been delivered; this is where you can record how it went, what you would keep, and what would you change for next time)