

# Lesson Plan

## Analyzing Ethical Problems in Technology Plagiarism

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### Designed For Technology

#### Can Also Be Use For

Language Arts

Social Studies

Government

### **ETHICAL SKILL:** Analyzing Ethical Problems

### **UNIT IS TITLED:**

**Fair Use Abuse!**

**Guidelines for Educational Multimedia and a  
Historical Perspective on Technological Plagiarism**

### **ESTIMATED TIME:** 2-3 Class periods

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#### *Level 1*

#### **Immersion in Examples and Opportunities (Attend to the big picture, Learn to recognize basic patterns)**

- Invite a lawyer or legal copyright expert to discuss the legal perspective of the violations and consequences of copyright infringement. Have the students prepare two questions to ask the presenter one question regarding a historical perspective and one regarding future issues of technological copyright violations.
- Preview copyright history websites at <http://arl.cni.org/info/frn/copy/timeline.html> and take notes of important events in copyright history.
- After previewing the suggested websites, three letters of the alphabet were randomly chosen. It was then announced that if any student's first or last name began with any of the chosen letters, they did NOT have to do the timeline assignment. Instead they would "borrow" the work from the remaining students who completed the assignment (which demonstrates the importance of copyright and information ownership).

#### *Level 2*

#### **Attention to Facts and Skills (Focus on detail and prototypical examples, Build knowledge)**

- Use TimeLiner software to develop a copyright history timeline that includes dates and relevant information.

Assess student timeline using a rubric designed by teacher and student. Rubric criteria could include:

- *Detail*
- *Landmark decisions or revisions of copyright law*
- *Portrays accurate information*
- *Conceptual understanding*

### ***Level 3***

#### **Practice Procedures (Set goals, Plan steps of problem solving, Practice skills)**

- Use Inspiration software to develop a concept map of the key points of historical copyright laws regarding technology and the issues of Fair Use Guidelines for Educational Multimedia and how their own personal biases effect their applications of the issues.

Assess student concept map using a rubric designed by teacher and student. Rubric criteria could include:

- *Detail*
- *Issues are addressed and reported*
- *Portrays accurate information*
- *Conceptual understanding*

- Teacher led discussion regarding local school policy on plagiarism, and acceptable use of technology resources.

### ***Level 4***

#### **Integrate Knowledge and Procedures (Execute plans, Solve problems)**

- Use Fair Use Guideline scenarios to identify what the problem is, who is involved, what guideline applies. Have each student access their electronic journals and speculate about why the infraction occurred and what could be done to remedy the situation.

Assess student journaling using a rubric designed by teacher and student. Rubric criteria could include:

- *Detail*
- *Scenario problems were addressed, guidelines were applied, speculation was developed, and the situation was remedied.*
- *Portrays accurate information*
- *Conceptual understanding*

#### **Possible discussion/journal topics:**

What prompted the development of copyright law?

What prompted the development of fair use?

Are these ideas reflected in our school policy?

How does copyright law impact and benefit you?

Will the fair use guidelines affect your school projects?

Ask a teacher how they have applied the guidelines in their teaching.