Digital Citizenship

Common Sense Media Digital Citizenship

Unit 1 Plan and Directions

Day 1	Day 2	Day 3	Day 4
Digital Life 101 Flipchart Lesson	Strategic Searching Flipchart Lesson	Scams and Schemes Flipchart Lesson OR Interland Reality River	A Creator's Rights Flipchart Lesson OR Digital Compass Hack-a-wrong

For Flipchart Lessons:

To access the flipchart for Unit 1:

1. Go to the **Staff (I:)** Drive.
2. Open the **Digital Citizenship** folder.
3. Open **Digital Citizenship Unit 1_2017.flipchart**.
4. Click **File** and **Save As...**
5. Save the file to **YOUR (H:)** drive. PLEASE, access the file from this location from this point on so that you can edit/modify it and make saved alterations without affecting the original file.

If using the flipchart option, please look at the lesson plans and supplemental materials included in your Teacher Packet before attempting to teach the lesson. Any student handouts you need are already in the Student Packet. Please give one to each student and collect these daily until the end of the unit. For the Materials and Preparation Section of each lesson plan, an "X" indicates that the item can be ignored, a "√" indicates that the item has already been completed and is included in the student packet and a "___" indicates that this item needs attention by you. Please also note that parts of the lesson plan have been marked up to show that they are not needed or added to for indication of extra materials.

For Interland Reality River Lesson:

ALL Students must have a device.

To access the Interland Reality River Lesson:

1. Have students log in to **LCPSGO** and click on **BEMWebsite** app.
2. Navigate students to **Resources** tab and then click **Google Interland**.
3. After introduction, students will go to the **RED island** to access Reality River.

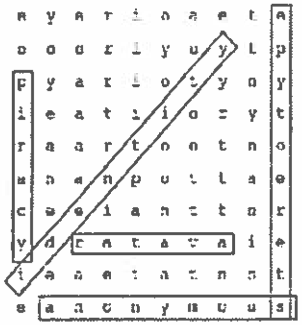
For Digital Compass Hack-a-wrong Lesson:

ALL Students must have a device.

1. Have students log in to **LCPSGO** and click on **Common Sense Education** folder, then **Digital Compass** app.
2. Instruct students to click **"Play Online"** and start a new game. (They will create a username).
3. After introduction, have them click on the **second "E"** in anywhere that has the avatar carrying books to have student play Hack-a-wrong.

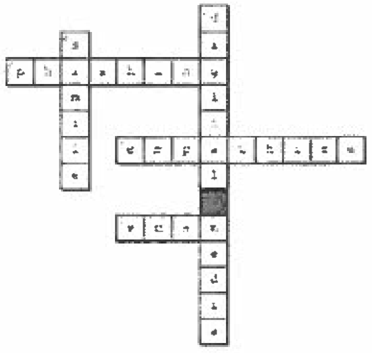
Answer Key GRADES 6-8

A CREATOR'S RESPONSIBILITIES



proxy identity anonymous stereotype avatar

A CREATOR'S RIGHTS

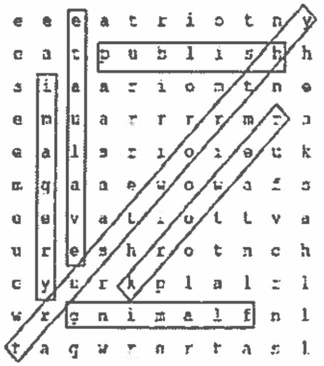


REALITY OF DIGITAL DRAMA

- invisible audience
- stereotype
- public domain
- parody

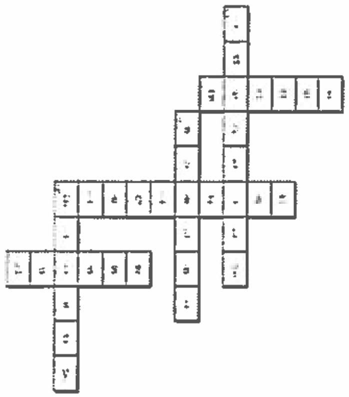
- a widespread belief about a group of people - often negative - that influences how members of that group are perceived and treated
- creative work that's not copyrighted and therefore free for you to use however you want
- a creative work that is a funny imitation of something and pokes fun at an original work
- anyone who can see information about you or posted by you online

IDENTIFYING HIGH-QUALITY SITES



imagery trustworthy publish evaluate flaming rework

GENDER STEREOTYPES ONLINE

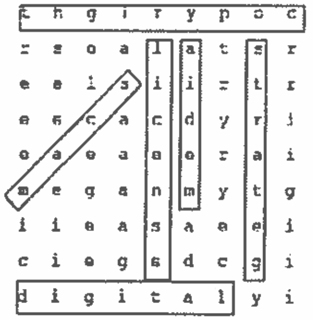


SAFE ONLINE TALK

- log
- plagiarism
- anonymous
- avatar

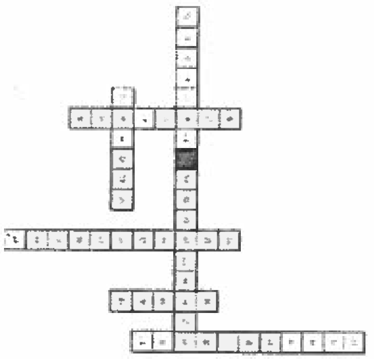
- an image or character that represents a person online
- a written record of an occurrence over time
- the copying, "lifting," or making slight changes to some or all of someone else's work and saying you wrote it
- having an unknown identity

STRATEGIC SEARCHING



digital media strategy license scam copyright

REWORK, REUSE, REMIX



SCAMS & SCHEMES

- phishing
- identity theft
- creative work
- Creative Commons

- a type of crime in which your private information is stolen and used for criminal activity
- a kind of copyright that makes it easier for people to copy, share, and build on your creative work, as long as they give you credit for it
- when people send you phony emails, popup messages, social media messages, texts, calls, or links to fake websites in order to hook you into giving out your personal and financial information
- any idea or artistic creation that is recorded in some form, whether it's hard copy or digital

Answer Key GRADES 6–8

MY MEDIA

1. ngwloeakecd acknowlege
2. eggeetraax exaggerate
3. enocnuscseeq consequences
4. otmtavel motivate
5. rpnopolutty opportunity
6. albth habit

DIGITAL LIFE 101

1. llnecffet efficient
2. urvlbelean vulnerable
3. bnrdteysa bystander
4. ealmd media
5. tlidagl ladem digital media
6. ilmies simile

CYBERBULLYING: BE UPSTANDING

1. hgrycopti copyright
2. ettildny thtfe identity theft
3. atmzlpehe empathize
4. ynsredbta bystander
5. bnavullree vulnerable
6. daeim media

TRILLION DOLLAR FOOTPRINT

1. plreststne persistent
2. illrnztognaaee generalization
3. llevcnegd deceiving
4. blelvsln lecaunde invisible audience
5. ladgtil optnlftro digital footprint
6. bhpllus publish

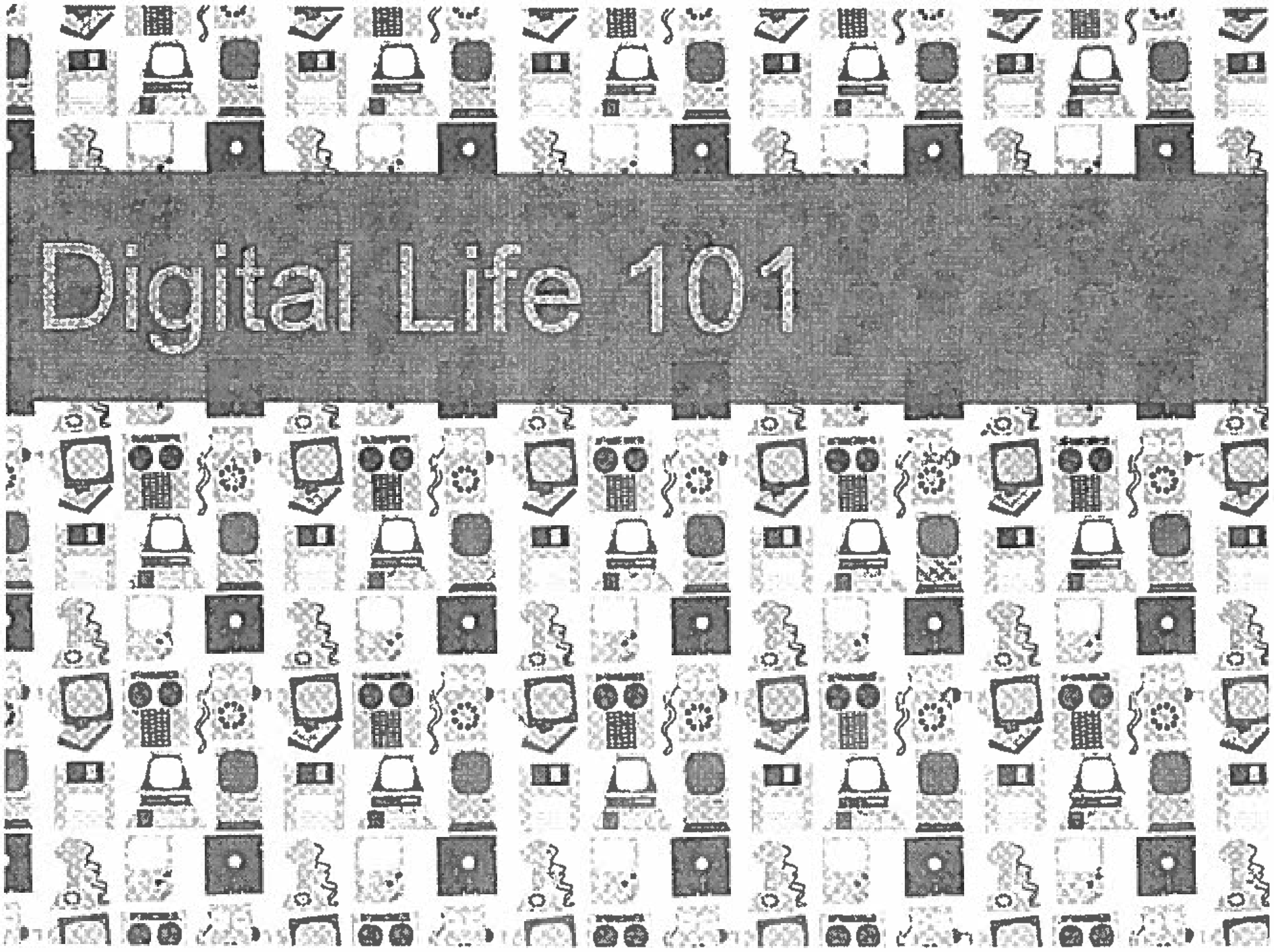
CYBERBULLYING: CROSSING THE LINE

1. tglalld rlotpnoft digital footprint
2. ralf ues fair use
3. sahm-pu mash-up
4. rnhgsaals harassing
5. heta phsece hate speech
6. mglafni flaming

WHICH ME SHOULD I BE?

1. alhbt habit
2. urtoltnoppy opportunity
3. edecevl deceive
4. lweodekangc acknowledge
5. lteltnyd identity
6. vleeedc deceive

CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE



Digital Life 101

Digital Life 101

Essential Question

What is the place of digital media in our lives?

Lesson Overview

Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape.

Students watch the video "**Digital Life 101 Animation**," which shows the 24/7, social nature of digital media — a change from the media consumption culture of the past. They then make similes about their digital lives and learn that because media connect us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly. This lesson also serves as an assessment baseline for teachers to gain a better understanding of their students' familiarity with digital media and vocabulary associated with digital life.

Learning Objectives

Students will be able to ...

- learn about the 24/7, social nature of digital media.
- explore their digital lives.
- learn that it is important to act responsibly when carrying out relationships over digital media.

Materials and Preparation

- ▶ Preview the video "**Digital Life 101 Animation**," and prepare to show it to students.
- X Copy the **My Media Life Is Life ... Student Handout**, one for each student.
- ✓ Copy the **Got Media Smarts? Student Handout**, one for each student.
- X Copy the **Digital Life Glossary Student Handout**, one for each student.

Family Resoures

- X Send home the **Digital Life Family Tip Sheet (Middle & High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.7, RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 7: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 8: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

ISTE: 1a, 1b, 2a, 5a, 5b

Key Vocabulary –

media: communication, including television, radio, and newspapers, that often reaches and impacts a large audience

digital media: electronic devices and media platforms such as computers, cell phones, the Internet, digital video, social networking sites, video games, and virtual worlds that allow users to create, communicate, and interact with one another or with the device or application itself

simile: a literary device for comparing two unlike things

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introduction

Warm-up *(5 minutes)*

DEFINE the Key Vocabulary terms **media** and **digital media.**

DISCUSS some differences between digital media and traditional media, such as TV and radio, and how digital media generally allow people opportunities for interactive communication — for creation and self-expression. Instant messaging, for instance, is more "two-way," because people are talking with one another. Media such as TV and radio are generally more "one-way," because people generally do not interact with one another through these technologies. Innovations in digital media enable us to create, share, and communicate in addition to consuming media.

ASK:

What are examples of things you do with one-way media, such as TVs or radios?	Sample responses: • Watch TV • Listen to the radio
What are some of the ways people communicate with or share with others over digital media?	Samples responses: • Go on social networks • Text • Talk in virtual worlds • Blog • Upload videos and photos • Play multiplayer games

teach 1

Watch Video *(10 minutes)*

EXPLAIN to students that they are going to watch a video about how digital media are a 24/7 part of our culture – that video game consoles and portable devices, such as cell phones, seem to surround us. Remind students, though, that the media lives of all kids and families are not the same. Some kids are allowed to use more digital media than others, and some kids like these tools more than others.

▶ **SHOW** students the video "**Digital Life 101.**" The video touches on the different types of media and digital media that exist, the actions that people take with these technologies, and even specific programs and applications.

ASK:

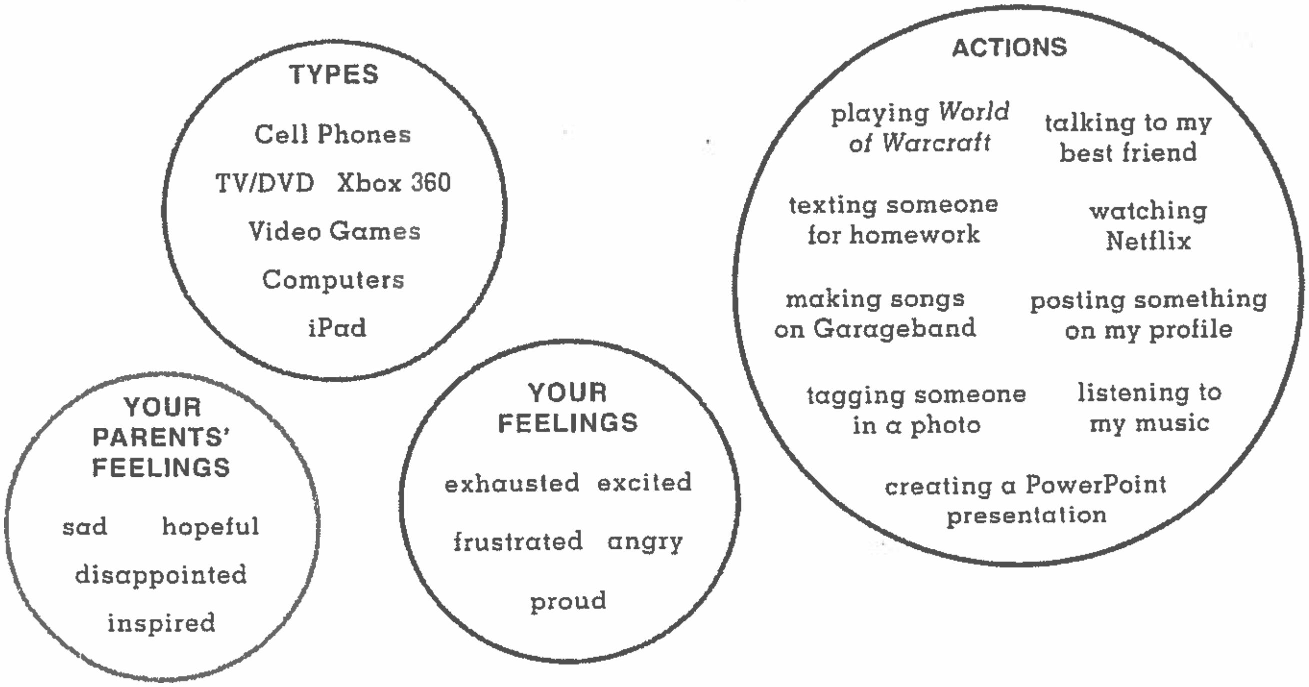
What are some things you learned from the video?	Sample responses: • Digital media are a 24/7 part of our culture. • Digital media are social. They allow people to build friendships, join new communities, and provide amazing opportunities for creation and self-expression.

teach 2

Make a Concept Map *(15 minutes)*

CREATE a concept map on the board that contains the following headings: "Types" of digital media, "Actions" students take with digital media, "Your Feelings" about digital media, and "Your Parents' Feelings" about digital media.

INVITE students to self-reflect and brainstorm about all four parts of the concept map. Encourage them to list items that are both general (e.g., cell phones) and specific (e.g., playing World of Warcraft).


TYPES
Cell Phones
TV/DVD
Xbox 360
Video Games
Computers
iPad
ACTIONS
playing *World of Warcraft*
talking to my best friend
texting someone for homework
watching Netflix
making songs on Garageband
posting something on my profile
tagging someone in a photo
listening to my music
creating a PowerPoint presentation
YOUR PARENTS' FEELINGS
sad
hopeful
disappointed
inspired
YOUR FEELINGS
exhausted
excited
frustrated
angry
proud

~~teach 3~~

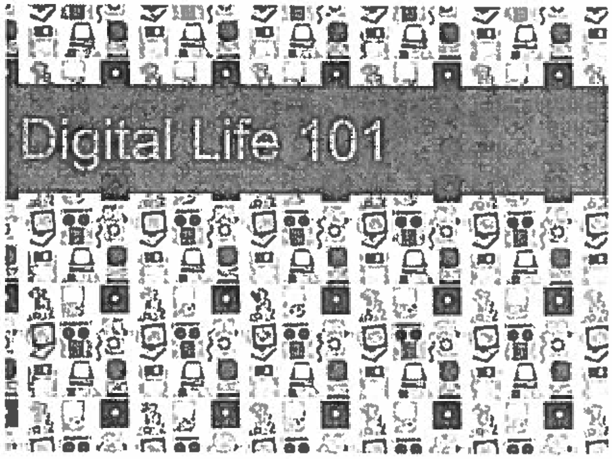
~~Create Similes *([illegible] minutes)*~~

~~**DEFINE** the Key Vocabulary term **simile**.~~

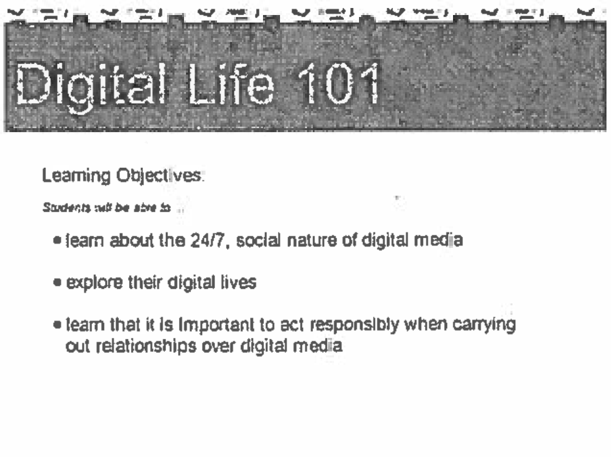
~~**HAVE** students fill out the **My Media Life Is Like … Student Handout** in which they create and illustrate a simile about their digital lives. When students are finished, they should share their similes.~~

~~**HAVE** students place their similes on their desks and rotate three to four times so they can see different people's similes. Have students share observations about their classmates' similes with each rotation. You may want to provide the following examples for students of similes:~~

- ~~Someone who does not use much media at all might say that her media life is like a dry desert because there is little life there.~~
- ~~Someone might say that his media life is like a track meet because he is exhausted at the end of the day.~~



Digital Life 101

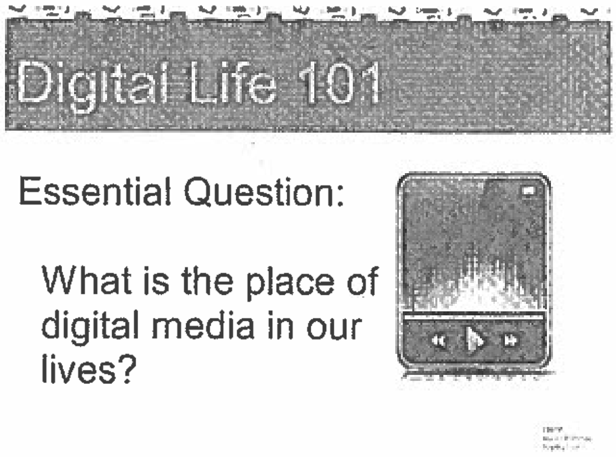


Digital Life 101

Learning Objectives:

Students will be able to ...

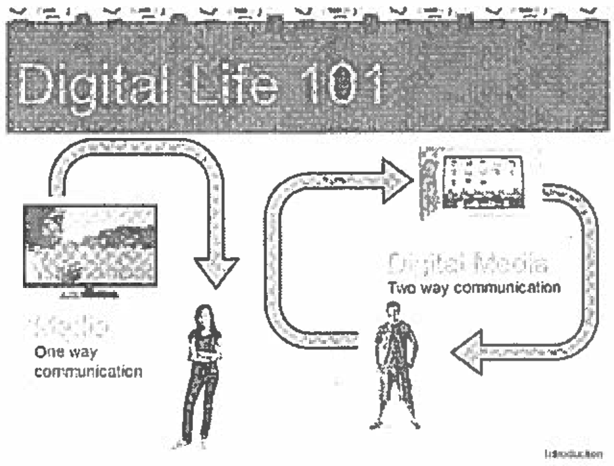
- learn about the 24/7, social nature of digital media
- explore their digital lives
- learn that it is important to act responsibly when carrying out relationships over digital media



Digital Life 101

Essential Question:

What is the place of digital media in our lives?



Digital Life 101

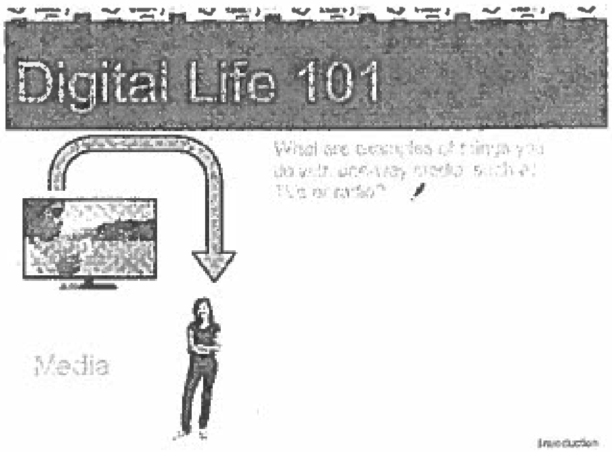
Media

One way communication

Digital Media

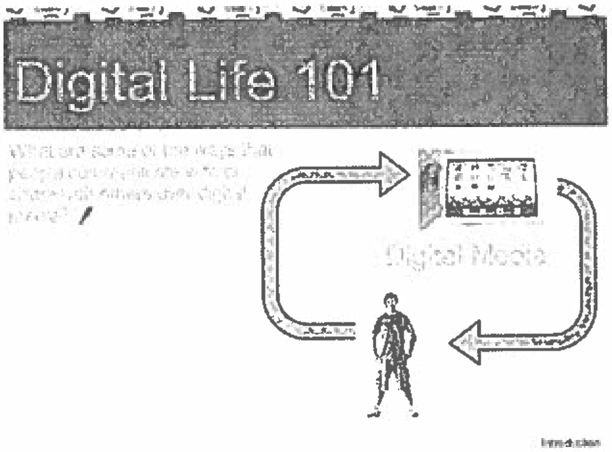
Two way communication

Introduction



Digital Life 101

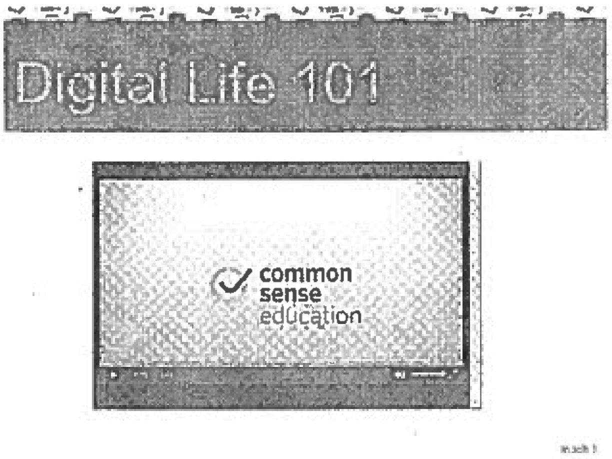
What are examples of things you do with one-way media, such as TVs or radio?



Digital Life 101

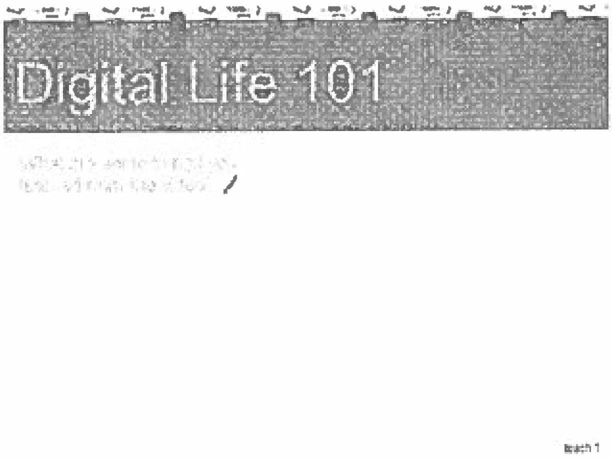
What are some of the ways that people communicate and interact or connect with others using digital media?

Digital Media



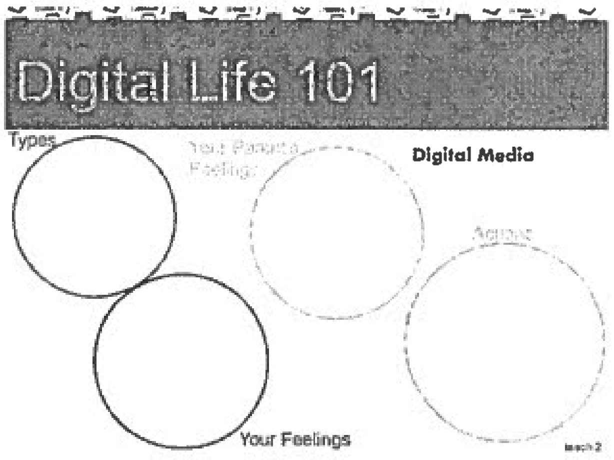
Digital Life 101

common
sense
education



Digital Life 101

What are some things you learned from the video?



Digital Life 101

Types

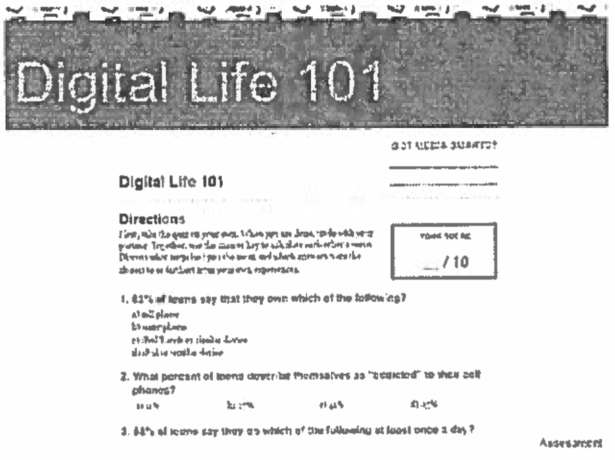
Your Parent's Feelings

Digital Media

Actions

Your Feelings

teach 2



Digital Life 101

Digital Life 101

Directions

[illegible]

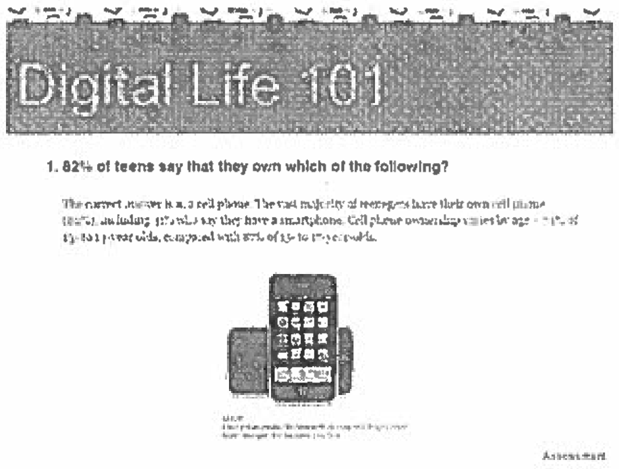
__ / 10

1. 82% of teens say that they own which of the following?
   a) cell phone
   b) smartphone
   [illegible]
   [illegible]

2. What percent of teens describe themselves as "addicted" to their cell phones?
   [illegible]

3. 68% of teens say they do which of the following at least once a day?

Assessment

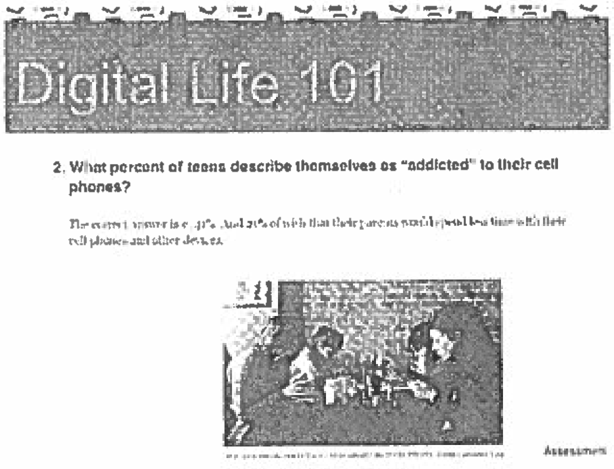


Digital Life 101

1. 82% of teens say that they own which of the following?

The correct answer is a) a cell phone. The vast majority of teenagers have their own cell phone (82%), including [illegible] who say they have a smartphone. Cell phone ownership varies by age – [illegible] of [illegible]-year-olds, compared with 87% of [illegible]-year-olds.

Assessment



Digital Life 101

2. What percent of teens describe themselves as "addicted" to their cell phones?

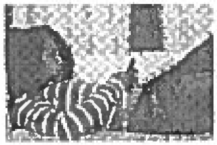
The correct answer is [illegible]. And [illegible] wish that their parents would spend less time with their cell phones and other devices.

Assessment

Digital Life 101

3. 68% of teens say they do which of the following at least once a day?

The correct answer is a, text. Two-thirds (68%) of teens text every day, half (51%) visit social networking sites daily, and 11% send or receive tweets at least once every day. Teens prefer texting due to the convenience – 30% saying it's the quickest and 23% because it's the easiest way to get in touch with one another.



Digital Life 101

4. How many characters (letters, punctuation marks, symbols, and spaces) can you send in a regular text message?

The correct answer is b, 140. Text messages and tweets are limited to 140 characters (including letters, punctuation marks, symbols, and spaces).

Messages
Brittany
Contact

I miss you!! How are you?

Digital Life 101

5. How often do 34% of teens visit social networking sites?

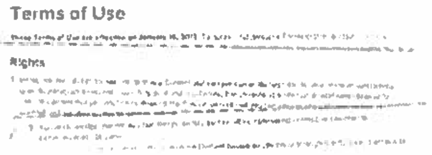
The correct answer is b. About a third of teens visit their main social networking site several times a day. In fact, 90% of teens say they have used social media and 75% currently have a profile on a social networking site.

Instagram

Digital Life 101

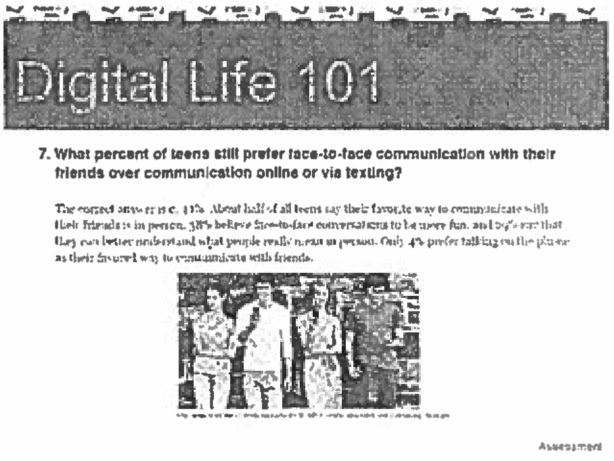
6. What percent of teens say that they don't understand their social networking site's privacy policies?

The correct answer is a, 23%. About a quarter of teen users admit they understand their social networking site's policies either "not too well" or "not at all."



Terms of Use

Rights

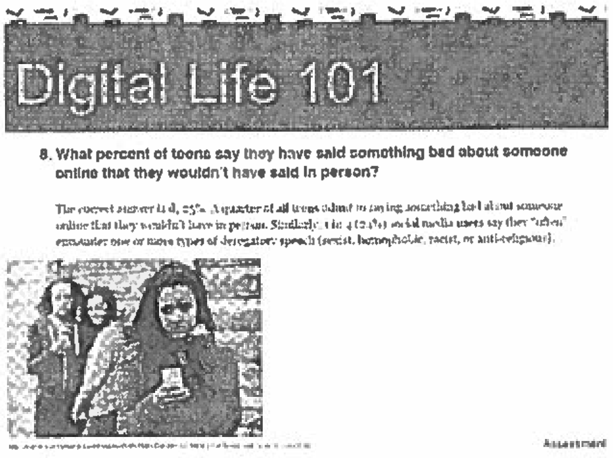


Digital Life 101

7. What percent of teens still prefer face-to-face communication with their friends over communication online or via texting?

The correct answer is c, 49%. About half of all teens say their favorite way to communicate with their friends is in person. 38% believe face-to-face conversations to be more fun, and 29% say that they can better understand what people really mean in person. Only 4% prefer talking on the phone as their favored way to communicate with friends.

Assessment

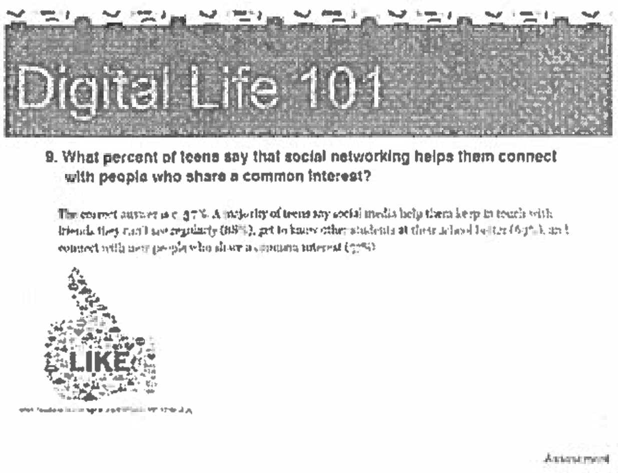


Digital Life 101

8. What percent of teens say they have said something bad about someone online that they wouldn't have said in person?

The correct answer is d, 25%. A quarter of all teens admit to saying something bad about someone online that they wouldn't have in person. Similarly, 1 in 4 (24%) social media users say they "often" encounter one or more types of derogatory speech (sexist, homophobic, racist, or anti-religious).

Assessment

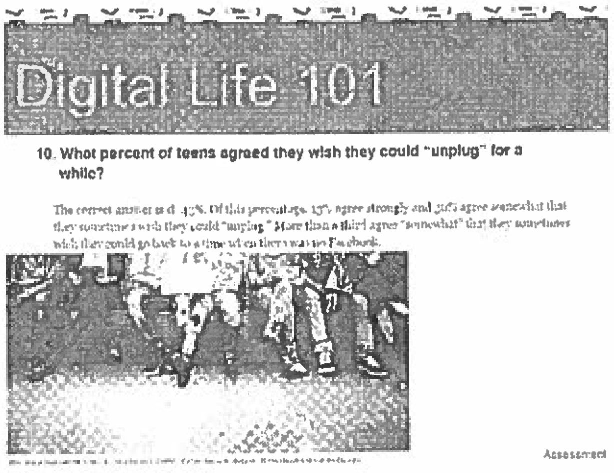


Digital Life 101

9. What percent of teens say that social networking helps them connect with people who share a common interest?

The correct answer is c, 57%. A majority of teens say social media help them keep in touch with friends they can't see regularly (88%), get to know other students at their school better (69%), and connect with new people who share a common interest (57%).

Assessment



Digital Life 101

10. What percent of teens agreed they wish they could "unplug" for a while?

The correct answer is d, 43%. Of this percentage, 13% agree strongly and 30% agree somewhat that they sometimes wish they could "unplug." More than a third agree "somewhat" that they sometimes wish they could go back to a time when there was no Facebook.

Assessment

Digital Life 101

Directions

Below are common words related to digital media. Test your family members on the definitions! If they are having trouble understanding the term, help them by reading the correct definition. For more digital terms, check out our online digital glossary at www.commonsense.org/education/digital-glossary.

An **aggregator** is a website or Web application where headlines and other content are collected for easy viewing. Aggregators such as Google News compile news articles and posts.

An **avatar** is a two- or three-dimensional icon that represents a computer user or a gamer. An avatar can be a cartoonish graphic, a photograph, a screen name, or a fully-developed character.

A **blog**, from the term "weblog, " is a type of website usually updated by an individual or a group of bloggers. Some blogs provide news or opinions on a specific subject, while others are more like online journals. Most blogs allow readers to leave comments on blog posts.

Flaming is the act of saying mean things online, usually in ALL CAPS, and often in a public forum with the intention to humiliate. **Flame wars** can occur easily online, as it can be difficult to figure out people's intentions or emotions online.

A **mash-up** is a remix or blend of multiple songs, videos, or other media content into one product. Fan fiction writing is one form of a mash-up, as writers take characters from a well-known video game, movie, or book, and rewrite their actions or relationships.

A **massively multiplayer online game (MMOG)** is usually an online virtual world that multiple players navigate and play in together. While in this virtual world, their avatars chat, cooperate, and quest together, oftentimes towards a goal.

A **P2P**, or **Peer-to-Peer**, network allows for sharing of mp3s, videos, and other digital files by transferring information directly between two computers rather than by going through a central server. P2P technology is also behind the popular Internet phone service Skype.

Phishing is the illegal act of sending emails or messages that appear to come from authentic sources, but really come from spammers. Phishers often try to get people to send them their personal information, everything from account numbers to passwords.

A **podcast** is a downloadable video or audio file. Podcasts can be verbal, based on a certain topic, or can include music, video, and commentary. Most podcasts are updated regularly through the addition of new episodes.

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Digital Life 101

1. 82% of teens say that they own which of the following?

The correct answer is **a**, a cell phone. The vast majority of teenagers have their own cell phone (82%), including 41% who say they have a smartphone. Cell phone ownership varies by age – 74% of 13- to 14-year olds, compared with 87% of 15- to 17-year-olds.

2. What percent of teens describe themselves as "addicted" to their cell phones?

The correct answer is **c**, 41%. And 21% of wish that their parents would spend less time with their cell phones and other devices.

3. 68% of teens say they do which of the following at least once a day?

The correct answer is **a**, text. Two-thirds (68%) of teens text every day, half (51%) visit social networking sites daily, and 11% send or receive tweets at least once every day. Teens prefer texting due to the convenience – 30% saying it's the quickest and 23% because it's the easiest way to get in touch with one another.

4. How many characters (letters, punctuation marks, symbols, and spaces) can you send in a regular text message?

The correct answer is **b**, 140. Text messages and tweets are limited to 140 characters (including letters, punctuation marks, symbols, and spaces).

5. How often do 34% of teens visit social networking sites?

The correct answer is **b**: About a third of teens visit their main social networking site several times a day. In fact, 90% of teens say they have used social media and 75% currently have a profile on a social networking site.

6. What percent of teens say that they don't understand their social networking site's privacy policies?

The correct answer is **a**, 24%. About a quarter of teen users admit they understand their social networking site's policies either "not too well" or "not at all."

7. What percent of teens still prefer face-to-face communication with their friends over communication online or via texting?

The correct answer is **c**, 49%. About half of all teens say their favorite way to communicate with their friends is in person. 38% believe face-to-face conversations to be more fun, and 29% say that they can better understand what people really mean in person. Only 4% prefer talking on the phone as their favored way to communicate with friends.

8. What percent of teens say they have said something bad about someone online that they wouldn't have said in person?

The correct answer is **d**, 25%. A quarter of all teens admit to saying something bad about someone online that they wouldn't have in person. Similarly, 1 in 4 (24%) social media users say they "often" encounter one or more types of derogatory speech (sexist, homophobic, racist, or anti-religious).

9. What percent of teens say that social networking helps them connect with people who share a common interest?

The correct answer is c, 57%. A majority of teens say social media help them keep in touch with friends they can't see regularly (88%), get to know other students at their school better (69%), and connect with new people who share a common interest (57%).

10. What percent of teens agreed they wish they could "unplug" for a while?

The correct answer is **d**, 43%. Of this percentage, 13% agree strongly and 30% agree somewhat that they sometimes wish they could "unplug." More than a third agree "somewhat" that they sometimes wish they could go back to a time when there was no Facebook.

Note: All statistics and answer feedback (except for question #4) come from Social Media, Social Life: How Teens View Their Digital Lives, the 2012 research report from Common Sense Media's Program for the Study of Children and Media. We surveyed more than 1,000 13- to 17-year-olds nationally to understand how they perceive social media (like Facebook and Twitter) affects their relationships and feelings about themselves.

Strategic Searching

LESSON PLAN

GRADES 6-8

UNIT 1

Strategic Searching

Essential Question

What steps can help you find what you're looking for when you search online?

Lesson Overview

Students learn that to conduct effective and efficient online searches, they must use a variety of searching strategies rather than relying on a single source. They learn a five-step method for planning and carrying out an online search. Students then apply what they have learned to a scenario in which they pretend they are employees in a workplace, searching for information for their job.

Learning Objectives

Students will be able to ...

- understand the importance of using a variety of search strategies.
- master new strategies for effective and efficient online searches.
- learn to create and execute a five-step plan for conducting an online search.

Materials and Preparation

✓ - Copy or download the **Tips for Strategic Searching Student Handout**, one for each student.

✓ - Copy or download the **Make a Search Plan Student Handout**, one for every three to four students.

BYOT - Prepare computer access for student groups to do online research.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 7: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 8: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.6

ISTE: 3a-d, 4b, 4c, 6b

Key Vocabulary –

effective: achieving a desired goal or result

efficient: doing something in a way that saves you time and energy

strategy: a course of action designed to help you reach a specific goal or result

Family Resources

X - Send home the **Strategic Searching Family Tip Sheet (Middle & High School).**

Note: This lesson emphasizes informal online searching, rather than academic research specifically for school. In their everyday lives, students search or surf for information online. This lesson helps students think critically about their online searches so they are effective and produce relevant results. Much of what students learn can be applied to their schoolwork as well. In this lesson, we encourage you to use search engines that students typically use on their own, such as Google, Yahoo!, and Bing.

introduction

Warm-up *(10 minutes)*

ASK:

How do you find something online? *What kinds of things do you search for?*	Encourage students to provide examples of searches related to their personal interests, as well as to their schoolwork. The point is to remind students that they spend a fair amount of time searching online for a variety of purposes, both in school and in their personal lives.

DEFINE the Key Vocabulary terms **effective** and **efficient**.

EXPLAIN to students that an effective online search is one that yields the precise results they are looking for. An efficient search does so without a lot of wasted time or energy – for example, having to scroll through a lot of search results that don't relate to their desired topic.

DEFINE the Key Vocabulary term **strategy**, and point out to students that search strategies can help them search effectively and efficiently.

CREATE a KWL (Know|Want|Learn) chart with three columns on the chalkboard or chart paper, or project it from your computer screen. Explain to students that they will use these columns to track what they know, and what they want to know, about strategic searching.

ASK:

What are some strategies you have used to search for information online?	Guide students to think specifically about searching for information more than sorting or evaluating the information. Write responses in the first column.
What do you need to know to make your searches more effective and efficient?	Encourage students to think about problems they encounter when searching and would like to solve. Write responses in the second column.

Sample responses:

What search strategies do I KNOW?	What do I WANT to know about strategic searching?	What did I LEARN about strategic searching?
Use quotes around words or phrases you want to find Use specific words Check out multiple search results – don't just use Wikipedia!	How to keep from getting a lot of results I don't need What to do when a search term can mean two different things How to search for two different things at once	

TELL students that you will be leaving the final column blank for now, but you'll return to it later in the lesson. Explain that they are going to learn about search strategies, some of which may answer questions in the "What do I WANT to know about strategic searching?" column.

teach 1

Searching Strategies *(10 minutes)*

DISTRIBUTE the **Tips for Strategic Searching Student Handout**, one per student.

INVITE different students to read aloud each search strategy on the handout, along with the example provided. Then encourage them to come up with their own examples for each of the strategies.

DEMONSTRATE some of the examples. If possible, project your computer screen so that students can see the search results. If time and resources permit, you may also choose to have students conduct the searches, working in small groups on their own computers.

teach 2

Plan and Perform a Search *(15 minutes)*

ASK:

Why do you think it might be important to have a plan when you search online?	Students should conclude that having a search plan might help them apply the searching strategies they learned, and therefore conduct more effective and efficient searches. In other words, a plan can help them quickly find the exact results they are looking for.

WRITE the following steps on the board or chart paper, or project it from your computer screen. This mnemonic device lays out the five steps in a search plan, and the steps spell out SEARCH. Share the explanation of what each step means.

SELECT research questions and search tools.
(Explain to students that they should have one or more questions that get to the core of what they want to find out in their search. They should also choose search engines and tools that are most relevant to what they are looking for.)

EXTRACT keywords and terms.
(Students should understand that they can find effective keywords by highlighting the key terms from their research questions.)

APPLY search strategies.
(Students should apply some of the search strategies they learned – for example, adding quotation marks or a minus sign, or specifying what type of information they need.)

RUN your search.
(Students should run a search on the terms they have chosen and review the results. Remind students that they should check out multiple sources.)

CHART your search.
(Students can avoid repeating work they have already done by jotting down what they've searched for and where they've searched for it.)

EXPLAIN to students that they will have the opportunity to practice this five-step search plan in the following group activity.

DISTRIBUTE the **Make a Search Plan Student Handout.**

INVITE a volunteer to read the directions aloud. (Students will be asked to imagine that their boss has asked them to find a location in a particular city for the annual company picnic. The location needs to meet a number of criteria, as described in the handout.)

DIVIDE students into groups of three or four.

INSTRUCT students to complete the search plan, listing responses to each step as instructed on the handout. Encourage groups to include all members in the planning process, and give them five minutes to complete their plans.

ARRANGE student groups at computers to conduct their online searches.

TELL students that they have 10 minutes to come up with a place for their company to have its picnic. Set a timer or have a bell that signals when time is up.

INVITE each group to name the place it chose and share which keywords, strategies, and search tools it used in its search.

ASK:

What are three ways you got to this choice?	For instance, maybe students found people's opinions of the park through blogs. Perhaps they saw a video of the park and could confirm what it looks like. Maybe they searched for .gov park websites and compared what each park had to offer.

closing

Wrap-up *(10 minutes)*

HAVE students go back to the KWL chart from the lesson introduction and invite them to share what they've learned about how to make their searches more effective and efficient. Add their responses to the third column of the chart. (Students should be able to name several search strategies, as well as understand how to make and carry out a search plan.)

You also can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What are two search strategies you learned about that you plan to use in the future?	Refer to the **Tips for Strategic Searching Student Handout.**

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What are the five steps of a search plan?	Students should recall the following five steps: **SELECT** research questions **EXTRACT** keywords and terms **APPLY** search strategies **RUN** your search **CHART** your search
Why is it important to have a search plan?	Students should realize that thinking through their search before they begin should lead to a more effective and efficient search.

☆ Assessment: If time permits.

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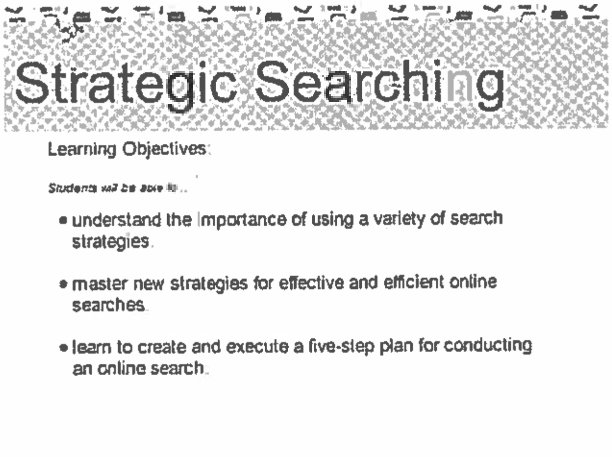
Strategic Searching

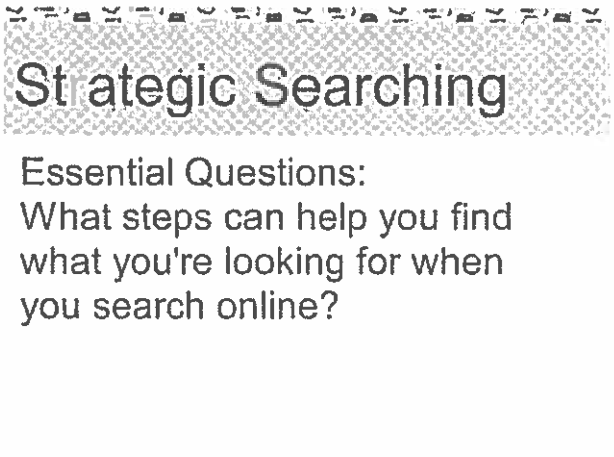


Strategic Searching

Learning Objectives:

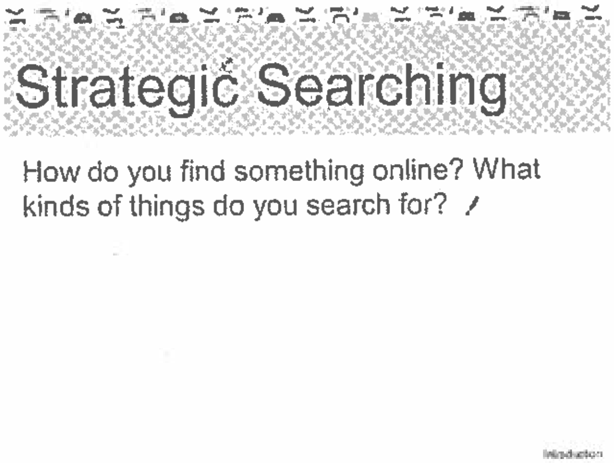
Students will be able to...

- understand the importance of using a variety of search strategies.
- master new strategies for effective and efficient online searches.
- learn to create and execute a five-step plan for conducting an online search.



Strategic Searching

Essential Questions:
What steps can help you find what you're looking for when you search online?



Strategic Searching

How do you find something online? What kinds of things do you search for?

Strategic Searching

Click the words for definitions.

effective

efficient

Strategic Searching

strategy

Click the word for definition.

KWL (Know/Want/Learn)

What we know

What we want to know

How we can find out what we want to know

Return to page 23

Strategic Searching

TIPS FOR STRATEGIC SEARCHES

Strategic Searching

Directions

Use multiple, specific, descriptive keywords for narrower results.

Example:

If at first you don't succeed, try synonyms.

Place quotation marks around specific words or specific phrases you're looking for.

Add a minus sign before a word to show that you don't want that one included.

Look for two words at once by placing OR between them.

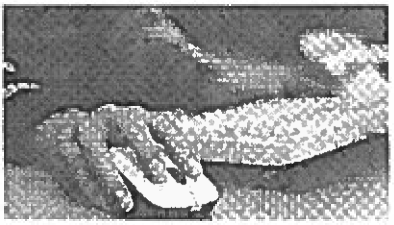
Search for and pay attention to URL domain types.

Specify the format of the information you're looking for.

Use advanced search options on a search engine.

Strategic Searching

Why do you think it might be important to have a plan when you search online?



Strategic Searching

SELECT research questions and search tools.

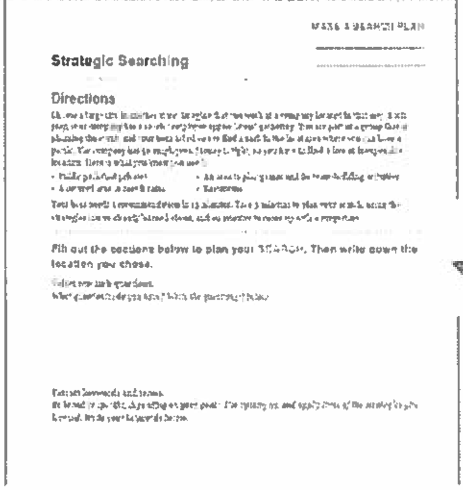
EXTRACT keywords and terms.

APPLY search strategies.

Run your search

CHART your search.

Strategic Searching



MAKE A SEARCH PLAN

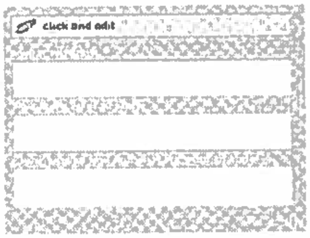
Strategic Searching

Directions

Fill out the sections below to plan your SEARCH. Then write down the location you chose.

Strategic Searching

Click on
the image
to go back
to your
KWL.



Strategic Searching

What are two search strategies you learned about that you plan to use in the future?

What are the five steps of a search plan?

Why is it important to have a search plan?

closing

Strategic Searching

A strategy is:

F. A course of action designed to help you reach a goal or result
G. A fraction of a larger amount
H. A word that helps you search online

Cindy heard a new song on the radio. She wants to search for it online, but she can only remember one line of the song. Which of the following strategies should Cindy use to search for the song?

A. Include the date she heard the song on the radio
B. Use quotation marks around the line she remembers
C. Add synonyms to a few of the words she remembers

What is the first step you should take when you want to conduct an online search?

F. Select research questions
G. Run your search
H. Extract keywords and terms

closing

Strategic Searching

Directions

Use the following searching strategies to conduct an effective and efficient online search.

Use multiple, specific, descriptive keywords for narrower results.	**Example:** Searching for *concerts* will lead to a variety of musical events, ticket purchasing opportunities, and tour dates. Searching for *underground hip-hop shows Bay Area* will lead to narrower, location-based results.
If at first you don't succeed, try synonyms.	If you've tried searching for *rare cats* but haven't found what you are looking for, try searching for *exotic cats*, *rare felines*, or *exotic felines*.
Place quotation marks around specific words or specific phrases you're looking for.	If you want information on the president's residence, search on "*White House*" rather than *white house*.
Add a minus sign before a word to show that you don't want that one included.	If you are searching for mullet but you want the fish and not the hairstyle, you would enter: *mullet -hair*.
Look for two words at once by placing OR between them.	If you want information on Cornell but you're not sure whether it's a college or a university, search on *Cornell College OR University*. (Note: the OR has to be capitalized!)

DIGITAL LIFE 101 | ASSESSMENT | DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE | REV DATE 2015
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Search for and pay attention to URL domain types.

.com = company
.gov = government website
.edu = educational institution
.org = organization

If you are searching for parks and you include .gov as a keyword, you should receive government websites in your results. If you are searching for parks and you include .com as a keyword, you should receive results that are companies related to parks.

Specify the format of the information you're looking for.

Many search engines will allow you to search exclusively for images, videos, news, blogs, or even scholarly articles. Different types of information will help you in different ways.

If you search for *military service*, the following information will tell you different things:

- **Blogs:** People's opinions about military service.
- **Video:** Videos related to military service. Some might be made by anyone, while others might be created by news outlets, organizations, or the government.
- **News:** The latest news articles and stories related to military service.

Use advanced search options on a search engine.

You can often specify dates, exact words you're looking for, or even languages you want in your results in search engines such as Google, Yahoo!, or Bing.

Once you have your search results, use them!

Searches enable you to access the huge store of information on the Web, so take some time to see what's out there! Don't just look at the first results, and don't rely only on familiar sources like Wikipedia or About.com.

MAKE A SEARCH PLAN

Strategic Searching

Directions

Choose a large city in another state. Imagine that you work at a company located in that city. Each year, your company has a yearly "employee appreciation" gathering. You are part of a group that is planning the event, and your boss asked you to find a park in the local area where you can have a picnic. The company has 50 employees. Money is tight, so you have to find a free or inexpensive location. Here is what you know you need:

- Public park (not private)
- A covered area in case it rains
- An area to play games and do team-building activities
- Restrooms

Your boss needs a recommendation in 15 minutes. Take 5 minutes to plan your search, using the strategies you've already learned about, and 10 minutes to come up with a suggestion.

Fill out the sections below to plan your SEARCH. Then write down the location you chose.

Select research questions.

What question(s) do you have? Write the question(s) below.

Extract keywords and terms.

Be broad or specific, depending on your goals. Use synonyms, and apply some of the strategies you learned. Write your keywords below.

Apply search strategies.
What search strategies will help you find the information you need? Write down your keywords with search strategies applied.

Run your search.
Search using the terms that you chose and look at the results. Remember to check out several sources.

CHart your search.
Keep track of what you searched for and where, so that you don't repeat work. Jot down what you searched for and where you searched for it.

City you chose: ______________________________

Name of park you chose: ______________________________

URL of park: ______________________________

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Strategic Searching

ASSESSMENT
TEACHER VERSION

1. A strategy is:

a) A course of action designed to help you reach a goal or result
b) A fraction of a larger amount
c) A word that helps you search online

Answer feedback
The correct answer is **a**. Having a search strategy, for example, means that you have a specific plan for carrying out your online search.

2. Cindy heard a new song on the radio. She wants to search for it online, but she can only remember one line of the song. Which of the following strategies should Cindy use to search for this song?

a) Include the date she heard the song on the radio
b) Add synonyms to a few of the words she remembers
c) Use quotation marks around the line she remembers

Answer feedback
The correct answer is **c**. When you use quotation marks around a search term, you are telling a search engine to look for that exact phrase.

3. What is the first step you should take when you want to conduct an online search?

a) Select research questions
b) Extract keywords and terms
c) Run your search

Answer feedback
The correct answer is **a**. Before you do a search, you should think of a question about what you are looking for. You can then use this question to help you choose your keywords.

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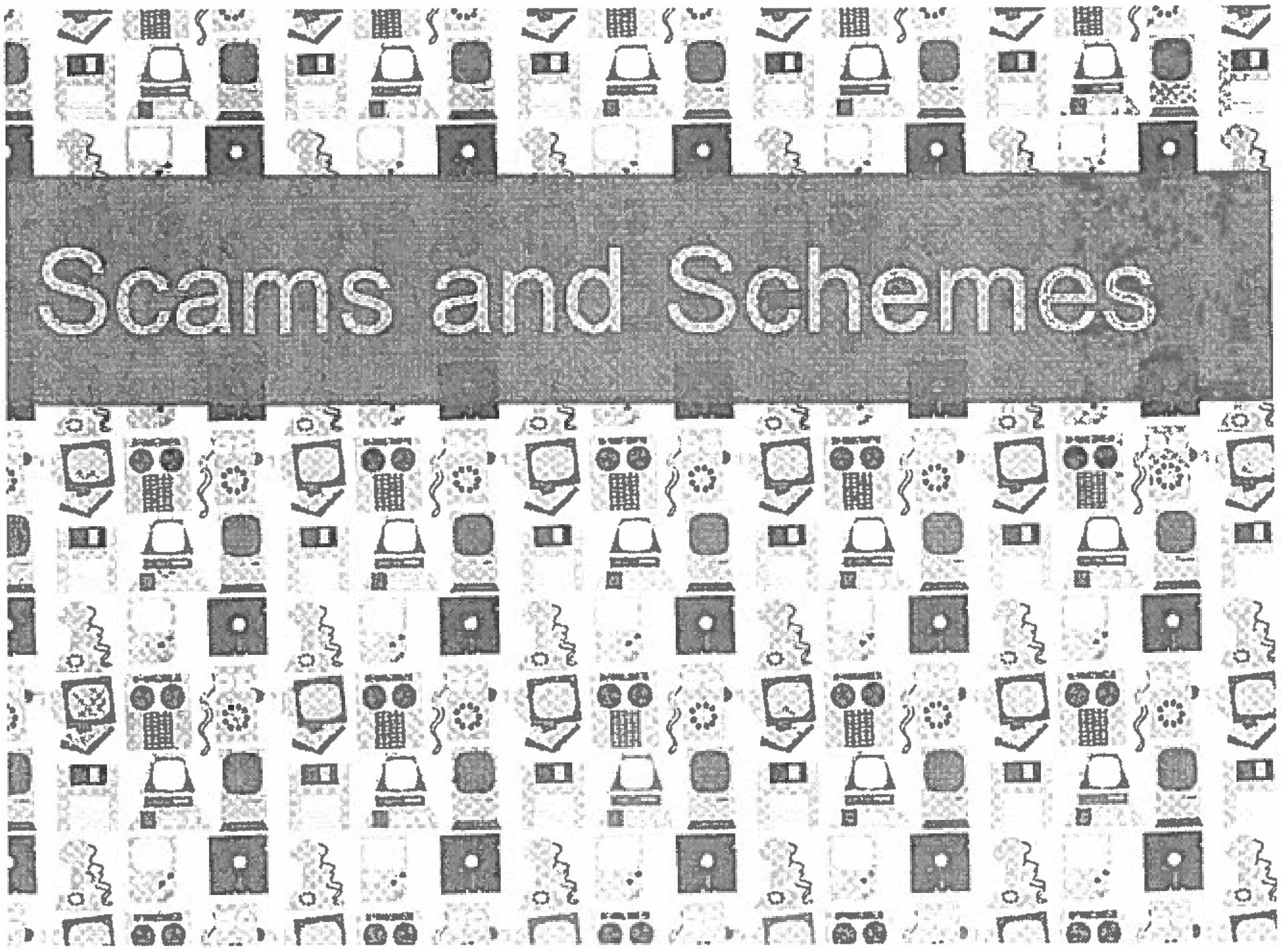


Scams and Schemes

LESSON PLAN

GRADES 6-8

UNIT 1

Scams and Schemes

Essential Question

What is identity theft, and how can you protect yourself from it?

Lesson Overview

Students learn strategies for guarding against identity theft and scams that try to access their private information online. They learn what identity theft is, what kinds of information identity thieves want, and what can be done with that information. Students then analyze phony emails and identify tricks that identity thieves use online. Finally, they create a phishing email that includes the features that they have learned about, and see if classmates can identify the scams.

Learning Objectives

Students will be able to ...

- understand what identity theft is and why it is important to guard against it.
- learn to recognize strategies that scam artists use to access private information.
- learn how to guard against phishing and identity theft.

Materials and Preparation

- Paper and markers or colored pencils (or computers with Microsoft Office if you are using the high-tech option in Teach 3).
- ✓ Copy the **Spotting Scams Student Handout**, one for each student.
- Review the **Spotting Scams Student Handout — Teacher Version**.

Family Resources

- X Send home the **Online Security Family Tip Sheet (Middle & High School)**.

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 7: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.3a, L.6

grade 8: RI.1, RI.4, RI.10, W.4, W.7, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.4, SL.6, L.6

ISTE: 1a-c, 2a, 2d, 4a, 4d, 5a, 6a

Key Vocabulary –

scam: an attempt to trick someone, usually with the intention of stealing money or private information

identity theft: a type of crime in which your private information is stolen and used for criminal activity

vulnerable: in a position that makes it easier for you to be harmed or attacked

phishing: when people send you phony emails, pop-up messages, social media messages, texts, calls, or links to fake websites in order to hook you into giving out your personal and financial information

common sense education

introduction

Warm-up *(5 minutes)*

DEFINE the Key Vocabulary term **scam.**

ASK:

Do you know someone who has been scammed? What happened?	Students might tell stories of instances in which someone has been convinced to send someone else money or purchase a fake or bad product.
What is the purpose of a scam? What tricks do people use to carry out a scam?	Students should understand that the ultimate purpose of a scam is to get someone to give the scammer money, or information that can help the scammer steal money, such as a credit card number, ATM code, or password. To accomplish this, scammers tell lies and often pretend to be someone they are not.
Can people get scammed on the Internet? How?	Allow students to tell stories of friends or relatives who have been scammed online. Then encourage them to revisit what they know about scams, and how they might be used online. Sample responses: • Someone can be tricked into buying a bad or fake product online • Someone can be lured into sharing information that a scammer can use to steal from them

EXPLAIN to students that they will be learning about a variety of online scams, including which kinds of information scammers look for, and how that information can be used. They will also learn how to protect themselves against online scams.

teach 1

What Is Identity Theft? *(10 minutes)*

POINT OUT to students that people who scam others online don't always have to get money from them directly. Instead, they use a variety of strategies to trick people into giving out private information. They then use this information to access their bank and credit card accounts or other personal accounts. They can even "re-create" someone's identity and produce false documents, such as Social Security cards, credit cards, or drivers' licenses in someone else's name.

DEFINE the Key Vocabulary term **identity theft**.

ASK: *Can you guess what kinds of personal information identity thieves might look for?*

REVIEW the list below with students. Emphasize that identity thieves look for any information that might help them pretend to be their victims. Write the list on the board or have students take notes.

- Full name
- Date of birth and where you were born
- Current and previous addresses and phone numbers
- Driver's license or passport number
- Account numbers and the companies where you hold accounts (e.g., Amazon, PayPal, etc.)
- Passwords
- Social Security number

DEFINE the Key Vocabulary term **vulnerable.**

EXPLAIN that *anyone* is vulnerable to an online scam. Although teens might not think they're at risk, there are a few important reasons why they are vulnerable to identity theft – and why it matters. Cover the following points:

- Identity thieves look for "clean" Social Security numbers that haven't yet been used to get credit. They target teens and kids, who often have Social Security numbers that have no credit history yet. Identity thieves might sell or use these numbers, which would allow someone else to get a credit card or loan and build up debt under your name.
- Being a victim of identity theft can ruin your financial future and your ability to obtain loans and purchase things. For example, it could affect your ability to get a student loan for college or a loan to buy a car.
- In addition, if you use your parents' accounts and credit cards online, or fill out forms with your parents' information, you are sharing information that could potentially put your parents' identities at risk.
- It can take months, even years, to recover your identity if it's stolen. Cleaning up such a mess takes a lot of time and energy, and it can also be expensive.

teach 2

How to Catch a Phish *(15 minutes)*

ASK:

How do you think identity thieves might try to get your information?	Encourage students to share some responses, even if they have not previously encountered identity theft.

DEFINE the Key Vocabulary term **phishing.**

EXPLAIN to students that the best way to avoid phishing scams is to be skeptical about any online request for personal information. It's also good to be skeptical of online messages or posts from friends that seem out of character for them, which is a warning sign that their accounts have been hacked. There are clues that can help students spot phishing, and they will learn some of these in the next part of the lesson by studying one type of phishing scam: a phony email message.

DIVIDE students into pairs.

DISTRIBUTE the **Spotting Scams Student Handout**, one per student.

READ aloud the instructions found on the **Spotting Scams Student Handout – Teacher Version**, and share with students the extended explanation of each feature of a phishing email.

INSTRUCT student pairs to complete the handout together. When students are done, have two pairs get together to exchange their handouts and compare their answers.

INVITE volunteers to share their answers with the class. Use the **Spotting Scams Student Handout – Teacher Version** for guidance.

REMIND students that phishing emails can be very convincing, and some may not contain many of the clues they just learned about. So it's smart to distrust any email that asks them to provide private information.

teach 3

Protect Yourself from Online Scams *(10 minutes)*

TELL students that if they ever encounter something online that they believe might be a phishing scam, they should observe the following rules:

- Avoid opening the message or email in the first place.
- Don't click on any links or download any attachments. They might contain viruses or spyware.
- Don't reply.
- Mark as "junk mail" or "spam" for your email provider, or report it to your social network site.
- If you are concerned about an account you have with a company, contact its customer service by phone. Make sure you verify the company's contact information elsewhere online first.

TELL students that they can also protect themselves from Internet scams by learning how identity thieves think. They will create a phishing email, or some other form of online or mobile scam, using what they learned about phishing scams.

Optional: You may wish to show students examples of real phishing emails from Consumer Fraud Reporting before students create their own examples (http://www.consumerfraudreporting.org/phishing_examples.php). Some examples of popular scams on Facebook can be found in the online Huffington Post article, "Facebook Scams You Need to Know About" (http://www.huffingtonpost.com/2011/05/22/facebook-scams-hacks-attacks_n_864906.html).

If Time Permits.

INSTRUCT students to choose at least four of the eight features of a phishing email listed in their **Spotting Scams Student Handout**. Have them create a phishing email that demonstrates the four features they choose to highlight.

INVITE students to present their examples to the class. Classmates can try to identify which features tipped them off to the fact that this is a phishing email. Alternatively, students can trade examples with a partner and try to spot each other's scam.

closing

Wrap-up *(5 minutes)*

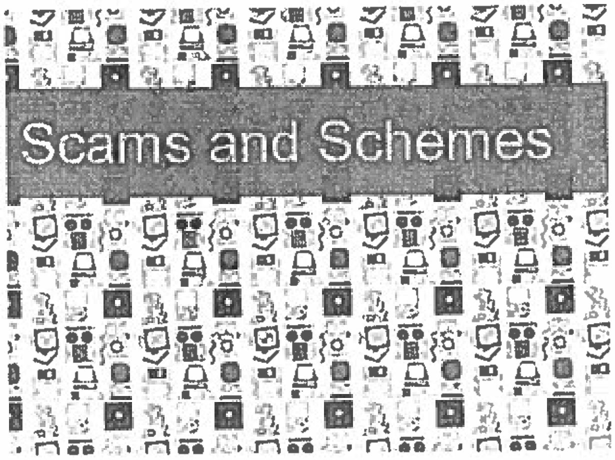
You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

What kinds of information do identity thieves look for? Why?	Students should respond with examples of private information, such as full name, address, date of birth, account numbers, and passwords. Identity thieves try to use this information in order to "re-create" someone's identity for unlawful purposes, mainly to secure loans and buy things.
How do thieves try to get at your information?	Thieves use phishing to try to get at people's personal information. Have students discuss some of the features of phishing they learned about.
What can you do to avoid falling for online scams?	Students should remember to be suspicious of any online communication that asks for private information, or that seems out of character for a friend to have sent or posted. Students should know not to reply to such messages, not to click on any links or attachments, and to report the message as spam or junk to their email provider or social network site. If they are concerned about one of their accounts, they should call the company's customer service department using a number they found elsewhere online – not within the message they received.

WRITE the following URL and email address below on the board. Tell students that they can go to www.ftc.gov/idtheft for help if they, or their parents, find their identities have been stolen. Students can also forward any spam emails they receive to spam@uce.gov.

☆ Assessment: If time permits.



Scams and Schemes

Scams and Schemes

Learning Objectives:

Students will be able to:

- understand what identity theft is and why it is important to guard against it.
- learn to recognize strategies that scam artists use to access private information.
- learn how to guard against phishing and identity theft.

Scams and Schemes

What does the word scam mean?

Click the question for answer.

Scams and Schemes

Do you know someone who has been scammed? What happened?

Scams and Schemes

What is the purpose of a scam? What tricks do people use to carry out a scam?

Scams and Schemes

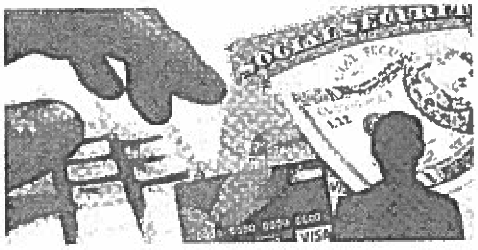
Can people get scammed on the Internet? How?

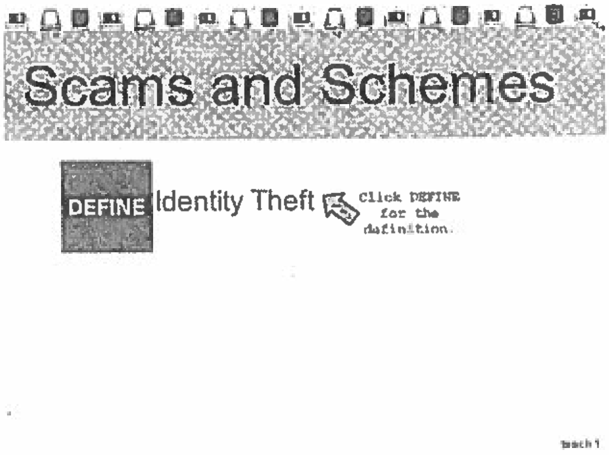
SCAMs and Schemes

Today you will be learning about a variety of online scams, including which kinds of information scammers look for, and how that information can be used. You will also learn how to protect yourself against online scams.

Scams and Schemes

More is at risk than money.

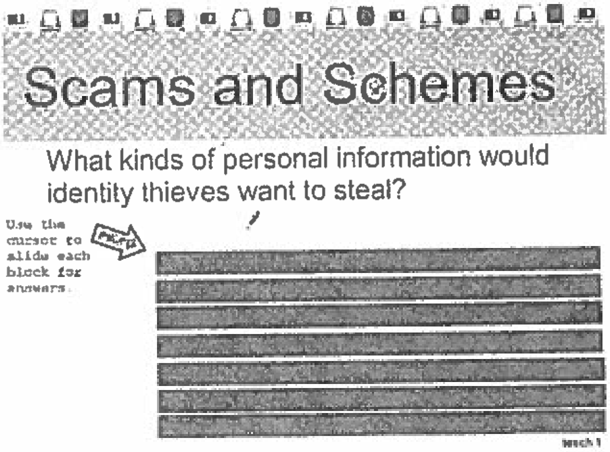




Scams and Schemes

DEFINE Identity Theft

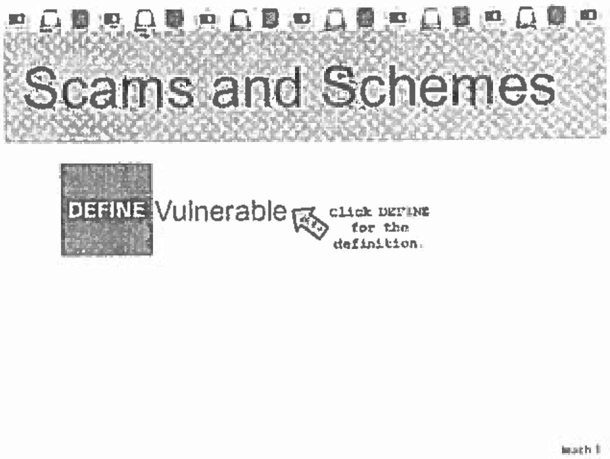
Click DEFINE for the definition.



Scams and Schemes

What kinds of personal information would identity thieves want to steal?

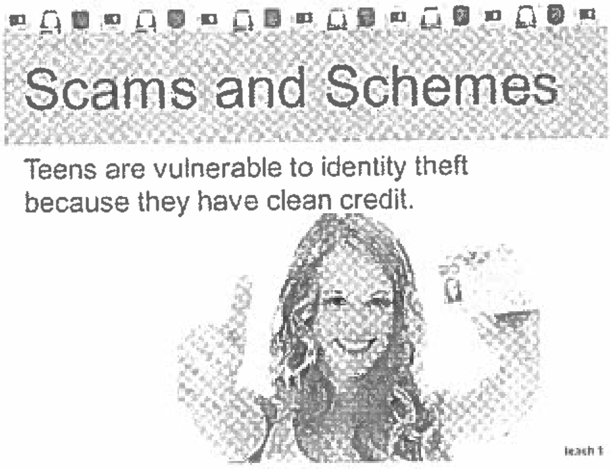
Use the cursor to slide each block for answers.



Scams and Schemes

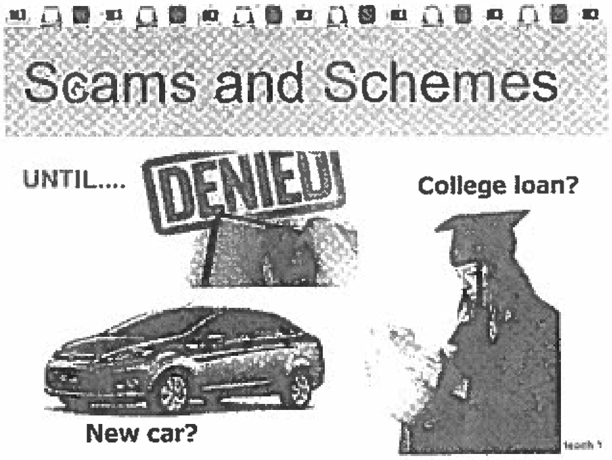
DEFINE Vulnerable

Click DEFINE for the definition.



Scams and Schemes

Teens are vulnerable to identity theft because they have clean credit.

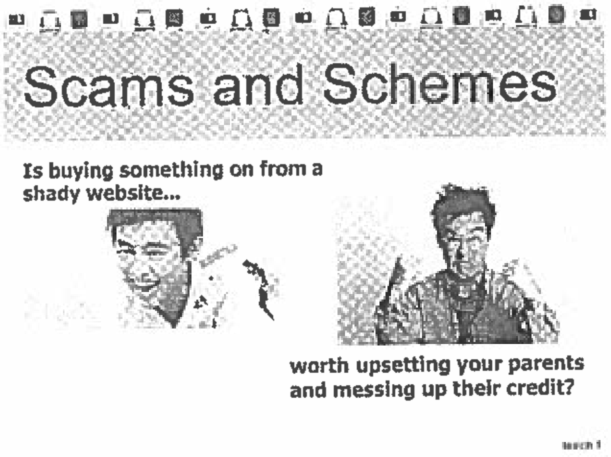


Scams and Schemes

UNTIL....

College loan?

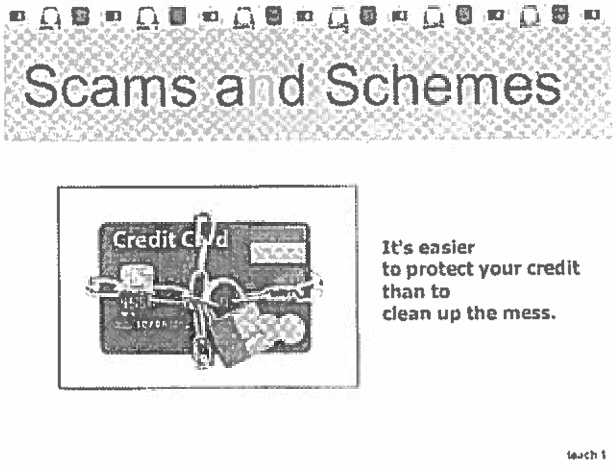
New car?



Scams and Schemes

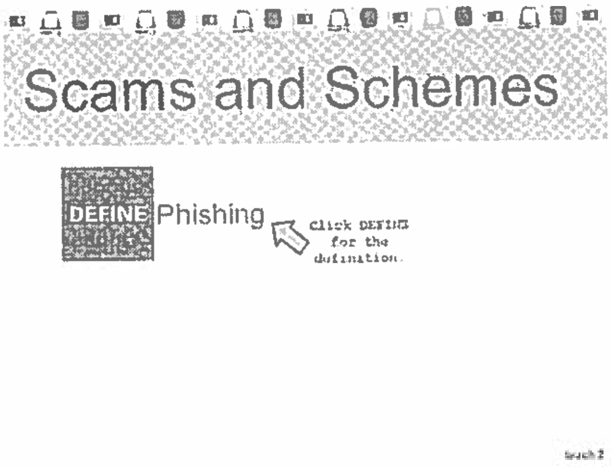
Is buying something on from a shady website...

worth upsetting your parents and messing up their credit?



Scams and Schemes

It's easier
to protect your credit
than to
clean up the mess.



Scams and Schemes

DEFINE Phishing

Click DEFINE for the definition.

Scams and Schemes

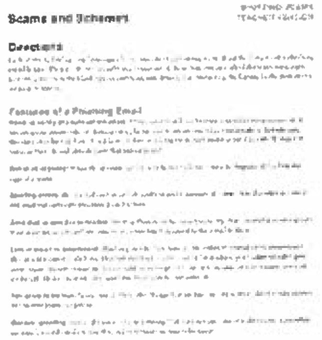
Scams and Schemes

Directions

Features of a Phishing Email

Divide into pairs

Scams and Schemes

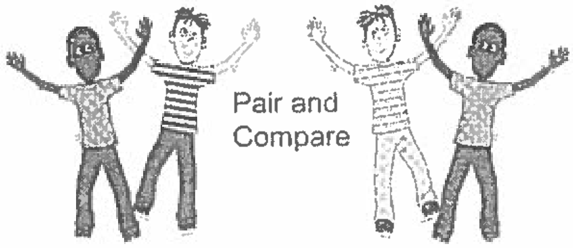


Scams and Schemes

Directions

Features of a Phishing Email

Scams and Schemes



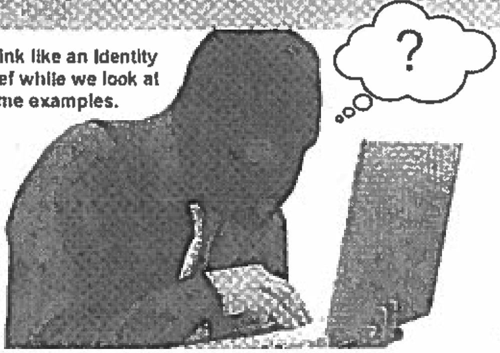
Pair and Compare

Scams and Schemes

- Avoid opening the message or email in the first place.
- Don't click on any links or download any attachments. They might contain viruses or spyware.
- Don't reply.
- Mark as "junk mail" or "spam" for your email provider, or report it to your social network site.
- If you are concerned about an account you have with a company, contact its customer service by phone. Make sure you verify the company's contact information elsewhere online first.

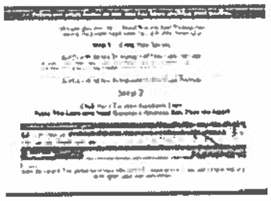
Scams and Schemes

Think like an identity thief while we look at some examples.



Scams and Schemes

Huffington Post article, "Facebook Scams You Need to Know About."

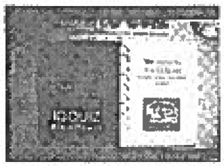


CLICKJACKING

Clickjackers on Facebook entice users to copy and paste text into their browser bar by posting too-good-to-be-true offers and eye-catching headlines. Once the user infects his own computer with the malicious code, the clickjackers can take control of his account, spam his friends and further spread their scam. For example, clickjacking schemes hit Facebook soon after bin Laden's death and spread like wildfire by purporting to offer users a glimpse at video or photos of bin Laden's death.

Scams and Schemes

Huffington Post article, "Facebook Scams You Need to Know About."



FAKE POLLS OR QUESTIONNAIRES

If you click on an ad or a link that takes you to questionnaire on a site outside Facebook, it's best to close the page. When you complete a fake quiz, you help a scammer earn commission. Sometimes the quiz may ask you to enter your mobile number before you can view your results. If the scammers get your number, they could run up charges on your account.

Scams and Schemes

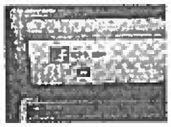
Huffington Post article, "Facebook Scams You Need to Know About."

PHISHING SCHEMES

Phishers go after your credentials (username, password and sometimes more), then take over your profile and may attempt to gain access to your other online accounts. Phishing schemes can be difficult to spot, especially if the scammers have set up a page that resembles Facebook's login portal.

Scams and Schemes

Huffington Post article, "Facebook Scams You Need to Know About."

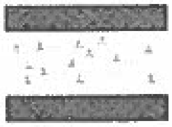


PHONY EMAIL OR MESSAGE

Facebook warns users to be on the lookout for emails or messages from scammers masquerading as "The Facebook Team" or "Facebook." These messages often suggest "urgent action" and may ask the user to update his account. They frequently contain links to malware sites or virus-ridden attachments. They may even ask for your username and password. The best advice Facebook offers is to report the sender and delete the messages.

Scams and Schemes

Huffington Post article, "Facebook Scams You Need to Know About."



FAKE FRIEND REQUEST

Not all friend requests come from real people, despite Facebook's safeguards against bots. Some Facebook accounts exist purely to establish broad connections for spamming or extracting personal data from users, so watch out whose friend requests you accept.

Scams and Schemes

Huffington Post article, "Facebook Scams You Need to Know About."

FAKE PAGE SPAM

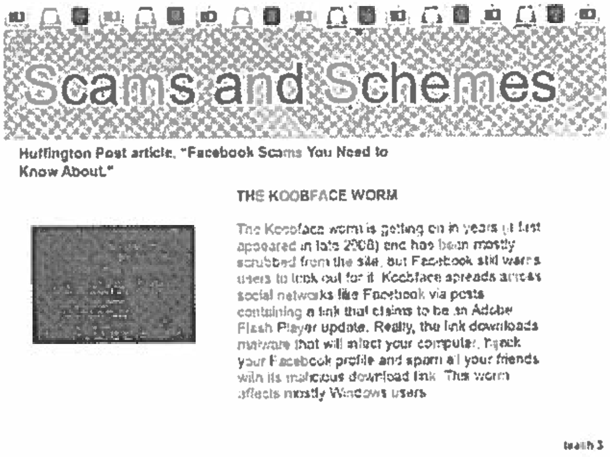
Malicious pages, groups or event invitations aim to trick the user into performing actions that Facebook considers "abusive." For instance, a fake invite might offer a prize if you forward it to all your friends or post spammy content on their walls. Sometimes a scammer will set up fake pages as a front for a clickjacking or phishing scheme.

Scams and Schemes

Huffington Post article, "Facebook Scams You Need to Know About."

ROGUE APPS

Malicious apps are pretty common on Facebook these days. They can be a cover for phishing, malware, clickjacking or money transfer schemes. Oftentimes, the apps look convincingly real enough for users to click "Allow," as they would do with a normal Facebook app. However, rogue apps use this permission to spread spam through your network of friends. For example, the recent "Facebook Shutdown" scam spread by claiming that Facebook would delete all inactive accounts except those that confirmed via app installation.



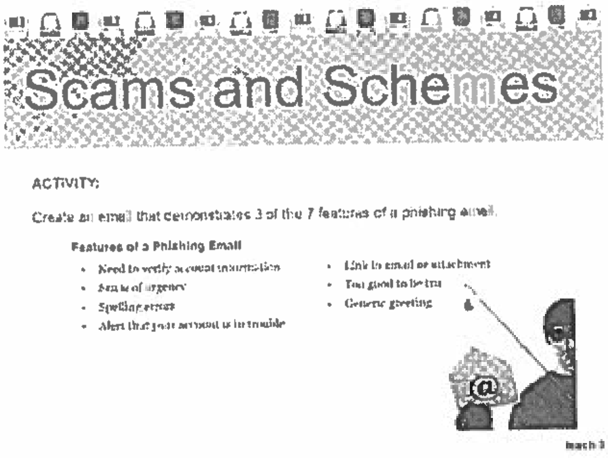
Scams and Schemes

Huffington Post article, "Facebook Scams You Need to Know About."

THE KOOBFACE WORM

The Koobface worm is getting on in years (it first appeared in late 2008) and has been mostly scrubbed from the site, but Facebook still warns users to look out for it. Koobface spreads across social networks like Facebook via posts containing a link that claims to be an Adobe Flash Player update. Really, the link downloads malware that will infect your computer, hijack your Facebook profile and spam all your friends with its malicious download link. This worm affects mostly Windows users.

teach 3



Scams and Schemes

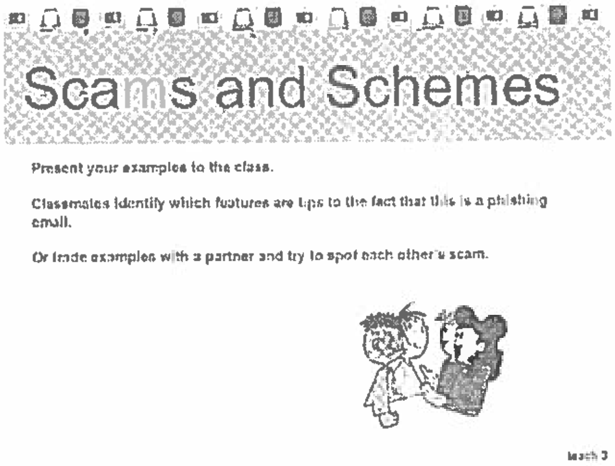
ACTIVITY:

Create an email that demonstrates 3 of the 7 features of a phishing email.

Features of a Phishing Email

- Need to verify account information
- Sense of urgency
- Spelling errors
- Alert that your account is in trouble
- Link in email or attachment
- Too good to be true
- Generic greeting

teach 3



Scams and Schemes

Present your examples to the class.

Classmates identify which features are tips to the fact that this is a phishing email.

Or trade examples with a partner and try to spot each other's scam.

teach 3

Scams and Schemes

What kinds of information do identity thieves look for – and why?

Move to view answer

closing

Scams and Schemes

How do thieves try to get at your information?

Move to view answer

closing

Scams and Schemes

What can you do to avoid falling for online scams?

Move to view answer

closing

Scams and Schemes

Are you or your parents a victim looking for help?

Identity Theft Help
www.ftc.gov/idtheft

Forward spam to
spam@uce.gov.

closing

Scams and Schemes

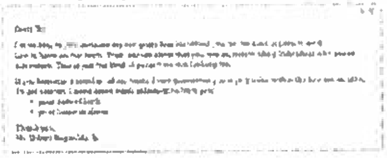
A type of crime in which your private information is stolen and used for criminal activity is called:

A Identification
B Identity theft
C Burglary

closing

Scams and Schemes

Evan sees the following message in his inbox:



Which of the following is NOT a warning sign that this message is a scam:

F. The offer sounds too good to be true
G. It asks Evan for his private information
H. Evan is addressed as "Sir"

closing

Scams and Schemes

Sara finds a message on her phone that she thinks might be a scam. She should:

A. Forward the message to her friends to see if they think it's a scam too
B. Reply and ask the sender not to send any more mail
C. Delete the message

closing

Scams and Schemes

Directions

Each of the following email messages is an example of a phishing scam. Read the features of a phishing email below. Then circle or highlight any examples of those features in each of the three messages. List the features in the blank spaces provided, and draw a line connecting the feature to the part of the email it relates to.

Features of a Phishing Email

Need to verify account information: Phony emails will try to trick you into giving up account information or passwords, or clicking on a phishing link where you fill out information that identity thieves can collect and use. Usually what they're asking for doesn't make sense if you think about it, because they should already have that information!

Sense of urgency: When the message says you only have a limited time to respond, it is often the sign of a scam.

Spelling errors: Scam emails often include spelling and grammatical errors. A real company would not send out messages containing such errors.

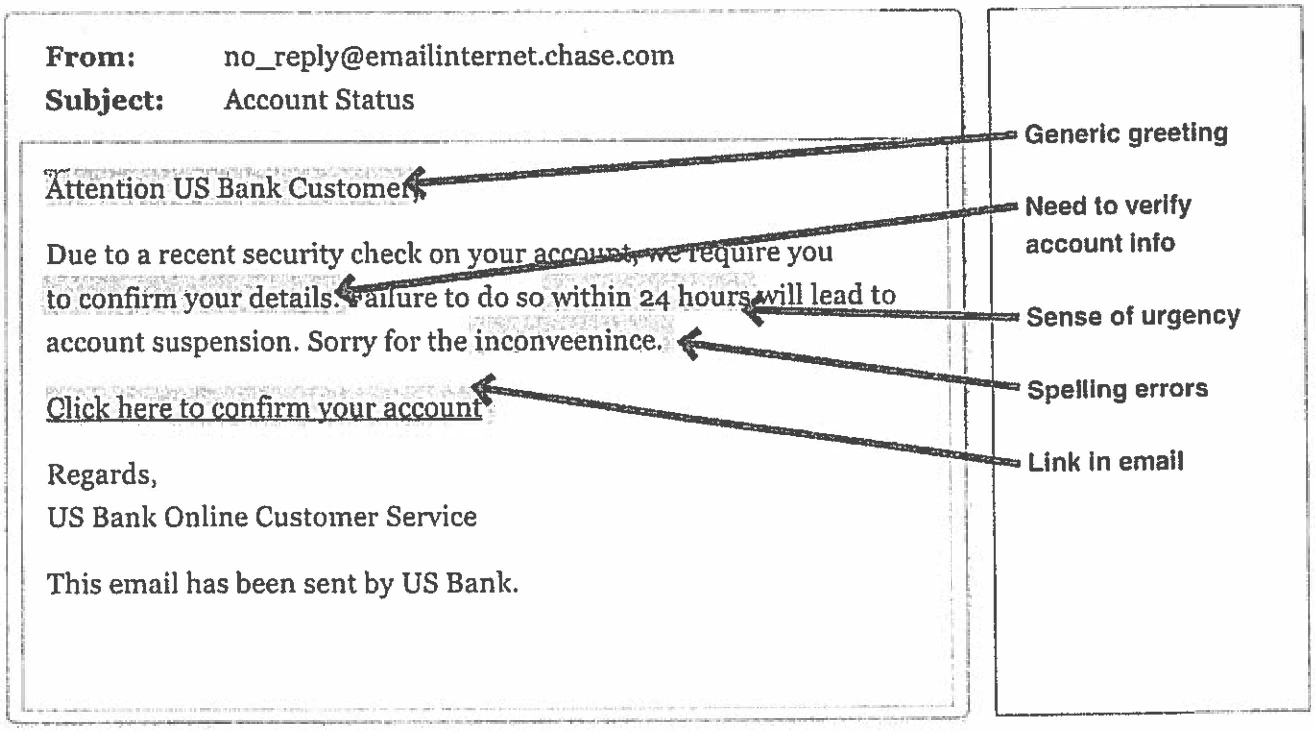
Alert that account is in trouble: Identity thieves try to make you worry that something is wrong with your account, so you will feel you must immediately respond to the email to fix it.

Link in email or attachment: Phishing emails often have a link within the email or an attachment that you are urged to click on. This link can lead you to a site or form where you (unknowingly) give your information to criminals. You should never respond to or click on links in such emails. Instead, go directly to the main website, and from there check your account.

Too good to be true: Scam emails often offer things that are too good to be true, like the easy chance to win free money or prizes.

Generic greeting: You might see a generic greeting that does not personally address you. Reputable companies send emails where they address their customers by name.

Email Message **Phishing Features**



From: no_reply@emailinternet.chase.com
Subject: Account Status

Attention US Bank Customer,

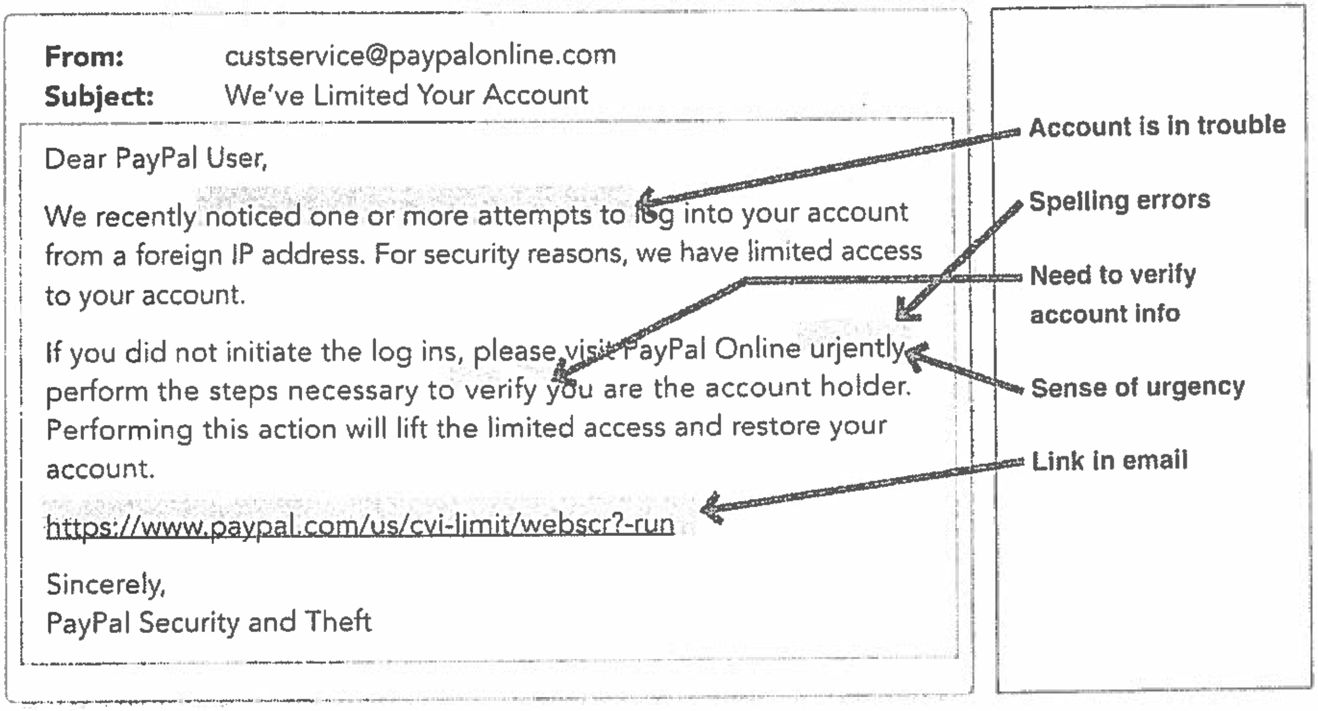
Due to a recent security check on your account, we require you to confirm your details. Failure to do so within 24 hours will lead to account suspension. Sorry for the inconveenince.

Click here to confirm your account

Regards,
US Bank Online Customer Service

This email has been sent by US Bank.

Generic greeting
Need to verify account info
Sense of urgency
Spelling errors
Link in email



From: custservice@paypalonline.com
Subject: We've Limited Your Account

Dear PayPal User,

We recently noticed one or more attempts to log into your account from a foreign IP address. For security reasons, we have limited access to your account.

If you did not initiate the log ins, please visit PayPal Online urjently perform the steps necessary to verify you are the account holder. Performing this action will lift the limited access and restore your account.

https://www.paypal.com/us/cvi-limit/webscr?-run

Sincerely,
PayPal Security and Theft

Account is in trouble
Spelling errors
Need to verify account info
Sense of urgency
Link in email

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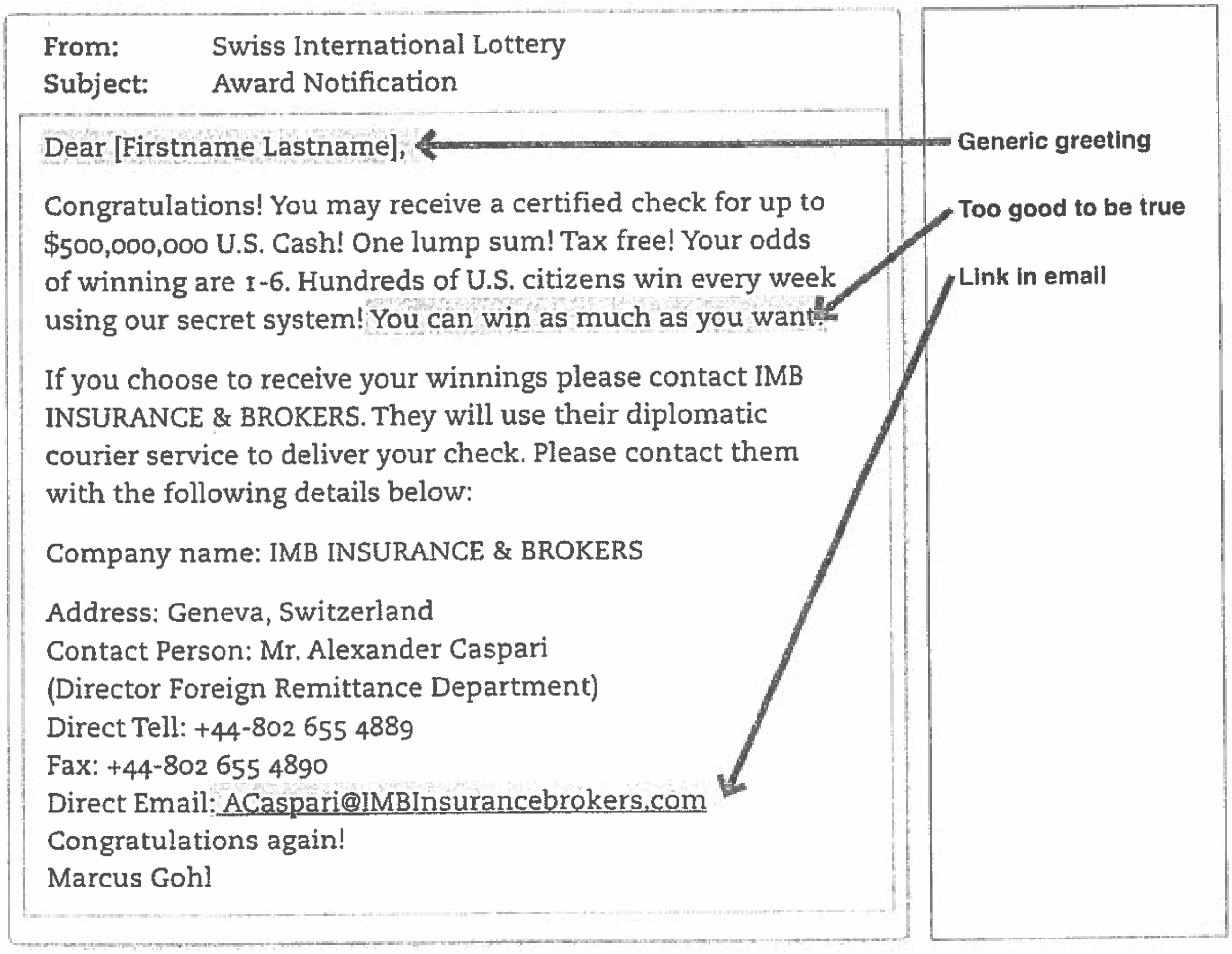

From: Swiss International Lottery
Subject: Award Notification

Dear [Firstname Lastname],

Congratulations! You may receive a certified check for up to $500,000,000 U.S. Cash! One lump sum! Tax free! Your odds of winning are 1-6. Hundreds of U.S. citizens win every week using our secret system! You can win as much as you want!

If you choose to receive your winnings please contact IMB INSURANCE & BROKERS. They will use their diplomatic courier service to deliver your check. Please contact them with the following details below:

Company name: IMB INSURANCE & BROKERS

Address: Geneva, Switzerland
Contact Person: Mr. Alexander Caspari
(Director Foreign Remittance Department)
Direct Tell: +44-802 655 4889
Fax: +44-802 655 4890
Direct Email: ACaspari@IMBInsurancebrokers.com
Congratulations again!
Marcus Gohl

Generic greeting

Too good to be true

Link in email

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Scams and Schemes

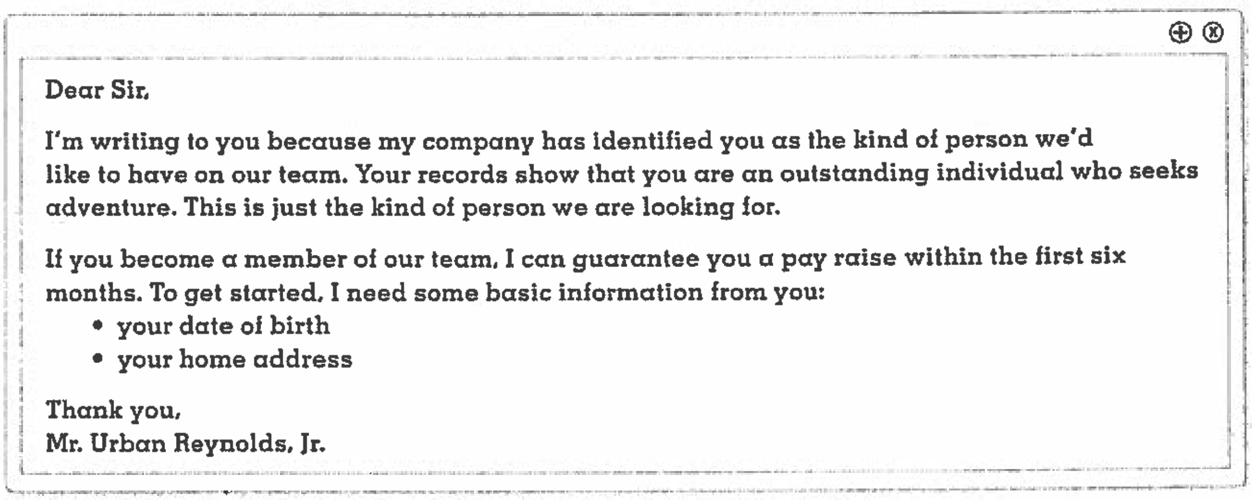
ASSESSMENT
TEACHER VERSION

1. A type of crime in which your private information is stolen and used for criminal activity is called:

a) Identification
b) Identity theft
c) Burglary

Answer feedback
The correct answer is **b**. You can help protect yourself from identity theft by watching out for online offers designed to trick you, and by guarding your private information.

2. Evan sees the following message in his inbox:



Dear Sir,

I'm writing to you because my company has identified you as the kind of person we'd like to have on our team. Your records show that you are an outstanding individual who seeks adventure. This is just the kind of person we are looking for.

If you become a member of our team, I can guarantee you a pay raise within the first six months. To get started, I need some basic information from you:
- your date of birth
- your home address

Thank you,
Mr. Urban Reynolds, Jr.

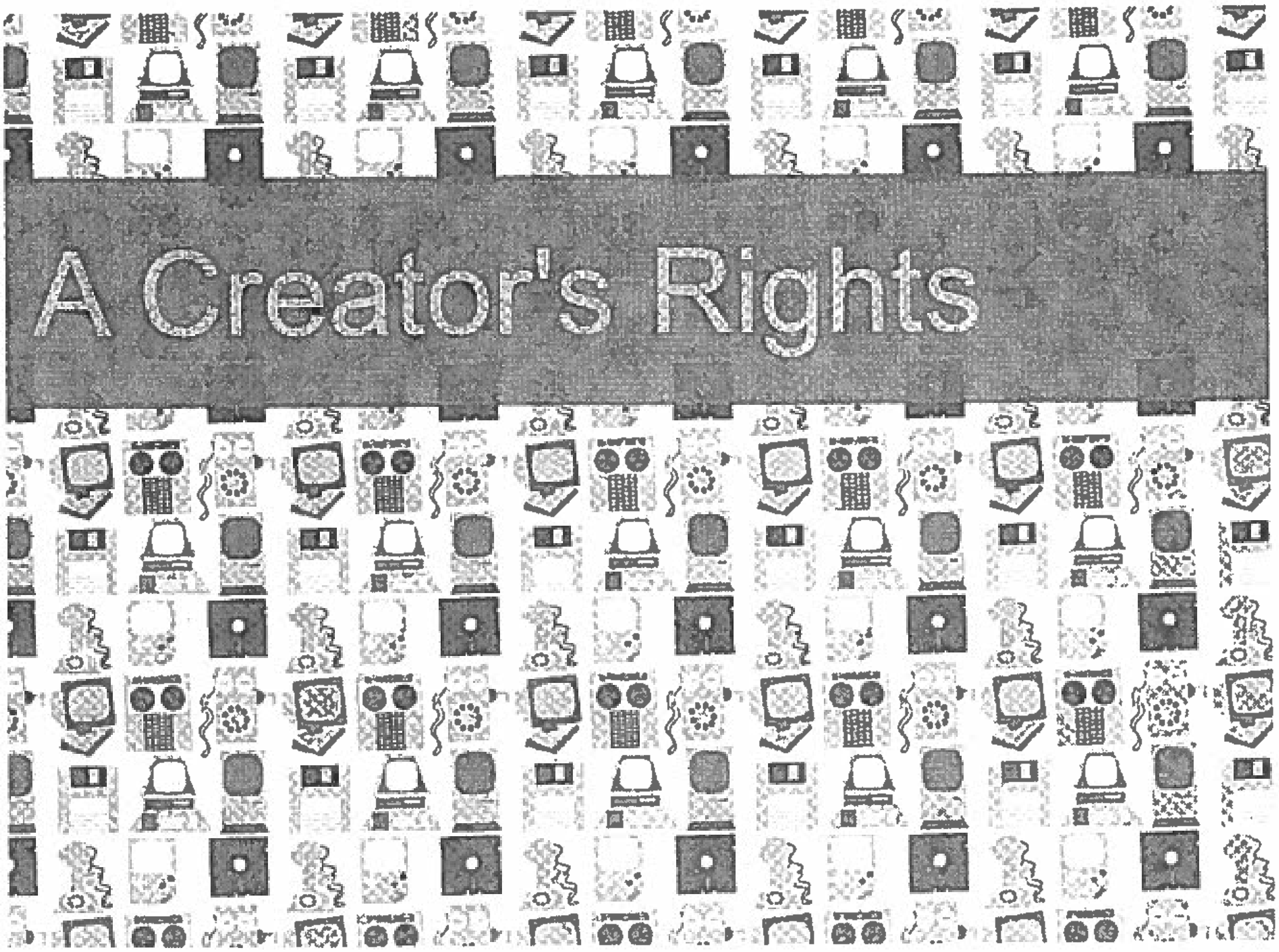
Which of the following is NOT a warning sign that this message is a scam:
a) The offer sounds too good to be true
b) It asks Evan for his private information
c) Evan is addressed as "Sir"

Answer feedback
The correct answer is **c**. Offers that seem too good to be true or that ask for private information may be scams. These kinds of messages should be marked as spam and deleted.

3. Sara finds a message on her phone that she thinks might be a scam. She should:

a) Forward the message to her friends to see if they think it's a scam too
b) Reply and ask the sender not to send more mail
c) Delete the message

Answer feedback
The correct answer is **c**. If Sara thinks the message might be a scam, she should delete it.



A Creator's Rights

A Creator's Rights

Essential Question

What rights do you have as a creator?

Lesson Overview

Students are introduced to copyright, fair use, and the rights they have as creators.

Students first watch a video of a young writer who talks about posting and protecting her original work online. Students then learn key voculary terms that will help them conceptualize issues surrounding creative work and copyright. Finally, students explore the copyright history of the "Happy Birthday" song and create an original happy birthday song of their own.

Learning Objectives

Students will be able to ...

- understand that copyright is a legal system that protects their rights to creative work.
- compare different ways people license their copyrighted work.
- create an original song, perform it in front of the class, and reflect on their copyright for the song.

Materials and Preparation

- ▷ Preview the video "**Nicole's Story – Copyrighting Creative Work**," and prepare to show it to students.
- ✓ Copy the **411 for Creators Student Handout** and **The Truth About Happy Birthday Student Handout** for all students. If using audiovisual recording for "The Truth about 'Happy Birthday" activity, get the technology ready.
- Review the **Respecting Creative Work Teacher Backgrounder** and the **411 for Creators Student Handout – Teacher Version.**
- X If completing the Extension Activity, copy and distribute the **Copyright Detectives Student Handout** to all students. Review the **Copyright Detectives Student Handout – Teacher Version** for guidance.

Family Resources

- X Send home the **Respecting Creative Work Family Tip Sheet (Middle & High School).**

Estimated time: 45 minutes

Standards Alignment –

Common Core:

grade 6: RI.7, RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 7: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

grade 8: RI.10, W.4, W.6, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.5, SL.6, L.6

ISTE: 1a, 1b, 3a, 3c, 5a-c

Key Vocabulary –

creative work: any idea or artistic creation that is recorded in some form, whether it's hard copy or digital

copyright: a law that protects your control over the creative work you make so that people must get your permission before they copy, share, or perform your work

Creative Commons: a kind of copyright that makes it easier for people to copy, share, and build on your creative work, as long as they give you credit for it

license: a clear way to define the copyright of your creative work so people know how it can be used

CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

introduction

Warm-up *(5 minutes)*

ASK:

What is something you've made that you're proud of?	Sample responses: • Poem or story • Artwork • Photo or video • Song
Can you think of a time when you used someone else's work in something you created?	Sample responses: • Books for school project • Magazine photos in collage • Photos in PowerPoint slideshow • Video clips in a remix or music clips in a mash-up

teach 1

Learn About Copyright *(5 minutes)*

POINT OUT to students that they are all creators. Ask them to think about times they recorded an idea they had – whether they wrote something down, uploaded it onto the Internet, took a picture or video, or made something for class. Now ask them to think about a time when they've used things online that others have created, such as copying or downloading something from the Internet. Tell students that they will watch a video about a real girl who is a writer and shares her writing online.

▶ **SHOW** students the "**Nicole's Story – Copyrighting Creative Work**" video.

ASK:

Why does Nicole want to share her writing online? What are the benefits for her?	Sample responses: • She can get feedback on her writing. • She can make a name for herself as a writer. • She can get support from other writers.
What are the risks of Nicole sharing her writing online?	Sample responses: • Someone can steal her writing and say they wrote it. • Someone might use her work but not give her credit. • People might leave mean comments.

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teach 2

Introduce Key Vocabulary for Creators *(15 minutes)*

REMIND students that once someone records an original idea, it is copyrighted. Copyright is an important law that helps protect the rights of creators so they receive credit and get paid for their work. Most things you find, download, copy, and paste from the Internet are copyrighted.

- You can use things you find online as long as you:
  - »check who created it
  - »get permission to use it
  - »give credit to the creator
  - »buy it (if necessary)
  - »use it responsibly
- If you aren't careful in how you use other people's work online, you might be stealing. (Students will learn the concept of stealing with terms like piracy and plagiarism in Teach 2.)
- It's great to be able to use things we find online, but we have to do it responsibly. We have to show our respect for other people's hard work and creativity by giving credit where credit is due.

DIVIDE students into groups of four or five and hand out copies of the **411 for Creators Student Handout** to each student. Review the Teacher Backgrounder for more information about the vocabulary, and review the **411 for Creators Student Handout – Teacher Version** for the answers.

REVIEW the vocabulary terms on the handout as a class. Have one student from each group take turns reading each definition aloud. Provide additional background information from the Teacher Backgrounder, if preferred.

SHARE answers to the fill-in-the-blank section on the student handout. Have students explain the correct answers.

REMIND students that these terms are important for creators to know so that they can:

- protect their own creative work
- follow the rules of copyright law
- be respectful of how they use other people's work

teach 3

Copyright and Songs *(15 minutes)*

ASK:

What is a song that we all have sung at one point in our lives?

The answer that you will be looking for is the "Happy Birthday" song, but have some fun with this question by brainstorming popular songs, e.g., "Take Me Out to the Ballgame," "The Star-Spangled Banner," etc. If students don't guess the "Happy Birthday" song, give them clues. Then tell students that in the next activity they will examine the issue of copyright and "Happy Birthday."

DISTRIBUTE the **The Truth About "Happy Birthday" Student Handout** to all students (still keeping them in groups) and have them read the directions and complete the activity.

Students can use a high- or low-tech option:

- *Low-tech: Students write down the lyrics and perform (sing) the song in front of the class.*
- *High-tech: Students write down the lyrics and record their song in audio or video using GarageBand or another audiovisual-creation tool. Play the recordings in front of the class.*

After students have completed and performed their song, have students complete Step 2 of the handout by thinking about how they would want others to be able to use their song.

INVITE students to share how they are willing to let others use their work. Will they let others copy, share, perform, change, or sell it? Students can also complete the "Use Common Sense!" final step by choosing a Creative Commons license for their song. (They will need Internet access for this activity.)

closing

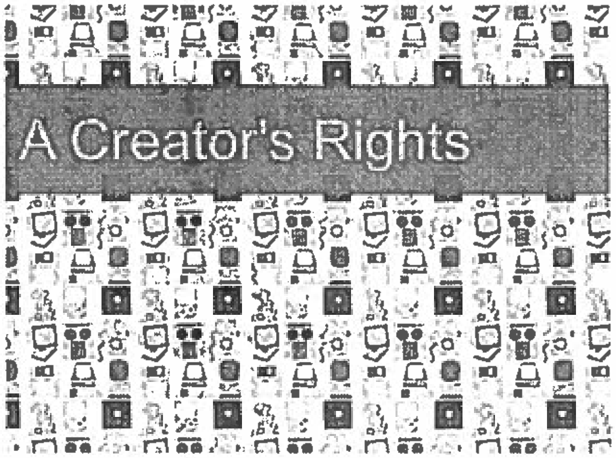
Wrap-up *(5 minutes)*

You can use these questions to assess your students' understanding of the lesson objectives. You may want to ask students to reflect in writing on one of the questions, using a journal or an online blog/wiki.

ASK:

Why is it important to give credit when using other people's creative work?	Sample responses: • It shows respect to the creator. • It allows creators to get paid for their work in some cases. • It helps others find out more from the original source. • We want others to respect our own creative work, in turn. • There are laws that protect other people's creative work.
Why can't you directly copy information from an online source, such as Wikipedia?	It is plagiarism if you copy another person's words and don't give proper credit.
Why do you seldom hear "Happy Birthday to You" sung on a TV show or in a movie?	The song is copyrighted. Therefore, users would have to pay royalties (a fee) to have actors sing the song.

*Assessment: If time permits.



A Creator's Rights

Learning Objectives:

Students will be able to

- understand that copyright is a legal system that protects their rights to creative work.
- compare different ways people license their work.
- create an original song, perform it in front of the class, and reflect on their copyright for the song.

What is something you've made that you're proud of?

introduction

Can you think of a time when you used someone else's work in something you created?

Move

introduction

teach 1

Why does Nicole want to share her writing online? What are the benefits for her?

Move

teach 1

What are the risks of Nicole sharing her writing online?

Move

teach 1

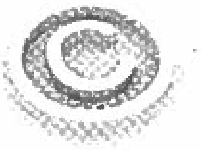
Once someone records an original idea, it is copyrighted. Copyright is an important law that helps protect the rights of creators so they receive credit and get paid for their work. Most things you find, download, copy and paste from the Internet are copyrighted.

teach 2

A Creator's Rights

You can use things you find online as long as you:

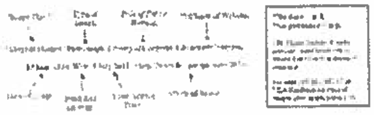
- check who created it
- get permission to use it
- give credit to the creator
- buy it (if necessary)
- use it responsibly



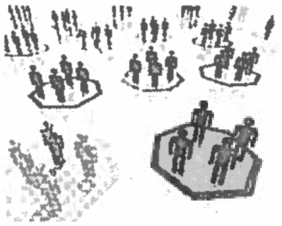
A Creator's Rights

If you aren't careful in how you use other people's work online, you might be stealing.

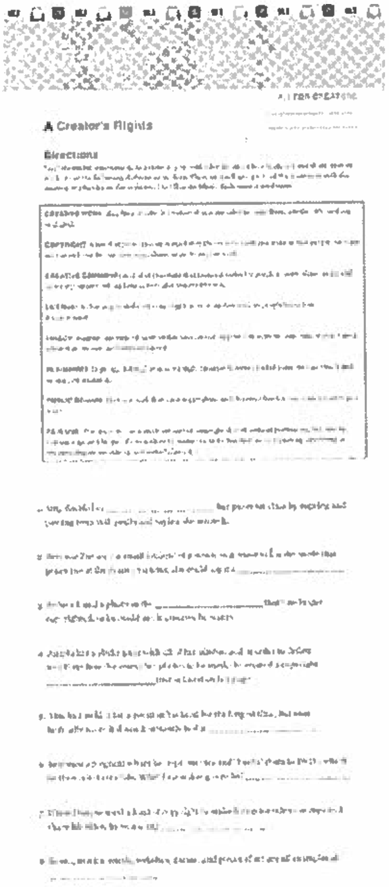
It's great to be able to use things we find online, but we have to do it **responsibly**. We have to show our respect for other people's hard work and creativity by giving credit where credit is due.



A Creator's Rights



Divide into groups of 4



A Creator's Rights

Directions

A Creator's Rights

These terms are important for creators to know so that they can:

- protect their own creative work
- follow the rules of copyright law
- be respectful of how they use other people's work

teach 2

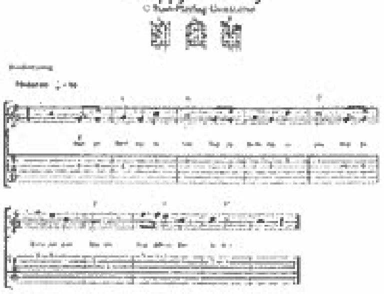
A Creator's Rights

What is a song that we all have sung at one point in our lives?

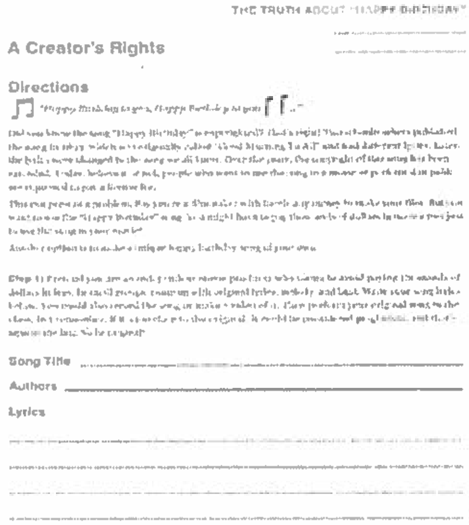
teach 3

A Creator's Rights

Happy Birthday



teach 3



THE TRUTH ABOUT "HAPPY BIRTHDAY"

A Creator's Rights

Directions

"Happy Birthday to you, Happy Birthday to you"

Song Title

Authors

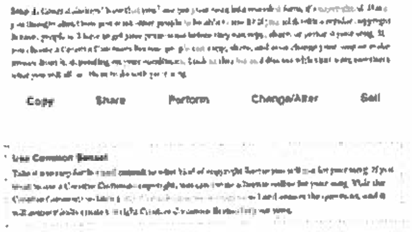
Lyrics

teach 3

A Creator's Rights

teach 3

A Creator's Rights



Copy Share Perform Change/Alter Sell

Use Common Sense!

teach 3

A Creator's Rights

Why is it important to give credit when using other people's creative work?

Move

closing

A Creator's Rights

Why can't you directly copy information from an online source, such as Wikipedia?

Move

closing

A Creator's Rights

Why do you seldom hear "Happy Birthday to You" sung on a TV show or in a movie?

Move

closing

A Creator's Rights

The word *plagiarize* means:

- A. Copying or slightly changing someone else's work and then saying you created it
- B. Copying or slightly changing someone else's work and then giving that person credit
- C. Downloading material illegally from the Internet

A ________________ is a law that helps protect your control over your creative work.

- F. piracy
- G. copyright
- H. permit

Ellen wants to keep some control over the photos she puts online, but she also wants to make it easy for people to share and use them. Ellen shoud use ________________________________

- A. Creative Commons
- B. public domain
- C. Collective copies

closing

Respecting Creative Work

TEACHER BACKGROUNDER

Because issues surrounding copyright and fair use are complex, we've provided some background on **vocabulary terms** and **concepts** that are used throughout our lessons on Creative Credit & Copyright.

creative work

Any idea or artistic creation that is recorded in some form, whether it's hard copy or digital.

Additional background:

- As a creator, you've probably written, photographed, filmed, or made many artistic creations throughout your life. Any idea you put down – whether it's your best idea or not, and whether it's in hard copy form or not – counts as creative work.
- Examples: pieces of writing (books, poems, papers, articles, blogs, reviews, etc.), photos, videos, music, websites, online profiles, and artworks.

copyright

A law that protects your control over the creative work you make so that people must get your permission before they copy, share, or perform your work.

Additional background:

- When you have an idea and record it, it's instantly copyrighted. You have the right to decide how others use your creative work. Nobody else can pretend it's theirs – or copy, share, or perform your work without your permission. Copyright makes sure you get credit for your work.
- It does not matter if a work is in hard copy or digital form, it is still copyrighted.
- All recorded work is automatically copyrighted, even if it doesn't have the "C" copyright symbol. Registering your work with the U.S. Copyright Office isn't necessary, but it makes it easier for legal protection.
- Ideas, common knowledge and facts, U.S. government documents, works in the public domain, and spontaneous acts of expression aren't copyrighted.
- If someone wants to use a copyrighted work, unless it says otherwise, they have to first get permission from the creator. To get permission, you can email, call, or write a letter to the creator. The University of Texas has a thorough explanation of how to get permission. (The only exceptions to this are fair use, public domain, and Creative Commons.)

creative commons

A kind of copyright that makes it easier for people to copy, share, and build on your creative work, as long as they give you credit for it.

Additional background:

- The key here is that a regular copyright is an "all rights reserved" model, and Creative Commons is a newer, "some rights reserved" model more suitable for online sharing. If someone uses a Creative Commons license, they are allowing for more flexibility with their copyrighted work to be copied and shared.
- There are different kinds of Creative Commons licenses that allow people to do things such as change, remix, or make money from your work. You pick and choose how you want your work to be used, and then create a Creative Commons license (which function as symbols) that you include in your work. For instance, you might say someone can use your work as long as that person doesn't make a profit from it, or as long as the person doesn't alter or change it.
- It is important in all cases to acknowledge and give credit to the work you use – whether it is regular copyright, Creative Commons, or fair use.

license

A clear way to define the copyright of your creative work so people know how it can be used.

Additional background:

- You probably know that you need a license to drive a car. The license gives people permission to drive.
- In the same way, when you have a copyright license, this tells people how they have permission to use your copyrighted work. You might use a regular copyright license, or you might use a Creative Commons license.
- Some creators charge a "license fee" to others who want to use their copyrighted work, which helps them get credit and make money from the usage.

piracy

Stealing copyrighted work by downloading or copying it in order to keep, sell, or give it away without permission and without paying.

Additional background:

- Piracy includes illegally downloading, copying, and sharing creative works such as music, movies, games, and software by using peer-to-peer sharing websites and programs that "rip" content.
- Piracy is illegal, and you can face heavy fines or other legal consequences for engaging in it. It's called piracy because it's stealing.
- To avoid unintentional piracy, use trusted online sites to purchase content. You can also find sites that allow you to get content for free. See Mashable's list of music that is free and legal.

plagiarize

Copying, "lifting," or making slight changes to some or all of someone else's work and saying you created it.

Additional background:

- As all teachers know, plagiarism is a huge problem in schools. Talk to your librarian about how your school handles plagiarism, as well as how students should properly cite information.
- If you copy, paste, or change a few words of something and say that you wrote it, it is still plagiarism.
- To avoid plagiarism, be sure to say things in your own words, cite direct quotes by using quotation marks, and acknowledge the authors' ideas you discuss by giving them credit.

public domain

Creative work that's not copyrighted and therefore free for you to use however you want.

Additional background:

- Copyrights don't last forever. In most cases, they expire 70 years after the death of the creator. So things that are hundreds of years old are not copyrighted anymore.
- There are many creative works available in the public domain that you might not know about. When searching for photos, music, artwork, and video, look for the ones that are in the public domain. Ask the librarian about public domain content available through the school. For example, Wikipedia has a list of publc domain images resources.

fair use

The ability to use a small amount of copyrighted work without permission, but only in certain ways and in specific situations (schoolwork and education, news reporting, criticizing or commenting on something, and comedy/parody).

Additional background:

- Fair use can only be applied in certain situations and in certain ways.

- In specific situations:
  - » Schoolwork and education
  - » News reporting
  - » Criticizing or commenting
  - » Comedy and parody
- In certain ways:
  - » Using a small amount (not the whole thing)
  - » Adding new meaning and making it original. (The work should not be copied and pasted but used to help students express their own ideas.)
  - » Reworking and using material in a different way. (The work should be "reworked" in a new way, different from the original purpose and context.)
- Fair use means that using copyrighted works in specific situations does not require permission, and it allows you to build on, rework, and comment on or critique the creative work of others.
- Fair use is not a clear-cut issue, but requires critical thinking and depends on the specific situation. In all instances, fair use has to do with reworking the copyrighted work in a way that makes something new and original.
- You should be able to defend that something is fair use by making sure it falls under the specific situations allowed and is used in the approved ways.

Ask, Acknowledge, Add Value

This process provides students with a framework to guide their thinking when using others' creative work. It is particularly helpful when talking about how students can use others' work in their own creations.

Ask

How does the author or artist say I can use the work? Do I have to get the creator's permission first?

Guide students to look carefully and ask questions about the copyrighted work around them. Creators have different ways they allow their work to be used and shared. Some creators use an "all rights reserved" approach, requiring permission from anyone who wants to use their work. If students want to ask for permission to use copyrighted work, they would have to contact the creator through email, letter, or phone and have a clear explanation as to why and how they want to use it. Other creators hold a "some rights reserved" approach in line with Creative Commons that allows people to share, copy, or even distribute, change, or remix their work, as long as the creator is acknowledged and given credit. And some creators donate their work to the public domain so it can be used freely in any way. Finally, if someone is creating something that falls under fair use, that person does not have to get permission first.

Acknowledge

Did I give credit to the work I used?

Guide students in all cases to acknowledge and cite the work they use. Whether they are using copyrighted work with permission, or whether it's fair use, acknowledging the creator is a sign of being a responsible and respectful creator. To acknowledge someone's work, students can include the creator's name, title of the work, and year it was made at the end of a paper or in the credits. Follow the citation style used by your school.

Add Value

Did I rework the material to make new meaning and add something original?

Guide students to consider whether their use of copyrighted work helps them express their own ideas. Have they simply copied the work and repeated the same ideas? Or have they used the work in a way to help them express an original idea in their own words?

CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

A Creator's Rights

Directions

The goal of this activity is for students to become familiar with key terms and to identify their definitions in real-life examples. Review the Key Vocabulary definitions on the **411 for Creators Student Handout** with students. Provide additional background information from the **Respecting Creative Work Teacher Backgrounder** as needed.

1. Amy decided to ____________________ her paper for class by copying and pasting from Wikipedia and saying she wrote it.
   Answer: PLAGIARIZE

2. Because Zoe used a small amount of a movie in a remix video she made that pokes fun at the main character, she could say it's ________________________.
   Answer: FAIR USE

3. Robbie found a photo in the ________________________ that's no longer copyrighted, so he could use it however he wants.
   Answer: PUBLIC DOMAIN

4. Angela has a Flickr page with all of her photos, and in order to define for others how she wants her photos to be used, she created a copyright ________________________ that is listed on her page.
   Answer: LICENSE

5. Alex had an idea for a poem in his head for the longest time, but once he finally wrote it down it instantly had a ________________________.
   Answer: COPYRIGHT

6. Eric uses a program where he "rips" movies and "burns" them to DVDs, which he then sells to friends. What Eric is doing is called ________________________.
   Answer: PIRACY

7. When Dwayne used a kind of copyright to make it easy for others to copy and share his video, he was using ________________________.
   Answer: CREATIVE COMMONS

8. Books, movies, music, websites, games, and pieces of art are all examples of ________________________.
   Answer: CREATIVE WORK

____

____

A Creator's Rights

Directions

♫ *"Happy Birthday to you, Happy Birthday to you* ♪ ♪ ..."

Did you know that until recently, the song "Happy Birthday" was copyrighted? Two schoolteachers published the song in 1893; it was originally called "Good Morning to All" and had different lyrics. Over the years, the song's copyright was extended. People who wanted to use it in a movie or perform it in public had to pay a license fee.

For years, this presented a problem for anyone wanting to use the song. For example, say you were a filmmaker with barely any money. But you wanted to use the "Happy Birthday" song in your film. You might have had to pay thousands of dollars in license fees!

Another option would have been to make a unique happy birthday song of your own.

Step 1: Pretend it's 1989. You are an independent filmmaker who wants to avoid paying thousands of dollars in fees. In small groups, come up with original lyrics, a melody, and a beat. Write your song lyrics below. You also could record the song or make a video of it. Then perform it to the class. But remember, if it's too close to the original, it could be considered plagiarism, and that's against the law. So be original!

Song Title ____

Authors ____

Lyrics

____

____

____

____

____

www.commonsense.org | CREATIVE COMMONS: ATTRIBUTION-NONCOMMERCIAL-SHAREALIKE

Step 2: Congratulations! Now that you have put your song into recorded form, it's copyrighted. Have you thought about how you want other people to be able to use it? If you stick with a regular copyright license, people will have to get your permission before they can copy, share, or perform your song. If you choose a Creative Commons license, people can copy, share, and even change your song or make money from it, depending on your conditions. Look at this list and discuss with your song cowriters what you will allow others to do with your song.

Copy **Share** **Perform** **Change/Alter** **Sell**

Use Common Sense!

Take it one step further and commit to what kind of copyright license you will use for your song. If you want to use a Creative Commons copyright, you can create a license online for your song. Visit the Creative Commons website (http://creativecommons.org/choose) and answer the questions, and it will automatically create the right Creative Commons license for your song.

A Creator's Rights

ASSESSMENT
TEACHER VERSION

1. The word *plagiarize* means:

a) Copying or slightly changing someone else's work and then saying you created it
b) Copying or slightly changing someone else's work and then giving that person credit
c) Downloading material illegally from the Internet

Answer feedback
The correct answer is **a**. You can avoid plagiarizing by properly crediting other people's work.

2. A ______________ is a law that helps protect your control over your creative work.

a) piracy
b) copyright
c) permit

Answer feedback
The correct answer is **b**. A copyright legally protects your rights to your creative work, and tells other people how they can use it.

3. Ellen wants to keep some control over the photos she puts online, but she also wants to make it easy for people to share and use them. Ellen should use ______________________.

a) Creative Commons
b) public domain
c) Collective Copies

Answer feedback
The correct answer is **a**. A Creative Commons license is a kind of copyright that makes it easier for people to copy, share, and build on your creative work, as long as they give you credit for it.