



# Copyright Lesson Plan: Grade 7

Grade Level: **Seventh Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective

In this lesson, seventh graders use BrainPOP resources to learn the basics of copyright and how it affects them.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Copyright movie.
- 2. Think and Do:**
  - Vocabulary: Define vocabulary and use in a sentence.
  - Worksheet: Complete a worksheet explaining examples of fair use and copyright violation.
- 3. Assess:**
  - Complete the Copyright challenge.

## Preparation


- Preview the BrainPOP movie [Copyright](#) to plan for any adaptations.
- Create and schedule Day 1 assignment: [Copyright Movie](#) and [Vocabulary](#).
- Create and schedule Day 2 assignment: [Copyright Movie](#), [Worksheet](#), and [Challenge](#).

## Before the Lesson

Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

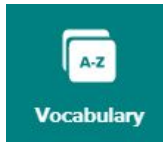
- *Where have you seen a copyright used before?*
- *What do you think a copyright is and why is it important?*

## DAY 1: Build Background (10 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div style="text-align: center;">  </div> <p>1. Watch the <a href="#">Copyright</a> movie.</p> <p>Click pause at noted time codes to discuss key ideas:</p> <p>Timecode 2:02: In what way does copyright encourage people to be creative?</p> <p>Timecode 3:00: Why do you think ideas cannot be copyrighted?</p> <p>Timecode 4:24: What factors determine “fair use” of a work?</p>	<ul style="list-style-type: none"> <li>• <b>Print</b> the <a href="#">movie transcript</a> and <b>highlight evidence</b> that answers each of the discussion questions.</li> <li>• Two students <b>act out</b> the transcript, one as Tim and the other as Moby.</li> </ul>	<ul style="list-style-type: none"> <li>• Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on what kinds of work can be copyrighted and what can't.</li> <li>• Pause at two key points and prompt students to <b>summarize</b>.</li> <li>• <b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>• Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>• Pause at key points and ask the <b>discussion questions</b> in the student's home language or English.</li> </ul>

## DAY 1: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development



- Students open their Vocabulary assignment. Or, if not using Assignment Builder, model how to open [Vocabulary](#).

Students click Flip All or each term individually.

To hear a term read aloud, click the speaker icon.



Students type a definition and sentence for each term.

When they finish, students click **Submit To Teacher** and/or print out.

- Print Vocabulary.



- Students write a definition and sentence for each term.

- Assign **appropriately challenging words** to individual students.
- Assign a few of the six terms to individual students to **define** and **use in a sentence**.
- As a challenge, students can **add two additional terms**, writing a definition and sentence for each.

- Say the term(s) in students' **home language**. Then say the words in English. Have the student repeat in English.
- Use the **term in a sentence**. Prompt students to say the word and repeat the sentence.
- Click the **speaker icon** to hear the term read aloud.

## DAY 2: Build Background (5 minutes)

### Lesson Steps

### Offline Modifications

### Modifications for Diverse Learners

### ELL/Language Development



- Watch the [Copyright](#) movie again.

- Students return to their drawings of **key concepts from the first viewing** and add new details.
- As a **challenge**, invite students to identify more than one new fact.

Prompt students to find a fact or something new that they didn't notice the first time.

## DAY 2: Think & Do (20 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="465 496 650 667" data-label="Image"> </div> <p>2. Students open their Worksheet assignment. Or, if not using Assignment Builder, model how to open the <a href="#">Worksheet</a>.</p> <p>Students identify examples of fair use and examples of copyright violation.</p> <p>When they finish, students click <b>Submit To Teacher</b> and/or print out.</p>	<ul style="list-style-type: none"> <li>Print the <a href="#">Worksheet</a>.</li> </ul> <div data-bbox="943 532 1118 597" data-label="Image"> </div> <ul style="list-style-type: none"> <li>Students identify examples of fair use and examples of copyright violation.</li> </ul>	<ul style="list-style-type: none"> <li>Students speak their response and <b>brainstorm</b> what they will write.</li> <li><b>Provide an example</b> answer for each column (fair use and copyright violation).</li> <li><b>Limit requirements</b> to one or two responses per column.</li> <li>Support recall by prompting students to <b>revisit the drawings</b> they made after watching the movie.</li> </ul>	<ul style="list-style-type: none"> <li>Describe each column in students' <b>home language</b> or English. Have them repeat it in English.</li> <li>Before students write, have them use their home language or English to <b>discuss what they plan to write</b>.</li> </ul>

## DAY 2: Assess (5 minutes)

Lesson Steps	Offline Modifications	Modifications for Diverse Learners	ELL/Language Development
<div data-bbox="427 1201 588 1364" data-label="Image"> </div>	<ul style="list-style-type: none"> <li>Print the <a href="#">Challenge</a> for students to complete.</li> </ul>	<ul style="list-style-type: none"> <li><b>Preview Challenge tasks</b> before re-watching the movie.</li> <li><b>Read aloud</b> the questions and answers.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud the Challenge tasks in students' <b>home language</b>.</li> <li><b>Highlight the key vocabulary</b> in a printable version of the Challenge.</li> </ul>

4. Students open their Challenge assignment. Or, if not using Assignment Builder, model how to open the [Challenge](#).

If you assigned the Challenge, you will see students' results in your Dashboard. If not assigned, students click **Submit to Teacher**.

- **Model** how to do a Challenge. Think aloud your steps and strategies.

- **Support recall** by revisiting movie drawings.