



Understanding Citations & Copyright

Topics Covered

- Basics of copyright law
- Plagiarism
- How to cite (web) sources

Essential Questions

- Why do I have to say where I got my information? Why is this important? (essentially, “Why do I have to cite my sources?”)
- What is plagiarism and why should I care about it?
- How do I cite my sources? How do I give credit to the resources I used in my research?

Vocabulary

- **Plagiarism:** copying someone else’s work/writing as your own
- **Citation:** reference that gives credit to other people’s ideas/thoughts/ material that you have used in your own work
- **Bibliography/works cited/references:** the works or a list of the works (books, magazines, articles, etc.) referred to in a text or consulted by the author in its production
- **Public domain:** works that are no longer protected by copyright or never were (government documents, really, really old stuff – like from the 1800s)

Overview

With the affordances new technologies have given us to share, copy, and edit information, it is important for tweens/teens to understand the ethical implications of doing research and using information from others. Young adults should not only know how to use information for their own understanding and knowledge of the world, but how to use that information in responsible and moral ways. The activities in this pod focus on copyright laws (why they exist) and how students can safely and legally use the information they find for their own research projects.

Activities

What’s Copyright Law & Why is it Important?

Copyright laws can be confusing, especially with the Internet and how easy it is to just “cut-and-paste” stuff. This activity provides a basic overview of several concepts related to copyright law: copyright infringement, intellectual property, fair use, and public domain and how each of these affects your students and the research they do.



Activities (continued)

What is Plagiarism?

Plagiarism is a federal offense and in essence, stealing. This activity explains what plagiarism is and how students can avoid plagiarizing when they are doing research projects.

Citing Sources

Giving credit to the resources that kids use for their research projects is extremely important. In this activity, teach students the different elements needed for citing an online source (like a website) and give them an opportunity to find this information on the websites they are using for their health research (or any research!).

Vocabulary (continued)

- **Fair use:** the idea that brief excerpts of copyrighted material may, under certain circumstances, be quoted verbatim for purposes such as criticism, news reporting, teaching, and research, without the need for permission from or payment to the copyright holder
- **Copyright:** the legal right to be the only one to reproduce, publish, and sell a book, musical recording, etc., for a certain period of time (today it's the author's life + 70 years)
- **File-sharing (peer-to-peer/P2P):** the practice of or ability to transmit files from one computer to another over a network or the Internet
- **Copyright infringement:** violation of one of the copyright laws
- **Intellectual property:** property (i.e. idea, method, music, play, written work, etc.) that comes from the work of the mind

Objectives and Goals

At the end of the pod, students will be able to:

- Differentiate between legal creative uses vs. infringement of copyrighted materials
- Write a bibliography (know the structure/parts of a bibliography)
- Use different methods to prevent plagiarism in their own work

Standards Addressed

Students will:

- 3.1.6 Use information and technology ethically and responsibly.
- 3.3.7 Respect the principles of intellectual freedom.
- 4.3.2 Recognize that resources are created for a variety of purposes.

What's Copyright Law & Why is it Important?



1. Show students the two versions of the Common Sense Media handout, “Identifying High Quality Sites.” The first correctly identifies the creators as Common Sense Media, while the second says the handout was created by the HackHealth team.
2. Ask students what they notice about these two handouts. What’s the same? What’s different? Leading question: Does it matter that we replaced the Common Sense Media logo and put our HackHealth logo on it instead? Is this a bad thing? Why or why not?
3. Lead a discussion about copyright, fair use, intellectual property, and public domain.

Adaptation

If kids are having trouble understanding these concepts, show the video “A Fair(y) Use Tale” (specifically, chapters 1 – 4) and use the video as a springboard to talk about the concepts of copyright (copyright infringement, fair use, intellectual property, and public domain).

Plan

Copyright laws can be confusing, especially with the Internet and how easy it is to just “cut-and-paste” stuff. This activity provides a basic overview of several concepts related to copyright law: copyright infringement, intellectual property, fair use, and public domain and how each of these affects your students and the research they do.

Approximate Time

20 minutes

Materials

- YouTube video: “A Fair(y) Use Tale” (https://www.youtube.com/watch?v=CJn_jC4FNDo)
- Handout: Common Sense Media with CSM logo
- Handout: Common Sense Media with HackHealth logo



Identifying High-Quality Sites

Name of Site

URL

Website Test

Purpose of the Site	Circle one	Add details to explain
1. Can you tell if the site is fact or opinion? (If the information seems one-sided, or biased, you will have to go elsewhere to hear the other side of the issue.)	YES NO	
2. Is the site free of advertising?	YES NO	
3. If there are ads, is it easy to tell the difference between ads and content?	YES NO	
4. Is the site sponsored by any organizations?	YES NO	
5. Is it clear who the site is for? (for example, college students or young children)	YES NO	
6. Is the tone calm and fair? (Sites that are mean and angry may not be good sources of information.)	YES NO	
7. Is the site open to everyone? (no age requirements, fees, passwords, or registration)	YES NO	
8. Is the site's domain .edu, .net, .org, or .gov? (If you see a ~ in the URL, it may be a personal site, not an official site.)	YES NO	

Trustworthiness of the Author	Circle one	Add details to explain
9. Is the author identified by name?	YES NO	
10. Is the place the author works or the organization he/she belongs to given?	YES NO	
11. Is the author's biography provided, and does he/she have credentials related to the subject of the site?	YES NO	
12. Has the author or site received any respected awards?	YES NO	
13. Was this site recommended by a site you trust? (for example, by a homework help site)	YES NO	
14. Are sources given for statistics?	YES NO	
15. Can the author be contacted if you have questions? (by email, street address, or phone number)	YES NO	
16. Is the site free of spelling, typographical, and grammatical errors?	YES NO	
Usefulness of Information	Circle one	Add details to explain
17. Does the site have enough information for your research?	YES NO	
18. Is most of the information on the site useful for your research? (If not, it may be hard to find what you need.)	YES NO	
Up-to-Date Information	Circle one	Add details to explain
19. Can you find the date the article, page, or site was created?	YES NO	

20. Can you find the date it was last revised?	YES NO	
21. Do all the links lead to active pages? (no dead links)	YES NO	
Ease of Use	Circle one	Add details to explain
22. Can you understand the text?	YES NO	
23. Is the type easy to see?	YES NO	
24. Do the titles and headings give a clear idea of the content?	YES NO	
25. Are there photos, maps, charts, or other illustrations that help you understand the information?	YES NO	
26. Is there a site map?	YES NO	
27. Is there a tool for searching the site?	YES NO	
28. Is there a “what’s new” feature?	YES NO	
29. Are links labeled clearly?	YES NO	
30. Do pages load quickly?	YES NO	

How many times did you circle YES? _____ out of a total of 30

Score your site!

25 – 30: You’ve got a winner! You can trust the information on your site, and it’s easy to use, too!

15 – 25: Proceed with caution. If you use any information from your site, be sure to fact check it on a site you can trust. You can also quote the author’s opinion, but make sure you say that’s what it is.

0 – 15: Sorry, your site is a dud. It isn’t safe to use this site as a source of information, so find a better one.

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What is Plagiarism?

ROAD



1. Introduce the idea of plagiarism: Go over to a student and ask if you can “borrow” his/her pencil/pen/notebook/bag/etc. Then go over to another student and ask him/her if he/she likes your new [whatever you “borrowed”]. (Hopefully you’ll get some surprised, shocked looks!) Ask students what is wrong with doing this? (Get them to say it’s stealing, and then lead them in a discussion that enables them to see that this is what plagiarism really is.)
2. Show Moovly presentation video on “Plagiarism.”
3. Review main points of video:
 - a. Definition of plagiarism (explain that it’s a form of copyright infringement – if you did Activity 1)
 - b. Why it’s important to not plagiarize
 - c. Some examples of plagiarism
 - d. How to prevent plagiarism

Extension

1. Show students other examples of work that was plagiarized.
 - a. Video: “Plagiarism or Coincidence? (https://www.youtube.com/watch?v=znHrGO6g_n8)
 - b. Video: “MUSIC PLAGIARISM: The Most Obvious Song Copies! (46 SONGS!) Biggest Plagiarism Claims” (<https://www.youtube.com/watch?v=oowsiLdPVWQ>)
 - c. Video: “The Most Stolen Song in the History of Music” (<https://www.youtube.com/watch?v=VTnuGkZgaMc>)

Plan

Plagiarism is a federal offense and in essence, stealing. This activity explains what plagiarism is and how students can avoid plagiarizing when they are doing research projects.

Approximate Time

25 minutes

Materials

- Moovly video: “Plagiarism”

Citing Sources



1. Tell students that in order to not plagiarize (define plagiarism if necessary), one thing you can do is cite your sources or create a bibliography. NOTE: You can still plagiarize even if you cite a source you used, but don't use proper quotation marks around direct quotes.
2. Tell students that there are several pieces of information you need to cite your sources/create a bibliography.
3. Show PowerPoint "Bibliography – For Online Sources"
4. Tell students that when they find a good site that they want to take information from, they should also write down the information about the creators of the site to include in a bibliography.
5. Give each student a "Citing Your Sources" handout and explain it.
6. Give students 20-25 minutes to do some research on their health topic
7. Walk around to monitor and answer questions as necessary
8. If there's time, have students check each other's citation information and make sure it is correct.

Extension

1. Tell students that they will need different information based on the source they are citing. For example, a book citation requires different information than a website citation.
2. Ask students what information they think they need to cite a printed book.

Plan

Giving credit to the resources that kids use for their research projects is extremely important. In this activity, teach kids the different elements needed for citing an online source (like a website) and give them an opportunity to find this information on the websites they are using for their health research (or any research!).

Approximate Time

45 minutes

Materials

- PowerPoint Presentation: "Bibliography – For Online Sources"
- Handout: "Citing Your Sources"
- Pencils/pens



3. Ask students what information they need to cite a website.
4. Discuss the similarities (author, title, date of publication) and differences (URL, date accessed) for each citation and why you would need certain information for different sources.
5. In pairs, have students create citations for various sources (website, database article, book, newspaper or magazine) and have students share their citation with the large group.



Pseudonym: _____ Date: _____

Handout: Citing Your Sources



DIRECTIONS: Write down the citation information for each source you use in your research. Use the back of this sheet if you have more than 3 sources.

CITATION TEMPLATE (APA):

Author Last Name, Author First Name. (date published). Article Title. Retrieved from URL

SAMPLE CITATION (APA):

Mayo Foundation for Medical Education and Research. (2014). Alzheimer's Disease. Retrieved from <http://www.mayoclinic.org/diseases-conditions/alzheimers-disease/basics/definition/con-20023871>

1	<ul style="list-style-type: none">• Author's Last Name: _____ (or organization's name)• Author's First Name: _____• Article Title: _____• Date Published: _____• URL: _____
2	<ul style="list-style-type: none">• Author's Last Name: _____ (or organization's name)• Author's First Name: _____• Article Title: _____• Date Published: _____• URL: _____
3	<ul style="list-style-type: none">• Author's Last Name: _____ (or organization's name)• Author's First Name: _____• Article Title: _____• Date Published: _____• URL: _____