



Fellow Citizen:

digital citizenship and the printmaker

*Civics
High School
Prepared by WEM Staff*

Fellow Citizen, 1925, Wood engraving, Wharton Esherick.

OVERVIEW

A lot has changed since Esherick became a printmaker, in the early 1920s. Now, as we prepare to celebrate *Imprint 2021*, our annual high school printmaking competition, we cannot help but reflect on the last year and its implications for digital citizenship. Thus, we embark on the present lesson, meant to provide students with the tools they need to become better digital *Citizens*. This lesson is a primer, covering a small segment of legal issues facing contemporary makers and consumers of art in our current digital landscape, and culminating in a brief exercise meant to test students' knowledge of ethics and the law.

■ *Wondering how to utilize this Plan or virtual learners? While the entire lesson is meant to be flexible, allowing you to adapt it for any learning environment, keep an eye out for this icon (■) for more ideas to support your virtual classroom!*

OBJECTIVE

Students will be able to explain intellectual property, as well as the difference between fair and unfair use of same, in a series of scenarios meant to test their knowledge.

STANDARDS

Standard - 5.1.9.A

Apply examples of the **rule of law** as related to **individual rights** and the **common good**.

Standard - 5.1.12.A

Analyze the sources, purposes, functions of law, and how the **rule of law** protects **individual rights** and promotes the **common good**.

Standard - 5.2.12.D

Evaluate and demonstrate what makes competent and responsible **citizens**.

MATERIALS NEEDED

1. [Companion Worksheet Packet](#) (feel free to edit and/or supplement as needed!), and
2. Paper and writing instrument and/or computers with word processing capability.

VOCABULARY

Copyright- Literally the right to copy, this refers to the legal right to publish, print, or otherwise use a work. It starts with the artist but may be assigned.

Digital Citizenship- A digital citizen is anyone who participates in an online community. Being a good digital citizen involves assuming the rights and responsibilities associated with that participation, which includes understanding and following laws relating to use of digital content.

Fair Use- This is the caveat of copyright law that permits use of a copyrighted work without permission from its owner, so long as that use adheres to certain guidelines. Read more at copyright.gov.

Intellectual Property- Refers to the concept of an idea or its products as property. This includes artwork.

Plagiarism- Unlawful use of a work of art which may include presenting it as one's own or duplicating it, without proper credit to its source.

Public Domain-Any work of art that is not protected by copyright falls into this category.

Trademark- This is a form of intellectual property and, more specifically, any distinctive word, phrase, or symbol used for business purposes (i.e. a logo or brand name).

ACTIVITY

Introduction

In lecture and class discussion, introduce the legal principles set forth above. Discussion should cover the relevance of these principles to artists. Feel free to take an example from the [Worksheet Packet](#). Finally, if circumstances allow, divide students into pairs or small groups and introduce the task at hand.

Developmental Activities

Assign each group one of the scenarios from the [Worksheet Packet](#). Group members must work together to determine the legal or ethical concept that applies to each scenario and answer corresponding questions.

■ *If group work is not possible, consider working through each scenario as a class or allowing students to do so individually, regrouping at the end to review.*

Closure

Regroup for closing discussion. Allow students to share their answers and, if time allows, reflect on said Developmental Activities (this may include discussion of implications for artists in the digital age). Finally, invite students to pose any comments or questions. Written work should be submitted for assessment.

ASSESSMENT

Students should demonstrate active participation in class discussion and activities. Resultant written products should demonstrate a thorough understanding of topics presented. Students should correctly identify legal concepts in each scenario and articulate support for their choices. In discussion, students should be able to relate said concepts to everyday life.

DIFFERENTIATION OPTIONS FOR DIVERSE LEARNERS

Advanced Learners

Challenge advanced learners to create their own scenario that demonstrates plagiarism, copyright, or fair use. This may include an original work of art or one found from an online resource. At least one group member should write the scenario out, for submission and assessment. If time allows, they will present their scenario to their classmates. Presentations may even involve creative role-play! Add an extra challenge for the class by asking them to determine which legal principle the scenario demonstrates.

Learners with Special Needs

Consider content differentiation (i.e. limiting scope to a simple compare/contrast, using concepts such as fair use vs. plagiarism), for those with developmental delays.

Resultant product differentiation may include answering simple yes/no questions (i.e. “Is this fair use?”). Provide one-on-one instruction and modeling, as needs and circumstances permit.

English Language Learners (“ELLs”)

Translations should be provided, as needed. Level 1 and Level 2 ELLs may answer the same yes/no questions as described above. Similarly, ELLs may compose if/then statements which may or may not be in presented in cloze/maze form (i.e. “If I copy a painting at my local museum for my business logo, that is _____(fair use/plagiarism).”). Level 5 (Bridging) ELLs should be able to participate in the main body of the lesson with slight adjustments and additional interventions, as needed.