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# **COPYRIGHT \*HYPERDOC**

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This unit takes students through the ins and outs of copyright, from Intellectual Property, to what is and what is not copyrightable, to Copyright and the theatre, case studies and finally the Public domain. Sections come with a variety of application methods: a research activity, a video to respond to, questions to answer, and articles to read.

This unit is delivered in hyperdoc format. What does that mean? A hyperdoc is an interactive tool that encourages digital learning. In this case, students are given a document on a subject, and there they can read articles, watch videos, do some independent research, and apply what they've learned. Because they're working on their own, students are in charge of their own pacing.

Before you start the unit, ensure you read the Teacher Guide first. It will give you clear instructions on how to distribute the hyperdoc format and make it easy for you and your students.

## **1 - Copyright Hyperdoc**

The purpose of this unit is to give students an introduction to independent learning as well as an overview of Copyright.

Students will apply their knowledge throughout, and the unit culminates in a final activity.

# Standards Connections

## Common Core

### Reading: Literature

CCSS.ELA-LITERACY.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

### Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### History/Social Studies

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

### Historical & Global Connections

TH.912.H.1.5 - Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

### Organizational Structure

TH.912.O.3.3 - Analyze and demonstrate how to use various media to impact theatrical productions.

### Skills, Techniques & Processes

TH.912.S.2.8 - Strengthen acting skills by engaging in theatre games and improvisations.

TH.912.S.3.2 - Exercise artistic discipline and collaboration to achieve ensemble in rehearsal and performance.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Connecting

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

### Grade 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

### Grade 8 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal,

cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Discuss theatre's role in reflecting the culture of a society.

## North Carolina Essential Standards 2024

### Beginning High School Create

B.CR.1.1 - Devise a variety of scenarios and scenes through improvised and scripted activities.

### Accomplished High School Respond

AC.RE.1.1 - Analyze the impact of historical and cultural context on written and presented theatrical works.

## North Carolina Essential Standards 2010

### Beginning High School Standards - Communication

B.C.2.1 - Use improvisation and acting skills, such as observation, concentration, and characterization in a variety of theatre exercises.

### Proficient High School Standards - Analysis

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

## Texas Essential Knowledge and Skills for Theatre Arts

### MS 117.212 LII - Creative Expression: performance

B.2.G - create improvised scenes that include setting, character, and plot.

### HS 117.315 LI - Creative Expression: performance

C.2.D - use physical, intellectual, emotional, and social awareness to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

### HS 117.316 LII - Creative Expression: performance

C.2.D - apply physical, intellectual, emotional, and social interactions to portray believable characters and convey a story when applying acting concepts, skills, and techniques.

### HS 117.317 LIII - Creative Expression: performance

C.2.D - experiment with improvisation and scripted scenes of various styles to portray believable characters.

## Alberta, Canada

### Technical Theatre/Design 10-20-30 - Management - Business

2 - recognize the importance of and procedures for script ordering and royalty payment

### Technical Theatre - Levels I, II, III - Awareness

3 - show awareness of the importance of research

4 - show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies

### Technical Theatre - Levels I, II, III - Readiness

6 - demonstrate understanding of the importance of planning and organization

### Senior Goal I Objectives

develop a sense of inquiry and commitment to learning

### Senior Goal II Objectives

gain knowledge of disciplines that enhance dramatic process and product

### Orientation Drama 10

demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically  
make effective decisions or choices

## British Columbia (2018)

### GRADE 6 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### GRADE 7 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### GRADE 8 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists motivations and meanings

## Ontario, Canada

### Grades 9 & 10 - Foundations - Concepts and Terminology

C.1.3 - demonstrate an understanding of production roles, practices, and terminology when planning and presenting drama works (e.g., set design, costume design, lighting plot, light cue sheet, sound cue sheet, prompt book, set sketch, set model)

### Grades 9 & 10 - Creating and Presenting - Elements and Conventions

A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

### Grades 9 & 10 - Creating and Presenting - The Creative Process

A.1.1 - develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)

## (2020)

### Theatre Arts I: Introduction to Theatre

TI.8 - The student will identify and apply digital citizenship as it relates to research, performance, and production of theatrical works.

### Theatre Arts II: Dramatic Literature And Theatre History

TII.8 - The student will demonstrate legal and ethical standards in the use of technology and intellectual property.

### Theatre Arts III: Intermediate Acting & Playwriting

TIII.8 - The student will justify legal and ethical choices in the use of technology and intellectual property.

## Virginia Standards Of Learning