



**Dear Educator:**

Thanks to technology, like the Internet, MP3 players, and the smartphone, today's music fans have more choices and innovative ways to access music than ever before. While this is great news for both fans and musicians, it also raises a number of legal and ethical issues. In their eagerness to share and obtain the music they love, many young music fans are unaware of the fact that they may be breaking the law by illegally downloading, ripping, and burning songs.

**Music Rules!** is a free educational program designed to help lay the foundation for respecting all forms of intellectual property, especially music recordings. Made possible by The Recording Industry Association of America, the program also promotes musical and artistic creativity and encourages students to use computer technology responsibly.

**Music Rules!** has been developed for students in grades 3 through 8. Two sets of student activity sheets provide corresponding lessons for both grades 3-5 and grades 6-8. The classroom activities for grades 3-5 form a multi-disciplinary unit designed to reinforce skills across the curriculum in math, language arts, citizenship, and music. The activities for grades 6-8 are designed to supplement the technology education curriculum, with projects that involve both desktop software and online research. In addition, the program includes reproducible student certificates, a classroom wall poster, and take-home booklets for parents.

We encourage you to share this educational program with other teachers in your school. Although these teaching materials are copyrighted, you have permission to make as many photocopies as needed for educational purposes. You may also download all components of the program at the **Music Rules!** website, [www.music-rules.com](http://www.music-rules.com).

We hope that you and your students enjoy **Music Rules!** and we ask that you please visit our online feedback page at [www.music-rules.com/feedback.html](http://www.music-rules.com/feedback.html) to share your opinions about the program. Your comments are important to us as we continue to develop programs to meet your needs.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Kinsley".

Dr. Dominic Kinsley  
Editor in Chief



## Introduction

**Music Rules!** is a free educational program designed to help lay the foundation for respecting all forms of intellectual property, especially music recordings. The program is made possible by The Recording Industry Association of America and includes engaging classroom activities that encourage students to enjoy music while helping to set guidelines for using technology responsibly.

## Target Audience

**Music Rules!** is designed for students in grades 3-8. Dual-sided activity sheets feature lessons for grades 3-5 on one side and corresponding lessons for grades 6-8 on the other. Lessons for grades 3-5 take an interdisciplinary approach, with classroom activities addressing standards in math, language arts, citizenship, and music. Lessons for grades 6-8 take a technology-based approach, with standards-based classroom activities designed to supplement the computer skills curriculum.

## Program Objectives

- To introduce students to the concepts of copyright and intellectual property.
- To help students recognize that taking music without paying for it (“songlifting”) is illegal and unfair to others.

- To help students, teachers, and parents set guidelines for using technology like computers and the Internet responsibly.
- To strengthen academic skills in reading, writing, mathematics, citizenship, and computer technology.
- To encourage musical and artistic creativity.

## Program Components

- This teacher’s guide provides suggestions for presenting the classroom activities, answer keys, follow-up activities to enhance learning, and a resource list.
- Two sets of four reproducible student activity sheets, one with lessons for grades 3-5, the other with corresponding lessons for grades 6-8.
- Reproducible certificates to acknowledge each student’s success in completing the program.
- A full-color wall poster.
- A supply of take-home booklets to inform parents about the program and reinforce the home/school connection.
- A teacher response card. You must return this card to remain eligible to receive free YMI programs in the future.

- A website – [www.music-rules.com](http://www.music-rules.com) – with downloadable PDFs of all program components, information for parents, and an online educator feedback form.

## Using the Program Components

- Photocopy the reproducible activity sheets appropriate for your grade level to provide a complete set for every student in your class. At the same time, make a master copy of the complete program to share with other teachers in your school.
- The classroom activities have been designed for use in the order presented, but you may adjust the order to fit your teaching style and your students’ needs.
- Display the enclosed poster in your classroom to introduce the program and generate student interest. Keep the poster on display as a long-term reinforcement of the program’s lessons.
- Share your opinion of this program by visiting the **Music Rules!** feedback page at [www.music-rules.com/feedback.html](http://www.music-rules.com/feedback.html). Your comments help assure that YMI programs meet your needs and those of your students.

## Some Basic Terms and Concepts

### Burning

Creating your own, custom CD using your computer.

### Counterfeit Recordings

Illegal copies of sound recordings produced with unauthorized reproductions of the original packaging, label, and trademark in order to deceive consumers. See “pirate recordings.”

### DMCA Notice

A notice issued to an Internet Service Provider (ISP) under the Digital Millennium Copyright Act when copyright infringement is detected on its network. Such notices can trigger removal of infringing content and denial of Internet access to computer users who persist in copyright infringement.

### Fair Use

Under U.S. copyright law, “fair use” allows someone to reproduce or make use of a portion of a copyrighted work without permission under certain conditions. Examples of fair use generally include criticism, comment, news reporting, teaching, scholarship, or research.

### “Grokster” Ruling

In *MGM v. Grokster* (2005), the U.S. Supreme Court ruled unanimously that peer-to-peer file sharing companies can be sued for encouraging people to illegally swap songs and movies over the Internet. The individuals who use peer-to-peer sites to upload and download copyrighted music without permission can also

be sued or prosecuted, including parents of under-age violators, who can be held responsible for what happens on the family computer even if they themselves are not involved in the illegal activity.

### Legal Downloading

Using authorized online services such as iTunes®, Rhapsody®, and Yahoo! Music™ to download music recordings, usually for a per-song or subscription fee.

### MP3 and MP3 Player

An MP3 file is a common audio format for consumer audio storage. An MP3 player is a device, for example, an iPod™, that stores and plays MP3 audio files.

### Online Piracy

The process of uploading a copyrighted sound recording without permission and making it available to the public, or downloading a copyrighted sound recording without permission.

### Peer-to-Peer (P2P) File Sharing

One of the major vehicles for online piracy, the most common peer-to-peer (P2P) model involves using unauthorized file-sharing software that allows users to store files on their own computers and make them available for network members to download. Such file-sharing software can compromise computer security because it gives other network members direct access to one’s hard drive and

the private information (e.g., tax and medical records) that may be stored there. It also makes computers more vulnerable to viruses and can include spyware, which feeds information about an individual’s computer use to spammers and other online opportunists.

### Pirate Recordings

Illegal copies of sound recordings made without the copyright holder’s permission. See “counterfeit recordings.”

### Ripping

The process of copying audio or video content to a hard disk.

### Songlifting

A general term for making and/or distributing illegal copies of copyrighted sound recordings.

### Streaming

How online audio and video files are distributed without downloading.

### U.S. Copyright Law

The federal law that protects copyright owners from the unauthorized reproduction, adaptation, performance, display, or distribution of original creative works.

For additional terms and definitions see “A Copyright Glossary” on page 6 of the *Educator’s Guide to Copyright* at the Copyright Alliance Education Foundation website, [www.copyrightfoundation.org/curriculum?key=for\\_educators](http://www.copyrightfoundation.org/curriculum?key=for_educators).

## Activities for Grades 3-5

### Activity One

## Music Rules!

### Objectives

- To introduce and explore the concept of “songlifting.”
- To reinforce mathematics skills in calculating large numbers and using tables to organize and analyze data.

### Setup

Begin the activity with a class discussion about the importance of music in students’ lives, building on the worksheet’s opening paragraph. Invite students to name their favorite songs and singers, and to explain what makes them so appealing. Take a show of hands on the different ways students listen to recorded music – CD, MP3 player (e.g., iPod™, SansDisk Sansa®, Creative Zen, etc.), computer, cell phone, etc. – and briefly discuss the pros and cons of each one. Then have students talk about their experiences buying music in stores and online.

Write the word **songlifting** on the chalkboard and ask students what they think it means. Have them read the definition of “songlifters” on the worksheet, then expand on this definition by having students share their own ideas, opinions, and experiences. Explain that in this activity they will be using their math skills to investigate songlifting and find out how big a problem it really is.

### Part 1

This part of the activity should help students recognize how songlifting, though it might seem harmless at first, can quickly become a large-scale problem. Use the chalkboard to lead students through the calculation on the worksheet, or have them complete it individually. If time permits, repeat the calculation by having students choose a realistic number of songs they would take if they could get them all for free. Adding desire to the equation in this way can further dramatize why songlifting can have an enormous economic impact.

### Answers

Total number of songs lifted = 7,800,000;  
Total cost of songs lifted = \$7,722,000.

### Part 2

This part of the activity is designed to make students (and families) more aware of songlifting that may occur in their own lives. Review the survey form in class, explaining the types of songlifting described in each column:

- **Copy music from other people’s CDs:** This can involve copying music files to a hard drive (“ripping”) and/or making a duplicate CD (“burning”).
- **Take music from other people on the Internet:** This usually involves using file-sharing software to download music stored on another person’s computer.

- **Give away copies of your music on CDs:** This involves using a computer to “burn” a duplicate CD.

Have students conduct the survey as homework, emphasizing that they should only collect information, not names. Use the chalkboard to compile their findings and investigate trends. For example: Which is the most common type of songlifting? Which age group has the most songlifters? Have students use the results of their survey to determine whether or not songlifting is a serious problem.

### Take-Home Booklet

Have students give the take-home booklet to a parent before they conduct their surveys. It provides information about the **Music Rules!** program and background on the potential risks and consequences of songlifting.

### Follow-Up Activities

1. Have students create graphs based on their survey findings – for example, a bar graph comparing the occurrence of different types of songlifting, or a pie chart showing the proportion of songlifters in different age groups.
2. Reinforce mathematical reasoning skills by having students write a short op-ed style reply to the claim that “there’s no harm in lifting a couple of songs now and then.”

### Activity Two

## Meet the Music Makers

### Objectives

- To raise awareness of the many people affected by songlifting.
- To reinforce reading comprehension and critical thinking skills.

### Setup

Begin this activity with a class discussion about how music is produced. Invite students to share what they have learned about the music business from entertainment news shows and shows like *American Idol*. Talk about some of the steps involved in making a hit song and some of the people involved in making a singer into a star. Then explain that in this activity they will follow the music making process from start to finish, meeting some of the music makers who work behind the scenes to give us the music we love.

### Part 1

This part of the activity presents the story of a hypothetical singer’s rise to stardom. Have students read the story (individually or as a group), reminding them to underline all the music makers named along the way. Then have them complete the comprehension questions and review the answers in a class discussion.

### Answers

1-c; 2-d; 3-b; 4-a.

### Part 2

In this part of the activity, students use

critical thinking and research skills to create their own lists of behind-the-scenes music makers. To help them get started, focus on the final stages of Shayna’s rise to fame and the manufacture and sale of her hit album. Ask students to name some people who might work in this part of the music business (e.g., machine operator, printer, packager, truck driver, store manager, cashier, online order handler, etc.). Talk about how these people might be affected by songlifting, then have students work individually or in small groups to list other music makers unnamed in the story. Encourage students to expand their lists by referring to the credits on CDs they have at home.

### Follow-Up Activities

1. To help students recognize how many people are hurt by songlifting, create a comprehensive list of music makers drawn from the worksheet story and students’ own research. Use this list to examine the common assumption that songlifting only affects superstars (who are usually too wealthy to notice).
2. Highlight the variety of career opportunities available in the music industry by having students research one behind-the-scenes music maker and write a brief description of that job. See the resource list at the end of this guide for websites with information about careers in music.

### Activity Three

## It’s the Law

### Objectives

- To inform students about copyright laws that protect intellectual property.
- To reinforce critical thinking and decision-making skills within the context of citizenship and character education.

### Setup

Begin by asking students if they have ever heard of the term “intellectual property.” What do they think it means? Explain that intellectual property usually refers to something that begins as a thought or idea, which is then expressed in a tangible form, like a book, a picture, or a music recording. Have students brainstorm other examples of intellectual property.

Next, draw the copyright symbol (©) on the chalkboard. Ask if students know what this symbol means and where they might have seen it (books, posters, CDs, etc.). Explain that the copyright symbol is used to identify the owner of a piece of intellectual property and serves as a reminder that it is illegal for anyone to copy or distribute that property without the owner’s permission. Students should understand that copyright law automatically protects intellectual property whether or not it is marked with the copyright symbol. You might also inform them that our nation’s founders included copyright protection in the U.S. Constitution (Article I, Section 8), believing that it would

encourage creativity by giving the creators of intellectual property an exclusive right to profit from their artistic talents.

Conclude this introduction by using the opening paragraphs and “Now You © It” section of the worksheet to reinforce the concepts of copyright protection and intellectual property.

### Part 1

In this part of the activity, students apply the basic principles of copyright to several song-lifting scenarios in order to determine who is breaking the law. Have students read the scenarios aloud and work as a group to reach a decision on each one. For scenarios that involve songlifting, ask students how they might dissuade that person from breaking the law.

### Answers

1. Steve is a songlifter because he is using other people's CDs to make illegal copies of music that is protected by copyright.
2. Caitlin is not a songlifter because personal use is permitted when music fans buy their music. Caitlin can copy her music onto her hard drive and her MP3 player. Caitlin can even burn a CD with her own special mix of music she has purchased.
3. Beka is a songlifter because she is making illegal copies of copyrighted songs when she takes music from other people's computers. The U.S. Supreme Court has ruled unanimously that file-sharing companies can be sued for encouraging people to illegally exchange songs and movies over the Internet. Individuals who use unauthorized file-sharing sites to upload and download copyrighted music without permission can also be sued or prosecuted, including parents, who can be held responsible for what happens on the family computer even if they themselves are not involved in the illegal activity. In addition to these risks, Beka's file sharing makes her family computer vulnerable to intruders, viruses, and spyware.
4. Sam is not a songlifter because the record companies have given him permission to play their copyrighted music on his computer by making the sample tracks available on their websites.

### Part 2

In this part of the activity students create their own songlifting situations and present them as skits in class. Have students work in small groups to brainstorm their skits, using the ideas provided on the worksheet to get started. As each group presents its skit, invite the class to explore alternative ways to handle each situation and show respect for the law.

### Follow-Up Activities

1. Use the “Now You © It” section of the activity to have students conduct a copyright scavenger hunt at home. Create a comprehensive list of all the items they find marked

with a copyright symbol, then organize these items into different categories (texts, images, movies, games, software, music recordings, etc.) to help students understand the many forms of intellectual property and the broad scope of copyright protection.

2. Invite your school librarian and/or media specialist to talk with students about copyright and the concept of intellectual property. Take this opportunity to inform students about the related concept of academic plagiarism and the importance of citing sources in their schoolwork.

### Activity Four

## Make Your Own Music

### Objectives

- To provide firsthand understanding of the value of intellectual property.
- To strengthen creative writing, artistic, and musical skills.

### Setup

Begin by telling students that they are going to have the chance to create and copyright their own original songs. Explain that they will work in small groups to compose songs that tell other kids why songlifting is wrong, then create CD covers for their songs. If classroom resources permit, students might also record their own CDs to share with family and friends.

### Part 1

Generate enthusiasm for this part of the activity by performing the rap verses on the worksheet (or have a student perform them). Then review and discuss the brainstorming ideas to stimulate students' creative thinking. Divide the class into small groups to compose and rehearse their songs.

### Part 2

Have students use the space provided on the worksheet to design CD covers for their songs. Point out the copyright symbol in the design space and have students complete this copyright notice by filling in your class name. If possible, work with your school's media specialist to record the students' songs and copy them onto CD, one for each student, to share with family and friends.

### Pledge Certificate

Conclude the program with a music party at which students perform their songs and talk about the talent, effort, and creative energy that went into them. Have students reflect on how they would feel if someone “lifted” their songs without permission. Then distribute personalized copies of the **Music Rules!** pledge certificate and have students sign the pledge.

### Follow-Up Activities

1. Make arrangements to perform your students' songs at a school assembly or on the school P.A. system. If you record the songs, you might also make copies of the CD available in your school library.

2. To reinforce respect for intellectual property, modify this activity to have students create and copyright their own books, posters, videos, and computer presentations.

## Activities for Grades 6-8

### Activity One

## Music Rules!

### Objectives

- To introduce and explore the concept of “songlifting.”
- To supplement instruction in the use of spreadsheet software.

### Setup

Begin the activity with a class discussion about the importance of music in students' lives, building on the worksheet's opening paragraph. Invite students to name their favorite songs and singers, and to explain what makes them so appealing. Take a show of hands on the different ways students listen to recorded music – CD, MP3 player (e.g., iPod™, SansDisk Sansa®, Creative Zen, etc.), computer, cell phone, etc. – and briefly discuss the pros and cons of each one. Then have students talk about their experiences buying music in stores and online.

Write the word **songlifting** on the chalkboard and ask students what they think it means. Have them read the definition of “songlifters” on the worksheet, then expand on this definition by having students share their own ideas, opinions, and experiences. Explain that in this activity they will be using spreadsheet software to investigate songlifting and find out how big a problem it really is.

### Part 1

This part of the activity should help students recognize how songlifting, though it might seem harmless at first, can quickly become a large-scale problem. Have students complete the calculations on the worksheet using spreadsheet software or a calculator. If time permits, repeat the first calculation by having students choose a realistic number of songs they would take if they could get them all for free. Adding desire to the equation in this way can further dramatize why songlifting can have an enormous economic impact.

### Answers

- Total number of songs lifted = 7,800,000; Total cost of songs lifted = \$7722,000.
- \$926,640,000 (i.e., nearly a billion dollars).



## Part 2

This part of the activity is designed to make students (and families) more aware of songlifting that may occur in their own lives. Review the survey form in class, explaining the types of songlifting described in each column:

- **Copied music from other people's CDs:** This can involve copying music files to a hard drive ("ripping") and/or making a duplicate CD ("burning").
- **Taken music from other people on the Internet:** This usually involves using file-sharing software to download music stored on another person's computer.
- **Given away copies of your music on CD:** This involves using a computer to "burn" a duplicate CD.

Have students conduct the survey as homework, emphasizing that they should only collect information, not names. Compile their findings on a computer spreadsheet, then guide students in using the software to answer the trends questions provided on the worksheet. Conclude by having students draw on the results of their survey to show whether or not songlifting is a serious problem.

## Take-Home Booklet

Have students give this booklet to a parent before they conduct their surveys. It provides information about the **Music Rules!** program and background on the potential risks and consequences of songlifting.

## Follow-Up Activities

1. Have students use the spreadsheet software's charting feature to create graphs of their survey findings – for example, a bar graph comparing the occurrence of different types of songlifting, or a pie chart showing the percentage of songlifters by age and gender.
2. Have students conduct an Internet search for additional data on the extent and impact of songlifting, then use spreadsheet software to compare these national trends to those they uncovered in their own community. Suggested search terms: *illegal downloading, music piracy, file sharing*. Also see the resource list at the end of this guide for websites with information on this topic.

## Activity Two

### Meet the Music Makers

#### Objectives

- To raise awareness of the many people affected by songlifting.
- To supplement instruction in the use of computer presentation software and reinforce Internet search skills.

#### Setup

Begin this activity with a class discussion about how music is produced. Invite students to share what they have learned about the music business from entertainment news shows and shows like *American Idol*. Talk about some of

the steps involved in making a hit song and some of the people involved in making a singer into a star. Then explain that in this activity they will follow the music making process from start to finish, meeting some of the music makers who work behind the scenes to give us the music we love.

## Part 1

In this part of the activity, students read about a hypothetical singer's rise to stardom, then plan how to translate this narrative into a computer presentation that will highlight the many behind-the-scenes music makers who helped this singer become a star. As students read the story, remind them to underline all the music makers named along the way. Then have them use the miniature slide show spaces provided on the worksheet to group these music makers according to the parts they play in the CD production process. Encourage students to add music makers who go unnamed in the story but still played a part in creating this "overnight sensation."

## Answers

1. **Talent Spotters:** club owner, music scout, record company executive, mom.
2. **Tune Crafters:** music producer, songwriter, arranger, singer.
3. **Recording Artists:** music producer, sound engineer, backup vocalist, instrumentalist, singer.
4. **Buzz Builders:** music producer, publicist, designer, photographer, magazine publisher, poster distributor, music critic, radio DJ, music video broadcaster, TV talk show host, music and video websites, blogger, singer.
5. **Disc Wranglers:** CD manufacturer, machine operator, printer, packager, shipping manager, truck driver.
6. **Hit Merchants:** store manager, sales clerk, cashier, online vendor, online order handler, mail carrier.

## Part 2

This part of the activity invites students to focus on one behind-the-scenes music maker, using an Internet search engine to gather information and graphics for a computer presentation profiling that person's job. Students might include in their profiles background on the education and training required for the job and details about specific job responsibilities. (See the resource list at the end of this guide for websites with information about people who work in the music industry.) Students can complete this part of the activity as homework or in small groups, depending on available class time and computer resources. Have students show their finished presentations in class and talk about how songlifting can hurt the music makers they have profiled.

## Follow-Up Activities

1. To help students recognize how many people are hurt by songlifting, create a comprehensive list of music makers drawn from the worksheet story and students' own research. Use this list to examine the common assumption that songlifting only affects superstars (who are usually too wealthy to notice).
2. As a class, produce the computer presentation students planned in Part 1 of this activity. Have students work in groups to create each section of the presentation, with individual slides for each music maker. Then combine these sections into a comprehensive tour through "hitsville."

## Activity Three

### It's the Law

#### Objectives

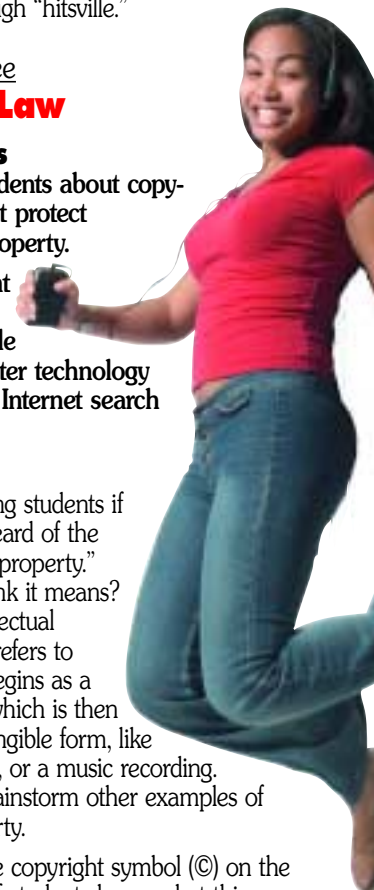
- To inform students about copyright laws that protect intellectual property.
- To supplement instruction in the responsible use of computer technology and reinforce Internet search skills.

#### Setup

Begin by asking students if they have ever heard of the term "intellectual property." What do they think it means? Explain that intellectual property usually refers to something that begins as a thought or idea which is then expressed in a tangible form, like a book, a website, or a music recording. Have students brainstorm other examples of intellectual property.

Next, draw the copyright symbol (©) on the chalkboard. Ask if students know what this symbol means and where they have seen it. Explain that the copyright symbol is used to identify the owner of a piece of intellectual property and serves as a reminder that it is illegal for anyone to copy or distribute that property without the owner's permission. Students should understand that copyright law automatically protects intellectual property whether or not it is marked with the copyright symbol. You might also inform them that our nation's founders included copyright protection in the U.S. Constitution (Article I, Section 8), believing that it would encourage creativity by giving the creators of intellectual property an exclusive right to profit from their artistic talents.

Conclude this introduction by using the opening paragraphs and "Now You © It" section of the worksheet to reinforce the concepts of copyright protection and intellectual property.



## Part 1

In this part of the activity students apply the basic principles of copyright to several songlifting situations in order to determine who is breaking the law and why. Have students complete this part of the activity individually, then review and discuss the answers as a class. As part of this discussion, ask students how they might address each situation and help these kids realize that they are breaking the law.

### Answers

**1-c** Distributing copies of copyrighted music is illegal. It does not matter whether or not Steve sells the copies he makes, or whether he paid for the music he is giving away. Steve and his friends are breaking the law by trading copies of copyrighted music.

**2-a** Caitlin is not a songlifter because personal use is permitted when music fans buy their music. Caitlin can copy her music onto her hard drive and her MP3 player. Caitlin can even burn a CD with her own special mix of music that she has purchased.

**3-b** Beka is a songlifter because she is making illegal copies of copyrighted songs when she takes music from other people's computers. The U.S. Supreme Court has ruled unanimously that file-sharing companies can be sued for encouraging people to illegally exchange songs and movies over the Internet. Individuals who use unauthorized file-sharing sites to upload and download copyrighted music without permission can also be sued or prosecuted, including parents, who can be held responsible for what happens on the family computer even if they themselves are not involved in the illegal activity. In addition to these risks, Beka's file sharing makes her family computer vulnerable to intruders, viruses, and spyware that can feed information about her online life to spammers and other Internet opportunists.

**4-b** Visitors have implicit permission to enjoy the music made available on record company and other authorized websites. It doesn't matter whether the recording is high quality or low quality, only that it comes with the copyright holder's permission.

## Part 2

In this part of the activity, students use the News feature of an Internet search engine to find reports on the consequences and risks of songlifting. If necessary, demonstrate this feature on your search engine of choice, using one of the suggested keywords provided on the worksheet. Encourage students to branch out beyond this set of keywords in order to track down reports on efforts at schools and colleges to prevent songlifting on their computer networks, and the damage done by computer viruses and spyware downloaded through file-sharing software. Have students work in small groups to complete this part of the activity, and

remind them to bookmark their sources so that they can easily summarize their research and present it in a report to the rest of the class.

### Follow-Up Activities

1. Use the "Now You © It" section of the activity to have students conduct a copyright scavenger hunt at home. Create a list of all the items they find marked with a copyright symbol, then organize these items into different categories (texts, images, movies, games, software, music recordings, etc.) to help students understand the many forms of intellectual property and the broad scope of copyright protection.
2. Have students draw on their research to produce an email newsletter on the risks of songlifting and other illegal or irresponsible uses of computer technology. Distribute this newsletter to all faculty and students at your school.

### Activity Four

## Make Your Own Music

### Objectives

- To provide firsthand understanding of the value of intellectual property.
- To strengthen creative writing, artistic, and musical skills.
- To provide practice in the use of music, graphics, and desktop publishing software.

### Setup

Begin by telling students that they are going to have the chance to create and copyright their own original songs. Explain that they will work in small groups to compose songs that tell other kids why songlifting is wrong. They will then form an in-class record company and (depending on your resources) use computer software to record their songs, design CD labels and covers, and produce a promotional campaign.

### Part 1

Generate enthusiasm for this part of the activity by performing the rap verses on the worksheet (or have a student perform them). Then review and discuss the brainstorming ideas to stimulate students' creative thinking. Divide the class into small groups to compose and rehearse their songs.

### Part 2

To kick off this part of the activity, have students choose a name for their in-class record company. Then fill out the roster of music making responsibilities by inviting students to volunteer for each job. When your company is organized, have the student performers work with your producer to prepare their songs. Then, depending on your classroom resources, have your sound engineers record the songs using music software, while your publicist and designers use graphics software to create a CD label, CD cover, and promotional posters. (Be

sure your design team includes a copyright notice on the CD label and cover.) Finally, your manufacturing team can use appropriate software to burn copies of the CD and print the labels, covers, and posters. Then get everyone involved in assembling the finished packages and putting your posters on display around the school.

### Checklist Certificate

Conclude the program with a music party at which students perform their songs and talk about all the talent, effort, and creative energy that went into producing them. Have students reflect on how they would feel if someone "lifted" their songs without permission. Then distribute copies of the **Music Rules!** checklist certificate and review the guidelines it provides.

### Follow-Up Activities

1. Perform your students' songs at a school assembly or on the school P.A. system. If you produce a CD, you might also make copies of it available in your school library.
2. Invite your school librarian to talk with students about copyright and the concept of intellectual property, particularly in relation to online research. Take this opportunity to inform students about the related concept of academic plagiarism and the importance of citing sources in their schoolwork.

### Online Resources

#### Careers in Music

<http://musicians.about.com/library/musicjobs/descriptions/blDescriptionsmain.htm>

#### Careers in Music (a brochure from the National Association for Music Education)

[www.menc.org/documents/CIM2.pdf](http://www.menc.org/documents/CIM2.pdf)

#### Computer Crime and Intellectual Property Section of the U.S. Department of Justice Criminal Division

[www.cybercrime.gov](http://www.cybercrime.gov)

#### The Copyright Alliance Education Foundation

[www.copyrightfoundation.org](http://www.copyrightfoundation.org)

#### FTC Consumer Alert: P2P File-Sharing: Evaluate the Risks

[www.ftc.gov/bcp/edu/pubs/consumer/alerts/alt128.shtm](http://www.ftc.gov/bcp/edu/pubs/consumer/alerts/alt128.shtm)

#### i-SAFE (offers a school assembly on intellectual property issues)

[www.isafe.org](http://www.isafe.org)

#### Legal Music Sites

[www.riaa.com/toolsforparents.php?content\\_selector=legal\\_music\\_sites](http://www.riaa.com/toolsforparents.php?content_selector=legal_music_sites)

#### Music Career Resources

[www.berklee.edu/careers/resources.html](http://www.berklee.edu/careers/resources.html)

#### Music Matters

[www.whymusicmatters.org](http://www.whymusicmatters.org)

#### Music Professions

<http://library.thinkquest.org/15413/professions/professions.htm>

#### Music United

[www.musicunited.org](http://www.musicunited.org)

#### The Pew Internet & American Life Project

[www.pewinternet.org](http://www.pewinternet.org)

#### Recording Industry Association of America

[www.riaa.com](http://www.riaa.com)

#### United States Copyright Office

[www.copyright.gov](http://www.copyright.gov)