

Digital Citizenship: Rights and Responsibilities

My Creative Work Grades K-2

Essential Question:

How can you give credit to your own creative work?

Lesson Overview

Students learn the basics- title, name, and date- for crediting creative work. In doing so, they discuss the importance of citing work, as well as recognizing that they should give themselves proper credit so that others can attribute their work when they use it.

Learning Objectives

Students will be able to ...

- define the Key Vocabulary term “credit.”
- list some reasons why credit is important for an artist.
- give themselves proper credit on their own work.

Estimated Time: 45 Minutes

Common Core Standards Alignment

grade K: RI.1, RI.4, RI.6, RI.10, RF.4, W.1, W.2, SL.1a, SL.1b, SL.3, SL.5, SL.6, L.1a, L.1f, L.6

grade 1: RI.1, RI.4, RI.10, RF.4a, SL.1a, SL.1b, SL.1c, SL.3, SL.6, L.6

grade 2: RI.1, RI.4, RI.10, RF.4a, SL.1a, SL.1b, SL.1c, SL.5, SL.6, L.6

NETS•S: 1a, 1b, 2b, 3b, 3d, 4c, 5a-d, 6a-b

Key Vocabulary

credit: public acknowledgement or praise given to a person

time capsule: a container filled with items intended to communicate information about the present time when discovered by people in the future

original: a piece of work that is new and created firsthand

publish: to present a finished piece of work to the public

Materials and Preparation

- Prepare a fictitious time capsule with a container (e.g., a shoebox) containing a few doodles or simplistic sketches that do not have names associated with them. You may want to provide hints in the sketches showing that you are the artist.
- Copy the **Time Capsule Self-Portrait Student Handout**, one for every two students, and then cut the handouts in half.
- Optional: Preview the free online drawing tool [picassohead](http://www.picassohead.com/) (<http://www.picassohead.com/>)
- Optional: Print your template for crediting work on address labels.

Introduction

Warm-up (10 minutes)

TELL students that you recently found a time capsule.

DEFINE the Key Vocabulary term **time capsule**.

EXPLAIN that you are trying to figure out whose artwork is inside the time capsule. Then open the time capsule box and display one of the drawings.

ASK: *Who do you think drew this picture?*

Answers will vary. Kids may guess, but emphasize that there is no way to know for sure who did the artwork because there is no name. The artist did not give himself/herself credit.

DEFINE the Key Vocabulary term **credit**.

SHOW the remaining artwork in the time capsule, and point out that none of the artwork has been credited.

ENCOURAGE students to guess who the artist may be. If they don't guess it is you, feel free to feign surprise, and then reveal you forgot that you created this time capsule a while ago, and that you are the artist.

DEFINE the Key Vocabulary term **original**.

EXPLAIN that artists sign their original works to show pride in their creativity, and to let people know who created it long after they are gone. (You may want to show examples of famous deceased artists and their signed work, such as Picasso, van Gogh, Monet, Warhol, and da Vinci.) After telling students that you are the artist, sign your name to each of the original sketches in front of your students.

Teach 1

Time Capsule (20 minutes)

EXPLAIN to students that, as a class, they are going to create their own time capsule.

INVITE each student to create a self-portrait to be included in a class time capsule.

DISTRIBUTE the **Time Capsule Self-Portrait Student Handout**, one for every two students. Then ask students to draw a picture of themselves. Alternatively, they can use a free online drawing tool such as [picassohead](http://www.picassohead.com/) (<http://www.picassohead.com/>)

Teach 2

Publish Original Work (10 minutes)

DEFINE the Key Vocabulary term **publish**.

ASK students if they are proud of the artwork they created. If they say yes, emphasize that part of showing this sense of pride is giving themselves proper credit.

ENCOURAGE students to think about what information they should include on their artwork in anticipation of “publishing” their work.

INTRODUCE a classroom norm, or template, for crediting all creative work. Consider including:

- **Title** of work
- **Name** of author
- **Date** of completion

Note: Sometimes classes will create a fictitious publishing company, and even include the publishing company name (e.g. Stephens’s Publishing Company).

SHARE this template on the board, or you can create templates on address labels that students can attach to the front or back of each piece of creative work.

ASK students to credit their work. (For younger students, help them write the pertinent information.)

INVITE students to put all of their artwork in a container (you can reuse your time capsule box) and then store away, or bury, the time capsule for students to find in the future. (You may want to determine a future date to “unlock” the time capsule.) Emphasize that your students’ creative artwork will now live on for all to see, since they properly credited their work.

ENCOURAGE students to revisit their binders, portfolios, or work on classroom walls (or even work at home), and add credit (title, name, date) to previously created work.

Closing

Wrap-up (5 minutes)

ASK: *How can you tell who created a piece of artwork?*

You can look for the title of the piece, the name of the artist, and/or the date of completion.

ASK: *How did you give yourself credit on your self-portraits?*

- **Title** of work
- **Name** of author
- **Date** of completion

ASK: *Why is it important to give yourself credit on your artwork?*

In giving themselves credit, artists can show that they are proud of their work. Also, others can learn more about the artist and share (cite) the work easily in the future.

If time permits...

EXTENSION ACTIVITY

Using popular books from your classroom or your school library, have students identify how published books are credited. Encourage them to point out the title, the author, and the illustrator on a book's cover. Introduce them to the title page, where the information appears again. You can even ask your students to hunt for the copyright date, which always appears on the title page with the symbol ©. This activity can also be completed using e-books, either online or on tablet devices. (Sites such as amazon.com or barnesandnoble.com often allow users to digitally preview the front matter of the books they sell.)