

Case 14: Does giving credit let the crew use the song?

Content note

This case explains general rules. It is not legal advice for your situation.

Overview

Students read a story in which Caio’s film recap uses a sampled track and a six-second TikTok clip. Mateo wants to post it tonight with a credit in the caption. They separate attribution, permission and fair use, then apply the U.S. Copyright Office’s four fair-use factors to the crew’s planned use. They then complete a rights log and propose a licensed or original alternative.

Before this case

Students should already be able to:

- find a detail in a short text and point to it
- sort items into two groups and give a reason
- write a complete sentence that answers a question

Objectives

Students will be able to:

- list each part of a creative project that someone else made
- explain the difference between giving credit and having permission
- suggest music the crew is allowed to use

Materials

- This chapter, one copy per student
- Evidence A and C on half-pages, one set per pair
- A list of music libraries your school allows students to use

The task in this edition

Task: Make a rights log for the crew’s short film and suggest a way to use music they’re allowed to use.

Students make: Rights log plus 3—4 sentences

Pacing

Opener (page 232): 5 min. Short on time: 5 min.

Key terms (pages 233 and 234): 8 min. Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

Look at the evidence (pages 237 and 238): 12 min. Short on time: 12 min.

Key idea (pages 239 and 240): 8 min. Short on time: skip. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Sort the evidence (page 241): 10 min. Short on time: 3 min. Do the first row together and stop.

Practice (pages 242 and 243): 8 min. Short on time: skip.

Pacing, continued

Your task (pages 244 to 246): 20 min. Short on time: 18 min. Fill in the rights log together on the board.

Check your work (pages 247 and 248): 6 min. Short on time: skip. Score the work yourself with the rubric.

Questions to discuss (page 249): 10 min. Short on time: 4 min. Use question 1 as an exit ticket.

Talk about this case at home (page 250): at home.

Periods: full chapter 87 minutes; one period 45 minutes.

Standards

- RI.6.1** Use evidence from the text to support what it says directly and what you can infer from it.
- W.6.1** Write an argument for a claim, backed by clear reasons and relevant evidence.
- W.6.5** With help from peers and adults, strengthen writing by planning, revising, editing or rewriting.
- SL.6.1.c** Ask and answer specific questions with details that add to the discussion.
- SL.6.1.d** Review the main ideas of a discussion and show you understand other views by reflecting and paraphrasing.

Case 14 plan, continued

Standards, continued

- RI.7.1** Use several pieces of evidence from the text to support what it says directly and what you can infer.
- W.7.1** Write an argument for a claim, backed by clear reasons and relevant evidence.
- W.7.5** With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.
- SL.7.1.c** Ask questions that draw out more detail, and respond with relevant ideas that bring the discussion back on topic.
- SL.7.1.d** Take in new information from others and change your view when the evidence calls for it.
- RI.8.1** Use the evidence that most strongly supports your analysis of what a text says and implies.
- W.8.1** Write an argument for a claim, backed by clear reasons and relevant evidence.
- W.8.5** With help from peers and adults, strengthen writing by planning and revising, focusing on purpose and audience.
- SL.8.1.c** Ask questions that connect several speakers’ ideas, and respond with relevant evidence and observations.
- SL.8.1.d** Take in new information from others and qualify or defend your view based on the evidence.

Codes of ethics

- **AIGA Standards of Professional Practice:** The designer’s responsibility to other designers
- **RTDNA Code of Ethics:** Independence and transparency
- **PRSA Code of Ethics:** Competition

Heat map

- **Opener (page 232):** Low
- **Key terms (pages 233 and 234):** Low
- **Look at the evidence (pages 237 and 238):** Low
- **Key idea (pages 239 and 240):** Low
- **Sort the evidence (page 241):** Low
- **Practice (pages 242 and 243):** Low
- **Your task (pages 244 to 246):** Low
- **Check your work (pages 247 and 248):** Low

Try it at your school

Start a rights log for your next project.

- List every outside clip, image, sound and quote before you edit
- Record the source and the license or permission for each
- Use your school’s licensed media or openly licensed libraries when you can

Try it at your school, continued

- Ask your media teacher or librarian about uses you’re unsure of
- Who to ask:** School librarian or media specialist, a media or film teacher, a college library’s copyright help page
- Safety:** Don’t share other people’s creative work as your own. If you get a takedown notice, talk with a trusted adult before responding.

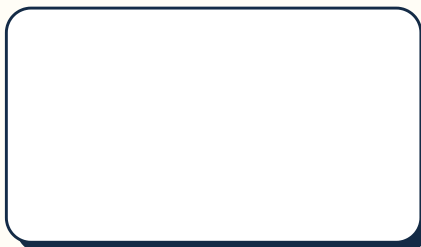
Sources

- NPR, “TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift,” February 1, 2024
- U.S. Copyright Office, “Fair Use Index,” No date listed

Case 14: Does giving credit let the crew use the song?

Mateo wants to post the crew's film tonight and credit the song's artist, but Caio wants to check the license first.

On your own Read What happened and underline the two pieces of the film that the crew did not make. About 5 minutes.



Caio, Mateo and Rafa laugh as they look at photos on a small digital camera.

Your role: You're the one who fills in the rights log before the film goes up. **New skill:** Check permission, not just credit.

What happened

It is Friday night, and Caio, 24, is editing the crew's festival film. The film is a short recap made from crew footage and interviews. At 9:40 p.m., he saves a rough cut. For 20 seconds, a released song plays under the setup montage. Caio pitched the song up slightly, and the song sets the mood for the whole scene.

The cut borrows one more piece. From 1:40 to 1:46, it shows a six-second clip downloaded from a TikTok post. That post used Stitch, TikTok's remix tool. The crew did not make the song or the clip.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" He wants the film online tonight. Caio asks what the credit gets them, and Mateo does not have an answer. Caio wants to check the license before they post.

Your question: Does a credit give the crew permission to use the song, and what should they do before they post?

Pacing

Full chapter: 5 min.

Short on time: 5 min.

Say this

"Mateo wants to post tonight with a credit in the caption. Is that enough?" — Hold a quick thumbs-up or thumbs-down vote. Do not settle it yet.

Watch for

Misconception: Students treat credit as permission. **Listen for:** "They gave credit, so it's fine." **Then:** Ask what question a credit answers. Write "Who made it?" and "Who said yes?" on the board.

Support

- Read What happened aloud while students follow along.

Heat check

Low.

Key terms

On your own Read each key term and its example, then write your first guess in the box. About 8 minutes.

Attribution Attribution is naming the person who made a work, such as a song, a photo or a video.

En español: atribución

In this case: Mateo's plan, "We'll credit them in the caption," would name the artist. It answers who made the song, not whether the crew may use it.

License A license is permission from a rights holder to use a work under specific terms.

En español: licencia

In this case: The rights log says "permission unknown" for both borrowed pieces. A license from each owner would fill in that column.

Fair use Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.

En español: uso justo

In this case: The crew would weigh the four factors for 20 seconds of a released song used as background mood. No number of seconds settles it.

Who is involved

Caio

Editing the crew's festival film

"Twenty seconds of that song carries the whole montage. That's exactly why I can't just borrow it and hope."



Mateo

Wanted the film online tonight

"I really texted 'we'll credit them, post tonight?' Then Caio asked what the credit gets us. I didn't have an answer."

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: 3 min. Read the key terms aloud. Skip Who is involved.

💬 Say this

"Write your first guess now. You will check it against the evidence later." — First guesses stay private unless a student wants to share.

👁 Watch for

Misconception: Students hear "fair use" as any use that seems fair. **Listen for:** "It's fair because they aren't making money." **Then:** Point to "judged case by case on four factors." Everyday fairness does not decide it.

📄 Support

- Draw three boxes: credit, permission, fair use. Students add one detail from the case to each box.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

🌡 Heat check

■□□ Low.

🔑 Answer key

Any first guess is fine. Students return to it on the My take page.

Your first guess

Before you look at the evidence, do you think a credit in the caption lets the crew use the song?

I think the credit ___ because ___.

 I think the credit is enough because it tells people who made the song.

Notes

This page continues page 233. The notes for both pages are on the sheet for page 233.

Reading passage

Credit is not permission

On your own Read the passage. At each Stop and think box, pause and answer the question in your head or with a partner. About 4 minutes.

Words to know

- **Attribution:** Attribution is naming the person who made a work, such as a song, a photo or a video.
- **License:** A license is permission from a rights holder to use a work under specific terms.
- **Fair use:** Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors.
- **Disclosure:** A disclosure is a clear statement that tells people about a relationship or fact they would want to know.

The story: A song that carries the scene

It is Friday night, and Caio is editing the crew's festival film. It is a short recap made from crew footage and interviews. At 9:40 p.m., he saves a rough cut.

For 20 seconds, a released song plays under the setup montage. Caio pitched it up slightly, and the song sets the mood for the whole scene. The cut borrows one more piece. From 1:40 to 1:46, it shows a six-second clip downloaded from a TikTok post. That post used Stitch, TikTok's remix tool. The crew did not make the song or the clip.

At 10:02 p.m., Mateo texts the crew chat: "We'll credit them in the caption. Post tonight?" Caio writes back one question: "Credit gets us what, exactly?" Mateo does not have an answer.

Your role is to fill in the rights log before the film goes up.

Stop and think. Why might Mateo think a credit in the caption is enough?

Two different questions

Attribution is naming the person who made a work, such as a song, a photo or a video. It answers the question "Who made this?" A **license** is permission from a rights holder to use a work under specific terms. It answers a different question: "Did the owner say yes to this use?" Mateo's caption would give attribution. It would not give the crew a license.

Pacing

Reading: about 4 min (426 words). Short on time: read it aloud together, pausing at each Stop and think.

Stop and think

1. **After "The story: A song that carries the scene":** Why might Mateo think a credit in the caption is enough?
2. **After "Two different questions":** What is the difference between attribution and a license?
3. **After "When the music went silent":** Why doesn't Stitch permission cover a festival film?

Two different questions, continued

In Case 8, you learned that a **disclosure** is a clear statement that tells people about a relationship or fact they would want to know. Naming the artist is honest, like a disclosure. But being honest about where something came from is not the same as having permission to use it.

Pitching the song up does not make it the crew's song either. "It's still their song, just a little higher," Caio says.

The crew starts a rights log. It lists each borrowed piece, who made it, where it came from and whether there is permission. Right now, both rows say "permission unknown." Mateo thought Stitch covered the TikTok clip. But Stitch works inside TikTok. A festival film is somewhere else.

Caio has two backup plans. The crew can use a library track with clear terms, or Dec can record a drum loop the crew owns. Either way, they post Sunday.

? Stop and think. What is the difference between attribution and a license?

When the music went silent

In February 2024, a licensing deal between Universal Music Group and TikTok ended. Videos using songs by artists like Taylor Swift and Olivia Rodrigo went silent (NPR, February 1, 2024). Nobody forgot to credit Taylor Swift. The license was the problem.

Fair use is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors (U.S. Copyright Office, updated July 2026).

? Stop and think. Why doesn't Stitch permission cover a festival film?

Sources

Real source | NPR | February 1, 2024

TikTok removes music from UMG artists, including Olivia Rodrigo and Taylor Swift

Real source | U.S. Copyright Office | July 2026

Fair Use Index

This page continues page 235. The notes for both pages are on the sheet for page 235.

Look at the evidence

On your own Read each document, then fill in both boxes under it. About 12 minutes.

Evidence A | Edit timeline

Caio's rough cut, Friday, 9:40 p.m.

0:00—0:18 crew footage, no music. 0:18—0:38 sampled track, pitched up slightly, under the setup montage. 0:38—1:52 crew footage and interviews. 1:40—1:46 a 6-second clip downloaded from a stitched TikTok post.

Look closely: Which two parts of the cut did the crew not make?

What it shows

➤ The film uses 20 seconds of a released song and a six-second TikTok clip.

One question I still have

➤ Who owns the song, and did they say the crew could use it?

Evidence C | Rights log

Rights log, started Saturday morning

Columns: element, who made it, where it came from, permission or license and date. Row 1: setup-montage music, the recording artist, a streaming download, permission unknown. Row 2: 6-second clip, a TikTok creator, downloaded from TikTok, permission unknown.

Look closely: Which column says “unknown” in both rows?

What it shows

➤ The crew listed the song and the TikTok clip and who made each one.

One question I still have

➤ How can the crew find out if they have permission?

⌚ Pacing

Full chapter: 12 min.

✂ Short on time: 12 min.

💬 Say this

“Put your finger on each row of the rights log. Which column says “unknown”?” — Wait for the permission column.

“Listen to Mateo’s message: “We’ll credit them in the caption. Post tonight?” Which question does it answer?” — Evidence B is not printed for grades 6—8. Read it twice.

👁 Watch for

Misconception: Students think the pitch change makes the song the crew’s own. **Listen for:** “They changed it, so it’s theirs now.” **Then:** Ask what the change added. The song is still recognizable, and nobody gave permission.

📄 Support

- Reduce the work to one element, the song, for students who need it.
- Read the timeline aloud and list each borrowed piece on the board.
- **Cognates:** attribution (atribución), license (licencia), permission (permiso), credit (crédito), music (música), original (original), factor (factor), purpose (propósito), market (mercado).

🔗 Stretch

- Ask why Stitch permission inside TikTok may not cover the same clip in a festival film.

🔥 Heat check

■□□ Low.

This page continues page 237. The notes for both pages are on the sheet for page 237.

Key idea: fair use

On your own Read the key idea and the code of ethics, then answer the question in the box. About 8 minutes.

Credit and permission answer different questions. **Attribution** is naming the person who made a work, such as a song, a photo or a video. It answers the question “Who made this?” A **license** is permission from a rights holder to use a work under specific terms. It answers another question: “Did the owner say yes to this use?” Mateo’s caption would give attribution. It would not give the crew a license.

Without a license, the crew could ask whether the use is fair use. **Fair use** is a part of U.S. copyright law that allows some uses without permission, judged case by case with four factors. The U.S. Copyright Office names the four factors. They are the purpose of the use, the nature of the original work, the amount used and the effect on the original’s market. No number of seconds is automatically safe. Even a short part can count against fair use if it is the most recognizable part of the song.

Platform tools come with their own limits. Stitch lets people remix another person’s video inside TikTok. That permission does not automatically cover a downloaded clip in a film shown somewhere else. Using music the crew records, or a track with a clear license, can avoid the fair-use question. Caio’s two backup plans follow this idea: a library track with clear terms, or a drum loop that Dec records.

Professional standards

Real source | AIGA, the professional association for design

AIGA Standards of Professional Practice: The designer’s responsibility to other designers

“A professional designer shall not accept instructions from a client that involve infringement of another person’s property rights without permission”

In plain words: Designers who belong to AIGA agree not to use other people’s creative work without permission, even when a client asks.

Question: The rights log says “permission unknown” for the track and the TikTok clip. What does Caio need for each row?

Pacing

Full chapter: 8 min.

 Short on time: skip this page. Read the first paragraph of the key idea aloud. Skip the code of ethics.

Say this

“Credit answers one question and a license answers another. Which question does each answer?” — Accept “who made it” and “did the owner say yes.”

“The AIGA code says not to use someone’s work without permission. What would Caio need?” — Wait for “a license for each row.”

Watch for

Misconception: Students treat the AIGA code as a law.

Listen for: “The crew could get arrested for breaking it.”

Then: Say: “A code of ethics is a standard a profession sets for its members. AIGA’s code binds its members, not the crew.”

Support

- Read the code quotation aloud. Point out the label: it is a real source, quoted word for word.

Stretch

- Compare the RTDNA line, which calls using work without attribution or permission plagiarism. Why does it name both?

Heat check

■□□ Low.

Professional standards, continued**Your answer**

For the song, Caio needs _____. For the clip, he needs _____.

👉 For the song, Caio needs a yes from the song's owner. For the clip, he needs the TikTok creator's permission.

In the news

Real source | CrashCourse (YouTube) | May 7, 2015

Copyright, Exceptions, and Fair Use: Crash Course Intellectual Property #3

Explains why giving credit is not the same as permission, and how fair use is weighed.

Real source | NPR | May 18, 2023

Supreme Court sides against Andy Warhol Foundation in copyright infringement case

Even a famous artist's new version wasn't fair use when it served the same purpose as the original.

Notes

This page continues page 239. The notes for both pages are on the sheet for page 239.

Sort the evidence

On your own Match each piece of evidence to the claim it supports, challenges or narrows. About 10 minutes.

Test the crew's two assumptions against the sources. Which evidence knocks each one down, and what single check could still make the plan work?

Evidence	Claim 1 Crediting the artist makes the use okay.	Claim 2 Twenty seconds is short enough to be fair use.
1 Credit names the creator but grants no permission	🔗 Challenges	🔗 Neither
2 Copyright Office: no formula makes a set amount safe; the heart of a work matters	🔗 Neither	🔗 Challenges
3 The sample is background mood, not commentary on the song	🔗 Neither	🔗 Challenges
4 Stitch permission applies inside TikTok, not to a downloaded clip in another film	🔗 Narrows	🔗 Neither

Still open

- Does any license cover this use? Check before posting.

Whose perspective is missing?

Whose view is missing from these documents? What would you ask them?

The view that is missing is _____. I would ask _____.

🔗 The TikTok creator's view is missing. I would ask if the crew can use the clip in their film.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 3 min. Do the first row together and stop.

💬 Say this

“Which piece of evidence challenges the idea that credit is enough?” — Model the first row together.

👁 Watch for

Misconception: Students mark Stitch permission as proof the clip is fine to use. **Listen for:** “TikTok lets you stitch, so it's allowed.” **Then:** Stitch works inside TikTok. It narrows the claim; it does not settle the festival use.

📄 Support

- Let students write S, C or N in each box before they write sentences.

🔥 Heat check

■□□ Low.

Practice: choose a response

On your own Choose the plan you would pick and explain why, then fix the two marked lines. About 8 minutes.

Caio's cut uses about 20 seconds of a released song as background mood for the crew's festival film. Mateo texts, "We'll credit them in the caption. Post tonight?" Which plan should the crew choose?

- ☐ A Credit the artist in the caption and post tonight.
- ☒ B Pause the upload. Check the track's license, and swap in licensed or original music if the license does not cover this use.
- ☐ C Cut the song to ten seconds, since short clips are fair use.

Why I chose it

➤ B. It checks for permission before posting and still has a plan to finish the film. A credit alone does not give permission.

Improve a draft

A student's first draft

We're good to post! ① We only used like 20 seconds of the song and we're putting the artist's name in the caption so they get credit. Plus it's not like we're making money off it, it's just for our page. ② Everyone uses songs like this on TikTok anyway so it's fine. We even changed the pitch a little so it's basically our own version now, and the whole cut is under two minutes. If they don't like it they can just ask us to take it down.

⌚ Pacing

Full chapter: 8 min.

✂ Short on time: skip this page.

💬 Say this

"It is 10:02 p.m. and Mateo wants to post. Which plan do you choose?" — Hold a vote before any discussion.

👁 Watch for

Misconception: Students choose the ten-second plan. **Listen for:** "Ten seconds is always fair use." **Then:** Ask where the Copyright Office names a safe number of seconds. It names none.

📖 Support

- Read the three options aloud before students choose.

🌡 Heat check

■□□ Low.

Improve a draft, continued

Rewrite each marked phrase so it says only what the evidence supports.

Rewrite phrase 1

✎ We used about 20 seconds of the song. No number of seconds is automatically safe.

Rewrite phrase 2

✎ Songs inside TikTok have their own license. Ours is a download, so we must check.

Notes

This page continues page 242.

✎ Answer key

A revised version: Plan: we're pausing the upload tonight. We used about 20 seconds of the song as background mood, which isn't commentary on the song, and crediting the artist doesn't give us permission. We'll try two options. First, Caio will check whether the track has a license that covers this use. If not, we'll swap in a track from a library with a clear license, or Dec will record a short drum loop we own. We'll keep a rights log with the source, license and date for every clip and sound, then post by Sunday.

Other notes on the draft:

- “putting the artist’s name in the caption” Good practice, but credit isn’t permission.
- “it’s not like we’re making money off it” Noncommercial use is one consideration, not an automatic yes.
- “they can just ask us to take it down” That puts the risk on the artist. Check first.

Grades 6–8

Your task

On your own Read the steps and fill in the planner boxes before you start your draft.

Make a rights log for the crew's short film and suggest a way to use music they're allowed to use.

Use: The case scenario and a kid-friendly summary of the Copyright Office page.

You'll make: Rights log plus 3–4 sentences

Time: 45 minutes

Notes

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard sheet of stationery.

Pacing

Full chapter: 20 min.

⌘ Short on time: 18 min. Fill in the rights log together on the board.

 Say this

“Two parts of this film came from someone else. What do you need to know about each?” — Write “Who made it?” and “Did they say yes?” on the board.

Watch for

Misconception: Students write that the song is fine because it is short. **Listen for:** “It’s only 20 seconds.” **Then:** Point to the key idea: no number of seconds is automatically safe.

 Support

- Rights-log template: what, who made it, permission?
- Frames: “Credit tells people __. Permission means __.”
- Vocabulary: copyright, credit, license
- List of free-to-use music libraries for school

Stretch

- Explain why “it’s only ten seconds” isn’t a rule.

Heat check

Low.

Your task, continued

- 1 Circle each part of the rough cut in Evidence A that the crew did not make.
- 2 Write who made each part, using the rights log in Evidence C.
- 3 Mark each part with a check for permission or a question mark for unknown.
- 4 Choose music the crew is allowed to use in place of the song.
- 5 Write 3 or 4 sentences in the Your draft box that explain your plan.
- 6 Check that your sentences say what credit does and what permission means.

Show it your way

Write it: Write 3—4 sentences with the frame
“Credit tells people __.
Permission means __.”

Say it: Explain to a partner the difference between giving credit and having permission, using the song in Caio’s film as your example.

Show it: Fill the rights log as a picture table: a small drawing of each clip or sound, who made it and a check or question mark for permission.

Prefer typing? Scan to open the online workspace.

Borrowed part 1, and who made it

☞ The song, 20 seconds. The recording artist made it.

Permission for part 1

☞ ? Unknown. A credit does not give permission.

Borrowed part 2, and who made it

☞ The six-second TikTok clip. A TikTok creator made it.

Permission for part 2

☞ ? Unknown. Stitch covers remixes inside TikTok.

This page continues page 244.

Standards

Common Core, grade 6: RI.6.1; W.6.1; W.6.5; SL.6.1.c; SL.6.1.d.

Common Core, grade 7: RI.7.1; W.7.1; W.7.5; SL.7.1.c; SL.7.1.d.

Common Core, grade 8: RI.8.1; W.8.1; W.8.5; SL.8.1.c; SL.8.1.d.

The Case plan sheet gives each code in plain words.

Answer key

A strong response:

- Lists each outside element
- Separates credit from permission
- Suggests a realistic alternative
- Doesn’t claim a guaranteed legal answer

What to notice in the sample:

1. States what credit does, in the student’s own words.
2. Applies the difference to the crew’s film.
3. Suggests a realistic alternative.

Your task, continued

Music the crew is allowed to use

- A library track with clear terms or Dec's own drum loop

Your draft

Credit tells people _____. Permission means _____.

☛ Credit tells people who made the song. Permission means the owner said yes to how we use it. We have credit but no permission yet. We should use a library track with clear terms or record our own music.

Notes

[illegible]

This page continues page 244. The notes for both pages are on the sheet for page 244.

Check your work

On your own Answer the Check your work questions, mark your level in each rubric row and write one change you made. About 6 minutes.

- Does your rights log list both borrowed parts? ☒ Yes ☐ No
- Does it say who made each part? ☒ Yes ☐ No
- Do your sentences explain credit and permission separately? ☒ Yes ☐ No
- Does your plan avoid promising that the use is legal? ☒ Yes ☐ No

How your work is scored

Mark one box in each row.

Skill	Beginning	Developing	Proficient	Advanced
Evidence	☐ Relies on myths.	☐ Cites credit as permission.	☐ Uses the four factors or license terms.	☐ Uses factors, license terms and platform differences.
Reasoning	☐ Assumes any use is fine.	☐ Applies one factor.	☐ Separates credit, permission and fair use.	☐ Weighs factors honestly and chooses a lower-risk path.
Audience & purpose	☐ Ignores the artist.	☐ Considers only the crew.	☐ Considers the artist and the audience.	☐ Balances creative goals with respect for the original creator.
Revision	☐ No change.	☐ Adds a credit.	☐ Replaces myths with a rights plan.	☐ Explains each step and a realistic alternative.

Pacing

Full chapter: 6 min.

 Short on time: skip this page. Skip this page. Score the work yourself with the rubric.

Say this

“Mark your level in each row. Then make one change and say why.” — Circulate and ask for one myth removed or one source added.

Watch for

Misconception: Students add a credit line and call it a revision. **Listen for:** “I added the artist’s name.” **Then:** Point to the Revision row. Adding a credit is level 2; a rights plan is level 3.

Heat check

 Low.

Answer key

How to assess: The educator checks the rights log for every outside element and the sentences for the credit-versus-permission distinction and a realistic alternative.

Proficient looks like:

- **Evidence:** Uses the four factors or license terms.
- **Reasoning:** Separates credit, permission and fair use.
- **Audience & purpose:** Considers the artist and the audience.
- **Revision:** Replaces myths with a rights plan.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Questions to discuss

On your own Write a short answer to each question, then complete each sentence frame. About 10 minutes.

- 1 Caio pitched the song up slightly. Does changing a song make it a new work? Why or why not?

➤ No. It is still their song, only a little higher. Changing the pitch does not give the crew permission.

- 2 Mateo says the TikTok clip goes in the rights log as “unknown.” What would the crew need to find out to fill in that row?

➤ Who made the clip, and whether that person says the crew can use it in their film.

My take

I think the crew should ___ because ___.

➤ I think the crew should check the license before posting because a credit does not give permission.

The evidence that changed my first guess is ___.

➤ The rights log changed my first guess. It says “permission unknown” for both pieces.

One question I still have is ___.

➤ One question I still have is who owns the song, the artist or someone else.

⌚ Pacing

Full chapter: 10 min.

✂ Short on time: 4 min. Use question 1 as an exit ticket.

💬 Say this

“Answer with a detail from the evidence, not a rule you heard online.” — Post the question numbers and collect one answer per question.

➤ Stretch

- Compare Caio’s two backup plans: a library track with clear terms or a drum loop Dec records. What does each need in the rights log?
- Going further: Apply the four fair-use factors to the six-second TikTok clip instead of the song. Which factor is hardest to judge, and why?
- Going further: Sketch two short storyboards of the setup montage: one with the sampled song and one with licensed or original music. Compare what each version makes viewers feel and what each one needs before it can be posted.
- Going further: Choose a sound or clip you have seen reused in several online videos. Trace it back to the earliest post you can find. Write a credit line for it, and note whether that post says anything about permission.
- Going further: Before you edit your next video or slideshow, list every outside clip, image, sound and quote. Record the source and the license or permission for each one. Ask your school librarian or media teacher about any use you are unsure of.

🔥 Heat check

■□□ Question 1: Low.

Talk about this case at home

Case 14: Does giving credit let the crew use the song?

In this case, a group of friends wants to post a short film that uses 20 seconds of a released song. Your student compared giving credit with getting permission, then planned what the crew should do before posting.

Questions to talk about

- 1 What is the difference between giving credit and getting permission?
- 2 Why might a short part of a song still need permission?
- 3 Where could a student find music they have permission to use?

Nobody needs to share personal stories or private information to talk about this case.



See the case online.

Case 14 | Talk about this case at home

| Grades 6—8 educator edition

🕒 Pacing

At home: this page takes no class time.

💬 Say this

“Share this page at home, or read it with an adult you trust.”
— Nobody needs to share a personal story to complete it.