What the Dickens?

Lesson 6: All my own work!

Key Stages: KS2 – Yr 5 & 6, KS3

Term: Spring

Timing: 60 mins

This Lesson Plan has been designed to be used with either Year 5 or Year 6 at Key Stage 2 or with Years 7, 8 or 9 at Key Stage 3. Content can be adjusted according to the range of abilities within the class, to provide sufficient challenge for the most able students and accommodate individual school lesson plan requirements. Lesson timings are approximate and can be easily adjusted.

Prior knowledge:

Outline knowledge of Charles Dickens’ life.

Some familiarity with the work of Charles Dickens.

Understanding of the terms, ‘plagiarism’ and ‘copyright’.

Objective:

By the end of the lesson students should:

* have acquired a well-informed, balanced view of the ramifications of plagiarism, copyright theft and the theft of creative ideas in general on:
  + the creative talent producing those ideas.
  + the creative industries as a whole.
  + the person or people who steal the ideas;
* have synthesised the themes of the previous five lessons (e.g. cliffhanger endings, episodic structure, strong character delineation etc.) into their stories.

Main curriculum links:

Key Stage 2

* En1 Speaking and listening: 1a-f, 2a,b,d, 3a,c,d, 6a
* En2 Reading: 2a,b,d, 4a,b,c,e,h
* En3 Writing: 1a,b,c, 2a

Key Stage 3

* En1 (a) Gaining a sense of the English literary heritage and engaging with important texts in it
* 1.3 Cultural understanding
* 1.4 Critical understanding
* **3.2 Reading**

Other curriculum links:

Key Stage 2

* PSHCE: 1a, 4b, 4f
* History: 1a, 2a, 2b, 3, 4a

Key Stage 3

* Citizenship: Rights and responsibilities

Equipment and resources:

* Per project: IWB/DVD player
* IWB/DVD player computer access as appropriate

Preparation required:

Access to a computer, speakers and IWB/screen to show videos.

Settling activity/Starter:

Timing: 10 mins (*Timings adjustable according to teacher preferences)*

Teacher presents one or more of the video clips to remind students of key points made.

Main teaching phase:

Timing: 35 mins

Students individually, in pairs or in groups, reflect on how their views of plagiarism, copyright theft and other associated issues may have altered over the course of the module and why. Students complete Activity Sheet 6.

Full class discussion in which teacher invites students to share their experience (as above) with class.

Discussion moves on to explore aspects of the moral dimensions of copyright theft. Students are encouraged to consider the ramifications of copyright theft for the creative talent who produced the ideas, on the creative industry as a whole and also on the person who is responsible for the theft of the ideas (in terms of the way it might adversely affect his/her own creativity and development as a creative talent).

Teachers might like to refer to the copyright information at [www.gov.uk/topic/intellectual-property/copyright](https://www.gov.uk/topic/intellectual-property/copyright) to inform this discussion.

Teacher recaps on how writing can become ‘out of copyright’ and why it is possible for the class to be using Charles Dickens’ works freely. (Go to: [www.gov.uk/copyright/how-long-copyright-lasts](http://www.gov.uk/copyright/how-long-copyright-lasts) to find out how long copyright lasts.)

Teacher encourages story writers to have included one or more of the key features of Charles Dickens’ writing e.g. cliffhanger endings, episodic structure, strong character delineation, descriptive passages etc.

Plenary:

Timing: 15 mins

Teacher shares one (or more if time permits) complete story with class.

Homework/Extension:

Students share and celebrate completed stories that have been created.

Using the school, classroom or local library, students choose a Charles Dickens novel to read.

Alternatively, students may write a short story which demonstrates why breach of copyright is so damaging. The story is to be aimed at younger students.