



Lesson Plan: Who Owns It?

Lesson Activity Steps:

	Teacher Steps	Student Expectations
Hook 5-10 minutes	Show clip from movie “Rango” in which the town mayor explains to Rango that whoever controls the water controls everything. In large group discussion, ask students: Can any person really OWN water? Under what conditions? Discuss the various situations where water can clearly be seen as personal property and situations where it is not clear, such as water in the ocean or a lake.	Students should recognize that water rights are fairly clear when it is packaged, but ownership is harder to define if it is in a lake or stream.
Activity 10 minutes	Hold up pictures of several items; a Disneyland season pass; a bicycle; and a gun. For each item, students will follow along on handout #1 that identifies the rights associated with each item. Through class discussion, students will understand the privileges and limitations associated with ownership, use and transfer of each item.	Students will recognize that rights of ownership vary from item to item, but that the rights associated with various items can be identified by their characteristics.
Activity 15 minutes	Divide class into small working groups and give each group a set of pictures (a library book, a hamburger, a garden, a can of paint, and a stream). Within each group, have students discuss each item and answer the following questions: -Who is the likely owner of the item?	Student understanding should focus on the variety of ways that ownership is defined, and the range of privileges attached to different types of property.



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	<p>-What are the owner's privileges and limitations?</p> <p>-How is ownership of this item the same as, or, different from other items in the group of pictures?</p> <p>After discussing each item, students will complete the chart in handout #1, identifying the characteristics of property rights for the items in the pictures.</p> <p>After group discussion, have each group prepare a one-sentence generalization about property rights based on their discussion.</p>	
<p>Class Discussion</p> <p>10 minutes</p>	<p>Put a copy of handout 1 on an overhead display and discuss with the class the property rights and privileges associated with each of the items they discussed in their groups. For each item, have the class consider the following:</p> <ul style="list-style-type: none"> -Are the property rights well-defined? -Are the property rights exclusive? -Are the property rights transferable? -Are the property rights enforceable? <p>For further discussion, as the class to consider what happens to the transferability, exclusivity, and enforceability of property rights that aren't or can't be clearly defined. (Without clear property rights, the characteristics that define ownership are very difficult to identify.)</p>	<p>Students should be able to recognize that there are different rights attached to the different types of property and provide examples of limitations that they have experienced with regard to types of property similar to the pictures.</p>
<p>Activity</p>	<p>Have students return to their small groups and</p>	<p>Students should recognize</p>



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Curricula for K-12 Civics Education

<p>5 minutes</p>	<p>add 3 more items to their charts in handout #1 – bottled water on the grocery store shelf; water in a lake, and water flowing in a stream</p> <p>Have each group identify the privileges and limitations of ownership for each of the three types of water.</p>	<p>that the property rights for water in the bottle are much easier to define than the rights for water in lakes or flowing in streams.</p>
<p>Class Discussion</p>	<p>Ask the class group to discuss the following: -<i>Are property rights to water always the same?</i> -<i>Which is more likely to create a conflict; ownership of water in a bottle, or ownership of water in a stream or lake? Why?</i></p> <p>Distribute handout #2 – The Impact of Water Law on People's choices</p> <p>Discuss with class the different types of water law that are applied when water rights are not clearly defined and a conflict arises.</p>	<p>Students should be able to give examples about limits to water rights that they have experienced.</p> <p>Students should recognize that since property rights to bottled water are clearly defined, there is not likely to be conflict over ownership; however, since property rights to water in a lake or stream are not well defined, it is common for people to have disputes over ownership and use of water.</p>



CALIFORNIA ON MY HONOR

Curricula for K-12 Civics Education

<p>Wrap-up Discussion</p>	<p>Point out to students that when property rights are clearly defined, there is less conflict about how property is to be used by people. Problems arise when there are no clear property rights, or the rights of two people are in opposition.</p> <p>In the case of disputes over the ownership of water without clearly defined property rights, different types of water rights law are applied which help to resolve issues of unclear rights of ownership.</p>	
<p>Assessment</p>	<p>Authentic Assessment – GRASPS Activity</p>	

Special Needs of students are considered in this lesson:

All students should have the ability to recognize the items used in the lesson, and should be able to relate to the different uses of each item. Group discussion, sharing out and completing the grid worksheet are all activities that engage learners of all levels and abilities.