



## Lesson Plan: Who Owns It?

**Assessment:** Student will be evaluated informally by teacher observation of participation and contribution to group effort. In addition, student will perform an authentic task (GRASPS) evaluated by a rubric.

	GRASPS: Your Goal
Goal	Your assignment is to work with your group to create a presentation that asks the class to decide the application of water rights surrounding a controversy. Each group will receive a specific case situation that identifies its role in a controversy and a particular type of water right to be applied to the facts of the situation. Your group will prepare a PowerPoint presentation that : <ol style="list-style-type: none"><li>1) Explains the situation and controversy over water rights.</li><li>2) Identifies the various interest involved in the controversy.</li><li>3) Identifies the type of water right law being applied.</li><li>4) Seeks to persuade a jury (classroom peers) that its side should prevail.</li></ol>
Role	You are one of the participants in a controversy over water rights. You are trying to convince a jury (your peers) that your position on the issue is the correct one.
Audience	A classroom jury consisting of all members of the class present.
Situation	Various case studies. (Handout – attached.)
Performance	You will make a persuasive argument through a PowerPoint presentation, after which the jury (class) will conduct a poll to determine its decision.
Standards for Success	Students will be graded based on the performance rubric provided.



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Curricula for K-12 Civics Education

## Quality Criteria: GRASPS Assessment Rubric

Criteria	Advanced	Proficient	Basic	Below Basic
<b>Information Organization</b>	Clearly explains the issues involved in the controversy, the interests involved and the water rights law to be applied to the facts of the case.	Presents information to analyze controversy, identifies most interests involved and substantially identifies the water rights.	Introduces the basic facts of the controversy, names the parties involved, and acknowledges the type of water rights involved.	Does not identify the facts of the issue in controversy or the parties to the issue. Does not mention the type of water rights involved or their application to the controversy.
<b>Group Presentation</b>	All group members are present. Each group member is responsible for a portion of the presentation and carries out their responsibilities. Presentation is clear, informative and captures attention of class members. Presentation demonstrates strong understanding of the material.	All group members are present. A majority of group members take part in the presentation. Presentation is clear and conveys the information required. Presentation demonstrates a clear understanding of the material.	One group member is absent, one or two group members participate in the presentation. Presentation lacks complete focus and is not well organized or clear. Presentation shows a limited understanding of the material.	One or more group members is absent, one group member participates fully in the presentation. Presentation is poorly planned and shows a minimal understanding of the material.
<b>PowerPoint Presentation/ Clarity and technical quality</b>	PowerPoint is clear, concise and presents accurate information that is NOT directly taken from the explanation materials. PowerPoint is easily understood and informative.	PowerPoint is clear and informative; most information is original and accurate. PowerPoint generally understood and helpful to student understanding.	PowerPoint is somewhat correct and focused, mostly accurate and uses only some direct phrases from the explanation materials. Demonstrates limited understanding.	PowerPoint is mainly a repetition of the explanation materials, is mainly read directly from the PowerPoint and is somewhat accurate and informative.
<b>Persuasive Techniques</b>	Presentation contains language that is clear and value neutral; all necessary information is presented; student audience has sufficient factual information to apply water law to the issues to make a decision	Presentation is mostly complete, correct and presented in a way that allows the audience to see both sides of the controversy.	Presentation is somewhat complete, with information that is somewhat balanced. Audience is able to decide the case after viewing most of the information for both sides.	Presentation is not balanced and fails to present the controversy in a balanced manner. Audience decision is based on information for one side only.