12

Economics Standard 12.1.4.

Teacher's Masters

California Education and the Environment Initiative

Private Property and Resource Conservation

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
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Key Partners:

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Contents

Lesson 1 Rights to a Precious Resource

None required for this lesson.

Lesson 2 The Tragedy of the "Water" Commons

None required for this lesson.

Lesson 3 Applying Utilitarianism to Water Resources

Simulation Roles 2

Lesson 4 Private Property and Conservation

None required for this lesson.

Lesson 5 Incentives to Conserve

None required for this lesson.

Assessments

Private Property and Resource Conservation—Traditional Unit Assessment Master 3

Private Property and Resource Conservation Project Description—Alternative Unit Assessment Master 6

Constitutional Lawyer

Owens Valley Resident

Los Angeles Business Owner

Conservationist

Former Owens Valley Resident

Preservationist

Name: _____

Part 1

Instructions: Select the best answer and circle the correct letter. (2 points each)

1. Water in California is _____.
   a. free from government regulation
   b. subject to prior appropriation
   c. private property
   d. a publicly-owned good

2. A Gold Rush prospector likely believed in _____.
   a. appropriative rights
   b. riparian rights
   c. common rights
   d. equal rights

3. What did California's 1928 Amendment to the Constitution do?
   a. It made water public property.
   b. It proved "The Tragedy of the Commons."
   c. It made timber a private property.
   d. It proved the triumph of free enterprise.

4. Land trusts are an example of _____.
   a. public property
   b. riparian rights
   c. private conservation efforts
   d. scarcity and choice

5. Which of the following is an incentive for private property owners to conserve?
   a. a tax on resource use
   b. the Endangered Species Act
   c. a conservation bank
   d. the Clean Water Act

6. "The Tragedy of the Commons" demonstrates problems with which of the following ways to manage resources?
   a. common property
   b. private ownership
   c. government regulation
   d. appropriative rights

Name: _____

7. Which of the following is a common-property good?
- a. oil
- b. timber
- c. air
- d. crops

8. How does a conservation easement affect a property owner?
- a. It restricts a person's use of the property in specific ways.
- b. It means the person no longer owns the property.
- c. It gives the government control of the property.
- d. It encourages the person to harvest resources from the property.

9. Which of the following is an example of a resource that is managed through private property ownership?
- a. water
- b. timber
- c. oceans
- d. air

10. What was one of the effects of the Owens Valley aqueduct?
- a. It contributed to the passage of a 1928 amendment to the state's constitution.
- b. It contributed to the contamination of the Los Angeles water supply.
- c. It contributed to the wealth of Owens Valley residents.
- d. It contributed to the argument for private ownership of water.

Part 2

Instructions: Answer each of the following questions, using complete sentences in your response. (10 points each)

11. Explain the following statement: In the case of water, scarcity involves both quality and quantity.

12. Identify and explain one benefit of private property as a means to conserve natural resources. Identify and explain one drawback of private property as a means to conserve natural resources.

Name: _____

13. Explain the *Lux v. Haggin* ruling. What did it reveal about California's water law?

14. Decisions about California's water use are complicated, and have changed over time. For each of the situations listed below, answer these two questions:
    - Who made decisions about water use?
    - What factor or factors did they consider in making their decision?

The Gold Rush:

Owens Valley:

Water Commission Act of 1913:

1928 Amendment to the California Constitution:

Name: _____

Instructions: You are going to complete a project that uses the information and insights you have gained through your work in this unit. You will research and report on a natural resource that has been important in your community's economy. You might focus on the past, the present, or both. For example, a focus on timber might begin in the past and continue to the present, while a focus on mercury mining might begin and end in the past if mercury is no longer mined here.

Use these questions to guide your research and help you stay focused. The answers to the questions should appear in some form in your final presentation.

- What resource did you study?
- Was the resource considered common property at one point?
- Was the resource considered private property at one point?
- If so, how did private ownership and use of the resource influence it? How did this affect the economy?
- Did users and owners of the resource choose to conserve or improve the resource? If so, how? If not, what happened to the resource over time?
- Were government incentives and regulations implemented to conserve and improve the resource? If so, describe them. How well did they work? Did conservation or improvement of the resource result from those actions? Why or why not?
- How would you evaluate the influence of private and/or public ownership on the resource? Discuss in your answer the quantity and quality of the resource; who benefited from using (and/or selling) the resource; and who, if anyone or any plant or animal species, was hurt by using or selling of the resource.

The scoring tool on the next page will be used to score your presentation.

Your presentation is due on _____.

Name: _____

Private Property and Resource Conservation Project Scoring Tool

Content (30 points total)

____ Identifies resource and correctly describes its ownership status. (3 points)

____ Explains how public or private ownership of the resource affected the quality and quantity of the resource. (5 points)

____ Explains how owners/users of the resource did/did not conserve and improve it. (3 points)

____ Describes the results of their action or non-action. (4 points)

____ Identifies and describes government regulations and/or incentives regarding the resource. (5 points)

____ Evaluates the influence of private and/or public ownership on the resource, discussing the quantity and quality of the resource; who benefited from using (and/or selling) the resource; and who, if anyone or any plant or animal species, was hurt by using or selling of the resource. (10 points)

Presentation (10 points)

If the project is a written report: It is clearly written, well-organized, and is easy for a reader to follow. It has a clearly stated thesis, provides supporting evidence, and includes analysis and conclusion as assigned.

If the project is an oral presentation: It is well-organized and easy to follow. The student speaks clearly and slowly. The presentation has a clearly stated thesis, provides supporting evidence, and includes analysis and conclusion as assigned.

If the project is a poster or video presentation: It is well-organized and contains visual resources that contribute to the student's argument. The presentation has a clearly stated thesis, provides supporting evidence, and includes analysis and conclusion as assigned.

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