



## Private Property for the Win! | Worksheet

### Matching

Match the definition in Column A with the term in Column B.

#### Column A

- \_\_\_\_\_ Resources owned by government for everyone's use.
- \_\_\_\_\_ Creating value by expanding markets.
- \_\_\_\_\_ Money gained when a business succeeds or grows.
- \_\_\_\_\_ Motivations that influence how people act or work.
- \_\_\_\_\_ Government purchasing through one authority.
- \_\_\_\_\_ Resources owned by individuals who control their use.

#### Column B

- a. Private Property
- b. Public Property
- c. Incentives
- d. Profit
- e. Market Development
- f. Centralized Process

### Multiple Choice

1. **Why did the early colonies switch from shared farming to private property?**
  - a. Shared farming was a resounding success for everyone.
  - b. King George wanted his cut of the produce.
  - c. Shared farming led to starvation and neglected fields.
  - d. Private farming required less work.
2. **What is one downside of a government-run grocery store?**
  - a. It has a large variety of options for customers
  - b. Employees earn too much money
  - c. It is more expensive for all customers
  - d. It must purchase goods through a centralized process
3. **Why does private property often lead to better upkeep and responsibility?**
  - a. Central planners can control property better than individual owners.
  - b. Owners want customers to see clean, well-stocked stores.
  - c. Group ownership means everyone gets what they need.
  - d. Wealth and property are just tools of capitalist power.
4. **Why does private ownership lead to a better understanding of customer needs?**
  - a. Owners gain strategic knowledge that helps them adapt to needs and trends.
  - b. Customers should not have personal preferences or needs for items.
  - c. Collective ownership works because individuals don't need special treatment.
  - d. Equal distribution matters more than knowing people's preferences.

### Application

Imagine your school announces that all lunches will now come from a single, government-run kitchen. No competition is allowed, and students cannot bring food from home. Using what you've learned about incentives, explain how this change might affect the quality, variety, and improvement of the lunches over time. In your answer, make sure to:

1. Describe who "owns" the lunch system in this scenario.



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2. Explain what incentives (or lack of incentives) the owners or workers have to improve the food.
3. Apply the idea that when customers have no choices, producers may have less reason to change.
4. Predict the likely results for students (the customers) over time.

## Private Property for the Win! | Answer Key

### Matching

Match the definition in Column A with the term in Column B.

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- a. Resources owned by individuals who control their use.

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4. Predict the likely results for students (the customers) over time.

#### Sample Answer Key:

*In this scenario, the government owns the entire lunch system, so no individual or business is responsible for the quality of the food. Because the system is state-run, the workers don't really gain anything if the food gets better, and they don't lose anything if it gets worse. There's no competition, so they don't have to care about what students prefer or whether the menu improves.*

*Since students have no choices—no outside food, no other lunch providers—the kitchen doesn't face any pressure to adapt to student tastes or community needs. Without personal ownership or customer choice, there's very little incentive to improve the meals.*

*Over time, the lunches would probably become more basic, less varied, and less responsive to what students want. The quality might drop because no one is rewarded for making it better. Students would get whatever the centralized system decides, even if it doesn't match their needs or preferences.*

#### Guidance for Grading

- ☐ **Ownership:** A correct answer should clearly state that the **government** (not individuals or private owners) controls the lunch system, meaning no personal stake in quality or improvement.
- ☐ **Incentives:** Students should explain that workers or managers have **little or no incentive** to improve food because:
  - they don't profit from better meals,
  - they don't lose anything from neglect,
  - and their job outcomes don't depend on customer satisfaction.
- ☐ **Customer Choice:** A strong answer applies the principle that **when customers have no alternatives**, producers face no pressure to innovate or adjust. Students should connect limited choice to reduced motivation for improvement.
- ☐ **Predicted Outcomes:** The prediction should follow logically from the reasoning:
  - lower quality
  - less variety
  - little improvement over time
  - menus that ignore student preferences
  - a system that becomes generic, stagnant, or inefficient