

To Limit, or Not to Limit

Characteristics of Limited and Unlimited Governments

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Grade Level	9th – 12th Grade	**Time Frame**	75 minutes
Subject	Social Studies	**Duration**	2 periods
Course	U.S. Government		

Essential Question

What do limited and unlimited governments look like?

Summary

In this lesson, students will learn about and explore characteristics of limited and unlimited governments. After accessing their prior knowledge about governments, students will analyze quotes about governmental power, classify characteristics of governments, and explore historical and contemporary governments through a Google Earth tour. Learning will be assessed by the creation of a Venn diagram of unlimited and limited governments.

Snapshot

Engage

Students analyze statements about government structures.

Explore

Students examine and discuss quotes about governmental power.

Explain

Students classify traits of unlimited and limited governments.

Extend

Students categorize historical and contemporary governments as unlimited or limited.

Evaluate

Students create a Venn diagram to compare the characteristics of limited and unlimited governments.

Standards

Oklahoma Academic Standards (Social Studies: United States Government (9th through 12th grade))

USG.1.1: Compare the essential characteristics of limited versus unlimited governments.
USG.1.2: Compare historic and contemporary examples of unlimited governments to examples of limited systems.

Attachments

- Characteristics of Limited and Unlimited Governments—To Limit, or Not To Limit - Spanish.docx
- Characteristics of Limited and Unlimited Governments—To Limit, or Not To Limit - Spanish.pdf
- Characteristics of Limited and Unlimited Governments—To Limit, or Not To Limit.docx
- Characteristics of Limited and Unlimited Governments—To Limit, or Not To Limit.pdf
- Common Cartridge—To Limit, or Not to Limit.zip
- Countries Biographies Teachers Guide - To Limit or not to Limit.docx
- Countries Biographies Teachers Guide - To Limit or not to Limit.pdf
- Lesson Slides - To Limit or not to Limit.pptx
- Magnetic Statements (Face to Face)—To Limit, Or Not To Limit - Spanish.docx
- Magnetic Statements (Face to Face)—To Limit, Or Not To Limit - Spanish.pdf
- Magnetic Statements (Face to Face)—To Limit, Or Not To Limit.docx
- Magnetic Statements (Face to Face)—To Limit, Or Not To Limit.pdf
- T-Chart—To Limit, or Not To Limit - Spanish.docx
- T-Chart—To Limit, or Not To Limit - Spanish.pdf
- T-Chart—To Limit, or Not To Limit.docx
- T-Chart—To Limit, or Not To Limit.pdf
- Venn Diagram—To Limit, or Not To Limit - Spanish.docx
- Venn Diagram—To Limit, or Not To Limit - Spanish.pdf
- Venn Diagram—To Limit, or Not To Limit.docx
- Venn Diagram—To Limit, or Not To Limit.pdf

Materials

- Lesson Slides (attached)
- Characteristics of Limited and Unlimited Governments handout (attached, one per student)
- T-Chart handouts (attached, one per student)
- Magnetic Statements (attached, one set)
- Venn Diagram handout (attached, one per student)
- Student devices with internet access

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Display **slide 3** and introduce students to the Fiction in the Facts strategy. Tell students that two statements are true and one is false. Provide time for students to read the statements. Have students share their thoughts with an elbow partner, then go through each statement as a class and talk about which are true and false. Reveal to students that statements one and three are true and statement two is false. Move through **slides 4–5** to review the essential question and lesson objective with students.

15 minutes

Explore

Teacher's Note: Lesson Preparation

Prior to teaching the lesson, print the attached **Magnetic Statements Posters** and hang around the classroom.

Display **slide 6** and explain the Magnetic Statements strategy to students. Direct students' attention to the posters around the room. Provide time for students to move around the room and read each quote. Then, have students stand by the quote that most appeals to them. Have students talk by each poster about why they chose that quote. Ask several students to share their thoughts. Repeat this process by having students stand by the quote that repels them the most. Again, have students talk by their poster before having students share with the class.

20 minutes

Explain

Have students return to their seats and display **slide 7**. Pass out the attached **Characteristics of Limited and Unlimited Governments** and **T-Chart** handouts to each student. Have students work independently or in partners to read and fill in the T-Chart with characteristics of limited governments on the left side of the T-Chart and characteristics of unlimited governments on the right side. After students have completed their T-Chart, ask for several volunteers to share what they have written down and use this time to clarify any misconceptions.

15 minutes

Extend

Teacher's Note: Google Earth Tour Options

Students can complete the tour independently, in pairs, or in small groups.

Next students use what they have learned about unlimited and limited governments and apply it to current and historical governments around the world. Display **slide 8** and have students use personal devices to navigate to the Google Earth tour by using the short web link on slide 8.

Each stop on the tour describes the structure of a country's government from either the past or the present. There are eleven countries listed with historical landmarks for each. After each stop, have students identify whether the country has a limited or an unlimited government and note that on their handouts. Ask students to use the back of the T-Chart handout to note whether each country is unlimited or limited. Use the attached **Countries' Biographies Teacher Guide** if needed.

Students can use their completed T-Charts to determine whether each country is unlimited or limited. If time does not allow for students to visit all eleven countries, assign students to read about a selected number of countries.

After students have completed the tour, lead a class discussion on the different countries' governments by having students share what they have learned.

15 minutes

Evaluate

Display **slide 9** and pass out the attached **Venn Diagram** handout to each student. Ask students to fill in the Venn diagram by listing characteristics of limited governments in the left circle, characteristics of unlimited governments in the right circle, and shared characteristics in the overlapping area.

Collect students' work when they are done and assess understanding of the lesson objectives.

Resources

- Halstied, L. (n.d.). To limit or not to limit. Google Earth. https://earth.google.com/web/data=MicKJQojCiExQkZlNGhmdWVTLUh5RzhhUWRkZ01qSUszMl8yaWY3bjQ
- K20 Center. (n.d.). Fiction in the facts. Strategies. https://learn.k20center.ou.edu/strategy/60
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