

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

- Common Cartridge (attached)
- Lesson Slides (attached)
- Characteristics of Limited and Unlimited Governments article (attached, one per student)
- T-Chart handouts (attached, one per student)
- Magnetic Statements (attached, one set)
- Google Earth Tour Country Biographies (attached, one per student)
- Venn Diagram handout (attached, one per student)
- Student devices with internet access

15 minutes

Engage: Online

Teacher's Note: Lesson Prep

This phase of the lesson should take place online, prior to meeting in person. In order to complete this activity with your students, you will need to create and embed your own Padlet board. To learn how to create and share a Padlet, view the K20 Center's Padlet tutorial.

Consider using the following recommended Padlet title, description format, and settings.

Title: Fiction in the Facts

Description: Read the three statements, and comment on each statement as a truth or a lie. Determine which two statements are true and which statement is a lie. Give your reasoning as to why each statement is either the truth or a lie.

Format: Shelf with three columns for student responses

- Column 1: In an absolute monarchy, the leader has unlimited power.
- Column 2: A limited government means the government has no power over citizens.
- Column 3: In a democracy, the government can do only what the constitution allows for.

Settings: If the attribution options are not enabled in the Padlet settings, instruct students to enter their name in the title of their post. Enable comments in the Padlet settings to allow students to engage in discussion with their peers.

Provide the Padlet link to your students or share it in your LMS.

Once the Padlet has been created, share it with your students in your LMS or by sharing the Padlet link.

15 minutes

Explore: Online

Distribute digital copies of the attached **Characteristics of Limited and Unlimited Governments** article and **T-Chart** handout to each student. This activity is embedded in the Canvas cartridge. Alternatively, you can also provide digital copies of the article and T-Chart using the links below:

- Characteristics of Limited and Unlimited Governments
- T-Chart

Invite students to read the article and complete the T-Chart handout. Introduce students to the T-Chart strategy if needed. Students should read the article independently and fill in the T-chart with evidence from the article, adding characteristics of limited governments on the left side of the T-chart and characteristics of unlimited governments on the right side.

20 minutes

Explain: Face-to-Face

Students will now take what they have learned about unlimited and limited governments and apply it to current and historical governments in the world. Working in person, pass out copies of the **Google Earth Tour Country Biographies** handout. Introduce the Google Earth tour.

Teacher's Note: Tour Options

You can choose to allow students to either complete the tour independently or lead the whole class through the tour.

Each stop on the tour describes the structure of a country's government from either the past or the present. There are 11 designated countries listed with historical landmarks for each. After each stop, students should identify whether the country has a limited or an unlimited government and note that on their handouts.

After students have completed the tour, have volunteers share their responses. Take time to address any misunderstandings students might have about the countries and their governments.

15 minutes

Extend: Face-to-Face

Teacher's Note: Lesson Prep

Prior to this class period, print the attached **Magnetic Statements** and hang each statement in a different location around the classroom.

Explain to students that they will use their new knowledge of unlimited and limited governments to analyze several quotes about governmental power. They will determine if the quotes are related to unlimited governments or limited governments and also explain which quote attracts and repels them. Direct students' attention to the Magnetic Statements quotes hung around the room. Introduce students to the Magnetic Statements strategy. After students have had time to read the quotes, have them choose the quote that appeals most to them and move to that area of the room. Ask students who chose the same quote to form a group and discuss why they picked that particular quote. Ask for volunteers to share out their thoughts and then ask students to identify the quote as representative of limited or unlimited government.

Now ask students to choose the quote that they like the least or that repels them the most. Have students repeat the process of forming groups and discussing what they don't like about the quote. Invite volunteers to share out and then ask students to identify the type of government represented by the quote.

20 minutes

Evaluate: Face-to-Face

Pass out copies of the **Venn Diagram** handout. Tell 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.

Optional: Homework

If you prefer, you can assign the Venn diagram as homework rather than having students complete it in class.

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
- K20 Center. (n.d.). T-chart. Strategies. https://learn.k20center.ou.edu/strategy/86
- K20 Center. (n.d.). Magnetic statements. Strategies. https://learn.k20center.ou.edu/strategy/166
- K20 Center. (n.d.). Padlet. External apps tutorials. https://k20center.ou.edu/externalapps/padlet/
- K20 Center. (n.d.). Padlet. Tech tools. https://learn.k20center.ou.edu/tech-tool/1077
- Anestiev. (n.d.). Acropolis Athens [Image]. Pixabay. https://pixabay.com/photos/acropolis-athens-greece-ancient-2725910/