

To Limit, or Not to Limit

Characteristics of Limited and Unlimited Governments

Laura Halstied, Bj Sneed
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

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

Teacher's Note: Activity Prep

In order to complete this activity with 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, 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.

Teacher's Note: Facilitating Discussion

After sharing the Padlet with students, check the Padlet for student responses and provide feedback to student's posts. When meeting with students virtually, display the Padlet and have a class discussion about the student's responses.

15 minutes

Explore

Pass out a copy of the attached **Characteristics of Limited and Unlimited Governments** article and **T-Chart** handout to each student. 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.

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

Collect the completed T-Charts digitally and review the student's responses to check for understanding and provide feedback.

20 minutes

Explain

Students will now take what they have learned about unlimited and limited governments and apply it to current and historical governments in the world. For this activity, invite students to view a Google Earth tour that highlights examples of limited and unlimited governments across the globe. Distribute the link to the tour and give students time to view it. This activity checks students' understanding of the characteristics of limited and unlimited governments. In the activity, students evaluate whether the biography of each country describes a limited or unlimited government. As students are viewing the tour, have them complete the Google Earth Tour Country Biographies activity in the attachments. Have students submit their completed tour biographies and check for understanding.

This activity is embedded in the Canvas cartridge. Alternatively, you can also provide digital copies of the activity using the link below:

- Google Earth Tour Country Biographies

15 minutes

Extend

Introduce students to the Magnetic Statements strategy. Invite students to read 10 quotes related to the government and use this strategy to explain which quote attracts them the most and which repels them the most. Ask students to also explain if the quotes they have chosen are related to unlimited or limited governments. Students should explain their reasoning in an online discussion post or with a similar method of your choosing.

Have students continue engaging in the online discussion by inviting them to respond to at least two posts made by other students.

This activity is embedded in the Canvas cartridge. Alternatively, you can also provide digital copies of the activity using the link below and having students respond within your LMS or by submitting a Google document.

- Magnetic Statements

Teacher's Note: Facilitating Discussion

After posting the discussion questions, review the discussion board for student responses and add to the discussion by responding to student's posts. Keep the discussion going by asking probing questions or providing meaningful feedback.

20 minutes

Evaluate

Invite students to demonstrate their understanding of characteristics of limited and unlimited governments by completing a Venn diagram.

The Venn diagram template is available in the Canvas cartridge for students to download, complete, and then upload as an assignment. Alternatively, you can also provide digital copies of the activity using the link below:

- Venn Diagram

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/