



To Limit or Not To Limit?

That Is the Government's Question

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Grade Level	9th – 12th Grade	Time Frame	90 Minutes
Subject	Social Studies	Duration	2 Periods
Course	U.S. Government		

Essential Question

What are limited and unlimited governments? Which countries have limited governments, and which countries have unlimited governments?

Summary

In this lesson, students learn about and explore the characteristics of historical and contemporary examples of limited and unlimited governments. Students engage in a Fiction in the Facts activity in which they identify two true statements and one false statement about governments. They read an article about government power while completing a T-chart. Students then view a Google Earth tour and read about governments in several countries. Students read quotes about governmental power and participate in a Magnetic Statements activity. Students wrap up the lesson by creating a Venn diagram to demonstrate their understanding of limited and unlimited governments.

Snapshot

Engage

Students read statements about government and determine which are true and which are false.

Explore

Students read an article about characteristics of unlimited and limited governments and complete a T-chart as they read.

Explain

Students engage in a Google Earth tour to compare countries around the world and read biographies about the countries' governments. They determine whether each country has a limited government or an unlimited government.

Extend

Students analyze quotes about governments, and then pick the quote they find most appealing as well as the quote they find most repelling and explain why.

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.docx](#)
- [Google Earth Tour Country Biographies—To Limit or Not To Limit.docx](#)
- [Lesson Slides—To Limit or Not To Limit.pptx](#)
- [Magnetic Statements—To Limit or Not To Limit.docx](#)
- [Magnetic Statements—To Limit or Not To Limit.pdf](#)
- [T-Chart—To Limit or Not To Limit.docx](#)
- [Venn Diagram—To Limit or Not To Limit.docx](#)

Materials

- 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: Lesson Prep

Prior to class, print the [Magnetic Statements](#) and hang each one in a different location around the classroom.

For the [Fiction in the Facts](#) exercise, divide students into groups of two to four. Display **slide 5** and ask students to read the three statements with their groups. Tell students that two statements are true and one is false. Have groups discuss which statement is false and why. Ask for volunteers to share the statement that they think is false and explain their thinking.

Continue by telling students that in this lesson they will participate in several activities to learn more about how power is divided in unlimited and limited governments.

15 minutes

Explore

Allow students to remain in their groups and display **slide 6**. Distribute copies of the **Characteristics of Limited and Unlimited Governments** article and the [T-Chart](#) handout. Have students 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.

After students have completed their T-charts, allot adequate time for them to compare their information with their group members and add additional facts from their group collaboration to their charts.

20 minutes

Explain

Display **slide 7** and 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 either let students 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

Display **slide 8** and direct students' attention to the [Magnetic Statements](#) quotes hung around the room. 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. Have students who chose the same quote 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 most repels them. 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

Display **slide 9** and 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.

Homework Option

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

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

Resources

- 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>
- Anestiev. (n.d.). Acropolis Athens [Image]. Pixabay. <https://pixabay.com/photos/acropolis-athens-greece-ancient-2725910/>