



# To Limit, or Not To Limit

## That Is the Government's Question



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<b>Grade Level</b>	9th – 12th Grade	<b>Time Frame</b>	90 minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	2 periods
<b>Course</b>	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 limited and unlimited governments, both historical and contemporary. Students engage in a Fiction in the Facts activity in which they identify two true statements and one false statement about governments, and they read an article about government power while completing a T-chart. Students then go on 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. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

### Snapshot

#### Engage

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

#### Explore

Students read an article about characteristics of limited and unlimited 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 choose quotes they find most and least appealing 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 - 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](#)
- [Google Earth Tour Country Biographies—To Limit, or Not To Limit - Spanish.docx](#)
- [Google Earth Tour Country Biographies—To Limit, or Not To Limit - Spanish.pdf](#)
- [Google Earth Tour Country Biographies—To Limit, or Not To Limit.docx](#)
- [Google Earth Tour Country Biographies—To Limit, or Not To Limit.pdf](#)
- [Lesson Slides—To Limit, or Not To Limit.pptx](#)
- [Magnetic Statements—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 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 attached **Magnetic Statements** and hang each statement in a different location around the classroom.

Invite students to participate in a [Fiction in the Facts](#) exercise. To do so, divide students into groups of two to four. Display **slide 5** of the attached **Lesson Slides** 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 to each student. Introduce students to the [T-Chart](#) strategy. 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, allow 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

Students will now take what they have learned about unlimited and limited governments and apply it to current and historical governments in the world. 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. Students can use their completed T-Charts to assist in determining if a country described on the tour is unlimited or limited.

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

Explain to students 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. Display **slide 8** and 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. 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.

### Optional: Homework

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

- Halstied, L. (n.d.). To limit or not to limit. Google Earth. <https://earth.google.com/web/data=MicKJQojCiExQkZINGhmdWVTLUh5RzhhUWRkZ01qSUzMI8yaWY3bjQ>
- 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/>