



# 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

- 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, 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 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: 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 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. 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: 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=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/>