



To Limit, or Not To Limit

That Is the Government's Question



Laura Halstied, Bj Sneed

Published by K20 Center

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)

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 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

Teacher's Note: Activity Prep

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.

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 most attracts them and which most repels them. 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=MicKJQojCiExQkZINGhmdWVTLUh5RzhUWRkZ01qSUzMI8yaWY3bjQ>
- 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/>