



# 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 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

In order to complete this activity with your students, you will need to create and embed your own [Padlet](#).

Recommended Padlet Title, Description and Settings for this activity:

- Format: Shelf - create three columns for student responses
- 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.
- Add a column for each of the following prompts:
  - An absolute monarchy means the leader has unlimited power.
  - A limited government means the government has no power over citizens.
  - In a democracy, the government can only do what the Constitution allows for.

If the attribution options is not enabled in the Padlet settings, instruct students to enter their name as the title of their post. Enable comments in the Padlet settings, this will allow students to comment on posts made by their peers.

Once the Padlet has been created, share with your students in your LMS or by sharing the Padlet link.

### Teacher's Note

To learn how to create and share a Padlet, view the Padlet [tutorials](#).

<https://learn.k20center.ou.edu/tech-tool/1077>

15 minutes

## Explore

Students will read the **Characteristics of Limited and Unlimited Governments** article and complete a **T-Chart** handout. 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. This activity is embedded in the Canvas cartridge or teachers can use the documents in the attachments section to assign digitally.

20 minutes

## Explain

In this activity, students will be viewing a Google Earth tour highlighting examples of limited and unlimited governments across the globe. After viewing the tour, they will complete an activity to check their understanding of the characteristics of limited and unlimited government by deciding if the biography of each country describes a limited or unlimited government. This activity is in the Canvas cartridge or teachers can use the document, **Google Earth Tour Country Biographies**, in the attachments section to assign digitally and submit to the teacher. Open the Google Earth tour by clicking the following link: [Google Earth: To Limit or Not to Limit.](#)

15 minutes

## Extend

Students will read ten quotes related to the government and respond in an online discussion board. The discussion prompt asks students to select two quotes from the provided list; one that most attracts and one that most repels. Students should include an explanation of their thinking along with the selected quotes and create a discussion post. Students will be instructed to respond to two posts made by other students.

This activity is in the Canvas cartridge. To facilitate this activity in another LMS, download the **Magnetic Statements** document from the attachments to share the quotes with students. Create an assignment or discussion in the LMS and instruct students to respond to the quote that most attracts and most repels them within a LMS. To facilitate this activity using Google Classroom, consider the following option:

- Google Classroom
  - Create a question. Enter the following text into the question fields:
    - Question: Read the attached quotes, and think about how each quote makes you feel.
    - Instructions:
      - Explain which quote you feel most drawn to. Why are you drawn to this quote? What appeals to you about it?
      - Explain which quote repels you the most. What about this quote makes you not like it?
      - After posting, look at other students' posts and reply to two other students' posts by responding to their thoughts or asking questions about their thoughts.
    - Add attachment. Download the **Magnetic Statements** document, found in the attachments, and upload it as an attachment.

20 minutes

## Evaluate

Students will fill in a Venn diagram to demonstrate their understanding over characteristics of unlimited and limited governments. The Venn diagram template is in the Canvas cartridge for students to download and complete, then upload as an assignment. Other LMS users can share the digital Venn diagram with students by clicking the following link:

<https://docs.google.com/presentation/d/1S3RpdFtnq57ZFjMXT0ECH0UzXFyBYBc9FjVZgPYRopg/copy> and have students submit digitally.

To facilitate this activity using Google Classroom, consider the following option:

- Create an Assignment. Enter the following text into the assignment fields:
  - Title:
  - Instructions: Now it's time to show what you know! Using the knowledge you have gained from all of the activities in the lesson, create a Venn diagram that illustrates the characteristics of unlimited governments and limited governments. After you have finished, upload the completed document as a file or share a URL to the file.  
Click the attached document link to create your own Venn diagram.
  - Attach the Venn Diagram. Copy the following link and add the link as an attachment to the assignment.
    - <https://docs.google.com/presentation/d/1S3RpdFtnq57ZFjMXT0ECH0UzXFyBYBc9FjVZgPYRopg/copy>

## 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/>