

LIMITED V. UNLIMITED GOVERNMENT

Performance Standard (14A/14C).F

Create a chart illustrating the characteristics of a limited and unlimited government and write a description of how leaders are chosen in each form of government accordingly:

- *Knowledge*: identify the characteristics of a limited and unlimited government;
- *Reasoning*: summarize how the leaders are chosen in each of these types of governments; and
- *Communication*: create a chart and write a description that is well-organized, well-focused, and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. *In order to understand and explain basic principles of the United States government (14A), and understand election processes and responsibilities of citizens (14C)*, students should experience sufficient learning opportunities to develop the following:
 - Distinguish between the characteristics of a limited and unlimited government, and
 - Explain the role of a citizen in choosing leaders.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The instructor will have identified nations with limited and unlimited governments citing the characteristics of each. Discuss with students the role of the citizens in each nation. Ideally, this assessment will take place at a time when a government unit or appropriate curriculum unit is being presented.
4. Have students create a chart with the characteristics of limited and unlimited governments illustrated. The students will describe the role of citizens in selecting the leaders in both governments.
5. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification of the characteristics of an unlimited and limited government is complete and accurate.
 - *Reasoning*: the analysis in the summary describes the role of the citizens in choosing the leaders in a well-reasoned manner.
 - *Communication*: the chart with descriptions is well-organized, well-focused and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Resources

- 11x17 drawing paper
- Colored pencils or markers
- Social Science Rubric

Time Requirements

- One or two class periods

ASSESSMENT (14A/14C).F