

Limiting Government

Time Needed: One Class Period

Materials Needed:

Student worksheets

Copy Instructions:

Reading (2 pages, class set)

Graphic Organizer (1 page, class set)

Worksheets (3 pages, class set)

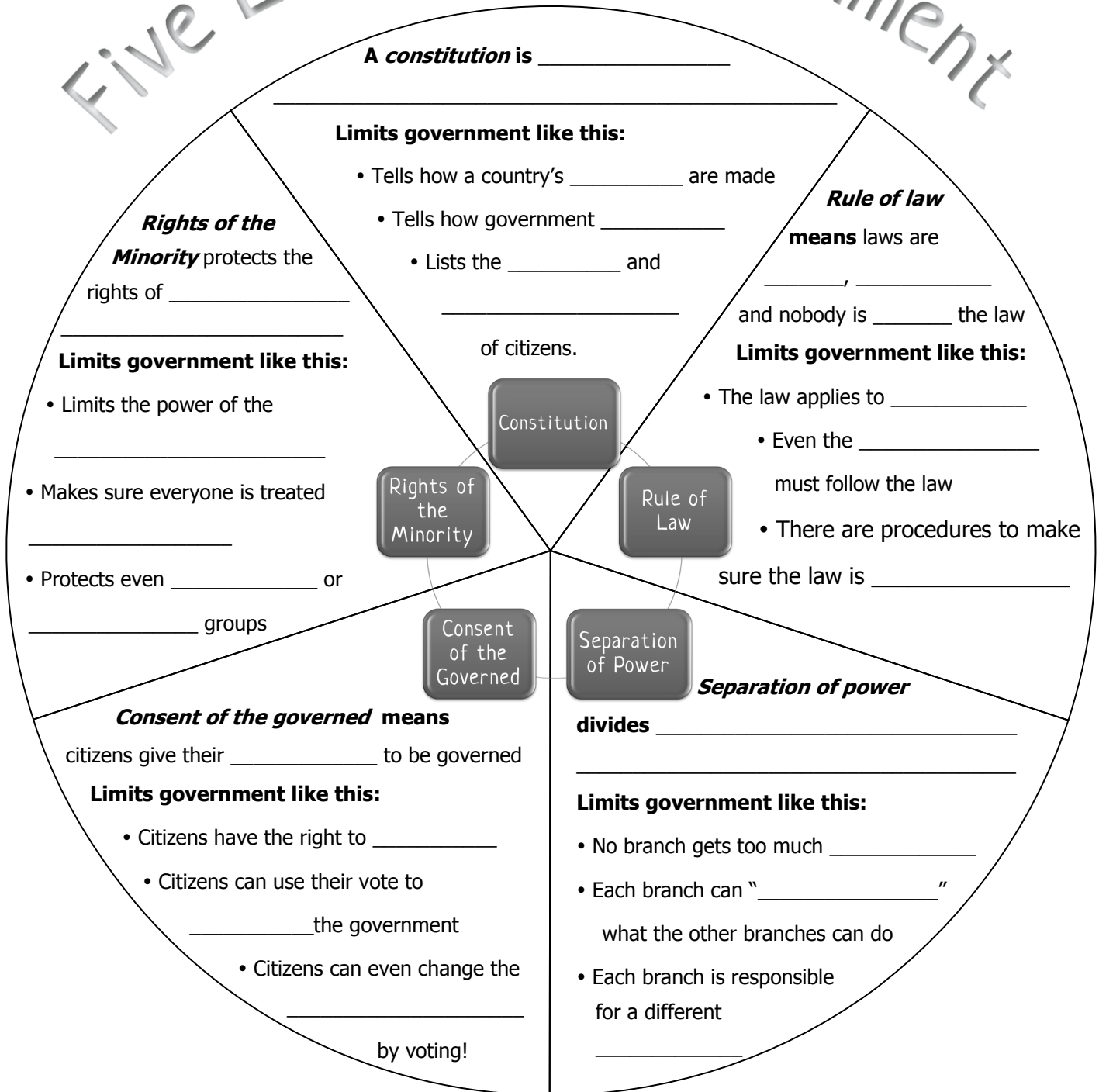
Learning Objectives. Students will be able to:

- Describe five limits on government: constitution, separation of powers, rule of law, consent of the governed, and rights of the minority.
- Analyze how former Peruvian President Alberto Fujimori's presidential actions affected Peru's government limits.
- Evaluate the benefits and drawbacks of giving one leader total control.
- Apply the five limits to fictional government systems.

STEP BY STEP

- ☐ **ANTICIPATE** by asking students to imagine a country ruled by one person. What powers would that person have? Can students think of any problems that might come up?
- ☐ **DISTRIBUTE** the Limiting Government reading and the Five Limits on Government graphic organizer.
- ☐ **READ** the first page with the class, pausing to discuss the basic concepts outlined in the reading. After each paragraph, have students complete the blanks on their graphic organizers.
- ☐ **READ** the story of Alberto Fujimori with the class, stopping to check for understanding and clarify as needed.
- ☐ **CHECK** for understanding by doing the "5, 4, 3, 2, 1" Informal Assessment with the class. Watch for incorrect answers, and use each statement as an opportunity to quickly review the concept before moving on.
- ☐ **DISTRIBUTE** the worksheets to the class.
- ☐ **REVIEW** the instructions for the activities. For activity G (Guessing Game), make sure students know they can use their graphic organizers for help.
- ☐ **ASSIGN** students to complete the worksheets. If you have an interactive white board, consider projecting blank masters and completing some of the activities together as a class.
- ☐ **REVIEW** the answers if you wish.
- ☐ **CLOSE** by asking students to silently recall the five limits on government, without looking at their notes. Have them quiz a partner to recall all five.

Five Limits on Government



Informal Assessment: 5, 4, 3, 2, 1

Directions: On the board, write the following:

Constitution	5
Separation of Powers	4
Rule of Law	3
Consent of the Governed	2
Rights of the Minority	1

Tell students you are going to read a series of statements. For each statement, they should tell you which of the limits on government is being described by holding up a hand showing the correct number of fingers.

1. Means that citizens give their permission to be governed. (*2 — Consent of the Governed*)
2. Explains what kind of government a country has. (*5—Constitution*)
3. Means that nobody is above the law. (*3 — Rule of Law*)
4. Divides power among several branches of government. (*4 — Separation of Powers*)
5. Makes sure even small and unpopular groups are treated fairly. (*1 — Rights of the Minority*)
6. Makes sure no one part of government gets too much control. (*4 — Separation of Powers*)
7. Explains the rights and responsibilities of citizens. (*5 — Constitution*)
8. Happens when citizens use their votes to affect government. (*2 — Consent of the Governed*)
9. Requires even the government to follow the law. (*3 — Rule of Law*)
10. Limits the power of the majority. (*1 — Rights of the Minority*)