

# TEKS Cluster: Government and Economic Systems

**6.9 Government.** The student understands the concepts of limited and unlimited governments.

Connected Knowledge and Skills 6.4, 6.6, 6.7, 6.8, 6.10, 6.11

## Government and Citizenship

- ❖ 6.10(A) identify and give examples of governments with rule by one, few, or many
- 6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)
- 6.9(B) identify reasons for limiting the power of government
- 6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies

## Economics

- ❖ 6.8(B)\* describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy
- 6.6(C)\* explain the impact of the distribution of resources on international trade and economic interdependence among and within societies
- 6.7(A)\* compare ways in which various societies organize the production and distribution of goods and services
- 6.4(A)\* explain the geographic factors responsible for the location of economic activities in places and regions
- 6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies
- 6.6(B) identify problems that may arise when one or more of the factors of production is in relatively short supply
- 6.7(B)\* compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system
- 6.8(A)\* define and give examples of agricultural, retail, manufacturing (goods), and service industries

### Student Expectations

- ❖ 6.10(A) identify and give examples of governments with rule by one, few, or many (R)
- 6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited) (R)
- 6.9(B) identify reasons for limiting the power of government (S)
- 6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies (S)

### Academic Vocabulary

Vocabulary	Terms
constitutional	republic
limited government	voting
political process	
totalitarian	
unlimited government	

### Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts	Timeline

### Content Builder

- Governments come in two major forms:
  - Limited governments: limitations are placed on their powers by a document or the people (e.g., constitutional republic, constitutional monarchy, or a democracy).
  - Unlimited governments: have no legal limits placed upon them and are, therefore, not necessarily subject to the rule of the people (e.g., dictatorships or totalitarian governments).
- Limiting a government’s power through a constitution or a vote or balance of powers prevents leaders from taking charge and carrying out orders that are good for a select few rather than the good of the many. It also prevents abuses of power such as arresting people who speak against the government or from going to war recklessly.
- In most limited forms of government, people have some form of voting power, giving them the power to rule by the many. Voting is the most essential power in a democracy or a republic. It helps ensure that every voice is heard and counted by the government and gives the people the ability to keep the government power in check and in line with what the people view is most important.
- Another way citizens can influence a government’s decisions is through petitioning the government or protesting decisions. In a free democracy, such as the United States, these actions will help raise the awareness of politicians to the concerns of its citizens and possibly enact change to the laws to help address those concerns.

### Instructional Implications

When you teach this subcluster, remember to:

- Have students create a Venn diagram comparing and contrasting limited and unlimited governments, particularly focusing on how power is granted and how much voice is given to the people. Have students then use a vote with their feet to evaluate which of these governments they would prefer to live in.
- Using current events and news articles from various areas around the world, have students sort the articles into limited and unlimited forms of government, writing on index cards brief explanations why the article represented that type of government.
- Have students participate in a mock election. This can be either a local or national election, or perhaps a fictional election regarding a proposed policy for the school. Have students develop political campaign posters, give speeches, and also tabulate the mock election results. Have students write a summary on the power of the vote and analyze why voting is one of the most significant powers people have in a limited government system.

### Learning from Mistakes

Students may make the following mistakes:

- Confusing the concepts of limited and unlimited government
- Forgetting that the primary tool of political control is the act of voting

### Student Expectations

- ❖ 6.8(B)\* describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy (R)
- 6.6(C)\* explain the impact of the distribution of resources on international trade and economic interdependence among and within societies (R)
- 6.7(A)\* compare ways in which various societies organize the production and distribution of goods and services (R)
- 6.4(A)\* explain the geographic factors responsible for the location of economic activities in places and regions (S)
- 6.6(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies (S)
- 6.6(B) identify problems that may arise when one or more of the factors of production is in relatively short supply (S)
- 6.7(B)\* compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system (S)
- 6.8(A)\* define and give examples of agricultural, retail, manufacturing (goods), and service industries (S)

### Academic Vocabulary

Vocabulary	Terms
capital	command economy
entrepreneurs	Human Development Index (HDI)
factors of production	productivity
free enterprise	
GDP per capita	
Gross Domestic Product (GDP)	
labor	
life expectancy	
literacy	
resources	

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### Content Builder

- Economics is the basic study of how societies address dealing with unlimited wants with limited resources, a problem called “scarcity.” How a society responds to this concern depends greatly on the distribution of natural resources, the physical geography of the region, and the available resources such as labor and capital (money) for the growth of business.
- Some societies allow businesses to decide what to produce and how much to produce/sell the products for (free enterprise) while others have more centralized political structures that control the means of production and sale (command economy). How a society decides to handle the production and manufacturing of goods plays a critical part in influencing the social and political culture of a society.
- There are four factors of production that influence the economic health of an economy:
  - Resources: access to the materials to produce products is important for the production process (e.g., iron for steel production, oil for gasoline, etc.).
  - Labor: the number of workers and the quality of the workforce in an economy.
  - Capital: the amount of money available for investment in businesses (e.g., buying land, buying factories, etc.)
  - Entrepreneurs: the individuals who have the desire to start up a business or develop the next great innovation that will bring a profit or improve a society (e.g., Steve Jobs or Jeff Bezos).
- The measurement of a successful economy comes in various data which are compiled as a part of the Human Development Index (HDI):
  - Life expectancy: an economy that is strong will often have access to medical care and, therefore, longer life expectancy (the average age at the time of death).
  - Gross Domestic Product (GDP): the total value of all the goods and services produced in a country in a given year, often reflected in U.S. dollars. The higher the number, the better an economy is performing.
  - GDP Per Capita: this is defined as the per person income, essentially the average yearly productivity income for a region or country. Like GDP, the higher the number, the better performing of the economy.
  - Literacy: the ability to read or write in the local language. A higher rate indicates that the economy is thriving as more individuals are able to engage in educational opportunities.
- Economies can be focused on agricultural (farming), retail (sales), manufacturing (production), or service (information or repairs) industries.

### Instructional Implications

When you teach this subcluster, remember to:

- Have students identify the major factors of production and evaluate which is the most important using a ranking chart. Have students create a quick write to justify their response.
- Have students research primary source data showing the economic data of various countries and evaluate whether those economies are developed or developing/growing. Students can also find articles about current issues and categorize these news stories into indicators of whether an economy is developing or developed.

### Learning from Mistakes

Students may make the following mistakes:

- Not understanding the interpretation of economic data
- Not associating economic freedom with economic types