

**North Carolina Constitution:  
An Introduction to Our State's Constitution and Activities for Understanding It**

**Overview**

Students will be introduced to the North Carolina Constitution and deepen their understanding of governmental organization in our state by taking notes on the document. They will then participate in an activity of the teacher's choosing to further their understanding. Options include creating their own class constitutions, completing a North Carolina Constitution Web Quest, a Public Officials Note Card matching game, a NC Constitution Word Quest, and more.

**Grade**

8

**North Carolina Essential Standards**

- 8.H.1.2 - Summarize the literal meaning of historical documents in order to establish context.
- 8.C&G.1.1 -Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).
- 8.C&G.1.2 -Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).

**Essential Questions**

- What is the US Constitution's Supremacy Clause, and how does it affect state government?
- What is the purpose of the North Carolina Constitution?
- What freedoms, limits, and protections does the North Carolina Constitution and its Articles set forth?
- How does the North Carolina Constitution affect the framework, organization, and structure of state and local government?
- How is authority defined for public officials (i.e. governor, lieutenant governor, sheriffs, judges, etc.) in the North Carolina Constitution?
- How can North Carolina's Constitution be changed? Who can change it?
- What services must the state provide according to the North Carolina Constitution?
- Why is the North Carolina Constitution relevant to each of us?

**Materials**

- Understanding the NC Constitution, notes worksheet and key, attached
- Optional resource: NC Civic Education Carolina K-12's North Carolina Pocket Constitution, available for purchase at [http://www.sog.unc.edu/programs/civiced/publications/classroom\\_resources.php](http://www.sog.unc.edu/programs/civiced/publications/classroom_resources.php) (link not working)
- Activity Options (all attached):
  - Create Your Own Class Constitution
  - North Carolina Constitution Web Quest, attached
  - Public Officials Note Card Game, attached
  - NC Constitution Word Quest! worksheet and key
  - NC Constitution Quiz and answer key, attached

- NC Constitution Homework, attached

### Duration

- 45+ minutes
- Time will vary based on which (and how many) of the attached NC Constitution activity options to assign.

### Procedure

#### A School With *No* Rules?

1. As a warm-up, ask students to consider:
  - What would our classroom and our school be like if there were no rules? What might occur? How might people feel? How might other schools view ours based on this?
  - Why are rules important?
  - Who/what determines the rules our school must follow?
  - Likewise, who/what determines the rules our community/state must follow? What determines the rules our country must follow?
  - What comes to mind when you hear the word constitution? What constitutions can you identify?
  - Why do we have a US Constitution and a State Constitution? How do you think these documents differ?
2. Project the US Constitution's **Supremacy Clause**. Have a student volunteer read it aloud then discuss:
  - "This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the authority of the United States, shall be the supreme Law of the land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding." *Article VI, Paragraph 2*

Discuss:

- What is the purpose of this "Supremacy Clause?" What does this clause establish? (Facilitate discussion of the establishment of the US Constitution as the "supreme law of the land.")
- If the US Constitution sets forth the supreme law of the land, what is the purpose of North Carolina's Constitution?
- How do you think the NC Constitution impacts your life? (Consider your state government, as defined in the North Carolina Constitution. How does state government impact your life?)

#### Introduction to the North Carolina Constitution

3. Review with students that in 1777, one year after the **Declaration of Independence** was written, the **Continental Congress** asked all 13 states to set up their own governments by creating a state constitution, or written plan of government, explaining what state governments could and could not do and what rights of citizens would be protected. Meanwhile, the Second Continental Congress worked on a plan for national government, the **Articles of Confederation**. The Articles of Confederation were then revised into the **United States Constitution**.

Explain that the **North Carolina Constitution**, which includes a **Declaration of Rights**, was completed in 1776. This Constitution was later replaced in 1868 after the Civil War when the United States required all states to eliminate slavery and swear allegiance to the Union. North Carolina's current state Constitution was adopted in 1970 and took effect in 1971.

4. Tell students they are going to learn more about the North Carolina Constitution in preparation for activities they will participate in later in class. (Teachers will use their discretion regarding which activities to assign.) Pass out the attached notes worksheet on the North Carolina Constitution. Rather than deliver

the information in lecture format, ask students questions in an attempt to have them provide the answers. Students should fill in the blanks throughout the discussion. (Teachers may want to fill out a projected copy of the notes along with the students.)

- **Teacher Note:** Teachers with limited class time can simply provide the attached filled in copy of the notes to students.

### **NC Constitution Activity Options**

5. Several activity options for the NC Constitution are described below and attached. Teachers should choose one or more of the following activities based on their students needs and the amount of class time available:

#### **❖ Use the Framework of the NC Constitution to Create a Class Constitution**

- a) Explain to students that they will examine the North Carolina Constitution during class and use it as a framework for creating a classroom constitution. Divide students into small groups and handout the attached "Create Your Own Class Constitution." Project/explain the following:
  - In your groups, review the different Articles of the North Carolina Constitution and their purposes.
  - After gaining an understanding of each Article, use the same format to brainstorm a constitution for our classroom. Use the worksheet to assist you.
  - Once you have finalized the wording in your Articles, your group will write out your Constitution on chart paper. You may also decorate your Constitution with appropriate graphics that represent the various Constitutional themes and tenants addressed in your document.
  - Your group will present your Constitution to the class, thus you should also spend time determining how you will convey important information in an effective manner.
  - After all groups have presented, the class will vote on which group's Constitution is most effective.
- b) Remind students of their responses to what the purposes of a constitution are and now ask them to consider what the purposes of a class constitution should be. After a few minutes of discussion, allow students to get started, providing 15-20 minutes to work. Monitor students throughout the time to ensure they are on task and on the right track.
- c) Once groups are ready to present, remind students of respectful audience behavior and instruct all students to take notes during each presentation, focusing on what is strongest about the group's Constitution and what could use improvement. Explain they will vote on the best constitution at the end of class, so they need to pay attention to make an informed vote. As students present, link their created Constitutions back to the Articles of the NC Constitution. Once all groups have presented, allow the class to vote on which Constitution they feel is most effective. You can also allow students to cut and paste the best part of different group's Constitutions into one.
- d) Debrief as a class:
  - What do you imagine it was like to create the actual North Carolina Constitution?
  - What are the basic principles within the NC Constitution? (safety, equity, civic responsibility, etc.)
  - What is the purpose behind these principals?
  - How are individual citizens, public officials, and state agencies impacted by these principles?
  - In considering the North Carolina Constitution, what freedoms, limits, and protections does it set forth? Why do you think its creators included these freedoms, limits, and protections?
  - What would life be like without such freedoms, limits, and protections?
  - Why is the North Carolina Constitution relevant to us today?
  - How does your group's Class Constitution illustrate freedoms, limits, and protections?
  - Did any group's Constitution contain something that goes against school or district rules at large? If the district represents the US Constitution, and your group's Constitution represents the state's, why can your group's Constitution not go against the "national," or in this case "district" entity?

(Discuss with students how classrooms must follow school rules, and schools must follow district rules, etc. Also, ensure student understanding of the role the School Board plays in your system.)

- What existing school policies do you think are important and necessary? Explain.
- Are there school and/or district policies that you feel violate your fundamental rights of freedoms, limits, and protections? Explain. Why might such a policy exist?

❖ **North Carolina Constitution Web Quest**

- a) So that students can learn more about how the NC Constitution defines the roles of Governor, Lieutenant Governor, Council of State, Judges, and Law Enforcement, assign the attached NC Constitution Web Quest (to be completed individually or in partners.) Instruct students to find the answers via the Internet, textbooks, or other resources.
- b) When finished, take up the Quest and hand out the attached “Public Officials Note Card Game” to each group.

❖ **NC Constitution Word Quest!**

- a) Tell students that they will be applying what they have learned about the NC Constitution and exploring the document further through a NC Constitution Word Quest competition! Provide each student (or pair if assigned as a partner activity) with a copy of the Civic Education Carolina K-12’s North Carolina Pocket Constitution [http://www.sog.unc.edu/programs/civiced/publications/classroom\\_resources.php](http://www.sog.unc.edu/programs/civiced/publications/classroom_resources.php) (link not working) and a *NC Constitution Word Quest* worksheet, attached.
- b) Working together, students should work to quickly and accurately fill in the *Word Quest*. If billing this as a competition, teachers should let students know what the prize(s) offered are, and what requirements must be met for receiving the prize(s). (For example, perhaps the first partnership finished with all correct answers receives homework passes, the second partnership finished with all correct answers receives a food treat, etc.)
- c) If this is assigned as a partner activity, teachers can instruct students to assume particular roles, such as a researcher and a recorder. In this case, the researcher should handle the *NC Pocket Constitution* and search for answers to the questions as verbally posed by the recorder. The recorder should also be writing answers on the puzzle itself. (Teachers should encourage students to work in pencil so that mistakes can be easily erased.)

❖ **NC Constitution Quiz and/or NC Constitution Homework Worksheet**

- a) The attached NC Constitution Quiz or the NC Constitution Homework Worksheet can be completed at the end of class, for homework, or as a warm-up the next time class meets. Teachers should determine whether students can use their notes or the NC Pocket Constitution (if available) to complete these activities.

**Resources**

- CEC’s North Carolina Pocket Constitution; available for purchase at: <http://shopping.netsuite.com/sogstore>

# Understanding North Carolina's Constitution – Pg. 1



Name:

Period:

Date:

## Item 1: Some Background...

North Carolina's Constitution was originally \_\_\_\_\_ different parts. They were:

The Declaration of Rights is similar to:

Later it became:

The North Carolina Constitution has had \_\_\_\_\_ different versions. They are the \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ versions. The reasons usually associated with the changes are:

1<sup>st</sup>:

2<sup>nd</sup>:

3<sup>rd</sup>:

Some major differences between the United States Bill of Rights and the NC Declaration of Rights

**Section 1:**

**Similar to:**

**Section 15:**

\_\_\_\_\_

**Section 26:**

\_\_\_\_\_

## Item 2: The Legislative Branch

The legislature is called the \_\_\_\_\_. The General Assembly is made up of the \_\_\_\_\_ and the \_\_\_\_\_.

There are \_\_\_\_ Senators and \_\_\_\_ Representatives.

## Item 3: The Executive Branch

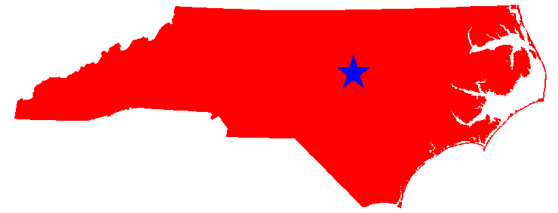
All North Carolina executive power is given to the \_\_\_\_\_.

Another member of the Executive Branch is the \_\_\_\_\_.

The \_\_\_\_\_ and the \_\_\_\_\_ are limited to \_\_\_\_\_ consecutive terms.

# Understanding North Carolina's Constitution – Pg. 2

## Item 3: The Executive Branch continued



\_\_\_\_\_ recommends a \_\_\_\_\_.

The \_\_\_\_\_ has the power to grant pardons. A pardon

is \_\_\_\_\_.

The \_\_\_\_\_ appoints other officers in the state (called the Council of State).

The Council of State has seven positions with different duties and responsibilities:

**Secretary of State:**

**State Auditor:**

**Superintendent of Public Instruction:**

**Attorney General:**

**Commissioner of Agriculture:**

**Commissioner of Labor:**

**Commissioner of Insurance:**  
elected? \_\_\_\_\_

Are these Council positions

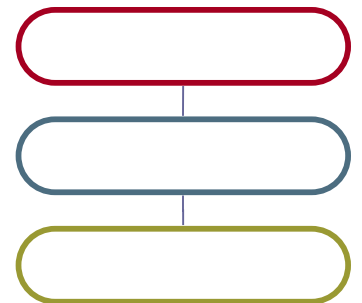
## Item 4: The Judicial Branch

Judicial power is given to the \_\_\_\_\_, which is composed of:

The \_\_\_\_\_ is the highest court. It is subordinate only to the

\_\_\_\_\_. The \_\_\_\_\_ makes rules for

the \_\_\_\_\_.



## **Other Items:**

**Finance, Suffrage, Local Governments, Corporations, Education, Homesteads and Exemptions, Corrections, Military Forces, Amendments, and Miscellaneous.**

# KEY - Understanding North Carolina's Constitution – Pg. 1

Name:

Period:

Date:



## Item 1: Some Background...

North Carolina's Constitution was originally **two** different parts. They were: **The Constitution and the Decl. of Rights**

The Declaration of Rights is similar to: **U.S. Constitution.** Later it became: **Article I**

The North Carolina Constitution has had **3** different versions. They are the **1776, 1868, and 1971** versions. The reasons usually associated with the changes are:

**1<sup>st</sup>: Original, Decl. of Ind. 1869-1968)**

**2<sup>nd</sup>: Post Civil War**

**3<sup>rd</sup>: Clean up (69 amm. b/w**

Some major differences between the United States Bill of Rights and the NC Declaration of Rights

**Section 1: All persons are created equal and endowed with "inalienable rights."** Similar to: **Decl. of Independ.**

**Section 15: Citizens of NC have a right to an education** Unique

**Section 26: No individual excused from jury b/c of sex, race, color, religion** Unique

## Item 2: The Legislative Branch

The legislature is called the **General Assembly**. The GA is made up of the **House** and the **Senate**. There are **50** Senators and **120** Representatives.

## Item 3: The Executive Branch

All North Carolina executive power is given to the **Governor**.

Another member of the Executive Branch is the **Lieutenant Governor**.

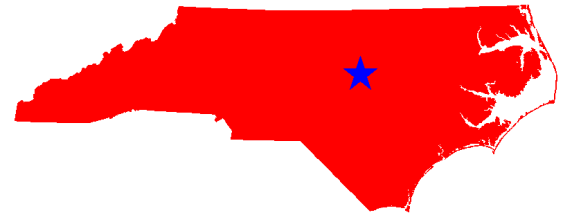
The **Governor** and the **Lt. Governor** are limited to **two** consecutive terms.

# KEY -Understanding North Carolina's Constitution – Pg. 2

## Item 3: The Executive Branch continued

The **Governor** recommends a **budget**.

The **Governor** has the power to grant pardons. A pardon is a **release of a prisoner from his or her sentence by the Governor**.



The **Governor** appoints other officers in the state (called the Council of State).

The Council of State has seven positions with different duties and responsibilities:

Sec. of State: **Business/Records**    State Auditor: **Reviews State Depts. Education**    Superintendent of Public Instruction:

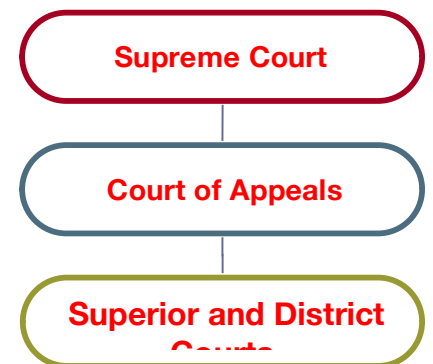
Attorney General: **State's Lawyer**  
Commissioner of Agriculture: **Food, Drugs, Ag. Products**  
Commissioner of Labor: **Worker Safety and Employment**

Commissioner of Insurance: **Regulates how ins. companies can do business**    Are they Elected? **Elected by the people**

## Item 4: The Judicial Branch

Judicial power is given to the **Legislative Branch**, which is composed of:

The **NC Supreme Court** is the highest court. It is subordinate only to the **US Supreme Court**. The **General Assembly** makes rules for the **Superior and District Courts**.



**Other Items:**

**Finance, Suffrage, Local Governments, Corporations, Education, Homesteads and Exemptions, Corrections, Military Forces, Amendments, and Miscellaneous.**



## Create Your Own Class Constitution!

|  |   |
|--|---|
| <p style="text-align: center;"><b>North Carolina Constitution:</b></p> <p style="text-align: center;">The first NC Constitution and Declaration of Rights was created in 1776.</p>   | <p style="text-align: center;"><b>Your Own Constitution:</b></p> <p>Based on the structure of the NC Constitution, as a group, create a Constitution for our class. Your constitution must include a section mimicking each NC Constitution Article that is shaded. Articles not shaded are optional. Use notebook paper for brainstorming and if additional space is needed. All group members should write their final Constitution Articles here. One master copy will be artistically created on chart paper to share with your classmates.</p> |
| <p><b>Preamble:</b></p> <p>“We, the people of the State of North Carolina, grateful to Almighty God, the Sovereign Ruler of Nations, for the preservation of the American Union and the existence of our civil, political and religious liberties, and acknowledging our dependence upon Him for the continuance of those blessings to us and our posterity, do, for the more certain security thereof and for the better government of this State, ordain and establish this Constitution.”</p> | <p><b>Designate your group members and state your purpose:</b></p> <p>“We, the people of...</p>   |
| <p><b>Article I: Declaration of Rights</b></p> <p>Declares the rights of citizens and calls for members to act consistently with the US Constitution. The US Constitution did not address citizen rights until 4 years after its ratification.</p>   | <p><b>What rights will class members have?</b></p>  |
| <p><b>Article II: The Legislative Branch</b><br/> <b>Article III: The Executive Branch</b><br/> <b>Article IV: The Judicial Branch</b></p> <p>NC models its government structure after the US Constitution, and the intent is to balance governmental power between a legislative, a judicial, and an executive branch.</p>  | <p><b>How will class be structured? How will power be allocated?</b></p>  |
| <p><b>Article V: Finance</b></p> <p>The NC Constitution focuses on the levying of taxes, avoiding debt, and state facilities such as the university system, while the US Constitution loosely mentions the US Treasury.</p>  |   |

|  |  |
|--|--|
| <p><b>Article VI: Suffrage and Elections</b><br/>Both the NC and the US Constitutions note Officer qualifications and functions and addresses such issues as elected positions, age of eligibility, number of votes allowed senators, and impeachment.</p>   | <p><b>Will anything in our class be determined by voting? If so, specify what and how:</b></p>                 |
| <p><b>Article VII: Local Governments</b><br/>The NC Constitution provides that the General Assembly will incorporate counties, cities, and towns and give duties to these organizations. (In the US Constitution, the provision for states' rights appears immediately following the separation of powers.)</p>        |  |
| <p><b>Article VIII: Corporations</b></p>   |  |
| <p><b>Article IX: Education</b><br/>The NC Constitution establishes such provisions as a uniform term, a state board of education, and local responsibilities. (There is no mention of education in the US Constitution!)</p>  | <p><b>What do you wish to mandate in terms of education (class lessons, activities, fieldtrips, etc.)?</b></p> |
| <p><b>Article X: Homesteads and Exemptions</b></p>   |  |
| <p><b>Article XI: Punishment, Corrections, and Charities</b></p>   |  |
| <p><b>Article XII: Constitutional Amendments and Revisions</b><br/>The General Assembly may propose a new or revised Constitution or amendment if three-fifths of all members of each house adopt an act to submit the proposal. A majority must then win the vote; likewise, the US Congress proposes amendments.</p> | <p><b>If changes need to be made later, what will the process be for amendments?</b></p>                       |

## North Carolina Constitution Web Quest

### I. The Governor

- A. According to Article I, section 6, the executive branch of government shares power with the \_\_\_\_\_ and the \_\_\_\_\_.
- B. Article \_\_\_\_\_ of the NC Constitution outlines the role of the executive branch, or \_\_\_\_\_.
- C. According to this article, North Carolina elects a governor every \_\_\_\_\_ years.
- D. The following are qualifications for individuals hoping to run for governor:
- i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
- E. According to our Constitution, no governor or lieutenant governor can be elected to more than \_\_\_\_\_ consecutive terms.
- F. Every fourth January, North Carolina swears in a governor, and the oath of office is delivered by \_\_\_\_\_.
- G. The governor may choose to provide the General Assembly with information, but he always prepares and recommends a \_\_\_\_\_.
- H. Below are some powers of the governor. Please explain them.
- i. Clemency: \_\_\_\_\_
  - ii. Appointment: \_\_\_\_\_
  - iii. Veto: The NC Governor does have the power to veto most types of legislation.

### II. The Lieutenant Governor

- A. According to Article III, North Carolina elects a lieutenant governor every \_\_\_\_\_ years.
- B. \_\_\_\_\_ becomes governor upon the death, resignation, or removal of the governor.
- C. The Lieutenant Governor serves as \_\_\_\_\_ of the Senate; however, the Lt. Governor does not vote unless \_\_\_\_\_.

### III. Council of State

- A. Article III also allows for the election of \_\_\_\_\_ other individuals.
- B. These individuals are identified below. Use your textbook or web resources to uncover what the role these individuals play.

- i. Secretary of State: \_\_\_\_\_
- ii. State Auditor: \_\_\_\_\_
- iii. State Treasurer: \_\_\_\_\_
- iv. Superintendent of Public Instruction: \_\_\_\_\_
- v. Attorney General: \_\_\_\_\_
- vi. Commissioner of Agriculture: \_\_\_\_\_
- vii. Commissioner of Labor: \_\_\_\_\_
- viii. Commissioner of Insurance: \_\_\_\_\_

C. Members of the Council of State are elected for \_\_\_\_\_ year terms.

**IV. Judges**

- A. According to Article IV, section 2, an \_\_\_\_\_,  
a \_\_\_\_\_, and a \_\_\_\_\_  
make up the General Court of Justice in North Carolina.
- B. This branch of government shares power with the \_\_\_\_\_ and the  
\_\_\_\_\_.
- C. The Appellate Division is made up of the \_\_\_\_\_ and the  
\_\_\_\_\_.
- D. The Supreme Court is the highest court of the state, and it has a \_\_\_\_\_  
and \_\_\_\_\_ Associate Justices.
- E. Article IV, section 16 tells us that Supreme Court Justices, Appellate Judges, and Superior Court  
Judges are elected for \_\_\_\_\_ year terms.
- F. Earlier in section 10, we learned that District Court Judges are elected for \_\_\_\_\_ year  
terms.
- G. Article IV, section 22 tells us that in order to be a judge, one must \_\_\_\_\_  
\_\_\_\_\_.

**V. Law Enforcement**

- A. Article VII states every county must elect a \_\_\_\_\_.
- B. These individuals are elected for \_\_\_\_\_ years, and their job is to oversee the county  
jail and to provide law enforcement for certain parts of the county.

## North Carolina Constitution Quest Key

### I. The Governor

- C. According to Article I, section 6, the executive branch of government shares power with the **JUDICIAL BRANCH** and the **LEGISLATIVE BRANCH**.
- D. **Article III** of the NC Constitution outlines the role of the executive branch, or **GOVERNOR**.
- E. According to this article, North Carolina elects a governor every **4** years.
- F. The following are qualifications for individuals hoping to run for governor:
  - i. **AT LEAST 30 YEARS OF AGE**
  - ii. **CITIZEN OF THE US FOR AT LEAST 5 YEARS**
  - iii. **RESIDENT OF NC FOR AT LEAST 2 YEARS PRECEDING THE ELECTION**
- G. According to our Constitution, no governor or lieutenant governor can be elected to more than **2** consecutive terms.
- H. Every fourth January, North Carolina swears in a governor, and the oath of office is delivered by **ANY JUSTICE OF THE SUPREME COURT**.
- I. The governor may choose to provide the General Assembly with information, but he always prepares and recommends a **COMPREHENSIVE STATE BUDGET**.
- J. Below are some powers of the governor. Please explain them.
  - i. Clemency: **THE GOVERNOR CAN GIVE REPRIEVES AND PARDONS FOR ALL CONVICTIONS EXCEPT IMPEACHMENT**.
  - ii. Appointment: **THE GOVERNOR APPOINTS ALL OFFICERS NOT PROVIDED FOR IN THE CONSTITUTION. FOR EXAMPLE, THE SECRETARY OF ADMINISTRATION**.
  - iii. Veto: The NC Governor does have the power to veto most types of legislation.

### II. The Lieutenant Governor

- K. According to Article III, North Carolina elects a lieutenant governor every **4** years.
- L. The **LIEUTENANT GOVERNOR** becomes governor upon the death, resignation, or removal of the governor.
- M. The Lieutenant Governor serves as **PRESIDENT** of the Senate; however, the Lt. Governor does not vote unless **THE SENATE IS EQUALLY DIVIDED**.

### III. Council of State

- N. Article III also allows for the election of **8** other individuals.
- O. These individuals are identified below. Use your textbook or web resources to uncover what the role these individuals play.
  - i. Secretary of State: **OVERSEES ELECTIONS, MANAGES THE STATE ARCHIVES, AND REGULATES NC'S CORPORATIONS**.
  - ii. State Auditor: **REVIEWS THE PERFORMANCE OF OTHER STATE DEPARTMENTS**
  - iii. State Treasurer: **MANAGES NC'S MONEY**
  - iv. Superintendent of Public Instruction: **OVERSEE'S NC'S PUBLIC SCHOOL SYSTEM**
  - v. Attorney General: **HANDLES THE STATE BUREAU OF INVESTIGATION AND PROTECTS THE PEOPLE OF NC FROM CRIMES AND SCAMS**.
  - vi. Commissioner of Agriculture: **DEALS WITH AGRICULTURAL RESEARCH AND THE SAFETY OF AGRICULTURAL PRODUCTS**
  - vii. Commissioner of Labor: **REGULATES WORKER SAFETY AND EMPLOYMENT**
  - viii. Commissioner of Insurance: **REGULATES THE NC'S INSURANCE COMPANIES**
- P. Members of the Council of State are elected for **4** year terms.

#### IV. Judges

- Q. According to Article IV, section 2, an **APPELLATE DIVISION**, a **SUPERIOR COURT DIVISION**, and a **DISTRICT COURT DIVISION** make up the General Court of Justice in North Carolina.
- R. This branch of government shares power with the **LEGISLATIVE BRANCH** and the **EXECUTIVE BRANCH**.
- S. The Appellate Division is made up of the **SUPREME COURT** and the **COURT OF APPEALS**.
- T. The Supreme Court is the highest court of the state, and it has a **CHIEF JUSTICE** and **6** Associate Justices.
- U. Article IV, section 16 tells us that Supreme Court Justices, Appellate Judges, and Superior Court Judges are elected for **8** year terms.
- V. Earlier in section 10, we learned that District Court Judges are elected for **4** year terms. Article IV, section 22 tells us that in order to be a judge, one must **BE AUTHORIZED TO PRACTICE LAW IN THE NORTH CAROLINA COURTS**.

#### V. Law Enforcement

- W. Article VII states every county must elect a **COUNTY SHERIFF**.
- X. These individuals are elected for **4** years, and their job is to oversee the county jail and to provide law enforcement for certain parts of the county.

## Public Officials Note-Card Game

### Teacher Instructions:

- Write each one of the following headers on a separate note card; you should have enough copies for each group
  1. NC Governor
  2. NC Lieutenant Governor
  3. NC Council of State
  4. NC County Sheriffs
  5. NC Judges
- Make enough copies of each of the following descriptions for each group and cut them out.

Develops a state budget  
 Has power to veto legislation  
 Works with the Legislative and Judicial Branches of government to ensure balanced interests  
 Must be 30 years of age and has power to grant clemency  
 Makes sure that NC follows the laws its sets

Presides over the Senate as its President  
 Takes the governor's place in the event of death or resignation  
 Only votes when the NC Senate is split evenly  
 Is considered a member of the executive branch, a member of the Senate, and a member of the Council of State

Contains the power to make sure insurance companies are regulated  
 Contains the power to oversee agriculture  
 Contains the power to oversee NC's business  
 Oversees NC's public school system  
 Manages NC's money

Oversee county jails  
 Provide protection to citizens who live outside of incorporated municipalities  
 Must be elected by the citizens of his/her county  
 Investigate Crimes

Hear cases to decide fact  
 Generally serve eight-year terms  
 Part of a three-tier system with an appeals process  
 Has the power to swear in a governor of NC  
 Must have a law degree to perform this duty  
 Often works with a jury

### Student Instructions:

- Have students form small groups.
- Give each small group a set of headers and a set of descriptions.
- Without any assistance from their textbooks, other groups, the internet, or you, small groups will organize the descriptions under the correct header.
- Set a specific time limit and ask groups to raise their hands when they are done, making it a competition.

## Public Officials Note-Card Game Key:

1. NC Governor:
  - Develops a state budget
  - Has power to veto legislation
  - Works with the Legislative and Judicial Branches of government to ensure balanced interests
  - Must be 30 years of age and has power to grant clemency
  - Makes sure that NC follows the laws its sets
  
2. NC Lieutenant Governor:
  - Presides over the Senate as its President
  - Takes the governor's place in the event of death or resignation
  - Only votes when the NC Senate is split evenly
  - Is considered a member of the executive branch, a member of the Senate, and a member of the Council of State
  
3. NC Council of State:
  - Contains the power to make sure insurance companies are regulated
  - Contains the power to oversee agriculture
  - Contains the power to oversee NC's business
  - Oversees NC's public school system
  - Manages NC's money
  
4. NC County Sheriffs:
  - Oversee county jails
  - Provide protection to citizens who live outside of incorporated municipalities
  - Must be elected by the citizens of his/her county
  - Investigate Crimes
  
5. NC Judges:
  - Hear cases to decide fact
  - Generally serve eight-year terms
  - Part of a three-tier system with an appeals process
  - Has the power to swear in a governor of NC
  - Must have a law degree to perform this duty
  - Often works with a jury



# North Carolina's Constitution Quiz

Name:

Period:

Date:

The Legislative Branch is made of the:

1.

2.

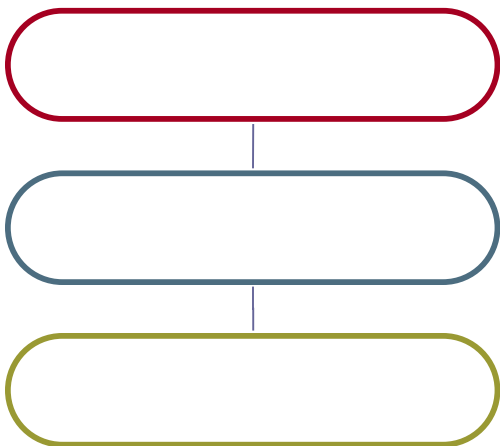
Name two Offices in the Executive Branch (bonus for additional offices):

1.

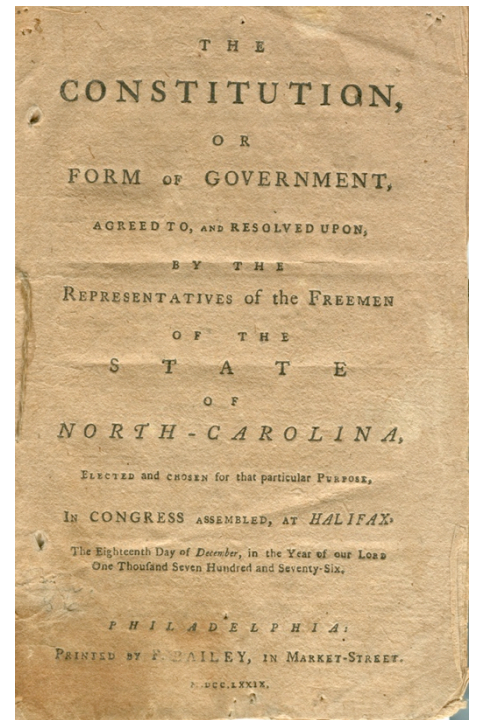
2.

One of the unique items in North Carolina's Constitution the U.S. Constitution does not have is:

What are the three levels of courts in North Carolina?



How many months must school be in session in North Carolina?



# North Carolina's Constitution Quiz Key

Name:

Period:

Date:

The Legislative Branch is made of the:

1. House
2. Senate

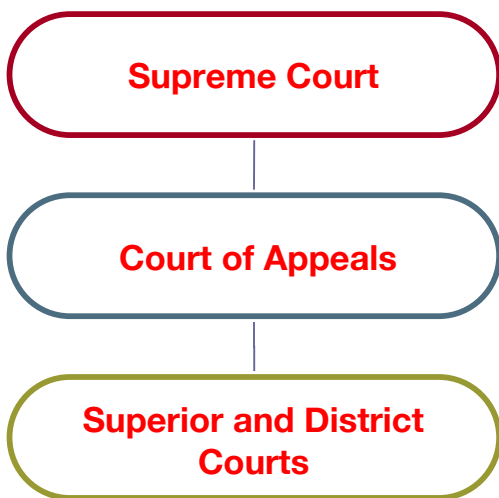
Name two Offices in the Executive Branch (bonus for additional offices):

1. Governor, Lt. Governor
2. Secretary of State, State Auditor, Superintendent of Public Instruction, Attorney General, Commissioner of Agriculture, Commissioner of Labor, Commissioner of Insurance

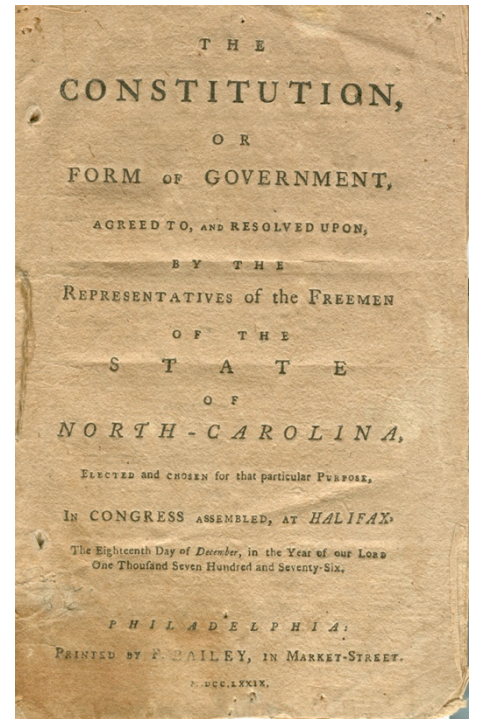
One of the unique items in North Carolina's Constitution the U.S. Constitution does not have is:

A number of options. A right to education, free and fair elections, A cap on the income tax of ten percent, etc.

What are the three levels of courts in North Carolina?



How many months must school be in session in North Carolina? 9 months minimum



# North Carolina's Constitution Homework

Name:

Period:

Date:

If you could add anything to the North Carolina Constitution, what would you add and why?



Describe the steps required to get your amendment passed:

- 1.
- 2.
- 3.

List the Qualifications for Voting in NC

- |    |    |    |
|----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. |    |    |