

**The NC State Constitution: A Review Game**

**Overview**

In review of the NC State Constitution, students will review content while playing a team game.

**North Carolina Essential Standards for American History: Founding Principals, Civics, and Economics**

- CE.C&G.2.1 - Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.)
- CE.C&G.2.2 - Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).
- CE.C&G.2.4 - Compare the Constitutions and the structures of the United States and North Carolina governments (e.g., the various NC Constitutions, Bill of Rights, Declaration of Rights, Preambles, the organization of, the powers of, responsibilities, etc.
- CE.C&G.2.6 - Evaluate the authority federal, state and local governments have over individuals’ rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states’ rights, Patriot Act, etc.)

**Materials**

- Power Point Instructions for Playing EOC Football, available in the Database of K-12 Resources or by e-mailing a request to [Carolinak12@unc.edu](mailto:Carolinak12@unc.edu) (This PPT is not required to lead this activity, but serves as a good visual when describing the rules of the games for students. It is also helpful for clarifying the rules for teachers before leading the game.)
- Sample questions and answers for the game, attached
  - Teachers lacking time to play the review game can also administer these questions as a practice test.
- Football Cut Outs, attached

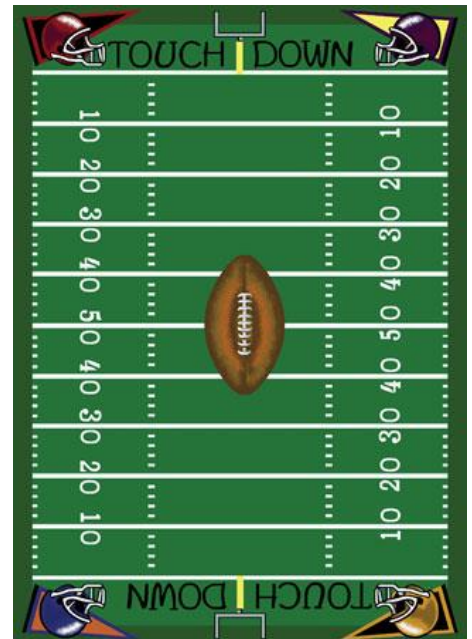
**Duration**

Teacher’s discretion

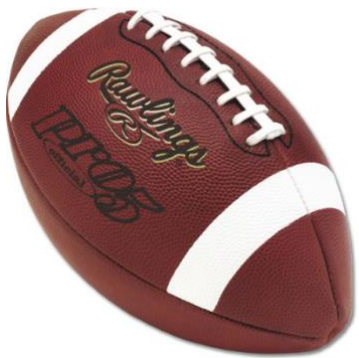
**Procedure**

**“Are you ready for some Football?!?”**

1. Several questions for use in the game are provided, but teachers may also want to assign students to create questions on index cards for use during the game. (This can be assigned for homework the evening before playing the game.) You may provide a list of appropriate topics to students to ensure a diversity of questions.
2. Draw the outline of a football field on your chalkboard or on an overhead transparency that can be projected. There should be two end zones (usually colored in), as well as 10 yard markers (representing a distance of 10 yards each, from 0 to 50 and 50 to 0).
3. Cut out two football shapes and label one “Team A” and the other “Team B.” (There are two shape options attached, or simply cut a football shape out of construction paper.)



4. Divide your students into two teams of fairly equal abilities designating which team is A and which is B.
5. Get two volunteers, one from each team, to participate in a coin toss. Whichever team wins the coin toss receives the ball first.
6. Place both footballs on the 20 yard line (In football this is known as a touchback.) Explain the scoring system and rules to students:
  - a. For each team, ONE person from the team has the opportunity to answer a question. We will go around each side of the room in order to make sure everyone on the team gets a chance to contribute. If that person answers the question correctly, we will move the football TEN YARDS.
  - b. The team that is answering has two opportunities to correctly answer the question. If the first person answers incorrectly, they can elect to either "PUNT" the ball or "GO FOR IT."
    - i. If they elect to punt, they stay where they are on the field and the other team gets to answer the question.
    - ii. If they elect to go for it, choose another student to answer. If the student answers correctly, move the ball ten yards and the same team gets a different question. If the student answers incorrectly move their ball back to their starting 20 yard line. The other team takes over and if they answer the same question correctly they are awarded twenty yards (ten for answering the question correctly and ten as a bonus).
  - c. If four players (two from each team) answer the same question incorrectly, shout "FUMBLE." Choose the first student to raise their hand from either team to answer the question. If they answer correctly, their team receives 10 yards, the ball, and a new question. If they answer incorrectly, keep choosing students until someone answers correctly.
  - d. If the wrong player on a team gives an answer, this is called an INELIGIBLE RECEIVER. The other team gets the ball and a new question.
  - e. If somebody from the other team answers a question out of turn, the team with the ball gets 10 yards and a new question.
  - f. If a team scores a TOUCHDOWN, award six points. The extra point may be earned by answering another question. If the team wants to go for two more points, create a more difficult question.
  - g. After a score, it becomes the other team's turn. Reset and start both teams on the 20 yard line.
  - h. Whoever receives the most points at the end of your questions (or allotted time) becomes the winner. As mentioned before, you may create a trophy of some sort to distribute to the winning team. You may provide candy or some other incentive as well. If you have multiple periods, you can take a picture of the winners and place them on the bulletin board for all to see.
- **Optional:** An animated power point that explains the above rules of the game is available by emailing [CarolinaK12@unc.edu](mailto:CarolinaK12@unc.edu)
7. After the activity, you may choose to use actual EOC style questions with students to get them in testing mode. Sample questions for are available in the K-12 Database of Resources: [k12database.unc.edu](http://k12database.unc.edu)



**Sample Questions** (teachers should edit and amend as needed):

Q1: The North Carolina Constitution says *what* must be provided free of expense, as far as practicable?

A1: Higher Education

Q2: What is a referendum?

A2: A direct vote where the entire electorate is asked to accept or reject something

Q3: What is the Declaration of Rights?

A3: The first article of the North Carolina Constitution, it mirrors many items found in the US Constitution and guarantees individual rights of North Carolina Citizens.

Q4: The people have a "right to the privilege of education." Where is this statement found in the documents we've studied this semester?

A4: The North Carolina Constitution

Q5: What is popular sovereignty?

A5: The idea that the government receives its power from the people.

Q6: How many members are there in the General Assembly?

A6: 170

Q7: How many members are there in the North Carolina Senate?

A7: 50

Q8: How many members are there in the North Carolina House?

A8: 120

Q9: What branch of government do the Governor and Lt. Governor belong to?

A9: Executive

Q10: Who passes state statutes?

A10: The General Assembly

Q11: Who passes ordinances?

A11: City/Town/County Councils

Q12: What is one of the Council of State positions elected by the people? (you can make this a big play by allowing for a number of consecutive answers).

A12: Secretary of State, State Auditor, Superintendent of Public Instruction, Attorney General, Commissioner of Agriculture, Commissioner of Labor, and a Commissioner of Insurance.

Q13: How does a General Statute become law?

A13: It is proposed by the legislature, passed, and then signed (or not signed) by the Governor.

Q14: What state court is the highest in North Carolina?

A14: The North Carolina Supreme Court

Q15: What is a pardon and who can grant one?

A15: A pardon is a full forgiveness of a crime. Only the Governor can give one in the state (and the President nationally).

Q16: What is the Powell Bill?

A16: A Bill passed in North Carolina that taxes gasoline and devotes that money to local road improvement and construction.

Q17: What is the Council-Manager plan?

A17: The Council and Mayor set policy and hire a city manager. The city manager runs the day to day operations of the city, while the council and mayor determine the direction in which they go.

Q18: What is the Mayor-Council plan?

A18: A mayor acts as the executive branch, and the council is the legislative branch. In a weak-mayor form, the council will retain the legislative and executive power. In a strong mayor system, the mayor has executive authority, the council has legislative authority.

Q19: What is the Leandro Case?

A19: A case in North Carolina with a ruling that "All children in the NC have a fundamental state constitutional right to the 'equal opportunity to receive a sound basic education'" Low-income schools receive greater portions of funding to help equalize the differences between income groups' schooling.

Q20: What is the Bayard v. Singleton case?

A20: A case that establishes judicial review in North Carolina (1787) a full sixteen years before Marbury v. Madison (1803). It said that Elizabeth Cornell Baird had the right to a trial and that a law of the legislature that disbarred that trial was unconstitutional.

Q21: What is the idea of precedent or *stare decisis*?

A21: It's the idea that you let the decision stand, or that you consult precedents when you make a legal decision (things that happened in previous court cases that applies to the current case).

Q22: What is the *State v. Mann* case?

A22: A ruling in 1830 that said slave owners had absolute authority over their slaves and could not be found guilty of committing violence against them. It showed the supremacy of the NC Supreme Court.

Q23: What amendment to the US Constitution guarantees equal protection of the law?

A23: The 14<sup>th</sup> Amendment

Q24: What amendment to the US Constitution guarantees women the right to vote?

A24: The 19<sup>th</sup> Amendment

Q25: What is Gerrymandering?

A25: The process of dividing up districts into areas more favorable for one party than another (and ignoring obvious geographical sense).

Q26: What is Annexation?

A26: The process of incorporating one community into another. For example, if a small town is next to Charlotte, they can choose to be voluntarily annexed into Charlotte's city to pay taxes into their government and receive their services. There is also involuntary annexation, when a town is annexed against its will.

Q27: What is a balanced budget and how does it affect North Carolina?

A27: A balanced budget is when current fiscal expenses are equal to current fiscal revenues. North Carolina is required to run a balanced budget each year. Additionally, they often issue debt (which is part of the budget only as a debt service payment).

Q28: What were the major points of Swann v. Charlotte Mecklenburg Public Schools?

Q28: It was a major US Supreme Court case dealing with the busing of students to promote integration in public schools. The court ruled that the Charlotte/Mecklenburg school system could integrate schools based on racial makeup, rather than strictly geographic proximity.

Q29: What is a charter school?

A29: Schools that receive public money, but have been freed from some of the rules, regulations, and statutes that apply to other schools in exchange for performance measures that they must meet.

Q30: What is an estate tax?

A30: A tax on the value of goods/money held by someone who died. Inheritance is taxed when this person passes away before it is given to the heirs.

Q31: What are user fees?

A31: Fees charges for goods or services to raise revenue for the government. An example is a license fee on a driver's license.

Q32: What is Intergovernmental Revenue?

A32: Revenues received from other levels of government. For example, a city can receive money from the state or the federal government.

Q33: Which level of local government is responsible for funding elections?

A33: County Government

Q34: Which level of local government is responsible for funding education?

A34: Usually County Government, except for a few small exceptions (Chapel Hill/Carrboro Schools, for example).

Q35: What area of law does the Supreme Court deal with primarily?

A35: Constitutional Law

Q36: Who proposes the initial state budget?

A36: The Governor and his/her Office of State Budget and Management

Q37: What is a conference committee?

A37: A committee formed to iron out differences between different versions of a bill in the House and the Senate

Q38: Explain a positive and negative aspect of the North Carolina Education Lottery.

A38: Answers will vary. A positive is that it creates revenue for the state. A negative is that it encourages gambling.

Q39: What does Supremacy mean?

A39: A court has supremacy when it is above another court and can overrule a lower court's decisions.

Q40: What branch of government do State Agencies fall under?

A40: The Executive Branch