

North Carolina’s CEO – The Governor

Overview

Students will learn about the position of North Carolina’s governor, his/her roles and responsibilities, and the relevance he/she has to each North Carolinian. Students will explore the skills and qualifications necessary to be governor by assuming the role of North Carolina’s governor and problem solving various real-life scenarios. Finally, students will create a commercial or poster as part of a public awareness campaign to inform North Carolinians about the office of the governor and its relevance to every citizen.

Grade

10

NC Essential Standards for American History: Founding Principles, Civics, & 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.2.6 - 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.)
- CE.C&G.2.7 - Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.)

Essential Questions

- Who serves as North Carolina’s chief executive officer and what are his/her duties?
- What are the requirements a person must meet to be governor of North Carolina?
- What impact does the governor have on each North Carolinian?

Materials

- *Vote. North Carolina*, handout attached
- *YOU are Governor*, handout attached
- *Educate the Public on North Carolina’s Governor*, assignment sheet attached
- *Who’s Who in NC State Government*, optional activity attached

Duration

60-90 min. (additional time may be needed for Culminating Activity)

Procedure

“North Carolina’s CEO”

1. As a warm up, draw a two-columned “T-chart” on the board. Label one side “Governor” and the other “President”. Ask students to share who the current president is, as well as who the current governor is, then to brainstorm as many facts about each official as they can. They might note the responsibilities of the official, how the official affects them, etc.

2. Once students have exhausted all thoughts, review the chart, noting which official students seemed to know more about. It is likely students were able to share more regarding the office of the president than that of the governor. Explain to students that even though our state's governor has just as much of an impact on each of us as the President of the United States, many young citizens know little about our state's "CEO." Give students the attached *Vote North Carolina, North Carolina's CEO-the Governor* handout to read individually or in partners. Post the following questions for students to answer as they read, or discuss them as a class once students have finished:
- How many terms can the governor serve? Why do you think the terms are limited in this way? (Explain to students that the Governor receives his/her executive power in Article II, section 1. Election of the Governor and Lt. Governor is provided for in Article III Section 2.)
 - Of all of the governor's duties, which do you think is most important and why?
 - The reading explains that one of the governor's important responsibilities is to appoint the members of his/her Cabinet. What types of agencies does this include? What types of skills and qualifications do you imagine the governor looks for in these potential heads (or secretaries)?
 - What are the three requirements noted in the reading for a person to run for the governor of NC? Do you think each of these requirements is fair? Are there any you would change? Explain.
 - What additional qualifications do you think a potential governor for our state should have?
 - What do you imagine would be the most difficult thing about serving as governor?

YOU are Governor!

3. Tell students they will be exploring this question further by assuming the role of North Carolina's governor themselves. Pass out the attached *YOU are Governor!* handout and have students consider how they would respond as governor to each scenario. Once students have finished, have several volunteers share with the class what their decision was for each scenario. After hearing a few decisions on each, explain that each of these situations is a decision North Carolina's past governor Mike Easley had to make. Share with students what the governor's decision was and further discuss.
- **To Pardon or Not to Pardon?** - On Feb. 2, 2007 Steven Snipes was granted a full pardon from Gov. Mike Easley, officially clearing his name for an armed robbery he *never* committed. Steven, who spent more than 5 years in prison, was found to be innocent. Not only was there no physical evidence in his case, another man was heard bragging about committing the robbery that Snipes was serving time for. In 2003, after serving five years and maintaining his innocence, Steven Snipes passed a polygraph test. Investigators reopened the case and eventually Snipes was released from prison and granted a new trial. The District Attorney recognized that original evidence convicting Steven Snipes was loose, and thus agreed to the release and chose not to try him again. However, it was not until February 2007 that Easley finally pardoned Snipes. Governor Easley has not been a Governor to grant pardons; as of early 2007, Easley had received 481 requests for pardons, of which he granted only 4. (Read more about this case at <https://indyweek.com/news/i-m-free-man-father-sings-pardon/>)
 - Discuss:
 - What is difficult about making a decision such as this?
 - Why do you think Easley is so hesitant to use his power to pardon or reprieve? Do you imagine you would take the same stance if you were governor? Explain.
 - Based on this scenario, how might the governor have an impact on you as a North Carolina citizen? (students can discuss how if they are ever wrongfully imprisoned, it may be the governor who is responsible for determining their release; if the governor pardoned someone who was actually guilty, that person could possibly commit a crime against any NC citizen; etc.)
 - **NC Lottery – Pass or Veto?** North Carolina was in fact the only state on the East Coast without a lottery up until 2005. Whether or not to institute one in our state was a very controversial decision. At the time of consideration of the lottery (2005) many of North Carolina's legislators strongly opposed it. In fact, the opposition of nearly every Republican and a small minority of Democratic lawmakers made the passage of a lottery unlikely. However, on August 30, 2005, two lottery opponents (Harry

Brown, R-Jacksonville and John Garwood, R-North Wilkesboro) had excused absences. With this known, a special vote was called and the vote tied 24-24. Then Lieutenant Governor Beverly Perdue cast the tiebreaking vote. Governor Easley, who had been pushing the idea of a state lottery for education needs since his election in 2001, then signed the bill into law, creating North Carolina's current lottery. The vote would have been defeated had the absent senators paired their votes. Read more at <http://www.lottery.com/news/110745>.)

- Discuss:
 - Do you agree or disagree with Easley's decision? Explain.
 - What is your opinion of the way the decision to begin the NC lottery was made?
 - Does anyone think Easley should have vetoed the lottery bill? If so, why? (Explain to students that it wasn't until 1996 when an amendment was added to the NC State Constitution that NC's governor even gained the power of veto. However, if the governor does veto a bill, legislators also have the right to overturn the governor's veto.)
 - Once more, how does this lottery decision made by our governor affect North Carolinians?
- **Awww, this BUDGET!** – The state of North Carolina currently runs on a budget of nearly \$19 billion, and the money is allocated in the following ways:
 - *Education*: 58% - (this includes 40% for public education-K-12 and 18% for community colleges and universities)
 - *Health and Human Services*: 25% - Office of the Secretary, Child Development, Facility Services, Medicaid, NC Health Choice, Public Health, Social Services, Vocational Rehabilitation
 - *Justice and Public Safety*: 11% - Corrections, Crime Control & Public Safety, Judicial Department, Attorney General, Juvenile Justice & Delinquency Prevention
 - *Other (Debt Service, Reserves)*: 2% - Interest/Redemption, State Health Plan, Compensation Increases, Contingency & Emergency Fund, Blue Ribbon Commission on Medicaid Reform
 - *General Government*: 2% - Administration, Auditor, Cultural Resources, General Assembly, Governor, Housing-Finance Agency, Insurance, Lieutenant Governor, Revenue, Secretary of State, State Controller, Treasurer-Operations
 - *Natural & Economic Resources*: 2% - Agriculture & Consumer Services, Commerce, Environment & Natural Resources, Labor

When Easley released his recommended state budget adjustments for the 2008-2009 fiscal year, it totaled \$21.5 billion. The proposed budget provided the following increased funding in the categories students examined:

- Public Schools: \$492 million
- Health & Human Services: \$217 million
- Justice & Public Safety: \$49 million
- Natural & Economic Resources: \$33 million
- Transportation: \$28 million
- Supporting the Military: \$5 million
- Discuss
 - Did the governor prioritize similar areas to those you prioritized? Explain.
 - How did you make your decision? Do you think the governor uses similar criteria to make his decision regarding the budget? Explain.
 - How does the governor's decision on our state's budget directly affect each of us?
 - Do you imagine that proposing and balancing the state's budget is difficult? Why or why not?
 - Once the governor has proposed the budget, is his work done? (Explain that the Governor presents his proposed budget to the General Assembly and to the public. The Senate then debates provisions of the budget and makes amendments as it sees fit. The budget is then passed on to the House of Representatives who repeat the same process of debate and amendment. Once both the Senate and the House agree, the budget is sent back to the governor to be signed and enacted.)

- What might be difficult about this process of debating, amending, and approving the budget? (Explain to students that even though Easley proposed a \$21.5 billion dollar budget, that doesn't mean that this is the final budget North Carolina will end up with.)
 - **Should Doctors Monitor Executions?** – In February 2007, Governor Mike Easley and the Council of State found themselves thrown into the middle of a debate about whether doctors can help administer the death penalty. Easley and the Council of State voted 7-3 to approve a Department of Correction policy that would have doctors "monitor the essential body functions of the condemned inmate" -- despite the N.C. Medical Board's rule that doctors cannot participate in executions. (Governor Easley was one of the 7 who voted "yes.") The meeting was unusual for this group of 10 state leaders, since they generally only meet once a month to decide less complicated issues, such as approving leases and right-of-way easements. Several of the council members questioned whether it was appropriate for them to be part of the debate, and they also voted unanimously to ask state lawmakers to consider the issue. While the issue was being decided, a "de facto death penalty moratorium" was issued, meaning all executions were on hold until this issue was decided. After Carolina's Judge Stephens ruled that physicians should be present during executions, the NC Medical Board appealed. In May, 2009, the NC Supreme Court ruled Friday that the state Medical Board cannot prevent doctors from participating in the executions of criminals. In a 4-3 decision, the court turned back one of the legal challenges that had created a two-year death penalty moratorium in North Carolina. Read more at <https://www.wral.com/court-physicians-can-take-part-in-executions/5063064/>
 - Discuss:
 - Why is this such a complicated decision to make?
 - Do you agree with Easley and his Council of State's decision that a doctor should be present during executions, or did you make a different decision as governor? Explain.
 - Easley and his Council of State felt that this was not a decision they should be considering. Rather, they thought state law makers and the North Carolina courts should be handling this. Do you agree or disagree? (Explain to students who comprises the Governor's Council of State: Superintendent of Public Instruction, Commissioner of Labor, State Treasurer, State Auditor, Lieutenant Governor, Attorney General, Commissioner of Insurance, Commissioner of Agriculture, & Secretary of State (see also *Vote North Carolina – North Carolina's Council of State* for additional information). Are these people who should be weighing in on a decision like this?)
 - What impact does a decision like this have on North Carolinians?
4. After students have discussed each scenario and learned the true stories behind each, wrap up the activity by discussing as a class (students can also respond to these in a closing journal entry):
- How would you characterize the job of the governor?
 - What do you think is most difficult about being the governor? What do you admire most about a person willing to serve as governor?
 - In what ways does the governor impact each of us as North Carolina citizens?
 - Why is it important to cast a vote in the governor's race? Why is it important to be aware of the decisions our elected governor is deliberating and making?

Culminating Activity: Public Awareness Campaign

5. Tell students that in an effort to increase education regarding the role and responsibilities of the governor, they have been hired to institute a public awareness campaign across North Carolina. Distribute the attached assignment sheet and explain to students that they will choose to either create a poster or a commercial to educate North Carolina citizens about the office of the governor and the relevance of the governor to each citizen. Teachers should determine when the assignment is due, as well as when students choosing commercials will present their work to the class. Posters should be presented as well (this can be as simple as hanging work in the classroom and allowing students to rotate around the room

to view). After presentations, allow students time to discuss one another's work and reflect on why awareness and involvement in our state level political offices is important.

Additional Activities

Assign the attached *Who's Who in NC State Government* for students to complete.

YOU are Governor!



Congratulations! After a long and difficult campaign, you have been elected governor of North Carolina. You have a lot of responsibility as our state's new CEO and you must ensure you make the best decisions you can possibly make for the "common good" of North Carolina. Below are some decisions you are responsible for making in your first month on the job. Read each scenario and explain how you would respond. Remember that North Carolinians are keeping a constant eye on you and any unpopular decision you make may result in your not being elected for a second term. Good luck!

To Pardon or Not to Pardon?

Steven Snipes, a father of seven children, was arrested Feb. 13, 1998 in Sanford, NC for allegedly holding up a convenience store. When police arrived at the scene, the store clerks explained that the robber had been wearing a mask, but that they recognized the robber's voice as that of Steven Snipes. Minutes after the robbery, the police arrived at Steven's house, arrested him, and brought him back to the crime scene. The clerks said, "Yeah, that's him; he's done changed clothes."

There was no physical evidence linking Steven to the robbery and he has an alibi. However, a jury of 12 North Carolina citizens came back with a guilty verdict after his trial. Steven was sentenced to prison, where he has been for five years now.

The entire time Steven has been in prison, he has been claiming he is innocent. Most people in prison naturally say they did not commit the crime they are convicted of – who wants to stay in prison after all? However, as governor of North Carolina, it is your decision whether to pardon Steven Snipes or not. Pardoning him means that he will be released from prison and can be eligible for money for "wrongful incrimination."

The decision is yours to make. Based on the information above, will you pardon Steve Snipes? Why or why not?

NC Lottery - Pass or Veto?

North Carolina is considering whether or not to institute a lottery. NC happens to be the only state on the East Coast without a lottery. As the governor, you have heard a lot of opinions on this issue, and you know many North Carolinians (lawmakers and the public alike) feel very strongly about this issue, some for and some against a lottery.

Recently, when two General Assembly legislators who strongly opposed the lottery had excused absences and were not present, a special meeting was called to vote on the lottery. Without these two opposing votes, the final vote was a tie, 24-24. When there is a tie, your Lieutenant Governor votes to break it...and she did. Beverly Perdue cast the tiebreaking "yes" vote, and today on your desk is a bill to start a lottery in North Carolina. You, as governor, must decide if you want to sign it into law or veto it.

The decision regarding whether North Carolina will have a lottery or not is yours. Make a decision and explain how you decided what to do:

Awww, this BUDGET!

As the governor, you are responsible for recommending a budget to the General Assembly. Since you are also responsible for administering a balanced budget, you need to be very considerate of how you allocate money in the budget. Assume that you have **\$250 million dollars** to assign to the categories below and decide how you will divide the money. That might sound like a lot of money, but keep in mind our state's budget is generally around \$20 BILLION dollars. You should first decide which areas you think are most important to our state. Those that you deem are a priority will most likely be where you allocate larger amounts of funding. You may even choose to not fund a particular area at all if you deem it is unimportant.

PUBLIC SCHOOLS

\$ _____

(includes teacher raises, early childhood education programs, college preparation programs, etc.)

TRANSPORTATION

\$ _____

(increase highway maintenance, ensure roads and bridges are safe, etc.)

JUSTICE & PUBLIC SAFETY

\$ _____

(expand prisons, institute gang prevention programs, improve supervision of prisoners on parole, increase community-based programs to reduce repeat offenders, etc.)

SUPPORTING the MILITARY

\$ _____

(improve health services for soldiers, improve health/mental health services for veterans, support college scholarships for children of killed soldiers, etc.)

HEALTH & HUMAN SERVICES

\$ _____

(improve hospitals, provide healthcare to children of low income families, improve the foster care and adoption system, etc.)

NATURAL & ECONOMIC RESOURCES

\$ _____

(recruit new and expand existing businesses, improve our state's economy, aid communities experiencing drought, etc.)

To which category(s) did you assign the greatest amount of money and why?

To which category(s) did you assign the least amount of money and why?

Should Doctors Monitor Executions?

North Carolina's prison officials have found themselves in a predicament, and they are looking to you to sort things out. As you know, North Carolina is a state where the death penalty is legal. North Carolina uses lethal injection for administering death to criminals who have been given a sentence of death. Death by lethal injection means a fatal dose of drugs is injected into the convicted that results in their becoming unconscious and paralyzed, and finally leads to death. To have a federal court consider executions constitutional, all prisons must have a doctor monitor an inmate's consciousness throughout the procedure to ensure he/she does not experience excruciating pain. However, the N.C. Medical Board does not think a doctor should participate in an execution. The Medical Board ruled that any doctor can be disciplined for participating in an execution in any way beyond being present. Thus, doctors do not want to be part of North Carolina executions in fear of losing their medical license. Recently, an inmate's attorney argued that without a doctor to ensure inmates are sedated, they might suffer unconstitutional "cruel and unusual punishment." The judge in that case said that you (as the governor), along with the members of your Council of State, must decide what to do regarding this controversy.

As governor, what thoughts do you have regarding the death penalty? Is lethal injection constitutional, considering criminals may be experiencing terrible pain during the procedure? Should doctors have to be present when lethal injection is administered? Write out your thoughts to these questions – you will share these thoughts with your Council of State in order to convince them to see things your way on this issue.

Educate the Public on North Carolina's Governor!

Public Awareness Ad – Television or Poster

Though the office of the governor is important to each of North Carolina's citizens, many people are unsure of the responsibilities and relevance of our state's "CEO." Create either a commercial or poster to educate the public on the office of the governor and its relevance to each citizen, young and old. Information should include who the current governor is, what his/her roles and responsibilities are, how the Governor's decisions affect each citizen, and what citizens can do to be involved.

Commercials should contain:

- ✓ Governor's name and political party
- ✓ Information delivered verbally, such as: a testimonial from a citizen or celebrity regarding the relevance of the governor's decisions, comments from the governor himself/herself, a skit that conveys information on the governor's role and responsibilities, etc.
- ✓ Reasons to be aware of and participate in the decisions made by the governor's office
- ✓ Commercials should be 3 minutes long when performed (each commercial will be performed in front of class on the due date; students can also choose to create a video, which would be played for class on the due date rather than performed live)
- ✓ Commercials should be well organized, creative, and taken seriously

Posters should contain:

- ✓ Governor's name and political party
- ✓ Text that conveys information regarding the governor's office
- ✓ Visual images that will assist in conveying information regarding the governor's office
- ✓ Reasons to be aware of and participate in the decisions made by the governor's office
- ✓ A slogan that will remind citizens about the importance of the governor
- ✓ Posters should be neat, creative, and visually appealing

Who's Who in N.C. State Government

| Title | Name | Political Party |
|----------------------|-------------|------------------------|
| Governor: | | |
| Lieutenant Governor: | | |

| House of Representatives: | | |
|----------------------------------|-------------|------------------------|
| Title | Name | Political Party |
| Speaker of the House | | |
| Majority Leader: | | |
| Minority Leader: | | |
| Majority Whips: | | |
| | | |
| | | |
| Minority Whip: | | |

| Senate: | | |
|------------------------|-------------|------------------------|
| Title | Name | Political Party |
| President Pro Tempore: | | |
| Majority Leader: | | |
| Minority Leader: | | |
| Majority Whip: | | |
| Minority Whip: | | |

| County House Members: | Political Party |
|------------------------------|------------------------|
| Name | |
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| County Senate Members: | Political Party |
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| Name | |
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vote. North Carolina

North Carolina's CEO - The Governor

N.C. GOVERNORS

DID YOU KNOW?

The North Carolina Constitution grants executive power to the governor of North Carolina, the state's chief executive officer. The governor is elected to four-year terms and may not serve more than two consecutive terms in office. The governor's primary duties include:

- ★ reporting to the General Assembly (legislature) on the affairs of the state
- ★ recommending a budget to the general assembly and administering a balanced budget
- ★ ensuring that state and national laws are faithfully executed
- ★ serving as commander-in-chief of the state's military forces (except when forces are called into action by the U.S.)
- ★ granting reprieves and pardons
- ★ nominating and appointing state officers, such as judges
- ★ signing public acts of the General Assembly into law or exercising the veto

The governor appoints secretaries to head eight agencies that make up his or her cabinet (administration, commerce, cultural resources, environment and natural resources, health and human resources, public safety, revenue and transportation). The agencies fall under the direction of the governor and employ hundreds of individuals all over North Carolina.

The governor is elected in a statewide election that takes place every four years.

★ Some of North Carolina's first leaders never actually set foot on this continent. Before the founding of the nation, the King of England appointed Lords Proprietors to the governorships. Many never made the long, dangerous sea voyage over from England.

★ Richard Caswell (1776-1780) was the first governor of the State of North Carolina (N.C. had been a province). Caswell also served his state as a delegate to the Constitutional Convention in 1787.

★ Governor Terry Sanford (1960-1965) established the N.C. School for the Arts to keep creative children in our state.

★ James Hunt served four terms as governor of North Carolina, two terms between 1977 and 1985 and two terms between 1993 and 2001. James E. Holshouser, 1973-1977, and James G. Martin, 1985-1993, were the two Republicans elected governor during the 20th century.

★ In 2008, Beverly Perdue became North Carolina's first female governor.

★ The Democratic Party chose Walter Dalton to run for governor in 2012, and the Republican Party, Pat McCrory. Libertarians chose Barbara Howe.

HELP WANTED GOVERNOR OF NORTH CAROLINA

He or she must be:

- ★ At least 30 years old
- ★ A U.S. citizen for at least five years
- ★ A N.C. resident for at least two years immediately prior to the election

Think more!

Imagine the governor is interested in appointing you to his or her Cabinet. Research the members of the governor's cabinet, and write a paragraph explaining the position that interests you most and why.

The Help Wanted section explains the minimum requirements for serving as North Carolina's governor. What else qualifies a candidate to serve as governor of the state? Find photos and stories about candidates in your newspaper and other news sources. Identify education, personal and professional experiences and positions held in and out of government that candidates use to convince voters that they deserve to be governor of the state.

When Governor Tryon imposed a tax to build a new governor's mansion, now called Tryon Palace, a group of people in western North Carolina joined together to form the Regulators and oppose the tax. How do today's citizens organize to support or oppose measures taken by government officials?