

North Carolina's Council of State

Overview

Students will learn about the members of North Carolina's Council of State and their roles within state government.

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

- Which elected offices comprise the Council of State?
- What are the roles and responsibilities of each member of the Council of State?
- What qualifications and skills should a member of the Council of State possess?
- In what ways do the actions of the Council of State members impact North Carolina's citizens?

Materials

- Warm up graphic organizer, attached
- Vote. North Carolina-North Carolina's Council of State, handout attached
- NC Council of State-Enlarged Resumes, assignment sheet attached
- Internet access (if access to the Internet is unavailable, teachers will need to provide printed handouts on each officeholder for the 9 Council of State positions)
- North Carolina's Council of State, worksheet attached
- Chart paper or poster board

Duration

- 30 min. for lesson and activity description
- Additional time for resume completion, resume reviewing, and class election

Procedure

Council of WHO?

1. As a warm up, project the attached graphic organizer and ask students what they already know regarding North Carolina's Council of State. (If projecting with an overhead, use overhead markers to write student comments on the graphic organizer.) Encourage students to make any connections they can:

- Do any of these Council positions sound familiar to you? (most students should at least recognize the Superintendent of Public Instruction)
 - Do you have any thoughts or guesses regarding what responsibilities are associated with any of these Council members?
 - If you had to guess which of these Council members has the most impact on you, who would you pick and why?
2. Tell students that they are going to be learning about North Carolina's Council of State, a body mandated by Article III, section 7 of the NC Constitution. Pass out the attached *North Carolina's Council of State* handout for students to read individually or in partners. Afterwards, discuss:
- Of all the Council of State members, which do you now believe has the greatest impact on you and why? Did your answer change or remain the same from the warm-up?
 - Which member of the Council of State do you think has the most important job and why?
 - Which member would you imagine has the most difficult job and why?
 - Why do you think so many of us did not know very much about the Council of State? Do you think most North Carolinians (young and old) are aware of the Council of State, who comprises the Council of State, and what their responsibilities are? Why or why not?
 - We've determined that many citizens are fairly unfamiliar with the Council of State, yet these are positions that we elect every four years! What is dangerous about this lack of knowledge regarding elected offices? How do you think voters are deciding who to elect?
 - What qualifications do you imagine one needs to serve on the Council of State in one of these positions?
 - The article you read notes each candidate that ran for Council of State in the 2008 election. Do you know who was elected to each office?

Please Submit a Resume...

3. Tell students that they will be further exploring each of the 9 offices of North Carolina's Council of State, as well as the North Carolinians who serve in these offices. Pass out the attached *NC Council of State-Enlarged Resumes* assignment and go over the requirements with students. Teachers should determine whether to have students complete this individually or in partners then go over the assignment details. Either through assignment or student self-selection, ensure each of the Council of State offices is covered by a student/pair at least once (depending on how large your classroom is, some Council of State positions may be repeated, which is fine).

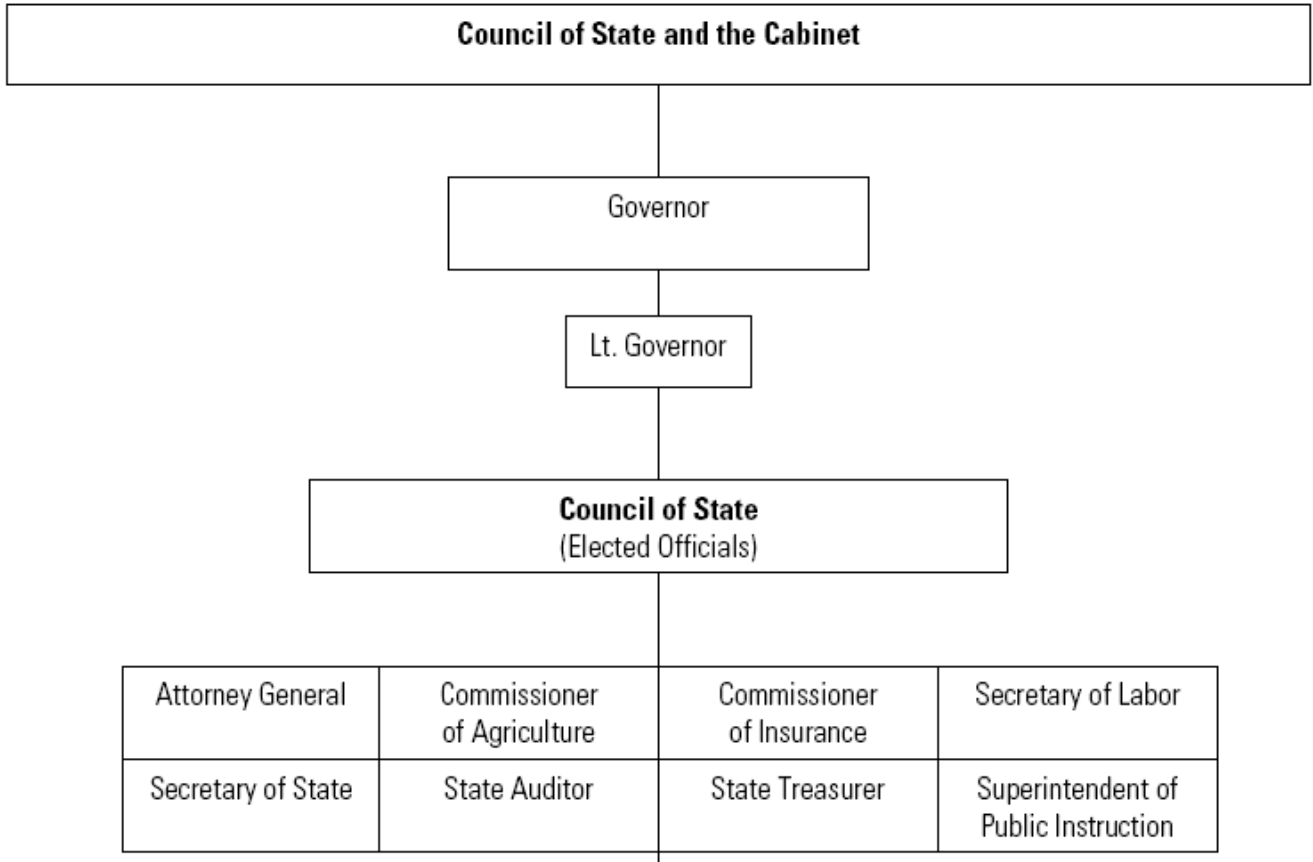
Let students know when the due date is for their enlarged resumes and explain that on this date, they will be posting their enlarged resume somewhere in the room for the rest of class to circulate and review. The class will be using these resumes to determine whether the current council of state member is qualified to serve in the office. Students will then hold a class election, voting to retain the current member or look for a new one. If students choose not to retain a council member, remind them to have reasons for their decision to share with the class.

4. On the due date, ensure students working on the candidates for the same Council of State office post their enlarged resumes together. Give each student the attached *North Carolina's Council of State Candidates* chart and instruct them to circulate around the room and review each resume. Students should fill out the chart with the information they learn. Once students have reviewed all of the resumes, have them decide whether to retain the Council member or seek another one. Finally, hold a class election in which students vote to retain each Council of State member or seek another individual to fill that position.

Additional Activities

- Before the class determines whether to retain each person currently serving, have students assume the character of the Council of State they completed a resume for and give a speech to the class as to why they are qualified for office and how they will use their position to better North Carolina.
- Have students create an educational guide in pamphlet or poster form to inform North Carolina citizens about the Council of State offices and the individuals who are serving in these positions.

Warm Up Graphic Organizer



NC Council of State – Enlarged Resumes

What qualities should an elected official have? Do you think they should be college educated, be married, work in the industry related to the position, have served in the military, be honest, or perhaps prefer eastern NC vinegar based barbeque over western tomato based? Your assignment is to create an accurate professional resume for one of the Council of State members. Remember, there are 9 Council of State positions. Review the description of each Council of State position, then search for information about your Council of State member to complete the resume. You will then design your member's resume on a large piece of poster board or chart paper to be posted around the room on its due date. (Your final product should look like a typical professional resume, but much larger.) The class will use your resume to determine whether your Council of State member is qualified for their Council of State position.

Current Members of Council of State:

- Lieutenant Governor (_____)
- State Auditor (_____)
- Attorney General (_____)
- Commissioner of Insurance (_____)
- Commissioner of Agriculture (_____)
- State Treasurer (_____)
- Commissioner of Labor (_____)
- Secretary of State (_____)
- Superintendent of Public Instruction (_____)

Your member is: _____

Your resume should include:

- ✓ An objective/ mission statement (What they hope to achieve by serving in this office; this should be at least 2-3 sentences; students can infer this information based on what they learn about the candidate)
- ✓ Education
- ✓ Previous professions/ places of employment
- ✓ Previous elected positions
- ✓ Political party affiliation
- ✓ Character traits
- ✓ Skills/ Values
- ✓ Picture

Your resumes should be:

- ✓ Neatly designed on a piece of poster board or chart paper (we are pretending the resumes have been "enlarged")
- ✓ Organized in a professional and aesthetically pleasing manner
- ✓ Accurate in the information presented

Use the following handout as a guide for creating a resume:

<https://careers.unc.edu/students/resumes-and-letters>

Name: _____

North Carolina's Council of State

Name, Council Position & Party Affiliation	What stands out about this resume that makes the person qualified for this job?	What questions or concerns do you have regarding this person's experience as it relates to the job requirements?	Retain? (Yes or No)
<i>Lieutenant Governor</i>			
<i>State Auditor</i>			
<i>Attorney General</i>			
<i>Commissioner of Insurance</i>			
<i>Commissioner of Agriculture</i>			
<i>State Treasurer</i>			
<i>Commissioner of Labor</i>			
<i>Secretary of State</i>			
<i>Superintendent of Public Instruction</i>			

vote. North Carolina

North Carolina's Council of State

ATTORNEY GENERAL

The N.C. Constitution establishes nine elected offices in addition to the office of governor within the executive branch. These elected officials act independently of the governor and are collectively called the Council of State; members of the Council of State are elected in statewide elections to four-year terms. With the exception of the lieutenant governor, each member of the Council of State oversees a related state agency and appoints staff within that agency. The Council of State oversees and approves certain state functions, such as buying and selling property.

- ★ **Lieutenant Governor** (Linda Coleman-D v. Dan Gurley-R)
The N.C. Constitution provides the lieutenant governor with executive and legislative authority. The executive authority includes being first in line to succeed the governorship, should that office become vacant, and the legislative authority includes serving as president of the state Senate, but casting votes only to break ties. The lieutenant governor has the same requirements for office and term limits as the governor
- ★ **State Auditor** (Beth Wood-D v. Debra Goldman-R)
Reviews (audits) the finances and performance of other state departments
- ★ **Attorney General** (Roy Cooper-D, unopposed)
Provides legal advice and representation to state government, protects consumers, and prosecutes criminal cases on appeal from state trial courts
- ★ **Commissioner of Insurance** (Wayne Godwin-D v. Mike Causey-R)
Regulates how insurance companies do business in the state
- ★ **Commissioner of Agriculture** (Walter Smith-D v. Steve Troxler-R)
Promotes agriculture and oversees the safety of agricultural products, livestock, food, drugs and cosmetics
- ★ **State Treasurer** (Janet Cowell-D v. Steve Royal-R)
Manages the state's money, including the retirement system for teachers and state employees
- ★ **Commissioner of Labor** (John Brooks-D v. Cherie Berry-R)
Regulates worker safety and employment
- ★ **Secretary of State** (Elaine Marshall-D v. Ed Goodwin-R)
Facilitates business activities in the state and manages the state's official records
- ★ **Superintendent of Public Instruction** (June Atkinson-D v. John Tedesco-R)
Oversees the public school system

The attorney general oversees the N.C. Department of Justice and protects the interests of the state's citizens by:

- ★ providing legal representation and advice to all state government departments, agencies, and commissions
- ★ serving as prosecutor in appeals of criminal cases from the state's trial courts to North Carolina's Court of Appeals and Supreme Court
- ★ providing legal opinions about how the state's laws should be interpreted as requested by public officials
- ★ taking legal action on behalf of the state and its citizens, when public interests are at stake
- ★ educating North Carolina consumers and protecting them from fraud and scams
- ★ protecting the rights of victims and helping citizens better understand the criminal justice system
- ★ overseeing the State Bureau of Investigation
- ★ helping police and sheriff's departments that work in the state's cities and counties by providing training, deciding what training officers must have, and disciplining officers who misbehave

Think more!

★ N.C.'s 1776 Constitution established the office of state attorney general. At that time, the N.C. General Assembly selected the state's attorney general (and the governor). Since 1868, voters have elected the attorney general. Do you believe the attorney general should be appointed or elected and why? Write and deliver a speech or write an editorial or blog that expresses your opinion.

★ The N.C. Constitution does not specify training or work experience as qualifications for serving on the Council of State except for attorney general who must be authorized to practice in the state's courts. Use news and other sources to learn about the candidates for one office and current issues that involve the office. What do you think should be important to voters?

HELP WANTED COUNCIL OF STATE

Each official must be:

- ★ A qualified and registered voter
- ★ At least 21 years of age

Special qualifications:

Lt. governor (same as governor)

Attorney general

- ★ Authorized to practice law in the state's courts

DID YOU KNOW?

★ James Iredell, N.C.'s second attorney general serving from 1779-1882, went on to become one of the original Justices of the Supreme Court of the United States. President George Washington appointed Iredell, and he served on the court from 1790 until his death in 1799.

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