



*...a Constitution?
Using Metacognitive Inquiry to Disaggregate Democracy in North Carolina*

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This curriculum unit is recommend for:
8th Grade Social Studies
North Carolina: The Creation and Development of the State and Nation

Keywords: metacognition, inquiry, primary sources, constitution, democratic ideals, popular sovereignty, republicanism, separation of powers, federalism, struggling readers, modeling, think-aloud, evidence

Teaching Standards: [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This unit is designed to help students understand the evolution of democracy in North Carolina through the strategies of metacognition and historical inquiry. It is largely a product of district and school-level initiatives to incorporate these strategies into more classrooms and draws heavily on the research compiled by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy in their text, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, as well as research done by the Stanford Historical Education Group (SHEG) and Virginia Tech in regards to the practicability of historical inquiry.

I plan to teach this unit during the coming year to 180 students in 8th Grade Social Studies, North Carolina: The Creation and Development of the State and Nation.

I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.

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Introduction

This unit is designed to help students understand the evolution of democracy in North Carolina through the strategies of metacognition and historical inquiry. It is largely a product of district and school-level initiatives to incorporate these strategies into more classrooms and draws heavily on the research compiled by Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy in their text, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*, as well as research done by the Stanford Historical Education Group (SHEG) and Virginia Tech in regards to the practicability of historical inquiry.

The activities that accompany this unit are designed for struggling readers who have a limited understanding of North Carolinian and American history. It is my intention that the reader use the provided materials as a frame for teaching in his or her own classroom, but the listed procedures for instruction detail how I would use the materials in order to utilize metacognition in the context of historical inquiry with my own students. I believe that the true strength of this unit lies in the way in which the strategies are integrated into the activities. It is my hope that the included activities can serve as exemplars that demonstrate how metacognition and historical inquiry can be combined in order to facilitate close reading of complex primary sources.

Finally, this unit is also the end result of my participation in a Charlotte Teachers' Institute seminar entitled, "What Makes a Nation?" After musing on that question for the better part of a year, I can only offer my best possible answer: a constitution.

District and School Information

Charlotte-Mecklenburg Schools is a school district located in Mecklenburg County, North Carolina, whose mission is to provide a superior education to over 144,000 in 168 different schools in and around the city of Charlotte. These students, most of whom represent ethnic minorities, identify with over 160 different nationalities and reflect a diverse range of cultures. Many CMS schools are designated as "magnet schools" and cater to students who have specialized talents and interests, specifically in Math and Science. In addition, CMS was the receiver of the 2011 Broad Prize for Urban Education, given annually to a school district that demonstrates the ability to raise achievement while shrinking demographically-designated achievement gaps.

Literacy: The “North Star” of Charlotte-Mecklenburg Schools

In her January 2015 “State of Our Schools” speech, CMS Superintendent Ann Clark announced the “North Star Initiative,” a program focused on improving literacy rates for all students. Although the official mission statement focuses on third, seventh, and twelfth-grade students, Clark has emphasized that serious literacy instruction must also be done in the medial grades in order to meet these standards for readiness. At the heart of this program is the idea that all CMS employees must serve as reading mentors to at least one underperforming student. Clark has also expanded this initiative to welcome all interested community members to volunteer to serve as reading mentors. Reading Apprenticeship, a literacy program that seeks to improve student comprehension through metacognition, lies at the heart of this initiative.

School Information

Martin Luther King, Jr. Middle School (MLK) is a Title-1 school in the northern half of CMS that strives to provide services that support the academic success of every student. The school works to differentiate the learning environment in several ways, such as sheltered instruction for English Language Learners and co-taught classes for Exceptional Children. Furthermore, the school implements Response to Intervention, a multi-tiered approach to identifying students with special needs. Two afterschool enrichment programs and Supplement Educational Services Tutors are also available for students who need additional academic support.

MLK also addresses the behavioral and socioeconomic needs of its students. All staff is trained to implement Restorative Justice, a behavioral model that aims to establish a community of mutual trust. Furthermore, five specialized faculty members known as Behavior Modification Technicians oversee a caseload of students from their respective grade-levels who have a documented history of divergent behavior. The school has also partnered with two local programs, Right Moves for Youth and Communities in Schools, in order to help prevent “at-risk” students from dropping out of school. A Child’s Place, another local program, offers additional support for homeless students. A strict uniform policy also helps ensure that students who are affected by high levels of poverty are not immediately visible within the learning environment.

The student population of the school is primarily composed of ethnic minorities. This demographic profile is tabulated below.

Ethnicity	Percentage of School Population
African American	59.05%
Hispanic	33.89%
Caucasian	3.57%

American Indian	.7%
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According to the most recently released data on the End of Year Test for Reading, sixty-eight percent of this year’s eighth grade students are not proficient readers. Tabulated below are the respective percentages of students within relevant subgroups who met the standard of proficiency.

Demographic Subgroup	Percentage of Group Proficient in Reading
African American	25.3%
Hispanic	37.4%
Caucasian	40%
Limited English Proficient	2.8%
Student with Disabilities	5.3%

The Beacon Initiative at MLK

In August of 2014, Charlotte Mecklenburg Schools announced that it had partnered with the University of Virginia’s School Turnaround Program to help promote achievement in fourteen of the districts lowest-performing schools. MLK is on this list. Known as the Beacon Initiative, this partnership aims to improve academic achievement and boost graduation rates by focusing on four aspects of education: leadership, instructional infrastructure, differentiated support and accountability, and talent management. At MLK, the Beacon Initiative’s top priority is to support the teachers as they work to boost the literacy rate as measured by the End-of-Grade tests in Reading.

Strategies: Boosting Literacy and Critical Thought through Metacognitive Inquiry

The strategies in this unit were chosen to support the learning goals of my students: literacy and critical thought. These strategies, Reading Apprenticeship and historical inquiry, are district initiatives; CMS has trained over 300 teachers to implement Reading Apprenticeship into their classrooms and to spread its practices to other teachers within their schools. A select team of social studies teachers, including myself, is also working to integrate Reading Apprenticeship into historical inquiry activities, which focus on “doing” history as opposed to “being taught” history.

Literacy is the top priority for my classroom, school, and district. Therefore, I have chosen two overarching research-based literacy strategies for implementation within this unit—metacognitive close reading and historical inquiry. When these strategies are used together, I utilize the term “metacognitive inquiry.”

Metacognitive Close Reading with Reading Apprenticeship

“Close reading” is a term that means different things to different people. However, in this unit, I utilize the definition given by two of contemporary America’s most well-respected educational researchers, Kylee Beers and Robert E. Probst, in their 2013 book, *Notice and Note*. Building on the “reader-response theory” of Louise Rosenblatt, Kylee Beers and Robert E. Probst believe that close reading:

should imply that we bring the text and the reader close together. To ignore either element in the transaction, to deny the presence of the reader or neglect the contribution of the text, is to make reading impossible. If we understand close reading this way, when the reader is brought into the text we have the opportunity for relevance, engagement, and rigor. ¹

It is important to note that teachers cannot help students become close readers unless teachers are close readers themselves. This requires teachers to have an in-depth knowledge of metacognitive strategies and the ability to explicitly model these strategies in a way that is comprehensible to struggling readers. In this way, each teacher is able to support CMS’ North Star Initiative and serve as a “reading mentor” to all of his or her students.

Reading Apprenticeship is a literacy program which seeks to help teachers create self-aware readers who are able to monitor their own interactions with and comprehension of text. This section describes these strategies as given by Schoenbach, Greenbach, and Murphy in their text, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning and Secondary and College Classrooms*. Funded by the WestEd Strategic Literacy Initiative, this text is the culmination of thousands of classroom trials and has been vetted by three federally funded research studies.²

Reading Apprenticeship focuses on a problem-solving process described by the authors as “metacognitive conversation.” This “conversation” begins within the mind of the reader and begins to emerge in the physical world as the reader becomes increasingly self-aware and able to vocalize his or her own thoughts:

When students learn to be metacognitive about the mental and affective processes they are going through as they read, as they hear and observe how their peers and teacher work through challenging texts, they begin to notice when and where their concentration lapses or their comprehension breaks down. From there, they learn to be strategic about using cognitive tools to refocus or solve problems, becoming active agents of their own learning. ³

Thinking Aloud

The metacognitive conversation begins with a process known as the “think-aloud.” In this process, students learn to verbalize their thought processes. To many students such as mine, this is a foreign idea. Therefore, it must be explicitly modeled by the teacher. The form in which this modeling occurs varies from context to context, but the goal is always the same—to show students how to think about the problems that are posed by the text. Sample think alouds are included within the activities that accompany this unit in order to give the reader an idea of how this process is modeled. In addition, Appendix “x” contains a list of questions for use during the think aloud process. Modeling of a think aloud should take place in a reciprocal fashion in which teachers model their thought processes with a brief section of text, ask for students to comment on these processes, and repeat.⁴

Talking to the Text

Once this practice has been developed with relative mastery, teachers can then lead students into the next step in Reading Apprenticeship—“talking to the text.”⁵ Talking to the text is similar in that it requires students to put their thoughts into the physical world. However, it is a silent procedure in which students annotate the text with their own thoughts about the text. In this way, their thoughts are documented and are easily accessible for future review, discussion, or assessment. Again, this is a process that needs to be modeled by the teacher.

Collaborative Conversation

Once metacognition occurs at the individual level, it can be applied to a group setting. Students need collaborative settings in order to fully flesh out their thought processes. Socially-interactive metacognition is important because these experiences help each reader to internalize the thought processes that they need in order to interact with complex texts. In these collaborative settings, conversation centers not on the answer to a text-based question but on how the answer is discovered—a process that students should be familiar with due to their practice with thinking aloud and talking to the text.

The ultimate goal of individual and collaborative metacognition conversation is to help students become aware of their reading comprehension as it occurs in order to solve their own confusions about the text.⁶ When working with complex primary source material in the context of historical inquiry, the importance of this ability cannot be overstated.

Historical Inquiry as a Context for Metacognitive Close Reading

The practices used to teach and learn in social studies are currently undergoing a fundamental shift. Instead of long lectures by the teacher and extended textbook readings by the student, many classrooms are now functioning as miniature research labs in which the students strive to become independent historians. In this area, the role of the teacher is to ensure that students develop the the skill of “historical inquiry”—what many people refer to as “doing” history.

According to the Stanford History Education Group from Stanford University (SHEG), historical inquiry “teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and close-reading.” During this process, for example, students learn to “evaluate the trustworthiness of multiple perspectives on historical issues” and to support their own interpretations of the past with documented evidence.⁷ In 2012, a professor from the University of California published a study that concluded that this approach to teaching history outperformed the traditional textbook approach in the areas of historical thought, transferable-conceptual knowledge (the ability to link the past with the present), factual recall, and reading proficiency.⁸

The Addends of Historical Inquiry as Cognitive Tools for Metacognitive Use

In addition to the definition given by SHEG, a team from Virginia Tech states that historical inquiry is a “cyclical process that begins with the asking of guiding historical questions” which are “investigated by locating and analyzing traces of the past.” This unit utilizes their framework for historical inquiry that is, in mathematical terms, the sum of five addends with separate values. These addends are defined in the chart below.⁹

Summarizing	Students identify the subject, author, purpose, and audience of the source in order to interpret specific details, such as the perspectives of its author
Contextualizing	Students think critically in order to evaluate the source as a product of the time period in which it was created instead of judging it by current societal trends, norms, or values
Inferring	Students analyze subtexts in order to draw out information that may not be stated explicitly
Monitoring	Students reflect upon the usefulness of the source in order to determine its relevance to the guiding historical question(s)
Corroborating	Students determine the similarities and differences of each source in order to synthesize information and create their own conclusion about the past

The usefulness of this framework, which the authors say should be interpreted as “a precise, recursive, and thoughtful approach,” is that it disaggregates the skill of historical inquiry into several component strategies, the goal being for students to eventually internalize this process and perform it automatically and independently.”¹⁰ In other words, this approach makes historical inquiry more approachable and comprehensible for teachers and students alike.

Integrating Historical Inquiry with Metacognition

The activities within this unit demonstrate the applicability of Reader’s Apprenticeship to the context of historical inquiry, a practice which I term “metacognitive inquiry.” This subsection contains a brief introduction to this practice, which will be further described within the procedure of the activities.

The metacognitive conversation of Reading Apprenticeship allows for students to generate their own questions about text, but it is also important for students to be able to answer teacher-given, text-based questions. This apparent disparity can be reconciled if the teacher is able and willing to structure activities in which the questions generated by students invariably lead them to the questions asked by the teacher. This means that teachers must be more strategic about what questions they are asking and when they are asking them. The authors of Reading Apprenticeship advocate for the use of four different types of questions, which are delineated in the chart below.¹¹

Right There	The answer to the question is found in one place within the literal wording of the text
Pulling it Together	The answer to the question is spread within different areas within the literal wording of the text
Text and Me	The answer to the question must be assembled with part of the text and part of the reader’s schema
On My Own	The text activates a question to which the answer must be entirely from the reader’s schema

When used efficiently, a combination of these four types of questions leads to a close reading of the text, while fostering relevance, engagement, and rigor.

Metacognitive Inquiry Activities

Although the following activities are designed to be used in a classroom in which most students have trouble accessing complex texts and have little to no knowledge of either American or North Carolinian history, this does not mean that these lessons cannot be applied to students with higher degrees of background knowledge. However, it does shape the structure of the procedures as written.

It is important to note that metacognitive discussions do not focus on the answers to content-specific questions, but rather on the mental processes used to answer the questions. A teacher must be able to conclude whether student answers to content-specific questions are correct by analyzing their responses to metacognitive questions which are in some way reflective of the following question: “What did you need to know in order to answer this question content-specific question?” In addition, one of the core beliefs of Reading Apprenticeship is that students must be given time for “extended academic reading.”¹² These activities reflect that idea. Also, although it is best if students have had some practice with the metacognitive conversation before being led through these activities, I have attempted to structure them in a way that metacognitive practice is part of the activity itself.

Conceptual Background and Historical Context

These activities provide students with an opportunity to explore the concept of constitutional democracy through an analysis of the evolution of the Constitution of the State of North Carolina. The following subsections serve to familiarize readers with and disaggregate the core concept of the unit.

Constitutionalism

In a basic sense, ‘constitutionalism’ is the idea that a government should be limited in its powers. In the United States and North Carolina, the limitations of the government are contained within *distinct* and delineated documents. These documents contain explicit statements that limit the power of the government while at the same time ensuring the rights of the people. These statements, known as democratic ideals, are modeled around a set of democratic principles first expressed in the modern Western world by Enlightenment thinkers such as Rousseau, Locke, and Hobbes, and include separation of powers, checks and balances, federalism, popular sovereignty, individual rights, and republicanism.

Civic Nationalism

‘Civic nationalism’ is a division of nationalist thought that describes the attitudes held by “a political identity built around shared citizenship in a liberal-democratic state.”¹³ Anna Stilz, Associate Professor of Politics at Princeton University, elaborates on this idea by saying that:

a “civic nation,” in this sense, need not be unified by commonalities of language or culture (where “culture” refers to the traditions and customs of a particular national group). It simply requires a disposition on the part of citizens to uphold their political institutions, and to accept the liberal principles on which they are based. Membership is open to anyone who shares these values. In a civic nation, the protection or promotion of one national culture over others is not a goal of the state.¹⁴

Holding a culture or ethnicity that is distinct from the one held by the majority of members within a given civic nation does not preclude someone from obtaining membership within that civic nation. Anyone can be a member of a civic community if they accept the governmental principles of that community. Leading German intellectual Jurgen Habermas summarizes this idea by saying that a newcomer to a civic nation has no obligation to assimilate into the dominant culture of that nation, but must “assent to the principles of the constitution within the scope of interpretation determined at a particular time.”¹⁵

North Carolina as a Constitutionalist Civic Community

North Carolina was one of the first states to codify a constitution after the outbreak of the American Revolutionary War and has since rewritten its constitution twice.¹⁶ Although they can be seen to varying degrees across the three drafts, statements of democratic ideals constitute the bulk of each draft. Because of the diversity of cultures and ethnicities that exist and have existed within North Carolina, the members of its community must consider themselves to be part of a civic—*rather than ethnic*—nation.¹⁷ In line with Habermas’ idea regarding membership within a civic nation, the task of this unit is to explore the development of the North Carolina’s civic identity by evaluating the evidence of democratic ideals within the drafts themselves.

Historical Context

The North Carolina State Constitution of 1776 was created in order to support the colonies in their war for independence from England. It begins by saying that, “all government under the said King, within the said Colonies, hath ceased, and a total dissolution of government in many of them hath taken place. . . the said Colonies now are, and forever shall be, free and independent States. Wherefore, in our present state, in order to prevent anarchy and confusion, it becomes necessary that government should be established in this State. . .” The state government that it created was based on democratic ideals.

The State Constitution of North Carolina was rewritten in 1868 in order to meet the terms necessary for re-entry to the Union after the Civil War. Because many of North Carolina’s previous political leaders had been disfranchised due to the Confederate alliances, Congress ordered the state to elect new representatives for a constitutional convention. The constitution that fundamentally ratified changed the way that democracy worked in North Carolina.

North Carolina’s Constitution was rewritten again in 1971. That version remains as the current operational document of the state. It consolidates the constitution of 1868 with

almost seventy amendments that were passed between 1869 and 1968. One of its main purposes was to bring the state constitution in line with the federal Constitution in the wake of the Civil Rights Movement, again reshaping North Carolinian democracy.

Activities

The following activities are designed to integrate the content and concept outline with the strategies mentioned in the previous section. They are written to follow the structure of historical inquiry activities and therefore follow this format which, especially when coupled with the cyclical modeling that is inherent in Reading Apprenticeship, creates a strong routine within the classroom:¹⁸

1. Teacher poses the essential historical question.
2. Teacher establishes the context of the question
3. Teacher models the relevant addend of historical inquiry
4. Students use metacognitive close reading to analyze primary sources using modeled skill and answer any guiding questions
5. Teacher facilitates discussion about the historical findings and interpretations of students
6. Students articulate and defend their historical interpretations with evidence

Procedures for these activities are contained in charts in which column 1 contains a number that corresponds to one of the routines as given in the list above. For example, in the chart below, the number “1” in column 1 indicates that these procedures are intended to align with routine 1: “Teacher poses the essential historical question.”

1	<ul style="list-style-type: none">• Poses the two essential inquiry questions.• Project Document Set 1A and familiarize students with the format of the document set by pointing out the historical context, focus question, and knowledge-building questions.• Inform students that in order to answer the focus question they first need to be able to answer the knowledge building questions for each document.
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A Note on Materials

The following materials and procedures are provided as resources. It is my intention that teachers use these materials and procedures as a frame within their own classroom and modify them in order to meet the needs of their own classroom. For example, the procedures (as written) feature extensive modeling. If you do not think that this is necessary for your students, then leave it out. However, as historical inquiry is a cyclical process, it is recommended that teacher model as necessary during extended academic

reading. If the teacher observes that students are struggling during extended academic reading, then he or she should re-model the metacognitive process.

Furthermore, in keeping with the ideals of history inquiry and in order to meet the needs of my students, these activities exclusively feature excerpts of primary source texts. You may desire to add other forms of media to support the goals of your own classroom. I have, although, done my best to select excerpts which stay true to the original meaning of the documents. You may want to add, remove, or change the questions that I have created to accompany these texts. Grouping is also left to the discretion of the teacher.

Activity One: Republicanism in North Carolina

This lesson is intended to serve as an introduction to the metacognitive process. Therefore, the primary source excerpts are much briefer than in the other activities.

Essential Inquiry Question

- Has the government of North Carolina become more or less republican since 1776?

Required Materials

- Document Set 1, contained in Appendix 2.

Context

Republicanism, not to be confused with the ideas of today's political party, is the philosophy that the will of the people is expressed through their elected representatives; it supposes that the people choose other people to speak for them in government. This is in contrast to governmental systems which do not allow for the election of governmental officials. Although republicanism is a key feature of democratic government, the extent to which it has existed in North Carolina is questionable.

Preparing for the Activity

Present students with the context for the inquiry as described in the previous subsection. Inform students that they will use metacognitive inquiry to analyze a series of primary source documents in order to build their knowledge in regards to the two essential inquiry questions. Pass out a copy of Document Set 1 to each student.

Session 1 Focus Questions

- How strongly did the government of North Carolina adhere to the democratic ideal of republicanism under the Constitution of 1776? Very strongly, somewhat strongly, or not strongly, at all?
- How strongly did the government of North Carolina adhere to the democratic ideal of republicanism under the Constitution of 1776? Very strongly, somewhat strongly, or not strongly, at all?
- How strongly did the government of North Carolina adhere to the democratic ideal of republicanism under the Constitution of 1776? Very strongly, somewhat strongly, or not strongly, at all?

1	<ul style="list-style-type: none">• Pass out a copy of Document Set 1 to each student and pose the essential inquiry question.
2	<ul style="list-style-type: none">• Inform students that in order to answer this essential inquiry questions, there are other things that they need to know. This is the beginning of metacognitive awareness.
3	<ul style="list-style-type: none">• Independently model the metacognitive process necessary to evaluate the degree to which the North Carolina Constitution of 1776 adhered to the democratic ideal of republicanism.
4	<ul style="list-style-type: none">• Now, model the metacognitive process necessary to evaluate the degree to which the North Carolina Constitution of 1868 adhered to the democratic ideal of republicanism, but invite other students to share their own thoughts as well. This will allow for you to gauge the development of their metacognitive processes.• Then, allow time for students to independently perform the metacognitive process with the excerpts from the state constitution of 1971.
5	<ul style="list-style-type: none">• Once time has expired, generate whole class metacognitive discussion in regards to the essential inquiry question by asking: “What did you need to know in order to answer this question?”
6	<ul style="list-style-type: none">• Finally, direct student attention to the essential inquiry question and have them articulate and defend their answers with evidence from the primary sources.

Activity Two: The Relationship between Popular Sovereignty and Federalism in North Carolinian History

Essential Inquiry Questions

- At what points in its history did North Carolina most closely adhere to the principal of popular sovereignty?
- Has the democratic ideal of federalism expanded or restricted suffrage in North Carolina?

Required Materials

- Document Set 2, contained in Appendix 2.

Context

Popular sovereignty, or the idea that the government’s power comes directly from its citizens, is the backbone of American democracy. It is demonstrated when citizens vote in elections and referendums in order to influence the decisions of their government. Determining exactly which citizens can vote, however, has been problematic. The Constitution of the United States, as originally ratified in 1788, did not provide qualifications for electors. Therefore, it was left to the states to determine who could and could not vote. The history of suffrage in North Carolina illustrates the federal relationship between state and national government.

Preparing for the Activity

Present students with the context for the inquiry as described in the previous subsection. Inform students that they will use metacognitive inquiry to analyze a series of primary source documents in order to build their knowledge in regards to the two essential inquiry questions. Pass out a copy of Document Set 1 to each student.

Session 1 Focus Question

- How did the qualifications for North Carolina’s electors change between 1776 and 1857?

1	<ul style="list-style-type: none">• Pose the two essential inquiry questions.
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	<ul style="list-style-type: none"> • Project Document Set 2A and familiarize students with the format of the document set by pointing out the historical context, focus question, and knowledge-building questions. • Inform students that in order to answer the focus question they first need to be able to answer the knowledge building questions for each document.
2	<ul style="list-style-type: none"> • Direct student attention to row 1 of Document Subset 2A. • Use the information in row 1 to model the metacognitive process. • Read aloud the “Context” for excerpt 1 while thinking aloud your thoughts and annotating the text. <ul style="list-style-type: none"> ○ For example, “So, I know that the qualifications that this document creates lasted for a long time. I wonder what those qualifications were. I will need to summarize this primary source.”
3	<ul style="list-style-type: none"> • Next, have students follow along as you demonstrate the metacognitive process behind summarization. • Here, it is most important that you use the metacognitive process to highlight information that will help answer the knowledge-building question. For example, when reading aloud, pause to highlight that you had to be a “free man” in order to vote, annotating the text by marking this idea. • Once you have thoroughly read the excerpt, record the answer the knowledge-building question on a blank space in row 1. • Then, replicate this process with rows 2 and 3. • Finally, show students how to use the metacognitive process to answer the focus question. <ul style="list-style-type: none"> ○ For example, “Alright, I’ve answered all of my knowledge-building questions. I know that I can now answer my focus question: How did the qualifications for North Carolina’s electors change between 1776 and 1857?” Well, I know that in 1776 you had to be a free male who owned land, paid taxes, and was at least 21 years old. Then, in 1835, the law was changed so that you also had to be white. Finally, in 1868, the law was changed again so that you didn’t have to own land to vote anymore. So, that means that the law changed from any free man who was 21 years old, owned land, and paid taxes, to only free white men who were 21 years old and paid taxes. You couldn’t be African American.”
4	<ul style="list-style-type: none"> • Students are not yet performing metacognitive close reading, as it is still being modeled by the teacher.
5	<ul style="list-style-type: none"> • Generate conversation in regards to the two essential inquiry questions. Ask students the following question: “How closely do you think that North Carolina adhered to the democratic ideal of popular sovereignty during each of these years? In which year do you think North Carolina was closest to achieving the ideal of popular sovereignty?”

	<ul style="list-style-type: none"> • Generate whole class metacognitive discussion in regards to the focus question by asking: “What did you need to know in order to answer this focus question?”
6	<ul style="list-style-type: none"> • Have students record their answers to the focus questions, being sure to support their interpretations with evidence from the texts.

Session 2 Focus Question

- How did North Carolina deny suffrage to African Americans while avoiding conflict with the Fifteenth Amendment to the Constitution of the United States?

1	<ul style="list-style-type: none"> • Direct student attention to Document Subset 2B. Pose the focus question.
2	<ul style="list-style-type: none"> • Model the metacognitive process with the text of the historical context and the focus question, being sure to tell students that this document will help them begin gathering evidence that will answer their second essential inquiry question.
3	<ul style="list-style-type: none"> • Here, depending on the needs of the classroom, teacher can choose whether or not to model the metacognitive process behind summarization.
4	<ul style="list-style-type: none"> • Teacher should set a time limit and release students to work on their own. At this point, the role of the teacher changes from modeler to facilitator; teacher should circulate throughout the room to ensure that students are performing the metacognitive process at both the individual and group level. <ul style="list-style-type: none"> ○ Teacher should hear students enunciating their thoughts, which they should annotate directly onto the document set.
5	<ul style="list-style-type: none"> • Once time has expired, generate conversation in regards to the two essential inquiry questions. <ul style="list-style-type: none"> ○ Ask students the following questions: “How closely do you think that North Carolina adhered to the democratic ideal of popular sovereignty during each of these years? Including the documents from set 1A, in which year do you think North Carolina was closest to achieving the ideal of popular sovereignty? Do you think the influences of the national government were helpful or harmful?” • Generate whole class metacognitive discussion in regards to the focus question by asking: “What did you need to know in order to answer this focus question?”
6	<ul style="list-style-type: none"> • Have students record their answers to the focus questions, being sure to support their interpretations with evidence from the texts.

Session 3 Focus Question

- How did the United States government work to ensure suffrage for all people during the 1900s?

1	<ul style="list-style-type: none">• Pass out a copy of Document Subset 2C to each student and pose the focus question.
2	<ul style="list-style-type: none">• Model the metacognitive process with the text of the historical context and the focus question, being sure to tell students that this document will help them finalize their evidence that answer both inquiry questions.
3	<ul style="list-style-type: none">• Here, depending on the needs of the classroom, teacher can choose whether or not to model the metacognitive process behind summarization.
4	<ul style="list-style-type: none">• Pass out a copy of Document Subset 1C to each student, set a time limit, and allow students to work on their own. This time, do not model the metacognitive process with the text of the historical context and the focus question. Allow students to do this for themselves.
5	<ul style="list-style-type: none">• Once time has expired, generate conversation in regards to the two essential inquiry questions.<ul style="list-style-type: none">○ Ask students the following questions: “How closely do you think that North Carolina adhered to the democratic ideal of popular sovereignty during each of these years? Including the documents from set 1A and 1B, in which year do you think North Carolina was closest to achieving the ideal of popular sovereignty? Do you think the influences of the national government were helpful or harmful?”• Generate whole class metacognitive discussion in regards to the focus question by asking: “What did you need to know in order to answer this question?”
6	<ul style="list-style-type: none">• Finally, direct student attention to the two essential inquiry questions and have them articulate and defend their answers with evidence from the primary sources.

Activity Three: Separation of Powers

Essential Inquiry Questions

- Which of North Carolina’s three constitutions reflects the greatest degree of adherence to the democratic ideal of separation of powers? Justify your choice by providing evidence from each constitution.
- Which branch of government do you think has had the most power throughout North Carolina history? Justify your choice by providing evidence from each constitution.

Required Materials

- Document Set 3, contained in Appendix 2.

Context

Every draft of the North Carolina Constitution contains an explicit declaration of the principle of separation of powers, which is the idea that the government is divided into “separate and distinct” branches in order to ensure that one branch does not interfere with the powers of the other branches. Separation of powers, the democratic ideal that states that the powers of governments should be divided into distinct branches, is difficult to achieve; true separation of powers can only exist if each branch is completely independent of the others. A close evaluation of the three Constitutions of North Carolina reveals that each constitution varies in its adherence to this ideal.

Preparing for the Activity

Present students with the context for the inquiry as described in the previous subsection. Inform students that they will use metacognitive inquiry to analyze a series of primary source documents in order to build their knowledge in regards to the two essential inquiry questions. Pass out a copy of Document Set 3 to each student.

Session 1 Focus Question

- How strictly did the North Carolina Constitution of 1776 adhere to the democratic ideal of separation of powers? Very strictly, somewhat strictly, or not strictly at all? Justify your position with evidence from the text.

1	<ul style="list-style-type: none">• Pose the two essential inquiry questions.• Project Document Set 3A and familiarize students with the format of the document set by pointing out the historical context, focus questions, and knowledge-building questions.• Inform students that in order to answer the focus question they first need to be able to answer the knowledge building questions for each document.
2	<ul style="list-style-type: none">• Direct student attention row 1 of Document Subset 3A.• Use the information in row 1 to model the metacognitive process.• Read aloud the “Context” for excerpt 1 while thinking aloud your thoughts and annotating the text.<ul style="list-style-type: none">○ For example, “So, when North Carolina wrote its first Constitution they believed that the branches of the government should not

	interfere with each other. But, the Constitution that they wrote may not complete stick to this idea.”
3	<ul style="list-style-type: none"> • Next, have students follow along as you model the metacognitive process necessary to answer the knowledge-building question. For example, when reading aloud, point out instances in the text when other branches are becoming involved with the actions of the legislative branch and vice versa. • Once you have thoroughly read the excerpt and modeled the metacognitive process, record the answer to the knowledge-building question on a blank space in row 1. • Then, replicate this process with rows 2 and 3. • Finally, show students how to use the metacognitive process to answer the focus questions. <ul style="list-style-type: none"> ○ For example, “I think the executive branch was most involved with the actions of the other branches. It seems like the word “Governor” was popping up all over the place.”
4	<ul style="list-style-type: none"> • Students are not yet performing metacognitive close reading, as it is still being modeled by the teacher.
5	<ul style="list-style-type: none"> • Generate conversation in regards to the two essential inquiry questions. Ask students the following questions: “How closely do you think that North Carolina adhered to the democratic ideal of separation of powers with the Constitution of 1776 ? Which branch of government do you think was most powerful under the rules set up by the constitution of 1776?” • Generate whole class metacognitive discussion in regards to the focus question by asking: “What did you need to know in order to answer this focus question?”
6	<ul style="list-style-type: none"> • Have students record their answers to the focus questions, being sure to support their interpretations with evidence from the texts.

Session 2 Focus Question

- Does the North Carolina Constitution of 1868 reflect a higher or lower degree of adherence to separation of powers than the North Carolina Constitution of 1776? Justify your position with evidence from the text.

1	<ul style="list-style-type: none"> • Direct student attention to Document Subset 3B. Pose the focus question.
2	<ul style="list-style-type: none"> • Model the metacognitive process with the text of the historical context and the focus question, being sure to tell students that this document will help them continue to gather evidence to help them answer their essential inquiry question.
3	<ul style="list-style-type: none"> • Here, depending on the needs of the classroom, teacher can choose whether or not to model the metacognitive process.

4	<ul style="list-style-type: none"> • Teacher should set a time limit and release students to perform metacognitive inquiry on their own. At this point, the role of the teacher changes from modeler to facilitator; teacher should circulate throughout the room to ensure that students are performing the metacognitive process at both the individual and group level. <ul style="list-style-type: none"> ○ Teacher should hear students enunciating their thoughts, which they should annotate directly onto the document set.
5	<ul style="list-style-type: none"> • Once time has expired, generate conversation in regards to the focus question. <ul style="list-style-type: none"> ○ Ask students the following questions: “How closely do you think that North Carolina adhered to the democratic ideal of separation of powers with the Constitution of 1868? Do you think the constitution is closer to or father away from achieving the ideal of separation of powers?” • Generate whole class metacognitive discussion in regards to the focus question by asking: “What did you need to know in order to answer this focus question?”
6	<ul style="list-style-type: none"> • Have students record their answers to the focus questions, being sure to support their interpretations with evidence from the texts.

Session 3 Focus Question

- Does the North Carolina Constitution of 1971 reflect a higher or lower degree of adherence to separation of powers than the North Carolina Constitution of 1868? Justify your position with evidence from the text.

1	<ul style="list-style-type: none"> • Pass out a copy of Document Subset 3C to each student and pose the focus question.
2	<ul style="list-style-type: none"> • Model the metacognitive process with the text of the historical context and the focus question, being sure to tell students that this document will help them finalize their evidence to answer both inquiry questions.
3	<ul style="list-style-type: none"> • Here, depending on the needs of the classroom, teacher can choose whether or not to model the metacognitive process.
4	<ul style="list-style-type: none"> • Pass out a copy of Document Subset 1C to each student, set a time limit, and allow students to work on their own. This time, do not model the metacognitive process with the text of the historical context and the focus question. Allow students to do this for themselves.
5	<ul style="list-style-type: none"> • Once time has expired, generate conversation in regards to the two essential inquiry questions. • Ask students the following questions: “Does the North Carolina Constitution of 1971 reflect a higher or lower degree of adherence to

	<p>separation of powers than the North Carolina Constitution of 1868? What about in regards to the Constitution of 1776?"</p> <ul style="list-style-type: none"> • Generate whole class metacognitive discussion in regards to the focus question by asking: "What did you need to know in order to answer this question?"
6	<ul style="list-style-type: none"> • Finally, direct student attention to the two essential inquiry questions and have them articulate and defend their answers with evidence from the primary sources.

Culminating Assessment

Have students respond to the following prompt: Has North Carolina become more or less "democratic" since 1776? Justify your response with an analysis of the history of popular sovereignty, federalism, republicanism, and separation of powers as they are reflected in the North Carolina Constitutions of 1776, 1868, and 1971.

Conclusion

Accessing complex texts is made easier when students know how to approach them. Within the context of historical inquiry, it is the role of the teacher to model these skills to the students. Using the metacognitive process, teachers can make model these skills and make learning relevant by inviting students to question the texts. This ultimately results in a closer, more engaged, analysis of the text and supports comprehension of core content and key concepts.

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Appendix 1: Implementing Core Objectives from State and National Curriculum

Objectives from the North Carolina Essential Standards for Eighth Grade Social Studies (NCES) serve as the backbone for the conceptual instruction, learning, and assessment inherent within this unit. The following is a list of the core objectives of this unit:

Objectives

Objectives from the North Carolina Essential Standards for Eighth Grade Social Studies (NCES) serve as the backbone for the conceptual instruction, learning, and assessment inherent within this unit. The following is a list of the core objectives of this unit:

- 8H1.2: Summarize the literal meaning of historical documents in order to establish context.
- 8H1.4: Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.C&G.1.1: Summarize democratic ideals expressed in local, state, and national government.
- 8.C&G.1.2: Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States.
- 8.C&G.1.4: Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States.

In addition, the Common Core State Standards for History/Social Studies for Grades 6-8 (CCSS) are used within this unit in order to facilitate acquisition and application of close-reading skills within this lesson's literacy-based activities. Below are those objectives:

- CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Appendix 2: Document Sets

Document Set 1: Republicanism in North Carolina

Historical Context

- Republicanism, not to be confused with the ideas of today’s political party, is the philosophy that the will of the people is expressed through their elected representatives; it supposes that the people choose other people to speak for them in government. This is in contrast to governmental systems which do not allow for the election of governmental officials. Although republicanism is a key feature of democratic, the extent to which it has existed in North Carolina is questionable.

Focus Question

- Has the government of North Carolina become more or less republican since 1776?

<p><u>Knowledge Building Question</u></p> <p>How strongly did the government of North Carolina adhere to the democratic ideal of republicanism under the Constitution of 1776? Very strongly, somewhat strongly, or not strongly, at all?</p>	<p>That all freemen, of the age of twenty-one years, who have been inhabitants of any one county within the State twelve months immediately preceding the day of any election and possessed of a freehold within the same county of fifty acres of land for six months next before, and at the day of election, shall be entitled to vote for a member of the Senate.</p> <p>That all freemen of the age of twenty-one Years, who have been inhabitants of any one county within this State twelve months immediately preceding the day of any election, and shall have paid public taxes shall be entitled to vote for members of the House of Commons for the county in which he resides.</p> <p>That the Senate and House of Commons, jointly at their first meeting after each annual election, shall by ballot elect a Governor for one year, who shall not be eligible to that office longer than three years, in six successive years. That no person, under thirty years of age, and who has not</p>
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	<p>been a resident in this State above five years, and having, in the State, a freehold in lands and tenements above the value of one thousand pounds, shall be eligible as a Governor.</p>
<p><u>Knowledge Building Question</u></p> <p>How strongly did the government of North Carolina adhere to the democratic ideal of republicanism under the Constitution of 1868? Very strongly, somewhat strongly, or not strongly, at all?</p>	<p>The house of representatives shall be composed of one hundred and twenty representatives, biennially chosen by ballot, to be elected by the counties respectively, according to their population, and each county shall have at least one representative in the house of representatives, although it may not contain the requisite ratio of representation; this apportionment shall be made by the general assembly at the respective times and periods when the districts for the senate are hereinbefore directed to be laid off.</p> <p>The executive department shall consist of a governor, (in whom shall be vested the supreme executive power of the State,) a lieutenant-governor, a secretary of state, an auditor, a treasurer, a superintendent of public works, a superintendent of public instruction, and an attorney-general, who shall be elected for a term of four years, by the qualified electors of the State, at the same time and places, and in the same manner as members of the general assembly are elected. Their term of office shall commence on the first day of January next, after their election, and continue until their successors are elected and qualified: Provided, That the officers first elected shall assume the duties of their office ten days after the approval of the constitution by the Congress of the United States, and shall hold their offices four years from and after the first day of January, 1869.</p>
<p><u>Knowledge Building Question</u></p> <p>How strongly did the government of North Carolina adhere to the democratic ideal of republicanism under the Constitution of 1971? Very strongly, somewhat strongly, or not strongly, at all?</p>	<p>The House of Representatives shall be composed of 120 Representatives, biennially chosen by ballot.</p> <p>All elections by the people shall be by ballot, and all elections by the General Assembly shall be viva voce. A contested election for any office established by Article III of this Constitution shall be determined by joint ballot of both houses of the General Assembly in the manner prescribed by law.</p> <p>The Governor and Lieutenant Governor shall be elected by the qualified voters of the State in 1972 and every four years thereafter, at the same time and places as members of the General</p>

	Assembly are elected. Their term of office shall be four years and shall commence on the first day of January next after their election and continue until their successors are elected and qualified.
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Document Set 2A: North Carolina's Electors Before the American Civil War

Historical Context

- The Constitution of the United States, as originally ratified in 1788, did not determine who could be an elector (who could vote). This allowed the states--several of which had already created their own constitutions--to create their own qualifications for electors.

Focus Question

- How did the qualifications for North Carolina's electors change between 1776 and 1857?

Primary Source	Excerpt
<p>North Carolina Constitution of 1776</p> <p><u>Context</u> <i>The Constitution of North Carolina was written more than a decade before the national Constitution and defined who could vote in North Carolina for almost fifty years.</i></p>	<p>That all freemen of the age of twenty-one years, who have been inhabitants of any one county within the State twelve months immediately preceding the day of any election, and possessed of a freehold, within the same county, of fifty acres of land, for six months next before, and at the day of election, shall be entitled to vote for a member of the senate.</p> <p>That all freemen of the age of twenty-one years, who have been inhabitants of any one county within the State twelve months immediately preceding the day of any election, and shall have paid public taxes, shall be entitled to vote for members of the house of commons, for the county in which he resides.</p>

<p><u>Knowledge-Building</u> <u>Question</u> What were the qualifications of North Carolina's electors in 1776?</p>	
<p>Amendment to North Carolina Constitution (1835)</p> <p><u>Context</u> <i>This amendment to the Constitution of North Carolina was added due to a change in demographics within the state.</i></p> <p><u>Knowledge-Building</u> <u>Question</u> How did this amendment to the North Carolina Constitution change the qualifications for electors that were stated in 1776?</p>	<p>No free Negro, free mulatto, or free person of mixed blood, descended from Negro ancestors to the fourth generation inclusive (though one ancestor of each generation may have been a white person) shall vote for members of the senate or house of commons.</p>

<p style="text-align: center;">Amendment to North Carolina Constitution (1857)</p> <p><u>Context</u> <i>This amendment to the Constitution of North Carolina was the result of political debate between the state's two main political parties, the Democrats and the Whigs.</i></p> <p><u>Knowledge-Building Question</u> How did this amendment to the North Carolina Constitution change the qualifications for voting that were stated in 1776?</p>	<p>Every free white man of the age of twenty-one years, being a native or naturalized citizen of the United States and who has been an inhabitant of the State for twelve months immediately preceding the day of any election, and shall have paid public taxes, shall be entitled to vote for a member of the senate for the district in which he resides.</p>
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Document Set 2B: End of Civil War to 1900

Historical Context

- Before the Civil War, North Carolina's electors were white, tax-paying, twenty-one year-old men. After the end of this war, the national government ended slavery by passing the Thirteenth Amendment, leaving many to believe that African-Americans were about to become full participants in American society. However, even though slavery was abolished, the majority of African-Americans in North Carolina experienced limited educational and economic opportunities--leaving them illiterate and poor.

Focus Question

- How did North Carolina deny suffrage to African Americans while avoiding conflict with the Fifteenth Amendment to the Constitution of the United States?

<p>Fifteenth Amendment to the Constitution of the United States (1870)</p> <p><i>This amendments was created in order to help secure the rights of newly-freed, ex-slaves.</i></p> <p>How did the Fifteenth Amendment affect the qualifications for electors in North Carolina?</p>	<p>The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.</p>
<p>Amendment to the North Carolina Constitution (1900)</p> <p><i>This amendment was created during a time in which lawmakers wanted North Carolinian politics to return to the way they were before the Civil War.</i></p>	<p>Section 1.</p> <p>Every male person born in the United States, and every male person who has been naturalized, twenty-one years of age and possessing the qualifications set out in this Article shall be entitled to vote at any election by the people in the State, except as herein otherwise provided.</p> <p>Sec. 4.</p>

<p>What were the qualifications for electors in North Carolina in 1900?</p>	<p>Every person presenting himself for registration shall be able to read and write any section of the Constitution in the English language; and, before he shall be entitled to vote, he shall have paid, on or before the first day of March of the year in which he proposes to vote, his poll tax, as prescribed by law, for the previous year. Poll taxes shall be a lien only on assessed property, and no process shall issue to enforce the collection of the same, except against assessed property.</p> <p>Sec. 5.</p> <p>No male person, who was on January 1, 1867, or at any time prior thereto, entitled to vote under the laws of any State in the United States wherein he then resided, and no lineal descendant of any such person; shall be denied the right to register and vote at any election in this State by reason of his failure to possess the educational qualifications prescribed in section 4 of this Article: Provided, he shall have registered in accordance with the terms of this section prior to Dec. 1, 1908.</p>
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Document Set 2C: 1915 to 1971

Historical Context

- In 1900, the state of North Carolina began requiring electors to pass a test of reading and writing *and* to pay a fee to vote. Together, these qualifications kept many people, both black and white, from voting. However, North Carolina created a loophole for many poor and illiterate whites-- the “grandfather clause.” This law stated that if you or one of your ancestors could vote before 1867, then you could vote under the law of 1900 even if you could not pass the literacy test or pay the poll tax.

Focus Question

- How did the United States government work to ensure suffrage for all people during the 1900s?

<p><i>Guinn v. United States (1915)</i></p> <p><i>The legality of grandfather clauses, poll taxes, and literacy tests--all of which existed in states other than North Carolina--was considered by the Supreme Court. Oklahoma had a similar law which led to action by the United States Supreme Court; the Supreme Court's decisions apply to the laws of all states, not just the law of the state involved in the case.</i></p> <p>Which of North Carolina's qualifications for electors did the Supreme Court rule as illegal in <i>Guinn v. United States</i>?</p>	<p>And this is the amendment (of Oklahoma):</p> <p>No person shall be registered as an elector of this state or be allowed to vote in any election held herein, unless he be able to read and write any section of the Constitution of the state of Oklahoma; but no person who was, on January 1st, 1866, or any time prior thereto, entitled to vote under any form of government, or who at that time resided in some foreign nation, and no lineal descendant of such person, shall be denied the right to register and vote because of his inability to so read and write sections of such Constitution.</p> <p>The United States insists that the provision of the amendment which fixes a standard based upon January 1, 1866, is repugnant to the prohibitions of the 15th Amendment because in substance and effect that provision, if not an express, is certainly an open, repudiation of the 15th Amendment, and hence the provision in question was stricken with nullity in its inception by the self-operative force of the Amendment, and, as the result of the same power, was at tal subsequent times devoid of any vitality whatever.</p> <p>It is said the states have the power to fix standards for suffrage, and that power was not taken away by the 15th Amendment, but only limited to the extent of the prohibitions which that Amendment established. This being true, as the standard fixed (the literacy test) does not in terms make any discrimination on account of race, color, or previous condition of servitude, since all, whether negro or white, who come within its requirements, enjoy the privilege of voting, there is no ground upon which to rest the contention that the provision violates the 15th Amendment.</p>
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No question is raised by the government concerning the validity of the literacy test provided for in the amendment under consideration as an independent standard since the conclusion is plain that that test rests on the exercise of state judgment, and therefore cannot be here assailed either by disregarding the state's power to judge on the subject, or by testing its motive in enacting the provision.

The real question involved, so the argument of the government insists, is the repugnancy of the standard which the amendment makes, based upon the conditions existing on January 1st, 1866, because on its face and inherently considering the substance of things, that standard is a mere denial of the restrictions imposed by the prohibitions of the 15th Amendment, and by necessary result re-creates and perpetuates the very conditions which the Amendment was intended to destroy.

The Fifteenth Amendment in express terms restricts the power of the United States or the states to abridge or deny the right of a citizen of the United States to vote on account of race, color, or previous condition of servitude.

This leads us, for the purpose of the analysis, to recur to the text of the Oklahoma suffrage amendment. Its opening sentence fixes the literacy standard which is all inclusive, since it is general in its expression and contains no word of discrimination on account of race or color or any other reason. This, however, is immediately followed by the provisions creating the standard based upon the condition existing on January 1, 1866, and carving out those coming under that standard from the inclusion in the literacy test which would have controlled them but for the exclusion thus expressly provided for.

No time need be spent on the question of the validity of the literacy test, considered alone, since, as we have seen, its establishment was but the exercise by the state of a

	lawful power vested in it, not subject to our supervision, and, indeed, its validity is admitted.
<p style="text-align: center;">Nineteenth Amendment to the United States Constitution (1920)</p> <p><i>The movement for women's suffrage largely began after the creation of the Fifteenth Amendment to the United States Constitution, which made it illegal to deny suffrage because of race, but not because of sex or gender.</i></p> <p style="text-align: center;">How did the Nineteenth Amendment to the United States Constitution affect voter qualifications in North Carolina?</p>	<p>The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.</p> <p>Congress shall have power to enforce this article by appropriate legislation.</p>
<p style="text-align: center;">Voting Rights Act of 1965</p> <p><i>The Voting Rights Act of 1965 is considered by many historians to be one of the greatest achievements of the Civil Rights Movement.</i></p> <p style="text-align: center;">Which of North Carolina's qualifications for electors did the</p>	<p>SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color...</p> <p>SEC. 4. (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State...</p>

<p>Voting Rights Act of 1965 make illegal?</p>	<p>(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.</p> <p>(1) Congress hereby declares that to secure the rights under the fourteenth amendment of persons educated in American-flag schools in which the predominant classroom language was other than English, it is necessary to prohibit the States from conditioning the right to vote of such persons on ability to read, write, understand, or interpret any matter in the English language.</p>
<p><i>Harper v. Virginia State Board of Elections (1966)</i></p> <p><i>The Twenty-Fourth Amendment (1964) outlawed poll taxes in elections for officials in the national government. The Voting Rights of 1965 did not address poll taxes at all. Several states continued to require a poll tax to vote in the elections of local and state officials This issue came before the Supreme Court in 1966.</i></p> <p>How did the Supreme Court's decision in <i>Harper v. Virginia State Board of Elections</i> affect</p>	<p>For it is enough to say that, once the franchise is granted to the electorate, lines may not be drawn which are inconsistent with the Equal Protection Clause of the Fourteenth Amendment. That is to say, the right of suffrage "is subject to the imposition of state standards which are not discriminatory and which do not contravene any restriction that Congress, acting pursuant to its constitutional powers, has imposed."</p> <p>We conclude that a State violates the Equal Protection Clause of the Fourteenth Amendment whenever it makes the affluence of the voter or payment of any fee an electoral standard. Voter qualifications have no relation to wealth nor to paying or not paying this or any other tax. Our cases demonstrate that the Equal Protection Clause of the Fourteenth Amendment restrains the States from fixing voter qualifications which invidiously discriminate.</p> <p>Wealth, like race, creed, or color, is not germane to one's ability to participate intelligently in the electoral process. Lines drawn on the basis of wealth or property, like those of race, are traditionally disfavored. To introduce wealth or payment of a fee as a measure of a voter's qualifications is to introduce a capricious</p>

<p>qualifications for voters in North Carolina?</p>	<p>or irrelevant factor. The degree of the discrimination is irrelevant. In this context -- that is, as a condition of obtaining a ballot -- the requirement of fee paying causes an "invidious" discrimination.</p> <p>Property and poll-tax qualifications, very simply, are not in accord with current egalitarian notions of how a modern democracy should be organized.</p>
<p>NC Constitution 1971</p> <p><i>Many parts of the Constitution of North Carolina were rewritten in order to incorporate changes in society caused by the Civil Rights Movement. These qualifications are still in effect today.</i></p> <p>How do today's qualifications for electors differ from those during the creation of North Carolina?</p>	<p>Section 1. Who may vote. Every person born in the United States and every person who has been naturalized, 18 years of age, and possessing the qualifications set out in this Article, shall be entitled to vote at any election by the people of the State, except as herein otherwise provided.</p> <p>Sec. 2. Qualifications of voter.</p> <p>(1) Residence period for State elections. Any person who has resided in the State of North Carolina for one year and in the precinct, ward, or other election district for 30 days next preceding an election, and possesses the other qualifications set out in this Article, shall be entitled to vote at any election held in this State. Removal from one precinct, ward, or other election district to another in this State shall not operate to deprive any person of the right to vote in the precinct, ward, or other election district from which that person has removed until 30 days after the removal.</p> <p>(2) Residence period for presidential elections. The General Assembly may reduce the time of residence for persons voting in presidential elections. A person made eligible by reason of a reduction in time of residence shall possess the other qualifications set out in this Article, shall only be entitled to vote for President and Vice President of the United States or for electors for President and Vice President, and shall not thereby become eligible to hold office in this State.</p> <p>(3) Disqualification of felon. No person adjudged guilty of a felony against this State or the United States, or adjudged guilty of a felony in another state that also would be a felony if it had been committed in this State, shall be permitted to vote</p>

	<p>unless that person shall be first restored to the rights of citizenship in the manner prescribed by law.</p> <p>Sec. 3. Registration. Every person offering to vote shall be at the time legally registered as a voter as herein prescribed and in the manner provided by law. The General Assembly shall enact general laws governing the registration of voters.</p>
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Document Set 3A: Separation of Powers in the 1776 Constitution

Historical Context

North Carolina declared its own independence from England a year before the outbreak of the American Revolutionary War. Because they needed a government, leaders from around North Carolina gathered in Raleigh and wrote the first Constitution of North Carolina. They decided to divide their government into different branches, each with its own role and powers. This democratic ideal is known as “separation of powers.” However, the degree to which their Constitution actually adhered to this ideal is open for debate.

Focus Questions

- According to these excerpts, which branch was most involved in the actions of the other branches under the Constitution of 1776? Justify your position with evidence from the text.
- How strictly did the North Carolina Constitution of 1776 adhere to the democratic ideal of separation of powers? Very strictly, somewhat strictly, or not strictly at all? Justify your position with evidence from the text.

<p>Powers of the Legislative Branch</p> <p><u>Context</u></p>	<p>That the Senate and House of Commons, when met, shall each have power to choose a speaker and other of their officers; decide the qualifications and elections of their members; sit upon their own adjournments from day to day, and prepare bills, to be passed into laws. The two Houses shall direct writs of election for supplying</p>
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<p><i>The role of the legislative branch is to create laws. In North Carolina, it consists of two parts that are known together as the "General Assembly." The governor is not part of the legislative branch, nor is the court system.</i></p> <p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the legislative branch under the Constitution of 1776? Explain.</p> <p>According to these excerpts, was the legislative branch involved in the actions of other branches under the Constitution of 1776? Explain.</p>	<p>intermediate vacancies; and shall also jointly, by ballot, adjourn themselves to any future day and place.</p> <p>That the Senate and House of Commons, jointly at their first meeting after each annual election, shall by ballot elect a Governor for one year, who shall not be eligible to that office longer than three years, in six successive years.</p> <p>That the Senate and House of Commons, jointly, at their first meeting after each annual election, shall by ballot elect seven persons to be a Council of State for one year, who shall advise the Governor in the execution of his office;</p> <p>That the General Assembly shall, by joint ballot of both houses, appoint Judges of the Supreme Courts of Law and Equity, Judges of Admiralty, and Attorney-General, who shall be commissioned by the Governor, and hold their offices during good behavior.</p>
<p>Powers of the Executive Branch</p> <p>The role of the executive branch is to ensure that laws are enforced. It includes the Governor, Lieutenant Governor, and Council of State. The General Assembly is not part of the Executive Branch, nor is the court system.</p> <p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the</p>	<p>That in every case where any officer, the right of whose appointment is by this Constitution vested in the General Assembly, shall, during their recess, die, or his office by other means become vacant, the Governor shall have power, with the advice of the Council of State, to fill up such vacancy, by granting a temporary commission, which shall expire at the end of the next session of the General Assembly.</p> <p>The Governor for the time being, shall be captain-general and commander in chief of the militia; and, in the recess of the General Assembly, shall have power, by and with the advice of the Council of State, to embody the militia for the public safety.</p> <p>That the Governor, for the time being shall have power to draw for and apply such sums of money as shall be voted by the general assembly. He also may, by and with the advice of the Council of State, lay embargoes, or prohibit the exportation of any</p>

<p>executive branch under the Constitution of 1776? Explain.</p> <p>According to these excerpts, was the executive branch involved in the actions of other branches under the Constitution of 1776? Explain.</p>	<p>commodity, for any term not exceeding thirty days, at any one time in the recess of the General Assmably; and shall have the power of granting pardons and reprieves.</p> <p>That no member of the Council of State shall have a seat, either in the Senate, or House of Commons.</p>
<p>Powers of the Judicial Branch</p> <p>The role of the judicial branch is to manage the courts in such a way that the law applies fairly to everyone. It made up of the courts, and their “judges” and “justices of the peace.” The General Assembly, Governor, Lieutenant Governor, and Council of State are not part of the judicial branch.</p> <p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the judicial branch under the Constitution of 1776? Explain.</p> <p>According to these excerpts, was the judicial branch involved in the actions of other branches under the Constitution of 1776? Explain.</p>	<p>That no Judge of the Supreme Court of Law or Equity, or Judge of Admiralty, shall have a seat in the Senate, House of Commons, or Council of State.</p> <p>That the Justices of the Peace, within their respective counties in this State, shall in future be recommended to the Governor for the time being, by the Representatives in General Assembly; and the Governor shall commission them accordingly: and the Justices, when so commissioned, shall hold their offices during good behaviour, and shall not be removed from office by the General Assembly, unless for misbehaviour, absence, or inability.</p>

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Document Set 3B: Separation of Powers in the 1868 Constitution

Historical Context

- North Carolina was one of the eleven states to secede from the Union during the American Civil War. After the surrendered of the Confederacy, the United States government required North Carolina to rewrite its constitution in 1868 in order for the state to be readmitted to the Union. The Constitution was redrafted into separate articles, with articles two through four describing the powers of the legislative, executive and judicial branches of government. Again, the degree to which the constitution actually adhered to the ideal of separation of powers is open for criticism.

Focus Questions

- According to these excerpts, which branch was most involved in the actions of the other branches under the Constitution of 1868? Justify your position with evidence from the text.
- Does the North Carolina Constitution of 1868 reflect a higher or lower degree of adherence to separation of powers than the North Carolina Constitution of 1776?

<p>Powers of the Legislative Branch</p> <p><u>Context</u> <i>The role of the legislative branch is to create laws. In North Carolina, it consists of two parts that are known together as the “General Assembly.”</i></p>	<p>The general assembly shall have power to pass general laws regulating divorce and alimony, but shall not have power to grant a divorce or secure alimony in any individual case.</p> <p>If vacancies shall occur in the general assembly by death resignation, or otherwise, writs of election shall be issued by the governor under such regulations as may be prescribed bylaw.</p>
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<p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the judicial branch under the Constitution of 1776? Explain.</p> <p>According to these excerpts, was the judicial branch involved in the actions of other branches under the Constitution of 1776? Explain. ?</p>	<p>The house of representatives shall choose their own speaker and other officers.</p> <p>The lieutenant-governor shall preside in the senate, but shall have no vote, unless it may, be equally divided.</p> <p>All bills and resolutions of a legislative nature shall be read three times in each house, before they pass into laws; and shall be signed by the presiding officers of both houses.</p>
<p><u>Powers of the Executive Branch</u></p> <p>The role of the executive branch is to ensure that laws are enforced. It includes the Governor and Council of State.</p> <p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the judicial branch under the Constitution of 1776? Explain.</p> <p>According to these excerpts, was the judicial branch involved in the actions of other branches under the Constitution of 1776? Explain.</p>	<p>The governor shall reside at the seat of government of this State, and he shall, from time to time, give the general assembly information of the affairs of the State, and recommend to their consideration such measures as he shall deem expedient.</p> <p>The governor shall have power to grant reprieves, commutations, and pardons, after conviction, for all offences, upon such conditions as lie may think proper, subject to such regulations as may be provided by law relative to the manner of applying for pardons. He shall annually communicate to the general assembly each case of reprieve, commutation, or pardon granted, stating the name of each convict, the crime for which he was convicted, the sentence and its date, the date of commutation, pardon, or reprieve, and the reasons therefore.</p>

	<p>The governor shall have power on extraordinary occasions, by and with the advice of the council of state, to convene the general assembly in extra session by his proclamation, stating therein the purpose or purposes for which they are thus convened.</p> <p>The governor shall nominate and, by and with the advice and consent of a majority of the senators-elect, appoint all officers whose offices are established by this constitution, or which shall be created by law, and whose appointments are not otherwise provided for, and no such officer shall be appointed or elected by the general assembly.</p> <p>The lieutenant-governor shall be president of the senate, but shall have no vote unless the senate be equally divided. He, shall, whilst acting as president of the senate, receive for his services the same pay which shall for the same period be allowed to the speaker of the house of representatives, and he shall receive no other compensation except when he is acting as governor.</p>
<p>Powers of the Judicial Branch</p> <p>The role of the judicial branch is to manage the courts in such a way that the law applies fairly to everyone. It made up of the courts, and their “judges” and “justices of the peace.”</p> <p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the judicial branch under the Constitution of 1776? Explain.</p>	<p>The judicial power of the State shall be vested in a court, for the trial of impeachments, a supreme court, superior courts, courts of justices of the peace, and special courts.</p> <p>The supreme court shall consist of a chief justice and four associate justices.</p> <p>The supreme court shall have jurisdiction to review, upon appeal, and decision of the courts below upon any matter of law or legal inference; but no issue of fact shall be tried before this court.</p> <p>Every judge of a superior court shall reside in his district while holding his office. The judges may exchange districts with each other with the consent of the governor, and the governor, for good reasons, which he shall report to the legislature at its current or next</p>

<p>According to these excerpts, was the judicial branch involved in the actions of other branches under the Constitution of 1776? Explain.</p>	<p>session, may require any judge to hold one or more specified terms of said courts in lieu of the judge in whose district they are.</p> <p>The general assembly shall provide for the establishment of special courts, for the trial of misdemeanors, in cities and towns, where the same may be necessary.</p> <p>The general assembly may provide by law that the judges of the superior courts, instead of being elected by the voters of the whole State, as is herein provided for, shall be elected. by the voters of their respective districts.</p> <p>All vacancies occurring in the offices provided for by this article of this constitution shall be filled by the appointment of the governor, unless otherwise provided for; and the appointees shall hold their places until the next regular election.</p>
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Document Set 3C: Separation of Powers in the 1971 Constitution

Historical Context

- The North Carolina Constitution of 1971 attempted to simplify the operations of state government. Many of its provisions are actually incorporations of many amendments that were created since the last state constitution in 1868. Overall, it redefined the way in which separation of powers would work in the government of North Carolina. However, this does not necessarily mean that this ideal was achieved.

Focus Questions

- According to these excerpts, which branch was most involved in the actions of the other branches under the Constitution of 1868? Justify your position with evidence from the text.
- Does the North Carolina Constitution of 1868 reflect a higher or lower degree of adherence to separation of powers than the North Carolina Constitution of 1776?

<p>Powers of the Legislative Branch</p> <p><u>Context</u> <i>The role of the legislative branch is to create laws. In North Carolina, it consists of two parts that are known together as the “General Assembly.”</i></p> <p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the judicial branch under the Constitution of 1776? Explain.</p> <p>According to these excerpts, was the judicial branch involved in the actions of other branches under the Constitution of 1776? Explain. ?</p>	<p>The legislative power of the State shall be vested in the General Assembly, which shall consist of a Senate and a House of Representatives.</p> <p>The Representatives shall be elected from districts. The General Assembly, at the first regular session convening after the return of every decennial census of population taken by order of Congress, shall revise the representative districts and the apportionment of Representatives among those districts.</p> <p>The Lieutenant Governor shall be President of the Senate and shall preside over the Senate, but shall have no vote unless the Senate is equally divided.</p> <p>Each house shall be judge of the qualifications and elections of its own members, shall sit upon its own adjournment from day to day, and shall prepare bills to be enacted into laws. The two houses may jointly adjourn to any future day or other place. Either house may, of its own motion, adjourn for a period not in excess of three days.</p> <p>Except as provided by subsections (2) through (6) of this section, all bills shall be read three times in each house and shall be signed by the presiding officer of each house before being presented to the Governor. If the Governor approves, the Governor shall sign it and it shall become a law;</p>
<p>Powers of the Executive Branch</p> <p>The role of the executive branch is to ensure that laws are enforced. It includes the Governor and Council of State.</p>	<p>The Governor shall from time to time give the General Assembly information of the affairs of the State and recommend to their consideration such measures as he shall deem expedient.</p> <p>The Governor shall prepare and recommend to the General Assembly a comprehensive budget of the anticipated revenue and proposed expenditures of the State for the ensuing fiscal period. The budget as enacted by the General Assembly shall be administered by the Governor.</p>

<p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the judicial branch under the Constitution of 1776? Explain.</p> <p>According to these excerpts, was the judicial branch involved in the actions of other branches under the Constitution of 1776? Explain.</p>	<p>The Governor shall take care that the laws be faithfully executed.</p> <p>The Governor may, on extraordinary occasions, by and with the advice of the Council of State, convene the General Assembly in extra session by his proclamation, stating therein the purpose or purposes for which they are thus convened.</p> <p>The Governor shall, when required by Section 22 of Article II of this Constitution, reconvene a session of the General Assembly.</p> <p>The Lieutenant Governor shall be President of the Senate, but shall have no vote unless the Senate is equally divided. He shall perform such additional duties as the General Assembly or the Governor may assign to him. He shall receive the compensation and allowances prescribed by law</p>
<p><u>Powers of the Judicial Branch</u></p> <p>The role of the judicial branch is to manage the courts in such a way that the law applies fairly to everyone. It made up of the courts, and their “judges” and “justices of the peace.”</p> <p><u>Knowledge-Building Question</u></p> <p>According to these excerpts, were other branches involved in the actions of the judicial branch under the Constitution of 1776? Explain.</p>	<p>The judicial power of the State shall, except as provided in Section 3 of this Article, be vested in a Court for the Trial of Impeachments and in a General Court of Justice. The General Assembly shall have no power to deprive the judicial department of any power or jurisdiction that rightfully pertains to it as a co-ordinate department of the government, nor shall it establish or authorize any courts other than as permitted by this Article.</p> <p>The General Assembly may vest in administrative agencies established pursuant to law such judicial powers as may be reasonably necessary as an incident to the accomplishment of the purposes for which the agencies were created. Appeals from administrative agencies shall be to the General Court of Justice.</p> <p>The Supreme Court shall consist of a Chief Justice and six Associate Justices, but the General Assembly may increase the number of Associate Justices to not more than eight. In the event the Chief Justice is unable, on account of absence or temporary incapacity, to perform any of the duties placed upon him, the senior Associate Justice available may discharge those duties.</p>

<p>According to these excerpts, was the judicial branch involved in the actions of other branches under the Constitution of 1776? Explain.</p>	<p>The structure, organization, and composition of the Court of Appeals shall be determined by the General Assembly. The Court shall have not less than five members, and may be authorized to sit in divisions, or other than en banc. Sessions of the Court shall be held at such times and places as the General Assembly may prescribe.</p>
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¹ Kylene Beers and Robert E. Probst, *Notice and Note: Strategies for Close-Reading* (Portsmouth, NH: Heinemann, 2012), 36-29. For an in-depth look at “reader-response theory,” see Louise Roseblatt’s *Literature as Exploration*.

² Ruth Schoenbach, Cynthia Greenleaf, and Lynn Murphy, *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms* (Hoboken, NJ: Jossey-Bass, 2012), 101-107.

³ Schoenbach, Greenleaf, and Murphy, 89-90.

⁴ *Ibid*, 101-107.

⁵ *Ibid*, 103-105.

⁶ *Ibid*, 127.

⁷ Stanford History Education Group. “Reading Like a Historian,” <https://sheg.stanford.edu/rlh> [accessed October 1, 2015]; In general, the process of historical inquiry utilizes primary sources instead of secondary sources because secondary sources are interpretations of the past that have been created by someone other than the student in the classroom.

⁸ Avishag Reisman, “Reading like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools.” *Cognition and Instruction* 30, no. 1 [20012]. <http://www.tandfonline.com/doi/abs/10.1080/07370008.2011.634081> [accessed October 1, 2015].

⁹ Peter Doolittle, David Hicks, and Tom Ewing, “SCIM-C Explanation: A Strategy for Interpreting History,” The Historical Inquiry Project. <http://www.historicalinquiry.com/index.cfm> [accessed October 1, 2015].

¹⁰ *Ibid*.

¹¹ Chart adapted from Schoenbach, Greenleaf, and Murphy, 214.

¹² See Schoenbach, Greenleaf, and Murphy, Chapter 5.

¹³ Stilz, 258.

¹⁴ *Ibid*.

¹⁵ Habermas, 228.

¹⁶ The first state constitution of North Carolina was ratified in December 1776. Subsequent revisions occurred in 1868 and 1971. The first draft of the state constitution came almost fifteen full years before the ratification of the federal Constitution of the United States of America.

¹⁷ In this context, a ‘nation’ is not defined in territorial terms, but in socially communal terms.

¹⁸ This helps to explain the seemingly repetitive procedures within the activities.