The General Assembly – NC’s Legislature, Senators, & Representatives

Overview
Students learn about the North Carolina General Assembly and the role of representatives and senators in a bill becoming a law. Students will apply their knowledge by participating in a legislative simulation in which the NC Senate Judiciary II Committee determines whether to report a proposed bill on school violence prevention as favorable on the floor of the Senate.

Grade
10

NC Essential Standards for Civics & Economics
- CE.C&G.2.1 - Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.)
- CE.C&G.2.2 - Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).
- CE.C&G.2.6 - Evaluate the authority federal, state and local governments have over individuals’ rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states’ rights, Patriot Act, etc.)
- CE.C&G.2.7 - Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.)
- CE.C&G.3.1 - Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation.)
- CE.C&G.3.2 - Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, filibuster, cloture, proposition, etc.)
- CE.C&G.3.3 - Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.)
- CE.C&G.3.4 - Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.)

Essential Questions
- What is the basic structure of North Carolina’s General Assembly?
- What are the roles of North Carolina’s senators and representatives?
- How does a bill become a law in the North Carolina General Assembly?
- What are the responsibilities and duties of North Carolina legislators?
- How can legislator’s impact change at the state level?
• Why are the decisions made by state legislators relevant to each of us?

Materials
• North Carolina, NC’s Legislature, NC Senator & NC Representative, handout attached
• How a Law is Made in the NC General Assembly, reference handout attached
• General Assembly Bill sample, attached
• Meeting of the Senate Judiciary II Committee, attached
• Roles for Senate Judiciary II Committee Meeting, attached
• Political Bumper Sticker, assignment attached
• The NC General Assembly: How Your Laws are Made, optional Power Point available in the Consortium’s Database of K-12 Resources or by sending a request to cnorris@unc.edu.

Preparation
Students should read North Carolina, NC’s Legislature, NC Senator & NC Representative (attached) prior to this activity.

Duration
60 minutes

Procedure
How a Bill Becomes Law in the NC General Assembly
1. As students enter class, draw their attention to a question written on the board: How does a bill become law in North Carolina’s General Assembly? Tell students to raise their hand if they think they know the answer. Before actually answering the question, choose 12 students to come to the front of the room. Hand each student one of 12 large sheets of paper. Each sheet of paper should have one of the following steps written on it:
   • Bill is drafted
   • Member of General Assembly sponsors bill and files it with Principal Clerk
   • Bill receives a number
   • Bill undergoes its first reading
   • Bill is reported to a committee
   • Bill considered by First House if reported favorably; undergoes second & third (final) reading
   • Consideration by Second House
   • Concurrence in amendments if necessary
   • Bill is enrolled and ratified
   • Bill is presented to Governor for approval or veto
   • If Governor signs bill or takes no action, bill becomes law
   • Law is given a chapter number and published

2. Tell the 12 students they must line themselves up in the proper order of how a bill becomes a law in the General Assembly without talking. (When handing the 12 papers out, make sure to not hand them out in order.) Tell students still sitting that their job is to assist in this process by telling the 12 students if they need to rearrange themselves. Once the 12 students believe they are in the proper order, review the correct order of steps with the class. Post the steps as a visual reminder for students.
3. Ask students to remember what they read in *Vote. North Carolina, NC’s Legislature, NC Senator & NC Representative*. Review important points such as:

- **General Assembly**: Main legislative body for North Carolina (*similar to Congress for United States*); the Legislature is established in Article II, section 1. The rest of Article II provides for the different traits of the legislature.
- **Bicameral**: Divided into two houses; House of Representatives and Senate (*also true of US Congress*)
- **NC House of Representatives**: 120 representatives representing one of North Carolina’s 120 House districts; Presiding Officer and Chamber Leader is the Speaker of the House (*the US Congress has 435 members directly elected to represent congressional districts*)
- **NC Senate**: 50 NC senators representing one of the state’s 50 senatorial districts; Presiding Officer is the Lieutenant Governor but only casts tie-breaking votes; elected Chamber Leader is the President Pro Tempore (*in the US Senate, there are 100 senators directly elected by statewide election, 2 for every state regardless of size*)
- **Legislative Committees**: Each house is divided into a number of committees to more easily handle legislative work and to allow for specialization. Committees have jurisdiction over specific topic areas; this allows for specialization on a few topic areas by members. Committees are further divided into subcommittees that handle even smaller sub-issues in a committee’s jurisdiction. Committee assignments are made by the majority and minority floor leaders, or heads of parties. The General Assembly’s committees range from Judiciary to the Education Committee.

➢ For a more in depth overview of the General Assembly, see *The North Carolina General Assembly: How Your Laws Are Made*, a power point available in the Database of K-12 Resources. You can request this PPT by sending an e-mail to cnorris@unc.edu.

4. Further discuss with students:

- According to what you read, what is the main work of the General Assembly? (the consideration of bills, which when passed become North Carolina law)
- What is important about this work? Based on this work, how are each of us directly impacted by North Carolina’s senators and representatives?
- What are the qualifications noted for senators under the “Help Wanted” section of your handout? Do you think these are adequate requirements? (allow students to discuss whether they think 25 is an appropriate age, or should the age requirement be higher/lower; is two years as a NC resident enough/not enough before serving, etc.) Are there other qualifications you think Senators should have? (encourage students to consider past experiences, personality traits, skills, etc.)
- Since much of the work of senators and representatives do involves examining bills and whether they should become law, what other qualifications do you think a Senator or Representative should have?
- What should senators and representatives keep in mind when considering bills? (Note these in a list upfront for students to refer to in the activity below)
- If you could choose between serving in the Senate or the House, which would you choose and why?
Exploring the Roles of Legislators: The School Violence Prevention Act

5. Tell students that they will be exploring these questions further by assuming the roles of General Assembly members themselves and participating in a meeting of the Senate Judiciary II Committee. Break students into groups of 5 and handout the attached Meeting of the Senate Judiciary II Committee. Also give one of the attached 5 roles to each student in each group (see the attached Roles for Senate Judiciary II Committee Meeting.) Explain the scenario and go over the instructions noted on the sheet:

- You are a senator in the General Assembly.
- The House just finished considering House Bill 1366, titled the “School Violence Prevention Act.” The bill defines what constitutes bullying and says no one shall be subjected to it at school. If passed, this bill would require schools to adopt strong policies against bullying and harassment.
- The bill for the School Violence Prevention Act passed its first reading in the House. (Ask a student volunteer to explain what this means; teachers can see the attached How a Law is Made in the NC General Assembly)
- The bill was referred to the House Education Committee, followed by the House Judiciary Committee. (Ask a student to share who would have made the committee assignment: the Speaker of the House)
- The committees reported the bill back as favorable to the House. (Ask a student to share what would happen next in the process.)
- House members voted after debating/discussing the bill, and the vote was favorable. Thus, the bill passed its second reading. It moved on to its third reading and final reading in the House, all resulting in a favorable vote.
- The bill has now been passed to you, the Senate, for consideration. Again, after its first reading it has been referred to the Senate Judiciary II Committee for further study. It just so happens that each of your groups serves as that committee.
- Your job is meet, review, discuss and debate House Bill 1366 – the “School Violence Prevention Act” – to determine whether it should become North Carolina law. (Continue to walk students through the steps under “Instructions for Your Meeting” on their handout.)

6. Allow each group’s Chair to convene the meetings. Teachers should circulate between all groups to ensure students are on task. Once students have completed their meetings, have each group’s Spokesperson share the summary of what took place in their committee meeting, explaining their group’s decision on the bill.

7. After all groups have reported to the class, return students’ attention to the process in how a bill becomes a law. Tell students to assume that they are now on the floor of the Senate, and the Senate Judiciary II Committee has reported on the bill as favorable. Ask students to share what happens next in the process once the committee in the second house has reported the bill as favorable. (the bill is considered by the full floor of the second house – in this case the Senate – and is discussed, debated, and voted on)
8. Have students vote on whether they want to pass this bill into law by raising their hands. (This should be an individual vote, and does not have to be based on each student’s committee decision.) Based on the outcome, discuss what the final steps for this bill would be (again, for reference see How a Law is Made in the NC General Assembly.)

9. Debrief the committee meetings and bill to law process using the discussion questions below (these questions can also be posed for written reflection):
   - What is your opinion of the Senate’s decision (meaning, the final vote the class just took) in terms of whether the School, Violence Prevention Act should be law? Explain.
   - What factors influence legislators in the decisions they make?
   - Were you actually serving as a Senator in the General Assembly, what other factors might have influenced your decisions that were not necessarily represented in this activity?
   - In what ways might citizens have influenced this process? How can you let your opinion be known?
   - How might a legislator decide what it best for the state as a whole (the “common good”)?
   - What would happen if citizens did not make their opinions known to legislators? How might North Carolina be affected?
   - Would you want to be a state legislator who makes these kinds of decisions? Why or why not?
   - Why is it important for North Carolina citizens to participate in the election process of their legislators?
   - How is the work of state legislators relevant to each of us?
   - Imagine the NC General Assembly passed such a bill. Would you support it? Why or why not?

10. Explain to students that the North Carolina General Assembly in fact grappled with whether to pass this very bill:

    Representative Rick Glazier (D-Cumberland), sponsored the bill to specifically require school districts to create anti-bullying policies. In May of 2007, the House Committee on Education and the House Committee on Judiciary I reported the bill as favorable, after which it passed its second and third reading. Just as simulated in class, the bill was then passed to the second house, the Senate, for consideration. It was assigned to the Senate Committee on Judiciary II in July 2007, where it was amended (certain language regarding sexual orientation was removed). The bill then passed its second and third reading on the Senate floor. However, when the bill was sent back to the House of Representatives, the House Committee on Judiciary I “recommended not to concur”, meaning they did not approve of the amendments the Senate made. (Based on the conversations throughout this lesson, ask students to share what happens when there is a disagreement such as this.) Ensure students understand that conference committees are appointed to reconcile the differences between the two houses. If the committee can agree upon the disputed subject, the committee reports to each house and the two houses vote on the recommended text. If either house rejects the conference committee’s recommendation, new members to the conference committee may be appointed to try again, otherwise the bill is defeated. House Bill 1366 was left in conference committee, and was not passed into law.
Your District’s Senators and Representatives

11. Point out to students that even though state legislators have such an impact on every North Carolinian, many residents do not know who represents their district, who is currently running for election in their district, nor do all North Carolinians participate in the election process of their state legislators. Ask students to discuss why they think there is such a lack of knowledge concerning state Senators and Representatives, as well as a lack of participation in the election process of these officials.

12. As a culminating activity, have students complete the “Think more!” activity on the North Carolina, NC’s Legislature, NC Senator & NC Representative handout, in which they research their current districts’ senator and representative, their backgrounds, and whether students agree with their stance on issues important to them. Based on their research, instruct students to choose whether they would have voted for or against their Representative and Senator in the last election. Instruct students to design a bumper sticker either an issue of a candidate or a bumper sticker standing against a candidate’s position. (See the attached Political Bumper Sticker assignment.)

Additional Activities
• Students can write a letter to their current state representative and/or senator, expressing their individual opinion of the School Violence Prevention Act.

Differentiation
Students with special needs
• Ensure that students are placed in mixed ability groups
• Students who do not work well in small groups may be assigned duties that are less intense, such as:
  ▪ “Reporter:” While groups are working, the reporter(s) should float between groups and take notes on the various discussions. The student(s) could then deliver a “news cast” to the class at the end of the lesson based on his/her notes.
  ▪ “Researcher:” Use the internet to research the School Violence Prevention Act, as well as other state laws related to school violence.
**How does a bill become law in North Carolina’s General Assembly?**

1. **Drafting of Bills**
   A bill is a proposed law. It may be drafted by any competent person. The Legislative Services Commission's Bill Drafting Division drafts bills at the request of the members of the General Assembly. The Office of the Attorney General has the statutory duty to draft bills for the State departments and agencies generally, including the General Assembly. Thus, legislators have two separate offices to which they may turn for drafts of bills.

2. **Introduction of Bills**
   Only a member of the General Assembly may introduce a bill - that is, present it to the General Assembly for its consideration - and that member is called the bill’s introducer or sponsor. At the proper time during each daily session, the presiding officer announces "Introduction of Bills and Resolutions." A member wishing to introduce a bill has already filed the bill with the Principal Clerk on the previous legislative day when it received a bill number. The Reading Clerk reads aloud the name of the introducer, the bill number, and the bill title. At this point the bill has passed its first reading.

3. **Reference to Committee**
   Normally, when a bill is introduced, the Chair of the Rules and Operations of the Senate Committee for Senate bills and the Speaker of the House of Representatives for House bills name a committee to which the bill will be assigned for careful study and recommendation. If the committee approves the bill, it reports this fact and the bill is placed on the calendar - the daily schedule of business - for consideration by the full membership of the body. Changes to the bill called "amendments" may be recommended by the committee or may be proposed by any member from the floor.

4. **Consideration by First House**
   When the time comes for a consideration of the bill by the full membership of the house (Senate or House of Representatives), the Chair will recognize the sponsor of the bill or the chair of the committee which recommended the bill for passage. That person will explain the bill, and then any member who wishes to speak for or against the bill will be heard. Sometimes there is lengthy and heated debate; sometimes there is virtually no debate at all. After all who wish to be heard have spoken, a vote is taken. If the vote is favorable, the bill is said to have passed its second reading and moves to its third and final reading, at which time there may be more debate.

5. **Consideration by Second House**
   After a bill has passed its third reading in the house in which it was introduced, it is sent to the other house, where it goes through the same process as in the first house - that is, it is referred to committee, and if approved, is debated and voted on at the second and third readings on the floor.

6. **Concurrence in Amendments**
   It often happens that the second house will make changes in a bill which was passed by the house in which the bill originated. In such cases the bill must be returned to the house of origin with a request that that body concur in the changes. If the original house does concur, the bill is ready to be enrolled and signed into law.

   If the original house objects to the amendments adopted in the other house, the two presiding officers may appoint members to a conference committee which seeks to reconcile the differences between the two houses. If the committee can agree upon the disputed subject, the committee reports to each house, and the two houses vote on the recommended text. If either house rejects the conference committee's recommendation, new members to the conference committee may be appointed to try again, otherwise the bill is defeated.

7. **Enrollment, Ratification, and Publication**
   After a bill passes both houses, it is enrolled. A clean copy, including all amendments, is prepared, with space for the signatures of the two presiding officers, and necessary. The enrolled copy is taken to each presiding officer during the daily session. Each officer signs the enrolled copy. When the second signature is affixed, the bill is said to have been ratified. If the bill is a local law, it becomes law at that point.

   In November 1996, the citizens of North Carolina voted to amend the State Constitution to allow for a gubernatorial veto (Section 22 of Article II of the North Carolina Constitution). All Public Bills other than bills making appointments, proposing constitutional amendments, or revising districts are presented to the Governor on the day following ratification for the Governor's approval or veto. If the Governor signs the bill or takes no action on the bill within ten days after presentation, the bill becomes law. After adjournment of the General Assembly, the Governor has 30 days to act on a bill. The Governor is required to reconvene the General Assembly if a bill is vetoed after adjournment, unless a written request is received and signed by a majority of the Members of both houses that it is not necessary to reconvene.

   If the Governor vetoes a bill, the bill is returned to the original house where 3/5 of present and voting members can vote to override the veto. If the original house votes to override the veto, the bill is sent to the second house where 3/5 of present and voting members must also vote to override the veto before the bill can become law.

   After it becomes law, the term "bill" is no longer used. The enrolled act or law is given a chapter number and is published under that number in a volume called "Session Laws of North Carolina."

Source: [http://www.ncga.state.nc.us/NCGAInfo/Bill-Law/bill-law.html](http://www.ncga.state.nc.us/NCGAInfo/Bill-Law/bill-law.html)

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A BILL TO BE ENTITLED

AN ACT TO ENACT THE SCHOOL VIOLENCE PREVENTION ACT.

Whereas, the General Assembly of North Carolina finds that a safe and civil environment in school is necessary in order for students to learn and achieve high academic standards; and

Whereas, bullying and harassment, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment; and

Whereas, bullying and harassing behaviors create a climate that fosters violence in our schools; and

Whereas, it is essential to enact a law that seeks to protect the health and welfare of North Carolina students and improve the learning environment for North Carolina students; Now, therefore, The General Assembly of North Carolina enacts:

SECTION 1.

"§ 115C-407.5. Bullying and harassing behavior.

(a) As used in this article, "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

(1) Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

(2) Has the effect of substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, gender identity or expression, physical appearance, sexual orientation, or mental, physical, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

(b) No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.

"§ 115C-407.6. Policy against bullying or harassing behavior.

(a) Each school district shall adopt a policy prohibiting bullying or harassing behavior. The school district shall involve parents and guardians, school employees, volunteers, students, administrators, and community representatives in the process of developing the policy.

(b) The policy shall contain, at a minimum, the following components:

(1) A statement prohibiting bullying or harassing behavior.

(2) A definition of bullying or harassing behavior.
(3) A description of the type of behavior expected from each student and school employee.

(4) Consequences and appropriate remedial action for a person who commits an act of bullying or harassment.

(5) A procedure for reporting an act of bullying or harassment, including a provision that permits a person to report such an act anonymously.

(6) A procedure for prompt investigation of reports of serious violations and complaints of any act of bullying or harassment.

(c) To the extent funds are appropriated for these purposes, a local school administrative unit shall:

(1) Provide training on the local policy to school employees and volunteers who have significant contact with students; and

(2) Develop a process for discussing the policy with students.

SECTION 2. This act is effective when it becomes law and applies beginning with the 2008-2009 school year.
Meeting of the Senate Judiciary II Committee

You are a Senator in the North Carolina General Assembly. The House recently considered House Bill 1366, the “School Violence Prevention Act.” The bill defines what constitutes bullying and says no one shall be subjected to it at school. If passed, this bill would require schools to adopt strong policies against bullying and harassment.

The bill for the School Violence Prevention Act passed its first reading in the House. The bill was then referred to the House Education Committee, followed by the House Judiciary Committee. When the committees reported the bill back as favorable to the House, Representatives discussed and debated the bill, finally voting favorable that it become law.

The bill has now been passed to you, the Senate, for consideration. Again, after its first reading on the floor of the Senate it has been referred to the Senate Judiciary II Committee for further study. It just so happens that you serve on that committee. As a member of the Senate Judiciary II Committee, your job is to review the bill and as a group determine if you agree with the House that this bill, as currently written, should become law.

Instructions for Your Meeting…

1. Review the role assigned to you for this committee meeting. The Chair will call the meeting to order and your committee will read the bill together. As you read the bill, make notes on it to help you prepare to discuss it. For example:

   ! If you agree with something, you can write an exclamation point next to that word/phrase/paragraph in the margin.

   X If you disagree with something, you can mark an “X” near it to signify this.

   ? If you do not understand a word, write a question mark near it. If you are confused by a particular part of the bill, again put a question mark and write out your question or what is confusing you.

   ---- You can mark through any lines that you think should be removed from the bill. You can then write any corrections you suggest in the margins.

2. Once you have read through the bill, the Chair will ask if anyone has any questions that need to be clarified. This is a time for your group to clear up any words or language you don’t understand. (If you cannot answer one another’s questions, the Responder may call the teacher over for clarification.)

3. Once all basic questions have been answered, the Chair will call for each committee member to express his/her opinion on this bill. Each of you will have up to 2 uninterrupted minutes to share your thoughts on this bill (the Time Keeper will ensure you do not go over in time). Consider sharing:

   ✓ What is your initial opinion of this bill? Do you agree with the definition of bullying and harassing behavior as presented?

   ✓ Is violence and bullying a problem in schools, or is bullying and violence a part of growing up that cannot be prevented? Do you think a “School Violence Prevention Act” is something that NC schools need?

   ✓ Do you agree there should be a law that schools have a policy against violence/bullying? Would a bill like this improve schools in some way? Would a bill like this cause any problems that you foresee?

   ✓ Do you think this bill should become law, as it is written now?

   ✓ Are there changes you would like to make to the bill that would make you feel more comfortable with it becoming law?

   ✓ Is there anything not included in the bill that should be included? (i.e. specific types of behavior or consequences noted)
4. Once each committee member had expressed his/her thoughts, your committee is responsible for coming to a decision on this bill. You will have 10 minutes for open discussion and debate (the Time Keeper will again time this, and will give you a warming once you only have 2 minutes left to decide.) You must make one of the following decisions regarding this bill:
   - Report it as **unfavorable** (you do not think this bill should become law; for whatever reasons, you decide that it is unnecessary)
   - Report it as **favorable** (you do think this bill should become law; you think it will improve NC public schools, make students safer, etc.)
   - Report it as **favorable with amendments** (you like the bill, but have decided some changes need to be made to it; you will note these changes by marking through the text you want to change and writing your amendments (changes) onto the bill.
   - Present a **Committee Substitute** (you like the idea behind the bill, but you decide to completely start over and rewrite it)

5. At the end of your meeting, the Spokesperson will summarize your meeting and decision back on the floor of the Senate (meaning, to the rest of class.)
Roles for Senate Judiciary II Committee Meeting

Committee Chair
Lead the conversation and keep the debate civil and on track. Even though you will express your own opinions on the bill, you are responsible for coordinating compromise among committee members. During the meeting, you will be responsible for:

1. Calling the meeting to order and welcoming your fellow committee members
2. Leading committee members in reading and reviewing the proposed bill.
3. Ensuring each committee member (including yourself) gets up to 2 uninterrupted minutes to share their opinion on the bill. You may need to help committee members during this time by reminding them of the questions they are to consider responding to.
4. Solicit questions and comments from committee members after everyone has had their 2 minutes.
5. Keep the committee on task when discussing the bill.
6. Ensure the committee comes to a decision on the bill.

Timekeeper
Your job is to assist the Chair in ensuring all committee members stay on task, particularly in regards to time, while still participating in the discussion and decision regarding this bill.

When the Chair calls for each committee member to express their initial opinions of the bill, watch the time and ensure each member gets up to 2 uninterrupted minutes to state his/her opinion (no more than 2).

After all have spoken, time 10 minutes for open discussion and debate of the bill. When your committee is down to only 2 minutes left during the open debate period, let your fellow committee members know to begin to wrap things up and determine how to report this bill back on the floor of the Senate.

Spokesperson
While participating in the discussion and decision regarding this bill, pay particular attention throughout the meeting since you will be responsible for summarizing your committee meeting to the rest of the class once finished. You will also share your committee’s decision regarding the bill on the floor of the Senate (meaning, the rest of class). The Note-taker will help you by taking notes. The other senators (meaning, other classmates not in your group) who were not a part of your committee will be able to ask questions. The Responder will be in charge of answering these.

Note-taker
Once the Chair has asked each committee member to express their initial opinions of the bill, and during the open debate of the bill, take detailed notes on all of the opinions and ideas represented. If your committee decides to make any amendments to the bill, or to provide a Committee Substitute, you will also be responsible for writing this down. You will also assist the Spokesperson as needed in preparing his/her summary to report back to the Senate (the remainder of class).

Responder
Throughout the committee meeting, your job is to keep track of any questions committee members have by writing them down and ensuring they get answered. If your committee members are not able to find the answer to a question, you are responsible for communicating with the teacher to find the answer. Also, if your committee gets confused as to what it should be doing, it is your job to communicate with the teacher if needed.

After the Spokesperson presents your committee’s recommendation regarding the bill on the floor of the Senate (meaning, to your classmates), you will also be responsible for responding to any questions other Senate members have (you are allowed to confer with fellow committee members as well, but answers will be verbalized by you).
Create a Political Bumper Sticker

**Assignment:** Based on your research of your district’s state legislators, create a bumper sticker supporting or opposing a position the legislator has taken. The bumper sticker must contain the following:

**The Bumper Sticker**

**Possible Points**

/ 20 Points  The bumper sticker must contain the candidate’s name and an original slogan, word, or phrase that expresses an attitude about the legislator’s position on an issue. The slogan must be an expression that is effective to its purpose and convincing to its intended audience.

/ 20 Points  The bumper sticker must contain an appropriate visual image or symbol.

/ 10 Points  The overall work must be creative and clearly show to its viewer that great effort was put forth in creating and completing the bumper sticker.

**The Paragraph**

You must also write a paragraph explaining your bumper sticker and its goal/purpose:

**Possible Points**

/ 20 Points  The paragraph must explain why you support or oppose that legislator’s opinion. Make sure to explain the visual image and exactly what the bumper sticker means.

/ 20 Points  The paragraph should also explain the target audience and desired outcome. (For example, “I want to raise awareness about Senator X’s vote on an immigration bill.”)

/ 10 Points  The paragraph needs to be at least 5 sentences written in legible pen or typed. You must use complete sentences that connect ideas to receive full credit for the assignment.

/ 100 Points  Total Points for this Assignment
The North Carolina Constitution grants legislative power to the General Assembly. Like the United States Congress, the General Assembly is composed of a Senate and a House of Representatives.

★ North Carolina Senate
Fifty (50) senators, each elected to two-year terms, serve in the Senate; each represents one of the state's 50 senatorial districts. The lieutenant governor, who is elected to a four-year term by the citizens of the state, presides over the Senate but votes only to break ties. The Senate elects a president pro tempore who presides when the lieutenant governor is absent.

★ North Carolina House
One hundred twenty (120) representatives, who are elected to two-year terms, serve in the House; each represents one of the state's 120 House districts. Representatives elect a speaker who presides over the House of Representatives.

The main work of the General Assembly is the consideration of proposals—called bills—for changes in the laws of the state. When the same bill, in the same form, has passed both the House and the Senate, it is sent to the governor. The governor may reject or veto the bill and send the bill back to the General Assembly for further consideration. Or the governor may sign the bill, in which case it becomes a new law. The General Assembly meets in Raleigh for regular sessions in odd-numbered years and short sessions in even-numbered years. The governor has the authority to call the General Assembly into special sessions, as do legislators themselves.

★ North Carolina is divided into 50 Senate districts and 120 House districts, which ensures that everyone is represented by one state senator and one state representative. Research the senator and representative who serve your districts (www.ncleg.net). What are their professional backgrounds? Do their legislative interests reflect their professional backgrounds or important issues in your district? Use news reports and other sources to identify current candidates running in your House and Senate districts. Find out as much as you can about their background and positions on current issues.

In 1920, Congress sent the Nineteenth Amendment (guaranteeing women the right to vote) to the states for approval. When the North Carolina General Assembly met in August of 1920, only one more state was needed to ratify the amendment for it to become part of the United States Constitution. However, after four days of debate, North Carolina chose to postpone the vote until the following year's legislative session; Tennessee provided the last necessary vote. The N.C. General Assembly did not ratify the amendment until 1971. Pretend you are a North Carolina senator in 1920, and favor women's suffrage. Write a speech in which you attempt to convince your fellow legislators to ratify the Nineteenth Amendment. Pretend you serve as state legislator in 2012. Write a speech in support of or in opposition to a current measure before the assembly.