



UNIT

4

# The Tarheel State





★ **Chapter 12** Roots of Government in North Carolina

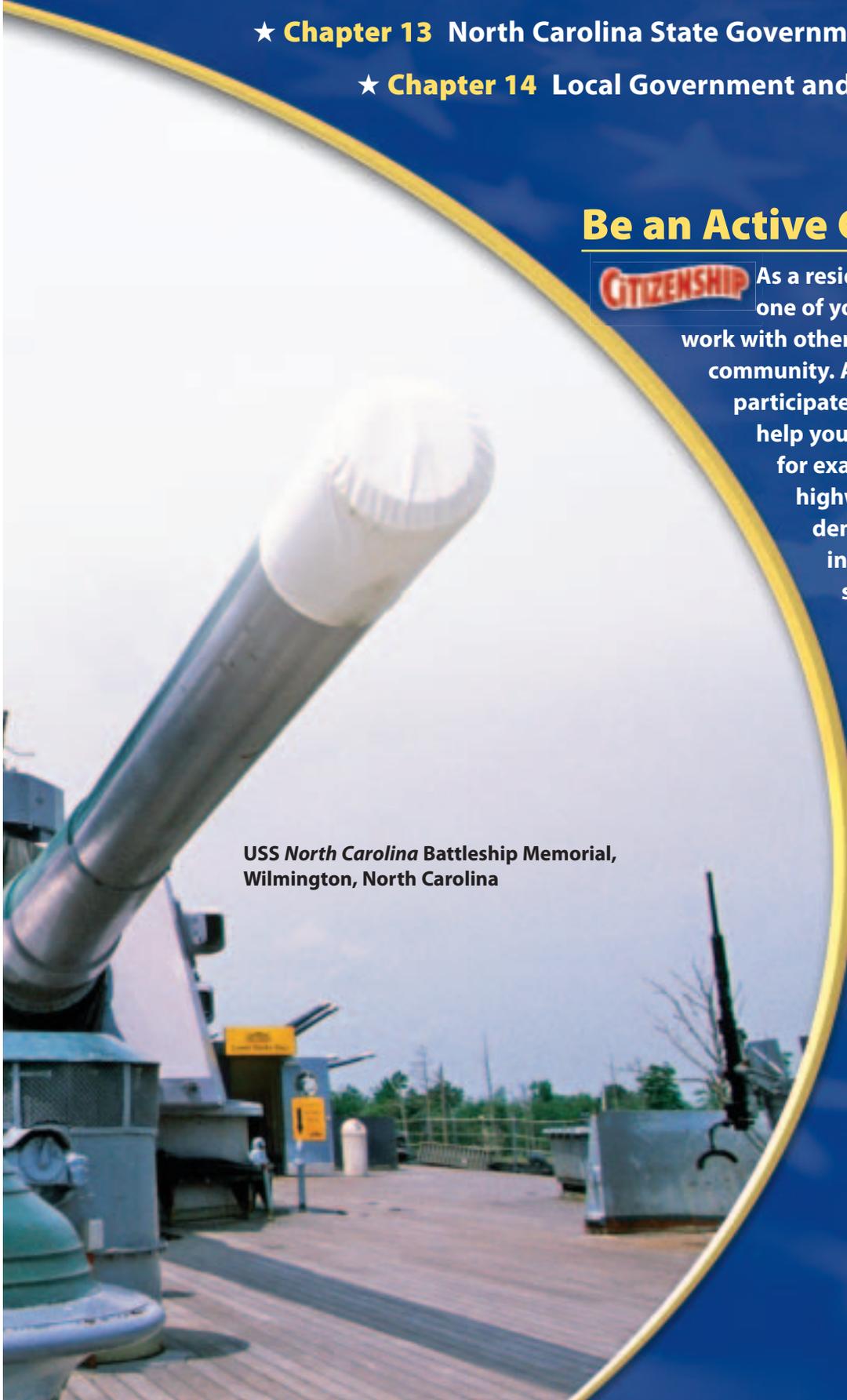
★ **Chapter 13** North Carolina State Government

★ **Chapter 14** Local Government and Finances

## Be an Active Citizen

### **CITIZENSHIP**

As a resident of North Carolina, one of your important roles is to work with others to improve your community. As you study Unit 4, participate in an ongoing activity to help your community. You might, for example, help clean up local highways or tutor younger students. Keep a journal describing your activities, and then share your thoughts and experiences with the class at the end of the unit.



USS *North Carolina* Battleship Memorial,  
Wilmington, North Carolina



# Reading Social Studies

## Distinguishing Fact from Opinion

### 1 Learn It!

A fact is something that can be proven or documented and does not change unless new evidence disproves it. On the other hand, an opinion is what you believe based upon your own viewpoints or feelings. Opinions can change from person to person, but everyone agrees that facts are true. When you read, it is important to distinguish fact from opinion.

- Read the paragraph below.
- Identify the facts in the paragraph.
- Identify the opinions in the paragraph.

The Articles of Confederation were adopted as the nation's first constitution. It was one of the worst constitutions ever. Many Americans demanded a reform of the Articles. A convention at Philadelphia was set to revise the Articles, but the delegates decided to propose a rewritten Constitution. The delegates should have maintained the original idea and only revised the Articles.

### Chart

Facts	Opinion
<ul style="list-style-type: none"> <li>• The Articles of Confederation were adopted as the nation's first constitution.</li> <li>• Many Americans demanded a reform of the Articles.</li> <li>• A convention at Philadelphia was set to revise the Articles, but the delegates decided to propose a rewritten Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>• It was one of the worst constitutions ever.</li> <li>• The delegates should have maintained the original idea and only revised the Articles.</li> </ul>

### Reading Tip

To distinguish fact from opinion, look for phrases such as I believe or I think to note statements that are opinions.



## 2 Practice It!

- Read each numbered statement below.
  - Tell whether each is a fact or an opinion, and write the statement in the chart.
  - Explain how you arrived at your answer.
1. The authority to amend the Constitution of North Carolina should belong to the people.
  2. North Carolinians were the most feared fighters in the American Revolution.
  3. North Carolina's three constitutions are fewer than most states have had in their history.
  4. The Edenton Tea Party was a protest against British policy.

### Chart

Facts	Opinions

## 3 Apply It!

There are many facts presented in chapters 12, 13, and 14 about state government. You may have no opinion about some of the facts, but others may cause you to think about your own beliefs or feelings. At least three times in each chapter, stop reading and write your opinion about a fact in the text. Share your opinions with others in the class.

### Read to Write Activity

Read *Teens in Action* on page 384. Jot down facts about Prateek Peres-da-Silva. Then, write a paragraph in which you express your opinion about his activities in the Governor's Page Program.



Chapter

12

# Roots of Government in North Carolina



## Why It Matters

You can learn about North Carolina history from colonization to the present by visiting monuments, parks, and historical buildings. North Carolinians are devoted to preserving their state's history. **Why do you think it is important to preserve North Carolina's historical sites?**



# BIG Ideas

## Section 1: First in Freedom

**Political principles and major events shape how people form governments.** North Carolina was one of the thirteen colonies that rebelled against British rule in the American Revolution.

## Section 2: The Constitution of North Carolina

**A constitution reflects the values and goals of the society that creates it.** The Constitution of North Carolina is the state's fundamental law.

## Section 3: Rights of Citizens

**The constitution establishes and protects fundamental rights and liberties.** While the right to vote is widely recognized as a fundamental right today; this was not always true.

## Section 4: The Civil Rights Movement

**In a democratic society, various forces shape people's ideas.** The campaign for equality gained momentum in the 1960s.



◀ After the Revolutionary War, Tryon Palace served as the capitol of the independent state of North Carolina.

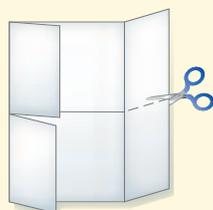
### FOLDABLES™ Study Organizer

**Organizing Information Study Foldable** Make the following Foldable to organize information about Chapter 12.

**Step 1** Mark the midpoint of the side edge of one sheet of paper. Then fold in the outside edges to touch the midpoint.



Cut along the fold lines on both sides.



**Step 2** Fold the paper in half from top to bottom.



**Step 3** Open and cut along the inside fold lines to form four tabs. Label the Foldable as shown.



**Reading and Writing** Fill out your Foldable as you read the chapter. You will organize information about North Carolina's colonial history, the state constitution, and the struggle for equal rights.



Section  
**1**

# First in Freedom

North Wind Picture Archives/Alamy Images

## Guide to Reading

### Big Idea

Political principles and major events shape how people form governments.

### Content Vocabulary

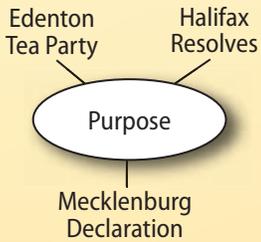
- unicameral (p. 351)
- bicameral (p. 351)
- federal system (p. 353)

### Academic Vocabulary

- levy (p. 351)
- consent (p. 352)

### Reading Strategy

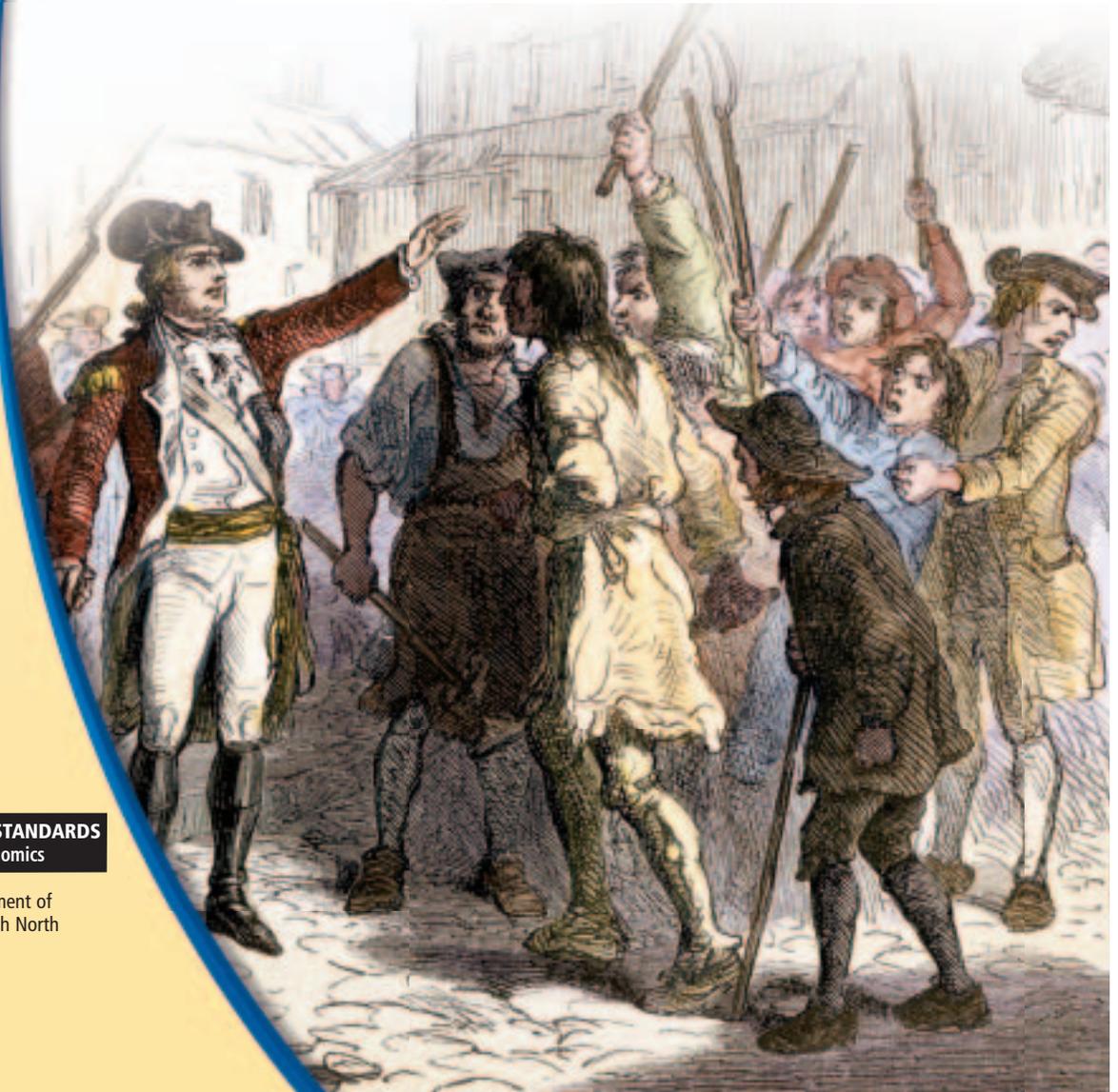
**Describing** As you read, complete a web diagram like the one below by describing the purposes of the three actions.



### Real World Civics

Did you know North Carolina hosted one of the earliest rebellions against local British rule in the American colonies? Beginning in 1764, North Carolinians, mostly farmers from the western settlements, joined in a movement called the Regulation. They expressed strong feelings of discontent over British taxes and local control. Although the War of the Regulation ended the movement, the spirit of these North Carolinians, who were “first in freedom,” helped drive the rest of the nation toward independence.

#### ▼ North Carolina Royal Governor William Tryon confronts the Regulators



# Colonial North Carolina

**Main Idea** North Carolina’s state and local government developed from the state’s foundation as an English colony.

**Civics & You** North Carolina was one of the thirteen English colonies. Read on to find out about government in North Carolina during this era.

In 1663, King Charles II of England awarded a vast territory south of Virginia to eight allies who had helped him regain the throne of England. The land was named Carolina, from the Latin version of “Charles.”

From the beginning, Carolina developed as two separate regions, but it was not until 1729 that the province of Carolina was officially divided into the provinces of North and South Carolina.

From the earliest days of the colony, North Carolinians defended their “rights as Englishmen.” One of these rights guaranteed representative government. Only the assembly, which was made of elected representatives, should pass laws for the colony, they argued. Only the assembly could **levy**—impose and collect—taxes. These rights were listed in the Charter of Carolina (1663) that established the colony. In the charter, a provision states:

“[the proprietors may make such laws that are] reasonable [and]...agreeable to the laws and statutes of this our kingdom of England.”

—Charter of Carolina, March 24, 1663

In fact, some provisions in the charter promised rights to North Carolinians that were not always held by people in England.

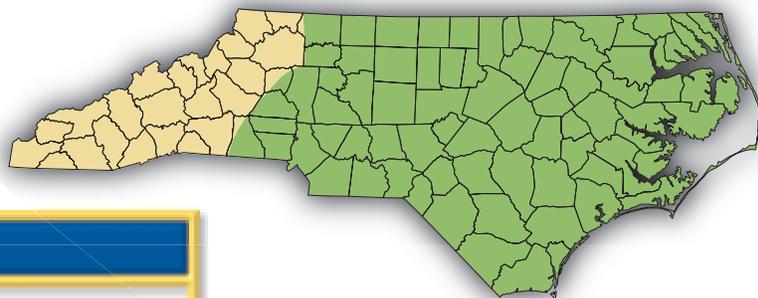
**A Bicameral Legislature** For more than 30 years, North Carolina operated under a **unicameral**, or one-house, legislature. Then in 1697, the colony adopted a **bicameral**, or two-house, legislature. The royal governor, the chief executive at the time, and the governor’s council made up the upper house. The lower house, the House of Burgesses, was made up of representatives elected by voters. The governor had the power to call the House of Burgesses into session. However, only the house could raise the money to pay the governor’s salary and the salaries of officials he appointed. This “power of the purse” meant that the governor had to call the House of Burgesses into session sometimes even when he did not want to.

**Reading Check Comparing** What is the difference between unicameral and bicameral legislatures?

## North Carolina Counties, 1775

Maps In Motion  
See StudentWorks™ Plus or [glencoe.com](http://glencoe.com).

Countries in 1775   
Modern boundaries 



### Analyzing Maps

**Interpreting** What can you tell about the settlement pattern in North Carolina from this map?



# Toward Independence

**Main Idea** After a war lasting several years, the American colonists won their independence from Great Britain.

**Civics & You** The United States declared its independence in 1776, but it took several years of war to earn recognition as a new nation. Read to find out how North Carolinians worked for independence.

**B**eginning in the mid-1750s, Britain and France fought over control of North America. With Britain’s victory in 1763 came many new problems, among them a huge war debt. When the English Parliament levied new taxes that shifted part of the financial burden onto the colonies, the colonists protested. In their challenge to British authority, the colonies discovered a sense of unity and patriotism.

**Preserving Our Heritage** North Carolinians are devoted to preserving and recognizing their state’s landmarks. *Explaining Why is it important to preserve our heritage?*

## Leading the Way

North Carolina took the lead in asserting the colonists’ right to govern themselves. When the governor refused to call a meeting of the elected representatives, colonial leaders decided to hold a congress without his **consent**, or approval. On August 25, 1774, 71 delegates met in Wilmington and created the First Provincial Congress held in any of the thirteen colonies. This initiative by the people’s representatives is one reason North Carolina has been called “first in freedom.” The Provincial Congress elected representatives to the Continental Congress, a political body that represented most of the colonies. In another first for freedom, in October 1774 a group of North Carolina women held a “tea party” in Edenton. They burned their household supplies of tea and issued a statement protesting British policy.

## The Mecklenburg Declaration

Then, in May 1775, a committee of Mecklenburg County citizens met in Charlotte and decided that all offices appointed by the British government were now vacant and that the Provincial Congress was the only lawful government in the colony.  (See the Appendix to read this document.)

## The Halifax Resolves

The Mecklenburg Declaration did not call for independence from England, however. That came 10 months later. On April 12, 1776, the Fourth Provincial Congress passed the “Halifax Resolves.” In issuing the Resolves, North Carolina became the first colonial government to call for total independence from Great Britain.  (See the Appendix to read this document.)

On July 4, 1776, the Declaration of Independence was signed. William Hooper, Joseph Hewes, and John Penn were the delegates from North Carolina who signed the Declaration of Independence.





## The Constitutional Convention

As you learned earlier, the Articles of Confederation were adopted as the nation’s first constitution. However, the weaknesses of the Articles created problems for the new country. Many Americans demanded reform.

A convention began this work on May 25, 1787. Richard Dobbs Spaight, William Blount, and Hugh Williamson were North Carolina’s representatives. The finished product—the U.S. Constitution—created a **federal system** of government that divided powers between the national government and the states.

**Reaction in North Carolina** Many of the voters in North Carolina feared a strong federal government. They objected to giving the U.S. Congress the power to levy taxes, for example, and thought that a government so removed from the people would be difficult to control. They also objected strongly that the proposed U.S. Constitution did not include guarantees of rights like those assured in their

own North Carolina Declaration of Rights. They wanted any new federal government to respect the same limits as those they had set for the North Carolina state government.

**Call for a Bill of Rights** In a special election in 1788, North Carolina voters chose delegates to attend a convention in Hillsborough to approve or reject the proposed U.S. Constitution. The delegates voted not to ratify the U.S. Constitution. At the same time, the Hillsborough Convention called on the U.S. Congress to amend the proposed Constitution to include a bill of rights.

In 1789, Congress approved the 10 amendments to the U.S. Constitution that make up the Bill of Rights and submitted them to the states for ratification. North Carolina delegates at the ratification convention in Fayetteville ratified the U.S. Constitution, confident that it would include a bill of rights.

**Reading Check Explaining** How is our federal system organized?

## Section Review 1

### Vocabulary

1. **Define** each of the following terms and use them in a paragraph about North Carolina state government: *unicameral*, *bicameral*, *federal system*.

### Main Ideas

2. **Explaining** What is the “power of the purse”?
3. **Describing** What did the Halifax Resolves announce?

### Critical Thinking

4. **BIG Ideas** Why do you think the tradition of self-government played a role in the colonists’ decision to declare independence?
5. **Organizing** Use a graphic organizer similar to the one below to indicate ways in which North Carolinians furthered the cause of independence.

Toward Independence
1. Provincial Congress
2.
3.
4.

### CITIZENSHIP Activity

6. **Narrative Writing** Imagine that you were a participant in North Carolina’s First Provincial Congress. Write a diary entry describing the event.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).



Section  
**2**

# The Constitution of North Carolina

## Guide to Reading

### Big Idea

A constitution reflects the values and goals of the society that creates it.

### Content Vocabulary

- preamble (p. 355)
- popular sovereignty (p. 356)
- separation of powers (p. 356)
- checks and balances (p. 356)
- amend (p. 357)

### Academic Vocabulary

- similar (p. 355)
- authority (p. 356)

### Reading Strategy

**Explaining** As you read, create a chart like the one below and describe significant features of each of North Carolina's constitutions.

Constitution	Features
Constitution of 1776	
Constitution of 1868	
Constitution of 1971	

***Real World Civics*** In addition to the rights guaranteed by the United States Constitution, people in North Carolina also have rights and responsibilities under the Constitution of North Carolina. The right to worship a religion freely is one of the basic constitutional liberties on which this country—and the state of North Carolina—was founded. Article I, Section 13, of the Constitution of North Carolina protects religious liberty. It states that all persons have “a natural and inalienable right to worship Almighty God according to the dictates of their own consciences. . . .”

▼ **Attendees of the Mount Pilgrim Church of Christ, Scranton, North Carolina**



- 3.01** Identify the principles in the North Carolina Constitution and local charters.
- 3.04** Describe how the state constitution and local charters may be changed, and analyze the impact of specific changes.





# Power of the People

**Main Idea** While differing in details, all state constitutions share many characteristics.

**Civics & You** Did you know that your state has a constitution that is similar to the U.S. Constitution? Read to find out about the values that are included in North Carolina's Constitution.

**T**hrough its history, North Carolina has had three constitutions. The first North Carolina constitution was created in 1776 after the American colonies declared their independence from Great Britain. Since then, the constitution has undergone two major revisions and the addition of many amendments. The current constitution was ratified in 1971.

The Constitution of North Carolina is **similar**, or alike, in terms of its overall structure to the United States Constitution. In its 14 Articles, it includes the following:

- a preamble
- a bill of rights
- an outline of the framework of government
- a listing of state powers and responsibilities
- a provision for local government
- an amending clause that details the methods of formal constitutional change

## The Preamble

The Constitution of North Carolina begins with an introduction, or **preamble**. Most of the preambles in state constitutions are similar to the one in the U.S. Constitution, in that they begin with “We, the people.” Most preambles to state constitutions, like North Carolina’s, refer to some principle of divine guidance, something that the U.S. Constitution does not do. The preamble to the 1971 Constitution of North Carolina follows:

*“We, the people of the State of North Carolina, grateful to Almighty God, the Sovereign Ruler of Nations, for the preservation of the American Union and the existence of our civil, political and religious liberties, and acknowledging our dependence upon Him for the continuance of those blessings to us and our posterity, do, for the more certain security thereof and for the better government of this State, ordain and establish this Constitution.”*

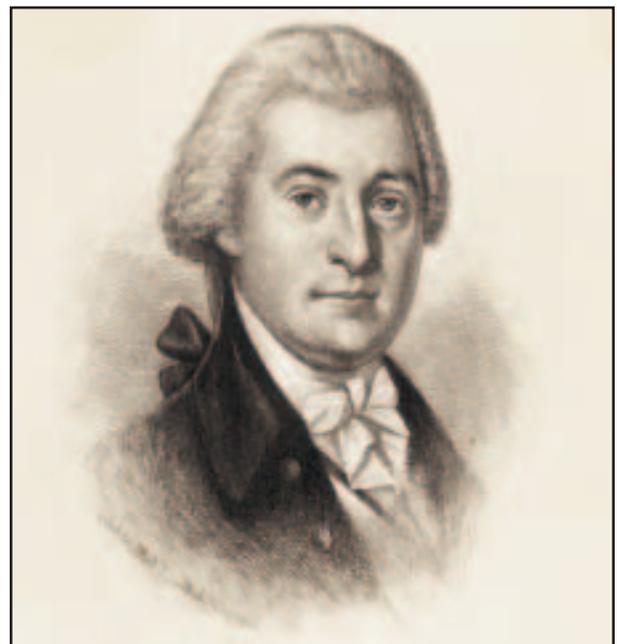
— Constitution of North Carolina of 1971

## Declaration of Rights

Every state has a section that spells out the civil liberties and rights of its citizens. Article I, the Declaration of Rights, in the Constitution of North Carolina includes 25 guarantees of freedom.

**Constitutional Ideals** William Blount was an important political leader who attended the Constitutional Convention that produced the U.S. Constitution.

**Comparing** What elements are present in both the U.S. Constitution and the Constitution of North Carolina?





Many of these freedoms later would be included in the Bill of Rights of the U.S. Constitution. The Declaration of Rights also includes the principles on which the constitution and the government of North Carolina is based. Article I, Section 1, states:

*“We hold it to be self-evident that all persons are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, the enjoyment of the fruits of their own labor, and the pursuit of happiness.”*

—The Declaration of Rights from the Constitution of North Carolina

## Popular Sovereignty

**Popular sovereignty** means that the people are the ultimate source of any power given to the government. The principle of popular sovereignty is closely linked to the principle of limited government. According to both principles, the people are the ultimate source of governmental **authority**, or power.



**Student Web Activity** Visit [glencoe.com](http://glencoe.com) and complete the Chapter 12 Web Activity.

The Constitution of North Carolina establishes the structure for the legislative, executive, and judicial branches of government. The state constitution also explains in detail the structure and power of local governments.

**Separation of Powers** The constitution limits the government by dividing power among the legislative, executive, and judicial branches. Under **separation of powers** each branch has its responsibilities and prevents any branch from gaining too much power.

Articles II, III, and IV of the Constitution of North Carolina further spell out these limits as well as the responsibilities.

**Checks and Balances** The writers of the Constitution of North Carolina also provided a system of **checks and balances**. Under this system, each branch of government exercises some control over the other. One example is found in Article II, Section 22 (through a 1996 amendment): the governor can check the General Assembly by rejecting—vetoing—its legislation. This veto power is balanced, however, by the power of the General Assembly to override the veto by a three-fifths vote of each house.

**Reading Check Explaining** What is separation of powers? Why is it important?

## Road to Statehood



**1663**  
Charter grants Carolina colony to proprietors

**1729**  
North Carolina becomes a royal colony

**1745**  
New Bern chosen as colony's capital

**1771**  
Battle of Alamance ends Regulator movement

**1774**  
• First Provincial Congress meets  
• Edenton Tea Party

**1706**  
Bath incorporated

1660

1700

### Analyzing Charts

- Explaining** What is the significance of the Battle of the Alamance?
- Sequencing** Which event took place earlier in time: the signing of the Declaration of Independence or the Edenton Tea Party?



# The Constitution Over Time

**Main Idea** The amendment process provides a way for the Constitution of North Carolina to respond to changing times.

**Civics & You** Did you remember that North Carolina has had three constitutions in its history? Read to find out why North Carolinians have changed their constitution.

The authority to **amend**, or change, the Constitution of North Carolina is derived from Article XVIII of the U.S. Constitution. The amendment process provides a way the constitution can remain responsive to the needs of a changing state. Yet North Carolina’s three constitutions are fewer than most states have had in their histories, and likewise the Constitution of North Carolina has been amended fewer times than most other state constitutions. Why is this so? One explanation is clear when the question, “What is the purpose of a constitution?” is answered. Judge John J. Parker, who served in the U.S. Court of Appeals in North Carolina for more than 30 years noted:

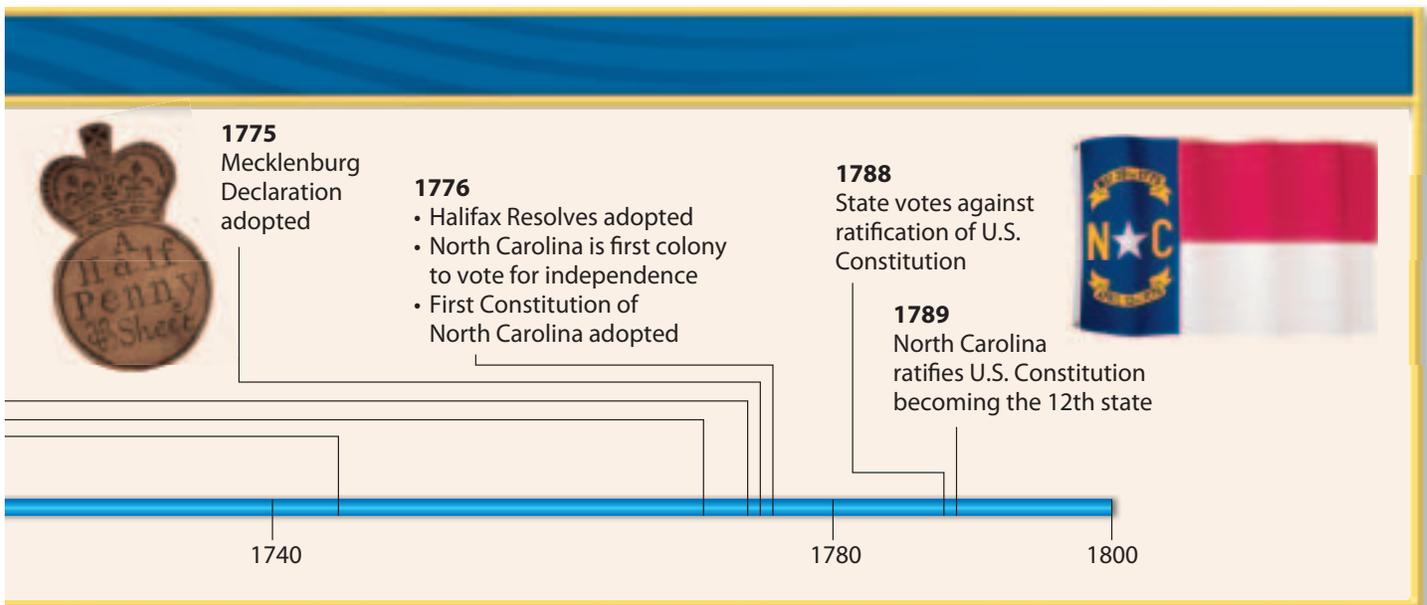
“The purpose of a state Constitution is two-fold: (1) to protect the rights of the individual from encroachment by the State; and (2) to provide a framework of government for the State. . . .”

—Judge John J. Parker, U.S. Court of Appeals

## The Constitution of 1776

A constitution for the state of North Carolina was a top priority after the United States declared independence from Great Britain. The people who could vote—free males over 21 years old—wanted to create their own government. In the fall of 1776, they elected delegates who met in Halifax and wrote a constitution for the state. The delegates adopted this constitution on December 18, 1776.

Throughout North Carolina’s history and changes to the U.S. Constitution, the basic institutions of state government have remained the same, though: a two-house legislature called the General Assembly, an executive branch divided between the governor and Council of State, and a court system.





## Major Changes in 1835

The first major changes in the state constitution took place in 1835. Voters gained the power to elect the governor and to approve or reject constitutional amendments. However, other changes took voting rights away from free men of African descent and from Native Americans.

## Constitution of 1868

In the late 1800s, following the Civil War, the U.S. Congress required North Carolina and the other states that had tried to leave the Union during the war to write new constitutions. The 1868 Constitution of North Carolina included the Declaration of Rights and kept the basic structure of government from the first Constitution of North Carolina.

However, the new constitution greatly opened up participation in government. Slavery was abolished. All men who were 21 or older could now vote, regardless of race, color, or previous condition of servitude.

## Constitution of 1971

North Carolina's present constitution went into effect in 1971. The Declaration of Rights remained, with a few additions and changes in text. Added were guarantees of freedom of speech and equal protection of the laws. "All elections ought to be free" was changed to read "All elections shall be free."

**Later Amendments** Voters have approved several important amendments to the constitution of 1971. For example, in 1972 an amendment lowered the voting age from 21 to 18. In 1977 an amendment permitted the governor to serve two consecutive four-year terms. In 1996 an amendment gave the governor the power to veto legislation.

The Constitution of North Carolina also requires government officials to respect and protect certain basic rights of all people, whether they are citizens or not.

**Reading Check Identifying** When did North Carolina's current constitution go into effect?

# Section Review 2

### Vocabulary

1. **Define** each of the following terms and use them in complete sentences related to the Constitution of North Carolina: *preamble, popular sovereignty, separation of powers, checks and balances, amend.*

### Main Ideas

2. **Explaining** Why did the writers include a Declaration of Rights in the Constitution of North Carolina?
3. **Explaining** How can North Carolinians help shape their state constitution?

### Critical Thinking

4. **Determining Cause and Effect** Identify two amendments that have been made to the Constitution of North Carolina and explain the effects of each.
5. **BIG Ideas** On a chart like the one below, describe these basic guiding principles of the Constitution of North Carolina.

Principles of Government	
Popular Sovereignty	
Separation of Powers	
Checks and Balances	

### CITIZENSHIP Activity

6. **Organize** Make a poster with newspaper or magazine articles about your freedoms.
7. **Persuasive Writing** Do you think the writers of the Constitution of North Carolina were correct in allowing amendments to the constitution? Write an essay explaining your position.



**Study Central™** To review this section, go to [glencoe.com](http://glencoe.com).



John D. Simmons/AP Images

# Section 3

## Guide to Reading

### Big Idea

The constitution establishes and protects fundamental rights and liberties.

### Content Vocabulary

- suffrage (p. 361)
- segregation (p. 361)

### Academic Vocabulary

- impose (p. 361)

### Reading Strategy

**Explaining** As you read, complete a graphic organizer like the one below by explaining the changes brought about by these amendments to the U.S. Constitution.

15 <sup>th</sup>	19 <sup>th</sup>	26 <sup>th</sup>

# Rights of Citizens

**Real World Civics** Perhaps your most important responsibility as an American citizen will be to vote when you reach the age of 18. Voting allows you to participate in the government of North Carolina and the nation and guide their direction. When you vote for people to represent you in government, you will be exercising your right of self-government. If you disapprove of the job your representatives are doing, it will be your responsibility to help elect other people in the next election. Voting therefore affirms a basic principle of American political life that was inscribed in the Declaration of Independence—“the consent of the governed.”

▼ Citizens of Davidson, North Carolina, in line to vote



**3.06** Analyze how the Fourteenth Amendment extends the Bill of Rights' protection to citizens of a state.



# North Carolinians and the Vote

**Main Idea** While the right to vote is widely recognized as a fundamental right today, this was not always true.

**Civics & You** The right to vote has expanded considerably throughout North Carolina’s history. Read to find out why this is an important right.

“Who can vote?” has been an important question ever since North Carolina and the other colonies gained independence from Great Britain. At that time in North Carolina, only free, male, property-owning citizens at least 21 years old could vote. Because most African Americans were enslaved, they could not vote. In 1835 the General Assembly prohibited even free men of African descent from voting.

## Equal Protection

After the Civil War, a series of amendments to the United States Constitution was enacted to abolish slavery and to secure equal rights. The Fourteenth Amendment (1868) to the United States Constitution defines a United States citizen as anyone “born or naturalized in the United States.” To ensure the rights of African American citizens, the Fourteenth Amendment went even further. It required every state to grant its citizens “equal protection of the laws.” State governments must treat all citizens equally.

Article I, Section 19, of the Constitution of North Carolina guarantees equal protection to all North Carolinians. It states:

*“No person shall be denied the equal protection of the laws; nor shall any person be subjected to discrimination by the State because of race, color, religion, or national origin.”*

—Constitution of North Carolina, Article I, Section 19

## The Importance of Voting

Monroe native Jesse Helms represented North Carolina in the U.S. Senate for five terms. Born in Gibsonville, football wide receiver Torry Holt starred for North Carolina State University and for the St. Louis Rams. Helms and Holt explain why it is important to exercise your right to vote.

I vote because those who rule at the pleasure of the electorate are responsible to those whose support they have courted to fulfill the promises they have made. I vote because there are millions of people in this world who would willingly risk their lives for our most basic privilege.



—Jesse Helms, former U.S. Senator

By casting your vote, you have an impact on decisions that will affect your life. Research candidates and find out where they stand on key issues. By voting, you can ensure that the people in public offices represent our views and fight for the issues that are important to you.



—Torry Holt, St. Louis Rams

**Extending the Right to Vote** Another of the Civil War amendments, the Fifteenth Amendment (1870), extended voting rights to all male citizens who were 21 years old or older, regardless of “race, creed, color, or previous condition of servitude.” For the next two decades, many African American men voted in North Carolina. Hiram Revels, born in 1822 in Fayetteville, North Carolina, made history in 1870 by becoming the first African American elected to the United States Senate. Revels represented Mississippi. John Adams Hyman was the first African American member of Congress from North Carolina. Born near Warrenton, Hyman served one term in the United States House of Representatives beginning in 1875. Henry Frye, the first African American to serve in the General Assembly in the twentieth century, also served as chief justice of the North Carolina Supreme Court.

**Voting Restrictions** Although the Fifteenth Amendment was an important land-

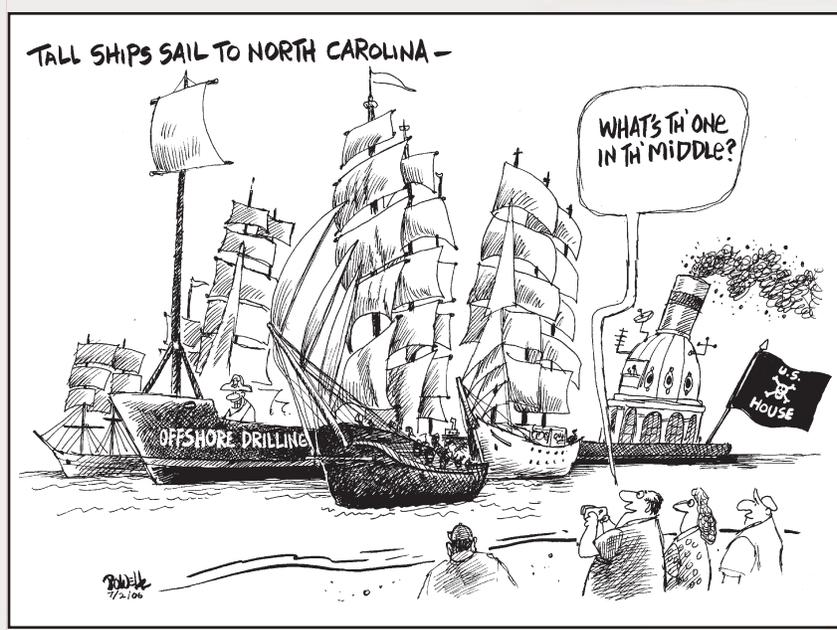
mark on the road to full **suffrage** (the right to vote), it did not result in complete voting rights for African Americans. Several states **imposed**, or set up, a number of restrictions to limit and discourage the participation of African American voters.

By 1890 more than 1,000 African Americans held public office in North Carolina. Fearing the growing influence of African Americans in government, some white leaders led a drive for racial **segregation**, or separation. By 1900 the General Assembly had set up discriminatory tests that kept most African American and Native American men from voting. The federal government did not get involved in enforcing voting rights until much later.

Women also could not vote in North Carolina. For many years some people had been calling for women to have the right to vote, and several parts of the country had granted suffrage to women.

**Reading Check Explaining** How was the right to vote for African Americans restricted?

**TIME** Political Cartoons



Dwane Powell/Creators Syndicate, Inc.

In this cartoon by Dwane Powell tall ships sail the North Carolina shoreline.

1. What ship appears to be sneaking in with other tall ships?
2. Who might have sent the odd ship that is hiding?
3. Why would this ship want its arrival hidden among the other ships? Explain.

Every year, more than half of all Americans do volunteer work. One of the responsibilities of citizens is to help make these volunteer groups work better. For example, Barbara did what...



## Kids Voting USA

One vote can make a difference—and Sam Hay, 18, of Charlotte, North Carolina, is spreading the word!



**QUESTION:** What is Kids Voting USA?

**ANSWER:** It's a group that teaches kids about citizenship and voting through classroom activities—and by asking them to go to the polls with their parents on Election Day. I'm on the Student Advisory Board of the group.

**Q:** Why is it so important to vote?

**A:** Many people think their vote doesn't matter, but it does. There have been elections where the winner has been decided by only a few votes. By taking part in our democracy you show our leaders what you think.

**Q:** How does getting kids involved in voting and politics affect parents?

**A:** Conversations at the dinner table may become more political if a child takes part in Kids Voting. To keep up, parents may follow politics closer.

**Q:** How many kids do you reach?

**A:** Thousands in 27 states and the District of Columbia. The program reaches out to

every student because voter apathy stretches across all ethnic and socioeconomic boundaries.



Making a Difference

CITIZENSHIP

Why do you think Sam decided to become involved in Kids Voting USA?

## Woman Suffrage

**Main Idea** Women struggled for many years to win the right to vote.

**Civics & You** Today voting is a basic political right of all citizens in a democracy who meet certain qualifications set by law. Read to find out why this was not always the case.

In the early days of the United States, women had few of the rights that are taken for granted today. They could not own property unless their husbands controlled it. Women were also not allowed to vote, which meant that one-half or more of adult citizens had no voice in electing those who governed. In its early stage, the struggle for women's rights concerned the right to vote.

### The Suffrage Movement in North Carolina

The first public meeting on woman suffrage was held in Asheville on November 15, 1894. Three years later, the first petition to the North Carolina General Assembly for woman suffrage was referred to the committee on insane asylums. The suffrage movement would face many more obstacles on the road to voting rights.

The North Carolina Equal Suffrage League was formed, and its first convention was held in Charlotte in 1914. League president Barbara Henderson declared: "Women of Carolina: The day is here; the time is now! . . . Your state needs your service."

Many North Carolinians opposed the move for equal voting rights. An anti-suffrage league established its headquarters in Raleigh, on the same street as the Suffrage League. Their motto: "Politics are bad for women and women are bad for politics."

State Senator F. P. Hobgood of Greensboro and Representative Gallatin Roberts of Asheville sponsored the Equal Suffrage Bill during the 1915 session of the General Assembly.



Leaders of the Equal Suffrage Association reported that its “defeat was a foregone conclusion,” but North Carolinians were now fully aware that the suffrage movement “is to be seriously reckoned with.”

**The Nineteenth Amendment** Despite their commitment to suffrage, women did not win the right to vote in national elections until 1920, with the passage of the Nineteenth Amendment to the U.S. Constitution. In November 1921, Lillian Exum Clement of Asheville became the first woman elected to the General Assembly.

**Voting Reforms** White women could now vote, but the racial discrimination in voter registration rules kept most African American and Native American women from voting. After Congress passed the Civil Rights Act of 1964 and the Voting Rights Act of 1965, the federal government began to enforce voting rights. North Carolina abandoned its discriminatory voter registration practices so that all adult citizens could vote, regardless of race.

The Twenty-sixth Amendment to the United States Constitution widened the pool of eligible voters even further. Ratified in 1971, the amendment lowered the voting age to 18 throughout the nation. In North Carolina even 17-year-olds can register and vote in primary elections if they will be 18 by the next general election.

## Who Can Vote?

Today, most adult North Carolinians are eligible to vote. To be eligible to vote in North Carolina, a person must

- be a citizen of the United States,
- be at least 18 years old by the next general election,
- have lived in his or her voting precinct for at least 30 days,
- not be serving a sentence for conviction as a felon,
- be registered to vote.

 **Reading Check Explaining** What did the Nineteenth Amendment accomplish?

## Section Review 3

### Vocabulary

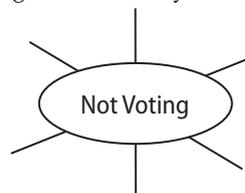
1. **Define** the following terms and use them in complete sentences related to the rights of citizens: *suffrage, segregation.*

### Main Ideas

2. **Describing** What does Article I, Section 19, of the Constitution of North Carolina guarantee?
3. **Explaining** Why were the provisions of the Civil Rights Act and Voting Rights Act important?

### Critical Thinking

4. **BIG Ideas** In your opinion, what do United States citizens forfeit if they do not exercise their right to vote? Make a web diagram to show your ideas.



5. **Evaluating** Choose one freedom that is protected in the Declaration of Rights of the Constitution of North Carolina. Review your local newspaper for an article related to that

freedom. Based on the article, is that freedom being protected or threatened? Explain.

### CITIZENSHIP Activity

6. **Expository Writing** Citizens must prepare to vote. What should a person know to vote meaningfully? Create a pamphlet describing the kinds of things voters should know to make their vote count.



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Section  
**4**

# The Civil Rights Movement

## Guide to Reading

### Big Idea

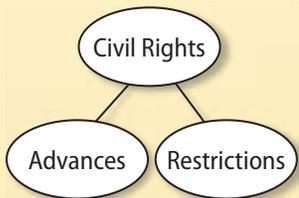
In a democratic society, various forces shape people's ideas.

### Content Vocabulary

- civil rights (p. 365)
- boycott (p. 367)

### Reading Strategy

**Summarizing** As you read, create a graphic organizer like the one below. First, define civil rights. Then describe events and laws that advanced civil rights and those that restricted civil rights.



***Real World Civics*** On February 1, 1960, four African American students from the Agricultural and Technical College of North Carolina sat down at a whites-only lunch counter in a F. W. Woolworth's store in Greensboro. They were refused service. The students stayed at the counter until the store closed, then announced that they would sit at the counter every day until they were given the same service as white customers. Other students followed their example. On February 2, 24 students took part in a sit-in at Woolworth's food counter. News of the sit-ins in Greensboro spread rapidly. Other students followed their example. Starting with just four students, a new American mass movement for civil rights had begun.

▼ **Ronald Martin, Robert Patterson, and Mark Martin stage a sit-down strike on February 2, 1960**





Jack Moebes/COPIES

# What Are Civil Rights?

**Main Idea** The democratic ideal is for all people to have equal rights and treatment before the law.

**Civics & You** How would you feel if someone tried to deny you your rights? Read to find out the steps African Americans took to gain their rights.

**Civil rights** are the protections granted in the Constitution that recognize that all citizens must be treated equally under the law. Even with constitutional protection, this ideal has not always been reality. The Fourteenth Amendment, guaranteeing equal protection, was ratified in 1868. Yet for almost a century, the courts upheld discrimination against and segregation of African Americans. Racial discrimination is treating members of a race differently. Segregation is separation of people from the larger social group.

## Legalizing Segregation

By the late 1800s, about half the states of the Union had adopted Jim Crow laws. These laws, most often in Southern states, required racial segregation in places such as schools, public transportation, restaurants, parks, and other public facilities. Often it was left up to each local community to decide whether to pass segregation laws. Areas without laws requiring segregation often had de facto segregation—segregation by custom and tradition.

The 1875 Constitution of North Carolina banned white and African American children from attending the same school but stated, “there shall be no discrimination made in favor of, or to the prejudice of, either race.” Various General Assembly laws called for segregated seating on buses and for hospitals and prisons to be segregated by race. The U.S. Supreme Court justified Jim Crow laws in *Plessy v. Ferguson* (1896). The Court said the Fourteenth Amendment allowed

separate facilities for different races as long as those facilities were equal.

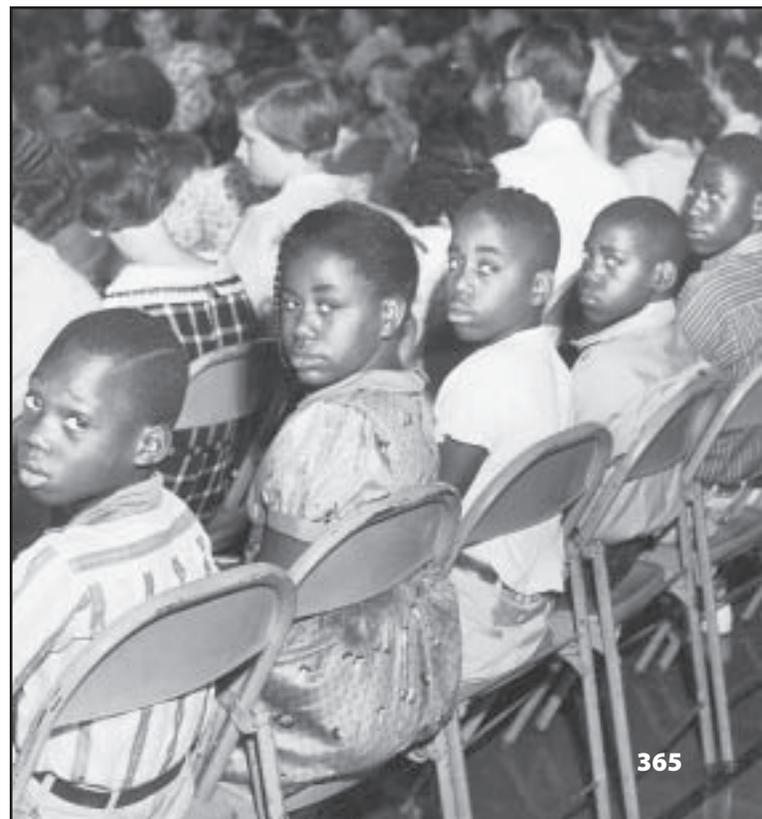
## The Struggle for Rights

In the 1950s and 1960s, African Americans and other supporters of civil rights challenged segregation. In *Brown v. Board of Education of Topeka* (1954), the Supreme Court overruled *Plessy v. Ferguson* and abandoned the “separate but equal” doctrine established by *Plessy* in the context of public schools. The Court held that racial segregation in public schools violates the equal protection clause because it is inherently unequal. In other words, the separation of schools by race is unconstitutional.

### North Carolina and the *Brown* Decision

The *Brown* ruling directly affected legally segregated schools in many states. In 1954, four states had laws permitting segregated schools. Seventeen states, including North Carolina, had laws requiring segregated schools.

**Integrated Classrooms** In 1957, for the first time African American students attended Gillespie Elementary in Greensboro. **Explaining How had the ruling in *Plessy v. Ferguson* contributed to segregation?**



# American Biography

## Charlotte Hawkins Brown (1883–1961)

The life of **Charlotte Hawkins Brown** from her birth in Henderson, North Carolina, until her death, was centered on education and helping others. The granddaughter of enslaved Africans, Brown and her family moved to Massachusetts, where she attended

Massachusetts public schools in Cambridge and the State Normal School in Salem.

In 1900, Charlotte Brown met Alice Freeman Palmer, the president of Wellesley College, who became her lifelong trusted friend and adviser. Palmer provided funds for Brown's education to become a teacher. In



1901 Charlotte Brown, just 18 years old, began her teaching career in a missionary school, the Bethany Institute, in Sedalia, North Carolina. When the missionary school closed because of a lack of money, the town's residents asked her to stay and start a new school.

Brown agreed and opened the Palmer Memorial Institute. Through her efforts, the Palmer Institute became one of the leading academies for African American children in the nation.

Beyond being a pioneer of African American education, Brown was an eloquent spokesperson for equal rights and woman suffrage.

### Making a Difference

### CITIZENSHIP

Charlotte Hawkins Brown made important contributions in many fields. **Comparing What do you think was Brown's most important accomplishment? Explain.**

Although some school districts integrated their schools in compliance with the Court's ruling, anger and opposition was a far more common reaction. North Carolina Governor Luther Hodges appointed a commission to recommend the state's response to integration. The Pearsall Commission proposed that local school boards take over some of the supervisory duties regarding enrollment and busing that the state had handled. It also proposed that local school boards have the authority to close public schools. Finally, it authorized the General Assembly to provide payments for students who attend private schools because their parents did not want them to attend integrated schools. The General Assembly approved the Pearsall Plan and called for a vote to add the proposals to the Constitution of North Carolina.

**Reading Check Explaining** What was the "separate but equal" doctrine?

## Moving Toward Integration

**Main Idea** The civil rights movement used many tactics to fight segregation.

**Civics & You** What if you could not attend your school or eat at a restaurant of your choice? Read on to find out how African Americans struggled against segregation.

The Pearsall Plan amendments passed by large margins, but most were never used.

In 1957 small numbers of African American students enrolled in previously segregated schools in Charlotte, Greensboro, and Winston-Salem. Community action and court cases eventually helped integrate North Carolina's public schools.



The Pearsall Plan was declared unconstitutional in 1966. In *Swann v. Charlotte-Mecklenburg Board of Education*, a federal court ruled that busing students and reorganizing school boundaries are legal methods to obtain desegregated public school systems. The Supreme Court upheld the ruling in 1971.

## The Sit-In Movement

In the early 1960s, civil rights groups held marches, demonstrations, and **boycotts** (organized refusals to do business with a company) to end segregation in public places. They especially challenged the practice of not serving African Americans at many lunch counters and restaurants.

In February 1960 four African American freshmen from North Carolina Agricultural and Technical College sat down at a segregated F. W. Woolworth’s store lunch counter in Greensboro. When they were refused service, they announced they would sit at the

counter every day until they were given the same service as white customers.

News of the sit-in spread quickly across Greensboro. The following day, 29 students arrived at Woolworth’s determined to sit at the counter until served.

Starting with just four students, a new mass movement for freedom and civil rights began and spread throughout many states. Sit-ins were staged at segregated stores, restaurants, hotels, movie theaters, and public swimming pools.

The sit-in movement inspired students such as Greenville native Jesse Jackson, a student leader at North Carolina Agricultural and Technical College. Jackson began his activism as one of the “Greenville Eight,” who staged a sit-in at a local public library that led to its desegregation. The sit-in offered those who struggled for civil rights a peaceful way to help end Jim Crow laws.

**Reading Check Explaining** What was the goal of sit-in demonstrations?

## Section Review 4

### Vocabulary

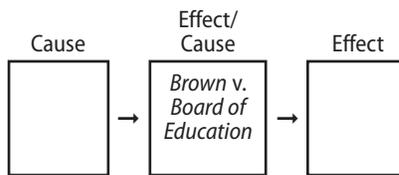
- Define** the following terms and use them in complete sentences: *civil rights, boycott.*

### Main Ideas

- Describing** What was the U.S. Supreme Court decision in *Brown v. Board of Education of Topeka*?
- Describing** What tactics did civil rights groups use to fight segregation?

### Critical Thinking

- BIG Ideas** Use the graphic organizer below to analyze why the Supreme Court overturned the “separate but equal” doctrine and what effects followed that decision.



### CITIZENSHIP Activity

- Expository Writing** Write a one-page essay in which you address the following questions about the Fourteenth Amendment.
  - What rights are extended to citizens?
  - Considering its date of passage, why do you think this amendment was enacted?



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# LANDMARK SUPREME COURT CASE STUDIES

## Klopper v. North Carolina

*Amendment VI of the U.S. Constitution protects the right to a speedy, public trial. The requirement for a “speedy” trial ensures that an accused person will not be held in jail for a lengthy period as a means of punishing the accused without a trial.*

### Background of the Case

In February 1960, four African American students sat down at a segregated lunch counter in a local store in Greensboro, North Carolina. They refused to leave until they were served. Their action, known as a sit-in, spread rapidly. Peter Klopfer, a Duke University zoology professor, was arrested and indicted for criminal trespass after he took part in an antisegregation sit-in at a Chapel Hill restaurant in 1964. When the jury could not reach a verdict, a mistrial was declared but the charges against Klopfer were not dropped.

After 18 months, Klopfer demanded that he be tried or that the charges be dismissed. Instead, the judge granted the prosecutor’s motion and placed the indictment in an inactive status: Klopfer remained subject to prosecution at any time at the discretion of the prosecutor. When the North Carolina Supreme Court denied Klopfer’s appeal, the case came before the U.S. Supreme Court.

### The Decision

The Supreme Court heard the case on March 14, 1967. Chief Justice Earl Warren delivered the unanimous opinion of the Court. The defendant’s right “to a speedy trial guaranteed to him by the Sixth and Fourteenth Amendments of the Federal Constitution” had been denied. Chief Justice Warren went on to say:

*“We hold here that the right to a speedy trial is as fundamental as any of the rights secured by the Sixth Amendment. That right has its roots at the very foundation of our English law heritage. Its first articulation*



Demonstrations against segregation were common in the early 1960s.

*in modern jurisprudence appears to have been made in Magna Carta (1215), wherein it was written, ‘We will sell to no man, we will not deny or defer to any man either justice or right.’”*

—Chief Justice Earl Warren

### Why It Matters

The Bill of Rights was originally intended as a protection against the actions of the federal government. The Supreme Court interprets the due process clause of the Fourteenth Amendment to apply the guarantees of the Bill of Rights to state and local government. In *Klopper v. North Carolina*, the U.S. Supreme Court ruled that the right to a speedy trial applies to trials in state court as well as those in federal court.

### Analyzing the Court Decision

- Explaining** What are the basic protections provided in the Sixth Amendment?
- Analyzing** What is incorporation? What role did incorporation play in *Klopper v. North Carolina*?

## The Road to Independence

- The Mecklenburg Declaration of 1775 renounces America's ties with Great Britain.
- The Halifax Resolves of 1776 recommends independence from Great Britain.
- The Declaration of Independence announces the independence of the United States.

## The Constitution of North Carolina

- The Constitution of North Carolina ensures that the government's power comes from the people and that the government is limited.

- North Carolina's Declaration of Rights protects the freedom of individual people.

The Constitution of North Carolina is similar in structure to the U.S. Constitution. It includes the following:

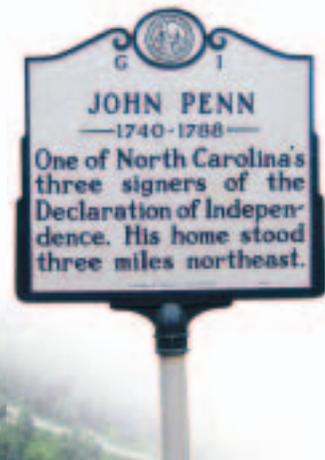
- a preamble
- a bill of rights
- an outline of the framework of government
- a listing of state powers and responsibilities
- a provision for local government
- the methods of amending the constitution

Located in the Blue Ridge Mountains, Chimney Rock is a North Carolina landmark.

## Rights of the People

- The Bill of Rights of the U.S. Constitution protects the rights of Americans.
- Women won the right to vote with passage of the Nineteenth Amendment (1920).
- Groups of African Americans joined together to fight for equality in a struggle called the civil rights movement.
- Reforms in the 1960s protected the rights of citizens to vote.

John Penn represented North Carolina at the Continental Congress.



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# North Carolina End-of-Course Test Civics and Economics Practice

## TEST-TAKING TIP

To prepare for a major exam, save weekly tests and review the questions.

### Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- The opening section of the Constitution of North Carolina is \_\_\_\_\_.  
**A** Article I                      **C** the Charter of 1663  
**B** the preamble                **D** the Declaration of Rights
- The idea that power lies with the people is called \_\_\_\_\_.  
**A** separation of powers        **C** popular sovereignty  
**B** power of the purse        **D** divided authority
- A \_\_\_\_\_ legislature consists of two houses.  
**A** unicameral                      **C** General Assembly  
**B** bicameral                        **D** Council of State
- A protest in which a group refuses to buy certain goods is called a(n) \_\_\_\_\_.  
**A** charter                            **C** expressed power  
**B** boycott                            **D** precedent

### Reviewing Main Ideas

Directions: Choose the best answer for each question.

#### Section 1 (pp. 350–353)

- The Framers of the United States Constitution included a system of federalism in order to \_\_\_\_\_.  
**A** maintain a civilian militia  
**B** limit the power of the legislature  
**C** create an independent judiciary  
**D** divide power between state and national levels of government

#### Section 2 (pp. 354–358)

- Who has the power to approve or reject amendments to the Constitution of North Carolina?  
**A** the governor  
**B** the people  
**C** the General Assembly  
**D** the North Carolina Supreme Court
- Each branch of North Carolina’s government exercises some control over the other branches under the principle of \_\_\_\_\_.  
**A** popular sovereignty  
**B** checks and balances  
**C** civil rights  
**D** the right to vote

#### Section 3 (pp. 359–363)

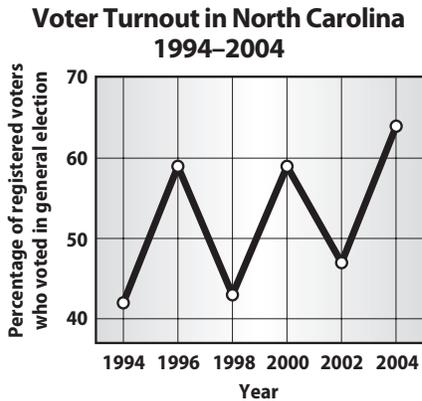
- In order to vote in North Carolina, which of the following must be true?  
**A** You must pay the poll tax.  
**B** You must own property.  
**C** You must be at least 18 years of age and registered.  
**D** You must be at least 21 years of age and registered.

#### Section 4 (pp. 364–367)

- The United States Supreme Court decision in *Brown v. Board of Education of Topeka* (1954) \_\_\_\_\_.  
**A** established the principle of “one man, one vote”  
**B** found “separate but equal” facilities to be unconstitutional  
**C** upheld the earlier Supreme Court decision in *Plessy v. Ferguson* (1896)  
**D** established the principle of judicial review

## Critical Thinking

Directions: Base your answer to question 10 on the graph below and your knowledge of Chapter 12.



Source: North Carolina State Board of Elections.

10. Which statement is true about North Carolina voting trends from 1994 to 2004?
- A The number of registered voters is constantly decreasing.
  - B A majority of registered voters cast ballots in every election year.
  - C More people vote in presidential election years than in nonpresidential election years.
  - D The turnout reached an all-time high in 1998.

## Document-Based Questions

Directions: Analyze the documents and answer the short-answer questions that follow the documents.

*We have tried the constitution: the innovators may, perhaps, and only perhaps, make it more perfect . . . we view it as a sacred bequest of the heroes of the revolution and shall approach it with the utmost sanctity.*

—Cape Fear Recorder (1820), as quoted in *Ante-Bellum North Carolina: A Social History: Electronic Edition*

11. What is the main point of this newspaper editorial?

Rocky Mount native Susie Sharp was the first woman to be a popularly elected chief justice of a state supreme court. After her retirement, Sharp discussed the role played by the judge in American society.

*Government touches people more perceptibly in the courtroom than at any other point in their lives, and its impact upon them depends upon the spirit of those who administer the law. While most of the cases a judge tries do not shake the cosmos very much, they shake the litigants greatly. The truth is that no human being is equal to the task of judging another because no man can ever fully understand another—not even himself. A judge does not necessarily understand criminals just because he has tried a thousand of them. The only consolation a judge can find is that somebody must do some preliminary judging on earth, and when he has done the best he could, if he had a concern to be kind and patient, even with the small affairs of momentarily helpless people, then perhaps he had done as well as anybody could have done.*

—Chief Justice Susie Sharpe as quoted in *The Invisible Bar: The Woman Lawyer in America, 1638 to the Present*

12. According to Sharp, what is the most important impact judges have?
13. Does Sharp express the idea that judges are always right? Explain.

## Informational Writing

14. Do you think every state needs its own constitution? Write an essay in which you answer this question as it applies to North Carolina and explain your response.

**STOP**

**Civics ONLINE**

For additional test practice, use Self-Check Quizzes—  
Chapter 12 on [glencoe.com](http://glencoe.com).

### Need Extra Help?

If you missed question . . .	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Go to page . . .	355	356	351	367	353	358	356	363	365	360	357	356	356	357



# Analyzing Primary Sources

## The Struggle for Rights

### Reading Focus

Have you ever thought about what constitutes injustice? Each of the readings tell a story about the struggle these individuals and groups faced and how they responded.

### Read to Discover

As you read think about:

- What are injustices?
- What actions are acceptable when facing injustice?

### Reader's Dictionary

**subscribers:** signers of a pledge or document

**defraying:** bearing the expenses of

**detrimental:** damaging

**enfranchisement:** the right to vote

**accommodation:** adapt by changing one's views or goals

**dismantle:** to take apart

### The War of the Regulation

The War of the Regulation was a rebellion by western North Carolinians, mainly from the frontier counties of Orange, Anson, and Granville. Fueled by anger over high taxes and other policies instituted by North Carolina royal officials, protests beginning in the mid-1760s led to conflict. In May 1771 governor William Tryon's militia crushed the rebellion at the Battle of Alamance.

At a meeting held in April 1767 at Maddock's mill near the present-day town of Hillsboro, the Regulators aired their grievances. We, the **subscribers**, do voluntarily agree to form ourselves into an association, to assemble ourselves for conference for regulating public grievances and abuses of power, in the following particulars, with others of the like nature that may occur: (1) That we will pay no more taxes until we are satisfied they are agreeable to law, and applied to the purposes therein mentioned, unless we cannot help it, or are forced. (2) That we will pay no officer any more fees than the law allows, and unless we are obliged to do it; and then to show our dislike and bear open testimony against it. (3) That we will attend our meetings of conference as often as we conveniently can, . . . (4) That we will contribute to collections for **defraying** necessary expenses attending the work, according to our abilities. (5) That in case of difference in judgment, we will submit to the judgment of the majority of our body.

—from *Sketches of North Carolina* by William Henry Foote

### The Fight for Woman Suffrage

The U.S. Congress held hearings on woman suffrage in 1896. Helen Morris Lewis, a music teacher and a leader of the North Carolina suffrage movement from Asheville, addressed the committee.

Gentlemen of the Committee: I am here in the interests of the women of North Carolina to petition that we be granted equal rights with men. In our State women are accorded no suffrage whatever; they are permitted to hold no political offices, and many of the laws are **detrimental** to our welfare. . . . It should be the duty of every civilized

government to place a safeguard around individual liberty, by allowing its people to have a voice to protect their interests. . . .When women’s opinions are counted as well as men’s, it will only be adding fresh dignity and respect to the home; it will only be opening the darkened windows and letting the sunshine of enlightenment nurture the nurseries of our nation. Voting will never lessen maternal love. . . .Gentlemen, in the name of these women of my State, and for the betterment of the wives, mothers, and daughters of our land, I implore you to use your influence for our **enfranchisement**.

—from the *National American Woman Suffrage Association Collection*, 1848-1921. Library of Congress

## Making a Difference

Historian and teacher John Hope Franklin recounts some of the choices he made to overcome obstacles.



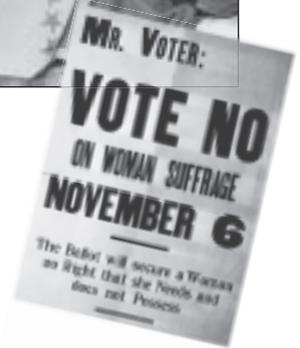
Living in a world restricted by laws defining race, as well as creating obstacles, disadvantages, and even superstitions regarding race, challenged my capacities for survival. For ninety years I have witnessed countless men and women likewise meet this challenge. Some bested it; some did not; many had to settle for any **accommodation** they could. I became a student and eventually a scholar. And it was armed with the tools of scholarship that I strove to **dismantle** those laws, level those obstacles and disadvantages, and replace superstitions with humane dignity.

—from *Mirror to America: The Autobiography of John Hope Franklin*



### Photographs as Primary Sources

Alice Paul sews the 36<sup>th</sup> star on the banner of the National Woman’s Party in celebration of the ratification of the Nineteenth Amendment in 1920. What do you think is the significance of the 36<sup>th</sup> star? Read the poster. What is the aim of the poster? What information does it present?



## DBQ Document-Based Questions

- Explaining** Do you think North Carolina’s royal leaders accepted the Regulators’ resolutions? Why or why not?
- Evaluating** Some historians view the Regulation as a just cause and a first step toward American independence. Other historians view the movement as mob action. Research to find out more about the Regulation and answer these questions: Was the Regulation justified or unjustified?
- Analyzing** In her testimony before Congress, Lewis says “Voting will never lessen maternal love.” Why do you think she made this point?
- Explaining** What action did Franklin take to overcome the obstacles he faced?
- Evaluate and Connect** Do you think the people in these readings took appropriate action? Would you have acted the same way? Why or why not?