

Personal and Civic Responsibility

Classroom Law Writing Project /Croatia, Delaware, Maryland and Oregon

PERSONAL AND CIVIC RESPONSIBILITY

“The most powerful and perhaps the only means that we still possess of interesting men in the welfare of their country is to make them participate in the government.”

Alexis de Tocqueville

"Never doubt that a small group of thoughtful, committed people can change the world."

Margaret Mead

Summary of the Lesson

Students will compare the personal and civic responsibilities of citizens in a constitutional democracy. Students will brainstorm a list of what they see as the personal and civic responsibilities of a good citizen. Then they will receive two handouts. One of these will list the National Standards for Civics and the Government. The second will be a series of hypothetical scenarios for the students to apply their understanding of personal and civic responsibility.

Objectives

Students should be expected to

- * compare personal and civic responsibilities in a constitutional democracy;
- * evaluate, take, and defend positions on issues regarding the personal and civic responsibilities of citizens in a constitutional democracy.

Background Material for the Teacher

Personal responsibilities refer to those responsibilities where the individual takes ownership for self, family, and community. Whereas civic responsibilities refer to the actions of a good citizen in a democracy in which the individual acts in a manner designed to promote the common good and to actively engage in the political process. See Handout # 1 for more specific details.

The Lesson Plan

Opening the Lesson

Questions to the class:

(Draw a line vertically down the middle of the chalkboard or on the overhead. Label one side "Rights" and the other side "Responsibilities".)

1. What rights do you have? (List on the board.)
2. What responsibilities do you have for yourself, family, friends, neighbors? (List on the other side of the board.)
3. Where do these responsibilities come from? How do you know what is expected of you?

Icebreaker Activity: Define "Civic Responsibilities" with the students. Have students work as partners, or in small groups of 3-4, to brainstorm a list of what they think are, or should be, civic responsibilities. Allow 5 minutes for students to work independently. Have each group report on their list.

Developing the Lesson

Activity: Give half of the groups **Handout # A: Hypothetical Scenario A** and the remaining half give **Handout # B: Hypothetical Scenario B**. Then, give to half of those with Scenario A, **Handout # 1: National Standards for Civics and Government** from the United States and to the other half, give **Handout # 2: Article III of the Croatian Constitution, "Fundamental Freedoms and Rights of Man and Citizen"**. Repeat with the groups who have Scenario B, give half the US National Standards and half the Croatian Constitution.

In their groups, have one person read the problem aloud. Together, they decide on a course of action and complete Box A. Then, the students determine whether they were using any of the civic responsibilities from their list, or the NCSCG list, (or for those groups working on Scenario B, from their list or the Croatian Constitution) and use that information to complete Box B.

Have each group report back to the whole class. Compare approaches, effectiveness, repercussions from the actions. What are the similarities and differences between the US standards and the Croatian Constitution?

Concluding the Lesson

Have students answer the following:

Is there any difference between the personal and civic responsibilities of citizens in Croatia as compared to those in the USA? Support your answer.

Students can work in small groups or individually to complete the additional scenarios included with Handout # 1 (C, and/or D). This could be completed during a 90-minute class or as a homework assignment.

Extending the Lesson

Students can continue their research on the Internet investigating participatory democracy. Special focus could be directed towards how various democracies define participatory democracy.

Locate classrooms in Croatia to exchange emails regarding the students' own perspectives and levels of participation in civic and/or personal responsibilities.

Students could develop an action plan to increase their own personal or civic responsibility by choosing one area in which they have given little or no attention previously.

Student Handouts:

Hypothetical Scenarios (A, B, C, D)

Handout # 1 National Standards for Civics and Government for the United States

Handout # 2 Article III of the Croatian Constitution, "Fundamental Freedoms and Rights of Man and Citizen"

<http://www.vlada.hr/english/docs-constitution.html>

What does it mean to be a responsible citizen?

Problem:	1. Your local government decides to build a new freeway which will cut through the heart of your neighborhood and 2 others. What do you do? 2. Does it make a difference if: a. there is a better route farther north but that route would cut through a wealthy neighborhood of beautiful homes? b. the government pays more for the homes than they are valued?
A. Your solution	
B. How do you support your position and what personal or civic responsibility does this address?	

What does it mean to be a responsible citizen?

<p>Problem:</p>	<p>1. Your school board passes a resolution which requires every student to complete at least 40 hours of community service before they are eligible to graduate. What do you do?</p> <p>2. Does it make a difference if:</p> <ul style="list-style-type: none"> a. you are assigned to a particular place? b. you can choose where you go (as long as it is not for your family and you are not paid)? c. there is a critical need in schools for children with special needs, a Suicide Hotline, the Red Cross or nursing homes for the elderly, and your city is desperate for help?
<p>A. Your solution</p>	
<p>B. How do you support your position and what personal or civic responsibility does this address?</p>	

What does it mean to be a responsible citizen?

<p>Problem:</p>	<ol style="list-style-type: none"> 1. The City Council passed a new curfew law which requires all students under the age of 18, or who have left school without graduating, to be off the city streets after 10:00 pm on school nights, unless accompanied by a parent. What do you do? 2. Does it make a difference if; <ol style="list-style-type: none"> a. the rule applies only to boys? b. there were exceptions for church, school or family activities?
<p>A. Your solution</p>	
<p>B. How do you support your position and what personal or civic responsibility does this address?</p>	

What does it mean to be a responsible citizen?

<p>Problem:</p>	<ol style="list-style-type: none"> 1. The School Superintendent recommends that the School Board sell your school building and the property to make money for other District programs. What do you do? 2. Does it make a difference if; <ol style="list-style-type: none"> a. the District claims that there are safety costs which are too expensive for the value of the building? b. the citizens passed a tax increase to make all city schools earthquake safer but your school was put in the last third of the buildings to be finished? c. the District has no idea where you will move and has no money? (The last move over cost \$1 million.) d. the students at your school are there because the standard High Schools could not meet their needs?
<p>A. Your solution</p>	
<p>B. How do you support your position and what personal or civic responsibility does this address?</p>	

(Printed on the back of the student handout) ***After getting comparisons between the 2 groups of students!***

Answer the following question:

Is there any difference between the personal and civic responsibilities of citizens living in Croatia today compared to citizens living in the United States? Support your answer.

National Content Standards for Civics and the Government

V. What is the role of a citizen in a democracy?

Personal Responsibilities	Civic Responsibilities
<p data-bbox="113 477 852 513">What are the responsibilities of a good person?</p> <ol data-bbox="113 570 978 865" style="list-style-type: none">1. Taking care of oneself2. Supporting one's family and caring for, nurturing and educating one's children3. Accepting responsibility for the consequences of one's actions4. Adhering to moral principals5. Considering the rights and interests of others6. Behaving in a civil manner	<p data-bbox="1064 477 1843 513">A. What are the responsibilities of a good citizen?</p> <ol data-bbox="1064 570 1913 1084" style="list-style-type: none">1. Obeying the law2. Paying taxes3. Respecting the rights of others4. Being informed and paying attention to public issues5. Monitoring political leaders and governmental agencies, taking appropriate actions if they are not adhering to constitutional principles6. Deciding whether and how to vote7. Participating in civic groups8. Performing public service9. Serving as a juror10. Serving in the Armed Forces <p data-bbox="1064 1141 1976 1219">B. When does responsibility as a citizen require putting the public good before personal rights and interests?</p>

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Thomas Jefferson (1816)

Croatia Notes

ZAGREB, Dec 11 (Hina) - Franjo Tudjman is the first president of the independent and democratic Croatian state and the supreme commander of its armed forces. As head of state, he was the initiator of the organization of the defense and the creation of the Croatian army, and the chief political and military strategist in the establishment of a sovereign Croatia and its international recognition, and defense and victory in the Homeland War. He became the first president of the Republic of Croatia after the first multiparty elections in 1990.

Tudjman was imprisoned after the suppression of the "Croatian Spring" democracy movement in 1971. The communist authorities labeled him the chief culprit for allegedly suspicious connections with foreign factors and Croatian emigrants. Thanks to the intervention of Croatian writer Miroslav Krleža with Josip Broz Tito, Tudjman escaped long-term imprisonment. In 1972, he was sentenced to two years in prison. The sentence was subsequently reduced to nine months.

Tudjman was sentenced again in February 1981 to three years in prison, and prohibited from public activity for five years on account of interviews given to Swedish and German televisions and the French radio, in which he voiced his opinions on history and advocated pluralist democracy. He was imprisoned in Lepoglava between January 1982 and February 1983, when he was released for medical treatment. He was returned to prison in May 1984, but was paroled in September due to a deteriorating health condition.

In 1989, Tudjman established the Croatian Democratic Union (HDZ) political party, and became its president. Through the HDZ, he formulated a national political program, which led to the national and political mobilization of the Croat people in Croatia, Bosnia-Herzegovina, and the emigration. This was the basis for national reconciliation and a strong resistance to the increasingly violent assaults of Serb chauvinism and encroachment on Croatian territories. Tudjman and the HDZ won the first free multiparty elections in 1990; he was elected President of the Republic, and formed the first democratic Croatian government. At presidential elections in 1992 and 1997, the Croatian people re-elected him President of the Republic to five-year terms.

After the declaration of Croatia's independence in 1991 and the beginning of open aggression by Serbia and the JNA, it was Tudjman's policy, balancing between Croatia's potential and unfavorable international circumstances, that stopped the Serbian military offensive on Croatian territory and countered international factors which were extremely unfavorably disposed toward Croatia's independence.

Due to illness Franjo Tudjman was hospitalized at Zagreb's "Dubrava" clinic. He died during the night between December 10 and 11, 1999.

May 8, 1990, Tuesday, AM cycle
SECTION: International News

Separatist Party Declares Victory After Preliminary Count

DATELINE: ZAGREB, Yugoslavia

The leader of a Croatian Democratic Union declared victory Tuesday after Preliminary results showed his Croatian Democratic Union had won at least 158 seats in the 356-seat state legislature. The final round of parliamentary elections, held Sunday and Monday, was Croatia's first free vote in 50 years. With about 70 percent of the 2 million votes counted, the Party for Democratic Reform, which ruled the republic as the Croatian Communist Party before the elections, had 42 seats. A centrist coalition of independents and other smaller parties won six seats, with distribution of the rest still uncertain. Democratic Union leader Franjo Tudjman said his party's first task would be "to prepare a new Western-style constitution for Croatia and to discuss Yugoslavia's future" with the other five republics in the Yugoslav federation. Tudjman's center-right party advocates Croatia's independence from the rest of Yugoslavia. Its apparent victory is likely to exacerbate political and ethnic tensions with other republics, particularly Serbia, which remains under orthodox Communist rule. The 66-year-old Tudjman, who was once the Yugoslav army's youngest general, spent almost five years in jail in the 1970s for Croatian nationalism and "hostile activities" against the state. He said he was once a "true Communist believer, but now I'm glad that Croatia is free of Marxist one-party hell." Tudjman's campaign was based largely on nationalist sentiment and the appeal for independence. Under his formula, Yugoslavia's six republics would become independent states under a loose confederation and would maintain relations only in areas of common interest. Croatia followed the neighboring republic of Slovenia in holding multiparty elections after more than four decades of one-party rule. Macedonia and Bosnia-Herzegovina are planning free elections later this year. Communist-ruled Montenegro and Serbia have not yet legalized opposition parties.

April 22, 1990, Sunday, BC cycle
Croatia holds first free elections in 50 years

DATELINE: BELGRADE, Yugoslavia

Voters went to the polls Sunday to elect Croatia's parliamentary deputies in the first free elections in 50 years that may turn Yugoslavia into a confederation or break it into small separate states. In the northwestern state of Slovenia, where an opposition coalition is likely to replace a communist government, 1.5 million voters went to a second round of polls Sunday to choose between a communist and an opposition candidate for Slovenian president. Election officials in the Croatian capital of Zagreb and the Slovenian capital of Ljubljana said first results of the elections for local communal and republics' parliaments would be known Monday. In Slovenia, a state of 2 million, the ruling Communist Party in the first round of elections two weeks ago garnered enough votes to emerge as the largest single party but lost to the Demos United opposition bloc. Veteran Slovenian communist leader Milan Kucan, 49, edged opposition leader Joze Pucnik, 58, after the April 8 elections and Slovenians Sunday were deciding between the two men. Kucan had won 44.4 percent, short of the 51 percent needed to grab

the office in the first round, and Pucnik received 26.6 percent of the vote two weeks ago. Both qualified for the second round, leaving behind two other candidates. Kucan is in favor of an autonomous Slovenia state within the Yugoslav loose federation or confederation, while Pucnik advocates an independent Slovenia outside Yugoslavia. The multi-party elections in Slovenia and Croatia were held after the Yugoslav Communist Party disbanded in disagreement between reformists and Serbian-led traditionalists in January when the ruling party abolished its 45-year-old monopoly on power in the country of 23 million. In the April 8 elections in Slovenia, the Communist Party of Slovenian reformists won 17.3 percent of the votes, followed by the Liberal Party with 15.4 percent, Christian Democrats with 13.3 percent and the Peasants Association with 12.2 percent. All other Slovenian parties won less than 10 percent. The Demos opposition parties won more than 50 percent, followed by a coalition of the communists and Socialists with more than 20 percent. In Zagreb, 250 miles west of the Yugoslav capital of Belgrade, Croatian election officials said more than 3.5 million voters were choosing 365 deputies for the three-house Croatian parliament out of 1,706 candidates. Monday, about 1.6 million people employed in Croatia are to elect deputies in parliamentary houses of workers.

Embassy of Croa
Washington

http://www.croatiaemb.org/USA_Croats/USA_Croats_FrameSet.htm

CROATIAN AMERICANS

The bridge between two homelands



Croatian Americans rally on the grounds of the U.S. Capitol urging U.S. recognition of Croatia.

Croatian Emigrants in the U.S.

Like so many other immigrants throughout the years, Croats have come to the United States in search of the promise of the New World and the American dream. Whether fleeing political persecution or simply seeking economic opportunity, Croatian emigrants have settled all over the globe, but nowhere as much as the United States.

Many legends surround the earliest Croat settlers in the Americas. The first Croatians who arrived in the New World came from towns along the Adriatic Sea, particularly from the city of Dubrovnik. Some historians contend that Croatian sailors were among those on Columbus's historic voyage in 1492. It is known that in 1494 Dubrovnik signed an important trade agreement with Spain, and thus began sending her ships on the new trading routes to

American Spanish colonies. Records in the Dubrovnik archives show that the first emigrants left Dubrovnik to settle in America in 1526. Many Croats know well the May 1783 letter from the Dubrovnik Senate to its diplomat in Paris Francesco Favi, instructing him to visit the ministers of the American Colonies and "exchange courtesies with them on our behalf, recommend our shipping and our Flag to them, and ask if access to their harbors would be open for our ships." Favi wrote back in July that he had paid the visits, and that the Americans had answered that Dubrovnik ships were welcome in their ports.

Another legend is that the Croatian Indians, who lived in what is today North Carolina, were partially of Croatian origin. Historians subscribing to this theory submit the story of Croatian sailors shipwrecked off Cape Hatteras in 1492 who remained to live in the vicinity, assimilating with the native Americans in the area. They also refer to the tree carving found by an English expedition in 1593, in what was at the time the Roanoke Colony. The tree had the inscription "Croatian," which is recognized among American historians as an Algonquin Indian name. All of these legends, however, substantiated or not, have contributed to the Croatian people's proclivity to look to the United States as a traditional friend, ally and leader to this day.

Large-scale overseas emigration from Croatia began in the 1880s. The first Croatian colonies in the U.S. were founded on the Mississippi Delta in Louisiana and in California. These immigrants were mainly from the Croatian coast-fishermen and fruit growers-and they sought areas of the United States, which had similar climates, where they could find similar employment. The next wave of Croatian immigrants settled in large industrial centers, such as Pittsburgh, Chicago and Detroit, and found jobs as blue-collar workers in the mills and mines. These immigrants contributed to American folklore the tale of "Joe Magarac," the mythical giant made of steel who was to steelworkers what Paul Bunyan was to woodsmen. Croats maintained high visibility in other parts of the country as well, participating in the building of the transcontinental railways and the California Gold Rush. Although immigration flows to the U.S. ebbed during the inter-war years, owing mainly to the Great Depression, after World War II, emigration from Croatia increased yet again. Internal economic and political pressure under the communist Yugoslav regime led many to seek freedom abroad.

During the past 130 years, Croatian Americans formed virtually hundreds of societies and fraternal, cultural and political organizations. The first such organization was founded in San Francisco in 1857, under the name Slavonian-Illyrian Mutual Charitable Society. The Croatian Fraternal Union (CFU) was founded in Pittsburgh in 1884 and is to this day, the largest organization of Croats in America and Canada. The CFU was followed in 1921 by the Croatian Catholic Union. In conjunction with the founding of such societies, Croatian Americans began to print the first immigrant newspapers, which played an important role in preserving their national identity and awareness. Most papers were weeklies, with the exception of the daily Narodni List (National Gazette), which was first published in New York in 1895. The diversity of quality, editorial policies and political views expressed in these papers is best illustrated by their number: Some 250 different newspapers, periodicals, almanacs, and magazines have emerged since 1884, when the first publication appeared. Many immigrants preserved their culture through the formation of folklore groups and Croatian schools for their children, and founded academic groups such as the Croatian Academy of America, the Alumni and Friends of Croatian Universities (AMAC), and the Croatian Ethnic Institute to encourage scholarly pursuits relating to Croatia. The journalistic, cultural and intellectual work of Croatian emigrants devoted to the establishment of a Croatian state had particular significance in preserving the idea of statehood for Croatia until it was finally realized, with their help, in 1991.

U.S. immigrants from Croatia have made their mark in their new homeland through contributions in the fields of science, art, politics and business. World-renown scientist and inventor Nikola Tesla (1856-1943) immigrated to New York City in 1884 at age twenty-eight with only four cents in his pocket. He worked for Thomas Edison in Orange, New Jersey, with whom he frequently argued about the systems of direct and alternating current, and the respective virtues. Feeling limited by this fundamental disagreement, he left Edison, digging ditches for a year until he found the financial backing to establish the Tesla Laboratory and Tesla Electric Company. A series of inventions followed, including the Tesla motor and alternating current power transmission system in 1888, the Tesla coil or transformer in 1891, and a system of wireless transmission of information in 1893. Tesla's inventions brought on a new era; his method for the use of alternating current (AC) was not only practical, it was a more simple, efficient and economic method than using direct current (DC). However, one of his greatest contributions was not universally recognized until after his death. In 1943, the U.S. Supreme Court declared the "four tuned circuit" patents, which had established Marconi as the "father of radio" invalid, on the basis of prior work by Tesla.

While the post-war period marked a shift in immigration patterns, from the United States to Australia, many Croat

continued to arrive on American shores, most changing their status from temporary workers to permanent residents. The most prominent Croatian sculptor of our century, Ivan Mestrovic (1883-1962), immigrated to the United States during this period. At the suggestion of American sculptor Malvina Hoffman, who met Mestrovic in Paris during World War I, Syracuse University offered him a position as sculptor in residence in 1946, which he accepted. He became a citizen of the United States in 1954, and also taught at the University of Notre Dame. One can find his works on the campuses of both universities. Called "the greatest phenomenon among the sculptors" of his time by his friend, sculptor August Rodin, Mestrovic was the first living artist in the history of the Metropolitan Museum of Art in New York to be honored with a one-man show. Described as a "Patriot-Sculptor," his basic philosophy was that "nationalism in the hands of the creative becomes an instrument for the liberation of the Spirit and the mutual understanding of all mankind."

In the tradition of all American immigrants, Croatian Americans and their descendants enriched the United States and have provided a bridge for mutual understanding between their old and new homelands. This is their greatest contribution, and the one, which continues to benefit both countries to this day. They have been true ambassadors of Croatia.

