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FORWARD

We live in different parts of the world, but today we live not so different lives. Each country and its citizens face challenges that can threaten or strengthen democracy. The lessons we can learn from each other serve as the foundation of the Civitas International Civic Education Exchange Program. One such reciprocal partnership in civic education is benefiting students and teachers alike in the United States and Hungary. Sharing similar missions, The Florida Law Related Education Association, Inc., Civitas-Hungary, and Kennesaw State University are working together to strengthen civic education opportunities and to prepare students for the challenges of sustaining and improving democracy into the 21st century. Our approaches are consistent and our commitment to education for democracy is unprecedented.

Our partnership has expanded since its initial design in 1995. The relationships between teachers, students, judges, university faculty, and other gatekeepers to democracy continue to mature through collaborative civic education experiences. We are learning from each other and strengthening democracy. The outcomes have been beneficial to both the United States and Hungary. Teacher training opportunities have been expanded, lessons have been developed and tested, student-centered academic competitions have been implemented and evaluated, and professional exchanges have yielded lessons and outcomes benefiting teachers, faculty, and gatekeepers to democracy in both countries.

We welcome the opportunity to work together with Civitas-Hungary. This is a partnership which can have a significant and lasting impact on our citizens and the state of democracy.

Annette Boyd Pitts, Executive Director
The Florida Law Related Education Association, Inc.
www.flrea.org

INTRODUCTION

WHAT IS CIVITAS?

Civitas: An International Civic Education Exchange Program is a cooperative project of CIVITAS, an international consortium of organizations, individuals, and governments. The Civitas Exchange Program, administered by the Center for Civic Education, is supported by the United States Department of Education, Office of Educational Research and Improvement and is being conducted with the cooperation of the United States Information Agency and its affiliated offices in Eastern and Central Europe, and the newly independent states of the former Soviet Union.

The CIVITAS Consortium was initiated in June 1995 at the Civitas@Prague conference sponsored by the United States Information Agency. At the close of that conference, participants representing more than 50 nations signed a declaration pledging to “create and maintain a worldwide network that will make civic education a higher priority on the international agenda.” The CIVITAS Consortium aims at strengthening effective education for informed and responsible democratic citizenship. Consortium members, which include leading civic education organizations from the United States, Eastern and Central European nations, and newly independent states of the former Soviet Union, are dedicated to strengthening civic education and constitutional democracy throughout the world.

Civic education is understood to play an important role in the development of the political culture required for the establishment, maintenance, and improvement of democratic institutions. The Civitas International Civic Education Exchange Program is a reciprocal initiative providing civic education leaders opportunities to learn from and assist each other in improving education for democracy in their respective nations.

FLORIDA-HUNGARY-GEORGIA PARTNERSHIP

The Florida Law Related Education Association, Inc. serves as a primary site in the Civitas International Civic Education Exchange Program. The Association is partnered with Civitas Hungary, a non-governmental organization, housed in Budapest and with several regional locations affiliated with higher education institutions. The secondary site is Kennesaw State University and *We the People*-Georgia. A variety of goals have been established during the partnership, including the development of an academic competition modeled after the *We the People...* program, master teacher exchanges, preservice education programs, development of lessons on constitutionalism, politics, and human rights, meetings with gatekeepers to democracy and the development of assessment instruments.

WHAT IS THE FLORIDA LAW RELATED EDUCATION ASSOCIATION, INC. ?

The Florida Law Related Education Association, Inc. is a private, nonprofit 501(c)3 corporation located in Tallahassee, Florida. Founded in 1984 with the support and leadership of The Florida Bar, the association administers a wide range of law and citizenship education programs designed to improve the

THE FLORIDA LAW RELATED EDUCATION ASSOCIATION, INC., CIVITAS-HUNGARY, AND KENNESAW STATE UNIVERSITY

administration of justice, encourage civic participation, and develop civic competence. Combining law related content, research based methodology, and legal professionals to engage students in experiences relevant to their personal lives, the programs help youth apply their newfound knowledge in practical, realistic ways.

The Florida Law Related Education Association, Inc. has a distinguished history of developing and implementing quality civics, government, and law related education programs. Recognized nationally in 1996, the Association received the *National Improvements in Justice Award* for its long-standing efforts to educate students about our laws and legal process and the constitutional requisites of citizenship.

Since 1993, the Association has expanded its efforts to include international cooperation and exchange. The Association has worked with international delegations from Latin America, Algeria, Estonia, Hungary, Israel, and Pakistan. The Civitas International Civic Education Exchange Program and the corresponding partnership with Civitas-Hungary have become a major component of the Association's citizenship education initiatives.

WHAT IS CIVITAS-HUNGARY?

The Civitas Association, headquartered in Budapest with regional sites in Pécs, Szeged and Debrecen, was founded in 1994 by a group of young Hungarian researchers, teachers and scholars who believed in the importance of education for democracy. With this foundation, Civitas-Hungary developed a civic education and teacher training program at the university level. Janus Pannonius University, Attila Jozsef University, and Lajos Kossuth University all currently offer an extensive preservice teacher training program in civic education. Civitas-Hungary has expanded its civic education efforts to include student academic competitions and international cooperation and exchange.

One of the most successful outcomes of the Florida-Hungary-Georgia partnership has been the development of the *Citizen in a Democracy* student academic competition modeled on the American *We the People...* program. While visiting the United States, Civitas-Hungary officials observed the state and national finals of the *We the People...* program. The knowledge of the history and principles of the United States Constitution displayed by the students in the simulated congressional hearings impressed the Civitas-Hungary officials. Within a year, Civitas-Hungary officials developed a student centered academic competition for high school students focusing on constitutionalism, human rights and politics. Over 300 students from 60 schools participated in the pilot *Citizen in a Democracy* competition. In 1998, the second year of the program, the competition expanded into a full-scale national competition with over 680 students and 100 teachers participating. The program enjoys wide spread support from teachers, scholars, members of the Hungarian Parliament and the President of the Republic Arpád Göncz.

“IT’S AN EMERGENCY!”
Cynthia Brendle, Zephyrhills High School, Zephyrhills, FL

I. INTRODUCTION

Fundamental rights are the backbone of a democratic society. The loss of some or all of those rights is devastating. In this lesson students become aware of their constitutional rights, prioritize them and assess their importance.

II. OBJECTIVES

Students will be able to:

- examine Hungary’s Constitution for fundamental rights;
- explore personal beliefs about rights; and
- participate in a group decision making activity.

III. LENGTH OF LESSON: Two class periods.**IV. MATERIALS NEEDED**

1. Copies of **Chapter XII of the Hungarian Constitution**
2. **HANDOUT 1** - Group worksheet
3. **HANDOUT 2** - “Its an Emergency1” hypothetical

V. PROCEDURES**DAY 1**

1. Discuss with students the concept of fundamental rights.
2. Distribute copies of **Chapter XII of the Hungarian Constitution** and **HANDOUT 1**. Explain to students that they are to work in groups to answer the questions and discuss among themselves what they’ve found.
3. Divide the students into groups of 3. The students will answer the questions on **HANDOUT 1**.
4. Reassemble as a large a group and discuss the findings of the students by writing each list on the board.

DAY 2

1. Distribute **HANDOUT 2** - “It’s an Emergency!”
2. Each student is to choose the five rights they think they should keep.
3. Divide the students into groups of 3-4. In these groups, students are to reach a consensus, they must agree on the same rights. They must be prepared to argue their reasons for keeping those rights.
4. As the small groups reach an agreement, start combining the small groups until the class is one large group.
5. After the class has reached a consensus list the rights they decided to keep on the board and discuss their reasoning. If they did not come to a consensus, discuss what the problems were with reaching an agreement.

IT'S AN EMERGENCY!

It is the year 2010 and for you, life is good. People are free and prosperous and there is little or no government interference in your life. The world around you seems to be going crazy, hinting that at any time a state of emergency will be announced. But, so far nothing that has happened has affected you

When you opened your newspaper this morning the headlines announced that the country was in a national state of emergency. As stated in Article 7, paragraph 4 of the Hungarian Constitution the fundamental rights of the citizens of Hungary are being surrendered.

The government is asking for your help. They have decided that the citizens should be allowed to choose which of the rights they would want to keep. So they have listed twelve fundamental rights of the citizens of Hungary. They request that you as citizens read the list of rights listed below and choose the five rights that are the most important to you. You will be allowed to keep five of them. The five, which receive the most votes from all Hungarian citizens, will be the only rights you will keep. All others will be suspended until this emergency passes. Remember we, the government, are only thinking of your welfare. All citizens must agree on which rights to keep or we will suspend all rights. Remember all citizens must reach a unanimous decision.

- Right to a lawyer.
- Right against cruel, inhumane or humiliating treatment.
- Right to freedom of religion.
- Right to freedom of expression.
- Right to privacy.
- Right to peaceful assembly.
- Right to vote.
- Right to a public trial by an impartial court.
- Right against detention without a hearing.
- Right of the freedom of thought and conscience.
- Right to associate freely.
- Right to equality and fairness.

INTERNATIONAL COURT OF JUSTICE: A MOOT COURT
Cynthia Brendle, Zephyrhills High School, Zephyrhills, FL

I. INTRODUCTION:

The International Court of Justice is the principal judicial organ of the United Nations. The Court sits in The Peace Palace in The Hague, Netherlands. Cases come before the court in two ways; first, one or more states may request the Court's consideration of contentious cases and secondly, the United Nations Security Council, and other organs and specialized agencies of the United Nations may request an advisory opinion. The lesson gives students a chance to participate in an international moot court settling a contentious (quarrelsome, combative) case.

II. OBJECTIVES:

- Examine the basics of the International Court of Justice.
- Write a mini-memorial (a document that contains a summary and arguments of the case).
- Participate in an International Court of Justice-Moot Court.

III. TIME: 2-4 class periods**IV. MATERIALS NEEDED:**

HANDOUT 1 - BACKGROUND OF THE INTERNATIONAL COURT OF JUSTICE

HANDOUT 2 - PROCEDURES FOR WRITING A MINI-MEMORIAL

HANDOUT 3 - THE HYPOTHETICAL - ARNOD V. PANDORA

V. PROCEDURES:**DAY 1:**

1. Have students read **HANDOUT 1** - the background information sheet on the International Court of Justice.
2. Discuss background with students.

DAY 2:

1. Distribute **HANDOUT 2**. Discuss what a memorial is and the purpose of it.

2. Distribute **HANDOUT 3**. Have students read the hypothetical. Discuss the facts, issues, and possible arguments for both sides of the case.
3. Divide the class into groups of three. Assign each group one of the countries. The students are then to prepare arguments for a moot court and plan the writing of a memorial. For homework each student is to write a memorial, which is due before the students hold the moot court.

DAY 3:

1. Choose an odd number of students, some from each country, to be justices. The students should now meet in the three main groups. The countries are to choose two students to be spokespersons for their country and finalize their arguments. The justices are to develop questions to ask during the oral arguments. One justice will serve as president.
2. Arrange the room with the justices in front and the spokespersons from each side facing them. Each side will have 8 minutes to present their case based on the memorials. Each side will have a two minute rebuttal. This rebuttal time must be used to counter arguments made by the other side - no new arguments can be given. If the justices have taken a considerable amount of time with their questions they can extend time for that team to finish their arguments.
3. Judges will then have approximately 5 minutes to reach a decision. The “president” should give the decision of the Court and each justice will then give there reasoning.
4. Debrief. After the announcement of the decision the class should discuss the ruling and the activity as a whole.

HANDOUT 2

WRITING A MINI-MEMORIAL

A memorial is a document comparable to a brief that is submitted to an international court or panel. A mini-memorial includes:

1. Questions: What are the issues and what questions are going to be addressed?
2. Statement of facts: Describe what happened; what led up to the event; what were the consequences.
3. Arguments: A summary of how your facts relate to your arguments. Cite treaties, customary law, judicial decisions or general principles to respond to the questions.
4. Conclusions: Why the facts and arguments you presented should result in a favorable ruling.

**A LESSON PLAN COMBINING CLASSROOM METHODOLOGIES IN AN EFFORT TO IDENTIFY
POLITICAL, ECONOMIC, AND SOCIAL VALUES IN HIGH SCHOOL STUDENTS
Rosie Heffernan, Our Lady of Lourdes Academy, Miami, FL**

1. OVERVIEW

The recognition of political, economic, and social freedoms has become commonplace in American and European secondary school today because of many factors including:

- a. The introduction and expansion of political thought to students in this age/grade category;
- b. The spread of democratic principles throughout Central and Eastern Europe; and
- c. The role of the media as a catalyst in social thought through its exposure to comparative and contrasting systems.

Although this unit was initially constructed to develop reasoning and problem solving skills, minor alterations or the characters presented and/or their position in the society (depending on the purpose of the lesson) transforms it into an effective instrument in identifying both personal and political values. The hypothetical situation presented enables students to discuss who will be best suited to create both a just society and an effective government.

1.1 PURPOSE:

The purpose of this lesson is to incorporate cooperative learning techniques with content in order to identify, discuss and prioritize the principles of a democratic society.

1.2 LENGTH OF LESSON: 1 or 2 classes.

This lesson is easily adaptable to be used as either introduction or closure in the study of comparative systems or it can be a lesson within itself whereby each system (political, economic or social) is developed through analysis of the characters themselves. The goal of the lesson would therefore determine its length.

2. OBJECTIVES:

At the conclusion of the lesson, students will be able to:

- 2.1 express and validate their opinions;
- 2.2 evaluate how the contributions of the members of society impact its character;
- 2.3 analyze various political systems based upon their political, economic, and social principles;
- 2.4 create a society suited to the character of the country based upon their collective knowledge and past experiences; and
- 2.5 recognize what characteristics and principles they value in their country's leaders.

3. **PROCEDURES:**

3.1 Distribute handouts.

- Students are instructed to read handouts quietly.
- Students will individually construct two lists: one with the 7 people they have selected to create a new country; and one with the 5 people selected to leave the shelter.
- After each student has completed his/her list, groups of 4-5 students will be formed.
- Members of each group must reach a consensus regarding those individuals who will be most beneficial to the future society. All opinions must be validated by political, economic, or social knowledge or past experiences. Unsubstantiated decisions, based upon emotion, will be dismissed.
- Each group will place their lists on newsprint paper or on the blackboard. After all of their lists are displayed, the groups will explain/defend their choices.
- Names chosen by ALL of the groups will be circled
- The qualities/characteristics, which were valued in these individuals, will be identified by the students, listed on the board and become the topic of a class discussion on political, economic, and social values.
- Names eliminated by ALL of the groups will be crossed out.
- Individuals who were not unanimously selected/eliminated will also be the topic of class discussion where students can defend their choices and present the rationale behind their selection.
- The student's perception of positive and negative characteristics will be listed in separate columns. The placement of these characteristics will be defended and discussed with reference to both factual knowledge and past experiences. All validated opinions will be respected and opposing viewpoints will be heard.

Throughout this exercise, students must bring knowledge of government and economic systems, national resources, social/political concerns and personal values into the discussion. The participants learn that both tolerance and compromise is mandatory if opinions are to be respected and consensus is to be reached. In addition to the lessons learned in the class itself, students should be reminded that these very same principles are also the foundation of a democratic society.

4. **CLOSURE:**

Students will identify and prioritize the political, economic, and social values that they feel are important to a country. This exercise, through its group work, class discussions and compromise, helps students to recognize not only their own values but also how those values will impact their choice of leaders and their own role in society.

**A LESSON PLAN COMBINING CONTENT (RIGHTS VALUED IN A DEMOCRATIC SOCIETY) AND
METHODS (COOPERATIVE ACTIVITIES) TO PROMOTE CIVIC VALUES AND DISPOSITIONS IN THE
CLASSROOM**

Rosie Heffernan, Our Lady of Lourdes Academy, Miami, FL

THE FLORIDA LAW RELATED EDUCATION ASSOCIATION, INC., CIVITAS-HUNGARY, AND KENNESAW STATE UNIVERSITY

OVERVIEW

The study of civic education, which includes the values, principles and dispositions of a democratic society, cannot effectively be mastered solely through the use of traditional methodology. Diverging from the paths of core curricula, civic education is dependent not on the merits of memorization, but on the effects of internalization. Patterns of civic dispositions cannot be established unless they are practiced and principles of democracy cannot be appreciated unless they are meaningful.

The following lesson combines the content of civics with the methodology of cooperative learning. Through this exercise, the classroom becomes a microcosmical democracy where the students are active participants. At the conclusion of the lesson, students recognize that the dispositions and principles that protect and promote their rights are the same dispositions and principles that were necessary to reach a consensus. When various civic responsibilities are discussed with students, they merely have to expand their role from a responsible member of a cooperative group to a responsible member of society. In this lesson, the use of cooperative learning models the role of a citizen in society when determining both rights and responsibilities.

The purpose of this lesson is to alter a traditional civics lesson dealing with the creation of a Bill of Rights through a variety of teaching/learning techniques. Through the lesson, students will define, identify and prioritize rights in order to determine which liberties would be valued most/least in a hypothetical social contract. The value of both content and dispositions are enhanced when disparities exist among the students with reference to past experiences or present conditions.

The goal of this lesson is to develop students who think critically, question intelligently, interact with the subject matter and recognize that authority or knowledge does not come from only one place. It provides a model of civic education that prepares students for active participation in a democratic society.

LENGTH OF LESSON: 1 or 2 days.

1. OBJECTIVES

At the conclusion of the lesson, students will be able to:

- Identify common values and principles essential to a democratic society;
- Identify and define rights necessary for the preservation of a democratic society;

- Prioritize rights for inclusion/exclusion in the social contract;
- Recognize the importance of compromise in relinquishing certain liberties in order to insure the protection of essential rights;
- Exercise civic dispositions in a societal setting; and
- Evaluate the importance of active participation in a democratic society.

2. SUGGESTIONS FOR TEACHING THE LESSON

A. Introducing the Lesson

1. Students are asked to state common terms and ideas, which they associate with democracy. The teacher will write each answer on the board/paper in front of the classroom. The list should include many of the following:

freedom	liberty	pay for your work
rights	crime	too many rights
voting	equality	protection for the accused
human rights	free speech	participation in government
justice	fairness	economic inequality

2. Teacher and students will categorize their responses into four (4) types of rights: Political Rights; Economic Rights; Social Rights; and Human Rights.

3. The teacher will divide 90% of the class into random groups (3 to 4 students in each) and the remaining 10% of the students will work alone on the following assignment. Groups will be given one sheet of paper for a collective answer while students working alone will receive one paper per student. Assignment rules:

- Write a definition for each type of right.
- Each definition must be one sentence long.
- Definitions cannot include examples.
- Definitions must be clear enough to differentiate the rights from each other.
- Everyone will have the same amount of time to complete the assignment.

4. Papers are posted, read and compared by the class.

5. The teacher will then question students about the advantages/disadvantages of working collectively/individually. Responses should include the following:

Advantages
 easier/faster to complete assignment
 didn't have to do it all yourself
 ideas presented that they would not
 have considered if working alone

Disadvantages
 had to accept ideas they didn't like
 one person dominated the group
 did not have total control of input

B. DEVELOPING THE LESSON

PART ONE

1. The Teacher will merge the students working alone into classroom groups. Each group will consist of four (4) students for the following assignment.

Assignment rules:

- Give five (5) examples of each right.
- Each student will be given four (4) plastic chips.
- Each student will deposit one (1) chip in a cup when they provide an accepted answer for the assignment. When a student's chips are finished, he/she may not participate until everyone in the group has deposited all of their chips. Each group will have the same amount of time to complete the assignment.

2. The teacher will post all group submissions and discuss the examples noted with the class.

3. Closure:

The teacher will ask the following questions:

1. Did any group member dominate the group?
2. Did all members contribute to achieve the final product?
3. Did the members always agree?
4. What happened when they did not agree?

PART TWO

The class will engage in a simulation exercise whereby they are members of a Constitutional Committee assigned to list rights and liberties that they feel should be protected in a Bill of Rights. The class will be divided into quarters according to one of the following Committees:

Committee on Political Rights
Committee on Social Rights

Committee on Economic Rights
Committee on Human Rights

Each committee is to list up to ten (10) rights, indigenous to their specific committee, which they want protected in the new constitution. They may use the rights previously posted in the classroom as well as rights that have been previously identified.

PART THREE

The students will participate in a cooperative "jigsaw" activity. In this exercise, four consortiums will be formed by assembling an equal number of members from the Political, Economic, Social and Human Rights Committees. Since each "area specific" group member enters the group with 10 protected rights, each consortium group will have approximately 40 rights which they collectively feel should be protected in the constitution. With this in mind the students are given the following assignment:

You are told that the Bill of Rights may only contain ten (10) rights. The group must now choose and list only 10 of the 40 suggested rights for inclusion in the document. (No other directions are given. Groups must now decide their own rules for prioritizing rights in terms of which they want protected and which they are willing to relinquish.

CONCLUSION

Students will submit and display their Bill of Rights. They will discuss their product based upon two criteria. The importance of rights included in their Bill of Rights to a democratic society and the activity within the group when selecting these rights.

For example:

- establishing group rules
- tolerance/respect for different opinions
- disagreements
- resolutions
- compromise

LESSON SUMMARY

CONTENT OF LESSON	CIVIC DISPOSITIONS EXERCISED
Political rights Economic rights Social rights Human rights	Civic responsibility Respect for diverse opinions Making and following laws Tolerance for differences of opinion
Social contracts	Justice and equality
Values and principles of a democratic government	Discussion, resolution, and compromise
Evaluating the needs and values of their own society	Voting

CHILD LABOR: A LEGAL AND MORAL DILEMMA

Dr. Toni Fuss Kirkwood-Tucker, Florida Atlantic University, Boca Raton, FL

INTRODUCTION

More than 200 million children in the world today are forced into slave labor. These children, some as young as four and five years old, work ten hours at production lines to manufacture clothing, matches, shoes, soccer balls, rugs, and other products that are flooding the international market. Most of these children work in Bangladesh, India Indonesia, Malaysia,

Nepal, Pakistan, and Latin America. India alone employs 50 million children between the ages of 10 and 14. Pakistan exploits 7.5 millions children of whom over 500,000 children work in the carpet industry. Carpet makers, in particular, like child weavers because their tiny fingers can make very tight knots. Indonesian sweatshops employ children 70 hours a week to make Nikes in plants that reek of glue. Bluejeans made in Bangladesh are sold in American stores like K-Mart and Wal-Mart. Factory owners are generally rich and influential people in their communities and are protected by the local police. Thus, laws against child labor are seldom -if ever- enforced.

Children of the world forced into labor have legal rights. The foundation was laid in The Universal Declaration of Human Rights established by the United Nations in 1948. A second step occurred with the issuance of The Declaration of the Rights of the Child which was unanimously adopted by the General Assembly of the United Nations on November 20, 1959. The third crucial moment in time arrived with The Convention on the Rights of the Child in 1994 when the rights of children became law in all member states of the United Nations.

A study of children's rights in the global community provides an effective strategy on the development of global citizenship and commitment to human rights (Reardon, 1994). Introducing youngsters to the rights of children and the existence of child labor in many nations will heighten student awareness to a pressing global issue and provide insight to the contradictions engendered between written law and lack of enforcement due to economic gain.

OBJECTIVES: Students will be able to:

1. describe attributes of child labor;
2. explain documents protecting children;
3. define the role of the United Nations;
4. explain the legal rights of children;
5. assess reasons for child labor;
6. analyze the commonalties of children in the world;
7. suggest methods of social action to improve children's lives; and
8. construct a rationale of why it is important to be globally aware.

GRADE LEVELS: 5-8th Grade

TIME PERIOD: 90 minutes

CONCEPTS: child labor; contradiction; exploitation; having rights; laws; slavery

RESOURCES: We are the World - CD; CD player;
Transparency of chorus lyrics to We are the World;
Handout on The Rights of the Child; world map; construction paper

INSTRUCTIONAL PROCEDURE:**Learning Initiating Activities:**

Teacher: I want you to choose a comfortable position, relax and close your eyes. Please listen to the lyrics of the song I am going to play. Teacher plays We are the World, We are the Children.

Instruct students to open their eyes and sing along with the chorus by following the words on the transparency. Teacher replays tape and asks:

- What is this song about?
- Why did I play music about children today?
- Why did I play a song that addresses children around the world?

Allow students to brainstorm possible reasons. Validate student answers.

1.a Core Activity:

Teacher: Today's lesson is about the state of the world concerning child labor. Pay attention to what I am going to say because I will ask you questions afterwards. Please take your notebook and place today's date on your paper. Write down the information that I present to you.

(Teacher presents age-appropriate information from the introduction either orally or in form of transparency.)

QUESTIONING STRATEGIES:

- What topic are we discussing today?
 - Why is it an important topic?
 - What is meant by "child labor"?
 - Who can describe some examples of child labor?
 - Did we leave any examples out?
 - Why is child labor a form of slavery?
 - Who can tell me the name of a document that gives children rights?
 - Which organization developed this document?
 - Why is this organization important?
 - Now, let's turn to geography. Who remembers the countries that practice child labor?
 - Which are the Latin American countries?
 - Let's find these countries on our world map.
-
- On what continents are these countries located?
 - What conclusion can we draw from our new information?
 - Why is child labor wrong?
 - Do all of us have a moral obligation to protest against child labor?

2.a Core Activity

Teacher: Now I want you to investigate an important document called The Rights of the Child. This document guarantees children around the world protection against harm. The document was issued by the United Nations, an organization that includes over 166 nations around the world. The purpose of the ambassadors representing the 166 nations belonging to the United Nations is to work together to create a

harmonious relationship among all nations, to solve global problems, and to work towards a peaceful world. The document has ten principles. Today we are going to divide into groups. Each group will receive one principle. This is your assignment:

- First, read the principle together. Discuss what it means.
- Second, list the rights of children described in your principle on construction paper including the number of the principle.
- You have 10 minutes. (Select chair, recorder, and presenter.)

At the presentation, the chair will read the principle to the class. The presenter will read the rights stated in the principle. The recorder will hold up the paper. Please divide into groups. Teacher distributes handout The Rights of the Child and construction paper.

After the student presentations, attach the principles on the wall closely together. Teacher: Let's examine the rights of children state in the ten principles. Teacher reviews rights one by one and then asks:

- What conclusion can you draw from examining children's rights around the world?
- Why, do you think, is it important that these rights are known to adults and children?
- What if these rights are known to children only?
- According to the principles we studied, which rights were violated by the employers?
Give specific examples.
- Do you think many children know their rights? Why?
- What happens to children if these principles are not carried out?
- How many countries belong to the United Nations?
- Do they represent all nations in the world?
- If there exists a document that protects children's rights and is enforceable by law, why are so many children enslaved in child labor, working 10 to 14 hours a day, and for very little money? (Answers: economic gain; poverty; despair)
- When you force children to work long hours and in terrible conditions, what happens to their development?
- If children are sick, malnourished, and lack education, what will happen to them as adults?
- What will happen to the country itself?
- Class, what can we do, to make a better life for these children? (letters of protest; creating a home page on the Internet; public awareness campaigns; boycotts; etc.)

2.b Global Awareness

- Do you think there might be children abused in countries not mentioned today?
- Why do you think so?
- What differences do children share all over the world?
- What commonalities do all children share?
- Should we only worry about child labor if it happens in our country?
- Why is it important that we are aware what happens around the world?
- Do we have a moral responsibility to try to stop child labor wherever it is practiced in the world?
Why?

3. CLOSURE:

Teacher reviews the United Nations document on The Rights of the Child and reiterates student responsibility to help change the state of child labor in the world. Repeat playing We are the World...

4. HOMEWORK

Inform your parents what you have learned today. Then compose a letter to the president of one country we have learned about today that practices child labor. Write what you feel about child labor and request that child labor laws be enforced in his or her country. Have one of your parents sign the letter. You will read your letters in class tomorrow.

5. ASSESSMENT

Students will be evaluated on group presentation, cooperative behavior, and action letter.

RESOURCES

Bennett, L. B. (1996). The Universal Rights of the Child. *Social Studies & the Young Learner*. March/April 1996, 1-4.

Jackson, M. & L. Richie (1985). We are the World, We are the Children. New York: Capitol Recordings Inc.

Joseph, J. D. (1997) Our Purchases Keep Children in Chains. Knight/Ridder Tribune, Internet.

Reardon, B. (1994). Human Rights and Values Education: Using the International Standards. *Social Education*, 58(7), 427-429.

Social Education. 58(4). Special issue devoted to children's rights.

ANNUAL CELEBRATIONS SUPPORTING CHILDREN'S RIGHTS

World Health Day		April 7
International Day of Innocent Children Victims of Aggression		June 4
World Population Day		July 11
International Day of Peace	3rd Tuesday in September	
Universal Children's Day	1st Monday in October	
World Habitat Day	1st Monday in October	
World Food Day		October 16
UNICEF Day		October 31
Human Rights Day		December 10

Toni Fuss Kirkwood-Tucker is Assistant Professor in the Department of Teacher Education, College of Education, Florida Atlantic University. She prepares elementary and secondary undergraduate and graduate students in social studies methods and global education

REPORTING ON THE STATE OF THE PLANET: INTEGRATING NEWS TEAMS INTO INSTRUCTION
Dr. Ton Fuss Kirkwood-Tucker, Florida Atlantic University, Boca Raton, FL

I. INTRODUCTION:

The increasing globalization of the world requires integration of contemporary events in the instructional process to provide students with the opportunity to comprehend a rapidly changing and increasingly interdependent world. Reporting selected local, state, national, and international news combines new content with a global awareness in how events in distant corners of the earth have implications on our nation and our personal lives. The lesson teaches students to think from a global rather than ethnic- or nation-specific perspective.

Integrating news teams into the instructional process promotes critical thinking and presentation skills. It fosters student self-esteem by placing responsibility on *students* to gather, organize, interpret, and communicate information. The teacher becomes mentor, facilitating peer instruction and student leadership. Further, students will map global events applying a holistic approach to the study of geographic place location.

II. OBJECTIVES: Students will be able to:

- gather news from print and non-print resources;
- select and interpret pertinent news events on the local, national, and international level;
- map locations on the world map;
- explain how contemporary events affect student lives, community, and nation;
- analyze cause and effect determining global implications;
- speculate on the impact of contemporary affairs on the future of the world;
- explain the concept *state-of-the planet awareness*¹; and
- work effectively in cooperative teams.

**III. NATIONAL COUNCIL FOR THE
SOCIAL STUDIES CURRICULUM
STANDARDS**

II: Time, Continuity and Change
 III: People, Places and Environments
 IV: Individual Development & Identity
 IX: Global Connections

IV. GRADE LEVELS: 3-8 with appropriate adjustment to mental age

¹ The *State-of-the-Planet Awareness* concept is grounded in the conceptual framework of the *Hanvey Model* (Hanvey, 1976) in how to teach from a global perspective. The dimension requires students to become cognizant of contemporary events, trends and issues that confront humankind; to critically examine print and non-print resources; to determine cause and effect relationships; to recognize how seemingly distant events have direct or indirect impact on students lives; community, state, and nation; and to apply geographic concepts. The Global Perspectives Model developed by Kniep (1989) addresses the ramifications of global events in shaping the future of the world.

V. CONCEPTS: editorial; equator; journalist; reporter; continent; hemisphere; latitude; longitude; prime meridian; state-of-the planet awareness; tropics of Cancer and Capricorn; sustainable future.

VI. SUBJECT AREA: Language Arts and Social Studies

VII. LENGTH OF LESSON: 60 minutes

VIII. RESOURCES: Large classroom world map; atlases; markers; blank desk world maps; butcher paper.

IX. INSTRUCTIONAL PROCEDURE:

1. Learning Initiating Activity:

Teacher describes an international news event and explains the significance and impact on the local community, state, nation and international community and on student's lives. Teacher shows location of the event on the large world wall map, asking:

- Who watches the news on television? On CNN? How often?
- In what parts of the world do news occur?
- What do we learn by observing the news?
- Why is it important to learn about the news in other nations?
- Are there other ways to be informed about the news?

Teacher: The world is becoming increasingly smaller and interdependent. To be knowledgeable about contemporary events and issues in the world is our responsibility as citizens of our nation and the world. News impacts our lives, our community, state, and nation. What happens in one part of the world affects us here. In order to secure a sustainable future, people and nations must cooperate and participate to shape the future.

2.a CORE ACTIVITIES:

Teacher explains:

- Every Monday your team is responsible to report the news that occurred over the weekend.
- Each team must choose a local, state, national, and international event.
- Each team must describe each event and show locations of its occurrence on the world map.
- Each team must explain how the news affects the United States, other nations, our community, and your own lives.
- Each team has fifteen minutes for oral presentation.
- Your report should be written on 4x6 index cards.
- Remember most of your report by heart but you can use the cards if you want.
- Do you have any questions?

2.b Teacher: Now I am going to explain on the world map how I wish you to show place location of your current events:

Teacher explains and demonstrates on large world map:

- Absolute location can be found by means of imaginary lines on the globe (map).
- The following lines: equator, prime meridian, tropic of Cancer and Capricorn, latitude and longitude assist us to identify places in the world more easily; (Teacher explains the grid system and the role of the prime meridian, equator, etc.)

Teacher distributes blank desk world maps, atlases, and markers:

- Place your name and today's date in the top right corner of your map. Please work in dyads.
- Label all imaginary lines with different colors.
- Use the atlas to help you.

Upon completion of task, teacher demonstrates hemispheres, continents, and oceans on the world map:

- Now I want you to identify, label, and color the six continents and the four major oceans of the world (use Eurasia).
- I will collect your maps for a grade.
- Study your map carefully so you can explain the location of your current events on the classroom wall map when you present your news reports every Monday.

Upon completion of task, teacher states:

- Now I want you to form groups by counting off 1, 2, 3, 4, to form your news team. Let's hurry.
- Working with your team, choose a region of the world and give two reasons why you wish to cover the news from this particular region. You have five minutes.
- Each team must report decisions to class
- You must also explain the longitude, latitude, hemispheres, and region or continent and surrounding ocean(s) of your chosen region. You have five minutes.
- Student teams report decisions to class and demonstrate location of region according to longitude, latitude, and hemispheres and ocean where appropriate.

Teacher makes ultimate decision assigning regions to teams honoring their request as feasible:

- Now, please list your team's region and name of each team member on butcher block paper.
- Place an asterisk next to the name of the chairperson you have chosen.
- The chair is responsible that all team members do their work. Let's hang papers on the wall.

Upon completion, teacher states:

- Please copy concepts listed on board in your notebook for your homework assignment. You have 3 minutes. Thank you.

3. GLOBAL APPLICATION:

Teacher probes:

- Why is it important for you to learn about events occurring around the world?
- Why is it important that we understand cause and effect relationships of news?
- Why do we categorize news into the State of-the-planet of global awareness?
- Why is it important to recognize that the news affect our own lives?
- Do you think news affect people in other nations? Why?
- Should we be concerned that the news affects other people?

X. CLOSURE: Teacher: Class, what did we learn today? Teacher uses wait-time for students to describe what they've learned. Teacher augments and reinforces. Reiterates rules for weekly assignment.

XI. HOMEWORK: Define vocabulary words and compose an imaginary international news story using all concepts.

XII. ASSESSMENT: Vocabulary definitions, imaginary story and completed world maps.

XIII. ADDITIONAL ACTIVITIES:

1. Design and construct your own newspaper such as the African Rainbow News; China Reports; Russian Perestroika, the Middle East Weekly; North-American Gazette; the European Explorer; the Latin World.
2. Create The Global Post, combining team news reports. Each chair is responsible for submitting sections written by team members to editor who will be selected by secret ballot. The Global Post can be expanded to include political cartoons, acronyms, short stories, poetry, puzzles, and maps.

REFERENCES

Hanvey, R.G. 1976. "An attainable global perspective." New York, NY: The American Forum for Global Education.

Knip, W.M. 1986. "Defining a global education by its content." *Social Education* 50 (April/May): 437-445.

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Toni Fuss Kirkwood-Tucker is Assistant Professor in the Department of Teacher Education, College of Education, Florida Atlantic University. She prepares elementary and secondary undergraduate and graduate students in social studies methods and global education.

THE ROLE OF A CITIZEN: PAST AND PRESENT A COMPARATIVE APPROACH

THE FLORIDA LAW RELATED EDUCATION ASSOCIATION, INC., CIVITAS-HUNGARY, AND KENNESAW STATE UNIVERSITY

Russ Landry, Leon County School's SCALES Project-Teen Court, Tallahassee, FL

OBJECTIVES:

1. Students will analyze poetic selections to compare and contrast the different views of freedom.
2. Students will create a list of characteristics and behaviors for effective citizenship.
3. Students will rank characteristics of effective citizenship that are most important to a country.
4. Students will evaluate citizenship participation of their country.

MATERIALS:

1. Copies of enclosed literary selections, quotes, and processing questions respective of each activity.

APPROXIMATE TIME: One class period 50-90 minutes

PROCEDURES:

1. Students are to read the two poems, "The Song of the Dogs," and "The Song of the Wolves," and answer processing questions, written or through classroom discussion.
2. Through classroom discussion teacher will list characteristics of effective citizenship on the board.
3. Given the list, individually or in groups, students should rank the characteristics they feel are most important to the least important. Students are to be prepared to explain their priorities from most important to least important.
4. As part of classroom discussion or for homework, students should complete the culminating processing questions.

EVALUATION:

1. Teacher observation of discussion and participation.
2. Teacher evaluation of processing questions.

RESOURCE MATERIALS: "The Song of the Dogs" and "The Song of the Wolves" by Sandor Petofi.

ACTIVITY: Literary Selections

The Song of the Dogs
By Sandor Petofi (1823-1849)

But Freedom is our lot!

Loud the storm is howling
under a thundery sky.
The twin sons of winter,
Snow and rain, sleet by.
 What's that to us? We have
 our hearth-side, by the grace
 of our good kind Master
 who gave us this place.
We shall not die of hunger,
Our Master wills it thus.
When he has fed his fullest
the leavings are for us.
 True, his whip sometimes
 cracks, and the weals
 it leaves are most painful;
 but a dog's hurt soon heals.
And then our Master calls us,
his sudden anger over,
and with true gratitude
on his boots we slobber.

The Song of the Wolves
by Sandor Petofi (1823-1849)

Loud the storm is howling
under a thundery sky.
The twin sons of winter,
Snow and rain, sleet by.
 It's a barren plain-land
 we choose for abiding
 not a bush grows there
 for shelter or hiding.
Hunger gnaws the belly,
cold gnaws the bone.
Two tormentors who will not
leave us alone-
 and there, the third tormentor,
 guns loaded with lead:
 on the white, white snow
 our blood drips red.
Freezing and starving
and peppered with shot-
yes, our lot is misery . . .

PROCESSING QUESTIONS FROM POEMS:

1. What geographical conditions make life difficult for the people in both poems, “The Song of the Dogs and The Song of the Wolves”?
2. In “The Song of the Dogs”, why won’t the people go hungry? What food will they receive? What is the cost for the warmth and food they receive?
3. In ‘The Song of the Wolves”, who is the third tormentor? What is the result of the people’s resistance to this tormentor? Why do the people resist the tormentor?
4. How would you contrast the fate of the people between the two poems? How are their views of freedom different?
5. Contrasting the titles of the two poems, what symbolism do you think the author would use to characterize “dogs”, “wolves”?
6. List five historical events or individuals that fought for freedom in your country.
7. Thomas Paine (1737-1809), a British-born political leader and theoretician in the American Revolution once wrote, “Those who expect to reap the blessings of freedom must . . . undergo the fatigue of supporting it.” In what ways does this quote compare to the views in “The Song of the Wolves?”
8. In what ways do citizens of your country support freedom today?
9. How has the rule of citizens changed today from those sacrifices people made in the past?
10. What contributions as citizens have you made to your community or country in the past two weeks?

TEACHER PROCEDURES:

(Characteristics of Effective Citizenship, and Rank Order)

1. From classroom discussion the teacher is to list characteristics of effective citizenship or students individually or in groups may construct their own lists in notebooks. A final list should be constructed. (Characteristics of effective citizenship may include but not be limited to the following: voting obeying laws, serving on a jury, paying taxes, being a good parent or family member, becoming knowledgeable of local, state, and federal issues, being a productive worker, making efficient consumer choices, protecting the environment, becoming knowledgeable of political candidates and their platforms, volunteering, possessing positive values and morals consistent with the community, serving in the armed forces, and working to change problems)

2. Given the list of characteristics of effective citizenship students are to prioritize the characteristics, 1 being the most important, 14 representing the least important. Students will share their ratings and the criteria they used to determine their priorities.

TEACHER PROCEDURE: (Culminating Processing Questions) May be completed as the classroom assignment, discussion, or for homework.

PROCESSING QUESTIONS:

1. Which characteristics of citizenship were most important in helping us achieve the freedom we have today?
2. Is freedom guaranteed?
3. What must be done to allow our freedom to continue or to improve?
4. Who is responsible for the freedom we have now or future freedoms?
5. Given your community are people fulfilling their responsibilities as effective citizens?
6. How does citizenship in your community compare to people in other communities?
7. What could be done to improve citizenship in our country?
8. What has caused a decline in effective citizenship?
9. What problems result from the lack of effective citizenship behavior?

HUMAN RIGHTS FOR ALL

**Joan Murphy, Associate Director Education Programs,
The Florida Law Related Education Association, Inc., Tallahassee, FL**

THE FLORIDA LAW RELATED EDUCATION ASSOCIATION, INC., CIVITAS-HUNGARY, AND KENNESAW STATE UNIVERSITY

Aln Germany, the Nazis first came for the communists, and I did not speak up, because I was not a Communist. Then they came for the Jews, and I did not speak up, because I was not a Jew. Then they came for the trade unionists, and I did not speak up, because I was not a trade unionist. Then they came for the Catholics, and I did not speak up, because I was not a Catholic. Then they came for me... and by that time, there was no one to speak up for anyone.≡

--Martin Niemoeller, Pastor,
German Evangelical (Lutheran) Church

OBJECTIVES:

At the end of this lesson, the student will be able to:

1. Identify what rights are human rights.
2. Understand the basic principles of human rights as set forth in the United Nations Declaration of Human Rights.
3. Determine how the U.S. Constitution and/or the Hungarian Constitution differs from the U.N. Declaration of Human Rights.
4. Determine how each country Ameasures up≡ in protecting human rights.
5. Identify the steps each country can take to improve its standing on human rights issues.

MATERIALS:

1. Copy of the U. S. Constitution and Bill of Rights (Handout #1)
2. Copy of the Hungarian Constitution, English text (Handout # 2)
3. Copy of the U. N. Declaration of Human Rights. (See Sources)
(Handouts are available on the INTERNET.)

APPROXIMATE TIME: 3-4 class periods

PROCEDURE:

Pre-lesson activity:

1. Through class discussion, help students determine which rights are considered human rights. Write a classroom definition and compare it to Grolier=s below.
2. Distribute copies of Handouts 1-4 to every student.
3. Share with your students the following information:

According to Grolier=s Encyclopedia, human rights can be defined as Afundamental entitlements that all persons enjoy as protection against state conduct prohibited by international law or custom. Among the forms of mistreatment that are most widely condemned are extrajudicial or summary execution; disappearance (in which people are taken into custody and never heard of again); torture; arbitrary detention or exile; slavery or involuntary servitude; discrimination on racial, ethnic, religious, or sexual grounds; and violation of the rights to due process, free expression, free association, free movements, and peaceable assembly".

Only within the 20th century has the issue of human rights been addressed by international law. The movement to protect human rights on an international scale first came after World War I as an attempt to protect minorities in the newly created nation states of Central and Eastern Europe. The issue was modified and expanded during the aftermath of the Holocaust, the Nuremberg trials and the deployment of the atomic bomb over Japan.

The Universal Declaration of Human Rights was unanimously adopted by the United Nations General Assembly on December 10, 1948. It was the first attempt to codify international human rights law. The 50th anniversary of the UDHR will be celebrated in 1998.

4. Assign students the task of reading the UDHR. Have them compare the rights enumerated therein to those listed in the Constitution.
5. Discuss with students the reasons why the writers of the Constitution and Bill of Rights did not include all of the rights that are in the UDHR.

ASSESSMENT ACTIVITY:

1. Divide the class into 6 human rights committees. Have each committee select one person to act as secretary to record the group=s findings.

2. Instruct each committee to identify and highlight each of the rights listed in the UDHR. These rights should be listed in an abbreviated version on a sheet of paper, entitled *A Human Rights Indicators*. Inform students that, according to many scholars and human rights activists, these rights are the indicators of human freedom.
3. Assign each committee the task of researching the policies of the United States, Hungary, or some other select country. The goal is to determine if each country upholds every right listed in the UDHR.
4. On the *A Human Rights Indicators* sheet, have each group give the country one point for every Human Right it upholds. Give a zero for each right it fails to uphold. The total points a country receives is its *A Human Rights Rating*.
5. For comparative purposes, once each committee has completed this assignment, rank each country with the others studied. Write the rankings on the board in the following format: Rank, Country, Right Upheld. The country with the highest number of total points is ranked number one. (Note: The United Nations has published a complete index of countries and how they are ranked. See: United Nations Development Programme *Human Development Report, 1991*.)
6. Have each committee develop its own policy recommendations identifying the steps the select country can take to improve its global standing on specific human rights issues.
7. Have each committee compile its findings and recommendations in a notebook to be turned in upon completion of the lesson.

FOLLOW-UP ACTIVITIES:

1. Declare a *A Human Rights in the Classroom Day*. Have students declare themselves to be a *A human rights classroom*. As such, the

students should agree to promote the observance of, and respect for human rights.

2. Instruct the class to write its own Classroom Declaration of Human Rights. Have students evaluate how their classroom lives up to the standards set out in the CDHR.
3. Have the class create a Human Rights Mural in which each article of the Classroom Declaration of Human Rights is illustrated in some way.
4. Create a Human Rights Quilt for the classroom, with each student creating one square of the quilt. (This activity can be extended to an entire school project.)

SOURCES:

McClenaghan, William A., Magruder=s American Government. Needham, MA: Prentice Hall, 1990.

Grolier=s Multimedia Encyclopedia.

Rocha, Ruth and Roth, Octavio, The Universal Declaration of Human Rights Adaptation for Children. United Nations Publications, United Nations, 1989.

POLITICS: “WHERE DO YOU STAND?”
Joan Murphy, Associate Director Education Programs,
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Political parties are indispensable to a participatory democracy. To ensure participation in the election process, citizens must be able to determine where political parties stand on issues of concern to the public. During the 20th century in the United States, there have been two main political parties: Republicans and Democrats. This lesson can be adapted to allow students to study the political parties of other countries.

OBJECTIVES:

At the end of this lesson, the student will be able to:

1. Understand the functions of political parties.
2. Understand the concept of a party platform.
3. Identify important political issues and determine where each party stands with regard to that issue.

MATERIALS: List of statements on various issues (Handout #1)
Party Platform Chart (Handout #2)

APPROXIMATE TIME: one or two class periods

PROCEDURE:

Pre-lesson activity:

1. Through lecture and discussion, share with your students the following information:

According to William A. McClenaghan, the major functions political parties serve include:

Nominating Function: The major function of a political party is to nominate a candidate to run for public office. It also organizes voter support for the candidate. Political parties have become the best mechanism for these tasks. As a result, most independent candidates who lack that support mechanism, lose elections to party candidates.

Informer-Stimulator Function: A political party informs the voter and stimulates participation in the election process. Political parties carry out this function by campaigning for candidates, taking stands on issues and criticizing opposing candidates and party positions.

Bonding Agent Function: A political party Aguarantees≅ that a candidate will be qualified and of good character. It then prompts the candidate to perform well in office. If it does not succeed in this function, the party is likely to lose in the next election.

Governmental Function: Public office holders are chosen on the basis of party. Legislators make laws based on party platforms. Executive appointments are often made based on party affiliation. Parties are usually the connection between the executive and legislative branches, providing an avenue of communication and collaboration.

Watchdog Function: The party not in power acts as a watchdog over the public good. Its criticism of the policies and behavior of the party in power tends to force that party to keep its public act Aclean≅ and responsive to voters.

LESSON ACTIVITY:

1. Distribute Handout #1 to your students.
2. Have students determine whether they agree or disagree with each statement.
3. Through class discussion, have students decide whether a liberal or conservative would be most likely to make the statement.
4. If the students agree with the conservative statement, have them put a AC≅ by the statement. If the students agree with a liberal statement, have them put an AL≅ beside the statement.
5. After adding the scores, the students will determine whether they are liberals or conservatives.

6. Explain to students that each of the main political parties has come to be associated with a certain ideology: Republicans are considered to be conservatives and Democrats are considered to be liberals. Based upon these shared ideologies, each party develops a platform of issues. This platform informs the public where the party stands on these issues.

ASSESSMENT ACTIVITY:

1. Divide the class into two groups - liberals and conservatives – based upon their scores in Handout #1.
2. Distribute Handout #2 to each group member.
3. Using Handout #2, the Liberals will write a platform for the Democratic Party. Have the Conservatives write a platform for the Republican Party.

FOLLOW-UP ACTIVITY:

Have each group create a 2-3 minute campaign ad informing the public of the party's position on major issues. Videotape the ad and allow the class to critique its effectiveness.

Source:

McClenaghan, William A., Magruder's American Government. Needham, MA: Prentice Hall, 1990.

HANDOUT #1

After reading each statement below, decide whether you agree or disagree with that statement. Please circle your response.

1. The best way to improve the nation=s economy is to reduce governmental regulation and intervention.
Agree Disagree
2. Taxes should be raised to reduce the federal deficit.
Agree Disagree
3. Federal spending on health, education and welfare should be cut to reduce the budget deficit.
Agree Disagree
4. Federal spending on the military should be reduced to cut the budget deficit.
Agree Disagree
5. Jobs should take priority over environmental concerns.
Agree Disagree
6. Tax loopholes for the wealthy should be eliminated.
Agree Disagree
7. The federal government should provide tuition aid to parents of students in private schools.
Agree Disagree
8. Federal student loans should be cut.
Agree Disagree
9. Affirmative action laws should be stricken.
Agree Disagree
10. The U.S. should ratify the Equal Rights Amendment.
Agree Disagree
11. Busing should be banned as a tool to integrate schools.
Agree Disagree
12. The government should require the registration of handguns.
Agree Disagree

13. The U.S. is spending too much on defense.
Agree Disagree
14. The U.S. should trade with all nations including communist nations.
Agree Disagree
15. Human rights should be a factor in determining what nations receive U.S. military aid.
Agree Disagree

HANDOUT #2

Examine the statements in Handout #1. Once you have categorized each statement by ideology, you should be able to determine your party=s position on the issues below.

ISSUE

PARTY=S PLATFORM POSITION

TAXES:

ROLE OF
GOVERNMENT:

THE ENVIRONMENT:

MORAL ISSUES:
(abortion, family)

EDUCATION:

CRIME

INTERNATIONAL
POLICY:

OTHER

LIFE IN HUNGARY: AN ELEMENTARY LESSON PLAN

Katalin Herneczki, Civitas Association, Hungary

1. LESSON PLAN

1.1. Preview of Main Points

This lesson was designed for elementary school use. It discusses basic elements of life in Hungary in a way that it is enjoyable, interesting and stimulating. It is an effort to get young Americans to learn about a distant European country and its culture. Although the topics discussed below are simple and cannot be categorized as "scientific" or "scholarly" they are nevertheless significant in terms of their potential influence in shaping student's attitudes and widening their knowledge.

The materials below are structured as a lesson. However, it became clear as materials were selected and edited that it probably is a lot more than what could be covered in 40-50 minutes - the usual length of a Hungarian lesson. It is advised that the teacher organize maybe a unit of lessons, a series of classes which look at different aspects of life and people in Hungary. Students' active involvement is crucial not only because of the nature of exercises but also because that is the only way all the new information about a different culture can be absorbed by them. The rich variety of supplementary materials available: pictures, audiotapes, videotapes, and maps also contribute to the colorful nature of these lessons. The use of the INTERNET and available information therein provides the teacher with another set of methodological possibilities - a definitely recommended teaching direction. Some parts of the lesson (lessons) below can be reorganized accordingly.

The lesson is organized as a mixture of fact-oriented (or fact-finding) and consolidating exercises. Students are exposed to several new pieces of information which, given the presumably close-to-zero level of pre-lesson knowledge, will most probably be quite challenging. Consequently, it is essential that the teacher make sure the lesson is led in a way that students find interesting and stimulating throughout the whole class period.

This can be done by a variety of different types of exercises, many of which are competitive (both group and individual competitions are possible, although group dynamics may alter the strategy). This lesson plan offers some ideas for possible exercises, however, teachers may decide to use their own ideas and build upon their own experiences.

1.2. Connection to existing Curriculum

This lesson can easily be connected to a great number of activities and study programs of elementary school students. As they learn about their own culture, the complexity of the United States in terms of its people, history and current issues, the addition of a Central European perspective could be beneficial.

In addition, a number of recommended supplementary activities could be used as activity programs in themselves. As a follow-up activity, for instance, students could learn some basics of Hungarian folk dance based on video materials. Also, via the INTERNET, new friendships can be developed with Hungarian students of similar age - another potential activity, which will transcend the boundaries of a class.

1.3. OBJECTIVES

As a result of this lesson students will:

- learn in a playful and enjoyable way basic facts about Hungary;
- be able to name some basic Hungarian cities, rivers, typical animals, popular sports, etc.;
- develop a basic understanding about how life in Hungary is different; and
- engage in a number of exercises, competitions and tasks as a result of which they will have direct and personal experience connected to Hungary.

1.4. Suggestions for Teaching the Lesson

A. Opening the Lesson (15 minutes)

Begin the lesson by asking students whether anybody has family or friends in Europe. This will probably elicit lively and interesting comments, maybe even a short conversation. If one or more students feel comfortable sharing their stories with the rest of the class, let them go. Try and lead the discussion, though, towards Central Europe. Lead the conversation towards specific European countries. Ask students how many European countries they can list. Make a list of countries on the blackboard.

Following that introduction of the topic it is advised that the class watch a short (5-10 minute-long) video material about Hungary.

B. Developing the Lesson (30 minutes)

Below are a number of suggested exercises and topics. Teachers may decide to do all of them in a row or to pick only some of them. Also, there is quite considerably freedom as far as their application is concerned. The extent to which supplementary materials are available should be taken into account too.

Many of these topics may be extensively covered and presented on the INTERNET which opens a whole array of new methodological possibilities for the teacher and consequently for the students too.

Topic 1: Geographical Situation, Neighboring Countries

Needed supplementary materials:

- A map of Hungary

- A map of Central Europe
- A map of Europe

Introduce the main topic of the lesson, Hungary, by asking students if they know where Hungary is on a map. Get them to look at a large map of Europe (or of Central Europe) and find Hungary. Discuss with students how much they know about Europe. Establish the basic categories of Western, Eastern, Northern, Southern and Central Europe. Elaborate on the idea of "Central Europe". (Note for the teacher: According to the traditional historical approach Central Europe, ("Mittel Europa" a German term used by historians) Central Europe consists of Germany, Poland and the territories of the former Austro-Hungarian Empire, i.e. Hungary, Czech Republic, Slovakia, Transylvania (Western Romania), Croatia, Slovenia, Bosnia-Herzegovina, Western-Serbia.)

This may take some minutes but let students find the countries by themselves. This initial experience of success will make them feel comfortable about the topic. (Some of these topics may be covered by video material.) This, however, should not be a problem. This activity can also be done in groups. Whether to pursue a competition is for the teacher to decide.

Once the country has been found on the map, a more detailed introduction of some topics can follow.

Hand out to students a blank map of Hungary where only the international borders and the two major rivers (Duna (Danube), Tisza) are marked. First have them fill in:

1. The name of the bordering countries (clockwise starting from the North: Slovakia, Ukraine, Romania, Yugoslavia (Serbia), Croatia, Slovenia, and Austria);
2. The capital of Hungary (Budapest); and
3. The major cities (Sopron, Debrecen, Szeged, Pécs, Miskolc, Gyôr, etc.) and the four major lakes (Lake Balaton, Lake Velencei and Lake Fertô).

Hand out pictures of some buildings and people from some of those areas (e.g. a theater in Szeged, some students swimming in Lake Balaton, etc.) and get them to place or paste each picture next to the area respectively.

Once the students have filled their maps read out to them loudly some descriptions of cities. Convey new information along with facts that students already know or have already found out (e.g. a city in the South of Hungary, famous for its paprika, has a beautiful cathedral and a big university, it is on the River Tisza - Szeged). It is important to point out and possibly illustrate that cities and villages are considerably different in Hungary (and in Europe) than in the US. Again video materials and pictures should be used so that students can relate to this. Share with students other pictures, leave some free time for free conversation and possible questions.

Have the students spend time studying the map of Hungary and neighboring territories. Have students draw or paint the flags of Hungary and its neighbors. Have them copy the coat of arms of Hungary.

C. Concluding the Lesson (5 minutes)

In the concluding part of the lesson read out loud the translation of a Hungarian folk tale and compare it with an American folk tale. (Alternatively, the teacher may decide to pick one of the shorter topics and use that for the concluding part.)

D. Follow-up Activity

Watch a short video about Hungary or establish an INTERNET connection between American and Hungarian schools.

Topic #2: The Hungarian Language

Supplementary materials

- List of letters of the Hungarian alphabet (maybe available on the INTERNET)

Description of exercises, background information

(Note: This exercise and the background reading below should be based on students' interest. Parts of it may be left out, other parts may be looked at in more detail.)

Start by asking the students about the English alphabet. Establish the difference between vowels and consonants. Students could be asked to make two lists on the blackboard. Alternatively, the teacher may decide to put them into two groups, one of the groups should list all the vowels they can think of, the other all the consonants.

Once the introduction is finished show them the list of the Hungarian letters (Available on the INTERNET). Students will probably ask questions by themselves, however, the teacher might want to direct them by asking questions like "Name the difference you can see looking at the letters" or the like.

One of the basic differences is the way Hungarian marks the length of vowels. Some vowels have slashes, (the same sound is pronounced for a longer time: o-ó; u-ú; i-í; ö-ô; ü-û), others also have slashes but their sound value changes also to an extent (a-á; e-é).

After looking at each or some of the vowels the teacher should move on to the consonants. Some interesting features can be discussed, such as the Hungarian letter for sound "S" is "SZ". An interesting example is the English (but by now internationally used) word "STOP" which in Hungarian is spelt "SZTOP" while the pronunciation is basically the same.

At the end of the lesson have students look at a simple English-Hungarian dictionary and look up some words. They may also put them into groups based on their meaning or word class. (E.g. animal names, colors, verbs about moving, etc.)

In conclusion the teacher can ask students what they found the most interesting about the Hungarian letters and sounds. Also, some other languages and their special signs or letters can be mentioned.

Topic #3: Schools in Hungary

This is a topic, which probably raises a great deal of interest among students. First, the teacher should present background information. However, the teacher must always make sure to illustrate what he/she is describing. Again, the use of the INTERNET provides endless possibilities to make this lesson a success.

After going through the Hungarian system of education roughly, the lesson should concentrate on the elementary level. Differences between the US and Hungary can be a good way to launch a discussion.

Lessons in Hungary are 45 minutes long (approximately the same or a bit longer than in the US), however each lesson is followed by a 15-minute break. Students often shift classrooms, eat and get ready for the next class during the breaks. Classrooms have traditionally been arranged in a way that all students' desks were facing one direction, the teacher's. Today, however, new approaches are also becoming widespread, e.g. arranging chairs in a circle, etc.

Again, the video material and pictures could be of use here with illustrations of some schools and classrooms in Hungary.

Topic #4: Currency

The currency of Hungary is called the FORINT. One USD (US Dollar) equals approximately 200 HUF (Hungarian Forints) . It may also be mentioned that, according to European political plans, the European Union will have its own currency, called the EURO.

Topic #5: Animals

This, again, is a large topic where a lot of creativity is needed from the teacher. Animals in Hungary are just as much a part of people's lives as in the USA. The traditional Hungarian animal (one could say 'national animal') is the horse. The Magyar tribes, which invaded and settled in the Carpathian basin in the 9th century, used horses to migrate and hunt. Later on in our history horses played a vital role in terms of military and transportation. It is probably a good idea to compare the way Hungarians used horses with the tradition of American cowboys. Pictures and videos are recommended.

Today, the most popular animal for the average family is the dog. One finds a great variety of different types of dogs. Students may be familiar with some of those

(German Shepherd, Collie, St. Bernard dog, Dalmatian, etc.) but will presumably find new ones. Some of the typically Hungarian types are the following:

- kuvasz (large, white watchdog)
- puli (medium size, black shepherd dog)
- vizsla /Hungarian Hound/ (medium size, very quick hunter)
- komondor (very large, white watchdog)
- erdélyi kopó /Transylvanian kopó/ (large, black hunter)

Topic #6: Transportation

A very big difference and thus an interesting topic for students is the widespread existence of public transportation versus automobiles in Hungary. It is not to say that people here do not have or use cars, but the proportions are different. Whereas in the US almost everybody has a car and families have usually more than one since that is the only way of transportation, in Hungary a considerable percentage of people and families have no cars. They (and often those who do have cars) use means of public transport, like buses, trams (streetcars), trolleybuses (electric buses), subway and trains. All of these have fixed routes and timetables. Buses in Budapest are blue, streetcars are yellow and trolleybuses are red.

Also, it should be illustrated to students how cars look different in Hungary (and Europe). There are no pick-up trucks and a lot fewer large station wagons. People buy smaller cars and not too many American cars are seen. It may be a good exercise to list those makes that are equally popular and widespread in the two countries (e.g. Mercedes-Benz, BMW, Opel, Ford, etc.)

Topic #7: Sports

Since sport is a significant part of children's lives in the US as well as in Hungary this topic will probably raise a lot of interest. Major significant differences should be pointed out, such as the role of basketball for instance. Although it does exist and has its devoted fans it is by no means as popular as in the US. And football, as you call it in the US, does not exist.

The most popular sport in Hungary is definitely soccer, which, however, is called football in Europe. Although the Hungarian team has not been successful recently the sport has a long tradition in the country and still a lot of fans. (The great days of Hungarian football were in the 1950s.)

Topic #8: Eating

Eating habits are significantly different in Hungary from those of the US. First of all, the main meal of the day is at about 2 PM (or sometimes even earlier). That is when most people - traditionally - have a hot meal. At the end of the day people usually eat something smaller, often just a sandwich. Fast food restaurants are quite new, but by now have become widespread and popular in Hungary. So students could choose between McDonald's, Wendy's and Burger King if they visited Budapest.

Topic #9: Hungarian Cuisine

The Hungarian cuisine is famous in Europe. By many it is not considered too healthy because it is very rich, but it is very delicious at the same time. A lot of spices are used, the best known, is paprika.

Special Hungarian Dishes:

- Fishsoup - a great soup made with freshwater fish;
- Goulash – a rich and spicy soup ;
- Stew - it is usually referred to as “goulash” in English although the term in Hungarian is used for the soup only. (The Hungarian name for stew is “pörkölt); and
- Pancakes - delicious with jelly, walnuts or cottage-cheese.

Today international cuisine also exists in Hungary (French, Chinese, Mexican, Italian etc.). Youngsters prefer fast food restaurants like McDonald's, Burger King, Wendy's, Pizza Hut and KFC.

Special Hungarian Drinks

Pálinka (spirit)

A very strong drink, which can be made of several fruits by a long process of ripening.

Bull's Blood (heavy, dry red wine)

It is probably interesting to share with students a legend connected to this wine. The name “Bull’s Blood” goes back in history as far as the 16th century when the Ottoman Empire tried to invade Hungary and kept the country under prodigious military attack. The Turks were trying to seize the castle, which served as a line of defense on the Hungarian frontiers. The castle of Eger (northeastern Hungary) was one of the strongholds of the Kingdom of Hungary. In 1552 AD a large Turkish force surrounded the castle and the Hungarian troops. The Ottoman troops outnumbered the Hungarians by far and they also had a lot more weaponry.

Before the dawn of the siege the Hungarians gathered together inside the castle on the castle yard and made a pledge to fight till death for God and country. No one left the castle during the last night although the captain offered free exit for those who felt they did not have the courage and persistence to risk their lives for their homeland. According to the old tradition after they made their oaths the soldiers drank in honor of God and for their good luck in battle. They drank from the traditional wine of the region, the strong, dark colored red wine of Eger. Some Turkish soldiers were watching the events from their camps trying to see how the defenders were preparing for the battle and they saw the Hungarians drinking something dark red. Soon rumors spread on the Turkish lines that the Magyars were drinking bull’s blood - a sign of ultimate commitment and militancy - and, according to the legend, many Turks were frightened.

The next day the great Turkish army attacked with fierce canon fire and an endless number of soldiers trying to climb the castle walls using tall ladders. They also shot

fire balls inside the castle. The Magyars did fight as lions and many of them died in the battle. They used many unusual means to defend themselves, such as pouring boiling water on the Turks who attempted to climb the castle walls. They also used large wooden wheels, which were set on fire and then rolled down the hill into the Turkish lines. However, the bulk of the battle consisted of hand to hand combat.

It was partly due to the wine, according to tradition, that the small number of Magyars did eventually manage to defend. The victory of 2000 Magyars over 15,000 Turkish troops was an unprecedented success, which saved the Kingdom of Hungary from further attacks. It is one of the outstanding events of Hungarian history. Novels and movies commemorate the bravery of the heroes of Eger Castle. And the wine has since been called the “Bull’s Blood of Eger.”

Tokaji (white dessert wine)

Tokaji is great to have before desserts, after big meals or just on its own. There is a saying about it, according to which it is “The Wine of Kings, the King of Wines.” (In Hungarian, “A borok királya, a királyok bora.”)

Make no mistake, however, Hungarians do drink other things than alcoholic beverages too. There is a good soda, called “Traubisoda, which is made of grapes and is very popular. Note also, that in Hungarian the word “soda” (spelt: SZÓDA) refers only to bubbling water. Other drinks, which in English are called soda such as Coke, Pepsi, Sprite, etc. are simply called “refreshments”.

Topic #10: Traditions

Easter Sprinkling

Easter has been an important holiday for Hungarians for centuries. It is a Christian holiday and since the country is predominantly Christian it has become an event everybody celebrates. There is a school holiday of about 10 days, and on Easter Monday even adults do not have to go to work.

The tradition of sprinkling on Easter Monday is a very old tradition. On Easter Monday boys take cologne and visit their girl friends (i.e. female friends). Once they have been invited into the girl’s house, they usually recite a short poem about Easter and the beauty of girls and women and then, they ask whether they could pour a little cologne onto the girl’s hair. Permission is granted and then the girl is “sprinkled”. Easter sprinkling probably originates in ancient traditions connected to fertility. According to the tradition, women will remain fresh, beautiful and fertile all through the year if they are sprinkled. In old times a bucket of water was used instead of cologne.

Egg Painting

Sprinklers are honored and thanked by Easter painted eggs. Women and girls paint eggs before Easter Monday and give them to their sprinklers.

Vintage

After the long and hot summer people gather together in the wine producing regions to harvest grapes. A special and interesting process of pressing and ripening follows - the process of making wine. After the vines are gathered, people celebrate the harvest with dancing, singing and eating.

National Costumes

In certain regions of Hungary people wear national costumes/dresses for special occasions, for example to celebrate wedding or the like. Hand out or show some pictures of the different national costumes.

Hungarian Folk Music

Listen to a cassette of folk music for about 2 minutes. The teacher may decide to discuss with kids what they heard and how they liked it. (There are some Hungarian folk songs which have become world famous recently. The band is called Deep Forest and on one of their CD's Márta Sebestyén, a folk singer sings - Martha's Song.)

Special folk instruments:

- zither
- flute
- bagpipe
- whistle

It would be very useful to try and play one of them or to show them some pictures.

ACTIVITY #1

Find the words in the puzzle to fill in the blanks in the sentence below. You will find the words across, up and down.

X	A	K	B	H	T	F	B
N	Y	Q	M	O	O	B	U
A	U	S	T	R	I	A	D
B	I	Ô	I	S	O	L	A
H	O	N	C	E	C	A	P
F	T	L	D	R	B	T	E
R	E	S	E	G	O	O	S
A	N	F	D	I	K	N	T

- 1) The capital of Hungary is
- 2) The Western neighboring country is
- 3) The most famous animal in Hungary is
- 4) The biggest lake in Hungary is
- 5) The name of the Hungarian currency is

Answers for the Puzzle

Budapest, Austria, horse, Balaton, forint

X	A	K	B	H	T	F	B
N	Y	Q	M	O	O	B	U
A	U	S	T	R	I	A	D
B	I	Ô	I	S	O	L	A
H	O	N	C	E	C	A	P
F	T	L	D	R	B	T	E
R	E	S	E	G	O	O	S
A	N	F	D	I	K	N	T

ACTIVITY #2

Choose the right answers (1, 2 or X)

1. question	
2. question	
3. question	
4. question	
5. question	
6. question	
7. question	
8. question	
9. question	
10. question	
11. question	
12. question	
13. question	

1) The capital of Hungary is

- 1 Budapest
- 2 Vienna
- X Bucharest

2) The biggest river in Hungary is

- 1 the Danube
- 2 the Rhine
- X the Tisza

3) Which animal can you find in Hungary outside the zoo?

- 1 bear
- 2 pig
- X alligator

4) In Hungary there are seasons.

- 1 3
- 2 4
- X 2

5) The territory of Hungary is about as large as the territory of

- 1 Georgia
- 2 Indiana
- X Texas

6) The Danube flows into

- 1 the Baltic Sea
- 2 the Mediterranean Sea
- X the Black Sea

7) The cultivation of is very important in Hungary.

- 1 wheat
- 2 cotton
- X rice

8) The most popular sport in Hungary is

- 1 baseball
- 2 ski-jumping
- X soccer

9) The constitutional form of Hungary is

- 1 kingdom
- 2 republic
- X empire

10) The is a special Hungarian instrument.

- 1 guitar
- 2 zither
- X piano

11) In Hungary the main meal is the

- 1 breakfast (9 AM)
- 2 lunch (1-2 PM)
- X dinner (6-7 PM)

12) The is a famous Hungarian dog.

- 1 Fox-terrier
- 2 St. Bernard dog
- X Puli

13) is a famous Hungarian food.

- 1 chili
- 2 goulash
- X hamburger

KEY:

1. question	1
2. question	1
3. question	2
4. question	2
5. question	2
6. question	X
7. question	1
8. question	X
9. question	2
10. question	2
11. question	2
12. question	X
13. question	2

**THE HUNGARIAN ELECTORAL SYSTEM AND ITS POLITICAL IMPLICATIONS
LESSON PLAN BY BALÁZS HIDVÉGHI CIVITAS ASSOCIATION, HUNGARY**

THE FLORIDA LAW RELATED EDUCATION ASSOCIATION, INC., CIVITAS-HUNGARY, AND KENNESAW STATE UNIVERSITY

1. Lesson Plan for the Teacher

1.1. Preview of Main Points

This lesson will summarize the most important facts about the communist period in Hungary and will examine briefly the Hungarian electoral system. It will be done in a way that students have a chance to always compare what they learn to the American model. This will also enable them to draw critical conclusions at the end of the class, i.e. identify advantages and disadvantages of both political systems.

The lesson is structured as follows:

1. Background reading on the communist period (1948-1989) and the evolution of the democratic political system and institutions during 1989-1990;
2. A description of the electoral system;
3. Comparisons between the Hungarian and the American model; and
4. Concluding exercises.

1.2. Connection to Social Studies

The lesson can be connected to any descriptive or issue-oriented course in American government, especially those dealing with voting participation, political parties, means of representation, electoral procedures. It can also be connected to 20th century world history classes and courses dealing with present-day politics of Europe.

1.3. Objectives for Students

As a result of this lesson students will:

- Have a basic knowledge about communism in Hungary;
- Understand the basic facts related to the transition to a democratic political system in Hungary which took place in 1989-1990;
- Be able to compare on a basic level the political and electoral systems of Hungary and their own country; and
- Be able to make their own judgment based upon that comparative knowledge about the pros and cons of both systems.

1.4. Suggestions for Teaching the Lesson

A. Opening the Lesson (10 minutes)

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- Introduce the topic by eliciting a conversation with students about the political changes of 1989-1990 in Central and Eastern Europe.
- Use a map of Europe to locate Hungary.
- Find out if any of the students have family or ancestors in Hungary or in Central Europe (this is quite likely), and use that as a way to increase their interest. They are likely to feel more involved after this kind of informal beginning.

B. Developing the Lesson (35 minutes)

- Ask students whether they think that the US governmental system is the best in the world;
- Leave about 2-3 minutes for opinions, they should be short remarks with examples for other models. This should be only a short introductory period for the main topic (5 minutes);
- Distribute handouts which describe the basic facts about communism in Hungary and the transition to democracy (Handout #1);
- Students silent-read those materials and make notes (not more than 10 minutes);

(during the reading period:)

- Ask students whether they have any questions so far. Clarify any possible misunderstanding (5 minutes);
- Have students read Handout #2 which describes some basic facts about the Hungarian electoral system, to themselves;

(during the reading period:)

- Ask students whether they have any questions. Clarify any possible misunderstanding (5 minutes);
- Discuss with the students some of the questions listed at the end of the reading.

(an optional activity of about 15 minutes:)

- Divide students in small groups, give time (5 minutes) to prepare and argue for or against one of the following topics:
- A presidential model vs. a prime ministerial model;
- Direct vs. indirect election of political leaders; and
- Electors vs. proportional representation.

The actual debate should take place between groups of about 3-4 students where each student should have a chance to contribute to the debate. The teacher should decide based on the specific class and its group dynamics whether to use this exercise at all and if yes whether to have more topics discussed.

- By answering the questions at the end of Handout #2 have students establish the basic characteristics of the Hungarian system, and have them compare the American and the Hungarian model with implications about the differences in the political systems.

C. Concluding the Lesson (5 minutes)

- Summarize the major points of the lesson;
- Underline that learning about different countries and different cultures (in this case different political models) is a way to better appreciate your own system while understanding that there probably is no one perfect model.

1.5. Background Material for the Teacher

Kissinger, Henry, *Diplomacy*

Simon and Schuster, New York, 1994

Chapter 10 *The Dilemmas of the Victors*, pp. 246-266;

Chapter 22 *Hungary - Upheaval in the Empire*, pp. 550-568;

Lawful Revolution in Hungary, 1989-94

In: *Atlantic Studies on Society in Change*, No.84

Editor in Chief, Béla K.Király

Distributed by Columbia University Press, New York, 1995

(all chapters)

HANDOUT 1

DEMOCRACY RE-ESTABLISHED - THE CASE OF HUNGARY 1989-1990

The Consent of the Governed

The basic idea of the "consent of the governed", a fundamental of any democratic society, is that citizens are active participants of their political system and government. They are indeed governed but at the same time it is also them who delegate their government and who can withdraw its mandate. This basic notion in itself describes a politically democratic system - natural to Americans, however quite a new phenomenon for many Central European people.

The political transition to democracy that took place in Hungary during 1989-1990 dramatically changed the lives of Hungarians. Let us first summarize briefly those very recent events that shook the world and brought a sudden and ultimate end to decades of communist dictatorships.

Communism in Hungary till 1956

Communism in Hungary was introduced in 1948. A minority of Hungarian communists backed by Soviet military presence and active support seized power and eliminated political opponents. Shortly afterwards communist policies were forced onto Hungary and its citizens: private property was eliminated and firms, corporations, etc. were nationalized. Farmers were forced to donate their land to the state and form the so-called "cooperatives" where they had to work for small salary with no ownership. Families of noble and even middle class origin were discriminated against, many of those people were forced to leave their homes and had to live in exile for years in remote areas in the countryside whilst their apartments and houses were confiscated by the state and granted to the politically trustworthy. The political dictatorship affected the lives of everybody, not even personal privacy was left untouched. Dictatorial, communist ideology ruled in the country.

The communist dictatorship can be categorized into two basic periods: the first period of hard-line, total dictatorship from 1948-1956, and following the suppressed revolution of 1956, the second period of "soft" dictatorship from 1957-1989.

Communist Economic Policies

In the economic sphere central planning took over free enterprise and the market economy. The economy, argued communist theorists, can not solve society's problem and a free market results in huge differences in terms of income and subsequently in the standard of living. In other words, it results in rich and poor people. That must be avoided and thus the economy has to be planned, managed, and controlled. This might even sound appealing to advocates of egalitarianism, however, practice has proved that communist economic policies result in an overall decline of the economy and cannot survive in the long term.

Hungary went through harsh communist restructuring during the first part of the 1950s. The agriculture was reorganized into cooperatives. Production subsequently decreased and not long after the introduction of communist policies Hungary - once called "the food court of Central Europe" - needed to import basic food to compensate for an all-time low agricultural production. This resulted in increasing prices and inflation and growing discontent among farmers.

Since it was a political imperative to follow and indeed copy Soviet policies whatever the context and the price, Hungary also started to build and invest in heavy industry. The slogan said Hungary must become "the country of iron and steel", this however, was probably a too ambitious goal given the fact that the country lacked the very natural resources necessary to build a heavy industry.

Too strong state intervention in the economy caused a lack of initiative. Companies and management were not interested in producing good results or developing techniques since all profits, if any, were taken away by the state only to be redistributed to those corporations which did not manage to produce profits or even produced deficits. This, along with the fact the all property including companies, and corporations, etc. belonged to the state, did not allow the economy to grow and resulted in constant economic decline.

Communism After 1956

Following the 1956 Revolution the communist political leadership eliminated most of its most prominent pre-1956 politicians in an effort to try and rally some sort of support for the "new" communist leadership. The basic idea behind the new political approach was to let people live their own private lives (so, for instance, people were no longer harassed to participate in afternoon communist seminars) and govern the country in a more careful way. It must be understood that the political system after 1956 was no less of a dictatorship but it was a different kind of dictatorship. Communist leaders had to make a compromise in order to avoid in the future the bloody outbreak of protest they experienced in 1956 as a result of Stalinist policies in the 1950s. They decided to soften their approach and tried to convey an image to the outside world of a friendly and after all not-so-bad type of a communist country. This was successfully done, especially from the mid-1960s, and Hungary was gradually perceived as the most democratic country of the non-democratic block. (An often recited nickname of communist Hungary illustrates the controversial nature of this period, "the Merriest Barrack".)

While there was some liberalization in the economic and political life of the country, life in the 1970's and 1980's was significantly different from that of the 1950's and even 1960's. The basic characteristics of communism remained untouched: basic political and social rights and freedoms were limited; human rights were violated; and the economy was still centrally controlled and dominated by the state.

Democracy Re-established

As a result of the overall inefficiency the country was forced to take huge foreign loans during the decades to finance its economy. This resulted in an ever-growing circle of debts with large interests which forced the country to take new loans to be able to pay back the interests of the former loans, etc. The centrally planned economy was more and more difficult to manage, the Soviet Union was busy trying to solve its own problems (note that Mikhail Gorbachev's painstaking reforms had started in 1985) and by the end of the 1980's it became clear that neither the economy nor the political life of Hungary could be managed by the communist party.

Political opposition gained influence quickly with the communist party no longer able and not really daring to really control events. Real political backing was no longer available from the Soviet Union. (Although some 64,000 troops were still stationed in Hungary at the time. They, however, stood by silently as the communist system collapsed within one and a half years.)

People, realizing the historic chance for freedom and seizing the opportunity immediately, took to the streets and demanded an overall political and economic reform. Exactly 200 years after the French Revolution people in Hungary (and soon in the other countries of the Soviet block) started what went down in history as the Democratic Revolutions of 1989. The communist party in Hungary was basically driven by the events instead of controlling them. A coalition of democratic groups, newly founded and re-established parties (the Roundtable of Opposition) pressed the communist government for more and more reforms and through negotiations finally succeeded in basically all its goals. Many democratic institutions were re-established and civil society (local initiatives, civic groups, clubs, etc.) started to flourish again after decades of oppression. The communist government was forced to declare Hungary a "republic" (instead of "people's republic", a term used by communist countries) and they also had to agree to hold free and democratic general elections. The general elections were held in March-April 1990 and that actually marks the end of institutional transition to democracy. The new, democratic government of the republic took office in May 1990 and Hungary has been a democracy since.

Questions, Exercises

1. Explain the basic idea behind the “consent of the governed”.
2. Summarize the most important reasons why a communist economy cannot survive in the long term.
3. Why was Hungary often referred to as “the Merriest Barrack” in the 1970s and 1980s?
4. What internal and external reasons led to the collapse of communism in Hungary in 1989-1990?
5. Why do you think the Communists could not defend communism by force in 1989-1990?
6. Why is it important to recognize the difference between a “people’s republic” and a “republic”?

Answers to Questions on Handout #1

1. See the first paragraph of the Handout #1

2.
 - Production level are too low;
 - The system does not encourage initiatives;
 - The system requires foreign loans, which produce huge debts;
 - Central planning kills local freedom to re-invest, plan and expand; and
 - Quality is not a priority in an egalitarian environment.
3. Because it was the least direct and “softest” dictatorship among Soviet Bloc nations. People were allowed limited freedoms, especially in their private lives, however, the political and economic system and government was dictatorial.
4.
 - Hungary could no longer finance and manage its economy;
 - The Soviet union was on the defensive itself and could not help the communist leaderships in its satellite states;
 - Strong anti-Soviet US policies in the 1980s contributed greatly to the overall demand of democracy among the peoples of Central and Eastern Europe and then to the collapse of the communist states;
 - Political opposition was gaining more and more influence; and
 - Huge public demonstrations backed the opposition forces.
5. The main reason was, by that time, the political weakness of the Soviet Union.
6. Although the little difference between the two terms may not seem utterly important for Americans, it is for those people who have experienced a communist regime. The term “people’s republic” is a characteristic name for Communist states. (Think of the example of the “People’s Republic of China” - an example many American students will probably know). The difference thus is significant.

HANDOUT 2

THE HUNGARIAN ELECTORAL SYSTEM AND SOME OF ITS POLITICAL IMPLICATIONS

The Evolution of Democracy

The electoral system was contemplated and developed through the months of 1989 by renowned political theorists and opposition leaders. The discussions and decisions about electoral methods, of course, had a much wider context and effect: they shaped the country and the nature of its political system. Although, in some cases immediate political interests of specific groups entered the debate about some detail of some new law or regulation, the overall process creating the essential overarching documents of the democratic state was characterized by academic zeal and democratic commitment.

Parliamentary Democracy

Hungary is a parliamentary democracy and, unlike the United States of America, has a parliamentarian not a presidential form of government. The government has political responsibility towards the parliament and the President of the Republic has merely representational functions but no real power. (The actual role of the President in Hungary can be compared to that of the monarch in a constitutional monarchy, for example Great Britain.) No stable government can exist without the backing of the majority of the legislature, which is a one-chamber parliament. This form of government has a long tradition in Europe, in Hungary, parliament became the law-maker as early as the Middle Ages and the government has been responsible towards parliament since 1848 (excluding the non-democratic periods).

People elect a parliament (a total of 386 representatives) by voting for individuals in their constituency and political parties. Following the elections the president of the country asks the leader of the majority party in parliament (i.e.: the leader of the winning party at the elections) to form a government. (NB: majority does not necessarily mean an overall majority) The winning party can form a government alone provided it won more than 50% of the total number of seats in Parliament. (By law there can also be a minority government formed by the winning party, however, this is highly unlikely since governing is difficult if one does not have the support of the majority of representatives. (A Democratic President vs. a Republican Congress in the US today.)

The leader of the majority party then starts negotiations with the leaders of other parties and, if successful, a coalition government is formed. This was the case in 1990 when a coalition of three center-right parties formed the government controlling about 62% of the Parliament. In 1994, on the other hand, the left-wing Hungarian Socialist Party had an overwhelming election victory garnering more than 50% of the mandates and still they decided to form a coalition with another left-wing liberal party. This way they currently control more than 70% of the seats.

The President

The President of the Republic is elected indirectly by Representatives in the Parliament. (To avoid the possibility of a general hiatus of power the term of the President is five years whereas the term of the Parliament is four years.) There were serious debates and even a referendum on the issue of how to elect the President. This is, to some extent, an ongoing debate with some political parties and politicians raising the issue every once in a while. The President, they argue, represents the whole of the country and should thus be elected by the people. Also, the average voter should be given the opportunity to express his or her view this way. Opponents to a direct election of the President point out that Hungary is a parliamentary system, where real executive power is with the prime minister (i.e. the leader of the majority party) and thus it is unnecessary to hold direct elections. Also, electing the President by the people could create a conflict of power since the President could easily argue for a more political role and involvement, by pointing out that his/her legitimacy is at least as strong as that of the prime minister (or even stronger because the prime minister is not elected directly by the people.) Another major argument of the opponents of direct election is that Hungary should avoid even the possibility of electing any individual with a chance to seize too much power after decades of dictatorship. (This argument was more timely during the transition, though, when dictatorship was more of a reality.)

Proportional Representation

A parliament is elected for four years after which the President of the Republic officially calls for the next general elections and announces its date. There is an official campaign period of about two months before polling day. The Hungarian system of election is quite a complicated one. The basic idea is to ensure that the view and opinion of the people is best represented in the final share of seats in Parliament. This is done through, what is called the system of “proportional representation”.

People actually vote on two different sheets in the ballot-box. They vote for an individual to be their Representative. There are a total of 176 constituencies in the country so 176 representatives are elected. To become a representative a candidate needs to garner more than 50% of the votes. If none of the candidates manages to do that (which is the case in almost every constituency given the fact that usually at least four or five candidates compete in one constituency) there is a second round of elections two weeks after the first one. In the second round, however, only the first three (or those garnering more than 15% of the votes) can participate. In the second round a simple majority is enough, whoever gets the most votes becomes the Representative of that constituency for four years.

On the other sheet people can vote for a political party. There are the names of the major parties listed and below each name there is a list of leading politicians of the party.

People when they make their choice can see the names of some of the national and regional politicians who belong to that party and basically characterize its policies. The idea behind this second type of voting is two-fold: On the one hand it provides an opportunity for people to differentiate between a local candidate whom they like, but who may not belong to their favorite party or could even be an independent candidate, and the party which they like and would like to support in general. On the other hand, it compensates for “lost votes”. “Lost votes” are those hundreds and thousands of votes, which are cast for candidates who eventually lose in their constituencies. Since in every constituency only one candidate ends up winning, a great number of votes end up being “lost votes” after all. Compensation, which is a complicated system of adding up and then dividing numbers, ensures that all votes a party gets - either directly to the party list or indirectly as a vote cast to one of its candidates - ends up being taken into account. Out of the 386 seats more than 200 are filled through the party lists. This means that one can indeed become a Representative without running in a constituency and fighting through the campaign. Although this can be criticized an apparent advantage is that real experts who are not really political campaigners but can help their party in the Parliament do become members of the legislature. Also, this system does compensate minorities of political opinion and ensures their representation.

Another result of proportional representation is the multi-party system. There are several parties in Parliament because even a small and weak party which, say, does not manage to win in any of the 176 constituencies can, in effect, win parliamentary representation. (It has to be added, though, that there is a minimum of 5% limit which parties have to pass to actually win mandates. In other words, not even in theory can the Parliament become the house of miniature parties with 3-4 representatives.) A further result is the likelihood of coalition governments as opposed to one major party governing.

Several arguments for and against coalitions (and proportional representation) can be recited. Opponents of it often point at Italy where the great number of weak parties has effectively hindered the formation of a strong and long-lasting Italian government for decades. At the same time, however, Germany, which has a proportional electoral system, has had stable and highly effective coalition governments for most of its recent history. In Britain, where there is no compensation for lost votes at all, governments have been traditionally stable (formed by one party), however there are only two major parties and it is often questioned whether they can really represent all the differing views in political matters. Also, as a result of the first-past-the-post system other parties with significant popular support are dramatically under represented in the British Parliament (a perfect example is the British Liberal Democrats).

The Prime Minister

The Prime Minister is delegated by the majority party in Parliament. It is important to note that people actually vote for their individual Representative and a

party, but they do not vote directly for the Prime Minister. Consequently, the government and the Prime Minister is responsible towards the Parliament. Although during the election campaign parties usually announce who their prime ministerial candidate is (99% of cases it is the party leader) and thus people know who their prime minister will be if a given party wins the most seats, there is the possibility for a party not to make that public during the campaign. This was the case in the 1994 election campaign when the leading Socialist Party insisted on naming their prime ministerial candidate only after the elections. This was done because of campaign considerations, they hoped to avoid direct attacks on and possible accusations of their nominee (the party leader) during the campaign. After winning the elections they did nominate their leader who then became Prime Minister.

This illustrates the broader question of whether it is a good idea to elect a leader (effectively the head of the executive) in this indirect way as opposed to the American system of electing the leader directly by the people (the presidential elections).

Questions, Exercises

1. Describe the fundamental differences between a presidential and a parliamentary system of government.
2. How is government formed in Hungary?
3. Can the governing party or parties be in minority in the Parliament? Explain.
4. To what extent is it true to say that the President of the Republic in Hungary is a figurehead? Explain.
5. Why is there a difference between the terms of office of the President and the Parliament?
6. Argue for / against the indirect way of electing the President in Hungary.
7. What is the basic idea behind proportional representation? Explain.
8. To what extent is it true to say that the Hungarian electoral system is more representative than the American? Explain.
9. Give pros and cons of a multi-party system as opposed to a two-party system.
10. How is it true that the American electoral system is more direct than the Hungarian? Explain.

Answers to Questions in Handout #2

1. In the presidential system the official head of the state is the head of the executive. He is elected by the people and responsible to the people. However, his power is limited and controlled by the legislature, which also has power. The two

have to cooperate by law in order to be able to exercise their powers. Built-in checks and balances guarantee democratic procedure. In a parliamentary system, parliament is elected and the government is formed by parliamentary parties who nominate a Prime Minister to be the head of the executive (i.e. the government). The government is responsible to the legislature. Built-in checks and balances guarantee democratic procedure.

2. Following the elections the majority party forms the government which is usually a coalition of parties.

3. In theory they can, however this is highly unlikely since initiatives of the government can easily be obstructed by an opposition majority in the parliament. If the government loses its majority in the legislature there usually are new elections.

4. He is a figurehead in the sense that he does not have much executive power in the management of daily affairs or in the legislative process. He, however, serves as a kind of check and balance himself since he has to sign laws so that they enter into force, he is the one who officially appoints the prime minister and government officials, etc.

5. To avoid a hiatus of power (i.e. to avoid a situation when neither the Parliament nor the President is officially in office).

6. See paragraph “*The President*”.

7. To ensure that political views and parties which have small support do get represented in Parliament.

8. As a result of proportional representation the Hungarian legislature is more representative. However, in terms of the head of the country the USA has a more direct, i.e. more representative way of electing a leader.

9. Refer to paragraph 5 on “*Proportional Representation*”.

10. Refer to the discussion of electing the President and the Prime Minister.

LESSON PLANS ON ISSUES OF THE HUNGARIAN CONSTITUTION

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1.1. Preview of Main Points

This lesson will examine briefly the Hungarian system of government. It will be done in a way that students have a chance to compare what they learn to the American model. This will also enable them to draw critical conclusions at the end of the class, i.e. to identify advantages and disadvantages of both political systems.

The lesson is structured as follows:

1. Background on the parliamentary form of government;
2. Description of the judiciary in Hungary *and/or* the issue of local self-governments;
3. Highlighting some major differences between the Hungarian/European and the American model; and
4. Conclusions.

1.2. Connection to Social Studies

The lesson can be connected to courses in American government, especially those dealing with separation of powers, checks and balances, administration of justice and federalism.

1.3. Objectives for Students

As a result of this lesson students will be able to:

- Identify differences between the United States and other countries;
- Understand the historical background underlying these differences; and
- Recognize the characteristics and principles that they value in a democracy.

1.4. Suggestions for Teaching the Lesson

A. Opening the Lesson

- Introduce the topic, ask students what they know about the political changes of 1989-1990 in Central and Eastern Europe; locate Hungary on a map of Europe; find out if any of the students has Hungarian ancestors - this makes them involved.

B. Developing the Lesson

- Ask students what they think of the US governmental system in the specific issues of presidency, administration of justice, federalism. Can they imagine a different system of government?
- Describe how government is limited in Hungary - use handouts on parliamentarism.
- Ask students what they find interesting, what differences they appreciate the most in their Constitution?
- Emphasize understanding: differences are historically grown and determined.

C. Concluding the Lesson

- Summarize the major points of the lesson; underline the importance of learning about different systems, how we should learn from each other.

1.5. Background Material for the Teacher

Document: The Constitution of the Republic of Hungary;
Articles 45, 46, 48, 50, Chapter IV. (on the judiciary)
The Constitution of the Republic of Hungary;
Articles 41, 42, 43, 44/A, 44/B (on the local self-governments)

Student Handouts

Parliament

Hungary, unlike the United States of America, has a parliamentarian not a presidential form of government. This means that the government has political responsibility towards the parliament and the President of the Republic has merely representational functions, but no real power. No stable government can exist without the backing of the majority of the legislature which is a one-chamber parliament (the National Assembly). This form of government has long tradition in Europe: in Hungary - like in the United Kingdom - parliament became the law maker in the Middle Ages, and the government has been responsible towards parliament since 1848.

The Judiciary

In Hungary the administration of justice is practiced by ordinary courts, organized at three levels (local courts, county courts, and the Supreme Court) and by special courts established for special cases (not for a special group of people.). At the moment there is only one type of special court in Hungary, the labor court which is organized on the county level and deals only with cases of labor law (for example unfair dismissals). As in most European countries, there are no juries in Hungary, but there are two lay judges sitting in panel with the professional judge in the first instance in some types of cases. The professional judge leads the trial but the lay judges have equal rights and they have to give their vote on the case first. At juvenile courts (which are special chambers of the ordinary courts) at least one of the lay judges has to be a teacher. At the second instance (which is the county court if the case started at the local level, and the Supreme Court if the case started at the county level or a labor court) a panel of three (in very difficult cases five) professional judges sit in a panel to hear the appeal. All judgments of the first instance can be appealed. An interesting difference compared to the American courts: the majority of judges are females in Hungary.

The Constitutional Court is not part of the ordinary judiciary. It has the right to decide in an abstract procedure on the constitutionality of norms: Acts of Parliament, and statutes of the central and local governments, without any previous litigation. If finding a law unconstitutional the Constitutional Court has the power to abrogate it.

Local versus central government

Hungary is a unitarian state, not a federation. The territory of Hungary consists of 19 counties and the capital, Budapest. The counties are divided into local authorities, which are administrative units and have the right of self-government in the merits of their autonomy (Art. 44/(1) a)). There are over 3.000 local self-governments in the country: not only rural towns but also small villages constitute their own local authority. Schooling and health care are, for example, local responsibilities: the state sets the standards but it is the local community that owns and maintains the school. Local governments receive tax funding from the central budget but they have limited taxation autonomy as well, and they have the right to run enterprises of their own.

2. (Notion Discussed: "Human rights")***1.1. Preview of Main Points***

This lesson will examine briefly the role of human rights in the Hungarian Constitution. It will be done in a way that students have a chance to compare what they learn to the American notion of human rights. This will also enable them to draw critical conclusions at the end of the class, i.e. to identify advantages and disadvantages of different approaches.

The lesson is structured as follows:

1. Background on human rights in the Hungarian Constitution.
2. Highlighting some major differences between the Hungarian/European and the American models.
3. Conclusions.

1.2. Connection to Social Studies

The lesson can be connected to any course on the theory of human rights.

1.3. Objectives for Students

As a result of this lesson students will:

- Develop a wider perspective on human rights; and
- Understand some differences in the notion of (universal) human rights.

1.4. Suggestions for Teaching the Lesson**A. Opening the Lesson**

- Introduce the topic, ask student what they know about the political changes of 1989-1990 in Central and Eastern Europe; locate Hungary on a map of Europe; find out if any of the students has Hungarian ancestors - this makes them involved.

B. Developing the Lesson

- Describe how human rights are regulated in Hungarian law.
- Point out the importance of international obligations in the field of human rights.
- Point out the different (more liberal American versus more social European) views on the role of the state.
- Point out differences in the approaches to human rights between the two states.
- Discuss why social, cultural and economic rights are of great importance, often more in focus than the traditional rights e.g. under the US Constitution?
- Discuss what the similar developments and what the differences are in the approaches to human rights?
- Argue for and against recognizing collective group rights of ethnic minorities.

C. Concluding the Lesson

- Summarize the major points of the lesson; underline the importance of learning about different systems, summarize the background of these differences.
- What do they find interesting, what differences do they appreciate the most in their Constitution?
- Emphasize understanding: differences are historically grown and determined, however human rights are universal and their development is converging. We should learn from each other.

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1.5. Background Material for the Teacher

Materials: the Constitution of the Republic of Hungary;
Articles 7, 8, 13-18, Chapter XII.

Student Handouts

Human Rights

The notion of human rights is deeply rooted in valid international law as well as in most modern constitutions. Hungary is a member of both the International Covenant on Economic, Social and Cultural Rights and the International Covenant on Civil and Political Rights. The wording of the Hungarian Constitution declaring fundamental rights follows to some extent the UN Covenant on Civil and Political Rights. These and other UN human rights documents are part of the Hungarian national law since at their ratification they were passed by the Hungarian Parliament as laws. Undoubtedly, the Convention for the Protection of Human Rights and Fundamental Freedoms has the largest impact on national law. The Convention is the Human Rights convention of the Council of Europe. If Hungary, as a member state, violates any provision of the Convention, the victim can take the case after the exhaustion of domestic remedies to Strasbourg: the final judgment of the European Court of Human Rights is binding the member state.

In the Constitution there are not only political rights and freedom, but also some social, cultural and economic rights (Art. 70/B., 70/D., 70/E., 70/F). The so called "second generation of human rights", as well as some rights of the "third generation" are mentioned e.g. the right to a healthy environment (Art. 18.). In the legal theory there is an ongoing debate on the character of the second and third "generation" of human rights, which of course has its political background too. Are these really rights, do they have a normative character or they are merely requirements or obligations of the state? It has become obvious that under special circumstances the state does have a positive, active role in ensuring human rights. Regarding, for example, a very traditional political right, the freedom of press, we can see that at the printed press, the state has to restrain itself, most European countries do run public broadcasting stations and the state plays an important part in the electronic mass media as a regulator and often as an owner as well. Social rights do have a legal character (even if not in the same way as traditional human rights) and as socialism emphasized state responsibility in welfare, education, health care etc. people are not keen on giving these rights up; many people have lost their feeling of security with the fall of communism. (For example unemployment is a new experience of the transition.) The "losers" of the changes would favor the strengthening of state engagement in economy and welfare to civic rights, some of which are not "popular" as long as one does not get in touch with law enforcement, such as the rights of the accused. The declaration of third generation rights is binding the state in some ways, as well. The Constitutional Court of Hungary ruled in a case, that the state shall not lower the standard of environmental protection if it is not inevitable for ensuring another fundamental right or a constitutional interest. [28/1994. (V. 20.) AB] This ruling was based on the right to a healthy environment (Art. 18.).

There were several cases concerning human rights brought to the Constitutional Court. The most important decisions were made on the right to life and dignity, the right to the freedom of expression, the freedom of religion, and discrimination and privacy. In respect of the right to life, capital punishment was ruled unconstitutional [23/1990. (X. 31.) AB] (Since then Hungary has also ratified the additional protocol to the European Convention on Human Rights and Fundamental Freedoms forbidding capital punishment). The Constitutional Court took a liberal approach to free speech.[30/1992. (V. 26.) AB] The Constitutional Court stated the neutrality of the state in matters of ideology and religion.[4/1993. (II. 12.) AB] In an interesting judgment on privacy, the "personal identification number" was declared unconstitutional. [15/1991. (IV. 13.) AB] This was a "speaking number" containing the sex and the date of birth of every citizen. It was found unconstitutional because there were not limits of its use. The state could, in principle, put together a personality profile combining different databases such as criminal record, health record, taxation data etc. Databases should have different "keys" to enter. Data protection is a "hot issue" in Hungary.

Hungary has a predominant ethnic majority of Hungarians (98%). However, as ethnic tensions are rising in the region and over three million ethnic Hungarians live in neighboring countries, Hungary strives to show a good example by fulfilling the desires of its minorities and ensuring them a wide group autonomy.

3. (Notion Discussed: "Rule of Law")

1.1. Preview of Main Points

This lesson will examine the importance of the principle of the rule of law in a transitional democracy.

The lesson is structured as follows:

1. Background on the meaning of the principle of rule of law;
2. Description of the importance of the principle of the rule of law in a transitional democracy;
3. Debate regarding communist crimes; and
4. Conclusions.

1.2. Connection to Social Studies

The lesson can be connected to courses on fundamental legal principles, and classes examining politics in countries overcoming a revolution or a transition.

1.3. Objectives for Students

As a result of this lesson students will be able to:

- Identify differences between the United States and other states,
- Develop deeper understanding about what the rule of law means,
- Develop a deeper understanding of the problems associated with lawfully overthrowing an unlawful regime (think about a possible future in Cuba!); and
- Identify their most valued rights in the US Constitution.

1.4. Suggestions for Teaching the Lesson

A. Opening the Lesson

- Introduce the topic by asking students what they know about the political changes of 1989-1990 in Central and Eastern Europe. Locate Hungary on a map of Europe; find out if any of the students has Hungarian ancestors or such fled from any communist country or other dictatorship (this may increase involvement).

B. Developing the Lesson

- Describe what rule of law means in Hungary.
- Point out the importance of this principle on the example of the retaliation-case.
- Let students argue both sides of the issue of retaliation: Is justice and the moral foundation of the transition not at least as important as the protection of communist criminals?
- Appreciate the importance of the rule of law in the transition from communism to democracy.

C. Concluding the Lesson

- Summarize the major points of the lesson;
- Underline the importance of the rule of law - respect different moral views but defend the rights of everyone.

1.5. Background Material for the Teacher

The Constitution of the Republic of Hungary; Articles 2, 55, 57, Constitutional Court of the Hungarian Republic Resolution No. 11/1992. (III. 5.) AB, especially chapter III and IV of the reasoning.

Student Handout

The Rule of Law

Hungary is a state under the rule of law according to Art. 2. (1) of the Constitution. Some other provisions of the Constitution relate to the principle of rule of law as well, such as the basic principles of criminal justice, the presumption of innocence (Art. 57. (2)). The principle of rule of law got a wide interpretation by the Constitutional Court. Since 1990 the Constitutional Court have abrogated about 50 laws and statutes with the argument that they violated the principle of the rule of law. In some of these cases the reference to the principle of rule of law is concurring with other provisions of the constitution.

Justice is regarded as a part of the rule of law. The most important elements of the rule of law are the stability of law and the legal certainty. There were several acts of parliament declared unconstitutional because they did not comply with the provisions on law making, or they set obligations retroactive or did not leave enough time to prepare for the new circumstances. Most of these cases had background issues of taxation, cutting of social benefits and social security benefits. [for example: 43/1995. (VI. 30.) AB] It violated the rule of law provision of the constitution for example if the law withdrew immediately various social security benefits not leaving time for appropriate preparation for the changes. Earlier there were attempts for the retaliation of crimes committed by communists that were not persecuted by the communist regime. In these cases the rule of law was regarded prevailing over justice: the period of limitation has to be respected also in cases when there has been no persecution for political reasons. This is a perfect example of the legal transition in Hungary: it was not a revolution that overthrew communism, but a constitutional transition.

Hungary used to have an unwritten constitution similar to that of the United Kingdom, consisting of several Acts of Parliament and a great deal of legal-constitutional traditions. When communists came to power, they passed a written constitution in 1949. This constitution was modified several times and a general revision took place in 1989-1990. On the one hand we regard the constitution as a new one, on the other hand as a provisional one. Preparations to pass a new constitution are in progress. The new text should be more precise but no structural changes in the content are foreseen. A significant change regarding the communist experience is that the constitution has become a part of everyday life, in debates constitution and constitutionality have become major arguments.

SITTING IN THE SAME BOAT-CONFLICTING CIVIC INTERESTS AND STRATEGIES
Janos Setenyi, Civitas-Hungary Association, Budapest, Hungary

CONTENT:

The lesson is based on a typical Central and East-European, post-communist “real life” case. In Hungary, most large apartment houses have a central heating system. That means that one heating center (a for-profit energy company) distributes heating, gas and electricity to the block houses. Since many people in the block houses are quite poor, some of them have difficulty paying the electricity, gas and central heating bill. As a consequence, some houses have a serious deficit, since some apartment owners can’t pay the bills for months. Since the house has only one central heating system, the company can only stop the heating of the *whole* house, because of the unpaid bills of *some* people. Underdeveloped technology combined by some non-paying inhabitants punishes the inhabitants of the whole house. The situation is unbearable for those who pay their bills regularly. On the other hand, it is difficult to punish the non-payers, because almost every Hungarian owns his/her apartment. As a result, circumstances create a special situation where every inhabitant sits in the same boat and there is an interest conflict to solve.

Objectives: After participating in this lesson, student will:

- X understand the complexity of public issues and policies, especially in an urban environment;
- X realize the richness of potential choices when solving a public policy issue;
- X experience the strong interdependency of citizens in a modern urban society;
- X comprehend the importance of civic cooperation and the necessity of compromise-building; and
- X develop the minimum skills necessary to handle a public issue.

Materials: In the lesson’s time students will use the following general materials:

- X A sample self-regulation order (a kind of constitution) for the apartment house;
- X Articles of laws concerning the property rights of citizens;
- X Papers written by the students themselves based on the interviews made with the inhabitants and the manager of the heating company; and
- X Special materials: chapters from a book dealing with urban poverty and readings analyzing the creation and history of large communist era blockhouses.

Approximate time: One block lesson or three traditional 45 minute lessons.

Procedures:

1. Read the problem to students. The objective is to break the ice and to introduce the problem, not to distribute people to good and evil or to make finalized judgements.
 1. Teacher clarifies the setting of the conflict including the house, the company, the centralized heating system, the notion of financial difficulty and the duty of paying the bills.
 - B. Discuss with students moral questions starting from individual/family level (paying the bill or eating well) to community ones (surviving for months by punishing innocents). Have students discuss the questions as an entire class or in cooperative groups.
 2. Explain the nature of modern urban poverty. Assign a reading assignment on poverty for homework.
- II.** Problem identification (The objective is to understand each aspect of the conflict and to gain information).
- A. Students interview one non-payer and one payer inhabitant of the house. They also interview a manager of the heating company.
 - B. Students study, with the help of the teacher, the legal regulation of property rights, consumer rights, etc.
- III.** Problem solving: Drafting scenarios as group work (The objective is to stimulate students to look for alternative problem-solving scenarios and to avoid prejudices and simplistic or violent solutions)
1. The Aclean-up \cong scenario: Non-payers should be forced to leave the house or to pay. Assign a group of students to draft the legal possibilities and potential gains of this scenario.
 2. The >compromise= scenario: The heating company gives a temporary break for the non-paying inhabitants in order to help them to put their family finances in order. Assign a group of students to analyze the scenario from the points of view of the families and the heating company.

3. The >technology= scenario: The heating company builds up a differentiated heating system which can separate the non-paying apartments. Assign a group of students to investigate the technological possibilities and the potential costs of this scenario.
4. The >legal= scenario: The heating company turns to the courts, which put a lien on the apartments of non-payers. Assign a group of students to analyze economic legislation to understand how liens work.

The four groups of students discuss >their own= scenarios and try to find the most applicable one. The teacher has to facilitate the discussion in order to emphasize the richness and complexity of public issues. The finding of the best scenario is optional, not a central task of the lesson.

Assessment: Students evaluation should be based upon the following:

- X student interviews;
- X the oral presentations of the written scenarios of the four working groups; and
- X a final test concerning urban poverty and legal issues related to the lessons.

INTERDEPENDENCE AND SAFETY-UNDERSTANDING HUNGARY'S NATO MEMBERSHIP
Janos Setenyi, Civitas-Hungary Association, Budapest, Hungary

CONTENT:

The lesson focuses on a new macro-political event-the potential NATO membership of Hungary. Since Poland and the Czech Republic face a similar situation, the lesson can be used in those two countries as well. The curricular and methodological challenge is to convey to students how an independent country can join a defense organization comprised of the leading democracies of the world, without giving up its sovereignty. This issue is difficult because the political socialization of the Hungarian people throughout the generations has created a rather skeptical environment toward *any type* of international alliance.

OBJECTIVE: After participating in this lesson, students will:

- X understand the importance of Hungary's NATO-membership;
- X differentiate between aggressive and defensive military alliances;
- X comprehend the strong interdependency of modern democratic societies;
- X know more about the concept and legal guarantees of national sovereignty; and
- X develop the minimum skills necessary to discuss national and foreign policy issues.

MATERIALS: Students will use the following general materials:

- X The key documents of NATO and the former Warsaw Pact;
- X Articles of the Constitution concerning national sovereignty and referendum; and
- X The classic work of Sun Tzu: The Art of War.

APPROXIMATE TIME: One block lesson or two traditional 45 minute lessons.

PROCEDURES: State the situation: (The objective is to break the ice and to introduce the problem, not to categorize people as good or evil or to make judgements.)

1. Teacher clarifies the current political situation. Hungary, Poland and the Czech Republic have been invited to join NATO. He/she also introduces key notions such as the Cold War, communism, international organizations, global politics, national sovereignty and security.
2. Teacher raises the question of whether joining NATO guarantees national security in an insecure regional environment. Teacher facilitates a preliminary discussion on the question with students.

- C.** Teacher explains the system of international military alliances. As a homework assignment assign background reading on the Warsaw Pact and NATO. Have some students also read parts of Sun Tzu=s The Art of War.
- II.** Problem identification (The objective is to understand every aspect of the dilemma and to gain more information.)
- A.** Students present basic facts on the actual legal regulation of the Warsaw Pact and NATO, focusing on two issues: national sovereignty and defense. The following discussion emphasizes the centralized and aggressive character of the Warsaw Pact. Teacher and students simulate a decision-making procedure with in the two military alliances, focusing on the democratic control of the army, and the national control of the international alliance.
- B.** Students present Sun Tzu=s classic views on international conflicts and the role of the military forces.
- III.** Problem solving: Drafting scenarios in groups.
(The objective is to stimulate students to look for alternative problem-solving scenarios and to avoid prejudices and simplistic or violent solutions.)
1. The >neutrality= scenario (Hungary proclaims herself neutral.) Students work in groups and draft the legal possibilities and potential gains of this scenario. Key questions: Who accepts it; Who provided international guarantees; and Who pays the expensive bills of a national military development program?
 2. The >gray zone= scenario (Hungary stays in its present position, between the West and Russia). A group of students analyzes this scenario from a Central European and Russia perspective.
 3. The >NATO= scenario: (Hungary joins NATO.) A group of students investigates the areas where current Hungarian policy-making and army management should catch up with Atlantic standards. They can also examine the potential financial expenses and losses of sovereignty when joining NATO).

The four groups of students discuss their scenarios and try to find the best applicable one. The teacher should facilitate the discussion in order to emphasize the richness and complexity of public issues. He/she should also use clear criteria of evaluation concerning the presented standpoints. Those positions, which can not provide enough international guarantees for national security, should have a negative ranking. The finding of a best-case scenario is mandatory. The discussion can simulate a session of the Parliament. Students can form >parties= in order to achieve a more coherent position. The discussion can be ended by a referendum in the classroom.

ASSESSMENT: Student evaluation should be based upon the following:

- X Homework;
- X Oral presentations; and
- X An examination concerning global history and current politics related to the lessons.

ENVIRONMENT VERSUS ECONOMIC GROWTH-UNDERSTANDING GREEN POLITICS AND INTER-GENERATIONAL RESPONSIBILITY

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CONTENT: The lesson is about environmental protection. The aim of the lesson is not merely to increase environmental consciousness but also to strengthen student's civic skills in environmental protection. Students will handle the five most typical types of environmental conflicts: saving a unique natural resource, environmental pollution by corporations, waste, urban development, and infrastructure development (building highways, etc.).

OBJECTIVES: After participating in this lesson, students will:

- X Understand the importance of environmental protection and avoid populist anti-capitalism at the same time;
- X Differentiate between Ahard≅ and Asoft≅ methods in handling social conflicts;
- X Comprehend the concept of Aquality of life”;
- X Know more about the legal guarantees of environmental protection; and
- X Develop the minimum skills necessary to act on public policy issues.

MATERIALS: Legal documents on environmental protection and non-profit organizations, and Articles of the Constitution concerning personal rights.

APPROXIMATE TIME: One short project (approximately 10-12 lessons)

PROCEDURES:**I. Allocating conflicts:**

A. Teacher presents the following scenarios of typical environmental conflicts:

- X Active mining threatens the water resources of a unique spring;
- X Coal based power station seriously pollutes the air of a small town;
- X A regional government would like to store >safe= nuclear waste close to a village in exchange for extra development funds;
- X An old cafeteria building is to be demolished and a new skyscraper is to be built in its place in a middle-class neighborhood; and
- X A proposed highway threatens a traditional wine producing area.

1. Teacher and students jointly identify the conflicting interests of the local community and the concerned business organizations. The teacher forms the students in to five working groups in order to work out solutions for the five cases presented.
- B.** Teacher distributes the input materials for the group work. Working groups develop a time-table for the project.

II. Group project work:

Students in the five working groups find and present the constitutional rights of the citizen, the actual legal regulation of environmental protection, and the Local Government Act . School librarian works with the teacher in order to provide the required materials to the working groups. The Internet is also used.

Teacher should facilitate the group work according to pedagogical and professional criteria. The pedagogical criteria are the following:

- X to ensure the active participation of *every* student;
- X to ensure a great variety of student activities for every student; and
- X to ensure a fair pace of work in the course of the lessons.

The professional criteria are as follows:

- X Students should use every point of view including those of community members, scientific experts and business people.

III. PROBLEM SOLVING

Drafting public policies in a group. (The objective is to stimulate students to look for alternative problem solving policies and to avoid prejudices and simplistic or violent solution.) All policies should find *balance* between conflicting interests. All policies are required to have *time-phasing* in order to exclude short-term >magic solutions.= They must also *include* people in problem solving; community based planning, delegation of experts, creation of ad hoc civic associations.

The five groups of students discuss their scenarios. The teacher should facilitate the discussion in order to emphasize the richness and complexity of public issues. He/she also has to use clear criteria of evaluation concerning the student's positions and policy recommendations.

ASSESSMENT: Assessment is based on student portfolios, including the following products:

- X student homework;
- X written essays developed during the course of the project work;
- X the oral presentation of the written materials of the five working groups; and
- X a final test concerning environmental protection

SOCIAL PROBLEMS: POVERTY
AGNES FEJE, CIVITAS-HUNGARY ASSOCIATION, SZEGED, HUNGARY

OBJECTIVES

1. Defining poverty
2. Exploring the social problems related to poverty.
3. Examining the current situation of poverty in the community or country.
4. Surveying the role of the government and social policies.
5. Encouraging social responsibility.

MATERIALS:

Photographs
Statistical information on poverty
Overhead projector
Universal Declaration of Human Rights or a national constitution

APPROXIMATE TIME: 2 to 4 lessons

PROCEDURES

- I. Have students discuss the following questions:
 1. What are the fundamental rules of human coexistence?
What are the most important human rights?
 2. In which documents are these rights stated?

Have students group these rights as they examine the different documents.

 - 2.1 individual and collective human rights
 - 2.2 participation in directing the community
 - 2.3 social rights
3. What are the obstacles to the realization of human rights in different regions of the world?
 - 3.1 overpopulation
 - 3.2 lack of food and water
 - 3.3 religious differences
 - 3.4 local conflicts
 - 3.5 different states of development
 - 3.6 poverty, etc.
4. Historical perspectives of poverty:
 - 4.1 Roman Empire: Panem et circenses
 - 4.2 Peasant revolts in medieval Europe
 - 4.3 English Beggar Laws

- 4.4 Early capitalism: indigence in towns and cities
 - 4.5 Formation of charity and self-help organizations, programs
 - 4.6 Social politics in communist countries
 - 4.7 The welfare state
5. Define the term “poverty level.”
 6. Poverty is a popular topic of folk culture and literature, have students research folk tales, songs, proverbs and idioms and examine them.
- II. Have students examine the photographs.
1. Discuss the photographs with the students.
- III. **CONCLUSION**
1. Poverty is not only property status or lack of money; it is also social and political exclusion.
 2. Poverty exists as a subculture.
- IV. Have students examine the statistical data collected and discuss the following questions:
1. Who are the poor? Have students research the local, state and national demographics on poverty.
 2. Do the numbers seem to be increasing or decreasing?
- IV. What are the social policies of the government?
1. Should the government support the poor? How?
 2. Should social welfare be increased or decreased? Why?
 3. What are the problems that the government faces when designing social policies?
- VI. How can the problem of poverty be solved?
1. Have students discuss three possible solutions:
 - 1.1 Individual responsibility (No government involvement)
 - 1.2 Common responsibility:

- a. Increased government involvement.
 - b. Increased income taxes to pay for social policies.
- 1.3 Private sector and charity programs encouraged over government programs.

VII. EXTENSIONS

- 1. Have students discuss possible solutions to poverty in their city, county or country.
 - 1.1 Identify the impact that students can have in their community.
 - 1.2 Organize a local food bank that provides supplies to poor families.
 - 1.3 Organize a food-drive at school and have students collect canned food items for the poor.

