

Comparison of Constitutions Lesson

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

Comparison of Constitutions of the United States and Croatia

By: Lisa Hutchison, Natalija Palcic and Orval Foraker

“The Constitution was not made to fit us like a straightjacket. In its elasticity lies its chief greatness.”

President Woodrow Wilson

“We are finally free of Marxist one party hell and our party’s first task will be to prepare a new Western-style constitution for Croatia.”

President Franjo Tudjman

“The Constitution, on this hypothesis, is a mere thing of wax in the hands of Judiciary, which they may twist and shape into any form they please.”

Thomas Jefferson

.....

Summary of the Lesson

Students will debate whether a nation’s constitution should permit it to take a citizen’s life. Students will evaluate their personal views, examine the related points found in the Croatian and United States Constitutions, draft amendments, prepare arguments for their adoption and revisit their personal views.

Objectives

Students should be expected to

- Analyze how constitutions may embody the core values and principles of a political system.
- Provide a reference point for citizens to use in evaluating the actions of their government.
- Provide students enough information that they will be able to compare U.S. and Croat core values.

Background Material for the Teacher

See attached documents:

- [Croatia Notes](#)
 - Biography of Franjo Tudjman

- Yugoslavs Hold Crucial Vote by Reuter April 23, 1990; Section A16
- Croatian Nationalists win Multi-Party Vote by Associated Press May 9, 1990; Section A20
- Croatian Americans- The bridge between two homelands
- Croatian Constitution
- United States Constitution
- [Worksheet A](#)
- [Worksheet B](#)
- [Chart 4](#)

The Lesson Plan

Opening the Lesson

Think pair share the question: Should a democratic nation permit the use of the death penalty? Have students share views with partner. Then share views and examples with the class. (5 minutes)

Developing the Lesson

1. Distribute United States and Croatia's Constitution. Students will find one difference and similarity in the constitutions. Students will share with the class. (5 minutes)
2. Distribute Worksheet A. Students will view the Death Penalty more closely in each of the constitutions. Croatia- Article 21- Every Human being shall have the right to life: In the Republic of Croatia there shall be no capital punishment.
United States- Amendment VIII- Excessive bail, cruel punishment: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
3. Individual students will write a one- three sentence response on worksheet A regarding the death penalty. Support of the death penalty- provide 2 examples when appropriate. Non-support of the death penalty- provide 2 reasons why it is not appropriate.
4. Students will discuss what States in America utilize the death penalty by looking at Chart 4- (statistics of the death penalty)
5. Students will get into cooperative groups (3-6 students in a group). Distribute 2 case studies to each group. Students will read each case study individually and then debate their views. (15 minutes)
6. Students will have a discussion based on the case studies
 - a. Students will record all group work on Worksheet A
 - b. After working in groups, pupils will form an opinion to both case studies and share their rulings.
7. Writing Team Instructions and Rubric: See Worksheet B
 - a. Students will write an amendment based on their views of the death penalty.
 - b. Distribute Worksheet B to all groups.
8. Writing groups will share their amendments with the class.

Concluding the Lesson

What is the goal for creating the amendment?

Can the amendments have an effect on changing the laws and constitution?

As a citizen, how can you participate in making changes in your government?

Extending the Lesson

Students will find other comparisons and differences in the United States Constitution and Croatian Constitution.

Students will email American Students working on the lesson and debate using technology.

Students will send representatives their amendments.

Background Material

Croatia:

In 1918, the Croats, Serbs, and Slovenes formed a kingdom known after 1929 as Yugoslavia. Following World War II, Yugoslavia became an independent communist state under the strong hand of Marshal TITO. Although Croatia declared its independence from Yugoslavia in 1991, it took four years fighting before the Serb armies were cleared from Croatian lands. Under UN supervision the last Serb-held enclave in eastern Slavonia was returned to Croatia in 1998.

Country name: Republic of Croatia

Capital: Zagreb

Administrative divisions: 20 counties, 1 city: Zagreb

Government type: parliamentary democracy:

There are 3 branches of the government- Executive, Legislative and judicial.

- **Executive branch** -is made up of President- 5 year term, prime minister and cabinet members.
- **Legislative branch**- Assembly or Sabor-4 year term.
- **Judicial branch**- Supreme Court; Constitutional Court; judges for both courts appointed for eight-year terms by the Judicial Council of the Republic, which is elected by the House of Representatives

Ethnic Groups: Croat 78.1%, Serb 12.2%, Bosniak 0.9%, Hungarian 0.5%, Slovenian 0.5%, Czech 0.4%, Albanian 0.3%, Montenegrin 0.3%, Roma 0.2%, **others 6.6% (1991)**

Religion: Croat 78.1%, Serb 12.2%, Bosniak 0.9%, Hungarian 0.5%, Slovenian 0.5%, Czech 0.4%, Albanian 0.3%, Montenegrin 0.3%, Roma 0.2%, others 6.6% (1991)

Languages: Croatian 96%, other 4% (including Italian, Hungarian, Czech, Slovak, and German)

History of Croatian Constitution:

After the death of Tito and the fall of communism through eastern Europe, the Yugoslav federation began to crumble.

1986: The Serbian Academy of Science creates a memorandum outlining the creation of a Great Serbia

summer 1989: During the 600 anniversary of the battle of Kosovo celebration, Milo_evi_ directly announced Serbia's policy of founding Great Serbia, against the interest of other republics (Croatia, Bosnia and Herzegovina, Slovenia)

November 1988: The Serbian communist party under the leadership of Slobodan Milo_evi_ adopts the plan of creating Great Serbia, thereby promoting the break-up of Yugoslavia

06 May 1990: Croatia holds its first democratic multi-party elections and ousts the Communist System; HDZ (Croatia Democratic Party) of Franjo Tu_man Wins; Serbia threatens with war

30 May 1990: constitution of the first multi-party Congress in Croatia

25.07.1990; Croatia ousts "Socialist" from the name of the state, gets new flag

22 December 1990: The first Croatian Constitution is adopted (to anticipate the creation of an independent Croatian state- 25.06.1991.)

19.May.1991. referendum for independency of Croatia (93% said "yes")

25.June.1991. independent Croatia state is proclaimed

Summer 1991(- 1999).started the war against Slovenia and Croatia

08.October.1991. all the legal connections with Socialist Federative Republic Yugoslavia are ceased

20.December.1991. other countries start to recognize Croatia as an independent state

15.January.1992. European Community recognizes Croatia

Spring 1992(- 1999). started the war against Bosnia and Herzegovina

American Background:

“We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America.”

The constitution establishes the form of government we have today. It was created in Philadelphia during the summer of 1787 by a group of 55 delegates

from the new states that had recently gained their freedom from British rule. It was declared ratified on July 2, 1788. Three very important delegates to the convention were George Washington, James Madison, and Benjamin Franklin. Washington was probably the most respected and honored man in the country. James Madison is often called the "Father of the Constitution." He brought a plan for a stronger national government- called the Virginia Plan- to the convention with him. This plan was used as the basis for discussion how to improve the government. Much of what we know about what happened at the convention is based on Madison's notes. Benjamin Franklin was 81 and was one of the most respected men in America. He was known for his career as a printer, inventor, writer, peacemaker and diplomat. The delegates to the convention did not represent all parts of the American population. There were no women, free black men or slaves, poor farmers among the delegates. Because of their agreement on basic ideas about government, the Framers were able to write the constitution. In less than four months, they created a constitution that has lasted, with some revisions, for over 200 years.

Death Penalty in the United States

<http://sun.soci.niu.edu/~critcrim/dp/cp97>

Total number executed between 1977-97 is 432

There are several methods of execution: Lethal injection 284, Electric Chair 134, Lethal Gas 9, Firing Squad 2 and Hanging 3. (See worksheet 1)

Lethal injection was used in 66% of the executions carried out. Eleven states Arizona, Arkansas, California, Delaware, Indiana, Louisiana, Nevada, North Carolina, South Carolina, Utah and Virginia have employed two methods.

Persons under sentence of death by race- 1997

White 1,876, Black 1,406, American Indian 28, Asian 17, Other 8

44 women were under a sentence of death in 1997

The youngest was 18 and the oldest was 82 years of age in 1997

Capital Punishment is the legal taking of a life and is the most severe form of punishment. The US Supreme Court banned capital punishment in 1972, but in 1976 ordered its resumption. Each US state now decides for itself whether or not to have the death penalty.

The execution of Gary Gilmore: IN January 1977, Gary Gilmore was executed by firing squad at Utah State Prison. After sentencing Gilmore had pleaded to be executed without delay. He was the first person to receive the death penalty in the United States since 1967.

Student Handout(s)

[Worksheet A- Death penalty Case Studies](#)

[Worksheet B- Amendment Assignment](#)

Eastern Europe Political Map-- www.worldatlas.com

Map of Croatia-- www.worldatlas.com

Map of United States Population of Croatian Americans

[Chart 4](#)

Croatia Notes

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

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

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

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

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

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

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

Separatist Party Declares Victory After Preliminary Count

DATELINE: ZAGREB, Yugoslavia

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

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

DATELINE: BELGRADE, Yugoslavia

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

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

Embassy of Croa
Washington

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

CROATIAN AMERICANS

The bridge between two homelands



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

Croatian Emigrants in the U.S.

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

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

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

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

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

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

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

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

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

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

Worksheet A

The United States utilizes the death penalty in certain situations in some states, while Croatia believes that everyone has the right to life.

Which states most support the death penalty? See Chart 4

Do you agree with the death penalty? Why or Why not.
Support your answer in 2-3 sentences below:

You will work in groups of 3-6. You will review 2 case studies and make a ruling. Take approximately 15 minutes to read and discuss both case studies.

Step 1: Read the case study individually.

Step 2: Record your own view on your worksheet. Go around the group and everyone answers the question: "Should this person be sentenced to death or life in prison for the crime they committed?"

Step 3: Try to give supporting details for your answers.

Step 4: Groups will share with classmates

Case Study 1

A 35-year-old man goes into a convenience store and is annoyed with the way an employee is watching him. The employee feels that this man is going to steal something from the store. The man is getting angry because he just wants to get a few things and he is certainly going to pay for the items. The employee keeps staring at him and the man runs up to the counter and begins to argue with him. They argue for 5 minutes and the man is very upset goes outside and gets a gun out of the trunk of his car. He looks around and runs back in the store and shoots the employee 4 times in the chest.

- There are 2 other people in the store that witnessed the crime.
- The employee died at the hospital after surgery (he was 25 years old student at the University of Maryland studying to be a lawyer)
- The man (A father of 2 small children, who just lost his job) was caught 2 hours later at the local restaurant
- He admits to the crime and a jury convicts him.

- Now decide if he should get life in prison or death penalty

Student Name	Death Penalty	Life in Prison

Supporting details for **Death Penalty**:

Supporting details for **Life in Prison**:

Case Study 2:

“A whole week has gone by, but the horror has not left us, “President Johannes Rau said at the start of his address before listing the 16 people murdered at Gutenberg High School.”

April 26, 2002- Gutenberg Gymnasium (high school)

Robert Steinhaeuser, a 19-year-old failed student, went to his former school and shot dead 13 teachers, school secretary, 2 students and a police officer and then himself.

The year before, Robert wasn’t doing well in school and his teachers said that he needed to improve his grades in order to graduate. He didn’t pass, so he would have to repeat next year. That day, dressed all in black and armed with a handgun and a pump action gun, Robert searched corridors, classrooms and bathrooms inside the school, seeking out adults and then gunning them down. The history teacher said he and the gunman came across each other in the hallway, and Robert suddenly took off the mask. The teacher said, “Pull the trigger. If you shoot me now, then look in my eyes” So Robert looked at him and put down the gun and said, “That’s enough for today.” The teacher then pushed the student into a classroom and slammed the door and locked it and ran down to the office. Soon, the police swarmed into the building and arrested Robert.

- On Thursday, in their first public statement since the tragedy, the father, mother and brother stated they had never seen the hate that led him to kill teachers and schoolmates.
- Police told public that the gunman was in custody, but that Robert had had 500 rounds of ammunition still available to him when he was captured.

What would you decide and support your reasons with good details

Student Name	Death Penalty	Life in Prison

Supporting details for **Death Penalty**:

Supporting details for **Life in Prison**:

Amendment Instructions and Rubric Worksheet B

You are a member of a legislative branch. You are going to create an amendment for the constitution connected with your position on the death penalty. You need to defend your position related to your amendment that you will work to gain approval from your fellow legislators.

Refer to the Rubric below to guide the writing process:

- Croatian Constitution Article 21:
“Every human being shall have the right to life: In the Republic of Croatia there will be no capital punishment.”

- United States Constitution Amendment VIII:
Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

1. Write your new amendment (make sure it supports your views on the death penalty).

2. Why do you think your amendment should be added to the United States or Croatian Constitution? (its purpose)

Rubric:

3	2	1	0
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Has a rationale that is fair, easy to understand and follow, and is well designed to achieve the purpose.	Has a rationale that is somewhat fair, easy to understand and follow, and is designed to achieve the purpose.	Has a rationale that is a little bit fair, it is difficult to understand and follow and is poorly designed to achieve the purpose.	Has a rationale that is not fair, hard to understand and follow, and is not designed to achieve the purpose.
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Chart 4		Executions by state and method, 1977-1997						
State	Number Executed	Injection	Electric Chair	Lethal Gas	Firing Squad	Hanging		
Total	432	284	134	9	2	3		
Alabama	16	0	16	0	0	0		
Arizona	8	7	0	1	0	0		
Arkansas	16	15	1	0	0	0		
California	4	2	0	2	0	0		
Colorado	1	1	0	0	0	0		
Delaware	8	7	0	0	0	1		
Florida	39	0	39	0	0	0		
Georgia	22	0	22	0	0	0		
Idaho	1	1	0	0	0	0		
Illinois	10	10	0	0	0	0		
Indiana	5	2	3	0	0	0		
Kentucky	1	0	1	0	0	0		
Louisiana	24	4	20	0	0	0		
Maryland	2	2	0	0	0	0		
Mississippi	4	0	0	4	0	0		
Missouri	29	29	0	0	0	0		
Montana	1	1	0	0	0	0		
Nebraska	3	0	3	0	0	0		
Nevada	6	5	0	1	0	0		
North Carolina	8	7	0	1	0	0		
Oklahoma	9	9	0	0	0	0		
Oregon	2	2	0	0	0	0		
Pennsylvania	2	2	0	0	0	0		
South Carolina	13	8	5	0	0	0		
Texas	144	144	0	0	0	0		
Utah	5	3	0	0	2	0		
Virginia	46	22	24	0	0	0		
Washington	2	0	0	0	0	2		
Wyoming	1	1	0	0	0	0		