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## Brač statute: language and style, regulations and their meaning

<b>Teaching area</b>	<b>Croatian language</b> (history of the language, written and oral expression) History Civic Education
<b>Topic</b>	Brač statute: language and style, regulations and their meaning
<b>Learning outcomes / competences</b>	To understand the connection between the real and the linguistic context To notice and describe characteristics of administrative style To be able to discuss argued about the content of the rules of a community (family, class, local community) To adopt and actively use new vocabulary To understand and explain the interdependence of the rules and conditions of life To be able to connect social rules with historical context To be able to formulate a rule using administrative style
<b>Age of students</b> (previous knowledge required)	6th grade students, 12 years old (General conditions of life in the Middle Ages)
<b>The prevailing type of activity</b> (field work, play, practical activity ...)	<ul style="list-style-type: none"> <li>- collecting data from the literature (Brač statute, history of Brač)</li> <li>- processing of data collected: written and oral expression</li> <li>- drama (dramatization of the life situations, creating a legislative committees)</li> <li>- written work (inventing legislative areas and articles)</li> </ul>
<b>Key concepts</b>	<b>Croatian language :</b> <ul style="list-style-type: none"> <li>- The beginnings of Croatian literacy</li> <li>- Administrative style</li> <li>- The archaic language, archaisms</li> </ul> <b>History:</b> Early Middle Ages, municipal administration, statutes and codes, feudal society, social strata, inequality



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	<p>before the law</p> <p><b>Civic Education:</b></p> <ul style="list-style-type: none"><li>- Citizens, individual and community</li><li>- Common interest and welfare</li><li>- The principle of justice, democratic relations</li></ul>
<p><b>The pedagogical scenario / course of realization of teaching sequences</b></p>	<p><b>1. Motivation for project work</b></p> <p>Three pairs of students create dramatic improvisation on the theme "Preparing the father and mother for today's winter weekday". One couple improvises a scene from the Illyrian period, the other from the Middle Ages, the third from today. After playing scenes, students are invited to comment and analyze drama. Using heuristic conversation we determine how much students know the basic living conditions of such different historical periods.</p> <p><b>2. A written exercise – deepening of knowledge (group work)</b></p> <p>Students work in groups, with the task of writing essays: "How did living on Brač in the Middle Ages look like?,"</p> <p><i>(How many people were living on the island? Where were the settlements? How did the houses look like? Did people differ according to social status? What did people do for living? Were they rich or poor? In what kind of communities they were living? Were they connected to the mainland? Was it easy to get to the mainland?)</i></p> <p>Group representatives represent their works. The discussion develops, deepening knowledge.</p> <p><b>3. Introduction to key concepts – law</b></p> <ul style="list-style-type: none"><li>- Brain storming on the concept of law</li></ul> <p>- Heuristic conversation - encouraging students to think about the need to create laws.</p> <p><i>(What is the purpose of laws? Who brings the laws? What do the laws regulate? What is the most important law in today's Croatian society? What today's laws do you know? What would happen if the laws were not respected?)</i></p> <p><b>4. Getting acquainted with the facts of the Brač statute</b></p>



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### **- basic information**

Teacher exposes to students some facts about the Brač statute (How was it made? Who wrote it? How long did it last? What area of life did it manage? Why was it important for all members of the community?)

### **5. Getting acquainted with Brač statute - work on text**

The students divided into groups, take parts of the Statute.

After the first meeting with the selected parts of the text, students write down unfamiliar words. They express impressions about the text (*Does the text inspire any feelings? What is the topic? How similar and how different it is from literary texts? Do they know someone in the present time who uses the language similar to that in the Statute?*)

We explain unfamiliar words by active use (the method of including in the sentence). Then each group freely retell the content of their part of the Statute

### **6. Analysis of Brač statute according to areas it regulates**

Teacher offers several areas and applies titles to the board: 1. Family relationships, 2. Trading 3. Agriculture 4. Public Affairs, 5. The crimes

Groups decide which area is regulated by the part of the Statute they studied. They join their text to the application for which they have opted.

The task of each group is to analyze laws by given guidelines. (Eg. Agriculture Act - *Can we determine according to these regulations what was important in the Middle Ages for the people on the island? What kinds of questions, concerns and issues are regulated by the law? Is the law fair and treats all residents equally? Are the prescribed laws strict, mild or appropriate? Who was privileged under the law?*)

### **7. Expressing relationship towards the legal regulations**

Students mutually discuss and decide what legislation



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	<p>acts might be worth in today's society. They elaborate the reasons. They study the laws additionally, thinking how to adapt it to the present moment.</p> <p><b>8. Comparative analysis of the legal texts</b> Students analyze and compare the language of the Brač statute with one modern legal text. (<i>What is similar? What is different? What is the language of legislative texts? What is the vocabulary? What is the sentence?!</i>)</p> <p><b>9. Written expression</b> 1. Students select several articles of the Brač Statute, try to translate it into today's language and adapt to the conditions of life that they know 2. The students imagine the life of their peers in the Middle Ages. They're trying to come up with several legal articles that would regulate the lives of children. Articles are written in the code of the Brač statute. They create additions / reformation that will called <i>Brač book of laws</i>.</p> <p><b>10. Public presentation and voting new laws</b> Students represent and explain their legislative regulations (in the present and in the past). Listeners / public comment on legislative regulations, then vote on them. Accepted regulations are published on the classroom board.</p>
<b>Place of activity realization</b> (Classroom, outdoor space...)	Classrooms, library
<b>Teaching material and aids</b>	Literature, board, applications, papers
<b>Duration of activity</b>	ten teaching lessons
<b>Ways of assessing the outcomes</b>	Analysis of students' works - the results of work (Brač book of laws)



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**Material results /  
evidences on the work  
and results**

Brač book of laws (collection of legislative texts)  
Ppt presentation of project work