

International Education/Character Education
Basque Studies on Rights & Responsibilities

The Idaho State Department of Education is dedicated to increasing the technical capability, social readiness, and global perspective of high school graduates in order that they will complete school with the character, skills, and knowledge to become responsible and productive citizens in their community, state, nation and world. The following lesson on the Basque Country integrates one of Clifton Taulbert's *Eight Habits of the Heart* "to incite your memory and passion so that you can employ your imagination in the building of good communities for the twenty-first century."

Taulbert, Clifton. (1997). *Eight Habits of the Heart*. New York, New York: Penguin Books.

Within the community, dependability is being there for others through all the times of their lives, a steady influence that makes tomorrow a welcome event; and responsibility means showing and encouraging a personal commitment to each task.
Taulbert, p.25.

This lesson is a study of the rights and **responsibilities** of citizens. It will focus on the origins of civic **responsibility** as interpreted through history with emphasis on Basque contributions to the U.S. Constitutional and Bill of Rights. This lesson is meant to supplement the evolution of democracy unit or Constitutional history unit. It should be taught as an extension, taking three one-hour class periods to complete. **The Character Education component is highlighted in green.**

I. Content:

My students will understand (or be able to):

- A. The meaning of **responsibility**.
- B. The rights and **responsibilities** of citizens of the United States citizenship.
- C. The historical origin of these Constitutional rights and **responsibilities**.
- D. Analyze primary sources that influenced the United States Constitution and the Bill of Rights, with emphasis on Basque political influences.
- E. Evaluate the importance of **responsibility** in their lives and as citizens of the United States.

II. Prerequisites:

In order to fully appreciate this lesson, the student must know (or be experienced in):

- A. The basic colonial and revolutionary history of the United States, including leaders and especially the role of John Adams.
- B. The influences that led to the writings of the US Constitution and the Bill of Rights, such as the republican structures of ancient Greece and Rome,

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Judeo-Christian influences, the Magna Carta, the Petition of Rights, the English Bill of Rights, John Locke's "Second Treatise of Government", colonial and 13 State Constitutions, and the Virginia Bill of Rights.

- C. Knowledge of the blending of the views of Classical Republicans and the Natural Rights Philosophers that influenced American philosophy may also be helpful.

III. Instructional Objective(s):

The student will:

- A. Discuss the role of **responsibility** in his/her daily life and the role of **responsibility** in American political life.
- B. Read primary sources: letter from John Adams and speech by Pete Cenarrusa.
- C. Diagram an evolutionary timeline of the history of US Constitution and Bill of Rights.
- D. Become aware of the Basque people and their ancient form of government, as well as the role of and connection to the Basque in Idaho.
- E. Draw a picture of what the US or their world might look like if it did not have rights and **responsibilities**.
- F. Write a note or letter complimenting someone in his or her life (student, teacher, employee, etc) for practicing **responsibility**.
- G. Type an essay or write a letter to his or herself describing the rights and **responsibilities** of being an American citizen. They should imagine and project what his or her life will be in five years indicating which rights and **responsibilities** they will be practicing in the future.

IV. Materials and Equipment

Teacher: **Student Handout #1: Responsibility** Quotes

Student Handout # 2: John Adams Letter excerpt (primary source)

Student Handout # 3: Excerpt Pete Cenarrusa's 1981 speech (primary source)

Student Handout # 4: Letter writing format

Teacher Handout #1: Citizen **Responsibilities** & Rights Questions/Answers

Teacher Handout #2: John Adams Letter excerpt teacher copy

Teacher Handout #3: John Adams complete letter copy

Teacher Handout #4: Timeline of documents of influence

Teacher Handout #5: Brief background article on the Basque in Idaho

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Teacher Handout #6: Reading on Basques “Feuros” & Ancient Government

Teacher Handout #7: Biography of Pete Cenarrusa

Teacher Handout #8: Quotes to share with students end of lesson
Clifton Taulbert’s book Eight Habit’s of the Heart

Pages 27-32. Contact Dr. Dan Prinzing for a copy:

dlprinzing@sde.idaho.gov

Lengths of Bulletin Board Paper

Markers, colored pencils, crayons

Poster board for student drawings/sketches

Map of the World/Europe

Note cards or post cards

Student: Pen and paper

V. Instructional Procedure:

Day 1

- A. Introductory Activity: Give **Students Handout #1** of **Responsibility** Quotes. Ask them to choose one quote that has meaning or significance to them. Have students share their responses and ideas in small groups or with the class. Focus the discussion on what **responsibility** means. Begin to list key terms and phrases of **responsibility** on the board or on a length of bulletin board paper. You may wish to display this list in the room for the next several days.
- B. If available, read pages 27-31 in Clifton Taulbert’s Eight Habit of the Heart on Dependability and **Responsibility**. Discuss the Questions for Reflection at the end of the chapter.
- C. Brainstorm with students and list rights and **responsibilities** of citizens of the United States on the board or on paper. The list should be displayed in the room for the next several days for student referral. See **Teacher Handout #1**.
- D. Assign each student or small group of students to draw or sketch a world or their world as if there were **no responsibilities and rights**. These will be shared and displayed on the final or third day of this lesson. As an option, the teacher may also assign the students to include a contrasting drawing or sketch of a world or their world **with** rights and **responsibilities**. This assignment will be graded and may be assigned as homework. Colored pencils, crayons, paper, etc. may be used, as the assignment will be graded for both content as well as creativity.

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- E. Hand out note cards or have the students write on their own paper a note/letter to a student, teacher, school employee, family member, friend, political leader or other who practices and symbolizes **responsibility**. The students should include rights and **responsibilities** displayed on the classroom list. This assignment will be graded and may be assigned as homework. It would be encouraged, but optional that this note be delivered or sent.

Day 2

- F. Hand out **Student Handout #2**, John Adam’s letter. Don’t reveal the author, date, etc of this primary source. Have the students individually or in small groups paraphrase the excerpt and answer (fill in) the blanks listed on the “letter”. Have the students share their answers and then reveal the source, date and meaning of the answers in the letter.
- G. Next, discuss the John Adams letter. See **Teacher Handout # 2** and **Teacher Handout #3** for additional information. The teacher should then show the Basque region on the world map and introduce the Basque people to the students by reading a current article on the Basque. See **Teacher Handout #5**.
- H. Give a presentation of Basque “Feuros” using the computer to see the photographs of the Assembly House and Tree in Gernika. See **Teacher Handout # 6**.
- I. Hand out and read the excerpt of the Pete Cenarrausa’s 1989 speech, **Student Handout # 3**. If the teacher wishes, the students could read the biography of the prominent Basque leader Pete Cenarrusa and visit the indicated online website for oral history with Mr. Cenarrusa. See **Teacher Handout # 7** for teacher background information on Pete Cenarrusa.

Day 3

- J. On a length of bulletin board paper (or on the chalk board), the teacher with the students should construct a timeline of the influencing documents, including specific ideas from each document. Highlight the Basque influences in green.
- K. Students should then share their drawings/sketches and discuss the world with the lack of various rights and **responsibilities** illustrated. If you have assigned a drawing of their world **showing** rights and **responsibilities**, then these drawing could be compared and contrasted.
- L. Closure: Assign the student essay or letter. Each student will type an essay or letter describing several rights and **responsibilities** of American citizens. The students should indicate which rights and **responsibilities**

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they expect to be practicing in five years. Require the students to include one or more **responsibility** quotes from the opening activity in this letter. Hand out **Student Handout #4** showing the proper format of a letter. Option: These letters may be addressed, saved and sent in three to five years to each student.

VI. Assessment/Evaluation

- A. The student will individually, or in-group, draw and present a depiction of the US or their world that illustrates the lack of **responsibility** and rights. This drawing will be graded on content, quality and creativity, as well as presentation to the class.
- B. The student will write a note or letter to a person who illustrates **responsibility**.
- C. The student may be graded on their discussion and participation in the classroom, i.e. the focus questions and construction of the timeline.
- D. The student letter or essay describing several **responsibilities** and rights of an American citizen will be graded for content and understanding of the issues, as well as proper form.

VII. Idaho Achievement Standards:

- 489.01 Acquire critical thinking and analytical skills.
- 489.01.a: Use analytical skills for reasoning, research, and reporting, including interpretation of maps, charts, graphs, timelines and works of art.
- 489.01.b: Evaluate and interpret points of view using primary and secondary sources.
- 490.01 Understand the evolution of democracy.
- 490.01.a: Describe the origins of democratic traditions in western civilization.
- 503.01 Understand the foundation and principles of the American political system.
- 503.01.a: Describe the origins of constitutional law in western civilization.
- 503.01.b: Analyze Amendments to the US Constitution in terms of the conflicts they addressed and reasons for the adoption.
- 506.01 Understand that all citizens of the US have responsibilities and rights.
- 506.01.a: Explain the balance of personal responsibilities and rights in American life.

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VIII. Follow Up or Extension Activities:

- A. Students may write a letter to a public official using proper letter form in which he or she comments on and asks a question on a topic that therefore, requires an official response.
- B. Complete the lesson on **Responsibility** from “Citizenship and Character Understanding America’s Civic Values”, a program of The Bill of Rights Institute. This unit focuses on the role of the jury in America, jury selection and the **responsibility** of serving on a jury. See www.BillofRightsInstitute.org
- C. Visit the Basque Museum in Boise, Idaho or visit the website: <http://www.basquemuseum.com>
- D. Show “West of the Basque”. See website for availability: <http://idahoptv.org/productions/westofthebasque/>
- E. Additional information on the history of the Basques can be found at the following website: <http://www.basqueheritage.com/>

Student Handout 1

Responsibility Quotes

“Responsibility is a tremendous engine in a free government.”

Thomas Jefferson, 3rd President of the United States

“You cannot escape the responsibility of tomorrow by evading it today.”

Abraham Lincoln, 16th President of the United States

“I am only one; but still I am one. I cannot do everything, but still I can do something: I will not refuse to do something I can do.”

Helen Keller, American author

“You are not only responsible for what you say, but also for what you do not say.”

Martin Luther, German Reformation

“I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty.”

John D. Rockefeller, American philanthropist

“We demand entire freedom of action and then expect the government in some miraculous way to save us from the consequences of our own acts...Self government means self-reliance.”

Calvin Coolidge, 30th President of the United States

“Nothing strengthens the judgment and quickens the conscience like individual responsibility.”

Elizabeth Cady Stanton, American suffragist

“We have the Bill of Rights. What we need is a Bill of Responsibilities.”

Bill Maher, American journalist

“We are made wise not by the recollections of our past, but by the responsibility of the future.”

George Bernard Shaw, American author

“Few things help an individual more than to place responsibility upon him.”

Booker T. Washington, American

Student Handout 2

John Adams letter

WHO view of the Forua of Bizkaia

WHO traveled to Europe in WHEN to study and compare various forms of government. He visited Bizkaia (alternately *Viscaya*, *Biscay*), one of the Basque provinces. In THIS BOOK he cited Biscay as a precedent for republicanism:

In a research like this, after those people in Europe who have had the skill, courage, and fortune, to preserve a voice in the government, Biscay, in Spain, ought by no means to be omitted. While their neighbours have long since resigned all their pretensions into the hands of kings and priests, this extraordinary people have preserved their ancient language, genius, laws, government, and manners, without innovation, longer than any other nation of Europe. Of Celtic extraction [WHO erred on this point], they once inhabited some of the finest parts of the ancient Boetica; but their love of liberty, and unconquerable aversion to a foreign servitude, made them retire, when invaded and overpowered in their ancient feats, into these mountainous countries, called by the ancients Cantabria.

...It is a republic; and one of the privileges they have most insisted on, is not to have a king: another was, that every new lord, at his accession, should come into the country in person, with one of his legs bare, and take an oath to preserve the privileges of the lordship.

Authors such as Navascues, and the Basque-American Pete Cenarrusa, former Secretary of the State of Idaho, agree in stressing the influence of the Forua of Bizkaia (Biscayan code of laws) on some parts of the U.S. Constitution.

Student Handout 3

Excerpt of Pete Cenarrusa's 1981 Address for Transplanting the Tree of Gernika--
Pages 1, 2, 6, 7

AN ADDRESS TO THE CEREMONIES
OF THE TRANSPLANTING OF THE TREE OF GUERNICA
ON APRIL 18, 1981
By: Pete T. Cenarrusa

Governor Evans, Bishop Trienen, Basque delegation Jose Miguel Sabala and Alberto Amorrortu, Ladies and Gentlemen:

This is an historic occasion in North America, the first planting of a seedling, the descendant of the Tree of Gernika. It stands for freedom and democracy. Governor Evans you deserve an applause for your participation in this historic event. And those of you in attendance deserve thanks for your interest because what we are witnessing today is for the good of freedom, democracy and humanity. The Basque Country shares our excitement in this occasion and we wish to thank Misters Sabala and Amorrortu for their personal endeavors.

The Tree of Gernika has a deep significance to me, as my mother was born and reared in Gernika before immigrating to the United States. (I learned today from Ike Echevarria, president of the Basque Center in Boise, that his mother and my mother both came to America on the same boat). My mother often spoke of the tree and sang "Gernika'ko Arbola" to her children. My father was born and was reared just six miles from Gernika in Munditibar, but they first met in Shoshone, Idaho and were married there. They reared five children and taught all of them to speak the Basque language. My parents, both deceased, were beautiful persons and stood for everything for which the Tree of Gernika stands. They were highly respected by everyone who knew them. They were pure Basques who became naturalized U. S. citizens dedicated to everything America stands for.

Who are the Basques? Ancient, devout, independent, simple, physically splendid and, in the words of Spain's Jose Ortega y Gasset, "with souls beautiful and strong" the Basque people never numbering more than 2.5 million lived astride the western Pyrenees since long before any of the surrounding races appeared in Europe.

Student Handout 3

Tree of Gernika Ceremonies
April 18, 1981
Page 2

The Basques are orderly, patriotic and highly idealistic. They are tough and determined; they will surmount any reasonable obstacle because they stand on the soil of their ancestors and because they are fighting for their past and future. Their's is a special spirit.

As far back as the conquest of the Visigoths, the Basques, or, as they call themselves, the Euzkaldunak, had defeated every attempt of assimilation into the conquering races. To the end of the Spanish monarchy and through the Republic, they retained their autonomy until the devastating Civil War of 1936-39.

Never in the monarchy's strongest days did they acknowledge the king as more than a local "lord." To obtain that limited recognition, every heir to the Spanish throne had to go at fourteen to the Holy Oak, the Tree of Gernika. Surrounded by Basques, the heir swore a sacred oath to perpetuate the special rights (fueros) of the Basques. These "fueros" included the following provisions: (1) That every pure-blooded Basque was to be counted as a noble; (2) That no central government officials except postmen were to come among them; (3) That no central government would ever collect taxes from them. They accepted a quota for their provinces, however, and assessed and collected their own taxes; and (4) That no Basque was ever to be conscripted for the army.

On the French side of the mountains where, after the French Revolution and because of their smaller number, the Basques were "assimilated" under French law. The assimilation was largely fictional. The French knew better than to apply their laws too literally.

The Basques are comparable to the Swiss mountaineers. They love and honor their homeland with a devotion which one finds only in a people who have lived on the same soil for centuries and who have roots in it.

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Tree of Gernika Ceremonies
April 18, 1981
Page 6

Gernika was destroyed by the German Condor Legion in April of 1937, just 44 years ago. In the U. S., news of the bombing inspired normally cool columnist Dorothy Thompson as follows and I quote: "In every great struggle there comes a point where minor issues are sloughed away...That point has come in Spain. It is no longer possible for any human being with a head on his shoulders coolly to debate the pros and cons of Loyalists versus Rebels. For what is now happening there is the ruthless, cold-blooded vicious extermination of one of the rare peoples of the earth, the Basques....This little people is one of the few races left in Europe having a beautiful language and literature, beautiful bodies and faces, a people proud, independent and free, whose history is as old as Europe's, and who, during all its centuries, have minded their own business, tilling the soil, building a domestic architecture of purest design and exquisite proportions, and churches which are among the gems of civilization. They are Catholics of deepest piety and Ignatius Loyola, founder of that most intellectual of Catholic orders, the Society of Jesus, is their son...To sit by and not to protest with all the breath in one's body rules out one of the ranks of civilized and Christian society...Good God! The game laws of most of our States prohibit the shooting of birds from airplanes. It is unsportsmanlike." (Unquote).

No other people has an organization so close to the Swiss conception of the State as the Basques. Most of us know that Switzerland took over the form of her Constitution from the United States; but few know that the 18th Century Americans on their part turned to the traditional laws of the Basques.

John Adams who later became the second President of the United States, conducted an extensive research preparatory to the founding of the Constitution of the United States. On October 4, 1786, John Adams in his fourth letter of research entitled, "In Defense of the Constitutions of the United States," wrote and I

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Tree of Gernika Ceremonies
April 18, 1981
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quote, "In a research like this, after those people in Europe who have had the skill, courage, and fortune, to preserve a voice in the Government, Biscay (the Basque Country), ought by no means to be omitted. While their neighbors have long since resigned all their pretensions into the hands of kings and priests, this extraordinary people have preserved their ancient language, genius, laws, government, and manners, without innovation, longer than any other nation in Europe. They once inhabited some of the finest parts of the ancient low lands, but their love of liberty and unconquerable aversion to foreign servitude, made them retire when invaded and overpowered in their ancient feats into the mountainous countries called by the ancients, Cantabria...."

It is a Republic, and one of the privileges they have insisted on, is not to have a King, another was, that every new lord, at his ascension, should come into the country in person, with one leg bare, and take an oath to preserve the fueros or laws of the Basques..." (Unquote).

Some of the laws formed under the Tree of Gernika which are incorporated into our Constitution are: (1) That no person shall be treated inhumanely; (2) That a person's home is his castle; (3) That no search shall be made of a person's property without a search warrant; (4) That all shall be guaranteed a trial by a jury of peers; and (5) That there be a separation of Church and State.

Although Basques have a reputation for being extremely religious and concerned with law, their fueros prohibited clergy or lawyers from acting as deputies or lawmakers in Gernika.

The Basque ethic and ideal may be the sanest on the whole Iberian peninsula, but it will probably be a while before they dominate in their native provinces again. Until that time, resilience will have to do.

For additional information contact www.Cenarrus.org

Student Handout 4

Letter Writing Format

Block Form

Your Name
Address
Phone Number
E-mail (optional)

Date

Name of Receiver
Title
Company Name
Address

Dear _____:

When writing a letter using **block form**, no lines are indented. Include your name, address, and phone number where you can be contacted, as well as the date. You then include the name and address of the person you are sending the letter to.

With new paragraphs, just skip a line instead of indenting.

Add your phone number where you can be contacted in the last paragraph.

Sincerely,

Your Signature

Your Name
Your Title

Teacher Handout 1

Citizen **Responsibilities** and Rights Questions & Answers

Focus Questions:

1. Think about the people who have helped you build **responsibility** in your life. Share stories and ideas. Who can you reach out to and show **responsibility**?
Individual responses will vary.
2. What kinds of **responsibilities** do you have to yourself, your family, your school, your community, and your country? Share ideas.

Sample Answers:

Self: physical, mental, emotional health

Family: household chores, treating family members with respect, buying gas & other expenses, clean your room

School: making grades, complying with the school dress code, language standards or other regulations, treating teachers with respect,

Community: obey traffic laws, don't litter, volunteer community activities

Citizen: Obey all laws

Pay taxes

Vote

Testify in court

Serve on jury

Keep informed on State, local, national, & international issues

Volunteer in your community, political party, etc.

Donate money to civic, political or community causes

Participate in civic groups

Run for public office

Monitor political leaders and their actions

Write letters to political leaders or editor expressing ideas

Attend political events, forums, and council/board meetings

Serve in the military

Respect the rights of others

(Keep this list posted in the room for the entire lesson.)

3. What are some of the rights of others? What are rights guaranteed to all Americans? Where & when did these rights originate?

Use the Bill of Rights ideas

(Keep this list posted in the room for the entire lesson.)

Teacher Handout 2

Teacher copy of unedited John Adams Letter excerpt for [students](#)

John Adams view of the Forua of Bizkaia

John Adams, later the second president of the United States, traveled to Europe in 1779 to study and compare various forms of government. He visited Bizkaia (alternately *Viscaya, Biscay*), one of the Basque Provinces. In "A defense of the Constitution of the United States" (1786), he cited Biscay as a precedent for republicanism:

In a research like this, after those people in Europe who have had the skill, courage, and fortune, to preserve a voice in the government, Biscay, in Spain, ought by no means to be omitted. While their neighbours have long since resigned all their pretensions into the hands of kings and priests, this extraordinary people have preserved their ancient language, genius, laws, government, and manners, without innovation, longer than any other nation of Europe. Of Celtic extraction [Adams erred on this point], they once inhabited some of the finest parts of the ancient Boetica; but their love of liberty, and unconquerable aversion to a foreign servitude, made them retire, when invaded and overpowered in their ancient feats, into these mountainous countries, called by the ancients Cantabria...

...It is a republic; and one of the privileges they have most insisted on, is not to have a king: another was, that every new lord, at his accession, should come into the country in person, with one of his legs bare, and take an oath to preserve the privileges of the lordship.

Authors such as Navascues, and the Basque-American Pete Cenarrusa, former Secretary of the State of Idaho, agree in stressing the influence of the Forua of Bizkaia (Biscayan code of laws) on some parts of the U.S. Constitution.

This additional teacher copy of Adams' letter is from the following website:
<http://www.basqueheritage.com/>



US. Basque history

02. - The Basque *Forua* and the US Constitution

02.1 JOHN ADAMS AND BISCAY (1786)

Referring to the historical ties that existed between Euskal Herria and the United States, some authors stress the admiration felt by John Adams, second president of the US., for the Basques' historical form of government. Adams, who on his tour of Europe visited Bizkaia, was impressed. He cited the Basques as an example in "A defense of the Constitution of the United States", as he wrote in 1786:

"In a research like this, after those people in Europe who have had the skill, courage, and fortune, to preserve a voice in the government, Biscay, in Spain, ought by no means to be omitted. While their neighbours have long since resigned all their pretensions into the hands of kings and priests, this extraordinary people have preserved their ancient language, genius, laws, government, and manners, without innovation, longer than any other nation of Europe. Of Celtic extraction, they once inhabited some of the finest parts of the ancient Boetia; but their love of liberty, and unconquerable aversion to a foreign servitude, made them retire, when invaded and overpowered in their ancient feats, into these mountainous countries, called by the ancients Cantabria..."

"...It is a republic; and one of the privileges they have most insisted on, is not to have a king: another was, that every new lord, at his accession, should come into the country in person, with one of his legs bare, and take an oath to preserve the privileges of the lordship".

02.2 ADAMS' VISIT TO EUROPE: BISCAY

Authors such as Navascues, and the Basque-American Pete Cenarrusa, former Secretary of the State of Idaho, agree in stressing the influence of the Forua of Bizkaia [code of laws in Biscay] on some parts of the US Constitution. John Adams traveled in 1779 to Europe to study and compare the various forms of government then found on the Old Continent. The American Constitution was approved by the first thirteen states on 17 September 1787.

Teacher Handout 3

John Adams complete Letter IV from In Defense of the Constitution, 1789

LETTER IV.

BISCAY.

Dear Sir,

IN a research like this, after those people in Europe who have had the skill, courage, and fortune, to preserve a voice in the government, Biscay, in Spain, ought by no means to be omitted. While their neighbours have long since resigned all their pretensions into the hands of kings and priests, this extraordinary people have preserved their ancient language, genius, laws, government, and manners, without innovation, longer than any other nation of Europe. Of Celtic extraction, they once inhabited some of the finest parts of the ancient Boetica; but their love of liberty, and unconquerable aversion to a foreign servitude, made them retire, when invaded and overpowered in their ancient feats, into these mountainous countries, called by the ancients Cantabria. They were governed by counts, sent them by the kings of Oviedo and Leon, until 859, when finding themselves without a chief, because Zeno, who commanded them, was made prisoner, they rose and took arms to resist Ordogne, son of Alfonsus the Third, whose domination was too severe for them, chose for their chief an issue of the blood-royal of Scotland, by the mother's side, and son-in-law of Zeno their governor, who having overcome Ordogne, in 870, they chose him for their lord, and his posterity, who bore afterwards the name of Haro, succeeded him, from father to son, until the king Don Pedro the Cruel, having put to death those who were in possession of the lordship, reduced them to a treaty, by which they united their country, under the title of a lordship, with Castile, by which convention the king of Spain is now lord of Biscay. It is a republic; and one of the privileges they have most insisted on, is not to have a king: another was, that every new lord, at his accession, should come into the country in person, with one of his legs bare, and take an oath to preserve the privileges of the lordship. The present king of Spain is the first who has been complimented with their consent, that the oath should be administered at Madrid, though the other humiliating and indecent ceremony has been long laid aside. Their solicitude for defence has surrounded with walls all the towns in the district. They are one-and-twenty in number; the principal of which are, Orduna, Laredo, Portugalete, Durango, Bilbao, and St. Andero. Biscay is divided into nine merindades, a sort of jurisdiction like a bailiwick, besides the four cities on the coast. The capital is Bilbao. — The whole is a collection of very high and very steep mountains, rugged and rocky to such a degree, that a company of men posted on one of them might defend itself as long as it could subsist, by rolling rocks on their enemy. This natural formation of the country, which has rendered the march of armies impracticable, and the daring spirit of the inhabitants, have preserved their liberty.

Active, vigilant, generous, brave, hardy, inclined to war and navigation, they have enjoyed, for two thousand years, the reputation of the best soldiers and sailors in Spain, and even of the best courtiers, many of them having, by their wit and manners, raised themselves into offices of consequence under the court of Madrid. Their valuable qualities have recommended them to the esteem of the kings of Spain, who have hitherto left them in possession of those great immunities of which they are so jealous. In 1632, indeed, the court laid a duty upon salt: the inhabitants of Bilbao rose, and massacred all the officers appointed to collect it, and all the officers of the grand admiral. Three

Teacher Handout 3

thousand troops were sent to punish them for rebellion: these they fought, and totally defeated, driving most of them into the sea, which discouraged the court from pursuing their plan of taxation; and since that time the king has had no officer of any kind in the lordship, except his corregidor.

Many writers ascribe their flourishing commerce to their situation; but, as this is no better than that of Ferrol or Corunna, that advantage is more probably due to their liberty. In riding through this little territory, you would fancy yourself in Connecticut; instead of miserable huts, built of mud, and covered with straw, you see the country full of large and commodious houses and barns of the farmer; the lands well cultivated; and a wealthy, happy yeomanry. The roads, so dangerous and impassable in most other parts of Spain, are here very good, having been made at a vast expence of labour.

Although the government is called a democracy, we cannot here find all authority collected into one center; there are, on the contrary, as many distinct governments as there are cities and merindades. The general government has two orders at least; the lord or governor, and the biennial parliament. Each of the thirteen subordinate divisions has its organized government, with its chief magistrate at the head of it. We may judge of the form of all of them by that of the metropolis, which calls itself, in all its laws, the noble and illustrious republic of Bilbao. This city has its alcalde, who is both governor and chief justice, its twelve regidores or counsellors, attorney-general, &c. and by all these, assembled in the consistorial palace under the titles of *consejo, justicia, y regimiento*, the laws are made in the name of the lord of Biscay, and confirmed by him.

These officers, it is true, are elected by the citizens, but they must by law be elected, as well as the deputies to the biennial parliament or junta general, out of a few noble families, unstained, both by the side of father and mother, by any mixture with Moors, Jews, new converts, penitentiaries of the inquisition, &c. They must be natives and residents, worth a thousand ducats, and must have no concern in commerce, manufactures, or trades; and, by a fundamental agreement among all the merindades, all their deputies to the junta general, and all their regidores, sindics, secretaries, and treasurers, must be nobles, at least knights, and such as never exercised any mechanical trades themselves or their fathers. Thus we see the people themselves have established by law a contracted aristocracy, under the appearance of a liberal democracy. Americans, beware!

Although we see here in the general government, and in that of every city and merindad, the three branches of power, of the one, the few, and the many; yet, if it were as democratical as it has been thought by some, we could by no means infer, from this instance of a little flock upon a few impracticable mountains, in a round form of ten leagues diameter, the utility or practicability of such a government in any other country. The disposition to division, so apparent in all democratical governments, however tempered with aristocratical and monarchical powers, has shewn itself, in breaking off from it Guipuscoa and Allaba; and the only preservative of it from other divisions, has been the fear of their neighbours. They always knew, that as soon as they should fall into factions, or attempt innovations, the court of Spain would interpose, and prescribe them a government not so much to their taste.

Teacher Handout 3

THE GRISONS.

IN the republic of the Three Leagues of the Grisons, the sovereign is all the people of a great part of the ancient Rhetia. This is called a democratical republic of three leagues. 1. The League of the Grisons. 2. The League Caddee. 3. The League of Ten Jurisdictions. These three are united by the perpetual confederation of 1472, which has been several times renewed. The government resides sovereignty in the commons, where every thing is decided by the plurality of voices. The commons elect and instruct their deputies for the general diet, which is held once a year. Each league elects also its chief or president, who presides at the dietes, each one in his league. The general diet assembles one year at Ilanz, in the league of the Grisons; one year at Coire, in the league Caddee; and one year at Davons, in the league of Ten Jurisdictions. There is another ordinary assembly, composed of chiefs and of three deputies from each league, which is held at Coire, in the month of January. Besides these regular assemblies, they hold congresses whenever the necessities of the state require them; sometimes of the chiefs alone, sometimes of certain deputies from each league, according to the importance of the case: these assemblies are held at Coire. The three leagues form but one body in general affairs; and, although one league has more deputies than another, they count the voices without distinction of leagues. They conduct separately their particular affairs. Their country is thirty-five leagues in length, and thirty in breadth.

Even in this happy country, where there is more equality than in almost any other, there are noble families, who, although they live like their neighbours by the cultivation of the earth, and think it no disgrace, are very proud of the immense antiquity of their descent, and boast of it, and value themselves upon it, as much as Julius Cæsar did, who was descended from a goddess.

THE UNITED PROVINCES OF THE LOW COUNTRIES.

THERE are in Friesland and Overyssell, and perhaps in the city of Dort, certain remnants of democratical powers, the fragments of an ancient edifice, which may possibly be re-erected; but as there is nothing which favours Mr. Turgot's idea, I shall pass over this country for the present.

Teacher Handout 4

Timeline of Documents of Influence

1215 Magna Carta	
<i>Trial by jury</i>	5 & 6 Amendments
<i>Due Process</i>	5
<i>Private property</i>	4 & 5
1300's Basque "Feuros"	
<i>No person shall be treated inhumanly</i>	8
<i>A person's home is his castle</i>	3
<i>No search without a search warrants</i>	4
<i>Guaranteed a trial by jury of peers</i>	5 & 6
<i>Separation of Church and state</i>	1
1628 Petition or Rights	
<i>Unlawful arrest</i>	5th
<i>No quartering of troops</i>	2nd
<i>No gift without consent of Parliament</i>	
1689 English Bill of Rights	
<i>Trial by jury</i>	5 & 6
<i>Due Process</i>	5
<i>No cruel punishment</i>	8
<i>No excessive fine</i>	8
<i>Right to bear arms</i>	2
<i>Right to petition</i>	1
1776 Virginia Bill of Rights	
<i>No excessive bail</i>	8
<i>No unreasonable searches & seizures</i>	4
<i>Freedom of speech</i>	1
<i>Freedom of press</i>	1
<i>Freedom of religion</i>	1
1791 Bill of Rights	

Teacher Handout 5



Background information on the Basques in Idaho
This article is also available on the following website:
<http://www.boiseweekly.com/gyrobase/Content?oid=76832>

Posted on JULY 27, 2005:

A SHORT BASQUE HISTORY By Bingo Barnes

Idaho is home to one of the largest populations of Basques outside of Spain. Numbers around 30,000 in southern Idaho and eastern Oregon are thrown around as estimates. They have been here about as long as western settlers have inhabited the region-since the mid to late 1800s-first coming for mining, then as shepherds. It was so nice, they invited their friends and family from the old continent.

Stereotypically, the Basques are known as a somewhat secretive culture, friendly and helpful to strangers and outsiders, hard working and industrious, but content to keep to themselves. To understand the Basque way of life in the West-one filled with tradition and a sharp sense of history- it is important to understand their culture and the history that defines them.

In A Basque History of the World, author Mark Kurlansky begins Chapter One by describing the Basques as "a mythical people, almost an imagined people." It is somewhat true. The Basques are the oldest living ethnic group on the European continent, yet have never managed to have a country of their own. Yet they have survived as a culture unlike others who long ago were assimilated into others after invaders swept across Europe, not once, but many times.

Teacher Handout 5

The Basque country is made up of seven provinces occupying the corner of Europe where France meets Spain along the Atlantic coast. It is a region occupying just 8,218 square miles, slightly smaller than New Hampshire, slightly larger than Owyhee County. According to Nancy Zubiri, author of *A Travel Guide to Basque America*, almost 90 percent of the Basques in Idaho trace their heritage back to the Bizkaia (also spelled Viscaya) region, which includes the cities of Bilbao and Guernica.

There are no early written records by Basques, but when the Romans arrived in 218 B.C. they wrote about them as if they were already an ancient race with a clearly defined culture. There are unique characteristics-including language, physiological traits, geography and a skill in innovation-which have defined and protected the Basques, allowing them to survive through 20 centuries.

The Basque language is the only non-Aryan language in Europe and cannot be traced to any other linguistically similar tongue. Linguists believe it may be the oldest living European language. This mysterious language defined and separated them from the Latin-based romance language cultures.

Basques are also distinct and unique in their physiological characteristics. These traits may have preserved the culture from the most successful form of invasion-assimilation. The Basque people have the highest concentration of O type blood in the world and the highest concentration of Rh negative type blood of any people. While modern medicine can prevent this today, historically, women with O-negative blood miscarried when their fetuses had Rh-positive blood.

Geography protected the Basque culture, too. The Basque country straddles the Pyrenees Mountains separating France and Spain. This land is not suited to farming and is undesirable to invaders, but has often been used by invading armies passing through. The Basques were fine with people passing through their lands, but when the travellers stopped, it wasn't copacetic.

Armies encountered fierce resistance from a people that could assemble quickly, fight, then disappear into the rugged countryside. No invading army was ever able to conquer the Basques.

The Basques also were great shipbuilders, relying on the riches from the sea to not only feed their people, but provide dried fish and whale meat to other kingdoms throughout the middle ages. Their voyages followed whales to their summer feeding grounds in the arctic, and some historians believe the Basques may have discovered America and its rich fishing grounds long before Columbus. During the age of discovery, any Spanish or Portuguese vessel of any acclaim-from Columbus's Santa Maria to Magellan's circumnavigation of the world-had Basque sailors on board and were perhaps commanded and even built by Basques. There is evidence that Basques may have invented armor plating for ships and a ship powered by steam, centuries before they showed up elsewhere.

Teacher Handout 5

The first Basques in Idaho showed up as miners in the 1880s and 1890s, quickly turning to sheep herding as a means of a living. These Basques wrote home and invited their friends and family who came in large numbers between 1900 and 1920. Today, there are many Basque celebrations around the West. In Reno, Elko, Las Vegas, Salt Lake City and in numerous small towns, picnics, festivals and celebrations, the Basques come together, even from overseas. This tightly knit community continues to celebrate its own culture and welcomes others to join in.

Teacher Handout 6

Basques “Feuros” and Ancient Form of Government

Located just 33 kilometers from Bilbao, the town of Gernika-Luma was founded under a charter or feuro in 1366 by Don Tello, the Lord of Vizcaya.



Gernika is considered one of the birthplaces of rights and liberties in the world. John Adams cited the “Feuros” as a precedent for the United States constitution.



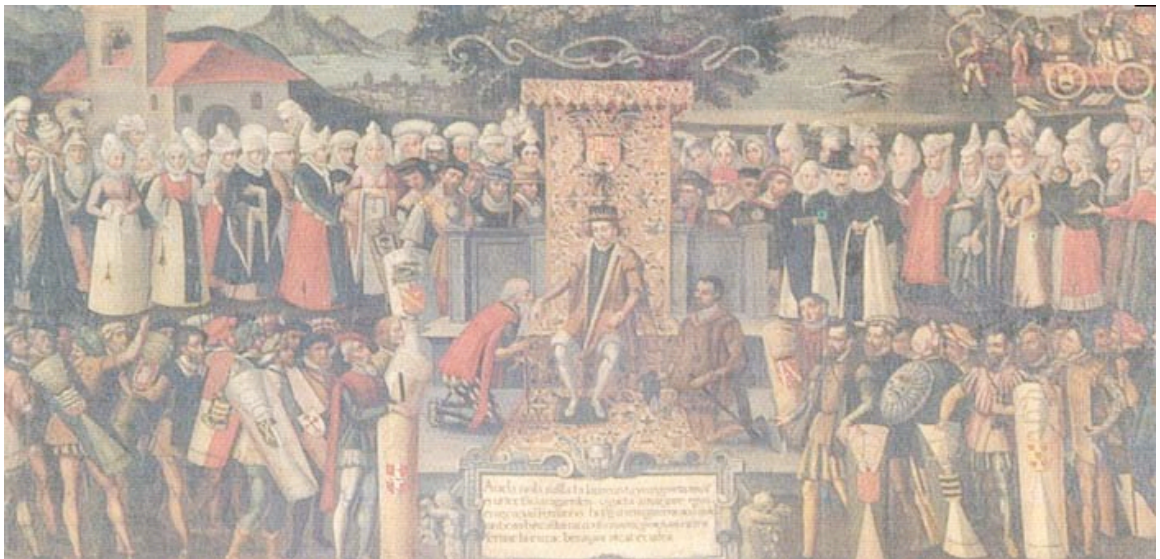
Feuros is a Spanish term meaning compilation of laws, especially local laws or a charter. It stems from the Latin word forum, an open space used as a market or meeting place. Dating from the feudal era, feuro referred to the Basque area that fell under Castille (later Spain), but was not fully integrated. The Kingdom of Navarre had developed law, but when Gipuzkoa and Alava-Araba was absorbed by Spain in the 12th century, the Basque feuros were allowed to continue to function. The Basques territories maintained their autonomy and the Castillian kings had to swear allegiance to respect the feuros. Each territory was responsible for its own administration under the “Juntas Generales”.

Teacher Handout 6



The above picture is “Biscayans kissing the hand of Ferdinand V in 1476” painted by Francisco de Mendieta in 1609.

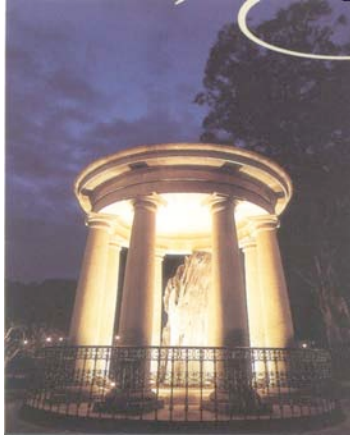
Each territory was responsible for its own administration under the “Juntas Generales”. The “junta assembly” even had the right to veto royal orders by means of a “Pase Foral”. On the other hand, agreements taken by the Juntas had to be approved by the monarchy.



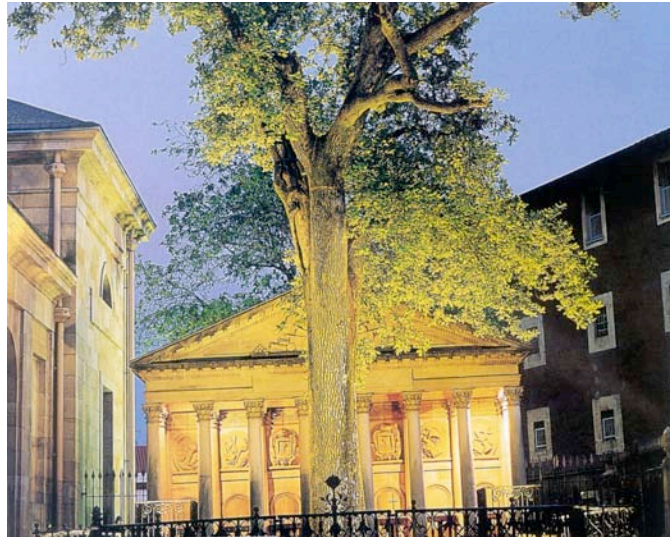
The above picture is “Lord of Biscay taking the Oath”, painted in 1882 by Anselmo de Guinea.

Teacher Handout 6

As far back as 1379, representatives of Bizkaian Juntas met under the “Old Tree” of Gernika. This “Old Tree” pictured below is over 300 years old.



Pictured below is a descendent of the original oak, regarded as a symbol of democracy and freedom for Basques, especially those Basques living in America. This current Tree of Gernika was planted in 1860.



A different building stood around the Tree of Gernika before 1826. The Assembly Chamber was designed to combine the functions of public life and religion.

Teacher Handout 6



The above entry to the Legislative chamber and the assembly room featured below show elements of a church.

Teacher Handout 6

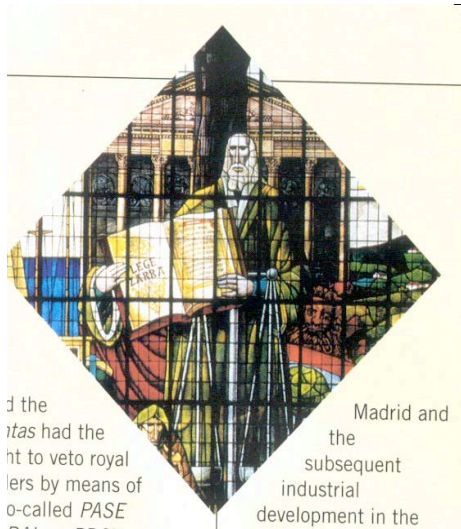


The stained-glass window room above was originally designed as a courtyard, but is now a museum to the history of Biscaya. The huge stained-glass roof was installed in 1985 and it is the largest work ever carried out by craftsmen from Bilboa. In the center is the Tree

Teacher Handout 6

symbolizing a meeting point and around the border are monuments from different localities in Biscay.

The Tribune has the inscription “Lege Zarra” or Old Law, referring to the old laws that the Lord of Biscay had to swear to respect. See detail in the stained glass pictures below.



Other historical objects are displayed in this room, like these small hollow silver balls used for voting in the Assemblies in the 17th century featured above.

This form of self-government continued until 1876. At the end of the Third Carlist War, the charters or “fueros” were abolished. After being suspended for 102 years, the General Assemblies were recovered in 1979. Today, Plenary Sessions of the General Assemblies of Biscay are being held in the chamber.



The Tree of Gernika and the Assembly House are living symbols of the history of the Basque people. So that these symbols can be perpetuated, oak saplings have been transplanted; just as the Basque people themselves have been transplanted around the

Teacher Handout 6

world. Pictured on the left is the Boise descendent of the Tree of Gernika dedicated by Pete Cenarrusa in 1981. See excerpts of his speech dedicating this tree using **Student Handout #3**.



Teacher Handout 7

This information was taken from the following website:

www.cenarrusa.org Cenarrusa Center for Basques Studies

Biography of Pete Cenarrusa:

Pete Cenarrusa

Pete Cenarrusa was born in Carey, Idaho in 1917 to Jose Mari Cenarrusabeitia and Ramona Gardoqui. His father was born in Munitibar, Bizkaia... Mr. Cenarrusa went on to become the longest serving, living, Secretary of State in the Nation. He served 35 years and 8 months as Sec. of State, and also 16 years and 4 months as Idaho Legislator including 3 terms as Speaker of the House of Representatives, which is a record. Fifty-two years of continuously elected service for the State of Idaho - 1950-2002.

Pete Cenarrusa Biography

Pete Cenarrusa's father owned a sheep ranch in Carey, but moved his family to Bellevue, Idaho so that the children could attend school. He remembers growing up surrounded by sheepherders, where he heard them tell stories while they played muz at the boarding house. Pete maintained a full-scale sheep ranching operation until the year 2000.



Pete graduated from the University of Idaho in 1940 with a bachelor's degree in agriculture. He joined the US Navy in 1942, where he served as a Marine naval aviator, flying Corsair carrier fighters in World War II. Flying became one of Pete's lifetime passions (over 50 years and 15,000 hours) and he instilled the same passion in his son Joe. He retired in 1959 with the rank of Major in the USMCR (Reserves). In the meantime, Pete held several teaching positions throughout Idaho. Married Freda Coates in 1947. Son Joe died too early in an unfortunate aircraft accident in 1997.

Pete was elected to the Idaho State House of Representatives in 1950, and served in that capacity for nine terms, the last three as the Speaker of the House. He was appointed Secretary of State in 1967, and reelected to that position until 2002 when he retired, making him the National Dean of Secretaries of State, as well as one of the longest-serving public officials ever, with over 50 years of service. His position in the government enabled him to promote legislation in favor of Basque issues. He has often served as a liaison between Idaho Basques and the Basque country.

Researching Basque history and promoting Basque culture, including a generous gift for this Basque Oral History project, has been another of Pete's lifetime pursuits. The

Teacher Handout 7

Basque Government gave Pete the “Basque of the World” award in 2001, in Bilbao.

Other suggested sources of information may be found at the following web sites:

1. <http://www.euskonews.com/0247zkb/kosmo24702.html>
“A Post-Modern Basque” by Gloria Totoricaguena
Pete Cenarrusa
2. <http://www.basquemuseum.com/oralhistory/>
Biography and oral comments by Pete Cenarrusa

Teacher Handout 8

Conclude the lesson by sharing one or all of the following quotes:

“...after studying the customary laws of Europe, I place the Basque Floral Laws above the Swiss Law, also endorsed by their centuries long existence. For their virtues, their union and above all the local freedoms they enjoy, the Basques provide us with an example that one scarcely knows how to praise enough, maintaining their allegiance to the best social constitution in Europe.”

Federic LePlay
From “L’Organisa Non de la Familie”

“The Basques always preserved their independence, their autonomy, as we now say, making use of a Greek word. A long time before the Swiss formed their confederation, Iruracbat, long before the English had won for themselves their Magna Carta, long before the North Americas and the French had proclaimed their declarations of the rights of man and the citizens; they had organized a representative government, and their representatives met beneath the tree of Guernica. Thus they had government for the people, by the people, they had self-government.”

Alejo Peyret (French Writer)
Published “El Siglo” newspaper Nov. 1879

“The tree of Guernica has preserved the antiquity that illumines their elders; no tyrant has stripped its leaves, nor gives it shade to convert or traitor.”

Fray Gabriel Tellez
De Molina
Spanish Writer 1583-1648