



ABRAHAM LINCOLN BRIGADE ARCHIVES

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La Retaguardia de Tampa:
The Spanish Civil War and its Impact on Florida and U.S. History

International Reactions to the Spanish Civil War

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Course: AP World History, Document Based Question

A note on A.P. World History Document Based Questions

A.P. World History Document Based Questions (DBQ) are designed to test students' abilities to think like a historian – to analyze documents in reference to a specific world historical context. They are not designed to test the student's knowledge about any particular event in world history. Thus students can score high on the essay without specifically developing a historical essay on the event in question (in this case the Spanish Civil War). In fact, they can score high without even knowing about the event in question. Again – it is about analyzing the documents. That being said, the more a student does know about the event, the better they can analyze the documents and the stronger the essay should be.

Students writing to this prompt should be able to recognize that there were several reactions to the Spanish Civil War from people living in other countries. The most obvious is that they took sides – either supporting the Republican government or the Nationalist (Fascist) rebels. Other responses can group the documents by such groupings as providing material support, actually fighting, trying to prevent people from providing support, neutrality, supporting democracy, fighting fascism, etc. A successful essay completes the A.P. World History rubric which is attached at the end of this lesson plan.

The rubric has two parts – Core Points (0 - 7) and Expanded Core Points (0 – 2) for a total of 9 possible points.

Core Points

- Thesis = 1 point. Students must have a thesis that answers the question. The thesis must show that they recognize at least two international reactions to the Spanish Civil War. The reactions must be specific; thus “positive” and “negative” does not count as a reaction.
- Students must use all of the documents = 1 point. They should show this by indicating how the document can be grouped with another or individual analysis. Students not using all of the documents or misinterpreting more than one document lose this point.
- Students must use 9 or 10 of the documents as evidence to get 2 points and at least 8 to get 1 point. Using a document as evidence requires the student to actually analyze some aspect of the document in relation to the question. Merely quoting or citing the document does not count as evidentiary use.
- Students must indicate the point of view (perspective) of at least two of the documents = 1 point. Point of view can either be motive, bias, tone, etc. In other words why did the author say, write this etc., or “the author seems to be angry with the . . .” as an example of tone.
- Students must have at least two groupings of the documents = 1 point. Analysis of a single document (stand alone) is not a grouping. There must be at least two documents to make a group. Documents can be used in more than one grouping.
- Students must provide rationale for an additional document – what “voice” is missing from this collection that could help answer this question = 1 point. Students must explain why the document is needed, not just from who. Examples of possible additional documents are shown on page 10.

Expanded Core Points: Students can earn from 0 – 2 additional points if they score all 7 core points. Expanded core points can be given for:

- Has a clear, analytical and comprehensive thesis
- Uses documents persuasively as evidence
- Shows careful and insightful analysis of the documents
- Analyzes point of view or bias consistently and effectively
- Analyzes the documents in additional ways – groupings, comparisons, synthesis
- Brings in relevant “outside” historical content
- Identifies more than one type of appropriate additional documents(s) with explanations

Standards

Florida Social Studies Sunshine State Standards

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.W.1.3 Interpret and evaluate primary and secondary sources.

SS.912.A.5.5 Describe efforts by the United States and other world powers to avoid future wars.

SS.912.A.6.1 Examine causes, course, and consequences of World War II on the United States and the world.

SS.912.W.7.5 Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Lenin, Stalin, Mussolini, Hitler, and Franco.

SS.912.W.7.7 Trace the causes and key events related to World War II.

A.P. World History

Habits of Mind:

- Constructing and evaluating arguments: using evidence to make plausible arguments.
- Using documents and other primary data: developing the skills necessary to analyze point of view and context, and to understand and interpret information.
- Understanding diversity of interpretations through analysis of context, point of view, and frame of reference.
- Seeing global patterns and processes over time and space while connecting local developments to global ones.
- Comparing within and among societies, including comparing societies’ reactions to global processes.
- Considering human commonalities and differences.

Timeframe: 1914 – Present

- War and peace in global context.
- New patterns of nationalism.
- New forces of revolution and other sources of political innovations.
- Compare the effects of the World Wars on areas outside of Europe.

A.P. World History: Document Based Question – Spanish Civil War

Directions: The following question is based on the accompanying documents 1 – 10. (The documents have been edited for the purpose of this exercise.)

This question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors' points of view.

You may refer to relevant historical information not mentioned in the documents. Vocabulary help can be found in the footnotes.

Question: *Using the documents below, discuss and analyze international reactions to the Spanish Civil War. What additional document(s) could help you assess attitudes towards this event?*

Historical Background

After 5 years of Republican rule in which the government enacted reforms such as women's rights to vote, secular education, and land reforms that countered medieval-based Spanish traditions, leaders of the Army, backed by the aristocracy and the Spanish Catholic Church, led a rebellion against the Republic, who in turn was backed by the reformists, Communists, and anarchists. The resulting civil war, which was won by the rebel Nationalists in 1939, resulted in a fascist government led by General Francisco Franco who ruled as dictator until 1975, after which, Spain became a constitutional monarchy. 27 nations, to include all the nations of Europe, signed a Non-Intervention Pact in which they agreed not to intervene militarily in the civil war by supplying military equipment, supplies or personnel.

Document 1

Source: Hermann Goering, Nuremburg Trials, 1946¹

When the civil war broke out in Spain, Franco sent a call for help to Germany . . . The Fuhrer thought the matter over. I urged him to give support under all circumstances, firstly in order to prevent the further spread of communism in that theater, and secondly to test my young Luftwaffe at this opportunity in this or that technical respect. With the permission of the Fuhrer I sent a large part of my transport fleet and a number of experimental fighters, bombers, and anti-aircraft guns; and in that way I had an opportunity to ascertain, under combat conditions, whether the material was equal to the task. In order that the personnel, too, might gather a certain amount of experience, I saw to it that there was a continuous flow, that is, that new people were constantly being sent and others recalled.

¹ Accessed at

Document 2

Source: Neville Chamberlain, British Prime Minister, speech in the House of Commons, 22nd February, 1938²

Our policy has been consistently directed to one aim - to maintain the peace of Europe by confining the war to Spain. Although it is true that intervention has been going on and is going on, in spite of the Non-Intervention Agreement, yet it is also true that we have succeeded in achieving the object at the back of our policy, and we shall continue that object and policy as long as we feel there is reasonable hope of avoiding a spread of the conflict.

Document 3

Source: Message from Soviet Union Defense Commissar Kliment Voroshilov to Stalin regarding support for the Republican government, September 1936³

"Preparing for dispatch 100 tanks, 387 specialists; sending 30 fighter aircraft without guns, and 15 planes fully equipped with crews and bombs. Ship to leave from Mexico for Cartagena, Spain."

Document 4

Source: New Zealand History Online⁴



Ambulance bought by the Dunedin branch of the Spanish Medical Aid Committee, the Communist Party, and a number of trade unions for the Republican government.

² Accessed at

³ Russian State Archive of Soviet Socio-Political History, accessed at <http://www.gutenberg-e.org/kod01/kod14.html#note11>

⁴ accessed 16 June 2009

Document 5

Source: Spanish Republican Government Propaganda Poster, 1937⁵



“All the cities of the world

Brigades supporting [Republican] Spain”

are in the International

Document 6

Source: Canute Frankson, American volunteer soldier in the Abraham Lincoln International Brigade supporting the Republican government to a friend, from Albacete, Spain, July 6, 1937⁶

“Why I, a Negro, who have fought through these years for the rights of my people, am here in Spain today? Because if we crush Fascism here, we will build us a new society—a society of peace and plenty. There will be no color line, no jim-crow trains, no lynchings⁷. That is why, my dear, I am here in Spain.”

⁵ Accessed at www.alba-valb.org, June 2009

⁶ Accessed at www.alba-valb.org, June 2009

⁷ A lynching is an illegal hanging.

Document 7

Source: Hyman Katz, American volunteer soldier for the Abraham Lincoln International Brigade supporting the Republican Government, letter, November 1937⁸

Dear Ma,

It's quite difficult for me to write this letter but it must be done. I came to Spain because I felt I had to. Look at the world situation. We didn't worry when Mussolini came to power in Italy. We felt bad when Hitler became Chancellor of Germany, but what could we do? We felt – though we tried to help and sympathize – that it was their problem and it wouldn't affect us. Then the fascist governments sent out agents and began to gain power in other countries. Remember the anti-Semitic⁹ troubles in Austria only about a year ago. Look at what is happening in Poland; and see how the fascists are increasing their power in the Balkans and Greece – and how the Italians are trying to play up to the Arab leaders.

Seeing all these things – how fascism is grasping power in many countries (including the U.S., where there are many Nazi organizations and Nazi agents and spies) – can't you see that fascism is our problem – that it may come to us as it came in other countries? And don't you realize that we Jews will be the first to suffer if fascism comes?

But if we didn't see clearly the hand of Mussolini and Hitler in all these countries, in Spain we can't help seeing it. Together with their agent, Franco, they are trying to set up the same anti-progressive, anti-Semitic regime in Spain, as they have in Italy and Germany.

If we sit by and let them grow stronger by taking Spain, they will move on to France and will not stop there; and it won't be long before they get to America. Realizing this, can I sit by and wait until the beasts get to my very door – until it is too late, and there is no one I can call on for help? And would I even deserve help from others when the trouble comes upon me, if I were to refuse help to those who need it today? If I permitted such a time to come – as a Jew and a progressive, I would be among the first to fall under the axe of the fascists; all I could do then would be to curse myself and say, "Why didn't I wake up when the alarm-clock rang?"

Document 8

Source: Evelyn Hutchins, American volunteer in the Abraham Lincoln International Brigade supporting the Republican government, interview 1942¹⁰

So far as the political situation in Europe, I am not like some people who think that all this stuff is just propaganda. I remember when Mussolini issued a decree – I was just a kid at the time – he issued a decree that women were not to wear short skirts, and they were to keep their proper places. Well, Mussolini was definitely out so far as I was concerned. I was convinced that anybody with that kind of an attitude was absolutely no good for the people generally. I never felt that I was an outstanding genius, but people had to give me a chance to think and develop whatever thinkabilities I had. If a person would not give me a chance I would fight them. Hitler has the system where he sends women to camps to be breeders. That strikes me at my very most innermost desire for freedom, and self-expression, and for culture, and education. Just being an ordinary human-being I couldn't tolerate a thing like that. It has gotten to mean so much to me that I don't care what I do in the process of fighting against concessions like that.

⁸ Accessed at www.alba-valb.org, June 2009

⁹ Anti-Semitic means anti-Jewish

¹⁰ Accessed at www.alba-valb.org, June 2009

Document 9

Source: Interview, Scottish communist blacksmith, Scottish International Brigade supporting the Republican Government (1986)¹¹

We didn't go to Spain to usher in socialism or communism or anything like that. We went to Spain to continue the fight for the freedom of a people to put a cross on a ballot paper and elect it's kind of government.

Document 10

Source: Roman Catholic periodical *Commonweal* , 1937¹²

"The New York newspapers omitted all mention of the extraordinary fact that 15,000 people in Madison Square Garden cheered to the echo all references to the conviction shared by so many that the American press is displaying partisanship¹³ in favor of the Republican government and neglecting to tell the truth concerning the aims, ideals and activities of Francisco Franco's Nationalist government and its army and continuing to keep a veil of silence over the slaughter of more than 150,000 Catholic noncombatants by the Communists and Anarchists controlling a government which a dominant section of the American press terms "a democratic, representative government worthy of the support of democratic, representative Americans."

¹¹ Tom Buchanan, "Anti-fascism and Democracy in the 1930s," *European History Quarterly*, 2002; 32; 39 quoted from Ian MacDougall, ed., *Voices from the Spanish Civil War: Personal Recollections of Scottish Volunteers in Republican Spain, 1936–1939* (Edinburgh 1986), 260, 87 and 66.

¹² "American Committee for Spanish Relief," *Commonweal*, 26 (4 June 1937): 141-143. Accessed at <http://www.encyclopedia.com/doc/1G2-3468301317.html>, June 2009

¹³ Partisanship means taking one side exclusively

Basic Document Analysis and Possible Points of View

Document 1 Hermann Goering, Nazi German, Commander of the Air Forces (Luftwaffe). He wants to stop the spread of communism, test new equipment, and give military personnel combat experience. The Germans are using the Spanish Civil War for their own purposes. POV: As a Nazi he hates communism and wants to stop its spread and replace it with fascism; at the Nuremburg trials, he may be trying to divert personal guilt to Hitler (I was only following orders)

Document 2 Chamberlain is Prime Minister of Great Britain. He does not want anyone to help either side of the Spanish conflict (hence non-intervention). He knows that others are intervening, but hopes that the war does not spread to the rest of Europe. POV: Overly optimistic – his only concern is that Britain does not get dragged into a war so soon after WWI.

Document 3 Soviet Defense Minister and Stalin. They are sending military equipment, supplies, and personnel to aid the Republican side. POV: As communists they hate fascists and want to frustrate the Germans; they are interested in spreading communism so send aid to help the communists who are on the side of the Republicans

Document 4 New Zealand Online. A historical web site showing New Zealand's support to the republican side by sending medical equipment. POV: The specific groups that raised the money are socialists and communists so they may not be expressing the views of the government at the time.

Document 5 A Spanish Republican government poster showing a Caucasian, a Black, and an Asian soldier ostensibly helping the Republican government. POV: propaganda to show the Nationalists that the world is on their side to make them hesitate; propaganda to convince nations to help them out seeing as how individual soldiers were helping them.

Document 6 American Negro volunteer fighting for the Republican side. He is fighting for liberty both in Spain and because of the prejudice against Blacks in America. POV:

Document 7 Hyman Katz, a Jewish-American volunteer for the Republican side. He is against anti-Semitism, specifically Nazi Germany. POV: may feel guilty because he was unable to help Jews in other countries fight the Germans.

Document 8 Evelyn Hughes, American volunteer for the Republican side. She is fighting against Hitler and Mussolini (fascism). POV: As a woman she wants to get involved because she wants women in Spain and the rest of Europe to be as free as those in America.

Document 9 Scottish blacksmith who is a communist. His motives transcend the spread of communism and socialism – he is fighting for peoples' right to a freely elected government. POV: As a communist he knows that the best way to get a communist system in your country is through elections.

Document 10 Roman Catholic publication. Arguing that the American press is pro-Republican and is ignoring the Nationalist side of the conflict. No one seems to care that the Republicans murdered thousands of Catholics. POV: satiric – critical of American press toeing the “party line”

Possible groupings

Providing military support to either side	Docs 1, 3, 4, 5, 6, 7, 8, 9
Providing support to the Nationalist side	Docs 1, 10
Providing support to the Republican side	Docs 4, 5, 6, 7, 8, 9, 10
Fighting fascism	Docs 6, 7, 8, 9
Neutral or non-interventionist	Docs 2, 10

Possible Additional Documents: The question asks for international reactions which would tend to exclude Spanish documents unless they specifically addressed international reactions.

American government official
North African fighting for Nationalists
Italian or German soldier
New Zealand government official – counter to doc 4
Mussolini
League of Nations
France

Possible Thesis

The Spanish Civil War evoked strong reactions from the international community on a national and individual level that included a tendency to take sides either for the Republicans and democracy or against fascism, or for the Nationalists and for fascism or against communism.