



ABRAHAM LINCOLN BRIGADE ARCHIVES

Summer Institute for Teachers: 2009

La Retaguardia de Tampa:

The Spanish Civil War and its Impact on Florida and U.S. History

Political Participation in the US & the Spanish Civil War

Participants Lesson Plan: Brian Hoover

Course: American Government

American Government Theme: Various forms of political participation in the United States and the motivating factors that compel someone to become in a political movement and/or cause

Themes' correlation to the Spanish Civil War: Exploring primary documents and interviews that discuss the motivation of US citizens that participated in the Spanish Civil War on the side of the democratically elected Spanish Republic

[Link: Political Participation Lesson Materials Packet](#) (found on ALBA website)

- Reading Passage – “Introduction to the Spanish Civil War” found in “ALBA Institute for Education: Summer Institute” Folder
- Reading Passage – “The Abraham Lincoln Lincoln Brigade” found in “ALBA Institute for Education: Summer Institute” Folder
- *Letter from Canute Frankson (7/6/37)* – found in The Good Fight Continues by Carroll, Nash & Small (pages 18-20)
 - o Motivating factors: racial equality, preservation of democracy
- *Letter from Hyman Katz (11/25/37)* – found in The Good Fight Continues by Carroll, Nash & Small (pages 21-23)
 - o Motivating factors: stop fascism and stop Hitler
- *A Negro Nurse in Republican Spain: Salaria Kee* – found in found in The Good Fight Continues by Carroll, Nash & Small (pages 26-28)
 - o Motivating factors: racism, Italian involvement in Ethiopia
- *Excerpt from an Interview with Evelyn Hutchins* – found in “ALBA Institute for Education: Summer Institute” Folder
 - o Motivating factors: feminism, fascist views of women

- *Letter from James Lardner (5/3/38)* - found in “ALBA Institute for Education: Summer Institute” Folder
 - Motivating factors: various reasons listed on page #2 of letter (some serious, some not)
- *Excerpts from Congressional Testimony: Crawford Morgan* - found in “ALBA Institute for Education: Summer Institute” Folder
 - Motivating factors: fascism, racism
- Movie/Documentary - “*The Good Fight*”: Part I (interviews explaining motivation of Abraham Lincoln Brigade Volunteers). “The Good Fight: The Abraham Lincoln Brigade in the Spanish Civil War” (1984, DVD re-release, 2008). Directors: Noel Buckner, Mary Dore, Sam Sills. [Purchase at Kino Videos](#).
- [Visual Images – Selected Spanish Civil War Posters found at:](#)
<http://www.alba-valb.org/resources/lessons/the-spanish-civil-war-poster/?searchterm=posters>

Previous to Lesson

Teacher would have presented lesson on various forms of Political Participation in the context of the US political system (See attached notes - end of lesson plan)

Day #1

Read background information on the Spanish Civil War and begin to explore primary documents

- Guided Readings / discussions using the two one-page readings from ALBA folder
 - Reading Passage – “Introduction to the Spanish Civil War” found in “ALBA Institute for Education: Summer Institute” Folder
 - Reading Passage – “The Abraham Lincoln Lincoln Brigade” found in “ALBA Institute for Education: Summer Institute” Folder
- Discuss short history of Spanish Civil War (short teacher-led lecture/discussion)
- Get students into pairs/triads and complete Primary Source Worksheet allowing students to pick/analyze three of six available primary source documents (letters, interviews, testimony, etc)
 - *Letter from Canute Frankson (7/6/37)* – found in [The Good Fight Continues](#) by Carroll, Nash & Small (pages 18-20)
 - Motivating factors: racial equality, preservation of democracy
 - *Letter from Hyman Katz (11/25/37)* – found in [The Good Fight Continues](#) by Carroll, Nash & Small (pages 21-23)
 - Motivating factors: stop fascism and stop Hitler

- *A Negro Nurse in Republican Spain: Salaria Kee* – found in [The Good Fight Continues](#) by Carroll, Nash & Small (pages 26-28)
 - Motivating factors: racism, Italian involvement in Ethiopia
- *Excerpt from an Interview with Evelyn Hutchins* – found in “ALBA Institute for Education: Summer Institute” Folder (entire excerpt)
 - Motivating factors: feminism, fascist views of women
- *Letter from James Lardner (5/3/38)* - found in “ALBA Institute for Education: Summer Institute” Folder (entire letter)
 - Motivating factors: various reasons listed on page #2 of letter (some serious, some not)
- *Excerpts from Congressional Testimony: Crawford Morgan* - found in “ALBA Institute for Education: Summer Institute” Folder (entire excerpt)
 - Motivating factors: fascism, racism

Day #2

Discuss Primary Documents and Watch Part I of the documentary “The Good Fight: The Abraham Lincoln Brigade in the Spanish Civil War” (1984, DVD re-release, 2008). Directors: Noel Buckner, Mary Dore, Sam Sills. [Purchase at Kino Videos](#).

- Have student groups present/discuss discoveries and motivating factors found in primary source documents
- Teacher should introduce / explain movie clip
- Watch Part I of “The Good Fight.” Have students take their own notes on motivation/motivating factors/sacrifices of those interviewed members of the Abraham Lincoln Brigade
- Student Homework: “Think of a current issue that would get you so inspired that you would take action (in any form)”

Day #3

Culminating Project: Take Action!

- Post the five images of the Spanish Civil War Propaganda Posters around the room for student reference (a brief introduction to propaganda posters may be necessary)

- Have students complete Take Action! Worksheet and create a “mini” propaganda/motivation poster on back of worksheet for a current issue of interest to the student
 - o Some possible current issues that might interest students: civil rights, war, drug policy, government actions, economy, gay marriage, civil liberties, women’s rights, race relations

Primary Source Worksheet – Spanish Civil War

	Document #1	Document #2	Document #3
<u>Name</u> of Document			
<u>Type</u> of Document (letter, interview, etc)			
<u>Date</u> of Document			
<u>Author/Writer</u> of Document			
<u>Audience</u> : Who is the document written for? (mother, newspaper, Congress, etc)			
<u>Writer's Background</u> : What do I know about the author?			
<u>Writer's motivation</u> for going to fight in the Spanish Civil War <i>List at least two factors</i> (Why did the join? What were they upset about?)			
What <u>sacrifices</u> did the writer make to get involved?			

Modern/Current Issue that I'm Passionate about	
Why do I care about this issue?	
What change do I want to take place? (outcome of action)	
How do I bring about this change in my community/the US (3 ways)	
What sacrifices would I make to accomplish this goal? (What do I give up?)	
Would I actually make the sacrifices necessary to bring about the change I want?	

On the back of this worksheet create a propaganda/motivational poster with at least four colors and less than ten words to advocate for your cause/issue

(see Spanish Civil War examples posted in classroom for guidance)

Notes/Activity to use previous to the lesson on Political Participation in the US and motivating factors of the Spanish Civil War volunteers in the Abraham Lincoln Brigade

Political Participation

People have many ways to involve themselves in their political process in the United States.

In the US people (most times) can become active in the political process regardless of race, sex, ethnicity, wealth, or other factors.

They can, among other things:

- Vote (easiest way to participate)
- Write or contact their elected officials
- Campaign for candidates
 - o Put out a yard sign or place bumper sticker on your car
 - o Wear a button or shirt
 - o Call voters
 - o Go door to door
 - o Talk to friends about
- Volunteer for a cause
- Run for office
- Join an interest group
- Contribute to a cause, political party and/or candidate
- Protest
- Lobby elected officials for legislation
- Attend rallies
- Register voters
- Write letters to the editor
- Attend town hall meetings

Activity

Why do you think very few people become involved in the political process (2 -3 sentences)? What could be done to improve the number of people involved in politics (2-3 sentences)?