



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

The Spanish Civil War and Why Americans

Volunteered

Participant Lesson Plan: Gary Padgett

Course: American History and World History, Document Based Question

Concept/Main Idea of Lesson

In this lesson, students will gain an understanding of the Spanish Civil War, the United States' involvement, and why United States citizens would fight in this war. Students will create an original response to the assigned essay question making use of the provided documents.

Intended Grade Level

10th -11th Grades

Infusion/Subject Area(s)

World History

American History

Sunshine State Standards

SS.912.A.12 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.3.10 Review different economic and philosophic ideologies

SS.912.A.6.2 Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).

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

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 Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

National Curriculum Standards

NCHS Standards:

Standard 1A

The student understands the world industrial economy emerging in the early 20th century.

Analyze the impact of industrial development on the culture and working lives of middle- and working-class people in Europe, Japan, and the United States.

Explain leading ideas of liberalism, social reformism, conservatism, and socialism as competing ideologies in the early 20th-century world.

Standard 3A

The student understands postwar efforts to achieve lasting peace and social and economic recovery.

Analyze how the governments of Britain, France, Germany, and Italy responded to the economic and political challenges of the postwar decade.

Assess the effects of United States isolationist policies on world politics and international relations in the 1920s.

Standard 3B

The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.

Analyze how militarism and fascism succeeded in derailing parliamentary democracy in Japan.

Standard 3C

The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940.

Explain ways in which the airplane, automobile, and modern railway affected world commerce, international migration, and work and leisure habits.

Standard 3D

The student understands the interplay of new artistic and literary movements with changes in social and cultural life in various parts of the world in the post-war decades.

Analyze how new media--newspapers, magazines, commercial advertising, film, and radio--contributed

to the rise of mass culture around the world

Standard 4A

The student understands the causes of World War II.

Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized

power and gained mass support in Italy, Germany, Spain, and Japan.

Analyze the consequences of Britain, France, the United States, and other Western democracies' failure to effectively oppose fascist aggression.

Standard 4B

The student understands the global scope, outcome, and human costs of the war.

Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war.

I. Instructional Objective

- A. Students will learn about the Spanish Civil war
- B. Students will learn how to respond to a Document Based Question
- C. Students will learn the procedure for evaluating documents
- D. Students will use critical thinking skills
- E. Students will create an original response to the essay question
- F. Students will evaluate their textbook's portrayal of the Spanish Civil War

II. Learning Activities Sequence

- A. Day One-Four: Teacher will use these days to discuss the time period after World War I. Time will be devoted on Day 4 to discussing the Spanish Civil War as it relates to the rise of Franco, Mussolini, and Hitler.
- B. Day Five: Day Five will be dedicated to the students completing the assigned document based question.
The DBQ is as follows:

Document Based Question-Spanish Civil War

Using the documents, analyze the reasons why Americans fought in the Spanish Civil War. Identify an additional type of document and explain how it would help in assessing the American reasons for fighting in the Spanish Civil War. Historical Background: In the years leading up to the Spanish Civil War, the United States' official policy was one of neutrality and an embargo towards Republican Spain. Over 2,000 United States citizens disregarded the act of neutrality and fought on the behalf of the Spanish Republic and against Franco.

III. Evaluation

Students will be evaluated based on their completed essay. Their essay will be scored using the College Board's AP World History 2008 Scoring Guidelines.

IV. Materials and Resources/ Documents

1. [Dr. Seuss Political Cartoon](#)

<http://orpheus.ucsd.edu/speccoll/dspolitic/Frame.htm>

2. [Letter, SCW Veteran James Lardner to Ellis Lardner, pg 2, 9/19/1938](#)

http://cdm15052.contentdm.oclc.org/cdm4/item_viewer.php?CISOROOT=/p15052coll1&CISOPTR=43&CISOBX=1&REC=11

3. [Condolence Letter, Friends of ALB](#)

[http://cdm15052.contentdm.oclc.org/cgi-bin/showfile.exe?CISOROOT=/p15052coll1&CISOPTR=17&filename=18.pdf#search=%22herman greenfield abraham lincoln%22](http://cdm15052.contentdm.oclc.org/cgi-bin/showfile.exe?CISOROOT=/p15052coll1&CISOPTR=17&filename=18.pdf#search=%22herman%20greenfield%20abraham%20lincoln%22)

4. [Harry Malofsky to Miriam 'Mim' Sigel, 8/29/1937, pg 3](#)

<http://cdm15052.contentdm.oclc.org/cgi-bin/showfile.exe?CISOROOT=/p15052coll1&CISOPTR=104&filename=105.pdf#search=%22miriam sigel abraham lincoln%22>

5. [Paul Sigel to Miriam Sigel, 7/18/1937 , pg 1](#)

<http://cdm15052.contentdm.oclc.org/cgi-bin/showfile.exe?CISOROOT=/p15052coll1&CISOPTR=122&filename=123.pdf#search=%22miriam sigel abraham lincoln%22>

6. [Bill Bailey to Majorie Polon, pg10](#) http://cdm15052.contentdm.oclc.org/cdm4/item_viewer.php?CISOROOT=/p15052coll1&CISOPTR=143&CISOBX=1&REC=13

7. [Post card/Poster image, Los Nacionales](#)

http://www.alba-valb.org/resources/media/Arriba%20Espana.jpg/image_view_fullscreen

V. References

Abraham Lincoln Brigade Archives, (2008). ALBA Digital Library. Retrieved June 19, 2009, from

About the Digital Collections Web site: <http://www.alba-valb.org/resources/digital-library>

Bentley, J, & Ziegler, Herbert (2003). *Traditions and encounters: A global perspective on the past*. McGraw-Hill.

College Board. (2009). College Board. Retrieved June 19, 2009, from College Board 2008 Free Response Scoring Guide Web site:

http://www.collegeboard.com/prod_downloads/ap/students/worldhistory/ap08_world_history_sgs.pdf

Mandeville Special Collections Library, (2009). Retrieved June 19, 2009, from

Dr. Seuss Collection Web site: <http://orpheus.ucsd.edu/speccoll/dspolitic/Europe.html>

National Center for History in the Schools, (2004). National History Standards. Web site:

<http://www.sscnet.ucla.edu/nchs/standards>

