



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 Rise of Fascism and the Spanish Civil War

Participants Lesson Plan: Vincent M D'Acunto

Course: American History, World History, American Government, High School

Subject: The effects of the Spanish Civil War as a start to the rise of Fascism and the rebellion against Fascism in Europe and the effects felt in America politically and socially.

Focus: American History, World History, American Government, additional material including Document Based aspects for Advanced Placement U.S. History.

Materials: Access to Abraham Lincoln Brigade website for Primary Sources and introduction to Spanish Civil War content

Resources:

Carroll, Peter N. *The Odyssey of the Abraham Lincoln Brigade: Americans in the Spanish Civil War*. Stanford University Press, 1994. 460 pages.

Carroll, Peter N., Michael Nash, and Melvin Small, eds. *The Good Fight Continues: World War II Letters from the Abraham Lincoln Brigade*. New York University Press, 2006. 290 pages.

Graham, Helen. *The Spanish Civil War: A Very Short Introduction*. Cambridge University Press USA, 2005. 176 pages.

Neugass, James. Peter N. Carroll and Peter Glazer, eds. *War Is Beautiful: An American Ambulance Driver in the Spanish Civil War*. New Press, 2008. 314 pages.

Valis, Noël. *Teaching Representations of the Spanish Civil War*. Modern Language Association, 2007. 601 pages.

Books Available at [ALBA on-line Bookstore](#):

Assessment: Document Based Question for AP or pre-AP students. Also Poster and Letter alternative assessment.

Part 1: Introduction

Introduction: Guernica

What to do: Introduce the subject of the Spanish Civil War by showing the painting Guernica by Pablo Picasso. The two opposing images are the Bull in the top Left (Franco Regime) and the Horse on the top center (Republican People...Anti-Fascist). The other images of faces are generally considered the people of Spain who were on the side of the Anti-Fascists and how war affected their lives.



Questions to consider with students:

1. Describe the emotions of each of the characters of the painting.
2. Which image may be considered in control of the fate of the other images?
3. Have the students make up a story based only on the painting imagery.
4. Define authority in a state based on the ideas of the painting only.
5. Describe the history of the painting based on information from the Abraham Lincoln Brigade website (<http://www.alba-valb.org/>)

6. How does the painting show the horrors of Civil War with respect to fascism on the rise in Spain and the World during the 1930's and 1940's?
7. After debriefing Guernica by Picasso introduce the Spanish Civil War in historical context and Guernica as the prelude to World War II. This can be presented as lecture or a reading from the <http://www.alba-valb.org/> website.

Part 2: Rise of Fascism Content

Goal: Using the ALBA (Abraham Lincoln Brigade) website teacher and or students will use primary documents selected such as letters, posters, paintings, and historical secondary documents to fill in the chart below.

What to do:

1. Break students into triads to read through a selection of documents from the above sources. Give the groups as a round robin activity 5 minutes to analyze each document (this number can change if you have longer more in-depth letters you may want to give 10 minutes per document). Any tool that you use for students to analyze may be used. An example is given below.

A. Author

P. Place

P. Purpose

A. audience

R. Reason to Write

T. The Main Idea

S. Significance or So What

2. Once the students have gone through the primary documents (List Below) they will then complete the following chart as individuals. The chart is to use the Spanish Civil War as a catalyst for the Rise of Fascism and the prelude to World War II. Using this incident the students will confront the themes of Communism, Fascism, American Home front in Ybor City, and the Republic/Democracy during this conflict and its results through World War II.

2. List of possible Primary Sources:

The ALBA website has primary documents that you can use for this lesson. Use the search field on the ALBA site to research keywords on subjects, time period, and individuals. The site also has a primary thumb nail brief description of each document, so the teacher can browse easily and decide which document fits your class goals. Feel free to browse those categories first.

Links and resources -

ALBA: site links to primary letters described above

<http://www.alba-valb.org/resources/digital-library>

USF: Site links to posters and audio primary documents

<http://purl.fcla.edu/usf/dc/s39>

Rise of Fascism - Spanish Civil War Chart

Themes	Republic Democracy The people	Fascism Spanish Army	Communism Soviets	Home-front Ybor city population
Leaders				
Define				
Goal in Spanish Civil War				

Religion				
Effect after War				

Part 3: Video and Assessment

Goal: Show students the people from America who went to serve the Anti-Fascist movement in Spain through the video “The Good Fight”. Through the use of the video, posters, letters, and other primary documents from the ALBA website the students will now create their own poster, or letter as an alternative assessment tool. Many of the people in the video as well as from the documents see that the coming of fascism to Spain resulted in American as well as European Democracies threatened by the Italian, German, and Spanish regimes. Through the posters and letters, the students will get a sense of this coming wave of Fascism and the efforts to stop its rise.

What to do:

1. Preview video of “The Good Fight” DVD. Show clips of the video such as the motivation for Americans to fight in a war the United States is ignoring.
2. Students then should be given a choice as an individual to create a poster, letter, or song that shows the motivation of Americans to support the Anti-Fascist Republicans.

Example:

Part 2 Teacher Sample

Document: