Teaching Materials

Teaching Strategies

The Spanish Civil War can be an important teaching tool for showing students that the 20th century was not just comprised of World War I and World War II. I find that students often have a hard time understanding concepts such as nationalism, fascism, socialism, and communism. The Spanish Civil War offers a good opportunity for dealing with these issues. I also feel that this war provides an opportunity for teachers to introduce the concept of social history and show how modern warfare affected the people of Spain.

Another theme that I emphasized throughout this module is how the Spanish Civil War gripped the world’s attention. This can be shown through photographs, posters, art (such as Picasso’s Guernica), poetry and novels written by people all over the world, especially British and Americans. There are many possible connections to modern-day war that could be made here.

The International Brigades could be used to discuss the very young volunteers from America who chose to go to Spain—many were young college students who had begun to learn about fascism in school and felt they needed to join the fight. Possible discussion questions could include: Where do your beliefs come from—your parents, your friends, or school? How is war portrayed in movies and how does that compare to war in real life?

Finally, the women of Spain. The Republicans and the Nationalists viewed women in dramatically different ways during the Spanish Civil War. Many scholars argue that no other time in modern history witnessed such a concentrated contrast. The Nationalists saw the women of Spain as the "Angel of the Home" and showed this in their propaganda. The Republicans pushed for the education and liberation of women and allowed them to fight alongside men. When the Civil War finally ended in 1939 with the Nationalist side taking control of Madrid, women were often the focus of control under the new Franco regime. One discussion question could be: Why would the education of women be a central point of the war in Spain? How do we see this conflict over access to education in the world today?
Lesson Plan: Women in War: Icons, Victims, or Warriors

Time Estimate
Three 50-minute class periods and one additional day for writing the DBQ.

Objectives
After completing this lesson, students will be able to:

1. analyze visual images for historical content and point of view.
2. identify symbols in visual sources.
3. arrange sources in analytical groups.
4. identify point of view in a variety of sources.
5. Identify the roles of women in the Spanish Civil War.
6. identify other points of view or types of sources not represented in the sampling.

Materials

• Internet access for further research.
• Posters or transparencies of Picasso’s Guernica and Delacroix’s Liberty Leading the People.
• Chart paper and colored markers.
• Print out and make copies for the class of Primary Source Analysis Worksheet: Images
• Print out and make copies for the class of Making Sense of Documentary Photography
• Print out and make copies for the class of Analyzing Photographs
• Print out and make copies for the class of Unpacking Images
• Photograph of Guernica in the Spanish Civil War from The HistoryNet.com
• Poster from Saenz de Tejada (last image of the set from his illustrations of the Nationalist Anthem Cara al Sol) from M. P. Thompson. Department of Spanish/School of Modern Languages and Cultures. Durham University, 2004.
• Photograph of the Siege of Teruel (public domain image) from Wikipedia
• Print outs of the visual documents:
  Source 1: Poster, Farm Woman
  Source 2: Poster, Factory Woman
  Source 3: Photograph, Woman Fighting
  Source 4: Photograph, Civilian Refugees
  Source 5: Drawing, Bakery
  Source 11: Photograph, American Aid
• Then the remaining documents:
  Source 6: Song, Women's Anthem
  Source 7: Letter, American Volunteer
  Source 8: Speech, Republican Spain Farewell
Strategies

- **Hook:** Have students work in small groups to brainstorm their impressions of the role of women in warfare. Tell them to list specific examples, both from the present and the past. Try to elicit specific examples such as Florence Nightingale or Clara Barton, Mata Hari or Tokyo Rose, Rosie the Riveter, Deborah Sampson, or Lori Ann Piestewa. The groups should then report out, listing the examples they have generated on the board or on chart paper. Next, ask students to group their examples into categories by role: e.g., nurse/medic, clerk, factory worker, soldier, spy, etc. If the students have generated examples from several time periods, ask them to explain the changes that they see in women’s roles in war and to offer some tentative reasons why the roles seem to be changing.

- Students should read through the Spanish Civil War Introduction, either on the computer or as a print-out, depending on your computer resources. Pass out copies of Making Sense of Documentary Photography, Analyzing Photographs, and Unpacking Images.

- Students should preview the sources to establish the types of sources and their origins.

- Present Liberty Leading the People to the class either on the overhead projector or as a poster. Briefly explain that this painting comes from the 1830 Revolution in France, where liberals and republicans rebelled against the monarch’s attempt to invalidate an election that gave liberals control of the government. The king also imposed ordinances limiting freedom of the press and raising the property qualifications for voters (disenfranchising all but the rich). Ask them to analyze the picture carefully, first listing all the details they can see—what each person is holding or doing, clothing, gender, indications of social class, buildings, weapons, etc.

- Discuss the symbols used in the painting such as the tricolor flag of the French Revolution, Liberty’s Phrygian hat symbolizing freedom, the classical robe that Liberty is wearing (as opposed to the contemporary clothing of the men in the picture). Ask the class the following questions and ask the students to cite specific details of the painting to support their answers:
  - Is the image of Liberty a real woman or a symbol?
- The purpose of this exercise is to establish the artist’s use of Woman as Icon or symbol of righteous warfare, while ignoring the presence of actual women in the Paris uprising.

- Present Guernica to the class, either on the overhead or as a poster. You might want to mention the parallels with Liberty Leading the People—a civil war that pits liberals against ultra-conservatives—but note that the paintings are separated by a hundred years. Explain that the painting is Picasso’s interpretation of the attack by air on a Basque village in northern Spain by a German air force unit fighting with Franco and the Nationalists. The civilians in the village of Guernica had no warning of the attack or defense against it.

- Students should then analyze the picture carefully, first listing all the things they can see—what each person is holding or doing, identify the animals and buildings, weapons, clothing, gender, indications of social class, etc. Ask the class the following questions and ask the students to cite specific details of the painting to support their answers:
  - Are the images of women meant to be real women or abstract symbols such as Liberty?
  - What is the role of women in war, according to this image?
  - What is the point of view of the artist—Republican or Nationalist/Falangist?
  - What is the artist’s attitude toward war itself? Noble? Horrifying? (Note the relatively composed bodies and lack of blood or dismemberment.)
  - How is the bombing affecting the women? (Note here the role of victim, unable to protect children from the bombing.)

- Present the photo Terualsiege from the Wikipedia article. Ask students what differences they can detect between a painting and a photograph of a war scene. Refer them to Making Sense of Documentary Photography, Analyzing Photographs, and Unpacking Images.

- Note that while the immediacy of photography lends a more realistic view, there has been selection by the photographer of the image captured. Ask the class the
following questions and ask the students to cite specific details of the photograph to support their answers:

- What is the point of view of the photographer—Republican or Nationalist/Falangist?
- What is the artist’s attitude toward war itself? Noble? Horrifying?

- Ask students to apply the same set of questions to Document 3: Photograph, Women Fighting. What view of women’s role in war can been seen in this photograph? How is it different from that of Liberty Leading the People or Guernica?

- Divide the class into small groups. Pass out copies of Sources 1 through 5, a print-out of the Saenz de Tejada illustration for the Falangist anthem Cara al sol for the last verse: “¡Arriba, escuadras, a vencer, / Que en España empieza a amanecer!”, and the HistoryNet.com photo. Each group should complete a Primary Source Analysis Worksheet: Images for each of the sources. Then students should group the images into categories based on the role of women in the images: icon or symbol, warrior, or victim.

- When the groups have finished their discussion, ask how the source of the image—Nationalist, Republican, or neutral/unknown—impacts the source’s view of women. Referring to the introduction of the module, students should suggest reasons why the different sides might have viewed women in different ways.

- Finally, students should examine the other sources in the packet for point of view and purpose of the document, and perception of women’s roles in the Civil War. What additional information can be gained from the written sources? What new roles for women are seen (such as the fund raiser)? Do the first-person accounts support the groupings the students have already created from the image sources?

**Differentiation**

Advanced Students: These students should be encouraged to search for additional sources and images. They should analyze these sources and compare them to the sources provided in the sample set. What similarities or differences do they observe? How might those similarities or differences be accounted for? What additional sources are needed to have a complete picture of this time period?

Visual Learners: These students might draw their own posters from either the Republican or Nationalist point of view. Students should justify how their posters reflect that point of view by referring to the images in the sources provided.
Document Based Question (Suggested writing time: 40 minutes)

Directions: The following question is based on the documents included in this module. 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 or all but one 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.

Question: Using the documents and images from the Spanish Civil War, analyze the perceptions of the role of women in time of war and the impact of the war on women. How do gender and political affiliation affect the perception of women’s roles?

Be sure to analyze point of view in at least three documents or images.

What additional sources, types of documents, or information would you need to have a more complete view of this topic?
Bibliography

Books


This book provides a strong overview of La Pasionaria and the “Free Women of Spain” movement.


This collection of essays focuses on the Franco regime. It offers excellent academic works on the shaping of women in Spanish society.


This book of collected essays is an excellent introductory source for modern Spain during the Spanish Civil War and the Franco years.


This is an excellent primary source memoir with added secondary source commentaries on La Pasionaria.


An excellent, well-written book that looks at the role of women in modern Spain. It is very strong in its description of higher education options for women and its discussion of women and consumerism.


Written by one of the first female historians in Spain, this book looks at the development of the women’s movement in Spain throughout the Spanish Civil War.

Websites

The Visual Front University of California, San Diego
http://orpheus.ucsd.edu/speccoll/visfront/intro.html

This website offers a strong collection of Republican propaganda posters from the Spanish Civil War.
"Shots of War: Photojournalism During the Spanish Civil War" Mandeville Special Collections Library, University of California at San Diego
http://orpheus.ucsd.edu/speccoll/swphotojournalism/index.html

This website gives excellent details about the new photography techniques used during the Spanish Civil War that brought the war to the rest of the world.

"They Still Draw Pictures" Mandeville Special Collections Library, University of California at San Diego http://orpheus.ucsd.edu/speccoll/tsdp/frame.html

This website presents an interesting collection of Spanish children’s drawings from the Spanish Civil War