**UNIT OR PROJECT TITLE**  
The Spanish Civil War – A Forgotten History

**DESCRIPTION**  
Exploring the context and repercussions of Spanish Civil War will help students understand many modern day aspects of Spain’s culture, government and economy. Although this historical event only lasted three years, the instability and uncertainty that its effects brought on Spain were much further reaching. The goal of this unit is for students to listen to the words of those directly affected by the conflict through authentic language samples.

**GRADE LEVEL AND CONTENT AREA**  
High School – Spanish Level III, IV, AP

**AUTHOR NAME AND SCHOOL**  
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**SETTING**

Where/When does this unit fit into your larger curriculum map?  
This unit fits into the country studies conducted in the upper level language classes. Aspects of cultural identity are studied and this unit about the Spanish Civil War will aid student understanding about the modern day development of many facets of Spain’s society. The interview clips that we have posted to our website contain information pertinent to many units of study such as family life, friend relationship and immigration.

What skills and knowledge will students need before beginning this unit?  
Students would need a basic understanding about the political and economic state of Western Europe after WWI. This knowledge should have been attained through history courses during the freshman and sophomore years. 

What are the unit goals?  
Students will be able to understand the basic conflict between the republicanos and the nacionalistas. Students will be able to explain how Franco built his power base and 40 year legacy. Students will be able to identify the impacts of the war on modern day Spanish culture. Students will be able to recognize the importance of the Spanish civil war in relation to WWII.

What is the timeframe?  
3 class periods – block schedule, 6 class periods – traditional schedule

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**UNIT SCAFFOLD**

Enduring Understanding(s): This unit is grounded in what big idea(s)?  
Conflict, specifically a civil war, leaves lasting effects on peoples’ lives and shapes the development of a country for many decades to come. History must be studied lest it be forgotten and repeated.

Essential Questions: What questions frame this unit and guide student inquiry?  
What are the underlying tensions that caused the Spanish Civil War?  
Who were the international partners on both sides of the conflict?
How did Franco’s dictatorship shape 20th century Spanish culture?  
How do first-hand accounts help shape history?  
What lessons can be learned from this war and subsequent rebuilding years?  
How were children’s lives affected during this time?  
Why is the Spanish Civil War relevant to events happening today?  

**STUDENT LEARNING OBJECTIVES**

**What will students know?**  
Students will be able to explain the time period in history known as the Spanish Civil War and understand how this conflict shaped Spain’s current society. Students will be able to identify the international interest that raised awareness about the war and subsequently launched much of the globe into WWII.

**What skills will students demonstrate?**  
Master vocabulary and grammar objectives to enable them to explain the themes of the unit  
Synthesize and analyze authentic video and audio sources  
Use technology to document their individual research

**What performance standards are addressed?**  
TEKS: The student is expected to use the Spanish language at the intermediate proficiency level to demonstrate understanding of the concept of culture through comparisons

**EVIDENCE OF LEARNING:** How will student learning objectives be measured?  
*Additional tables can be added by using “cut and paste” functions.*

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<tr>
<th>Assessment / Performance Task/Project</th>
<th>Learning Objectives</th>
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| Group Research Project chronicled through a class blog | **Knowledge:**  
Research topics include: censorship, religious freedom, life under a dictator, international response and relief efforts  
**Skill:**  
Technology objectives, language proficiency, research competency |

**Materials per Class:** netbook computers, blog page  
**Materials per Student:** internet access, research notes organizer  
**Differentiation Strategy:** introduce unfamiliar vocabulary prior to beginning the unit
Creation of an extended scene for the movie, Lengua de las Mariposas

Knowledge:
Basic understanding of the context of the civil war

Skill:
Use knowledge of the historical framework and creativity to predict possible outcomes for the movie

Materials per Class: DVD player, movie
Materials per Student: journal
Differentiation Strategy: stop for discussion throughout the individual scenes

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<tr>
<td>Formulate research questions of interest and use SKYPE to communicate with experts in Spain</td>
<td>Knowledge: Historical understanding of the civil war era in Spain as well as language capabilities to conduct simple interviews in Spanish</td>
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<td>Skill: Covers vocabulary and grammar proficiencies such as questions and answers as well as unscripted conversations</td>
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Materials per Class: projector, internet access, conference call software
Materials per Student: journal
Differentiation Strategy: watch sample interviews to understand how to formulate questions

LEARNING PLAN: Outline the teaching and learning plan, describing learning experiences that support students in reaching unit goals. Learning plan should be guided by the unit’s “big idea” and essential questions, and give context for the performance tasks.

Students will first be introduced to the historical context of the Spanish Civil War by reading first person accounts of the conflict and watching video interviews. They will also read essays and poetry selections such as Federico Garcia Lorca and Octavio Paz in Spanish that help them visualize this time period in history. With this background knowledge, they will then view the movies Lengua de las Mariposas or Viaje del Carol. Both of these films deal with the civil war years and the ensuing dictatorship. Working in groups, students will be tasked with writing and performing an additional scene from one of the movies. This activity will appeal to their creative side while also assessing their understanding of the historical elements and their language competencies. After completing this activity, students will choose individual research topics that explore more in depth certain issues related to the Spanish Civil War. Topics can vary and might include: the role of the international brigaders, the role of women in the war, the political affiliations of each region of
Spain and the influence of the dictatorship on the censorship of media sources and literature. The findings of their research study will be guided by teacher provided research templates and the final product will be shared on a class created website. This will enable the different classes to share their findings with each other. The students will also be required to comment on each other’s research. The final element of the unit study would be the development of interview questions, based on their research findings that would be used on a series of video SKYPE interviews set up by the teacher with various experts and eyewitnesses based in Spain. Students will be provided scaffolding by studying interviewing techniques, question writing strategies and watching several video interviews.

MATERIALS AND RESOURCES

Netbook computer laptops, internet access, DVD player, student journal

REFERENCES

http://spaincivilwar.wordpress.com/
http://www.cartridgesave.co.uk/news/the-foreboding-propaganda-posters-o-the-spanish-civil-war/