



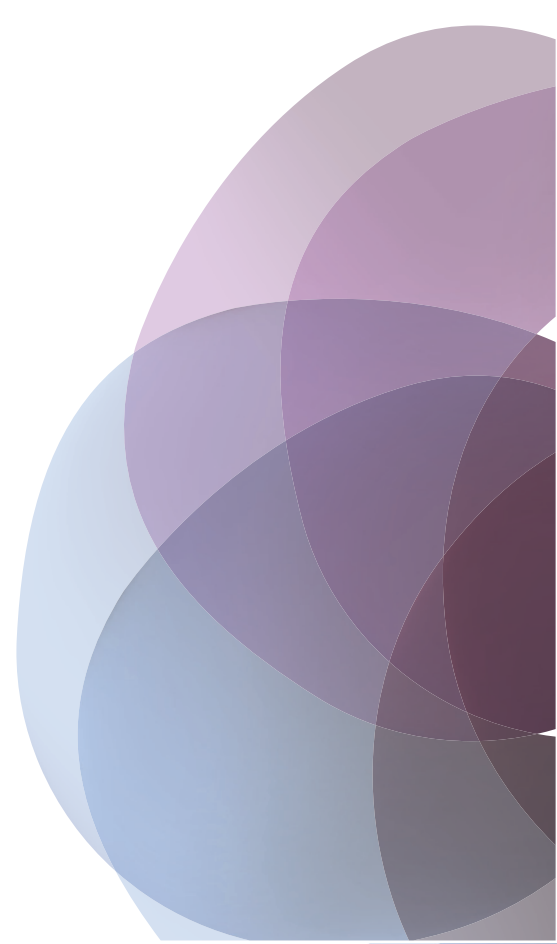
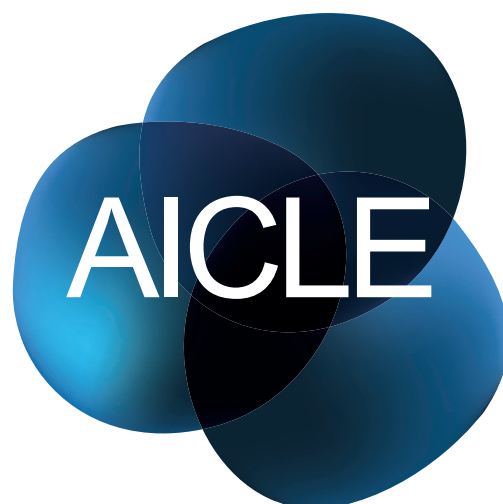
# Ciencias Sociales

Secundaria



JUNTA DE ANDALUCÍA

Inglés



# Identificación del material AICLE

<b>TÍTULO</b>	The Second Spanish Republic and the Civil War
<b>NIVEL LINGÜÍSTICO SEGÚN MCER</b>	A2.1
<b>IDIOMA</b>	Inglés
<b>ÁREA / MATERIA</b>	Historia
<b>NÚCLEO TEMÁTICO</b>	La II República y la Guerra Civil.
<b>GUIÓN TEMÁTICO</b>	La secuencia no pretende un análisis exhaustivo de la evolución histórica de la II República hasta el final de la Guerra Civil, sino una aproximación crítica y empática a la complejidad de dicho momento histórico. Desde el rechazo a la guerra como estrategia para la resolución de conflictos, se pretende el acercamiento a las vivencias de las personas protagonistas de este período, a la vez que se inicia al alumnado en la metodología de la historia oral. Se abordan específicamente contenidos como la lucha por el voto femenino, la reforma educativa republicana o la infalibilidad/imparcialidad/credibilidad de las fuentes históricas.
<b>FORMATO</b>	Material didáctico en formato PDF
<b>CORRESPONDENCIA CURRICULAR</b>	4º de Educación Secundaria
<b>AUTORÍA</b>	Mª Ángeles Crespo Fernández
<b>TEMPORALIZACIÓN APROXIMADA</b>	5 sesiones, más una propuesta de trabajo de investigación y un cuestionario de autoevaluación de contenidos y destrezas.
<b>COMPETENCIAS BÁSICAS</b>	Competencia lingüística (C1): Lectura de textos diversos. Competencia cultural y artística (C3): Análisis y comentario de diversas imágenes. Competencia social y ciudadana (C4): Desarrollo de habilidades sociales para el trabajo en equipo y el rechazo de la violencia como medio para la resolución de conflictos. Competencia en el tratamiento de la información (C5): Realización de una entrevista oral y presentación de los resultados. Competencia para aprender a aprender (C6): Desarrollo de estrategias para organizar e integrar los conocimientos adquiridos. Competencia para la autonomía e iniciativa personal (C7): Desarrollo de iniciativas en la realización de debates, trabajos individuales y en grupo.
<b>OBSERVACIONES</b>	La selección de actividades resulta obligatoria en esta secuencia, aún cuando este núcleo temático se impartiese íntegramente en inglés, dado que la duración de cada sesión supera una hora lectiva. Los materiales están diseñados para adaptarse a la diversidad del alumnado en cuanto a su grado de motivación y ritmo de aprendizaje, por eso en cada sesión se incluyen actividades con distinta duración y grado de dificultad de manera que cada profesor/a seleccione las tareas o sesiones que más se adecuen a su contexto docente. Se recomienda que las actividades de interacción oral, también se fijen por escrito.

# Tabla de programación AICLE

<b>OBJETIVOS</b>	<ul style="list-style-type: none"> <li>- Apreciar la creación artística y comprender el lenguaje que utiliza</li> <li>- Identificar y localizar los procesos y acontecimientos históricos relevantes en la historia de España</li> <li>- Rechazar la violencia y valorar positivamente la resolución pacífica de los conflictos</li> <li>- Valorar la igualdad de derechos y oportunidades entre los sexos</li> <li>- Adquirir y emplear el vocabulario específico que proporcionan las Ciencias Sociales</li> <li>- Realizar tareas en grupo y participar en debates con una actitud constructiva, crítica y tolerante</li> <li>- Comprender y expresarse de manera adecuada en una lengua extranjera</li> </ul>		
<b>CONTENIDOS DE CURSO / CICLO</b>	<ul style="list-style-type: none"> <li>- Análisis de diversas imágenes</li> <li>- Lectura e interpretación de textos de naturaleza diversa</li> <li>- Análisis crítico de distintas fuentes</li> <li>- Localización en el espacio y en el tiempo.</li> </ul>		
<b>TEMA</b>	<ul style="list-style-type: none"> <li>- El Guernica: el arte como denuncia</li> <li>- Desarrollo de la Segunda República y la Guerra Civil</li> <li>- La lucha por el voto femenino. La educación y la cultura</li> <li>- Historia oral.</li> </ul>		
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"> <li>- Identificar los códigos artísticos utilizados por diversas imágenes</li> <li>- Formular hipótesis sobre la evolución de la Segunda República y el estallido de la Guerra Civil</li> <li>- Informar sobre la situación de las mujeres en la primera mitad del siglo XX en España</li> <li>- Ejemplificar los logros en el terreno de la cultura de la Segunda República y su estela en la literatura</li> <li>- Narrar historias de vida a partir de fuentes orales</li> </ul>		
<b>TAREAS</b>	<p>Descripción de fotografías Comentarios de texto guiado. Realización de esquemas. Elaboración de ejes cronológicos Debates. Role-play. Realización de entrevistas. Realización de biografías. Exposición oral.</p>		
<b>CONTENIDOS LINGÜÍSTICOS</b>	<b>FUNCIONES:</b> Narrar hechos pasados Señalar objetos en un cuadro	<b>ESTRUCTURAS:</b> Past Tense. Passive voice. First, then, eventually, ...	<b>LÉXICO:</b> Republic, Civil War, army, bombing, exile, International Brigades, left/right wing parties, militia, freedom of speech, civil marriage...
<b>CRITERIOS DE EVALUACIÓN</b>	<p>C3: Desarrolla destrezas para observar y analizar las obras de arte como resultante de un determinado contexto histórico.</p> <p>C5: Obtiene información de fuentes escritas, gráficas y visuales</p> <p>C6: Conoce los principales hechos históricos en la España del primer tercio del siglo XX. Distingue las principales etapas de la Segunda república, su evolución y realizaciones y evolución. Explica el desarrollo de la Guerra Civil, su evolución y consecuencias</p> <p>C4: Rechaza la guerra como estrategia para la resolución de conflictos. Valora la igualdad de derechos entre hombres y mujeres como una conquista histórica. Desarrolla una actitud favorable hacia la resolución de las tareas y problemas colectivos</p> <p>C1: Adquiere el vocabulario específico de la materia. Adquiere vocabulario básico en lengua inglesa</p> <p>C6: Desarrolla estrategias para organizar y recuperar la información, tales como esquemas conceptuales, listas de vocabulario en lengua inglesa...</p>		

# THE SECOND SPANISH REPUBLIC AND THE CIVIL WAR



## CONTENTS

1. Guernica
2. The Second Republic
3. Uncovering women in History
4. The Civil War
5. Culture and education

Project: Oral History

“What did you do after the war, grandma?”

Text yourself!

## Session 1: GUERNICA



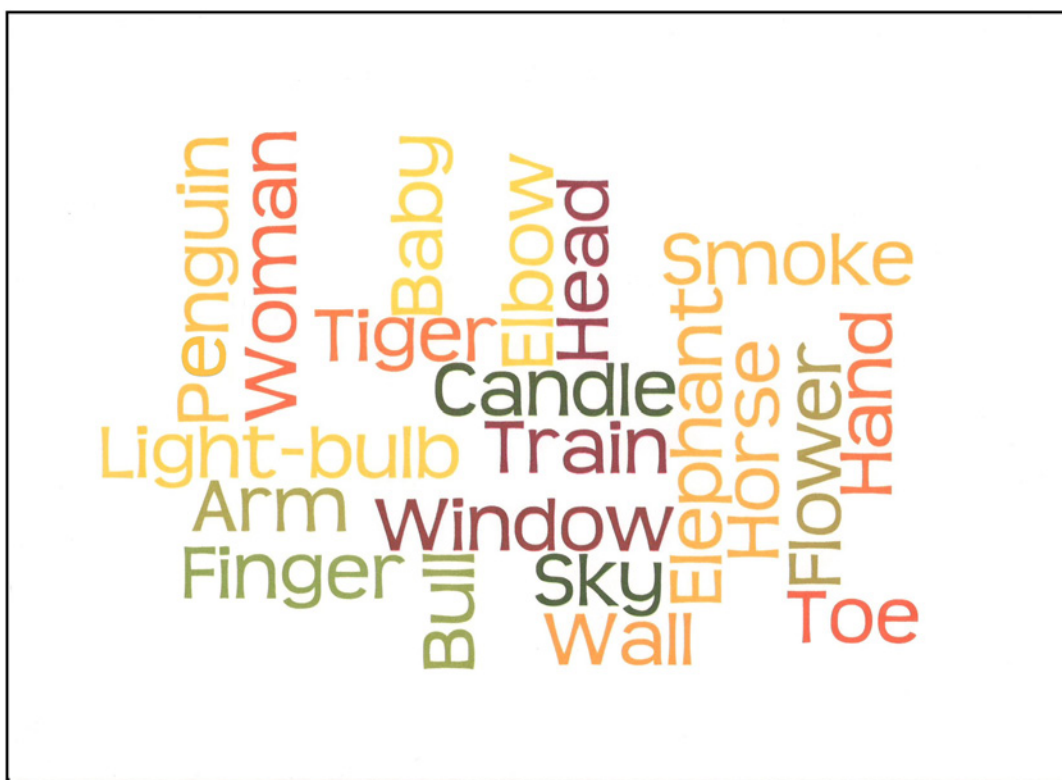
### 1.1 Warming up:

**Imagine** that you have travelled to Madrid with two friends: one of them cannot see, the other cannot hear. You will be their guide for the day. You are visiting the national museum Centro de Arte Reina Sofía:

WHAT CAN YOU SEE IN THIS PICTURE?



**Underline** the things that you can find in:





### 1.2. Describing a picture:

**Imagine** that you have to explain this picture to your blind friend: What would you say to him/her? Use the words in the table.

- There is/are....
- On the top
- On the bottom
- In the middle
- On the left
- On the right
- In the corner
- In the background
- In the foreground
- Right hand corner
- Above
- Below
- Next to
- Beside
- Behind
- On the top left



### 1.3 Focus on writing:

Now, **write** your explanations:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



### 1.4 Looking at the picture:

### HOW DO YOU FEEL?

Is it colourful?

.....



What do you think intention the painter's intention in using these colours?

.....

Do you think it is a realistic picture? Justify your answer .

.....

### 2.1 Listening comprehension: PART ONE



### WHAT DO YOU KNOW ABOUT THIS PICTURE?

Have you ever seen this picture before?

.....

Who is the artist?

.....

When was it painted?

.....

Why was it painted?

.....



**Let's listen** to some information and answer the questions below.  
You are going to listen THREE TIMES.

### 2.2 Listening comprehension: PART TWO



It is said that Guernica by Picasso is full of symbolism:

Can you **guess** what the symbols are?

Can you **guess** what each symbol represents?



You can use these:

I think that...  
I would say that X represents...  
It/X might be a symbol of...

Let's **listen** to some information and check your guesses. You are going to listen to the same information THREE TIMES

Then, you can **check your answers by reading** the same text that you have just heard. Your teacher/assistant will give it to you.

Using this information, **write** a letter to a friend describing the painting.

The bull, on the top left, represents....

.....

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.....

### 2.3 Art as a result:



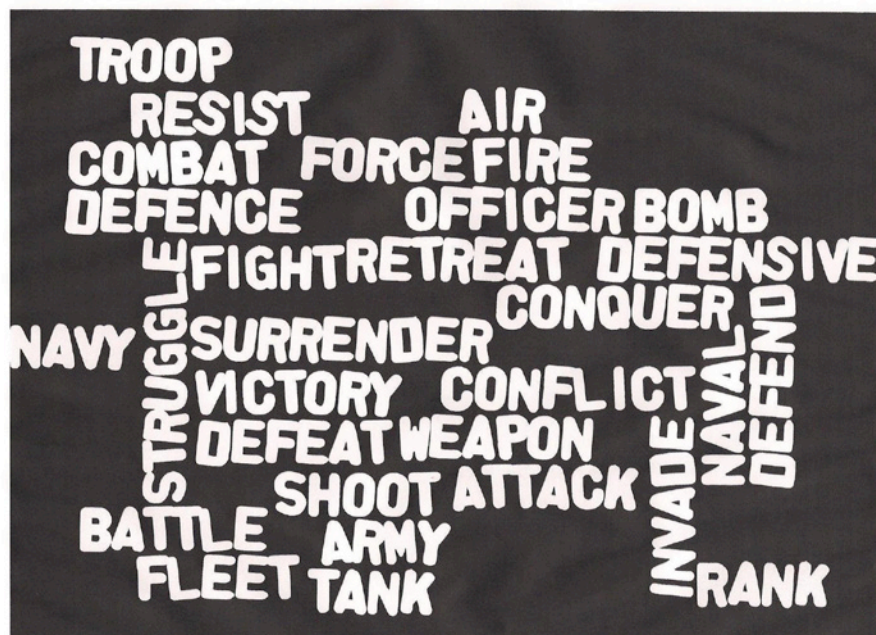
**Answer** these questions:

- What was happening in Spain when Picasso painted Guernica?

- **Guess.** What is the relationship between Guernica by Picasso and the picture below



- **IN PAIRS:** **Organize** the following words in groups according to your own criteria. What do they all have in common?



www

- Why did the Spanish Civil War start in 1936?

Because...  
I think of...  
Perhaps,..  
Maybe,...  
It could be that...

- In your own words, **explain** what a civil war is. You can use the vocabulary above to help you.



Loyalist Militiaman at the Moment of Death, Cerro Muriano, September 5, 1936, by Robert Capa.

## Session 2: THE SECOND REPUBLIC

### 1.1 INTRODUCTION

**Listen** to your teacher

Did you **know...**

The Second Spanish Republic was the system of government in Spain between April 14, 1931 (when King Alfonso XIII left the country following local and municipal elections in which republican candidates won the majority of votes) and April 1, 1939, when the last of the Republican forces **surrendered** to National forces led by Francisco Franco at the end of the Spanish Civil War. On April 4, 1931, the Provisional Government of the Republic of Spain was proclaimed to **enthusiastic crowds**. To a nation long **victimized** by malnutrition, illiteracy, unemployment...these were days of freedom. Social democrats, intellectuals, peasants, workers, artists, labour unionists, communists, socialists, anarchists... all with the idea of a new society, worked tirelessly towards a Spain free of poverty, privilege and repression.



Alfonso XIII of Spain assumed power in 1902. He became increasingly autocratic and also prevented liberal reforms. After the Spanish defeat in the Moroccan War (1921) Alfonso was in constant conflict with Spanish politicians. His anti-democratic views encouraged Miguel Primo de Rivera to lead a **military coup** in 1923. He promised to eliminate corruption and to regenerate Spain. In order to do this he suspended the constitution, established **martial law** and imposed a strict system of censorship.

Miguel Primo de Rivera initially said he would only rule for 90 days, however, he broke this promise and remained in power. Little social reform took place but he tried to reduce unemployment by spending money on public works. To pay for this Primo de Rivera introduced higher taxes on the rich. When they complained he changed his policies and attempted to raise money by public **loans**. This caused rapid inflation and he lost support of the army and was forced to resign in January 1930.

In 1931 Alfonso XIII agreed to democratic elections. It was the first time for nearly sixty years that free elections had been allowed in Spain. When people voted **overwhelmingly** for a republic, Alfonso was advised that the only way to avoid violence was to go into exile. Alfonso agreed and left the country on 14th April, 1931.

**Surrendered:**  
Defeated

**Enthusiastic crowds:**  
Happy masses of people

**Victimized:**  
Suffering from

**Military coup:**  
Military overthrow of government

**Martial law:**  
Law during wartime.

**Loans:**  
Something lent.

**Overwhelmingly:**  
Great

## PORTRAITS IN HISTORY

Alfonso XIII (Madrid, 1886–Rome, 1941). He was proclaimed King at his birth. He reigned from 1886-1931.



During his reign, Spain lost its last colonies in the Americas (Cuba and Puerto Rico) and the Philippines, fought and won a war in Morocco, witnessed the start of the Spanish Generation of 1927, and endured the dictatorship of Miguel Primo de Rivera, which ultimately cost him the throne.

During the First World War, because of his family's connections with both sides and a division of popular opinion, Spain remained neutral.

When the Second Spanish Republic was proclaimed on 14 April 1931, he left Spain, but did not abdicate the throne.



**Answer** these questions. Check your answers with your teacher/assistant. Then, correct your mistakes.



a) How long did the Second Republic in Spain last for?

.....

b) Why did Alfonso XIII leave Spain?

.....

c) Was the Republic overwhelmingly welcomed by the Spanish people? Why?

.....





## 2. Taking notes:

You will need some notes to make your studying easier. Do you know how to take notes? In this unit you are going to read some parts from an article by Stanley Payne, a famous historian who wrote about the Spanish Second Republic. After that, you will have to answer some questions related to the important events from this period.

Don't forget to underline the most important ideas. You can summarize them at the end of the session. To help you study, go to the **OVERVIEW** at the end of the unit.

Main ideas:

d)

e)

f)

g)

h)

i)

j)

k)

l)

m)

New vocabulary:



## 2.1. Before reading:

Are you familiar with the vocabulary below?

**Republicans** are people who support a Republic as a form of government.

**Prime minister** is the head of government in parliamentary system.

**Coalition** is an alliance between political groups.

**Goals** are the results toward which efforts are directed

**Constituent Cortes** are the ones having political power to frame a fundamental law or Constitution

## 2.2. Reading comprehension:

The **Republicans** who took over the government of Spain on April 14, 1931, were a group of several small parties. The **prime minister** of the new regime was Alcalá Zamora. From 1931-1936 he acted as the President of the Republic. The new regime had the support of the majority of the politically conscious during the first few months.

The **coalition** had four **goals**: a) to reform and reduce the army; b) the separation of church and state and sharp restriction of Catholic rights as well as privileges; c) to reform the unitary structure of the Spanish state to permit Catalan regional autonomy; and d) to bring about social and economic reforms. Elections for a **constituent Cortes** were held in June 1931 and won by the left and liberal groups.

The new constitution established freedom of speech and freedom of association, extended suffrage to women, allowed divorce and disestablished the Catholic Church and the Spanish nobility of any special legal status.



**Tick the correct answer:**

a) What happened in Spain, on April 14, 1931?

Picasso painted Guernica.

- Guernica was bombed by German airplanes.
- Alfonso XII left Spain for exile in Italy.
- The Republicans took over the government of Spain.

**b) In 1931, the prime minister was**

- Manuel Azaña
- Alcalá Zamora
- Alfonso XIII
- Gil Robles

**c) The Republic was**

- supported by the majority
- rejected by the majority
- supported by a minority
- really funny

**d) In June 1931**

- Constituent Cortes were constituted
- Elections were held
- Alfonso XIII was proclaimed King of Spain
- new Constitution was published



**2.3. How to write a biography.**

A biography is a piece of writing about someone's life.



To write a biography:

1. Choose someone who interests you.
2. Find out information about him/her. You can use several sources: newspapers, books, films, oral interviews, the internet, etc.
3. Take notes!
4. Organize the information:
  - A. Write an introduction:
    - When and where was this person born?
    - When and where did this person die? (If he/she isn't still alive.)
  - B. Write 3 or 4 paragraphs using the information that you already have. You should talk about:
    - His/her childhood.
    - His/her personal details
    - Events that shaped or changed his/her life.
    - What makes this person special, interesting or famous/important.
  - C. Write a conclusion.
5. Review your writing at least **3 times**: once to revise spelling; once to revise style; and the last time, to add any final ideas that you may have forgotten to include in your first draft.

Here you have three examples:

## PORTRAITS IN HISTORY



Manuel Azaña (Alcalá de Henares, 1880-Montauban, 1940). Born into a rich family, he was orphaned at a very young age. Azaña was a man of very strong convictions. He was implacably hostile to the monarchy and the Church. A strong critic of the dictatorship of Primo de Rivera, Azaña published an energetic manifesto against the dictator and King Alfonso XIII in 1924. In 1930, he was a signatory of the “Pact of San Sebastián”, which united all the republican and regionalist parties in Spain against Primo de Rivera and the King.

He was the first Prime Minister of the Second Spanish Republic (1931-1933), and later served again as Prime Minister in 1936, and then as the second and last President of the Republic (1936-1939). The Spanish Civil war broke out while he was President.

Azaña's writings during the Civil War contribute much to the study of the historical period. Along with his extensive memoirs and diaries, Azaña also produced a number of well-known speeches. His speech from 18 July 1938 is one of the best known, in which he begs his fellow Spaniards to seek reconciliation after the fighting ends, emphasizing the need for "Peace, Pity, and Pardon."

Azaña lived in exile in France after the war until his death.

Niceto Alcalá-Zamora (Priego de Córdoba, 1877 - Buenos Aires, 1949) served, briefly, as the first Prime Minister of the Second Spanish Republic, and then from 1931 to 1936 - as its president.



A lawyer by profession, from a very young age he was active in the Liberal Party. Chosen as a deputy, he quickly gained fame for his eloquent interventions in the Congress of Deputies. He was also Spain's representative in the League of Nations.

Disappointed by the acceptance on the part of the King, Alfonso XIII, of the coup d'état by General Miguel Primo de Rivera on September 13, 1923, Alcalá-Zamora did not collaborate with the new regime. After the departure of the dictator in 1930 he declared himself a republican. He was one of the instigators of the Pact of San Sebastián. The failure of the military uprising (Revolt of Jaca) in Aragon of that same year, sent him to prison as member of the revolutionary committee.

Confirmed as Prime Minister in June, 1931, he resigned on 15 October, opposed to the writing of articles 24 and 26 of the new Constitution; these articles consecrated the separation of Church-State and made possible the dissolution of the religious orders considered dangerous for the State. Alcalá-Zamora said that these articles injured their religious feelings as well as those of the Catholic electorates which they represented.

Nevertheless, on 10 December 1931 Alcalá-Zamora was elected President, by 362 out of 410 votes.

The beginning of the Spanish Civil War surprised Alcalá-Zamora, who was on a trip to Scandinavia at the time. He decided to stay away from Spain. When World War II began, Alcalá-Zamora was in France. Due to the German occupation and the collaborationist attitude of the government, he left France and went to Argentina in January 1942. There he lived on money he made from his books, articles and conferences.

He never returned to Spain under Franco.


José M<sup>a</sup> Gil-Robles (Salamanca, 1898 - Madrid, 1980) He was a prominent Spanish politician in the period leading up to the Spanish Civil War. In the elections of 1931 he was chosen as a deputy in the Cortes for Salamanca. Later, he formed the coalition CEDA (Confederación Española de Derechas Autónomas) which won the elections of November 1933. He served as Minister of War from May to December 1935.



Even though the CEDA was a party that was based on Catholic values, Gil Robles himself certainly expressed pro-republican views; "I am the only friend of the Republic". Whatever his politics were, with the beginning of the Spanish Civil War, Gil Robles was unwilling to struggle with Franco for power and in April 1937 announced the dissolution of CEDA. After the Civil War he went into exile.

Abroad he made negotiations with monarchists to try to arrive at a common strategy for taking power in Spain. In 1968 he was named a university professor of the University of Oviedo and published his book *No fue posible la paz*. He was a member of the International Tribunal at the Hague. After the death of Francisco Franco, and at the end of his regime, Gil Robles became one of the leaders of Spanish Christian Democracy, a party which did not fare well in the elections of June 15, 1977. Gil Robles is a controversial figure in the history of Spanish politics.

## 2.4 Find out who...

 **Tick** the correct answer

	Manuel Azaña	Niceto Alcalá-Zamora	Jose M <sup>a</sup> Gil Robles
...lived in the 20th century.			
...was a lawyer.			
...was born in Córdoba.			
...was a politician.			
...was a republican.			
...signed the Pact of San Sebastian.			
...was a good speaker.			
...openly disliked monarchy as a form of government.			
...was anticlerical.			
...was very religious.			
...represented Spain in the League of Nations.			
...was President of the Republic.			
...was Primer Minister of the republic.			
...was a controversial politician.			
...was abroad when the Civil War broke out.			
...had to go into exile.			
...died abroad.			

## 3.1 Reading comprehension

**Are you familiar with the vocabulary below?**

A law is **passed** when it has been completed successfully.



**Corps** is a military unit.

A **Charter** is a document, made by a state, describing the conditions under which is organized and defining its rights.

An **Statute** is a permanent rule established by an organization to govern its internal affairs.

**UGT** is the General Workers' Union.

**Labor arbitration committees** are groups of people appointed to act upon the labour conditions and inspect the applications of the labour laws.

An **ill-paid** worker is a badly paid worker, a worker who earns a low salary.

An **issue** is a point, matter or dispute, the decision of which is of special public importance.

**To expropriate** is to deprive of possession for public use.

**Grandes** are latifundist entitled with nobility.

A **budget** is the total sum of money needed for a purpose.

The Republican constitution, **passed** in the autumn of 1931, was a document, providing for full civil liberties and representative rights.

The army was reformed. The officer **corps** was cut 50 percent by allowing all who desired, to retire at full pay. The size of the army was reduced, some sections reorganized and several kinds of privileges were abolished.

The new **charter** separated church and state, prohibited public religious processions and allowed for civil marriage. The *quema de conventos* (**burning of convents**) set the tone for relations between the Republican left and Spanish Catholicism.

The third major project, Catalan autonomy was slower to be achieved. The Catalan **Statute** was passed in September, providing for broad internal autonomy for a regional government (*Generalitat*) of Catalonia, with its own regional parliament, president and Prime Minister Francesc Macià who became the first president of Catalonia. The fourth major goal -social reform- achieved significant, success. Francisco Largo Caballero, the most prominent leader of the **UGT**, became the Republican Minister of Labour. He enforced social

legislation. A system of **labour arbitration committees**, weighted in favor of labour interests, was established nationwide and gained major wage increases, especially for the **ill-paid** rural laborers.

The major **issue** of socio-economic reform was agriculture. As the agrarian problem was recognized by nearly all political groups, including some conservatives, an agrarian reform was accepted. The Socialists wanted a very extensive reform that would **expropriate** everyone's land, except for that of smallholders. They proposed the establishment of numerous collective farms.

The Republican left were themselves uncertain and divided. Most of their leaders had little knowledge of agrarian problems and were less concerned with this than with the question of church-state relations and constitutional issues. Contrary to the Republican constitution, the land of all **grandes** was confiscated, and a full agrarian reform measure was finally passed. This was an extremely complicated bill that provided for expropriation of several categories of land. Under its terms, the great majority of the approximately 80,000 landowners subject to partial or nearly total expropriation were medium and small-medium holders, not latifundists. Through technicalities, much of the property of some of the larger owners was allowed to escape. Moreover, all expropriations had to be paid for, and the government had almost no money left; expenditures on agrarian reform were limited to 1 percent of the **budget**.

### 3.2. Fill in the table



**Use** the information in the text above to complete the table. **Check** your answers with your teacher:

Focus on	Why did it need to be changed?	Reform
Army		
Religion		
Regional autonomy		
Social		
Agriculture		



### 3.3 Training critiquing skills:

Do you think that these reforms succeeded?

What were their weaknesses?

Why did the text say “burning of convents”? Find out what it was referring to.



### 4. Why?

The class will divide into groups. Each group is going to **read** about one of Azaña’s opponents. Try to **understand** their point of view and **fill** in the information in the chart below.



Group	They thought...	They demanded...
Anarchists		
Catalanists		
Conservative		
Catholics		
Socialists		
Workers		
Average republicans		

## Group 1: Working with vocabulary

1) When you compete with someone, you experience a kind of

- a) rivalry    b) constipation    c) friendship    d) happiness

2) A branch of anarchism which focuses on the labour movement is

- a) Leninism    b) feminism    c) anarcho-syndicalism    d) socialism

3) Workers don't work in order to vindicate their rights. So, they are on

- a) holidays    b) strike    c) Sunday    d) the Moon

4) Something not very clear is

- a) brilliant    b) light    c) vague    d) blue

5) People who speak for another or for a group are

- a) charlatans    b) talkative    c) chatter-box    d) spokesmen

6) The followers of Karl Marx's ideas are

- a) idealist    b) dangerous    c) out-of-date    d) Marxists

7) The followers of Lenin's ideas are

- a) Leninist    b) Darwinist    c) Labourist    d) Spanish

8) Someone who follows tradition or established convention is

- a) obstinate    b) orthodox    c) relaxed    d) unloyal

9) Someone who act as Bolshevists (ultra radical socialist) are in

a).....trend or **tendency**

- a) bolshevizing    b) event    c) river    d) new

The Catalanists could not fully dominate Catalonia because of the **rivalry** of **anarcho-syndicalism**. Moreover, the most doctrinaire anarchists, in 1927 organized the separate Iberian Anarchist Federation (FAI) of elitist revolutionary anarchists. Anarchists denounced the Republic as being worse than the monarchy. During 1931-1933 they carried out strikes and terrorist attacks, small-scale pseudo revolutionary **strikes** and petty insurrections in scattered parts of the country, with the principal focus in Catalonia.



The Socialists were greatly disillusioned by the relative frustration of the agrarian reform. Since 1918 Spanish Socialist ideology had become increasingly **vague**. Many Socialist **spokesmen** still considered themselves **orthodox** revolutionary **Marxists**, though non-**Leninist** and non-communist. In 1931 the Socialists made it clear that their goal was a socialist republic, not a liberal middle class parliamentary republic. Nearly all the Socialist leaders accepted full and disciplined collaboration within a parliamentary regime. But some other leaders talked of direct action. Largo Caballero was welcomed by youthful militants as leader of the revolutionary “**bolshevizing**” trend.

### Group 2: Working with vocabulary

1) When something becomes unsteady perhaps it has been

- a) shaken                      b) blocked                      c) opened                      d) closed

2) A sudden shock is a

- a) earthquake                      b) party                      c) blow                      d) bargain

3) A damage to reputation is a

- a) success                      b) event                      c) airplane                      d) scandal

4) A rebel is

- a) insurrectionary                      b) conformist                      c) quiet                      d) resigned

5) A body of troops is a

- a) mass                      b) class                      c) tribe                      d) detachment

6) Damage with a weapon is

- a) cut                      b) slice                      c) shot down                      d) spread

7) A group of 20 is a

- a) band                      b) score                      c) herd                      d) caste

8) One of the equivalent parts in which something is divided into is a

- a) half                      b) quarter                      c) member                      d) slice

The Azaña government was **shaken** by a series of **blows** during the first eight months of 1933. The first was a police **scandal**: the Casas Viejas affair in Cadiz province. During the anarchist **insurrectionary** effort of January 1933, a **detachment** of Assault Guards (the newly formed Republican urban equivalent of the Civil Guards) **shot down** nearly a **score** of anarchist prisoners. This brought condemnation of the government from nearly all **quarters**. Some of Azaña's own supporters believed that the government had gone too far too fast, and his majority began to break up.

### Group 3: Working with vocabulary

**1) An influence during a long period of time is**

- a) long-term                      b) side effect                      c) short d) large

**2) The amount of money paid to buy something is a**

- a) salary                      b) ticket                      c) heritage                      d) rate

**3) The right, power, or authority to administer justice is**

- a) association                      b) organization                      c) jurisdiction                      d) institution

**4) The Spanish Supreme Court is**

- a) the highest judicial body in Spain                      b) the lowest judicial body in Spain  
c) a political party in Spain                      d) it doesn't exist

**5) A draft of a proposed statute is a**

- a) law                      b) rule                      c) bill                      d) suggestion

**6) The autonomous government of Catalonia is**

- a) Barcelona                      b) Generalitat                      c) Barça                      d) Catalunya

**7) A rebellion is a**

- a) mess                      b) exhibition                      c) demonstration                      d) revolt

**8) Adding several things is**

- a) dividing                      b) amounting                      c) cutting                      d) destroying

In Catalonia Law of Cultivation Contracts would allow **long-term** renters (for fifteen years or more) to buy their land at reasonable **rates**. The law was fought by landowners. Under the Republican constitution, Catalan agrarian affairs were under the **jurisdiction** of the Generalitat, but the terms of legal contracts in Catalonia were required to conform to the Spanish norm. The case was referred to the **Spanish supreme court**, which ruled that the **Catalan** bill was unconstitutional. The Catalan **Generalitat** declared that it would not respect the judicial decision. A compromise was eventually negotiated for the Catalan agrarian reform project, but it was completely ignored by the radical Catalanists, who were determined to **revolt** in order to establish absolute Catalan autonomy, **amounting** to virtual independence, and the federalization of the Spanish state.

#### Group 4: Working with vocabulary

**1) A rebellion is a**

- a) mess                      b) exhibition                      c) demonstration                      d) revolt

**2) Something considered elite is the.....of a group**

- a) best                      b) worst                      c)rest                      d) end

**3) To put and an to is to**

- a) quell                      b) start                      c) begin                      d) continue

**4) To linger is**

- a) to remain                      b) to be sad                      c) to be happy                      d) to be dead

**5) If someone kills in cold blood this action has been**

- a) deliberate                      b) accidental                      c) undesired                      d) obliged

The revolutionary insurrection of October 1934 in Asturias was a **revolt** of Socialist workers, supported by the CNT<sup>1</sup> and the Communists, that occupied the entire mining and industrial district making up the central portion of the province of Asturias. **Elite troops** had to be called in from Spanish Morocco to **quell** the revolt, which **lingered** on for two weeks. More than 1,000 were killed, the majority revolutionaries, and there were atrocities on both sides. The revolutionaries shot nearly 100 people **in cold blood**, most of them policemen and priests, and an almost equal number of rebels, possibly even more, were executed by the troops that were supposed to be suppressing the revolt.

## Group 5: Working with vocabulary

### 1) A conservative opinion is

- a) traditional      b) alternative      c) new      d) modern

### 2) The quality of being strong is

- a) intelligence      b) length      c) strength      d) beauty

### 3) When you capitalize on something you

- a) take advantage of something      b) suffer from something  
c) live on something      d) find something

### 4) The opposition to the influence of the clergy on public affairs is

- a) feminism      b) anticlericalism      c) consumerism      d) environmentalism

### 5) To re-establish something is to

- a) begin      b) block      c) finish      d) restore

### 6) When something is composed of several parts it is.....of those parts.

- a) tired      b) made up      c) covered      d) far

### 7) If you are moderate, you are

- a) extreme      b) not extreme      c) violent      d) old

A strong reaction was under way in **conservative** opinion, particularly among Catholics and in Northern Spain, while the governing republican coalition was losing its **strength** and unity.

Azaña believed that the Catholic Church was responsible for Spain's underdevelopment. He supported the cut of special privileges for the Church. He was criticized by the Catholic Church for not doing more to stop the burning of religious buildings in May 1931.

The leading representative of Spanish conservatism was the new Catholic confederation, CEDA, led by José M<sup>a</sup>. Gil Robles. The CEDA **capitalized** on the reaction among Catholics against Republican **anticlericalism**, with plentiful financial support from wealthy interests.

Its goal was to return conservative forces to power and **restore** Catholic privilege. The parliament chosen in 1933 was **made up** mainly of moderate liberals and moderate conservatives.

## Conclusions:

In 1934, the revolutionary insurrection sprang up in Catalonia and Asturias from two different sources: radical middle class Catalanism and proletarian revolution.

As a result, the government was left in the hands of the moderate conservative coalition for the next fourteen months. In 1935 government policy became reactionary, reforming the agrarian reform to reduce it to ineffectiveness, packing the tribunals with antilabor majorities, and in general, fostering the interests of the possessing classes at the expense of the working classes.

The whole effect of the insurrection, the repression, and the stagnation of government in 1935 was to polarize political opinion ever more sharply toward the extremes of left and right.

Elections were then scheduled for February 1936.

## 5. Role-play: A debate in the Constituent Cortes



**Imagine** you were born in Spain in 1900. You are taking part in the Constituent Cortes and are trying to help write a constitution. **Write** a mini-speech. From your point of view, what are the main problems Spain has to face? What are you scared of? What are your proposals? Note that there will be a character (maybe your teacher/assistant) who is always disagreeing with you. **Be ready to answer** his/her questions. You can be:

- A socialist
- A conservative republican
- An anarchist<sup>2</sup>
- A priest
- A woman<sup>3</sup>
- A nationalist
- A monarchist
- A landowner

Your mini-speech can be written in groups of 2 or three students. One of you can perform it for the class. Use your knowledge of the Spanish Second Republic and the problems that needed to be solved. Prepare the speech using to this outline as a guide:

**- Introduction of your character :**

**“Ladies and gentlemen, I have the pleasure to talk today in this forum. My name is...I am...”**

**- Explanation: explain the reasons why are you going to propose some reforms:**

**“It’s a good thing to do X...because...”**

**“It’s not a good thing to do X...because...”**

**“Most people, whose ideas are similar to mine, prefer X or Y because...”**

**-Present the main issues that can be changed in Spain.**

**“ I think X as well as Y should be done because (+ example)”**

**“I think X instead of Y should be done because (+ example)”**

**- End with a conclusion.**

**“Finally, I would like to point out...”**

Don’t forget!

- Use suitable language for the occasion.
- Use words that everyone can understand.
- You do not have to write absolutely everything you’re going to say.
- Illustrate your point of view with examples.

After that, the audience will ask you questions, disagree with you and criticize your views. This is an open debate! Don’t be shy! Interact bravely but don’t forget that you are just acting!

---

<sup>2</sup> Can anarchist take part in a parliamentary system? Think about.

<sup>3</sup> Could a woman take part in Spanish parliamentary system before 1932? Find out.

## 6. Art for a change

1. What do you think is the meaning of this poster?  
.....  
.....  
.....

2. What flag is portrayed in the poster?  
.....

3. What happened on 11 February 1873?  
Find out.  
.....

4. What happened on 14 April 1931?  
.....  
.....

5. What happened on the 16 February 1936?  
.....

6. Which group produced this poster?  
.....

7. Why is there a weapon?  
.....

8. What symbols do you recognize?  
.....



## Session 3: UNCOVERING WOMEN IN HISTORY

### 3.1. HOT SEAT



#### Who are they?

Three students will volunteer to answer questions from their classmates on three female historic figures. They will be provided with flashcards with details of the characters' biographies.





## Session 4: THE CIVIL WAR

### 1. Vocabulary

Find a synonym for each of these words:

**aversion**.....

**direct**.....

**entrenched**.....

**projectiles**.....

**mass murder**.....

**injured**.....

**objectives**.....

**heavy fire artillery**.....

### 2. Read the following text:

The government of the Second Spanish Republic became increasingly divided. In the elections of February 1936 the left won by a clear majority. The right reacted with fervor. Generals Goded, Mola, and Francisco Franco disagreed with the leftist efforts at army reform, and viewed with **distaste** the violence and anarchy in the streets of Spain. They decided to overthrow the government.

Mola organized military action in Pamplona, while Franco traveled to Morocco to **lead** the Spanish army against the republic. The military Nationalists pronounced their intentions on July 17, 1936. The rebels were easily defeated where the loyal Civil Guard was present. In cities unprotected by the Civil Guard, the Nationalists took control quickly, in many cases aided by supplies from Benito Mussolini and Adolf Hitler. The Republicans, aided by the Soviet Union, consolidated support for the republic, and by May 1937 were **entrenched** in defensive positions in a triangle of cities with points in Madrid, Valencia, and Barcelona.

The Republicans tried to turn their **militia**<sup>4</sup> into an effective fighting force, beginning in October 1936 with the creation of the Popular army, which, while better organized than the militias, was short on arms and **ammunition**. With only limited support from France, and none at all from Britain, the Spanish Republicans turned to the Soviet Union for support. One source of support for the Republicans was the presence of the International Brigades. These groups of leftish volunteers were made up mostly of workers, who volunteered out of boredom, disillusionment or a desire for adventure as often as out of genuine political idealism. However, this support was not enough.

On April 25, 1937, the small northern town of Guernica was bombed by the Nationalists, and civilians were gunned down as they fled the scene. In this

<sup>4</sup> A body of citizen soldiers as distinguished from professional soldiers

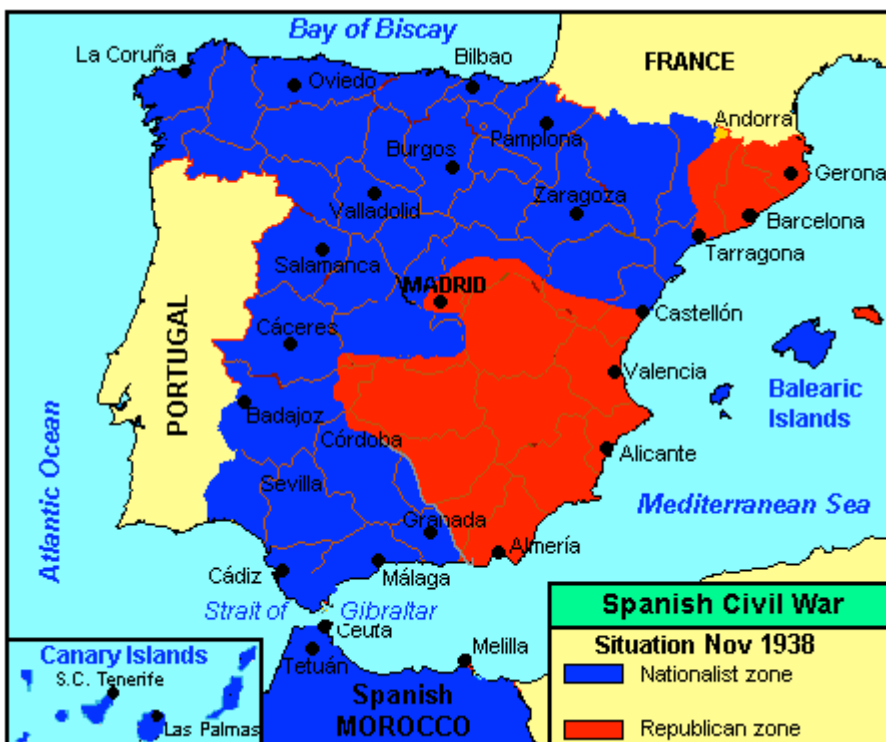
brutal **massacre** 1500 died and 800 were **wounded**, but the military **targets** in the town remained intact. As the bloody conflict escalated, the Republican government fell because of corruption and faction, and support and organization decreased. Under the **barrage** of nationalist attacks Barcelona fell in January 1939. Catalonia fell in February, and Valencia and Madrid collapsed by the end of March. Franco's government was one of oppression and tradition. He imprisoned many upon coming to power - up to a million according to some estimates. Many fled Spain, becoming refugees and awaiting the toppling of the Franco government. They would wait for 36 years, for Franco remained in power until his death in 1975.

## 2. Make a timeline

Using the information above, make a timeline of the Spanish Civil War with the following historical points.

- Start of the collapse of the Republican army after the battle of the Ebro.
- Republican Spain was split in two by the Nationalist.
- Republicans surrendered unconditionally to Franco.
- Guernica was destroyed by aerial bombing.
- The popular front won the national elections.
- Hitler agreed to help out the Nationalists.
- Stalin agreed to help the Republicans.
- The International Brigade left Spain.
- Street riots, strikes and general anarchy broke out in some parts of Spain.
- Franco arrived to take command of the army in Morocco.
- The first International Brigade volunteers arrived in Spain.
- Military uprisings began in Spanish Morocco and some parts of mainland Spain.
- Britain and France recognised the legitimacy of Franco's government.

THE SPANISH CIVIL WAR (1936-1939)	
<b>1936</b>	
February	
March to May	
July	
August	
<b>1937</b>	
April	
August	The Vatican recognised Franco's regime.
<b>1938</b>	
April	
July	Start of the collapse of the Republican army after the battle of the Ebro.
October	
<b>1939</b>	
February	
April	





### 3. What History covered



Here you have two adapted versions of the same article published by The Guardian newspaper on July, 19th 1936. After reading them, **talk** to your partner and answer these questions:

- Can you tell the differences between the two texts?
- Which one is the censored article?
- Why was the article censored?
- Why do you think censorship existed?
- Do you think censorship is still legal?
- Do you think censorship exist nowadays?



#### **SOURCE A:**

A military, Monarchist and Fascist revolt on a large scale began in Spanish Morocco during the night of Friday-Saturday, and in a number of towns in Spain itself, as well as in the Canaries and the Balearic Islands.

News from Spain is heavily censored, but it is evident from the messages that were being allowed to come through last night that the threat to the Republic has been and may still be-very grave.

The Left Government still rules in Madrid.

Among the centres involved in Spain are Malaga, Seville, Barcelona, Bilbao and Cadiz. A French airliner from North Africa which refuelled in Barcelona reported that the city had been bombed by aeroplanes.

The Seville wireless station, which is in the hands of the rebels, and has been sending out rebel propaganda of varying degrees of credibility, broadcast yesterday a report that General Franco at the head of the rebel troops had landed at Cadiz from Morocco and was to march on Madrid.

What proportion of the army is behind the rising is uncertain, but the Civil Guards seem to be faithful to the Government.

The Government claims that the navy remains loyal and that a number of ships have been sent to Morocco to help in quelling the revolt, but a rebel destroyer yesterday bombarded the barracks at La Linea, near Gibraltar, where loyal troops had refused to follow Fascist officers. A Melilla message reports that three warships have joined the rebels.

As for the Air Force, there are frontier reports supporting the Government's claims that its planes have been bombed Ceuta, Melilla and other strongholds seized by the rebels in Morocco.

In a statement broadcast yesterday the new Cabinet, headed by Senor Giral, declared that it would arm the Spanish people with the object of the crushing the revolutionary movement. Arms have been issued to civilians in Madrid and other centres for the defence of the Republic. There has apparently been no serious trouble in Madrid itself.

#### SOURCE B:

The Republic has survived a well-planned detailed plot against its life. At present the left is still in command.

The situation in Madrid was still critical tonight. Many soldiers have taken advantage of the Government's offer to abandon their regiments if they are not in sympathy with the attitude of the officers, and some hundreds in Madrid have offered themselves to the Government to carry out any duties that may be imposed on them.

The authorities in Madrid have armed the people, and throughout the streets. Taxiloards of the Milicia Roja (Red-Militia) with rifles, revolvers and daggers can be seen.

Several lorry loads of miners from the north-west of Spain arrived in the capital today and placed themselves at the disposition of the authorities.

The Seville broadcasting station and telephone building is in the hands of the rebels and the Madrid station has taken over the Seville wavelength so that it can jam any broadcast from the latter station.

From time to time the Government broadcasts news of the situation throughout the country, from which it appears that the authorities have everything well in hand. Many of the rebellious officers in Morocco are reported to have fled over the French frontier from Melilla. The navy has firmly stated that it is on the side of the authorities.

In Barcelona, Seville and Malaga the Government claims to now be controlling the situation.

The importance of the navy's loyalty is emphasised here because of reports that rebels are coming over from Morocco to the home country and that some have actually landed. There is no reliable information regarding reports that some of the warships sent to Morocco have fraternised with the rebels. To all appearances, the military rising has been overcome by those sections of the forces of the Republic which remain loyal.

Airmen have bombed several towns where the troops had rebelled, including Seville, Ceuta, and Melilla. Six generals have been degraded from their ranks. The U.G.T. (General Workers' Union) announced that wherever martial law or a "state of alarm" might be imposed in Spain by the rebels a general strike would be immediately declared by workmen.

The Minister of the Interior broadcast this afternoon that arms would be distributed to villagers who wished to organise themselves against rebels. This is in keeping with the policy adopted in Madrid.

The Minister also announced on the air that the rebels at Melilla, a fortified city and one of the most important centres in Spanish Morocco, had been completely routed. Many of them were, he said, fleeing to French territory, where they were being held at the disposal of the authorities.

He also declared that the rebels at Barcelona and Malaga had surrendered. No forces, he asserted, were marching on Madrid. "The state of siege illegally proclaimed by the anti-Government elements in a certain number of towns on the Peninsula and in Morocco, the Balearic Islands, and the Canaries, is rescinded by the Spanish Government," it officially announced. Behind this

statement lies the first official admission in Spain that the rebel movement is not confined to Morocco and Seville, but has spread to other towns on the mainland as well as the Balearic Islands and Canaries.

Decrees ordering the dismissal of troops which have taken part in the “illegal movement against the Republic,” and the dissolution of all units of the army which took part in the “insurrection movement” are also announced.

In the troubled areas “heads of military forces are relieved of their obedience towards any of their superiors who may have turned rebel.”

#### 4. History is made up of small stories

**Write** an imaginary short story about one of the pictures below. Try to imagine what these people were feeling. These questions will help you to think of ideas for your story.

Who are these people?

Where did they come from?

Where did they go?

What did they look like?

Why were they like this?

What is going to happen to them?



Who was he?

How old was he?

When was this picture taken?

Do you think he was wearing a costume?

What was his life like?

## 6. The Spanish Civil War in figures



6.1. Listen to the sentences and write definitions for the words in **red**



- The hotel receptionist says that the room will be **available** from 12.00 in the afternoon.
- In this shop T-shirts are **available** in three colors: red, yellow and purple.
- I'm sorry, Sir: our services are not **available** any more.

**Available** means...

- We could not get the top of the mountain because of **weather-related causes**.
- We could not buy the house because of **money-related causes**.
- We could not get on the train in time because of **traffic-related causes**.

**X-related causes** means...

- Hitler **executed** thousands of Jews during the Second War World.
- Nobody can be **executed** nowadays in Spain as the death penalty was abolished.
- Giordano Bruno was **executed** by the Inquisition in 1600.

**Executed** means...

- I like reading **whereas** you prefer swimming.
- My father was doing the washing-up, **whereas** I was ironing.
- Picasso was living in Paris, **whereas** my grandmother was living in Cádiz.

**Whereas** means...

- Night-time **raids** are terrible for the citizens.
- You cannot be prepared for a **raid**.
- After **raids**, there will be millions of dead.

**Raids** means...

- Israel hasn't stopped the Palestinian **blockade** yet.
- The Royal Navy's primary task during World War I was the **blockade** of Germany.
- Cuba has been suffering an American **blockade** since the 1960's.

**Blockade** means...

## 6.2. Listen to the information three times and complete the text

### CASUALTIES

**Available** information suggests that there were about (a) \_\_\_\_\_ deaths from all causes during the Spanish Civil War. An estimated (b) \_\_\_\_\_ died from **combat-related causes**. Of these, (c) \_\_\_\_\_ fought for the Republicans and for the Nationalists. This implies that (d) \_\_\_\_\_ of all soldiers who fought in the war were killed. It has been calculated that the Nationalist Army **executed** (e) \_\_\_\_\_ people in the war **whereas** the Republican Army accounted for (f) \_\_\_\_\_. These deaths take into account the murders of members of rival political groups. It is estimated that about (g) \_\_\_\_\_ foreign soldiers died while fighting for the Nationalists (h \_\_\_\_\_ Italians, (i) \_\_\_\_\_ Germans, (j) \_\_\_\_\_ others). The International Brigades suffered heavy losses during the war. Approximately (k) \_\_\_\_\_ soldiers died fighting for the Republicans (l \_\_\_\_\_ Germans, (m) \_\_\_\_\_ French, (n) \_\_\_\_\_ Americans, (o) \_\_\_\_\_ British and (p) \_\_\_\_\_ others). Around (q) \_\_\_\_\_ Spanish people were killed in bombing **raids**. The vast majority of these were victims of the German Condor Legion<sup>5</sup>. The economic **blockade** caused malnutrition in the civilian population. It is believed that this caused the deaths of around (r) \_\_\_\_\_ people. About (s) \_\_\_\_\_ of the Spanish population died during the war with another (t) \_\_\_\_\_ percent being injured. After the war it is believed that the government of General Francisco Franco arranged the executions of (u) \_\_\_\_\_ Republican prisoners. It is estimated that another (v) \_\_\_\_\_ Republicans died in concentration camps in the years that followed the war.

<sup>5</sup> It was a unit composed of volunteers from the German Air Force (Luftwaffe) and from the German Army (Wehrmacht Heer) which served with the Nationalists during the Spanish Civil War of July 1936 to March 1939. The Condor legion developed methods of terror bombing which were used widely in the Second World War shortly afterwards. The bombing of Guernica was the most infamous operation carried out by the Condor Legion during this period.





Visitors consulting the list of dead in the Spanish Civil War; Cemetery of Saint Salvador(Asturias)

## Session 5: CULTURE AND EDUCATION



### 1. Read the text.

It has often been said that the second Republic was a republic of intellectuals, a teachers' republic. The **belief** in education as a force to change the society was at the front of reforms.

In 1930 the rate of **illiteracy** in Spain was 32 %. Out of 23 million of inhabitants, almost 6 could not read or write. There were a million children not enrolled in school.

The intention of the political leaders was to change this situation: " The mission of schools is to transform the country ". Azaña was affirming that "the public schools had to be the **shield** of the Republic ". Democratic ideas could not prosper if the Spanish were condemned to perpetual ignorance for lack of schools. The pedagogic program of the Republic could only be based on a public, free and **secular** school system.



The period 1931-33 is clearly reformist and it was characterized by the **progressivism** in education. Some reforms can be **pointed out**:

- The construction of schools to **relieve** its historical **deficit**.
- The improvement of the situation of teachers: 7,000 new **positions** were created. Their salary was increased.
- The introduction of the **coeducation** and of new methodologies

A whole generation of teachers identified with the Republic. From the proclamation of the Republic until December, 1932 around 9,620 schools were created in Spain.

Teachers were an essential element in extending the values of the Republic, because they were called to be **counsellors** not only to the children of the schools, but also to the adults. The teacher represented an influential force on small towns. The Republic was considered to be a work of national reconstruction and teachers had to collaborate founding libraries, organizing courses and conferences, requesting the creation of cooperatives, etc.

The *Patronage of Pedagogic Missions* was created to give people a chance to advance and take advantage of resources traditionally limited to the urban elite.

It established libraries and organized cinematographic meetings, plays, art exhibits and circulating museums. In addition, the Patronage would organize conferences and readings in which questions related to the structure of the State and its power, to civil participation, and to political activity, etc. were analyzed.

Considering the importance that education and schooling had for the Republic, it is not surprising that, in spite of the terrible urgencies of the war, the republic still placed and emphasis on education and tried to teach soldiers in the **trenches** how to read and write. Unfortunately, many great minds went into exile. The Civil War was a major set back to thought and education.

## HIMNO ESCOLAR REPUBLICANO

(Escrito a pte forzado para aprovechar la letra de «La Marsellesa»)

I

Vengamos niños a la Escuela,  
con fe y constancia sin igual;  
que el Maestro guía nuestros pasos,  
con cariño siempre paternal,  
con cariño siempre paternal,  
Y al calor de invicta bandera  
conquistemos nuestra libertad  
y haced que España sea siempre  
cuna amorosa de fraternidad.

Los libros estudiad,  
tenedles afición,  
venid, venid,  
con fe y amor,  
gritando ¡Libertad!  
gritando ¡Libertad!

II

Pueblo que olvide sus Escuelas,  
jamás espere salvación;  
es cual torre que el aire doblega,  
es cual nave que va sin timón,  
es cual nave que va sin timón;  
Guerra a muerte a la tiranía,  
enemiga de la libertad;  
tened por armas la cultura  
y veremos a España triunfar.

Constancia en el estudio,]  
amor al Profesor,  
seguid, seguid,  
marcha triunfal,  
cantando siempre ¡Paz!  
cantando siempre ¡Paz!

JOSÉ PLÁ ARNANDIS.

Ejulve (Teruel) y octubre 1931.

21-10-19

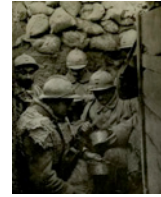
### New vocabulary:

<b>belief</b>	conviction
<b>illiteracy</b>	lack of any education
<b>enrolling</b>	registered
<b>secular</b>	non religious
<b>progressivism</b>	favouring progress
<b>point out</b>	indicate
<b>relieve</b>	reduce
<b>deficit</b>	deficiency
<b>positions</b>	posts of employment
<b>counsellor</b>	a person who gives advices

This is a **shield**



This is a **trench**



## 2. Look back at the text and underline a sentence that says...

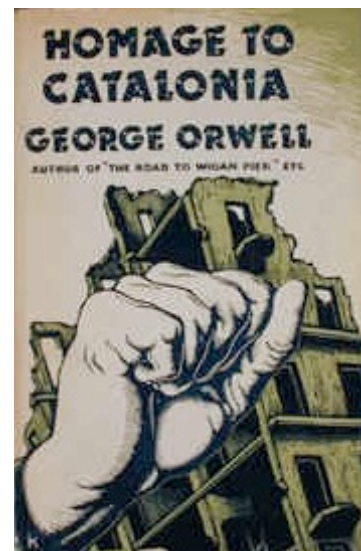
1. Education was very important for the Republic.
2. They believed that education would transform society.
3. Spain had very low literacy rates in the 1930's.
4. The Second Republic created many new schools.
5. The number of teachers increased during the Second Republic.
6. Teachers' development and living conditions were improved during the Second Republic.
7. Teachers actively contributed to building a new society.
8. Education was considered a guarantee for promoting a new society.
9. Boys and girls studied in the same schools during the Republic.
10. Education would be secular and paid for by the State.
11. Teachers had a strong influence.
12. An institution was founded to spread culture all around Spain, even in the less developed areas.
13. Cultural activities would help as propaganda to spread republican values.
14. Even during the war, education was still very important for the Government.
15. People who were related to education during the Republic had to later go into exile.

## 3. The Spanish Civil War in literature



3.1. **Fill** the text with the correct word from the box:

**Homage to Catalonia** is George Orwell's (1)\_\_\_\_\_account of his experiences and observations in the Spanish Civil War. The first edition was (2)\_\_\_\_\_ in 1938. He had " come to Spain to (3)\_\_\_\_\_ the militia to fight against Fascism" and "write about the situation to stir working class opinion in Britain and France."



Orwell served 1937 with the POUM, (an anti-Stalinist communist party) in Catalonia and Aragon from December 1936 until June 1937. When this political party was declared (4)\_\_\_\_\_, Orwell was forced to flee or face imprisonment. At the front, Orwell was shot and nearly (5)\_\_\_\_\_. The book has plenty of (6)\_\_\_\_\_ towards the Communists in Spain.

**published      join      illegal      personal      criticism      killed**

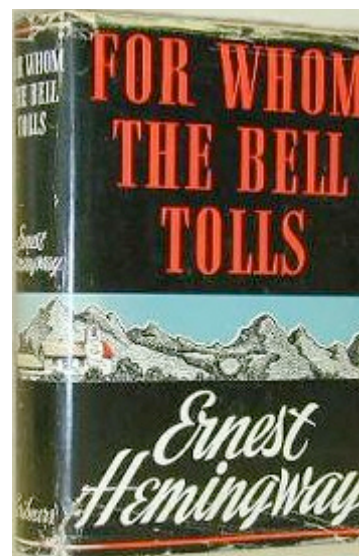
3.2. **Guess** the answer to this question.

What does the title mean?

3.3. **Fill in** the text with the correct word from the box:

**For Whom the Bell Tolls** is a

(1)\_\_\_\_\_ by Ernest Hemingway published in 1940. It tells the story of Robert Jordan, a young American in the International Brigades. This character was inspired by Hemingway's own (2)\_\_\_\_\_ in the Spanish Civil War. Robert Jordan is an (3)\_\_\_\_\_ who travels to Spain to oppose the national forces. A superior has ordered him to travel behind enemy lines and (4)\_\_\_\_\_ a bridge, using the aid of a group of guerrillas who have been living in the mountains nearby. Robert Jordan meets one of those, María, a young Spanish native whose life has been shattered by the (5)\_\_\_\_\_ of the war. His strong sense of duty clashes with the consequences his secret operation would have. The novel graphically describes the (6)\_\_\_\_\_ of civil war.



**American      outbreak      destroy      experience      brutality      novel**

3.4. Guess the answer for this question.

What does the title mean?

## OVERVIEW



After studying this unit, **complete** the following text and diagram:

The **Spanish Second Republic** was proclaimed in 1931, when the (1) \_\_\_\_\_ won the local elections, and the result was welcomed by the majority. (2) \_\_\_\_\_ left Spain and went into exile in Italy. The **Provisional Government**, called a general election for June. The Socialist Party (PSOE) and other left wing parties won a victory. They were to write (3) \_\_\_\_\_, which was voted on December, 1931. Some important ideas were:

- The guarantee of civil liberties and (4) \_\_\_\_\_ as the freedom of speech, worship and association.
- Free public education.
- (5) \_\_\_\_\_ to women.
- Reduced privileges for the Roman (6) \_\_\_\_\_.
- All Spain's regions had the right to (7) \_\_\_\_\_.

Manuel Azaña was the first (8) \_\_\_\_\_ and (9) \_\_\_\_\_ was its President.

The II Republic can be divided in three periods:

- **The reformist period (1931-1933):** the main reforms were

- a) Military corps reduction.
- b) Attempt to introduce (10) \_\_\_\_\_ and regional autonomy.
- c) Enforcement of social legislation.
- d) Allowance of civil marriage and (11) \_\_\_\_\_.

The modernization programme was undermined by a (12) \_\_\_\_\_ of financial resources.

Some facts which (13) \_\_\_\_\_ the support to Azaña's government:

- a) The failed military coup by Sanjurjo on 10th August, 1932.
- b) The Casas Viejas's scandal on 11th January 1933.

- **The conservative period (1934-1935):** the right-wing CEDA party formed a (14) \_\_\_\_\_, which won the elections in November 1933. The Prime Minister was Alejandro Lerroux.

Facts:

- a) The previous reforms introduced were (15) \_\_\_\_\_.
- b) The left wing party's followers became more (16) \_\_\_\_\_.
- c) A general (17) \_\_\_\_\_ on 4th October, 1934 and an armed (18) \_\_\_\_\_ in Asturias
- d) In Catalonia, Lluís Companys (19) \_\_\_\_\_ the Catalan Republic.
- e) The Straperlo scandal (20) \_\_\_\_\_ the government's public image.

New elections were called.

**- Popular Front period (February-July 1936):**

Despite significant rivalries and disagreements, the left-wing Republicans, Socialist and Communists decided to work together, called (21) \_\_\_\_\_, which won the election in February.

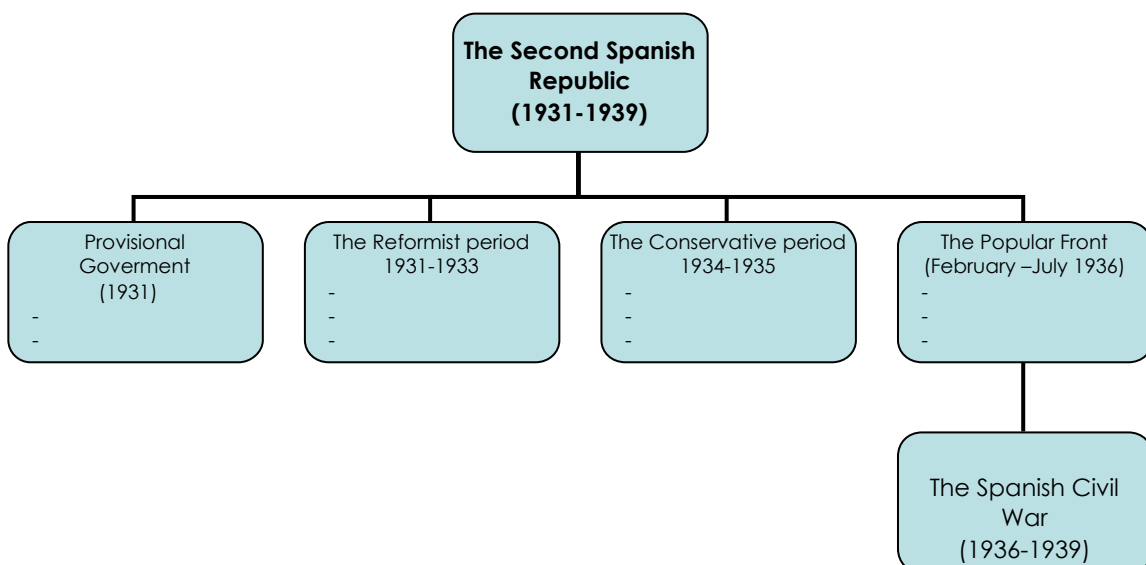
A policy of social reforms were (22) \_\_\_\_\_.

There was increasing (23) \_\_\_\_\_ between left and right, beginning with the murders of the leftist military leader Castillo and the rightist politician, Calvo Sotelo.

On 17th July an army (24) \_\_\_\_\_ in Spanish Morocco, which spread to several regions of the country, met with serious resistance, which led to a civil war with the legitimately (25) \_\_\_\_\_ government in Madrid.

The **Spanish Civil War** broke out on 18th July, 1936. Franco led the colonial army from Morocco to attack the mainland, while from the north under General José Sanjurjo troops moved south from Navarre. Successful (26) \_\_\_\_\_ by Republicans in places such as Madrid, Barcelona, Valencia, the Basque country, and elsewhere meant that Spain faced a prolonged civil war. Soon, the south and west was under the control of the Nationals, whose regular Army of Africa was the most professional force available to either side. Both sides received foreign military (27) \_\_\_\_\_, the Nationals from (28) \_\_\_\_\_ and (29) \_\_\_\_\_, Portugal, the Republicans from the USSR, Mexico, and organised volunteers in the \_\_\_\_\_

From 1936 Spain entered a chaotic period of incredible violence and brutality in which not only partisans of the right and left but also ordinary citizens suffered from war (31) \_\_\_\_\_, and murder.



## PROJECT: ORAL HISTORY

Inspired in Step-by-Step Guide to Oral History, by Judith Moyer



### WHAT DID YOU DO AFTER THE WAR, GRANDMA?

We all have stories to tell.

Oral history is the collection of living people's testimonies about their own experiences. Memories of everyday people, not just the important and well-known ones, have historical importance. If we do not collect and preserve those stories, then one day they will disappear forever. You have two options for your research:

a) Record your family history by interviewing relatives. Use letters, audio recordings, and videotape to compile a report on the Spanish Civil War.

b) Record interviews of older citizens in the community about the Spanish Civil War. Choose the one that suits you better. Prepare a list of questions to ask them. Note different versions and opinions about the same event. Combine your report with images. Then, tell your conclusions to the class. Use this outline to help you:



- Person's name:
- Age now:
- Age when the Spanish Civil War broke out.
- Family details.
- Description of life those days: food, education, relationships, manners...
- Nice/sad memories.
- Conclusion.



Your interview (in Spanish) may last 1-2 hours (even more!) but you must summarize the information and explain it in English in no more than five minutes. Don't forget to name any primary source that you use during your presentation.

Here you have some tips for the interview:

1. Make sure the interviewee understands why you are interviewing him/her.
2. Be a good listener, using body language such as looking at the interviewee, nodding, and smiling to encourage and give the message, "I am interested."
3. Make a list of questions but do not limit your interview to your list of questions. Use them only as a starting place.
4. Ask easy questions. Ask one question at a time
5. Allow silence. Give the interviewee time to think.
6. Borrow photos but don't forget to give them back.
7. Verify facts. Compare your results with the information that you already have.
8. Did you get what you needed? Go back for another interview if necessary.
9. An oral history is something remembered by someone. A person can remember something in a way which is completely different from the way it really happened.
10. It is not up to you to correct the "mistakes" in the oral history. If the oral history you have collected differs from other accounts, do not worry about it. **DO NOT CONFRONT THE INTERVIEWEE FOR REMEMBERING IT WRONG!!!**



## TEST YOURSELF!

✓ Tick the correct answer

SKILLS	My opinion			My teacher's opinion		
	😊	?	Not yet	😊	?	Not yet
<b>Listening</b>						
I can fill the gaps in a text after listening.						
I can take notes.						
I can be a good listener and use body language properly.						
<b>Reading sources</b>						
I can distinguish the main ideas from secondary information.						
I can interpret art as a result of History.						
I can work with primary sources.						
I can see the differences in different sources.						
<b>Writing</b>						
I can develop an opinion.						
I can outline a brief speech.						
I can write a biography.						
<b>Speaking</b>						
I can describe pictures.						
I can do an interview in my own language.						
I can make do an oral presentation.						
I can support my opinions.						
<b>Interaction</b>						
I listen silently when someone else is talking.						
I respect the other's opinions.						
I can work in groups/pairs.						
<b>CONTENTS</b>						
I understand what a republic is.						
I can make a timeline about Spanish History from 1931 to 1939.						
I can identify the problems the Second Republic had to face.						
I explain the outbreak of the Civil War.						
I realise the consequences of the Civil War.						
I can make research about the history of my family/ community.						

What I like in this unit.....

What I have learned is.....

What I have to improve is:.....

## SOURCES

### Allegory of The Spanish Second Republic

From Ministerio de Cultura archives

### Guernica by Picasso

<http://www.flickr.com/photos/21372046@N00/347598578>

### Guernica

[http://upload.wikimedia.org/wikipedia/commons/c/ca/Bundesarchiv\\_Bild\\_183-H25224,\\_Guernica,\\_Ruinen.jpg](http://upload.wikimedia.org/wikipedia/commons/c/ca/Bundesarchiv_Bild_183-H25224,_Guernica,_Ruinen.jpg)

### Militiaman

<http://www.flickr.com/photos/3004/2678093512>

### Militiawoman

<http://img148.imageshack.us/img148/4834/mujeres3lq3.jpg>

### Alfonso XIII

Text and portrait from Wikipedia

### Picture: 14th April 1931

[upload.wikimedia.org/wikipedia/commons File:14abril1931proclamacion.jpg](http://upload.wikimedia.org/wikipedia/commons/File:14abril1931proclamacion.jpg)

### Text about the Second republic

Adapted article by Stanley Payne, *The Second Spanish Republic*, The Library of Iberian resources on line, A History of Spain and Portugal, Vol.2, Chapter 25

### Text about education during the Republic

[http://www.museopedagogicodearagon.com/educacion\\_ii\\_republica.php](http://www.museopedagogicodearagon.com/educacion_ii_republica.php)

### Classroom

<http://www.enciezadigital.com/public/080406EscuelaRepublicaG.jpg>

### Homage to Catalonia and From the bells tolls, pictures and texts

From Wikipedia

### Poster by Renau: 11 Febrero 1873, un anhelo: 14 Abril 1931, una esperanza: 16 Febrero 1936, una victoria .

From Ministerio de Cultura archives

### Exile

<http://orpheus.ucsd.edu/speccoll/scwmemory/assets/m629b1f5i60.jpg>

### Spanish Civil War pictures

[http://clio.rediris.es/exilio/mujerex/fotos\\_exiliomujeres/44b.jpg](http://clio.rediris.es/exilio/mujerex/fotos_exiliomujeres/44b.jpg)

### Little boy soldier's picture

<https://vicentvercher.wordpress.com/2007/04/14/>

Azaña, Alcalá Zamora and Gil Robles: picture and biography

[From Wikipedia](#)

Shield and trenches

[www.flickr.com](http://www.flickr.com)

Hot Seat methodology

[The teacher's toolkit, by Paul Ginnis.](#)

Text about the Spanish Civil War

<http://sparknote.com/history/european/interwars/section9.rtml>

Timeline

[http://www.historylearningsite.co.uk/timeline\\_spanish\\_civil\\_wa.htm](http://www.historylearningsite.co.uk/timeline_spanish_civil_wa.htm)

Spanish Civil War maps

[Uploaded under Wikimedia commons creative licences](#)

The Guardian article

[guardian.co.uk](http://guardian.co.uk), Monday 20 July 1936 17.33 BST

Newspaper

[http://farm1.static.flickr.com/222/471602056\\_0b1a60d245.jpg?v=0](http://farm1.static.flickr.com/222/471602056_0b1a60d245.jpg?v=0)

Casualties

<http://www.spartacus.schoolnet.co.uk/SPcasualties.htm>

Visitors in the memorial of San Salvador cementery (Asturias)

<http://creativecommons.org/licenses/by/3.0/>

[http://picasaweb.google.com/Ih/photo/Ajj6IPzHuc0Nym5J6\\_1bhQ](http://picasaweb.google.com/Ih/photo/Ajj6IPzHuc0Nym5J6_1bhQ)

Oral history

<http://home.earthlink.net/~raulb/Clio-2.html>

[http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html#REMINDER](http://dohistory.org/on_your_own/toolkit/oralHistory.html#REMINDER)

Pictures: Ana Garrido Maqueda, Juan Crespo García, Pepi Fernández Garrido

[From family archives](#)

Acknowledgments

*To my grandparents, who never told me about the War*