



# ARTrageous Online Educational Curriculum

## MODULE 1 : The Spanish Civil War

<b>Topic:</b> Protest Art	<b>Class:</b> Social Studies, English, Media Literacy	<b>Grades:</b> 7-12
<b>Time:</b> 95 minutes	<b>Platform:</b> Online Learning Management System (LMS) with synchronous learning option (e.g., Zoom, Google Classroom)	
<p><b>CCSS Standards:</b></p> <p><b>Social Studies Standards:</b>          US Government: Distribution of Power (3.3)          World Geography: WG4 Political Systems (4.3)          World History: WH5 Revolutions, Industrialization, and Empires (5.4); WH6 Global Conflicts (6.4)          Utah Studies: UT3 Utah in the Union (3.2)          US History II: U.S.II6 Another Global Conflict and the Beginnings of the Cold War (6.1, 6.4)</p> <p><b>English Language Arts Standards:</b>          Reading: Literature (RL9.6-10.6; RL 11.7-12.7)); Informational Text (RI 7.2-10.2; 7.3-12.3, 7.7-12.7)          Writing: (W7.2a-12.2a; 7.3-12.3; 7.4-12.4; 7.6-12.6; 7.7-12.7; 7.8-12.8; 7.9-12.9)          Speaking and Listening: (SL7.1-12.1; SL7.2-12.2; SL7.4-12.4; SL7.5-12.5; SL7.6-12.6)</p> <p><b>National School Library Standards</b></p> <p><b>INQUIRE</b></p> <p>Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.</p> <p>Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.</p> <p>Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.</p> <p>Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.</p> <p><b>INCLUDE</b></p> <p>Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a</p>		

discerning stance toward points of view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

#### COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.

#### **National Arts Standards (Visual & Media Arts):**

Creating: Anchor Strands (1-3)

Performing, Presenting, Producing: Anchor Strands (4-6)

Responding: Anchor Strands (7-9)

Connecting: Anchor Strands (10-11)

#### **National Film Study Standards (NFSS)**

Standard 2.0 Historical and Cultural Contexts

Standard 3.0 Production and Creative Expression

Standard 5.0 Cross-Curricular Connection

**Learning Objectives** – In this Module, students will:

1. Generate questions to learn more about the Spanish Civil War.
2. Discuss multidisciplinary topics from a variety of perspectives, introduced by self, peers, teacher, and thought leaders;
3. Make predictions and gather details based on a text;
4. Interact with digital storytelling as a learning tool;
5. Articulate the value of experiencing diverse art and culture;
6. Explain how art is an important mode for communicating our human experience;
7. Employ art as an aesthetic tool to communicate messages about important historical and contemporary issues;
8. Incorporate multiple perspectives to provide meaningful feedback on peers' creative work.

**Materials:**

Suggested Sites for History and Analysis of Picasso's Guernica

[Picasso's 'Guernica': 10 Facts You Didn't Know About the Famous Painting](#)

[Picasso, Guernica](#)

[Guernica as Protest Art](#)

Suggested reading and video:

[Spanish Civil War: Encyclopedia Britannica](#) (text)

[Spanish Civil War: The Telegraph](#) (video-2:12min)

**Higher Order Questions:**

- What are the most effective ways to promote reform?
- How has art been used as activism and given a voice to the voiceless throughout history?
- What are the historical implications of protest art?
- How did art and literary movements reflect reactions to global events and ideas? (World History)
- How do people determine their affiliations with political parties, special interest groups, or other causes or movements?

**Introduction:**

Salt Lake artist Pilar Pobil takes students on a personal journey into the Spanish Civil War. Through her firsthand account, we learn how as a young girl, from a renowned Spanish aristocratic family, she had to flee her home island of Mallorca and her life is turned upside down when the Republic is attacked by political adversaries and her father is killed. The activities and supplemental materials further engage students in aspects of the Spanish Civil War with an emphasis on how art has played a significant role in bringing the world's attention to this war and why this was important.

"A work of art must make a man react... It must agitate him and shake him up." Picasso

<b>Time</b>	<b>Procedures</b>	<b>Learning Objectives</b>
15 minutes	<p><b>Launch Activity: Pre-Viewing</b></p> <p>1. Introduce Topic: "We are going to explore the Spanish Civil War and how art can be used in protest movements."</p> <p>2. Tell students, "In this module you are going to learn from someone whose family lived through the Spanish Civil War. Imagine you had the opportunity to interview her. What questions would you want to ask her?"</p> <p>3. Put students into groups and ask them to generate a few questions for Pilar Pobil. Guide them as needed to think about questions related to when the war happened, who was involved, the underlying causes, and Pilar's personal experiences.</p>	1

	<p>4.*Note: you can group students in a breakout room or assign them to unique Google docs to brainstorm their ideas collaboratively.</p> <p>5. Invite groups to share some of their questions prior to viewing the video.</p>	
<p>20 minutes</p>	<p><b>Pilar’s Story: While Viewing</b></p> <p>1. Give each student a link to a graphic organizer or tell them to draw a cluster map on a piece of paper. In their cluster map, have them write Pilar and the Spanish Civil War in a middle circle. Then in surrounding circles, write “when” “where” “why” “interesting detail” “something I want to know more about”.</p> <p>2. Tell them that they will listen to Pilar Pobil tell about her connection to the Spanish Civil War. As they listen, they should take notes in their graphic organizer.</p> <p>3. Play Video. Pause as appropriate so students can make notes in their graphic organizer. You may want to play it twice if you have time.</p> <p>4. When they finish, invite them to share their notes: they can do so with a partner in a breakout room, they can post a picture of their notes to a discussion forum, or they can share their ideas orally with the whole class. Did they have any of the same “interesting details” or things they’d like to know more about? How can</p>	<p>2, 3, 4</p>

	they find answers to those “burning questions”?	
25 minutes	<p><b>Presentation: The Spanish Civil War</b></p> <p><i>Option 1: Video (See Appendix A)</i></p> <p><i>Option 2: Text (See Appendix A)</i></p> <p>Pre-Viewing/Reading</p> <ol style="list-style-type: none"> <li>1. Provide students with a list of questions (see Appendix B) via Google doc or in your online learning management system.</li> <li>2. Tell them to read through each question and make some predictions about questions 3, 6, 9, &amp; 11. Let them share their predictions with one another and justify their thinking. What information or perspectives inform their prediction?</li> </ol> <p>While-Viewing/Reading</p> <ol style="list-style-type: none"> <li>1. As they watch/read, tell them to pay attention for the answers to the questions and be prepared to share their responses.</li> <li>2. For the video, you might want to pause it occasionally so they can process and record their responses.</li> </ol> <p>Post-Viewing/Reading</p> <ol style="list-style-type: none"> <li>1. Discuss the questions after engaging with the material. They can either compare answers in small groups, self-assess with a given answer sheet, or discuss as a whole class.</li> <li>2. Did anyone have an accurate prediction for questions 3, 6, 9, or 11?</li> </ol>	2, 3

20 Minutes	<p><b>Critical Thinking: Interpreting Picasso's Guernica</b></p> <p>1. Show Picasso's painting <i>Guernica</i> to students. Options: send them a link in your class chat or discussion forum; share your screen, etc.</p> <p>2. Provide the suggested brief introduction orally. Avoid getting into interpretations of the piece at this point.</p> <p><i>In 1937, Picasso was living in Paris when the Spanish Republican government approached him with a commission to produce a mural that would expose the atrocities of Gen. Francisco Franco and his allies, for their pavilion in that year's World's Fair. The Republicans saw the event as an opportunity to condemn the actions of Franco's Nationalist army. Several months later, on April 26, the city of Guernica was bombed by the German aircraft, and the coverage of the widespread devastation drove Picasso to begin working on the commission. (See Appendix C for additional resources on Guernica.)</i></p> <p>3. Now invite students to interpret Picasso's <i>Guernica</i> either individually (jotting ideas) or discussing in pairs or in small groups. "What do you think this panel depicts? What elements or images do you see? What do you think each represents?" (Tell them there are no wrong answers.)</p>	3,5,6,7
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4. Facilitate a discussion making connections between existing analyses of the piece and the perspectives of the students. Highlight the function of the work as protest art: What does Picasso's Guernica teach you about the war? Do you think this was an effective way of communicating a social injustice? If you were at the World's Fair in Paris in 1937 and saw this, how do you think you would react?

a. Tell them that in fact, no one really knows what influenced the choice of elements in this piece because Picasso never talked about what his art meant.

5. Share this excerpt with them – as a link to read individually, posted on a slide, or read aloud to them.

*The strong symbolism in Guernica – like that of the bull and the horse – has been a topic of much debate and discussion, with scholars and art experts coming up with varied interpretations. Picasso, who was naturally approached for an explanation, simply said, "This bull is a bull and this horse is a horse. If you give a meaning to certain things in my paintings it may be very true, but it is not my idea to give this meaning. What ideas and conclusions you have got, I obtained too, but instinctively, unconsciously. I make the painting for the painting. I paint the objects for what they are."*



	<p>6. For Discussion: Ask students what they think about what Picasso said? Have they created art of any kind that took its form instinctively without planning? What does that tell them about the relationship between art and thought? What questions would they ask Picasso about this painting if they had the opportunity? What would they have added to this masterpiece?</p>	
<p>15 minutes  (Time to lay out the project; work will happen outside of class or in another session)</p>	<p><b>Connections: Bringing it all Together</b></p> <p>1. Invite students to think about the role of art in communicating our experiences. Ask them how the art they saw in Pilar’s video communicated her experience. Ask them how art can serve to convey passions and principles in protest movements. Do they believe that creating art can be a form of civic engagement? If yes, how so?</p> <p>2. Tell students that they will take time before the next class to dive deep into an issue that is important to them and/or is current in the world today. Give them some time to generate some ideas (e.g., climate change, Black Lives Matter movement, Indigenous People’s rights, animal rights, etc.)</p> <p>3. Provide them guidelines to their creative project. (If you have a teacher-generated or other model to share, that would be great. Check out the example from Pilar’s work about the air</p>	<p>4,6,7</p>

	<p>quality crisis in Utah. (See Appendix D) Consider:</p> <ul style="list-style-type: none"><li>a. Do you want them to work independently or in pairs/small groups? You can also give them the choice. If they work together, they have to agree on a topic/issue to address. Make sure they have agreement before class is over.</li><li>b. Provide them 1-3 options for how to create a protest panel about an issue they care about. Consider high, low, and no tech options. They might create a digital collage or digital painting or they could create a more traditional paper &amp; glue collage with images from magazines.</li><li>c. Determine how they will share their work and give &amp; receive peer feedback. (See Assessment below.)</li></ul>	
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Online	<p><b>Assessment</b></p> <p>1. Have students share their protest panels with each other and discuss and interpret what each other's panels represent.</p> <p>2. There are many ways you can create an opportunity for them to showcase their work to you and their peers. Here are some options depending on the platform you have:</p> <ul style="list-style-type: none"><li>a. Zoom: Put students into breakout rooms and have them share with 3-4 classmates</li><li>b. Canvas: Have students post work into discussion forums and ask them to comment on the work of 3-4 classmates</li><li>c. Flipgrid: Have students make a short video describing their work and showing it to their classmates</li><li>d. Padlet: Create a board where students can pin their work and leave comments for peers.</li><li>e. Digital Video: Have students create videos using digital storytelling software (e.g., Adobe Spark) and share links with classmates.</li><li>f. Google Drive: Have students share their work via Google slides or compile them into a Google folder</li></ul>	2,5,6,7,8
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Optional  
Extension

### **Dig Deeper**

Invite students to “dig deeper” on these topics by providing additional options for research and reflection about the Spanish Civil War. In the section below, there are links to relevant sites, videos and audio clips to choose from. Students can be encouraged to reflect online about one of the media below or write a report with a classmate on something they learn from these additional sources.

#### Website

- [Pilar Legacy Foundation](#)- A nonprofit organization established to preserve Pilar’s Salt Lake City home and continue her contributions to the arts through educational programs and exhibitions for the community.

#### Literature Links

- Ernest Hemingway: For [Whom the Bell Tolls](#) tells the story of an American fighting for the Republican cause during the Spanish Civil War.
  - Text Excerpts from SparkNotes from [For Whom the Bell Tolls](#) to share with students
- George Orwell: [Homage to Catalonia](#) - Tells a personal account of his experiences and observations fighting for the Republican army during the Spanish Civil War.
  - Text Excerpt (Chapter 1) from [Homage to Catalonia](#) to share with students
  - [Criticism](#)
- Erich Maria Remarque: [All Quiet on the Western Front](#) vividly depicts the trauma of trench warfare during World War I through the eyes of a German soldier.
- [Article in The New Yorker](#) on American soldiers who fought in the Spanish Civil War
- [Stitching Truth: Women’s Protest Art in Pinochet’s Chile](#) (Educator Resources Available here too)

Appendix A	<p>Synopsis</p> <p>The Spanish Civil War was a military revolt against the Republican government of Spain, supported by conservative elements within the country. The military coup failed to win complete control of the country resulting in a bloody civil war.</p> <p>Suggested reading and video:</p> <ul style="list-style-type: none"><li>· <a href="#">Spanish Civil War: Encyclopedia Britannica</a> (text)</li><li>· <a href="#">Spanish Civil War: The Telegraph</a> (video-2:12min)</li></ul>
Appendix B	<p><b>Guiding Questions</b></p> <p>*note that the questions do not correspond chronically with the answers provided through watching the video and students may need to take notes while watching and complete the answers afterwards with teacher's help, depending on grade.</p> <p><b>1. When did the civil war in Spain start and end?</b> (The war started in 1936 and ended in 1939.)</p> <p><b>2. What opposing sides fought in the Spanish Civil War?</b> (the left-wing Republican government of Spain and the right-wing Nationalist rebels)</p> <p><b>3. Who was the leader of the Nationalists?</b> (Francisco Franco)</p> <p><b>4. Who sided with the right-wing Nationalists?</b> (The Nationalists were supported by Mussolini's Italy and Nazi Germany.)</p> <p><b>5. Who sided with the left-wing Republicans?</b> (The left side, led by Manuel Azaña, known as the Republicans, was formed by the Spanish government together with unions, communists, anarchists, workers, and peasants.)</p> <p><b>6. The war had many facets. What were the major ones?</b></p>

	<p>(Class Struggle; Economic Struggle; War of Religion; Dictatorship vs Republican Democracy; Revolution vs Counter Revolution; Facism vs Communism)</p> <p><b>7. Did the United States fight in the Spanish Civil War?</b></p> <p>(The Lincoln Brigade was formed by a group of volunteers from the United States who served in the Spanish Civil War as soldiers, technicians, medical personnel and aviators. They fought for the Spanish Republican forces against the forces of General Francisco Franco and his Nationalist faction. France and Britain because of the threat of communism. The US also shared those fears.)</p> <p>*Note: Expound on this if teaching US History II.</p> <p><b>8. How many died in the Spanish Civil War?</b></p> <p>(The Spanish Civil War (1936–39) was one of the bloodiest civil wars in history. It was the breeding ground for mass atrocities. About 600,000 people died as the result of systematic killings, mob violence, torture, or other brutalities.)</p> <p><b>9. Who won the Spanish Civil War?</b></p> <p>(The Nationalists under Franco won)</p> <p><b>10. What happened in Spain in 1975?</b></p> <p>(Francisco Franco died in 1975 at the age of 82. He was the Dictator of Spain for 36 years. Democracy was finally restored a few years later, by 1978)</p> <p><b>11. Why was this war significant to the world?</b></p> <p>(The outcome of the Spanish Civil War altered the balance of power in Europe- the struggle in Spain came to represent the fight against fascism and for democracy. Furthermore, Spain’s resources were depleted preventing them from fighting in WWII.)</p>
Appendix C	Suggested Sites for History and Analysis of Picasso’s Guernica

	<ul style="list-style-type: none"><li>● <a href="#">Picasso's 'Guernica': 10 Facts You Didn't Know About the Famous Painting</a></li><li>● <a href="#">Picasso, Guernica</a></li></ul>
Appendix D	Pilar Pobil's Protest Art: Under the Great Seal of the State of Utah