

WOMEN AND THE SPANISH CIVIL WAR

A four-lesson unit aimed at Year 9 students in Key Stage 3

This unit complements the teaching resource on the international-brigades.org.uk website titled 'Why did so many people volunteer to fight in the Spanish Civil War?'

LESSON PLANS

Lesson 1: Introduction to women volunteers and the Spanish Civil War

Key learning points	Activity	Timings
1. A brief overview of the causes of the Spanish Civil War.	Teacher-led PowerPoint presentation: slides 1-8.	10 min
2. Understanding the meaning of key words.	Find the answers to the questions on page 4 of the PowerPoint in your Knowledge Organiser. Test your learning on page 5 of the PowerPoint.	7 min
3. Understanding that women took up arms to fight the military generals who tried to overthrow the Spanish government.	Answer seven questions on slide 10 of the PowerPoint.	20 min
4. To understand what motivated women to volunteer, which in some cases involved travelling vast distances and being exposed to danger.	Teacher-led discussion followed by group work or working in pairs. PowerPoint slides 11-12. Students can create a mind map or spider diagram offering reasons for volunteering. One student keeps spider gram safe for next lesson.	15 min

<p>Plenary</p> <p>What have we learnt today?</p> <ul style="list-style-type: none">i) causes of the Spanish Civil Warii) key termsiii) understanding that women took up arms to fightiv) introduction to why women volunteered for Spain.	<p>Teacher tests learning using questioning technique.</p>	<p>5 min</p>
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Lesson 2: What were the various roles carried out by women in support of the Spanish Republic during the Spanish Civil War?

Key learning points	Activity	Timings
1. Recap of prior learning: to understand what motivated women to volunteer, which in some cases involved travelling vast distances and being exposed to danger.	Teacher-led with reference to being politically motivated – what does this mean? Willing to fight. Hearing about suffering and wanting to help in some way. Show PowerPoint slide 12. Students can add to their spider gram from previous lesson.	10 min
2. An understanding of the variety of roles women volunteers carried out during the civil war both in Spain and around the world, but specifically in Britain and Ireland.	Teacher-led PowerPoint slides 13-16. Students answer five questions on Source A: 'Describe, explain and evaluate' slide 15.	20 min
3. Following an understanding of the various roles that women volunteers carried out in Spain, students find actual 'real life' examples from the period.	Students copy slide 16 of the PowerPoint and add names and examples referring mini biographies. Resources required: (i) Mini biographies photocopied. (ii) Slide 16.	20 min

<p>4. Plenary: Evidence that students have a good grasp of the various volunteering roles.</p>	<p>Discussion and recap of different volunteering roles. Students examine Source B, slide 17 of the PowerPoint and discuss the question in slide 18.</p>	<p>7 min</p>
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Lesson 3: Women and the Spanish medical services and other significant roles

Key Learning Points	Activity	Timings
1. Recap of prior learning regarding various volunteering roles. Lesson will focus on the importance of the role of women in the medical services during the Spanish Civil War.	Teacher employs direct questioning.	5 min
2. (i) Understanding the various factors involved in keeping the Spanish Medical Service functioning and how these factors were inter-connected . (ii) Understanding that there was an acute shortage of medical staff and equipment. (iii) Understanding that the Spanish government relied on support from supporters in other countries.	Teacher-led discussion of mind map chart: slide 20 of PowerPoint. Students either read slide 20 directly from the board or as an A4 handout (print may have to be enlarged). Sheet can be stuck into exercise book. Teacher emphasises the dependence of the Spanish Republic on outside support.	7 min
	Students attempt task on slide 21 of the PowerPoint.	10 min

<p>3. To appreciate the difficult conditions nurses worked under in Spain.</p>	<p>Group discussion or in pairs about what it must have been like to be a front-line nurse working under these conditions.</p> <p>Teachers may refer to some of the sources in the <i>Historical Enquiry Source booklet</i>.</p>	<p>10 min</p>
<p>4. To understand that not all women went to Spain as volunteers. Some went as paid journalists. Others stayed in their home countries working to raise funds. Some women were inspirational political leaders in support of the Spanish Republic both in Spain and in Britain.</p>	<p>Students look at the slides 22-25 in the PowerPoint. Teacher discussion about the various roles depicted. Students refer to their mini biographies to find out more information. Quick note-taking of key points of interest in biographies.</p> <p>Optional: teacher plays speech of Dolores Ibárruri known as 'La Pasionaria'. Hyperlink can be found in slide 25 in PowerPoint. Students asked to comment.</p>	<p>15 min</p> <p>6 min</p>

5. Plenary	Quick-fire questions from slides 26-28 in PowerPoint. Students are told there will be a source-based assessment next lesson. Explanation of the assessment.	4 min
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Lesson 4: Assessment

Activity	Student resources required	Teacher resources
Complete assessment	A4 line paper	Historical Enquiry Booklet – Sources and Questions
	Historical Enquiry Booklet – Sources and Questions	Mark Scheme