



VICTIMS OF COMMUNISM MEMORIAL FOUNDATION

Communism: A History of Repression, Violence, and Victims

Chapter 9 Assessments and Assignments

Create the Context

Homework or preparation activity before this class that incorporates the context provided in this chapter:

- Have students watch the videos listed below to understand the complexities of the Spanish Civil War.
 - *How Democracies Implode - The Spanish Civil War Part 1* (13 minutes)
<https://www.youtube.com/watch?v=y1HoZNEQ8Og> (Warning: Graphic Material)
 - *The Deadly Dry Run for WW2 – The Spanish Civil War Part 2* (18 minutes)
<https://www.youtube.com/watch?v=ncUkPavahCU>

Wrap-Up Questions

- Who were the main groups fighting in the Spanish Civil War? What social classes were associated with each?
- Who were the moderates? Who were the radicals?
- Why and how did the Left target the Catholic Church?
- Why and to what extent did the Soviet Union get involved in the conflict?
- What does the Spanish Civil War teach us about political violence?
- What does the war tell us about the nature of totalitarian ideology?

Assessments

- **In-Class Assessment 1: Context**

Make a Venn diagram where students compare freedom of speech with freedom of religion. Ask the students to explain how these two freedoms are distinct and related.

- **In-Class Assessment 2: The international arena**

Have students create a flowchart that shows the different international actors and interest groups of the Spanish Civil War. Students should understand how the groups affected one another.

- **Take-Home Assessment: Wrap-Up**

Have the students watch the following video and answer the questions below:

<https://www.youtube.com/watch?v=WQYDbtY8aNU> (8:43)

- What were the different divisions in Spanish politics?
- How did the Spanish Civil War reflect growing tensions and movements in European politics?
- What toll did the war take on the Spanish people and the unity of the country?

Primary Source Activity

Show students the following propaganda pieces. Have students discuss how the pieces compelled citizens to go to war.



Translation: “Help Spain. In the current struggle, I see on the fascist side the obsolete forces, on the other side the people whose immense creative resources will give Spain a momentum that will astonish the world.”



ii

Translation: “What do you do to avoid that? Esperantists from all over the world act vigorously against international fascism!”



iii

Translation: “Democratic Spain needs you! Join the popular antifascist militias!”

ⁱ Joan Miró, “Aidez l’Espagne,” 1937, Museo Reina Sofia, <https://www.museoreinasofia.es/coleccion/obra/aidez-lespaigne-ayudad-espana>.

ii Anonymous, “*Kion vi faras por eviti tion?*,” 1937, Museo Reina Sofía,
<https://www.museoreinasofia.es/coleccion/obra/kion-vi-faras-eviti-tion-geesperantisoj-tuta-mondo-agu-energie-kontrau-internacia>.

iii Anonymous, “*¡La España democrática te necesita!*” 1937, Museo Reina Sofía,
<https://www.museoreinasofia.es/coleccion/obra/espana-democratica-necesita-alistate-milicias-populares-antifascistas>.