

International Education: The Basque Country: A case study of hope after destruction
Character Education: Hope

The Idaho State Department of Education is dedicated to increasing the technical capability, social readiness, and global perspective of high school graduates in order that they will complete school with the character, skills, and knowledge to become responsible and productive citizens in their community, state, nation and world. The following lesson on the Basque Country integrates one of Clifton Taulbert's *Eight Habits of the Heart* "to incite your memory and passion so that you can employ your imagination in the building of good communities for the twenty-first century."

Taulbert, Clifton. (1997). *Eight Habits of the Heart*. New York, New York: Penguin Books.

Within the community, hope is believing in tomorrow – because you have learned to see with your heart. Talbert, p. 89

This lesson will take approximately three to four full class periods.

I. Content:

I want my students to be able to:

- A. Develop a basic understanding of the bombing of Guernica during the Spanish Civil War in the Basque Country, and how the people overcame the destruction and rebuilt their city.
- B. Make connections between the historical bombing and recovery, and similar contemporary events.
- C. See the constructive ways people find hope after destructive events.

II. Prerequisites:

The students should have:

- A. A general understanding of expository writing
- B. Definitions of thesis statement and topic sentence.
- C. Experience using compare/contrast essay organization.
- D. An understanding of current world events and natural disasters

III. Instructional Objectives:

The student will

- A. Expand knowledge of the human condition and experience.
- B. Read and analyze a variety of nonfiction sources to understand the Guernica bombing and current disasters.
- C. Compare the events of Guernica and a contemporary disaster.
- D. Use primary sources to add support to essay.
- E. Correctly document sources.
- F. Write for purpose and audience.

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completely wiped out or cities whose inhabitants have been demoralized by attack. Good examples include Phuket, Thailand and the country of Sri Lanka after the tsunami of 2004, New York City after 9/11 and New Orleans after Hurricane Katrina. While Gernika and 9/11 were man-made destructions and the others were natural destructions, the end results are the same. Survivors need to physically rebuild and hope needs to be restored in all cases.

Pass out **Teacher Handouts 4, 5, 7 and 8**. Have students read about Gernika today, the Peace Museum in Guernica and the way hope is being restored in New Orleans. Students can finish reading articles for homework and answer question 10 of **Teacher Handout #6**.

Day Three:

If there was not time to discuss the articles yesterday, begin class today with a discussion of *hope*. What is the condition of Gernika today? In what ways do *hope* and *peace* go together? How do you know the people of Gernika had *hope*? What is the condition of New Orleans today, and what are the ways people there have restored *hope*?

Pass out essay prompt, essay organizer and rubric: **Teacher Handouts 9, 10, 11**.

Read the prompt and instruction sheet as a class.

Review the essay rubric with students to ensure they are clear about expectations.

Inform the students that the rest of the class period will be spent working on filling out the information required on the organizer. Assign a due date for the essay.

Day Four:

Depending on individual situation, teacher may consider using a class day to continue writing and helping students.

If a review of parenthetical documentation is needed, ask a student to volunteer a paragraph from his paper as a model.

VI. Assessment and Evaluation:

Comprehension Question Handout (see day 3)

Final Documented Essay

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VII. Idaho Achievement Standards:

Standard 2: Comprehension/Interpretation

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author’s point of view.

11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.

Standard 3: Writing Process

Goal 3.1: Acquire Prewriting Skills

11.LA.3.1.1 Generate ideas using a variety of strategies.

11.LA.3.1.3 Apply organizational strategies to plan writing.

11.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.

11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

Goal 3.3: Acquire Skills for revising a draft

11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.

11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.

Goal 3.5: Acquire Skills to Publish Writing

11.LA.3.5.1 Publish improved draft

Goal 4.2: Acquire Expository (Informational/Research) Writing Skills

11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.

11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.

VIII. Follow-up or Extension Activities

A. Have students research Picasso’s painting “Guernica” and the controversy of its placement in the Museo Reina Sophia, Madrid. A copy of the painting and background information about it is available at

http://en.wikipedia.org/wiki/Guernica_%28painting%29

B. Students can write a persuasive essay arguing for its remaining in Madrid or being moved to Gernika.

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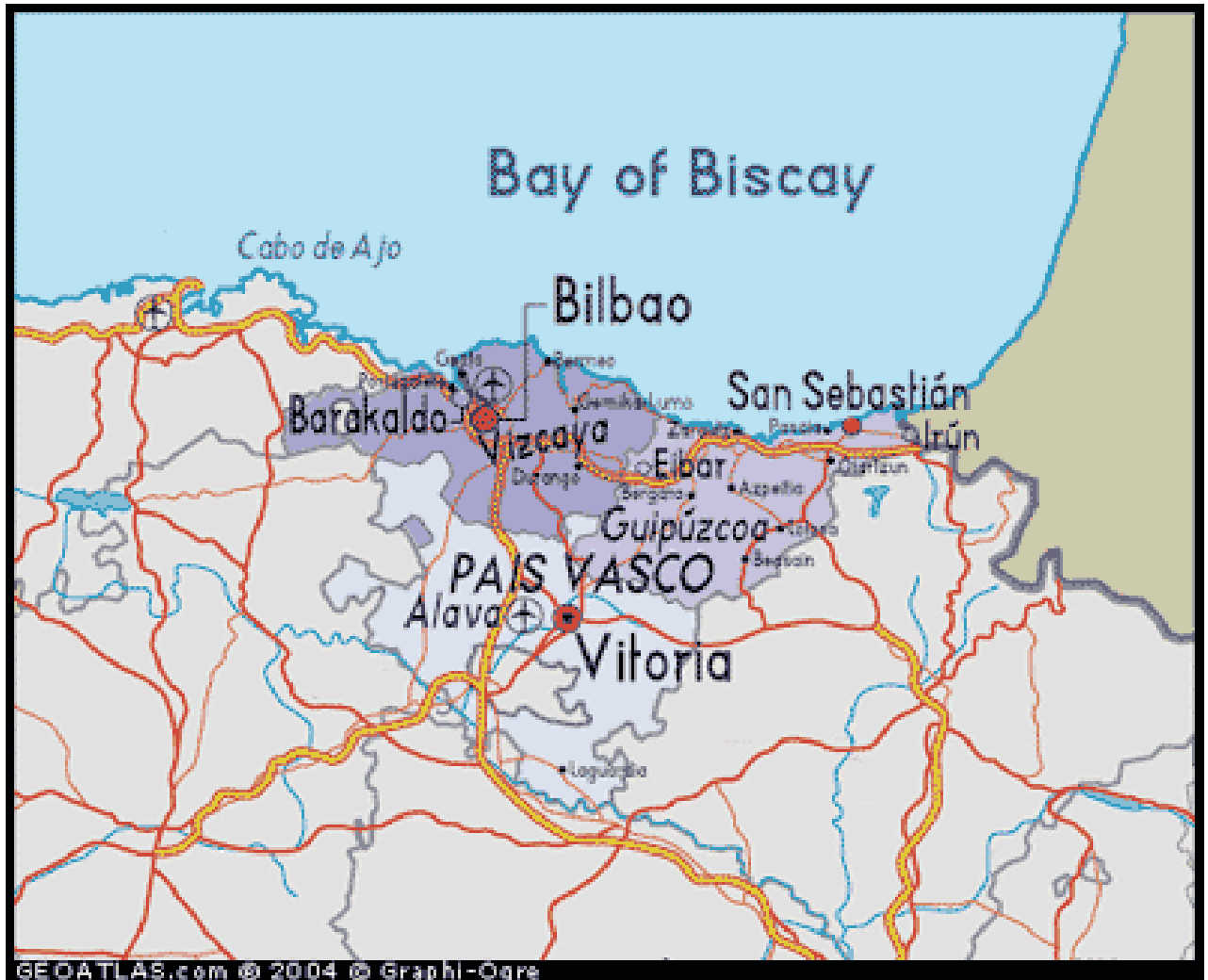
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- C. After viewing Picasso's "Guernica," have students respond to the various images that depict the atrocities of war. They can choose one specific image or the piece as a whole.
- D. Take a field trip to the Basque Cultural Center in Boise.
607 Grove St.
Boise, ID 83702
- E. Write letters to high school students in Gernika. Contact Information:
Carlos Gangoiti
Tel. **94 625 05 89**
Fax. **94 625 07 53**

Teacher Handout 1

The **Basque Country** (*Euskal Herria* in Basque) straddles the western Pyrenees mountains that define the border between France and Spain, extending down to the coast of the Bay of Biscay. It corresponds more or less with the historical area of the Basque people and language.

Maps of the Basque Country and Spain.



<http://www.map-of-spain.co.uk/large-map-of-basque.htm>

Teacher Handout 1



<http://www.spanishlegalnet.com/Who.htm>

The Basque-Idaho Connection

No state in the Union is more associated with the Basque Country than Idaho. Basques today are an integral part of the social fabric, especially in Boise. The Secretary of State, Pete Cenarrusa, is himself an Idahoan-Basque. Since 1990 Boise and Gernika have been sister cities. Idaho achieved statehood in 1890 along with the first Basques arriving there around the same time. By 1912 some of the pioneers, such as John Achabal, Benito Arregui, John Echebarria, and Juan Yribar, were already settled and had property in the city.

Information from US Basque History: http://www.basqueheritage.com/bh/3_20.htm

The following statistics comes from The North American Basque Organization's Web Site: <http://www.basqueclubs.com/Pages/sitemap.htm>

The 2000 United States Census lists 57,793 persons of Basque ancestry. The states with the largest Basque communities include:

1. California- 20,868
2. Idaho- 6,637
3. Nevada- 6,096
4. Washington- 2,665
5. Oregon- 2,627

Teacher Handout 2

Spanish Civil War

The **Spanish Civil War** (July 1936–April 1939) was a conflict in which the incumbent Second Spanish Republic and left-wing groups fought against a right-wing nationalist rebellion led by Generalissimo Francisco Franco, who succeeded in overthrowing the Republican government and establishing a dictatorship. It was the result of the complex political, economic and even cultural divisions between what Antonio Machado famously characterized as the two Spains. The Republicans ranged from centrists who supported electoral democracy to advocates of communist or anarchist revolutionary change; their power base was primarily urban (though it also included landless peasants) and secular and was particularly strong in Catalonia and in the relatively conservative Basque Country, two regions which had been granted strong autonomy by the Republican government. The ultimately successful Nationalist rebels had a primarily rural, wealthier, and more conservative support, were mostly Catholic, and favored the centralization of power. The military tactics of the war foreshadowed many of the actions of World War II

While the war only lasted about three years, the political situation had already been violent for several years before. The number of casualties is disputed; estimates generally suggest that between 500,000 and 1,000,000 people were killed. Many of these deaths, however, were results not of military fighting but the outcome of brutal mass executions perpetrated by both sides. The war started with military uprisings throughout Spain and the Colonies, which were followed by Republican reprisals against the perceived allies of the rebels: the Church. There were massacres of Catholic clergy and churches, monasteries and convents were burned. Twelve bishops, 283 nuns, 2,365 monks and 4,184 priests were murdered. [1] In the wake of the war, Franco's regime initiated a thorough cleansing of Spanish society of anything "red" or related to the Second Republic, including trade unions and political parties. Archives were seized, house searches were carried out, and unwanted individuals were often jailed, forced into exile, or killed.

Following the war, the Spanish economy needed decades to recover. The political and emotional repercussions of the war reverberated far beyond the boundaries of Spain and sparked passion among international intellectual and political communities. Republican sympathizers proclaimed it as a struggle between "tyranny and democracy", or "fascism and liberty", and many idealistic youths of the 1930s who joined the International Brigades thought saving the Spanish Republic was the idealistic cause of the era. Franco's supporters, however, viewed it as a battle between the "red hordes" (of communism and anarchism) and "Christian civilization". But these dichotomies were inevitably oversimplifications: both sides had varied, and often conflicting, ideologies within their ranks.

From Wikipedia, the free encyclopedia.

Teacher Handout 3

George Steer, *The Times* (27th April, 1937) Bombing of Guernica

Guernica, the most ancient town of the Basques and the centre of their cultural tradition, was completely destroyed yesterday afternoon by insurgent air raiders. The bombardment of this open town far behind the lines occupied precisely three hours and a quarter, during which a powerful fleet of aeroplanes consisting of three German types, Junkers and Heinkel bombers and Heinkel fighters, did not cease unloading on the town bombs weighing from 1,000 lb. downwards and, it is calculated, more than 3,000 two-pounder aluminum incendiary projectiles. The fighters, meanwhile, plunged low from above the centre of the town to machine-gun those of the civilian population who had taken refuge in the fields.

The whole of Guernica was soon in flames except the historic Casa de Juntas with its rich archives of the Basque race, where the ancient Basque Parliament used to sit. The famous oak of Guernica, the dried old stump of 600 years and the young new shoots of this century, was also untouched. Here the kings of Spain used to take the oath to respect the democratic rights (fueros) of Vizcaya and in return received a promise of allegiance as suzerains with the democratic title of Señor, not Rey Vizcaya. The noble parish church of Santa Maria was also undamaged except for the beautiful chapter house, which was struck by an incendiary bomb.

At 2 a.m. today when I visited the town the whole of it was a horrible sight, flaming from end to end. The reflection of the flames could be seen in the clouds of smoke above the mountains from 10 miles away. Throughout the night houses were falling until the streets became long heaps of red impenetrable debris. Many of the civilian survivors took the long trek from Guernica to Bilbao in antique solid-wheeled Basque farm carts drawn by oxen. Carts piled high with such household possessions as could be saved from the conflagration clogged the roads all night. Other survivors were evacuated in Government lorries, but many were forced to remain round the burning town lying on mattresses or looking for lost relatives and children, while units of the fire brigades and the Basque motorized police under the personal direction of the Minister of the Interior, Señor Monzon, and his wife continued rescue work till dawn.

In the form of its execution and the scale of the destruction it wrought, no less than in the selection of its objective, the raid on Guernica is unparalleled in military history. Guernica was not a military objective. A factory producing war material lay outside the town and was untouched. So were two barracks some distance from the town. The town lay far behind the lines. The object of the bombardment was seemingly the demoralization of the civil population and the destruction of the cradle of the Basque race. Every fact bears out this appreciation, beginning with the day when the deed was done.

Monday was the customary market day in Guernica for the country round. At 4.30 p.m. when the market was full and peasants were still coming in, the church bell rang the alarm for approaching aeroplanes, and the population sought refuge in cellars and in the dugouts prepared following the bombing of the civilian population of Durango on March 31, which opened General Mola's offensive in the north. The people are said to have shown a good spirit. A Catholic priest took charge and perfect order was maintained.

Teacher Handout 3

Five minutes later a single German bomber appeared, circled over the town at a low altitude, and then dropped six heavy bombs, apparently aiming for the station. The bombs with a shower of grenades fell on a former institute and on houses and streets surrounding it. The aeroplane then went away. In another five minutes came a second bomber, which threw the same number of bombs into the middle of the town. About a quarter of an hour later three Junkers arrived to continue the work of demolition, and thence forward the bombing grew in intensity and was continuous, ceasing only with the approach of dusk at 7.45. The whole town of 7,000 inhabitants, plus 3,000 refugees, was slowly and systematically pounded to pieces. Over a radius of five miles round a detail of the raiders' technique was to bomb separate caserios, or farmhouses. In the night these burned like little candles in the hills. All the villages around were bombed with the same intensity as the town itself, and at Mugica, a little group of houses at the head of the Guernica inlet, the population was machine-gunned for 15 minutes.

Article is reprinted at: <http://www.spartacus.schoolnet.co.uk/JsteerG.htm>

Teacher Handout 4

Guernica/Gernika History and Today

[as a side note, Gernika is the Basque spelling of the city while Guernica is the Spanish spelling]

On a small hillock in the town stands the **Meeting House** and the famous Tree of Gernika. By ancient tradition Basques, and indeed other peoples in Medieval Europe, held assemblies under a tree, usually an oak, to discuss matters affecting the community.

In Bizkaia each administrative district (known as a merindad) had its appointed tree, but over the centuries the Tree of Gernika acquired particular importance. It stood in the parish of Lumo, on a site known as Gernikazarra, beside a small shrine.

The laws of Bizkaia continued to be drawn up under this tree until 1876, with each town and village in the province sending two representatives to the sessions, known as "General Assemblies". This early form of democracy was recorded by the philosopher Rousseau, by the poet Wordsworth, by the dramatist Tirso de Molina and by the composer Iparraguirre, who wrote the piece called Gernikako Arbola.

When the Domain of Bizkaia was incorporated into the kingdom of Castile it became customary for the king of Castile to visit Gernika and swear an oath under the Tree promising to uphold the fueros or local laws of Bizkaia. The oath of King Ferdinand, known as the "Catholic Monarch" on June 30th 1476 is depicted in a painting by Francisco de Mendieta popularly known as El besamanos ("The Royal audience"). On July 3rd 1875, during the Carlist Wars, the pretender to the throne Don Carlos of the house of Borbón also visited Gernika and swore the oath. Throughout the 19th century there were frequent meetings under the Tree, including both General Assemblies and other political events.

GERNIKA AS A SYMBOL FOR PEACE

In 1987 the 50th anniversary of the bombing was commemorated as the town hosted the Preliminary Congress of the World Association of Martyr Cities. The full congress was held subsequently in Madrid, bringing together representatives of cities all over the world. Since then, Gernika-Lumo has been a member of this association.

As part of the "**Symbol for Peace**" movement, Gernika has twinned with several towns, including **Berga** (Catalonia - 1986), **Pforzheim** (Germany - 1988) and **Boise** (Idaho, USA - 1993). The twinning agreements include co-operation in the fields of culture, education and industry.

At present Gernika-Lumo has 15,568 inhabitants. It is a town with a prosperous service sector which is also home to industrial companies and has good cultural and educational amenities. It is a town with a promising future.

Teacher Handout 5

Gernikako Bakearen Museoa Fundazioa
Fundación Museo De La Paz De Gernika

Foru Plaza 1

E-48300 GERNIKA-LUMO

EUSKADI - SPAIN

Tel.: +34 94 627 02 13

Fax: +34 94 625 86 08

E-mail: museoa@gernika-lumo.net

www.peacemuseumguernica.org



Guernica-Lumo City of Peace
Brochure from the Tourism Board
2005

Teacher Handout 5

The Gernika Peace Museum was created in 1998 as the Gernika Museum, thanks to an initiative set in motion by the Gernika-Lumo Local Council to provide a space for both visitors and inhabitants to learn about the events which took place on 26 April 1937 during the bombing of Gernika (Spanish Civil War).

Shortly after it was opened, and thanks to a number of subsidies granted by the Ministry of Culture (Directorate-General of Fine Arts and Cultural Heritage), work began on turning the museum into the first Peace Museum in both the Basque Country and Spain.

It was in July 2002, when the project was almost complete and the work on the new permanent exhibition was practically finished, that the Gernika Peace Museum Foundation was created, sponsored mainly by the Basque Government, the Regional Government of Bizkaia and the Gernika-Lumo City Council.

The Gernika Peace Museum is therefore a space which has gradually grown to become an attractive and dynamic museum, designed to promote the culture of peace and transmit ideas and sensations that are the result of the merging of history, creativity and emotion. Its aim is not merely to narrate stories of war, but rather to serve as a space for promoting the culture of peace, motivating people to believe in peace and inviting them to look for, observe and confront peace. To do this, its exhibition looks at the concept of peace throughout history, focusing on themes such as war, reconciliation, human rights and current conflicts, etc.

In accordance with this objective of promoting the culture of peace, the museum has participated in a number of different conferences and symposiums at a local, national and international level, and is an active member of the IC MEMO (International Committee of Memorial Museums for the Remembrance of Victims of Public Crimes) and of the Peace Museum World-wide Network.

Teacher Handout 6

Comprehension Questions for Background Information on Spanish Civil War, The Basque Country and the Idaho Connection, The Bombing of Gernika, and The Gernika Peace Museum

1. In what two countries is the Basque Country located?

2. Briefly list the rulers and some key characteristics of the two sides of the Spanish Civil War.

The REPUBLICANS	The NATIONALISTS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

3. Prior to the bombing, why was Gernika an important city to the Basque people?

4. How much time elapsed between the bombing of Gernika and George Steer's arrival to cover the story?

5. What did Steer say he saw when he arrived in Gernika?

6. What methods were used in the destruction of Gernika? Include why that particular day of the week was chosen, and what happened to people who tried to flee the city.

Teacher Handout 6

- 7. What evidence does Steer provide as proof that Gernika was not a military target?**

- 8. According to Steer, what was the reason for the bombing of Gernika?**

- 9. How many people lived in Gernika in 1936? How many Basque people live in Idaho as of the 2000 census?**

Gernika 1936:

Idaho 2000:

- 10. What is the aim of the Gernika Peace Museum?**

Teacher Handout 7

Jazz parade marks hope in New Orleans

Traditional 'second-line' procession snakes through once-flooded streets



A band leads people down Esplanade Street during a second-line parade in New Orleans, Saturday.

Updated: 6:16 p.m. ET Nov. 26, 2005

NEW ORLEANS - Led by brass bands and filmed by director Spike Lee, New Orleans gave thanks Saturday for things not lost in Hurricane Katrina at a "second-line" jazz procession through once-flooded streets.

The parade, with several hundred participants, started at the headquarters of a benevolent association just beyond the city's famed French Quarter and snaked its way through streets still littered with debris from the hurricane.

"We had to make a statement to the world that our history, that our African-American culture, will continue," said Fred Johnson of the benevolent group Black Men of Labor.

"It's to help the culture become better in life AK (after Katrina) than it was BK."

Joyful music

A second line, like the colorful procession in the James Bond movie "Live and Let Die," traditionally accompanies black funerals in New Orleans, when dancers and musicians follow the coffin through the streets. The music is somber on the way to the cemetery and joyful on the way back.

"There's no other way to be buried from where we came from," said Johnson, who wore a black suit and bright yellow shirt, with a matching yellow umbrella and a black fedora.

"If you got buried with a band, you are going to meet your maker."

Organizers described Saturday's procession as "a second line of thanks" and urged people to bring optimism and hopes to renew the city. Even now, almost three months after the storm, much of New Orleans remains dark and empty, and tens of thousands of people have yet to return home.

"I grew up listening to jazz parades and I grew up dancing in the street and when I heard that this was happening I knew I had to be here," said Sarah Earl, a New Orleans native

Teacher Handout 7

now living in New York. "I thought it was a jazz funeral for New Orleans. Every single minute you are thinking about the city and the magic of the city. The people are astounding, in fact breath-taking."

Lee, who is making a documentary about how race and politics collided in the aftermath of the hurricane, directed a team of cameras at the procession. His documentary will be produced by Time Warner's HBO cable channel. He plans to have it ready for the first anniversary of Katrina.

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Teacher Handout 8

New Orleans plans 8 days of Mardi Gras

Hurricane-hit city set to bounce back with shorter version of pre-Lent party

Updated: 10:17 p.m. ET Nov. 23, 2005

NEW ORLEANS - Floods and hurricanes aren't enough to stop the New Orleans revelry: City officials announced Wednesday that the Mardi Gras celebration is on for February, though it will be a few days shorter than usual.

The hurricane-battered city's plan is to allow eight days of festivities for the annual pre-Lenten party, and to consider corporate sponsorships to help defray the city's cost, said Ernest Collins with city's Office of Economic Development.

The city initially pitched a six-day schedule — half the normal length — because of concerns over the cost of overtime pay for police, emergency responders and sanitation crews. But parade crews complained six days wasn't enough.

"It's common sense," said Ed Muniz, captain of Endymion, a Saturday night parade that is one of the city's biggest. "This is a city people love to visit, and this is one of the events that makes New Orleans what it is."

The compromise, which still requires the mayor's approval, calls for parades during the weekend of Feb. 18-19, and the following Thursday, Feb. 23, through Mardi Gras, Feb. 28, Collins said.

Overtime for police may be possible on Mardi Gras and the weekend when some of the biggest parades roll through the city, Collins said. Only eight hours of parades could roll during the rest of the truncated season.

Police Chief Warren Riley said he worries about the extra pay but is happy with the compromise.

The plan would save money for police by confining all clubs to the same parade route along St. Charles Avenue.

City to seek corporate sponsors

Traditionally, Mardi Gras parades have been kept non-commercial, but Collins said the city will also seek corporate sponsorships this year and help from the hospitality industry and parade crews to help with the city's costs, such as policing and cleanup.

"We don't want overt commercialization of Mardi Gras, but at the same time there are opportunities to bring in corporate underwriters where we can intelligently incorporate their message and their brand into celebration," Collins said.

Tourism officials said they expect about 20,000 hotel rooms to be available to visitors during Mardi Gras, down from the normal 36,000. Crowds also will likely be smaller because so many residents have been displaced.

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Teacher Handout 9

Comparison Essay Prompt and Requirements

Essay Prompt

On April 26, 1937, German airplanes, with the permission of Generalissimo Francisco Franco, dropped bombs on the Basque city of Guernica. The city was destroyed and survivors were devastated. Similarly, the city of New Orleans was destroyed in November of 2005, but this city suffered at the hands of Mother Nature. In your essay, discuss the similarities between the destruction of the two cities, and discuss the role hope plays for the survivors and the rebuilding efforts.

Requirements

Your essay must be typed, double spaced, Times New Roman (12), and follow all MLA format guidelines.

Your essay must be a minimum of **four** complete paragraphs: Introduction, two support paragraphs, and a conclusion. A **two-page** paper will be considered thorough.

Your essay must use at least one quotation from the George Steer article and one quotation from each of the articles about New Orleans.

Parenthetical Documentation must be done correctly for your quotations and a Works Cited Page must be included.

A formal rubric will be provided in order to assist you in writing this essay.

Five-Paragraph Essay Organizer Explanation

This essay organizer has been provided for your convenience and success. This organizer will help ensure that your essay is fluid, structured, and detailed. Directions for use are listed below.

1. Intro Paragraph:

This paragraph starts with a “Hook” statement that makes a strong point and entices the reader to continue. For a comparison paper, your first paragraph needs to introduce the two topics you will be comparing. Most readers will not be familiar with the bombing of Guernica, but may have heard of the name because of Picasso’s painting. You’ll need to give background information of the city and the Spanish Civil War before making the connection to New Orleans after Hurricane Katrina. After your discussion of the two subjects, state your thesis statement making clear the connection between the two events.

Teacher Handout 9

2. Supporting Paragraphs

Your essay will be organized using the subject to subject pattern. After the introduction, the first half of the essay should be about Guernica and the second half about New Orleans. Use the comparison chart to help you choose the features you will be comparing.

3. Conclusion

You should remind your readers of your thesis and bring them back to your original claim. Then, you can *briefly* restate your main points. Finally, you need to answer the question, “So what?” Why is this significant? What else would you like your readers to take away from this essay than just information about two catastrophic events? You need to bring up the issue of hope in your conclusion.

4. Works Cited Page

Be sure to include a complete and correctly formatted Works Cited Page.

Teacher Handout 10

Essay Organizer

Directions for Completing the Comparison Chart

Think about the important aspects of subject one and list a general category for each one. Then do the same for subject II.

Begin with one subject and fill in each cell with two kinds of information: (1) a general comment and (2) specific examples supporting that comment. You will need both types of information, so don't rush through this step.

Include at least one quotation with citation information in each column.

Do the same for the second subject.

Cross out any rows that don't seem important.

Number the features in the order of importance.

This information will be used in the supporting paragraphs of your essay.

Subject I: Bombing of Guernica	Features	Subject II: Hurricane Katrina hits New Orleans

Essay Organizer
(page 2)

The Hook

Discussion of Guernica

Teacher Handout 10

Discussion of Hurricane Katrina

Thesis Statement

Subject I: Guernica Bombing and Aftermath

Subject II: Hurricane Katrina Hits New Orleans and Aftermath

Restate Thesis

Explain/Answer “So What?”

Teacher Handout 11

**Guernica-New Orleans Comparison Essay
Grading Rubric
100 points possible**

Trait	Right On! A-B (4-5)	Getting There C (3)	Confused? D-F (1-2)
Content and Ideas (30 points)	Your thesis statement is clear and easily identifiable; the paper compares items clearly and specific examples are used to illustrate the comparison; at least two quotations from class handouts have been appropriately used and supported with your own words and ideas.	The thesis is too big, broad, or vague; comparisons are stated but the supporting information is too general; some of the information does not seem to fit because you have not explained why it's there; quotations are present but are not tied neatly together with your thoughts and original words.	I am not sure what your thesis is; you do not use any sources to provide information or the information does not support your thesis or topic; your paper does not have a clear purpose; researched information (if included) seems to just take up space and does not provide explanation as to why it's there.
Organization (20 points)	Opening catches reader's interest and leads clearly to a thesis statement; transitions are used to help reader make connections between points; subjects are discussed in the same order in supporting paragraphs 1 and 2; order in which subjects are discussed is logical; conclusion leaves reader with a clear understanding of purpose.	Opening introduces subject but is too brief; some transitions are used but not consistently helpful; subjects are not all in the same order and the order is not completely logical; conclusion is obviously stated ("So in conclusion...").	Minimal introduction is present before the thesis statement; transitions are missing; order is lacking in discussion of subjects; order is not logically put together; conclusion does not tie together main points or restate purpose.
Word Choice (10 points)	Word choice is appropriate for discussion of these events; wording is fresh and interesting; comparison words are used to help reader.	Word choice is mostly appropriate, but at times is too informal, stale, uninteresting; comparison words are over-used or used too sparingly.	Word choice is inappropriate; slang, clichés, and dull words are used; comparison words are not used at all.

Teacher Handout 11

<p>Sentence Fluency (10 points)</p>	<p>Sentence variety helps paper flow and helps to present ideas in a way that is easily understood.</p>	<p>Sentences lack variety and paper sounds choppy at times; it's sometimes difficult to understand the writer's point.</p>	<p>Sentence variety is missing; sentence structure is simplistic and repetitive; it's often difficult to understand writer's point.</p>
<p>Voice (10 points)</p>	<p>The writer's voice is confident, informative and persuasive; the tone is consistent throughout the paper.</p>	<p>At times, the writer's voice lacks confidence or fails to persuade; the tone is not consistent throughout the paper.</p>	<p>The voice fails to persuade or convince the reader; argument is weakened by the lack of a strong voice.</p>
<p>Conventions (20 points)</p>	<p>The paper flows from one thought to another without any major interruptions from spelling, grammar or punctuation; your paper is 2 pages long and follows standard formatting; works cited page is done correctly according to MLA guidelines.</p>	<p>There are hiccups in your paper that are caused from conventional errors: run-on sentences, punctuation and spelling problems, grammatical errors, tense problems; there are conventional errors in your formatting and/or works cited page.</p>	<p>The number of conventional errors makes it very difficult to read this paper; formatting is incorrect, works cited page does not look like a works cited page.</p>

Answer Key to Handout #6

1. In what two countries is the Basque Country located?

France and Spain

2. Briefly list some key characteristics of the two sides of the Spanish Civil War.

The REPUBLICANS

1. *Incumbent Second Spanish Republic*
2. *Thought to be “left-wing”*
3. *Ranged from centrists who supported electoral democracy to advocates of communist or anarchist revolutionary change*
4. *Power base was primarily urban (though it also included landless peasants) and secular*
5. *Particularly strong in Catalonia and the relatively conservative Basque Country, two regions which had been granted strong autonomy by the Republican government.*
6. *When getting revenge for attacks, the Catholic Church was a target because they were perceived as allies of the Nationalists.*

The NATIONALISTS

1. *Rebellion against the Second Spanish Republic led by Generalissimo Francisco Franco*
 2. *Rebellion began in June 1936*
 3. *Power base was primarily rural, wealthier, and more conservative.*
 4. *Mostly Catholic*
 5. *Favored the centralization of power in Spain.*
 6. *After taking dictatorial power, Franco “initiated a thorough cleansing of Spanish society” ridding Spain of anything “red” or related to the second Republic including trade unions and political parties.*
- 3. Prior to the bombing, why was Gernika an important city to the Basque people?**
- Guernica is the most ancient town of the Basques and the center of their cultural tradition. Steer calls it the “cradle of the Basque race”.*
- 4. How much time elapsed between the bombing of Gernika and George Steer’s arrival to cover the story?**
- The bombing started just after 4:30 on Monday, April 26, 1937, and Steer arrived the following morning at 2 AM. Approximately 9 ½ hours had elapsed.*
- 5. What did Steer say he saw when he arrived in Gernika?**

Teacher Handout 12

He states, "... it was a horrible sight, flaming from end to end.... Throughout the night houses were falling until the streets became long heaps of red impenetrable debris. Many of the civilian survivors took the long trek from Guernica to Bilbao in antique solid-wheeled Basque farm carts drawn by oxen.

- 6. What methods were used in the destruction of Gernika? Include why that particular day of the week was chosen, and what happened to people who tried to flee the city.**

Monday was chosen because it was the customary market day in Guernica and people living all around came to Guernica to go to the market. Therefore, the town was particularly populated. A bomber circled over the town at a low altitude and then dropped six heavy bombs. The bombs with a shower of grenades fell and the airplane went away. Five minutes later, a second bomber came and dropped the same number of bombs in the center of town. Fifteen minutes later, three Junkers arrived and the bombing grew in intensity until dusk arrived. The fighter planes plunged low above the center of town and machine-gunned the civilians as they tried to run away and/or hide in the fields.

- 7. What evidence does Steer provide as proof that Gernika was not a military target?**

A factory producing war material lay outside the town and was untouched as were two barracks some distance from the town. The town lay far behind the lines.

- 8. According to Steer, what was the reason for the bombing of Gernika?**

The object of the bombardment was seemingly the demoralization of the civil population and the destruction of the cradle of the Basque race.

- 9. How many people lived in Gernika in 1936? How many Basque people live in Idaho as of the 2000 census?**

Gernika 1936: 7,000 inhabitants (+3,000 refugees)

Idaho 2000: 6,637

- 10. What is the aim of the Gernika Peace Museum?**

"Its aim is not merely to narrate stories of war, but rather to serve as a space for promoting the culture of peace, motivating people to believe in peace and inviting them to look for, observe and confront peace. To do this, its exhibition looks at the concept of peace throughout history, focusing on themes such as war, reconciliation, human rights and current conflicts, etc."