

Reflections of Russia

Grade Level or Special Area: 5th Grade

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Length of Unit: Eight Lessons

I. ABSTRACT

This fifth grade unit explores the contrasts of early Russia. Students will complete a variety of activities in order to gain understanding of the contrasts in Russian geography and how this has shaped Russian history. The leadership and influence of czars and contrasts between their life and that of peasants as well as the culture of Russia will also be examined. Each class period ends with a short time for reflection allowing students to respond to the content covered during the lesson. This unit is comprised of eight lessons, which can be completed in two weeks and is designed to be used in conjunction with the *Pearson Learning_Core Knowledge History and Geography* text.

II. OVERVIEW

A. Concept Objectives

1. Understand how geography influences the development of a country.
2. Understand how political systems gain and exercise power over people.
3. Understand the complex nature of a given culture: its history, geography, politics, art, music, religion.

B. Content from the *Core Knowledge Sequence* (p. 115)

1. Russia as successor to Byzantine Empire
2. Moscow as the new center of Eastern Orthodox Church and Byzantine culture
3. Ivan III (The Great)
4. Ivan IV (The Terrible)
5. Peter the Great: modernizing and “Westernizing” Russia
6. Catherine the Great
7. Geography
 - a. Moscow and St. Petersburg
 - b. Ural Mountains, Siberia, steppes
 - c. Volga and Don Rivers
 - d. Black, Caspian, and Baltic Seas
 - e. Search for warm-water port

D. Skill Objectives

1. Students understand that societies are diverse and have changed over time. (Colorado History Standard 2)
2. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (Colorado Geography Standard 1)
3. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (Colorado Geography Standard 4)
4. Students read and understand a variety of materials. (Colorado Reading and Writing Standard 1)
5. Students write and speak for a variety of purposes and audiences. (Colorado Reading and Writing Standard 2)
6. Students apply thinking skills to their reading, writing, speaking, listening and viewing (Colorado Reading and Writing Standard 4)

7. Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources. (Colorado Reading and Writing Standard 5)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Forina, R. *Amazing Hands-On Map Activities*. New York: Scholastic, 2001. 0-439-26278-X
 2. Hotle, P. *Russia and the United States*. Mark Twain Media, 1994. 0-44222-11655
 3. Schomp, V. *Russia New Freedoms, New Challenges*. New York: Benchmark Books, 1996. 0-7614-0186-5
 4. Torchinsky, O. *Cultures of the World Russia*. New York: Marshall Cavendish, 1994. 1-85435-590-2
- B. For Students
 1. Byzantine Empire (3rd Grade)
 2. Vikings and their expeditions (3rd Grade)
 3. Understand that maps have keys or legends with symbols (3rd Grade)

IV. RESOURCES

- A. Harvey, H. *Look What Came From Russia*
- B. Hirsch, E.D., Jr. *What Your 5th Grader Needs to Know*
- C. Stanley, Diane. *Peter the Great* (Lesson Five)
- D. Hirsch, E.D., Jr. *Pearson Learning Core Knowledge History & Geography* (Lessons Two, Four, and Six)
- E. Atlases (Lesson One)

V. LESSONS

Lesson One: Contemplating Characteristics (this lesson may take approximately two 50-minute periods)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand how geography influences the development of a country.
 2. Lesson Content
 - a. Black, Baltic, Caspian Seas
 - b. Don, Volga Rivers
 - c. Steppes, Tiaga, Tundra
 - d. Ural Mountains
 3. Skill Objective(s)
 - a. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
- B. *Materials*
 1. One copy of Appendix A, Contemplating Characteristics, with terms and definitions cut apart
 2. One copy of Appendix B , Revealing Russia, for each student
 3. Blank overhead transparencies for each student
 4. Appendix E, Over, Under, Around and Through: Navigating Russia, for each student
 5. Atlases for each student
 6. Markers

7. Appendix C, Reflections of Russia, for each student (this will be used throughout the unit)
 8. One piece of construction paper or file folder per student
 9. Rubric, Appendix K (optional)
- C. *Key Vocabulary*
See Appendix A
- D. *Procedures/Activities*
1. Show students the location of Russia on a globe or large map. Taking into consideration the geographic location, have students come up with words that they think may describe Russia. Record these words on the board.
 2. Scramble up the terms and definitions from Appendix A. Pass one term or definition to each student.
 3. Have students match their term with a definition. When each term is matched with the correct definition, tape the characteristics of Russia to the board or wall. (Make sure the matching vocabulary words are spread throughout the room so students will not all be congested in one area.)
 4. Hand out Appendix B, Revealing Russia, to each student. Have students go around the room and record the term or definition onto their worksheet.
 5. As students finish their term sheet instruct them to take a blank overhead transparency and atlas to complete the mapping activity on Appendix E, Over, Under, Around and Through. Review map legends, and the compass rose and remind students that these should be included on their transparencies.
 6. Reflection time: Review the terms simile and metaphor. Hand out Appendix C Reflections of Russia, and allow students to choose any three geographical terms from today's lesson and create a simile or metaphor for each term. This will be the first page in a small booklet that students will be constructing throughout the unit.
 7. Review the words that were listed on the board at the beginning of class. Ask if any words should be added or taken off.
 8. Have students fold a piece of construction paper in half to create a folder. All work throughout the unit should be stored in the folder to create a portfolio. Rubrics, Appendix K can also be handed out at this time.
- F. *Assessment/Evaluation*
1. Assess student maps for accuracy and neatness.
 2. Assess similes or metaphors used for Russian geographical characteristics.

Lesson Two: Roots of Russia (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how geography influences the development of a country.
 - b. Understand how political systems gain and exercise power over people.
 - c. Understand the complex nature of a given culture: its history, geography, politics, art, music, religion.
 2. Lesson Content
 - a. Russia as a successor to Byzantine Empire
 - b. Moscow as the new center of Eastern Orthodox Church
 - c. Mongol influences
 3. Skill Objective(s)
 - a. Students understand that societies are diverse and have changed over time.

- b. Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
 - c. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
- B. *Materials*
 - 1. Copies of Pearson *Learning Core Knowledge History & Geography* for each student
 - 2. Appendix F, The Roots of Russia, for each student
- C. *Key Vocabulary*
 - 1. Tribute-money or goods that people are forced to pay stronger people
 - 2. Patriarch-a male leader
 - 3. Boyar-a powerful Russian landowner
 - 4. Serf-a farmer who did not own the land that he was required to work on
- D. *Procedures/Activities*
 - 1. Ask students to take out their maps and terms from the previous lesson.
 - 2. Time students and allow them exactly two minutes to review the maps and terms.
 - 3. Have students put away the maps and terms and allow one student to recall a term then call on another student to provide a definition. See how many terms the students can recall and define. Then see how many points of geography students can recall without looking at their maps.
 - 4. Put the vocabulary words on the board. Have students predict the definition for each word. Write these predictions on the board.
 - 5. Hand out Appendix F, Roots of Russia.
 - 6. Allow students to work in pairs or groups as they read pages 163, 164 and 166 from *Pearson Learning Core Knowledge History and Geography*. As they read have students complete the outline form. (Appendix F).
 - 7. After the groups have completed the outline have them compare their answers with different pairs or groups.
 - 8. Reflection time: On Appendix C have students complete the reflection for the second lesson-they are required to use each vocabulary word in a meaningful sentence.
 - 9. Compare how accurate the predictions were for the meaning of the vocabulary words.
- E. *Assessment/Evaluation*
 - 1. Students will self-assess their outlines when completing procedural step 7.
 - 2. Assess sentences using vocabulary words.

Lesson Three: Ivan III (The Great!) (approximately 50 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand how political systems gain and exercise power over people.
 - b. Understand the complex nature of a given culture: its history, geography, politics, art, music, religion.
 - 2. Lesson Content
 - a. Ivan III (The Great)
 - 3. Skill Objective(s)
 - a. Students understand that societies are diverse and have changed over time.

- b. Students understand how economic political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict
 - c. Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources.
- B. *Materials*
 - 1. Computers with Internet access
 - 2. Appendix G, The Great Search, for each student
- C. *Key Vocabulary*
 - 1. Czar-a title of a Russian emperor
 - 2. Czarina-the wife of a czar
- D. *Procedures/Activities*
 - 1. Write the word leader on the board and brainstorm qualities that good leaders possess.
 - 2. Students will independently complete the worksheet, “The Great Search” (Appendix G) to discover information about Ivan III from several Internet sites.
 - 3. Reflection time: students will write as many adjectives as they can think of to describe Ivan The Great.
 - 4. Discuss the characteristics Ivan possessed that were listed on the board at the beginning of the lessons. Add any new characteristics that might define “great leadership: Does Ivan the III qualify as a great leader?
- E. *Assessment/Evaluation*
 - 1. Completion of “The Great Search.”
 - 2. Assess adjectives describing Ivan III.

Lesson Four: Ivan IV (The Terrible) (approximately 50 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand how political systems gain and exercise power over people.
 - 2. Lesson Content
 - a. Ivan IV (The Terrible)
 - 3. Skill Objective(s)
 - a. Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
 - b. Students read and understand a variety of materials.
 - c. Students apply thinking skills to their reading , writing, speaking, listening and viewing.
- B. *Materials*
 - 1. Copies of *Pearson Learning Core Knowledge History and Geography* for each student
 - 2. Appendix H, Ruler Report, for each student
- C. *Key Vocabulary*
 - 1. Kremlin-a fortress built to protect a Russian city
- D. *Procedures/Activities*
 - 1. Write the terms serf, boyar, Mongol, Tartar, czar and czarina on the board. As you read each sentence have students determine who you are.
 - a. *Darling, will you please have someone check the walls of the Kremlin? I would hate to have unfriendly visitors. (Czarina)*
 - b. *Work, work, work, all I do is work and do I even own the land I work on? No so why should I work, work, work? (Serf)*

- c. *I can't believe we let Ivan the III chase us out of Russia. (Tartar).*
 - d. *Those serfs, they never stop complaining! My fields need worked and do you think I can get those serfs to sweat? (boyar)*
 - e. *My horse is fast and tough. He carried me all the way from Asia. (Mongol)*
 - f. *Hmmm, what shall I order built today, a palace or a cathedral? (czar)*
2. Brainstorm the reasons Ivan the Great is remembered as a great Russian leader. List reasons that a Czar in Russia might earn the nickname "Terrible."
 3. As a class or individually students will read p.170 and 171 from *Pearson Learning Core Knowledge History and Geography*. After finishing the reading students will complete Appendix H, Ruler Report. Remind students to support their reasoning with evidence on the comment section of the report card.
 4. Reflection Time: Students will determine other nicknames for Ivan the IV and explain their reasoning.
 5. Refer back to the list of reasons someone might be deemed Terrible started at the beginning of the lesson. Discuss whether any of these reasons applied to Ivan IV.
- E. *Assessment/Evaluation*
1. Completion of Appendix H, (Ruler Report).
 2. Assess the daily reflection.

Lesson Five: Peter the Great (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how geography influences the development of a country.
 - b. Understand how political systems gain and exercise power over people.
 2. Lesson Content
 - a. Peter the Great: modernizing and "Westernizing" Russia
 - b. Search for warm-water port
 3. Skill Objective(s)
 - a. Students understand that societies
 - b. Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
 - c. Students write and speak for a variety of purposes and audiences.
 - d. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
- B. *Materials*
1. One copy of *Peter the Great* by Diane Stanley (to be read aloud)
 2. M&Ms, Skittles or some other type of candy-enough for two or three pieces per student
 3. Butcher paper and marker
 4. Slips of paper for every student in class - one slip should be labeled czar-the rest should be labeled citizen
 5. Appendix D, the second page for recording reflections, for each student
- C. *Key Vocabulary*
1. Warm-water port- a port where the water doesn't freeze during the winter-it can be used all year

- D. *Procedures/Activities*
1. Write the questions, “Why do people pay taxes? What kinds of items are taxed?” on the board. Allow students discuss this question for one minute with the person sitting next to them and then record responses on the board.
 2. Have students each draw one of the slips of paper to see who gets to be czar. Pass out candy with the understanding that it is not to be eaten until students receive permission. Have the czar determine rules for the class. Then have the czar determine what kind of items can be taxed, for example, tennis shoes, glasses, braces etc. The tax will be paid with candy.
 3. Discuss whether the person-selected czar had any special qualifications or just earned the title by the luck of the draw. Explain that the czars in Russia many times became czar (Ivan IV for example) through the fortune of birth or the luck of the draw.
 4. Have students form a circle and as you read pass around a marker so each student can record events as they happen in the story.
 5. At the end of the story vote on the events that had the most impact on Russia. Put a star by each of these events.
 6. List the items Peter taxed during his reign and ask the class czar if he/she would like to tax any other items. Have a volunteer collect the taxes (candy).
 7. Have students write one paragraph about how they felt having one person allowed to determine what would be taxed. How do they think the Russian people felt?
 8. Reflection: Peter’s goal was to westernize Russia even if it imposed great hardship on Russian peasants. Write two goals you would have as a czar or czarina.
- E. *Assessment/Evaluation*
1. Assess paragraphs responding to czar simulation.
 2. Assess daily reflection.

Lesson Six: Catherine the Great (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how political systems gain and exercise power over people.
 - b. Understand the complex nature of a given culture: its history, geography, politics, art, music, religion.
 2. Lesson Content
 - a. Catherine the Great
 - b. Ivan III (The Great)
 - c. Ivan IV (The Terrible)
 - d. Peter the Great
 3. Skill Objective(s)
 - a. Students understand that societies are diverse and have changed over time.
 - b. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
 - c. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
- B. *Materials*
1. Copies of *Pearson Learning Core Knowledge History & Geography* for each student

2. Appendix I, The Great Grid, for each student
- C. *Key Vocabulary*
 1. Aristocrat-a person born to wealth and influence
- D. *Procedures/Activities*
 1. Whisper the name of a term or person that has been used in one of the previous lessons to a student. This student becomes the “expert.” Other students will then take turns asking the “expert” questions one at a time to try and determine the name or term the expert knows until they have asked five questions. If they can guess the correct term by the end of five questions, the class gets a point. If they are unable to identify the term correctly, the teacher gets a point. Cover as many terms as possible in ten minutes.
 2. Put a plus on one side of the board and a minus on the other. For one minutes, have students discuss with a partner the reasons a female czar might be positive for Russia. List responses. Then, have partners discuss the reasons a female czar might not be positive for Russia for one minute. List the responses on the negative side. Through a showing of hands have students vote to determine whether they think life under the rule of a woman would be better for serfs. Record responses on the board.
 3. As a class, working individually or in pairs have students read pages 173 and 174 from *Pearson Learning Core Knowledge History & Geography*.
 4. Add additional positives and negatives to the plus and minus chart on the board.
 5. Students will complete Appendix I “The Great Grid.”
 6. Reflection time: Think of one question you would ask a czar or czarina. Explain why you would ask this question.
 7. Have students re-vote. How many think life for serfs improved under the reign of a woman?
- E. *Assessment/Evaluation*
 1. Completion of Appendix I (The Great Grid).
 2. Assess daily reflection.

Lesson Seven: Russian Culture (approximately 50 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand the complex nature of a given culture: its history, geography, politics, art, music, religion.
 2. Lesson Content
 - a. Russian culture
 3. Skill Objective(s)
 - a. Students understand that societies are diverse and have changed over time.
 - b. Students read and understand a variety of materials
 - c. Students write and speak for a variety of purposes and audiences.
 - d. Students apply thinking skills to their reading, writing, speaking, listening and viewing.
 - e. Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources.
- B. *Materials*
 1. Computers with Internet access
 2. One piece of large white construction paper or butcher paper per group
 3. markers
 4. One piece of construction paper per student

5. Web addresses for sites dealing with different aspects of Russian culture; One address for each group
- C. *Key Vocabulary*
1. Culture-the art, music, food, architecture, language, clothing, learning and knowledge of a group of people
- D. *Procedures/Activities*
1. Write the word culture on the board. Brainstorm the meaning of culture. On a globe, once again point out the location of Russia. How does the geographic location affect the culture of Russia? Would people that live in Siberia wear tube tops? In early Russia would bananas have been included in many recipes? How would you dress to visit the taiga? The tundra? Would you need hiking boots to cross the steppes? What would the people near Lake Baikal include in their diet? Explain that students will be conducting an Internet expedition to discover facts about Russian culture.
 2. Break the class into small groups or pairs. Either assign or select students to choose one of the following aspects of Russian culture, which they will research: **Architecture, Meals, Customs, Education, Clothing, Sports, Families, Transportation, and Entertainment.** The following topics can be located at the web site Classrooms of the Millennium http://www.att.virtualclassroom.org/vc99/vc_100/.
 3. Have each group record six facts about their cultural aspect on a piece of construction paper. If time allows have students write down one Russian recipe to prepare for extra credit.
 4. Hand out construction paper to each student. Have them fold the paper so that there are as many sections as there will be presentations. As each group presents their facts have the rest of the students illustrate one aspect being presented. They should also caption their illustrations.
 5. Reflection: Describe your favorite element of Russian life.
- E. *Assessment/Evaluation*
1. Captioned illustrations for the group presentations.
 2. Assess daily reflection.

Lesson Eight: Pass and Receive Reflections of Russia (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The previous objectives listed throughout the unit.
 2. Lesson Content
 - a. The previous lesson content listed throughout the unit.
 3. Skill Objective(s)
 - a. The previous skill objectives listed throughout the unit.
- B. *Materials*
1. One index card for each student
 2. Two different types of objects that can be thrown safely in the classroom for example, two different colored tennis balls, a football and a soccer ball, or two different colored pieces of paper wadded up
 3. Colored construction paper
 4. Appendix K, Rubric, for each student, if not previously distributed
- C. *Key Vocabulary*
1. The previous vocabulary listed throughout the unit.

- D. *Procedures/Activities*
1. Instruct students to gather all the material they have completed throughout the unit including the map, and the various activities.
 2. Each student is to list five questions and answers on the index card. As they select questions remind them to “think like a teacher” and create questions they think might be on the test.
 3. Divide students into groups of four or five.
 4. Designate one ball or object as the question ball and the other as the answer ball. Throw the question ball to a student. This student may ask one of his/her questions. Throw the answer ball to another student. This student must try to answer the question. If the student does not know the answer he/she may ask for help from one member on the team. If neither student knows the answer, the answer ball is thrown to a member on another team. One point is given for each correct answer. If of the groups are unable to answer the question the teacher gets a point. After the question is answered the “Question” student may throw his/her ball to another team. The “Answer” student then chooses another team to pass the answer ball to. Take turns until each student has had the opportunity to ask and answer a question. The only ones allowed to speak are those holding a ball. If a student not touching the ball speaks, a point is deducted from that person’s team.
 5. Complete the final reflection. Cut apart the daily reflections. Create a cover and construct a “little” book.
 6. Remind students that they can bring in Russian food or artifacts for extra credit during the next lesson.
 7. Hand out Appendix K, Rubric, if it was not handed out previously. This will allow students to make sure their work is complete or touch up any items that will be handed in with the portfolio.
- E. *Assessment/Evaluation*
1. Active participation and correct responses to the questions

Lesson Nine: Unit Wrap up Time (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The previous objectives listed throughout the unit.
 2. Lesson Content
 - a. The previous content listed throughout the unit.
 3. Skill Objective(s)
 - a. The previous skills listed throughout the unit.
- B. *Materials*
1. Appendix J, Russian Assessment, for each student
- C. *Key Vocabulary*
1. The previous vocabulary used throughout the unit
- D. *Procedures/Activities*
1. Allow students to present artifacts or pass out Russian food.
 2. Have each student share one fact about Russia.
 3. Hand out Appendix J, Assessment.
 4. Collect portfolios.
- E. *Assessment/Evaluation*
1. Final written assessment

VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Contemplating Characteristics: Russia's Landscape
- B. Appendix B: Revealing Russia
- C. Appendix C: Revealing Russia
- D. Appendix D: Reflections of Russia
- E. Appendix E: Over, Under, Around and Through: Navigating Russia
- F. Appendix F: The Roots of Russia
- G. Appendix G: The Great Search
- H. Appendix H: Ruler Report
- I. Appendix I: The Great Grid
- J. Appendix J: Russian Assessment
- K. Appendix K: Reflections of Russia Rubric

VII. BIBLIOGRAPHY

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- C. Hannukkala, T. *Russian Dynasties*. [On-line]. Available URL: <http://members.vip.fi/~flax/history/russia/ivan3>
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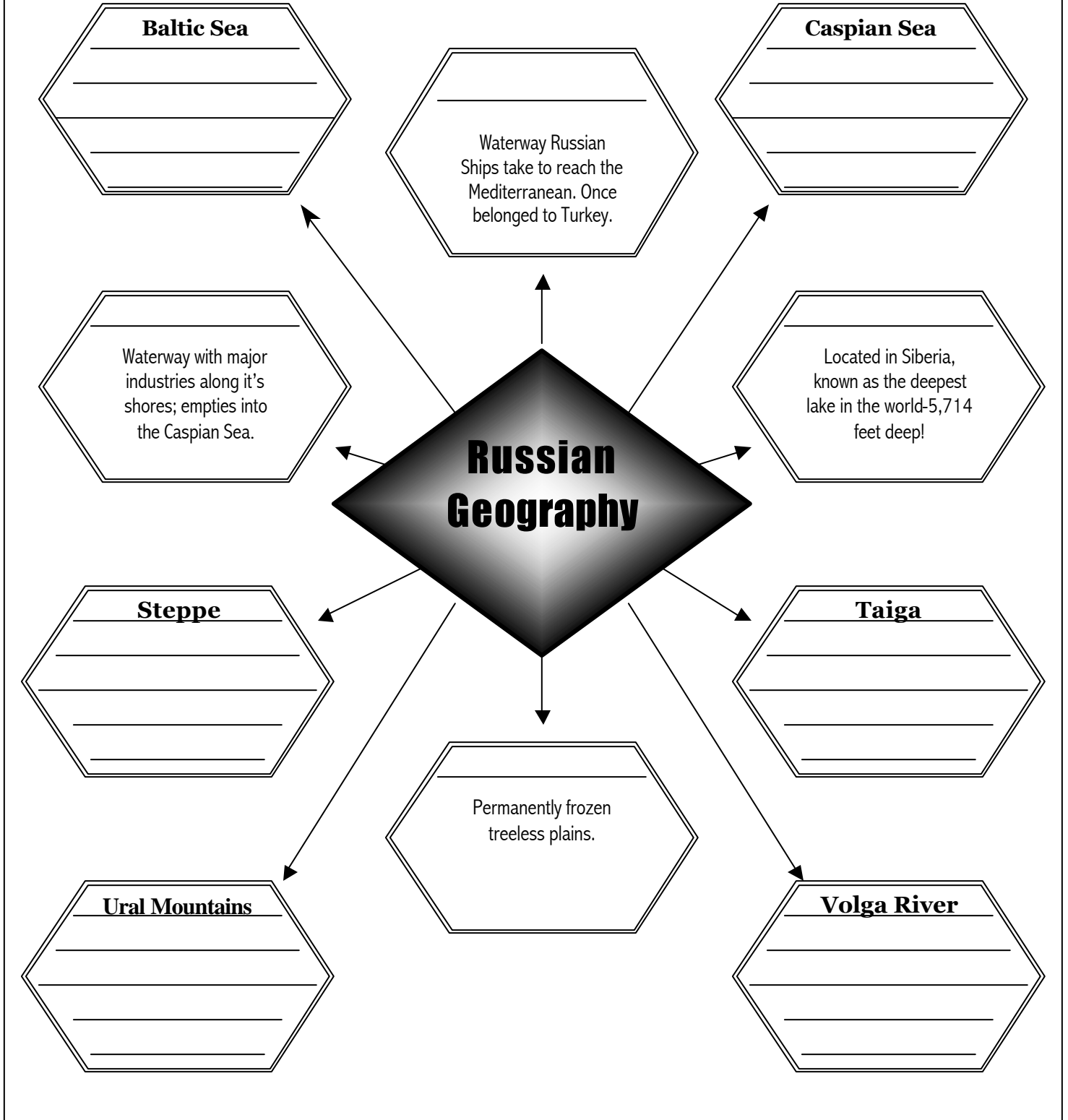
Contemplating Characteristics: Russia's Landscape

Geographic Feature	Definition
Baltic Sea	St. Petersburg was built on the shores of this body of water.
Black Sea	Waterway Russian ships take to reach the Mediterranean; once belonged to Turkey.
Caspian Sea	Known as a sea, but is in fact a lake of saltwater with no outlet.
Don River	Waterway with many industries along it's shores; empties into the Caspian Sea.
Lake Baikal	Located in Siberia, known as the deepest lake in the world-5,714 feet deep!
Steppes	Dry grasslands
Taiga	Sub-arctic coniferous forest
Tundra	Permanently frozen treeless plains
Ural Mountains	Separate the Russian Lowland from the West Siberian Plain. Contain many minerals and precious stones.
Volga River	One of Russia's National Symbols. Flows 2,325 miles before pouring into the Caspian Sea.

Revealing Russia

Name: _____

Fill in each blank with the appropriate definition or name of the Russian region it describes.



Appendix C

**D
y
1**

Create three metaphors or similes using today's geographical terms.

The Baltic Sea is like a doorway to St. Petersburg.

**D
y
2**

Use each of today's vocabulary words in a meaningful sentence.

**D
y
3**

Write as many adjectives as you can think of to describe Ivan the Great.

**D
y
4**

Think of another name for Ivan the Terrible. Why does it fit?

OVER, UNDER, AROUND AND THROUGH: NAVIGATING RUSSIA

Place a transparency over a map and trace the outline of Russia.
Color each region in the correct location using the following colors:

Taiga-Green

Tundra-Yellow

Steppe-Yellow

Add each of the following locations to your map:

(you may use symbols for all but be sure to include a key)

Baltic Sea

Lake Baikal

Black Sea

Moscow

Caspian Sea

St. Petersburg

Don River

Volga River

OVER, UNDER, AROUND AND THROUGH: NAVIGATING RUSSIA

Place a transparency over a map and trace the outline of Russia.
Color each region in the correct location using the following colors:

Taiga-Green

Tundra-Yellow

Steppe-Yellow

Add each of the following locations to your map:

(you may use symbols for all but be sure to include a key)

Baltic Sea

Lake Baikal

Black Sea

Moscow

Caspian Sea

St. Petersburg

Don River

Volga River

Appendix F

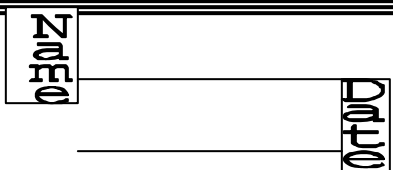
The Roots of Russia

Read pages 163, 164, & 166 and complete the outline.

- I. Early Russia
 - A. Roots
 - 1. Various groups spread
 - a. sometimes traded
 - b.
 - 2. Slavs earliest group
 - a. mostly farmers
 - b.
 - c.
 - B. Vikings (Norsemen)
 - 1. From Scandinavia (south)
 - 2.
 - 3. Vikings (Rus) forced Slavs to trade
 - a. Tribute paid to Vikings
 - i. Money or goods weaker people pay to stronger people.
 - 4. Eventually Slavic and Viking people blended.
 - C. Christianity
 - 1. Early Russia believed in many Gods
 - 2. Russians learned about different religions from other countries
 - a. Islam
 - b.
 - c.
 - 3. Christianity came from Byzantine Empire
 - a.
 - b.
 - 4. Princess Olga
 - a. Married Igor I
 - b. Took control after husband died
 - c.
 - d.
 - e. patriarch taught Olga about Christianity
 - f.
 - g.
 - 5. Prince Vladimir
 - a. Grandson of Olga
 - b. Ruled Kiev
 - c.
 - d.
 - e. 988 Vladimir became Christian
 - f.
 - g.
 - D. Mongols
 - 1. One of the most powerful people in the world
 - 2.
 - 3.
 - 4. Bloodthirsty warriors
 - a. Used specially trained horses
 - b. Destroyed anyone or anything in their way
 - 5. People hid when warned of Mongols approach
 - 6. Attack on Russia
 - a.
 - b.
 - c.
 - d.
 - 7. After Mongols left, Tartars ruled
 - a.
 - b.
 - c.
 - d.
 - E. Moscow
 - 1.
 - 2.
 - 3. Most important city in Muscovy
 - 4. Land Ownership
 - a.
 - b. Land ruled became smaller
 - c.
 - d.
 - e. Muscovy remained large while other city-states shrink
 - 5. Prince Ivan I
 - a. Friendly with Tartars
 - b.
 - c. Nicknamed Ivan the Moneybag

The Great Search

Extra! Extra! Read all about him! Visit the websites listed below and complete each activity.



Read all about Ivan III in the web site listed below, then see if you can answer these questions.

<http://members.vip.fi/~flax/history/russia/ivan3>

1. When was Ivan III born? _____
2. Ivan III was also known as _____.
3. Why was Ivan called this? _____.
4. Ivan III was Prince of what city? _____
5. Ivan ruled from the year _____ until _____.
6. What group of people did Ivan drive out of Russia? _____
7. What is a czar? _____
8. What word did czar come from? _____
9. Describe life in Russia under Ivan III's rule.

_____.

www.lib.utexas.edu/photodraw/portraits

Click on Ivan III and sketch a portrait of the czar in the space provided.



HHHHHH

Visit http://palimpsest.lis.wisc.edu/~creeca/ivan2_quiz.html

Take the quiz and test your knowledge about Ivan III. Write down how many you missed in the blank provided.

Ruler Report

Name: _____

Date: _____

This is your chance to be teacher for a day. Read pages 169 and 170. Based on the reading, your job is to give Ivan the IV grades for each of the characteristics listed on the report card below. Be sure that you use evidence to support your answers. Ivan will be graded using A, B, C, D, and F. A is for a strong characteristic trait whereas F symbolizes a failure in that specific area.

Ruler's Name:	Region Ruled:	Years:
Character Trait	Grade	Reasoning
Trustworthy		
Goals		
Wife Choosing		
Russian Expansion		
Church Building		
Treatment of Architects		
Kindness		
Overall Ruler		

Parent Signature: _____ **Teacher Signature:** _____

Appendix I

The Great Grid

Name: _____

Date: _____

Look at the grid below and using knowledge gained from prior lessons place a checkmark in every box that applies to/describes the czar or czarina.

Trait	Czar / Czarina			
	Ivan III The Great	Ivan IV The Terrible	Peter the Great	Catherine The Great
Born In Russia				
Born In Europe				
Expanded Russia				
Forced out the Tartars				
Ruled Russia				
Wanted to Europeanize Russia				
Rule Resulted in "The Time of Troubles"				
Lived in a Fabulous Palace				
Ordered Beards to be shaved off				
Brought Education to Russia				
Was the grandson of Ivan the Great				
Was nicknamed "The Great"				
Was seven feet tall				
Made life difficult for serfs				
Wanted power				

What did the czars/czarina all have in common?

Do you think that the czars/czarina worried about the peasants? Explain your answer.

Reflections of Russia: Assessment

Name: _____

Date: _____

Don't sit on the fence; circle the best answer! You might have to read between the lines on a few of the questions.....(one point each)

1. Russia is a...

- a. country b. ocean c. continent d. state

2. What is the capital of Russia?

- a. Tokyo b. Moscow c. Kiev d. St. Petersburg

3. Located in Siberia, this lake is known as the deepest lake in the world.

- a. Lake Caspian b. Lake Black c. Lake Baltic d. Lake Baikal

4. What three seas are found in Russia?

- a. Black Sea, Pacific Ocean, Atlantic Ocean
b. Black Sea, Caspian Sea, Baltic Sea
c. Aral Sea, Pacific Ocean, Atlantic Ocean
d. Black Sea, Aral Sea, Dead Sea

5. What river is located in Russia?

- a. Volga b. Nile c. Euphrates d. South Platte

6. What mountain range is located in Russia?

- a. Volga b. Lena c. Moscow d. Ural

7. From what country did Ivan the terrible originate?

- a. Finland b. Uzbekistan c. Malaysia d. Russia

8. What nickname was given to Ivan III?

- a. the kid b. the terrible c. the great d. the king

9. What nickname was given to Ivan IV?

- a. the terrible b. the great c. the king d. Ivo

10. What did Peter do that no Russian czar had ever done?

- a. travel west b. travel east c. travel north d. travel south

11. Peter dreamed of building:

- a. an army b. a navy c. a coast guard d. marines

12. What was Peter's order for women?

- a. shave their beards b. dress as they always had
c. dress like European women d. dress like Japanese women

13. St. Petersburg became known as...

- a. the city of loans b. the city of Europeans c. the city of bones

14. What Russian ruler struggled with the Russian language?

- a. Ivan the Terrible b. Ivan the Great
c. Peter the Great d. Catherine the Great

15. Catherine wanted Russia to become like which nation:

- a. Russia b. Europe c. Japan d. Finland

16. Both Peter and Catherine helped to :

- a. keep Russia ancient
b. survey Holland
c. kill Russians
d. create a modern Russia

17. How was life for peasants under the rule of Ivan the III and IV?

- a. great b. cheerful c. dreadful d. there weren't peasants

18. Who made up most of the Russian population?

- a. czars b. marchants c. peasants d. nobility

19. How was life for peasants under the rule of Peter and Catherine?

- a. fantastic b. cheerful c. dreadful d. there weren't peasants

20. What is a fortress surrounding a Russian city?

- a. a court b. tribute c. patriarch d. kremlin

It's not time to catch 40 winks yet. Use complete sentences to answer the next three questions. (two points each)

1. The Ural Mountains divide the livable part of Russia from what area?

2. Would you rather have been born a boyar or a serf? Explain your answer.

3. Choose one of the terms from the list below. Write a meaningful sentence that includes your word.

Steppes, Taiga, Tundra

Reflections of Russia

Reflections

Rubric

Assignment Title	Possible Points	Points Earned
Russian Geography	5	
Reflections	15	
Russian Navigation	5	
Roots	5	
Great Search	10	
Ruler Report	10	
The Great Grid	10	
Test	40	
Total	100	
Comments:		