

Seeing Red at the Winter Palace

Grade Level or Special Area: 7th Grade Social Studies

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Length of Unit: Between 13-15 class days of fifty-minute classes (depending on lecture and class discussion)

I. ABSTRACT

The autocratic Czar runs the Royal Family and the country. The peasants are hungry and the workers mistreated. Through the hard times and hunger, through World War I and the Revolution on 1905, the people of Russia wanted change. The end result was violence, hunger, and new leaders that treated the people the same. This unit looks at what caused the Russian Revolution and the results that no one expected.

II. OVERVIEW

A. Concept Objectives

1. Students understand the chronological organization of history and know how to organize events and people in major eras to identify and explain historical relationships. (Colorado State Content Standard History (CSCSH) 1)
2. Students understand that societies are diverse and have changed over time. (CSCS H 3)
3. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (CSCS H 4)
4. Students understand political institutions and theories that have developed and changed over time. (CSCS H 5)
5. Students understand how to use and construct maps and globes to locate and derive information about people, places, and environments. (Colorado State Content Standards Geography 1)
6. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (CSCS G 5)

B. Content from the *Core Knowledge Sequence*

1. History
 - a. Tensions in the Russian identity: Westernizers vs. traditionalists
 - b. The Revolution of 1905; “Bloody Sunday”; Russo-Japanese War
 - c. The last czar: Nicholas II and Alexandra
 - d. Economic strains of World War I
 - e. Revolutions of 1917
 - i. March Revolution ousts Czar
 - ii. October Revolution: Bolsheviks; Lenin and revolutionary Marxism
 - f. Civil War: Bolsheviks defeat Czarist counterrevolution; Bolsheviks become the Communist Party; creation of the Soviet Union
2. Geography
 - a. Overview
 - i. Territorially the largest state in the world
 - ii. All parts exposed to Artic air masses
 - iii. Little moisture reaches Russia, because of distance from Atlantic Ocean, and because Himalayas block movement of warm, moist air from south
 - iv. Population concentrated west of Ural Mountains

- v. Siberia: rich in resources
 - vi. Mongolia: Russian-dominated buffer state with China
 - vii. Few well-located ports
 - viii. Rich oil and natural gas regions
 - b. Physical feature:
 - i. Volga and Don Rivers (connected by canal)
 - ii. Caspian Sea; Aral Sea (being drained by irrigation projects)
 - iii. Sea of Japan; Bering Strait
 - c. Cities: Moscow, St. Petersburg (formerly Leningrad), Vladivostok, Volgograd (formerly Stalingrad)
- C. Skill Objectives
1. Construct a map of Russia.
 2. Analyze the problems that physical geography presents to a growing nation.
 3. Analyze the impact that the Russo-Japanese War had on the Russian people.
 4. Investigate the thoughts of different groups in Russia toward the Czar that forced a change in government.
 5. Identify the affect that World War I has on the economy and thus the people of Russia.
 6. Construct a map of Europe during World War I.
 7. Analyze how the poor standards of living and working lead to uprisings against the government.
 8. Understand the changes in government that the Russian Revolution brought forth.
 9. Analyze and understand the creation of the U.S.S.R.
 10. Identify the impact that the Russian Revolution had on society.
 11. Construct a timeline of the events of the Russian Revolution.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Gilbert, A., *Revolution; The Russian Revolution*; New York: Thomson Learning, 1995. ISBN 1568474237
 2. Le Blanc, P., "Russian Revolutions of 1917". Microsoft® Encarta® Online Encyclopedia 2002 <http://encarta.msn.com> (19 July, 2002)
- B. For Students
1. Fifth Grade from the *Core Knowledge Sequence*. Russia: Early Growth and Expansion
 - a. History
 - i. Moscow as center for the Eastern Orthodox Church, and the center of the Byzantine culture after the fall of Constantinople in 1453
 - ii. Ivan III (The Great)
 - iii. Ivan IV (the Terrible); czar (from the Latin "Caesar")
 - iv. Peter the Great: modernizing and "Westernizing" Russia
 - v. Catherine the Great: reforms of Peter and Catherine make life harder for peasants
 - b. Geography
 - i. Moscow and St. Petersburg
 - ii. Ural Mountains; Siberia; steppes
 - iii. Volga and Don Rivers
 - iv. Black, Caspian, and Baltic Seas
 - v. Search for a warm water port

2. Sixth Grade from the *Core Knowledge Sequence*: Socialism
 - a. An idea that took many forms, all of which had in common their attempt to offer an alternative to capitalism
 - i. For the public ownership of large industries, transport, banks, etc., and the more equal distribution of wealth
 - b. Marxism: The Communist form of Socialism
 - i. Karl Marx and Friedrich Engels, *The Communist Manifesto*: “Workers of the world, unite!”
 - ii. Class struggle: bourgeoisie and proletariat
 - iii. Communist, in contrast to Socialists, opposed all forms of private property.

IV. RESOURCES

- A. Appendix A - Teacher Notes (every lesson)
- B. Appendix B - Russian Geography Terms (Lesson One)
- C. Appendix C - Russian Revolution Term List (study guide) (Lesson One)
- D. Appendix D - Timeline (Lesson Six)
- E. Appendix E - Russian Revolution Unit Test (Culminating Activity)
- F. Appendix F - Russian Revolution Test Answers (Culminating Activity)
- G. Appendix G- Grading Rubrics for Assignments (every lesson)
- H. <http://geography.about.com/library/blank/blxrussia.htm>
- I. <http://nationalgeographic.com/xpeditions/atlas/russi/russi-bl.gif>
- J. Student atlases

V. LESSONS

Lesson One: Geography of Russia

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to use and construct maps and globes to locate and derive information about people, places, and environments
 - b. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources
 2. Lesson Content
 - a. Geography Overview
 - b. Territorially the largest nation in the world
 - c. All parts exposed to Arctic air masses
 - d. Little moisture reaches Russian, because of distance from Atlantic Ocean, and because Himalayas block movement of warm, moist air from south
 - e. Population concentrated west of Ural Mountains
 - f. Siberia: rich in resources
 - g. Mongolia: Russian-dominated buffer state with China
 - h. Few well-located ports
 - i. Rich in oil and natural gas region
 - j. Physical features
 - k. Volga and Don Rivers (connected by canal)
 - l. Caspian Sea; Aral Sea (being drained by irrigation projects)
 - m. Sea of Japan; Bering Strait
 - n. Cities: Moscow, St. Petersburg (formerly Leningrad), Vladivostok, Volgograd (formerly Stalingrad)

3. Skill Objective(s)
 - a. Construct a map of Russia.
 - b. Analyze the problems that physical geography presents to a growing nation.
- B. *Materials*
1. Blank Map of Russia for every student found at either <http://geography.about.com/library/blank/blxrussia.htm> or <http://nationalgeographic.com/xpeditions/atlas/russi/russi-bl.gif>)
 2. Map of World
 3. Student Atlases
 4. Appendix A - Teacher Notes
 5. Appendix B - Russian Geography Terms for every student
 6. Appendix C - Russian Revolution Term List for every student
 7. Appendix G - Grading Rubrics for Assignments
- C. *Key Vocabulary*
1. Ural Mountains - the mountain range of central Russia that separates the country into to sections, one in Asia, and the other in Europe
- D. *Procedures/Activities*
1. Begin class by informing the students that they are about to start a new unit on Russia. Using an overhead or board, create a list of what the students know already about Russia. This list will vary from class to class but offers a good beginning to your discussion about Russia and the Russian Revolution. Encourage the students to share anything and everything that they know or that they think might be right. You are just trying to get a feel for what the students already know and to introduce all the students to some of the terms or basic history and geography of Russia.
 2. Next, pass out the term list for the Russian Revolution, Appendix C. This will serve as a study guide for the unit. The students are to add information about the people, places, things, and events as they come across them over the next week or so. At the end of the unit, the items on this list will be the material covered on the test.
 3. After reviewing the term list, pass out blank maps of Russia found at either <http://geography.about.com/library/blank/blxrussia.htm> or <http://nationalgeographic.com/xpeditions/atlas/russi/russi-bl.gif>. Appendix A provides lesson-by-lesson background information for the teacher. Use this to explain the general idea of Russian geography. Talk to the students about where Russia is located and surrounding nations and bodies of water. Use a wall map or large world map to show where Russia is located and what surrounds it. Using an atlas, have the students label Russia, the surrounding bodies of water, and nations.
 4. Using Appendix A, explain to the class about Russia's climate that is affected by cold arctic air and lack of moisture. Also talk about the rich resources of oil and natural gas, Siberia (where lots of the resources are found), Mongolia, and the lack of warm weather ports that can be accessed year round.
 5. Next, have the class label the items found on Appendix B using their blank maps and atlases. They also need to color the maps.
 6. Once the class is finished with their maps of Russia, begin teaching the class about the cities on the map and where most of the large cities are located. Again Appendix A will offer so background information on this topic.
 7. With the remainder of class or for homework the students are assigned a journal entry type writing assignment consisting of at least one paragraph. They should

use the maps to come up with some ideas about how the Russian Geography might create problems for the people of Russia. Some examples could include the climate, the size of the country, or the lack of ports. There is no definite answer, but all answers should be supported by the geography of Russia.

- E. *Assessment/Evaluation*
1. Completed maps of Russian Geography
 2. Written response that investigates any problems that the Russian Geography could possibly create.

Lesson Two: Czarist Rule in Russia

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time
 - b. Students understand political institutions and theories that have developed and changed over time
 2. Lesson Content
 - a. Tensions in the Russian identity: Westernizers vs. Traditionalists
 - b. The Revolution of 1905; “Bloody Sunday”; Russo-Japanese War
 - c. The last czar; Nicholas and Alexandra
 3. Skill Objective(s)
 - a. Analyze the impact that the Russo-Japanese War had on the Russian people.
 - b. Investigate the thoughts of different groups in Russia toward the Czar that forced a change in government.
- B. *Materials*
1. Appendix A -Teacher Notes
 2. Appendix G - Grading Rubrics for Assignments
- C. *Key Vocabulary*
1. Czar - Russian Monarch coming from the Latin for ‘Caesar’
 2. Romanov - the last ruling monarch family of Russia
 3. Westernizing - to convert to the customs of Western Civilization
 4. Autocrat - a person who has complete and sole power in a country
 5. Okhrana - the Czar’s secret police force
 6. Soviet - an elected worker council set out to represent the workers
 7. Manifesto - a written or spoken public statement announcing ones intentions
 8. Winter Palace - the Romanov home and central location for the Czarist Government
 9. Marxism - a call for a classless society where all means of production are owned by all the people
 10. Duma - Russian Parliament
 11. Mutiny - the change in command in the military or on a ship done by the soldiers removing their commanding officer from control
- D. *Procedures/Activities*
1. Collect the maps and writing assignment from the day before. Begin class by making a list like you did for the first lesson up on the board. This time have the class make a list about what they remember and know about the Monarchies of Europe. Again this list will vary from class to class. They also might need some guidance. Have them think about the following:
 - a. How the Monarchs lived.
 - b. Who were/are some famous monarchs?

- c. How did the people of the country feel towards the monarchs?
 - d. How did the colonies feel about King George III or how did the French workers feel about Louis XVI, XV, and especially XVI?
2. After the list is complete, explain to the class that today's lesson is about the Kings and Queens of Russia. The Russian word for king, or the title for king is Czar, which came from the word Caesar. Appendix A will give more background on this subject. The Russian Czars date back many centuries. Many of the trends of the Czars are very similar to those of the other European Monarchs. They lived in extravagance and controlled supreme power of the Country. Ivan the Terrible was the first Czar to really centralize the power into one supreme leader. After teaching the background knowledge of the Czar's, lecture/discuss with the class the expansion of the European Nations of the Seventeenth, Eighteenth, and Nineteenth Centuries. Remind them of the colonization and expansion that the countries were doing around the globe. Russia was no different in this matter and its empire spread across Asia.
 3. Also lecture-discuss the Czar's desire to Westernize Russia. This meant changing the lives of everyone without the consent of everyone. This led to the rising of capitalism, and the further downfall of the peasants (Appendix A).
 4. After going over with the class the history and actions of the Czars, they will have a journal assignment to work on in class. They need to write a journal entry pretending they are living in Russia under Nicholas II in 1900, and explain how they feel about the Czar. They need to back up how they feel with examples explaining their emotions. The answers will vary, but all should be supported by facts. Some students may choose to be aristocrats loving the expansion and capitalization because of the greater wealth that it brings to them. Others may be peasants who hate all of the expansion and resent the Czar because their life is getting harder while others get wealthier.
 5. Have the class share some of their ideas with the class. Guide a discussion focusing on different groups of people. If everyone writes from the same point of view, ask them other the other groups eyed the Czarist rule in Russia. (Capitalists, peasants, aristocrats, and workers.) Lead the class to discuss what the lower classes could do if they were so upset with the Czar. How are they going to cause change? Again refer to Appendix A and lecture-discuss with the class about the troubles facing the Czar and his rule. Points include:
 - a. The army controls the people, but is then sent to fight Japan.
 - b. Strikes take place and people killed by secret police.
 - c. October Manifesto creates the Duma.
 - d. Citizens are upset at losing war to Japan, the hard times, and the oncoming WWI.
 6. At the completion of the lecture, the students are to write a paragraph to a page on how the Russo-Japanese War impacted Russia to be completed in class or for homework.
- E. *Assessment/Evaluation*
1. Journal assignment - Russian reaction to Czar
 2. How the Russo-Japanese War impacted Russia

Lesson Three: Impact of World War I

A. Daily Objectives

1. Concept Objective(s)
 - a. Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history

- b. Students understand how to use and construct maps and globes to locate and derive information about people, places, and environments
 - c. Students understand that societies are diverse and have changed over time
 - 2. Lesson Content
 - a. Economic Strains of World War I
 - 3. Skill Objective(s)
 - a. Identify the affect that World War I has on the economy and thus the people of Russia.
 - b. Construct a map of Europe during World War I.
- B. *Materials*
 - 1. Appendix A -Teacher Notes
 - 2. Blank outline map of Europe for every student
 - 3. Appendix G - Grading Rubrics for Assignments
- C. *Key Vocabulary*
 - 1. Abdicate - to give up a high office or the throne
 - 2. System of Alliances - the pre War Alliances that through the world into World War I
- D. *Procedures/Activities*
 - 1. Call on a few students to share their ideas from the previous day's homework. After a brief discussion collect the paragraph about how the Russo-Japanese War impacted Russia.
 - 2. Inform the class that they will be learning about another war that impacted Russia, World War I. Pass out blank outline maps of Europe. As review, have the students label and color the countries of Europe. (I use this Russian Revolution unit after we study World War I and European Geography. If you use it before one of these two units you will want to spend a little more time talking about the geography of Europe.) Briefly explain to the students (or have them explain it if World War I has already been taught) the causes leading up to World War I. Go into detail as to why Russia would become involved. Appendix A gives the background to this, but briefly, Russia supported Serbia against the larger Austria and ultimately Germany. They did this through many pre-war agreements, but also to protect Russia's warm water ports to the south that gain access to Europe and the Atlantic through the Mediterranean Sea.
 - 3. Next, ask the class what is needed in order for a country to fight a war. There will be lots of different answers. Answers to look for are people, weapons, food, supplies, and machinery. Explain to the class that Russia sent close to fifteen million troops to the war as part of the army. That requires industry to produce lots of goods, but we have already looked at the life of workers and peasants and the industry of Russia, and we know that they had a hard time getting much accomplished. They were unable to supply all of the troops, with many of them going into battle without proper shoes, weapons, or food. Ask the class what happens when you go to class without their books; can they get good grades? What happens when they go to a baseball game but forget their bat and glove, can they play very well? Russia hoped to win the war quickly but without supplies and poor battle leaders, defeat followed defeat making the war and the Czar very unpopular. Not only was Russia losing soldiers, sons, dads, and brothers, the economy was set out to supply the war, so the workers and peasants that had little to begin with were now getting less. Cities were going long stretches without food deliveries because the food and the railroad system were used for the war.

4. Ask the class how they think the people of Russia were feeling. What do you think they did to fix the situation? The people began to protest and riot demanding food. As always, the Czar sent his troops stationed in the country to go and stop the riots. Take time for a journal entry: If you are a soldier sent to stop your own countrymen and women who are starving from rioting what do you do? After a short time, ask some of the class to share their answers. The soldiers disobeyed their orders and joined the protesters. Nicholas II was in trouble and finally stepped down. He abdicated the throne and moved far away from the troubles leaving the Provisional Government (former Duma) in control. This takes us to the next phase of the revolution.
 5. This is how World War I impacted Russia. The homework for the class is to organize and review their notes from the last couple of days.
- E. *Assessment/Evaluation*
1. Teacher observation of class discussions
 2. Journal entry on what the soldiers should do
 3. Map of Europe

Lesson Four: Revolution of 1917

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time
 - b. Students understand political institutions and theories that have developed and changed over time
 2. Lesson Content
 - a. The last czar; Nicholas and Alexandra
 - b. Revolutions of 1917
 1. March Revolution ousts Czar
 2. October Revolution: Bolsheviks; Lenin and revolutionary Marxism
 3. Skill Objective(s)
 - a. Analyze how the poor standards of living and working lead to uprisings against the government.
 - b. Understand the changes in government that the Russian Revolution brought forth.
- B. *Materials*
1. Appendix A -Teacher Notes
 2. Appendix G - Grading Rubrics for Assignments
- C. *Key Vocabulary*
1. Provisional Government - the acting power in the nation after Nicholas abdicated the throne
 2. Brest-Litovsk - city where peace treaty was signed getting Russia out of World War I with Germany
- D. *Procedures/Activities*
1. Inform the class that they will be looking at the two Revolutions of 1917 in Russia. Appendix A again will have all the background notes and lecture material for this lesson. Begin by reviewing what World War I did to Russia; the loss of life, poor economy, upset country. Nicholas II faced his own army turning against him and abdicated power. Now the Provisional Government is in control. Most people that were elected to the Provisional Government were middle class land and business owners, which did not suffer as much as the lower class and thus were not into to many changes. There were some members like

Aleksandr Kerensky that did want to create change in the country, and thus he became very powerful backed by many groups.

2. Ask the class to pretend that they are at a job, and they are a worker who is upset with the way that they are treated at work. If that one person goes and complains about the conditions, what happens? They are usually not treated very well, and not too many changes will happen. What happens if all the workers get together and demand change? They force the company to listen. And if all of those kinds of workers, like autoworkers are unhappy, than they can really force some sort of change for the better. In the United States, people created labor unions to protect the rights of workers, and the same thing happened in Russia. Soviets, or elected councils, popped up all over Russia to represent the workers. Large cities across Russia soon had large soviets, the largest being in Petrograd (St. Petersburg, the name was changed during World War I because St. Petersburg sounded too German). The Soviets represented the workers while the Provisional Government had the power to make laws. Because of its backing, the soviets became much more powerful than the Provisional Government. Ask the class what happens when two people or two groups try to have all the power. On the board make a list with the characteristics of the Provisional Government and the soviets. Mark items like who is in each group, who backs each group, where would the army go, (soldiers-soviets, officers-Provisional Government), and who controls the economy (workers). Assign a Journal Entry: Which side, the Soviets or the Provisional Government, will ultimately take over, and why?
3. Ask some students to share their thoughts. Because of the war with Germany, and the still struggling economy, many backed the Soviets because they wanted change and because of their dynamic leaders. Refer back to Appendix A for notes on the leaders of the two groups including Kerensky, Lenin, and Trotsky. The group that was gaining the most support was the Bolsheviks, which means majority. Inform the class of the leaders and the rise of the Bolsheviks. Then move onto the failed revolution known as the July Days that left Trotsky in jail and Lenin fleeing the country. The Provisional Government was still in charge and still fighting Germany. Kerensky hired, before the July Days, General Kornilov to lead the army and keep the Provisional Government in power. Shortly after the July Days, Kornilov attempted to take over the country and set up a military dictatorship. Kerensky freed the imprisoned Bolsheviks and their Red Guard and was able to defeat Kornilov. Because of their work, the Bolsheviks were gaining support in every Soviet around the nation. Lenin returned, and within a month the Bolsheviks took over the Provisional Government in the October Revolution. Lenin and his slogans “Peace, Bread, Land” and “All Power to the Soviets” became a national leader.
4. Now the Bolsheviks must set up a new government. Lenin set up free elections but when the Bolsheviks lost, abolished the elections and kept power for his group. Review with the class the differences between socialism, capitalism, and communism. The soviets originally followed the views of socialism, but were forced to head towards a more oppressive communist state. Russia quits the First World War with the unpopular and very pro-German Treaty of Brest-Litovsk. The revolution itself is now over, but the fighting does not stop.
5. This concludes the Revolution chapter and lesson. Because there were so many notes, the homework for the class is to organize and review their notes.

E. *Assessment/Evaluation*

1. Teacher observation of class discussion

Lesson Five: Red vs. White Makes Everyone Blue: Civil War

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that societies are diverse and have changed over time
 - b. Students understand political institutions and theories that have developed and changed over time
2. Lesson Content
 - a. Civil War: Bolsheviks defeat Czarist counterrevolution; Bolsheviks become the Communist Party; creation of the Soviet Union
3. Skill Objective(s)
 - a. Identify the impact that the Russian Revolution had on society.
 - b. Analyze and understand the creation of the U.S.S.R.

B. *Materials*

1. Appendix A - Teacher notes
2. Appendix G - Grading Rubrics for Assignments

C. *Key Vocabulary*

1. Checka - the Bolshevik secret police
2. New Economic Policy- Lenin's attempt to end the suffering of the peasants

D. *Procedures/Activities*

1. Begin class by reviewing and answering any questions that the class may have about the revolution up to this point. Once all questions are answered, ask the class who fought in the United States Civil War. Guide the class to the idea or notion of Blue vs. Gray. Spend some time reviewing the war and what each side was fighting for. Explain that around the world, Red is the color connected to communism, and the Bolsheviks, now that they are in power, are calling themselves the Communist Party. Just like the American Civil War, where Blue fought Gray, the Reds must fight someone. Ask the class who they think would fight the Reds. Answers will vary. If the discussion stalls, ask the class who was against communism around the world, what form of government did those who oppose communism want, and what people in Russia might those other people want to help. The answers to all of these can be found in Appendix A, however, briefly, the Whites were supporters of the Czar, and then the Provisional Government. They were backed by nations like France, Great Britain, and the United States. These countries were all against communism and wanted to place the Provisional Government back into power. They supported, financially and with weapons, the Whites in their battle against the Reds.
2. Now that the class understands that the Civil War will be fought Reds vs. Whites, make a list on the board with two sections, one for each side in the war. Through lecture and class discussion, fill the sections with the characteristics of the two sides. Who backs them, what kind of government do they want, who are some people in charge of their side, etc.
3. Once the two sides are understood, give the students the information about how the war fought out, with the Whites taking control early, but failing in the end due to the fact that they do not have a unified goal, and thus they did not totally work together. Also, the Reds had the advantage of setting up base in the two largest cities, while the Whites were spread out along the countryside. The Reds also were seen by many in the country as the true patriots because they did not accept aid from foreign nations like the whites did, and the Red Army was under the control of Leon Trotsky. These are the four main factors that led to the Red Victory. For notes on the whole war see Appendix A.

4. Now the Communists have complete and total control of the country, just to make sure they killed Nicholas II and his entire family. But the newfound peace was unable to make more bread and food, and the people soon became hungry and restless. Just as Nicholas II had done earlier, as the people began to protest, the Reds used their secret police force, the Cheka, to set down any opposition. Lenin's death in 1924 brought many to seek to replace him. Trotsky seemed the logical choice, but along the way had angered many of the Communist Party. Through the removing of his opposition, Josef Stalin was able to take control and became the General Secretary of the Communist Party. This brings the class up to speed come World War II, which is to be covered a little later in the year.
5. For the remainder of class, or for homework as time allows, the students are going to write two newspaper articles about the events of the Russian Revolution. As with any newspaper article, the students want to focus on the who, what, when, why, and how of an event. They should write the articles about any event that they have learned about and write the article as if they were there to witness the event. This assignment allows the students to review material that has been covered and forces them to analyze the events' impact on the country. The students are encouraged to be creative in their articles, but to also focus on the main facts of the events or people that they have chosen to write about. The articles will be placed in the hall for all the school to see.

E. *Assessment/Evaluation*

1. Teacher observation on class discussion
2. Newspaper articles depicting the affect of the Russian Revolution on Society

Lesson Six: Nothing But Timeline

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the chronological organization of history and know how to organize events and people in major eras to identify and explain historical relationships.
2. Lesson Content
 - a. Review of content from the unit
3. Skill Objective(s)
 - a. Construct a timeline of the events of the Russian Revolution.

B. *Materials*

1. Blank Paper
2. Student notes on Russian Revolution
3. Appendix D – Timeline
4. Appendix G - Grading Rubrics for Assignments

C. *Key Vocabulary*

1. Chronological - arranged in order of time occurrence

D. *Procedures/Activities*

1. Collect the newspaper articles from the students.
2. Today the class is going to create timelines about the Russian Revolution. The time line should begin either with Nicholas becoming Czar in 1894 or with the beginning of the Russo-Japanese War in 1904, and should go through Stalin becoming General Secretary of the Communist Party in 1924. Appendix D has a copy of suggested dates to look for from Appendix A.
3. Review with the class the idea of chronological organization of history. What does it mean to place things in chronological order? What information does this provide us as historians? Not only is this an important tool for every student to

know, but it is also a great study activity for the upcoming test on the Russian Revolution.

4. The class may work in small groups on the timeline but every student must make their own timeline. This is to be completed in class or for homework as time allows.

E. *Assessment/Evaluation*

1. Timeline of the Russian Revolution

VI. CULMINATING ACTIVITY

- A. The main Culminating Activity for this lesson is the unit end test on the Russian Revolution, which a copy of has been provided as Appendix E. See Appendix F for answers.
- B. I also place the newspaper articles in the hallway for everyone to stop by and check out.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Teacher Notes
- B. Appendix B: Russian Geography Terms
- C. Appendix C: Russian Revolution Term List (study guide)
- D. Appendix D: Timeline
- E. Appendix E: Russian Revolution Unit Test
- F. Appendix F: Answer Key for Test
- G. Appendix G: Grading Rubric for Assignments

VIII. BIBLIOGRAPHY

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Appendix A - Teacher Notes

The goal of Appendix A is to offer any and all notes necessary to teach this Russian Revolution unit. The unit goes a little beyond in content what the *Core Knowledge Sequence* calls for, but it is hard to piece together the story of the Russian Revolution without a little extra material and knowledge.

This unit is done after that of World War I and European Geography in my classroom, but before World War II. You may need to explain some items about European Geography or World War I to the students if you present this before those two units in *Core Knowledge Sequence*.

The background notes serve as my lecture notes for this unit. This unit contains more lecturing than I would like for the seventh grade level but due to lack of funds and time in teaching seventh grade social studies, it must be done, if you are going to teach the entire seventh grade material along with state history.

Lesson One

This lesson deals with the geography of Russia, and how the people of Russia, especially the government, adapted to and dealt with the problem and opportunities that Russian Geography presents.

Russia, land wise, is the largest country in the world. It is so large that it fits into two continents, Europe and Asia. The separation of the two continents in Russia lies at the **Ural Mountains**. The mountains also set the boundary to where the majority of Russia's population set. The major cities lie in to the west of the Ural Mountains, in Europe.

The weather dominates Russia. Because Russia is so far east of the Atlantic Ocean, the country gets little moisture. This is impacted by the amount of Arctic wind that brings intense cold down to the south. The lack of moisture, especially to the east of the Ural Mountains, and the lack of cold make living conditions almost unbearable.

The weather has also made **Siberia**, the east plains, or steppes, of Russia inhabitable, however this region is very important for its natural resources. Siberia has proven to be one of the richest areas in the world when it comes to oil, and natural gases, however, due to the climate and landscape, it has been almost unreachable until late.

The weather plays an important part of Russia's economic strength. Besides locking in very valuable natural resources, the cold weather leaves much of Russia without easy connection to the rest of the world through shipping. As mentioned, much of Russia's population lives to the West of the Ural Mountains in the Europe part of Russia. There are a few cities that have ports in this section of Russia. These ports are on water that tends to freeze in the wintertime leaving the port without access to the rest of the world. The **Volga** and the **Don** Rivers prove to be very important for trading because of their access to the Mediterranean Sea. The Don empties into the Black Sea, which connects to the Mediterranean Sea. The Volga River ends in the Caspian Sea, and is the longer of the two rivers, but is also connected to the Don River through a canal. This allows cities in the central part of Russia access to more goods and resources.

In the eastern part of the continent, to the south of Russia, lies **Mongolia**. Mongolia is an independent nation, but is heavily influenced by Russia. This is important because Mongolia is sandwiched in-between Russia and China. The two giant nations only share a small common border and Mongolia provides Russia with protection from their neighbor to the South.

Russia has a number of large cities. The most famous of are **Moscow**, the capital of Russia, and **St. Petersburg**. These two cities play an important part in the Russian Revolution. St. Petersburg was changed to Petrograd during World War I because many thought the former name sounded German. It also later became Leningrad after the Revolutionary leader, only to become St. Petersburg again after the fall of the Soviet Union.

Lesson Two

This lesson is about the **Czars** of Russia and some of the early troubles that they had to deal with that eventually led to the Revolutions of 1917. The Czars of Russia are just like the other ruling Kings of

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Europe in the 17th, 18th, and 19th Centuries. They were **autocrats**. They relied on supreme power to guide the nation and to keep their family in control of the nation. The Czars lived in opulence and extravagance. The Russian Czars had to rule of the largest kingdom size wise, and this kept them from expanding as early as other nations like Spain, England, and France did. Russia did increase its area over time, but did not venture into the seas and across the globe like its European counterparts. Russia became the center of the Eastern Orthodox Church and the cultural heart of that section of the world.

There have been many famous Czars, like Ivan the Terrible, Ivan the Great, Peter the Great, and Catherine the Great. The last two are known for the belief that Russia must somehow keep up with the other European nations and expand. Peter the Great thought that it was important for capitalism and a strong global economy to enter Russia. He expanded the empire toward China and the Pacific Ocean. He also invited capitalists from other countries to expand Russia's industry and encouraged Russians to lead the push towards a stronger, more modern economy. Peter and Catherine were able to make changes in Russia, and accomplish many great things, but just like in the other European nations, these changes, and this progress did not help everyone. While Russia was becoming a stronger nation, and the wealth and glory celebrated, the split between classes grew. The aristocrats and royal family became wealthier, and the new middle class was enjoying success, but the working class and the peasants suffered long hours, little pay and actually took steps backward when it comes to equality.

These divisions continued through the passing of one leader and the rise of another all the way through **Nicholas II**. He became Czar in 1894. He continued the application of Westernizing Russia and even took a bride, **Alexandra**, from the west, Germany. The peasants of Russia continued to see hard times, while the country flourished, leaving many upset and unhappy with the new Czar. As more and more peasants and workers became upset with the Czar, the Czar had to use the **Okhrana**, his secret police force, to keep the public in line. If anyone disobeyed or even protested the Czar, they were arrested or killed. The Czar was also able to use the Russian Army to the large cities quiet.

To further upset the people, Alexandra, became close friends with a Monk named **Rasputin**. Rasputin was not a conventional monk and disliked around the country, but he was able to help the Czar's son who suffered from hemophilia. Rasputin became the czarina's closet council and left many distrusting the royal family.

The **Romanovs**, Nicholas' Royal Family name, lived in the Winter Palace in St. Petersburg and ruled the country with an iron fist, much like the kings of Europe, further distancing himself from the average Russian. In 1904, Russia declared war on Japan. The war was over land in the east, however, many Russians were more concerned over what was happening at home. Many of the peasants were starving, and the ones that could find a job in the army, were now sent far away from their families. With a large part of the Army gone, Nicholas II lost some of his control of the cities. The Okhrana was unable to deal with all the protests that began to take place in the large cities. In 1905, **Georgi Gapon**, a priest, led a demonstration of workers wanting better living and working conditions. They marched peacefully through the streets of St. Petersburg to be stopped by the Czar's soldiers. No one knows what set it off, but the troops opened fire on the peaceful workers and the priest, killing over a hundred people and injuring close to 300 more.

As one can imagine, this upset Russians all around the country and led to even more protests and work stoppages. The workers sought changed and formed **soviets**, worker councils, to lead their charge. Members of the Czar's military were even upset and the crew of the **Potomkim**, a battleship, mutinied and began firing on government buildings along the Black Sea coast. The Russo-Japanese War ended in September of 1905, and the troops were able to return to the country to try and keep order. But Russia had lost its war with Japan, and the people were still quite unhappy.

Later that year, the soviets organized a general strike, and over two million workers stayed away from their jobs (October). The peasants and the workers of Russia were trying to be heard. The conditions in the country got so bad, that even the middle class joined the call for change. This forced Nicholas II to listen and in October of 1905 he issued the **October Manifesto**. A **manifesto** is a written

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or spoken public statement announcing its intentions. Nicholas II promised to create the **Duma**. The Duma was an elected parliament where the people's wishes and thoughts could be heard. Nicholas even promised that he would make no law without consulting the Duma first. This appeased the middle class who just wanted to have a say in how the country was run, leaving the peasants and workers on their own once again. Opposition groups sprang up throughout the country, like the Socialist Revolutionary Party, and the Social Democratic Party. The latter followed the ideas of **Marxism**, learned in the 6th grade. They wanted a socialist revolution removing land and business owning capitalist from their land, money, and power.

The first Duma met in 1906, but Nicholas II dismissed this and the following Duma for being too radical and wanting to create too much change. He also broke his promise of not making any laws without consulting the Duma. A Duma was elected that he approved of, but gave them no power to do anything, and ran the country as he did before the October Manifesto.

The opposition groups continued to get larger. More and more people were moving to the cities where these groups operated out of, because factory jobs were the only jobs to be found in the country. Russia continued to build up its industry as World War I loomed on the horizon. However, the tension in the cities did not subside.

Lesson Three

War loomed in Europe and Russia soon became involved. Leading up to 1914, the countries of Europe became entangled in a system of alliances. Russia had agreed to back up its friend, Serbia, and other small nations in the Balkans if they got into trouble. This decision was not just based on friendship, but if the Balkans were lost as an ally, Russia would lose its access to the Mediterranean Sea via the Black Sea. If this land was in the hand of the Central Powers, Russia would not be able to trade and get needed supplies. So Russia backed Serbia, and with the assassination of Arch Duke Ferdinand, found themselves declaring War on Germany in 1914. In the first two years of the war, Russia used close to fifteen million men in their Army, and lost almost 8 million. This hurt the morale of not only those fighting, but also of the people of Russia, as if they could not go any lower. The Russian Army had a hard time getting the necessary weapons and supplies to the troops. Many went into battle without enough ammunition, food, shoes, and weapons.

Because of the war, the Russian economy was geared to aid the troops. Food supplies were sent to the front, and not to the cities where workers were going hungry. The railroad system was also geared toward the war effort and shut down for economic use. As cities faced starvation, riots broke out over bread. One such riot in St. Petersburg in 1917, forced Nicholas II to send in troops to stop the riot. When the troops arrived, many decided not to stop the protesters, but rather joined them. Troops on the front were turning on their commanding officers and all chaos broke out. The Duma, sensing its opportunity, called for Nicholas to step down. The soviets also began to organize and got ready for their opportunity to create change.

World War I put the country over the edge. The losses on the front and the economy geared toward the war effort left the people upset, cold, and hungry.

Lesson Four

On March 15, 1917, Nicholas II **abdicated** the throne giving up all power and leaving it in the hands of the Duma, which now calls itself the **Provisional Government**. The Provisional Government was made up mostly of middle class Russians who had no real desire for change. There was one member who did have socialist views and did want change, and his name was **Aleksandr Kerensky**. He soon gained backing by many people in the country and became the Prime Minister.

However, the real power lied in the groups that had the greatest backing, the soviets. While the Provisional Government was the recognized government, it had to coexist with the soviets. While the Provisional Government had the power to make laws, it was the soviets that controlled the country. They

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controlled the workers, who controlled all the important infrastructures of the country. The Provisional Government could do what it wanted, as long as it was what the soviets wanted.

The Provisional Government had to take over the task of helping the people and fighting a very unpopular war. They promised to get food for the people and help out the peasants, but as long as the war continued, the supplies and food went to the troops. Peasants began taking land and life from the landowners. Mutinies continued in the Army as the troops were tired of fighting against Germany. In order to and appease the people of Russia, the Provisional Government loosened the Czar's rules on the press and protesting. While this was an attempt to pacify the masses, it only strengthened the opposition to the Provisional Government. The socialist groups that were against the Czar were no able to speak publicly against the government. A group that took advantage of this and grew quickly was the Bolsheviks. The word Bolshevik comes from the Russian word for majority. They were apart of the Social Democratic Party and led by **Vladimir Lenin**.

Lenin came from a middle class family in central Russia. His family members had been involved in uprisings against the government before, as his brother was part of the assassination of Czar Alexander II. Lenin himself was arrested by troops of Nicholas II, and forced to Siberia. He also was forced out of the country for his part in the 1905 uprisings. The German military actually helped Lenin return to Russia, because the Germans knew that he would help get Russia out of the war with Germany. Lenin was known as a great Marxist thinker, but became famous for his ability to run a government and direct the revolution.

Lenin gathered support very quickly in Russia. He shared his slogans of "**Peace! Bread! Land!**" and "All power to the Soviets!" These slogans motivated many people to join the Bolsheviks cause. Lenin prepared the Bolsheviks for a revolution. The Bolsheviks gained more and more support and power through their rise up in the various soviets.

In July 1917, the people of the large cities decided that they had had enough. They once again and took the streets in protest. This time they were protesting the Provisional Government and not the Czar. Many Bolsheviks thought this was their chance for change, so they tried to take over the government and is known as the **July Days**. However, Kerensky and the Provisional government were ready. Kerensky had hired **General Kornilov** to run the Russian Army. He was able to subdue the Bolshevik coup attempt throwing its leaders, like Trotsky, into prison. Lenin escaped the country and prison. The Provisional Government was saved for now, but Kornilov noticed how unorganized the government was and decided that he would try and take over setting up a military dictatorship with himself at the head. On September 7th, 1917, Kornilov demanded that the Provisional Government step aside and give him all the power. Kerensky's response was to free all the Bolsheviks that had been imprisoned after the July Days and let them and their Red Army fight Kornilov. Once again the Provisional Government survived an attempt to take away their power, but the end would soon be near. The Bolsheviks gained even more support from the people of Russia after their involvement in stopping Kornilov's coup attempt. The Bolsheviks even won majorities in the Moscow and Petrograd soviet elections.

Lenin was now able to return to Russia after his escape after the July Days. The troubles continued for the average Russian, and the soviets pushed for more change. **Leon Trotsky** was elected the head of the Petrograd soviet and sought help from his old friend Lenin.

The All-Russian Congress of Soviets was set to meet in October. The Bolsheviks controlled the majority and were ready to push for the soviets to take over the government of Russia. On October 24th, the Red Guard and the ministers of the soviets got ready for the next day they put their plan into motion. The Bolsheviks took control of the government in one swift action.

Lenin and the Bolsheviks quickly began to create change. They created the Soviet Central Executive Committee, and the cabinet of the Council of People's Commissars. They nationalized many industries including the banks and railroads. They also took money away from the church, took titles away from aristocrats and gave women equal status of men. The Bolsheviks still faced many problems, but they were on their way to try and meet the needs of the working class and peasants. One problem that

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they could not escape from was Lenin's promise of free elections to be held. The elections were held in November and the elections were no where near where Lenin wanted them. The Bolsheviks did not win the majority that he hoped for. The new Constituent Assembly met in January 1919 to find the Red Guards waiting for them. The Assembly was disbanded and the power was given to Lenin and the other commissars in the Council of People's Commissars. The first and most pressing thing that they had to deal with was World War I. Lenin and the Bolsheviks knew that Germany was pushing towards Russia and that the army was being badly beaten. Trotsky was sent to meet with the Germans in a small Polish town named **Brest-Litovsk**. The conditions of the Treaty of Brest-Litovsk were very harsh for Russia. It lost Poland, Finland, Lithuania, Estonia, Latvia, and the Ukraine. As one can imagine, the treaty was very unpopular at home in Russia, but Lenin convinced the government that the only way that they could press on and address the problems of Russia would be if they were no longer at war with Germany. Lenin also knew that the revolution was not over and there would be more fighting at home. He also knew that it is hard to fight a war at home when the army is abroad. This is the end of the Revolution lesson, but you can see the Civil War is about to begin.

Lesson Five

This is the last large lesson of the unit, and it deals with the Civil War that followed the Revolutions of 1917. Just two days after the Treaty of Brest-Litovsk, the White troops begin push toward central Russia with help from Britain, France, and the United States. The Bolsheviks, or **Reds**, did not have their control securely in place. Opposition forces took shots at the Bolshevik power anyway that they could, including attempts on Lenin's life. The **Whites**, Russians against communist rule, supported the Duma and the creation of a Parliamentary Monarchy. The Whites received aid and supplies from foreign countries that were also against communist rule. The Whites won many early battles against the tired Red Army, and gained more support from foreign nations when the Bolsheviks executed the Romanov Family. They were killed because the Reds were afraid that the former czar or a member of his would try and retake his power. **General Denikin** and **General Kolchak** led the Whites into battle.

However, the Communists were able to battle back, and there are *four main reasons that the Reds were victorious over the Whites*. The first reason is that the Reds were located in one central area. They were able to keep their government and defense running in and from two centralized locations. Secondly, the whites had no organized or central aims. The Reds, under Lenin, during the Revolution were focused on one specific goal. The Whites just wanted the to get rid of the communist rule, but beyond that they had no specific goal. Thirdly, many Russians saw the Whites as traitors and the Reds as true patriots, due to the aid from foreign nations that the Whites received. The final reason that the Reds were able to win the Civil War was that they had Trotsky leading their troops. Trotsky was arguably the greatest military mind and leader in Russia. He was able to lead a smaller group of tired men into battle.

By 1920, the last White troops were either in exile or dead. The Reds had one, and world history would forever be changed. The creation of the Soviet Union, or USSR, did not solve the problems of the peasants. They were still hungry and working in poor conditions. Due to the nature of the Civil War, Lenin was unable to institute the changes that he wanted to. Because of the Civil War, Lenin forced people to work in the mines and factories, or even serve in the army. Lenin created the **New Economic Policy**, which was set to help ease, the economic troubles of the country. The plan was supposed to get food to more peasants and might have worked if not for a famine that swept the country. Along with the aid offered to the peasants came lack of freedoms. Peasants found themselves under the same oppressive rule as they had under Nicholas II. The Red Army, and the **Cheka**, (the Bolshevik secret police) kept everyone in line.

Soon after the Civil War, Lenin's health began to fade. Many different men tried to get into place to take over. Once Lenin died, **Josef Stalin** was able to rise to power by taking out his competition, like Trotsky. Now that Stalin is in power, the revolution comes full circle and the Soviet Union is ready for its rise to a world power and the next global conflict.

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As mentioned earlier, the Russian Revolution has come full circle. The country went from being under supreme Czarist rule, through a revolution and then another, and finally back to supreme oppressive rule. The people of Russia were looking for equality and found oppression.

Lesson Six

This last lesson looks at the unit as a whole. A timeline is a great way for students to study and review all that they have been working on during this unit. By placing the material in chronological order, the students get a better understanding of how different events led to others. They see how the effects of World War I led to the October Revolution. Encourage the students to use as much paper as necessary in order to present this material in a way that helps them keep it organized and understandable. Appendix D presents items for the time line that should be covered in your lecture so the students have the correct information in order to complete their timelines. All of these dates should appear in the teacher notes found in this appendix.

The bold face words in this appendix appear as the vocabulary words for the corresponding lesson or as part of the term list.

Background information written with the aid of the following sources:

Gilbert, A., *Revolution; The Russian Revolution*; New York: Thomson Learning, 1995. ISBN 1568474237

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Appendix B
Russian Geography Terms for Map

Siberia
Mongolia
Dnipro River
Volga River
Don River
Caspian Sea
Aral Sea
Baltic Sea
Sea of Japan
Bering Strait
Moscow
St. Petersburg
Vladivostok
Volgograd
Irkutsk
Murmansk
Rostov
Nizhniy Novgorod
Astrakhan
Samara
Kazan
Ufa
Ural Mts.
Arctic Ocean
Pacific Ocean
Sea of Okhotsk
Lake Baykal

Appendix B- Russian Geography Terms for Map Continued



Appendix C
Russian Revolution Term List

Abdicate
Autocrat
Bolshevik
Brest-Litovsk
Capitalist
Cheka
Commissars
Coup
Czar
Denikin, Anton
Duma
Gapon, Greorgi
July Days
Kerensky, Aleksandr
Kornilov, Lavr
Lenin, Vladimir
Manifesto
Marxism
Moscow
Mutiny
New Economic Policy
Nicholas II
Okhrana
Peace! Bread! Land!
Peasant
Petrograd
Provisional Government
Siberia
Socialism
Soviet
Stalin, Josef
Rasputin
Reds
Romanov
Trotsky, Leon
Whites

Appendix D Timeline

1894 - Nicholas II becomes czar

1904 - Russia declares war on Japan-the start of the Russo-Japanese War

1905 -

9.5.05- Russia loses and ends war with Japan

10.30- Nicholas II signs the October Manifesto creating the Duma

1906 - the first Duma meets

1914 - August 1: World War I begins as Russia declares war on Austria-Hungary and Germany

1917 -

March - Demonstrations in major cities.

The Duma starts to replace the Czarist Government

The Petrograd soviet is created

3.15.17- Nicholas II abdicates

April- Lenin returns

May- Provisional Government reorganized, Mensheviks, and Bolsheviks are two main groups.

July - 16-17 Uprisings in major cities force Bolsheviks to try and take over the Provisional Government

September - General Kornilov attempts coup of Provisional Government. Kerensky calls on Bolsheviks to help fight Kornilov

October - The Bolsheviks overthrow the Provisional Government.

1918 - January - Constituent Assembly sent home by Bolsheviks who claim total power

March - Bolshevik government signs Treaty of Brest-Litovsk ending World War I with Germany and Austria-Hungary

White troops push toward central Russia

July - Nicholas II and his family killed by the Bolsheviks

August - assassination attempt on Lenin

1919- White armies halted in push toward Moscow

1920- The last part of the White Army thrown out of Russia

1921- Lenin introduces the New Economic Policy

Appendix D, page 2
Timeline

1922- Russia becomes the USSR

1924- Lenin dies and Stalin becomes General Secretary of the Communist Party

Appendix E - Russian Revolution Unit Test

RUSSIAN REVOLUTION TEST

MATCHING: Using the list of given terms, write the matching term in the blank next to word it goes with.

Okrana	Nicholas II	St. Petersburg	Bolsheviks	October Manifesto
Boycott	manifesto	Cheka	Autocrat	Aleksandr Kerensky
Coup	Duma	conscription	Kornilov	Siberia
Rasputin	commissars	Potemkin	Peasant	Communist Manifesto
Whites	Vladimir Lenin	Leon Trotsky	N.E.P.	Treaty of Brest-Litovsk
Reds	July Days	Peace! Land! Bread!		

1. _____ This was a nickname given to communists.
2. _____ This nickname was given to all those opposing communism and the Bolsheviks.
3. _____ He tried to set up a military dictatorship in Russia by overthrowing Kerensky and the Provisional Government.
4. _____ This was one of the largest cities of Russia at the time. It was renamed Petrograd in 1914.
5. _____ Czar of Russia from 1894-1918 and was later executed along with his family during the Bolshevik revolution.
6. _____ This was the first Bolshevik attempt at taking over the government.
7. _____ Revolts of soldiers or sailors against their commanding officers.
8. _____ Member of the Russian extreme left-wing party led by Lenin. It literally means "majority" in Russian, although it was the minority of the Provisional Government.

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9. _____ A member of a class of farm workers and farmers with small farms. They were the majority of the population in Russia at this time period.
10. _____ A Russian mystic and holy man who advised the Romanov family.
11. _____ A public statement by a monarch or public body, announcing its intentions.
12. _____ The vast unused land in eastern Russia full of natural resources.
13. _____ Czar Nicholas II was one of these. It is a person who has complete and sole power in a country.
14. _____ Ship in which Russian sailors mutinied and attacked several government positions along the Black Sea Coast.
15. _____ Czar Nicholas II issued this statement in 1905. In it, Nicholas gave into the public with promises and reform.
16. _____ He was elected to the Duma in 1912 as a socialist. He later became the Minister of Justices and the War Minister. He was run out of Russia during the Revolution and spent his remaining years in exile.
17. _____ Leader of the Bolsheviks. He was a Marxist thinker and writer.
18. _____ Lenin's slogan that helped gain the support of the peasants
19. _____ This was unpopular in Russia and many communists argued against accepting the terms of Germany. This was used to end the

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Russian and German conflict on the battlefields and conflict of the Great War.

20. _____ Russian government officials.
21. _____ A system in which people are forced by the state to join the armed forces.
22. _____ The Russian parliament first elected in 1906, which became the Provisional Government in 1917.
23. _____ A swift and violent change of government, where one group or party replaces another.
24. _____ The czar's secret police force.
25. _____ Who was credited with building up the Red Army?
26. _____ The capitol of the USSR.
27. _____ To act together in not using, or buying as a means of protest.
28. _____ The communist parties secret police force.
29. _____ The Bolshevik plan to help farmers.
30. _____ Karl Marx expressed his views about the perfect world and government in this.

SHORT ANSWERS: Answer the following questions in complete sentences and in proper accordion paragraph form. (Write your answers on a sheet of loose-leaf paper.)

1. Explain the importance of the Russo-Japanese War. Give at least two reasons.
2. What were the four factors that led to the Reds victory over the Whites?
3. What happened to the Romanovs and why?

Appendix F Russian Revolution Test Answers

- 1- Reds
- 2- Whites
- 3- Kornilov
- 4- St. Petersburg
- 5- Nicholas II
- 6- July Days
- 7- Mutiny
- 8- Bolshevik
- 9- Peasants
- 10- Rasputin
- 11- Manifesto
- 12- Siberia
- 13- Autocrat
- 14- Potomkin
- 15- October Manifesto
- 16- Kerensky
- 17- Lenin
- 18- Peace, Bread, Land
- 19- Treaty of Brest-Livtosk
- 20- Commissars
- 21- Conscription
- 22- Duma
- 23- Coup
- 24- Okhrana
- 25- Trotsky
- 26- Moscow
- 27- Boycott
- 28- Cheka
- 29- NEP
- 30- Communist Manifesto

1)

- Russian imperialism did not make Peasants lives any better
- Many Russians, mostly peasants, died
- Russia's performance in the war left many upset and embarrassed.
- The number of Russian Troops in Russia was small and they could not stop all of the protests and riots

2)

- Reds were located in once central area. This was easier to command.
- The Reds had a common, organized, central goal that they were fighting fore. The Whites however, were just fighting against communism and not for something.
- The Whites were seen as traitors by a large majority of Russians because of their connection to foreign powers.
- The great Leon Trotsky led the Red Army.

3)

- The Royal Family was killed out of fear. There was a fear that they would inspire the Whites, and ultimately lay claim to the throne of Russia once again. They were killed in order to eliminate all claims to the Russian crown.

Appendix G

Grading Rubrics for Assignments

1. Maps

The maps are graded on six categories, for a total of 10 points:

Title-	1pt.
Key-	1pt.
Compass-	1pt.
Colored map-	1pt.
The overall presentation -	3pts.
Correct content-	3pts.

Presentation items to look for include attention to detail, correct placement of labels, clear message, and neatness.

The content should be correct in that the appropriate items are labeled in the correct location, and all of the required content is on the map.

2. Journal Entries/ Newspaper Article

The writing assignments are graded on four categories for a total of 10 points:

Clear Presentation	2pts.
Grammar and Punctuation	2pts.
Spelling	2pts.
Content	4pts.

The content should be correct and needs to meet the parameters of the given assignment. The content must answer the question asked.

The presentation grades whether or not the student creates an argument to answer the question, and is closely related to the content.

3. Class discussions

The classroom discussions are based upon a plus, check, or minus scale. The students receive these scores based upon their participation in the classroom discussion, note taking, or other activities. The participation scores are averaged in at the end of the quarter and represent 10% of the students' quarter grade.

4. Timeline

The timeline is graded on two very large categories for a total of 10 or 20 points. Depending on the size of the amount of information covered as a class on the unit. The Russian Revolution Timeline is worth 20 points.

Presentation-10points: The presentation addresses how well the students present the information covered in class in the form of a timeline. The timeline must be legible, organized, spaced out, chronological, and written with proper grammar and spelling.

Content-10points: The content of the timeline must address all of the major themes, ideas, events, people of the unit studied. Students are responsible for all material covered in lecture, notes, and any readings or videos used to supplement lecture/class discussions. The content should be correct.