

# Peace, Land, Bread—A History of the Russian Revolution

**Grade Level or Special Area:** 7<sup>th</sup> Grade Social Studies

**Written by:** Amy Murray, Clear Lake Middle School, Denver, CO

**Length of Unit:** Ten lessons consisting of twenty-seven fifty to fifty-five minute lessons

## I. ABSTRACT

This unit covers in detail the topics outlined in the Russian Revolution strand of the *Core Knowledge Sequence* History and Geography for grade seven. Students will read expository text and extract information to be placed on History Frames. Also, to enhance their learning of the events and people involved in the Russian Revolution, students will read a historical fiction novel entitled *Angel on the Square* by Gloria Whelan. They will see through the eyes of Kayta, a twelve- year old Russian aristocrat, as she experiences the events lead up to and during the Russian Revolutions of 1917.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (Colorado Model Content Geography Standard 1)
2. Students will develop a sense of historical empathy and see through the eyes of people who were there.
3. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (Colorado Model Content History Standard 1)
4. Students understand that societies are diverse and have changed over time. (Colorado Model Content History Standard 3)

### B. Content from the *Core Knowledge Sequence*

1. Seventh Grade History and Geography, pages 163-164
  - a. The Russian Revolution
    - i. Tensions in the Russian identity: Westernizers vs. traditionalists
    - ii. The Revolution of 1905; “Bloody Sunday”; Russo-Japanese War
    - iii. The last czar: Nicholas II and Alexandra
    - iv. Economic strains of World War I
    - v. Revolutions of 1917
      - a) March Revolution ousts Czar
      - b) October Revolution: Bolsheviks; Lenin and revolutionary Marxism
    - vi. Civil War: Bolsheviks defeat Czarist counterrevolution; Bolsheviks become Communist Party; creation of the Soviet Union
  - b. Geography
    - i. Overview
      - a) Territorially the largest state in the world
      - b) All parts exposed to Arctic air masses
      - c) Little moisture reaches Russia, because of distance from Atlantic Ocean, and because Himalayas block movement of warm, moist air from south
      - d) Population concentrated west of Ural Mountains
      - e) Siberia: rich in resources
      - f) Mongolia: Russian-dominated buffer state with China

- g) Few well-located ports
  - h) Rich oil and natural gas regions
  - ii. Physical features:
    - a) Volga and Don Rivers (connected by canal)
    - b) Caspian Sea; Aral Sea (being drained by irrigation projects)
    - c) Sea of Japan; Bering Strait
  - iii. Cities: Moscow, St. Petersburg (formerly Leningrad), Vladivostok, Volgograd (formerly Stalingrad)
- C. Skill Objectives
1. Students will construct a map of Eastern Europe and the Russian Empire.
  2. Students will read expository text.
  3. Students will write notes using the “Two Column” note taking method.
  4. Students will construct a History Frame based on the background information provided in expository text.
  5. Students will work cooperatively in pairs.
  6. Students will read historical fiction.
  7. Students will write short constructed responses to comprehension questions.
  8. Students will use contextual clues and or a dictionary to determine the definition to vocabulary words.
  9. Students will read a city map.
  10. Students will recall information learned.
  11. Students will work cooperatively in a large group.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
1. Vail, John J. *“Peace, Land, Bread!” A History of the Russian Revolution*
  2. Wilson, Neil. *Russia*
  3. Dunn, John M. *The Russian Revolution*
- B. For Students
1. Content from the *Core Knowledge Sequence*—Fifth Grade World History and Geography: Russia: Early Growth and Expansion, page 115
    - a. History and Culture
      - 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 “Cesar”)
      - 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. Content from the *Core Knowledge Sequence*—Sixth Grade World History and Geography: Industrialism, Capitalism, and Socialism: Socialism, page 141
    - a. An idea that took many forms, all of which had in common their attempt to order 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. Harencar, Oleg. *Discovering Russia* (Video Recording) (Lesson One)
- B. Kurth, Peter and Peter Christopher. *Tsar: The Lost World of Nicholas and Alexandra* (Lesson Three)
- C. Whelan, Gloria. *Angel on the Square* (Lessons Three, Five, Six)
- D. Jones, Raymond. *Reading Quest.org: Making Sense in Social Studies*.  
<http://curry.edschool.virginia.edu/go/readquest/strat/storymaps.html> (reference for History Frames)

#### V. LESSONS

##### Lesson One: Geography of Russia (two days, fifty to fifty-five minutes each)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
  - 2. Lesson Content
    - a. Geography
      - i. Overview
        - a) Territorially the largest state in the world
        - b) All parts exposed to Arctic air masses
        - c) Little moisture reaches Russia, because of distance from Atlantic Ocean, and because Himalayas block movement of warm, moist air from south
        - d) Population concentrated west of Ural Mountains
        - e) Siberia: rich in resources
        - f) Mongolia: Russian-dominated buffer state with China
        - g) Few well-located ports
        - h) Rich oil and natural gas regions
      - ii. Physical features
        - a) Volga and Don Rivers (connected by canal)
        - b) Caspian Sea; Aral Sea (being drained by irrigation projects)
        - c) Sea of Japan; Bering Strait
      - iii. Cities: Moscow, St. Petersburg (formerly Leningrad), Vladivostok, Volograd (formerly Stalingrad)
  - 3. Skill Objective(s)
    - a. Students will construct a map of Eastern Europe and the Russian Empire.
- B. *Materials*
  - 1. *Discovering Russia* video recording
  - 2. Class copies of Map Assignment (Appendix A)
  - 3. Class copies of blank outline map (Appendix B, page 1)

4. Teacher copy of blank outline map key (Appendix B, page 2)
  5. Class copies of Grading Rubric for Map Assignment (Appendix C)
  6. Teacher Notes—Major Geographic Qualities of Russia (Appendix D)
  7. Overhead transparency of blank outline map (Appendix B, page 1)
  8. Overhead projector
  9. TV and VCR
  10. Classroom set of student atlases
  11. Easel paper
  12. Markers in a variety of colors
  13. Overhead marking pens
- C. *Key Vocabulary*  
See Appendix A
- D. *Procedures/Activities*
- Day One**
1. Before viewing the video, *Discovering Russia*, inform the class that they are beginning a unit of study on the Russian Revolution. Along with learning the events leading up to and the revolution itself, they will learn about the geography of Russia as well.
  2. Write Russia on easel paper and circle it. Ask students to think about what they know about Russia. As they respond, write their responses on the paper using different colored markers.
  3. Students will view *New and Old Russia* at this point. Tell students the video will provide an excellent description of Russia. The land and its people—the historical as well as the present.
  4. Students will take notes during the video. Have them write down things they did not know before or found interesting and would like to know more about.
  5. After viewing the video, ask students to assess themselves on their knowledge of Russia by comparing what they learned from the video and what was recorded on the easel paper.
  6. Ask students to share what they discovered by viewing the video.
- Day Two**
1. Hand out class copies of Map Assignment (Appendix A), blank outline map (Appendix B), and grading rubric for Map Assignment (Appendix C).
  2. Discuss the grading rubric for the Map Assignment (Appendix C). Ask for questions regarding the rubric.
  3. At this point explain the major geographic qualities of Russia (Appendix D).
  4. Call individual students to read aloud the list of items to label on the Map Assignment (Appendix A). Make sure they are pronouncing the vocabulary correctly. Using a wall map, show the students where the major cities are located as they read the list.
  5. Place the overhead transparency of the blank outline map (Appendix B, page 1) on the overhead projector.
  6. Inform the class that they will complete the Map Assignment as a class. Students may refer to their student atlas for help. Ask for volunteers to begin labeling the map. Refer to the blank outline map key (Appendix B, page 2) when and if necessary.
- E. *Assessment/Evaluation*
1. Assess completed maps of Eastern Europe and Russian Empire Geography using the grading rubric (Appendix D).

**Lesson Two: Background Information: History—The Last Czar—Nicholas II and Alexandra and Life Under the Czar (three days, fifty to fifty-five minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. History
    - i. The last czar: Nicholas II and Alexandra
3. Skill Objective(s)
  - a. Students will read expository text.
  - b. Students will write notes using the “Two Column” note taking method.
  - c. Students will construct a History Frame based on the background information provided in the expository text.
  - d. Students will work cooperatively in pairs.

B. *Materials*

1. Class copies of Background Information: The Last Tsar—Nicholas II and Alexandra (Appendix E, pp. 1-2)
2. Class copies of Background Information: Life under the Tsar (Appendix E, pp. 3-5)
3. Class set of dictionaries
4. Class copies of Blank History Frames (Appendix F, page 1)
5. Overhead transparency of a History Frame (Appendix F, page 1)
6. Copy for teacher of Completed History Frame (Appendix F, page 2)
7. Overhead projector
8. Copy of Roles for Simulation (Appendix G)
9. One small box or container to put little squares of paper in for students to draw out (see *Procedures/Activities* Day Two—number one below)
10. Jones, Raymond. *Reading Quest.org: Making Sense in Social Studies*.  
<http://curry.edschool.virginia.edu/go/readquest/strat/storymaps.html>

C. *Key Vocabulary*

**Day One**

1. **Nicholas Romanov (Tzar Nicholas II)**—the last autocratic Tsar of Russia
2. **Empress Alexandra**—the wife and Empress of Tsar Nicholas II
3. **Grigori Rasputin**—a scraggly bearded peasant from Siberia—thought of himself as a man of God
4. **Alexis Romanov**—son of Nicholas II and Alexandra—born with a bleeding disease (hemophilia)
5. **Autocrat**—a ruler having ultimate power
6. **Tsar**—title given to the king of Russia

**Day Two**

1. **Regime**—a system of government or ruling party often cruel and oppressive
2. **“Pillars of Autocracy”**—the seven features of a tsarist/autocratic authority
3. **Oppression**—the act of keeping down by severe and unjust use of force or authority
4. **Okhrana**—tsar’s secret police
5. **Cossacks**—Russian army

6. **Aristocrat**—a member of a ruling class or of the nobility—land owners
7. **Peasant**—a member of the class of small farmers—work on the land
8. **Bourgeoisie**—a middle class member of society in between the poor and wealthy classes; land owners
9. **Capitalists**—same as bourgeoisie middle class businessmen—they were the people who put up money needed to build factories
10. **Proletariat**—in this unit it means the factory worker

D. *Procedures/Activities*

**Day One**

1. Before class begins, the teacher will write the key vocabulary words on the board.
2. Hand out class copies of blank History Frames (Appendix F, page 1).
3. Hand out class copies of Background Reading (Appendix E, pp. 1-2).
4. Inform students they will begin reading a historical fiction novel entitled *Angel on the Square* by Gloria Whelan within the next couple of days. To prepare them for the first two chapters, they must read some historical background information. It is important for all students to read for understanding. To help them with their understanding of the background information on the last Tzar Nicholas II and Alexandra (Appendix E), they will begin filling in the information on the blank History Frame (Appendix F) using the information provided in the reading. NOTE: History Frames (see Resources above for web site explaining how to use History Frames) will be used ongoing throughout the unit as they read the novel and Background information regarding the history leading up the 1917 Russian Revolutions. See Appendix F, page 2 for an example of a completed History Frame for this section.
5. Instruct students to take out a piece of paper and fold it in half, length wise.
6. Instruct them to write the vocabulary on the left and their definitions will be written on the right. Note: This method of note taking will be called “Two Column” note taking throughout this unit.
7. Pronounce each word/name for the class to hear and repeat back.
8. Inform students that these are the names and terms they will be required to remember and to read and write the definitions clearly and carefully as they read. Dictionary use will be necessary.
9. Instruct students to complete History Frames when finished reading and definitions are complete.
10. At this point, instruct students to begin reading independently. Allow ample time for this step to accommodate for differing reading levels.
11. When students are finished reading, they will need to fill out the History Frames.
12. When History Frames are finished, ask them to pair and share with the person sitting next to them. At this time, they should discuss and make corrections and or additions where necessary.
13. Students remain in pairs and teacher will lead a class discussion on what was written on their History Frames using an overhead transparency of a History Frame. Have students volunteer to come up to the overhead to write in the frames. This is another way to check for understanding.
14. Students will hand in the completed History Frames and teacher will hand out for use in the Day Two lesson.
15. Students will keep their “Two Column” notes for use in Day Two.

## Day Two

1. Before class begins, cut out the squares of letters (Appendix G) and place them in a container so students can select one when they enter the classroom. Also, write the vocabulary for Day Two on the board.
2. When students walk in the room, have them select one of the squares from the container. Instruct them they cannot trade with any one and please do not lose them!
3. Teacher will hand back checked History Frames.
4. Re-teach and or make clear any problems that students had on their History Frames if necessary. If not, review.
5. Inform students that the Background Information they will be reading today tells about what life is like for people in four different social classes under the autocracy—aristocrats, peasants, bourgeoisie, and proletariat.
6. Inform students they will also be learning about the “Pillars of Autocracy.” These “Pillars” will help them understand how an autocracy works and with that what the people can and cannot do in an autocratic society.
7. Instruct students to prepare for “Two Column” note taking.
8. Instruct students to copy vocabulary off the board.
9. Pronounce each word/name for the class to hear and repeat back.
10. Inform students that these are the names and terms they will be required to remember and to read and write the definitions clearly and carefully. Dictionary use will be necessary.
11. Hand out Background Information – Life under the Tsar (Appendix E, pp. 3-5).
12. Students will read the background information independently.
13. After reading and completing their “Two Column” note taking, inform the students they will be participating in a simulation of life under a tsar.
14. Now, inform the students with the “T1” he or she is the Tsar of regime 1. The students with the “Pea1” are peasants of regime 1. The students with the “Pro1” are proletariats in regime 1. The students with the “B1” are the bourgeoisie in regime 1. The students with “A1” are aristocrats in regime 1. Students who have the number 2 after the “T”, “Pea”, “Pro”, “B”, and “A” are regime 2.
15. Instruct students to separate themselves into these two regimes.
16. Using the background information they just read (Appendix E, pp. 3-5) tell students to prepare a short skit playing out their roles within their regime.
17. Inform students that they will be assessed on how active they are in participating in the simulation and their understanding of what life was like for the social classes under the tsar.
18. Instruct them to begin the activity.
19. Teacher will circulate around the room and observe overall student reactions and level of individual participation.

## Day Three

1. Inform students that skits will be performed in this class period.
2. Begin performances of skits.
3. Teacher must sure that enough time is left in the class period for debriefing the activity.
4. During debriefing, ask for individual student responses. Ask the questions: If you had to live like this over a long period of time, what would it feel like to be a czar/peasant/proletariat/bourgeoisie/aristocrat class person? What would it make you want to do? What would life be like under the “Pillars of Autocracy”? How is an autocracy different from our democracy? Do you think this type of life would make people in a society so unhappy that they would want a revolution?

5. Inform the students that the novel they will be reading, *Angel on the Square* by Gloria Whelan, is about a girl their age that lives one of these roles and through her eyes sees interaction between these classes and the effect it had on Russian society.
  6. Teacher will collect all completed “Two Column” notes taken on Day One and Day Two along with all History Frames completed in Day One and in Day Two of this lesson.
- E. *Assessment/Evaluation*
1. Check History Frames to make sure students have correct information and students understand why it is important to the unit of study. Teacher can re-teach the material if necessary.
  2. Teacher will check “Two Column” notes for accuracy.
  3. Teacher will move around the room during pair and share activity to make sure students are discussing and actively participating in the activity.
  4. Teacher will check for understanding of the social class roles during skit performances. Clarify if necessary.

**Lesson Three: *Angel on the Square* –Chapters 1-5 (four days, fifty to fifty-five minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
  - b. Students will develop a sense of historical empathy and see through the eyes of people who were there.
  - c. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - d. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. History
    - i. The last czar: Nicholas II and Alexandra
3. Skill Objective(s)
  - a. Students will read historical fiction.
  - b. Students will write short constructed responses to comprehension questions.
  - c. Students will use contextual clues and or a dictionary to determine the definition to vocabulary words.
  - d. Students will read a city map.

B. *Materials*

1. *Angel on the Square* by Gloria Whelan – one novel for each student
2. Class copies of Words to Own—Appendix H, pp. 1-3
3. Class copies of Comprehension Activity—Appendix I, pp. 1-4
4. Overhead projector
5. Overhead transparency of the St. Petersburg City Map (Appendix J)
6. *Tsar: The Lost World of Nicholas and Alexandra* by Peter Kurth and Peter Christopher
7. Class set of dictionaries

- C. *Key Vocabulary*  
See Appendix H, pp. 1-3
- D. *Procedures/Activities*

**Day One**

1. Before class begins distribute novels on each student desk.
2. Inform students that they will begin reading the first five chapters of *Angel on the Square* by Gloria Whelan.
3. Inform students that in the first five chapters they will get to know the main characters in the story. There is a lot of background information given by the author on the Russian people's attitudes and living conditions before the Russian Revolution.
4. Hand out class copies of Words to Own (Appendix H, pp. 1-2).
5. Instruct students to complete the Words to Own as they independently read the first five chapters. Let them know that the Russian Words to Own are italicized and the definitions can be found in the back pages of the novel. They must use context clues to figure out the definitions of their Words to Own. They may use their dictionaries as a last resort.
6. After each student finishes reading and completing their words to own, give him or her a Comprehension Activity assignment.
7. Students are to complete the Comprehension Activity independently.

**Day Two**

1. Students will continue to read, complete Words to Own, and or complete the Comprehension Activity.
2. Students who did not complete the reading and or the Words to Own, will have homework. Inform students that all work will be due at the end of the next class period.

**Day Three**

1. Students will continue their reading/Words to Own/Comprehension Activity.
2. Collect all Comprehension Activities and Words to Own at the end of class on Day Three.

**Day Four**

1. Review chapters 1-5 by reviewing all questions of the Comprehension Activity (see key for Comprehension Activity, Appendix I, pp. 5-7). Ask for questions and adjust instruction accordingly.
2. Place the transparency of the St. Petersburg City Map (Appendix J) on the overhead projector.
3. Explain to the students by showing them where the places that Kayta speaks about in the first three chapters of *Angel on the Square*.
4. Show students where the following are located on the map: Nevsky Prospekt, Neva River, Winter Palace, Summer Palace, and the Peter and Paul Cathedral/Fortress.
5. Teacher will show pictures of the above places and of Nicholas and Alexandra and their family. Use the book, *Tsar: The Lost World of Nicholas and Alexandra*.
6. Teacher will answer any questions student have regarding chapters 1-5 and the locations of places mentioned in these chapters of *Angel on the Square*.

- E. *Assessment/Evaluation*

1. Teacher will access the Words to Own for correct definitions using the Key (Appendix H, pp. 4-5).
2. Teacher will access the Comprehension Activity using Appendix I, pp. 5-7).

**Lesson Four: Background Information: History—The Seeds of Revolution (three days, fifty to fifty-five minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. History
    - i. Tensions in the Russian identity: Westernizers vs. traditionalists
    - ii. Revolution of 1905; “Bloody Sunday”; Russo-Japanese War
3. Skill Objective(s)
  - a. Students will read expository text.
  - b. Students will write notes in the “Two Column” note taking method.
  - c. Students will construct a History Frame based on the background information provided in the expository text.

B. *Materials*

1. Overhead markers
2. Three overhead transparencies of Blank History Frames (Appendix F, page 1)
3. Class copies of The Seeds of Revolution Vocabulary Assessment (Appendix K, page 1)
4. Class copies of the Background Information—The Seeds of Revolution (Appendix E, pp. 6-8)
5. Class set of dictionaries
6. Three class copies of Blank History Frames (Appendix F, page 1)
7. Overhead projector
8. Teacher copy of Key for The Seeds of Revolution Vocabulary Assessment (Appendix K, page 2)

C. *Key Vocabulary*

**Day One**

1. ***Intelligentsia***—the highly educated classes; the intellectuals
2. ***Westerners***—a group of intelligentsias in the 1830’s-1840’s who wanted Russian society to be heavily inspired by Western Europe with its emphasis on science, constitutional law, and personal freedoms
3. ***Traditionalists***—a group of intelligentsias in the 1830’s-1840’s who believed that Russia should develop a system of government that reflected traditional Russian culture which was based on a sense of community that existed in the peasant villages
4. ***Serfdom***—a group of peasants
5. ***Populism***—a idea that was adopted by the Traditionalists which believed a revolution from below—the peasant were the ones who should start and drive the tsar’s overthrow
6. ***Socialism***—a political theory that teaches that society should control production rather than individuals
7. ***Marxism***—an ideology that follows the theories of Karl Marx in which capitalism will ultimately be replaced by communism and shared wealth
8. ***Communist Manifesto***—book written by Karl Marx and Friedrich Engels explaining Marxism

9. **Capitalism**—an economic and political system based on trade and on individual’s accumulation of wealth and property
10. **Communism**—a system of government based on common ownership of property

**Day Two**

1. **Russo-Japanese War**—an eighteen month war IN 1905 between Russia Japan in which Japan won

**Day Three**

1. **Georgy Gapon**—a priest who lead workers to the Winter Palace to deliver a petition
2. **Bloody Sunday**—January 22, 1905; the Revolution of 1905 became known as
3. **October Manifesto**—proclamation by Tsar Nicholas II granting a Duma in 1917
4. **Duma**—the main legislative assembly in Russia between 1905-1919

D. *Procedures/Activities*

**Day One**

1. Before the class, write the vocabulary words on the board.
2. When class begins, instruct the class to prepare themselves for “Two Column Note Taking”.
3. Instruct them to copy the vocabulary words from the board.
4. Refer students to page 52, the last paragraph where Misha is talking to a striking worker. Call on a student to read aloud from the last paragraph on page 52 to the end of the second paragraph of page 53.
5. Teacher will ask questions: Why are the workers striking? Why are they so angry?
6. Inform students it is important to understand the history behind the worker’s discontent.
7. Inform students that the Background Information—The Seeds of Revolution will help them understand. A revolution doesn’t happen overnight. There are events that lead up to revolution.
8. Inform students that the material is complicated, so we will be reading and completing vocabulary and History Frames as a class.
9. Ask for volunteers to read aloud the paragraphs under the title “Tensions in the Russian Identity.”
10. As students read aloud, have them stop when they come upon a vocabulary word on their list that needs to be defined.
11. The teacher will have to help with some of the definitions (see above for correct definitions). Allow time for students to write out definitions and to look up definitions in their dictionaries.
12. After the section “Tensions in the Russian Identity” has been read and all the vocabulary words have been defined for that section, discuss what was read by helping students complete their History Frames.
13. Hand out History Frames—one for each student.
14. Place the overhead transparency of the History Frame on the overhead projector.
15. Ask for volunteers to help fill out each box on the History Frame.
16. Have volunteers come up to the overhead projector and write their responses on the overhead transparency of the History Frame.
17. Explain to the students that the Misha character in the book is part of the intelligensia. He is a young noble who has learned of populism and Marxism.
18. Explain to students that at this point in the novel, the author is describing the undercurrent of revolution and why Misha and the workers are so unhappy with the Tsar.

### **Day Two**

1. Refer students to the following passages in *Angel on the Square*: page 38, the last paragraph, and the top of page 39. It begins: “There will always be people out there who dare question authority of the Tsar,” he said in a stern voice. “I let the people have a parliament and even let it meet in my own palace. What is my reward? The members of the Duma begin to tell me how to run my country—me, the Tsar.”
2. Teacher will ask question: Why is the Tsar so angry? What is he afraid of? What do you think a Duma is?
3. Inform the students again, it is important to for them to understand the anger of the Tsar and the reason for the public’s low opinion of him.
4. Ask for volunteers to read the paragraphs of the Background Information section labeled “Russo-Japanese War”.
5. As students read aloud, have them stop when they come upon a vocabulary word on their list that needs to be defined. Allow time for students to write their definitions on their “Two Column” notes.
6. The teacher will have to help with some definitions (see above for correct definitions).
7. Have volunteers come up to the overhead projector and write their responses on the overhead transparency of the History Frame.

### **Day Three**

1. Inform students that there is one more event to learn about that was a seed of Revolution and it was the Revolution of 1905. Inform students too, that the Russian people experienced revolution prior to the Revolutions of 1917.
2. Ask for volunteers to read the paragraphs in the Background Information section labeled “The 1905 Revolution—“Bloody Sunday.”
3. As students read aloud, have them stop when they come upon a vocabulary word on their list that needs to be defined. Allow time for students to write their definitions on their “Two Column” notes.
4. The teacher will have to help with some definitions (see above for correct definitions).
5. After the section “The 1905 Revolution—“Bloody Sunday” has been read, and all vocabulary words for that section have been defined, discuss what was read by helping students complete their History Frames.
6. Hand out History Frames—one for each student.
7. Place the overhead transparency of the History Frame on the overhead projector.
8. Ask for volunteers to help fill out each box on the History Frame.
9. Have volunteers come up to the overhead projector and write their responses on the overhead transparency of the History Frame.
10. Instruct students to review the definitions to the vocabulary term/words on their “Two Column Notes” and their History Frames for this lesson for homework. They will be assessed on the material the next class period.

### **Day Four**

11. Ask students if they have any questions.
12. Hand out class copies of Seeds of Revolution Assessment (Appendix K, page 1).
13. Teacher will collect the assessments and History Frames to assess for understanding.

#### **E. *Assessment/Evaluation***

1. Teacher will assess The Seeds of Revolution Quiz for correct answers and adjust instruction accordingly. (See Appendix K, page 2 for key.)

2. Teacher will assess History Frames for accuracy and adjust instruction accordingly.

**Lesson Five: Vocabulary Game (two days, fifty to fifty-five minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
2. Lesson Content
  - a. History
    - i. The last czar: Nicholas II and Alexandra
    - ii. Tensions in the Russian identity: Westernizers vs. traditionalists
    - iii. The Revolution of 1905; “Bloody Sunday”; Russo-Japanese War
3. Skills Objective(s)
  - a. Students will work cooperatively in pairs.
  - b. Students will recall information learned.

B. *Materials*

1. Completed student copies of Words to Own (Appendix H, pp. 1-3) from *Angel on the Square*, chapters 1-5
2. Teacher will need key for Words to Own (Appendix H, pp.4-5)
3. Student copies of “Two-Column” notes from Lessons Two and Four
4. Teacher will need the vocabulary definitions listed in Lesson Two and Four above
5. Class set of *Angel on the Square*
6. Class set of Vocabulary Test One (Appendix L, pp. 1-2)
7. Teacher will need Key for Vocabulary Test One (Appendix L, pp. 3-4)

C. *Key Vocabulary*

1. See Appendix H, pp. 4-5
2. See Lessons Two and Four

D. *Procedures/Activities*

**Day One**

1. Inform students they will be assessed on the vocabulary Words to Own from *Angel on the Square*, chapters 1-5 and they will need to study the term/names in order to be successful on the assessment.
2. Inform students that the assessment will cover all the Words to Own as well as some of the vocabulary words from Lessons Two and Four.
3. Instruct students to locate their completed Words to Own and the “Two-Column” notes they wrote for Lesson Two and Four and place them on their desks.
4. The teacher will match pairs of students at his/her discretion or let the students’ pair themselves up, whichever works best for the class at hand.
5. Inform students that their goal for the first half of the class period is to study the terms/words from both lists—the Words to Own and “Two Column” notes—with their partner.
6. Students may use the novel, chapters 1-5 if necessary.
7. The teacher will circulate around the room to make sure students are on task.
8. When half the class period is over, play vocabulary game.
9. Instruct students to remain in pairs while playing the game.
10. The teacher will call two pairs of students up to the front of the room.

11. When the teacher reads a vocabulary term/name or a definition of a term/word, the pair of students who knows the answer first will run to the board and write the term/name or definition first wins that round.
12. Each pair of students can use their lists of vocabulary to help them, as well as each other. However, the rest of the pairs in the audience must not help.
13. The teacher will keep score.
14. Play the vocabulary game until the end of class.
15. Instruct students to study their vocabulary lists for homework, because at the beginning of the next class period they will be tested.

**Day Two**

1. Hand out class copies of Vocabulary Assessment One, Appendix L, pp. 1-2.
  2. Tell students they have the entire class period to complete the test.
  3. When students finish, collect all tests.
- E. *Assessment/Evaluation*
1. Teacher will access Vocabulary Test One for accuracy using key, Appendix L, pp. 3-4, and adjust instruction accordingly.

**Lesson Six: *Angel on the Square* –Chapters 6-8 (three days, fifty to fifty-five minutes each)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop a sense of historical empathy and see through the eyes of people who were there.
    - b. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - c. Students understand that societies are diverse and have changed over time.
  2. Lesson Content
    - a. History
      - i. The last czar: Nicholas II and Alexandra
      - ii. Economic strains of World War I
  3. Skills Objective(s)
    - a. Students will read historical fiction.
    - b. Students will use contextual clues and or a dictionary to determine the definition to vocabulary words.
    - c. Students will write short constructed responses to comprehension questions.
    - d. Students will work cooperatively in pairs.
- B. *Materials*
1. *Angel on the Square* by Gloria Whelan – one novel for each student
  2. Class copies of Words to Own—Appendix H, page 6
  3. Class copies of Comprehension Activity—Appendix I, pp. 8-9
  4. Two class copies (two for each student) of Blank History Frames, Appendix F, page 1
  5. Class set of dictionaries
- C. *Key Vocabulary*  
See Appendix H, page 6
- D. *Procedures/Activities*

**Day One**

1. Inform students they will begin independently reading *Angel on the Square*, chapters 6-8 today.

2. Inform students that they will be reading about Russia entering WWI and how the economy and people suffered during the war. Also, how the Tsar and Alexandra lost even more popularity among the people and Rasputin's involvement in the upcoming revolution.
3. Hand out class copies of Words to Own for chapters 6-8, Appendix H, page 6.
4. Explain that they will be using knowledge they gained in the previous WWI Unit to help them understand the events in chapters six through eight.
5. Inform the students they will be completing their Words to Own independently as they read each chapter. Remind them to use context clues to determine the definitions. Only use a dictionary as a last resort.
6. As students finish reading and completing their Words to Own, give them the Comprehension Activity—Chapters 6-8. They are to complete this activity independently.
7. If students do not finish with the reading, Words to Own, or the Comprehension Activity, they will have homework due the next class period.

### **Day Two**

1. Students will pair up with the partner they had for the Vocabulary Game in Lesson Five.
2. Inform them they will be sharing their definitions and Comprehension Activity answers with each other to check for accuracy and understanding. They are allowed to make corrections and or additions if necessary.
3. Teacher must circulate around the classroom to ensure students are on task and having conversations about their work.
4. Hand out class copies (two for each student) of History Frames, Appendix F, page 1.
5. Inform the students they will continue to work in pairs using the text in Chapters 6-8 to complete their History Frames. Gloria Whelan does an excellent job of informing her readers about the economic problems that WWI brought about for Russia and ultimately was the last “seed” of Revolution.
6. Inform students they each must complete a History Frame for WWI, focusing on the economic affects Russia endured due to the war, as well as one for Rasputin.
7. Inform students they will be handing in their Words to Own, Comprehension Activity, and History Frames at the end of the class.
8. Teacher must circulate around the room to ensure students are on task and to answer any questions they may have.

### **Day Three**

1. Review each of the answers to the questions on the Comprehension Activity.
2. Review the information on the History Frames.

#### **E. *Assessment/Evaluation***

1. Assess Words to Own for accuracy and understanding (use key, Appendix H, page 7).
2. Assess Comprehension Activity for accuracy and understanding. (use key, Appendix I, pp. 10-11).
3. Assess History Frames for accuracy and understanding. Adjust instruction accordingly.

**Lesson Seven: Background Information: History—The Revolutions of 1917 (three days, fifty to fifty-five minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. History
    - i. Revolutions of 1917
      - a) March Revolution ousts Czar
      - b) October Revolution: Bolsheviks; Lenin and revolutionary Marxism
3. Skill Objective(s)
  - a. Students will read expository text.
  - b. Students will write notes in the “Two Column” note taking method.
  - c. Students will construct a History Frame based on the background information provided in the expository text.

B. *Materials*

1. Background Information—Revolutions of 1917, Appendix E, pp. 10-11
2. Two class copies sets of Blank History Frames, Appendix F, page 1

C. *Key Vocabulary*

1. **Alexander Kernsky**—a socialist who was in charge of the provisional government after the March 1917 Revolution
2. **Bolsheviks**— “majority”—members of the Russian Social Democratic Party who wanted immediate political revolution to overthrow the Tsar
3. **Vladimir Ilyich Lenin**—leader of the Russian Revolution
4. **Mensheviks**— “minority”—wanted to buildup a mass party, which would come to power by force of numbers
5. **Abdicated**—when a ruler gives up the throne
6. **Soviets**--individual town councils in Russia
7. **Coup**—an overthrow of government; revolution

D. *Procedures/Activities*

**Day One**

1. Before the class, write the vocabulary words on the board.
2. When class begins, instruct the class to prepare themselves for “Two Column” note taking.
3. Inform them to copy the vocabulary words from the board.
4. Inform them we have finally reached the REVOLUTION! They will need to read the background information on the 1917 Revolutions before reading the next three chapters of *Angel on the Square*.
5. Teacher will pronounce each vocabulary word/name for the class to hear and repeat back.
6. Inform students that these are the names and terms they will be required to remember so they will need to read and write the definitions clearly and carefully.
7. Hand out class copies of Background Information—The Revolutions of 1917 (Appendix E, pp. 9-10).

8. Hand out class copies (two for each student) of Blank History Frames (Appendix F, page 1).
9. After reading the Background information, and after completing their “Two-Column” notes, they can begin filling in the information on the blank History Frames (Appendix F, page 1).
10. Inform students that should complete one History Frame for the March Revolution and one for the October Revolution.

**Day Two**

1. Inform students to finish their independent work on reading, “Two Column” notes, and History Frames that they did not finish in day one.
2. Teacher will collect students History Frames and “Two Column” notes.

**Day Three**

1. Hand back evaluated notes and History Frames.
  2. Review definitions and Frames.
- E. *Assessment/Evaluation*
1. Assess History Frames for accuracy and understanding.
  2. Assess “Two Column” notes for accuracy and understanding.

**Lesson Eight: *Angel on the Square*, Chapters 9-13 (four days, fifty to fifty-five minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop a sense of historical empathy and see through the eyes of people who were there.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. History
    - i. Revolutions of 1917
      - a) March Revolution ousts Czar
      - b) October Revolution: Bolsheviks; Lenin and revolutionary Marxism
3. Skill Objective(s)
  - a. Students will read historical fiction.
  - b. Students will use contextual clues and or a dictionary to determine the definition to vocabulary words.
  - c. Students will write short constructed responses to comprehension questions.

B. *Materials*

1. Class set of novel *Angel on the Square*
2. Class copies of Words to Own—Appendix H, pp. 8-10
3. Class copies of Comprehension Activity—Appendix I, pp. 10-13
4. Class set of dictionaries

C. *Key Vocabulary*

See Appendix H, pp. 8-9

D. *Procedures/Activities*

**Day One**

1. Inform students they will be independently reading chapter 9 through chapter 13—the end of the novel.
2. Inform students that they will be reading about the Revolutions of 1917 seen through Katya’s eyes.

3. Inform students that this section of reading may take a couple of days and to read carefully for understanding.
4. Hand out class copies of Words to Own for chapters 9-13 (Appendix H, pages 8-9).
5. Hand out class copies of Comprehension Activity for chapters 9-13 (Appendix I, pp. 10-13).
6. Instruct students to complete the Words to Own as they read each chapter, and to only begin the Comprehension Activity when they finish reading each chapter.
7. Inform students to determine definitions of Words to Own by using context clues and to only use a dictionary as a last resort.
8. Instruct students to begin reading.

**Day Two**

1. Students will continue reading and completing their Words to Own and Comprehension Activity.
2. Teacher will ask for questions and clarify if necessary.

**Day Three**

1. Students will finish reading and completing their Words to Own and Comprehension Activity.
2. Teacher will ask for questions and clarify if necessary.
3. Inform students that if they did not finish reading and completing their Words to Own and Comprehension Activity, they have homework due the next class period.

**Day Four**

1. Instruct students to pair and share their definitions to Words to Own and their responses to the questions on their Comprehension Activity. Allow about 15 minutes for this activity.
2. Instruct students to remain in pairs and share their responses to questions in the Comprehension Activity.
3. Instruct students to make the appropriate corrections based on the sharing of answers.
4. Teacher must circulate around the room to ensure students are discussing the novel and to answer questions students may have.
5. Teacher will collect Words to Own and Comprehension Activity at the end of the class period.

E. *Assessment/Evaluation*

1. Assess Words to Own for accuracy and understanding (use key, Appendix H, page 10).
2. Assess Comprehension Activity for accuracy and understanding. (use key, Appendix I, pp. 14).

**Lesson Nine: Background Information: History—Civil War (two days, fifty to fifty-five minutes each)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
  - b. Students understand that societies are diverse and have changed over time.
2. Lesson Content
  - a. History

- i. Civil War: Bolsheviks defeat Czarist counterrevolution; Bolsheviks become Communist Party; creation of the Soviet Union
  - 3. Skill Objective(s)
    - a. Students will read expository text.
    - b. Students will write notes in the “Two Column” note taking method.
    - c. Students will construct a History Frame based on the background information provided in the expository text.
- B. *Materials*
- 1. Background Information—Civil War, Appendix E, pp. 11-12
  - 2. Class copies of History Frames, Appendix F, page 1
  - 3. Overhead transparency of History Frame (Appendix F, page 1)
  - 4. Overhead projector
  - 5. Overhead markers
- C. *Key Vocabulary*
- 1. **The Treaty of Bret-Litovsk**—ended Russia’s involvement in WWI
  - 2. **Cheka**—Bolshevik secret police
  - 3. **White Army**—army fighting against the Bolsheviks
  - 4. **Red Army**—Bolshevik army lead by Leon Trotsky
  - 5. **Leon Trostky**—leader of the Red Army
  - 6. **Counterrevolutionary**—a person who tries to start a revolution against a government that has just had a revolution
  - 7. **Totalitarian**—pertaining to a government who suppresses any opposition
  - 8. **New Economic Plan (NEP)**—Lenin’s plan which allowed some private enterprise to rebuild the country
  - 9. **Joseph Stalin**—leader of the Communist Party after Lenin
  - 10. **Federation**—a league of countries
  - 11. **Union of Soviet Socialist Republics (U.S.S.R.)**—Stalin created the federation of soviet republics in 1922
- D. *Procedures/Activities*
- Day One**
- 1. Before the class, write the vocabulary words on the board
  - 2. When class begins, instruct the class to prepare themselves for “Two Column” note taking.
  - 3. Inform students that the novel, *Angel on the Square*, ended prior to the Russian Civil War.
  - 4. Inform students that they will need to read the information in the Background Information—Civil War to learn and understand the event.
  - 5. Inform students that the Civil War lasted for three bloody years. People against the Lenin and the Bolsheviks were imprisoned, terrorized, or executed.
  - 6. Instruct students to copy the vocabulary words from the board.
  - 7. Teacher will pronounce each vocabulary word/name for the class to hear and repeat back.
  - 8. Inform students that these are the names and terms they will be required to remember so they will need to read and write the definitions clearly and carefully.
  - 9. Hand out class copies of Background Information—Civil War (Appendix E, pp. 11-12).
  - 10. Hand out class copies of History Frames (Appendix F, page 1).

11. After reading the Background information, and after completing their “Two-Column” notes, they can begin filling in the information on the blank History Frames (Appendix F, page 1).
12. If students do not finish the notes or History Frames, inform these students that they will have homework due the next class period.

**Day Two**

1. Collect notes and History Frames.
  2. Review definitions to vocabulary words.
  3. For the review of the history of the Civil War, place overhead transparency of History Frame on overhead projector.
  4. Call on individual students to fill out parts of the History Frame.
  5. Since students will not have notes or completed History Frames, teacher will have to help students recall information to place on History Frame.
- E. *Assessment/Evaluation*
1. Assess History Frames for accuracy and understanding.
  2. Assess “Two Column” notes for accuracy and understanding.

**Lesson Ten: Time Line Activity (one day, fifty to fifty-five minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
    - b. Students understand that societies are diverse and have changed over time.
  2. Lesson Content
    - a. History
      - i. Tensions in the Russian identity: Westernizers vs. traditionalists
      - ii. The Revolution of 1905; “Bloody Sunday”; Russo-Japanese War
      - iii. The last czar: Nicholas II and Alexandra
      - iv. Economic strains of World War I
      - v. Revolutions of 1917
        - a) March Revolution ousts Czar
        - b) October Revolution: Bolsheviks; Lenin and revolutionary Marxism
      - vi. Civil War: Bolsheviks defeat Czarist counterrevolution; Bolsheviks become Communist Party; creation of the Soviet Union
  3. Skill Objective(s)
    - a. Students will work cooperatively in a large group.
    - b. Students will recall previously learned information.
- B. *Materials*
1. Appendix M, pp. 1-2
  2. Seven large pieces of easel paper
  3. A stack of 5” x 7” inch index cards
  4. A stack of 3” x 5” inch index cards
  5. A stack of colored 3” x 5” index cards
  6. Scotch tape
  7. Markers
- C. *Key Vocabulary*
- None

- D. *Procedures/Activities*
1. Before class arrives, tape the individual pieces of easel paper to the chalkboard. Label them 1894, 1905, 1914, 1917, 1918, 1920, and 1921.
  2. Label 5" x 7" inch index cards with information that is **bold typed** under each year on the chart on Appendix M, pp. 1-2.
  3. Label 3" x 5" inch index cards with the information that has a  in front it under each year on the chart on Appendix M, pp. 1-2.
  4. Shuffle the 5" x 7" cards with the 3" x 5" cards and place in large enough container to hold all cards.
  5. Label the information that appears in the "**Other**" column on the **colored 3" x 5" index cards**.
  6. When class arrives, instruct them to locate and place on their desks, all History Frames, all two column notes, all Words to Own, all Comprehension Activities, as well as all tests and quizzes. They should also locate their Background Information readings and put them on their desks too.
  7. Inform students they will be participating in a review time line activity. They will be completing a final assessment covering all the material covered in this unit on the Russian Revolution and the novel, *Angel on the Square*. It will be in their benefit to actively participate and ask any questions they may have.
  8. Inform students they each will be selecting two cards out of the box and will place them in the correct order on the easel sheets on the chalkboard.
  9. Instruct students to look at the easel paper on the chalkboard at notice that they are labeled with the years of our study of the Russian Revolution.
  10. Inform students that there are 3" x 5" cards with vocabulary and 5" x 7" cards of events. The colored cards are vocabulary that doesn't necessarily go under any one event and as a class you will determine where they belong on the timeline.
  11. Inform students that they will be working as a class to help any student who has difficulty placing an event on the timeline.
  12. Inform students they may use any of the information they have out on their desks to help with this review activity.
  13. Begin the activity by asking for a volunteer to pick the first card out of the box.
  14. It may be necessary for the teacher to help students place the first few cards. Refer to the chart for correct placement (Appendix M, pp. 1-2).
  15. Continue the activity until all cards are placed on the seven easel papers on the chalkboard.
- E. *Assessment/Evaluation*
1. Teacher will assess individual student knowledge as they participate in review activity.

## VI. CULMINATING ACTIVITY

- A. Students will complete a unit assessment covering the novel *Angel on the Square*, as well as geography and history (Appendix N).

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Map Assignment
- B. Appendix B: Blank Outline Map and Key for Blank Outline Map
- C. Appendix C: Grading Rubric—Map Assignment
- D. Appendix D: Teacher Notes—Major Geographic Qualities of Russia
- E. Appendix E: Background Information
- F. Appendix F: Blank History Frame
- G. Appendix G: Roles for Simulation

- H. Appendix H: Words to Own
- I. Appendix I: Comprehension Activities
- J. Appendix J: St. Petersburg City Map
- K. Appendix K: Seeds of Revolution Vocabulary Assessment
- L. Appendix L: Vocabulary Test One
- M. Appendix M: Key for Time Line Activity
- N. Appendix N: Unit Assessment

## VIII. BIBLIOGRAPHY

- A. *Atlas of World History Concise Edition*. New York, NY: Oxford University Press, 2002. ISBN 0-19-521921-X
- B. Campling, Elizabeth. *How and Why: The Russian Revolution*. London: Dryad Press Limited, 1986. ISBN 0-8521-9660-1
- C. Dunn, John M. *The Russian Revolution*. World History Series, San Diego, CA: Lucent Books, Inc., 1994. ISBN 1-56006-234-7
- D. *Encyclopedia of World History*. United Kingdom: Parragon Publishing, 2003. ISBN 1-40541-702-1
- E. Harencar, Oleg. *Discovering Russia*. Video Recording, San Ramon, CA: International Video Network, 1995. ISBN 1563452847
- F. Jones, Raymond. *Reading Quest.org: Making Sense in Social Studies*. <http://curry.edschool.virginia.edu/go/readquest/strat/storymaps.html>, 1998, 1999, 2000.
- G. Kallen, Stuart A. *Before the Communist Revolution Russian History Through 1919*. Edina, Minnesota: Abdo and Daughters, 1992. ISBN 1-56239-100-3
- H. Kurth, Peter and Peter Christopher. *Tsar: The Lost World of Nicholas and Alexandra*. New York, NY: Little, Brown and Company, 1998. ISBN 0316557889
- I. MSN Encarta. *Russian Revolutions of 1917*. [http://encarta.msn.com/Encyclopedia\\_761569348/Russian\\_Revolutions\\_of\\_1917.html](http://encarta.msn.com/Encyclopedia_761569348/Russian_Revolutions_of_1917.html).
- J. Pipes, Richard. *A Concise History of the Russian Revolution*. New York, NY: Alfred A. Knopf, Inc., 1995. ISBN 0-679-42277-3
- K. Vail, John J. *"Peace, Land, Bread!" A History of the Russian Revolution*. New York, NY: Facts on File, Inc., 1996. ISBN 0-8160-2818-4
- L. Whelan, Gloria. *Angel on the Square*. New York, NY: Harper Collins Publishing, 2001. ISBN 0-06-029030-7
- M. Wilson, Neil. *Russia*. Nations of the World Series, New York, NY: Raintree Steck-Vaughn Publishers, 2001. ISBN 0-7398-1281-5

**Appendix A**  
**Map Assignment**

1. Title your map: Eastern Europe and the Russian Empire 1900
2. Orientation (compass rose)
3. Date
4. Author
5. Legend or key

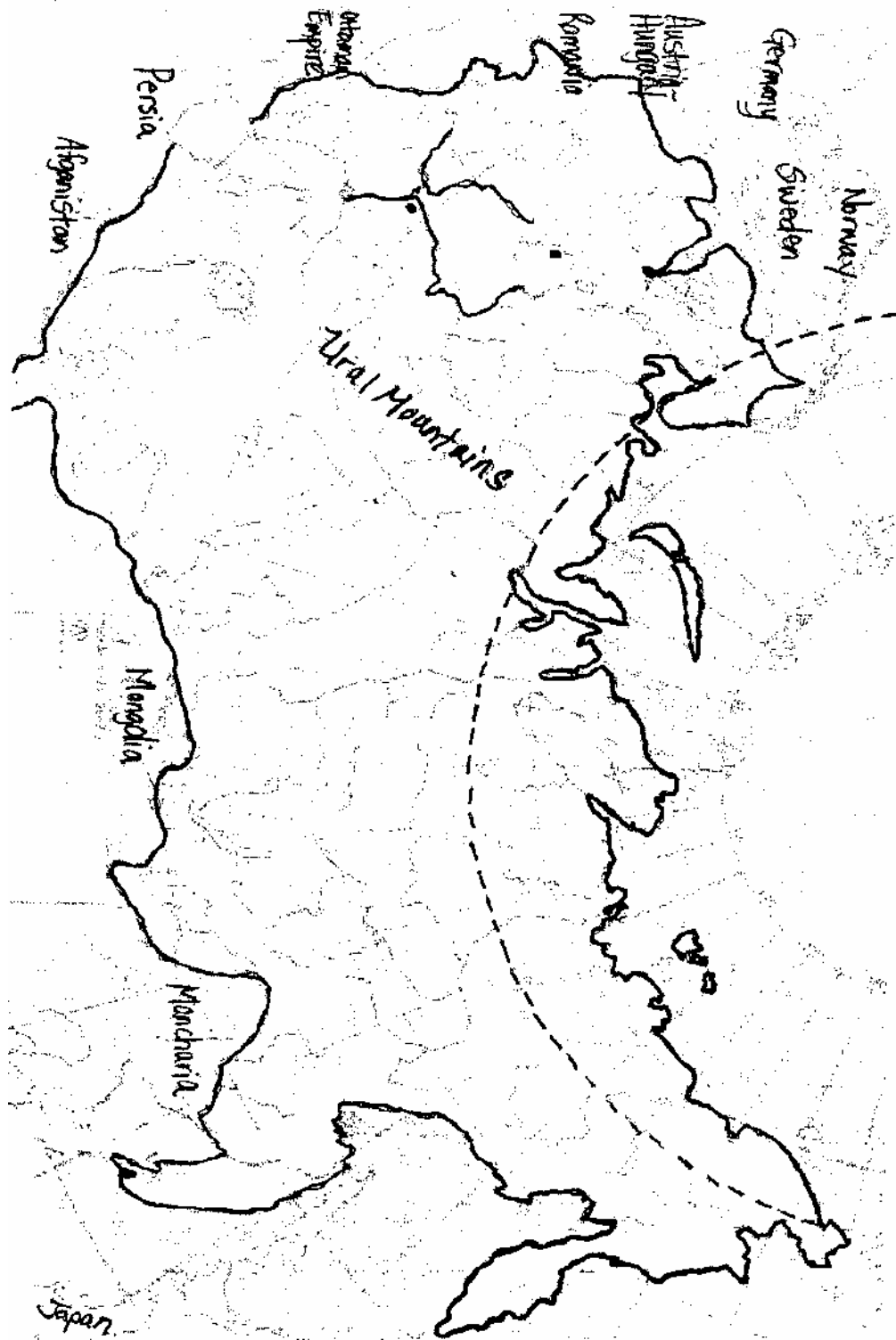
Label the following countries and major cities:

- Russian Empire
  - St. Petersburg (formerly Leningrad)
  - Moscow
  - Vladivostok
  - Volograd (formerly Stalingrad)
  - Siberia

Label the following physical features:

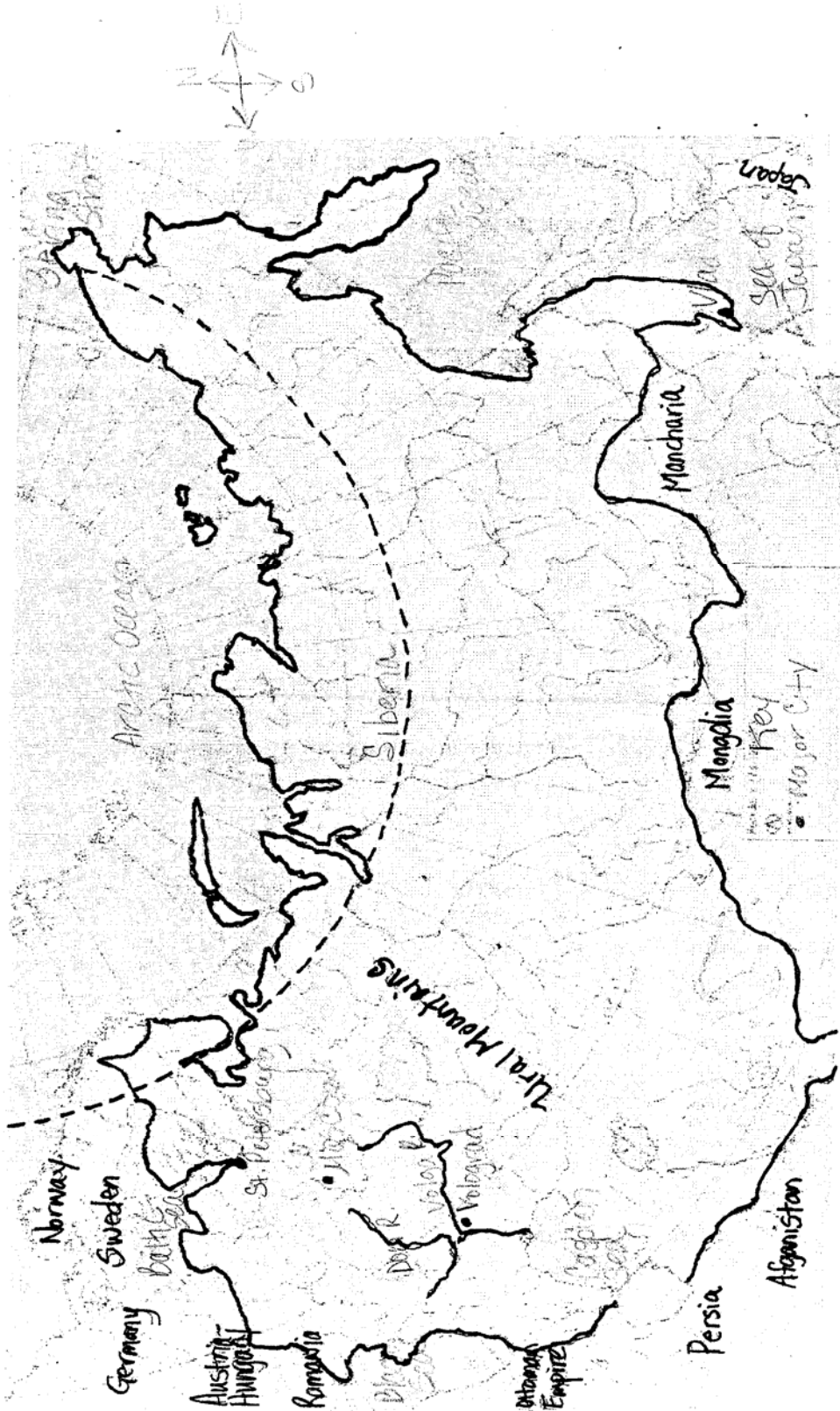
- Volga River
- Don River
- Caspian Sea
- Aral Sea
- Sea of Japan
- Bering Strait
- Arctic Ocean
- Baltic Sea
- Black Sea
- Pacific Ocean
- Mediterranean Sea

Appendix B, page 1  
**Blank Outline Map**



# Key for Blank Outline Map

Eastern Europe and the Russian Empire 1900



Appendix C  
**Grading Rubric—Map Assignment**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Content</b>	All 16 items are labeled accurately.	All 16 items are labeled and most are labeled accurately.	Less than 16 items labeled and is somewhat accurate.	Most items are not labeled and/or are not accurately labeled.
<b>Map Elements Title, Orientation, Date, and Legend</b>	All four map elements exist.	Three out of four map elements exist.	Two out of four map elements exist.	One out of the four map elements exists.
<b>Spelling and Capitalization</b>	All 16 items are spelled correctly and are capitalized.	Most items are spelled correctly and capitalized.	Items are spelled and capitalized some of the time.	Most items are not spelled or capitalized correctly.
<b>Readability</b>	Very readable.	Mostly easy to read.	Somewhat easy to read.	Not easy to read.
<b>Visual Appeal</b>	Very neat and nice to look at.	Looks good.	Looks okay.	Looks sloppy.

*Teacher Comments:*

GRADE \_\_\_\_\_

## Appendix D

# Teacher Notes—Major Geographic Qualities of Russia

1. Russia is the largest territorial state in the world. Its area is nearly twice as large as that of Canada (the next largest country).
2. Russia is the northernmost large and populous country in the world. Much of it is cold/or dry. Extensive rugged mountain zones separate Russia from warmer subtropical air, and the country lies open to Arctic air masses, especially in Siberia, where most of the land is not fit for living.
3. Russia was one of the world's major colonial powers. Under the czars, the Russians forged the world's largest empire; the Soviet ruler who succeeded the czars took over and expanded this empire.
4. For so large an area, Russia's population of under 150 million is comparatively small. The population remains heavily concentrated in the westernmost one-fifth of the country.
5. Development in Russia is concentrated west of the Ural Mountains; here lie the major cities, leading industrial regions, densest transport networks, and most productive farming areas. National integration and economic development east of the Urals extend mainly along a narrow corridor that stretches from the southern Urals region to the southern Far East around Vladivostok.
6. Given its size, Russia has very few good and suitably located ports. One major port is the city of Vladivostok in the Far East.
7. Russia long has been a source of raw materials. For instance, Siberia has large deposits of oil and natural gas, but because of the extreme climate, these valuable resources go untapped. However, Russia is not a manufacturer of export products, except weaponry. Few Russian or Soviet automobiles, televisions, cameras, or other consumer goods reach world markets.
8. The Volga and Don Rivers are important for trading because they both have access to the Mediterranean Sea. The Volga River, the longer of the two rivers, empties into the Caspian Sea. The two rivers come together via a canal and the Don River, then empties into the Black Sea.

## **Background Information: The Last Tsar—Nicholas II and Alexandra**

Before Russia collapsed in 1917, a single powerful family ruled the empire, the Romanovs, for over 330 years.

In the early 1900's, the Russian Empire was vast and sprawling, but the empire was a relatively ineffective one. This was in part due to the weaknesses of Tsar Nicholas II and his empress, Alexandra's influence over him in matters of the country. Grigoi Rasputin, a self proclaimed healer, also had a great influence on the Tsar's political decisions

In 1894, upon the death of his father, Alexander III, *Nicholas Romanov*, became Tsar *Nicholas II* at the age twenty-six. Elegant, handsome, dashing, and charming, he seemed the ideal man to carry on as tsar of the Russian Empire.

Despite these qualities, Nicholas soon demonstrated that he was not cut out to be an *autocrat* or a ruler with ultimate power. Unlike his father, Nicholas was did not make decisions well and had a difficult time asserting his power. He avoided arguments and confrontations. He did not seem very interested in the problems of his people or the affairs of government.

Nicholas's decision to wed Princess *Alexandra* of Hesse-Darmstadt just a few weeks after his father's death did nothing to gain support of his people. A pretty young woman who had been born in Germany and brought up England, Alexandra was also a granddaughter of Britain's Queen Victoria. Because the czar's new wife was foreign born, many Russians incorrectly assumed that she was passionately pro-German. Moreover, Alexandra spoke no Russian and belonged to the Church of England the Russian Orthodox Church. Also of great concern to Russians in the years to come was her ability to dominate her weaker-willed husband.

Nicholas and Alexandra had four daughters and one son, *Alexis*, who was born with a bleeding disease. The smallest scratches could cause uncontrollable bleeding that could result in death. This was an ever-present worry for Nicholas and the Empress—Alexis would be the next in line for the throne of Russia.

**Appendix E, page 2**

Alexandra sought the help of Grigoi Efimovich *Rasputin*, a rough, crude, scraggly bearded peasant from Siberia. Rasputin was a wandering man who thought of himself as a man of God. Rich and poor Russians alike marveled at his power to heal without the use of medicine.

Alexis suffered many instances of continuous bleeding, and each and every time Alexandra called on Rasputin. And with each and every episode, Rasputin was able to stop the bleeding by simply talking calmly to the young boy. Nicholas and Alexandra became increasing dependent on his help. Therefore, they repaid the man with favors that made him a powerful man in Russia. In time, he became a friend, political adviser, and confidant to Nicholas and more so with Alexandra.

## Background Information—Life under the Tsar

Russia was large, backward, and underdeveloped compared with other modern nations in Western Europe, such as England and France. At a time when great changes were occurring in Europe, Russian development was at a standstill. In part, this was due to the influence of the Mongols. The Mongols suppressed the Russian people and isolated the nation from foreign contact, and influenced it in many ways.

### What is a Tsar?

The Czar was autocratic. This meant that the Tsar, and only the Tsar, governed Russia. There were no legal or constitutional methods by which Tsarist power could be challenged. The empire did not have a parliament or elected assembly and there were no elections.

### The “Pillars of Autocracy”

The Tsarist state system had developed over a long period. The Tsar’s authority was supported by several features, which have become known as the “Pillars of Autocracy”

- The Orthodox Church

The Tsar was the head of the Church. Accordingly, the Church reinforced his authority. Among the huge peasant population, the Church was very influential. Official Church doctrine stated that God appointed the Tsar, and that any challenge to the Tsar – the “Little Father” – was an insult to God. The Church made sure that peasants kept on hearing this message.

- The Civil Service

The Civil Service was made up of administrators and officials who carried out the instructions of the Tsar and his Ministers. They were appointed and paid by the Tsarist state and were very loyal to it.

## Appendix E, page 4

### □ The Police

In Tsarist Russia, the police had a vital role in keeping watch for enemies of the Tsar, and arresting them as required. Particularly important here was the *Okhrana*, the secret police. Agents of the Okhrana worked undercover, infiltrating organizations and groups, which might present a danger to the Tsar.

### □ Censorship

All books and newspapers in Russia were censored so that people would not be influenced by liberal or socialist ideas. Any material, which was thought to be dangerous, was banned. Any person trying to distribute banned books or newspapers ran the risk of being caught by the Okhrana.

### □ The Law

The Tsarist legal system was designed to support autocracy and Tsarist authority. A standard punishment for opponents of the Tsar was exiled to the remote region of Siberia. Many thousands of people seen to be enemies of the state were sent to Siberia where they were so far away that they had little chance of threatening Tsarist power.

### □ The Army

The Tsar had a huge army, and it was a very effective means of enforcing Tsarist power. At times of civil unrest, because of high food prices, for example, the arrival of *Cossacks* cavalry regiments usually meant that things calmed down quickly.

### □ The size of the Russian Empire

The country itself helped maintain Tsarist authority. The bulk of the population was peasant farmers. Most of them were illiterate and this made it difficult to spread liberal or revolutionary ideas using books or pamphlets. These peasants lived largely in remote, widely dispersed villages. This made it difficult for them to unite in a challenge to the Tsar. The sheer size of Russia and the poor state of the roads and railways also meant that it was difficult for ideas to spread.

### Who were the people under the Tsar?

The Tsar of course could not manage an empire alone. He had the loyal support of *aristocrats* or wealthy nobles, who owned most of the land. The nobility maintained itself in luxury at the expense of the great majority of the people, who were impoverished peasants.

## Appendix E, page 5

To the *peasants* in Russia's large agricultural economy, the tsarist system offered little but misery and oppression. Peasants made up more than 80 percent of the Russian population and few owned their own land. Few peasants had the money to purchase enough land on which to make a comfortable living. Most farming was done by hand because they did not have the knowledge of more advanced farming tools and techniques. Thus, production was low and many peasants found it difficult to make money or produce enough to feed their families. During the period until 1916, Russia had no form of income tax. As a result the Tsar raised money to maintain his *regime* by taxing the produce of the peasant farmers. The burden of taxation was so great that periodic riots broke out.

During the second half of the 19<sup>th</sup> century, Russia began to industrialize rapidly. Large factories with seemingly endless assembly lines quickly began changing how many people worked and lived. From this industrialization period other classes developed. *Capitalists* or big business men. There were the people who put up the capital, or money resources, needed to develop industry. They played a key role in the building and operation of many large factories. The capitalists (sometimes known as the *bourgeoisie* or middle class) were essential to Russian economic development. These more fortunate Russians wanted political power and a share in the government of Russia. They supported governments similar to those in the United States, England, and France. The middle class began to believe that only by creating such a society, based on personal freedoms and democracy, could they obtain their goals.

A much larger class developed as well. The wage earning "working class" (also known as the *proletariat*) developed. The new industrial laborers, many of them peasants who had left the countryside for the cities, endured virtually intolerable conditions. Factories were often dangerous and dirty. Pay was low and hours were long—often 70 hours or more a week. Even children, some as young as six years of age, worked in dark, polluted factories, often never seeing the sun. Unable to afford even the filthy, crowded workers' housing, many people slept beside the machinery. Some people worked as long as 20 hours each day.

Most Russian workers had no rights. They also had no legal way to try to alleviate their problems. Unlike other countries, they did not have congress, parliament or a constitution. Strikes were considered to be a crime against the state and were brutally crushed.

**Background Information**  
**The Seeds of Revolution:**  
**Tensions in the Russian Identity—Westernizers vs. Traditionalists**  
**and**  
**The Russo-Japanese War, The Revolution of 1905—“Bloody Sunday”**

TENSIONS IN THE RUSSIAN IDENTITY

□ The Westerners and the Traditionalists

During the early nineteenth century, educated Russians were exposed to western European and American ideas. These intellectuals formed a class of people who passionately wanted to solve Russian’s massive social, political, and economic problems. Commonly called the *intelligentsia*, these thinkers eagerly read any writer proposing revolutionary ideas. At first, the group was primarily made up of young nobles or aristocrats who agreed that there must be an end to the wretched poverty, political oppression, and social injustice that plagued Russia. They disagreed, however, over what kind of government should replace the current system and how that change should take place.

During the 1830s and 1840s, the intelligentsia formed into two opposing camps. One of these groups—the “*Westerners*”—wanted the new Russian society to be heavily inspired by western Europe, with its emphasis on science, constitutional law, and personal freedoms.

The other group, the “*Traditionalists*,” insisted that Russia should ignore the West altogether and focus on developing a system of government that reflected their traditional Russian culture. The Traditionalists opposed *serfdom*, but they favored keeping the Russian Orthodox Church and the tsar as Russia’s highest authorities. Traditionalists believed that by sticking to traditional Russian society, they could achieve on a national level the same sense of community that had existed in the peasant villages. This would more fit the Russian personality, traditionalists believed, than would the harsh individualism emphasized in Western Europe.

The Traditionalists’ ideals led to a movement called *populism*, which said that keeping to the traditional peasant life would lead to modern *socialism*. The populist theory also believed that revolution from below—the peasants were the ones who should start and drive the tsar’s overthrow.

□ Marxism

Many *intelligentsias* who wanted change in Russia followed the political theories of the German Karl Marx. Marx's ideas, called *Marxism*, appeared in two very influential books: *The Communist Manifesto* written with Friedrich Engels, and *Capital*.

Marx wrote that *capitalism*, the economic system based on private ownership and market forces, was unfair. It took wealth away from the working class (the proletariat)—the people who created wealth through their labor—and concentrated it in the hands of a minority—the owners of business or factories (bourgeoisie).

Marx explained that revolution was inevitable. Throughout history, he said societies around the world underwent a series of armed struggles between opposing social classes of people—those who had power and wealth, and those who did not.

Marx predicted a final class struggle, in which factory workers would rise up against the middle-class owners of industry to destroy capitalism. As a result, the workers, as a group, would come to own and operate the factories and business themselves. Capitalism would then be replaced by *communism*. Under communism, all the wealth and resources of society would be jointly owned and shared by all the people.

Populism or Marxism—these movements and so many other belief systems transformed educated Russian youth of the late nineteenth century into a revolutionary generation.

### THE RUSSO-JAPANESE WAR

In 1905, trouble had been brewing between Japan and Russia for some time. Much of the trouble centered on a treaty Russia had negotiated with China, which allowed Russia access to Chinese seaports. The treaty also permitted Russia to build a railroad through Manchuria to get to those ports. Japanese leaders were worried that Russia had secret plans to take control of both Manchuria and nearby Korea.

## Appendix E, page 8

For several weeks, Russia and Japan attempted to solve their dispute. The war began when the Japanese, without warning, launched a naval attack against the Russians.

From the beginning, the tsar saw the war as an opportunity to distract Russia's workers from revolutionary ideas, uniting them in the goal of fighting a common enemy. The war might also allow Russia to expand its power and influence. However, at the end of the 18-month war, Japan was a clear victor. Russia had suffered a series of humiliating defeats, with casualties mounting as Japan's modern warships destroyed the tsar's old ships.

As word of military disaster and thousands of death reached Russian society, the once popular support of the tsar turned to outrage. Antiwar protests began the revolutionaries began taking full advantage of the public's anger.

### THE REVOLUTION OF 1905—"BLOODY SUNDAY"

Against the backdrop of riots and unrest, Another event sparked the inevitable march toward revolution. On January 22, 1905, a priest named *Georgy Gapon* led a crowd of 200,000 striking workers and their families to the Winter Palace in St. Petersburg. They wanted to deliver a *petition* to Nicholas, whom they believed was kept in ignorance of the true condition of his country and people.

The tsar's Cossack guards opened fire on the peaceful demonstrators and killed or injured hundreds of men, women, and children. The *Bloody Sunday* massacre shook the nation's faith in the tsar and provoked a wave of riots, strikes, and peasant revolts throughout the country. In St. Petersburg harbor, there was a celebrated mutiny aboard the battleship *Potemkin*.

In the fall of 1905, the tsar was finally forced to make some reforms. In his *October Manifesto*, he set up a limited elected assembly, called the *Duma*. This meant that although autocracy would still exist, the rules and laws of the Duma would govern it. The manifesto also called for more civil liberties. Supreme power, however, would remain the in hands of the tsar.

Tsarist Russia may have survived the Revolution of 1905, but events of that year cast a long shadow over future developments. The peasant's were still poor and seeking land of their own, the workers' pleas for a decent life and decent pay went unanswered. It appeared likely there might be another confrontation in the near future.

## **Background Information—Revolutions of 1917**

### MARCH REVOLUTION OUSTS TSAR

With Nicholas out of Petrograd and Rasputin dead, people began to take matters into their own hands. Trains to take soldiers to the front were in short supply as soldiers at the front were using them to desert by the thousands. When rioting broke out in Petrograd in March 1917, Nicholas ordered his troops to fire on the protesters. The soldiers mutinied. They joined the rioters, opened up the prisons, and set fire to police stations. Nicholas and his family were arrested and sent to Siberia, a fate he had ordered for countless others. A year later, the entire family was murdered, thus putting an end to over three hundred years of Romanov rule.

A new government was set up under socialist *Alexander Kerensky*. The government was pronounced useless. It could not compete with the fighting between intellectuals, landowners, peasants, and various radical groups. It was less able to govern than the tsar.

### OCTOBER REVOLUTION: BOLSHEVIKS; LENIN AND REVOLUTIONARY MARXISM

In 1898, the Russian revolutionary Marxists formed the Russian Social Democratic Party. The party's objective was to overthrow the tsar, but it was quickly split by a disagreement over how this aim should be achieved.

The majority of party members called for an immediate revolution led by the party elite. They were known as the *Bolsheviks* (meaning "majority"). The leader of the hard-line faction was Vladimir Ilyich Lenin. His less radical opponents—the *Mensheviks* ("minority")—wanted to build up a mass party, which would come to power by force of numbers. After the failed 1905 Revolution, Lenin and other revolutionaries fled abroad.

Although Nicholas II *abdicated* on March 1, 1917, the provisional government refused to take Russia out of the war. In April, Lenin and other exiled Bolsheviks secretly returned to Russia to start unrest in the workers' councils—known in Russian as "*soviets*." There were a few demonstrations, but they were crushed, and Lenin escaped back to Finland.

**Appendix E, page 10**

In September, the Russian army sent soldiers to crush the soviet in Petrograd. This brutal act turned public opinion in favor of the Bolsheviks. Lenin saw his chance to seize power and returned to Petrograd to organize the revolution. On the night of October 24-25, 1917, a blank shell fired from the battleship Aurora, anchored in the Neva River, gave the signal to begin the storming of the Winter Palace—the seat of the provisional government. Bolshevik workers and soldiers from the Petrograd Soviet occupied the city’s public buildings, arrested the government, and took power in an almost bloodless *coup*.

Soon, Soviets took control in industrial towns and cities across the country. In Moscow, however, there were ten days of street fighting before the revolutionaries gained the upper hand.

## Background Information—Civil War

### CIVIL WAR

The Bolsheviks promptly made peace with Germany by signing *The Treaty of Brest-Litovsk* in March 1918. Under the treaty, Russia gave up territory in Ukraine, Poland, the Baltic, and Finland. The government also abolished the private ownership of land. Within six months, the Bolsheviks had renamed themselves the Communist Party, moved the Russian capital back to Moscow, and set up the *Cheka* (secret police).

Not everyone in Russia supported the revolution. Supporters of the czar joined other opponents of the Bolsheviks to form what was called the *White Army*. *Leon Trotsky*, one of Lenin's comrades, took command of the Red Guards, who had helped the Bolsheviks take power, and transformed them into the disciplined and effective *Red Army*. The Cheka also ruthlessly crushed opposition and terrorized enemies of the revolution. It imprisoned or executed anyone suspected of *counterrevolutionary* activities. The Civil War began in June of 1918 and turned into three years of bloody war. It was June of 1920 when the White Army was defeated and the Civil War ended.

By 1921, the communists had firmly established a one-party, or *totalitarian*, state. Lenin also announced a *New Economic Policy (NEP)*, which allowed some private enterprise, to rebuild the shattered country. As the economy began to recover, Soviet politics took on new and evil direction.

#### □ The Rule of Stalin

In 1922, Lenin suffered a stroke, and he was effectively removed from power. He died two years later and was followed as leader by *Joseph Stalin*, the general secretary of the Communist Party. Lenin's favored successor was Trotsky. Stalin got the better of Trotsky, however, and expelled him from the party in 1927. Trotsky escaped abroad in 1929, but one of Stalin's agents tracked him down in Mexico in 1940 and murdered him with an ice pick.


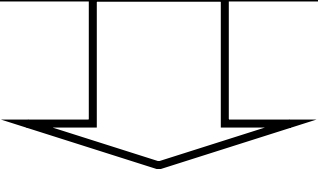
## Appendix E, page 12

### □ The Soviet Union

During the civil war, the Red Army had occupied much of the territory lost under the terms of the Treaty of Brest-Litovsk. Stalin forced the new Soviet republics on the fringes of Russia-Belarus, Ukraine, and Transcaucasia-into a *federation* with the Russian Republic to form the *Union of Soviet Socialist Republics (USSR)* in December 1922. By 1940, the USSR also included the Central Asian republics of Kazakhstan, Turkmenistan, Kirghizstan, Uzbekistan, and Tajikistan, and the Baltic States of Estonia, Latvia, and Lithuania.

## Blank History Frame

<b>Title of Event:</b>	<b>Who was involved:</b>
<b>Problem that set events in motion:</b>	<b>Where:</b> <b>When:</b>
<b>Key Events:</b>	<b>How was it resolved?</b>
<b>Why is this event important to us today?</b>	



## Completed History Frame

**Title of Event:** Russian Empire was ineffective.

**Who was involved:** Nicholas Romanov (Tsar Nicholas II), Alexandra (wife), Rasputin, Alexis (son)

**Problem that set events in motion:**

Tsar Nicholas didn't make decisions well, was not assertive, avoided arguments and confrontations, was not interested in problems of his people or government.

**Where:** Russian Empire

**When:** 1894-1917

**How was it resolved?**

The Russian Empire collapsed in 1917.

**Key Events:**

\*Nicholas married Alexandra, who was born in Germany. His people thought she was loyal to Germany—this made it difficult for Nicholas to gain support of his people.

\*Alexandra had an ability to dominate her weaker-willed husband.

\*Alexis's hemophilia.

\*Alexandra's dependence upon Rasputin for the well being of Alexis and for his political advice.

\*Rasputin's power within the Russian Empire

**Why is this event important to us today?**

Possible answer:

An example of what can happen to a country if it is ruled by a weak ruler who has no interest or concern with his people or government.

**Appendix G**  
**Roles for Simulation**

<b>T1</b>	<b>A1</b>	<b>A1</b>	<b>PEA1</b>	<b>PEA1</b>
<b>PEA1</b>		<b>PEA1</b>	<b>PEA1</b>	<b>PEA1</b>
<b>B1</b>	<b>B1</b>	<b>PRO1</b>	<b>PRO1</b>	<b>PRO1</b>
<b>PRO1</b>				
<b>T2</b>	<b>A2</b>	<b>A2</b>	<b>PEA2</b>	<b>PEA2</b>
<b>PEA2</b>		<b>PEA2</b>	<b>PEA2</b>	<b>PEA2</b>
<b>B2</b>	<b>B2</b>	<b>PRO2</b>	<b>PRO2</b>	<b>PRO2</b>
<b>PRO2</b>				

*Angel on the Square* by Gloria Whelan

**WORDS TO OWN**

Chapter One—"St. Petersburg" Winter 1913

Chapter Two—"Winter Palace" Spring 1913

Chapter Three—"Misha's St. Petersburg" Summer 1913

Chapter Four—"The Oaks" Summer 1913

Chapter Five—"The Alexander Palace" Fall-Winter 1913

<b>Words to Own</b>	<b>Definition—Use context clues!</b>	<b>Illustrate the definition</b>
<b>Chapter 1</b>		
Tsar (czar) (1)		
Epaulettes (7)		
Cloak (8)		
Tsarevich (10) (csarevich)		
Ladies-in-waiting (13)		
<b>Chapter 2</b>		
Shako (28)		
Damask (28)		
Malachite (28)		
Hemophilia (36)		
<b>Chapter 3</b>		
Samovar (44)		
Mutinied (45)		
Aristocrat (45)		

**Appendix H, page 2**

<b>Words to Own</b>	<b>Definition—Use context clues!</b>	<b>Illustrate the definition</b>
Cavernous (48)		
Kerchiefs (49)		
Cossacks (54)		
<i>Zabastovka</i> (54)		
Indignant (55)		
Trifles (59)		
Liberal (60)		
Treasonous (60)		
<b>Chapter 4</b>		
Inherited (64)		
Dacha (64)		
Festooned (65)		
Sentinels (65)		
Tapestry (71)		
Vexation (72)		
Settees (72)		
Serf (74)		
Pillaged (75)		
Flails (78)		
Chaff (78)		
Rubles (79)		
Thatched (81)		

**Appendix H, page 3**

<b>Chapter 5</b>		
Turrets (87)		
Regal (90)		
Orangerie (91)		
Petis fours (95)		
Propaganda (103)		
Scullery (104)		

## Key for Words to Own—*Angel on the Square*, Chapters 1-5

### Chapter 1

Tsar – title given to the king of Russia

Epauettes – ornamental badge on the shoulder

Cloak – sleeveless coat

Tsarevich – crown prince

Ladies-in-waiting – an attendant to a queen or princess

### Chapter 2

Shako – a high feathered military hat

Damask – linen or silk woven in to patterns

Malachite – ore of copper used as a gem

Hemophilia – a disease where the blood does not clot

### Chapter 3

Samovar – a copper urn for making tea

Mutinied – a revolt by seamen against authority

Aristocrats – a member of a ruling class or of the nobility

Cavernous – hallow; gaping

Kerchiefs – a headdress (scarf) made of cloth worn by women

Cossacks – Russian army

*Zabastovka* – Russian word for labor strike

Indignant – feeling or showing anger

Trifles – insignificant events

Liberal – having ideas of progress or reform

Treasonous – when a person goes against ones country

**Appendix H, page 5**

**Chapter 4**

Inherited – to receive property from an heir

Dacha – a vacation home

Festooned – hung like decorations

Sentinels – a soldier standing at guard

Tapestry – a woven fabric

Settees – small sofas

Serf – a Russian peasant

Pillaged – when people loot and steal during times of war

Flails – the tools used in threshing grain

Chaff – the remains from threshing grain

Rubles – a form of Russian currency.

Thatched – a roof that is covered with straw

**Chapter 5**

Turrets – a small tower rising from larger buildings.

Regal – considered to be royal

Orangerie – a glass house filled with flower and fruit trees

Petis fours – a small frosted cake covered completely with icing

Propaganda – ideas that are spread to support a principle

Scullery – a back kitchen

*Angel on the Square* by Gloria Whelan

**WORDS TO OWN**

Chapter Six—"A Voyage on the Standard" Spring-Summer 1914

Chapter Seven—"War Comes to the Palace" Summer 1914-Fall 1915

Chapter Eight—"Rasputin" Spring 1916-Winter 1917

<b>Words to Own</b>	<b>Definition—Use context clues!</b>	<b>Illustrate the definition</b>
<b>Chapter 6</b>		
Patronize (113)		
Exile (113)		
Excursions (121)		
Assassination (125)		
Punctuality (128)		
<b>Chapter 7</b>		
Confectionery (135)		
Frivolous(135)		
Amputations (143)		
Impudent (144)		
Borsch (148)		
<b>Chapter 8</b>		
Fretted (153)		
Delicacies (154)		
Masquerade (155)		
Extravagance (158)		

## **Key for Words to Own—*Angel on the Square*, Chapters 6-8**

### **Chapter 6**

Patronize – to be condescending

Exile – when one is banished from his/her country

Excursions – journeys

Assassination – to kill violently

Punctuality – seldom late

### **Chapter 7**

Confectionery – a place where candy is made

Frivolous – not seriously intended

Amputations – cutting off of a limb

Impudent – having offensive behavior

Borsch – a beet soup

### **Chapter 8**

Fretted – to continuously worry

Delicacies – choices of foods

Masquerade – a disguise

Extravagance – to spend unnecessarily

*Angel on the Square* by Gloria Whelan

**WORDS TO OWN**

Chapter Nine—"The Revolution" Winter 1917

Chapter Ten—"Last Days at the Alexander Palace" Winter-Summer 1917

Chapter Eleven—"Siberia" Summer 1917-Spring 1918

Chapter Twelve—"Return to the Oaks" Spring 1918

Chapter Thirteen—"The Angel on the Square" Spring-Fall 1918

<b>Words to Own</b>	<b>Definition—Use context clues!</b>	<b>Illustrate the definition</b>
<b>Chapter 9</b>		
Monarchy (175)		
Leaflets (186)		
Kopecks (189)		
<b>Chapter 10</b>		
Coiffures (201)		
Confiscated (208)		
Deposed (209)		
<b>Chapter 11</b>		
Rabble (227)		
Sentry (227)		
Banished (230)		
Commissar (247)		
<b>Chapter 12</b>		
Inconspicuous (249)		
Hooligans (252)		
Bough (262)		

**Appendix H, page 9**

<b>Chapter 13</b>		
Smithy (270)		
Forge (270)		
Bedstead (271)		
Prophesied (272)		
Millet (273)		

## Key for Words to Own—*Angel on the Square*, Chapters 9-13

### Chapter 9

Monarchy – a government headed by a ruler

Leaflets – a small printed booklet

Kopecks – a Russian coin

### Chapter 10

Coiffures – a manner of arranging the hair

Confiscated – to take away by someone of authority

Deposed – to be removed from high office

### Chapter 11

Rabble – a crowd or mob

Sentry – a guard

Banished – to drive away

Commissar – the head of a government department in the Russian Empire

### Chapter 12

Inconspicuous – too small to notice

Hooligans – a slang word for criminal

Bough – a branch of a tree

### Chapter 13

Smithy – the blacksmith's workshop

Forge – to hammer something in to shape

Bedstead – the framework of a bed

Prophesied – making a prediction

Millit – a cereal grass, grown for grain

**Comprehension Activities**  
*Angel on the Square—Chapters 1-5*

Character	Traits	Social Class
Kayta		
Misha		
Lidya		
Anya		
Vitya		
Giska		
Nina		
Baron Nogin		
Stepan		

**Chapter 1**

1. How and why does Kayta view the people in the crowd waiting to see Tsar Nicholas II?
  
2. Compare Kayta and Misha’s opinions of Tsar Nicholas II.
  
3. Infer why are Kayta and Misha’s opinions of the Tsar differ.

**Chapter 2**

1. Name the Tsar’s children and describe them.

### Appendix I, page 2

2. Are Kayta and Anastasia's lives similar? Why or why not.
3. In chapter 2, pages 38 and 39, the Tsar is having a conversation with the Empress and Katya's mother. What is the Tsar concerned about? Why is he concerned?

### Chapter 3

1. Using as much of the text in chapter 4 as possible, describe the daily life of a proletariat.
2. Explain what Katya meant when she said, "If the Tsar was our little father, why wouldn't he want to know about the children?" (page 60, last paragraph)
3. Why did Katya's mother want to send Misha to be a soldier in the army and why didn't she give it a second thought that he would be risking his life?

**Appendix I, page 3**

**Chapter 4**

1. Name two purposes Katya and her mother have for the dacha at The Oaks.
2. Why was The Oaks not considered a “great” estate?
3. Grishka demanded that Nina not marry Stepan. Why?
4. What is the difference between a serf and a peasant?
5. Using as much of the text in chapter 4 as possible, describe the daily life of a peasant.
6. How does Kayta react after seeing how the peasants live and the conditions in which they work and how Vitya treats them?



## Key for Comprehension Activity

### *Angel on the Square—Chapters 1-5*

- Katya – **Traits**= 12 year old daughter of a land owner/spoiled only child/father died in war with Manchuria **Social Class**=aristocrat
- Misha – **Traits**= 16 year old educated student/critical of the Tsar/tall and thin/blonde/mother died typhoid/father died in war with Manchuria/has lived with Katya and her mother since parents died **Social Class**=aristocrat
- Anya – **Traits**= former peasant **Social Class**=maid/servant for an aristocrat
- Lidya – **Traits**=former peasant/12 year old governess for Katya **Social Class**=maid/servant for an aristocrat
- Vitya – **Traits**=big man/works for Katya’s mother at the Oaks/manages peasants who work on the land/mean to the peasants **Social Class**=servant for an aristocrat
- Grishka – **Traits**=Vitya’s wife/bossy **Social Class**=servant for an aristocrat
- Nina – **Traits**=former peasant/sweet young girl/wants to marry a peasant/maid at the Oaks **Social Class**=servant for an aristocrat
- Baron Nogin – **Traits**=widower/shinny bald head/heavy/critical of the Tsar/former lawyer/land owner/ **Social Class**=bourgeoisie
- Stepan – **Traits**=a young man with a ruddy complexion and black hair/wants to marry Nina **Social Class** = peasant

#### Chapter 1

1. How does Kayta view the people in the crowd waiting to see Tsar Nicholas II? **Uneducated/ignorant/they smell/they love the Tsar**
2. Compare Kayta and Misha’s opinions of Tsar Nicholas II. **Kayta thought that the Tsar was God’s representative on Earth and knew what was best for Russia. Misha blamed the Tsar for his father’s death and did not think the Tsar was aware of how the majority of people in Russia really lived.**
3. Infer why Kayta and Misha’s opinions of the Tsar differ. **Katya has never lived outside of her mansion and Misha has been educated and has seen the way people live. Accept reasonable inferences.**

#### Chapter 2

1. Name the Tsar’s children and describe them. **See page 30**
2. Are Kayta and Anastasia’s lives similar? Why or why not? **Kayta was a spoiled only child and Anastasia was not spoiled and had a brother and sisters. They both live an advantaged life.**
3. In chapter 2, pages 38 and 39, the Tsar is having a conversation with the Empress and Katya’s mother. What is the Tsar concerned about? Why is he concerned? **He is concerned about a revolution because there are people in St. Petersburg and Moscow that are criticizing him.**

#### Chapter 3

1. Using as much of the text in chapter 4 as possible, describe the daily life of a proletariat. **See pages 46-53**
2. Explain what you think Katya meant when she said, “If the Tsar was our little father, why wouldn’t he want to know about the children?” (page 60, last paragraph) **Accept reasonable answers.**

## Appendix I, page 6

3. Why did Katya's mother want to send Misha to be a soldier in the army and why didn't she give it a second thought that he would be risking his life? **He was exposed to too many revolutionary thoughts at his school and she thought the discipline in the army would be good for him. She wasn't concerned for his safety because there were no wars to fight and countries were too smart start wars nowadays.**

### Chapter 4

1. Name two purposes Katya and her mother have for the dacha at The Oaks. **They use it as a vacation home and the land provides them wealth.**
2. Why was The Oaks not considered a "great" estate? **It was smaller than most estates.**
3. Grishka demanded that Nina not marry Stepan. Why? **He was a peasant who lived on a dirt floor, and she couldn't have Nina go back and live like a peasant when she put in a lot of effort to train her how to live on the estate.**
4. What is the difference between a serf and a peasant? **Serfs were slaves to be bought and sold. Peasants were slaves, but not bought and sold.**
5. Using as much of the text in chapter 4 as possible, describe the daily life of a peasant. **See pages 70 and 78.**
6. How does Kayta react after seeing how the peasants live and the conditions in which they work and how Vitya treats them? Why does she feel this way? **She is angry because she knows people should not be treated badly.**

### Chapter 5

1. Describe an instance in this chapter where Rasputin's influence on the Empress is obvious. **See page 96.**
2. Why do you think Stana did not believe Katya's description about the young children working in the rag factory and how the horrible working conditions were and how the Cossacks whipped the women who were striking? **See page 103.**

**Comprehension Activities**  
*Angel on the Square—Chapters 6-8*

**Chapter 6**

1. Using the text in chapter 6, explain in detail how Russia became involved in WWI.

**Chapter 7**

1. Being aristocrats, how did the war affect Katya and her mother?
2. How did the war affect the Tsar and his family?
3. How and in what ways did the war affect the economy of Russia?
4. Katya's teacher, Pierre, explains, "Europe, and America, and China as well, could be tucked inside Russia's boundaries." How did the size of Russia cause problems for the army?
5. What does this chapter reveal about the hardships faced by Russian soldiers during the war?
6. Once Russia entered the war, the city of St. Petersburg was renamed Petrograd. Why?

**Appendix E, page 8**

**Chapter 8**

1. What was Rasputin's role in the coming of the revolution?
2. What qualities do you think Rasputin had that made him a powerful character in Russia?
3. Do you think Rasputin belongs on our "seeds of the revolution" list? Why or why not?

## Key—Comprehension Activity, Chapter 6-8

### Chapter 6

1. Using the text in chapter 6, explain in detail how Russia became involved in WWI. **See pages 123-127.**

### Chapter 7

1. How did the war affect Katya, her mother, and the Tsar's family? **At first, their lives went on as usual (see page 135) however, the empress and girls did make socks for soldier out of wool. They ripped sheets in to strips to be used for bandages. Their attitudes changed when they began losing loved ones. They volunteered as nurses at the hospital. They began eating what the "people" were eating (see pages 148-149).**
2. How and in what ways did the war affect the economy of Russia? **See pages 148-149.**
3. Katya's teacher, Pierre, explains, "Europe, and America, and China as well, could be tucked inside Russia's boundaries." How did the size of Russia cause problems for the army? **See page 147.**
4. What does this chapter reveal about the hardships faced by Russian soldiers during the war? **See Misha's letter on pages 138-139.**

### Chapter 8

1. Once Russia entered the war, the city of St. Petersburg was renamed Petrograd. Why? **See page 162.**
2. What was Rasputin's role in the coming of the revolution? **See pages 160-163.**
3. What qualities do you think Rasputin had that made him a powerful character in Russia? **Accept reasonable answers.**
4. Do you think Rasputin belongs on our "seeds of the revolution" list? Why or why not? **Accept reasonable answers.**

**Comprehension Activity**  
***Angel on the Square*—Chapters 9-13**

**Chapter 9**

1. Why didn't Misha want to recover from his injuries at Alexander Palace
2. What was Misha's opinion of Alexander Kerensky?
3. What was the ultimate "spark" that led to the revolution and Kerensky forming the revolutionary government?
4. Re-read the 2<sup>nd</sup> paragraph on page 190. What do you think the Empress and the Tsar would think about the conditions outside the palace walls?
5. Why was Katya afraid of the revolutionaries taking over the Russian government?

## Appendix I, page 11

### Chapter 10

1. What were the Tsar's reasons for agreeing to abdicate?
2. What were the instances in this chapter that showed the Tsar being cooperative with the Minister of Justice Alexander Kerensky?
3. What was the reason for the investigation of the Empress?
4. What were the instances in this chapter that showed Alexander Kerensky showing kindness toward the Tsar and his family?
5. What beliefs did the Tsar and Alexander Kerensky share?
6. Why was the Tsar and his family sent to Siberia? Who sent them there?

## Appendix I, page 12

### Chapter 11

1. Describe what life was like for the Tsar and his family in the small village of Tobolsk, Siberia?
2. How did the family's life change in Tyumen change after the October Revolution when Lenin and Bolsheviks took over?
3. What caused Katya and her mother to leave Tobolsk and return to the Oaks?

### Chapter 12

1. How were nobles/aristocrats treated in St. Petersburg and in the countryside under Lenin's government?



## Key for Comprehension Activity

### *Angel on the Square*—Chapters 9-13

#### Chapter 9

1. Why didn't Misha want to recover from his injuries at Alexander Palace? **See pages 182-183.**
2. What was Misha's opinion of Alexander Kerensky? **See page 185.**
3. What was the ultimate "spark" that led to the revolution and Kerensky forming the revolutionary government? **An army officer fired on the demonstrators. See pages 192-193.**
4. Re-read the 2<sup>nd</sup> paragraph on page 190. What do you think the Empress and the Tsar would think about the conditions outside the palace walls? **Accept reasonable inferences.**
5. Why was Katya afraid of the revolutionaries taking over the Russian government? **See page 196.**

#### Chapter 10

1. What were the Tsar's reasons for agreeing to abdicate? **See pages 205 and 206.**
  2. What were the instances in this chapter that showed the Tsar being cooperative with the Minister of Justice Alexander Kerensky? **See pages 213, 215, and 218.**
  3. What was the reason for the investigation of the Empress? **See page 215.**
  4. What were the instances in this chapter that showed Alexander Kerensky showing kindness toward the Tsar and his family? **See pages 215, 217, 218, 219, 221.**
  5. What beliefs did the Tsar and Alexander Kerensky share? **See page 217.**
  6. Why was the Tsar and his family sent to Siberia? Who sent them there? **See page 221.**
- Appendix I, page 12

#### Chapter 11

1. Describe what life was like for the Tsar and his family in the small village of Tobolsk, Siberia? **See pages 231-233.**
2. How did the family's life change in Tyumen change after the October Revolution when Lenin and Bolsheviks took over? **See pages 240-242.**
3. What caused Katya and her mother to leave Tobolsk and return to the Oaks? **See pages 244-248.**

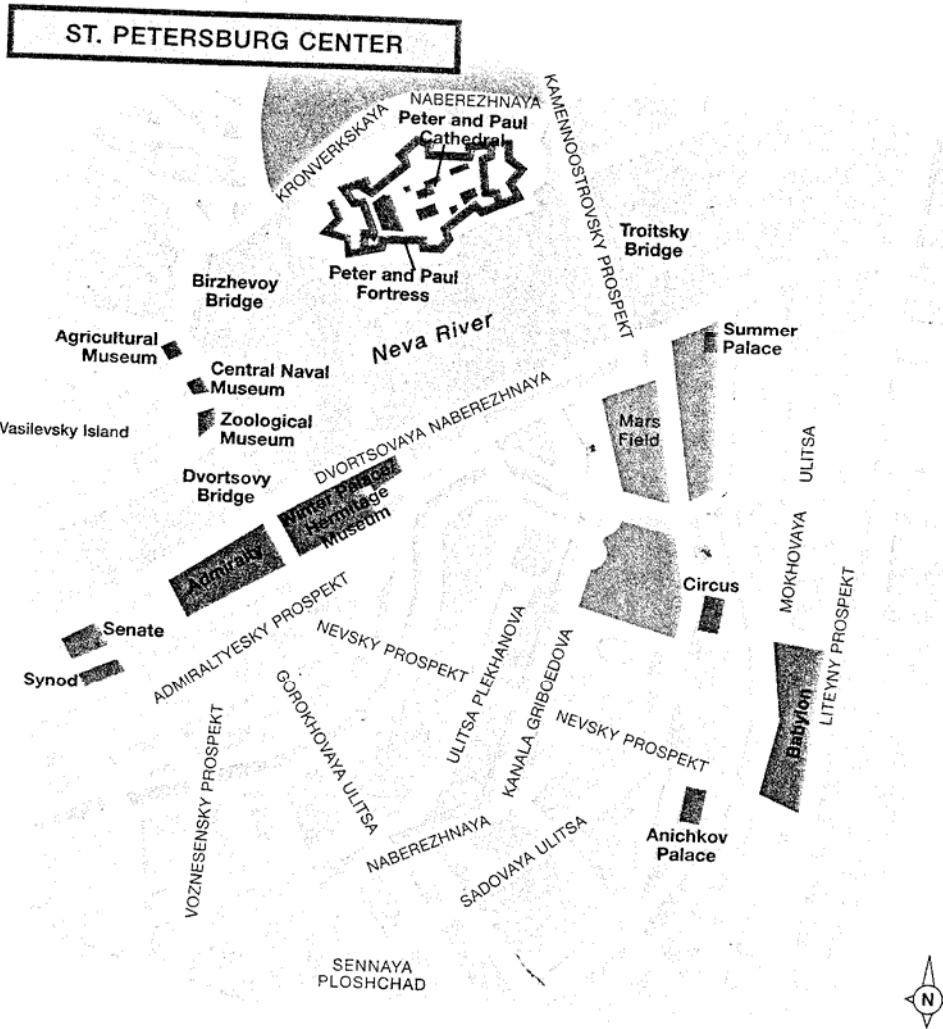
#### Chapter 12

1. How were nobles/aristocrats treated in St. Petersburg and in the countryside under Lenin's government? **See pages 253-265.**

#### Chapter 13

1. What lessons did Misha, Kayta and her mother learn about their life before the revolutions after returning to the Oaks? **See pages 266-284.**
2. Why do you think Gloria Whelan chose the title *Angel on the Square* for her historical novel about the Russian Revolution? **See page 288, as well as acceptable answers.**

# Appendix J St. Petersburg City Map



## Seeds of Revolution Vocabulary Assessment

### Word Bank

<b>Intelligentsia</b>	<b>Westerners</b>	<b>Georgy Gapon</b>	<b>Bloody Sunday</b>
<b>Marxism</b>	<b>populism</b>	<b>October Manifesto</b>	<b>Traditionalists</b>
<b>Duma</b>	<b>Communist Manifesto</b>	<b>capitalism</b>	<b>communism</b>
<b>Serdom</b>	<b>socialism</b>		

1. \_\_\_\_\_ the highly educated classes; the intellectuals
2. \_\_\_\_\_ a group of intelligentsias in the 1830's-1840's who wanted Russian society to be heavily inspired by Western Europe with its emphasis on science, constitutional law, and personal freedoms
3. \_\_\_\_\_ a group of intelligentsias in the 1830's-1840's who believed that Russia should develop a system of government that reflected traditional Russian culture which was based on a sense of community that existed in the peasant villages
4. \_\_\_\_\_ group of peasants
5. \_\_\_\_\_ a idea that was adopted by the Traditionalists which believed a revolution from below—the peasant were the ones who should start and drive the tsar's overthrow
6. \_\_\_\_\_ a political theory that teaches that society should control production rather than individuals
7. \_\_\_\_\_ an ideology that follows the theories of Karl Marx in which capitalism will ultimately be replaced by communism and shared wealth
8. \_\_\_\_\_ book written by Karl Marx and Friedrich Engels explaining Marxism
9. \_\_\_\_\_ an economic and political system based on trade and on individual's accumulation of wealth and proper
10. \_\_\_\_\_ a system of government based on common ownership of property
11. \_\_\_\_\_ a priest who lead workers to the Winter Palace to deliver a petition
12. \_\_\_\_\_ January 22, 1905; the Revolution of 1905 became known as
13. \_\_\_\_\_ proclamation by Tsar Nicholas II granting a Duma in 1917
14. \_\_\_\_\_ The main legislative assembly in Russia between 1905-1919

## Key for Seeds of Revolution Vocabulary Assessment

1. intelligentsia the highly educated classes; the intellectuals
2. Westerners a group of intelligentsias in the 1830's-1840's who wanted Russian society to be heavily inspired by Western Europe with its emphasis on science, constitutional law, and personal freedoms
3. Traditionalists a group of intelligentsias in the 1830's-1840's who believed that Russia should develop a system of government that reflected traditional Russian culture which was based on a sense of community that existed in the peasant villages
4. serfdom group of peasants
5. populism a idea that was adopted by the Traditionalists which believed a revolution from below—the peasant were the ones who should start and drive the tsar's overthrow
6. socialism a political theory that teaches that society should control production rather than individuals
7. Marxism an ideology that follows the theories of Karl Marx in which capitalism will ultimately be replaced by communism and shared wealth
8. Communist Manifesto book written by Karl Marx and Friedrich Engels explaining Marxism
9. capitalism an economic and political system based on trade and on individual's accumulation of wealth and property
10. communism a system of government based on common ownership of property
11. Geogry Gapon a priest who lead workers to the Winter Palace to deliver a petition
12. Bloody Sunday January 22, 1905; the Revolution of 1905 became known as
13. October Manifesto proclamation by Tsar Nicholas II granting a Duma in 1917
14. Duma The main legislative assembly in Russia between 1905-1919



Attachment L, page 2

**kerchiefs**      **Cossacks**                      *zabastovka*                      **indignant**      **trifles**                      **liberal**

1. The women wore \_\_\_\_\_ made of cloth to cover their heads.
2. The workers in the factory held signs at the \_\_\_\_\_.
3. When someone displays feelings of anger they are being \_\_\_\_\_.
4. The Tsar instructed the \_\_\_\_\_ to stop the labor strike by whipping the workers.
5. The tsar could not be bothered with \_\_\_\_\_ or insignificant matters like children working in factories.
6. Misha was sent to the military academy because he was too \_\_\_\_\_ or he was too enthusiastic about progress and reforms in the Russian government.

**samovar**      **mutinied**                      **aristocrats**                      **cavernous**      **treasonous**

1. The seamen held a revolt against authority or the \_\_\_\_\_.
2. The Empress used a \_\_\_\_\_ for making tea.
3. The rag where made into paper in a \_\_\_\_\_ or hallow looking factory.
4. When a person goes against the allegiance to his/her country they are acting in a \_\_\_\_\_ manner.
5. Katya and her mother were considered \_\_\_\_\_ or members of the Russian noble class.

## Key—Vocabulary Test One

- tapestry      settees      serf      pillaged      flails      chaff**
1. A serf is a Russian peasant.
  2. The remains from threshing grain are called chaff.
  3. Katya had many settees to sit upon in her bedroom at Alexander Palace.
  4. To steal or loot especially during a time of war is called pillaged.
  5. flails are a tool for threshing grain.
  6. A woven fabric is a tapestry.

- epaulettes      cloak      tsarevich      ladies-in-waiting      shako      damask**
1. The Tsar had epaulettes on the shoulder of his uniform.
  2. Alexis is the tsarvich of Russia.
  3. shako a high feathered military hat.
  4. The position given to a lady to attend to a queen or a princess is lady-in-waiting.
  5. A coat wrapped around the shoulder is called a cloak.
  6. The curtains were made of damask or linen or silk woven into patterns.

- turrets      regal      orangerie      petis fours      propaganda      scullery**  
**Marxism**
1. A glass house filled with flower and fruit trees is a orangerie.
  2. Towers rising from a larger building are called turrets.
  3. A small frosted cake covered completely with icing is a petis fours.
  4. propaganda is used to spread ideas to support a principal.
  5. A kitchen in the back of the house is called scullery.
  6. regal is to be royal.
  7. The idea of Karl Marx that states capitalism will be replaced by communism and shared wealth is called Marxism.

- Communist Manifesto      tsar      malachite      hemophilia      inherited**  
**dacha**
1. The blood disease that Alexis had is called hemophilia.
  2. The title given to Nicholas II for being king of Russia up to 1917 is tsar.
  3. malachite is the ore of copper used as a gem.
  4. Communist Manifesto is a book written by Karl Marx and Friedrich Engels explaining Marxism.
  5. To receive property from an heir is to have inherited it.
  6. A vacation home is called a dacha.

- October Manifesto      Duma      festooned      sentinels      rubles      thatched**
1. October Manifesto is a proclamation by Tsar Nicholas II granting a Duma in 1917.
  2. The form of currency in Russia is called rubles.
  3. This was the main legislative assembly in Russia between 1905-1919 Duma.
  4. The apples were festooned to the tree like decorations on a Christmas Tree.
  5. A roof that is covered with straw is a thatched roof.
  6. Soldiers standing guard are called sentinels.

Appendix L, page 4

**kerchiefs**      **Cossacks**      *zabastovka*      **indignant**      **trifles**      **liberal**

1. The women wore kerchiefs made of cloth to cover their heads.
2. The workers in the factory held signs at the zabastovka or at the labor strike.
3. When someone displays feelings of anger they are being indignant.
4. The Tsar instructed the Cossacks to stop the labor strike by whipping the workers.
5. The tsar could not be bothered with trifles or insignificant matters like children working in factories.
6. Misha was sent to the military academy because he was too liberal in his thinking about progress and reforms in the Russian government.

**samovar**      **mutinied**      **aristocrats**      **cavernous**      **treasonous**

1. The seamen held a revolt against authority or they mutinied.
2. The Empress used a samovar for making tea.
3. The rag where made into paper in a cavernous or hallow looking factory.
4. When a person goes against the allegiance to his/her country they are acting in a treasonous manner.
5. Katya and her mother were considered aristocrats or members of the Russian noble class.

Appendix M, page 1  
**Key for Time Line Activity**

1894	1905	1914	1917
<p><b>Nicholas II crowned tsar of Russia</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Romanov</li> <li><input type="checkbox"/> Autocrat</li> <li><input type="checkbox"/> Alexandra</li> <li><input type="checkbox"/> Alexis</li> <li><input type="checkbox"/> Hemophilia</li> </ul> <p><b>Pillars of Autocracy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The Orthodox Church</li> <li><input type="checkbox"/> Civil Service</li> <li><input type="checkbox"/> The Police</li> <li><input type="checkbox"/> Okhrana</li> <li><input type="checkbox"/> Censorship</li> <li><input type="checkbox"/> The Law</li> <li><input type="checkbox"/> The Army</li> <li><input type="checkbox"/> Cossaks</li> <li><input type="checkbox"/> The size of the Russian Empire</li> </ul> <p><b>Social Classes Under the Tsar</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Aristocrats</li> <li><input type="checkbox"/> Peasants</li> <li><input type="checkbox"/> Bourgeoisie</li> <li><input type="checkbox"/> Proletariat</li> </ul>	<p><b>Russo-Japanese War</b></p> <p><b>The Revolution of 1905</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bloody Sunday</li> <li><input type="checkbox"/> Georgy Gapon</li> <li><input type="checkbox"/> October Manifesto</li> <li><input type="checkbox"/> Duma</li> </ul>	<p><b>Russia enters WWI</b></p>	<p><b>The March Revolution</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Abdicate</li> <li><input type="checkbox"/> Siberia</li> <li><input type="checkbox"/> Alexander Kerensky</li> </ul> <p><b>October Revolution</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bolsheviks</li> <li><input type="checkbox"/> Vladimir Ilyich Lenin</li> <li><input type="checkbox"/> Mensheviks</li> <li><input type="checkbox"/> coup</li> </ul>

**Appendix M, page 2**

<b>1918</b>	<b>1920</b>	<b>1922</b>	<b>Other</b>
<p><b>March—Brest Litovsk Treaty between Russia and Germany signed. Russian involvement in WWI ends.</b></p> <p><b>June—Russian Civil War begins</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> White Army</li> <li><input type="checkbox"/> Leon Trotsky</li> <li><input type="checkbox"/> Red Army</li> <li><input type="checkbox"/> Cheka</li> <li><input type="checkbox"/> Counter-revolutionary</li> <li><input type="checkbox"/> Totalitarian</li> <li><input type="checkbox"/> NEP (New Economic Policy)</li> </ul>	<p><b>Russian Civil War ends</b></p>	<p><b>Lenin suffers a stroke and is removed from power</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Joseph Stalin</li> <li><input type="checkbox"/> Federation</li> <li><input type="checkbox"/> U.S.S.R.</li> </ul>	<p><b>Tensions in the Russian Identity</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intelligentsia</li> <li><input type="checkbox"/> Westerners</li> <li><input type="checkbox"/> Traditionalists</li> <li><input type="checkbox"/> Populism</li> <li><input type="checkbox"/> Socialism</li> <li><input type="checkbox"/> Marxism</li>   <li><input type="checkbox"/> Grigori Rasputin</li> </ul>

## Unit Assessment—Russian Revolution

Select two of the following questions to answer on your own paper.

1. Select two “seeds of Revolution” from the following list and discuss them using as much detail as possible. Also, tell why each were “seeds of Revolution”.
  - ◆ Tensions in the Russian Identity
  - ◆ Russo-Japanese War
  - ◆ The Revolution of 1905
  - ◆ Economic strains of WWI
  - ◆ Grigori Rasputin
  
2. Explain the effect(s) the March Revolution had upon Tsar Nicholas II. Hint: Use the knowledge you gained from the novel *Angel on the Square* to help you with your answer.
  
3. Select three people or groups of people from the following list and tell who they were and what role they had in the Revolutions of 1917 and or the Civil War.
  - ◆ Alexander Kerensky
  - ◆ Bolsheviks
  - ◆ Leon Trotsky
  - ◆ Vladimir Ilyich Lenin
  - ◆ Mensheviks
  - ◆ Joseph Stalin
  - ◆ Red Army
  - ◆ White Army
  
4. Take on the role of one character in the novel *Angel on the Square* from the following list. Then write a letter from his/her point of view to Empress Alexandra or Tsar Nicholas II describing what life is like for him/her in Russia and telling what could be done to avoid a revolution.

## Unit Assessment—Russian Revolution—Key

Select two of the following questions to answer on your own paper.

1. Select two “seeds of Revolution” from the following list and discuss them using as much detail as possible. Also, tell why each were “seeds of Revolution”.

◆ Tensions in the Russian Identity

Answer should include:

- See Appendix E, pages 6-7 (Background Information—The Seeds of Revolution)
- Intelligentsia
- Westerners
- Traditionalists
  - Populism
  - Socialism
- Marxism – Karl Marx
- Communist Manifesto
- Capitalism
- A seed of revolution because these groups developed because Russians were exposed to western European and American ideas of a revolution to bring about change.

◆ Russo-Japanese War

Answer should include:

- See Appendix E, pages 7-8 (Background Information—The Seeds of Revolution)
- In 1905 Russia’s treaty with China allowing access to Chinese ports and the right to build a railroad through Manchuria.
- Japanese thought that this would lead to Russia taking over Manchuria and Korea
- Japanese launched a naval attack against Russia.
- Tsar thought this little war would distract the Russian worker’s revolutionary thought and at the same time expand it power and influence.
- The Japanese were clear victors in the 18 month battle.
- When word got back to Russia, the Tsar’s growing unpopularity grew greater and the revolutionaries took full advantage of the Russian public’s anger.

◆ The Revolution of 1905

Answer should include:

- See Appendix E, page 8-9 (Background Information—The Seeds of Revolution)
- Georgy Gapon
- St. Petersburg/Winter Palace
- Cossack guards
- Bloody Sunday
- October Manifesto
- Duma
- Peasants
- The short lived revolution was proof of the unrest within the Russian population.

◆ Economic strains of WWI

Answer should include:

- The information that students should write about come directly from *Angel on the Square* chapter 7. See Appendix I, page 9 for answers to comprehension questions.

### Appendix N, page 3

- ◆ Grigori Rasputin
  - The information that students should write about come directly from *Angel on the Square* chapter 8. See Appendix I, page 9 for answers to comprehension questions.
- 2. Explain the effect(s) the March Revolution had upon Tsar Nicholas II. Hint: Use the knowledge you gained from the novel *Angel on the Square* to help you with your answer.  
Answer should include:
  - Information from *Angel on the Square* chapters 9-13.
- 3. Select three people or groups of people from the following list and tell who they were and what role they had in the Revolutions of 1917 and or the Civil War.
  - ◆ Alexander Kerensky
  - ◆ Bolsheviks
  - ◆ Leon Trotsky
  - ◆ Vladimir Ilyich Lenin
  - ◆ Mensheviks
  - ◆ Joseph Stalin
  - ◆ Red Army
  - ◆ White ArmyAnswers should include:
  - See individual lessons for definitions to key vocabulary. Students should answer the five W's (Who, What, When, Where and Why) and How.
- 4. Take on the role of one character in the novel *Angel on the Square* from the following list. Then write a letter from his/her point of view to Empress Alexandra or Tsar Nicholas II describing what life is like for him/her in Russia and telling what could be done to avoid a revolution.  
Letter should be in letter format (Date of letter, Dear Empress or Tsar, and Sincerely) and should include:
  - As much detail from *Angel on the Square* as possible.
  - Information from the Background Information—Life under the Tsar, Appendix E, pages 3-5.