

The Faces of Russia

Grade Level: Fifth Grade

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Length of Unit: 2 weeks (9 lessons)

I. ABSTRACT

This is a unit written for fifth grade on the early growth and expansion of Russia, from the time of Ivan the Great to Catherine the Great. It covers in detail the topics outlined in the world civilization strand of the Core Knowledge Sequence, as well as the related geography topics. Students will look at the many faces of Russia to understand how her history has been shaped by the geography of the region, the cultures that influenced her beginning, and the strong leadership of the early czars. The unit is comprised of nine lessons that are designed to be covered in a two-week period.

II. OVERVIEW

A. Concept Objectives

1. Understand how geography influences the development of a country.
2. Understand how political systems gain and exercise power over people and land.
3. Appreciate how cultures honor their heritage through their arts, architecture, literature and symbols

B. Content covered from Core Knowledge Sequence

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

C. Skills (Texas Essential Knowledge and Skills: TEKS)

1. The student reads and listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures (TEKS 5.14)
2. The student understands the location and patterns of settlement and the geographic factors that influence where people live. (TEKS 5.8)
3. The student understands the relationship between the arts and the times during which they were created. (TEKS 5.22)
4. The student expresses and supports responses to various types of texts. (TEKS 5.1)
5. The student analyzes and critiques the significance of visual images, messages, and meanings. (TEKS 5.25)
6. The student comprehends selections using a variety of strategies. (TEKS 5.10)
7. The student writes for a variety of purposes and audiences, and in a variety of forms. (TEKS 5.15)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Baker, Rosalie and Charles F. *Peter and Catherine: Two Russian Greats.*

Petersborough, NH: Cobblestone Publishing, Volume 7, No. 5, May/June 1997.
ISBN 0382407954.

2. Chase, Marilyn. *Russia*. St. Louis: Milliken Publishing Company.
ISBN 1-55863-529-7.
3. Strickler, James E. *Russia of the Tsars*: World History Series. San Diego: Lucent Books, 1998. ISBN 1-56006-296-9.

B. For Students

1. Background knowledge on the Roman Empire and its split into the Eastern and Western empires (3rd grade)
2. Background knowledge about the Vikings and their trading expeditions (3rd grade)
3. An understanding of the Byzantine Empire (3rd grade)

IV. RESOURCES

- A. Chase, Marilyn. *Russia*: Transparency book published by Milliken.
- B. Calliope Magazine. *Peter and Catherine, Two Russian Greats*. (May/June, 1997)
- C. E.D. Hirsch. *What Your Fifth Grader Needs to Know*.
- D. Stanley, Diane. *Peter the Great*.
- E. Nickles, Greg. *Russia The Land* and *Russia the Culture*.
- F. Copies of Appendices A-L

V. LESSONS

Lesson One: Mother Russia

A. Daily Objectives

1. Concept Objective
 - a. Understand that cultures honor their heritage through their arts, architecture, literature and symbols
2. Lesson Content
 - a. Geographic and physical characteristics of Russia
 - b. National symbols of Russia
3. Skill Objectives
 - a. Read nonfiction text for detail
 - b. Produce visual images
 - c. Identify main idea

B. Materials

1. Reading selection on Mother Russia (from *Russia, A History to 1917*)
2. Template of Mother Russia (Appendix B)
3. Poster board or white construction paper
4. Crayons/markers
5. Pictures of various symbols of the United States (ex. flag, eagle, Liberty Bell, Statue of Liberty cards)
6. 3x5 blank cards
7. Books with pictures of Russia, such as Nickles' *Russia The Land*

C. Key Vocabulary:

1. Symbol: something used for or regarded as something else, especially a material object representing something immaterial.
2. Heritage: something acquired from a predecessor
3. Nomad: a person with no fixed residence but moves from place to place within a well-defined territory
4. Serfs: peasant farmers who were almost slaves; serfs were under the control of the landowners and were sold with the land

D. Procedures

1. Focus: Distribute five cards to student groups and have them illustrate a symbol on one side and the word that it represents on the back. After a set time, allow students to share their symbols and let the class guess what each one is and what it means. (Examples: love=heart, peace=dove or peace sign, the Olympics=5 rings intertwined, etc.)
2. Pose the question: What symbols represent our country? Have available pictures of the eagle, US flag, Statue of Liberty, Liberty Bell, etc.). Lead a discussion on our country's symbols and what they tell about our nation's past or what we value.
3. Discuss: Why are national symbols important? Explain that all cultures have national symbols, and because we are beginning a unit on Russia, we will be looking at Russia's symbols. Briefly discuss student's prior knowledge of Russia.
4. Pass out reading selection for students to read independently or with a partner. Have students pay particular attention to "Mother Russia's" characteristics.
5. After reading, students will work to visually represent the figure of "Mother Russia." Give each pair of students the outline of a matryoshka enlarged on poster board (see appendix B). They will fill it in by illustrating the features of Mother Russia as discussed in the reading. It is very helpful at this point to have books with photographs of Russia's land to which students may refer (*Russia The Land* is great).
6. Partners will share their illustrations and point out "Mother Russia's" specific features and what they represent.
7. In closing, go back to the key question posed at the beginning of lesson – "Why are national symbols important?" and generate a list to summarize student input:
 - Symbols instill pride
 - Symbols unify a group of people
 - Symbols reflect a nation's past
 - Symbols reflect and promote important national values and ideals
 - Symbols honor a nation's heritage

E. Assessment/Evaluation

1. Assess student drawings for inclusion of the characteristics of Mother Russia
2. Assess student presentation of their figure for understanding of what each characteristic tells about Russia's past or identity

Lesson Two: Geography of Russia

A. Daily Objectives

1. Concept Objective
 - a. Understand that geography influences the development of a country.
2. Lesson Content
 - a. Rivers: Don, Volga
 - b. Seas: Black, Caspian, Baltic; Arctic Ocean
 - c. Mountains: Ural
 - d. Siberia, Kiev, Moscow, St. Petersburg
 - e. Regions of Russia: tundra, taiga, forest, steppe, desert steppe
3. Skill Objectives:
 - a. Locate places on a map
 - b. Read nonfiction text for detail
 - c. Make predictions from prior knowledge
 - d. Support predictions by locating information in text

B. Materials

1. *Russia the Land*, by Greg Nickles
2. Overhead transparency from Milliken p.1 (if available)
3. List of opposites (Appendix B)

4. Pre-made flip books (Appendix C)
 5. Copies of student maps (see Appendix D)
- C. *Key Vocabulary*
1. Steppe: a large, level, grassy and treeless meadow
 2. Taiga: damp, swampy forest
 3. Tundra: a large, flat or gently rolling treeless plain
- D. *Procedures*
1. **Before this lesson**, the teacher or students should prepare their Russia flipbooks, which will be used for the remainder of the unit. The flipbook consists of six pages staggered together one inch apart and "flipped" over, and is designed to show the geographic expansion of Russia from the reign of the czars through present day. Appendix C shows what the flipbook looks like when closed. Above each czar's name, under the flap, is a map of the outline of Russia. Students then fill in the extent of Russia's size at the time of that czar. The back part of the flipbook is where we had students journal each day.
 2. Focus Activity: Students will discover that Russia is a country of opposites. Pass out appendix B and give students a few moments to circle one word in each pair that they believe best describes Russia.
 3. Students will then read pages 8-11, 14-15, and 18-19 in Russia the Land (Nickles) to confirm or change their ideas. For each word chosen, students should note a page number in the book that supports their choice. Go over the pairs of opposites together, sharing student responses. (Note that both of the words in some of the pairs could be circled--mountainous/flat, wet/dry). Acknowledge our preconceptions about places and our need to learn more.
 4. Pass out a map of Russia (Appendix D) to each student. Go over with students each item to be found and labeled on the map. Students will use the map on page 8 of *Russia the Land* and/or the transparency on page 1 of the *Milliken* book to help them. Emphasize the importance of neatness and accuracy in completing the maps. When finished, the completed maps will be placed in the last section of the flipbooks. (See Appendix D)
 5. Close lesson by reviewing key points in how the geography of Russia has affected its development.
- E. *Assessment/Evaluation*
1. Map in flipbook
 2. Journal entry: How has the geography of Russia affected its development?

Lesson Three: The Roots of Russian Civilization

A. *Daily Objectives*

1. Concept Objective
 - a. Understand how political systems gain and exercise power over people and land.
2. Lesson Content: (review of background knowledge from previous grades)
 - a. Viking trade routes
 - b. Byzantine empire as a cultural and commercial hub of Europe
 - c. Mongol influences in Asia
3. Skill Objectives
 - a. Produce visual images, messages and meanings that communicate with others
 - b. Synthesize information to share orally with class
 - c. Speak clearly and appropriately to different audiences for different purposes and occasions

B. *Materials*

1. Manila file folders
2. Russia transparency book (Milliken press)
3. Copies of Appendices E and F to glue into the file folders (see Procedures #1)

C. *Key Vocabulary*

1. Missionary: a person who travels to spread his religion, usually Christianity
2. Cyrillic: an alphabet of 33 letters used for writing Russian
3. Orthodox: conventional

D. *Procedures*

1. Before this lesson, the teacher will need to prepare the file folders, which explain the project students will complete in this 2-day lesson. The two appendices (E and F) should be glued inside the file folder.
2. To begin the lesson, show an overhead transparency of Appendix E. Discuss with students how early Russia was not the size that it is today. Nomadic tribes had migrated onto the Eurasian plain and were not organized in any way. Explain that three “groups” were influential in Russia’s early development: the Vikings, the Byzantine empire (missionaries), and the Mongols. Show on the map where each group originated.
3. At this point, divide the class into 3 groups. Each group will be responsible for presenting one of the three influences--Viking, Mongol, or Byzantine. (Teacher may assign roles or the group can come to an agreement.) As a team, they must read the fact sheet (Appendix F) for their group and plan a presentation which explains their force shaped the development of early Russia. Groups will work together for the rest of the class period to plan their presentation. Presentations might include a poster, a skit, an interview, a commercial, etc.
4. The following class period, allow groups to present and explain how the Byzantine Empire, the Vikings, and the Mongols influenced the development of Russia.
5. Close the lesson by reviewing each of the three groups and their impact on Russia. (A visual representation in the form of a tree with 3 roots might be a good way to summarize what was learned--See Milliken book for ideas.)

E. *Assessment/Evaluation*

1. Assess student presentations
2. Optional journal entry: “I think the _____ were the most influential group in Russia’s early development because...”

Lesson Four: Expansion Under Ivan the Great

A. *Daily Objectives*

1. Concept Objective(s):
 - a. Understand how political systems gain and exercise power over people and land.
 - b. Understand how geography influences the development of a country.
2. Lesson Content:
 - a. Ivan III (the Great)
3. Skill Objectives:
 - a. Listen actively for a variety of purposes
 - b. Organize information graphically

B. *Materials*

1. Excerpt from *What Your Fifth Grader Needs to Know*, p. 150
2. Transparency of “Growth of Russia” map (from *What Your Fifth Grader Needs To Know*, p. 151)
3. Teacher notes for flowchart (Appendix H)
4. One copy of Russia (Milliken transparency book) for teacher background

C. *Key Vocabulary*

1. Port: a harbor town or city where ships may pick up or deliver cargo
2. Landlocked: surrounded by land
3. Tsar/czar: emperor or supreme ruler of Russia from 1547-1917

D. Procedures

1. On the board, draw three “amoeba” shapes, one inside the other. Label the innermost shape “Country X”, the middle layer “Country Y”, and the outermost layer “Trade route.” Lead a brief discussion of what problems country X faces and its need for access to the trade route in order to meet its needs and expand. (Adapted from Baltimore Curriculum Project)
2. Give students a few minutes in groups to brainstorm ways in which a leader of country X could interact with country Y in order to gain access to the trade route. (Hopefully, they will come up with some of the tactics used by Ivan III: war, marriage, treaties, diplomacy, etc.). Share ideas.
3. Explain that in today’s lesson, students will learn about an important ruler of Russia, Ivan III—otherwise known as Ivan the Great because of the great expansion that took place in Russia under his rule. Show the transparency of the map and point out what Russia looked like in 1462. Compare it to “Country X.” Make the connection that Russia’s leader faced a similar problem of needing to expand in order to gain access to trade routes. Ivan the Great met that challenge.
4. Lecture on the achievements of Ivan the Great, using the graphic organizer provided in Appendix H. ***The point to make is that Ivan did not gain territory simply by going to war. He employed a variety of strategies to extend Russia’s borders. To absorb the empire of Novgorod, he waited patiently while internal strife weakened them, and then cut off their food supply to bring them to subjection. Before attacking Poland, he made friends with other countries such as Hungary, Moldavia, Denmark and Turkey who could join forces with him. He made alliances and signed treaties, such as the one with the Crimean Tatars. He imprisoned and tortured those who stood in his way. He took over land that belonged to his brothers. He took his time and slowly achieved his goal of forming a powerful Russian nation, centralized around Moscow and ruled by an absolute ruler.***
5. Show the map of Russia at the death of Ivan the Great in 1505 and compare it to the one in 1462, noting the growth and expansion.
6. In their flipbooks, students will draw in the approximate extent of expansion under Ivan the Great.

E. Assessment/Evaluation

1. Assess note-taking sheet for completion and accuracy
2. Assess flip book for approximate accuracy
3. Journal entry for homework: “How was Ivan the Great able to gain power over the regions surrounding Russia in order to expand?”

Lesson Five: Ivan the Terrible and the Social System

A. Daily Objectives

1. Concept Objective
 - a. Understand how political figures gain and exercise power over people and land.
2. Lesson Content
 - a. Ivan the Terrible
 - b. Class system in early Russia
3. Skill Objectives:
 - a. Write in letter format
 - b. Read to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures
 - c. Identify point of view

B. Materials

1. A selection that briefly discusses the reign of Ivan the Terrible, such as
 - a. *Russia: A History to 1917* (Resnick), pp.39-41
 - b. *What Your Fifth Grader Needs to Know*, pp.150-151

- c. *The Russian Federation* (Jacobsen), pp.19-21
 - d. Transparencies from the Milliken book
 - e. "The Russian Peasant," p.11
 - f. "The Russian Church," p. 9
2. *Peter and Catherine: Two Russian Greats* (Calliope magazine) for background on the social system and peasant class
 3. Stationery or paper on which students can write letters
 4. Transparency of "Growth of Russia" map (from *What Your Fifth Grader Needs To Know*, p. 151)
- C. *Key Vocabulary*
1. Oprichniks: private security force under the reign of Ivan the Terrible
- D. *Procedures*
1. Tell students that today, they will learn about Ivan the Great's grandson, who is remembered as Ivan the Terrible. Spend a few moments brainstorming how he might have earned that title.
 2. Read a short overview on Ivan the Terrible as suggested in the materials section.
 3. Compare your findings with class predictions. Point out that he did do some things to help Russia expand. Show the transparency of St. Basil's Cathedral, which was constructed during his reign. Show map on the overhead and allow students to draw in the growth of Russia at the time of his death.
 4. The reading selection ends with a discussion of the peasants, which is a good transition into the next part of this lesson about the social structure in Russia at this time. On the board, draw a "pyramid of power"—a large triangle divided into 5 vertical sections. Use the background information to fill in the triangle with the 5 classes and tell a little about each one.
 5. Elaborate on what life was like for the peasants using the Milliken transparency or Calliope magazine. Discuss some of the struggles that have resulted from all the expansion that is taking place under the czars:
 - Freedom vs. tyranny
 - Rich vs. poor
 - Power vs. helplessness
 6. Assignment: Say, "Imagine you are a serf under the reign of Ivan the Terrible. Write a letter to him explaining your existence and what you would like him to do differently." (Of course, you may want to point out that serfs were not educated and couldn't really write letter to the czar!)
- E. *Assessment/Evaluation:*
1. Assess letter for letter format and content
 2. Assess map in flip books for approximate accuracy
 3. Optional journal entry: Draw the Russian pyramid of power and explain each level of their society

Lesson Six: Peter the Great

A. Daily Objectives

1. Concept Objective:
 - a. Understand how political systems gain and exercise power over people and land.
2. Lesson Content:
 - a. Peter the Great
 - b. Expansion and "westernization" of Russia
3. Skill Objectives:
 - a. Listen actively and purposefully in a variety of settings
 - b. Draw conclusions from reading

- c. Sequence events on a story map
 - d. Identify supporting details
- B. *Materials:*
1. *Peter the Great* by Diane Stanley (one copy to read aloud)
 2. White construction paper (one piece for each student)
 3. Student flip books
 4. Transparency on Peter the Great (Milliken book p.3)
 5. Chart paper and marker
 6. Student copies of Calliope magazine for additional information
 7. Transparency of “Growth of Russia” map (from *What Your Fifth Grader Needs To Know*, p. 151)
- C. *Key Vocabulary*
1. Modernize: to make more modern or up-to-date
 2. *Ukazes*: Russian proclamations that had the force of law
 3. Conscript: forced enlistment in the military
- D. *Procedures*
1. Review what students learned about Ivan the Great and discuss his title—do you think he deserved/earned the right to be remembered as “Great” for all of history? What makes a leader great? Tell them we will be learning about two more important Russian leaders, both of whom are remembered as “the Great.” Ask them to consider whether the titles are deserved as they learn about these leaders.
 2. Gather students around you and read aloud *Peter the Great*. As you read, keep track on chart paper the important events of his life and when they occurred.
 3. When you finish reading, discuss the major accomplishments of his reign and add them to the chart. (Also discuss the cost of these accomplishments to the peasants.) Peter’s accomplishments included:
 - a. Expansion to the Baltic Sea
 - b. Western practices introduced
 - c. Tsar’s power increased
 - d. New capital city of St. Petersburg
 - e. Government bureaucracy created
 - f. Serfdom increased
 - g. Church controlled by the tsar
 4. Highlight accomplishments by showing the transparency from the Milliken book if available.
 5. In flipbooks, students will draw in the extent of Russia at the end of Peter’s reign. Use Transparency of “Growth of Russia” map (from *What Your Fifth Grader Needs To Know*, p. 151) as a guide.
 6. To demonstrate their understanding, students will create a story map of Peter’s life and reign. Pass out the white paper and go over expectations. They will work independently to illustrate six important events in Peter’s life/reign on a story map timeline. They may refer to the chart created in Procedure #2 and Calliope magazine for ideas.
 7. Close with a discussion of Peter’s “greatness.” Ensure that students understand both the positive and negative results of his reign.
- E. *Assessment/Evaluation*
1. Assess story map using rubric
 2. Journal entry: Students will write two paragraphs about Peter the Great with these sentence starters:
 - a. Peter the Great was great because...
 - b. Peter the Great was not so great because...

Lesson Seven: Catherine the Great

A. Daily Objectives

1. Concept Objective:
 - a. Understand how political systems gain and exercise power over people and land.
2. Lesson Content:
 - a. Catherine the Great
 - b. Geographic expansion of Russia
3. Skill Objectives:
 - a. Identify main idea and supporting details
 - b. Summarize key points in an acrostic poem

B. Materials

1. Student copies of *Peter and Catherine* (Calliope magazine)
2. Costume jewelry, a crown, and a gown to dress up as Catherine the Great
3. Student flip books
4. Paper for acrostic poem
5. Crayons, colored pencils, or markers for student use
6. Chart paper and marker
7. Transparency of "Growth of Russia" map (from *What Your Fifth Grader Needs To Know*, p. 151) from previous lesson
8. Catherine's monologue (Appendix I)

C. Key Vocabulary

1. Czarina/tsarina: a female czar
2. Extravagant: exceeding the limit of necessity
3. Coronation: act of crowning, usually accompanied by a ceremony
4. Autocracy: government where one person possesses unlimited power
5. Annex: to join together; unite
6. Aristocrat: one believed to be superior; noble

D. Procedures

1. Tell the story of Catherine's rise to power through a dramatic monologue (Appendix I). Dress up with extravagant jewelry and a queenly robe and retell in first person the story of Catherine's early life as told in Calliope magazine pages 32-34. Be sure to include her birth in Prussia, her parents, her marriage to the grandson of Peter the Great, her name change, the ousting of her husband, and her coronation as tsarina.
2. Tell students that they will read independently to find out more about Catherine and what she did while tsarina. There are two articles in Calliope magazine on this topic, "Catherine the Ruler," and "Catherine II, The Committed Convert." Students will **choose one** to read silently. When they are done, each student will write 2 important facts they learned about Catherine.
3. Share what students learned. Go around the class and let each student share one of his/her important facts. Record these on a chart. Encourage students to try not to duplicate what another student has shared.
5. In flipbooks, students will draw in Russia as it had grown during the reign of Catherine. "Growth of Russia" map (from *What Your Fifth Grader Needs To Know*, p. 151) as a guide.
4. To show what they have learned about Catherine, students will create an acrostic poem. Each letter of her name should begin a word or phrase that describes her reign, her accomplishments, or a result of her leadership.

E. Assessment/Evaluation

1. Assess acrostic poems for accuracy of content
2. Journal entry: Two paragraph entry with the following sentence starters:
Catherine was great because...
Catherine was not so great because...

Lesson Eight: A Russian Internet Scavenger Hunt

A. Daily Objectives

1. Concept Objective
 - a. Appreciate how cultures honor their heritage through their arts, literature, and architecture.
2. Lesson Content
 - a. Russian art and architecture
 - b. Russian literature
3. Skill Objectives
 - a. Inquire and conduct research using the Internet.
 - b. Listen to enjoy and appreciate spoken language (story read aloud on Internet in Russian).
 - c. Read to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

B. Materials

1. Computer(s)
2. Internet connection capability
3. "A Russian Scavenger Hunt" (Appendix J)

C. Key Vocabulary

1. Icon: religious symbol that comes from the Greek eikon, meaning
2. Image: Traditionally painted on wood, they were believed to be a direct link between the soul of mortals and those of the sacred figures.

D. Procedures

1. Students will independently complete the worksheet, "A Russian Scavenger Hunt"(Appendix J) to take them sequentially through various Internet sites containing Russian folktales, art, architecture, virtual museum tours and a look at Russian language.
2. Students should turn in their finished sheet upon completion.

E. Assessment/Evaluation

1. Completion of "A Russian Scavenger Hunt" (Appendix J)

Lesson Nine: The Faces of Russia

A. Daily Objectives

1. Concept Objectives:
 - a. Political systems gain and exercise power over people and land.
 - b. Understand how geography influences the development of a country.
2. Lesson Content:
 - a. Leadership of czars of early Russia
 - b. Geographic expansion of Russia
3. Skill Objectives:
 - a. Compare and contrast accomplishments of Russia's czars
 - b. Analyze the effects of leadership
 - c. Draw conclusions based on knowledge learned in unit

B. Materials

1. Chart paper and markers
2. Flip books to use for information
3. Chart of "Faces of Russia" (Appendix K)
4. Ingredients for Russian Tea
 - a. 1 Cup Tang
 - b. 1 Cup instant tea
 - c. 1 Cup granulated sugar

- d. 1 tsp. Ground cloves
 - e. 1 package lemonade mix
(Mix all ingredients together. Store in a jar. Add 2-3 teaspoons of the mix to a cup of hot water.)
5. Jeopardy Questions (Appendix L)
- C. *Key Vocabulary*
- 1. N/A
- D. *Procedures*
- 1. Create a large chart on butcher paper as shown in appendix K. Make copies for each student of the chart as well.
 - 2. Students will use trade books, their flipbooks, and any other sources available to work in groups to fill out their copies of the chart.
 - 3. When they are done, share with the class as a whole and teacher will fill in the large chart. Have a culminating discussion about the “faces” of Russia’s past. If desired, take a class vote on whom students believe to have been the greatest of the czars in early Russia.
 - 4. Enjoy a cup of Russian tea as you close this unit. You may wish to have students choose their best journal entry to share aloud with the class.
 - 5. To review topics taught in the unit, play a game of Russian Jeopardy. Use Appendix L for suggested answers and questions.
- E. *Assessment/Evaluation*
- 1. Assess student charts for completion and accuracy
 - 2. Collect student journals for a grade.

VI. HANDOUTS/STUDENT WORKSHEETS

Appendices A-L [Note: Appendices A & G displayed at session only]

VII. BIBLIOGRAPHY

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ISBN #1-56006-296-9.

"Peter the Great": Discovery Channel Film, ISBN #1-56331-524-6.

"Russia" Video Visits European Collection Film, ISBN #1-56345-284-7.

Appendix B - The Faces of Russia

Russia, a Land of Opposites

Hot/cold

Large/small

Mountainous/flat

Wet/dry

Old/new

North/South

Frozen/thawed

Same/different

Many resources/few resources



Ivan the III (The Great) 1462-1505

Ivan the IV (The Terrible) 1533 – 1584

3

Peter the I (The Great) 1682-1725

Catherine the Great (1762-1796)

Russia in Present Day

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Appendix D - The Faces of Russia

Physical Features of Russia

Label the following items, checking them off as they are completed:

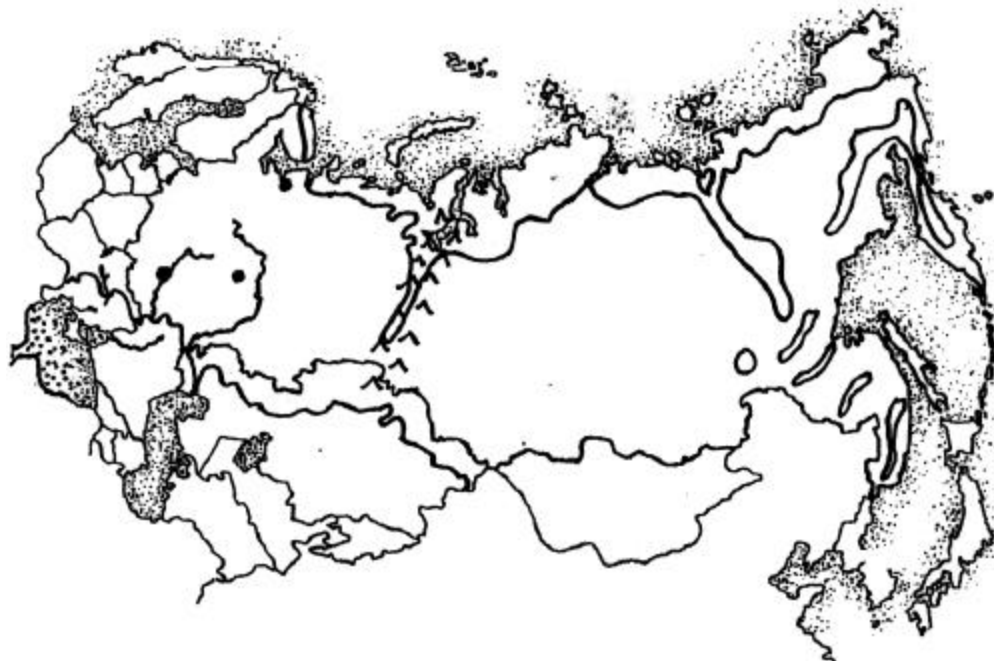
Kiev
Moscow
St. Petersburg
Ural Mountains
Siberia
Volga River

Don River
Black Sea
Caspian Sea
Baltic Sea
Arctic Ocean

Label and color each region in the appropriate area of location.

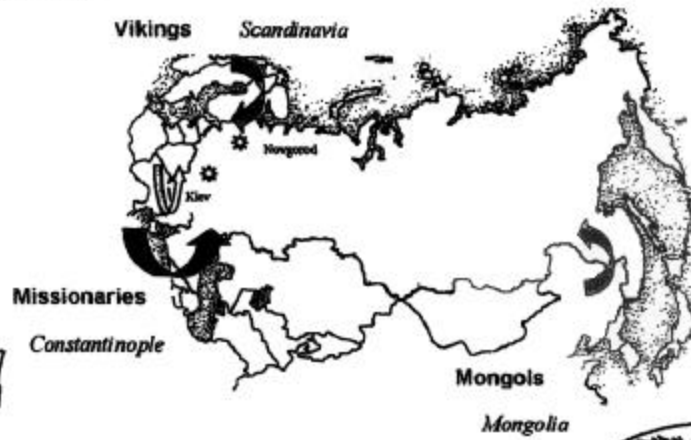
Tundra
Forest (Taiga)

Steppe
Desert Steppe





Early Map of Russia



INFLUENCES ON EARLY RUSSIA

THE VIKING INFLUENCE

The Vikings were a group of people from Scandinavia in northern Europe. They were farmers and merchants, as well as warriors and explorers who excelled in shipbuilding and navigation. They began to develop trade routes through Russia in the 800's and helped to establish the beginning of the Russian state.

1. The Vikings opened trade routes from Scandinavia through Russia further south. This gave Russia access to Constantinople, the great capital city of the Byzantine empire.
2. Although the Vikings were often violent and destructive, they did bring safety and order to trading towns along the riverbanks.
3. Ruric, a leader of the Vikings, established and governed the city of Novgorod. It was one of the richest and most powerful cities in early Russia.
4. Oleg, Ruric's successor, helped to unify the northern and southern trading centers in Russia. The city of Kiev became the first "state" of Russia in 882 under Oleg's leadership.
5. Russian merchants were able to observe new ways of living during their trading journeys to Constantinople. One idea was the Christian religion.

THE BYZANTINE INFLUENCE

The Byzantine empire was the eastern half of the Roman Empire. When the city of Rome fell in AD 476, the Byzantine city of Constantinople became the cultural, commercial, and military center of Europe. It was also the hub of the Eastern Christian Church, which came to be known as the Eastern Orthodox Church. The Byzantine empire and the city of Constantinople played an important role in the development of Russia.

1. Missionaries from Constantinople went to Russia in the 800's to convert the Russian people to Christianity. Two important missionaries were Cyril and Methodius. They translated the Bible and other church books into the language of the Russian people. The alphabet they developed, called the Cyrillic alphabet, is still used today.
2. Beautiful churches and architecture that reflected the Orthodox style were a result of the Byzantine influence.
3. The Eastern Orthodox Church helped to unify the Russian people and gave them a sense of belonging.
4. From the Byzantine empire came the idea of divine authority—the idea that a human ruler is God's representative on earth and cannot be questioned.

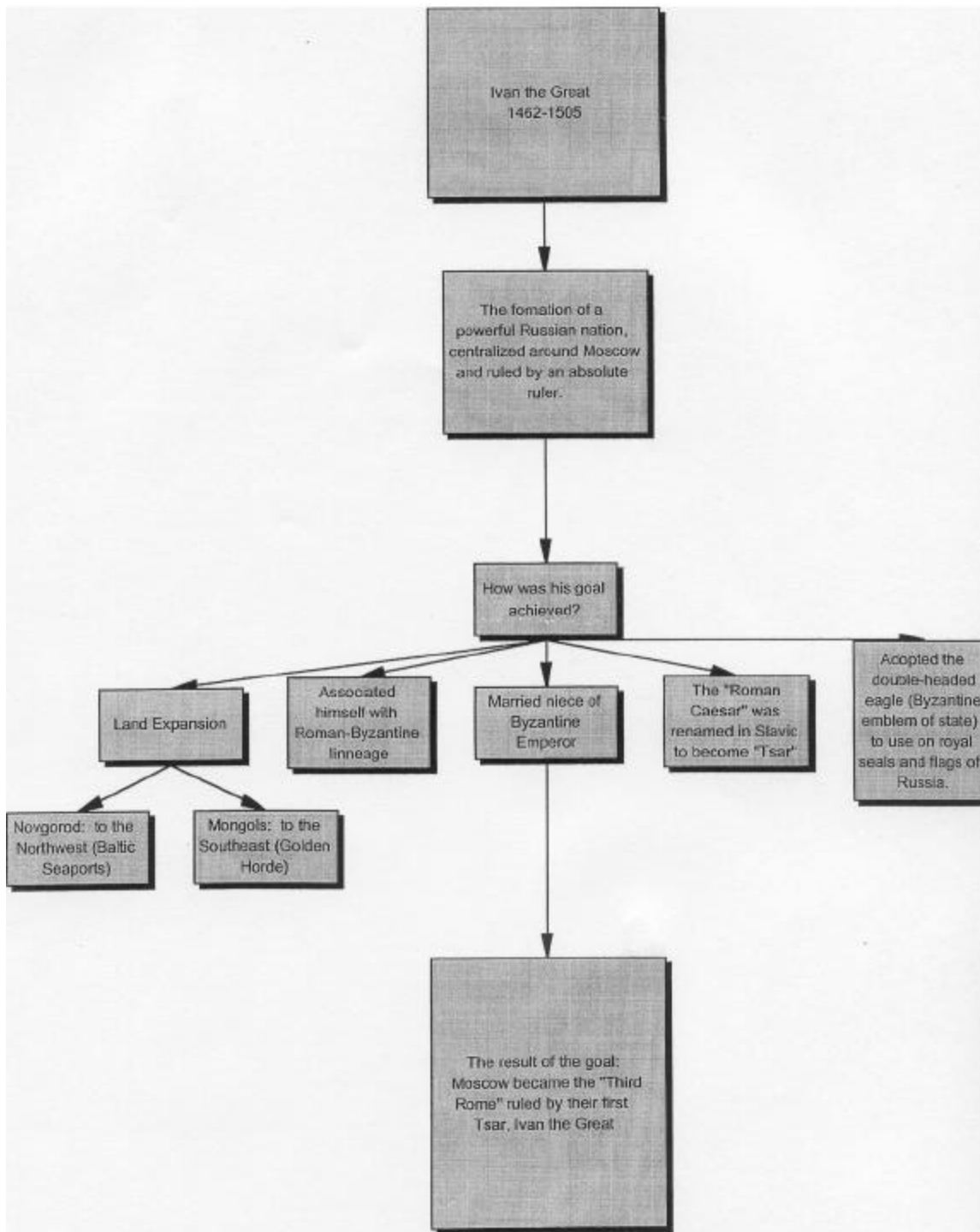
THE MONGOL INFLUENCE

The Mongols were a fierce group of horsemen who came from Northern Asia through Russia and Europe, conquering and destroying everything in their path. They were the best soldiers in the world, and nothing could stop them. Their army was known as the "Golden Horde" because one of their rulers (called khans) lived in a golden tent. They ruled Russia from 1223 until the late 1400's.

1. The Mongols believed that their leader, the Great Khan, was directed by God to rule the world. This was like the Byzantine idea of divine authority—the idea that a ruler is appointed by God and thus has a "right" to absolute power.
2. The Mongols destroyed cities, stopped trade, and cut Russia off from Western Europe for several centuries. This led to Russia's isolation from the rest of the world.
3. To support their empire, the Mongols set up a system of taxation. This would become the custom for supporting those in power.
4. Russia was exposed to the influence of China and other civilizations in Asia because of the Mongols. Words, customs, and ideas were borrowed from them.
5. The Mongols taught the Russians about fighting and governing.

Adapted from Russia (Milliken Press) and Russia: A History to 1917 (Resnick)

Appendix H - The Faces of Russia



Catherine the Great

I am Catherine the Great. You remember me as one of the greatest Russian Tsars. However, I was not born in Russia, nor am I Russian. My original name was Sophie Auguste Frederike, and I am German by birth and grew up in the town of Stettin, Prussia, which is now Poland. My father was a German Prince, and my mother was great granddaughter of King Frederick III of Denmark. I was rather spirited when young and they called me “Figchen”, or “Little One”. I was sensible and obedient as a child with blonde hair and blue eyes. When I was seven, I got sick with a high fever, sharp chest pains and uncontrollable coughing. I had much difficulty breathing. The sickness left my spine deformed. For a long time after that I wore wire corsets day and night to return it to normal.

When I was ten, I met my future husband, Karl Peter Ulrich, a Grand Duke. Peter, as he was known, was the grand son of Peter the Great. He was heir to the throne of Russia, but he was stubborn and prone to violent moods. When I first saw him, I thought – What a loser!!! He was short, ugly and an idiot!

However, I was pleased to be the wife of a tsar. By the time I came to court, I was both nervous and hesitant about what I had gotten myself into. However, I was determined to become powerful, even after Peter told me he loved another. I was sixteen when we married. As part of our marriage agreement, I converted from the Lutheran faith to the Russian Orthodox religion, and changed my name to the Russian name Catherine.

Peter never loved me, and we grew apart. Thankfully, Peter’s aunt helped me learn my duties as a tsar’s wife as Peter took the throne. Within only 6 month’s time, he had angered the people with his inability to rule. Our nobles came to me to act against my husband. At first I didn’t listen to them, but Peter dishonored me and I felt that Russia must continue to grow. I

chose to overthrow him. I traveled to St. Petersburg and proclaimed that I was ruler of Russia. When Peter heard of this, he angrily rushed to stop me. My guards blocked him at the gates and refused to let him in. He was so distraught he broke into tears. Poor Peter was found murdered a week later.

On the day Peter died, I was crowned Catherine II in Moscow. What a ceremony we had! My crown was made of pounds of gold and silver. Two thousand ermine pelts were used to make my robe. People came from everywhere to see me. Indeed, it was a grand start to my 34 years of reign.

My power reached throughout Russia. Though many tried to advise me, I did not much care for anyone's ideas but my own. I sought to move Russia closer to Western Europe. I took control of the church to make better use of her assets. I promoted commerce and trade. I secured warm water seaports on the Black Sea so we could have year round trading. I abolished that horrendous torture used in the past, but I was constantly afraid that the serfs might take over! I started a system of censure so that news of the French Revolution wouldn't affect Russia. The serfs revolted 40 times in my reign, and I was determined not to give them any power! I developed a school system so both boys and girls could attend free of charge. Women could now become educated. I enjoyed having scientists, writers, surgeons and doctors visit Russia and share their knowledge with us. I even had the first smallpox shot in Russia to show my support for this new vaccine. I built homes for the homeless children, public libraries, medical colleges and clinics. I also built the Winter Palace, my most exquisite home, which is now used as an art museum. Why the population in Russia grew to 36 million people during my reign. I always wanted the best for Russia, and that is what I worked for!

A Russian Scavenger Hunt

Type in <http://russia.uthscsa.edu/Russia>. Go to the "Children's Page". The Russian _____ tradition is one of the oldest and richest in the world. Listen to a story in Russian. Which one did you listen to?

Type in <http://www.departments.becknell.edu/russian/material.html>. Go to "Icons of Kievan Rus' from the 11-16 Centuries". "Icon" comes from the Greek *eikon* _____. Icons were painted on _____ and were believed to be a direct link between the soul of _____ or human beings and those of the sacred _____ they represented.

Take a tour through a room of the art gallery. Which was your Favorite icon? (Name the title) _____

_____.

Go back to the main menu and locate the "Russian Culture" and click on it. Locate "Virtual Tours" on the left side of the screen and click on "Kremlin Tours".

The walls of the Kremlin were built by _____. Next, click on "Ivan's Square". Ivan's Square contains two remarkable items. It has the largest _____ in the world, which weighs 200 tons and the largest _____ in the world, which has never been fired!!!

Go back to the main menu and click on the "Treasures of the Czars". Click on the "matruska" icon. Click on "Fun Facts". Describe your favorite one: _____

Should you have additional time, become fluent in Russian by learning a Russian phrase of your choice. Click on _____. Which phrase(s) did you learn?

The Faces of Russia

Ivan III

Ivan IV

Peter the Great

Catherine
The Great

	Ivan III	Ivan IV	Peter the Great	Catherine The Great
Reign:				
Goal:				
Means used to achieve that goal:				
Results: (Positive/Negative)				

Appendix L - The Faces of Russia

GEOGRAPHY AND EXPANSION

1. Russia spans these two countries (What are Europe and Asia?)
2. Russia is divided by this mountain range (What are the Urals?)
3. Name two cities that were important in Russia's development (What are Kiev/Novgorod/Moscow/St. Petersburg?)
4. Two of the ways Russia's expansion was achieved (What are war/marriage/ alliances/treaties?)
5. Three words that describe Russia's geography or climate (What are cold/big/ mountainous/flat/varied/old, etc. - see lesson 2)
6. Leaders of Russia wanted to expand Russia's territory to gain access to this (What is sea/river port?)

EARLY INFLUENCES

1. These three groups influenced early Russia (Who were the Vikings, Mongols, and Byzantine empire?)
2. This group opened trade routes to Constantinople (Who were the Vikings?)
3. This group introduced Christianity to Russia (Who were missionaries from the Byzantine empire?)
4. From the Mongols and Byzantine empire came this idea of a ruler being appointed by God (What is the idea of a divine ruler?)
5. Russia's isolation from the rest of the world came from this group (Who were the Mongols)
6. The Byzantine empire was the eastern half of this empire (What was Rome?)

CULTURE

1. This figure is a symbol of Russia (What is Mother Russia?)
2. The noblemen of Russia were also known as this (What are boyars?)
3. The majority of Russians belonged to this social group (What are peasants/serfs?)
4. This is the main religion of Russia (What is Christianity/Eastern or Russian Orthodoxy?)
5. This cathedral was built under the reign of Ivan the Terrible? (What is Saint Basils?)
6. This is the name of a peasant home. (What is an Izba?)

TSARS

1. This tsar wanted to "westernize" Russia (Who was Peter the Great?)
2. This leader declared Moscow to be the third Rome (Who was Ivan the Great?)
3. This leader gained access to the Black Sea, a warm water port (Who was Catherine the Great?)
4. This tsar extended Russian territory into Siberia (Who was Ivan the Terrible?)
5. This leader separated the powers of church and state (Who was Catherine the Great?)
6. St. Petersburg was built by this tsar (Who was Peter the Great?)

MISCELLANEOUS

1. This Tsar built the Kremlin. (Who was Ivan the Great?)
2. A painting that directly links between the soul of a mortal and a religious figure is known as this. (What is an icon?)
3. The Russian-painted egg that comes from ancient times. (What is a pysanka?)
4. A collection of teeth were found by his bedside after his death. (Who is Peter the Great?)
5. These three cities were the first, second and third Romes. (What were Rome, Constantinople, and Moscow?)
6. In the far East, Russia sits just 3 ½ miles from this state. (What is Alaska?)