

The Russian Revolution

7th Grade Social Studies

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Length of Unit: 2-week unit comprised 4 lessons (10 class periods of 50 min.)

I. ABSTRACT

Explore the events leading up to the Russian Revolution via integrated technology and activities that bring history to life. Research the geographical and cultural effects of expansion and discover why Russia became one of the backward nations of the world as it emerged from absolute monarchy to communist state.

II. OVERVIEW

A. Concept Objectives

1. Geography: Develop an awareness of the geographical expansion of Russia over several centuries, and the effects of expansion on government and culture.
2. History: Understand the causes of Revolution due to the effects of social injustice and oppression resulting from absolute monarchy.

B. Content from the *Core Knowledge Sequence*

1. Geography (p. 164)
 - Location
 - *Climate
 - *Population
 - *Natural Resources
 - *Physical features
 - *Important Cities
2. History (p. 163)
 - *Tensions in the Russian identity: Westernizers vs. traditionalists
 - *Revolution of 1905, “Bloody Sunday,” Russo-Japanese War
 - *The last czar: Nicholas II and Alexandra
 - *Economic strains of WWI
 - *Revolutions of 1917:
 - March Revolution ousts Czar
 - October Revolution: Bolsheviks, Lenin and revolutionary Marxism
 - *Civil War: Bolsheviks defeat Czarist counterrevolution, Bolsheviks become the Communist Party, creation of the Soviet Union
3. Skill Objectives
 - a. Locate and identify the major physical features of Russia (adapted from Social Studies TEK 7.8a)
 - b. Locate and identify the major natural resources of Russia (adapted from Social Studies TEK 7.8a)
 - c. Locate and identify the major cities, past and present (adapted from Social Studies TEK 7.8a)
 - d. Interpret expository text background information for later analysis regarding governmental systems such as feudalism, socialism, absolute monarchy, communism and socialism (adapted from Social Studies TEK 7.14a)
 - e. Compare the Western ideals of government and society during the early 1900’s with the Russian traditionalist identity (adapted from Social Studies TEK 7.20f)

- f. Research the events leading up to the Revolution of 1905, “Bloody Sunday” and the ultimate assassination of the last Czar, Nicholas II and his wife Alexandra (adapted from Social Studies TEKS 7.2b,e)
- g. Describe the effects of Nationalism on Russia and its involvement in WWI (adapted from Social Studies TEK 7.5b)
- h. Construct a time-line of the events of the Revolutions of 1917 (adapted from Social Studies TEK 7.1b)
- i. Use the time-line to explain the Bolshevik uprising (adapted from Social Studies TEK 7.21b)
- j. Identify the Communist Party and the USSR (adapted from Social Studies TEK 7.4b)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. www.wikipedia.org
 - 2. Torchinsky, O. *Russia: Cultures of the World*. New York: Marshall Cavendish Corporation 1996, ISBN 1-85435-590-2
 - 3. www.unitedstreaming.com
- B. For Students
 - 1. Fifth grade – Russia: Early Growth and Expansion (p. 115)
 - 2. Sixth grade – World History and Geography: Industrialism, Capitalism and Socialism (p. 141)

IV. RESOURCES

- A. DK Compact World Atlas, ISBN ISBN 9780789493576
- B. Kagan, Cooperative Learning Structures for Success, ISBN
- C. www.wikipedia.org
- D. www.unitedstreaming.com
- E. Microsoft Publisher software
- F. History Alive: The Rise and Fall of the Russian Revolution, ISBN 158371-102-3

V. LESSONS

Lesson One: The Geography of Russia (two 50 min. class periods)

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Develop an awareness of the geographical expansion of Russia over several centuries, and the effects of expansion on government and culture.
 - 2. Lesson Content
 - a. Geography (p. 164)
 - *Location
 - *Climate
 - *Population
 - *Natural Resources
 - *Physical features
 - *Important Cities
 - 3. Skill Objectives:
 - a. Locate and identify the major physical features of Russia (adapted from TEK 7.8a)

- b. Locate and identify the major natural resources of Russia (adapted from TEK 7.8a)
- c. Locate and identify the major cities, past and present (adapted from TEK 7.8a)

B. *Materials*

- 1. Appendix A (fill-in map of Russia)
- 2. Appendix B (definitions of physical features, natural resources and cities to be labeled on map)
- 3. Appendix C (cards with terms and definitions for matching)
- 4. Colored map pencils
- 5. World Atlas
- 6. World Almanac
- 7. Wall map of Asia or the World

C. *Key Vocabulary* *see Appendix B

- 1. Physical Features
 - a. Caucasus Mountains
 - b. Kamchatka Peninsula
 - c. Sakhalin
 - d. Siberia
 - e. Ural Mountains
 - f. Arctic Ocean
 - g. Baltic Sea
 - h. Barents Sea
 - i. Bering Sea
 - j. Bering Strait
 - k. Black Sea
 - l. Caspian Sea
 - m. Lake Baikal
 - n. Lena River
 - o. Ob River
 - p. Sea of Japan
 - q. Sea of Okhotsk
 - r. Volga River
 - s. Yenisey River
- 2. Natural Resources
 - a. oil
 - b. natural gas
 - c. timber
 - d. minerals
- 3. Cities
 - a. Moscow
 - b. Novosibirsk
 - c. St. Petersburg (formerly Leningrad)
 - d. Volgograd (formerly Stalingrad)
 - e. Yakutsk

D. *Procedures and Activities*

- 1. Introduce the lesson by asking students to “pick a card” as they enter the room.
- 2. Each card will have either an item that must be labeled on the map, or its definition.

3. Students will travel around the classroom reading each others' cards until they find a match that makes sense to them. Students will partner up with their "match."
4. While students are seated with their partners, the teacher will introduce the unit by locating the country of Russia on the wall map.
5. The teacher will ask students to come up in pairs to locate and identify terms using the wall map.
6. Students will turn to a map of Russia in the World Atlas.
7. Ask students to name the major rivers that they see, major cities, and discuss the size of the country in relation to the United States.
8. Activate prior map skill knowledge (i.e. cardinal directions, longitude/latitude, climates, map keys, etc.) before starting activity.
9. Review the different types of maps in an atlas.
10. Discuss the physical features of Russia (physical map).
11. Discuss the different climates of Russia by looking at a climate map.
12. Clearly explain directions as to labeling and coloring the map and marking the physical features. The teacher should decide which colors, icons, etc. that they would like students to use for the physical features and other items.
13. Students will use Appendix B to label everything listed on it to Appendix A, the map.
14. Brainstorm reasons for the concentration of population in relation to the physical features, climate, rivers and cities.
15. Students will "pair share" their answers with partners, and eventually share with the class.
16. The students will work independently on the map of Russia assignment.
17. Continue working on this lesson for one additional day, until most students have completed it.

E. *Assessment/Evaluation*

1. Grading Rubric for Map of Russia, Appendix D

Lesson Two: Events leading up to the Russian Revolution (one 50 minute class period)

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand the causes of Revolution due to the effects of social injustice and oppression resulting from absolute monarchy.
2. Lesson Content
 - a. History (p. 163)
 - *Tensions in the Russian identity; Westernizers vs. Traditionalists
 - *Revolution of 1905, "Bloody Sunday," Russo-Japanese War
 - *The last czar: Nicholas II and Alexandra
3. Skill Objectives
 - a. Interpret expository text background information for later analysis regarding governmental systems such as feudalism, socialism, absolute monarchy, communism and socialism (adapted from TEK 7.14a)
 - b. Compare the Western ideals of government and society during the early 1900's with the Russian traditionalist identity (adapted from TEK 7.20f)
 - c. Research the events leading up to the Revolution of 1905, "Bloody Sunday" and the ultimate assassination of the last Czar, Nicholas II and his wife Alexandra (adapted from TEKS 7.2b,e)

B. *Materials*

1. Student copies of expository text – Appendix E

- C. *Key Vocabulary* *see Appendix E
1. Capitalism- an economic system characterized by private or corporation ownership of capital goods and by prices, production and distribution of goods that are determined mainly in a free market.
 2. Absolute Monarchy- a person who reigns over an entire empire or kingdom with complete governmental control.
 3. Socialism- a theory of social organization based on government ownership, management, and the distribution and exchange of goods.
 4. Democracy- government by the people, ruled by the majority
 5. Communism- a theory of social organization advocating common ownership of means of production and a distribution of products of industry based on need.
 6. Feudalism- a system of government in which a serf or peasant renders service to a lord and receives land and protection in return.
- D. *Procedures and Activities*
1. Teacher assigns cooperative groups when students enter classroom.
 2. The class is given the expository text with vocabulary terms and definitions.
 3. One person from each group will read the text aloud to the group.
 4. The teacher will ask questions of the class to determine that students understand the different governmental types.
 5. Each cooperative group will be assigned a governmental term.
 6. Each group will create a skit that illustrates the term.
 7. Groups will perform one at a time and students (in the audience) will name the type of government acted out in the skit.
 8. Teacher will review the types of government with the class before leaving for the day.
- E. *Assessment/Evaluation*
1. The teacher will evaluate the skits to check for understanding.

Lesson Three: Events leading up to the Russian Revolution (two 50 minute class periods)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand the causes of Revolution due to the effects of social injustice and oppression resulting from absolute monarchy.
 2. Content
 - a. History (p. 163)
 - *Tensions in the Russian identity; Westernizers vs. Traditionalists
 - *Revolution of 1905, “Bloody Sunday,” Russo-Japanese War
 - *The last czar: Nicholas II and Alexandra
 3. Skill Objectives:
 - a. Interpret expository text background information for later analysis regarding governmental systems such as feudalism, socialism, absolute monarchy, communism and socialism (adapted from TEK 7.14a)
 - b. Compare the Western ideals of government and society during the early 1900’s with the Russian traditionalist identity (adapted from TEK 7.20f)
 - c. Research the events leading up to the Revolution of 1905, “Bloody Sunday” and the ultimate assassination of the last Czar, Nicholas II and his wife Alexandra (adapted from TEKS 7.2b,e)
- B. *Materials*
1. Student copies of expository text – Appendix E
 2. T-Chart – Appendix F
 3. Large chart tablet

4. Projector for laptop
 5. Mobile laptop labs with printers
 6. Internet access for www.unitedstreaming.com
 7. Appendix G – list of video clips
 8. Questions to United Streaming Video Clips – Appendix H
 9. Printer paper
- C. *Key Vocabulary* *see Appendix E
1. Capitalism- an economic system characterized by private or corporation ownership of capital goods and by prices, production and distribution of goods that are determined mainly in a free market.
 2. Absolute Monarchy- a person who reigns over an entire empire or kingdom with complete governmental control.
 3. Socialism- a theory of social organization based on government ownership, management, and the distribution and exchange of goods.
 4. Democracy- government by the people, ruled by the majority
 5. Communism- a theory of social organization advocating common ownership of means of production and a distribution of products of industry based on need.
 6. Feudalism- a system of government in which a serf or peasant renders service to a lord and receives land and protection in return.
- D. *Procedures and Activities*
1. Teacher reviews the lesson from previous day and students name and define the following vocabulary: Capitalism, Absolute Monarchy, Communism, Democracy, Socialism and Feudalism.
 2. Teacher will provided guided video questions handout to students (Appendix H).
 3. Students will take turns reading the questions aloud before watching the video clip.
 4. Using United Streaming Video Clips (Appendix G) on the Russian Revolution, the teacher will use the projector with the laptop to show the video clips to the entire class.
 5. Teacher begins class discussion using the T-Chart (Appendix F) and large chart tablet for recording responses from the class, comparing the ideals of Westerners and Traditionalists.
 6. Students brainstorm characteristics and differences that they saw in the video clips.
 7. Teacher records responses on the large chart tablet in the T-Chart format and displays it on the wall in the classroom for student reference.
 8. Students will use the laptops to individually view the United Streaming Video that was shown earlier in the class period, to answer the guided video questions (Appendix H).
 9. Students complete questions using complete sentence answers and submit to teacher for evaluation.
- E. *Assessment/Evaluation*
1. Teacher will grade questions on a scale of 5 points for each question.

Lesson Four: The Russian Revolution and rise of the Soviet Union (Four 50 minute class periods)

- A. *Daily Objectives*
1. Concept Objectives
 - a. Understand the causes of Revolution due to the effects of social injustice and oppression resulting from absolute monarchy.
 2. Lesson Content

- a. History: (p. 163)
 - *Economic strains of WWI
 - *Revolutions of 1917:
 - March Revolution ousts Czar
 - October Revolution: Bolsheviks, Lenin and revolutionary Marxism
 - *Civil War: Bolsheviks defeat Czarist counterrevolution, Bolsheviks become the Communist Party, creation of the Soviet Union
- 3. Skill Objectives:
 - a. Describe the effects of Nationalism on Russia and its involvement in WWI (adapted from TEK 7.5b)
 - b. Construct a time-line of the events of the Revolutions of 1917 (adapted from TEK 7.1b)
 - c. Use the time-line to explain the Bolshevik uprising (adapted from TEK 7.21b)
 - d. Identify the Communist Party and the USSR (adapted from TEK 7.4b)
- B. *Materials*
 - 1. Mobile laptop labs with printers
 - 2. Internet access to site www.wikipedia.org
 - 3. Internet access to site www.unitedstreaming.com
 - 4. Appendix G – video clips
 - 5. Graded questions, map and handouts from previous lessons
 - 6. Microsoft Publisher software program installed on laptops
 - 7. Example Newspaper project, Appendix I
 - 8. Rubric for Newspaper project, Appendix J
- C. *Key Vocabulary* *see Appendix E
- D. *Procedures and Activities*
 - 1. Students will create a newspaper publication using Microsoft Publisher and the laptop mobile labs.
 - 2. Teacher will distribute Appendix I for students to use as a sample.
 - 3. Students will research the following topics: Economic Strains of WWI, the March and October Revolutions, Civil War, (Reds vs. Whites), and the Creation of the Soviet Union, using the internet and www.wikipedia.org., as well as www.unitedstreaming.com.
 - 4. Students will record factual information on each topic on separate word documents.
 - 5. Students will use their recorded information on each topic to create newspaper articles on each topic for their publications.
 - 6. Articles must be at least 100 words in length and contain at least 5 facts about the topic.
 - 7. It is up to the teacher’s discretion as to the amount of work required from students each day.
- E. *Assessment/Evaluation*
 - 1. Rubric for Newspaper project, Appendix J
 - 2. Culminating Activity: Students will share their completed publications with the class.

V. Bibliography

Torchinsky, O. *Russia: Cultures of the World*. New York: Marshall Cavendish Corporation 1996, ISBN 1-85435-590-2.
www.enchantedlearning.com.
 DK Compact World Atlas. New York, N.Y. Dorling Kindersley Publishing, 2001.

ISBN 9780789493576.

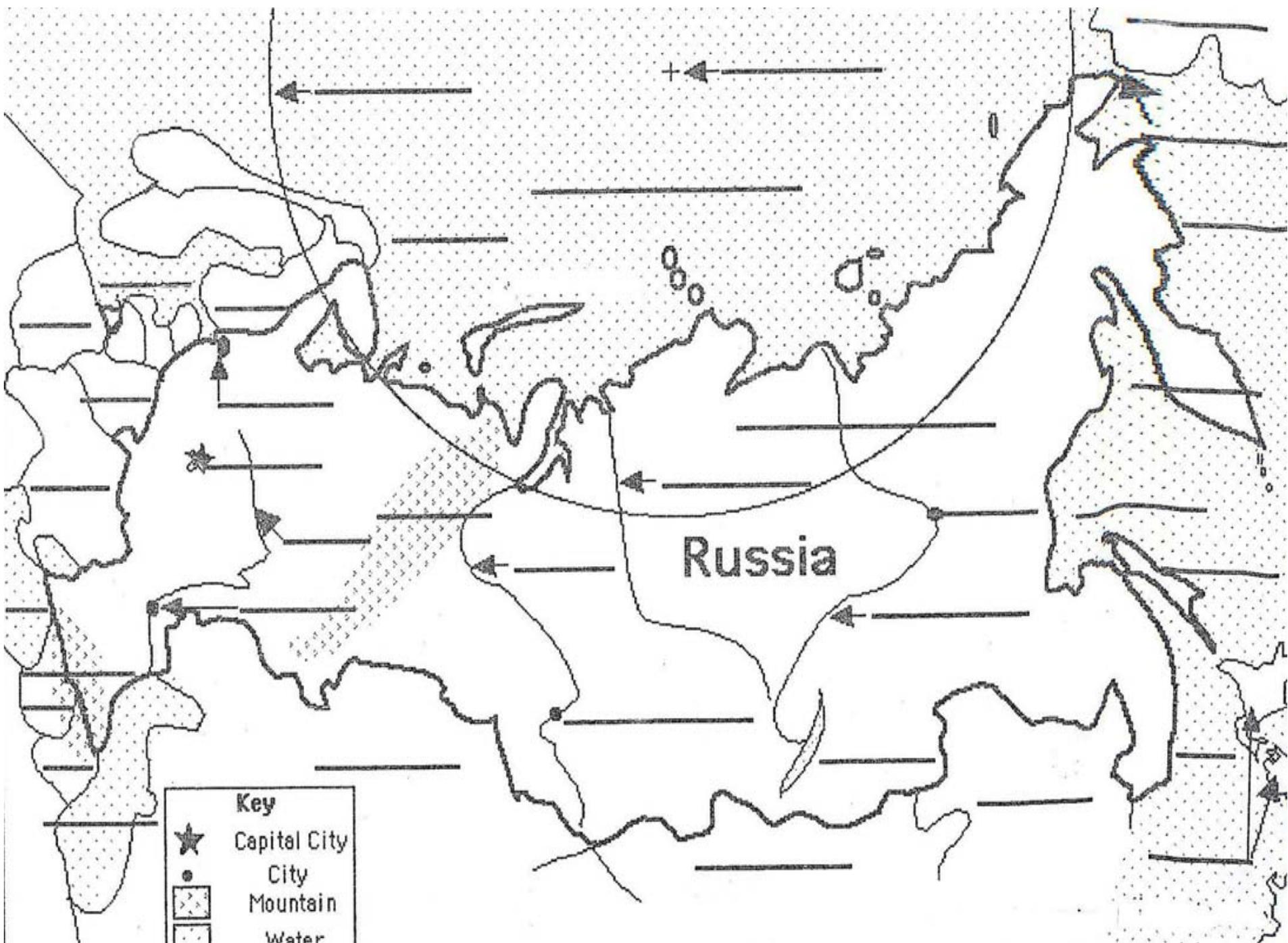
www.KaganOnline.com.

www.wikipedia.org.

www.unitedstreaming.com.

Microsoft Office Publisher SP1, Microsoft Corporation.

History Alive: *The Rise and Fall of the Russian Revolution*. Palo Alto, CA. Teachers Curriculum Institute, 1995. ISBN 158371-102-3



Geographical Terms and definitions

Physical Features

Caucasus Mountains - a chain of mountains separating Russia from Georgia and Azerbaijan

Kamchatka Peninsula - located in northeastern Russia, it is north of the Sea of Okhotsk and south of the Bering Sea

Sakhalin - an island off the coast of eastern Russia located north of Japan

Siberia - a large area in northeastern Russia that is mountainous, cold and sparsely populated

Ural Mountains - a chain of mountains that runs north and south from the Arctic Ocean to Kazakhstan, that divides Russia into two parts: European Russia (on the west) and Asian Russia (on the east)

Arctic Ocean - ocean that is located to the north of Russia

Baltic Sea - the sea surrounded by Russia, Finland, Estonia, Latvia, Lithuania and Poland

Barents Sea - north of Scandinavia, this sea is off the northwestern coast of Russia

Bering Sea - located off the northeastern coast of Russia and north of the Kamchatka Peninsula

Bering Strait - a thin body of water that separates Russia and Alaska which connects the Arctic Ocean and the Bering Sea

Black Sea - a sea in Eastern Europe that is surrounded by Russia, the Ukraine and Georgia

Caspian Sea - on the northwest border of Russia, with Kazakhstan on its northeast and Azerbaijan on the west

Lake Baikal - giant lake in southeastern Russia near the border of Mongolia

Lena River - a Siberian river that flows north to the Arctic Ocean from Lake Baikal

Ob River - flows from southern Russia to the Arctic Ocean

Sea of Japan - separates Russia and Japan

Sea of Okhotsk - south of the Kamchatka Peninsula, off the eastern coast of Russia

Volga River - flows into the Caspian Sea from northeast of Moscow

Yenisey River - flows north from central Russia into the Arctic Ocean, located between the Lena and Ob rivers.

Natural Resources to identify:

1. Oil
2. Natural Gas
3. Minerals
4. Timber

Cities to Identify:

1. Moscow
2. Novosibirsk
3. St. Petersburg (formerly Leningrad)
4. Volgograd (formerly Stalingrad)
5. Yakutsk

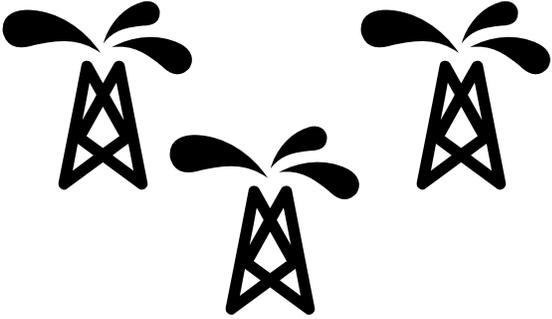
<i>Caucasus Mountains</i>	a chain of mountains separating Russia from Georgia and Azerbaijan
<i>Kamchatka Peninsula</i>	located in northeastern Russia, it is north of the Sea of Okhotsk and south of the Bering Sea
<i>Sakhalin</i>	an island off the coast of eastern Russia located north of Japan
<i>Siberia</i>	a large area in northeastern Russia that is mountainous, cold and sparsely populated

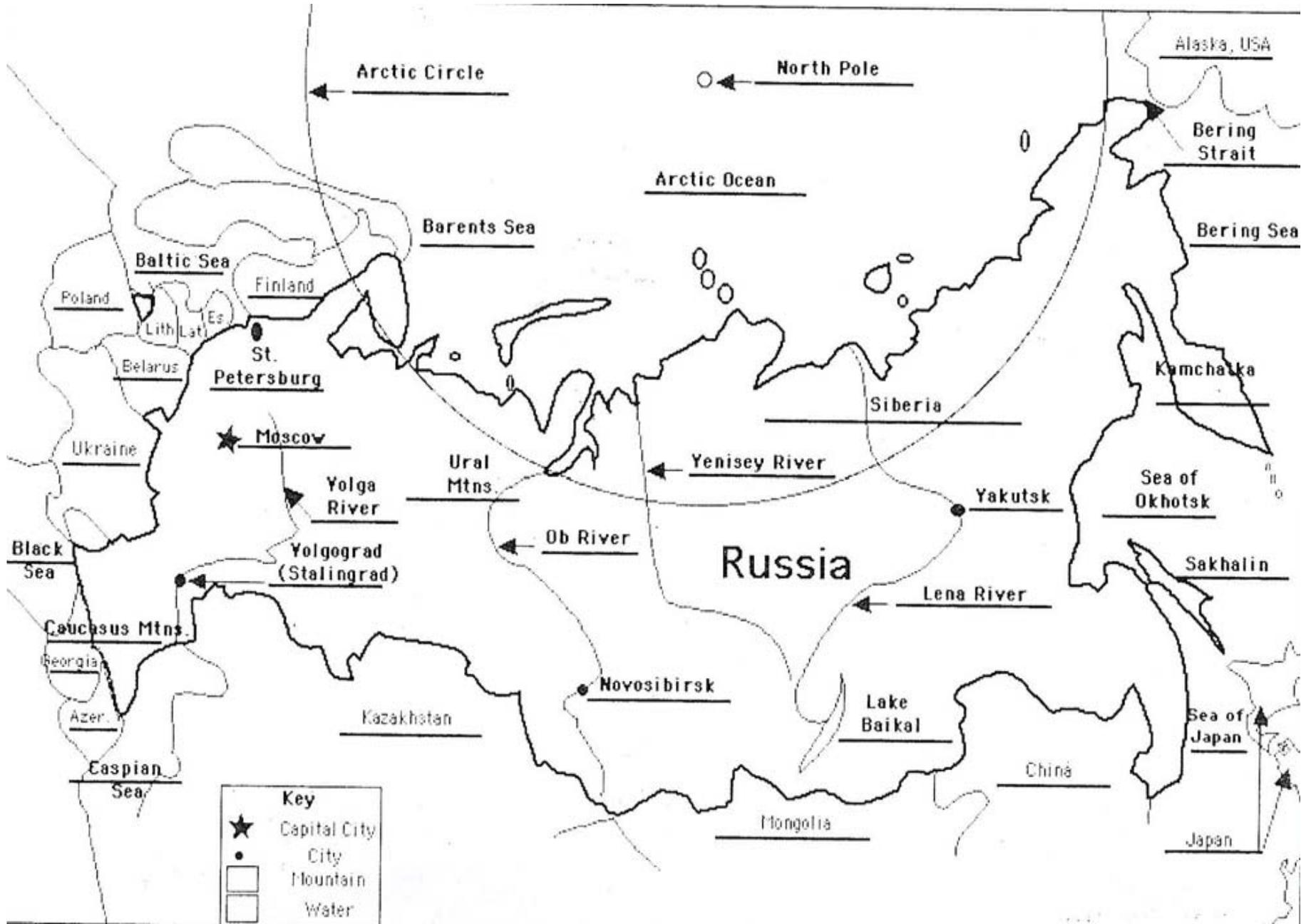
<i>Ural Mountains</i>	a chain of mountains that runs north and south from the Arctic Ocean to Kazakhstan, that divides Russia into two parts: European Russia (on the west) and Asian Russia (on the east)
<i>Arctic Ocean -</i>	ocean that is located to the north of Russia
<i>Baltic Sea</i>	the sea surrounded by Russia, Finland, Estonia, Latvia, Lithuania and Poland
<i>Barents Sea</i>	north of Scandinavia, this sea is off the northwestern coast of Russia

<i>Bering Sea -</i>	located off the northeastern coast of Russia and north of the Kamchatka Peninsula
<i>Bering Strait</i>	a thin body of water that separates Russia and Alaska which connects the Arctic Ocean and the Bering Sea
<i>Black Sea</i>	a sea in Eastern Europe that is surrounded by Russia, the Ukraine and Georgia
<i>Caspian Sea</i>	on the northwest border of Russia, with Kazakhstan on its northeast and Azerbaijan on the west

<i>Lake Baikal</i>	giant lake in southeastern Russia near the border of Mongolia
<i>Lena River</i>	a Siberian river that flows north to the Arctic Ocean from Lake Baikal
<i>Ob River</i>	flows from southern Russia to the Arctic Ocean
<i>Sea of Japan</i>	separates Russia and Japan

<i>Sea of Okhotsk</i>	south of the Kamchatka Peninsula, off the eastern coast of Russia
<i>Volga River</i>	flows into the Caspian Sea from northeast of Moscow
<i>Yenisey River</i>	flows north from central Russia into the Arctic Ocean, located between the Lena and Ob rivers.

 <p>OIL</p>	 <p>NATURAL GAS</p>
 <p>TIMBER</p>	 <p>MINERALS</p>



*Rubric: Grade map using 3.5 points for each correct answer.

Adapted from: History Alive Russian Revolution Unit

Vocabulary/Expository Text:

Capitalism – Two perspectives must be considered: the American perspective and the Soviet perspective. During the 19th century, Americans viewed capitalism as an economic system, which allowed people the opportunity to make life better for themselves by working hard and taking initiative. Capitalism, from the American perspective, improved society. The basis of capitalism provided competition in regard to better products, service and prices for the consumer that were lower.

Soviets viewed capitalism as an evil system in which competition created selfishness and an uncooperative attitude within the community. They argued that capitalism was the result of aggressive tendencies, which in turn, caused poverty and oppression. Soviets hoped that workers would come together to eliminate capitalists, and reinstate a social climate of teamwork, cooperation and equality.

Absolute Monarchy – During the reign of the Romanov Dynasty, the Nobility controlled the land and wealth of Russia. The Czar and his family lived a life of luxury. Wealthy landowners profited from the labor of serfs, who worked for them in exchange for land to farm. The relationship was such that the serfs remained serfs their entire lives. Because of the nobility, serfs were prevented from earning their way out of the system. Czar's had "absolute power" over everyone, and they ruled accordingly.

Socialism–

Two perspectives must be considered: the American perspective and the Soviet perspective. Americans believed that socialism was a threat to the basic rights of all people – the basic right to own and control property. The United States Constitution protects citizens' rights to ownership of a business or enterprise. Americans viewed socialism as something that would stand in the way of the betterment of society.

Soviets embraced socialism as a response to capitalism. They believed that societal wealth should be distributed evenly amongst all people. They viewed capitalism as a parallel to the monarchy, where as, the wealthy controlled the profits of society and the working class was taken advantage of. Shared ownership was the only solution to the abuses of capitalism for the Soviets.

Democracy – Americans believed democracy to be the most desirable form of government. The majority of the people make the decisions for everyone in this type of governmental system. Although Americans believed that this system of government was the best, they frequently violated the principles of democracy. African Americans

were not allowed to vote until the 1960's. The United States even supported governments who did not believe in democracy because they wanted the economic benefits.

Soviets claimed that the United States was hypocritical because it supported capitalism and democracy at the same time. They felt that democracy could not be successful unless it rewarded everyone on an equal basis. They argued that poverty would be the result. During the Cold War, Americans did indeed experience poverty, and the Soviet perspective, in their minds, was supported.

Communism – Karl Marx founded communism with the *Communist Manifesto in 1848*. Based on equality, it is a political and economic philosophy that views common property and ownership by the state as being the desired way of life. This was the result of many years of absolute rule by the Romanov Dynasty of Russia. Absolute Monarchy, dictated the way of life of the working class of Russia for hundreds of years.

Feudalism- a societal system in which the wealthy landowners lease land to serfs for farming. This type of society existed in many areas during the 1600-1900's. In Russia, "serfdom" created tension amongst the people because it was almost impossible to escape that way of life if you were a serf. The landowners became wealthier and the serfs became more indebted.

People

Peter the Great- established the tradition that all Russians serve the government by serving in the military for a required number of years.

Lenin- founder of the Communist Party in Russia, believed in the communist theories of Karl Marx and wanted to implement them in Russia. Lenin returned to Russia and influenced the Bolsheviks, who eventually took over the provisional government in Petrograd.

Trotsky- one of the original leaders of the 1917 revolution, Trotsky led and trained the Petrograd Soviet to overthrow the Provisional Government of Russia. He was exiled in 1928 after losing a power struggle with Joseph Stalin. Trotsky was a great public speaker and political theorist. He was eventually assassinated by Stalinist agents while exiled in Mexico.

Czar Nicholas II- was known for hiring the French Artist Faberge, to create Easter Eggs for his wife Alexandra every year at Easter. He and his wife were exiled in 1917 during the Russian Revolution, and were later executed when the Bolsheviks took over the government in 1918.

Czar Alexander II- freed the serfs in 1861 and forced nobles to sell land to them after revolts pressured him to take action. Alexander created the “Duma,” a parliamentary type of governmental committee that was to take over rule and appease the working class. This new form of government ruled for only one day, and was replaced by Alexander and his absolute monarchy once again.

Stalin- Joseph Stalin was a Bolshevik who supported Lenin. He succeeded Lenin and worked to complete the communist revolution. Stalin modernized the USSR, but refused to trade with capitalist countries. He ensured that people would be better housed and educated than before the revolution.

WESTERNERS VS. TRADITIONALISTS

Enlightened Thinkers	Supporters of the Czar

Westerners vs. Traditionalists

Enlightened Thinkers	Supporters of the Czar
<p>(Sample Responses)</p> <p>Changes for the people that included Independence from the Czar</p> <p>Allowed to maintain cultural identities</p> <p>Political Freedom</p> <p>Political Reform</p> <p>Equality for everyone</p> <p>Decrease the gap between social</p> <p>Economic</p>	<p>(Sample Response)</p> <p>Positive Changes for the people but Remain under the Rule of the Czar</p> <p>Nationalism</p> <p>Russification</p> <p>One Religion-Russian Orthodox Church</p> <p>Classes</p> <p>One Language</p>

The Russian Revolution
Appendix G

Video Segment List

The following video clips can be accessed at www.unitedstreaming.com, by entering the video heading in the search category. The specific video segments can be accessed by clicking on “video segments.” This list of segments corresponds to the questions for the lesson and will also help with the research for the newspaper project. Students can replay the clips over and over until they have the information that they need for their assignments.

Video Heading:	Civilizations: Expansion and Conquest	time
Segment #1	Rise of Nationalism	6:36
Segment #2	Serfdom and Early Reforms	4:18
Segment #3	Communism and the Soviet Union	4:24

Video Heading:	Men of Our Time: Lenin	time
Segment #1	Lenin Takes Control	5:01
Segment #2	Lenin’s Rebuilding of Russia	2:36
Segment #3	Civil War and International Involvement	7:10
Segment #4	The New Soviet State	4:10

United Streaming Guided Video Clips Review Questions

1. What was the name of the family that ruled Russia for over 200 years?

2. The societal system of feudalism was such that wealthy landowners had power over the serfs who worked the land. What type of monarchical system did the Czars rule under? _____

3. Which Czar instituted the idea of "Russification"?

4. What is "Russification"?

5. Can you think of another ruler in history who Spearheaded ethnic and religious persecution? Who? _____

6. Describe the Western influence on Russia during the 1800's and the cause for social anarchy.

7. Russia became a "backward" nation because of many issues. Describe one of those issues.

8. Why did the people of Russia cause problems for the Czar at the turn of the century?

9. What did Czar Alexander II do in 1861?

10. What was the Duma?

11. How did Russia's involvement in WWI affect the people and the country?

12. How did "Bloody Sunday" impact the revolution?

13. Who are the Bolsheviks?

14. Who was Lenin and how did he impact the Civil War?

15. What caused the Russian people to revolt against the czar in March 1917?

16. Discuss the reasons Lenin had for killing the Romanov family. Do you think he was right in ordering their death?

17. How did Lenin obtain the power base he needed to overthrow the provisional government of Alexander Kerensky?

18. Why do you think Lenin received support from the Russian citizens?

19. What methods did he use?

20. Describe the results of the Bolshevik ascension to power as the Kerensky government fell in November of 1917.

RUSSIA 'S

REVOLUTIONARY TIMES

VOLUME 5, ISSUE 10

JANUARY 1818

February Revolution Ends Romanov Dynasty



Insert story here

Czar Nicholas II-Days before
abdication his throne

OCTOBER REVOLUTION **Red vs. White**

Insert story here.

INSIDE THIS ISSUE:

Civil War?	2
Opinion Poll	2
Letter to the Editor	2
Economic Woes	3
Lenin & Trotsky Speak to People	4
Bolsheviks Goals	5



SPECIAL POINTS OF INTEREST:

- *World War I = more
trouble for Russia*



- *Lenin's April Thesis*

VI. Russian Revolution-Newspaper

Student Name: _____

CATEGORY	4	3	2	1
Layout - Flag	The name of the newspaper is centered and is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font.	The name of the newspaper is in a font that makes it stand out from other content. The date and edition of the newspaper appear below the name in a smaller font.	The name of the newspaper is in a font that makes it stand out from other content. Either the date or the edition number of the newspaper appears below the name in a smaller font.	The name of the newspaper does not stand out OR both the name and edition of the newspaper are missing on one or more pages.
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Layout - Columns	Columns are neatly typed in the "justified" type style. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "professional."	Columns are neatly typed. There are adequate and consistent "gutters" between all columns and articles. A glance at the newspaper makes you think "fairly professional."	Columns are typed. There are adequate "gutters" between most columns and articles. It is easy to read, but looks somewhat nonprofessional.	Columns are not neatly typed and/or "gutters" are not adequate, so newspaper is somewhat difficult to read.
Who, What, When, Where & How	All articles adequately address the 5 W's (who, what, when, where and how).	90-99% of the articles adequately address the 5 W's (who, what, when, where and how).	75-89% of the articles adequately address the 5 W's (who, what, when, where and how).	Less than 75% of the articles adequately address the 5 W's (who, what, when, where, and how).
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.

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Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
Requirements	All of the required content was present.	Almost all the required content was present.	At least 75% of the required content was present.	Less than 75% of the required content was present.
Knowledge Gained	Student can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Student can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Student appears to have little knowledge about the facts and the technical processes used for the newspaper.