



Russian Revolution

World History
Virginia Kromhout
Grade 9



Unit Overview

Context: This will be taught in 9th grade after WWI is discussed in the previous unit, and before WWII. This will happen in approximately in mid January.

Unit Goals and Objectives: Students will understand the causes and effects of the Russian Revolution. They will be able describe the events that together led up to the Russian Revolution. They will also be able to describe the details about the provisional government along with the government set up after the Bolshevik Revolution.

Rationale for the Unit: This unit is important for students to know so that they can understand how major events are not started from just one event; it is the combination of smaller events that can cause a major even happen.

Explanation of Ohio Standards and NCSS Thematic Strands: This Unit goes over the Ohio Standards dealing with History, Geography. In the 9th grade Ohio Content Standards in history it talks about how the students need to learn about the causes and effects of the Russian Revolution. It also cover the Geography standard The unit covers the NCSS Thematic strands of, People Places and environments, Power, authority, Governance, and Civic Ideas and practice. The unit covers People, places, and environment in Day one when they talk about where Russia is and what it is like there. Power, Authority, and Governance is represented in many of the units that talk about the government failing, and the new government set up. Civic ideas and Practice, is shown in the lessons dealing with the effect that the people of Russia had on the government and the ways that they effected the government.

General Time Line of Unit:

Day 1: Where is Russia? What is like there?

Day 2: A Recipe for Revolution

Day 3: A Recipe for Revolution (continued)

Day 4: Provisional Government and the Bolshevik Revolution

Day 5: Lenin and Stalin begin the new government

Day 6: Lenin and Stalin begin the new government (continued)

Day 7: Political Cartoons and Posters

Day 8: Review Day

Day 9: Work day for skits

Day 10: Skit presentations

Teacher: Virginia Kromhout
Period(s): One 50 minute period
Topic: Where is Russia? What is like there?

Subject: 9th grade Global Studies
Date: Day 1

Standards Connection: Geography

Objective: Students will be able to explain the effect of Russia's locations, size and culture had on the country.

Lesson Plan:

Entry: Students will be handed a handout with the information about Russia's size, temperature, geography and other information to use so that they can begin to draw conclusions about Russia.

Development: Students will work in small groups to answer questions about Russia based upon the information that they were given. After the groups work together on this they will then come back together as a class to discuss various characteristics that are similar to that of our own, and those characteristics that differ from our own. They will then discuss what effect these characteristics may have had on Russia's culture and development.

Closure: They will be handed at the end of class the description of the Russian Holidays that they may have been interested in.

Media/Material: Textbook and handout

Assignment: None

Assessment: Listening to students discuss the information about Russia's and the effect that this had on Russia.

Evaluation: None

Where is Russia? What is it like there?



Size: 10,610,037.4 miles square kilometers

Geography: Broad plain with low hills west of Urals in European Russia and vast coniferous forests and tundra east of Urals in Siberia. Uplands and mountains along southern border regions in Caucasus Mountains. About 10 percent of land area swampland, about 45 percent covered by forest. Its land ranges from the highest mountains in Europe to some of the lowest spots in the world, and from Arctic tundra to seemingly endless plains.

Climate: Ranges from temperate to Arctic continental. Winter weather varies from short-term and cold along Black Sea to long-term and frigid in Siberia. Summer conditions vary from warm on steppes to cool along Arctic coast. Much of Russia covered by snow six months of year. Weather is usually harsh and unpredictable. Average annual temperature of European Russia 0°C, lower in Siberia. Precipitation low to moderate in most areas; highest amounts in northwest, North Caucasus, and Pacific coast.

| City | Average temperature | |
|-----------------------|---------------------|----------------------|
| | July (Fahrenheit) | January (Fahrenheit) |
| Moscow | 71.6 | 5 |
| Saint Petersburg | 71.6 | 10.4 |
| Vladimir | 68 | 5 |
| Irkutsk (Lake Baikal) | 68 | -9.4 |



Time: Moscow and St. Petersburg are eight hours ahead of U.S. Eastern Standard Time and two hours ahead of Europe. Russia spans 11 time zones.

NATIONAL HOLIDAYS

| | |
|---------|-------------------------------|
| Jan 1-2 | New Year |
| Jan 7 | Orthodox (Russian) Christmas |
| Feb 23 | Day of Defender of Motherland |
| Mar 8 | International Women's Day |
| May 1-2 | Spring and Labor Day |
| May 9 | Victory Day |
| Jun 12 | Russian Independence Day |

Follow up Questions

Directions: Using the information given to you, answer the questions.

1) Where are there mountains and hills in Russia?

2) What are the mountains in Russia called?

3) What about the geography makes life difficult in Russia?

4) In what ways is Russia's geography similar to our own? Different?

5) What is Russia's climate like?

6) Is there somewhere in the United States of America that has a similar climate to Russia? How are they similar, and how are they different?

7) Looking at the holidays listed, what holiday interest you the most and would you like more information on?

Holiday Information

Day of Defender of Motherland: Is a holiday that celebrates those people in the country who have served in the military, past or present. It was formally called Red Army Day under the Soviet Union.

International Women's Day: A holiday that was declared by the United Nations that celebrates women and their accomplishments. On this day it is traditional for women to be given gifts and flowers. Although it is an international holiday it is not widely celebrated outside of Russia/Formal Soviet Union.

Spring and Labor Day: During the time of the Soviet union this was known as the Workers day and was celebrated with large parades. Now there are still parades on a smaller scale.

Victory Day: A holiday to celebrate Russia's Victory over Nazi Germany, it is celebrated with a large parade.

Russia's Independence Day: A holiday to celebrate the unity of Russia.

Teacher: Virginia Kromhout
Period(s): Two 50 minute period
Topic: A Recipe for Revolution

Subject: 9th grade Global Studies
Date:

Standards Connection: History

Objective: Students will be able to discuss the many different causes of the Russian Revolution and understand how each impacted the Revolution.

Lesson Plan:

Entry: Students will be handed the “Recipe Card” for the Russian Revolution, and go through the individual events that when mixed together caused the revolution to happen, to help them understand that no one event caused the revolution it was the combination of events that brought about the revolution.

Development: The end of day one, the lecture started at the beginning of class will change into a discussion about the causes of the revolution and the effect they had so that students can begin to think about the homework assignment that they will have at the end of class.

Closure: Students will discuss the different aspects from their paper and lead into the a discussion about Czar Nicholas II and his rule and the effect that his errors I judgment had on the revolution, and then turn attention to other causes of the revolution that the class feels was important and why. This will emphasize the fact that no one even triggered the revolution that it really took all of the events building p on each other to cause the revolution.

Media/Material: handout

Assignment: Students will write a 2 paragraph response on what they think Czar Nicholas II’s worst errors in judgment where and why they believe that. Given out on day one and used in class on the second day.

Assessment: Listening To the class in the discussion on the different views of what Czar Nicholas errors, and other effects of the revolution.

Evaluation: Homework Assignment from day 1.

Recipe for the Russian Revolution



- 100 years of social unrest
- 100 years of ruthless treatment of peasants
- 1 Assassination of Czar Alexander II
- 1 Czar Nicholas with weak leadership
- 1 defeat in Russo-Japanese War
- 1 Bloody Sunday
- Handful of losses in WWI

Mix ingredients together and agitate with revolutionaries, and wait for the revolution to rise.



Teacher: Virginia Kromhout
Period(s): One 50 minute period
Topic:

Subject: 9th grade Global Studies
Date:

Standards Connection: History and people in society

Objective: Students will be able to compare the government set up originally by Lenin to that of the government that ended up taking over.

Lesson Plan:

Entry: Students will be given a packet with some questions on the front and a Van Diagram with a picture of Lenin over one Circle and Stalin on the other. They will be given some details about the Bolshevik revolution and Lenin to write down for future use.

Development: Students will then will watch *Stalin* biography, and answer the questions on the handout. They will then be put into small groups , about 4 people per group and will discuss the answers they put for the questions and what they think should go in the different parts of the van diagram.

Closure: The groups will give some information for each circle to see if everyone agrees on what goes on each side.

Media/Material: TV, DVD/VCR player, video *Stalin* from the history channel classroom set and packet of materials for students.

Assignment: Students will write what type of government they would have set up if they had had a chance to set up Russia's new government back then and why they would have it done that way. (graded based on completion, to hand in on day 2 of this lesson)
For day 2 handing in their completed video guide, they will have overnight to finish it if they did not complete it with their groups in class.

Assessment: Listening to students when they share their answers from the video, and discussion about the Van diagram.

Evaluation: Video Guide handed graded based on completion and accuracy given the points designated next to each question.

Video Guide

1) How did Josef Stalin's childhood affect his adult life? Why do you think he changed his name from Josef Dzhugashvili to Josef Stalin? (2 pts)

2) What are the tenets of Marxism? How did Lenin modify this ideology? (2)

3) How did Lenin and the Bolsheviks take over the government? (2)

4) Stalin is described as a man of action, not a man of ideas. Do you agree or disagree? (2)

5) Why did Lenin find Stalin useful? Why, eventually, did Lenin not trust Stalin? (2)

6) Why were collective farms a failure? How did Stalin's agricultural policies contribute to the famine? (2)

7) What role did propaganda have in the Soviet Union under Stalin? How did Stalin use propaganda to strengthen his regime? (2)

8) Describe Stalin's "reign of terror". Did most Soviets believe Stalin was responsible? (2)

9) Why did so many Soviets mourn the death of Stalin? (2)

10) Complete the Van diagram on the back comparing the Government set up initially by Lenin and the changes by Stalin. (10)



Ленин

Handwriting practice area for the word "Ленин" (Lenin). It consists of a large circle containing ten vertical dashed lines for tracing, with a solid line on the left and a solid line on the right of each dashed line.

Сталин

Handwriting practice area for the word "Сталин" (Stalin). It consists of a large circle containing ten vertical dashed lines for tracing, with a solid line on the left and a solid line on the right of each dashed line.



Teacher: Virginia Kromhout
Period(s): One 50 minute period
Topic: Political Cartoon and Propaganda posters

Subject: 9th grade Global Studies
Date:

Standards Connection:

Objective: Students will be able to make connections from posters and cartoons about the Russian revolution and understand the importance of it.

Lesson Plan:

Entry: Students will be told that they are going to be given some political cartoons and posters to look at in groups and to answer some questions.

Development: students will be work in groups to find the meanings behind the posters and political cartoons.

Closure: Students will discuss political cartoons, and posters and the effect that they can have on the people in the country.

Media/Material: Handout with questions and posters, and cartoons.

Assignment: none

Assessment: listening to groups while they are working, and going around the room to get the answers from the groups to make sure everyone has understanding of it.

Evaluation: none

Political Cartoons and Propaganda Posters



Source: Jack Ohman, *The Oregonian*, 1995

1) What is inside the in case of emergency break glass box?

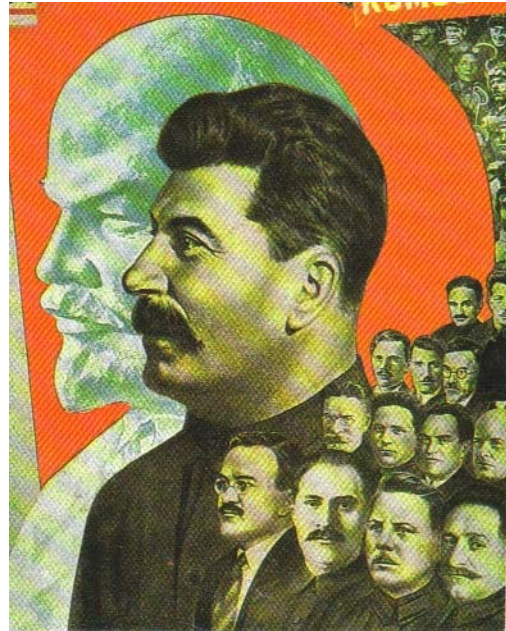
2) What is the significance of the object?

3) What do you think that the artist was trying to say with this cartoon?



The poster slogan says
“Young Communist [are] the shock Brigade of the five year plan”

This is a profile of Stalin imposed upon a shadowy image of Lenin. There are also miniature portraits of other communist learners in the background.



What messages do you think these posters communicate? _____

How do the soviet posters resemble that of posters of modern day advertising?

In the first poster with the slogan about young communist, what do you think the poster is trying to tell the people?

In the second poster what do you think the artist is trying to tell the people?

Teacher: Virginia Kromhout
Period(s): Two 40 minute class period
Topic: Russian Revolution Skits

Subject: 9th grade Social Studies
Date:

Standards Connections: Social Studies Skills and Methods

Objectives: Students will use their knowledge about the Russian Revolution to create skits.

Rationale:

Lesson Procedure:

Entry: Students will be handed the packet of information depicting the skit project. Students will then be split into 4 groups.

Development: Students will work together to create their skits to perform the next day in class. Students will have the first 5 minutes of class to work on their skits at the beginning of class.

Closure: Students will present their skits to the entire class

Media/Material: textbook, computers for research

Assignment: Work on skit presentations with group to complete their skit so it would be ready for class

Assessment: Walking around the room and listening to students as they create their skits.

Evaluation: Students will be graded based on the rubric given out to them in the packet.

Russian Revolution Skit Project

You and your group will be given a topic from the Russian Revolution and will be required to come up with an accurate skit that will give information on that topic. The skit may be a reenactment, talk show, or other idea, as long as it contains the information for the topic. All skits must be a minimum of 5 minutes and a maximum of 10 minutes. All members are required to have an active and important part in the skit that is presented. Each member of the group will be required to fill out the attached paper dealing with the work done in the group to determine your group involvement grade.

Grading Rubric

| | 5 Points | 4 Points | 3 Points | 2 Points | 1 Point | 0 Points |
|--|---|---|--|--|---|---|
| Information presented | All information specified for the topic being presented was in the skit | Missing 1 or 2 pieces of information | Missing 3 or 4 pieces of information | Missing 5 or 6 pieces of information | Missing more than 6 pieces of information | None of the information was presented in the skit |
| Accuracy and Clarity of Information | All information was accurate and easy to understand | All information was accurate, some parts were difficult to understand | 1 or 2 pieces of information were inaccurate or unclear | Most Information was unclear or inaccurate | All information was unclear and/or difficult to understand | All information was inaccurate |
| *Group involvement *Group involvement will be graded on an individual basis not on the group as a whole | Had an active and important role in the skit | Had an active part in the skit, but had little necessity to the skit | Has a part in the background of the skit with few active roles | Has a background part in the skit with no active roles and helped with set up and take down and effect in skit | Helped set up and take down of the skit but no role in the skit | Had no involvement in any part of set up, take down or skit |
| | Did an appropriate share of the work for the skit to be presented and helped develop the script | Did some work to help with the skit and presented a some ideas for the script | Did some work to help with skit and presented a few ideas for the script | Worked a little on some aspect of the script and helped develop part of the script | Worked a little on some aspect of the skit | Did no work to help develop the skit |
| Time Length | Skit was within the time limits of 5 to 10 minutes | Skit was less than 1 minute off in length of skit | | | | Skit was less than 2 minutes long |

Topic Information

Group 1: Russian Czars

- Alexander III
 - Principles of Autocracy & Absolute Authority
 - Restrictions placed on the Jews
- Nicolas II
 - Build up of Russian Industries (Sergey Witte)
 - Trans-Siberian Railway

Group 2: Lead up to the Revolution

- Czar's Weakness
 - Russo-Japanese War
 - Bloody Sunday
 - Duma
 - World War I
 - Rasputin

Group 3: The Revolution

- The Czar steps down
- Execution of the Czar and his family
- Provisional Government
- Soviets
- Germany's "secret weapon"
- Bolsheviks take over

Group 4: Set up of a new government and after

- Farmland redistributed
- Signing of the truce with Germany
- Civil War
- Lenin
 - New Economic Policy
 - Communist Party
- Stalin
 - Totalitarian State

Group 5: Anastasia and The Romanov family (What really happened)

- Anna Anderson
- DNA analysis

Group Involvement Information Sheet

What was your part in the skit, and explain its significance to the topic being presented:

What role did you have in the creation of the script:

How did your group work together to develop the script, parts, and ideas for your skit?

Was the work split up fairly between group members? If not how was it split up in your group:

Do you feel that you did an appropriate amount of work in the group for this skit, compared to those in your group?
