

Social Studies
European History
Unit 13: Russian Revolution

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will review the principles evoked from the success and propagation of liberal democratic ideas. Students will discuss the impact of industrialization and urbanization in Western Europe and the rapid imitation of such in the east. The development of socialist theory as the response to the shock of industrialization will be investigated through a series of contemporary readings. The philosophies of Marx, Lenin, and Trotsky will be investigated in great detail so as to understand the anti-capitalist/western antagonism which shall develop later.
Essential Questions	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ Why was Rasputin so despised by so many groups in Russia? Why did Tsarina support him? ▪ What actions were taken by the new provisional government to reform the old tsarist government? Identify the different political groups that disagreed on those actions? ▪ What were the political and theoretical differences between the Mensheviks and the Bolsheviks? ▪ What was the appeal of the Bolshevik ideology to the Russian peasants and urban workers? ▪ Why did Kerensky’s government fail? ▪ What was Lenin’s view of the state? Who would be the ruling class? What did he mean by “the dictatorship of the proletariat?” ▪ According to Lenin, when would real communism be established? What was the difference between socialism and communism? ▪ What was Lenin’s program? Why did it have more appeal? How were they similar to those established by the Jacobins in France in 1793? Where were the differences? ▪ Why did Lenin accept the Treaty of Brest-Litovsk? What were the provisions? Why was Lenin not that concerned with Russia’s major territorial losses? ▪ Which groups resisted the new Communist regime in the civil war that broke out at the end of 1918? What role did the Allied governments play in this conflict? What factors helped the Bolsheviks triumph? <p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> ▪ What were the net results of the “Terror” and civil war for Russia? ▪ How did the Communist Party govern the Soviet Union in the early 1920’s? ▪ What were the major components of Lenin’s N.E.P.? How was it a major turning point in the development of Communist Russia? ▪ What were the ideological differences between Trotsky and Stalin? ▪ Why did Stalin, and not Trotsky, emerge as Lenin’s successor?

Social Studies
European History
Unit 13: Russian Revolution

Essential Questions	<p><u>Supplemental Questions</u></p> <ul style="list-style-type: none"> ▪ What was the underlying assumption of Stalin’s First Five-Year Plan? What were the specific parts of the Plan that dealt with agriculture? With industry? ▪ Who gave Stalin the most resistance to his agricultural initiatives? ▪ How did Stalin mobilize an entire nation in making Russia an industrial giant almost overnight? What techniques were used against those who couldn’t or wouldn’t measure up to the task? ▪ What change in revolutionary reforms was put into place by Stalin to establish social order? ▪ Why could it be said the Soviet Russia in the 1930’s was Europe’s true economic miracle? ▪ What caused the Stalinist purges of 1934-1939? Who were the major targets of Stalin’s wrath? What were the final tallies of victims?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The Russian Revolution was the culmination of repression and unrest. ▪ Ukraine experienced great famine and genocide. ▪ Vladimir Lenin, “The Father of the Revolution,” was a driving force behind the Russian Revolution. ▪ Joseph Stalin, “Man of Steel” took control after Lenin’s death and had an active role in the Russia’s October Revolution. ▪ The Treaty of Versailles signed in 1919 was an international agreement that ended World War 1 and established the League of Nations.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ White Army, Russian Civil War (1918-1921), Politburo, “War Communism”, Ekaterinberg, Kronstadt Mutiny, New Economic Policy (N.E.P.), state capitalism, Joseph Stalin, Comintern, Grigori Zinoviev, First Five-Year Plan, kulaks, Machine Tractor Stations, collectivization, gulags, Siberia, NKVD, Lavrenty Beria, Great Purges
Essential Skills	<ul style="list-style-type: none"> ▪ Develop greater Reading Comprehension ▪ Develop competent Note Taking skills ▪ Develop Source Analysis for both Primary and Secondary ▪ Create and Deliver Oral Presentations ▪ Develop Narrative/Argumentative Essay Writing ▪ Demonstrate geographical awareness.

**Social Studies
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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills. a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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Social Studies
European History
Unit 13: Russian Revolution

<p>Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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Social Studies
European History
Unit 13: Russian Revolution

<p>Related Maine Learning Results</p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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Social Studies
European History
Unit 13: Russian Revolution

	immigrant groups in Maine and the United States, and various world cultures.
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**Social Studies
European History
Unit 13: Russian Revolution**

<p>Related Maine Learning Results</p>	<p>D. Geography D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Students At the end of this unit students will conduct a case study investigation of the British experience in India. By using a series of primary documents the students will piece together the motivation for and the process of British domination of the subcontinent. Students will be able to utilize their prior learning in order to write a detailed report which will exemplify all the characteristics of this age in terms of colonization and empire building.
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Students will be assigned a European colony to study in depth. Students will write an in class essay concerning the impact of European colonial rule on that particular colony prior to and after independence. They will be expected to assess the ramifications in a number of different contexts and be able to explain the long term impact upon that country after liberation.

Social Studies
European History
Unit 13: Russian Revolution

<p>Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University▪ <u>Other Resources:</u><ul style="list-style-type: none">○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline
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