

## How did the Russian Revolution give rise to totalitarianism?

<b>Content</b>	<p>This instructional task addresses content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>• WH.1.1<sup>1</sup> Produce clear and coherent writing for a range of tasks, purposes, and audiences by:             <ul style="list-style-type: none"> <li>○ conducting historical research</li> <li>○ evaluating a broad variety of primary and secondary sources</li> <li>○ comparing and contrasting varied points of view</li> <li>○ determining the meaning of words and phrases from historical texts</li> <li>○ using technology to research, produce, or publish a written product</li> </ul> </li> <li>• WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda</li> <li>• WH.6.3 Analyze causes and consequences of the Russian Revolution of 1917</li> <li>• WH.6.5 Analyze the political conditions that led to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan and Spain in the early 1920's and 1930's.</li> </ul>
<b>Claims</b>	<p>In this instructional task, students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. To accomplish this, they evaluate the causes and consequences of the Russian Revolution of 1917 that subsequently led to the Soviet Union's totalitarian government.</p>
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from Unit 5:</p> <ul style="list-style-type: none"> <li>• How did the causes and effects of the Russian Revolution of 1917 and the use of Joseph Stalin's propaganda, lead to the rise of the U.S.S.R.'s totalitarian government. (WH.1.1, WH.1.3, WH.6.3, WH.6.5)</li> </ul>

<b>Supporting Question 1</b>	<b>Supporting Question 2</b>	<b>Supporting Question 3</b>	<b>Supporting Question 4</b>
Why were the Russian people discontent enough to petition Czar Nicholas II?	How did the Romanov rule come to an end during the Russian Revolution?	How did Vladimir Lenin and the Communist party come to power in Russia?	How did the Russian people view Stalin's totalitarian nature?
<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>	<b>Formative Performance Task</b>
Students will examine Russian citizens' Petition to Nicholas II from January 9, 1905.	Students will analyze events leading to the end of the Romanov rule.	Students will summarize how the Bolshevik party came to control the Soviet government.	Students will analyze how Stalin came to power and his impact on the Soviet people.
<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>	<b>Featured Source</b>
<b>Source A:</b> " <a href="#">Petition to Tsar Nicholas II</a> ," Alpha History	<b>Source B:</b> " <a href="#">Murder of the Imperial Family – Documents Related to the Abdication and Arrest of the Romanovs</a> ," from the <i>Alexander Palace Time Machine</i> , Bob Atchison	<b>Source D:</b> " <a href="#">Lenin's Statement of Bolshevik Demands, October 24, 1917</a> ," FirstWorldWar.com	<b>Source F:</b> " <a href="#">Revelations from the Russian Archives: Internal Workings of the Soviet System</a> ," Library of Congress
	<b>Source C:</b> " <a href="#">Provisional Government</a> ," AlphaHistory.com	<b>Source E:</b> " <a href="#">Russian Government Overthrown in Bolshevik Revolution</a> ," The Learning Network	<b>Source G:</b> " <a href="#">Hymn to Stalin</a> ," A.O. Avidenko

<b>Summative Performance Task</b>	Using the sources and your knowledge of world history, write an essay that examines how the Russian Revolution of 1917 eventually led to the rise of the U.S.S.R.'s totalitarian government.
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<sup>1</sup> This GLE contains multiple parts, which should be taught over the course of several units in World History. The GLE requires students to "produce clear and coherent writing for a range of tasks, purposes, and audiences." The parts of this GLE addressed in the task are the second and fourth bullets.

## Formative Performance Task 1

<b>Supporting Question</b>	Why were the Russian people discontent enough to petition Czar Nicholas II?
<b>Formative Performance Task</b>	Students will examine Russian citizens' Petition to Nicholas II from January 9, 1905.
<b>Featured Source</b>	<b>Source A:</b> " <a href="#">Petition to Tsar Nicholas II</a> ," Alpha History
<b>Content and Claims</b>	This formative performance task requires students to examine the petition that was written to Czar Nicholas II on January 9, 1905, and the concerns of the Russian people (WH.1.1, WH.1.3, WH.6.3).

### Featured Source

**Source A:** "[Petition to Tsar Nicholas II](#)," Alpha History

### Steps

1. Present students with the question for this instructional task: Why did the Russian citizens Petition Czar Nicholas II?
2. Give students access to Source A: "Petition to Tsar Nicholas II" and a copy of the Petition graphic organizer.
3. Have students work with a shoulder partner to begin analyzing the first eight paragraphs of the petition.
4. After reading the first eight paragraphs, direct students to write a paragraph summary of the first eight paragraphs on their graphic organizer.
5. Have students read the next three sections of the petition regarding what the Russian citizens wanted from Czar Nicholas II.
6. Instruct students to rephrase the desires of the Russian citizens in their own words and write this information in the correct location on their graphic organizer.
7. Have students summarize the concluding paragraph of the petition on their graphic organizer.

Write a summary of paragraphs 1-8 of the “Bloody Sunday” Petition to the Tsar 1905.

What were the measures against the ignorance of the Russian People and its lack of rights that their employers took?

What measures against the poverty of the Russian people did the government do?

What events against the oppression of labor by capital occurred?

Write a summary of the concluding paragraph.

**Student Look-Fors**

1. Students should be able to summarize the Petition to Tsar Nicholas II upon completion of the graphic organizer.
2. A sample completed graphic organizer is included below.

Write a summary of paragraphs 1-8 of the “Bloody Sunday” Petition to the Tsar 1905.

The people of Russia petitioned the ruler Tsar Nicholas II because they wanted justice and protection from their employers. The Russian people were overworked, treated like slaves and had no personal rights or liberties. The people wanted Tsar Nicholas II to respond to their needs and wants regarding personal freedom, freedom from oppression at the hands of their employers and fairness in working conditions, education and religious freedom. They Russian people were willing to die for their needs.

What were three measures against the ignorance of the Russian People and its lack of rights?

1. Freedom for those who suffered for their religious and political freedoms
2. Equality for all
3. Separation of church and state
4. Free education
5. Freedom of speech, freedom to assemble and religious freedom

What measures against the poverty of the Russian people want?

1. A progressive income tax
2. No more redemption payments and the land given to the people of Russia
3. Naval jobs and work should go to the Russian people not foreigners
4. People should decide to fight wars

What events against the oppression of labor did the Russian people want?

1. No more factory inspectors
2. Committee to oversee complaints of the workers and worker dismissals
3. Eight hour work day and overtime regulated
4. Wage regulations
5. Worker representatives regarding insurance

Write a summary of the concluding paragraph.

This petition written to Tsar Nicholas II states that the Russian people believed so strongly in their civil rights that they were willing to die in front of the Tsar’s palace. They felt they would be happier and Russia would become a more productive country if the government would listen and respond to their petition. The Russian people stated that they had two roads: one road to freedom and happiness and the other road would lead to their grave. They were willing to die for their requests.

## Formative Performance Task 2

<b>Supporting Question</b>	How did the Romanov rule come to an end during the Russian Revolution?
<b>Formative Performance Task</b>	Students will create a timeline of events from the Red archives of the abdication and arrest of the Romanovs.
<b>Featured Source</b>	<p><b>Source B:</b> <a href="#">“Murder of the Imperial Family – Documents Related to the Abdication and Arrest of the Romanovs,”</a> from the <i>Alexander Palace Time Machine</i>, Bob Atchison</p> <p><b>Source C:</b> <a href="#">“Provisional Government,”</a> AlphaHistory.com</p>
<b>Content and Claims</b>	In this formative performance task, students will create a timeline of the abdication and arrest of the Romanov royal family of Russia.

### Featured Source

**Source B:** [“Murder of the Imperial Family – Documents Related to the Abdication and Arrest of the Romanovs,”](#) from the *Alexander Palace Time Machine*, Bob Atchison

**Source C:** [“Provisional Government,”](#) AlphaHistory.com

### Steps

1. Present students with the question: How did the Romanov rule come to an end during the Russian Revolution?
2. Provide students with access to Source B: “Murder of the Imperial Family” and a copy of the Abdication of the Romanovs timeline form.
3. Have students create a timeline of events with a partner. A sample timeline form is included below.
4. Provide students with access to Source C: “Provisional Government.”
5. Have students read the article and note key information about the provisional government’s goals and impacts. Possible guiding questions include:
  - How did the provisional government come into being?
  - What were the goals of the provisional government?
  - Why were people not contented by the new government?

**Abdication, Arrest and Demise of the Romanov Family**

Event	Date	Information

**Student Look-Fors**

1. Students should record the date and summarize each event in the order they occurred.
2. Students may also include additional summarized information leading up to the Russian executive committee's (Communist Party) response to the Russian people regarding the arrest of the Romanovs.
3. A sample completed timeline is provided below.

<b>Event</b>	<b>Date</b>	<b>Information</b>
<b>1. Manifesto of Nicholas II</b>	March 15, 1917	Tsar Nicholas II discusses World War I (foreign foe) and the problems occurring inside of Russia (Russian Revolution) Tsar along with the State Duma (Russian congress) gave up his role as leader of Russian state give it to Michael Alexandrovich (Nicholas II brother)at 3 pm in the city of Pskov
<b>2. Abdication of Nicholas II</b>	March 16, 1917	Deputy Karaulov announced to the government that Tsar Nicholas II left his rule as leader of Russia and gave it to his brother, Michael Alexandrovich who in turn gave up his rule to the Russian people, which left the Russian government in control.
<b>3. Abdication of Grand Duke Michael Alexandrovich</b>	March 16, 1917	My brother Tsar Nicholas II, has passed over to me the throne of Russia due to WWI and problems in Russia. Michael would like the people of Russia to follow the Provisional government (Duma) until a vote can be made to establish a new government
<b>4. Arrest of Nicholas and other members of the Romanov Dynasty</b>	March 16, 1917	The Soviet of Workers Deputies and the Provisional government will arrest Tsar Nicholas II (will be summoned to Petrograd) then arrested, the Romanov women will also be arrested due to their contact with Tsar Nicholas II. Michael Alexandrovich (Tsar Nicholas II brother) will be placed in the Revolutionary army.
<b>5. Provisional government's response to arrest of the Romanovs</b>		The new provisional government decided to let Nicholas II go to England but the Executive committee (Communist Party) had decided to arrest Nicholas II, the troops will occupy all railway stations and information will be sent to all cities to arrest Nicholas II. The arrest will be made at all costs even if the new provisional government disagrees. Vladimir Lenin led the Communist Party at this time and it was their decision. Thus began the communist party rule in Russia.

4. Students should identify key points about the provisional government including, but not limited to:
  - The provisional government came into being after the elimination of the Romanov family (without the royal family, there was no Russian government)
  - The provisional government did not meet the goals to reform Russian government and establish basic rights for people.

### Formative Performance Task 3

<b>Supporting Question</b>	How did Vladimir Lenin and the Communist party come to power in Russia?
<b>Formative Performance Task</b>	Students will analyze how Stalin came to power and his impact on the Soviet people.
<b>Featured Source</b>	<b>Source D:</b> " <a href="#">Lenin's Statement of Bolshevik Demands, October 24, 1917</a> ," FirstWorldWar.com <b>Source E:</b> " <a href="#">Russian Government Overthrown in Bolshevik Revolution</a> ," The Learning Network
<b>Content and Claims</b>	This formative performance task requires students to examine Vladimir Lenin's speech to the "Citizens of Russia" establishing the new United Soviet Socialist Republic. (WH.6.3)

### Featured Source

**Source D:** "[Lenin's Statement of Bolshevik Demands, October 24, 1917](#)," FirstWorldWar.com

**Source E:** "[Russian Government Overthrown in Bolshevik Revolution](#)," The Learning Network

### Steps

1. Provide students with access to Source D: "Lenin's Statement of Bolshevik Demands" and Source E: "Russian Government Overthrown in Bolshevik Revolution."
2. Have students work in pairs to read the texts and record information about the Bolshevik demands in their graphic organizers. A sample organizer is included below.
3. Conduct a class discussion in which students consider the impact of the demands described in the text. Possible guiding questions include:
  - What is Lenin calling for people to do?
  - What does Lenin propose be done with the military?
  - What happened to the Russian land owners' property?



Spilt-Page Notes

Key Demands:

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Comments and Questions:

Unknown Words or Phrases:

Summary:

**Student Look-Fors**

1. Student responses should indicate a clear understanding of the rationale behind the Bolshevik Revolution and how the provisional government was overthrown. A sample completed Split-Page Notes form is included below.

**Spilt-Page Notes**

<p><b><u>Key Demands:</u></b></p> <ul style="list-style-type: none"> <li>• Republic represented by delegate groups</li> <li>• Abolition of standing army and police</li> <li>• Officials to be elected and subject to recall</li> <li>• Officials’ salaries to be limited to that of workers</li> <li>• Constituent Assembly</li> <li>• Military officers to be elected</li> <li>• Peasants to take over all land</li> <li>• Food production to increase</li> <li>• National Bank established</li> </ul>	<p><b><u>Comments and Questions:</u></b></p> <ul style="list-style-type: none"> <li>• What do republic of delegates and Constituent assembly mean?</li> <li>• What happens to the landowners when their land is taken away?</li> <li>• They act like they want freedoms from when the monarchs were in power, but some things seem more controlled (national bank).</li> <li>• If Lenin was so public with his challenge for people to oppose the provisional government, why didn’t government officials take better precautions to protect themselves?</li> </ul> <p><b><u>Unknown Words or Phrases:</u></b></p> <ul style="list-style-type: none"> <li>• Constituent assembly – I know constituents are the people who vote, but what is the assembly?</li> <li>• Bolshevik – is this someone’s name?</li> </ul>
<p><b><u>Summary:</u></b>  <u>The Bolsheviks have a list of demands that they think the provisional government should address; their list includes things like eliminating the existing army and police and replacing them with armed citizens, creating a National Bank, and establishing guidelines for government officials to be elected with a provision to be recalled. Since the government is not meeting those demands, the Bolshevik mindset is that they are justified in their efforts to overthrow the provisional government for the better of the Russia people. They are able to overthrow the government in a single attack on the winter palace by killing several government officials.</u></p>	

## Formative Performance Task 4

<b>Supporting Question</b>	How did the Russian people view Stalin regarding his Totalitarian nature?
<b>Formative Performance Task</b>	Students will analyze the “Hymn to Stalin” written by A. O. Avidenko.
<b>Featured Sources</b>	<b>Source F:</b> <a href="#">“Revelations from the Russian Archives: Internal Workings of the Soviet System,”</a> Library of Congress <b>Source G:</b> <a href="#">“Hymn to Stalin,”</a> A.O. Avidenko
<b>Content and Claims</b>	In this formative performance task, students will analyze a poem that was written by A.O. Avidenko about Joseph Stalin and his leadership in the U.S.S.R.

### Featured Sources

**Source F:** [“Revelations from the Russian Archives: Internal Workings of the Soviet System,”](#) Library of Congress

**Source G:** [“Hymn to Stalin,”](#) A.O. Avidenko

### Steps

1. Provide students with access to Source F: “Revelations from the Russian Archives.”
2. Have students read the text and take notes on the characteristics of Stalin’s leadership. They will need this later in this formative task.
3. Provide students with access to Source G: “Hymn to Stalin” and [Thinking about Poems as Historical Artifacts](#) from the Library of Congress.
4. Have students read the poem with a shoulder partner and then analyze and discuss their findings and record the information on the LOC form.
5. Conduct a discussion in which students contrast the different perspectives presented in Source F and Source G. Possible guiding questions include:
  - Why do you think the poet wrote this poem?
  - For what audience was the poem written?
  - Do you think the perspective in *Hymn to Stalin* is accurate for the majority of Russians? Why?
  - What does the poem tell you about what life was like during this period in history?
  - Considering how people felt under Romanov rule, are the Russian people better off under the Stalin regime? Explain.

### Student Look-Fors

1. Students should identify the first four paragraphs of the *Hymn to Stalin* as the author’s and Russian people’s regard of Stalin, as their leader of Russia which with Stalin’s leadership became a Totalitarian government.

2. Students should look at the physical format and graphical elements. The poem contains exaggerated speech and hyperbole—Stalin is omniscient and godlike.
3. This poem was written as propaganda to all of the Russian people (last line of the poem “O thou, Sun reflected by millions of hearts”). In the first four paragraphs, the author’s praises of Stalin seems extreme and exaggerated.
4. Stalin was purging (killing off) all who opposed him in Russia, therefore, the Russian people had to at least act like they believe in Stalin to avoid death. All art and literature were under Stalin’s control, so the author could have been a victim of censorship or maybe he was aware of the terrible economic conditions that plagued Europe and was thankful that the Soviet Union was able to grow and remain stable under Joseph Stalin’s rule.

## Summative Performance Task

<b>Compelling Question</b>	How did the cause and effects of the Russian Revolution of 1917 lead to Joseph Stalin’s use of propaganda give rise to Totalitarianism?
<b>Summative Performance Task</b>	Using the sources and your knowledge of World History, write an essay that examines the causes and effects of the Russian Revolution of 1917 and if the use of the Joseph Stalin’s propaganda lead to the rise of the U.S.S.R.’s totalitarian government.

## Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored the causes and effects of the Russian Revolution with the Petition to Tsar Nicholas II, documents based on the abdication and arrest of Tsar Nicholas II and his family, Vladimir Lenin’s first speech to the Russian people “Citizens of Russia” and a poem reflecting the Russian population’s opinion of Joseph Stalin; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

## Student Prompt

Using the sources and your knowledge of World History, write an essay that examines the causes and effects of the Russian Revolution of 1917 and if the use of the Joseph Stalin’s propaganda lead to the rise of the U.S.S.R.’s totalitarian government.

## Student Look-Fors

1. Scoring Notes:
  - An exemplar response may include but is not limited to:
    - Taking a clear position/claim which demonstrates an understanding of the impacts of the Russian Revolution on the rise of totalitarianism over the course of several years.
2. A strong response:
  - References documents appropriately.
    - Russian citizens’ requests in a petition to Tsar Nicholas II (Source A)
    - Sequence of events leading to the end of the Romanov rule (Source B)
    - Background information on the Russian provisional government (Source C)
    - Bolshevik’s list of expectations for the new Russian government; call to action for Russian people (Source D)
    - Background information on the overthrow of the provisional government (Source E)
    - Background information on Stalin’s Russia (Source F)

- Extreme perspective on Stalin illustrates the control he had on every aspect of Russian life (Source G)
- Applies the provided evidence as well as additional information about the Russian Revolution.
  - Russia's involvement in World War I and the Brest-Litovsk Treaty that allowed Russia to get out of the War with Germany with this Treaty Russia ceded 290,000 square miles of land, 25% of its population. The lost territory contained  $\frac{1}{4}$  of Russia's industry and 90% of its coal.
  - The struggles in Russia before, during and after the war with the Russian peasants, before the war 75% of the population in Russia were peasants and the industrial growth in Russia sparked over population in the cities.
  - Russia was led by Tsar Nicholas II and was under the rule of the Romanov family for more than three centuries they ruled with a centralized autocratic regime.
  - Bolsheviks (Communists) were revolting against the Tsar and the Provisional government for control of Russia. The Bolsheviks won the revolution and placed Vladimir Lenin as their Leader.
  - After Lenin's death in 1925, Joseph Stalin had Leon Trotsky deported and he took control of the U.S.S.R. creating a totalitarian government with Stalin in control.
  - Stalin created a propaganda campaign in which he controlled all of the Art, Literature, media and subsequently the people of Russia with his purge system. If you disagreed with Stalin you were either sent to the Gulag or executed.