Topic: Russian Reforms and Reactions

Standard Addressed:
History-Social Science Content Standards for California Public Schools
Grade 10
10.4 - Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

Lesson Objective:
Following direct instruction, shared reading, and a tug-of-war activity relating to the various Russian reforms and reactions to those reforms, students will create a visual representation of the struggle between reform and repression that Russia faced in the late nineteenth and early twentieth centuries.

Anticipatory Set:
The teacher will ask the students what they know about Russia. She should ask the students if they think it is more a part of Europe or Asia. The teacher will then tie this into the fact that Russia has often experienced tension between two things (like Europe and Asia, east and west) and that, back in the late 1800s and early 1900s, Russia experienced tension within its own borders between reform and repression.

Perceived Objective and Rationale:
“Today we are going to learn about what Russia was like in the late 1800s and the early 1900s. During this time, there was a constant battle between reforms and repression in Russia, and so as I lecture, we will move a rope between the two categories to visualize the tension. Afterwards, you will draw your own visual representation of this struggle between reforms and repression. This information will be on your quiz tomorrow, and it will help us understand Russia’s role in WWI when we get to that unit.”

Input:
- Background information on Russia
  - Rigid social structure with serfdom
    - Review with students what serfdom is
  - Absolute rulers sometimes tried to make reforms, but they always pulled back from them in favor of their own power
- Alexander II’s reign
  - Russian defeat in the Crimean War highlighted Russia’s backwardness compared to other nations
  - Widespread belief that change was needed
  - Alexander II makes some reforms (add these reforms to the rope and pull the rope more towards the reforms side)
    - Created zemstvos system of local governments
    - Legal reforms - trial by jury
    - Eased censorship
    - Reduced military service terms
    - Limited brutal discipline
    - Tried to industrialize
    - Emancipated the serfs
      - Define “emancipated” as “freed”
      - Read the first hand account of Elizaveta Kovalskaiia, a serf who was emancipated.
        - This will be read aloud as a class with different students reading different parts
- Alexander II was assassinated and Alexander III became tsar
  - Reacts to the previous forms and creates repressive policies (add these policies to the repression section and pull the rope more towards the repression side of the classroom)
    - Increased power of secret police
    - Restored strict censorship
    - Russification
    - Pogroms
- Alexander III and Nicholas II help industrialize Russia (add this to the reform side and pull the rope accordingly)
  - Benefits and consequences of industrialization similar to those in Britain
  - Have students turn to their neighbor and review what some of the positive and negative effects of industrialization are (from their last unit)
- Protesters were not happy with repression and with military defeats in the Russo-Japanese War
  - Bloody Sunday occurred on Sunday, January 22, 1905
  - Read Russia’s Bloody Sunday first hand account from Father Gapon as a class.
  - Show short movie clip about Bloody Sunday
    - [https://www.youtube.com/watch?v=R1gU0homwBU](https://www.youtube.com/watch?v=R1gU0homwBU)
- Tsar Nicholas II promised reforms (add to the reforms side of the rope and pull the rope towards this side)
  - Agreed to summon a Duma (elected national legislature)
- Peter Stolypin appointed as Prime Minister and enacted repressive measures (add to repressive side of the rope and pull the rope towards that side of the classroom)
  - Arrests
  - Pogroms
  - Executions
• Stolypin realizes that Russia needed reforms (add to reforms side and pull the rope towards that side)
  o Moderate land reforms
  o Improved education
  o Strengthened zemstvos
• Russians were dissatisfied and were still dissatisfied as WWI started in 1914.

**Modeling:**
Explain to students that they will be creating a visual representation of the tensions between reform and repression in Russia. It should include at least three facts, whether those are some of the reform or repressive measures or the tsars names. It will be similar to a political cartoon. Show students an example of a political cartoon so they can use that as a reference.

**Checking for Understanding:**
• What will your picture / political cartoon show?
• *At least* how many facts does it need to show?
• Any further questions?

**Guided Practice:**
The students will turn to their neighbor and brainstorm ideas for their picture / political cartoon.

**Independent Practice:**
The students will create visual representations of the tension between reform and repression in Russia. They will start this in class and finish it for homework.

**Closure:**
Students will write down one question that they have, either about Russia or something previously learned in this unit. These questions will be collected by the teacher and some of them will be gone over before the end of class.

**Plans for Differentiation:**
• The lesson will incorporate multiple visual cues to help students who, though they are reclassified English learners, they still can struggle with academic language. This will also help students like Jessica who struggle with auditory processing. Using the rope to represent the push and pull between reforms and repression in Russia should help with this.
• The information in this lesson is presented in a variety of ways. It incorporates lecture, video, reading, and manipulatives to engage students in multiple ways.
• Students who are not confident in their artistic abilities may supplement this activity by describing their image, and the concepts and facts that it represents, in writing. This can be done on the back of the visual image / political cartoon.

**Plans for Assessment:**
Students visual representations / political cartoons will be collected the following day. They will be graded out of ten points. Five points will be given for completion and effort, and another five points will be given for accurate and detailed information.