



Unit 2: Russian Revolution

Why did people in Russia want a revolution?--Beliefs

105 minutes

Weds./Thurs. Sept. 29-30

Lesson Outcomes: Students will apply their understanding of Communism to the Russian Revolution.

Standards Covered:

- **WH10.3.6.** Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
- **WH10.7.1.** Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).

Materials:

- Leadership Council Grading Proposal and Reflection (student copies)
- Interview and Graphic Organizer (student copies)
- Capitalism and Communism—Pros and Cons (student copies)
- HW: Communism in American

1. Communism Simulation—Grades (30 minutes)

- Pass out grade proposal from “leadership council”
- Explain rationale for proposal:
 - a. Some people are working hard and getting low grades. Other people aren't working hard at all and are getting high grades.
 - b. Everyone deserves to go to college, that is a right, so we need to make it equally
 - c. To make it fair, everyone that is in class and turning in work will receive a B+.
- Open up to clarifying questions
- Vote—do you think this should go to Leadership Council?
- Reflection—What are the pros of this? What are the cons? How is this similar to communism?
- Discussion

2. Pros and Cons of Capitalism and Communism (30 minutes)

1. Get into groups of 4

2. Divide the group in half. One group is in charge of capitalism, the other in charge of communism
3. Complete pros and cons and share out
4. Discuss as a class

3. Read Interview and Complete Graphic Organizer (40 minutes)

4. Start HW: Communism in America

Impact Academy of Arts and Technology

Grade Scale Proposal

Rationale: It is our mission to prepare and inspire all students to enter, succeed in, and graduate from college. Currently, many of our students, especially in the Lower Division, are not getting the grades they will need to be accepted into a four-year university. Some students are working incredibly hard and still receiving low grades, while other students are not working very hard at all, and are receiving much higher grades.

Proposal: The proposal is to change the grading system for Lower Division so that any student that is attending class regularly and completing the majority of their assignments will receive a grade of a B+. As a result, all students will be given what they need: the grades necessary to be accepted into a four-year university.

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Grade Scale Proposal Reflection and Discussion

⁺
Pros of the Proposal

-
-
-

⁻
Cons of the Proposal

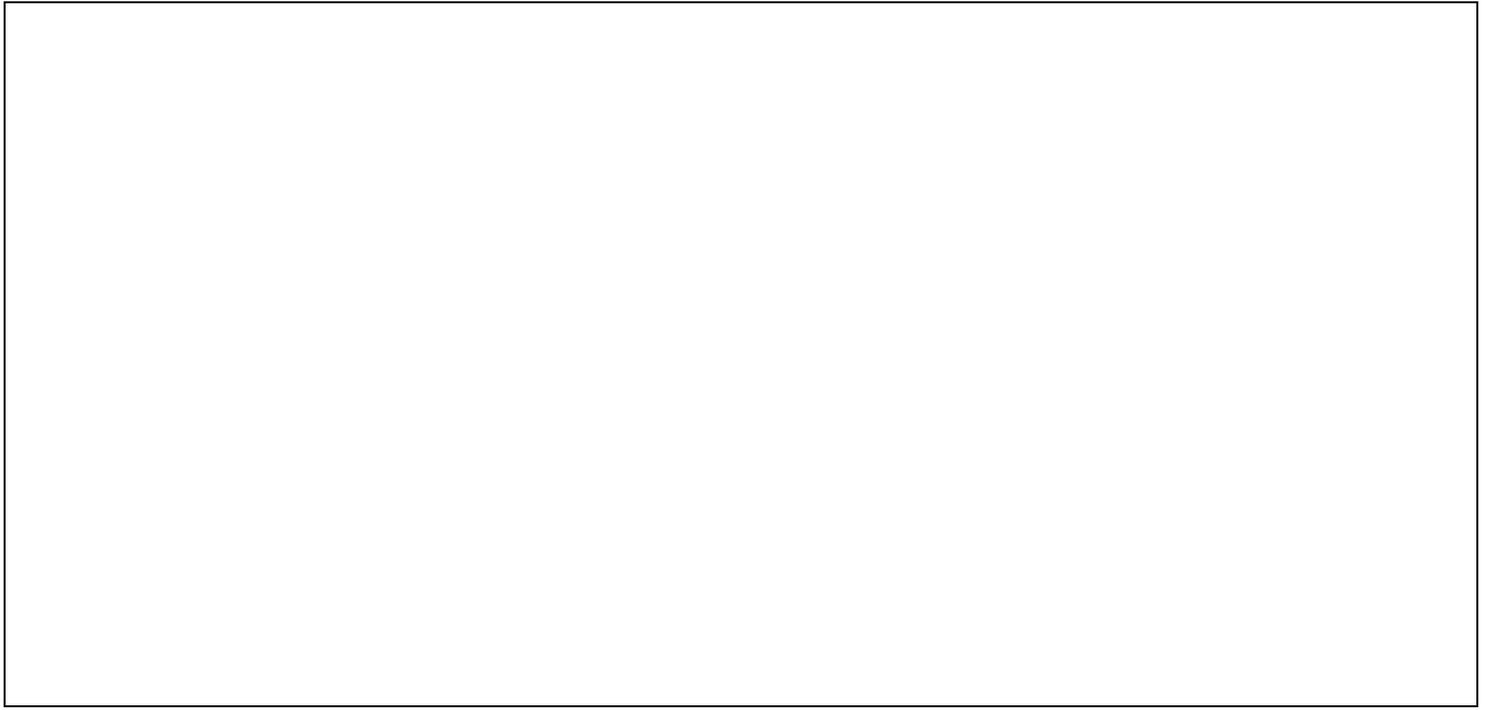
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In 3-4 sentences, answer the question:

In what ways is this proposal similar to communism?

(Use your notes from yesterday to help you)

Blank area for writing the answer to the question.



Interview with Tatiana Fedorova, Soviet Construction Worker

Directions:

- Read the interview and practice annotating (*Talking to the Text*). Remember, this does not just include underlining or highlighting things. It should also include writing:
 - Questions about things you don't understand
 - Comments about things you agree with/disagree with/surprise you
 - Connections to other things you have learned
- Complete the Graphic Organizer titled, "Why Did She Love Communism?"

Q: What did communism mean to you as a young person?

Fedorova: Something elevated¹, very hard to have access to; something which you had to struggle for, something which you struggled for with deeds... It was Mayakovsky who said, "Communism is the young people of the world, and it needs to be led by young people." So we wanted to do everything we could to erect² this building of communism with our own hands. We lived in a very hard time. We were hungry. But when Mayakovsky said that about communism, that it was the young people of the world and it must be built by the young, we wanted to do something for our country, for our motherland. We wanted to do something with our own hands, to glorify³ our country -- not just with words but with deeds. And we did it. We built the metro, we built Magnetogorsk, we built the railway. We did it all with such comradeship, enthusiasm and happiness. And if today I could live again, despite all the big difficulties, I would have done the same things again. We worked in such a friendly way. It was such a good time. There wasn't so much to eat, we weren't well dressed. We were simply very happy. Happy

¹ Elevated—out of reach, worth fighting for

² Erect—to build or construct

³ Glorify—make great

because we were making it our personal contribution.

Q: Tell me about your meeting with Stalin after you made your speech in Red Square? **Fedorova:** When I finished my speech, Joseph Vissarionovich Stalin came towards me. It was completely unexpected, he came to congratulate me. He came up to me and said, "Where did we get such an orator⁴?" And they said, "From underground, from underground." That was my first meeting with Stalin. He gave me his hand and said, "Well done!" That meeting was very precious for me.

Q: What were your feelings just then about that meeting with Stalin?

Fedorova: I felt great - very excited. I was a young woman, a young girl, a team leader of the metro who could see and stand next to the leader of our country and the progressive⁵ working movement. This feeling was very elevated. I can't give it to you in words, you have to experience it.

Q: What's your assessment of Stalin? **Fedorova:** I had very high regard of him. It was very complicated and hard, but this was a great man. He was great as a thinker and as someone who acts. He was also a good person.... Historians will say what they think, but I would say the truth -- he deserves a good word despite all the things that are said about him; he deserves good words. He united people. It was one of the most difficult times to build this country. To build these great construction sites would only be possible through unity, the unity of the people and the love of the people to their idol. Stalin for us was an idol.

Q: What was the particular appeal of communism for you? **Fedorova:** Unity of people, unity of action. That's what attracts me and has always inspired me.

Q: And what was the most important part of the communist party program for you? **Fedorova:** That people should live well.

⁴ Orator—great public speaker

⁵ Progressive—positive, for the good of the people

Why Did She Love Communism? Graphic Organizer

According to Tatiana, what did communism mean to her?

1.

2.

3.

Describe Tatiana's meeting with Stalin. (2-3 sentences)

What was her opinion of Stalin as a leader? (2-3 sentences)

What did Tatiana like best and think was most important about Communism? (1-2 sentences)

In your opinion, why were young people in Russia so quick to join the Communist party? Why did they like it so much? (2-3 sentences)

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Pros and Cons of Capitalism and Communism

CAPITALISM	
Pros	Cons

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CAPITALISM	
Pros	Cons

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As a group, which economic system do you think is better? Why

Communism as a Solution in America

HW: On page 21 of your notebook, read the following quote and then answer the following question below in 6-8 sentences:

"I became a communist . . . because of what I saw around me here in the United States of America. There was misery, there were children going to bed hungry, there was poverty, and there was no reason for it. We were the richest country in the world."

1. What are some solutions communists might propose to end poverty, hunger, and homelessness in the United States today
2. What are the negative and positive consequences of those solutions

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