Turbulent Totalitarianism ‖ The Russian Revolution

## Goals & Objectives

Students will understand the causes for the Russian Revolution, specifically in regards to the economic, political and social factors.

Students will be able to describe the impact of an oppressed majority in destabilizing an autocracy.

## California State Content Standards

**10.7 Students analyze the rise of totalitarian governments after World War I.**

**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).**

2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).

3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

## Common Core Literacy Standards

Reading 9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Reading 9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

## Driving Historical Question

### *What leads a people to revolt against their government?*

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 7 Minutes**

When students enter the room, the question “What causes people to revolt?” will be written on the board.
The teacher will instruct students to take out a sheet of paper and brainstorm answers to the question as a quick-write.

Teacher will circulate the class and monitor the progress of the students.

Once students have written down an answer, the teacher will instruct students to pair-share their answers with their classmates.

Once students have shared, the teacher will bring the class together and have students volunteer their answers. If no one volunteers, the teacher will resort to the deck of cards.

Teacher will transition from the discussion to the lecture.

### Vocabulary (Content Language Development) ‖ **Time:**

Vocabulary is integrated into the presentation, lecture, and note-taker. Some definitions are provided, others students will be asked to define on their own and then check for accuracy.

### Content Delivery (Method of Instruction) ‖ **Time: 65 minutes**

Teacher will lecture, using PowerPoint presentation. Teacher will pause to ask questions and check for understanding by having students think-pair-share and whole class discuss key questions throughout the lecture.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time:**

Teacher will pause to ask questions and check for understanding by having students think-pair-share and whole class discuss key questions throughout the lecture.

### Lesson Closure ‖ **Time: 10 minutes**

Students will reflect on the lecture by answering the question on the final slide of the presentation. “What problems would you predict for Russia moving forward with the Russian Provisional Government and the Petrograd Soviet sharing power?” This will have the students apply the information they just acquired to what will be covered in the next day’s lesson.

### Assessments (Formative & Summative)

Teacher will assess progress by student responses to lecture questions during lecture delivery and assess student learning by student answers on the note-taker.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

A word-bank and integrated vocabulary in the presentation, lecture, and note-taker will help language acquisition and comprehension.

The note taker will help English learners, striving readers and students with special needs organize and process the information covered in the lecture.

### Resources (Books, Websites, Handouts, Materials)

<http://alphahistory.com/russianrevolution/russian-society/>

[http://content.time.com/time/photogallery/0,29307,1681193,00.html](http://content.time.com/time/photogallery/0%2C29307%2C1681193%2C00.html)

<http://pages.uoregon.edu/kimball/images/1895oc.SPB.Nevsky.Cotton.Mill.prl-krx~FitzLyon131.jpg>

<https://www.youtube.com/user/crashcourse?feature=watch>