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ABSTRACT

This subunit on Russian history is part of a unit on the USSR, one of four resource units for an eleventh grade course on area studies. The objectives for the subunit are listed as to generalizations, skills, and attitudes. There are two outlines provided for this subunit. The first identifies generalizations about culture change which might be taught throughout the study of Russian history and shows how events in Russian history can be used to teach them. The second outline provides a possible sequence for teaching the history of Russia. Teaching procedures are placed opposite this second outline. The materials present aspects of cultural continuity between Tsarist Russia and the Soviet Union. This section includes a fairly lengthy presentation of Marxian ideas. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the unit on the USSR is SO 006 324; other subunits on the USSR are SO 006 325, SO 006 327 and SO 006 328. (Author/KSM)

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SUB-UNIT ON THE HISTORY OF RUSSIA

As you will recall from the introduction to this area-study, two outlines are for this sub-unit. The first identifies generalizations about culture change taught through the study of Russian history and shows how events in Russian history can be used to teach them. This outline of content should not be used as the basis upon which Russian history should be studied. Outline 2 provides a possible sequence for teaching the history of Russia. The teaching procedures are placed opposite each outline.

Although this is a resource unit and teachers are expected to select from the activities, there are some which are of crucial importance because of the way they are used to illustrate culture change and continuity. They may be used as they stand, or the teacher may substitute some other activity to teach the same concept. These activities are preceded by stars.

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SUB-UNIT ON THE HISTORY OF RUSSIA

Recall from the introduction to this area-study, two outlines are provided in this unit. The first identifies generalizations about culture change which might be used in the study of Russian history and shows how events in Russian history can be used to teach them. This outline of content should not be used as the order in which the history should be studied. Outline 2 provides a possible sequence for the study of Russian history. The teaching procedures are placed opposite this section.

This is a resource unit and teachers are expected to select from the list of activities. There are some which are of crucial importance because of the way in which they are used to illustrate culture change and continuity. They may be used as they are or the teacher may substitute some other activity to teach the same content. Activities are preceded by stars.

OBJECTIVES FOR SUB-UNIT ON HISTORY

This sub-unit on history should make progress toward developing the following

GENERALIZATIONS

1. Although culture is always changing, certain parts or elements may persist over long periods of time.
 - a. Culture traits may change through a process of diffusion.
 - i) People who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.
 - b. Culture traits may change as a result of innovation from within a society.
 - c. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture. (People do not change their culture unless they feel a need for change.)
 - d. Changes introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to pressures to change, provided change they do not feel
- e. Some values are conducive to change, some make change difficult.
- f. Persistence of cultural traits is a result of the lack of conditions which further encourage a reluctance to change.
- g. Certain facets of the social structure may inhibit marked social innovation.
 - 1) Class structure may inhibit change because upper classes will fear loss of rights and accepted ideas of people
 - a) Those who benefit from social stratification systems are likely to accept and not likely to oppose change. Lower classes tend to rationalize the stratification system as something natural.
 - b) The division of labor and responsibilities among classes

OBJECTIVES FOR SUB-UNIT ON HISTORY

History should make progress toward developing the following:

Culture is always changing, but some elements may persist for long periods of time.

Cultural traits may change through the process of diffusion.

People who are in contact with others are likely to borrow cultural traits from each other. The movement of people from one part of the world to another in the movement of culture and material objects, thus resulting in changes in the area where people migrate.

Cultural traits may change as a result of innovation from within a culture.

People change their culture if they feel a need for change, if they are dissatisfied with present conditions of their culture. (People do not change their culture unless they feel a need for change.)

Change is more likely to occur if it is introduced from above or is forced, that is, if sanc-

tions are applied to people one desires to change, providing a need for change they do not feel spontaneously.

- e. Some values are conducive to change, some make change difficult.
- f. Persistence of cultural traits may be a result of the lack of exposure to conditions which further change or to a reluctance to change.
- g. Certain facets of the social structure may inhibit marked social change and innovation.
 - 1) Class structure may inhibit social change because upper class members will fear loss of rights and not accept ideas of people of lower classes.
 - a) Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change. (Those on top tend to rationalize the justice of the stratification system as something natural.)
 - b) The division of labor and responsibilities among castes produces

a mutual interdependent, very stable, and slow-changing society.

- c) The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.
 - 2) Family structure and communal structure may make change difficult.
 - 3) When an individual is strongly attached to a group and is in continuing contact with it, his group-anchored beliefs and behaviors are much less likely to change than as if he is far removed from the group.
2. A given culture is an integrated whole, based on fundamental postulates or values.
- a. All the institutions in a society are related; because of this interrelationship, a change in one institution is likely to affect other institutions. (Changes in the family are reflected in other institutions and changes in other institutions are reflected in the family.)
 - b. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organ-

ization, in ideology, or what is a part of the cultural system.

- *1) Technological change may cause serious problems in a society.
3. Each culture is unique.
 4. Political revolutions are usually the result of multiple causes.
 5. Whenever things valued by a society are scarce, there will be differential access to and control of these valued scarce things by sub-groups within society.
 - a. Control of one or a few scarce things may enable the group to get control of other scarce and valued things in a pyramid of their control or power.
 - b. Class membership has certain effects on life and behavior (class correlation).
 - c. Societies differ in the relationship of ascribed and achieved status, the status they provide and the relative emphasis on each.
 - d. If an individual is aware of his position in a class, this awareness affects his behavior.
 6. Members of a class can move out of it by various means, and this mobility can be up or down.

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up or down.

- a. The more widespread the system of education, the greater the mobility between classes.
 - b. The more industrialized and urbanized the society, the more differentiated and open the system of stratifications; the less industrialized and urban the society, the less the mobility between classes.
7. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.
- a. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.
 - b. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are involved.
 - c. Groups engaged in continued struggle with the outside tend to be intolerant within. They are unlikely to tolerate more than limited departures from group unity.
8. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate.
- a. Minority groups are sometimes accommodated.
 - b. In autocratic governments refuse to accommodate are punished.
 - c. When one country wins a war it forces the defeated party to accommodate.
9. Every economic system faces a lack of enough resources to satisfy human wants.
- Economic wants of people are never to be satisfied, since as services must be replenished as they are used up, population is expanding, and inventions create new wants.
10. Prices (including wages) are determined by supply and demand.
- a. Other things being equal, the price of a good rises when the quantity demanded exceeds the quantity supplied and falls when the quantity demanded is less than the quantity supplied.
11. In general business firms seek to maximize profits.
- a. The incentive to achieve maximum income as possible is modified by social incentives.

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In industrialized and urbanized society, the more differentiated the system of stratification the less industrialized the society, the less the difference between classes.

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individuals or groups to accommodate.

a. Minority groups are sometimes forced to accommodate.

b. In autocratic governments, those who refuse to accommodate are punished.

c. When one country wins a war, it may force the defeated party to accommodate.

9. Every economic system faces scarcity or a lack of enough resources to satisfy all human wants.

Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.

10. Prices (including wages) are affected by supply and demand.

a. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.

11. In general business firms try to maximize profits.

a. The incentive to achieve as large an income as possible is modified by other incentives.

12. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.
13. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.
14. Political power is unevenly distributed through a population.
 - a. It is unlikely that one could find many genuine autocracies (rule by one) -- in complex modern government; they are very likely really oligarchies. The scope of government and the variety of clienteles demands a variety of skills which one man does not possess.
 - 1) Every decision maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide him with it have an important base for exerting power and influence on the official.
 - 2) A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.
15. Any decision is in part the product of the internalized values, the past and the experiences of the person making the decision.
16. The decision-maker reacts to pressures from other decision-makers.
17. Executive decisions are limited by various factors, including permissibility.
18. Taking the policy-making process into account, the general strategic advantage of the status quo.
19. The requirements for leadership in an organization or government tend to replace the need for leaders with administrative skills tends to replace the need for a charismatic leader.
20. The contrast between democratic and autocratic political systems may be seen as a conflict in basic underlying values.
21. Ideology is associated with the political system with the political awareness, involvement and formation.
22. People with different ideologies may be on the same scene and their ideologies may have different meanings -- maybe even different perceptions of the facts.

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are unevenly distributed in the economy.

It is not that one could find autocracies (rule by a few) in complex modern governments. It is very likely really that the scope of government is a variety of clientelism and a variety of skills which are not possessed.

The decision maker is dependent on knowledge, information, intelligence, and as a result on the advisors who can provide it. It is with them that he must have an important role in exerting power and influence over the official.

Policy must be effectuated through the decision-making process. In that process the decision-maker's role is important.

15. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decision.
16. The decision-maker reacts to pressures from other decision-makers.
17. Executive decisions are limited by many factors, including permissibility.
18. Taking the policy-making process as a whole, the general strategic advantages lie with the status quo.
19. The requirements for leadership may change; as an organization or government develops, the need for leaders with administrative skills tends to replace the need for a charismatic leader.
20. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
21. Ideology is associated with those people in the political system with the greatest political awareness, involvement, and information.
22. People with different ideologies may perceive the same scene and their ideologies will give it sharply different meaning and significance -- maybe even different perceptions of the facts.

23. Most political communication depends on the use of negative and positive symbols, stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.
- *24. Obstacles to communication may be social as well as physical.
25. The means may make it difficult to achieve the stated ends.
26. All of the places of earth are tied together by forces of man and nature.
 - a. Man has speeded spatial interaction. Trade has drawn the world closer together.
 - b. City life is heavily dependent upon trade.
 - c. The world is a community of interdependent countries. (Important political happenings in one part of the world affect other parts.)
27. There are many sources of national power in dealing with other nations.
 - a. Military capacity is an important factor in the development of national power, but not the only one.
 - b. Differences in population, resources, and economy may be reflected in differences in national power.
28. Wars have an important economic impact upon people.
29. The structure of the family varies from one society to another, and varies from one to another within any society.
30. In different societies or groups within a society, social norms and sentiments are strongly reinforced. As a result, each society has a modal personality or character among its adults.
31. Frustration may result in a variety of social and economic effects.

SKILLS

The broad skill toward which the curriculum is ultimately directed is underlined. The specific aspect of a skill or an underlying concept to learn a skill is in plain type.

1. Attacks problems in a rational manner.
 - a. Sets up hypotheses.
2. Is skilled in gathering information.
 - a. Adjusts reading rate to material.
 - b. Interprets graphs.
 - 1) Draws inferences from graphs.
3. Is skilled in evaluating information.

cal communication depends on negative and positive symbols, and other communication effective communication depends on effective manipulation of graphic tools.

Communication may be social or physical.

It may make it difficult to achieve certain ends.

Places of earth are tied to forces of man and nature.

Accelerated spatial interaction has drawn the world closer together.

Communication is heavily dependent upon the physical environment.

The world is a community of interdependent countries. (Important political openings in one part of the world affect other parts.)

Many sources of national power exist within other nations.

Communication capacity is an important factor in the development of national power, but not the only one.

Differences in population, resources, and technology may be reflected in differences in national power.

28. Wars have an important economic impact upon people.
29. The structure of the family varies from one society to another, and from one group to another within any society.
30. In different societies or in different groups within a society, some emotion and sentiments are strongly repressed; others are encouraged. As a result any one group has a modal personality or personalities among its adults.
31. Frustration may result in aggression.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is in plain type.

1. Attacks problems in a rational manner.
 - a. Sets up hypotheses.
2. Is skilled in gathering information.
 - a. Adjusts reading rate to purpose in reading.
 - b. Interprets graphs.
 - 1) Draws inferences from graphs.
3. Is skilled in evaluating information.

- a. Checks on the accuracy of information.
 - 1) Checks facts against his own background of information and collects additional information when he needs it to check the facts.
 - 2) Checks on the bias and competency of witnesses, authors, and producers of materials.
 - 3) Looks for points of agreement and disagreement among witnesses and authors and other sources of information.
 - 4) Identifies and examines assumptions to decide whether or not he can accept them.
 - 5) Recognizes differences in difficulty of proving statements.
- b. Checks on the completeness of data and its way of generalizations based on insufficient evidence.
 - 1) Rejects post-hoc arguments.
- c. Detects inconsistencies.
- d. Distinguishes between relevant and irrelevant information.
 - 1) Identifies persuasion devices.
- 4. Has a well-developed time sense.

- a. Makes and interprets time
- b. Looks for relationships and within one country and wide time framework.
- c. Has a sense of the passage
- d. Sees meaningful differences eras; notes relationship between institutions and tions.
- 5. Is skilled in organizing and information and in drawing conclusions.
 - a. Applies previously-learned generalizations to new data
 - b. Tests hypotheses against data
- 6. Communicates effectively with
 - a. Presents effective symposia

ATTITUDES

- 1. Is curious about social data.
- 2. Values objectivity and desire values from affecting his interpretation of evidence.
- 3. Respects evidence even when it prejudices and preconceptions

the accuracy of information.

facts against his own back-
of information and collects
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veloped time sense.

- a. Makes and interprets timelines.
- b. Looks for relationships among events within one country and within a world-wide time framework.
- c. Has a sense of the passage of time.
- d. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.

5. Is skilled in organizing and analyzing in-
formation and in drawing conclusions.

- a. Applies previously-learned concepts and generalizations to new data.
- b. Tests hypotheses against data.

6. Communicates effectively with others.

- a. Presents effective symposia.

ATTITUDES

1. Is curious about social data.
2. Values objectivity and desires to keep his values from affecting his interpretation of evidence.
3. Respects evidence even when it contradicts prejudices and preconceptions.

4. Is committed to the free examination of social attitudes and data.
5. Is sceptical of theories of single causation in the social sciences.
6. Is sceptical of panaceas.
7. Supports freedom of thought and expression.
8. Values procedural safeguards for those accused of crimes.
9. Desires to protect the rights of minorities.

GENERALIZATIONS

- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Cultural traits may change through a process of diffusion.

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OUTLINE NO. ONE (Not in order of
Although culture is always changing, certain parts or elements may persist over long periods of time.

A. Russian culture has changed through diffusion and innovation from within.

1. Much of Russian culture has changed through diffusion from other peoples through diffusion.

a. The people living in western Russia of as Russia borrowed many cultural traits from the peoples who invaded central Asia.

b. The people living in northern Russia of as Russia borrowed many cultural traits from the Viking princes through their trade and protection.

c. The people living in southern Russia of as Russia borrowed many cultural traits from the Byzantines with whom they traded and warred in the Constantinian period.

d. Russians borrowed many cultural traits from western Europe when they adopted that Western European technology.

e. Many of the Russian movements and revolution had their roots from Western Europe. (Democracy, humanitarian ideas about human rights, etc. Marx in turn borrowed from the British.)

OUTLINE NO. ONE (Not in order of teaching.)

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ss of diffusion.

A. Russian culture has changed through both diffusion and innovation from within.

- I. Much of Russian culture has been borrowed from other peoples through a process of diffusion.
 - a. The people living in what we now think of as Russia borrowed many traits from the peoples who invaded them from Central Asia.
 - b. The people living in what we now think of as Russia borrowed many cultural traits from the Viking princes who organized their trade and protected them from invaders.
 - c. The people living in what we now think of as Russia borrowed many cultural traits from the Byzantines with whom they traded and warred in the Constantinople area.
 - d. Russians borrowed many cultural traits from western Europe when the Tsars realized that Western Europe was ahead of them in technology.
 - e. Many of the Russian movements for reform and revolution had their origins in ideas from Western Europe. (Decembrist movement, humanitarian ideas about slaves, Marxian ideas, etc. Marx in turn borrowed ideas from the British.)

G. Cultural traits may change as a result of innovation from within a society.

G. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.

2. Parts of Russian culture innovation from within.

a. The village commune in Russia as a means of solving problems faced by peasants.

b. The Russian system of land tenure is quite distinctive; it differs considerably from the system in Europe.

c. The system of Zemstvo is a Russian creation.

B. A number of factors facilitated the change.

1. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.

a. The Russians gave money to the Tsars in order to get rid of the invaders.

b. Tsars adopted policies of opening new seaports in order to get to the seas as they needed greater trade and navigation.

c. The Tsars set up a system of landowners because of the need for landowners who were loyal to the state.

d. The Tsars abolished the system of landowners who were loyal to the state.

ral traits may change as a result of innovation from within a society.

People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.

2. Parts of Russian culture are the result of innovation from within.
 - a. The village commune evolved within Russia as a means of solving some of the problems faced by peasants.
 - b. The Russian system of feudalism was quite distinctive; it differed considerably from the system in Western Europe.
 - c. The system of Zemstvos was a unique Russian creation.

B. A number of factors facilitate or hinder change

1. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.
 - a. The Russians gave more power to the tsars in order to gain protection from invaders.
 - b. Tsars adopted policies of expansion to new seaports in order to gain outlets to the seas as they saw the need for greater trade and naval power.
 - c. The Tsars set up a system of serfdom because of the need to gain support of landowners who were losing workers.
 - d. The Tsars abolished serfdom when they faced threatened peasant revolts.

- e. The Tsar granted certain reforms as a result of the revolution of 1905 which arose because the people became dissatisfied with the government after its defeat in the war.
- f. Defeat in the Crimean War of 1905 led many Russians to believe that economic and social reforms were necessary.
- g. The people of Russia overthrew the Tsar during 1917 and set up a new government systems out of disgust with the conditions under the old government.

G. Change instituted from above is more likely to be successful if it is enforced, that is, if sanctions are applied to people one desires to change, providing a need for change they do not feel spontaneously.

2. Change instituted from above is more likely to be successful if it is enforced, that is, if sanctions are applied to people one desires to change, providing a need for change they do not feel spontaneously.

a. Most changes in Russia were instituted from above when the Tsar was forced to change because of war with the West or fear of foreign invasion.

b. The Tsar applied sanctions to the people, thus giving them a need for change that many did not feel.

G. Persistence of cultural traits may result from a reluctance to change.

3. Persistence of cultural traits may result from a reluctance to change.

- e. The Tsar granted certain constitutional reforms as a result of the revolution of 1905 which arose in part because the people became dissatisfied with the government after its defeat at war.
- f. Defeat in the Crimean War and in the War of 1905 led many Russians to believe that economic and social reforms were necessary.
- g. The people of Russia revolted twice during 1917 and set up new political systems out of disgust with the conditions under the old governments.

stituted from above is likely to be successful if it is enforced, that is, if sanctions are applied to people one desires to change, providing a need for change they do not feel spontaneously.

- 2. Change instituted from above is more likely to be successful if it is enforced, that is, if sanctions are applied to people one desires to change, providing a need for change they do not feel spontaneously.
 - a. Most changes in Russia were made from above when the Tsar saw the need for change because of worry about competition from the West or fear of revolt from below or foreign invasion.
 - b. The Tsar applied sanctions to the Russian people, thus giving them a need to change that many did not feel.
- 3. Persistence of cultural traits may result from a reluctance to change.

ence of cultural traits may result from a reluctance to change.

G. People who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

- a. Some of the Tsars frequently in bringing about changes when they traveled in Russia. The masses change and preferences.
 - b. The landowning class change which would be to their disadvantage.
4. Contact with other cultures leads a group of people to adopt some of that culture. Personal traits may be a result of exposure to conditions which are different.
- a. Diffusion from the west, the east, and the invasion of Central Asia was the result of contact.
 - b. Russians did not adopt cultural changes in Western Europe until the period of the Renaissance because they were cut off from contact with the West during the Mongol invasion of the country.
 - c. Many serfs and peasants adopted Western farming techniques because of contact with new ideas.
 - d. Contact with westerners fighting during the Crusades led them to develop new ideas.

- a. Some of the Tsars faced great difficulty in bringing about more than surface changes when they tried to westernize Russia. The masses saw no need to change and preferred their own culture.
- b. The landowning classes tried to resist change which would be to their economic disadvantage.

4. Contact with other cultures frequently leads a group of people to adopt aspects of that culture. Persistence of cultural traits may be a result of a lack of exposure to conditions which further change.

- a. Diffusion from the Vikings, the Byzantines, and the invading tribes from Central Asia was the result of culture contact.
- b. Russians did not adopt many of the cultural changes in Western Europe during the period of the High Middle Ages and the Renaissance because they were cut off from contact with these people during the Mongol invasions and domination of the country.
- c. Many serfs and peasants did not change their farming techniques or other cultural ways because of lack of contact with new ideas.
- d. Contact with western ideas by army officers fighting during the Napoleonic Wars led them to develop western ideas at a

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- G. Certain facets of the social structure may inhibit marked social change and innovation.
5. Certain facets of the social structure may inhibit marked social change.
- a. Family structure and the culture made change difficult after the serfs were freed.
 - b. Class structure may inhibit change because upper class members will fear loss of rights and property. Many of the landowning classes prevented the freeing of the serfs. Many liberal reforms.
- G. Some values are conducive to change, some make change difficult.
6. Some values are conducive to change, some make change difficult.
- a. Russian attitudes toward rationalism and fatalism made change difficult for the Soviets after industrialization.
 - b. Russian attitudes toward paternalistic family structure and collective responsibility made change difficult to introduce new techniques after the freeing of the serfs.
- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations. Even when a major reorganization of a society takes place (such as a revolution), not all traits are discarded.
- C. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations. Even when a major reorganization of a society takes place (such as a revolution), not all of a culture's traits are modified.

time when other Russians without such contact did not develop these ideas.

facets of the social structure inhibit marked social innovation.

5. Certain facets of the social structure may inhibit marked social change and innovation.

a. Family structure and the communal structure made change difficult even after the serfs were freed.

b. Class structure may inhibit social change because upper class members who have power will fear loss of rights and not accept ideas of people of lower classes. Many of the landowning classes tried to prevent the freeing of the serfs and other liberal reforms.

Some values are conducive to change, some make change difficult.

6. Some values are conducive to change, some make change difficult.

a. Russian attitudes toward tradition, time, rationalism and fatalism made it more difficult for the Soviets to introduce industrialization.

b. Russian attitudes toward authority, the paternalistic family structure, and collective responsibility helped make it difficult to introduce new farming techniques after the freeing of the serfs.

People usually do not discard a trait completely; they are more likely to modify it to fit into new situations. Even when a major reorganization of a society takes place (such as a revolution), not all of a culture is completely modified.

C. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations. Even when a major reorganization of a society takes place (such as a revolution), not all of a culture is completely modified.

all of a culture is completely modified.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

1. The old communal forms of were adapted to serfs and when serfs were freed. The communal control of land was agricultural cooperatives and collectives when they came to power.
2. The idea of collective responsibility (as a part of taxes and at law) did not change when serfs were freed; in some ways it became stronger under the communists.
3. The Patriarchal family has survived along with other changes within Russia.
4. Autocratic rule and attitude (of authority, obedience, and terror) has survived through many changes in Russia.
5. The messianic attitude in the Orthodox Church has persisted in some form to the present day.
6. The belief in some religious resurrection has been adapted to the new religion through communism.
7. Even after the revolution the Russian cultural traits persisted and were used by the Bolsheviks.

D. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

ulture is completely

1. The old communal forms of making decisions were adapted to serfs and then to the mir when serfs were freed. The system of communal control of land was adapted to the agricultural cooperatives by the communists when they came to power.
2. The idea of collective responsibility (for taxes and at law) did not change after the serfs were freed; in some forms it persists under the communists.
3. The Patriarchal family lasted through many other changes within Russia.
4. Autocratic rule and attitudes toward authority, obedience, and terror persisted through many changes in Russia.
5. The messianic attitude introduced by the Orthodox Church has persisted in modified form to the present day.
6. The belief in some religious means of salvation has been adapted to the idea of salvation through communism.
7. Even after the revolutions of 1917, many Russian cultural traits persisted and were used by the Bolsheviks.

one aspect of a culture
effects on other aspects;
all ramify whether they
ological, in social organ-
in ideology, or whatever
part of the cultural sys-

- D. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

1. Changes in the type of farming (from slash and burn to more settled types) led to changes in the patterns of land ownership and social organization among peasants.
2. Loss of markets during the period of Mongol invasions led landowners to stop producing so much for markets and to set up different relationships with peasants. This loss also resulted in great changes within the cities.
3. The introduction of some western ideas about technology under Peter the Great led to changes in other aspects of Russian life.
4. The introduction of the Greek Orthodox religion into Russia led to many changes in Russian society and helped fix ideas of authoritarianism in government as well as in religion.
5. The establishment of the Zemstvos, in part to help meet problems raised by the freeing of the serfs, led to greater educational opportunities and so greater mobility between classes.
6. The declining reputation of the Tsars and the loss of certainty about Russian superiority after defeat in the Crimean and Japanese wars led to many economic, social and political reforms.

7. Increased industrialization created a need for more workers and led to changes in the communal life of peasants. Later, industrialization affected mobility among peasants and family structure.

8. Technological changes created social problems both in Western Europe (stimulating Marxism) and in Russia.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. The greatest push to improve living levels is more likely to come from those above the bottom strata than from those at the bottom.

E. A given culture is an integrated whole, based on fundamental postulates or values. The values fostered by the culture came to permeate all aspects of society and culture (e.g. rejection of mysticism and acceptance of individual responsibility, etc).

F. The greatest push to improve living levels is more likely to come from the top strata of society than from the bottom.

1. The bottom strata lacked resources and hope for improvement.

2. Most of the reform and improvement in Russia came from the upper class intelligentsia, who were also not of the lower strata.

7. Increased industrialization led to the need for more workers and helped bring changes in the communal system among peasants. Later, industrialization also affected mobility among classes and the family structure.
8. Technological changes created serious problems both in Western Europe (thus stimulating Marxism) and in Russia.

ulture is an integrated
sed on fundamental postu-
values.

- E. A given culture is an integrated whole, based on fundamental postulates or values. Some of the values fostered by the Orthodox church came to permeate all aspects of Russian society and culture (e.g. rejection of rationalism and acceptance of mysticism; attitudes toward common responsibility rather than individual responsibility, etc.)
- F. The greatest push to improve living levels is more likely to come from those above the bottom strata of society than from those at the bottom.
 1. The bottom strata lacked the education and resources and hope for change.
 2. Most of the reform and revolutionary movement in Russia came from the middle or upper class intelligentsia, (Marx and Engels were also not of the lower class.)

est push to improve liv-
s is more likely to come
e above the bottom strata
those at the bottom.

OBJECTIVES

- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- A. IS CURIOUS ABOUT SOCIAL DATA.

101-

OUTLINE NUMBER TWO (in suggested order)

- III. Although culture is always changing, certain parts or elements may persist over long periods of time.

S. Sets up hypotheses.

I. IS CURIOUS ABOUT SOCIAL DATA.

101-

OUTLINE NUMBER TWO (in suggested order of teaching)

ulture is always chang-
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III. Although culture is always changing, certain parts
or elements may persist over long periods of time.

ABOUT SOCIAL DATA.

hypotheses.

S ABOUT SOCIAL DATA.

1. Tell pupils that some people state that one of the problems facing the Soviet government is to overcome long-seated attitudes and traditions in Russian life. A study of history may help pupils decide if these analyses are right, and if so what these attitudes and traditions are. Also point out that others argue that some of the earlier attitudes and values have aided the Soviets. A study of history may help pupils decide if these people are right and if so which attitudes and values these are. Perhaps pupils will decide that both groups are right or both wrong, or they may decide that one group is right and one wrong.
2. Say: Historians are sometimes likely to state that no country can escape its history. What do you think they mean? Do you think they are right? Why or why not? (Point out that a study of Russian history may help pupils decide if this statement is true in the case of the Soviet Union.)
3. Point out on a map the part of Russia in which early events in Russian history took place and in which the nation was born. Ask: What is this part of Russia usually called? Why do you think the culture of the people living in European Russia differs considerably from that of people living in the western part of Europe? (Do not answer for the class. Let pupils set up hypotheses to test.)
4. Perhaps place books dealing with Russian history on a table in the room and let pupils have a browsing period in which they find a book which interests them for further reading or a topic in which they are particularly interested.

That some people state that one of the problems of the Soviet government is to overcome long-standing attitudes and traditions in Russian life. A study of history may help pupils decide if these attitudes are right, and if so what these attitudes and traditions are. Also point out that others argue that some of these attitudes and values have aided the Soviet government. A study of history may help pupils decide if these attitudes are right and if so which attitudes and traditions are. Perhaps pupils will decide that some are right or both wrong, or they may decide that one is right and one wrong.

Teachers are sometimes likely to state that no country can escape its history. What do you think they mean? Do you think they are right? Why or why not? What do you think a study of Russian history may help pupils decide? (If this statement is true in the case of the Soviet Union.)

Show pupils a map of the part of Russia in which early Russian history took place and in which the nation grew. Ask: What is this part of Russia usually called? Why do you think the culture of the people in this part of European Russia differs considerably from that of the people living in the western part of Europe? (Do not discuss this in the class. Let pupils set up hypotheses to be tested.)

Put several books dealing with Russian history on a table in the room and let pupils have a browsing period. Let them find a book which interests them for further study or a topic in which they are particularly

S. Adjusts reading rate to purpose in reading.

A. IS CURIOUS ABOUT SOCIAL DATA.

- G. Cultural traits may change through a process of diffusion.
- G. Peoples who are in contact with each other are likely to borrow cultural traits from each other.
- G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.
- A. Early Russian history is characterized by attempts to protect the country from invasions and quarrels among the different peoples. Invasions and trade with different peoples resulted in the diffusion of many of these peoples to the Slavic lands what is now Russia. The period was marked by changing agricultural institutions.

reading rate to purpose in

US ABOUT SOCIAL DATA.

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world to another involves
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A. Early Russian history is characterized by a series of invasions, by attempts of princes to unite the country for protection and trade, and by quarrels among the different Russian princes. Invasions and trade with different peoples resulted in the diffusion of many culture traits of these peoples to the Slavic peoples within what is now Russia. The period is also marked by changing agricultural institutions.

5. Give pupils a list of study questions to guide their work during their study of Russian history. Or have pupils work out their own list. Perhaps have pupils read rapidly through any of a number of brief accounts of Russian history to find out which topics they are interested in the most. (Before they begin, discuss reading rate to use for this purpose. Be sure to have available materials of different reading levels to suit the differing reading levels in the class.)

Now give pupils a list of suggested individual and group activities and let them suggest others. Have pupils list their first, second, and third choices on paper to turn in at the end of the period. Make assignments the next day, giving pupils a tentative schedule so that they will know when they must have their projects completed.

6. Give pupils time in class to work on various projects dealing with Russian history. Vary this study time with projects such as the following:

Lengyel, The
ch. 4.
Scholastic Bo
editors, Sovi
2,4.
Petrovich, So
pp. 19-43.
Rieber & Nels
the U.S.S.R.
ch. 2.
Mandel, Russi
pp. 14-28.
Schlesinger,
It Is and How
8-20 and ch.
Whiting, The
Today, pp. 59
Appropriate s
if brief (e.g
Cultural Heri
473;
Stavrianos, G
Man, pp. 310-

a list of study questions to guide their study of Russian history. Or have them make out their own list. Perhaps have pupils go through any of a number of brief accounts of Russian history to find out which topics they are most interested in. (Before they begin, discuss the materials to use for this purpose. Be sure to have materials of different reading levels to suit the different reading levels in the class.)

Give pupils a list of suggested individual and group projects and let them suggest others. Have them make their first, second, and third choices on a project. At the end of the period, make assignments for the next day, giving pupils a tentative list of projects that they will know when they must have them completed.

Use the remaining time in class to work on various projects on Russian history. Vary this study time with projects such as the following:

Lengyel, The Soviet Union, ch. 4.

Scholastic Book Services editors, Soviet Union, chs. 2, 4.

Petrovich, Soviet Union, pp. 19-43.

Rieber & Nelson, A Study of the U.S.S.R. and Communism, ch. 2.

Mandel, Russia Re-examined, pp. 14-28.

Schlesinger, Communism, What It Is and How It Works, pp. 8-20 and ch. 2.

Whiting, The Soviet Union Today, pp. 59-70.

Appropriate sections in texts if brief (e.g. Welty, Man's Cultural Heritage, pp. 463-473;

Stavrianos, Global Hist. of Man, pp. 310-318.)

- C. Presents effective symposia.

- S. Is in the habit of looking at places and events in terms of relative location.

- S. Checks on the bias and competency of authors.

a. Review with the class the differences between a symposium and a panel presentation. Discuss ways of preparing and presenting both. Have pupils who are taking part in either a symposium or a panel prepare written progress reports, indicating sources used, ways in which they are dividing up the work for the presentation, and major points to be stressed.

b. Project drawings of some of the different peoples who moved into the Russian plains in the early period of Russian history. Perhaps place drawings on a bulletin board around a map showing the areas from which the different peoples are thought to have come and to which they moved within what is now Russia. (For such a bulletin board, use pupil's drawings from past years or get volunteers to make drawings before the class begins this sub-unit.)

Carmichael,
History of Russia
Moscow, Russia
ch. 2.
Walsh, Russian
Union, p. 11

c. Give pupils an account of the Scythians by Herodotus. Have them read the account, do the exercise, and analyze the account. Be sure to discuss: How does Herodotus' own values affect the account? What characteristics does he describe?

See "Selected
Russian Hist
"Exercise on
#1.

Now quote Walsh on modern historical interpretations about the Scythians. (Use excerpts and paraphrase his material on the peoples dominated by the Scythians.) Discuss: Would you put more faith in Walsh or in Herodotus' account? Why?

Walsh, Russian
Union, pp. 8-

d. Have pupils read the early (1243) account of the Tartars written by a French knight who fought them. They should evaluate the source in terms of the bias and competency of the author.

See "Selected
Russian Hist

the class the differences between a symposium and a panel presentation. Discuss ways of presenting both. Have pupils who are taking either a symposium or a panel prepare written reports, indicating sources used, ways in which they are dividing up the work for the presentation, and major points to be stressed.

Drawings of some of the different peoples who lived in the Russian plains in the early period of Russian history. Perhaps place drawings on a bulletin board around a map showing the areas from which different peoples are thought to have come and to have moved within what is now Russia. (For such a bulletin board, use pupils' drawings from past years as models.)

Read an account of the Scythians by Herodotus. After reading the account, do the exercise, and analyze the account. Be sure to discuss: How does Herodotus' own values affect the account? What characteristics does he describe?

Discuss Walsh on modern historical interpretations of the Scythians. (Use excerpts and paraphrase Walsh on the peoples dominated by the Scythians.) Discuss: Would you put more faith in Walsh or Herodotus' account? Why?

Read the early (1243) account of the Tartars by a French knight who fought them. They are to evaluate the source in terms of the bias and objectivity of the author.

Carmichael, An Illustrated History of Russia;
Moscow, Russia Under the Czars,
ch. 2.
Walsh, Russia and the Soviet Union, p. 11.

See "Selected Readings in Russian History" #1 and "Exercise on Russian History," #1.

Walsh, Russia and the Soviet Union, pp. 8-9.

See "Selected Readings in Russian History," #2.

- S. Checks on the bias and competency of authors.
- S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

- S. Sets up hypotheses.
- G. People who are in contact with each other are likely to borrow cultural traits from each other.
- G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

- e. Give pupils differing accounts of how the Vikings or Varangians came to Russia. Discuss: Why do you think these accounts differ so much? Discuss the problem of historical research in this period because of the lack of written history and the dependence upon early writings made years later on the basis of oral traditions.

- f. Project pictures of Russian churches and the Kremlin. Ask pupils if they have ever seen pictures of similar churches in other parts of the world. If so, where?

Now show pupils pictures of churches and other buildings showing this Byzantine influence in the eastern Mediterranean area. Have pupils compare. Discuss: Where do you think this architectural style started? How do you think it may have spread? (Have pupils test their ideas against data studied later in this sub-unit.) Perhaps show picture of corn palace at Mitchell, South Dakota. Have pupils compare this building with the ones they have just seen. Then ask: How do you think this style of architecture could have appeared in Mitchell, South Dakota? Tell pupils about the numbers of Russian immigrants to this area.

Moscow, Rus
Czars, pp.
Ewing, Our
p. 325.
Seeger, Pag
History, pp
Riha, Read
vol. 1.
Walsh, Read
vol 1.
Walsh, Russ
Union, pp.
Stavriancs,
Man, pp. 31
See "Exercis
tory," #2.
Russ. Hist.
For a pictur
church, see
ening World
or Stavrianc
of Man, p.
or Thayer,
For pictures
ern Byzantin
see Stavrianc

pupils differing accounts of how the Vikings or
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accounts differ so much? Discuss the pro-
cess of historical research in this period because of the
lack of written history and the dependence upon early
writings made years later on the basis of oral tradi-

Draw pictures of Russian churches and the Kremlin.
Ask pupils if they have ever seen pictures of similar
buildings in other parts of the world. If so, where?

Show pupils pictures of churches and other buildings
showing this Byzantine influence in the eastern
Mediterranean area. Have pupils compare. Discuss:
When do you think this architectural style started?
When do you think it may have spread? (Have pupils
compare their ideas against data studied later in this
unit.) Perhaps show picture of Corn Palace at
Mitchell, South Dakota. Have pupils compare this
building with the ones they have just seen. Then
ask: How do you think this style of architecture
came to have appeared in Mitchell, South Dakota? Tell
pupils about the numbers of Russian immigrants to
this area.

Moscow, Russia Under the
Czars, pp. 33-36.

Ewing, Our Widening World,
p. 325.

Seeger, Pageant of Russian
History, pp. 8-11.

Riha, Readings in Russ. Hist.,
vol. 1.

Walsh, Readings in Russ. Hist.,
vol. 1.

Walsh, Russia and the Sov.
Union, pp. 18-21.

Stavrianos, Global Hist. of
Man, pp. 312-13.

See "Exercise on Russian His-
tory," #2. "Selected Rdgs. on
Russ. Hist.," #3.

For a picture of a Russian
church, see Ewing, Our Wid-
ening World, p. 320;

or Stavrianos, Global Hist.
of Man, p. 363;

or Thayer, Russia, pp. 38-39.

For pictures of Middle East-
ern Byzantine architecture,
see Stavrianos, p. 461, 503.

- S. Sets up hypotheses.
- G. Culture traits may change through a process of diffusion.
- G. Culture traits may change through a process of diffusion.
- G. Peoples who are in contact with each other are likely to borrow culture traits from each other.

S. Presents effective symposia.

- G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.
- G. People do not change their culture unless they feel a need to change.
- G. Changes in one aspect of a culture will have effects upon other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or what-

- g. Project a chart showing a number of words such as father, mother, and brother in English, French, German, and Russian languages. Ask: How do you think this close resemblance between some of the words in the different languages may have come about?
- h. Have a pupil who is studying Russian show the class the Russian alphabet. Compare this alphabet with other alphabets. Does it resemble any of them?
- i. Ask a Catholic priest or a Russian or Greek Orthodox priest or both a Catholic and one of the Orthodox priests to speak to the class about the differences in the two churches, particularly as they developed in the early days of the Great Schism.
- *7. Have several pupils present a symposium on Russia prior to the Mongol Invasions. They should discuss the invasions from the east and south, the rule by the Vikings, the trade with the Byzantine Empire, the establishment of Kiev, the formation of a loose confederation of princes during the Kiev period and the quarrels between those princes, the early wars with neighboring peoples, and the adoption of various culture traits from those with whom the Slavs came in contact (e.g. religion, alphabet, art, architecture, ideas about rationalism and mysticism as a means of understanding their world, ideas about autocracy, etc.) Following the symposium, discuss the diffusion of culture traits and particularly the influence of the Greek Orthodox church as compared with the influence of the Russian Catholic church on western Europe. What differences were there between

Moscow, Russ
Czars, pp.
Ewing, Our V
pp. 322-28.
Seeger, Page
History, pp.
Riha, ed., R
sian History
Walsh, ed.,
sian History
Stavrianos,
Man, pp. 362
Walsh, Russi
Union, ch. 3

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Moscow, Russia Under the
Czars, pp. 36-43.
Ewing, Our Widening World,
pp. 322-28.
Seeger, Pageant of Russian
History, pp. 11-65.
Riha, ed., Readings in Rus-
sian History, vol. 1.
Walsh, ed., Readings in Rus-
sian History, vol. 1.
Stavrianos, Global Hist. of
Man, pp. 362-64.
Walsh, Russia and the Sov.
Union, ch. 3.

ever else is a part of the cultural system.

- G. All of the places of earth are tied together by forces of man and nature. (Man has speeded spatial interaction through trade.)
- G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate.
- G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.
- G. Members of a class can move out of the class by various means, and this mobility may be up or down.
- G. Changes in one aspect of a culture will have effects on other aspects.
- G. Control of one or of a few scarce things may enable the group to get control of other scarce and valued things and thus pyramid their control of power.
- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

ideas of the two churches? between their role as compared with the political rulers? Why was the adoption of a different religion in Russia important in terms of the relationship of Russians with peoples in western Europe?

McClosky & Tutatorship, p.

(Instead of the symposium, you may wish to have all pupils read about this era of Russian History. If so, have members of the class read different books, in terms of their reading level. Discuss the same questions as those suggested for the follow-up discussion on the symposium.)

- *C. Have a very capable student report on conditions among peasants during the Kiev period. He should note changes to a new type of commune as settled agriculture replaced the older shifting forms of agriculture. He should also note the factors which led to the development of large landowners, slaves, and indentured peasants.

Blum, Lord and Russia, chs. Or "Selected slavic History,"

Or have pupils read #4 in the "Selected Readings." Then discuss changes in agriculture and the effects of these changes as well as the persistence of certain traits.

the two churches? between their role as com-
the political rulers? Why was the adoption
ent religion in Russia important in terms
tationship of Russians with peoples in western

McClosky & Turner, Sov. Dic-
tatorship, p. 28.

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Blum, Lord and Peasant in
Russia, chs. 2-3.
Or "Selected Readings on Rus-
sian History," #4.

ils read #4 in the "Selected Readings." Then
nges in agriculture and the effects of these
well as the persistence of certain traits.

- S. Makes and interprets timelines.
- S. Looks for relationships among events within one country and within a world-wide time framework.

- S. Presents effective symposia.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Persistence of cultural traits may be the result of a lack of exposure to conditions which further change, including contact with other cultures.
- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

B. The Mongol invasions cut Russia off from Western Europe at the time when the Crusades were taking place there during the Middle Ages. The invasion also had a profound effect upon economic life, and upon changes and movements within Russia, leading to the growth of autocratic rule.

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relationships among e-
in one country and with-
-wide time framework.

fective symposia.

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in parts or elements
t over long periods of

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sult of a lack of exposure
ions which further change,
contact with other cul-

ually do not discard a
pletely; they are more
modify it to fit into

- B. The Mongol invasions cut Russia off from Western Europe at the time when many changes were taking place there during the High Middle Ages. The invasion also had an effect upon economic life, and upon population changes and movements within Russia, and upon the growth of autocratic ideas in Russia.

9. A committee might begin a timeline on Russian history. This timeline should be placed underneath a timeline prepared during the study of Western Europe. It should be referred to constantly as pupils study the history of Russia.

A pupil might also prepare a brief timeline of events in U.S. history to be placed beneath the timeline on Russian history. (Both timelines should be made to same scale as the one on Western Europe.)

During the study of Russian history, the teacher should frequently ask the questions: What was happening in Western Europe at this time? in the United States (for later periods in Russian history)? Do you think there were any relationships between these events in Russia and events in these other parts of the world?

- *10. Have several pupils present a symposium on Genghis Khan, the Mongol invaders, and their effects upon Russia. Following the symposium, discuss these effects. Were they primarily the result of diffusion? of reaction to conquest? of the breaking off of communication and trade with western Russia? Or were they the result of a combination of these factors? Have pupils compare the role of the Orthodox Church during this period and the Catholic church in Western Europe during the Middle Ages. Also have pupils note changes in the system of landowning and the conditions of the peasants during this period. Pupils should add to their chart dealing with peasant life in Russia.

(Or instead of the symposium, you may wish to have all pupils read about the Mongol period in Russia. If so, have pupils read differing accounts suited to their reading level. Be sure to have at least one pupil read about changes taking place among peasants, landowners, and cities during this period.)

Lamb, Genghis Khan, Moscow, Russian History, pp. 4-5
Seeger, Page, History, ch. 5
Twing, Our World, pp. 328-330;
Carmichael, History of Russia,
Riha, ed., Russian History
Walsh, ed., Russian History
Blum, Lord of the Manor, chs. 4-5
Targe, Landowning
Walsh, Russian History, pp. 4-5
"Selected Readings in Russian History," #5

... might begin a timeline on Russian history. This timeline should be placed underneath a timeline during the study of Western Europe. It should be updated to constantly as pupils study the history

... might also prepare a brief timeline of events in Russian history to be placed beneath the timeline on Western Europe. (Both timelines should be made to same scale as the one on Western Europe.)

... study of Russian history, the teacher should ask the questions: What was happening in Western Europe at this time? in the United States (for parallels in Russian history)? Do you think there are any relationships between these events in Russia and in these other parts of the world?

... all pupils present a symposium on Genghis Khan, the Mongol invaders, and their effects upon Russia. Following the symposium, discuss these effects. Were they the result of diffusion? of reaction to contact? the breaking off of communication and trade with Western Russia? Or were they the result of a combination of these factors? Have pupils compare the role of the Orthodox Church during this period and the Catholic Church in Western Europe during the Middle Ages. Have pupils note changes in the system of landownership and the conditions of the peasants during this period. Pupils should add to their chart dealing with peasants in Russia.

... of the symposium, you may wish to have all pupils read about the Mongol period in Russia. If so, have pupils read differing accounts suited to their reading level. Be sure to have at least one pupil read accounts of events taking place among peasants, landowners, and nobles during this period.)

Lamb, Genghis Khan; Moscow, Russia Under the Czars, pp. 43-49;
Seeger, Pageant of Russian History, ch. 5;
Ewing, Our Widening World, pp. 328-330;
Carmichael, Illustrated History of Russia;
Riha, ed., Readings in Russian History, Vol. 1;
Walsh, ed., Readings in Russian History, Vol. 1;
Blum, Lord and Peasant in Russia, chs. 4-7 (on cities, large landowners, and peasants);
Walsh, Russia and the Soviet Union, pp. 47-54.
"Selected Readings on Russian History," #5.

- G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (When one country wins a war, it may force the defeated party to accommodate.)
- G. City life is heavily dependent upon trade.
- G. Members of a class can move out of a class by various means, and this mobility may be up or down.
- G. Changes in one aspect of culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Obstacles to communication may be social as well as geographic.
- G. Culture may change through a process of diffusion.
- G. Culture may change through a process of innovation from within.
- G. People do not change their behavior unless they feel a need for change.

- G. In autocratic governments, those who refuse to accommodate are punished.
- G. In different societies or in different groups within a society, some emotions and sentiments are strongly repressed; others are encouraged. As a result, any one group has a modal personality or personalities among its adults.
- G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.
- G. Class membership carries with it certain class correlates.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Culture may change through a process of innovation from within or diffusion from other cultures.
- G. People do not change their culture unless they feel the need for change.
- G. Change introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to people one desires to change, providing a need for change they do not feel spontaneously.
- C. The Princes of Moscow gradualy escaped Mongol domination, expanded over more and more land, set up an autocratic government, and introduced Christianity into Russia. The people came to believe during this period that the Russian people had a special mission in the world.

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they feel the need for change.

introduced from above or with-
more likely to occur if it is
ed, that is, if sanctions are
to people one desires to
. providing a need for change
o not feel spontaneously.

- C. The Princes of Moscow gradually threw off Mongol domination, expanded their control over more and more land, set up a highly autocratic government, and introduced serfdom into Russia. The people of Russia also came to believe during this period that Russia was the center of Greek Orthodoxy and that the Russian people had a religious mission in the world.

- *11. Have pupils read from a variety of sources about the way in which the Princes of Moscow threw off Mongol control, expanded their own control, set up an autocratic government, and established serfdom. Bring the history of Russia down to the period of Peter the Great. (Or use a symposium to present this information.)

Discuss: What effect did Ivan III's marriage to a Greek princess have upon Russia? What effect did Ivan the Terrible have upon democratic practices in Novogorod? What changes took place in Russian culture during this period? In what ways did the culture remain much the same? Why do you think Russia adopted such an autocratic government during this period? How did the autocratic power of Ivan the Terrible compare with that of rulers in Western Europe at the same time?

Perhaps have a pupil make a large wall map showing how Russia expanded from the time the early princes of Moscow got rid of Mongol control. He should place each newly acquired area on the map as the appropriate period for this expansion is discussed in class.

Moscow, Russ
Czars, pp. 4
Ewing, Our
pp. 330-333
Carmichael,
of Russia;
Riha, ed.,
sian History
Walsh, ed.,
sian History
Blum, Lord
Russia, chs
Lamb, March
McClosky and
Dictatorship
Walsh, Russ
Union, pp. 5

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Sov. Union

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...ch the Princes of Moscow threw off Mongol
...expanded their own control, set up an autocrac-
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...d of Mongol control. He should place each
...ired area on the map as the appropriate per-
...his expansion is discussed in class.

Moscow, Russia Under the
Czars, pp. 49-71;
Ewing, Our Widening World,
pp. 330-333;
Carmichael, Illustrated Hist.
of Russia;
Riha, ed., Readings in Rus-
sian History, vol. 1;
Walsh, ed., Readings in Rus-
sian History, vol. 1;
Blum, Lord and Peasant in
Russia, chs 8-14;
Lamb, March of Muscovy;
McClosky and Turner, Sov.
Dictatorship, pp. 28-29;
Walsh, Russia and the Sov.
Union, pp. 55-102.

Denoyer Geppert atlas of
Sov. Union

- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.
- G. People do not change their culture unless they feel a need to change.
- G. Culture may change through a process of diffusion or through innovation from within a country.
- D. Peter the Great and Catherine II sought to westernize Russia in order to compete with the west. They remained autocratic rulers.
- G. In political conflict there is a struggle over scarce values or goals.
- G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments, those who refuse to accommodate are punished.)

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D. Peter the Great and Catherine the Great tried to westernize Russia in order to catch up with the west. They remained highly autocratic rulers.

When there is a struggle over scarce values or goals,

accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominant position and can force other individuals or groups to accommodate. In autocratic governments, those who refuse to accommodate are punished.)

- *12. Have a pupil given an interrupted oral report in three parts. He should begin by telling the class a bit about Peter and his early life, his trip to western Europe, and his reasons for the trip. Interrupt the report at this point to do the following:

Lamb, City of Moscow, Russia
Czars, ch. 5;
Seeger, Pageant History, ch. 1;
Charques, Short History of Russia, ch. 8;
Carmichael, History of Russia
Ewing, Our World, pp. 334-336;
Stavrianos, ed., World History, pp. 1-10;
Walsh, Russia and the Russian Union, ch. 7;
Baker, Peter the Great

- a. Have pupils read Von Korb's first-hand account of how Peter the Great revenged himself upon revolting Streltsie. Discuss: What does this account illustrate about the power of the Russian ruler in this period? about the power of nobles?

See "Selected Readings" in Russian History

1) given an interrupted oral report in three should begin by telling the class a bit about his early life, his trip to western Europe, reasons for the trip. Interrupt the report at to do the following:

Lamb, City of the Tsar;
Moscow, Russia Under the
Czars, ch. 5;
Seeger, Pageant of Russian
History, ch. 12;
Charques, Short Hist. of Rus-
sia, ch. 8;
Carmichael, Illustrated
History of Russia;
Ewing, Our Widening World,
pp. 334-336;
Stavrianos, ed., Readings in
World Hist., pp. 341-343;
Walsh, Russia and the Soviet
Union, ch. 7;
Baker, Peter the Great.

Students read Von Korb's first-hand account of how Peter the Great revenged himself upon revolting Strelitzians. Discuss: What does this account illustrate about the power of the Russian ruler in this period? About the power of nobles?

See "Selected Readings in Russian History," #6.

- G. Change introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to the people one desires to change, providing a need to change they do not feel spontaneously.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Persistence of cultural traits may be a result of a lack of exposure to conditions which further change or from a reluctance to change.
- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.
- S. Checks on the bias and competency of authors.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Each culture is unique.

- b. Have pupils read a first hand account of how Peter tried to modernize the appearance of Russians. They should also read excerpts from the account of the Englishman John Perry who went to Russia to work for Peter the Great. What problems did he see in the attempts to westernize Russia? What factors made for resistance to or acceptance of some of the changes which Peter tried to introduce? Also discuss the accounts in terms of bias and competency of the authors. (Before the class begins reading, review kinds of questions which pupils should ask about bias and competency as they read.)

See "Selected Russian Histor

Now have the student resume his oral report. He should elaborate upon Peter's reasons for attempting to westernize Russia, how he went about achieving his goals; the extent to which Peter was successful, and the ways in which Russian culture remained unchanged. The ensuing discussion should focus upon the process of cultural diffusion, change imposed from above, resistance to change, and the autocratic government under Peter.

13. Have a pupil prepare an imaginary diary of one of the men who accompanied Peter on his trip to Western Europe.

See sources list in activity 12.

is read a first hand account of how Peter modernize the appearance of Russians. They also read excerpts from the account of the John Perry who went to Russia to work for the Great. What problems did he see in attempts to westernize Russia? What factors of resistance to or acceptance of some of the changes which Peter tried to introduce? Also discuss accounts in terms of bias and competency of authors. (Before the class begins reading, list questions which pupils should ask and competency as they read.)

See "Selected Readings in Russian History," #'s 7-8.

The student resume his oral report. He should discuss Peter's reasons for attempting to westernize, how he went about achieving his goals; to which Peter was successful, and the ways in which Russian culture remained unchanged. The discussion should focus upon the process of cultural change imposed from above, resistance to the autocratic government under Peter.

The student prepare an imaginary diary of one of the men who accompanied Peter on his trip to Western Europe.

See sources listed for report in activity 12.

- G. Culture may change through a process of diffusion....
- G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
- G. Class membership has certain class correlates.
- G. Members of a class can move out of the class by various means, and this mobility may be up or down.
- S. Generalizes from data.

- G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.
- G. Class membership has certain class correlates.
- G. Members of a class can move out of the class by various means, and this mobility may be up or down.
- S. Checks on the bias and competency of authors.

The diary should draw comparisons between Russian life and life in Western Europe at that time.

- *14. Have a capable student pretend that he is an Englishman traveling in Russia in the early 18th century. He is a diplomat or perhaps a factory owner himself and so is interested in factory conditions and factory workers. The student should write his letter which he might have written home to a government official or to a friend describing what he has learned about the use of serfs as factory workers in Russia at this time and about the rise of industry.

Blum, Lord
Russia, ch.
Walsh, Russ
Union, pp.

Ditto up this imaginary letter and distribute it to the class. After pupils have read it, discuss: How did these serfs differ from those in western Europe? How did the development of industry differ from that in England at this time?

- *15. Have pupils read brief excerpts from accounts of life among serfs and nobles under Catherine. They should compare these accounts and analyze them for bias and competency of authors.

See "Selecte
Russian Hist
Hoff, Russia
Eyewitness H
54, 64-65, 6

should draw comparisons between Russian life and Western Europe at that time.

able student pretend that he is an English-
ing in Russia in the early 18th century. He
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workers in Russia at this time and about the
ustry.

Blum, Lord and Peasant in
Russia, ch. 16-17.
Walsh, Russia and the Sov.
Union, pp. 135-136.

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ter pupils have read it, discuss: How did
s differ from those in western Europe? How
velopment of industry differ from that in
this time?

read brief excerpts from accounts of life
and nobles under Catherine. They should
se accounts and analyze them for bias and
of authors.

See "Selected Readings in
Russian History," #'s 9-10.
Hoff, Russia, Adventures in
Eyewitness History, pp. 52-
54, 64-65, 69-73.

- G. People do not change their culture unless they feel a need to change.
- G. Culture may change through a process of diffusion or through innovation from within a country.
- G. In political conflict there is a struggle over social values or goals.
- G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments, those who refuse to accommodate are punished.)
- G. Change introduced from above or without is more likely to occur if it is enforced, that is, if sanctions are applied to the people one desires to change, providing a need to change they do not feel spontaneously.

Now have a pupil who has investigated life among peasants in the 17th-18th centuries compare his findings with what the class has read. He should add information he thinks neglected in the readings.

Blum, Lord
Russia, ch.
pages).
Walsh, Russ
Union, pp.

Afterwards, have the class add to their charts on changes in the life of peasants.

- *16. Have an oral report on Catherine the Great. The report should emphasize her attempts to westernize the country and to expand its boundaries and her policies toward the serfs. Again discuss the ways in which Russian culture was changed and the ways in which cultural traits persisted. Ask: Do you think that the fact that Catherine was German made any difference in her policies? Why or why not?

Schermin, C
Great;
Moscow, Rus
Czars, ch.
Seeger, Pac
History, ch.
Charques, S
Russia, ch.
Carmichael,
of Russia;
Ewing, Our
pp. 336-338

a pupil who has investigated life among peasants in the 17th-18th centuries compare his findings with the class has read. He should add information he neglected in the readings.

Students, have the class add to their charts on changes in the life of peasants.

Write a oral report on Catherine the Great. The report should emphasize her attempts to westernize the country, to expand its boundaries and her policies toward the East. Again discuss the ways in which Russian culture changed and the ways in which cultural traits were introduced. Ask: Do you think that the fact that Catherine was German made any difference in her policies? Why not?

Blum, Lord and Peasant in Russia, ch. 2; (scattered pages).

Walsh, Russia and the Soviet Union, pp. 134-135, 137-139.

Schermin, Catharine The Great;

Moscow, Russia Under the Czars, ch. 6;

Seeger, Pageant of Russian History, ch. 13;

Charques, Short Hist. of Russia, ch. 10;

Carmichael, Illust. Hist. of Russia;

Ewing, Our Widening World, pp. 336-338.

- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Persistence of cultural traits may be a result of a lack of exposure to conditions which further change or from a reluctance to change.
- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- S. Looks for relationships among events within one country and within a world-wide time framework.
- G. Persistence of cultural traits may be the result of a lack of exposure to conditions which further change, including contact with other cultures.
- G. Culture may change through a process of diffusion.
- S. Sets up hypotheses.
- E. At the end of the Napoleonic society was very similar to Catherine's Russia; society was undergoing a strain which ultimately

o culture is always changing,
parts or elements may per-
er long periods of time.

ence of cultural traits may
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For relationships among e-
within one country and with-
world-wide time framework.

tance of cultural traits may
e result of a lack of exposure
nditions which further change,
ing contact with other cultures.

re may change through a process
fusion.

ip hypotheses.

- E. At the end of the Napoleonic Wars, Russian society was very similar in many ways to that in Catherine's Russia; however, Russian society was undergoing a number of stresses and strains which ultimately led to greater change.

Also discuss: How did Peter's and Catherine's ideas of their rule over the Russian empire compare with the ideas of rulers in western Europe at the same time?

17. Have a pupil give a very brief report on Alexander I and his role in the Napoleonic wars. Then remind pupils of the earlier report on Napoleon's invasion of Russia and his defeat. Discuss: What effect do you think the Napoleonic Wars would have upon Russia? Let pupils set up hypotheses to test.

Seeger, Pages
Hist., ch. 14
Moscow, Russ
Czars, ch. 7

Discuss: How did Peter's and Catherine's ideas of rule over the Russian empire compare with the rulers in western Europe at the same time?

Pupils give a very brief report on Alexander I and his role in the Napoleonic wars. Then remind pupils of their report on Napoleon's invasion of Russia and the results. Discuss: What effect do you think the Napoleonic Wars would have upon Russia? Let pupils set assignments to test.

Seeger, Pageant of Russian History, ch. 14;
Moscow, Russia Under the Czars, ch. 7.

- S. Looks for relationships among events within one country and within a world-wide time framework.
- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. The structure of the family varies from society to society.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Some values are conducive to change; some make change difficult.
- G. Class membership has certain class correlates.
- G. Control of one or a few scarce things may enable the group to get control of other scarce and valued things and thus pyramid their control of power.

**10. If you have a classroom set of the Ewing text or her pamphlet on Slavic Society, have the entire class read about life in Russia in the period 1815-1823. Perhaps have the class fill out the section on Russia in a chart such as the following as they read. They should fill in the material on the U.S. and Western Europe afterwards.

Ewing, Ori
pp. 342-36
See also
Russian H
der's Ins
ector of
Kazar." (R

Society in Russia, the U.S. and Western Europe in the period 1815-1823							
Country	Form of Government	Agri-culture	Form of Labor	In-dustry	Family Struc-ture	Reli-gious Insti-tutions	Other Aspects of So-cial Struc-ture
Russia							
United States							
Western Europe							

Or, if you do not have enough copies of the Ewing for all class members, have a group of students present a symposium on life in Russia in this period. They should prepare a chart to use in their presentation. Then have the other members of the class, fill in the other parts of the chart on the U.S. and on Western Europe.

Discuss: How did society in Russia during this period differ from the society under Peter the Great? How did it differ from that in the U.S.? in Western Europe? How realistic was Alexander's aim of introducing western

Have a classroom set of the Ewing text or her on Slavic Society, have the entire class read the material on Russia in the period 1815-1823. Perhaps the class fill out the section on Russia in a notebook as the following as they read. They should compare the material on the U.S. and Western Europe with the material on Russia.

Ewing, Our Widening World, pp. 342-363. See also "Selected Readings in Russian History" for "Alexander's Instructions to the Director of the University of Kazan." (Reading #12)

Society in Russia, the U.S. and Western Europe in the period 1815-1823							
	Form of Government	Agriculture	Form of Labor	Industry	Family Structure	Religious Institutions	Other Aspects of Social Structure
Russia							
U.S.							
Western Europe							

If you do not have enough copies of the Ewing for all members, have a group of students present a symposium on life in Russia in this period. They should prepare a report to use in their presentation. Then have the other members of the class, fill in the other parts of the table on the U.S. and on Western Europe.

How did society in Russia during this period compare with the society under Peter the Great? How did it differ from that in the U.S.? in Western Europe? How did it reflect Alexander's aim of introducing western

- S. Sets up hypotheses.

- S. Evaluates sources of information in terms of accuracy.
- G. A law or policy must be effectuated and applied.
- G. Executive decisions are limited by many factors (including permissibility).

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- S. Checks on the bias and competency of authors.
- S. Checks on the completeness of data.

- G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

European education and technical ideas among the upper classes without introducing the new liberal ideas of western Europe? Why? Do you think the society will become less or more like that in Western Europe during the 19th century? Why? (Let pupils set up hypotheses to test as they study Russia in the 19th century.)

Remind pupils that the Ewing account is short and therefore cannot point out all the limitations upon some of the generalizations made. Ask: Did you find any statements in this section which you think are too broad or inaccurate? (If necessary, ask further questions such as: What action did Catherine the Great take toward the idea which Peter had established of demanding service from all nobles? Do you have any evidence that the nobles were more powerful than implied in this chapter? If so, what? etc.)

Perhaps have a pupil report on Walsh's account of the murder of Alexander's father and the role of nobles in both Catherine's reign and in this murder.

Walsh, Russia
Union, pp. 16
151, 233.

19. Have several pupils read famous Russian novels and plays dealing with Russian life during the 19th century. They should be prepared to add information to class discussions about different topics such as the life of serfs, Russian bureaucracy, the secret police, etc. They should also prepare written reports analyzing the novel or play they have read as an example of protest literature. Pupils should read about the author of their novel or play to find out how he was treated by the Russian government.

Novels. Also in
III. Hist. o.

20. Have a group of pupils pretend to be army officers who have returned from the Napoleonic wars. They meet to plot the Decembrist revolt. They should discuss the causes of their discontent and what they plan to do

Seeger, Pagan
History, pp. 2
Ewing, Our Wid
pp. 365-366;

education and technical ideas among the upper class without introducing the new liberal ideas of the 19th century? Why? Do you think the society will become more like that in Western Europe during the 19th century? Why? (Let pupils set up hypotheses and then study Russia in the 19th century.)

Ask pupils that the Ewing account is short and there-fore point out all the limitations upon some of the generalizations made. Ask: Did you find any statements in this section which you think are too broad or too narrow? (If necessary, ask further questions such as: How did Catherine the Great take toward the nobles which Peter had established of demanding serfdom from the nobles? Do you have any evidence that the nobles were more powerful than implied in this account? If so, what? etc.)

Assign a pupil report on Walsh's account of the murder of Alexander's father and the role of nobles in Nicholas I's reign and in this murder.

Walsh, Russia and the Sov. Union, pp. 161-163, 150-151, 233.

Assign pupils to read famous Russian novels and plays depicting Russian life during the 19th century. They should be prepared to add information to class discussions on different topics such as the life of serfs, bureaucracy, the secret police, etc. They should write short written reports analyzing the novel or play and read it aloud as an example of protest literature. Pupils should read about the author of their novel or play and how he was treated by the Russian government.

Novels. Also use Carmichael, III. Hist. of Russia.

Assign a group of pupils to pretend to be army officers who returned from the Napoleonic wars. They meet to discuss a liberalist revolt. They should discuss the cause of their discontent and what they plan to do.

Seeger, Pageant of Russian History, pp. 263-266; Ewing, Our Widening World, pp. 365-366;

- G. Culture may change through a process of diffusion.

- G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments, those who refuse to accommodate are punished.)

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in underlying values.

- A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

- S. Checks on the bias and competency of authors.

- G. Class membership has certain effect on life and behavior (class correlates).

- G. The division of labor and responsibilities among castes produces a mutually interdependent, very stable, and slow-changing society.

about it. Afterwards, have the class discuss the importance of western influences upon this group.

21. Tell pupils or have someone report about the way in which the Decembrist revolters were treated by the new Tsar and about repressive measures which he instituted, including the establishment of a new secret police. Discuss: How was the conflict in this period accommodated.

Walsh, Russian
Union, pp.
Riha, ed.,
Russian History
302. Florida
Encyclopedia of
Russian
History, pp.

- *22. Have pupils read excerpts from contemporary accounts of serf life in the early part of the 19th century. Someone might also read Blum's more recent account and tell the class how this account compares with that of those they have read. Discuss the bias and competency of the authors. Have pupils add to their chart on changing conditions of Russian peasants. Also discuss: Was this a caste system? Why or why not? How did the relations of serfs and nobles affect the likelihood of cultural changes including the changes in agricultural techniques?

"Selected
History,"
Walsh, Russian
History, vol.
Blum, Lord
Russia, pp.
441, chs. 2

Afterwards, have the class discuss the important influences upon this group.

or have someone report about the way in which Decembrist revolters were treated by the new repressive measures which he instituted, the establishment of a new secret police. How was the conflict in this period accommo-

Walsh, Russia and the Sov. Union, pp. 184-187;
Riha, ed., Readings in Russian History, vol 2, pp. 295-302. Florinsky, ed., Encyclopedia of Russia and the Sov. Union, pp. 128-129.
Seeger, Pageant of Russian History, pp. 266-268.

read excerpts from contemporary accounts of the early part of the 19th century. Some also read Blum's more recent account and tell how this account compares with that of those read. Discuss the bias and competency of the author. Have pupils add to their chart on changing life of Russian peasants. Also discuss: Was this system? Why or why not? How did the relations between nobles and peasants affect the likelihood of cultural change including the changes in agricultural techniques?

"Selected Readings in Russian History," #'s 13-14.
Walsh, Readings in Russian History, vol 2, pp. 348-361;
Blum, Lord and Peasant in Russia, pp. 431-433, 436-441, chs. 22-24.

- G. Persistence of cultural traits may be a result of the lack of exposure to conditions which further change or from a reluctance to change.

- G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

- G. Control of one or a few scarce things may enable the group to get control of other scarce and valued things and thus pyramid their control or power.

- G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis they are given.

- G. Class membership has certain effects on life and behavior (class correlates).

- G. Members of a class can move out of the class by various means, and this mobility may be up or down.

- G. Certain aspects of the social structure may inhibit marked social change and innovation. (Class structure may inhibit social change because upper class members will fear loss of rights and not accept ideas of people of lower classes.)

23. Give the class descriptive data and tables on the class system in Russia in the early 19th century, with a comparative table on slave ownership in the U.S. in 1850. Have pupils compare serf ownership in Russia with slave ownership in the U.S. during the 1850's. Which group of landowners held the largest number of slaves? Also ask pupils to note changes in serf-ownership between 1834 and 1858. What seemed to be happening to the wealth of serf-owners if measured by number of serfs owned? Now have pupils check their conclusions on the basis of this data with that shown in a table on the per cent of all serfs mortgaged by landowners to government credit institutions from 1820 to 1859. What conclusions can they now draw about the wealth of the serf-owners?

See "Exerc
History."

Ask: What do you think might be causing the declining wealth and growing indebtedness of serf-owners in this period? Now read aloud John Quincey Adam's letter about the way in which nobles lived. Also quote Blum as to other reasons for the indebtedness.

"Teacher's
on the U.S.

Ask pupils to look at other data on the privileges of the nobility and on class mobility. Discuss: How does this status compare with that of the nobility in France prior to the French revolution? How easy was it for someone to move into the nobility in Russia? Out of the privileged status in Russia?

class descriptive data and tables on the class in Russia in the early 19th century, with a comparable on slave ownership in the U.S. in 1850. Students compare serf ownership in Russia with slave ownership in the U.S. during the 1850's. Which group of owners held the largest number of slaves? Also students note changes in serf-ownership between 1820 and 1858. What seemed to be happening to the wealth of serf-owners if measured by number of serfs owned? Now students check their conclusions on the basis of this data that shown in a table on the per cent of all property owned by landowners to government credit institutions from 1820 to 1859. What conclusions can they now draw about the wealth of the serf-owners?

See "Exercises on Russian History."

What do you think might be causing the declining and growing indebtedness of serf-owners in this period? Now read aloud John Quincy Adams's letter about the conditions in which nobles lived. Also quote Blum as to reasons for the indebtedness.

"Teacher's Supplement to Unit on the U.S.S.R."

Students look at other data on the privileges of nobility and on class mobility. Discuss: How does the Russian nobility compare with that of the nobility in France before the French revolution? How easy was it for a commoner to move into the nobility in Russia? Out of what social status in Russia?

- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change. (Those on top tend to rationalize the justice of the stratification system as something natural.)
- S. Looks for relationships among events within one country and within a world-wide time framework.
- G. Culture may change through a process of diffusion.
- G. People change their culture if they see a real need for change, if they are dissatisfied with present aspects of their culture.
- G. People usually do not discard a culture trait completely; they are most likely to modify it to fit into new situations.
- A. IS SCEPTICAL OF PANACEAS.
- F. The Crimean War led to a change in Russian government and the Tsar freed the serfs, established a constitution, and had his advisors work on reforms. These reforms did not satisfy the intelligentsia and finally were assassinated.

es in one aspect of a culture have effects on other aspects; es will ramify whether they are ological, in social organiza- in ideology, or whatever else part of the cultural system.

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CEPTICAL OF PANACEAS.

F. The Crimean War led to a number of reforms in Russian government and society. The new Tsar freed the serfs, established Zemstvos, and had his advisors work out legal reforms. These reforms did not satisfy many of the intelligentsia and finally Alexander II was assassinated.

24. Have a pupil give a brief oral report on the Crimean War (its purposes and its results for Russia). He should discuss the many differing opinions after the war about what should be done in Russia.

Ewing, Our Wid
pp. 366-667.

Or have several pupils role-play a discussion by a group of advisors to the Tsar on what should be done to correct the weaknesses shown by the Crimean War.

- *25. Have pupils read about the freeing of the serfs. They should make a brief outline of the provisions. Discuss: Do you think this system for freeing serfs would solve the agricultural problems of Russia? Why do you think the Tsar freed the serfs?

Stavrianos, Gl
Man, pp. 343-3
Ewing, Our Wid
p. 368.
Seeger, Pagean
History.

Have pupils examine the timelines on the bulletin board to note events taking place in the U.S. and Western Europe at the time the serfs were freed in Russia. Discuss: Do you think there could have been any relationships among all of these events?

Have pupils add to their chart on changing conditions of peasants in Russia.

Give a brief oral report on the Crimean War (causes and its results for Russia). He discuss the many differing opinions after the war and what should be done in Russia.

Ewing, Our Widening World, pp. 366-667.

Several pupils role-play a discussion by a group of ministers to the Tsar on what should be done to correct weaknesses shown by the Crimean War.

Read about the freeing of the serfs. They give a brief outline of the provisions. Discuss: How would this system for freeing serfs solve the natural problems of Russia? Why do you think the serfs were freed?

Stavrianos, Global Hist. of Man, pp. 343-344.
Ewing, Our Widening World, p. 368.
Seeger, Pageant of Russian History.

Examine the timelines on the bulletin board showing events taking place in the U.S. and Western Europe at the time the serfs were freed in Russia. Discuss: Do you think there could have been any relation between all of these events?

Add to their chart on changing conditions of Russia.

- G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change. (Those on top tend to rationalize the justice of the stratification system as something natural.)
- G. Change introduced from above or without is probably more likely to occur if it is enforced, that is, if sanctions are applied to the people one desires to change, providing a need to change they do not feel spontaneously.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

- *26. Have several pupils read about reactions to the freeing of the serfs. They might then role-play a series of imaginary interviews with a freed serf, an old landowner, a government official who helped plan the reform, and a member of the intelligentsia. Discuss: Why did the landowners (nobles) accept this drastic change? What effect do you think the freeing of the serfs might have on other aspects of life in Russia? "Selected History," #
27. Have a pupil write a series of editorials which might have appeared in the U.S. press just after the freeing of the serfs and a few years later when the editorial writer is trying to assess the effects of the decree. "Selected History," # Florinsky, Empire, 172
- *28. Have a pupil prepare a written summary for distribution to the class of some of the other reforms instituted by Alexander II in his early years, such as the Zemstvos, court and legal reforms, etc. The report should include a discussion of some of the kinds of work done by the Zemstvos. Black, ed., of Russian 202; Charques, S sia, pp. 19 McClosky an Dictatorshi

eral pupils read about reactions to the freeing of serfs. They might then role-play a series of interviews with a freed serf, an old landowner, a government official who helped plan the reform, and a member of the intelligentsia. Discuss: Why did the nobles (nobles) accept this drastic change? What effects do you think the freeing of the serfs might have on the effects of life in Russia?

"Selected Reading in Russian History," #'s 15-17.

pupil write a series of editorials which might be published in the U.S. press just after the freeing of serfs and a few years later when the editorial is trying to assess the effects of the decree.

"Selected Readings in Russian History," #'s 15-17.
Florinsky, End of the Russian Empire, 172-181.

pupil prepare a written summary for distribution to a class of some of the other reforms instituted by Peter II in his early years, such as the Zemstvos, legal reforms, etc. The report should include a description of some of the kinds of work done by the

Black, ed., Transformation of Russian Society, pp. 195-202;
Charques, Short Hist. of Russia, pp. 193-195;
McClosky and Turner, Sov. Dictatorship, p. 34;

- S. Checks on the bias and competency of authors.
- G. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decision.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Political revolutions are usually the result of multiple causes.
- G. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decision.
- G. The last part of the 19th ce by increasingly severe polit a growing demand for reform, groups of intelligentsia, a tural problem, and a sharp r ization.
 - i. The assassination of his ander III to return to ve measures.

in the bias and competency
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decision is in part the product of the internalized values, perceptions, and the experience of the person making the

decision.

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social revolutions are usually the result of multiple causes.

decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. The last part of the 19th century was marked by increasingly severe political repression, a growing demand for reform by organized groups of intelligentsia, a growing agricultural problem, and a sharp rise in industrialization.

1. The assassination of his father led Alexander III to return to very repressive measures.

Have the class read the summary. Then discuss: What effects do you think these reforms might have upon Russian society?

"Selected Russian History
Walsh, Russian Union, pp.

29. Have pupils read the description of Alexander II by Kropotkin. Analyze it for bias and competency of the author.

"Selected Russian History
Walsh, Russian Union, p. 24
of Alexander (analysis of not satisfy

Read aloud to the class Walsh's description of Alexander II. Ask: How do the two accounts differ? Why do you think they differ in this way? Now quote De Toqueville to the effect that the most dangerous moment for a bad government is the time when it begins to reform. Ask: Would you agree? Why or why not? After this discussion, read Walsh's statement about why Alexander's reforms seemed not to have satisfied many Russians.

30. Have an interrupted oral report on the assassination of Alexander II and the reaction of his son, the new Tsar. The pupil should tell about the assassination. Then interrupt the report for the following activity.

Riha, ed., Russian History, vol. 1
Walsh, Russian Union, pp. 2

Have the class read the letter to Alexander III written by the Executive Committee of "The Will of the People," the terrorist organization which killed Alexander II. Discuss: What effect do you think such a letter and the assassination would have upon Alexander III?

"Selected Russian History," #

Now have the pupil resume his report and describe Alexander's reactions and what happened to the Zemstvos.

class read the summary. Then discuss: What do you think these reforms might have upon society?

ils read the description of Alexander II by n. Analyze it for bias and competency of the

ud to the class Walsh's description of Alexander : How do the two accounts differ? Why do you ey differ in this way? Now quote De Toqueville ffect that the most dangerous moment for a nment is the time when it begins to reform. uld you agree? Why or why not? After this dis- read Walsh's statement about why Alexander's eemed not to have satisfied many Russians.

"Selected Readings in Russian History," # 18
Walsh, Russia and the Sov. Union, pp. 255-260.

"Selected Readings in Russian History," # 19
Walsh, Russia and the Sov. Union, p. 246 (description of Alexander); p. 246-47 (analysis of why reforms did not satisfy many people).

interrupted oral report on the assassination of Alexander II and the reaction of his son, the new Tsar. should tell about the assassination. Then in- the report for the following activity.

Riha, ed., Readings in Russian History, vol 2, pp. 371-381.
Walsh, Russia and the Sov. Union, pp. 293-294.

class read the letter to Alexander III written Executive Committee of "The Will of the People," rist organization which killed Alexander II. Dis- hat effect do you think such a letter and the as- on would have upon Alexander III?

"Selected Readings in Russian History," # 20

the pupil resume his report and describe Alexan- ctions and what happened to the Zemstvos.

- G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (In autocratic governments those who refuse to accommodate are punished.)
- I. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.
- A. VALUES PROCEDURAL SAFEGUARDS NEEDED FOR A FAIR TRIAL FOR THOSE ACCUSED OF CRIMES.
- I. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.
- G. Accommodation may occur among individuals having equal status and power or it may occur when one individual or group is in a dominating position and can force other individuals or groups to accommodate. (Minority groups are sometimes forced to accommodate.)

- *31. Have pupils read selections on the secret police, and the treatment of political opponents during the 19th century. Afterwards, discuss: How did the methods of arrest and treatment of those arrested compare with methods used in the U.S. at that time? with those used in Britain, France, and German at that time? How were political exiles treated in Siberia?

"Selected History," Kennan, S
ile System
Hoff, ed.
in Eyewitness
113, 140-167.

32. Have a pupil present a report on the Russification program and the treatment of the Jews in the last of the 19th century and early years of the 20th century.

Florinsky, sian Empire
Riha, ed.,
Hist., vol
Florinsky,
Russia and
pp. 257-25
Karpovich,
1801-1917,

is read selections on the secret police, and
ment of political opponents during the 19th
Afterwards, discuss: How did the methods
and treatment of those arrested compare with
sed in the U.S. at that time? with those used
n, France, and Germany at that time? How were
exiles treated in Siberia?

"Selected Readings in Russian
History," #'s 21 and 22.

Kennan, Siberia and the Ex-
ile System;

Hoff, ed., Russia, Adventures
in Eyewitness Hist. pp. 109-
113, 140-143, 151-155, 163-
167.

will present a report on the Russification pro-
the treatment of the Jews in the last of the
ary and early years of the 20th century.

Florinsky, End of the Rus-
sian Empire, pp. 26-28;

Riha, ed., Readings in Russ.
Hist., vol 2, pp. 444-445;

Florinsky, ed., Encycl. of
Russia and the Sov. Union,
pp. 257-258.

Karpovich, Imperial Russia,
1801-1917, pp. 53-54.

- G. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern government; they are very likely really oligarchies. The scope of government and the variety of clienteles demands a variety of skills which one man does not possess.
 - G. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.
 - G. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide him with it have an important base for exerting power and influence on the official.
 - G. The decision-maker reacts to pressures from other decision-makers.
 - G. The greatest push to improve living levels is more likely to come from those above the bottom strata of society than from those at the bottom.
2. The intelligentsia organization movements during the 19th

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ion-maker reacts to pres-
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ost push to improve liv-
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2. The intelligentsia organized many reform movements during the 19th century.

33. Discuss: Do you think the Tsar really exercised one-man rule in Russia? Why or why not? (Discuss role of powerful members of bureaucracy and the power which advisors have over even autocratic rulers.) Also discuss problems of getting orders carried out. Ask: What do you remember about the problems of our President in getting orders carried out? Do you think the Tsar might have had similar problems? Why or why not?

34. Ask: What evidence have you found so far of the existence of groups trying to bring about reforms? What methods did some of these groups use? Now tell pupils that they are going to examine some of the movements more carefully.

Have several pupils assume the roles of members of the Going to the People Movement. They should discuss their goals, why they, as members of a privileged class, joined the movement, their work with the people, and the way in which they have been treated by the Tsarist government.

"Selected Re
History," #4
Riha, ed., R
sian Hist. v
370.

Do you think the Tsar really exercised one-man rule in Russia? Why or why not? (Discuss role of powers of bureaucracy and the power which advisors exercise even autocratic rulers.) Also discuss problems in getting orders carried out. Ask: What do you remember of the problems of our President in getting orders carried out? Do you think the Tsar might have had similar problems? Why or why not?

What evidence have you found so far of the existing groups trying to bring about reforms? What kind of some of these groups use? Now tell pupils they are going to examine some of the movements in detail.

Let all pupils assume the roles of members of the Russian People Movement. They should discuss their own part, as members of a privileged class, joined in the movement, their work with the people, and the way they have been treated by the Tsarist govern-

"Selected Readings in Russian History," #23
Riha, ed., Readings in Russian History, vol 2., pp. 357-370.

- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
 - G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.
 - G. Although culture is always changing, certain parts or elements may persist over long periods of time.
 - G. Certain aspects of the social structure may inhibit marked social change and innovation (Family structure and communal structure may make change difficult.)
- 3. Although serfs had been to get enough land, the payments, and the commu many from moving to the ant population increase

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ertain parts or elements may
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gh culture is always chang-
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t over long periods of time.

n aspects of the social struc-
may inhibit marked social change
novation. (Family structure
structure may make change.

3. Although serfs had been freed, they failed to get enough land, they had to make high payments, and the communal system kept many from moving to the cities as the peasant population increased rapidly.

- *35. Have a report on other revolutionary movements in Russia (except communism.) Be sure that the pupils include information about other work of the Populists than the Going to the People Movement and about Bakunin's ideas about anarchy and the use of violence.

McClosky and
Dictatorship,

Discuss: From what social class did most of these early revolutionists come? Why do you think they did not come from the lowest class? Tell pupils that they will discuss the Marxian communist group in some detail later, just before they study the revolutions of 1917.

36. Remind pupils of the work of the Zemstvos. Ask: "What group do you think carried out the education, relief, and health programs of the Zemstvos? Point out that some of the intelligentsia turned to this kind of work and away from more revolutionary activity.
37. Have a pupil prepare a model or drawing of a peasant village in Russia in the late 19th century. He should describe the model to the class during the discussion in activity 38. The class should compare it with earlier villages discussed in class.

- *38. Have pupils read accounts of peasant life in the late 19th century (up to 1905). At least one pupil should read about the famine of 1891-92. Then discuss the conditions among the peasants and the communal system of control. Ask: Do you think these peasants would be contented with their lot? Why or why not? Do you think they would organize a revolt? Why or why not?

"Selected Russian History, Florinsky, En
sian Empire,
Black, ed.,
of Russ. Soci
97.

port on other revolutionary movements in Russia (communism.) Be sure that the pupils include in their work about other work of the Populists than the People's Movement and about Bakunin's ideas about anarchy and the use of violence.

From what social class did most of these cartoonists come? Why do you think they did not belong to the lowest class? Tell pupils that they should discuss the Marxian communist group in some detail before they study the revolutions of 1917.

Discuss the work of the Zemstvos. Ask: What do you think carried out the education, relief, and other programs of the Zemstvos? Point out that the intelligentsia turned to this kind of work because of their aversion to more revolutionary activity.

Have pupils prepare a model or drawing of a peasant in Russia in the late 19th century. He should bring the model to the class during the discussion in Lesson 3. The class should compare it with earlier models discussed in class.

Have pupils read accounts of peasant life in the late 19th century (up to 1905). At least one pupil should read about the famine of 1891-92. Then discuss the conditions of the peasants and the communal system of land tenure. Ask: Do you think these peasants would be able to organize a revolt? Why or why not? Do you think they would organize a revolt? Why or why not?

McClosky and Turner, Sov. Dictatorship, ch. 3.

"Selected Readings in Russian History," #1's 24-26. Florinsky, End of the Russian Empire, ch. 8. Black, ed., Transformation of Russ. Society, pp. 294-297.

G. When an individual is strongly attached to a group and is in continuing contact with it, his group-anchored beliefs and behaviors are much less likely to change than as if he is far removed from the group.

G. The structure of the family varies from one society to another.

S. Interprets graphs. (Draws inferences from graphs.)

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology..

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Certain aspects of the social structure may inhibit marked social change and innovation. (Family structure and communal structure may make change difficult.)

How do you think this communal system would affect production? Why? How do you think it would affect the movement of peasants to cities to work in factories? Why?

Have pupils compare the communal system with that in earlier periods of Russian history. Have them add to their chart on changing conditions among Russian peasants. Be sure to emphasize collective responsibility and the role of fathers in this paternal family system.

39. Have a pupil make two graphs to compare: (a) total production of small grains per person in Russia, U.S. and Canada from 1899 to 1914, and (b) production per acre in Russia, the U.S. and Germany just prior to 1905.

Figures needed found in "Selected in Russian History"

Project the graphs in class and then ask: How can you account for these differences? Do you think the lower production in Russia was due only to the type of communal system? Why or why not? (Be sure to discuss problems arising from farming separated strips of land. Compare this system with problems facing some underdeveloped peoples today.)

40. A pupil might pretend to be a government investigator sent out by the Tsar to report on peasant conditions between 1870-1900. He should prepare his report and make recommendations for changes. Ditto up this report for use by other pupils in the class.

"Selected Reading in Russian History," Walsh, ed., Russian History, v. 657-671. Troyat, Daily Life Under the Last Florinsky, End of Empire, ch. 8.

Or have several pupils assume the roles of advisors to the Tsar between 1870-1900. They should discuss needed reforms in agriculture.

ink this communal system would affect pro-
? How do you think it would affect the
peasants to cities to work in factories?

Compare the communal system with that in
of Russian history. Have them add to
changing conditions among Russian peas-
to emphasize collective responsibility
of fathers in this paternal family system.

Make two graphs to compare: (a) total pro-
all grains per person in Russia, U.S. and
1899 to 1914, and (b) production per acre
the U.S. and Germany just prior to 1905.

Graphs in class and then ask: How can you
these differences? Do you think the lower
Russia was due only to the type of com-
Why or why not? (Be sure to discuss
ing from farming separated strips of land.
system with problems facing some underde-
es today.)

Pretend to be a government investigator
the Tsar to report on peasant conditions
1900. He should prepare his report
recommendations for changes. Ditto up this
by other pupils in the class.

Let pupils assume the roles of advisors to
the Tsar from 1870-1900. They should discuss
in agriculture.

Figures needed for graphs are
found in "Selected Readings
in Russian History," # 27

"Selected Readings in Rus-
sian History," #'s 24-26, 28.
Walsh, ed., Readings in Rus-
sian History, vol. 3, pp.
657-671.
Troyat, Daily Life in Russia
Under the Last Tsars, ch. 13.
Florinsky, End of the Russian
Empire, ch. 8.

- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Technological change may create serious problems in a society.
- C. Interprets graphs. (Draws inferences from graphs.)
- S. Presents effective symposia.

4. Industry expanded greatly in the nineteenth century and brought with it the usual problems faced by countries in the initial stages of an industrial revolution. Much of the industry was owned or controlled by the foreigners. Thus no large class of industrialists arose in

- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

5. Russia continued to have a large aristocratic class, a huge class of peasants, and only a small middle

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effects on other aspects;
will ramify whether they
biological, in social organ-
in ideology, or whatever
part of the cultural sys-

ical change may create
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s graphs. (Draws inferences
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effective symposia.

4. Industry expanded greatly in the late 19th century and brought with it some of the usual problems faced by countries during the initial stages of an industrial revolution. Much of the industry was either owned or controlled by the Tsar or by foreigners. Thus no large middle class of industrialists arose in Russia.

in one aspect of a culture
e effects on other aspects;
will ramify whether they
biological, in social organ-
in ideology, or whatever
a part of the cultural sys-

5. Russia continued to have a small upper class, a huge class of peasants and workers, and only a small middle class.

*41. Have a committee do the following:

- a. Prepare a bulletin board display on life of a factory worker in late 19th century Russia. (up to 1905). Pupils should prepare charts and drawings to illustrate what life was like.
- b. Make graphs showing change in industrial output, the number of industrial workers, and in foreign trade during the last part of the 19th century (up to 1905).
- c. Make a graph comparing Industrial growth in Russia and in countries of Western Europe during this period.
- d. Prepare a symposium describing industrial growth (using the graphs in b and c), the role of the government in industrial development, the life of factory workers in the late 19th century (using the bulletin board in a), and early labor laws.

Walsh, ed.,
sian Histor
541-564;
Troyat, Dai
sia Under t
chs. 5, 7.
Gordon, Wor
After Lenin
Laws).
McClosky an
Dictatorshi
rates); p.
changes).
Florinsky,
Empire, p.
Walsh, Russ
Union, pp. 2
"Selected R
a and b.

42. Have a pupil prepare an imaginary diary of a Russian noble visiting homes and factories in 1900 or an American labor union leader visiting them.

Walsh, ed.,
sian Hist.,
564.
Troyat, Dai
Last of the

43. Have class try to decide what has happened to the stratification system in Russia by 1900. Now give them a little more information about what was happening to the nobility and to the ways in which the new educational program and the bureaucratic system were affecting vertical mobility.

Black, ed.,
of Russ. So
reference),

Committee do the following:

a bulletin board display on life of a factory in late 19th century Russia. (up to 1905). Should prepare charts and drawings to illustrate what life was like.

Graphs showing change in industrial output, the life of industrial workers, and in foreign trade in the last part of the 19th century (up to 1905).

Graph comparing industrial growth in Russia and countries of Western Europe during this period.

a symposium describing industrial growth (using graphs in b and c), the role of the government in industrial development, the life of factory workers in the late 19th century (using the bulletin board in a), and early labor laws.

Students will prepare an imaginary diary of a Russian worker visiting homes and factories in 1900 or an American union leader visiting them.

Students will try to decide what has happened to the stratification system in Russia by 1900. Now give them a brief piece of information about what was happening to the workers and to the ways in which the new educational system and the bureaucratic system were affecting verticality.

Walsh, ed., Readings in Russian History, vol. 3, pp. 541-564;

Troyat, Daily Life in Russia Under the Last Tsars, chs. 5, 7.

Gordon, Workers Before and After Lenin, ch. 1 (on labor laws).

McClosky and Turner, Sov. Dictatorship, p. 34 (Russian rates); p. 35 (discussing changes).

Florinsky, End of the Russian Empire, p. 146

Walsh, Russia and the Soviet Union, pp. 290, 313, 314-316.

"Selected Readings," #28, a and b.

Walsh, ed., Readings in Russian Hist., vol. 3, pp. 547-564.

Troyat, Daily Life Under the Last of the Tsars, chs. 5, 7.

Black, ed., Transformation of Russian Society (teacher's reference), pp. 242-243.

- G. Members of a class can move out of the class by various means, and this mobility may be up or down.
- G. The more widespread the system of education, the greater the mobility between classes.
- S. Checks on the bias and competency of authors.
- G. Political revolutions are usually the result of multiple causes.
- H. The Russo-Japanese War in Tsar's government into even more disrepute and led to the 1905 revolution, the establishment of a Duma, and as the agricultural reforms.

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may be up or down.

the widespread the system of
on, the greater the mobili-
er, classes.

on the bias and competency
ors.

al revolutions are usually
ult of multiple causes.

H. The Russo-Japanese War in 1905 brought the
Tsar's government into even greater disre-
pute and led to the 1905 revolt and then to
the establishment of a Duma and reforms such
as the agricultural reforms of 1906.

44. Have pupils read briefly about the Russo-Japanese War of 1905 (on goals of Russians and lack of success) and the revolt which followed.

After reading more general sources on the revolt, pupils should read various accounts of Father Gapon and "Bloody Sunday." Afterwards, have the class analyze the accounts for bias and competency of authors and for points on which the authors agree and disagree.

45. Have a group of students role-play an imaginary meeting of factory workers after Bloody Sunday.
46. Have a pupil prepare a series of cartoons which might have appeared abroad after the Russian defeat in the Russo-Japanese War.

Moorhead, Russian
ch. 4;
Ewing, Our Wideni
p. 370;
Seeger, Pageant o
Shub, Since St
Hist. of Our Time
22;
Carmichael, Short
the Russian Revo
24-27;
Goldston, Russ. R
58-64; KarpovIch,
Teall, From Tsars
sars, ch. 5.
"Selected Reading
Hist." #'s 29-31.

and briefly about the Russo-Japanese War of (of Russians and lack of success) and the allowed.

For more general sources on the revolt, pupils may read various accounts of Father Gapon and "Bloody Sunday". Afterwards, have the class analyze the accounts for competency of authors and for points on which they agree and disagree.

Have students role-play an imaginary meeting of the Duma members after Bloody Sunday.

Prepare a series of cartoons which might be shown abroad after the Russian defeat in the Russo-Japanese War.

Moorhead, Russian Revolution, ch. 4;

Ewing, Our Widening World, p. 370;

Seeger, Pageant of Russ. Hist.;

Shub, Since Stalin, A Photo History of Our Times, pp. 19-22;

Carmichael, Short Hist. of the Russian Revolution, pp. 24-27;

Goldston, Russ. Revol., pp. 58-64; Karpovich, Imp. Russ., 68-71.

Teall, From Tsars to Commissars, ch. 5.

"Selected Readings in Russian Hist." #'s 29-31.

G. Taking the policy-making process as a whole, the general strategic advantages usually lie with the status quo.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. In different societies or in different groups within a society, some emotions and sentiments are

47. Have a pupil prepare a report on the establishment of the Duma and changes in the electoral system for the Duma. (Why were these changes made and what effect did the changes have?) Tell pupils about the reforms related to free speech and press.

Or, have all pupils read brief accounts of the Dumas and the reforms.

Karpovick, J.
pp. 73-79.
Walsh, Russian
Union, pp. 3
Ewing, Our W
370-372;
McClosky & T
tatorship, p
Goldston, Ru
76-80.

*48. Outline briefly some of the agricultural reforms of 1905-06. Ask: What do you think would be the effect of these reforms?

Black, ed.,
of Russian S
McClosky & T
p. 33.
Florinsky, E
pire, pp. 23
Walsh, Russian
Union, pp. 3

*49. Have a pupil prepare an imaginary report of a government investigator sent out in 1913 to report on what he finds has happened to peasants since the reforms of 1905-06. Ditto up this report for class use and discussion.

Florinsky, E
pire, p. 24.
Walsh, Russian
Union, p. 34
Florinsky, e
sla and Sov.

*50. Have several pupils read about the chief values and characteristics of the Russian people prior to the revolution of 1917. They should make a chart of these values and explain it to the class. Discuss: What values would Bolsheviks find easiest to change or to utilize in their program to industrialize their country?

Lengyel, Sov.
Mead, Sov. A
Authority, p

1 prepare a report on the establishment of and changes in the electoral system for the (were these changes made and what effect did they have?) Tell pupils about the reforms relating to speech and press.

1 pupils read brief accounts of the Dumas and

1 ofly some of the agricultural reforms of 1917. Ask: What do you think would be the effect of these reforms?

1 prepare an imaginary report of a government investigator sent out in 1913 to report on what he had happened to peasants since the reforms of 1917. Ditto up this report for class use and discuss.

1 pupils read about the chief values and attitudes of the Russian people prior to the revolution of 1917. They should make a chart of these values and explain it to the class. Discuss: What do the reformers find easiest to change or to retain? What do they agree to industrialize their country?

Kerpovick, Imperial Russia, pp. 73-79.

Walsh, Russia and the Sov. Union, pp. 336-340.

Ewing, Our Widening World, pp. 370-372;

McClosky & Turner, Sov. Dictatorship, pp. 36-38.

Goldston, Russ. Revol., pp. 76-80.

Black, ed., Transformation of Russian Soc., pp. 302-304;

McClosky & Turner, Sov. Dict., p. 33.

Florinsky, End of Russ. Empire, pp. 23-24.

Walsh, Russia and the Sov. Union, pp. 341.

Florinsky, End of Russ. Empire, p. 24.

Walsh, Russia and the Sov. Union, p. 342.

Florinsky, ed., Encyl. of Russia and Sov. Union, p. 5

Lengyel, Sov. Union, Ch. 5.
Mead, Sov. Attitudes Toward Authority, pp. 14, 26-31.

strongly repressed, others are encouraged. As a result any one group has a modal personality or personalities among its adults.

- G. Some values are conducive to change and some make change difficult.
- S. Sees meaningful differences between eras; notes relationship within any era between institutions and cultural assumptions.
- S. Has a sense of the passage of time.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Class membership has certain class correlates.

- S. Looks for relationships among events within one country and within a world-wide time framework.
- I. The Communist Ideology is based on the ideas of Karl Marx and Frederick Engels and interpretations by such as Lenin and later Soviet

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world-wide time framework.

1. The Communist Ideology is based on the writings of Karl Marx and Frederick Engle, with modifications and interpretations by other communists such as Lenin and later Soviet leaders.

Which would make industrialization difficult and would be resistant to change? (Keep this chart to refer to again during the study of the Soviet political system.)

* 51. Discuss: How did life in Russia in 1913 compare with life in western Europe and in the U.S. at that time? How did this era in Russian history compare with that of Peter the Great? of Alexander I? Have pupils look at time line of Russian history and note differing lengths of certain periods in Russian history. How long did constitutional reform have a chance to operate as against the period of autocracy?

52. Have a committee prepare a booklet on Life in Tsarist Russia in the early 20th century. It should include sections on such topics as (a) What it is like to be a peasant in Tsarist Russia, (b) What it is like to be a factory worker in Tsarist Russia, (c) What it is like to be a factory manager in Tsarist Russia, (d) What it is like to be a member of the Tsar's family in Tsarist Russia, (e) What it is like to be an underground revolutionary working to overthrow the Tsarist government in Tsarist Russia.

53. Tell pupils when Marx was born. Ask them what was happening in Europe at this time and during his early years. Remind pupils of the early effects of the industrial revolution on workers -- at least as perceived by urban

Hunt, Theodore
Of Communist
use).
For example

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Hunt, Theory and Practice
Of Communism (for teacher
use).

For example of descriptions

- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- G. Technological change may create serious problems in a society.
- A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.
- S. Looks for relationships among events within one country and within a world-wide time framework.
1. Marx's theories are und... of the times in which h...
- a. Marx was born in 18... period of early Indu... many others he react... saw as the evils of... living and working... of work, miserable... Marx was unaware of... ments in capitalism... would bring. Like... he believed that ca... exploit workers, an... for a society witho... Although he outward... utopian ideas, he... ideas of the perfec... the possibilities o... all people could le... "as one vast family...
- b. Marx grew up at a t... in Europe. He live... tion of the 1820's... ished his first boo... revolution of 1848... was published just... but before the June... Marx assumed that... tinenta Europe cou... without revolution... were the only solut... this time the peac... and in the U.S. Lat...

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biological, in social organ-
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a part of the cultural sys-

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problems in a society.

SUBJECTIVITY AND DESIRES TO
VALUES FROM AFFECTING HIS
NATION OF EVIDENCE.

or relationships among
within one country and
a world-wide time frame-

1. Marx's theories are understandable in terms of the times in which he lived and wrote.
 - a. Marx was born in 1818 and grew up in the period of early industrialization. Like many others he reacted against what he saw as the evils of capitalism (poor living and working conditions, long hours of work, miserable pay, child labor, etc. Marx was unaware of what later developments in capitalism and industrialization would bring. Like the utopian socialists he believed that capitalism was bound to exploit workers, and he wished to work for a society without such exploitation. Although he outwardly rejected idealistic utopian ideas, he accepted 18th century ideas of the perfectability of man and the possibilities of a society in which all people could learn to live together "as one vast family in brotherly love."
 - b. Marx grew up at a time of revolutions in Europe. He lived through the revolution of the 1820's and 1830's and finished his first book just prior to the revolution of 1848 in France. The book was published just after the February but before the June revolt in 1848. Marx assumed that, since workers in continental Europe could not get reforms without revolution, such revolutions were the only solution. He ignored at this time the peaceful gains in England and in the U.S. Later, after the bloody

dwellers. If this was not done during the unit on Western Europe, read aloud quotations about conditions of work, living conditions, wages, and child labor in the early part of the 19th century. Review some of the ideas of the early Utopian socialists. Discuss: If you had been Marx, what might you have concluded about the effects of capitalism upon workers?

of living con-
years of Indi-
tion, see "So-
on the Histor-
Europe," or E
Human Adventu-
pp. 3-6 or Mo
Europe In Rev

54. Review the series of revolutions which swept Europe in the first half of the 19th century. Ask: What effect might these revolutions and ensuing events have had upon Marx's ideas about improving the lot of the worker?

Hunt, Theory
of Communism
use).

Remind pupils of the first and second revolts of 1848 in France. How might the failure of the second revolt have affected Marx's ideas about the possibilities of achieving reforms through peaceful means? Point out that the Communist Manifesto appeared between these two revolts.

If this was not done during the unit on West-
read aloud quotations about conditions of
g conditions, wages, and child labor in the
of the 19th century. Review some of the
e early Utopian socialists. Discuss: If
n Marx, what might you have concluded about
of capitalism upon workers?

of living conditions in early
years of industrial revolu-
tion, see "Selected Readings
on the History of Western
Europe," or Eisen and Filler,
Human Adventure, vol. 2.,
pp. 3-6 or Mosse, et. al.,
Europe in Review, pt. 4.

series of revolutions which swept Europe in
elf of the 19th century. Ask: What effect
revolutions and ensuing events have had up-
reas about improving the lot of the worker?

Hunt, Theory and Practice
of Communism (for teacher
use).

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How might the failure of the second revolt
d Marx's ideas about the possibilities of
forms through peaceful means? Point out
munist Manifesto appeared between these two

failure of the Paris com-
longer so sure that viol
was a solution, and he s
peaceful reforms might w
countries.

S. Identifies persuasion devices.

S. Detects inconsistencies.

G. Most political communication de-
pends on the use of negative and
positive symbols, stereotypes,
and other communication shortcuts;
effective communication depends on
the effective manipulation of those
symbolic tools.

A. RESPECTS EVIDENCE EVEN WHEN IT CON-
TRADICTS PREJUDICES AND PRECONCEP-
TIONS.

G. The greatest push to improve levels
of living is more likely to come
from those above the bottom strata
of society than from those at the
bottom.

c. Marx was a propagandist,
claimed to write scientific
Consequently, he sometime
or inconsistent statements
attempts to win support and
position.

d. Marx believed that he a
should be independent I
he personally rejected
blind acceptance of dog
group.

e. Although Marx lived in p
of his life was able to
cause Engels gave him m
born into the middle cl
resulted from his deter

failure of the Paris commune, he was no longer so sure that violent revolution was a solution, and he suggested that peaceful reforms might work in some countries.

persuasion devices.

inconsistencies.

ical communication de-
he use of negative and
symbols, stereotypes,
communication shortcuts;
communication depends on
ive manipulation of those
ools.

EVIDENCE EVEN WHEN IT CON-
PREJUDICES AND PRECONCEP-

- c. Marx was a propagandist, even though he claimed to write scientific history. Consequently, he sometimes made extreme or inconsistent statements in his attempts to win support and defeat opposition.

- d. Marx believed that he and other men should be independent in their thought; he personally rejected the idea of blind acceptance of dogma from any group.

est push to improve levels
is more likely to come
e above the bottom strata
y than from those at the

- e. Although Marx lived in poverty and much of his life was able to write only because Engels gave him money, he was born into the middle class. His poverty resulted from his determination to write

55. Read aloud sections of the Communist Manifesto which show that Marx was a propagandist. Discuss: What effect do you think this fact would have upon his writings? Would he be very scientific and accurate or would he tend to exaggerate for effect? Why might he want to claim to be scientific rather than utopian? Does he sound at all like a utopian?

Hook, Marx and
"Excerpts from
and Frederick
tion 17.

Read aloud a quotation from Engels in which Engels admits that he and Marx at times exaggerated the economic or materialist interpretations of history in order to make their point.

"Teacher's Su
Unit on the U

56. Ask pupils to imagine a society in which the government owns all means of production but also restricts freedom of speech and press. Suppose Marx were alive today and lived in such a society. Ask: Do you think he would accept the ideas of the government without speaking up if he differed with them? What risks did he run when he spoke up in Germany? In France?

Hook, Marx and
pp. 16-17, 47

Read aloud several quotations from biographers of Marx on Marx's views of the dignity of man and his obligation to think for himself.

57. Have a pupil present a report on Marx's life (not his ideas). Discuss: Do you think any of the events in Marx's life could have influenced his ideas about capitalism and the likelihood of reform through peaceful

Coolidge, Marx and
Revolution;
Heilbroner, W
phers, ch. 6.

sections of the Communist Manifesto which Marx was a propagandist. Discuss: What effect do you think this fact would have upon his writings? Would he be very scientific and accurate or would he exaggerate for effect? Why might he want to be scientific rather than utopian? Does he seem to you like a utopian?

Use a quotation from Engels in which Engels admits that Marx at times exaggerated the economic determinist interpretations of history in order to make his point.

Ask students to imagine a society in which the government owns the means of production but also restricts freedom of speech and press. Suppose Marx were alive today and lived in such a society. Ask: Do you think he would be able to express his ideas of the government without speaking up? What risks did he run when he lived in Germany? In France?

Use several quotations from biographers of Marx which show his views of the dignity of man and his obligation to himself.

Have students present a report on Marx's life (not his death). Discuss: Do you think any of the events in Marx's life could have influenced his ideas about capitalism? What is the likelihood of reform through peaceful

Hook, Marx and the Marxists,
"Excerpts from Karl Marx
and Frederick Engels, Selection 17.

"Teacher's Supplement 20
Unit on the U.S.S.R."

Hook, Marx and the Marxists,
pp. 16-17, 47-48.

Coolidge, Makers of the Red
Revolution;
Hollander, Worldly Philosophers,
ch. 6.

and his treatment by
titles for what he wrote
ator, Engles, was a r

- G. Culture may change through a process of diffusion.
- A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF THE EVIDENCE.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

2. Marx borrowed ideas from
and added his own to set
"scientific socialism."

a. Marx believed that un
all previous economic
primitive communal so
were exploited for the
few who owned the mea
The only way to get
tation was to have co
the means of product
a series of ideas to
tention.

1) Marx adopted ideas
English economists
the value of goods
all value over and
raw materials is
with their labor.
tools and machine
by labor at an ea
had the value of
ials used in the
goods.)

2) Marx believed that
paid only subsist
to keep them and
starving (and to
new laborers).

- G. Prices (including wages) are affected by supply and demand.
- S. Identifies assumptions.
- G. In general business firms try to maximize profits.

and his treatment by political authorities for what he wrote. His collaborator, Engels, was a rich man.

may change through a pro-diffusion.

2. Marx borrowed ideas from a number of sources and added his own to set up a theory of "scientific socialism."

OBJECTIVITY AND DESIRES TO
VALUES FROM AFFECTING HIS
ETATION OF THE EVIDENCE.

- a. Marx believed that under capitalism (and all previous economic systems except primitive communal societies), workers were exploited for the profits of the few who owned the means of production. The only way to get rid of such exploitation was to have common ownership of the means of production. Marx developed a series of ideas to explain this contention.

TTED TO THE FREE EXAMINA-
SOCIAL ATTITUDES AND DATA.

- 1) Marx adopted ideas of 18th century English economists about what creates the value of goods. He believed that all value over and above the costs of raw materials is created by workers with their labor. Even the value of tools and machinery had been created by labor at an earlier stage. So had the value of processed raw materials used in the tools or in making goods.)

(including wages) are af-
by supply and demand.

- 2) Marx believed that workers would be paid only subsistence wages or enough to keep them and their families from starving (and to ensure a supply of new laborers).

les assumptions.

al business firms try to max-

means? From what class did the early communist thinkers come? Was it to their economic benefit to be communists?

58. Put a chair on a desk or table in front of the room. Ask pupils what they think creates the value of this chair. Tell them that you are going to argue in the way in which Marx would have answered their statements or arguments. After telling them that Marx believed that the value was created by labor, ask them what they think Marx would have thought about what created the value of the wood and other materials which were used in making the chair. About what created the value of the tools which were used? Tell pupils that they should be thinking about his assumption about value but that the class will not analyze it in detail now. However, they need to understand his assumption in order to understand the rest of his theories. Also tell the class that Marx's value theory was borrowed from other economists of the day.
59. Remind pupils of what they have just heard about wages in the early 19th century. What do they think Marx must have thought about how employers would treat laborers? Tell pupils about his ideas in more detail. Discuss: Why would workers work for such low wages? What motive did Marx assume was the only motive which would affect the employer's determination of wage scales?

- 3) Marx believed that employees were driven by the profit motive and would force workers to work longer hours than needed to produce enough goods to pay for their wages. Employers would seize the value (created by labor) above what they got paid.
- 4) The only way to end the exploitation of workers by the bourgeoisie is the seizure of the means of production to end private ownership. The means of production should be owned in common.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- S. Applies generalizations to new data.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- b. Marx drew upon the philosophy of Hegel in developing his idea of historical materialism and his interpretation of history.
- 1) Marx applied the idea of dialectical materialism (which Hegel applied to ideal things). Each material thing has a history.

3) Marx believed that employers were driven by the profit motive and so would force workers to work longer hours than needed to produce just enough goods to pay for their labor. Employers would seize this surplus value (created by labor over and above what they got paid).

4) The only way to end the exploitation of workers by those who owned the means of production would be to end private ownership of these means. The means of production should be owned in common.

D TO THE FREE EXAMINA-
TIAL ATTITUDES AND DATA.

eralizations to new data.

D TO THE FREE EXAMINA-
TIAL ATTITUDES AND DATA.

b. Marx drew upon the philosophy of Hegel in developing his idea of dialectic materialism and his historical interpretation of history.

1) Marx applied the idea of dialectics (which Hegel applied to ideas) to material things. Each thesis (or

60. Now ask pupils to assume that they were employers who had the characteristics which Marx assumed. They find that the workers can produce enough chairs in five hours to pay for the wages they get. What would they as employers do? How would making workers work more hours help the employers? Why would workers work more hours if they are creating more value than they get paid for? Now tell pupils what Marx meant by his surplus theory of value.
61. Ask pupils what conclusions they might come to about how to help workers if they accepted Marx's ideas as explained up to this point. If someone does not suggest common ownership of the means of production, ask them if they remember any of the proposals of utopian socialists.

Before you go on to the next activity, be sure that pupils understand how Marx thought common ownership of the means of production would solve the problems which he saw in Europe in his day. Again, do not discuss the pros and cons of this proposal at this time. Merely help pupils see how Marx arrived at this conclusion. Point out that they will analyze this line of reasoning in detail later.

62. Very briefly and simply explain Hegel's idea of dialectics in terms of ideas. Now tell the class how Marx borrowed this idea and applied it to society. Describe his dialectic in terms of economic stages.

Ask: If Marx followed the dialectic completely would the next economic stage be better or worse than the stage which came before? Would capitalism be better or worse than feudalism? Be sure that pupils understand that Marx believed in the inevitability of progress. Discuss: Was

economic society) as an antithesis (or for a new economic ally to a synthesis aspects of both the sis. That is, each would generate oppo seeds of its own d would lead to a ne which would be an old system. This take place until t less society. (Th 18th century ideas ress as well as He dialectic.)

a) Marx believed t stage was an ad earlier stage. greatly increas

b) Marx believed t progress throug that only after the stage of ca be able to reac tialism. (In p enced here by a developed ideas velopment of so tive times to t revolt would ta stage had reach ductive capacit capable.

S. Applies previously-learned concepts and generalizations to new data.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PRECONCEPTIONS.

economic society) would bring forth an antithesis (or forces working for a new economic society) and finally to a synthesis of the better aspects of both thesis and antithesis. That is, each economic system would generate opposition and the seeds of its own downfall. A revolt would lead to a new economic system which would be an improvement of the old system. This would continue to take place until there was a classless society. (Thus Marx accepted 18th century ideas of inevitable progress as well as Hegel's ideas of the dialectic.)

- a) Marx believed that the capitalist stage was an advance over the earlier stage. It had to lead to greatly increased production.
- b) Marx believed that society had to progress through each stage and that only after it had gone through the stage of capitalism would it be able to reach the stage of socialism. (In part, Marx was influenced here by an anthropologist who developed ideas of the common development of societies from primitive times to the present.) No revolt would take place until this stage had reached the highest productive capacity of which it was capable.

Previously-learned concepts
adapts to new data.

EVIDENCE EVEN WHEN IT CON-
FIRMS PRECONCEPTIONS.

this idea of progress utopian or scientific?

63. Have pupils read a selection from Marx to show his emphasis upon the inevitability of certain stages following in a set order, about the impossibility of skipping stages or of having the old stage disappear until it had reached the highest productive capacity of which it was capable.

"Excerpts
and Fredric
tion #1.

Discuss: Marx believed that he was living in the capitalist stage of society in western Europe. What did he think would have to happen before capitalism could be ended by socialism? Marx believed that some countries had not yet gotten rid of feudalism in favor of capitalism. What did he think would have to happen before such societies could achieve the socialist stage of society?

of progress utopian or scientific?

read a selection from Marx to show his emphasis on the inevitability of certain stages following a certain order, about the impossibility of skipping stages or of having the old stage disappear until it has reached the highest productive capacity of which it is capable.

Marx believed that he was living in the cage of society in western Europe. What did he think would have to happen before capitalism could give way to socialism? Marx believed that some countries had not yet gotten rid of feudalism in favor of capitalism. What did he think would have to happen before these countries could achieve the socialist stage of society?

"Excerpts from Karl Marx and Friedrich Engels," Selection #1.

- F. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.
- G. All the institutions of a society are related; because of this inter-relationship, a change in one institution is likely to affect other institutions.

2) Marx believed that production was the important factor in determining the course of the mode of production and the relationships set up between those who owned and those who used the means of production (land, sources, tools). Over the ages, following a certain pattern of development, the superstructure of society (the tools developed, the ideas, etc.) eventually proved to be based on the use of those means of production and the

a) The mode of production (the superstructure) determines the other facets of society (religion, ideas, the family, government were all part of the superstructure) and the superstructure (the substructure) is determined by the mode of production and the continuance

(1) Marx did not believe that the course of history was determined by the course of production. They would determine the course of history because of the mode of production.

(2) Marx believed that the mode of production was the tool of the ruling class (the bourgeoisie) and the means of production

ATED TO THE FREE EXAMINA-
SOCIAL ATTITUDES AND DATA.

stitutions of a society
ted; because of this inter-
ship, a change in one in-
n is likely to affect other
ions.

- 2) Marx believed that the mode of production was the important factor in determining the course of events. The mode of production refers to the relationships set up between those who owned and those who worked or used the means of production (resources, tools). This mode changed over the ages, following a set pattern of development. It provided the substructure of society. As new tools developed, the old mode would eventually prove a limiting factor on the use of these tools for greater production and the mode would change.
 - a) The mode of production provided the substructure upon which all other facets of society were based. Religion, ethics, other ideas, the family system, and government were all developed as a superstructure (or result of the substructure) in order to ensure the continuance of the substructure.
 - (1) Marx did not deny that ideas and inventions could affect the course of history, but he thought they would arise out of necessity because of the mode of production.
 - (2) Marx believed that the state was the tool of the ruling class (the class which owned the means of production). He

54. Now define what Marx meant by means and mode of production. Tell the class his use of the terms substructure and superstructure. Ask pupils to try to think of arguments which Marx might have used to show that this relationship existed. Be sure that pupils understand Marx's emphasis upon materialistic interpretation of history and his definition of the state. Have pupils read quotations from Marx and Engels to show their point of view about the state, about religion, about the family, about morality, and about patriotism, and the attitude Marx thought workers should have toward nationalism.

Excerpts from
and Friedrich En-
tions #2-6.

t Marx meant by means and mode of production. Ask pupils to try to think of arguments that might have been used to show that this relationship is related. Be sure that pupils understand Marx's materialistic interpretation of history and the origin of the state. Have pupils read quotations from Marx and Engels to show their point of view on religion, on the family, on patriotism, and on the attitude Marx should have toward nationalism.

"Excerpts from Karl Marx and Friedrich Engels," Selections #2-6.

thought of the aspects of government were coercive, controlled the media, and use power under their control.

(3) Marx believed owned the means set up ideals religion to help the workers in control.

(4) Marx believed historic sentiment of the superstitious preserve the ruling class, workers should be socialist and have historic feelings.

(5) Marx believed could affect history they became leaders the economic system which existed; the economic system made it possible use their talents birth to their

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

3) Marx believed that there had been a struggle between the ruling class (or those who controlled the means of production) and the workers. History was a history of class struggle.

thought of the state as those aspects of government which were coercive. Those who controlled the means of production would set up a government and use power to keep workers under their control.

- (3) Marx believed that those who owned the means of production set up ideals of morality and religion to help them keep the workers under their control.
- (4) Marx believed that nationalistic sentiments are also part of the superstructure to help preserve the interests of the ruling class. He argued that workers should be internationalist and have no nationalistic feelings.
- (5) Marx believed that leaders could affect history, but that they became leaders because of the economic relationships which existed; in other words, the economic stage of society made it possible for them to use their talents and gave birth to their ideas.

things valued by a society
e, there will be differ-
ness to and control of these
d scarce things by sub-
thin the society.

- 3) Marx believed that there had always been a struggle between the governing class (or those who owned the means of production) and those beneath them. History was a history of class struggle.

35. Read aloud quotations from Marx and Engels on the class struggle through the ages and their statement that capitalism carried within itself the seeds of its own destruction.

"Excerpts from
and Fredrick
Selection #7.

quotations from Marx and Engels on the class through the ages and their statement that capitalism carried within itself the seeds of its own de-

"Excerpts from Karl Marx and Friedrich Engels," Selection #7.

Have pupils try to figure out, on the basis of what they already know why Marx and Engels believed that capitalism would be overthrown. Ask specific questions as needed to bring out the ideas. (e.g. If workers were paid only subsistence wages, who would buy the goods produced? What might happen if goods remained unsold? What would this mean to workers? etc.)

Now have the class read the statements by Marx and Engels on why capitalism would be overthrown.

66. Ask: If you accepted Marx's ideas up to this point, in what kind of a country would you expect the first proletarian revolution to come? Why? (Now tell the class what Marx believed.)

- S. Applies previously-learned concepts and generalizations to new data.
- G. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.
- G. Ideology is associated with those people in the political system with the greatest political awareness, involvement, and information.
- G. If an individual is aware of his membership in a class, this awareness may affect his behavior.
- G. Those who benefit most from the stratification system are most likely to accept it and most likely to oppose change.
- G. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.
- S. Sets up hypotheses.
- g) Marx urged his with the bourgeois revolutions and this would make the establishment of societies which socialist revolutions would take place. Then, they should work to overthrow the bourgeois and build a proletarian revolution.
- 5) Marx believed that the revolution was inevitable. However, it was not until the workers became aware of what was happening and the need for change that the job of the proletariat was to overthrow the bourgeoisie and socialist governments to make them aware of their misery.
- a) At first Marx believed that the revolution would be violent, that the workers would take control of production and abolish this ownership.
- b) After the failure of the Paris Commune, Marx became somewhat pessimistic.
- (1) He became convinced that the workers would never win a revolution with modern methods.

previously-learned concepts
generalizations to new data.

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related groups. Coalitions
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struggle over scarce values or
resources; each side tries to use the
political system to attain its
goals.

Develop hypotheses.

g) Marx urged his supporters to work
with the bourgeois to aid their
revolutions against old rulers;
this would make possible the es-
tablishment of the capitalist so-
cieties which must exist before
socialist revolutions could take
place. Then, however, the workers
should work to hamper the bour-
geois and build support for a pro-
letarian revolution.

5) Marx believed that revolution was in-
evitable. However, it would not come
until the workers had become aware
of what was happening to them and
of the need for revolution. It was
the job of the labor organizations
and socialist groups to help educate
them and make them aware of the cause
of their misery.

a) At first Marx believed that this
revolution would have to be vio-
lent, that the owners of the means
of production would never give up
this ownership without a fight.

b) After the failure of the Paris
commune, Marx shifted his position
somewhat.

(1) He became worried about whether
workers behind barricades could
ever win against troops armed
with modern weapons. He felt

67. Ask the class to consider Marx's ideas. What advice do they think he would have given to workers in countries which still had feudalism or at least governments not controlled by the middle class? (Have each pupil pretend he is Marx and write out two or three sentences of advice.)

"Excerpts from
Friedrich Engels
#8.

Now have pupils read quotes from Marx's actual advice about working with the bourgeoisie. Compare with pupils' ideas.

68. Have pupils read and discuss quotations from Marx and Engels on the role of communist groups, the inevitability of a socialist society, and on chances for peaceful change. Ask: What effect do you think his statement about the possibilities of peaceful changes in such countries as the U.S. and England had upon his followers? Tell pupils what did happen.

"Excerpts from
and Friedrich Engels
Quotations #9-12;

ss to consider Marx's ideas. What advice do
he would have given to workers in countries
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"Excerpts from Karl Marx and
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#8.

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"Excerpts from Karl Marx
and Fredrich Engels," Selec-
tions #9-12.

they could win
troops come out
of the worker

(2) He stated that
some countries
and the U.S.,
could come pe

(3) This shift in
followers to
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should work
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work for peo

S. Applies previously-learned concepts
and generalizations to new data.

6) Following the revolution
would set up an economy
which the means of
be owned in common.
would now be only of
society of communism
final stage in economic
There would be no more
cycles or revolutions

A. IS COMMITTED TO THE FREE EXAMINATION
OF SOCIAL ATTITUDES AND DATA.

c. Marx merely mentioned
dictatorship of the proletariat
would serve as a transition
between capitalism and

1) Marx said that the
worker would abolish
state or coercive power
the bourgeois to op

they could win only if the troops came over to the side of the workers.

(2) He stated that perhaps in some countries such as England and the U.S., the revolution could come peacefully.

(3) This shift in position led his followers to divide sharply between those who thought they should work for violent revolution and those who tried to work for peaceful change.

6) Following the revolution, the workers would set up an economic society in which the means of production would be owned in common. Since there would now be only one class, this society of communism would be the final stage in economic development. There would be no more class struggles or revolutions.

c. Marx merely mentioned the stage of the dictatorship of the proletariat which would serve as a transitional stage between capitalism and communism.

1) Marx said that the proletariat or worker would abolish the bourgeoisie state or coercive forces used by the bourgeois to oppress the workers.

Previously-learned concepts
adapting to new data.

TESTED TO THE FREE EXAMINA-
TIONAL ATTITUDES AND DATA.

69. Ask some pupil to summarize Marx's ideas about the dialectic as applied to history. Tell class that Marx indicated that communism would be the final stage in society. Ask: Given Marx's other ideas, how do you think he arrived at this conclusion?

70. Have pupils read the very brief references Marx made to the dictatorship of the proletariat. What do pupils think he thought this stage of society would be like? What would be the role of the state in Marx's sense of this word? Did Marx think of this stage as a dictatorship by the proletariat or of the proletariat by some smaller group? How did he think this state would resemble that in England or the U.S. in his era?

"Excerpts
and Fredr
Selection

pupil to summarize Marx's ideas about the dialectic applied to history. Tell class that Marx indicated communism would be the final stage in society. Ask: Marx's other ideas, how do you think he arrived at this conclusion?

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"Excerpts from Karl Marx and Friedrich Engels,"
Selection #13-14.

In its place, it would be a system which would use the talents of those who opposed

2) Marx apparently saw one in which the workers would run the government through various forms.

3) Marx seemed to have in mind a dictatorship of the proletariat (or a proletarian dictatorship) which would be a dictatorship in the sense that he saw the autocratic governments in the U.S. as being dictatorial, though they had the appearance of democracy.

4) Marx envisioned a system in which people would be paid according to their ability and the needs of their work. There would be enough product to provide for the needs of all, and payment in accordance with their ability and the needs of their work.

S. Applies previously-learned concepts and generalizations to new data.

d. Marx barely mentioned the possibility of the state withering away of the state, which is a common interpretation of his theory. This leads people to believe that the coercive force of the state would wither away and that he envisioned some other forms of organization as remaining.

In its place, it would set up a state which would use coercive force against those who opposed the new society.

- 2) Marx apparently saw this stage as one in which the workers would run the government through democratic forms.
 - 3) Marx seemed to have thought of the dictatorship of the proletariat as meaning dictatorship by the proletariat (or a proletariat state). It would be a dictatorship in the same sense that he saw the older bourgeois governments in England and the U.S. as being dictatorships even though they had the forms of liberal democracy.
 - 4) Marx envisioned this stage as one in which people would work according to their ability and be paid in terms of their work. There would not yet be enough production to provide for payment in accord with need.
- d. Marx barely mentioned the eventual withering away of the state. Knowing his interpretation of the meaning of "state" leads people to believe that he meant that the coercive forces of the government would wither away. Marx probably envisioned some other governmental functions as remaining.

previously-learned concepts
generalizations to new data:

Pupils will not be able to arrive at conclusions about this from the brief excerpts, but after they make guesses about these questions, point out a number of conclusions which have been drawn by those who have studied Marx's life and writings in more detail.

e.g. Hook, Marx
Marxists, pp. 3

71. Have pupils read the brief references Marx and Engels made to the withering away of the state and the kind of society which would exist in this final communist stage. Ask: Given Marx's Ideas about what the state was, do you think he thought there would be no governmental functions carried out in this final stage? Why or why not? Why do you think he thought the coercive forces could be abandoned? Why did he think production would increase rapidly during the previous stage of the dictatorship or the proletariat? What effect did he think

"Excerpts from
and Fredrich En
Selections #15-

not be able to arrive at conclusions about the brief excerpts, but after they make guesses at the questions, point out a number of conclusions that have been drawn by those who have studied Marx's writings in more detail.

e.g. Hook, Marx and the Marxists, pp. 33-34.

Read the brief references Marx and Engels make to the withering away of the state and the kind of government that would exist in this final communist stage. What were Marx's ideas about what the state was, and what he thought there would be no governmental functions carried out in this final stage? Why or why not? How do you think he thought the coercive forces would be done? Why did he think production would be done directly during the previous stage of the dictatorship of the proletariat? What effect did he think

"Excerpts from Karl Marx and Fredrich Engels," Selections #15-16, 18.

1) Since there would be there would no longer state tool to put down classes.

2) Production would increase that there would be more. People would be working good since the means would be owned in common period of dictatorship. In a tariat they would be for the common good. would reach the stage could put into effect "From each according to each according to enough for all, there be any reason to step cive forces to prevent

3) In a sense, the ideal ability of a society was borrowed from the

G. Culture may change through a process of diffusion.

G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

G. Culture may change through a process of diffusion.

3. Marx's ideas spread to Russia different Russians interpreted differently.

a. Lenin became the leader which finally won control of the party in Russia.

- 1) Since there would be only one class, there would no longer need to be a state tool to put down the lower classes.
- 2) Production would increase greatly so that there would be enough for all. People would be working for their own good since the means of production would be owned in common. During the period of dictatorship of the proletariat they would be educated to work for the common good. Production would reach the stage at which society could put into effect the slogan: "From each according to his ability, to each according to his need." With enough for all, there would no longer be any reason to steal or for coercive forces to prevent stealing.
- 3) In a sense, the idea of the possibility of a society without a state was borrowed from the anarchists.

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3. Marx's ideas spread to Russia, although different Russians interpreted them slightly differently.
 - a. Lenin became the leader of the group which finally won control of the communist party in Russia.

this greatly increased production would have upon crime? Why? Now have pupils read Engel's description of this stage.

72. Ask pupils if they can think of any group from which Marx might have gotten the idea that society could exist without a state. Review what they learned earlier about anarchists.
73. Very briefly, tell pupils about the early developments of the communist party in Russia and Lenin's role. Have a pupil who has read a biography of Lenin (and prepared a written report) tell the class about Lenin's background. Discuss: Does Lenin's social class background support or contradict your earlier generalizations about those who push for social change?

Coolidge, Max
Revolution
Baker, Lenin

Increased production would have upon crime?
Pupils read Engel's description of this

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we gotten the idea that society could exist
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report) tell the class about Lenin's background.
Discuss Lenin's social class background support or
refute our earlier generalizations about those who
bring about social change?

Coolidge, Makers of the Red
Revolution
Baker, Lenin

- S. Detects inconsistencies.
- G. Groups engaged in continued struggle with the outside tend to be intolerant within. They are unlikely to tolerate more than limited departures from group unity.
- G. The conflict between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.
- b. Lenin added to and reintroduced ideas even though he also cannot eliminate even one notion, one substantial part of the philosophy of Marxism (it is a solid block of steel) while clinging to objective truth, with the arms of the bourgeoisie falsehood."
- 1) Lenin argued that the party should be a secret revolutionary party, dominated from within to preserve its secrecy. The party would be the vanguard of the revolution. Workers even in their own interests could not be expected to act without the work of the party. The communist party must be carefully trained, zealous, and militant workers who would carry out the revolution.
 - 2) Although Lenin believed that a bourgeois revolution and development of capitalism would finally give up this a chance to seize power.
 - 3) Lenin developed the idea that communist countries in search of markets would finally go to war over such markets and resources. These wars would lead to misery among the workers and the bourgeoisie might then come in the

inconsistencies.

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- b. Lenin added to and reinterpreted Marx's ideas even though he also stated: "You cannot eliminate even one basic assumption, one substantial part of this philosophy of Marxism (it is as if it were a solid block of steel) without abandoning objective truth, without falling into the arms of the bourgeois-reactionary falsehood."
- 1) Lenin argued that the communist party should be a secret revolutionary party, dominated from above in order to preserve its secrecy; the party would be the vanguard of the revolution. Workers even in labor unions could not be expected to recognize their own interests in revolution without the work of this vanguard. The communist party must consist of carefully trained, zealous, and obedient workers who would plan and carry out the revolution.
 - 2) Although Lenin believed for many years that a bourgeois revolution and further development of capitalism must precede a proletarian revolution in Russia, he finally gave up this idea when he saw a chance to seize power in Russia.
 - 3) Lenin developed the idea that capitalist countries in search of new markets, would finally go to war with each other over such markets and raw materials. These wars would lead to increasing misery among the workers. The revolution might then come in the country which was

74. Read aloud Lenin's comment about the importance of not eliminating any of Marx's assumptions. Tell the class that they are about to read excerpts from Lenin's writings. They should try to decide whether or not he followed his own advice. Now have pupils read excerpts. (Go over a few at a time to make sure the pupils understand them.)

"Quotations
State and Re

Afterwards discuss: Did Lenin follow his own advice? (Repeat Lenin's comment used at beginning of activity.) Did Lenin differ at all from Marx? If so, how did he differ? What did he add to Marx's discussion of the withering away of the state? to his discussion of the seeds of destruction within capitalism?

Tell pupils that Lenin might have thought the same act ethical if committed by one man and unethical if committed by another. Why? What implications would this kind of ethical system have for society if it were practiced by other groups?

Lenin's comment about the importance of not
any of Marx's assumptions. Tell the class
about to read excerpts from Lenin's writ-
should try to decide whether or not he fol-
n advice. Now have pupils read excerpts. (Go
t a time to make sure the pupils understand

"Quotations from Lenin --
State and Revolution."

Discuss: Did Lenin follow his own advice?
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6) Lenin expounded up
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A. IS SKEPTICAL OF THEORIES OF SINGLE
CAUSATION IN THE SOCIAL SCIENCES.

A. IS SKEPTICAL OF PANACEAS.

4. The ideas of Marx and Le
on a series of assumptio
tioned seriously by pres
scientists. Moreover a
predictions have not com

the weakest link in capitalism because it would be the least able to withstand the problems raised by war.

- 4) Lenin interpreted the Dictatorship of the Proletariat to mean the dictatorship of the proletariat by the leaders of the Communist Party as well as the dictatorship over the older owning class. He also expanded upon Marx's writings about what this stage would be like and what would have to be accomplished during this stage. (At first he thought anyone who was illiterate could handle the general bookkeeping jobs of running industry; later he changed his mind.)
- 5) Lenin developed further the idea of the withering away of the state. He explained that some people would still not do as society wished them to, but people would rise up and put them down. (This suggests punishment by mobs without judicial safeguards.)
- 6) Lenin expounded upon communist morality; anything was moral which helped the class struggle. He developed fairly fully the idea that the ends justify the means.

PTICAL OF THEORIES OF SINGLE
ION IN THE SOCIAL SCIENCES.

PTICAL OF PANACEAS.

4. The ideas of Marx and Lenin are based upon a series of assumptions which are questioned seriously by present-day social scientists. Moreover a number of their predictions have not come true.

75. Have pupils look back at the ideas of Marx and Lenin. They should make a list of the assumptions and a list of the predictions.

Hold a class discussion in which pupils analyze these assumptions and try to decide whether or not the pre-

Good analysis
and prediction
in Hunt, Theory
of Communism and
Marx and the M

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...d make a list of the assumptions and a list
...redictions.

...ass discussion in which pupils analyze these
...ns and try to decide whether or not the pre-

Good analysis of assumptions
and predictions can be found
in Hunt, Theory and Practice
of Communism and in Hook,
Marx and the Marxists.

- S. Identifies and examines assumptions to decide whether or not he can accept them.
 - S. Applies previously-learned concepts and generalizations to new data.
 - S. Checks facts against his own background of information and collects additional information when he needs it to check the facts.
 - S. Rejects post-hoc arguments.
 - S. Recognizes differences in difficulty of proving statements.
 - G. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.
 - G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.
 - G. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.
- a. Economists challenge Marx's value, his wage theory, and that there could ever be a revolution so that people would conflict over the distribution. Economists believe that people about what they need are expanding even as production. Economists also challenge that depressions are inevitable in a capitalist country. They believe ideas about built-in-stabilizers prevent serious economic downturns.
 - b. Historians challenge Marx's deterministic interpretation of history. They point out his own role and Lenin and chance in changing a contradiction of his ideas. They point out that inventions necessarily lead to changes in production, and that scientific ideas (such as the discovery of atomic energy) may have led to a stimulus but may have triggered upon historical events.

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- a. Economists challenge Marx's theory of value, his wage theory, and his idea that there could ever be enough production so that people would not be in conflict over the distribution of goods. Economists believe that people's ideas about what they need are constantly expanding even as production expands. Economists also challenge the idea that depressions are inevitable within a capitalist country. They believe that new ideas about built-in-stabilizers can prevent serious economic crashes.
- b. Historians challenge Marx's materialistic interpretation of history and his assumption of constant progress. They point out his own role and the role of Lenin and chance in changing history as a contradiction of his ideas. They also point out that inventions do not necessarily lead to changes in the mode of production, and that sometimes new scientific ideas (such as the discovery of atomic energy) may have little economic stimulus but may have tremendous impact upon historical events.

dictions have come true. If they cannot answer the questions about all of the predictions, let them wait to answer some of them until later in the unit. However, you may help them analyze the ideas by questions such as the following:

- a) Can you think of any country or countries in which the government of a capitalist economy was overthrown by a group which did not set up a dictatorship of the proletariat aimed at establishing communism? If so, how did this event fit in with Marx's predictions?
- b) How could Marx have explained in Marxian terms his own great influence on history? Would you accept such an explanation?

Draw upon what pupils have learned in seventh grade sociology, in ninth grade economics, in tenth grade American history, and in the unit on western Europe as you have pupils analyze Marxian theories. Tell pupils to keep the list of predictions to help them see how Marxian ideas have worked out in the Soviet Union.

- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- G. Economic wants of people seem never to be satisfied, since many goods and services must be replenished constantly as they are used up, since population is expanding, and since new inventions create new wants.

c. Historians also point out of some of Marx's predictions true.

- 1) The poor got richer and the rich poorer, and the middle class larger rather than smaller.
- 2) Governments in democracies passed reform measures not be thought of as being by the owners of the means of production. Even in autocracies some reforms came without a revolution (albeit through a revolution).
- 3) The communist revolution did not occur in a country which was highly industrialized. Nor had the capitalist economy reached any point of exhausting itself. The theory of increasing productivity of increasing production was argued that capitalism had outlived its usefulness. Europe had outlived its usefulness.

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inventions create new wants.

c. Historians also point out the failure of some of Marx's predictions to come true.

- 1) The poor got richer rather than poorer, and the middle class grew larger rather than smaller.
- 2) Governments in democratic countries passed reform measures which could not be thought of as measures desired by the owners of the means of production. Even in autocratic countries, some reforms came without actual revolt (albeit through the threat of revolt).
- 3) The communist revolution came first in a country which was not highly industrialized. Nor had the capitalist economy reached anywhere near the point of exhausting its possibilities of increasing production. (Marx had argued that capitalism in western Europe had outlived its usefulness

and that it was ready

- 4) Some governments of countries have been replaced by Communist or Nazi governments; this violates Marx's idea of the state through which society is controlled.
- 5) The state has not withered away in the Soviet Union or any other country where a communist dictatorship has been established. Nor have the conditions been brought about which would lead to the withering away of the state.
- 6) Countries under the control of Communist parties may be just as imperialistic and nationalistic as other countries. Indeed, for years the Soviet Union forced communist countries to work for the interests of Russia rather than their own, which seemed best within the limits of the system.

d. Social scientists also criticize the nature of the Marxian assumption of the nature of the state.

u. Frustration may result in aggression.

1) They believe that crises are caused by economic causes and tend to occur and would not be prevented by a revolution against it even if there were enough production to meet the needs.

G. The incentive to achieve as large an income as possible is modified by other incentives.

2) They believe that non-economic motives may be powerful and that even owners act out of motives other than economic motives.

and that it was ready for a revolt.)

- 4) Some governments of capitalist economies have been replaced by fascism or Nazi governments; such a change violates Marx's idea of the set stages through which society would pass.
- 5) The state has not withered away in the Soviet Union or any other country after a communist dictatorship has been established. Nor have any of them brought about a classless society.
- 6) Countries under the control of communist parties may be just as imperialist and nationalistic as capitalist countries. Indeed, for years the Soviet Union forced communist parties in other countries to work for the best interests of Russia rather than for what seemed best within their own country.

d. Social scientists also challenge some of the Marxian assumptions about human nature.

- 1) They believe that crime has many non-economic causes and that it is likely to occur and would need state measures against it even if there could ever be enough production to satisfy all needs.
- 2) They believe that non-economic incentives may be powerful incentives, and that even owners have frequently acted out of motives other than profit motives.

ion may result in agres-

entive to achieve as large
ne as possible is modified
incentives.

- G. The means may make it difficult to achieve the stated ends or goals.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- S. Applies previously-learned concepts and generalizations to new data.
- S. Checks on the bias and competency of authors.
- A. IS SKEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.
- G. Political revolutions are usually the result of multiple causes.
- 3) They believe that the means justify the ends; that people, powerful dictators and serious repression against them may not be willing to give up the means. They may fear to as well as desire to.
5. Russian communists, including Lenin, were influenced by Russian culture and by Marx. This Russian influence was partly responsible for differences between Lenin and Marx over such matters as the role of the communist party, the role of the communist party and the dictatorship of the proletariat.
6. The Communists in Russia tried to apply Marxist ideas, but they were not successful. They were not successful in their beliefs. They were not successful in not initiating the revolution. The first revolution of 1917 was just one of a number of groups for change within Russia.
1. The first Russian revolution was a strike rather than a revolt; it spread. The revolution resulted in a government of causes including the inability of the government to cope with the food transport, military supplies during the war, the growing dissatisfaction of the Russians with the inequity.

make it difficult
stated ends or

3) They believe that the means may modify the ends; that people who become powerful dictators and who have used serious repression against opponents may not be willing to give up power. They may fear to as well as not desire to.

are is always changing-
parts or elements may
long periods of time.

5. Russian communists, including Lenin, were influenced by Russian culture as well as by Marx. This Russian influence may be partly responsible for differences between Lenin and Marx over such matters as the role of the communist party, the control of the communist party and the dictatorship of the proletariat.

Previously-learned concepts
relations to new data.

6. The Communists in Russia tried to spread Marxist ideas, but they were divided in their beliefs. They were active but did not initiate the revolution of 1905 nor the first revolution of 1917. They were just one of a number of groups working for change within Russia.

bias and competency

• The first Russian revolution of 1917 began as a strike rather than a revolt; however it soon spread. The revolution resulted from a number of causes including the inability of the Tsarist government to cope with the problems of food transport, military supplies, and inflation during the war, the growing disgust of some of the Russians with the inequalities in the

OF THEORIES OF SINGLE
THE SOCIAL SCIENCES.

olutions are usually
multiple causes.

76. Have pupils look once again at Lenin's ideas and the differences between them and those of Marx. Ask: Can you think of any Russian values or events which might have influenced Lenin to develop these differing ideas? (Tell pupils to consider this question further as they study the period in which Lenin was in power in Russia.)

See McClosky and
Sov. Dictatorsh

77. Tell pupils very briefly about some of the early work of the communists in Russia and about the split which developed. Point out that they will find out more about the role of the communists as they study the revolutions of 1917.

McClosky and Tu
Dictatorship, p
"Selected Readin
History." #32.

Now have pupils read the Bolshevik Manifesto about World War I. Discuss: How does this manifesto fit in with Marxian theory?

78. Have several pupils read and compare different books and eye-witness reports dealing with the first Russian Revolution and the causes of revolution. They should prepare a panel discussion on the causes and precipitating events. They should tell the class something about their assessment of the bias and competency of the authors of the materials they have read.

Florinsky, End
Empire;
Carmichael, Sho
the Russ. Revol
Carmichael, III
of Russia;
Moorehead, Russ

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See McClosky and Turner,
Sov. Dictatorship, ch. 3.

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McClosky and Turner, Sov.
Dictatorship, pp. 46-57.
"Selected Readings on Russian
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Florinsky, End of the Russian
Empire;
Carmichael, Short Hist. of
the Russ. Revolution;
Carmichael, Illustrated Hist.
of Russia;
Moorehead, Russian Revolution;

- G. People do not change their culture unless they feel a need for change.
- G. There are many sources of national power in dealing with other nations. (Military capacity is an important factor in the development of national power, but not the only one. Differences in population resources, and economy may be reflected in differences in national power.)
- S. Generalizes from data.

social system, and the poverty combined with ideas about how it might be overcome, etc. Some of these were taken over from Western Europe.

- G.. Wars have an important economic impact upon people.
- G. Political revolutions are usually the result of multiple causes.

- C. The world is a community of interdependent countries. (important political happenings in one part of the world affect other parts.)

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Adams, ed., Russian and Bolshevik Victory and How?
Goldston, Russian
pp. 90 ff;
Teall, From Tsars
sars, chs. 6-8 and
107;
Hendel, ed., Soviet
pp. 194-200.

Have all pupils read an eye-witness account of the first revolt. Each should write a brief written statement comparing his account with the information presented by the panel. He should also assess the bias and competency of the author.

"Selected Readings
History," # 33.
Eisen and Filler,
Adventure, vol 2.
130.

Now have the class compare the causes of the Russian revolution with those of other revolutions they have studied (In the U.S. and In Western Europe).

79. Have pupils prepare a series of graphs showing what happened to different groups within Russia during World War I. (e.g. Real wages of industrial workers, peasants, professionals, etc.) Project in class and discuss.

Data for graphs can
be found in Florinsky, End of
Russian Empire, ch
pp. 189-191.

80. Have a pupil pretend to be an American newspaper reporter who interviews the following people after the March 1917 revolution: (1) a factory worker, (2) a Russian soldier who has been wounded and has returned from the front, (3) a peasant, (4) a member of the intelligentsia.

Florinsky, End of
Empire.

81. Have pupils prepare a mock newsread for a U.S. newspaper on reactions from capitals of the world to the overthrow of the Tsar.

Adams, ed., Russ. Revolution and Bolshevik Victory, Why and How?

Goldston, Russian Revolution, pp. 90 ff;

Teall, From Tsar to Commissars, chs. 6-8 and pp. 102-107;

Hendel, ed., Soviet Crucible, pp. 194-200.

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"Selected Readings in Russian History," # 33.

Eisen and Filler, eds., Human Adventure, vol 2., pp. 123-130.

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Florinsky, End of the Russian Empire.

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- A. IS SKEPTICAL OF SINGLE FACTOR THEORIES OF CAUSATION.
- G. Political revolutions are usually the result of multiple causes.
- J. The Bolsheviks were able to gain a second revolution in large part because the Provisional government continued to be unable to win victories or handle the economy, and transport, and put off reforms for the peasants and workers until the end of the war.
- G. People with different ideologies may perceive the same scene and their ideologies will give it sharply different meaning and significance -- maybe even different perceptions of the facts.
- S. Checks on the bias and competency of authors.
- G. Political revolutions are usually the result of multiple causes.
- S. Identifies persuasion devices.
- S. Detects inconsistencies.
- G. Most political communication depends on the use of negative and positive symbols, stereotypes, and other communication shortcuts; effective communication depends on

OF SINGLE FACTOR
CAUSATION.

solutions are usually
multiple causes.

J. The Bolsheviks were able to gain control in a second revolution in large part because the Provisional government continued the war, was unable to win victories or handle supplies and transport, and put off reforms to satisfy the peasants and workers until the end of the war.

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rent meaning and sig-
maybe even different
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multiple causes.

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inconsistencies.

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use of negative and
ools, stereotypes,
munication shortcuts;
munication depends on

82. Have a group of pupils present a mock meeting of several of Lenin's conspirators to discuss what they should do about overthrowing the provisional government. (They should analyze the weaknesses of the Provisional government as they discuss their plans.)

Florinsky, End of Empire;
Moorhead, Russia
Carmichael, Short History of the Russian Revolution
Goldston, Russia
Walsh, Russia and the Soviet Union, pp. 379-400
Teall, From Tsars to Soviets;
Hendel, ed., Soviet Russia, pp. 200-219.

83. A pupil might write or present an imaginary speech of a Bolshevik just prior to the second revolution of 1917.

84. Have pupils read several eye-witness accounts of the second revolution of 1917 and of the way in which the Bolsheviks threatened the new Constitutional Assembly which met after they seized power.

"Selected Readings in Russian History," Moss, et. al., View of the Constitutional Assembly, pp. 426-27.

Discuss: Was the second revolution of 1917 inevitable?

85. Now have pupils read some of the earliest posters and decrees issued by the Bolsheviks after their revolution. Discuss the persuasion devices used and the appeals made to the people. Also ask: Did the land decree seem to fit Marxian aims? Did the Declaration of the Rights of the Russian People seem to agree with Lenin's ideas about democracy and dictatorship of the communist party? What do you think was the purpose of the decree abolishing classes?

"Selected Readings in Russian History," #1 35

pupils present a mock meeting of several conspirators to discuss what they should do regarding the provisional government. (They discuss the weaknesses of the Provisional government and their plans.)

Florinsky, End of the Russian Empire;
Moorhead, Russian Revolution;
Carmichael, Short Hist. of the Russian Revolution;
Goldston, Russ. Revol.;
Walsh, Russia and the Sov. Union, pp. 379-388;
Teall, From Tsars to Commissars;
Hendel, ed., Sov. Crucible, pp. 200-219.

write or present an imaginary speech of a conspirator prior to the second revolution of 1917.

read several eye-witness accounts of the revolution of 1917 and of the way in which the conspirators created the new Constitutional Assembly and how they seized power.

"Selected Readings in Russian History," # 34.
Moss, et. al., Europe in Review, pp. 426-230 (Constituent Assembly).

ask if the second revolution of 1917 inevitable?

ask pupils to read some of the earliest posters and speeches by the Bolsheviks after their revolution. Discuss the persuasion devices used and the appeals made. Also ask: Did the land decree seem to surprise? Did the Declaration of the Rights of Man and the Citizen seem to agree with Lenin's ideas about the dictatorship of the communist party? What do you think was the purpose of the decree abolishing the

"Selected Readings in Russian History," # 35.

the effective manipulation of those symbolic tools.

G. Struggle may bring together otherwise unrelated persons and groups.

G. The world is a community of interdependent countries. (Important political happenings in one part of the world affect other parts.)

K. The Bolsheviks faced a civil war to serious economic as well as military problems. They adopted several policies different from those they had advocated.

A. IS SKEPTICAL OF THEORIES OF SINGLE-CAUSATION IN THE SOCIAL SCIENCES.

G. Wars have important economic impact upon people.

S. Checks on the bias and competency of witnesses, authors, and producers of materials.

manipulation of those

bring together other-
d persons and groups.

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ntries. (Important
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K. The Bolsheviks faced a civil war which led
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lems. They adopted several policies which dif-
fered from those they had advocated earlier.

OF THEORIES OF SINGLE-
THE SOCIAL SCIENCES.

ortant economic impact

bias and competency
authors, and producers

36. A committee might prepare an imaginary newspaper after the second revolution of 1917. The newspaper should include news, editorials, biographical sketches of Lenin, news about other events at the same time -- such as war news, political cartoons, etc.

37. Have several pupils role-play a meeting of the President's cabinet in this country after the Bolshevik revolution and beginning of the Civil War.

Kennan, Decision
vene;
Walsh, Russia and
Union, ch. 21.

Or have a pupil give an oral report on the Russian civil war and on the American and European expeditionary forces to Russia. Discuss: How do you think a Russian might react if he hears that America would never attack Russia unless Russia attacked first?

88. Have pupils read the report of an interview with an escaped Russian socialist about economic conditions in Russia in 1919. Ask: Suppose you had been an American cabinet member at the time. The President asks you if you think these economic conditions in Russia are the result of the Bolshevik economic measures. How would you reply?

"Selected Reading
History," # 36.

89. Show the film: Nightmare in Red. Discuss the factors leading up to the revolution and the problems which arose as a result of the civil war. Compare the film with things

Film: Nightmare

might prepare an imaginary newspaper after the revolution of 1917. The newspaper should contain editorials, biographical sketches of Lenin, and other events at the same time -- such as war and cartoons, etc.

Pupils role-play a meeting of the President in this country after the Bolshevik revolution and the beginning of the Civil War.

1. I give an oral report on the Russian civil war. Discuss the American and European expeditionary forces. Discuss: How do you think a Russian might feel if he hears that America would never attack Russia if Russia attacked first?

Read the report of an interview with an ex-socialist about economic conditions in Russia. Ask: Suppose you had been an American cabinet member at the time. The President asks you if you think the economic conditions in Russia are the result of socialist economic measures. How would you re-

Kennan, Decision to Intervene;

Walsh, Russia and the Soviet Union, ch. 21.

"Selected Readings in Russian History," # 36.

Nightmare in Red. Discuss the factors leading to the revolution and the problems which arose from the civil war. Compare the film with things

Film: Nightmare in Red,

S. Identifies persuasion techniques.

S. Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

S. Detects inconsistencies.

G. Even when a major reorganization of a society take place (such as a revolution), not all of culture is completely modified.

G. Groups engaged in contined struggle with the outside tend to be intolerant within. They are unlikely to tolerate more than limited departures from group unity.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. The requirements for leadership may change; as an organization or government develops, the need for leaders with administrative skills tends to replace the need for a charismatic leader.

L. Stalin used his position as s Communist party to put his ow sitions of control so that he out over Trotsky after Lenin's Stalin opposed Trotsky's idea lution and industry-wide plan these ideas when he came to p

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vary in an organization or gov-
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with administrative skills tends to
increase. The need for a charismatic

L. Stalin used his position as secretary of the Communist party to put his own men into positions of control so that he was able to win out over Trotsky after Lenin's death. Although Stalin opposed Trotsky's ideas of world revolution and industry-wide planning, he adopted these ideas when he came to power.

which pupils have read. Analyze the film for propaganda devices. (Postpone discussion of early years of Bolshevik rule until after reading in activity 90.)

90. Have pupils read different accounts about the early period of Bolshevik control until Stalin came to power. (Each should read something at his own level of reading ability.) Discuss the problems facing the Bolsheviks' government and how they tried to solve them. Discuss: To what degree were Lenin's actions influenced by his ideology? by practical desire to stay in power? by Russian values and attitudes? How did Lenin view Stalin shortly before he died? Why was Stalin able to win out over Trotsky? How did their ideas differ? Tell pupils to look carefully at Stalin's ideas later in the unit to see if he shifted them more or less readily than Lenin did.

Teall, From Tsars to Tsars, pp. 107-140;
Goldston, Russian ch. 9;
Shub, Since Stalin
Coolidge, Makers of Revolution;
Carmichael, Illus. Russia;
Ewing, Our Widenin pp. 381-384;
McClosky and Turner tatorship, chs. 4-5
Hendel, ed., Sov. C pp. 220-226 and chs
Walsh, Russia and t
Union, ch. 22;
Eisen and Fuller, e
Adventure, vol. 2.
Mosse, et al., Euro pp. 210-11 (Lenin's on Stalin).

91. A pupil might read Animal Farm and analyze it in the light of the early period of the Bolshevik revolution. He will need to read a good history of this period or perhaps a biography of Stalin.

Orwell, Animal Farm

read. Analyze the film for propaganda
(one discussion of early years of Bolshe-
after reading in activity 90.)

different accounts about the early per-
control until Stalin came to power.
something at his own level of reading
as the problems facing the Bolsheviks
how they tried to solve them. Discuss:
Are Lenin's actions influenced by his
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Teall, From Tsars to Commis-
sars, pp. 107-140;
Goldston, Russian Revolution,
ch. 9;
Shub, Since Stalin, pp. 34-53;
Coolidge, Makers of the Red
Revolution;
Carnichael, Illus; History of
Russia;
Ewing, Our Widening World,
pp. 381-384;
McClosky and Turner, Sov. Dic-
tatorship, chs. 4-5;
Hendel, ed., Sov. Crucible,
pp. 220-226 and chs. 3-9;
Walsh, Russia and the Sov.
Union, ch. 22;
Eisen and Fuller, eds., Human
Adventure, vol. 2., pp. 130-134.
Mosse, et.al., Europe in Review,
pp. 210-11 (Lenin's statement
on Stalin).

and Animal Farm and analyze it in the
early period of the Bolshevik revolution.
Read a good history of this period or
the life of Stalin.

Orwell, Animal Farm

S. Checks on the completeness of data and its wary of generalizations based on Insufficient evidence.

S. Test hypotheses against data.

92. Give pupils an exercise on limitations of data dealing with changes in the early years of Bolshevism.

"Exercises on Russian History."

93. Have several pupils prepare a "Who's Who in Russian History." They should add to it during later phases of their study of the U.S.S.R.

94. Have pupils go back to the list of hypotheses which still remained untested at the end of the sub-unit on geography and to the hypotheses developed early in the sub-unit on history. Let them analyze these hypotheses in the light of the data they have collected during their study of Russian history. Which can they accept? Which should they reject? Which should they modify? Which ones remain untested?

an exercise on limitations of data dealing
in the early years of Bolshevism.

"Exercises on Russian His-
tory."

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should add to it during later phases of
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and untested at the end of the sub-unit on
and to the hypotheses developed early in the
history. Let them analyze these hypotheses
of the data they have collected during
of Russian history. Which can they accept?
they reject? Which should they modify?
remain untested?