

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Russian Studies**

**November 2012**

*Approved by the Board of Education  
December 11, 2012*

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Russian Studies**

This course is an in-depth introduction to Russian history and culture with a brief introduction to the Russian language. The course includes a comprehensive history of the Russian State interlaced with period literature, art, music, economics, religion, folklore, geography, and political science. Russian Studies also pays particular attention to the diversity of the former soviet republics, ethnic groups, and the special problems involved in living in present day Russia.

## Pacing Guide

<b>Unit #</b>	<b>Title</b>	<b>Weeks</b>	<b>Pages</b>
1	The Good, the Bad, and the Ugly: Russia Today	2	7-9
2	Ancient and Medieval Russia	2	10-13
3	Peter the Great and Catherine the Great	2	14-17
4	Tsarist Russia in the 19 <sup>th</sup> Century	3	18-20
5	Russian Revolution, Civil War, and Intervention	2	21-23
6	Stalinist Russia and the Great Patriotic War	3	24-26
7	Post War USSR to 1991	2	27-29

## Key for Common Core State Standards

RH	Reading Standards for Literacy in History/Social Studies 6–12
WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
NCSS	National Curriculum Standards for Social Studies

## New Milford Public Schools

Committee Member: Christina McCullough Unit 1: The Good, the Bad, and the Ugly: Russia Today	Course/Subject: Russian Studies Grade Levels: 11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Curriculum Standards for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH 7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• <u>RH 2</u>: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• <u>WHST 9</u>: Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• <u>NCSS 1 a</u>: Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• There have been positive and negative aspects of Russia since the fall of Communism.</li> <li>• Russia currently faces challenges.</li> <li>• The relationship between Russia and the United States has evolved greatly since the end of the Cold War, and there are ongoing efforts in both countries to improve that relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the major forces at work in post communist Russia and how will they affect Russia's future?</li> <li>• What are the factors that make Russia such a "unique" country?</li> <li>• Why has Russia always seemed to be distanced from the West?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• The current government structure of Russia</li> <li>• Russia's development from 1991 to the present</li> <li>• Challenges Russia is facing in the modern world</li> <li>• Geography of modern Russia</li> </ul>	

Students will be able to do the following:

- Label a map with important cities, rivers, lakes, mountains, and surrounding countries to demonstrate their knowledge of Russia’s current geography
- Discuss the advantages and disadvantages of Russia’s geography and climate
- Print the Cyrillic alphabet
- Evaluate the present relationship between the US and Russia
- Explain what Churchill meant when he stated, “I cannot forecast to you the action of Russia. It is a riddle, wrapped in a mystery inside an enigma.”

**Character Attributes**

- Citizenship
- Cooperation

**Technology Competencies**

- Students apply digital tools to gather, evaluate, and use information.
- Students draw conclusions from a variety of data sources to analyze and interpret information.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher previews the unit with an overview of topics to be examined.
- Teacher presents a PowerPoint introducing students to important Russian historical and government sites, statistics, and facts.
- Teacher provides readings on modern day Russia and generates questions for discussion.
- Teacher uses overhead projector to interactively label a map of Russia with students.
- Teacher prints the Cyrillic alphabet and practices pronouncing the letters.
- Teacher leads a discussion on the Russian tea ceremony and its importance in Russian culture.

Learning Activities:

- Students will practice labeling a blank map of Russia.
- Students will complete readings from the Choices unit and BBC on Russia and the US today.
- Students will use information from readings and class discussions to list the major issues and reforms occurring in Russia presently. They will also discuss the current challenges Russians face and predict solutions.
- Students will practice printing the Cyrillic alphabet and will select a Russian name which they will be able to write.
- Students will select a current event or topic of interest in Russian culture to research and share with the class at the first Russian Tea Ceremony. Students will also prepare Russian cuisine to share.
- Students will take a map quiz assessing their knowledge of important cities and physical features in Russia.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Map quiz</li> <li>• Participation in class discussions</li> <li>• Student presentation on cultural topic or current event</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Choices Program. <i>Russia's Transformation: Challenges for U.S. Policy</i>. RI: Watson Institute for International Studies Brown University, 2008. Print.</li> <li>• The Moscow Times <a href="http://www.themoscowtimes.com/">http://www.themoscowtimes.com/</a></li> <li>• CIA The World Factbook <a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a></li> <li>• Shoemaker, M. Wesley. <i>Russia and the Commonwealth of Independent States</i>. 38th. Baltimore: Stryker-Post Publications, 2007. Print.</li> </ul>	

## New Milford Public Schools

Committee Member: Christina McCullough Unit 2: Ancient and Medieval Russia	Course/Subject: Russian Studies Grade Levels: 11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Curriculum Standards for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>WHST 7</u>: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• <u>WHST 2</u>: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</li> <li>• <u>WHST 4</u>: Produce clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience.</li> <li>• <u>RH 1</u>: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>• <u>NCSS I c</u>: Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence people living in a particular culture</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Russia's adoption of Orthodox Christianity had an enormous effect on Russia's development, culture, and language.</li> <li>• The Mongols contributed to Russia's isolation from the West and missing key European historical periods such as the Renaissance.</li> <li>• Russia's vision of itself as a Third Rome and an inheritor of the Roman and Byzantine Empires' legacy shaped the development of her government and institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the major events and forces which made Ancient and Medieval Russia different from Ancient and Medieval Europe?</li> <li>• Why is the adoption of Orthodox Christianity so important to Russia's development?</li> <li>• How did Moscow's vision of itself as a Third Rome influence her development?</li> </ul>

<b>Expected Performances</b>	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• The role played by the Mongols in Russia’s development</li> <li>• The importance of the selection of Orthodox Christianity in early Russian history</li> <li>• The social, political, and economic impact of the Byzantine Empire on medieval Russia</li> <li>• The positive and negative actions taken by Ivan the Terrible</li> <li>• The impact of the Time of Troubles on Russia</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Use formal and informal Russian greetings upon entering and exiting the classroom</li> <li>• Introduce themselves in Russian to a peer</li> <li>• Evaluate the effect of Russia’s decision to become Orthodox Christian on Russia’s development</li> <li>• Compare and contrast Russia’s medieval development with that of Western Europe</li> <li>• Describe how the rise of Muscovy led to the future development of autocracy in Russia</li> <li>• Explain actions taken by Ivan the Terrible during his reign</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Responsibility</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Students apply digital tools to gather, evaluate, and use information.</li> <li>• Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</li> </ul>	
<b>Develop Teaching and Learning Plan</b>	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> <li>• Teacher provides readings to students on the adoption of Orthodox Christianity.</li> <li>• Teacher presents a PowerPoint presentation on Russian medieval rulers.</li> <li>• Teacher instructs students on writing and speaking standard Russian greetings.</li> <li>• Teacher leads a discussion comparing Russia’s development during this time period to the</li> </ul>	<p>Learning Activities:</p> <ul style="list-style-type: none"> <li>• Students will compare and contrast maps of early Russia to analyze Muscovite expansion and consolidation of territory.</li> <li>• Students will work in cooperative groups to create a chronology of Russian medieval rulers and their contributions to Russia’s development.</li> <li>• Students will use standard Russian greetings upon entering and exiting the classroom.</li> </ul>

<p>development of Europe during this time period.</p> <ul style="list-style-type: none"> <li>• Teacher shows DVD <i>Land of the Tsars</i> to students to review Russian leaders and the invasion of the Mongols.</li> <li>• Teacher asks students to explain the idea of Russia as the Third Rome and predict the way that might influence Russia's political decisions.</li> <li>• Teacher organizes field trip to Holy Trinity Orthodox Church in Danbury for students to learn about the Russian Orthodox religion.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will research Ivan the Terrible and write a paper evaluating his effect on Russia and discussing the precedents he established as ruler.</li> <li>• Students will use Ivan the Terrible's military exploits to explain Russia's geographic destiny as perceived by the Russians.</li> <li>• Students will complete a web quest on Ivan the Terrible in the computer lab.</li> <li>• Students will explain actions taken by Russian rulers to promote Russia as the Third Rome.</li> <li>• Students will work in cooperative groups to read about and discuss Russian cultural items such as the domostroi and the terem.</li> <li>• Students will attend a field trip to Holy Trinity Orthodox Church in Danbury where they will participate in a scavenger hunt in the church and listen to a talk by the pastor of the Church. They will also experience a Russian lunch prepared by the parishioners.</li> </ul>
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**Assessments**

<p style="text-align: center;"><b>Performance Task</b></p> <p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;"><b>Other Evidence</b></p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
	<ul style="list-style-type: none"> <li>• Research paper on Ivan the Terrible</li> <li>• Map analysis of Russia's geographic expansion</li> <li>• Web quest on Ivan the Terrible</li> <li>• Explanation of Russia's geographic destiny</li> <li>• Participation in class discussions</li> <li>• Explanation of Russia as the Third Rome</li> </ul>

### Suggested Resources

- *Russia-Land of the Tsars*. History Channel, 2003. Film.
- Vaillant, Janet, and John Richards II. *From Russia to USSR and Beyond*. 2<sup>nd</sup>. White Plains, N.Y.; Longman, 1993. Print.Holy Trinity Orthodox Church in Danbury, CT
- Bos, Carole. "Ivan the Terrible." *awesome stories*. N.p., Jul. Web. 15 May 2012.  
<http://www.awesomestories.com/biographies/ivan-terrible/story-preface>.

## New Milford Public Schools

Committee Member: Christina McCullough Unit 3: Peter the Great and Catherine the Great	Course/Subject: Russian Studies Grade Levels: 11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Curriculum Standards for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH.7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• <u>RH.2</u>: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• <u>WHST.2b</u>: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>• <u>WHST.9</u>: Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Peter's reign caused a philosophical divide in Russian society between Slavophiles and Westernizers.</li> <li>• Catherine's reign had both liberal and reactionary aspects and both were influenced by events occurring in France.</li> <li>• Peter and Catherine drastically advanced Russia and solved her three major foreign policy problems with Sweden, Poland, and the Ottoman Empire.</li> <li>• Serfdom expanded dramatically in Russia under both rulers while at the same time Western Europe was undergoing a period of decline.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is all of Russian history divided into Pre Petrine and Post Petrine Russia?</li> <li>• Was the reign of Catherine the Great a liberal or reactionary period?</li> <li>• How is the debate between Slavophiles and Westernizers still occurring currently in Russia?</li> </ul>

**Expected Performances**  
What students should know and be able to do

- Students will know the following:
- A list of the reforms of Peter and those that succeeded and those that failed
  - The period of Palace Revolutions
  - The liberal and conservative aspects of Catherine’s reign
  - The political, social, and economic conditions of the Russian state prior to the rule of Peter the Great

- Students will be able to do the following:
- Analyze the Slavophile/Westernizer argument
  - Write their entire name, first, patronymic, and last name in Cyrillic
  - Summarize the reign of Peter the Great and place it in the historical perspective of European history
  - Evaluate the expansion of serfdom during the reign of Peter the Great and Catherine the Great and predict its impact on Russia’s development
  - Evaluate Catherine the Great as a liberal and reactionary ruler and explain how she could be both

**Character Attributes**

- Cooperation
- Loyalty

**Technology Competencies**

- Students use advanced features and utilities of presentation software (i.e., design templates, design layouts, fonts/colors/backgrounds, animations and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.
- Students select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems.
- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.

**Develop Teaching and Learning Plan**

- Teaching Strategies:
- Teacher provides students with readings and discussion questions on Peter the Great and Catherine the Great.
  - Teacher presents PowerPoint presentation on Peter the Great.
  - Teacher provides time in class to research and plan Peter the Great project.

- Learning Activities:
- Students will continue to use standard Russian greetings in the classroom.
  - Students will generate a list of Peter’s accomplishments and failures.
  - Students will analyze a political cartoon of Peter the Great.

<ul style="list-style-type: none"> <li>• Teacher assists students in creating their patronymic and transliterating their last name into Cyrillic.</li> <li>• Teacher leads students in a discussion on Pugachev’s Revolt.</li> <li>• Teacher facilitates group work.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work in teacher-created groups on a performance task on Peter the Great. Students will present their completed project to the class</li> <li>• Students will work in cooperative groups to create a chronology of the Palace Revolutions that occurred between the reigns of Peter the Great and Catherine the Great using teacher provided resources.</li> <li>• Students will participate in a discussion on Pugachev’s Revolt and predict consequences of that event.</li> <li>• Students will write an essay arguing whether Catherine’s reign was more liberal or reactionary.</li> </ul>
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### Assessments

<p style="text-align: center;"><b>Performance Task</b></p> <p style="text-align: center;">Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p style="text-align: center;"><b>Other Evidence</b></p> <p style="text-align: center;">Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p><b>Goal:</b> To evaluate whether Peter’s drive to Westernize was an appropriate way to advance Russian Civilization or whether it would have been more beneficial for Russia to stick with her Slavic roots</p> <p><b>Role:</b> Citizen of Russia; boyar, member of the Duma, Peasant</p> <p><b>Audience:</b> Russian government</p> <p><b>Situation:</b> Convince the Russian government to follow the path of Westernization as established by Peter the Great or to revert to Russia’s Slavophile roots.</p> <p><b>Product or Performance:</b> Student choice of video, TV broadcast, mini-documentary, multi-media presentation</p> <p><b>Standard for Success:</b> NMHS school-wide rubric for oral presentation</p>	<ul style="list-style-type: none"> <li>• Analysis of political cartoon</li> <li>• Essay evaluating whether Catherine was a more liberal or reactionary leader</li> <li>• Participation in class discussions</li> </ul>

### Suggested Resources

- NMHS School-wide rubric for oral presentations
- *Russia-Land of the Tsars*. History Channel, 2003. Film.
- Vaillant, Janet, and John Richards II. *From Russia to USSR and Beyond*. 2<sup>nd</sup>. White Plains, N.Y.; Longman, 1993. Print.

## New Milford Public Schools

Committee Member: Christina McCullough Unit 4: Tsarist Russia in the 19 <sup>th</sup> Century	Course/Subject: Russian Studies Grade Levels: 11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Curriculum Standards for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>WHST 9</u>: Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• <u>WHST 10</u>: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> <li>• <u>RH 2</u>: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• <u>NCSS V e</u>: identify and describe examples of tensions between an individual's beliefs and government policies and law</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The problems of serfdom and emancipation were defining characteristics of Russia and her lack of industrialization.</li> <li>• 19<sup>th</sup> century Russia was a major literary, musical, and cultural period that flourished despite the autocracy.</li> <li>• A multitude of factors led to the development of revolutionary movements in Russia, and there was a failure of the government to respond to those issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Was Russia on the direct route to revolution or could it have been avoided during this period?</li> <li>• Why was the Russian cultural renaissance blossoming in such a repressive environment as Imperial Russia?</li> <li>• How did the problems of serfdom and emancipation shape Russia's development?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• How autocracy and serfdom were progressive forces in Russian history before 1801 and regressive forces after 1801</li> <li>• The 19<sup>th</sup> century tsars and their major accomplishments and failures</li> <li>• The problems of serfdom and emancipation</li> <li>• The major political, social, economic, and religious problems facing 19<sup>th</sup> century tsarist Russia</li> </ul>	

Students will be able to do the following:

- Describe the problem of serfdom in Russia and explain why emancipation could be both a blessing and a curse for any tsar who attempted it
- List and describe the various revolutionary factions in Russia from the Decembrists to Populism
- Analyze how Lenin and the Bolsheviks adapted Marx's theory to fit agrarian Russia

**Character Attributes**

- Respect
- Responsibility

**Technology Competencies**

- Students select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- Students gather data, examine patterns, and apply information to decision-making using electronic tools/resources.

**Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher presents information on tsars of the 19<sup>th</sup> century to students.
- Teacher provides readings on 19<sup>th</sup> century tsars and issues as well as generates questions for students to discuss and answer.
- Teacher provides selections of important literature from the 19<sup>th</sup> century for students to discuss.
- Teacher organizes Russian tea ceremony where students will discuss cultural contributions of the 19<sup>th</sup> century as well as listen to Russian composers from that time period.

Learning Activities:

- Students will complete readings and questions on tsars of the 19<sup>th</sup> century.
- Students will generate a list of major issues facing Russia during the 19<sup>th</sup> century as well as discuss possible solutions to those issues.
- Students will explore the development of various revolutionary actions and explain the failings of each movement.
- Students will participate in a Russian tea ceremony. They will choose a cultural topic from the 19<sup>th</sup> century to research and present. They will also prepare something to share with the class.
- In cooperative groups, students will evaluate Russia's increasing role in European events, such as the Congress of Vienna. They will compare Russia's progress with that of other European countries.
- Students will evaluate the increasing problem of serfdom in 19<sup>th</sup> century Russia and write a position paper advising the tsar how he should handle that issue.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To write a position paper proposing a solution to serfdom that will please the majority of people in Russia</p> <p><b>Role:</b> Advisor to the tsar</p> <p><b>Audience:</b> The tsar and his ministers</p> <p><b>Situation:</b> Create a solution to the problem of serfdom and also problems that would accompany emancipation.</p> <p><b>Product:</b> A three page position paper</p> <p><b>Standard for Success:</b> Departmental rubric for writing</p>	<ul style="list-style-type: none"> <li>• Cultural presentation</li> <li>• Participation in class discussions</li> <li>• Position paper on serfdom and emancipation</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Department rubric</li> <li>• Chekhov, Anton. <i>Three Sisters</i>.</li> <li>• Dostoevsky, Fyodor. "The Christmas Tree and the Wedding." <i>Classic Reader</i>. Black Dog Media, 2010. Web. 17 May 2012. &lt;<a href="http://www.classicreader.com/book/2169/1/">http://www.classicreader.com/book/2169/1/</a>&gt;.</li> <li>• Tchaikovsky, Pyotr. <i>1812 Overture</i> and <i>The Nutcracker</i></li> <li>• Tolstoy, Leo. <i>Anna Karenina</i>.</li> <li>• <i>Russia-Land of the Tsars</i>. History Channel, 2003. Film.</li> <li>• Vaillant, Janet, and John Richards II. <i>From Russia to USSR and Beyond</i>. 2<sup>nd</sup>. White Plains, N.Y.; Longman, 1993. Print.</li> </ul>	

## New Milford Public Schools

Committee Member: Christina McCullough Unit 5: Russian Revolution, Civil War, and Intervention	Course/Subject: Russian Studies Grade Levels: 11/12 # of Weeks: 3
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Curriculum Standards for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH 3</u>: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>• <u>RH 6</u>: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</li> <li>• <u>WHST 9</u>: Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• <u>NCSS V d</u>: Identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The Bolsheviks were not guaranteed power in the March Revolution of 1917 and there were a variety of other political options for Russia.</li> <li>• Upon seizing power, the Bolsheviks had to wage a long and costly war against the Whites that they were not guaranteed to win.</li> <li>• Russia had a unique path for creating socialism.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the Revolution such a watershed in history?</li> <li>• How were the Bolsheviks able to seize power and then consolidate that hold on power?</li> <li>• How could a socialist country pursue the New Economic Policy?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• The long and short term causes of the Russian Revolution</li> <li>• The various groups involved in the Russian civil war</li> <li>• Examples of decrees issued by the Bolsheviks after they took power and why they truly constituted political, social, and economic revolution</li> <li>• The positive and negative aspects of the New Economic Policy</li> </ul>	
Students will be able to do the following: <ul style="list-style-type: none"> <li>• Compare and contrast the advantages and disadvantages of the White armies to those of the Red armies in the Russian Civil War</li> </ul>	

- Explore the various views of Allied Intervention in the Russian Civil War and explain which they believe to be valid
- List the reasons for the implementation of the New Economic Policy

#### Character Attributes

- Citizenship
- Perseverance

#### Technology Competencies

- Students use advanced features and utilities of presentation software (i.e., design templates, design layouts, fonts/colors/backgrounds, animations and graphics, inserting pictures, objects, movies, sound, charts, hyperlinks, and graphs) to create an original product.
- Students take part in a collaborative effort to present information effectively.

### Develop Teaching and Learning Plan

#### Teaching Strategies:

- Teacher provides students with readings created by the *Choices* program on peasant life and political parties.
- Teacher guides students through *Choices* role play simulation.
- Teacher gives presentation on Russian civil war.
- Teacher assists students in creating an explanation as to how Lenin could implement the NEP and still claim to be creating socialism.

#### Learning Activities:

- Students will complete teacher provided readings and prepare answers to discussion questions.
- Students will work in cooperative groups in a role play simulation determining which course Russia should take immediately following the March Revolution of 1917.
- Students will explain and evaluate the advantages and disadvantages the Whites and the Reds faced during the Civil War.
- Students will analyze the decrees passed by the Bolsheviks and provide examples of how they changed Russian society and the economy.
- Students will create a timeline of the defining events for the period of 1917-1924.
- Students will write an explanation of how a policy such as the NEP could be implemented in a country that was trying to create socialism.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To create a presentation persuading citizens of Russia to follow a certain course of action after the Russian Revolution</p> <p><b>Role:</b> A politically minded citizen of Russia</p> <p><b>Audience:</b> Undecided citizens of Russia</p> <p><b>Situation:</b> Immediately after the March Revolution a provisional government is formed. Russia needs to determine what long-term government and strategies she will follow in the future.</p> <p><b>Product:</b> Multimedia presentation</p> <p><b>Standard for Success:</b> NMHS school-wide rubric for oral presentations</p>	<ul style="list-style-type: none"> <li>• Performance task</li> <li>• Student response to teacher generated questions</li> <li>• Participation in class discussions</li> <li>• Timeline of defining events of the Russian Revolution and Civil War</li> <li>• Written explanation of the NEP</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Choices Program. <i>The Russian Revolution</i>. RI: Watson Institute for International Studies Brown University, 2005. Print.</li> <li>• NMHS school-wide rubric for oral presentations</li> <li>• Vaillant, Janet, and John Richards II. <i>From Russia to USSR and Beyond</i>. 2<sup>nd</sup>. White Plains, N.Y.; Longman, 1993. Print.</li> </ul>	

## New Milford Public Schools

Committee Member: Christina McCullough Unit 6: Stalinist Russia and the Great Patriotic War	Course/Subject: Russian Studies Grade Levels: 11/12 # of Weeks: 3
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Curriculum Standards for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>WHST 4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <u>WHST 2b</u>: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>• <u>RH 7</u>: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</li> <li>• <u>RH 5</u>: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</li> <li>• <u>NCSS 2 d</u>: Identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The Gulag and forced labor played a massive role in the Soviet economy and society.</li> <li>• Stalin used a variety of state institutions, fear, and paranoia to maintain his grip on power.</li> <li>• The Soviet Union was completely unprepared for Hitler’s invasion yet managed to defeat the Nazis.</li> </ul>	<ul style="list-style-type: none"> <li>• How was Stalin able to take over the Soviet Union and maintain his control so completely?</li> <li>• Why did such an oppressive system fight so hard to defend itself from the Germans?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Stalin’s rise to power from pre-revolutionary days through the Power Struggle</li> <li>• Stalin’s Five Year Plans, collectivization, and de-Kulakization</li> <li>• Reasons for the non-aggression pact between Hitler and Stalin</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Assess the success and failures of the Five Year Plans</li> <li>• Describe the excesses of Stalin during the Purges and explain the reasoning behind it</li> </ul>	

- Evaluate the reasons for the Soviet Union’s signing of a non-aggression pact with Nazi Germany in 1939
- Explain why the Soviet Union was unprepared for the 1941 invasion
- Analyze how a totalitarian state such as the Soviet Union which had treated its people so poorly could rise up in a united effort to defeat the Germans

**Character Attributes**

- Compassion
- Courage

**Technology Competencies**

- Students select and use the appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- Students use content specific tools, software, and simulations to support learning and research.

**Develop Teaching and Learning Plan**

**Teaching Strategies:**

- Teacher shows video clips on life in a kommunalka and generates discussion among students.
- Teacher provides students with background reading on Stalin and the Great Terror.
- Teacher leads discussion and assists students in analyzing Anna Akhmatova’s poem *Requiem*.
- Teacher provides students with a list of research topics.
- Teacher gives presentation on the Great Patriotic War.
- Teacher leads discussion on the Soviet Union’s role in World War II.

**Learning Activities:**

- Students will view video clips on life in a kommunalka and will answer questions about communal life.
- Students will analyze examples of Soviet propaganda and create their own piece of propaganda.
- Students will complete a chart analyzing the successes and failures of the Five Year Plans.
- Students will answer teacher generated questions on the Great Terror.
- Student will analyze Anna Akhmatova’s poem *Requiem* and apply it to what they know about the Great Terror.
- Students will select a research topic and prepare a three page paper on that topic.
- Students will read and discuss an excerpt from *One Day in the Life of Ivan Denisovich*.
- Students will participate in a web-quest on the Gulag.
- Students will participate in discussion on how the Soviet Union managed to win World War II and why it is called the Great Patriotic War.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p><b>Goal:</b> To write a research paper on a topic of their choice related to Stalin</p> <p><b>Role:</b> Writer</p> <p><b>Audience:</b> Teacher and classmates</p> <p><b>Situation:</b> Select a research topic and write a three page paper.</p> <p><b>Product:</b> Three page research paper</p> <p><b>Standard for Success:</b> Departmental rubric</p>	<ul style="list-style-type: none"> <li>• Web-quest</li> <li>• Participation in class discussions</li> <li>• Analysis and creation of propaganda</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Utekhin, Ilya. <i>Communal Living in Russia</i>. National Endowment for the Humanities, n.d. Web. 15 May 2012. &lt;<a href="http://kommunalka.colgate.edu/cfm/v_tours.cfm?KommLanguage=English">http://kommunalka.colgate.edu/cfm/v_tours.cfm?KommLanguage=English</a>&gt;.</li> <li>• Solzhenitsyn, Alexander. <i>One Day in the Life of Ivan Denisovich</i>. 1962.</li> <li>• "Introduction: Stalin's Gulag." <i>Gulag: Soviet Forced Labor Camps and the Struggle for Freedom</i>. Center For History and New Media, George Mason Uni, 2012. Web. 15 May 2012. &lt;<a href="http://gulaghistory.org/nps/onlineexhibit/stalin/">http://gulaghistory.org/nps/onlineexhibit/stalin/</a>&gt;.</li> <li>• Akhmatova, Anna. <i>Requiem</i>.</li> <li>• Vaillant, Janet, and John Richards II. <i>From Russia to USSR and Beyond</i>. 2<sup>nd</sup>. White Plains, N.Y.; Longman, 1993. Print.</li> </ul>	

## New Milford Public Schools

Committee Member: Christina McCullough Unit 7: Post –War USSR to 1991	Course/Subject: Russian Studies Grade Levels: 11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Common Core Standards and National Curriculum Standards for Social Studies</b>	
<ul style="list-style-type: none"> <li>• <u>RH 6</u>: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</li> <li>• <u>RH 3</u>: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>• <u>WHST 9</u>: Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• <u>WHST 4</u>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• <u>NCSS VI d</u>: give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The Cold War and the Soviet’s relationship with the United States dominated Soviet foreign policy actions.</li> <li>• A variety of long-term problems and the inability of the Soviet leadership to effectively address and solve those problems led to the collapse of the Soviet Union.</li> </ul>	<ul style="list-style-type: none"> <li>• How much did the Cold War dominate world thinking from 1945-1991?</li> <li>• What were the long-term causes of the collapse of the Soviet Union in 1991?</li> <li>• How effective were the policies of Perestroika and Glasnost and in retrospect were they a mistake?</li> </ul>
<b>Expected Performances</b>	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> <li>• Stalin’s successors from 1953-1991</li> <li>• The policy of de-Stalinization</li> <li>• Perestroika and Glasnost</li> <li>• Long-term problems facing the USSR that led to its eventual collapse in 1991</li> </ul> Students will be able to do the following: <ul style="list-style-type: none"> <li>• Assess the impact of de-Stalinization under Khrushchev</li> <li>• Analyze the Cuban Missile Crisis</li> <li>• Evaluate the effects of the policies of Perestroika and Glasnost</li> <li>• Determine whether there was any way to save the Soviet Union from collapse in 1991</li> </ul>	

- Explain why Mikhail Gorbachev received a Nobel Peace Prize and why the Russian perception of Gorbachev is very different from the West's perception

**Character Attributes**

- Citizenship
- Cooperation

**Technology Competencies**

- Students select and use appropriate tools and digital resources to accomplish a variety of tasks and solve problems.
- Students use content specific tools, software, and simulations to support learning and research.

**Develop Teaching and Learning Plan**

**Teaching Strategies:**

- Teacher provides readings on Soviet leaders Khrushchev through Gorbachev.
- Teacher creates cooperative groups and facilitates group work during a jigsaw activity.
- Teacher provides primary source documents on the Cuban Missile Crisis.
- Teacher shows video clips of the failed August Coup in 1991 and leads discussion on the significance of Yeltsin's actions.
- Teacher assists students in comparing and contrasting Western views on Gorbachev with Soviet views of Gorbachev.

**Learning Activities:**

- Students will complete readings on Soviet leaders and answer teacher generated questions.
- Students will analyze Khrushchev's memorial sculpture and will write an explanation of how that sculpture applies to their life.
- Students will analyze primary source documents on the Cuban Missile Crisis and evaluate Khrushchev's actions.
- Students will work in cooperative groups to research and discuss key moments in Soviet history from 1953-1985 such as the Prague Spring and the invasion of Afghanistan. They will create a presentation to share with the class as part of a jigsaw activity.
- Students will define the words Perestroika and Glasnost and identify examples of them during Gorbachev's rule.
- Students will list long-term problems facing the Soviet Union and explain why the leadership was unable to solve them.
- Students will create an annotated timeline of the events of 1991 and offer explanations as to why the coup in August 1991 failed.

	<ul style="list-style-type: none"> <li>• Students will compare and contrast sources on Gorbachev that were created in the West as opposed to those created in the Soviet Union. They will reflect on why Gorbachev was beloved in the West and despised at home.</li> <li>• Students will write a one to two page paper analyzing Russia's prospects for the future in the post communist world.</li> </ul>
<b>Assessments</b>	
<b>Performance Task</b> Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<b>Other Evidence</b> Application that is functional in a classroom context to evaluate student achievement of desired results
	<ul style="list-style-type: none"> <li>• Analysis of Khrushchev's memorial sculpture</li> <li>• 1-2 page paper analyzing Russia's prospects for the future</li> <li>• Cooperative groups presentation on key moments in Soviet history</li> <li>• Annotated timeline</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Vaillant, Janet, and John Richards II. <i>From Russia to USSR and Beyond</i>. 2<sup>nd</sup>. White Plains, N.Y.; Longman, 1993. Print.</li> <li>• <i>The Adventures of Cheburashka &amp; Friends</i>. Films by Jove, 2005. Film.</li> <li>• Blankenship, Glen, Mary Teague Mason, et al. <i>The End of the Soviet Union</i>. Atlanta: Southern Center for International Studies, 1992. Print.</li> <li>• "High School Curricular Resources." <i>John F. Kennedy Presidential Library and Museum</i>. John F Kennedy Presidential Library and Museum, n.d. Web. 15 May 2012. &lt;<a href="http://www.jfklibrary.org/Education/Teachers.asp&amp;x">http://www.jfklibrary.org/Education/Teachers.asp&amp;x</a>&gt;.</li> </ul>	