

A LEVEL
Delivery Guide

HISTORY A

H505
For first teaching in 2015

Russia and its rulers 1855-1964

Version 2



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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

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KEY



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Curriculum Content

This theme focuses on the nature of Russian government and its impact on the Russian people and society. Learners should understand the similarities and differences between the autocratic rule of the tsars to 1917 and the subsequent Communist dictatorship.

Learners should develop the ability to analyse thematically the following issues across the full period:

- Russian rulers: similarities and differences in the main domestic policies of Alexander II, Alexander III, Nicholas II, the Provisional Government, Lenin, Stalin, Khrushchev.
- The nature of government: autocracy, dictatorship and totalitarianism; change and continuity in central administration; methods of repression and enforcement; the extent and impact of reform; the extent and effectiveness of opposition both before and after 1917.
- The impact of the dictatorial regimes on the economy and society of the Russian Empire and the USSR: changes to living and working conditions of urban and rural people; limitations on personal, political and religious freedom; extent of economic and social changes.
- Impact of war and revolution on the development of the Russian Empire and the USSR: the effects of the Crimean War, the Japanese War, 1905 Revolution, 1917 Revolutions, World War One, World War Two, and the Cold War

Additionally, learners must develop the ability to analyse and evaluate the ways in which aspects of this period of Russian history has been interpreted in debates between historians. These interpretations are likely to reflect different emphases and approaches by different historians, some of whom may have been writing in widely different periods. Learners will be expected to show that they can discriminate between different interpretations to reach a supported judgement on the issue into which they are making their enquiry. These depth studies could include enquiries into different interpretations of some of the following:

- The reasons behind and consequences of The Great Reforms of 1861
- The reasons behind the 1905 Revolution
- The reasons behind the revolutions of 1917 and the factors determining the success of the Bolsheviks



Curriculum Content

- Lenin's role as a revolutionary
- Stalinist Terror
- Khrushchev and Destalinization

A precise list of the areas of debate will be available in the specification and the above examples should be taken only as indications of how the topic will operate.

In terms of building the depth studies into a Scheme of Work, the interpretations could come either at the beginning, or at the end (as a summary). It would, however, be recommended that the interpretations are integrated into your teaching of the Thematic course. These could be inserted at the following times:

- The reasons behind and consequences of The Great Reforms of 1861 (at the start of the unit on Agriculture)
- The reasons behind the 1905 Revolution (through discussion of opposition)
- The reasons behind the revolutions of 1917 and the factors determining the success of the Bolsheviks (through looking at opposition)
- Lenin's role as a revolutionary (nature of Russian government and ideology)
- Stalinist Terror (opposition)
- Khrushchev and Destalinization (nature of government and ideology)



Thinking Conceptually

The Historical Themes unit seeks to develop an understanding of connections between different elements of the subject and for learners to draw together knowledge, understanding and skills of diverse issues centred upon a common theme.

The topics are based on Themes covering an extended period of approximately one hundred years with an emphasis on continuity, development and change appropriate to the topic. There will be a focus on progression, stagnation and regression and learners will have to identify where these areas have taken place and formulate clear links between periods. The focus is on making these links and comparisons between different aspects of the topics studied and of testing hypotheses before reaching a judgement. There needs to be a broad overview of the period and not, with the exception of the topics studied for the interpretations topics, an in-depth exploration of events.

Within the teaching of the subject matter, it is strongly advised to teach thematically. Learners would benefit with an understanding of the situation in Russia in 1855, followed by a very brief chronological introduction to the whole course. It would be worthwhile to give students a broad sweep at the outset of key terms, dates and events, to allow them to place their studies in context. However, if the whole paper is taught chronologically, learners will be given the message that chronological answers are required. Likewise, if the course is taught thematically, then this will be the underpinning view.

A thematic approach also lends itself far more to the key concepts, and the measurement of progression, stagnation and regression. This paper is not about compiling a list of examples, and the easiest way to show links between periods is to teach thematically.

Learners also need to understand key terms: the following list contains some of the basics. This list, however, is not exhaustive, and teachers may wish to add to this as they progress through the course.

- Autocracy
- Democracy
- Liberalism
- Marxism
- Capitalism
- Communism
- Dictatorship
- Totalitarianism
- De-Stalinisation
- Oppression
- Repression
- Industrialisation
- Agriculture

Excellent definitions for the above can be found at the following address:

<http://wordnetweb.princeton.edu/perl/webwn>



Thinking Conceptually

Furthermore, students often get confused by the following terms:

Russian Government (The exploration of ideology; government structures; institutions and methods of control, for example the army, secret police, censorship and propaganda)

Russian Economy (The exploration of agriculture and industrialisation and the various policies used within these areas. This also includes working conditions, within factories, for example)

Russian Society (The exploration of, amongst other things, religion, living conditions, role of the family (in particular women), education and access to culture)

However you choose to bring the **interpretations depth studies** into your delivery of the course, learners will also need a sound conceptual understanding of how to analyse and form judgments over historical interpretations.

The first step when teaching interpretations is to ensure that learners can understand the material detailed within the interpretation. Once this has been done, learners can then progress to assessing the accuracy of the interpretation. The aim is not purely to use the interpretation to answer the question set, but to assess the opinion of the historian. Learners should be educated to test the evidence presented against primary sources and other interpretations. Students should therefore not take the historian's viewpoint as fact, and must be encouraged to assess the validity of the claims presented and whether the argument presented is effective or, indeed, flawed.

Further guidance can be found here:

<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/3.-historical-analysis-and-interpretation>



Thinking Contextually

ACTIVITIES

The following activities are designed to be undertaken at the end of a series of lessons to consolidate learning and to enable the learners to think contextually. The first set of lessons are focussed around teaching thematically, and encouraging the students to explore the ideas of **continuity, development** and **change**.

Thematic Lesson Ideas

All of the following can be adapted to fit any of the aforementioned themes. For the benefit of this guide, the topic of: **The impact of the dictatorial regimes on the economy and society of the Russian Empire and the USSR** has been utilised, and specifically a focus on agriculture.

Activities	Resources
<p>1. The Thematic Diamond</p> <ul style="list-style-type: none">a) Students are given a copy of the Thematic Diamond (Learner Resource 1.1) and are paired up.b) Their first task is to 'bookend'. They have to think of a one-liner to explain the situation of the peasantry in 1855 and again in 1964. The aim of this is to give them the 'big picture' and to understand the process of change over time.c) Students then think of the high point and low point of the peasantry. They insert their examples at the apex and base of their pyramid.d) Thirdly, they then have to come up with two further examples as to when the life of a peasant showed progression. These are annotated on the uppermost half of the diamond.e) Fourthly, students discuss and label their diamond with two further examples as to when the peasantry were going through periods of regression.f) Finally, in the Turning Point Scrolls which are around the diamond, students complete their four key turning points for the peasantry. <p>This activity can then be peer-assessed by other groups. Similarities and differences can be discussed, debated and resolved</p>	



Thinking Contextually

Activities

2. The Thematic Graph

This activity works particularly well on a large scale, perhaps on one side of a classroom wall. However, it can be scaled down onto a side of A3 or even A4 (Learner Resource 1.2).

a) Students are given a selection of blank stick 'peasants'. In small groups (if they are completing a large scale graph) they need to label as many stick 'peasants' with events that affected their lives. This, for example, will obviously include Emancipation, the introduction of War Communism, NEP etc, but also the various famines of the period, the availability of culture, growth of education etc.

b) Students are then given paper to formulate their graph. The size of the paper clearly will determine the size of the graph, but as the objective is to track change and continuity over time, the x axis (time 1855-1964) must bisect the y axis to give a clear indication of progression (above the x axis) and regression (below the x axis). This also allows students to look at regression (along the x axis). Students should place their stick peasants (perhaps annotated to show the different experiences of different peasants eg Kulaks, women, Polish peasants) on their graph to look at the changing nature of their life across the time period. At the end of the exercise, students then have to annotate their graphs to show the key themes that permeate the period (eg repression, famine) and also look for periods of similarity (eg Stolypin and the NEP) and difference (eg Emancipation and Collectivisation)

Resources



Thinking Contextually

Activities

3. The Living Museum

This lesson can be transposed onto any group that are studied within the whole module. It can also work very well with looking at individual rulers and their motivations for change.

a) The lesson before the living museum, students must be allocated an era (Learner Resource 1.3) within which they must research and prepare the following:

- An understanding of what life was like as a peasant during this time: politically, economically, socially
- An outfit
- Items with which to decorate their 'exhibit'

b) The Living Museum lesson begins with students decorating their exhibit. They must also create a sign stating 'Exhibit under renovation' for when they are not at their exhibit. Students are also given a copy of the 'Living Museum Table'.

Students are instructed that they need to explore the Living Museum of Peasant Life. They have to go round the room investigating what life was like for a peasant during this time frame and complete their table (Learner Resource 1.4). There are a few rules, however, within the museum

- Only the exhibiter can discuss their exhibit at their stand (ie if 'Lenin's peasant' was visiting 'Stalin's peasant', then only 'Stalin's peasant' can discuss life. 'Stalin's peasant' would have to visit 'Lenin's peasant' at his/her stand to find out about life under Lenin.
- When an exhibit is unmanned, the sign stating that 'exhibit under renovation' must be displayed
- Exhibitors must spend time at their own stand as well as exploring the museum

c) At the end of the lesson students should then come out of character for a peer review of each exhibit and to discuss the key areas of change and continuity throughout the period. Teachers may decide to award prizes for the best exhibit: knowledge; best exhibit: design etc.

Resources



Thinking Contextually

Activities

Teaching Interpretations.

The interpretations (Learner Resource 1.5) are aimed to be used for all of the interpretations exercises.

The question posed is: Using these four interpretations and your own knowledge, assess the view that the October Revolution occurred due to the strength of the Bolsheviks

Resources



Thinking Contextually

Activities	Resources
<p>1. The Atomic Debate</p> <p>Students are divided into groups of 2. There is also one moderator (this can be adjusted due to the size and ability of your class).</p> <p>Each group is allocated an interpretation. Students have a fixed period of time to 'mine' their source for information in relation to the question. They must also look for factual evidence to support or refute each point that they are going to make.</p> <p>At the end of the fixed period of time (approximately 20 minutes) students are then informed of debate rules.</p> <ol style="list-style-type: none">Firstly, they have to separate into Letters and Knowledge (K) (within their group of 2)Letters (ABCD) must act in character at all times (ie they are the historian);Ks may only provide explanation and supporting evidence from wider knowledge (ie not their Letters extract)Only Letters can initiate lines of argument;Whenever the Letter speaks, they must be immediately backed up by their 'K'.Ks may never initiate a line of argument.Either the Letter, or the K may directly refute a point made by another Letter.Ks may also question the Letter character's veracity in what they are saying. This would gain extra points. Letters may never do this.You can create extra 'energy' (points) in the debate by either Fission or Fusion. Fission requires you to directly contradict a point made by someone else. Fusion would see you collaborate with another to strengthen an argument.The moderator will score each group with their own set of rules (eg strength of argument; use of own knowledge; focus on the question etc). <p>Procedure</p> <ol style="list-style-type: none">'Open' debate ie no uninterrupted speaking time, but rules must be followed;15 minutes total time'Out of Character' review at the end, to include assessment of the strengths and weaknesses of each interpretation.	



Thinking Contextually

Activities

Resources

2. The Interview

Before the lesson, students in groups of 4 have each been allocated an interpretation to study. They have to ensure that they are fully versed in the content of the interpretation, and have relevant factual information to support the points that they are going to make.

- a) When students enter into the classroom, they will see that the room will be organised to look as if it is an interview situation. Students will be given a table to complete (Learner Resource 1.6)
- b) Their first task, out of character, is to come up with a list of questions that they feel will help them to ascertain the content of each interpretation. These could include: "Do you agree that the Bolsheviks were strong in October 1917?; Was the war an issue?; To what extent was Lenin important?"
- c) Students are then asked to 'get into character' and become their historian. They are told that the aim is to not only discover the content of each interpretation but to assess the similarities and differences between them. Their final task will be to decide whether they would 'hire' each historian or 'fire' them, depending on the extent to which they agree with their interpretation.
- d) One is asked to leave the room. The other three then form a panel of interviewers.
- e) The interviews take place with interim judgements at the end of each interview.
- f) Final task 1: Students, still in character, state whether they would 'hire or fire' each candidate
- g) Final task 2: Students, out of character, discuss as a group of four the relative strengths and weaknesses of each interpretation.



Thinking Contextually

Activities

3. The Interpretation Test

The following lesson was graded 'excellent' in a recent ISI inspection

Starter: October Revolution Twitter- students have to compose a tweet which conveys the reasons why the October Revolution occurred

Task 1: Students have to compose their own question that they want to be answered during the lesson about the causes of the October Revolution.

Task 2: Teacher explanation of task ahead. Students have to complete their grid to discover the views of different historians about the causes of the October Revolution. The twist is, that they are not allowed to remove the information from the location that it is in. They therefore have to relay the information utilising memory skills and cooperation with their team. The different interpretations are stuck up around the room.

Task 3: Students compare their grid with other groups to see who has the most complete picture of the four interpretations.

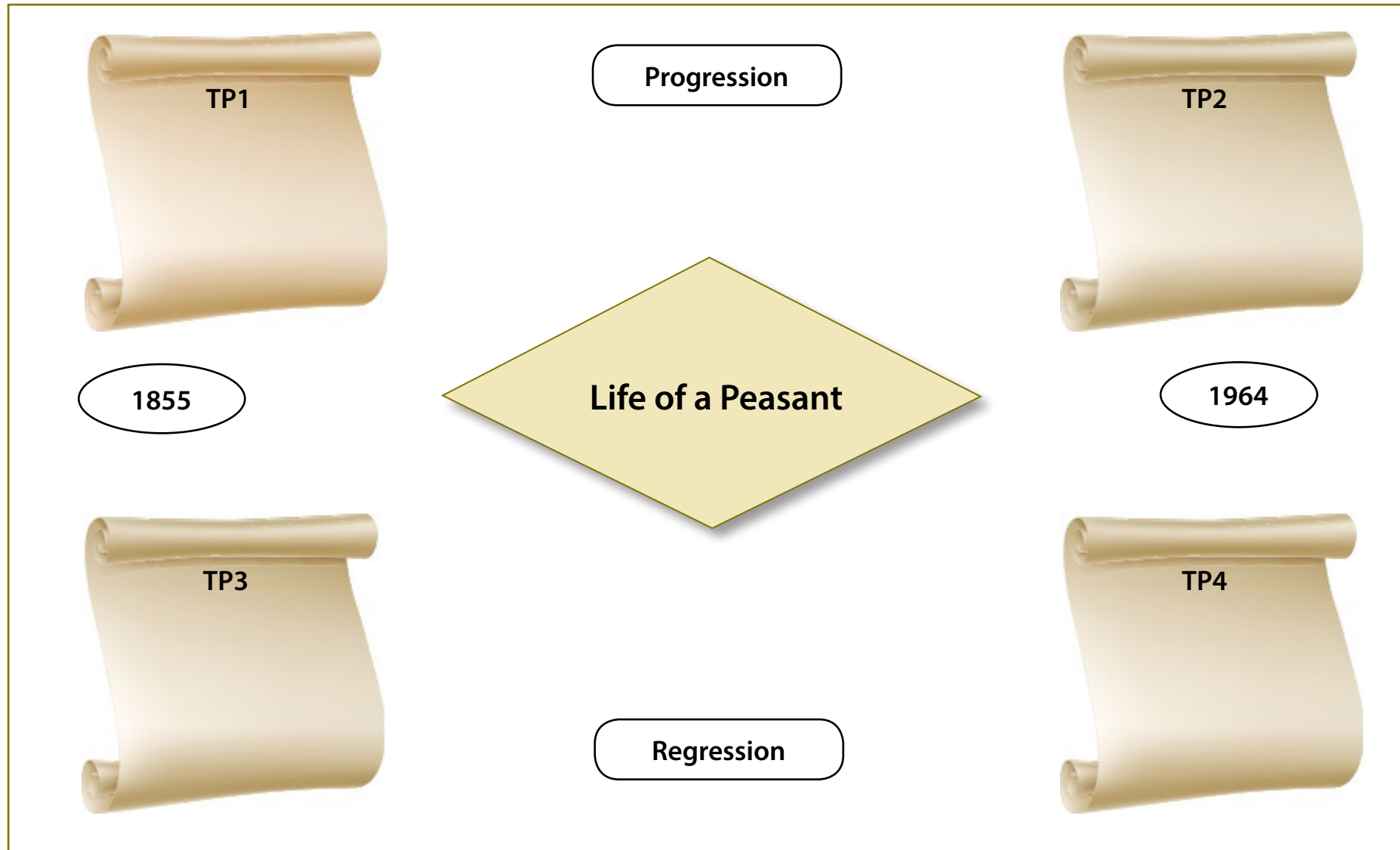
Task 4: Students assess the following: a) Are there any pieces of knowledge that they have which can help them support or refute the claims being made in each interpretation? b) Which historian helps them answer their initial question? c) Which interpretations agree/disagree with each other?

Plenary: Students will volunteer their question which they posed at the beginning of the lesson, and see whether it has been answered or not; Students will also state which historian they believe to have the most valid interpretation.

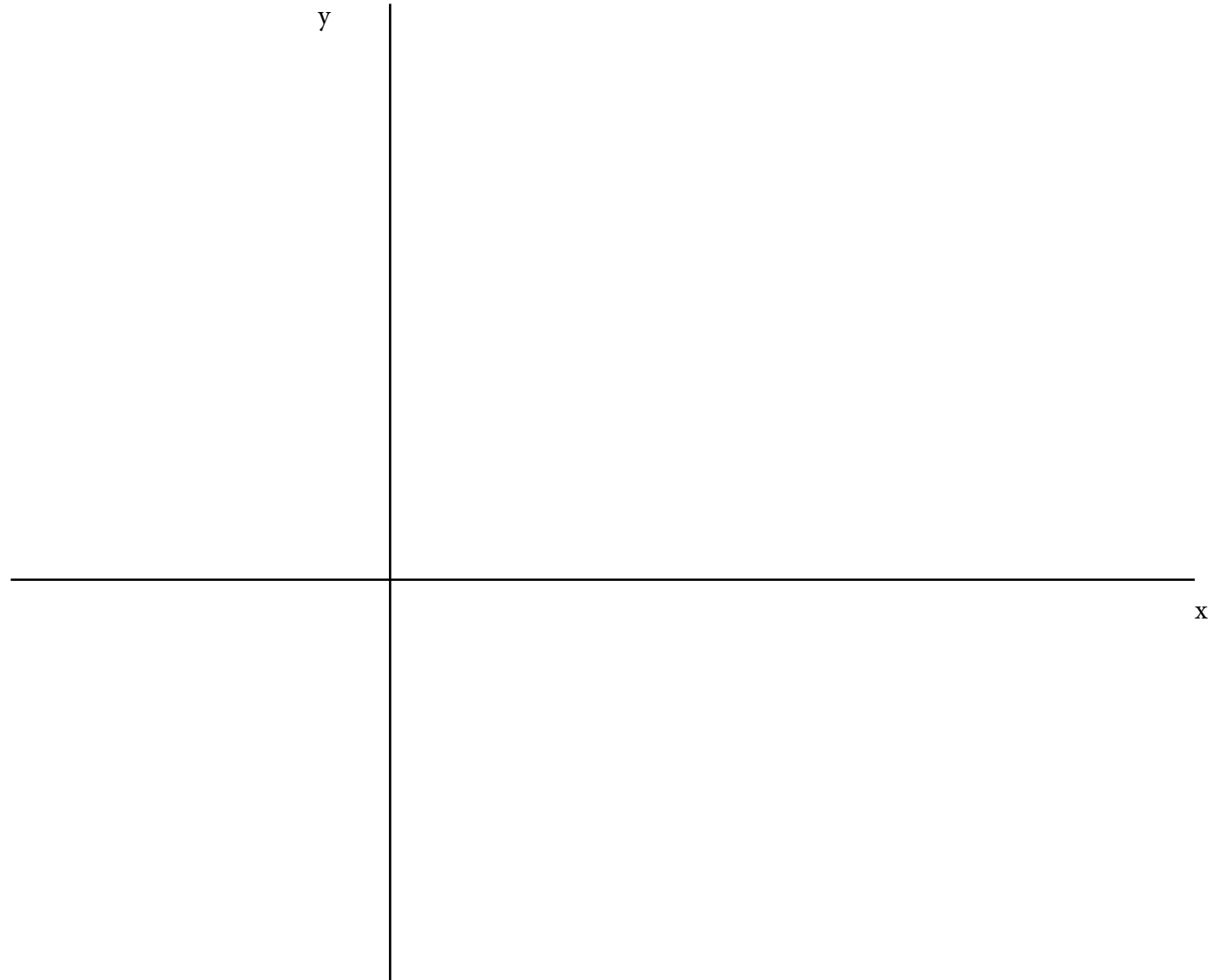
Resources



Learner Resource 1.1 The Thematic Diamond



Learner Resource 1.2 The Thematic Graph



Learner Resource 1.3 The Living Museum

Alexander II

Alexander III

Nicholas II

**The Provisional
Government**

Lenin

Stalin

Khrushchev



Learner Resource 1.4 Living Museum Table

The Living Museum: Peasant Life					
Time Period	Political	Economic	Social	Key Turning Points/ Events	Comparisons to other periods



Learner Resource 1.5 Teaching Interpretations

Richard Stites A History of Russia New York 2004

This historian believes that the October Revolution took place due to the popular nature of the Bolsheviks.

As strike activity peaked toward September, labour support in the cities has shifted to the best-organised party on the left, the Bolsheviks. After the disarray of the July Days, Bolshevik strength grew in industrial centres and military units. One estimate puts the leap in membership from about twenty three thousand in early 1917 to about two hundred thousand in August. In reaction to the Kornilov scare, voters had elected Bolshevik majorities in the Petrograd, Moscow and many local soviets. The Bolshevik appeal to soldiers and workers was enhanced by the party's loose alliance with the SRs. The most important individual crossover came in August when Trotsky joined the Bolsheviks. A man of remarkable oratorical power, Trotsky became once again the chairman of the Petrograd Soviet. Lenin's attitude to the soviets had always depended on who held sway in them. From September on, he called for an armed uprising against the Provisional Government in the name of Soviet power.

Richard Sakwa Soviet Politics in Perspective London 1998

This historian believes that the workers were highly important in the passage of the October Revolution

In industry, workers began to organise factory committees to defend themselves and to keep the factories open in the face of economic disruption and lockouts. The government was faced with a dire choice between supporting the workers' control movement or enforcing principles of bourgeois democracy and private property. The Bolsheviks supported the workers but did not control what in effect was a revolution within a revolution. It is important to realise that the workers' movement in 1917 was not a homogenous movement manipulated by a tightly organised Bolshevik party. The party itself was divided over policy. The worsening economic crisis was accompanied by a deepening radicalisation of the working class, to which the Bolshevik party responded. By October 1917 the Bolsheviks appeared to be the only party offering a viable economic and social solution. Driven by Lenin's urgings and against the warnings of Kamenev and Zinoviev, the Bolsheviks organised by Trotsky moved to take power. Against weak resistance and with the majority of the population passive, the Bolsheviks took control.

Sheila Fitzpatrick The Russian Revolution New York 2008

This historian believes that the Bolsheviks were helped by external factors in their seizure of power.

Strong objections to a Bolshevik-led insurrection came from Zinoviev and Kamenev. They thought it irresponsible to seize power by a coup, and unrealistic to think that they could hold power alone. When Zinoviev and Kamenev published these arguments under their own names in a non-Bolshevik daily newspaper, Lenin's anger and frustration rose to new heights. In fact, the advance publicity helped Lenin's cause rather than hindered it. It put the Bolsheviks in a position where it would have been difficult not to act. Kerensky did not take any decisive countermeasures against the Bolsheviks, and their control of the Petrograd Soviet's Military-Revolutionary committee made it comparatively easy to organise a coup. The war situation was also an important factor: the Germans were advancing and Petrograd was threatened. The workers had already rejected a Provisional Government order to evacuate the major industrial plants from the city; they did not trust the Government

Martin McCauley The Soviet Union since 1917 New York 1981

This historian supports the claim that the role of the peasants was key to the fall of the Provisional Government.

All parties which participated in government between February and October moved to the right while the masses moved to the left. Popular support shifted to the one party which unequivocally favoured Soviet power, the Bolsheviks-only once they felt sure they could dominate them. The Provisional Government was broken on the rack of peace and land. One could not be solved without the other. In reality the government was in no position to prevent peasant seizures of land since it had no reliable police force. Its failure to respond to peasant grievance and its inability to solve their immediate problems alienated the peasants and accelerated revolution in the countryside. This led to the distortion of the established pattern of power, property and hierarchy. This broke the normal urban-rural relationship and exacerbated the food situation which in turn contributed to the radicalisation of the urban population.



Learner Resource 1.6 Interview Table

Interpretation	Bolshevik strengths	Other Factors 1	Other Factors 2	Does this interpretation agree/disagree with any others?



Learner Resource 1.7 Teaching Interpretations

What is your initial question about the causes of the October Revolution?			
Interpretation	Evidence	Factual Support?	Agree/Disagree with other interpretations?

Who has solved your question?

Which interpretation is the most valid?





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