

AS HISTORY

UNIT 1: RUSSIAN REVOLUTION

Introduction

Historical:

The focus of this scheme of learning is the broad developments of the Russian Empire between the assassination of Alexander II and the death of Lenin. The intention is to enable students to present historical explanations and assess the significance of events taking into account the historical context of events, individuals, ideas, attitudes and beliefs.

The Scheme can be split (in terms of understanding) into Four significant periods.

- The lead up to and events of 1905
- 1906-1917 – The War and February Revolution
- The Provisional Government and the Rise of the Bolsheviks
- Civil War and the Establishment of the Soviet State.

Students will be encouraged to develop historical skills of analysis and interpretation, source handling and evaluation and explanations of causation. These skills will be developed through an Assessment for Learning approach that will run throughout the course.

Personal Learning Targets and Skills:

- Independent Enquirers
- Creative Thinkers
- Reflective Learners
- Team Workers
- Self-managers
- Effective Participators

The Scheme of Learning aims to develop all 6 of the targets through the style of learning activities, the topics discussed and the general approach of the teacher. The style of learning and presentation should be based very much within the Learning Strategy in order to ensure that all these areas are effectively covered.

Again, Assessment for Learning approach is vital in order to develop skills and to prepare students effectively for the exam. Strong Reflective Learners should be able to evaluate their strengths and limitations, set themselves realistic goals with criteria for success and be able to monitor their own performance and progress. Teachers should set clear opportunities for these skills to develop and are highlighted in the Scheme of Learning.

Bibliography

These books are written specifically for A-level students and will give you the right amount of knowledge at the right level.

M. Lynch, *Reactions and Revolutions: Russia 1881-1924*, (Hodder and Stoughton 'Access to History' Series, 1992)

G. Darby, *The Russian Revolution: Tsarism to Bolshevism 1861 – 1924* (Longman 'History in Depth' series, 1998)

S. Phillips, *Lenin and the Russian Revolution*, (Heinemann 'Heinemann Advanced History series, 1995)

If you want to look at more in-depth writing by historians try:

O. Figes, *A People's Tragedy: Russian Revolution 1891-1924* , (Pimlico, 1996)

R. Service, *Lenin: A Biography*, (Pan Books, 2002)

You may also find the following Websites helpful:

www.edexcel.org.uk

This is the examination board website. It will offer guidance and samples of examination questions.

www.spartacus.schoolnet.co.uk

This website will provide you with some good basic knowledge of the Russian Revolution and the key characters and events.

<i>Topic</i>	Learning Objectives/ Key Questions	Teaching and Learning: Tasks and Activities	Assessment for Learning / Independent Learning	PLTS
Lesson 1 and 2 Introduction to Russia: <ul style="list-style-type: none"> • Basic Geography and outline of Russian History • Tsarism and autocracy 19th C. 	Why is Russia such a difficult place of govern? What was the nature of autocracy in Russia in 19 th Century?	Students to research Russian political issues today. Present issues that answers key questions Teacher outline basic outline of Russia.	Initial Target setting activity. WIIFM activity. Feedback given to students on presentation. Give students positives and focuses for the future – Write out clearly.	Effective Participators (Issues and the role of governments) Independent Enquirers (Explore issues from different perspectives)
Lesson 3 and 4 <ul style="list-style-type: none"> • Characteristics of 19th Century Russia. • Look at individual nature of Russia 	How important was the role of key individuals in the development of Russia? (Alexander III, Pobedonostsev, Nicholas)	Debate the role of the individual within history. Introduction to historical focuses – social history etc.	Based on knowledge of historical themes set targets for development.	Independent Enquirers (Analyse and evaluate information). Team Workers (Managing discussion / communication)
Lesson 5 and 6 <ul style="list-style-type: none"> • The revolutionary tradition • Terrorism v Going to the people • Marxism 	The nature of popular resistance – Nechaev, People's Will, SRs, Kadets, SDs. Marxism in Russia	Discuss the effectiveness of terrorism to achieve aims (modern) Documentary analysis and discussion on Nechaev and Peoples Will.	Self-assessment of source analysis capabilities both before and after activity. Focuses for improvement.	Reflective Learners (assess themselves and identify opportunity and achievement) <i>Effective Participators</i> (Advocate for views)
Lesson 7 <ul style="list-style-type: none"> • The Peasantry and the 1890s • Industrialisation of Witte (1890s) 	What was the problem with the peasantry? Famine of 1891 Witte's Industrialisation - Brilliant or disastrous?	Look at nature of Witte's economic reforms. Find examples in history of forced modernisation and its effect - Discuss	Research forced modernisation examples. Compare and contrast – Essay format (work on skills here)	Creative Thinkers (Generate ideas and explore possibilities)

<p>Lesson 8, 9, 10</p> <ul style="list-style-type: none"> The causes, course and consequences of the 1905 Revolution. 	<p>What were the reasons for the 1905 revolution?</p> <p>Why was the revolution not successful?</p> <p>Was the October Manifesto the key?</p>	<p>Explanation of causation. Long-term and short-term factors in the 1905 revolution.</p> <p>Create your own October Manifesto.</p>	<p>Assessment of skills in explaining causation.</p> <p>What are the techniques and skills?</p> <p>Modelling activity.</p>	<p>Creative Thinkers (Try out ideas and alternatives)</p> <p>Team Workers (Manage discussions to achieve results)</p>
<p>Lesson 11, 12</p> <ul style="list-style-type: none"> The Constitutional Experiment Stolypin V. Nicholas 	<p>How did the Tsarist regime survive?</p> <p>How significant was Stolypin to the survival of the monarchy?</p>	<p>Analyse the reasons for success throughout 1906-14.</p> <p>Why did Nick refuse to compromise?</p> <p>Discuss the nature of autocracy, democracy and communism.</p>	<p>Discuss the nature of autocracy, democracy and communism.</p> <p>How would you advise the tsar? (Activity) How does this explain the fall of the Tsar?</p>	<p>Creative Thinkers (Generate ideas and explore possibilities)</p>
<p>Lesson 13</p> <ul style="list-style-type: none"> The role of the war and the Tsar. The Progressive Bloc 	<p>Why did the Tsar assume Supreme Command?</p> <p>Was the war the catalyst of the cause</p>	<p>Introduction to Dialectics</p> <p>Turning Points</p> <p>Analysis of the Rodzianko letter.</p>	<p>Analyse turning points.</p> <p>Create a model to explain historical turning points.</p>	<p>Independent Enquirers (Explore issues from different perspectives).</p> <p>Reflective Learners (Reflect on outcomes)</p>
<p>Lesson 14 and 15</p> <ul style="list-style-type: none"> February Revolution 1916-17 and the causes of revolution Events 	<p>Causes of the February Revolution?</p> <p>Why did the Petrograd Garrison mutiny?</p>	<p>Watch story of Kronstadt sailors (DVD) and discuss the reality of Feb Rev.</p> <p>Research the contradiction</p>	<p>Re-focus on skills of causation.</p> <p>Work on skills highlighted in last activity.</p>	<p>Creative Thinkers (Connect their own and others ideas and experiences in inventive ways)</p>

<p>Lesson 16 and 17 Establishment and Problems of the Provisional Government.</p> <ul style="list-style-type: none"> • Dual Power • Kerensky • The Soviet 	<p>Was the Dual Power system doomed to fail?</p> <p>How important was Kerensky?</p> <p>What was the significance of the April Crisis?</p>	<p>Discuss the nature of the dual power system and discuss its ecology.</p> <p>Analyse the Kerensky 'Do You Trust Me?' speech.</p>	<p>Develop source-handling skills. Work on skills highlighted previously.</p>	<p>Reflective Learners (Review Progress acting on outcomes)</p> <p><i>Effective Participators</i> (Present a persuasive case for action)</p>
<p>Lesson 18 The impact of war</p> <ul style="list-style-type: none"> • April Crisis and First Coalition • June Offensive and July Days. 	<p>How did the Provisional Government attempt to deal with war?</p> <p>Was the July Days an attempt at revolution?</p>	<p>Historical 'What ifs'</p> <p>What if the Provisional Government had dealt with the problem of war?</p>	<p>Research the role of war as 'the locomotive of society'. Find historical examples.</p>	<p><i>Independent enquirers</i> (Plan and carry out research)</p>
<p>Lesson 19 and 20</p> <ul style="list-style-type: none"> • The fall of the Provisional Government • Rise of the Bolsheviks 	<p>Was the Kornilov Revolt an attempt at revolution?</p> <p>What evidence is there that the Bolsheviks gained from Kornilov?</p>	<p>Understand the motivations behind Kornilov, Kerensky and Lenin.</p> <p>Hot seating activity.</p>	<p>Techniques of Empathy and skills identified.</p>	<p>Effective Participators (Act as an advocate for beliefs that may not be your own, try and influence others)</p>
<p>Lesson 21</p> <ul style="list-style-type: none"> • The October Revolution • The role of Lenin 	<p>Events</p> <p>Coup d etat or Popular Revolution?</p> <p>Lenin: A Dictator in his own Party?</p>	<p>General question about the effect an individual can have on a group.</p> <p>Assessment of the role of Lenin and Trotsky.</p>	<p>Essay answer to Coup d etat or Popular Rev.</p> <p>Mark own work from mark scheme and detailed feedback.</p>	<p>Reflective Learners (Evaluate experiences and learning to inform future progress)</p> <p>Team workers (managing discussion)</p>

<p>Lesson 22 and 23</p> <ul style="list-style-type: none"> The ending of the Constituent Assembly and the suppression of parties 	<p>Can the rule of terror even be justified?</p> <p>The CHEKA</p>	<p>Is it possible to do something right and yet be in a minority?</p>	<p>Debate the role of both terror and 'dictatorship of the proletariat' as morally correct?</p>	<p>Independent enquirers (Consider the influence of circumstances, beliefs, feelings on events)</p>
<p>Lesson 24 and 25</p> <ul style="list-style-type: none"> The Civil War The role of Trotsky and the Red Army 	<p>What were the reasons for and outcomes of the Civil War?</p>	<p>Assessment of the causes of the Civil War.</p> <p>The role of the individual – Trotsky. Class to take opposing viewpoint to their own and argue.</p>	<p>Causation. Skills refined and assessed against last assessments work.</p>	<p>Reflective Learners (Assess themselves and others, identify opportunities)</p> <p>Effective Participators (Identify improvements)</p>
<p>Lesson 26</p> <ul style="list-style-type: none"> The establishment of the USSR Economic and political models. 	<p>War Communism and the NEP</p> <p>The role of the Party</p> <p>Totalitarian State?</p>	<p>When ideology is sacrificed for practicality. Discuss examples.</p> <p>I am Lenin activity!</p>	<p>I am Lenin feedback and targets for improvement.</p> <p>Specific focus on communication skills.</p>	<p>Self Managers (Challenge and show flexibility)</p> <p>Independent Enquirers (Explore issues from different perspectives)</p>