

**Social Science Department
Freshman World History
May 11-15**

Content Standard:

WHII.T46: Analyze later developments in Russian history, including the creation of the Union of Soviet Socialist Republics (USSR) in 1922, the New Economic Plan (NEP) and the creation of a Soviet economy, artistic and cultural experimentation, the death of Lenin and the cult of his personality, and the power struggle that resulted in Stalin's leadership.



Practice Standard(s):

3. Organize information and data from multiple primary or secondary sources
6. Argue or explain conclusions, using valid reasoning and evidence

Weekly Learning Opportunities:

1. Stalin and the USSR Active Reading and Mind Map
2. Stalin DBQ Source Analysis and Thesis Generator
3. Stalin and the Red Terror Documentary and Reflection Questions
4. Russian Revolution Through Stalin: Visual Analysis
5. Newsela Text Set: Stalin and the USSR

Long Term Opportunities:

1. Totalitarianism DBQ
2. Historical Fiction Piece

Additional Resources:

- **A&E Biography: Stalin and the Red Terror:** <https://www.youtube.com/watch?v=wFHWcjirJbs>
- **History of the Cold War Podcast: Joseph Stalin:** <https://www.historyofthecoldwarpodcast.com/episode-5-joseph-stalin/>

Note to students: Your Social Science teacher will contact you with specifics regarding the above assignments in addition to strategies and recommendations for completion. Please email your teacher with specific questions and/or contact during office hours.

Stalin and Totalitarianism

Massachusetts History Framework:

WHII.T4

6. Analyze later developments in Russian history, including the creation of the Union of Soviet Socialist Republics (USSR) in 1922, the New Economic Plan (NEP) and the creation of a Soviet economy, artistic and cultural experimentation, the death of Lenin and the cult of his personality, and the power struggle that resulted in Stalin's leadership.

Instructional Guide: In order to complete this instructional activity, you may utilize the articles listed below and/or use available external resources.

Note to students: It is recommended that you don't complete the entire assignment in one sitting, rather work on your Social Studies assignment for 30-45 minutes a day. Consider breaking up the tasks into smaller chunks. When assigned in its entirety this lesson should take approximately 3-5 days to complete.

Student Instructions:

1. Read the content summary.
2. Complete Activity A in the packet
3. Choose ONE activity from options Activity B, C, or D. Complete only that ONE activity

Time: 2-4 days

Key Vocabulary:

- Joseph Stalin
- Totalitarian
- Dictator
- Totalitarianism
- Indoctrination

Essential Questions:

1. What is a totalitarian?
2. How does Joseph Stalin portray characteristics of a totalitarian?
3. In what ways did Joseph Stalin aim to control his society?

4. How does totalitarianism take away from being an individual?

Content Summary:

Joseph Stalin (1878-1953) was the dictator of the Union of Soviet Socialist Republics (USSR) from 1929 to 1953. Under Stalin, the Soviet Union was transformed from a peasant society into an industrial and military superpower. However, he ruled by terror, and millions of his own citizens died during his brutal reign.

Stalin ruled by terror and with a totalitarian grip in order to eliminate anyone who might oppose him. He expanded the powers of the secret police, encouraged citizens to spy on one another and had millions of people killed or sent to the Gulag system of forced labor camps. During the second half of the 1930s, Stalin instituted the Great Purge, a series of campaigns designed to rid the Communist Party, the military and other parts of Soviet society from those he considered a threat.

Additionally, Stalin built a cult of personality around himself in the Soviet Union. Cities were renamed in his honor. Soviet history books were rewritten to give him a more prominent role in the revolution and mythologize other aspects of his life. He was the subject of flattering artwork, literature and music, and his name became part of the Soviet national anthem. He censored photographs in an attempt to rewrite history, removing former associates executed during his many purges. His government also controlled the Soviet media.

Scroll to Find Activities

Activity A (2 Pages): Using the text, create margin notes for each reading and answer questions prompts fully.

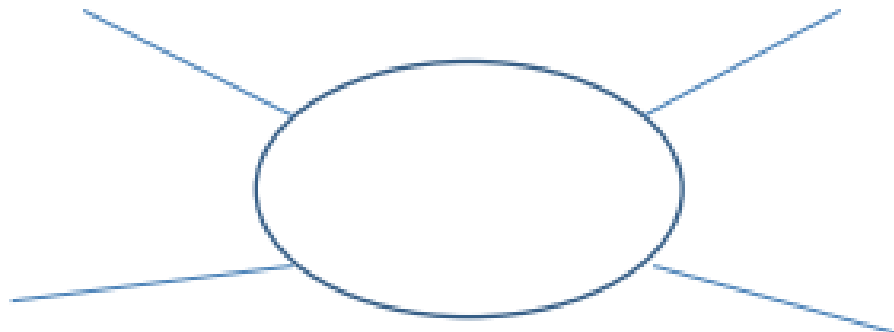
Stalin and the USSR

<p>Life After Lenin</p> <p>Stalin, Lenin's successor, dramatically transformed the government of the Soviet Union (formally Russia). Stalin was determined that the Soviet Union should find its place both politically and economically among the most powerful of nations in the world. Using tactics designed to rid himself of opposition, Stalin worked to establish total control of all aspects of life in the Soviet Union. He controlled not only the government, but also the economy and many aspects of citizens' private lives.</p>	<p>Stalin and Totalitarianism</p> <p>The term totalitarianism describes a government that takes total, centralized, state control over every aspect of public and private life. Totalitarian leaders appear to provide a sense of security and to give a direction for the future. In the 20th century, the widespread use of mass communication made it possible to reach into all aspects of citizens' lives.</p> <p>A dynamic leader who can build support for his policies and justify his actions heads most totalitarian governments. Often the leader use secret police to crush opposition and create a sense of fear among the people. No one is exempt from suspicion or accusations that he or she is an enemy of the state.</p> <p>Totalitarianism challenges the highest values of democracies— reason, freedom, human dignity, and the worth of the individual. As the chart on the next page shows, all totalitarian states share basic characteristics. To dominate an entire nation, totalitarian leaders devised methods of control and persuasion. These included the use of terror, indoctrination, propaganda, censorship, and religious or ethnic persecution.</p>
<p>1. Define totalitarianism-</p> <p>2. What are some words you would use to describe this type of rule?</p> <p>3. How does totalitarianism differ from how you live life?</p>	<p>Quick – Write: In 3-5 sentences, how would you feel if you had to live under a totalitarian type of ruler? How might your life change?</p>

Stalin and the USSR

<p><u>Police Terror</u></p> <p>Dictators of totalitarian states use terror and violence to force obedience and to crush opposition. Normally, the police are expected to respond to criminal activity and protect the citizens. In a totalitarian state, the police serve to enforce the central government's policies. They may do this by spying on the citizens or by intimidating them. Sometimes they use brutal force and even murder to achieve their goals.</p>	<p><u>Indoctrination</u></p> <p>Totalitarian rulers rely on indoctrination instruction in the government's beliefs—to mold people's minds. Control of education is absolutely essential to glorify the leader and his policies and to convince all citizens that their unconditional loyalty and support are required. Indoctrination begins with very young children, is encouraged by youth groups, and is strongly enforced by schools.</p>
<p><u>Propaganda and Censorship</u></p> <p>Totalitarian states spread propaganda, biased or incomplete information used to sway people to accept certain beliefs or actions. Control of all mass media allows this to happen. No publication, film, art, or music is allowed to exist without the permission of the state. Citizens are surrounded with false information that appears to be true. Suggesting that the information is incorrect is considered an act of treason and severely punished. Individuals who dissent must retract their work or they are imprisoned or killed.</p>	<p><u>Religious or Ethnic Persecution</u></p> <p>Totalitarian leaders often create "enemies of the state" to blame for things that go wrong. Frequently these enemies are members of religious or ethnic groups. Often these groups are easily identified and are subjected to campaigns of terror and violence. They may be forced to live in certain areas or are subjected to rules that apply only to them.</p>

Directions: Create a mind map going through each "weapon" of totalitarianism.



Activity B (3 Pages): Actively read and create notes for sources 1-5. Answer the accompanying questions. Create a one-sentence thesis utilizing the documents.

DBQ Question: Was Joseph Stalin an effective leader? Analyze the documents and use your knowledge of the time period to evaluate both Stalin’s strengths and shortcomings as a leader.

Document 1

“To slow down would mean falling behind. And those who fall behind are beaten. But we do not want to be beaten! One feature of the old Russia was the continual beatings she suffered for falling behind, for her backwardness. Do you want our Socialist fatherland to be beaten? If you don’t want this, you must help end our backwardness. You must help develop a real Bolshevik tempo (*speed*) in building our Socialist economy. There is no other road. We lag behind the advanced (*industrialized*) countries by fifty to a hundred years. We must make good this distance in ten years. Either we do it, or we shall be crushed.”

Source: Stalin created a series of Five Year Plans in order to rapidly industrialize Russia and catch the nation up with the rest of Europe. This is an excerpt from a speech Stalin gave in 1928 to motivate his people.

Based on this speech, what is Stalin trying to accomplish with his **Five Year Plan**? Why does he believe this is necessary? _____

Based on the information in this document, was Stalin an effective leader? Evaluate.

Document 2

Source: Stalin’s first Five Year Plan was announced in 1927. The following chart from “Twentieth Century History” by Tony Howarth (published in 1979) shows the growth of Russia industry during Stalin’s Five Year Plans from 1927-1937

What does this chart show about Soviet industrial production? Based on this, were the **Five Year Plans** effective? Explain

Document 3

Source: Stalin followed a Collectivization policy as part of his Five Year Plans. Collectivization involved the government taking land from wealthy and middle class farmers called kulaks so Stalin could better manage how it was used. The following illustrations show agricultural production during the First and Second Five Year Plans.

What is **Collectivization**? Please explain. _____

What do the charts show about livestock numbers and grain production during the First and Second Five Year Plans? Was **collectivization** effective?

Document 4

“Today, reliable estimates place the number of Ukrainian (*a territory in the Soviet Union*) victims of starvation at 4.5 million to 7 million. The famine was in part the result of Stalin’s relentless drive to collectivize Soviet agriculture. The famine was a clear result of the fact that between 1931 and 1933, while the amount of food harvested was steeply declining, Stalin’s commissars (*Communist officers*) continued to confiscate (*take away*) grain to support the work (*industrialization*) going on in the cities. Peasants were shot or deported as rich, landowning ‘kulaks’ if they resisted. While this drive to collectivize agriculture was common to the entire Soviet Union, only in the Ukraine did it assume a genocidal character. There can be no question that Stalin used the forced famine as a part of a political strategy to crush all vestiges (*leftovers*) of Ukrainian nationalist sentiments and gain tighter control over the region.”

Source: This excerpt from “Forced Famine in the Ukraine: A Holocaust the West Forgot” by Adrian Karatnycky, was printed in The Wall Street Journal, on July 7, 1983.

How was the famine that resulted from **collectivization** related to industrialization? _____

What does the author claim is unique about the famine in the Ukraine? What explanation for this does the author give?

Based on these documents, was Joseph Stalin an effective leader? Evaluate.

Document 5

“In the period of the Purge, the mass arrests came in waves of varying intensity. Sometimes there must have been no more room in the jails. After each show trial, people sighed, ‘Well, it’s all over at last.’ What they meant was: ‘Thank God, it looks as though I’ve escaped.’ But then there would be a new wave, and the same people would rush to heap abuse on the ‘enemies of the people.’ Wild accusations had become an end in themselves. The only purpose of such terror is intimidation. In order to plunge the whole country into a state of constant fear, the number of victims must be raised to astronomical (*super high*) levels. On every floor of every building there must always be several apartments where the residents have suddenly been taken away. The remaining inhabitants will be model citizens for the rest of their lives. This was true for every street and every city through which the broom of the Purge has swept

Source: In the late 1930s, Stalin carried out what historians now call the Great Purge, where 1.5 million “enemies of the people” were rounded up and killed. The following is an account from a memoir written by Nadezhda Khazina in 1971. Khazina’s husband was a university professor executed during the Great Purge, but she survived.

Who created this document? What **perspective** do they provide? _____

What was the **Great Purge**? According to Khazina, why did Stalin carry out the **Great Purge**? Explain

Activity C (1Page): <https://www.youtube.com/watch?v=wFHWcjirJbs>

Using the YouTube link provided, view the 45 min documentary on Stalin and the Red Terror. Create a one page typed summary of documentary. Below are questions that can be used to help you make the summary.

1. What was Joseph Stalin like when he was the ruler of the Soviet Union? Please explain specific things he did to gain/keep power.
2. What was the Red Terror and how did it effect the citizens of the Soviet Union.
3. Which historian or historians did you fine to be the most interesting in documentary? Explain your reasoning.
4. Give your overall opinion on the documentary. What did it do well? What could be improved?

Directions-

1. Carefully review the “Steps For Actively Reading Visuals”
2. Look through the gallery of visuals and note that they are broken up into four categories. 1. Czars of Russia 2. Lenin and Stalin 3. Prison Camps 4. Propaganda Art. Please view all the images and the follow up questions that accompany each visual.
3. Pick one visual from each category (for a total of 4) to complete a visual analysis on. For each of your 4 choices you will walk through the 5 steps of actively reading visuals and answer all follow up questions.
4. Respond to the following prompt when you have completed your visual analysis: After viewing the image gallery, what are your 3 main takeaways regarding life in Russia during the Revolution and the rise of the totalitarian Soviet Union? Think about politics/power, family life, economics etc. Use this template for each visual you choose to analyze.

STEPS FOR ACTIVELY READING VISUALS

1. Identify the type of visual
2. Determine the topic of the visual
3. Examine the given information from the visual (including all introductory text) What do you see?
4. Develop predictions, deductions, inferences, or conclusions about the visual What does it all mean?
Include one example of each:
 - Prediction
 - Statement about what will happen in the future
 - Future of our lesson
 - Deduction
 - To make a judgment about something based on the information you have.
 - Use subtle clues within the text for meaning making
 - Inference
 - To form an opinion/hypothesis that something is probably true because of other information that you already know.
 - Read between the lines. Inference uses prior knowledge, personal engagement and clues scattered throughout the text.
 - Conclusion
 - Statement of facts drawn from source
5. Analyze the questions and determine the information needed from the visuals

Category of Visual _____ Visual Number _____

STEPS FOR ACTIVELY READING VISUALS	
1. Type Of Visual	
2. Topic Of Visual	
3. Given Information	
4. Predictions, Deductions, Inferences. Conclusions	
5. Information needed from the visuals	
Response to visual follow up questions	

Visual Gallery

Category #1 Romanov Czars of Russia

1. Family of Alexander III



Question #1 What are your first thoughts and impressions of the Russian czar and his family? Include details about their expressions and clothing.

Question #2 What do you think this image says about the importance of royalty and family in Russia during the 1800s?

2. Nicholas II and his son Alexei



Question #1 Why do you think the czar and his son were dressed in this sort of clothing for their official portrait?

Question #2 Knowing what you know about royalty in Europe during the 1800s, why do you think it was critical for the czar and his son to be shown this way?

3. Palace at St. Petersburg



Question #1 Palaces are ways for royalty to express their power, in what ways do you think this palace displays power and why do you think this palace is typical of royalty in Europe during the time period?

Question #2 This palace became a source of anger and violence during the “Bloody Sunday” uprising in 1905. Why do you think so many Russians resented this palace and the royal family during this time period?

Category # 2 Lenin and Stalin Rule the USSR

1. Lenin Addresses the People



Question #1 How is Lenin portrayed in this portrayal of him addressing the masses?

Question #2 Knowing what you do about the rule of the czar, why do you think so many Russians chose to support Lenin during the Russian Revolution?

2. Lenin and Stalin

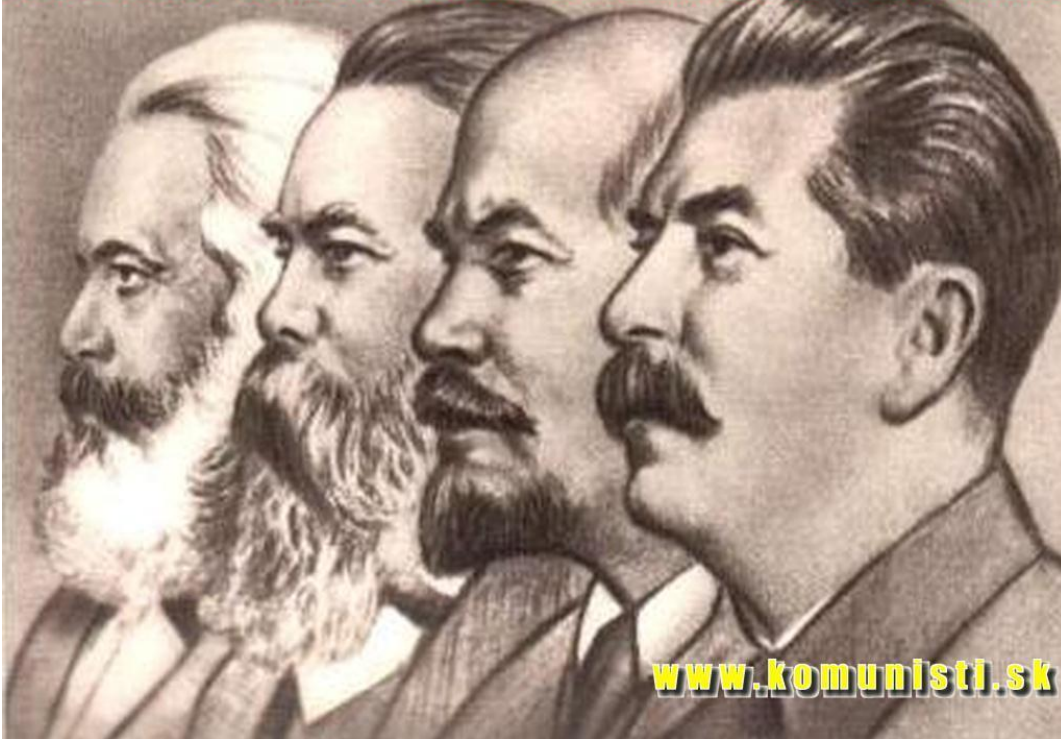


Question #1 What are your first impressions of this photo of Vladimir Lenin and Josef Stalin?

Question #2 Describe the demeanor of these two men and explain why it is symbolic of the transfer of power between these leaders of the Soviet Union?

3. Communist Hall of Fame

Karol Marx - Fridrich Engels - Vladimír Lenin - Jozef Stalin



Question #1 Who are the four men depicted in this image? (note names are not in English)

Question #2 Why do you think this image was labeled the “communist hall of fame.” What types of qualities or characteristics to you think these men possess to get them to this level of status?

Category #3 Gulag/Prison Camps

1. Justice System/ Sentencing



Question #1 What do you think these men are accused of? Do you think they will be able to get a fair trial under Stalin?

Question #2 Why do you think millions of people like these men were arrested and punished with imprisonment or death if they were likely innocent of their charges?

2. Hard Labor



Question #1 What are the conditions of this labor camp? What are some of the jobs people are doing at this camp?

Question #2 How long do you think a person could live in such conditions? How would it affect them mentally and physically?

3. Lives of Women and Children



Question #1 How do these two images show how all types of Russian people were affected by the gulag prison system created by Stalin?

Question #2 What would be some of the most serious difficulties that women and children would face living in the gulag prisons?

Category #4 Art/ Soviet Propaganda

1. Image of Diversity in the Soviet Union



Question #1 How are Russian minorities portrayed in this artistic image? What is Stalin's attitude towards minorities in the Soviet Union?

Question #2 Do you think this image is an accurate depiction of the treatment of minorities in the Soviet Union? Why or why not?

2. Soviet View of the "West"



Question #1 How are the American and British leaders portrayed in this image of the capitalist “West”? Give some examples of the symbolism included in this image.

Question #2 Why do you think the Americans and British were portrayed this way by the Soviets during the 1900s?

3. Artistic Portrayal of Stalin



Question #1 One of Stalin's main goals was to project strength to the outside world. In what ways do you think this image projects strength? Include examples of symbolism from the image.

Question #2 Why do you think Russia's involvement in World War I made them be so concerned with safety and security moving forward? How does this image convey this feeling in the post World War I years?

World Leaders: Joseph Stalin

By Biography.com Editors and A+E Network, adapted by Newsela staff on 08.19.16

Word Count **871**

Level **1120L**



Joseph Stalin in 1942. Wikimedia Commons

Synopsis: Born on December 18, 1878, in Gori, Georgia, Joseph Stalin rose to power as general secretary of the Communist Party. He became a Soviet dictator after Vladimir Lenin died. Stalin forced rapid industrialization and required that individual peasant farms be combined into group farms. As a result, millions died from famine while others were sent to camps. Stalin's Red Army helped defeat Nazi Germany during World War II.

Early Life

Iosif Vissarionovich Dzhugashvili (later known as Joseph Stalin) was born on December 18, 1878, in a Georgian peasant village. Stalin was a frail child. At age 7, he contracted smallpox, which left his face scarred, and a few years later, he was injured in a carriage accident that left his arm slightly deformed. The other village children treated him cruelly, making him feel inferior. Because of this, Stalin began a quest for greatness and respect.

Stalin's mother wanted him to become a priest. She enrolled him in church school, where his efforts eventually earned him a scholarship to Tiflis Theological Seminary in 1894. A year later, Stalin came in contact with a secret organization that supported Georgian independence from

Russia, which he joined in 1898. Some of the members introduced him to the writings of Karl Marx and Vladimir Lenin.

Stalin eventually left school, but stayed in Tiflis, devoting his time to the revolutionary movement. In 1902, he was arrested for coordinating a labor strike and sent to Siberia, where he adopted the name "Stalin," meaning "steel" in Russian.

After escaping from exile, he was marked by the secret police as an outlaw. He continued his work in hiding, raising money through robberies and kidnappings.

In February 1917, the Russian Revolution began. By March, the tsar had abdicated the throne and was placed under house arrest. In April 1917, Bolshevik leader Vladimir Lenin said that the people should rise up and take control by seizing land from the rich and factories from the industrialists. By October, the revolution was complete and the Bolsheviks were in control.

Communist Party Leader

In 1922, Stalin was appointed to the newly created office of general secretary of the Communist Party. Though not a significant post at the time, it gave Stalin control over all party member appointments, which allowed him to build his base. He consolidated his power so that eventually nearly all members of the central command owed their position to him.

After Lenin's death in 1924, Stalin set out to destroy the old party leadership and take total control. At first, he had people removed from power through bureaucratic shuffling and denunciations. Many were exiled abroad to Europe and the Americas, including presumed Lenin replacement Leon Trotsky. Paranoia set in, and Stalin soon conducted a vast reign of terror, arresting people in the night and executing potential rivals.

In the late 1920s and early 1930s, Stalin seized land given earlier to the peasants and organized large combined farms. This essentially reduced the peasants back to serfs, as they had been during the monarchy. Stalin believed this collectivism would accelerate food production, but the peasants resented losing their land and working for the state. Millions were killed in forced labor or starved during the ensuing famine. Stalin also set in motion rapid industrialization that initially achieved huge successes but over time cost millions of lives and damaged the environment. Resistance was met with swift and deadly action. Millions of people were either sent to labor camps or executed.

As war loomed in Europe in 1939, Stalin made a seemingly brilliant move, signing an agreement with Adolph Hitler and Nazi Germany. When the Nazis broke the agreement and attacked in 1941, the Soviet Army was unprepared and suffered massive losses.

After heroic efforts on the part of the Soviet Army and the Russian people, the Germans were turned back at Stalingrad in 1943.

Tensions With The West

Stalin had been suspicious of the West since the beginning of the Soviet Union. As the tide of war slowly turned in the Allies' favor, U.S. President Franklin D. Roosevelt and British Prime Minister Winston Churchill met with Stalin to discuss postwar arrangements. Stalin demanded the Allies open a second front against Germany, which they agreed to in the spring of 1944. In February

1945, the three leaders met again. With Soviet troops liberating countries in Eastern Europe, Stalin negotiated virtually a free hand in reorganizing their governments.

After the war, Stalin became obsessed with the threat of an invasion from the West. Between 1945 and 1948, he established Communist governments in many Eastern European countries, creating a vast "buffer zone" between Western Europe and "Mother Russia." Western powers interpreted these actions as proof of Stalin's desire to place Europe under Communist control. In response, they formed the North Atlantic Treaty Organization to counter Soviet influence. In 1948, Stalin ordered an economic blockade on the German city of Berlin, in hopes of gaining full control of the city. The Allies mounted a massive airlift, supplying the city and eventually forcing Stalin to back down.

Stalin's health began to decline in the early 1950s. He died on March 5, 1953, leaving a legacy of death and terror as he turned Russia into a world superpower.

The Russian Revolution through American eyes

By History.com, adapted by Newsela staff on 01.09.20

Word Count **960**

Level **1220L**



This postcard shows a demonstration of the Nevsky Prospect at Petrograd, Russia, in present-day St. Petersburg. Photo from: The Kathryn and Shelby Cullom Davis Library/Wikimedia Commons.

On a muggy July night in 1917, American journalist Arno Dosch-Fleuret joined the protesters parading along Petrograd's Nevsky Prospekt when gunshots suddenly rang out. Banners demanding liberty and freedom crashed to the ground as blood stained the Russian capital's most fashionable thoroughfare. After diving for cover in a gutter, the New York World correspondent came face-to-face with a Russian officer. He asked the officer what was happening and the officer responded that it was a "night of madness."

There had already been many nights of madness in 1917 as the Russian Revolution rocked Petrograd (renamed from St. Petersburg at the onset of World War I to sound less German). Dosch-Fleuret was just one of the many foreigners there to bear witness. The city was home to a large community of foreign diplomats, journalists, businessmen, spies and relief workers. Author Helen Rappaport has gone through their diaries and private letters to chronicle how the Russian Revolution unfolded before the eyes of these expatriates – foreigners living in another country – in her 2016 book "Caught in the Revolution: Petrograd, Russia, 1917—A World on the Edge."

"St. Petersburg was a very Western-looking city with much more contact with Western culture than Moscow," Rappaport said in an interview. In addition to a large British population, the city was home to a sizable American community that included employees of major corporations. These included International Harvester, the Singer Sewing Machine Company and Westinghouse. The American presence only grew after the start of World War I as entrepreneurs arrived to sell weapons to the imperial government.

As 1917 dawned, however, Petrograd was shivering and starving. It was exhausted from Russia's fighting in World War I, a conflict that had left an estimated 7 million Russians wounded, captured, or killed. Crippling wartime shortages forced women to wait for hours in line for bread, meat and milk in the bitter cold.

"The air is thick with talk of catastrophe," U.S. embassy official Fred Dearing wrote in his diary in 1917, while American Leighton Rogers wrote that the city was "like a taut wire." Everyone in Petrograd seemed to sense the danger — except for Czar Nicholas II. The British ambassador begged the him to listen to the warnings.

Women Spark Protest

Rappaport says the spark that ignited the political firestorm of the revolution came March 8, 1917, when tens of thousands of mainly women protesters marked International Women's Day by marching through the streets of Petrograd. The banners they carried demanded not just the right to vote but food for their families. In the ensuing days, the protests grew in size and turned violent as clashes between imperial forces and protesters grew. Courts, police stations, and other czarist buildings were torched.

After the soldiers in Petrograd switched their support to the demonstrators, four centuries of czarist rule in Russia came to an end. Czar Nicholas II abdicated (resigned as emperor) a week after the demonstrations began. In celebration, crowds toppled imperial monuments. They pried the czarist insignias from the city's bridges and street signs. The expatriates gave chilling accounts of the mobs turning on the authorities, in particular, the despised mounted police known as "pharaohs," whom they beat to death and threw from the rooftops. The official death toll for the February Revolution published in Pravda was 1,382 killed and wounded, though the true number was likely higher. It was called the "February Revolution" because it occurred in the month of February according to the old Julian calendar used in czarist Russia.

The Americans did not see any parallels between the Russian uprising and their own revolution. But Rappaport says there were clear echoes of the French Revolution, which was also triggered by women marching on a royal palace to demand food.

Unfortunately, the February Revolution also mimicked the French Revolution by giving way to anarchy (loss of law and order due to not recognizing authority), violence and repression.

Americans Stay On Sidelines

Rappaport says the foreigners did not try to alter the course of the Russian Revolution. "Once the revolution snowballs with the shooting, violence, and looting, most sensible foreigners stayed home and kept their doors shut." Those Americans who did venture onto the city streets sewed the Stars and Stripes onto their clothes in order to emphasize that they were foreigners not taking part.

The February Revolution had surprised the Bolsheviks (who later became the Communist Party) as much as anyone, and they were not powerful enough to take control early in 1917, Rappaport says. The return of their leader, Vladimir Lenin, from out of the country a month after the czar abdicated, however, energized the radical socialists. By the fall of 1917, the residents of Petrograd were desperate for relief from the seemingly endless chaos. They cared little about who had power, as long as they could bring peace.

It was the Bolsheviks who ultimately seized power in the October Revolution that followed later that year. Little blood was spilled in the overthrow of the provisional government.

Rappaport says the first-hand accounts of Americans and other foreigners in Petrograd are valuable because they provide an outsider's view into the events of 1917. "These were private citizens writing personal diary entries or letters ... They didn't have a particular political agenda."

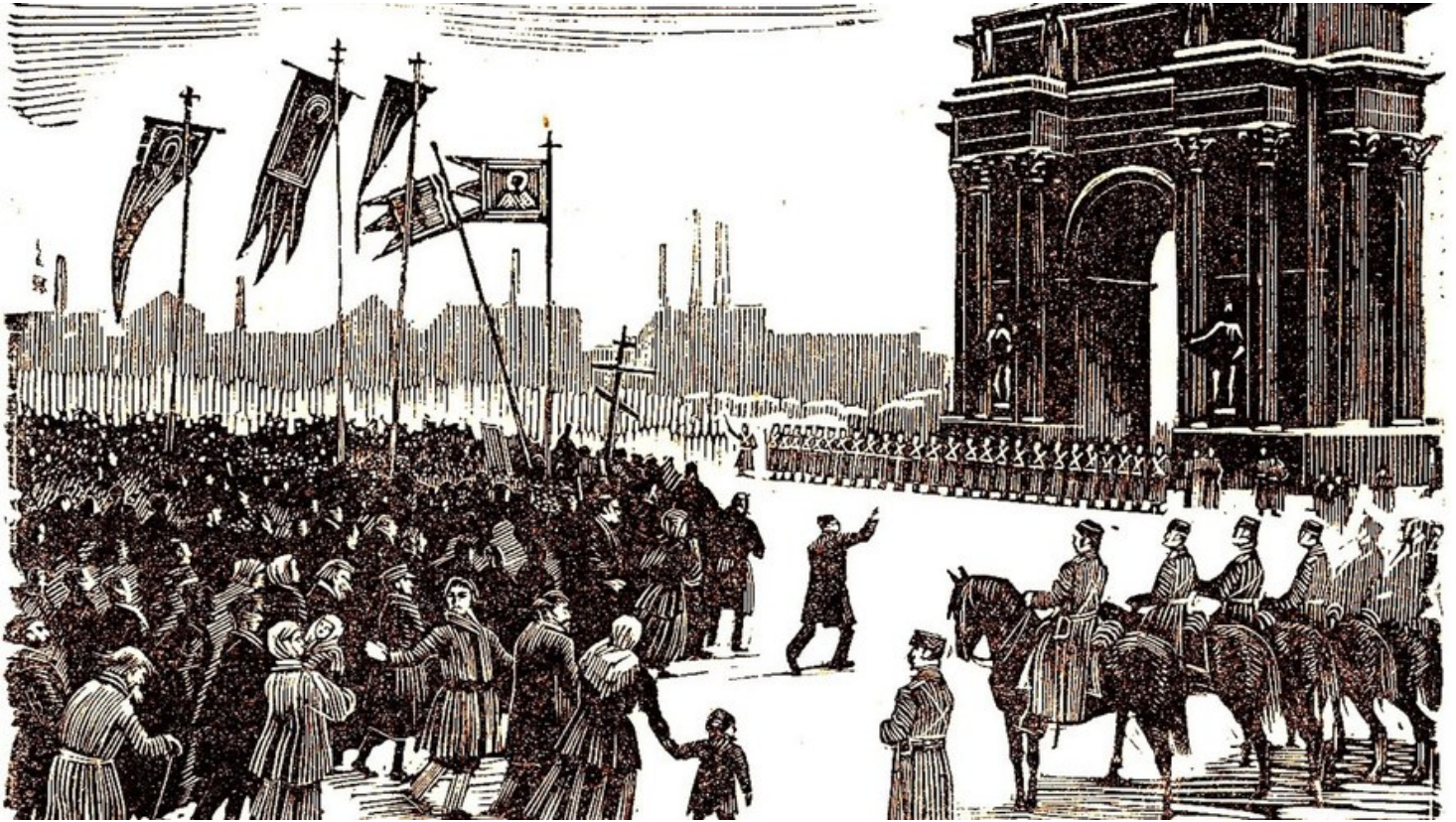
"It's very interesting to see as the year progresses because the vast majority of the foreign community initially welcomed change," Rappaport says. "They knew the Russian people were very oppressed. They were hopeful, but then there's this growing sense of horror and disillusion as the year goes on. After October the foreigners are absolutely aghast at the oppression and violence of the Bolshevik regime. Upon leaving, they wondered about what the Russians had done by replacing czarism with something that was even worse."

Violence and terror in the Russian Revolution

By The British Library, adapted by Newsela staff on 01.09.20

Word Count 979

Level 1200L



The Russian Revolution of 1905 was a period of political and social unrest that spread across the Russian Empire. It included worker strikes, peasant unrest and military rebellions. Much of it was directed at the Russian government. This illustration depicts crowds gathering to protest before Bloody Sunday in 1905. Artist unknown. Photo from: Wikimedia Commons.

The word "revolution" creates an image of sudden and forceful change, suggesting that a society is torn from one path of development into another. The sheer scale of the death and destruction associated with the Russian Revolution is almost unparalleled in modern history. Millions were killed by war, terror, hunger and disease within a very short space of time.

Violence Before The Russian Revolution

Violence was widespread in Russia before the First World War, but historians believe the war intensified this pre-existing violence. The 1905 revolution, wars with other countries, and worker strikes were one element of the violence, but the state itself was responsible for violence, too. For example, the state's "pogrom" riots killed thousands of Russian Jews and forced millions more to flee.

By the 19th and early 20th centuries, revolutionaries began taking action by assassinating thousands of Russian state leaders, including Czar Alexander II himself in 1881.

An iconic moment of government violence called "Bloody Sunday" occurred on January 22, 1905. Government forces fired upon a demonstration, which had been protesting peacefully for political and social rights.

The government initially responded to this 1905 revolution by making legal changes, but it later resorted to military force.

The Empire Dissolves: Why Did The Revolution Descend Into Violence?

After the 1917 revolutions, various organizations attempted to take control of Russia. The first revolution, called the February Revolution, overthrew the government and left about 1,400 people dead.

A new provisional government was set up, with the goal of creating a more humane society. The provisional government quickly abolished the death penalty and granted Russian citizens important new civil rights.

Still, the provisional government struggled to deal with the violence that occurred after the fall of the czar. The armed forces began to rebel against military leaders, and peasants began violently taking land from their landlords.

On top of all this, Russia was struggling in World War I. Many peasant-soldiers wanted to return to their villages instead of fighting in the war. They feared that they would lose out if they stayed on the front lines while land was being redistributed back home.

As the provisional government lost its grip on the country, it resorted to violence in an attempt to regain control. During the second 1917 revolution, called the October Revolution, a political group called the Bolsheviks seized the opportunity to take power.

Vladimir Lenin, the leader of the Bolsheviks, wanted to turn World War I into a European-wide class war. Lenin believed that the interests of the working class and the wealthy were opposed to each other, and that the classes would eventually engage in a violent struggle. Lenin wanted a civil war between the working class and the wealthy, with the goal of creating a state dominated by the working class.

The Bolsheviks believed a dictatorship would be necessary to win the class war. A dictatorship is a type of government where one person or political party takes complete control of the state, and the rights of the people are often limited or taken away. After the October Revolution, the Bolsheviks were able to begin building their dictatorship.

How Did Civil Conflict Intensify In Russia?

Violence increased after the Bolsheviks took power, as opposing political groups became engaged in a bloody civil war.

The Bolsheviks wanted to protect their new government from counter-revolutions by opposing political groups. Inspired by the French Revolution of 1789, they created a system to secure their dictatorship against threats of counter-revolution, internal crisis and invasion.

In January 1918, the Bolsheviks established the Red Army, which was responsible for defending the Bolshevik state. In addition, the notorious Cheka was founded at the end of 1917. It was a

small, violent security force responsible for combatting opposition to the Bolsheviks, and it came to be greatly feared over the course of 1918.

At the same time, a lack of food was driving further conflict. In the countryside, the Bolsheviks struggled to establish a dictatorship over the food that was produced by peasant farmers. This made it more difficult for the Bolsheviks to help ease the hunger that was plaguing the cities, and it created an atmosphere of social war of the cities against the countryside. The state began forcibly taking "extra" grain from the peasants, often by using horrible violence.

Conflict increased as the people continued to oppose the new Bolshevik policies. The Red Army was in violent conflict with the White Army, Green Army and other groups who opposed the Bolsheviks. Meanwhile, class conflict was worsened by local factors such as food scarcity, rivalry between ethnicities, nations and regions, and crime.

How Did The Violence Of The Russian Civil War Shape The Soviet State?

The Soviet state was developed by the Bolsheviks and strengthened in the early 1920s. It was clearly shaped by the harsh experiences of the First World War and the civil war.

Throughout the civil war, the Bolshevik state claimed to be the only group with the right to use violence. Through violence, they attempted to create order out of the economic problems, food shortages and political tension they faced.

Resistance to the state was harshly punished, and peasant revolts against the Bolsheviks such as the Tambov rebellion were ruthlessly dealt with. Concentration camps and poison gas led to hundreds of thousands of peasants being killed.

Under pressure from these uprisings, the Bolshevik leaders soon moved away from their original, harsh policies. Still, the Bolsheviks didn't go so far as giving up their their dictatorship or the system of repression they had developed.

The civil war period produced the state system that was later used by Joseph Stalin. Stalin was a Bolshevik leader who eventually took control of the Soviet state through campaigns of brutality that killed millions of people. He was striving to rapidly create a modern industrial nation out of an underdeveloped agricultural society.

Totalitarianism DBQ

DBQ Question: How did propaganda and the agendas of totalitarian leaders contribute to a breakdown of democratic ideals in the 1930s?

Directions: Read and annotate (add notes to give explanation/comment) the DBQ documents, taking note of point of view (ACORNPEG) and purpose. Then, choose at least four documents that help you answer the DBQ question. Identify the point of view/purpose of each document and compare/contrast them in the chart below:

Document / How it helps answer the DBQ question	Point of View/Purpose	Similarities and differences to other documents

Document A: Hitler on Propaganda

The art of **propaganda** lies in understanding the emotional ideas of the great masses and finding, through a psychologically correct form, the way to the attention and thence to the heart of the broad masses. The fact that our bright boys do not understand this merely shows how mentally lazy and conceited they are...But the most brilliant propagandist techniques will **yield** no success unless one fundamental principle is born in mind constantly and with unflagging attention. It must confine itself to a few points and repeat them over and over. Here, as so often in this world, persistence is the first and most important requirement for success.

Source: Hitler on the Nature and Purpose of Propaganda (excerpt from Mein Kampf), 1923

Document B: Nazi Propaganda

Why do we **oppose** the Jews? We are enemies of the Jews because we are fighters for the freedom of the German people. The Jew is the cause and the **beneficiary** of our misery...He has made two halves of Germany. He is the real cause for our loss of the Great War. The Jew is responsible for our misery and he lives on it. That is the reason why we, as **Nationalists** and Socialists, oppose the Jew. He has **corrupted** our race, fouled our morals, undermined our **customs**, and broken our power. The Jew is the plastic demon of the decline of mankind. We are enemies of the Jews because we belong to the German people. The Jew is our greatest misfortune.

Source: Joseph Goebbels, Chief of Nazi propaganda, 1930

Document C: "Greater Germany: Yes on April 10th"



Source: Poster by the Nazi Government encouraging Germans to vote for the annexation of Austria, 1938

Document D: Stalin on Education

"Education is a weapon whose **effects depend on who holds it** in his hands and at whom it is aimed." **Source:** Joseph Stalin, on education

Document E: Stalin on Terror

"Death is the solution to all problems - no man, no problem."
"One death is a tragedy; one million is a statistic."
Source: Joseph Stalin, leader of the USSR

Document F: Stalin's Views on Politics

"...before entering upon **decisive** political actions the Party must, by means of **prolonged** revolutionary work, secure for itself the support of the **majority** of the masses of the workers....

Well, and what is to be done with the minority, ...if it does not agree **voluntarily** to submit to the will of the majority? Can the Party, must the Party, enjoying the confidence of the majority, compel the minority to submit to the will of the majority?

Yes, it can and it must. Leadership is ensured by the method of persuading the masses.... This, however, does not preclude, but presupposes, the use of **coercion** [threat]..."

Source: Pamphlet written by Stalin, 1926

Document G

(1) Whoever suffers from a heritable disease may be made unfruitful (**sterilized**) through surgical means if, in the experience of medical science, it may, with great likelihood, be expected that his descendants will suffer from serious **heritable** physical or mental defects.

(2) Whoever suffers from one of the following ailments is considered to be heritably **diseased** within the meaning of this law:

1. congenital feeble-mindedness
2. schizophrenia
3. manic-depression
4. congenital epilepsy
5. heritable St. Vitus's dance (Huntington's Chorea)

6. hereditary blindness
7. hereditary deafness
8. serious heritable malformations.

Source: Sterilization for the 'Unfit', Nazi Government (1933)

Document H: Hymn to Stalin

Thank you, Stalin. Thank you because I am joyful. Thank you because I am well. No matter how old I become, I shall never forget how we received Stalin two days ago. Centuries will pass, and the generations still to come will regard us as the happiest of mortals, as the most fortunate of men, because we lived in the century of centuries, because we were privileged to see Stalin, our inspired leader. Yes, and we regard ourselves as the happiest of mortals because we are the contemporaries of a man who never had an equal in world history... I write books. I am an author. All thanks to thee, O great educator, Stalin. I love a young woman with a renewed love and shall perpetuate myself in my children--all thanks to thee, great educator, Stalin. I shall be eternally happy and joyous, all thanks to thee, great educator, Stalin. Everything belongs to thee, chief of our great country. And when the woman I love presents me with a child the first word it shall utter will be: Stalin.

Source: A. O. Avidenko, Hymn to Stalin, c. 1930s