

# Unit # 9: World History Accelerated - Russian Revolution

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Semester 2**  
Length: **2 weeks**  
Status: **Published**

## Unit Introduction

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This unit will examine the communist revolution in Russia including its causes and effects. Special focus will be placed on the Stalin years and the impacts of totalitarian forms of governance.

## Standards

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| SOC.6.2.12.A.4.a | Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.   |
| SOC.6.2.12.C.4.b | Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property). |
| SOC.6.2.12.C.4.c | Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.   |
| SOC.6.2.12.C.4.d | Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.                  |
| SOC.6.2.12.D.4.c | Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.  |

## Common Core Standards

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| CCSS.ELA-Literacy.RH.9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                       |
| CCSS.ELA-Literacy.RH.9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.         |
| CCSS.ELA-Literacy.RH.9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  |
| CCSS.ELA-Literacy.RH.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.         |
| CCSS.ELA-Literacy.RH.9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| CCSS.ELA-Literacy.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   |

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| CCSS.ELA-Literacy.RH.9-10.8    | Assess the extent to which the reasoning and evidence in a text support the author's claims.  |
| CCSS.ELA-Literacy.WHST.9-10.2  | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |
| CCSS.ELA-Literacy.WHST.9-10.4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CCSS.ELA-Literacy.WHST.9-10.6  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |
| CCSS.ELA-Literacy.WHST.9-10.7  | 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.  |
| CCSS.ELA-Literacy.WHST.9-10.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| CCSS.ELA-Literacy.WHST.9-10.10 | 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.  |

## Essential Questions

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- How do financial concerns determine a nation's political future?
- How do revolutions lead to change?
- How does an international conflict impact a nation?

## Goals/Objectives

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- Analyze social, political, and cultural change
- Analyze the impact of historical events on the modern world
- Apply problem-solving to develop solutions
- Evaluate communication of information for soundness of evidence
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

## Content

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Course Text: Beck, Black, Krieger, Naylor, Shabaka. *World History: Patterns of Interaction*. Orlando, FL: Holt McDougal, 2012.

- Events of the Russian Revolution
- Expanded political spectrum to include Socialism, Communism, and Fascism
- Leninism versus Stalinism / economic and political policies of each
- Rise of participating and influential middle class
- Struggle to modernize

## **Skills**

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- Analyze charts and tables
- Analyze political cartoons
- Assessing validity of sources
- Critical thinking
- Data analysis
- Distinguish facts and opinions
- Drawing inferences
- Identify main ideas and details
- Read for content mastery
- Recognize bias

## **Assessment of Learning**

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- Debate
- Discussion/Questioning
- Graphic Assessment
- Mapping
- Primary Source Analysis
- Projects
- Quizzes
- Statistical Analysis
- Unit Test
- Writing

## **Instructional Strategies**

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- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

## **Differentiation**

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- Alternative assessments
- Choice of activities
- Guided reading
- Homework options
- Independent research and projects
- Modified materials
- Multiple texts
- Pre-teach
- Re-teach
- Supplemental materials
- Supplemental teaching

## **Technology**

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- Computer Lab/Laptops

- DVDs/CDs/Videos/TV
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint
- SMART Board

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| TECH.8.1.12       | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.12.B     | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.   |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats.  |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry.  |
| TECH.8.1.12.F.CS1 | Identify and define authentic problems and significant questions for investigation.  |
| TECH.8.1.12.F.CS3 | Collect and analyze data to identify solutions and/or make informed decisions.   |

## 21st Century Themes

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- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

## 21st Century Skills

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- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

## Interdisciplinary Connections

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- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies
- World Languages