



Department of
Education

Year 12 ATAR Modern History Russia



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UNIT 3: Russia and the Soviet Union 1914–1945 (WWI to the end of WWII)

There are eleven (11) steps in this work package.

Step 1:

Below is a sample teaching plan for this unit. Highlight or tick the content you have already covered in your course. You can do this by matching the key teaching points to your school's Course Outline. Use your texts, or on-line resources to create study notes on the areas you still have to cover.

Unit 3 Key Teaching Points:

An overview of Russia in 1914 as background for more intensive study of the period. The significant ideas of the period, including autocracy, Marxism, communism, Leninism.

- geography, social structure, role of the Orthodox Church, political structure of Russia
- ideas and groups in 1914
- autocracy, liberalism, socialism, Marxism and communism
- Nobility, Social democrats, Bolsheviks/Mensheviks, Social Revolutionaries,
- Political changes from 1905 including Dumas and Fundamental Laws
- Individuals including Tsar Nicholas II, Trotsky and Lenin

The internal divisions and crises within Russian society, including the impact of World War I; the causes, events and outcomes of the February and October Revolutions in 1917

1914–1917: World War I and its impact

- causes of discontent/February Revolution
- political discontent; Tsar as commander-in-chief, Tsarina and Rasputin, Progressive Bloc
- economic discontent
- military defeat and mutiny
- Lenin & Leninism
- Events and outcomes of February Revolution 1917
- provisional Government and Kerensky
- Petrograd Soviet
- the Soviets and Order Number 1
- July Days
- Kornilov affair
- the weaknesses of the political system
- Bolshevik response – April Theses, Bolshevik Military Revolutionary Committee (*Milrevcom*), the growth of support for the Bolsheviks

The initial reforms and decrees of the Bolsheviks; the opposition to the Bolsheviks; the Brest-Litovsk Treaty; the civil war and the reasons for the Bolshevik victory

- initial reforms and decrees
- role of Lenin and the *Sovnarkom*
- Land, Peace and Factory Decrees, abolition of classes and ranks, separation of church and State, abolition of the Constituent Assembly, State Socialism
- Brest-Litovsk Treaty 1918
- opposition to the Bolsheviks
- the elimination of class enemies including the Tsar, nobility and the clergy
- development of the Red Terror
- the Civil War and reasons for the Bolshevik victory
- Trotsky and the Red Army
- strategic advantages
- communism/War Communism and impact on the peasants
- the role of Lenin and the Cheka
- Kronstadt Rebellion

The significance of the struggle of Josef Stalin and Leon Trotsky for power and the reasons for the success of Stalin.

- The power struggle of Trotsky and Stalin
- NEP versus industrialisation and collectivisation
- Socialism in One Country versus Permanent Revolution
- Politburo factions – Zinoviev, Kamenev and Bukharin
- reasons for the success of Stalin

The changes that transformed Russia, including War Communism; the New Economic Policy; the creation of the USSR; the Five Year Plans and how they contributed to state control of the economy, forced rural collectivisation, state-created famine and the modernisation of the Soviet Union.

- the New Economic Policy (NEP) and the impact on the peasants
- creation of the USSR
- five year plans
- state control of the economy
- forced rural collectivisation
- state-created famine
- modernisation, urbanisation, industrialisation
- Stakhanovites and the factory workers

The significant ideas of the period – Stalinism

The nature and style of Stalin's leadership/Stalinism

- experience of the nobility, clergy, peasants and factory workers
- methods the regime employed to control
- repression
- class warfare including *dekulakisation*
- mobilisation and propaganda including the 'Cult of Stalin'
- 1936 Constitution
- murder of Kirov, the Show Trials, the Purges and the Great Terror (the *Yezhovshchina*)
- economic control

*** Note the last Syllabus Dot points related to this course will be covered in Work Package 2.**

Useful links:

- Alpha History
<https://alphahistory.com/russianrevolution/>
Date accessed: 22nd March 2020
- History Learning Site
<https://www.historylearningsite.co.uk/modern-world-history-1918-to-1980/russia-1900-to-1939/>
Date accessed: 22nd March 2020
- SCSA – past WACE exam papers:
<https://senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams/modern-history-past-atar-course-exams>
Date accessed: 23rd March 2020

Step 2:

The syllabus dot point that we are going to concentrate on for this activity is economic initiatives or forces. Complete the retrieval chart below using your textbook and the internet.

Changes that transformed Russia

	War Communism	New Economic Policy	Five year Plans	Collectivisation	State-created famine	Industrialisation/ Modernisation
Leadership						
Economic Impact						
Social and Cultural Impact						
External Forces						

Step 3:

This activity asks you to review the causes, characteristics and effects of ONE key event. You will be required to complete a graphic organiser on the Soviet State Planned Economy.

Use the following to complete the graphic organiser on the next page.

- your notes
- text book
- websites
- other sources.

Example graphic organiser:

Graphic Organiser for War Communism					
Long term	Short term	Catalyst	Nature + characteristics	Key Incidents	Impact
<ul style="list-style-type: none"> • Need to feed and provide for troops • Survival of the Communist regime • Acute shortages due to Civil war 	<ul style="list-style-type: none"> • Took away freedoms gained after Oct Revolution • Inflation 	<ul style="list-style-type: none"> • Need to defeat the Whites 	<ul style="list-style-type: none"> • Civil War • Red v Whites • Whites supported by the West • Riots & strikes, famine 	<ul style="list-style-type: none"> • Peasant uprisings Volga and Siberia • Kronstadt uprising 1921 • Red Terror – execution Tsar& family 	<ul style="list-style-type: none"> • Allowed Communists to win the Civil War • Forerunner to Collectivisation • New Economic Policy

Graphic Organiser for the Soviet State Planned Economy					
Long Term Causes	Short Term Causes	Catalyst	Characteristics	Key Incidents	Effects/Consequences/Impact

Step 4:

In this activity, you are presented with one essay question that is related to this syllabus dot point on the changes that transformed Russia. You will also be provided with a model of an essay plan. In Step 5, you will be asked to develop your own essay plan in response to a question.

Essay Question 1:

(With specific reference to Stalin) Identify at least one economic initiative implemented in Russia during the time period and analyse its impact on Russian society.

This first question includes a model of an essay plan (you wouldn't need to use all of this information; your response would depend upon your argument). Read through the essay plan, highlighting the key points of the four paragraphs you would use. Develop a thesis statement and outline a conclusion for this essay in dot points.

Introduction	<p>Thesis statement: <i>identify economic initiative and assert degree of impact on Russian (Soviet) society.</i></p> <p>Economic Initiative: Stalin's 'Great Turn' (1928 to 1941) incorporating collectivisation and industrialisation. Five Year Plans</p> <p>Degree of Impact: substantial – influenced all areas of Soviet life – some historians refer to the 'Great Turn' as a second revolution, 'a revolution from above' It was at the core of Stalin's version of socialism, what historians term 'Stalinism'.</p> <p>Outline of Discussion:</p> <p><u>Collectivisation:</u> agricultural reform that sought to centralise, modernise & improve efficiency of agricultural sector of the economy to feed population & fund industrialisation.</p> <p><u>Impact:</u> achieved at great cost to the peasant class & ultimately failed to reach its production objectives. Did ultimately gain control of peasant class for Stalin.</p> <p><u>Industrialisation:</u> an industry policy whereby all aspects of which were rigorously planned by the state for the purpose of modernising and increasing production levels. Objective was to achieve 'true socialism' with achievement of modernisation and strong production levels – these deemed necessary for defence.</p> <p><u>Impact:</u> whilst successful in terms of achieving remarkable production levels and modernisation, achieved a great cost to Soviet workers.</p>
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	<p>Whilst both elements of the ‘Great Turn’ involved terrible impositions upon the Soviet people, the economic initiative provided the necessary industrial might for the Soviet to modernize.</p>
<p>Paragraph 1: Collectivisation</p>	<p>Topic Sentence/s: Reform of the agricultural sector was a critical component to Stalin’s economic reforms. Modernisation of industry could not be achieved without the capital raised from the sale of wheat on foreign markets. Collectivisation would also allow Stalin to gain greater control over the peasant population, an achievement that would secure his leadership & longevity of his regime.</p> <p>Explanation & Evidence: Agricultural reform commenced in 1929, sought to socialise and centralise smaller farms into large collective ones for the purpose of greater efficiency. It was hoped specialised collective farms would share technology and machinery to increase production.</p> <p>Farms collectivised over 4 years – by mid 30s.</p> <p>Two types: state farms (sovkoz); collective farms (kolkoz).</p> <p>Machine tractor stations created: serviced machinery; provided agricultural advice.</p> <p>Both types very profitable for govt. – purchased at low prices; exported or sold back at high prices.</p> <p>Transition sentence: Long time to recover from terror of enforced collectivization e.g. death of 5 million in the Ukraine, 10 years to get back to 1920s production levels.</p>
<p>Paragraph 2: Collectivisation – Impacts</p>	<p>Topic Sentence: Whilst collectivisation gave Stalin the ability to fund the industrialisation component of the ‘Great Turn’, it failed in its primary purpose of increasing productivity to an extent that would adequately feed the Soviet population. Production levels did not reach NEP levels for 10 years. However, collectivisation did finally result in the control of the peasant population.</p> <p>Explanation & Evidence: Provoked significant peasant resistance:</p> <ul style="list-style-type: none"> ▪ Peasants rebelled – 1000s killed by OGPU and Army Units that supported rural officials. ▪ Peasants slaughtered livestock rather than hand them over – 1930 – 1934: 50% of Soviet livestock lost. <p>Dekulakisation – Stalin scapegoated so-called wealthy peasant class (successful during NEP) for resistance to collectivisation). No official death toll</p>

	<p>to Dekulakisation – estimates of 5 to 7 million deaths</p> <p>Famine – disruption of collectivisation & Dekulakisation saw grain production fall (1928 – 74.5 million tons; '34 – 57.3 million tons):</p> <ul style="list-style-type: none"> ▪ Low harvests 1930 - 1932 ▪ Stalin increased quotas of grain to impossible targets – peasants shot if unable to meet quota – officials left nothing with peasants to make quota ▪ Peasant movement restricted by passport. ▪ Famine in Ukraine 1932 to 1933 – known as Holodomor (extermination by hunger) – event has become recognised as a form of genocide – 4.5 to 5 million estimated dead – only admitted publicly in 1980s. ▪ 25000ers – Stalinist volunteers who worked on collective farms to promote Stalinism – heavily resisted by Kulaks. ▪ Stalin able to break the peasant class and secure his leadership/regime. <p>Linking sentence to industrialisation.</p>
<p>Paragraph 3: Industrialisation – Description</p>	<p>Topic Sentence: The increase in industrial production was the primary goal of the 'Great Turn'. The process was to transform the Soviet Union into a modern state capable of competing against the industrial might of other global powers. Also seen by Stalin as a true path to socialism</p> <p>Explanation & Evidence:</p> <p>The implementation of a rigorously state planned industrialisation policy aimed at modernising the Soviet economy that commenced in 1928. Coordinated by Gosplan, and delivered in a series of 5 year plans, the policy had an initial focus on developing heavy industry, and aimed to catch up with Western economies in a decade</p> <p>1st occasion this sought of economic planning had been attempted.</p> <p>Organised by Gosplan (the state planning agency) – <u>every</u> aspect.</p> <p>First Five Year Plan – 1928 (published 1929) – Focus of 1st Plan – heavy industrial development – output projected to increase 180% over 5 years.</p> <p>Planners initially arrested by Stalin for setting the targets too slow -Targets set impossibly high – drive to transform agricultural production.</p> <p>Targets already set unrealistically high – then demanded to be achieved in 4 years! Promoted in propaganda...</p> <p>Despite failure to meet set targets of Gosplan – development was rapid – 1500 plants; 100 new towns; hydro-electric schemes (Dneiper Dam) - in areas with little previous development</p> <p>Second 5 Year Plan – 1933 to 1937 – Focus on heavy industry plus</p>



	<p>communications, transport, chemical industry.</p> <p>Similar objectives to first – targets still not met – development still impressive.</p> <p>By 1937 – total production had trebled over 9 years.</p> <p>Third 5 Year Plan – 1938 to 1942 – support to focus on development of consumer industries – restructured to focus on armament due to growing threat of war – industries moved east of the Urals.</p> <p>Horrors of collectivisation a secret; achievements of industrialisation promoted heavily.</p>
<p>Paragraph 4: Industrialisation – Impacts</p>	<p>Topic Sentence:</p> <p>Explanation & Evidence:</p> <p>Great pressure on workers in face of unrealistic production targets:</p> <ul style="list-style-type: none"> ▪ Loss of freedom – internal passports, more restrictive work practices: long hours, fines for absenteeism, use of propaganda ▪ Factory managers had great power over workers, NKVD agents in factories to ensure labour discipline ▪ Ill health, fatigue, injuries seen as attempts to sabotage plan, rapid urbanisation - Migration of dislocated peasants from countryside to cities – Millions of workers lived in, horrific living conditions: rat infested damp slums, overcrowded tenements, poor provision of amenities ▪ Factory managers under severe pressure, forced to falsify production figures in fear, bribery and corruption rampant <p>Soviet society enveloped by propaganda promoting Industrialisation:</p> <ul style="list-style-type: none"> ▪ Population continually misled on achievements, living standards, use of slave labour ▪ Stakhanov Movement promoted new form of class system – Hero Workers <p>Heavy reliance on slave labour and the Gulag camp system:</p> <ul style="list-style-type: none"> ▪ Millions mobilised on prestigious projects, many of which were failures ▪ Harsh conditions with few tools – heavy manual labour ▪ High death rates – health & safety a low priority ▪ '30s – 8 million in camps ▪ 20% died of hunger, cold, illness, accidents
<p>Conclusion:</p>	<p>Recap discussion; reassert thesis statement. Don't forget worth three marks</p>



Step 5:

Now it's your turn to construct an essay plan for one of the questions below using the example from Step 4, your retrieval chart, websites and textbooks for information.

Ensure that your essay plan outlines at least four paragraphs and uses a clear paragraph structure. Remember the conclusion is as important as the introduction.

Question 2:

Evaluate the impact of the Five Year Plans on Russian society. (2019)

Hint: Don't forget to evaluate is to appraise carefully and with impact you could look at social, political, economic, social/cultural or alternative historical perspectives.

Question 3:

Argue for and against the proposition that: 'Changes in economic circumstances had the greatest impact on Russian society.'

Hint: Don't forget to argue is to make a case, based on appropriate evidence.

Question sourced from:

- Source: School Curriculum and Standards Authority, Modern History Syllabus and Support Materials

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https://seniorsecondary.scsa.wa.edu.au/data/assets/pdf_file/0020/593003/2019_HIM_Written_Examination.PDF

(Date accessed: 23rd March 2020)

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Step 6:

In this activity, you are going to reflect on your essay plan from Step 5, using the SCSA marking key as a guide. Read through the marking key and use it to evaluate your essay plan. What mark do you think you would have achieved?

Link to SCSA Modern History Year 12 Marking Key:

https://seniorsecondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF (Date accessed: 23rd March 2020)

Section Two: Essay–Unit 3

25% (25 Marks)

Marking key for Questions 2–10.

Description	Marks
Thesis introductory paragraph	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
Subtotal	3
Synthesised narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
No evidence of this criterion.	0
Subtotal	4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
Subtotal	6
Supporting evidence	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
Subtotal	9
Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
Subtotal	3
Total	25

Source: School Curriculum and Standards Authority, Modern History, ATAR course examination 2019 Marking Key

https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF



Step 7:
 This activity consists of an example of a Source Analysis. In Steps 8 and 9, you will be asked to create your own source analysis.

Refer to the website below and study the source. Take the time to study the deconstruction of the source in the chart below.

Link to Alpha History website:

<https://alphahistory.com/russianrevolution/lenins-hanging-order-kulaks-1918/>

(Date accessed: 23rd March 2020)

<p>Elements: Identify key features of source</p>	<ul style="list-style-type: none"> • 1918. Telegram from Lenin. Hanging order against Kulaks 	<div style="border: 1px solid black; padding: 20px; width: fit-content; margin: auto;"> <p>INSERT SOURCE – You may want to copy and paste the source here.</p> </div>
<p>Historical context: focus, events detail</p>	<ul style="list-style-type: none"> • Civil war 1918-1920. Requisitioning of grain. Kulaks – wealthy peasants resisting. 	
<p>Author’s perspective: Identify & account Purpose Motive Place Time</p>	<ul style="list-style-type: none"> • Perspective of Lenin • Need to set an example against peasants who were resisting, • Lenin needed compliance so he could get the grain and required a scapegoat i.e. the kulaks • To make an example of peasants so that people wouldn’t resist • Moscow 1918 	

Message	Need to set an example so peasants would give up grain without resistance
Usefulness – strength weakness	<ul style="list-style-type: none">• A source that depicts Lenin advocating terror, written at the time. Gives an insight into Lenin and what he was prepared to do.• Weakness – Only one telegram from Lenin

Step 8:

In this activity you will develop your own Source Analysis. Use the example from Step 7 as a guide.

1. Refer to the following website
Link to Alpha History: <https://alphahistory.com/russianrevolution/kronstadt-sailors-15-point-manifesto-1921/>
2. Refer to the source on the Kronstadt Sailors 15 – Point Manifesto. Deconstruct the source and complete the table below.

Elements: Identify key features of source		<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>INSERT SOURCE – You may want to copy and paste the source here.</p> </div>
Historical Context: focus, events detail		
Author’s Perspective: Identify & account Purpose Motive Place Time		
Message		
Usefulness – strength weakness		

Step 9:

This activity asks you to complete another Source Analysis. Find a source from a website related to an economic initiative such as war communism, new economic policy, collectivisation or industrialisation. You may also wish to use old exam papers.

Complete the chart below, based on your chosen source:

<p>Elements: Identify key features of source</p>		<div data-bbox="1581 738 1830 1066" style="border: 1px solid black; padding: 10px; margin: 20px auto; width: fit-content;"> <p>INSERT SOURCE – You may want to copy and paste the source here.</p> </div>
<p>Historical context: focus, events detail</p>		
<p>Author’s perspective: Identify & account Purpose Motive Place Time</p>		
<p>Message</p>		
<p>Usefulness – strength weakness</p>		

Step 10:
Use your chosen source from Step 9 and respond to the question.

Question:

Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or events that lead to the focus of the source.	1
Provide specific details for the focus of the source: dates/events/people place/ideas.	1
Total	3

Markers' notes: This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.

Source: School Curriculum and Standards Authority, Modern History, ATAR course examination 2019 Marking Key https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF

Response:

Step 11:
View the video and note the key information.

Video Viewing: The Soviet Union’s Forgotten Famines

Link to YouTube Video: <https://www.youtube.com/watch?v=NJ4L8JEILNE>

(Date accessed: 23rd March 2020)

Name and date of video:

Key information:

Perspective: (Whose perspective)

Purpose:

Bias:

Well done! You have now completed your first package. Keep this for Semester 1 and WACE Exam revision.