Katie Allen

Ed. Tech.

Inquiry Lesson

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**What were the causes of the Russian Revolution?**

Context: This lesson is for 9th graders in a World History 2 class. World History 2 is an introduction to the latter half of world history, 1500 to present. This lesson addresses all of the key topics that need to be covered for the SOL on the Russian Revolution, through the use of an Inquiry based lesson. Students will read and analyze primary sources to come up with and support the causes of the Russian Revolution This lesson will be taught, as students are finishing up a unit on World War I.

Topic: An in depth look at the causes and outcomes of the Russian Revolution

Length: 90 minutes, or one full period on block scheduling

Overview: The beginnings of the Russian Revolution started in 1905, when disgruntled workers started striking against long work hours, poor conditions, low wages, and a very unpopular war with Japan. When Russia lost to Japan and then quickly got involved in World War I the Russian people were very unhappy. Czar Nicholas II did very little to improve the lives of his people, and soon radical political parties, namely the Bolsheviks, were formed and started pushing for more involvement in the government. Nicholas soon abdicated his throne and was imprisoned until his execution in 1918. With the monarchy completely gone the Bolsheviks under Vladimir Lenin took control, and soon became the Communist Party, who would control Russia for decades.

An Inquiry lesson will work very well for this lesson because there are multiple different causes for the Russian Revolution. After students become familiar with the Russian Revolution students will be shown a “hook” picture and will be asked to share what they see with people in their small groups. After discussing this picture students will be given their first data sets, comprised of pictures, newspaper articles, maps, and first hand accounts. The first piece of data will be analyzed as a class so that students will have an idea of what they are suppose to be doing with the data sets. Then students will continue to analyze the rest of the data sets with their groups and hypothesize what they believe are the causes of the Russian Revolution. After completing the inquiry activity we will go over the four main causes of the Revolution according to the SOLs, as well as, the effects of the Revolution.

Instructional Model: This lesson will utilize the inquiry lesson method. This strategy requires students to employ previous knowledge and analyzing provided documents to form their own ideas and hypotheses about why something has happened, in this case what the causes of the Russian Revolution were. To get students engaged a “hook” picture is shown to get them thinking about a given topic. Then students discuss what they see and what they believe is occurring. Once several hypotheses are formed students are provided with primary sources to analyze. Students use the primary sources to support, refute, or alter their hypotheses. Students will do this with multiple sources and ultimately conclude with students deciding what causes were the most influential. This lesson allows students to work with primary sources, practice analyzing things and ideas from the past, and ultimately forming their own ideas about what were the major causes of the Russian Revolution. As previously mentioned this topic is perfect for an inquiry lesson because there are multiple and competing reasons for the Revolution.

Objectives:

**Intellectual**

\*Students will be able to read and interpret primary and secondary sources, as well as maps and images. (WHII.1)

\*Students will be able to use the above sources to support their hypotheses

\*Students will be able to list and explain the causes and effects of the Russian Revolution.

\*Students will be able to write a paragraph or two listing the causes of the Russian Revolution and support these with information they find in the sources provided.

**Academic**

\*Students will be able to identify and describe who or what a/the czar, Mensheviks, Bolsheviks, Communist Party, Red Army, and Vladimir Lenin are. (WHII.10c)

\*Students will be able to describe the effects the Bolsheviks, Communist Party, and Vladimir Lenin had on the Russian Revolution and the outcomes. (WHII.10c)

\*Students will be able to understand how the Russo-Japanese War and World War I played a major role in the start of the Russian Revolution.

\*Students will be able to list and explain the top 4 causes of the Russian Revolution and the top 4 effects. (WHII.10c)

Assessment: Students will be given two note sheets to aid in their learning of this material. Since they are freshman and still working on note taking skills students will be given a guided note sheet, for the lecture on the Russian Revolution. While lecturing I will be walking around to make sure students are writing down notes so that they have the important information for their unit test and for the SOL. Next I will be giving students a note sheet to fill in and guide them in what to look for while reading and interpreting the data sets. I will be collecting these sheets to ensure that students not only understood the information they read, but also to make sure that they were able to connect the sources to one of the causes of the Revolution and use logical reasoning to defend that reason. I will also use this time to talk to students and comment on their participation, or lack there of. Finally, the last ten minutes of class will be set aside for a formal assessment. Students will be asked to either write a newspaper editorial or draw a political cartoon describing/drawing and supporting the 4 major causes of the Russia Revolution.

Journal question: Pretend it is October of 1920 and the Revolution is finally over and the Communist Party has officially taken over. You are a student who has just finished analyzing the four major causes of the Russian Revolution in a short editorial, or if you like you can draw a political cartoon, list the four causes of the Russian Revolution, from most important to least important, in your opinion. Once you have listed/or drawn the four causes, defend why you listed them the way you did using the evidence you found while examining the document sets.

Content and Instructional Strategies:

*Preparation*

1. Have copies of both note sheets and the data sets ready and on the table to pick up when students walk in.

2. Have **PowerPoint** up with instructions for students to get their journals but to set them aside for the time being.

*Background (20 minutes)*

1. When students walk into the room **the PowerPoint presentation (*VIEW PRESENTATION*)** will be up informing the students to pick up their journals and write “no journal,” as well as students to start reading over the copy of the timeline they picked up.

2. Students will have no background on the Russian Revolution so the first 20 minutes of class will be devoted to teaching the students the whats, whose, hows, and when of the Revolution. **This will be done through the use of the timeline webpage dipity.com. (*TAKE NOTES & SEQUENCE INFORMATION)* If this site does not work for some reason I have a backup PowerPoint with the same information (*VIEW PRESENTATION)***

*Engagement in the Inquiry (8 minutes)*

1. Students will be shown a picture from the Russian Revolution and will be asked what they see, what they think is going on etc. They will write this information on the sheet provided to them at the beginning of class. ***(VIEW IMAGE)***

2. Students will then be broken up into small groups and will discuss their thoughts and ideas on the hook picture. (***DISCUSS)***

*Elicit Hypotheses (6 Minutes)*

1. Using information from the lecture and the hook picture students will establish Hypotheses individually, and note these on the sheet provided. ***(CONSIDER EVIDENCE)***

2. Students will then discuss within their groups what they believe are the causes of the Russian Revolution. ***(DISCUSS)***

3. Students from every group will share their Hypothesis with the class and **I will use the interwrite pad to write these on the appropriate PowerPoint slide. *(DISCUSS)*** If the interwrite does not work then information can be written on the whiteboard.

*Data Gathering and Processing (25 minutes)*

1. Students will be given a copy of the first data set.

2. As a whole class we will analyze the first document together. **The chart that will be used by the students will be projected on the board through the PowerPoint and the interwrite to model what the students are suppose to be doing as they go through the data sets.** We will look at what the document is, which hypothesis we think it could support, if it makes us want to change any of our hypotheses, or if it makes us want to create a new hypothesis. ***(DISCUSS, VIEW IMAGES, ENGAGE IN DATA-BASED INQUIRY, & TAKE NOTES)***

3. Students will spend about 7/8 minutes with each of the data sets and will fill in their chart. When the 7/8 minutes is up students will be given the next data set, until all sets have been examined. ***(DISCUSS AND ENGAGE IN DATA-BASED INQUIRY)***

*Revise Hypothesis (3 Minutes)*

1. Students will come back as a whole group and discuss if there are any changes they want to make to any of their hypothesis or if they have developed any new hypotheses. ***(DISCUSS)***

*Conclusion (15 minutes)*

1. Five minutes will be spent giving students a list of the four main causes and effects of the Russian Revolution according to the SOL standards. ***(TAKE NOTES)***

2. Students will have the last 10 minutes to write an editorial for a local paper. In this editorial the students must list the four causes of the Russian Revolution, from most important to least important, in their opinion. Students will need to defend their opinions through the use of the evidence they found while participating in the inquiry lesson. OR students can do the same assignment, but rather then writing an editorial they can create a political cartoon. ***(CREATE A NEWSPAPER/NEWS MAGAZINE OR DRAW A CARTOON)***

Resources:

**1. PowerPoint**

**2. Computer, cables, and projector**

**3. Interwrite pad**

4. Data sets and student handouts

Differentiation: The data sets are comprised of multiple types of sources to reach all kinds of learners. Pictures, newspaper articles, and maps are all used to reach visual learners, lower reading ability, etc. A chart will also be provided to every student to aid them in determining the important information in the readings, pictures, and maps. Also while planning this lesson I asked my CT if there were 6 students that really stood out to her, these students will be the “leaders,” of the pre-assigned groups, and will assist other students who may struggle. Also one of the benefits to group work is that it gets students involved and they can help one another. Finally, this lesson incorporates individual and group work so students have opportunities to work in a way that works best for them.

Adaptations: There are many ways that this lesson could be adapted for students with IEPs or 504 plans. Students with lower reading abilities could be given data sets with more pictures first so that they feel more comfortable with what is expected of them. Students with lower reading levels could also be provided with a more in-depth chart that better scaffolds the reading materials, definitions of difficult terms could be listed on the data set, also texts could be read allowed if necessary. If students are struggling with the sources more teacher assistance could be provided to help them understand the different sources and how to analyze them. Finally, if students find the sources to easy more difficult sources could be handed out.

Hook Picture: