

Poster of Russian soldier with flag,
by N. Tyrkurr

Temple of Heaven, Beijing, China

Revolutions in Russia

MAIN IDEA

REVOLUTION Long-term social unrest in Russia exploded in revolution, and ushered in the first Communist government.

WHY IT MATTERS NOW

The Communist Party controlled the Soviet Union until the country's breakup in 1991.

TERMS & NAMES

- proletariat
- Bolsheviks
- Lenin
- Rasputin
- provisional government
- soviet
- Communist Party
- Joseph Stalin

SETTING THE STAGE The Russian Revolution was like a firecracker with a very long fuse. The explosion came in 1917, yet the fuse had been burning for nearly a century. The cruel, oppressive rule of most 19th-century czars caused widespread social unrest for decades. Army officers revolted in 1825. Secret revolutionary groups plotted to overthrow the government. In 1881, revolutionaries angry over the slow pace of political change assassinated the reform-minded czar, Alexander II. Russia was heading toward a full-scale revolution.

Czars Resist Change

In 1881, Alexander III succeeded his father, Alexander II, and halted all reforms in Russia. Like his grandfather Nicholas I, Alexander III clung to the principles of autocracy, a form of government in which he had total power. Anyone who questioned the absolute authority of the czar, worshiped outside the Russian Orthodox Church, or spoke a language other than Russian was labeled dangerous.

Czars Continue Autocratic Rule To wipe out revolutionaries, Alexander III used harsh measures. He imposed strict censorship codes on published materials and written documents, including private letters. His secret police carefully watched both secondary schools and universities. Teachers had to send detailed reports on every student. Political prisoners were sent to Siberia, a remote region of eastern Russia.

To establish a uniform Russian culture, Alexander III oppressed other national groups within Russia. He made Russian the official language of the empire and forbade the use of minority languages, such as Polish, in schools. Alexander made Jews the target of persecution. A wave of pogroms—organized violence against Jews—broke out in many parts of Russia. Police and soldiers stood by and watched Russian citizens loot and destroy Jewish homes, stores, and synagogues.

When Nicholas II became czar in 1894, he continued the tradition of Russian autocracy. Unfortunately, it blinded him to the changing conditions of his times.

► Alexander III turned Russia into a police state, teeming with spies and informers.



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CALIFORNIA STANDARDS

10.3.6 Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

10.5.3 Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.

10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

10.7.1 Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).

10.7.2 Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).

10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

TAKING NOTES

Following Chronological Order Create a time line to show major events in the changing of Russian government.

1894 1922

OBJECTIVES

- Describe the autocratic methods of Alexander III and the economic changes under Nicholas II.
- Explain the crises that paved the way for the March Revolution and the end of czarist rule.
- Summarize the Bolshevik Revolution and its outcome.
- Explain Lenin's reforms and Stalin's rise.

1 FOCUS & MOTIVATE

Ask students what the terms *Red Army*, *Lenin*, and *communism* bring to mind, and ask them to describe in detail any relevant symbols and images.

2 INSTRUCT

Czars Resist Change

10.7.1

Critical Thinking

- Under Alexander III, what behavior would result in arrest as a political prisoner? (*questioning czar, practicing a foreign religion, not speaking Russian*)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L62
- California Modified Lesson Plans for English Learners, p. 119
- California Daily Standards Practice Transparencies, TT54
- California Standards Enrichment Workbook, pp. 43–44, 59–60, 69–70, 73–74, 75–76, 77–78
- California Standards Planner and Lesson Plans, p. L115
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 24
- Skillbuilder Practice, p. 29
- History Makers: Vladimir Lenin, p. 40

Formal Assessment

- Section Quiz, p. 242

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 110
- Skillbuilder Practice, p. 114

Reading Study Guide (Spanish), p. 147

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 24
- Building Vocabulary, p. 28
- Skillbuilder Practice, p. 29
- Reteaching Activity, p. 43

Reading Study Guide, p. 147

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: from Bloody Sunday, p. 32

Electronic Library of Primary Sources

- from *Ten Days That Shook the World*

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Voices from the Past Audio CD

Power Presentations CD-ROM

World Art and Cultures Transparencies

- AT65 *Friendship of the People*

Electronic Library of Primary Sources

- from *Ten Days That Shook the World*

classzone.com

Russia Industrializes

10.3.6; 10.6.3

Critical Thinking

- What similarities do you find between the revolutionary movement in Russia and the socioeconomic situations in Latin America, Mexico, and China? (*a harsh ruling class oppressing a lower class of workers and peasants*)
- What measures were taken to make Russia more competitive with Europe and the U.S.? (*taxes raised, investments by foreigners encouraged, railroad built, agricultural reforms*)

History Makers

Lenin

Before Lenin's triumphant return to Russia in 1917, he lived in Geneva, Switzerland, where he earned a meager income as a newspaper publisher and a journalist.

In-Depth Resources: Unit 4

- History Makers: Vladimir Lenin, p. 40

Crises at Home and Abroad

10.7.1; 10.5.3; 10.6.3

Critical Thinking

- What do you know about the outcome of the Russo-Japanese War? (*from Ch. 12—Russia's fleet destroyed; Russia forced out of Korea and Manchuria*)
- Why did entering World War I prove devastating for Nicholas? (*military failed; government fell*)

In-Depth Resources: Unit 4

- Primary Source: from Bloody Sunday, p. 32

Russia Industrializes

Rapid industrialization changed the face of the Russian economy. The number of factories more than doubled between 1863 and 1900. Still, Russia lagged behind the industrial nations of western Europe. In the 1890s, Nicholas's most capable minister launched a program to move the country forward. To finance the buildup of Russian industries, the government sought foreign investors and raised taxes. These steps boosted the growth of heavy industry, particularly steel. By around 1900, Russia had become the world's fourth-ranking producer of steel. Only the United States, Germany, and Great Britain produced more steel.

With the help of British and French investors, work began on the world's longest continuous rail line—the Trans-Siberian Railway. Begun in 1891, the railway was not completed until 1916. It connected European Russia in the west with Russian ports on the Pacific Ocean in the east.

The Revolutionary Movement Grows Rapid industrialization stirred discontent among the people of Russia. The growth of factories brought new problems, such as grueling working conditions, miserably low wages, and child labor. The government outlawed trade unions. To try to improve their lives, workers unhappy with their low standard of living and lack of political power organized strikes.

As a result of all of these factors, several revolutionary movements began to grow and compete for power. A group that followed the views of Karl Marx successfully established a following in Russia. The Marxist revolutionaries believed that the industrial class of workers would overthrow the czar. These workers would then form “a dictatorship of the proletariat.” This meant that the **proletariat**—the workers—would rule the country.

In 1903, Russian Marxists split into two groups over revolutionary tactics. The more moderate Mensheviks (MEHN•shuh•vihks) wanted a broad base of popular support for the revolution. The more radical **Bolsheviks** (BOHL•shuh•vihks) supported a small number of committed revolutionaries willing to sacrifice everything for change.

The major leader of the Bolsheviks was Vladimir Ilyich Ulyanov (ool•YAH•nuhf). He adopted the name of **Lenin**. He had an engaging personality and was an excellent organizer. He was also ruthless. These traits would ultimately help him gain command of the Bolsheviks. In the early 1900s, Lenin fled to western Europe to avoid arrest by the czarist regime. From there he maintained contact with other Bolsheviks. Lenin then waited until he could safely return to Russia.

Crises at Home and Abroad

The revolutionaries would not have to wait long to realize their visions. Between 1904 and 1917, Russia faced a series of crises. These events showed the czar's weakness and paved the way for revolution.

The Russo-Japanese War In the late 1800s, Russia and Japan competed for control of Korea and Manchuria. The two nations signed a series of agreements over the territories,

Vocabulary
minister: person in charge of an area of government, such as finance


MAIN IDEA

Analyzing Causes

Why did industrialization in Russia lead to unrest?

A. Possible Answer because felt factory workers exploited and resented their lack of political power

History Makers



V. I. Lenin
1870–1924

In 1887, when he was 17, Lenin's brother, Alexander, was hanged for plotting to kill the czar. Legend has it that this event turned Lenin into a revolutionary.

Though Alexander's execution influenced Lenin, he already harbored ill feelings against the government. By the early 1900s, he planned to overthrow the czar. After the revolution in 1917, Russians revered him as the “Father of the Revolution.”

Following Lenin's death in 1924, the government placed his tomb in Red Square in Moscow. His preserved body, encased in a bulletproof, glass-topped coffin, is still on display. Many Russians today, though, favor moving Lenin's corpse away from public view.

INTEGRATED TECHNOLOGY
RESEARCH LINKS For more on V. I. Lenin, go to classzone.com

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SKILLBUILDER PRACTICE: ANALYZING CAUSES AND RECOGNIZING EFFECTS

Analyzing Causes of Unrest in Russia

Class Time 15 minutes

Task Analyzing causes of unrest in industrialized Russia

Purpose To clarify the political crises in Russia

Instructions Tell students that analyzing causes is the skill historians use to investigate *why* events in the past happened the way they did. Historical events often stem from multiple causes. Analyzing causes helps historians see how a series of events are related.

To answer the question, “Why did industrialization in Russia lead to unrest?” suggest that students reread the

text on this page. Then have them create a multiple-causes chart like this one.

Causes	Effects
<ul style="list-style-type: none"> • Terrible working conditions in factories • Miserably low wages • Child labor • Huge gap between rich and poor 	<ul style="list-style-type: none"> • Social unrest • Labor strikes • Revolutionary activity

SKILLBUILDER PRACTICE Analyzing Causes

Passage A The czar is that the... revolution was begun there...
Passage B The rising cost of living and the food riots could...
Passage C The czar is that the... revolution was begun there...

What were three causes of the March Revolution?

Economic	
Political	
Other	

In-Depth Resources: Unit 4

but Russia broke them. Japan retaliated by attacking the Russians at Port Arthur, Manchuria, in February 1904. News of repeated Russian losses sparked unrest at home and led to a revolt in the midst of the war.

Bloody Sunday: The Revolution of 1905

On January 22, 1905, about 200,000 workers and their families approached the czar's Winter Palace in St. Petersburg. They carried a petition asking for better working conditions, more personal freedom, and an elected national legislature. Nicholas II's generals ordered soldiers to fire on the crowd. More than 1,000 were wounded and several hundred were killed. Russians quickly named the event "Bloody Sunday."

Bloody Sunday provoked a wave of strikes and violence that spread across the country. In October 1905, Nicholas reluctantly promised more freedom. He approved the creation of the Duma (DOO•muh)—Russia's first parliament. The first Duma met in May 1906. Its leaders were moderates who wanted Russia to become a constitutional monarchy similar to Britain. But because he was hesitant to share his power, the czar dissolved the Duma after ten weeks.

World War I: The Final Blow In 1914, Nicholas II made the fateful decision to drag Russia into World War I. Russia was unprepared to handle the military and economic costs. Its weak generals and poorly equipped troops were no match for the German army. German machine guns mowed down advancing Russians by the thousands. Defeat followed defeat. Before a year had passed, more than 4 million Russian soldiers had been killed, wounded, or taken prisoner. As in the Russo-Japanese War, Russia's involvement in World War I revealed the weaknesses of czarist rule and military leadership.

In 1915, Nicholas moved his headquarters to the war front. From there, he hoped to rally his discouraged troops to victory. His wife, Czarina Alexandra, ran the government while he was away. She ignored the czar's chief advisers. Instead, she fell under the influence of the mysterious **Rasputin** (ras•PYOO•tihñ). A self-described "holy man," he claimed to have magical healing powers.

Nicholas and Alexandra's son, Alexis, suffered from hemophilia, a life-threatening disease. Rasputin seemed to ease the boy's symptoms. To show her gratitude, Alexandra allowed Rasputin to make key political decisions. He opposed reform measures and obtained powerful positions for his friends. In 1916, a group of nobles murdered Rasputin. They feared his increasing role in government affairs.

Meanwhile, on the war front Russian soldiers mutinied, deserted, or ignored orders. On the home front, food and fuel supplies were dwindling. Prices were wildly inflated. People from all classes were clamoring for change and an end to the war. Neither Nicholas nor Alexandra proved capable of tackling these enormous problems.

The March Revolution

In March 1917, women textile workers in Petrograd led a citywide strike. In the next five days, riots flared up over shortages of bread and fuel. Nearly 200,000 workers swarmed the streets shouting, "Down with the autocracy!" and "Down with the war!" At first the soldiers obeyed orders to shoot the rioters but later sided with them.

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▲ Soldiers fired on unarmed workers demonstrating at the czar's Winter Palace on "Bloody Sunday."

More About . . .

Rasputin

In December 1916, a small group of young aristocrats plotted Rasputin's assassination. They lured him to a mansion and fed him poisoned cakes. The poison apparently had no effect on Rasputin's extraordinary strength. The conspirators then shot him several times. Assuming he was finally dead, they threw him into the Neva River. When his body was discovered three days later, doctors confirmed the cause of his death was not poison or bullet wounds but drowning.

The March Revolution

10.7.1; 10.6.3

Critical Thinking

- How might the results of the March Revolution have been different if soldiers had not sided with the rioters? (*The general uprising leading to Nicholas's defeat may have been prevented.*)
- Why did the Germans help Lenin return to Russia? (*They believed Lenin's protests would weaken the Russian front and help Germany win.*)

Vocabulary

constitutional monarchy: a form of government in which a single ruler heads the state and shares authority with elected lawmakers

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Clarifying Key Events

Class Time 15 minutes

Task Creating newspaper headlines

Purpose To summarize key events

Instructions After students finish reading the section labeled "Crises at Home and Abroad," ask them to work in pairs to create newspaper headlines that summarize significant events. Encourage students to mimic the style and tone of newspaper headlines as much as possible. Ask students to read some sample headlines and note characteristics, such as brevity, shock value, and strong verbs.

Have pairs trade charts with each other and use the textbook to write two or three lines of detail about each headline. Then ask volunteers to read their headlines aloud.

Students might use this activity to sort out main ideas in passages where several events are discussed or chronology is difficult to follow, such as "The March Revolution."

<i>Date</i>	<i>Headline</i>
February 1904	Russians Fall to Japan at Port Arthur
January 22, 1905	Peaceful Protest Turns Deadly: 1,000 Dead
1914	Russia Enters the War
1916	Mystery Man Murdered
March 1917	Women of Petrograd Lead City in Strike

The Bolshevik Revolution

10.7.1; 10.7.3

Critical Thinking

- What were the results of the destruction of existing social and political structures in Russia? (*chaos, civil war*)
- What might have resulted from turning factories and farmland over to the workers? (*satisfaction because workers no longer oppressed; chaos because workers were disorganized*)

Electronic Library of Primary Sources

- from *Ten Days That Shook the World*

History from Visuals

Interpreting the Map

Have students point out each element of the map key on the map.

Extension Ask students to speculate why the civil war was fought mainly in western Russia. (*Possible Answer: That area contained many of the major cities and important military and administrative centers, along with the majority of Russia’s population.*)

INTEGRATED TECHNOLOGY

Interactive This map is available in an interactive format on the eEdition.

SKILLBUILDER Answers

1. **Region** about 100 miles south of Barents Sea to the northern coast of the Caspian Sea (north to south); Yekaterinburg to the Latvian border (east to west)
2. **Region** Finland, Poland, Latvia, Estonia, Lithuania, and the Ukraine

The Czar Steps Down The local protest exploded into a general uprising—the March Revolution. It forced Czar Nicholas II to abdicate his throne. A year later revolutionaries executed Nicholas and his family. The three-century czarist rule of the Romanovs finally collapsed. The March Revolution succeeded in bringing down the czar. Yet it failed to set up a strong government to replace his regime.

Leaders of the Duma established a **provisional government**, or temporary government. Alexander Kerensky headed it. His decision to continue fighting in World War I cost him the support of both soldiers and civilians. As the war dragged on, conditions inside Russia worsened. Angry peasants demanded land. City workers grew more radical. Socialist revolutionaries, competing for power, formed soviets. **Soviets** were local councils consisting of workers, peasants, and soldiers. In many cities, the soviets had more influence than the provisional government.

Lenin Returns to Russia The Germans believed that Lenin and his Bolshevik supporters would stir unrest in Russia and hurt the Russian war effort against Germany. They arranged Lenin’s return to Russia after many years of exile. Traveling in a sealed railway boxcar, Lenin reached Petrograd in April 1917.

B. Answer Russians lost their faith in the provisional government and felt no better off than when they were under the czar.

MAIN IDEA

Making Inferences

Why did Kerensky’s decision to continue fighting the war cost him the support of the Russian people?

The Bolshevik Revolution

Lenin and the Bolsheviks soon gained control of the Petrograd soviet, as well as the soviets in other major Russian cities. By the fall of 1917, people in the cities were rallying to the call, “All power to the soviets.” Lenin’s slogan—“Peace, Land, and Bread”—gained widespread appeal. Lenin decided to take action.

The Provisional Government Topples In November 1917, without warning, armed factory workers stormed the Winter Palace in Petrograd. Calling themselves



GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** What was the extent (north to south, east to west) of the Bolshevik territory in 1919?
2. **Region** Which European countries had territory that was no longer within Russian boundaries because of the Brest-Litovsk treaty?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Learning from Literature: Doctor Zhivago

Class Time 30 minutes

Task Reading and viewing excerpts from *Doctor Zhivago*

Purpose To understand the effects of the Bolshevik Revolution on the Russian people

Instructions Boris Pasternak’s widely acclaimed novel, *Doctor Zhivago*, is the story of a wealthy family caught up in the civil war that followed the Bolshevik Revolution of 1917. In the opening pages of the novel, the title character reflects on the sweeping changes that have occurred. “He could remember a time in his early childhood when a large number of things

were still known by his family name. There was a Zhivago factory, a Zhivago bank, Zhivago buildings, a Zhivago necktie pin, even a Zhivago cake. . . . And then suddenly all that was gone. They were poor.”

Have students form small groups and read the three paragraphs under the head “Civil War Rages in Russia,” page 437 of this textbook. Based on what they know about the effect of the civil war, ask students to discuss why they think the Zhivago family lost their wealth. You may wish to show excerpts from the film *Doctor Zhivago* to reinforce the turmoil of the revolution.

the Bolshevik Red Guards, they took over government offices and arrested the leaders of the provisional government. Kerensky and his colleagues disappeared almost as quickly as the czarist regime they had replaced.

Bolsheviks in Power Within days after the Bolshevik takeover, Lenin ordered that all farmland be distributed among the peasants. Lenin and the Bolsheviks gave control of factories to the workers. The Bolshevik government also signed a truce with Germany to stop all fighting and began peace talks.

In March 1918, Russia and Germany signed the Treaty of Brest-Litovsk. Russia surrendered a large part of its territory to Germany and its allies. The humiliating terms of this treaty triggered widespread anger among many Russians. They objected to the Bolsheviks and their policies and to the murder of the royal family.

Civil War Rages in Russia The Bolsheviks now faced a new challenge—stamping out their enemies at home. Their opponents formed the White Army. The White Army was made up of very different groups. There were those groups who supported the return to rule by the czar, others who wanted democratic government, and even socialists who opposed Lenin’s style of socialism. Only the desire to defeat the Bolsheviks united the White Army. The groups barely cooperated with each other. At one point there were three White Armies fighting against the Bolsheviks’ Red Army.

The revolutionary leader, Leon Trotsky, expertly commanded the Bolshevik Red Army. From 1918 to 1920, civil war raged in Russia. Several Western nations, including the United States, sent military aid and forces to Russia to help the White Army. However, they were of little help.



▲ Red Army forces were victorious in the two-year civil war against the White Army.

More About . . .

Leon Trotsky

Born Lev (or Leon) Davidovich Bronstein in 1879, Trotsky was converted to revolutionary socialism at a young age. After serving time in Siberia for revolutionary activity, he took the name Trotsky. Later he brought superb talent and organizational ability to the Bolshevik cause. Following the Bolshevik takeover in November 1917, Trotsky became commissar for foreign affairs.

History from Visuals

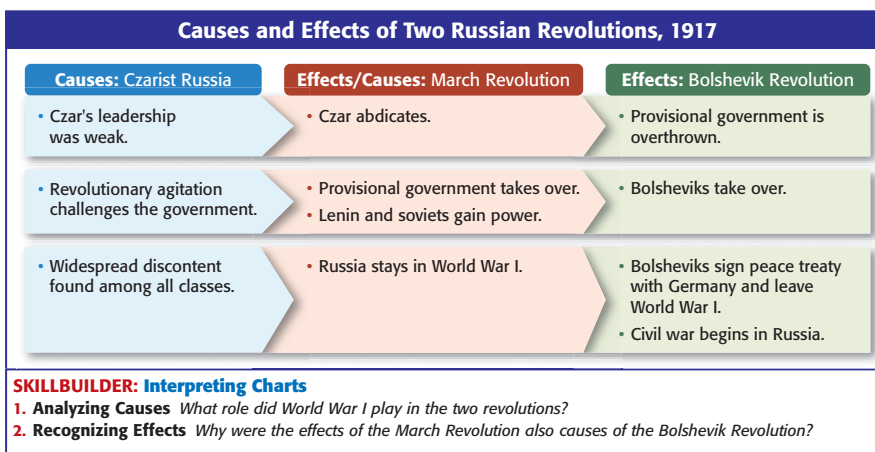
Interpreting the Chart

Point out that the causes begin with Czarist Russia in the left column, the effects of which are listed in the center column under “March Revolution.” Those effects in turn become some of the causes of the Bolshevik Revolution.

Extension Ask students to choose one of the causes on the chart and write a paragraph explaining how it helped bring on the revolution.

SKILLBUILDER Answers

1. **Analyzing Causes** The widespread discontent about participation in the war forced out the czar and the provisional government and caused a civil war.
2. **Recognizing Effects** The problems of weak leadership and widespread discontent were not solved by the March Revolution.



DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Researching the Origins of the Russian Revolution

Class Time 45 minutes

Task Writing a short essay using original research

Purpose To analyze the origins of the Russian Communist movement

Instructions Ask students to consider the origins of the Bolshevik movement and to analyze the reaction of other countries, particularly the United States. Students should then write a one- to two-page essay about the origins of the Russian Revolution.

Offer these questions as consideration for research:

- How did the Bolshevik movement begin?
- What was the goal of the Red Army?
- What role did Marxism play in the revolution?
- What role did the soviets (local councils) play in the establishment of the USSR?
- Why did the United States support the White Army in 1918–1920, instead of siding with the Red Army?

For an in-depth look at the issues, have students read the material on Vladimir Lenin in In-Depth Resources: Unit 4.

14 HISTORYmaker Vladimir Lenin Russian Revolution

There is no other man who is depicted by the revolutionaries better than this one who has no other thought but the thought of revolution, and who even today is regarded as one of the greatest of all men.

Lenin was one of the country's most important leaders. He organized and led the Bolsheviks in a revolution that put his country on a different path to the world.

In 1917, Lenin was elected by two thousand people to help lead the second revolution. He and other leaders of the Bolshevik Party, the Labor Party, and the Socialists formed the Provisional Government. Lenin did not want to be part of the government. He wanted to see the revolution through to the end. He believed that the revolution would only succeed if it was led by the workers and peasants. Lenin was elected to lead the revolution. He was elected to lead the revolution. He was elected to lead the revolution.

In the revolution, the Russian people and their leaders in March 1917 brought an end to the czarist regime and the Provisional Government. They were the first to bring about a new government. Lenin was elected to lead the revolution. He was elected to lead the revolution. He was elected to lead the revolution.

Lenin accepted the new temporary government but he did not want to be part of it. He wanted to see the revolution through to the end. He believed that the revolution would only succeed if it was led by the workers and peasants. Lenin was elected to lead the revolution. He was elected to lead the revolution. He was elected to lead the revolution.

On November 7, 1917, the Bolsheviks overthrew the Provisional Government. Lenin was elected to lead the revolution. He was elected to lead the revolution. He was elected to lead the revolution.

With power came the question of how to run the country. The country was now in the hands of the workers and peasants. Lenin was elected to lead the revolution. He was elected to lead the revolution. He was elected to lead the revolution.

Questions
 1. **Describing Connections** What is the danger of a revolution that is not led by the workers and peasants?
 2. **Describing Connections** How did the Provisional Government fail to lead the revolution?
 3. **Describing Connections** How did the Provisional Government fail to lead the revolution?

40 UNIT 4, CHAPTER 14

In-Depth Resources: Unit 4

Lenin Restores Order
10.7.1

Critical Thinking

- Why was Lenin’s NEP a surprising step, considering Russia’s history? (*Russia’s czars did not allow free trade.*)
- How did Lenin’s Communist Party stray from Marx’s original concept of communism? (*The Party became a dictatorship—one person in charge—instead of leadership by the people or proletariat.*)

Analyzing Key Concepts

Communism

Introduce communism to students as a key to understanding Russian history after 1917. Communism was based on achieving equality through uniform distribution of food and products, not on the potential of each citizen to compete and earn. These ideals quickly broke down. Those who championed this social system fell victim to the desire for control and absolute power themselves. In the end, the people who were to be helped by the system suffered under the oppression of dictatorial rule.

SKILLBUILDER Answer

Comparing and Contrasting Lenin included the peasants in the proletariat, used professional revolutionaries, and wanted a strong central government.

Russia’s civil war proved far more deadly than the earlier revolutions. Around 14 million Russians died in the three-year struggle and in the famine that followed. The destruction and loss of life from fighting, hunger, and a worldwide flu epidemic left Russia in chaos. In the end, the Red Army crushed all opposition. The victory showed that the Bolsheviks were able both to seize power and to maintain it.

Comparing World Revolutions In its immediate and long-term effects, the Russian Revolution was more like the French Revolution than the American Revolution. The American Revolution expanded English political ideas into a constitutional government that built on many existing structures. In contrast, both the French and Russian revolutions attempted to destroy existing social and political structures. Revolutionaries in France and Russia used violence and terror to control people. France became a constitutional monarchy for a time, but the Russian Revolution established a state-controlled society that lasted for decades.

Lenin Restores Order

War and revolution destroyed the Russian economy. Trade was at a standstill. Industrial production dropped, and many skilled workers fled to other countries. Lenin turned to reviving the economy and restructuring the government.

New Economic Policy In March 1921, Lenin temporarily put aside his plan for a state-controlled economy. Instead, he resorted to a small-scale version of capitalism called the New Economic Policy (NEP). The reforms under the NEP allowed peasants to sell their surplus crops instead of turning them over to the government. The government kept control of major industries, banks, and means of communication, but it let some small factories, businesses, and farms operate under private ownership. The government also encouraged foreign investment.

MAIN IDEA

Identifying Problems

What problems did Lenin and the Bolsheviks face after the revolution?

C. Answer Russia’s involvement in World War I, social unrest, political opponents, civil war, famine

Analyzing Key Concepts

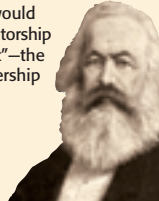
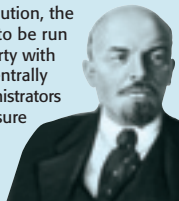
Communism

Communism is a political and economic system of organization. In theory, property is owned by the community and all citizens share in the common wealth according to their need. In practice, this was difficult to achieve.

German philosopher Karl Marx saw communism as the end result of an essential historical process. Russian revolutionary Vladimir Lenin built on Marx’s theories and sought ways of applying those theories. Ultimately, however, Lenin’s communist state—the Union of Soviet Socialist Republics (USSR)—became a one-party, totalitarian system. This chart compares how Marx and Lenin viewed communism.

SKILLBUILDER: Interpreting Charts
Comparing and Contrasting How did Lenin’s ideas about communism differ from those of Marx?

Evolution of Communist Thought

Marx	Lenin
<ul style="list-style-type: none"> • History was the story of class struggle. 	<ul style="list-style-type: none"> • History was the story of class struggle.
<ul style="list-style-type: none"> • The struggle Marx saw was between capitalists and the proletariat, or the workers. 	<ul style="list-style-type: none"> • The struggle Lenin saw was capitalists against the proletariat and the peasants.
<ul style="list-style-type: none"> • The proletariat’s numbers would become so great and their condition so poor that a spontaneous revolution would occur. 	<ul style="list-style-type: none"> • The proletariat and the peasants were not capable of leading a revolution and needed the guidance of professional revolutionaries.
<ul style="list-style-type: none"> • The revolution would end with a “dictatorship of the proletariat”—the communal ownership of wealth. 	<ul style="list-style-type: none"> • After the revolution, the state needed to be run by a single party with disciplined, centrally directed administrators in order to ensure its goals. 

COOPERATIVE LEARNING

“Interviewing” Key Figures of Revolutionary Russia

Class Time 30 minutes

Task Role-playing and writing about key figures of the revolutionary period

Purpose To learn more about these historical personalities

Instructions Divide the class into pairs. Each pair will select a key figure from revolutionary Russia to investigate. Examples include Nicholas II, Alexandra, Rasputin, Lenin, Trotsky, or Kerensky.

One student will role-play the character while the other poses as a journalist/interviewer. Pairs of students should work together to conduct a believable interview and then write a newspaper story about the person.

When students have completed their news stories, pairs should read them aloud. Audience members will then conduct a question-and-answer session, such as would occur at a press conference. Encourage students to think of questions relevant to the particular figure’s role in the Russian Revolution.

Collect all interviews and bind them into one journal for display in the classroom. Have students come up with an appropriate name for the journal, and ask a volunteer to create a cover page.

Thanks partly to the new policies and to the peace that followed the civil war, the country slowly recovered. By 1928, Russia's farms and factories were producing as much as they had before World War I.

Political Reforms Bolshevik leaders saw nationalism as a threat to unity and party loyalty. To keep nationalism in check, Lenin organized Russia into several self-governing republics under the central government. In 1922, the country was named the Union of Soviet Socialist Republics (USSR), in honor of the councils that helped launch the Bolshevik Revolution.

The Bolsheviks renamed their party the **Communist Party**. The name came from the writings of Karl Marx. He used the word *communism* to describe the classless society that would exist after workers had seized power. In 1924, the Communists created a constitution based on socialist and democratic principles. In reality, the Communist Party held all the power. Lenin had established a dictatorship of the Communist Party, not "a dictatorship of the proletariat," as Marx had promoted.

Stalin Becomes Dictator

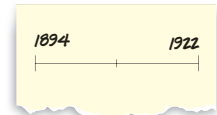
Lenin suffered a stroke in 1922. He survived, but the incident set in motion competition for heading up the Communist Party. Two of the most notable men were Leon Trotsky and **Joseph Stalin**. Stalin was cold, hard, and impersonal. During his early days as a Bolshevik, he changed his name to Stalin, which means "man of steel" in Russian. The name fit well.

Stalin began his ruthless climb to the head of the government between 1922 and 1927. In 1922, as general secretary of the Communist Party, he worked behind the scenes to move his supporters into positions of power. Lenin believed that Stalin was a dangerous man. Shortly before he died in 1924, Lenin wrote, "Comrade Stalin . . . has concentrated enormous power in his hands, and I am not sure that he always knows how to use that power with sufficient caution." By 1928, Stalin was in total command of the Communist Party. Trotsky, forced into exile in 1929, was no longer a threat. Stalin now stood poised to wield absolute power as a dictator.

MAIN IDEA
Summarizing
 How did the Communist government prevent nationalism from threatening the new state created by the revolution?
D. Possible Answer
 The Communists organized Russia under a central government; renamed the country after the Bolshevik councils.

SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
 • proletariat • Bolsheviks • Lenin • Rasputin • provisional government • soviet • Communist Party • Joseph Stalin

<p>USING YOUR NOTES</p> <p>2. Which event on your time line caused the deaths of 14 million Russians? (10.7.2)</p> 	<p>MAIN IDEAS</p> <p>3. How did World War I help to bring about the Russian Revolution? (10.7.3)</p> <p>4. What groups made up the Red Army and the White Army? (10.7.1)</p> <p>5. Why did the Bolsheviks rename their party the Communist Party? (10.3.6)</p>	<p>CRITICAL THINKING & WRITING</p> <p>6. DRAWING CONCLUSIONS How did the czar's autocratic policies toward the people lead to social unrest? (10.6.3)</p> <p>7. EVALUATING DECISIONS What do you think were Czar Nicholas II's worst errors in judgment during his rule? (10.6.3)</p> <p>8. FORMING OPINIONS Which of the events during the last phase of czarist rule do you think was most responsible for the fall of the czar? (10.6.3)</p> <p>9. WRITING ACTIVITY REVOLUTION Write a paragraph analysis of Lenin's leadership in the success of the Bolshevik Revolution. (Writing 2.3.a)</p>
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INTEGRATED TECHNOLOGY **INTERNET ACTIVITY**
 Use the Internet to visit Lenin's Tomb in Red Square in Moscow. Write an **evaluation** of the Web site. (Writing 2.3.c)

INTERNET KEYWORD
Lenin's mausoleum

Revolution and Nationalism 439

Tip for Struggling Readers

Explain that "a dictatorship of the proletariat" is another way of saying that the proletariat—the people—take over the government and create a new society in which people are neither rich nor poor.

Stalin Becomes Dictator

10.7.2

Critical Thinking

- Why did Stalin force Trotsky into exile? (*Stalin saw him as a threat to taking total power.*)
- What was Lenin's main concern about Stalin? (*Lenin thought Stalin was power hungry and might abuse his power.*)

3 ASSESS

SECTION 1 ASSESSMENT

Have students work individually to answer the questions. Then have them compare and check their answers with a partner.

Formal Assessment

- Section Quiz, p. 242

4 RETEACH

Use the Guided Reading activity for Section 1 to review the main ideas for this section.

In-Depth Resources: Unit 4

- Guided Reading, p. 24
- Reteaching Activity, p. 43

ANSWERS

1. proletariat, p. 434 • Bolsheviks, p. 434 • Lenin, p. 434 • Rasputin, p. 435 • provisional government, p. 436 • soviet, p. 436 • Communist Party, p. 439 • Joseph Stalin, p. 439

2. **Sample Answer:** 1894—Nicholas II becomes czar; 1917—czarist rule ends; 1918–1920—Civil War; 1922—Union of Soviet Socialist Republics formed. Event—Russia's civil war cost 14 million lives.
3. troop morale low, fuel and food shortages at home
4. Red Army—the Bolsheviks; White Army—three factions of opposition to Red Army (czarists, democrats, anti-Lenin socialists)

5. Communism was Karl Marx's name for a classless society and "dictatorship of the proletariat."
6. Czars ignored people's needs, ruled oppressively, failed to share power
7. **Possible Answers:** Russo-Japanese War, refusal to share power with the Duma, entry into World War I
8. **Possible Answers:** entry into World War I, hunger and discomfort at home

INTEGRATED TECHNOLOGY

Rubric

- Evaluations should
- identify the site visited.
 - list pros and cons based on criteria.
 - clearly summarize the findings.

LESSON PLAN

OBJECTIVES

- Define totalitarianism.
- Describe Stalin's goal of transforming the Soviet Union into a totalitarian state.
- Summarize Stalin's state-controlled economic programs.
- Describe Soviet daily life.

1 FOCUS & MOTIVATE

Ask students to imagine what it would be like to not have the freedom to choose what they buy, where they work, what they eat, and what they say. What would they miss the most, and why?

2 INSTRUCT

A Government of Total Control

10.7.2

Critical Thinking

- Why does control of education help totalitarian regimes become successful? (*Children taught beliefs at an early age are less likely to question them later.*)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L63
California Modified Lesson Plans for English Learners, p. 121
California Daily Standards Practice Transparencies, TT55
California Standards Enrichment Workbook, pp. 69–70, 73–74, 75–76, 77–78, 85–86
California Standards Planner and Lesson Plans, p. L117
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Totalitarianism

CASE STUDY: Stalinist Russia

MAIN IDEA

POWER AND AUTHORITY After Lenin died, Stalin seized power and transformed the Soviet Union into a totalitarian state.

WHY IT MATTERS NOW

More recent dictators have used Stalin's tactics for seizing total control over individuals and the state.

TERMS & NAMES

- totalitarianism
- Five-Year Plan
- Great Purge
- collective farm
- command economy

CALIFORNIA STANDARDS

10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.

10.7.1 Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).

10.7.2 Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).

10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

SETTING THE STAGE Stalin, Lenin's successor, dramatically transformed the government of the Soviet Union. 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.

A Government of Total Control

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.

A dynamic leader who can build support for his policies and justify his actions heads most totalitarian governments. Often the leader utilizes 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.

Totalitarianism challenges the highest values prized by Western 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.

Police Terror 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.

Indoctrination Totalitarian states 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

TAKING NOTES

Categorizing Create a chart listing examples of methods of control used in the Soviet Union.

Methods of control	Example
1.	
2.	
3.	
4.	

440 Chapter 14

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 25

Formal Assessment

- Section Quiz, p. 243

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 111

Reading Study Guide, p. 149

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 25
- Building Vocabulary, p. 28
- Reteaching Activity, p. 44

Reading Study Guide, p. 149

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: The Need for Progress, p. 33
- Literature: from *Darkness at Noon*, p. 36; from *1984*, p. 38

Electronic Library of Primary Sources

- from *1984*

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT30 European Totalitarianism by 1938

Electronic Library of Primary Sources

- from *1984*

classzone.com

➤ Analyzing Key Concepts

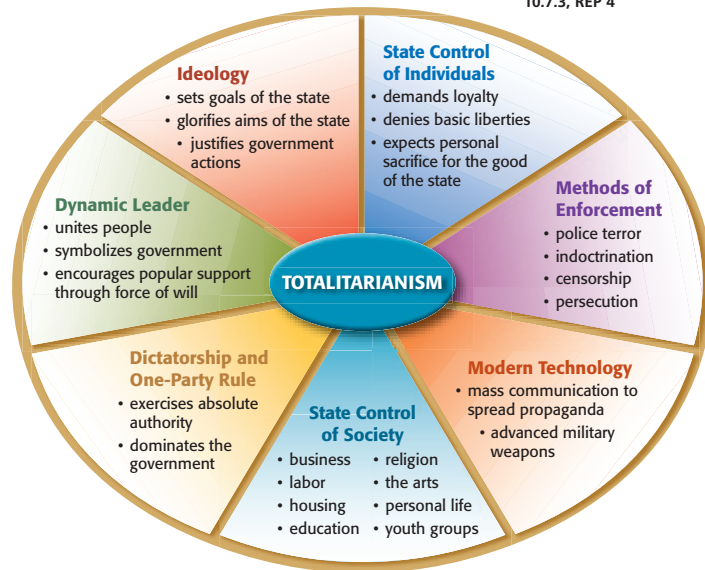
Totalitarianism

Totalitarianism is a form of government in which the national government takes control of all aspects of both public and private life. Thus, totalitarianism seeks to erase the line between government and society. It has an ideology, or set of beliefs, that all citizens are expected to approve. It is often led by a dynamic leader and a single political party.

Mass communication technology helps a totalitarian government spread its aims and support its policies. Also, surveillance technology makes it possible to keep track of the activities of many people. Finally, violence, such as police terror, discourages those who disagree with the goals of the government.

Key Traits of Totalitarianism

CALIFORNIA STANDARDS
10.7.3, REP 4



Fear of Totalitarianism

George Orwell illustrated the horrors of a totalitarian government in his novel, *1984*. The novel depicts a world in which personal freedom and privacy have vanished. It is a world made possible through modern technology. Even citizens' homes have television cameras that constantly survey their behavior.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on totalitarianism, go to classzone.com

➤ DATA FILE

Totalitarian leaders in the 20th century

- Adolf Hitler (Germany) 1933–1945
- Benito Mussolini (Italy) 1925–1943
- Joseph Stalin (Soviet Union) 1929–1953
- Kim IL Sung (North Korea) 1948–1994
- Saddam Hussein (Iraq) 1979–2003

State Terror

- The two most infamous examples of state terror in the 20th century were in Nazi Germany and Stalinist Russia.
- An estimated 12.5–20 million people were killed in Nazi Germany.
- An estimated 8–20 million people were killed in Stalinist Russia.

Totalitarianism Today

- There are many authoritarian regimes in the world, but there are very few actual totalitarian governments. In 2000, one monitoring agency identified five totalitarian regimes—Afghanistan, Cuba, North Korea, Laos, and Vietnam.

Connect to Today

- Synthesizing** How does a totalitarian state attempt to make citizens obey its rules?
See Skillbuilder Handbook, page R21.
- Hypothesizing** How would your life change if you lived in a totalitarian state?

441

Analyzing Key Concepts

OBJECTIVE

- Analyze the combination of traits used to create totalitarian governments.

INSTRUCT

Introduce totalitarianism to students as a key to understanding the Soviet Union in the mid-1900s and the current governments of Cuba, North Korea, Laos, and Vietnam. It is also key to understanding Germany, Italy, Afghanistan, and Iraq during parts of the 20th century.

Geography Transparencies

- GT30 European Totalitarianism by 1938

More About . . .

1984

George Orwell's novel depicts a frightening world where the sinister slogan "Big Brother Is Watching You" appears everywhere and citizens are constantly monitored. There is widespread use of propaganda. Even new words and phrases—called Newspeak—are adopted to serve the propaganda needs of the state. Ask students to read the appendix to *1984*, which contains a description of Newspeak, and to explain some Newspeak to the class.

In-Depth Resources: Unit 4

- Literature: from *1984*, p. 38

Electronic Library of Primary Sources

- from *1984*

CONNECT TO TODAY: ANSWERS

1. Synthesizing

Possible Answer: The state attempts to make citizens obey its rules through indoctrination, propaganda, and censorship. Control of mass media and of education is essential. Totalitarian states may also use terror and violence to control citizens.

2. Hypothesizing

Possible Answers: Living in a totalitarian state means no individual freedoms, great personal sacrifice, and limited privacy. Personal choices such as where to live, what job to choose, and what beliefs to follow are all controlled by the state.

Tip For Struggling Readers

When information is *biased* it means the person or people giving the information have added their personal opinion, withheld some information, or distorted the facts. Bias is central to propaganda.

Stalin Builds a Totalitarian State

10.7.2; 10.8.4

Critical Thinking

- What is ironic about Stalin putting the Bolsheviks on trial for crimes against the state? (*The Bolshevik Revolution paved the way for Stalin's rise to power; Stalin was originally a Bolshevik.*)
- Why did children report their parents to the secret police? (*They were taught in school to trust educators and authorities above their own parents.*)

In-Depth Resources: Unit 4

- Primary Source: The Need for Progress, Speech by Joseph Stalin, p. 33
- Literature: from *Darkness at Noon*, p. 36

More About . . .

Artists, Writers, and Propaganda

Art and literature became tools of propaganda, as Stalin ordered intellectuals to become “engineers of human souls.” Writers and artists who could successfully create works of propaganda were generously rewarded, often living better than the highest members of government.



▲ Members of a Russian youth group called Young Communists line up for a parade. Notice the picture of Stalin in the background.

unconditional loyalty and support are required. Indoctrination begins with very young children, is encouraged by youth groups, and is strongly enforced by schools.

Propaganda and Censorship 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.

Religious or Ethnic Persecution 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.

CASE STUDY: Stalinist Russia

Stalin Builds a Totalitarian State

Stalin aimed to create a perfect Communist state in Russia. To realize his vision, Stalin planned to transform the Soviet Union into a totalitarian state. He began building his totalitarian state by destroying his enemies—real and imagined.

Police State Stalin built a police state to maintain his power. Stalin's secret police used tanks and armored cars to stop riots. They monitored telephone lines, read mail, and planted informers everywhere. Even children told authorities about disloyal remarks they heard at home. Every family came to fear the knock on the door in the early morning hours, which usually meant the arrest of a family member. The secret police arrested and executed millions of so-called traitors.

In 1934, Stalin turned against members of the Communist Party. In 1937, he launched the **Great Purge**, a campaign of terror directed at eliminating anyone who threatened his power. Thousands of old Bolsheviks who helped stage the Revolution in 1917 stood trial. They were executed or sent to labor camps for “crimes against the Soviet state.” When the Great Purge ended in 1938, Stalin had gained total control of the Soviet government and the Communist Party. Historians estimate that during this time he was responsible for 8 million to 13 million deaths.

Russian Propaganda and Censorship Stalin's government controlled all newspapers, motion pictures, radio, and other sources of information. Many Soviet writers, composers, and other artists also fell victim to official censorship. Stalin would not tolerate individual creativity that did not conform to the views of the state. Soviet newspapers and radio broadcasts glorified the achievements of communism, Stalin, and his economic programs.

Under Stalin, the arts also were used for propaganda. In 1930, an editorial in the Communist Party newspaper *Pravda* explained the purpose of art: “Literature, the

A. Possible Answer
Indoctrination, because eventually those who oppose the regime will die and those who are indoctrinated will remain to support the ruler.

MAIN IDEA

Evaluating Courses of Action
Of the weapons of totalitarianism, which allows the most long-term control?

MAIN IDEA

Recognizing Effects
How would the actions of the Great Purge increase Stalin's power?
B. Answer He eliminated millions who opposed him.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Creating a Fictional Totalitarian State

Class Time 45 minutes

Task Describing a fictional state

Purpose To investigate the differences between totalitarianism and a democratic system

Instructions Have small groups brainstorm examples for each key trait of totalitarianism identified in the chart on page 441. They will use these examples to help them create a fictional totalitarian state. They should invent a name for the state, identify its location, make up a name for the dictator, and list the effects of totalitarianism on individual lives. Each group should write a detailed

description of the state and include how a leader or regime would go about changing life from a democratic, free country to one led by a dictator. Students might use a chart like the one in In-Depth Resources: Unit 4, page 25. Students may make their description into posters or graphics depicting their plan and/or effects of the plan once enacted.

Have groups present their fictional government to the class. Then start a discussion about the differences between life under totalitarianism and life in a democratic society. A leadoff question might be “What would a day in the classroom be like under this fictitious regime?”

A. Determining Main Ideas As you read this section, fill in the web organizer with the characteristics of Stalinist Russia.

1. Ideological policies	2. Agricultural policies	3. Activities
State's Totalitarian State		
4. Education	5. Control methods	6. Propaganda methods

B. Classifying Define or identify each of the following terms.

totalitarianism command economy collective farms Five-Year Plan

cinema, the arts are levers in the hands of the proletariat which must be used to show the masses positive models of initiative and heroic labor.”

Education and Indoctrination Under Stalin, the government controlled all education from nursery schools through the universities. Schoolchildren learned the virtues of the Communist Party. College professors and students who questioned the Communist Party’s interpretations of history or science risked losing their jobs or faced imprisonment. Party leaders in the Soviet Union lectured workers and peasants on the ideals of communism. They also stressed the importance of sacrifice and hard work to build the Communist state. State-supported youth groups trained future party members.

Religious Persecution Communists aimed to replace religious teachings with the ideals of communism. Under Stalin, the government and the League of the Militant Godless, an officially sponsored group of atheists, spread propaganda attacking religion. “Museums of atheism” displayed exhibits to show that religious beliefs were mere superstitions. Yet many people in the Soviet Union still clung to their faiths.

The Russian Orthodox Church was the main target of persecution. Other religious groups also suffered greatly. The police destroyed magnificent churches and synagogues, and many religious leaders were killed or sent to labor camps.

Achieving the perfect Communist state came at a tremendous cost to Soviet citizens. Stalin’s total control of society eliminated personal rights and freedoms in favor of the power of the state.

Stalin Seizes Control of the Economy

As Stalin began to gain complete control of society, he was setting plans in motion to overhaul the economy. He announced, “We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years.” In 1928 Stalin’s plans called for a **command economy**, a system in which the government made all economic decisions. Under this system, political leaders identify the country’s economic needs and determine how to fulfill them.

An Industrial Revolution Stalin outlined the first of several **Five-Year Plans** for the development of the Soviet Union’s economy. The Five-Year Plans set impossibly high quotas, or numerical goals, to increase the output of steel, coal, oil, and electricity. To reach these targets, the government limited production of consumer goods. As a result, people faced severe shortages of housing, food, clothing, and other necessary goods.

Stalin’s tough methods produced impressive economic results. Although most of the targets of the first Five-Year Plan fell short, the Soviets made substantial gains. (See the graphs on page 444 for coal and steel production.) A second plan, launched in 1933, proved equally successful. From 1928 to 1937, industrial production of steel increased more than 25 percent.

History Makers



Joseph Stalin
1879–1953

Stalin was born in bitter poverty in Georgia, a region in southern Russia. Unlike the well-educated and cultured Lenin, Stalin was rough and crude.

Stalin tried to create a myth that he was the country’s father and savior. Stalin glorified himself as the symbol of the nation. He encouraged people to think of him as “The Greatest Genius of All Times and Peoples.”

Many towns, factories, and streets in the Soviet Union were named for Stalin. A new metal was called Stalinite. An orchid was named Stalinchid. Children standing before their desks every morning said, “Thank Comrade Stalin for this happy life.”

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a Web page on Joseph Stalin. Include pictures and a time line of his rule in the USSR. Go to classzone.com for your research.

History Makers

Joseph Stalin

Stalin was born in Russia in 1879. His father was a shoemaker who drank heavily and was reportedly physically abusive to his son. His mother was a poor peasant who worked to support the family. His father died when he was 14, and Stalin was sent to an Orthodox Russian seminary. He was later expelled for studying communism instead of theology. Stalin was married twice and had three children. Both wives died, as well as two sons. His surviving daughter, Svetlana, defected to the United States in 1967.

INTEGRATED TECHNOLOGY

Rubric Web pages should

- include highlights of Stalin’s life as ruler of the Soviet Union.
- use pictures and/or photos.
- be accurate.

Stalin Seizes Control of the Economy

10.7.2; 10.7.3

Critical Thinking

- Why did Stalin limit the production of consumer goods? (*Money was put toward manufacturing steel, coal, oil, and electricity instead.*)
- Why wouldn’t people want to live on a collective farm? (*no personal incentives, all labor was for the state*)

CASE STUDY 443

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS



Using Questions to Find Main Ideas

Class Time 20 minutes

Task Turning headings into questions

Purpose To find and understand main ideas

Instructions Suggest that student pairs focus their reading by turning each heading into a question and then using the material below it and the subheadings to find the answer. Questions should begin with *why*, *how*, or *what*. Students should make a chart like the one shown and use it as they work through the section.

In addition to finding main ideas in the text, students can record new terms or difficult words as they encounter them in the third column. Once students have completed the section using their chart, ask volunteers which words were troublesome. As a group, use context and prior

knowledge to understand the words and help unlock the meaning of the passages. For example, the headings on pages 440–441 could be turned into these questions:

Heading	Question	Answer	Difficult Words
A Government of Total Control	What is a government of total control?	State controls all parts of life	Indoctrination, propaganda
Totalitarianism	What is totalitarianism?	Total, centralized control	Ideology, surveillance

Vocabulary

atheists: people who do not think there is a god

Daily Life Under Stalin

10.7.1; 10.7.3

Critical Thinking

- What was so revolutionary about education under Stalin? (*More people, including women, were given technical and professional educations.*)
- What were the expectations for women during this time? (*get an education, work full time, maintain a home, have and care for children*)

An Agricultural Revolution In 1928, the government began to seize over 25 million privately owned farms in the USSR. It combined them into large, government-owned farms, called **collective farms**. Hundreds of families worked on these farms, called collectives, producing food for the state. The government expected that the modern machinery on the collective farms would boost food production and reduce the number of workers. Resistance was especially strong among kulaks, a class of wealthy peasants. The Soviet government decided to eliminate them.

Peasants actively fought the government’s attempt to take their land. Many killed livestock and destroyed crops in protest. Soviet secret police herded peasants onto collective farms at the point of a bayonet. Between 5 million and 10 million peasants died as a direct result of Stalin’s agricultural revolution. By 1938, more than 90 percent of all peasants lived on collective farms. As you see in the charts below, agricultural production was on the upswing. That year the country produced almost twice the wheat than it had in 1928 before collective farming.

In areas where farming was more difficult, the government set up state farms. These state farms operated like factories. The workers received wages instead of a share of the profits. These farms were much larger than collectives and mostly produced wheat.

C. Answer establishment of collective farms; use of terror and violence; destruction of the kulaks

MAIN IDEA

Clarifying

What methods did Stalin use to bring agriculture under state control?

Daily Life Under Stalin

Stalin’s totalitarian rule revolutionized Soviet society. Women’s roles greatly expanded. People became better educated and mastered new technical skills. The dramatic changes in people’s lives, came at great cost. Soviet citizens found their personal freedoms limited, consumer goods in short supply, and dissent prohibited.

Stalin’s economic plans created a high demand for many skilled workers. University and technical training became the key to a better life. As one young man explained, “If a person does not want to become a collective farmer or just a cleaning woman, the only means you have to get something is through education.”

Women Gain Rights The Bolshevik Revolution of 1917 declared men and women equal. Laws were passed to grant women equal rights. After Stalin became dictator, women helped the state-controlled economy prosper. Under his Five-Year

History from Visuals

Interpreting the Graphs

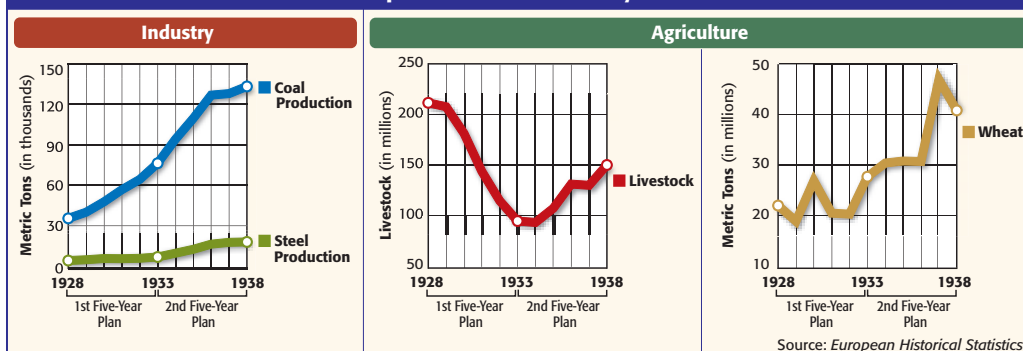
Emphasize that the bracketed years beneath the charts represent the first and second Five-Year Plans.

Extension Ask students to reread the text under the subheading “An Agricultural Revolution” and to explain the reasons for the sharp decline in livestock.

SKILLBUILDER Answers

1. **Clarifying** about 100,000 metric tons
2. **Drawing Conclusions** Industrial production increased greatly; production of livestock decreased, but wheat production increased.

The Buildup of the Soviet Economy, 1928–1938



SKILLBUILDER: Interpreting Graphs

1. **Clarifying** How many more metric tons of coal were produced in 1938 than in 1928?
2. **Drawing Conclusions** What do the graphs show about the contrast between the progress of industry and agriculture production under Stalin’s first Five-Year Plan?

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Key Terms of Totalitarianism

Class Time 20 minutes

Task Recording word meanings and examples

Purpose To understand academic vocabulary

Instructions Have students work with some of the key terms that describe characteristics of totalitarianism. Examples are: *indoctrination, propaganda, censorship, religious persecution, ethnic persecution, and police state.*

Students will create charts defining each word using context, prior knowledge, and other sources such as dictionaries and glossaries. Then have them give an example of each of the terms. An example of *police state* might be “Police listen to telephone calls.”

After students have shared their charts, lead a discussion on what life might be like under a totalitarian state.

Key Term	Meaning	Example
Indoctrination	Teaching the government’s beliefs	All textbooks glorify Stalin’s ideas.
Propaganda	Slanted and incomplete information	All books and movies present only the communist point of view.

Plans, they had no choice but to join the labor force. The state provided child care for all working mothers. Some young women performed the same jobs as men. Millions of women worked in factories and in construction. However, men continued to hold the best jobs.

Given new educational opportunities, women prepared for careers in engineering and science. Medicine, in particular, attracted many women. By 1950, they made up 75 percent of Soviet doctors.

MAIN IDEA**Summarizing**

How did daily life under Stalin's rule change the lives of women in the Soviet Union?

D. Possible Answer Women had more educational and career opportunities, were forced to enter the work force, and were expected to bear children.

Soviet women paid a heavy price for their rising status in society. Besides having full-time jobs, they were responsible for housework and child care. Motherhood is considered a patriotic duty in totalitarian regimes. Soviet women were expected to provide the state with future generations of loyal, obedient citizens.

Total Control Achieved

By the mid-1930s, Stalin had forcibly transformed the Soviet Union into a totalitarian regime and an industrial and political power. He stood unopposed as dictator and maintained his authority over the Communist Party. Stalin would not tolerate individual creativity. He saw it as a threat to the conformity and obedience required of citizens in a totalitarian state. He ushered in a period of total social control and rule by terror, rather than constitutional government.

Like Russia, China would fall under the influence of Karl Marx's theories and Communist beliefs. The dynamic leader Mao Zedong would pave the way for transforming China into a totalitarian Communist state, as you will read in Section 3.

**Ukrainian Kulaks**

The kulaks in Ukraine (shown above) fiercely resisted collectivization. They murdered officials, torched the property of the collectives, and burned their own crops and grain in protest.

Recognizing the threat kulaks posed to his policies, Stalin declared that they should "liquidate kulaks as a class." The state took control of kulak land and equipment, and confiscated stores of food and grain. More than 3 million Ukrainians were shot, exiled, or imprisoned. Some 6 million people died in the government-engineered famine that resulted from the destruction of crops and animals. By 1935, the kulaks had been eliminated.

Social History**Ukrainian Kulaks**

Before 1917, kulaks were central figures in peasant villages. They owned farms, livestock, and horses. They were wealthy enough to be able to hire laborers as farmhands and had enough land to be able to lease parts of it. The Soviet government regarded kulaks as capitalists because they made their own living and prospered financially. This was considered anticommunist and regarded as a threat.

Total Control Achieved
10.7.2**Critical Thinking**

- Why did the people of Russia go along with Stalin's regime? (*belief it was for the good of the state; violent repression*)
- What is one primary way totalitarianism differs from democratic thinking? (*A totalitarian regime places ultimate value on itself, not on its citizens.*)

3 ASSESS**SECTION 2 ASSESSMENT**

After students have responded to the questions independently, engage the whole class in a discussion of question 2.

Formal Assessment

- Section Quiz, p. 243

4 RETEACH

Use the Reteaching Activity to review the main ideas of the section.

In-Depth Resources: Unit 4

- Reteaching Activity, p. 44

SECTION**2****ASSESSMENT**

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- totalitarianism
- Great Purge
- command economy
- Five-Year Plans
- collective farm

USING YOUR NOTES

2. Which of the methods of control do you think was most influential in maintaining Stalin's power? Why? (10.7.1)

Methods of control	Example
1.	
2.	
3.	
4.	

MAIN IDEAS

3. What are the key traits of a totalitarian state? (10.7.3)
4. What are some ways totalitarian rulers keep their power? (10.7.3)
5. How did the Soviet economy change under the direction of Stalin? (10.7.2)

CRITICAL THINKING & WRITING

6. **CONTRASTING** How do totalitarian states and constitutional governments differ? (10.7.3)
7. **SUMMARIZING** Summarize Joseph Stalin's rise to power and how his control expanded. (10.8.4)
8. **EVALUATING COURSES OF ACTION** Were the Five-Year plans the best way to move the Soviet economy forward? Explain. (10.7.2)
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** As an industrial worker, a female doctor, a Russian Orthodox priest, or a Communist Party member, write a **journal entry** about your life under Stalin. (Writing 2.1.c)

CONNECT TO TODAY **Graphing Russia's Economy**

Research Russia's industrial and agricultural production in the last 10 years. Create a series of **graphs** similar to those found on page 444. (Writing 2.3.d)

CASE STUDY 445

ANSWERS

1. totalitarianism, p. 440 • Great Purge, p. 442 • command economy, p. 443 • Five-Year Plans, p. 443 • collective farm, 444
2. **Sample Answer:** 1. Police Terror—Great Purge, kulaks; 2. Propaganda—Government-controlled media; 3. Indoctrination—Education and training; 4. Persecution—Elimination of leadership. Most influential—Indoctrination, because it began in childhood.
3. dictatorship and one-party rule, dynamic leader, ideology, state control, modern technology, methods of enforcement
4. police terror, indoctrination, propaganda and censorship, persecution
5. Industry increased by more than 25 percent and production of wheat doubled. There were severe shortages of consumer goods.
6. **Possible Answers:** Totalitarian—Under one ruler; controlled society and people; use of force and propaganda. Democratic—Separation of powers; elected leaders; private ownership; military for defense.
7. general secretary of the Communist Party; eliminated competitors; controlled society, revamped economy
8. Yes—Soviet economy was failing, needed revamping. No—They cost millions of lives and sacrifices by consumers and workers.
9. **Rubric** Journal entries should
- refer to the person's role.
 - identify hardships or advantages.

CONNECT TO TODAY**Rubric** Graphs should

- present accurate statistics.
- be easy to read and interpret.
- cite sources.

History through Art

OBJECTIVES

- Recognize how propaganda was used in Stalinist Russia.
- Understand the tools used by a totalitarian leader to further a cause.

FOCUS & MOTIVATE

Propaganda is pervasive in our society today. It is used to sell products and to persuade people to join groups and organizations. Ask students how they recognize propaganda in daily life. Encourage them to bring examples for the class to examine and discuss.

INSTRUCT

Critical Thinking

- What message was Stalin sending through the posters? (*Working for the Communist cause was a good and worthy thing to do.*)
- How could these posters help achieve Stalin's goals for agriculture and industry? (*The propaganda on the posters influenced people to work harder to achieve economic goals.*)

More About . . .

Propaganda

The term *propaganda* is often used negatively to mean false or misleading types of persuasion. Propaganda may rely on a range of persuasive tactics—from factual evidence to outright lies. Soviet propagandists under Stalin made shrewd use of posters to create a new “reality”—an idealized vision of life in a totalitarian state.

Propaganda

You have read how a totalitarian government can use propaganda to support its goals. These pages show three examples of visual propaganda from the Soviet Union—low-cost posters, traditional painting, and altered photographs.

Posters were mass produced and placed in very visible areas. They were constant reminders of Communist policy and guides for proper thought. Artists were required to paint scenes that supported and glorified the Communist Party. Even photographs were altered if they contained individuals who had fallen out of favor with the party leadership.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on propaganda, go to classzone.com

**Woman Worker Poster ▲**

A translation of this poster says, “What the October Revolution has given to working and peasant women.” The woman is pointing to buildings such as a library, a worker’s club, and a school for adults.

**◀ Factory Poster**

“Help build the gigantic factories.” This poster advertises a state loan for the building of large factories. Developing heavy industry was an important goal in the early days of the Soviet Union.

▼ Painting

In this painting the central figure, Communist leader Joseph Stalin, is greeted enthusiastically. The expressions of the diverse and happy crowd imply not only that Stalin has broad support, but that he is worshiped as well.



446 Chapter 14

RECOMMENDED RESOURCES

Books

Jahn, Hubertus F. *Patriotic Culture in Russia During World War I*. Ithaca, NY: Cornell UP, 1995.
Taylor, Richard. *Film Propaganda: Soviet Russia and Nazi Germany*. London and New York: I. B. Tauris, 1998.

Videos

Propaganda. VHS and DVD. Films for the Humanities & Sciences, 2000. 800-257-5126. Focuses on dictators and propagandists who shaped the perceptions of the masses in 20th-century Europe.

The October 1917 Revolution and After. VHS. Films for the Humanities & Sciences. 800-257-5126. Features Soviet propaganda films that dramatized events of the Revolution.

CALIFORNIA STANDARDS

10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

▼ Altered Photographs

Stalin attempted to enhance his legacy and erase his rivals from history by extensively altering photographs as this series shows.



1 The original photograph was taken in 1926 and showed, from left to right, Nikolai Antipov, Stalin, Sergei Kirov, and Nikolai Shvernik.

2 This altered image appeared in a 1949 biography of Stalin. Why Shvernik was removed is unclear—he was head of the Central Committee of the Communist Party until Stalin's death in 1954. Antipov, however, was arrested during Stalin's purge and executed in 1941.

3 This heroic oil painting by Isaak Brodsky is based on the original photograph, but only Stalin is left. Kirov was assassinated in 1934 by a student, but the official investigation report has never been released. Stalin did fear Kirov's popularity and considered him a threat to his leadership.



Connect to Today

1. Forming and Supporting Opinions

Of the examples on this page, which do you think would have been most effective as propaganda? Why?

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting What are the similarities and differences between propaganda and modern advertising campaigns? Support your answer with examples.

447

More About . . .

The Role of Propaganda

All governments, not only totalitarian regimes, use propaganda to generate public support for their policies, political parties, and candidates for office. Advertisers and various organizations also use propaganda techniques. Ask students why recognizing propaganda is important. (Possible Answer: keeps people from being manipulated)

More About . . .

The Lot of Soviet Workers

The idealism of building the world's first socialist state appealed to many Soviet citizens, especially in the 1930s when other nations were suffering from economic depression. Unlike the United States and Western Europe, no one was unemployed in Soviet society. And workers received benefits such as free education, free medical care, and pensions.

Inclusion Tip

Students who are visually impaired might benefit from an overhead transparency of a 1924 Soviet propaganda painting.

World Art and Cultures Transparencies

- AT65 Friendship of the People

CONNECT TO TODAY: ANSWERS

1. Forming and Supporting Opinions

Possible Answers: Posters—Easy to manufacture and could be placed where large numbers of people could see them; Paintings—A respected art form and all of the details of the image can be controlled; Altering photographs—Photographs appear to represent things as they are. If a photograph can be successfully manipulated, then it might maintain a claim to authenticity.

2. Comparing and Contrasting

Possible Answers: Similarities—Both promote a strong position, try to persuade citizens and consumers to believe in the ideas or product, can be colorful and appealing, and may tell only part of the truth. Differences—Propaganda often distorts and lies. Advertising can be selectively truthful, but consumer reactions can reduce outright lies. Propaganda is usually used to “sell” ideas or beliefs. Advertising is usually used to sell products or services.

LESSON PLAN

OBJECTIVES

- List problems the new Republic of China faced.
- Trace the rise of communism in China.
- Describe the civil war between Communists and Nationalists.

1 FOCUS & MOTIVATE

Students will learn about the Long March in this section. What periods of hardship have students studied in U.S. history? (Possible Answer: Valley Forge)

2 INSTRUCT

Nationalists Overthrow Qing Dynasty 10.9.4

Critical Thinking

- What event triggered civil war in China? (the death of General Yuan Shikai)
- What were the main weaknesses of the new republic? (Possible Answers: weak central rule, lack of respect from other nations, country needed modernizing)

CALIFORNIA RESOURCES

California Reading Toolkit, p. L64
California Modified Lesson Plans for English Learners, p. 123
California Daily Standards Practice Transparencies, TT56
California Standards Enrichment Workbook, pp. 65–66, 79–80, 97–98
California Standards Planner and Lesson Plans, p. L119
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM



Poster of Russian soldier with flag, by N. Tyrkurr

Temple of Heaven, Beijing, China

Imperial China Collapses

MAIN IDEA

REVOLUTION After the fall of the Qing dynasty, nationalist and Communist movements struggled for power.

WHY IT MATTERS NOW

The seeds of China's late-20th-century political thought, communism, were planted at this time.

TERMS & NAMES

- Kuomintang
- Sun Yixian
- May Fourth Movement
- Mao Zedong
- Jiang Jieshi
- Long March

CALIFORNIA STANDARDS

10.6.1 Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.

10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

10.9.4 Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

SETTING THE STAGE In the early 1900s, China was ripe for revolution. China had faced years of humiliation at the hands of outsiders. Foreign countries controlled its trade and economic resources. Many Chinese believed that modernization and nationalism held the country's keys for survival. They wanted to build up the army and navy, to construct modern factories, and to reform education. Yet others feared change. They believed that China's greatness lay in its traditional ways.

Nationalists Overthrow Qing Dynasty

Among the groups pushing for modernization and nationalization was the **Kuomintang** (KWOH•mihn•TANG), or the Nationalist Party. Its first great leader was **Sun Yixian** (soon yee•shyahn). In 1911, the Revolutionary Alliance, a forerunner of the Kuomintang, succeeded in overthrowing the last emperor of the Qing dynasty. The Qing had ruled China since 1644.

Shaky Start for the New Republic In 1912, Sun became president of the new Republic of China. Sun hoped to establish a modern government based on the "Three Principles of the People": (1) nationalism—an end to foreign control, (2) people's rights—democracy, and (3) people's livelihood—economic security for all Chinese. Sun Yixian considered nationalism vital. He said, "The Chinese people . . . do not have national spirit. Therefore even though we have four hundred million people gathered together in one China, in reality, they are just a heap of loose sand." Despite his lasting influence as a revolutionary leader, Sun lacked the authority and military support to secure national unity.

Sun turned over the presidency to a powerful general, Yuan Shikai, who quickly betrayed the democratic ideals of the revolution. His actions sparked local revolts. After the general died in 1916, civil war broke out. Real authority fell into the hands of provincial warlords or powerful military leaders. They ruled territories as large as their armies could conquer.



► Sun Yixian led the overthrow of the last Chinese emperor.

TAKING NOTES

Comparing and Contrasting Make a chart to compare and contrast the actions of Jiang Jieshi and Mao Zedong in controlling China.

Jiang	Mao
1.	1.
2.	2.
3.	3.

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 26
- Geography Application, p. 30
- History Makers: Jiang Jieshi, p. 41

Formal Assessment

- Section Quiz, p. 244

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 112
- Geography Application, p. 115

Reading Study Guide (Spanish), p. 151

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 26
- Building Vocabulary, p. 28
- Geography Application, p. 30
- Reteaching Activity, p. 45

Reading Study Guide, p. 151

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: from "The Peasants of Hunan," p. 34

Electronic Library of Primary Sources

- from *Autobiography of a Chinese Girl*

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Electronic Library of Primary Sources

- from *Autobiography of a Chinese Girl*

classzone.com

More About . . .

Joining the Chinese Army

In 1926, a teenage girl named Hsieh Ping-Ying joined the Chinese army to get over a broken heart and avoid a forced marriage. Encourage interested students to read the excerpt from her autobiography in the Electronic Library of Primary Sources.

Electronic Library of Primary Sources
 • from *Autobiography of a Chinese Girl*

More About . . .

Mao's Guerrilla Tactics

From his mountain hideout, Mao waged guerrilla war against Jiang's armies. He outlined his strategy:

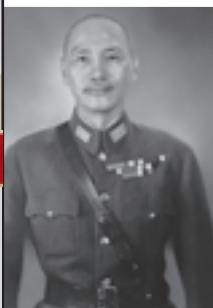
1. Retreat when the enemy advances.
2. Harass when the enemy encamps.
3. Attack when the enemy hesitates.
4. Pursue when the enemy retreats.

Such tactics were possible only with the support of local peasants.

Civil War Rages in China
 10.9.4; 10.8.1

Critical Thinking

- What do you think is meant by the phrase "swimming in the peasant sea"? (Possible Answer: being among the millions of peasants)
- Did Jiang and Mao resolve their differences? (There was no resolution; the Japanese invasion forced a truce between the sides.)



▲ Jiang Jieshi and the Nationalist forces united China under one government in 1928.

where the peasants could be the true revolutionaries. He argued his point passionately in 1927:

PRIMARY SOURCE

The force of the peasantry is like that of the raging winds and driving rain. It is rapidly increasing in violence. No force can stand in its way. The peasantry will tear apart all nets which bind it and hasten along the road to liberation. They will bury beneath them all forces of imperialism, militarism, corrupt officialdom, village bosses and evil gentry.

MAO ZEDONG, quoted in *Chinese Communism and the Rise of Mao*

Lenin Befriends China While the Chinese Communist Party was forming, Sun Yixian and his Nationalist Party set up a government in south China. Like the Communists, Sun became disillusioned with the Western democracies that refused to support his struggling government. Sun decided to ally the Kuomintang with the newly formed Communist Party. He hoped to unite all the revolutionary groups for common action.

Lenin seized the opportunity to help China's Nationalist government. In 1923, he sent military advisers and equipment to the Nationalists in return for allowing the Chinese Communists to join the Kuomintang.

Peasants Align with the Communists After Sun Yixian died in 1925, **Jiang Jieshi** (jee•ahng jee•shee), formerly called Chiang Kai-shek, headed the Kuomintang. Jiang was the son of a middle-class merchant. Many of Jiang's followers were bankers and businesspeople. Like Jiang, they feared the Communists' goal of creating a socialist economy modeled after the Soviet Union's.

Jiang had promised democracy and political rights to all Chinese. Yet his government became steadily less democratic and more corrupt. Most peasants believed that Jiang was doing little to improve their lives. As a result, many peasants threw their support to the Chinese Communist Party. To enlist the support of the peasants, Mao divided land that the Communists won among the local farmers.

Nationalists and Communists Clash At first, Jiang put aside his differences with the Communists. Together Jiang's Nationalist forces and the Communists successfully fought the warlords. Soon afterward, though, he turned against the Communists.

In April 1927, Nationalist troops and armed gangs moved into Shanghai. They killed many Communist leaders and trade union members in the city streets. Similar killings took place in other cities. The Nationalists nearly wiped out the Chinese Communist Party.

In 1928, Jiang became president of the Nationalist Republic of China. Great Britain and the United States both formally recognized the new government. Because of the slaughter of Communists at Shanghai, the Soviet Union did not. Jiang's treachery also had long-term effects. The Communists' deep-seated rage over the massacre erupted in a civil war that would last until 1949.

Civil War Rages in China

By 1930, Nationalists and Communists were fighting a bloody civil war. Mao and other Communist leaders established themselves in the hills of south-central China. Mao referred to this tactic of taking his revolution to the countryside as "swimming in the peasant sea." He recruited the peasants to join his Red Army. He then trained them in guerrilla warfare. Nationalists attacked the Communists repeatedly but failed to drive them out.

The Long March In 1933, Jiang gathered an army of at least 700,000 men. Jiang's army then surrounded the Communists' mountain stronghold. Outnumbered, the

MAIN IDEA

Analyzing Primary Sources

What forces does Mao identify as those that the peasants will overcome?

B. Answer imperialism, militarism, corrupt officialdom, village bosses, and evil gentry

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Chinese Geography and Politics

Class Time 35 minutes

Task Using text and a map to answer questions

Purpose To understand how geography affected Chinese politics in the 1920s and 1930s

Instructions Pair a struggling reader with a more proficient reader. Have each pair complete the Geography Application activity for this section, found in In-Depth Resources: Unit 4. Be sure that students understand how the map reflects three increases in Kuomintang territory. You may wish to list synonyms or definitions of difficult words on the board. Some examples are shown at right.

- warlord** an independent local military leader; a territorial ruler
- campaign** in this case, a military action
- stronghold** a base of operations; a fortress
- embarked on** started, began

14 **Geography Application: Analyzing**
Nationalists Battle Warlords and Communists

Read the paragraph below and study the map carefully. Then answer the questions that follow.

From 1927 through 1930, Chinese Nationalist forces fought a bloody civil war against Communist forces. The Nationalists were led by Jiang Jieshi, and the Communists by Mao Zedong. In 1927, Mao and other Communist leaders established themselves in the hills of south-central China. Mao referred to this tactic of taking his revolution to the countryside as "swimming in the peasant sea." He recruited the peasants to join his Red Army. He then trained them in guerrilla warfare. Nationalists attacked the Communists repeatedly but failed to drive them out.

In 1933, Jiang gathered an army of at least 700,000 men. Jiang's army then surrounded the Communists' mountain stronghold. Outnumbered, the

Chinese Civil War, 1928-1930

20 UNIT 4, CHAPTER 14

The Long March

The Long March of the Chinese Communists from the south of China to the caves of Shaanxi [shahn-shee] in the north is a remarkable story. The march covered 6,000 miles, about the distance from New York to San Francisco and back again. They crossed miles of swampland. They slept sitting up, leaning back-to-back in pairs, to keep from sinking into the mud and drowning. In total, the Communists crossed 18 mountain ranges and 24 rivers in their yearlong flight from the Nationalist forces.

The Long March, 1934–1935**GEOGRAPHY SKILLBUILDER: Interpreting Maps**

- 1. Movement** What was the course of the Long March, in terms of direction, beginning in Ruijin and ending near Yan'an?
- 2. Movement** Why didn't Mao's forces move west or south?



CALIFORNIA STANDARDS

10.9.4, CST 3

▼ In one of the more daring and difficult acts of the march, the Red Army crossed a bridge of iron chains whose planks had been removed.



▼ The Red Army had to cross the Snowy Mountains, some of the highest in the world. Every man carried enough food and fuel to last for ten days. They marched six to seven hours a day.



◀ After finally arriving at the caves in Shaanxi, Mao declared, "If we can survive all this, we can survive everything. This is but the first stage of our Long March. The final stage leads to Peking [Beijing]!"

Revolution and Nationalism 451

History *in* Depth**The Long March**

Ask students to use the map, photographs, and text to determine what obstacles the Red Army faced. (*hostile troops, mountains, swamps, rivers, living in caves, exhaustion, exposure to harsh weather*) Have students use library resources or the Internet to find more about the political effects of the Long March.

SKILLBUILDER Answers

- 1. Movement** west, then north, then northeast
- 2. Movement** geographic barriers such as mountains, lack of support in some areas

More About . . .**Effects of the Long March**

By the time the Long March ended, Mao Zedong had been elected chairman of the Chinese Communist Party. The march had other long-term consequences as well: nearly all the Communist leaders who took power in 1949 had participated in it.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS**Describing the Long March**

Class Time 35 minutes

Task Writing about or drawing scenes from the Long March

Purpose To describe the conditions faced in the Long March and commitment of the soldiers to their cause

Instructions Ask students to take turns reading aloud the text on this page. Then read aloud the passage entitled "The Long March" beginning on page 450. As you read, ask students to visualize the conditions of the journey, what the soldiers did to survive and to cross the rugged terrain, and the many obstacles they faced, including hunger, cold weather, and wounds from battling the Nationalist army.

After reading, ask students to write down two or three images that stuck with them. From those, ask students to choose one to work with. Students who are artistically inclined might reproduce the image in a sketch, mural, or painting. Others might personalize the image by creating a journal entry written from the perspective of a soldier who participated in a specific aspect of the Long March.

Ask volunteers to share their finished products with the class.

More About . . .

Three Principles of the People

Sun believed the principles could be broken down and achieved this way:

- Nationalism: initially opposition to the Qing dynasty, later referring to identity for minorities within China as well as for the country as a whole
- Democracy: also called “rights of the people”; Sun thought this could be achieved through a government run by election, initiative, and referendum
- Socialism: also called “people’s livelihood”; thought to have meant equal land ownership through taxation



▲ A Japanese landing party approaches the Chinese mainland. The invasion forced Mao and Jiang to join forces to fight the Japanese.

Communist Party leaders realized that they faced defeat. In a daring move, 100,000 Communist forces fled. They began a hazardous, 6,000-mile-long journey called the **Long March**. Between 1934 and 1935, the Communists kept only a step ahead of Jiang’s forces. Thousands died from hunger, cold, exposure, and battle wounds.

Finally, after a little more than a year, Mao and the seven or eight thousand Communist survivors settled in caves in northwestern China. There they gained new followers. Meanwhile, as civil war

between Nationalists and Communists raged, Japan invaded China.

Civil War Suspended In 1931, as Chinese fought Chinese, the Japanese watched the power struggles with rising interest. Japanese forces took advantage of China’s weakening situation. They invaded Manchuria, an industrialized province in the northeast part of China.

In 1937, the Japanese launched an all-out invasion of China. Massive bombings of villages and cities killed thousands of Chinese. The destruction of farms caused many more to die of starvation. By 1938, Japan held control of a large part of China.

The Japanese threat forced an uneasy truce between Jiang’s and Mao’s forces. The civil war gradually ground to a halt as Nationalists and Communists temporarily united to fight the Japanese. The National Assembly further agreed to promote changes outlined in Sun Yixian’s “Three Principles of the People”—nationalism, democracy, and people’s livelihood. As you will learn in Section 4, similar principles were also serving as a guiding force in India and Southwest Asia.

MAIN IDEA

Recognizing Effects

What were the results of the Long March?

C. Possible Answer Although at least two-thirds of the original marchers did not complete the journey, more Chinese people joined the Communists.

3 ASSESS

SECTION 3 ASSESSMENT

Assign pairs of students to discuss the questions and formulate joint responses.

Formal Assessment

- Section Quiz, p. 244

4 RETEACH

Use the Guided Reading activity for Section 3 to review the main ideas for this section.

In-Depth Resources: Unit 4

- Guided Reading, p. 26
- Reteaching Activity, p. 45

SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Kuomintang • Sun Yixian • May Fourth Movement • Mao Zedong • Jiang Jieshi • Long March

USING YOUR NOTES

2. Whose reforms had a greater appeal to the peasants? Why? (10.9.4)

Jiang	Mao
1.	1.
2.	2.
3.	3.

MAIN IDEAS

- How did the Treaty of Versailles trigger the May Fourth Movement? (10.6.1)
- How was Mao’s vision of communism different from that of Lenin? (10.9.4)
- What started the civil war in China? (10.9.4)

CRITICAL THINKING & WRITING

- RECOGNIZING EFFECTS** What influence did foreign nations have on China from 1912 to 1938? (10.6.1)
- ANALYZING CAUSES** What caused the Communist revolutionary movement in China to gain strength? (10.9.4)
- HYPOTHESIZING** If the Long March had failed, do you think the Nationalist party would have been successful in uniting the Chinese? Why or why not? (10.9.4)
- WRITING ACTIVITY** **REVOLUTION** Write a series of interview questions you would pose to Sun Yixian, Mao Zedong, and Jiang Jieshi. (Writing 2.5.b)

CONNECT TO TODAY REPORTING ON CURRENT EVENTS

Research the selection of the newest Communist Party leader of China. Write a brief report identifying that person and explaining how this new leader got into office. (Writing 2.1.a)

ANSWERS

- Kuomintang, p. 448 • Sun Yixian, p. 448 • May Fourth Movement, p. 449 • Mao Zedong, p. 449 • Jiang Jieshi, p. 450 • Long March, p. 452
- Sample Answer:** Jiang—Head of Kuomintang, helped defeat warlords, forced the Long March; Mao—Won peasants by giving land, promised reform, survived Long March. Greater appeal—Mao’s reforms, because he gave land to peasants.
- When Japan received land China felt it deserved, a wave of protests occurred.
- Mao—Peasants were basis of the revolution; Lenin—Urban workers were the base.
- Nationalist attack on Communists in Shanghai
- Treaty of Versailles led to May Fourth Movement; Soviet Union supported Sun’s government; Britain and U.S. recognized Nationalist government; Japan’s invasion of China united Jiang’s and Mao’s forces.
- failures of the Kuomintang; corruption in Jiang’s government; Soviet influence; poverty; Mao’s leadership
- Yes—Nationalists wanted to modernize and strengthen China. No—Jiang’s government was weak, corrupt, and undemocratic.
- Rubric** Questions should
 - investigate goals of each participant.
 - reflect information from the chapter.

CONNECT TO TODAY

- Rubric** Reports should
- name the new leader.
 - explain how the leader came to power.

Poster of Russian soldier with flag, by N. Tyrkurr

Temple of Heaven, Beijing, China

Nationalism in India and Southwest Asia

MAIN IDEA

EMPIRE BUILDING Nationalism triggered independence movements to overthrow colonial powers.

WHY IT MATTERS NOW

These independent nations—India, Turkey, Iran, and Saudi Arabia—are key players on the world stage today.

TERMS & NAMES

- Rowlatt Acts
- Amritsar Massacre
- Mohandas K. Gandhi
- civil disobedience
- Salt March
- Mustafa Kemal

CALIFORNIA STANDARDS

10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

SETTING THE STAGE As you learned in Chapter 13, the end of World War I broke up the Ottoman Empire. The British Empire, which controlled India, began to show signs of cracking. The weakening of these empires stirred nationalist activity in India, Turkey, and some Southwest Asian countries. Indian nationalism had been growing since the mid-1800s. Many upper-class Indians who attended British schools learned European views of nationalism and democracy. They began to apply these political ideas to their own country.

Indian Nationalism Grows

Two groups formed to rid India of foreign rule: the primarily Hindu Indian National Congress, or Congress Party, in 1885, and the Muslim League in 1906. Though deep divisions existed between Hindus and Muslims, they found common ground. They shared the heritage of British rule and an understanding of democratic ideals. These two groups both worked toward the goal of independence from the British.

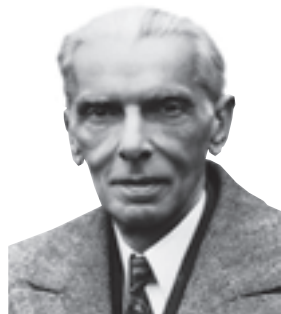
World War I Increases Nationalist Activity Until World War I, the vast majority of Indians had little interest in nationalism. The situation changed as over a million Indians enlisted in the British army. In return for their service, the British government promised reforms that would eventually lead to self-government.

In 1918, Indian troops returned home from the war. They expected Britain to fulfill its promise. Instead, they were once again treated as second-class citizens. Radical nationalists carried out acts of violence to show their hatred of British rule. To curb dissent, in 1919 the British passed the **Rowlatt Acts**. These laws allowed the government to jail protesters without trial for as long as two years. To Western-educated Indians, denial of a trial by jury violated their individual rights.

Amritsar Massacre To protest the Rowlatt Acts, around 10,000 Hindus and Muslims flocked to Amritsar, a major city in the Punjab, in the spring of 1919. At a huge festival in an enclosed square, they intended to fast and pray and to listen to political

TAKING NOTES

Categorizing Create a web diagram identifying the styles of government adopted by nations in this section.



◀ Ali Jinnah, leader of the Muslim League of India, fought for Indian independence from Great Britain.

Revolution and Nationalism 453

OBJECTIVES

- Trace nationalist activity in India.
- Summarize Gandhi's nonviolent tactics.
- Explain how Indian self-rule heightened conflicts between Muslims and Hindus.
- Describe the rise of independence movements in Southwest Asia.

1 FOCUS & MOTIVATE

Ask students to think of specific times in their own lives when finding a peaceful way to get a need met has been more successful than making demands or beginning a conflict over the matter.

2 INSTRUCT

Indian Nationalism Grows

10.4.4

Critical Thinking

- The Amritsar Massacre is similar to what event in Russian history that also sparked a revolution? (*During Bloody Sunday, peaceful protesters were killed at St. Petersburg.*)

CALIFORNIA RESOURCES

- California Reading Toolkit, p. L65
- California Modified Lesson Plans for English Learners, p. 125
- California Daily Standards Practice Transparencies, TT57
- California Standards Enrichment Workbook, pp. 53–54
- California Standards Planner and Lesson Plans, p. L121
- California Online Test Practice
- California Test Generator CD-ROM
- California Easy Planner CD-ROM
- California eEdition CD-ROM

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 4

- Guided Reading, p. 27

Formal Assessment

- Section Quiz, p. 245

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 113

Reading Study Guide (Spanish), p. 153

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 4

- Guided Reading, p. 27

- Building Vocabulary, p. 28

- Reteaching Activity, p. 46

Reading Study Guide, p. 153

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 4

- Primary Source: from *Hind Swaraj*, p. 35

- Connections Across Time and Cultures: Nationalist Revolutions in Latin America and Asia, p. 42

Electronic Library of Primary Sources

- “Nonviolence”

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Critical Thinking Transparencies

- CT30 Time Machine: Revolution and Nationalism
- CT66 Chapter 30 Visual Summary

World Art and Cultures Transparencies

- AT66 Persian Musicians

Electronic Library of Primary Sources

- “Nonviolence”

classzone.com

Gandhi's Tactics of Nonviolence

10.4.4

Critical Thinking

- Why was civil disobedience a popular solution for Indians? (*They felt helpless to fight the British physically.*)
- How did the media influence the Indian independence movement? (*Support increased when newspapers worldwide reported the attack on peaceful Salt March protesters.*)

Analyzing Primary Sources

Satyagraha and Nonviolence

Ask students if it is likely that the use of body-force by the Indians would have been effective against the British government. (*Not likely—British were more prepared to fight than to counter the effects of civil disobedience.*)

Answers to Document-Based Questions

- 1. Comparing** Body-force involves the use of violence, but not necessarily the sacrifice of self.
- 2. Making Inferences** Gandhi believes that suffering must take place to achieve the goal. *Hind Swaraj* states: "Passive resistance is a method of securing rights by personal suffering." *The Origin of Nonviolence* states: "[T]here can only be one end to the struggle, and that is victory."

speeches. The demonstration, viewed as a nationalist outburst alarmed the British. They were especially concerned about the alliance of Hindus and Muslims.

Most people at the gathering were unaware that the British government had banned public meetings. However, the British commander at Amritsar believed they were openly defying the ban. He ordered his troops to fire on the crowd without warning. The shooting continued for ten minutes. Official reports showed nearly 400 Indians died and about 1,200 were wounded. Others estimate the numbers were higher.

News of the slaughter, called the **Amritsar Massacre**, sparked an explosion of anger across India. Almost overnight, millions of Indians changed from loyal British subjects into nationalists. These Indians demanded independence.

A. Answer Spirit of nationalism grew more intense; more Indians demanded independence.

MAIN IDEA

Recognizing Effects

What changes resulted from the Amritsar massacre?

Gandhi's Tactics of Nonviolence

The massacre at Amritsar set the stage for **Mohandas K. Gandhi** (GAWN•dee) to emerge as the leader of the independence movement. Gandhi's strategy for battling injustice evolved from his deeply religious approach to political activity. His teachings blended ideas from all of the major world religions, including Hinduism, Jainism, Buddhism Islam, and Christianity. Gandhi attracted millions of followers. Soon they began calling him the Mahatma (muh•HAHT•muh), meaning "great soul."

Noncooperation When the British failed to punish the officers responsible for the Amritsar massacre, Gandhi urged the Indian National Congress to follow a policy of noncooperation with the British government. In 1920, the Congress Party endorsed **civil disobedience**, the deliberate and public refusal to obey an unjust law, and nonviolence as the means to achieve independence. Gandhi then launched his campaign

Analyzing Primary Sources

Satyagraha

A central element of Gandhi's philosophy of nonviolence was called *satyagraha*, often translated as "soul-force" or "truth-force."

PRIMARY SOURCE

Passive resistance is a method of securing rights by personal suffering; it is the reverse of resistance by arms. When I refuse to do a thing that is repugnant to my conscience, I use soul-force. For instance, the government of the day has passed a law which is applicable to me: I do not like it, if, by using violence, I force the government to repeal the law, I am employing what may be termed body-force. If I do not obey the law and accept the penalty for its breach, I use soul-force. It involves sacrifice of self.

GANDHI Chapter XVII, *Hind Swaraj*

Nonviolence

In *The Origin of Nonviolence*, Gandhi offered a warning to those who were contemplating joining the struggle for independence.

PRIMARY SOURCE

[I]t is not at all impossible that we might have to endure every hardship that we can imagine, and wisdom lies in pledging ourselves on the understanding that we shall have to suffer all that and worse. If some one asks me when and how the struggle may end, I may say that if the entire community manfully stands the test, the end will be near. If many of us fall back under storm and stress, the struggle will be prolonged. But I can boldly declare, and with certainty, that so long as there is even a handful of men true to their pledge, there can only be one end to the struggle, and that is victory.

GANDHI *The Origin of Nonviolence*

DOCUMENT-BASED QUESTIONS

- 1. Comparing** How is soul-force different from body-force?
- 2. Making Inferences** What do Gandhi's writings suggest about his view of suffering? Give examples from each document.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Investigating Examples of Civil Disobedience

Class Time 30 minutes

Task Comparing strategies of nonviolent organizations

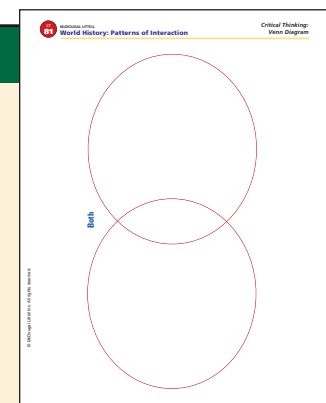
Purpose To learn more about the legacy of Gandhi's nonviolent tactics for battling injustice

Instructions Ask pairs of students to find an organization or movement that is dedicated to the principles of nonviolence as a strategy for effecting change. Examples include environmental, animal rights, and political activist movements. Students may also investigate Henry David Thoreau's essay "Civil Disobedience."

Students should focus on the goals of the organization or movement and the methods it uses to achieve those goals. Have students cite specific examples of nonviolent tactics, such as marches, demonstrations, boycotts, advertising campaigns, and acts of civil disobedience.

Each pair of students should then meet with another pair to exchange information and to draw comparisons among the movements or organizations they chose.

After the two sets of partners exchange information, the four students should make a Venn diagram comparing the goals and strategies of each organization or movement.



Critical Thinking Transparencies

of civil disobedience to weaken the British government's authority and economic power over India.

Boycotts Gandhi called on Indians to refuse to buy British goods, attend government schools, pay British taxes, or vote in elections. Gandhi staged a successful boycott of British cloth, a source of wealth for the British. He urged all Indians to weave their own cloth. Gandhi himself devoted two hours each day to spinning his own yarn on a simple handwheel. He wore only homespun cloth and encouraged Indians to follow his example. As a result of the boycott, the sale of British cloth in India dropped sharply.

Strikes and Demonstrations Gandhi's weapon of civil disobedience took an economic toll on the British. They struggled to keep trains running, factories operating, and overcrowded jails from bursting. Throughout 1920, the British arrested thousands of Indians who had participated in strikes and demonstrations. But despite Gandhi's pleas for nonviolence, protests often led to riots.

The Salt March In 1930, Gandhi organized a demonstration to defy the hated Salt Acts. According to these British laws, Indians could buy salt from no other source but the government. They also had to pay sales tax on salt. To show their opposition, Gandhi and his followers walked about 240 miles to the seacoast. There they began to make their own salt by collecting seawater and letting it evaporate. This peaceful protest was called the **Salt March**.

Soon afterward, some demonstrators planned a march to a site where the British government processed salt. They intended to shut this saltworks down. Police officers with steel-tipped clubs attacked the demonstrators. An American journalist was an eyewitness to the event. He described the "sickening whacks of clubs on unprotected skulls" and people "writhing in pain with fractured skulls or broken shoulders." Still the people continued to march peacefully, refusing to defend themselves against their attackers. Newspapers across the globe carried the journalist's story, which won worldwide support for Gandhi's independence movement.

More demonstrations against the salt tax took place throughout India. Eventually, about 60,000 people, including Gandhi, were arrested. ■

Britain Grants Limited Self-Rule

Gandhi and his followers gradually reaped the rewards of their civil disobedience campaigns and gained greater political power for the Indian people. In 1935, the British Parliament passed the Government of India Act. It provided local self-government and limited democratic elections, but not total independence.

However, the Government of India Act also fueled mounting tensions between Muslims and Hindus. These two groups had conflicting visions of India's future as an independent nation. Indian Muslims, outnumbered by Hindus, feared that Hindus would control India if it won independence. In Chapter 18, you will read about the outcome of India's bid for independence.



▲ Gandhi adopted the spinning wheel as a symbol of Indian resistance to British rule. The wheel was featured on the Indian National Congress flag, a forerunner of India's national flag.

Tip for English Learners

Remind students that a boycott is a form of peaceful protest in which people decide as a group to refuse to buy certain products or goods in order to show disapproval of those who produce them.

More About . . .

Gandhi's Views

Gandhi's emphasis on the traditional values of village life and on handcrafted items made it clear to the majority of Indians that he understood and sympathized with their problems. Gandhi realized that any feeling of Indian nationalism had to begin with the village.

In-Depth Resources: Unit 4

- Primary Source: from *Hind Swaraj* (Indian Home Rule) by Gandhi

Electronic Library of Primary Sources

- "Nonviolence"

Britain Grants Limited Self-Rule

10.4.4

Critical Thinking

- In what ways was civil disobedience a more successful method than violence? (*Boycotts and noncooperation took away the British government's economic power and authority.*)
- What was the source of tension between Hindus and Muslims in India? (*different religious beliefs; Muslims feared the power of the more numerous Hindus.*)

B. Answer
The protest against British rule was based on noncooperation and civil disobedience.

MAIN IDEA

Making Inferences

■ How did the Salt March represent Gandhi's methods for change?

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DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Indian Protests and British Responses

Class Time 30 minutes

Task Creating a poster about the Indian independence movement

Purpose To explore the political tension between India and the British government during the independence movement

Instructions Have students create a poster protesting the way the Indians were treated by the British government.

To organize the information, have students draw two columns on paper. In the first column, have them list actions Gandhi and his followers took, including specific boycotts, strikes and demonstrations, and highlights of the Salt March. In the second column, ask students to list responses to those actions.

Using the information from their lists, students will create a poster that shows Indian protests and British responses. Students can use photographs, drawings, and captions to persuade others to join the independence movement. Students who need help can use the Reading Study Guide for Section 4.

Indian Actions	Response
Amritsar protest	British troops fire on unarmed crowd.
Boycotts	Sale of British products drops.
Salt March	Police officers club demonstrators.

History Makers

Mustafa Kemal

To reach his goal, Kemal even set rules for clothing: “A civilized, international dress is worthy and appropriate for our new nation, and we will wear it. Boots or shoes on our feet, trousers on our legs, shirt and tie, jacket and waistcoat—and, of course, to complete these, a . . . hat.” In addition to changing clothing, in 1928, Kemal introduced the Latin alphabet, replacing the Arabic letters. He wanted people to forget their history under the Ottomans and to return to the roots of their ancient Turkish language.

Nationalism in Southwest Asia

10.4.4

Critical Thinking

- What did Kemal’s reforms do for Turkey? (*gave Turkey a strong national identity by making legal, religious, and economic reforms*)
- In what major way did reforms in Iran and Saudi Arabia differ from those in Turkey? (*Iran and Saudi Arabia did not turn to democratic rule as Turkey did.*)

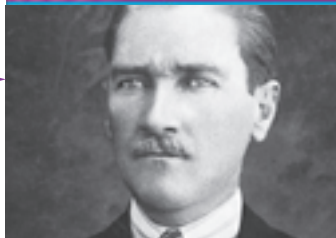
Critical Thinking Transparencies

- CT30 Time Machine: Revolution and Nationalism

World Art and Cultures Transparencies

- AT66 Persian Musicians

History Makers



Mustafa Kemal
1881–1938

As president of Turkey, Mustafa Kemal campaigned vigorously to mold the new republic into a modern nation. His models were the United States and other European countries.

Kemal believed that even the clothing of the Turks should be changed to reflect a civilized, international dress. To reach this goal, Kemal set rules for clothing. He required government workers to wear Western-style business suits and banned the fez, a brimless red felt hat that was part of traditional Turkish clothing.

Nationalism in Southwest Asia

The breakup of the Ottoman Empire and growing Western political and economic interest in Southwest Asia spurred the rise of nationalism in this region. Just as the people of India fought to have their own nation after World War I, the people of Southwest Asia also launched independence movements to rid themselves of imperial rulers.

Turkey Becomes a Republic At the end of World War I, the Ottoman Empire was forced to give up all its territories except Turkey. Turkish lands included the old Turkish homeland of Anatolia and a small strip of land around Istanbul.

In 1919, Greek soldiers invaded Turkey and threatened to conquer it. The Turkish sultan was powerless to stop the Greeks. However, in 1922, a brilliant commander, **Mustafa Kemal** (keh•MAHL), successfully led Turkish nationalists in fighting back the Greeks and their British backers. After winning a peace, the nationalists overthrew the last Ottoman sultan.

In 1923, Kemal became the president of the new Republic of Turkey, the first republic in Southwest Asia. To achieve his goal of transforming Turkey into a modern nation, he ushered in these sweeping reforms:

- separated the laws of Islam from the laws of the nation
- abolished religious courts and created a new legal system based on European law
- granted women the right to vote and to hold public office
- launched government-funded programs to industrialize Turkey and to spur economic growth

Kemal died in 1938. From his leadership, Turkey gained a new sense of its national identity. His influence was so strong that the Turkish people gave him the name Ataturk—“father of the Turks.”

Persia Becomes Iran Before World War I, both Great Britain and Russia had established spheres of influence in the ancient country of Persia. After the war, when Russia was still reeling from the Bolshevik Revolution, the British tried to take over all of Persia. This maneuver triggered a nationalist revolt in Persia. In 1921, a Persian army officer seized power. In 1925 he deposed the ruling shah.

Persia’s new leader, Reza Shah Pahlavi (PAL•uh•vee), like Kemal in Turkey, set out to modernize his country. He established public schools, built roads and railroads, promoted industrial growth, and extended women’s rights. Unlike Kemal, Reza Shah Pahlavi kept all power in his own hands. In 1935, he changed the name of the country from the Greek name Persia to the traditional name Iran.

Saudi Arabia Keeps Islamic Traditions While Turkey broke with many Islamic traditions, another new country held strictly to Islamic law. In 1902, Abd al-Aziz Ibn Saud (sah•OOD), a member of a once-powerful Arabian family, began a successful campaign to unify Arabia. In 1932, he renamed the new kingdom Saudi Arabia after his family.

Ibn Saud carried on Arab and Islamic traditions. Loyalty to the Saudi government was based on custom, religion, and family ties. Like Kemal and Reza Shah, Ibn Saud brought some modern technology, such as telephones and radios, to his

C. Answer Both established policies and launched programs to modernize their countries.

MAIN IDEA

Comparing

How were Kemal’s leadership and Reza Shah Pahlavi’s leadership similar?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Using SQ3R

Class Time 20 minutes

Task Using the SQ3R strategy and recording answers in a chart

Purpose To clarify information about nationalism in Southwest Asia

Instructions Have students use the SQ3R study method to analyze events in Southwest Asia. Begin by writing the strategy on the board as follows: SQ3R = Survey; Question; Read; Recite or Record; Review.

1. Survey the pages by skimming for headings and topic sentences.
2. Jot down any questions about the text, such as what role nationalism played in Turkey, Iran, and Saudi Arabia.
3. Read the pages and look for answers to the questions.

4. Recite or record any answers that are found.
5. Review the information as a group, or with a partner, to answer any questions that remain.

1. Survey	2. Question	3. Read	4. Recite or Record	5. Review
Turkey Becomes a Republic	What is a republic?	Leaders and representatives elected	Voting, legal system	Turkey’s government includes elections

country. However, modernization in Saudi Arabia was limited to religiously acceptable areas. There also were no efforts to begin to practice democracy.

Oil Drives Development While nationalism steadily emerged as a major force in Southwest Asia, the region's economy was also taking a new direction. The rising demand for petroleum products in industrialized countries brought new oil explorations to Southwest Asia. During the 1920s and 1930s, European and American companies discovered enormous oil deposits in Iran, Iraq, Saudi Arabia, and Kuwait. Foreign businesses invested huge sums of money to develop these oil fields. For example, the Anglo-Persian Oil Company, a British company, started developing the oil fields of Iran. Geologists later learned that the land around the Persian Gulf has nearly two-thirds of the world's known supply of oil.

This important resource led to rapid and dramatic economic changes and development. Because oil brought huge profits, Western nations tried to dominate this region. Meanwhile, these same Western nations were about to face a more immediate crisis as power-hungry leaders seized control in Italy and Germany.



History from Visuals

Interpreting the Map

Ask students to note the progression of years in which oil was discovered in this region. Where was oil first discovered? (*Iran in 1908*)

Extension Ask interested students to research oil-related conflicts these countries have been involved in since the 1920s.

SKILLBUILDER Answers

- Location** Persian Gulf
- Movement** Routes into and out of the region will carry more traffic.

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Rowlatt Acts
- Amritsar Massacre
- Mohandas K. Gandhi
- civil disobedience
- Salt March
- Mustafa Kemal

USING YOUR NOTES

2. Why do you think these nations adopted different styles of government? (10.4.4)



MAIN IDEAS

- How did Gandhi's tactics of civil disobedience affect the British? (10.4.4)
- How did Southwest Asia change as a result of nationalism? (10.4.4)
- How did newly found petroleum supplies change the new nations in Southwest Asia? (10.4.4)

CRITICAL THINKING & WRITING

- HYPOTHESIZING** What do you think a nation might gain and lose by modernizing? (REP 4)
- RECOGNIZING EFFECTS** How did World War I create an atmosphere for political change in both India and Southwest Asia? (10.4.4)
- COMPARING AND CONTRASTING** Compare and contrast the different forms of government adopted by the four nations in this section. (10.4.4)
- WRITING ACTIVITY** **POWER AND AUTHORITY** Write a **persuasive essay** supporting the use of nonviolent resistance. (Writing 2.4.c)

CONNECT TO TODAY GRAPHING OIL EXPORTS

Do research to find out how many barrels of oil have been exported each year for the last ten years from Iran, Iraq, and Saudi Arabia. Create a **graph** showing your results. (Writing 2.3.d)

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3 ASSESS

SECTION 4 ASSESSMENT

Divide questions among groups of students and ask them to present their answers orally.

Formal Assessment

- Section Quiz, p. 245

4 RETEACH

Use the Reteaching Activity and the Visual Summary to review this section and chapter.

Critical Thinking Transparencies

- CT66 Chapter 30 Visual Summary

In-Depth Resources: Unit 4

- Reteaching Activity, p. 46

ANSWERS

1. Rowlatt Acts, p. 453 • Amritsar Massacre, p. 454 • Mohandas K. Gandhi, p. 454 • civil disobedience, p. 454 • Salt March, p. 455 • Mustafa Kemal, p. 456

- Sample Answer:** Styles of government: Democratic self-rule—India; Republic—Turkey; Dictatorship—Iran; Monarchy—Saudi Arabia;
Possible Answer: Each nation was led by a person with a different vision of how to govern.
- reducing cloth sales, slowing transportation and production, filling jails to capacity
- Three new nations emerged—Turkey, Persia/Iran, and Saudi Arabia.
- dramatic economic changes; attempts by

western nations to dominate region

- Possible Answers:** Gain—Freedom and democracy, improved status of women, better economic conditions. Lose—Sever links with traditions, cause unrest in society.
- Possible Answer:** issues of nationalism raised, new nations formed, Indians demanded self-rule promised before war.
- India—Democratic elections; Turkey—Republic; Iran—Shah was dictator; Saudi Arabia—Ruling family, no democracy.

- Rubric** Persuasive essays should
 - cite reasons supporting nonviolent resistance.
 - refute opposing ideas.

CONNECT TO TODAY

- Rubric** Graphs should
- illustrate statistics clearly.
 - show the differences among the nations.
 - cite at least one source.