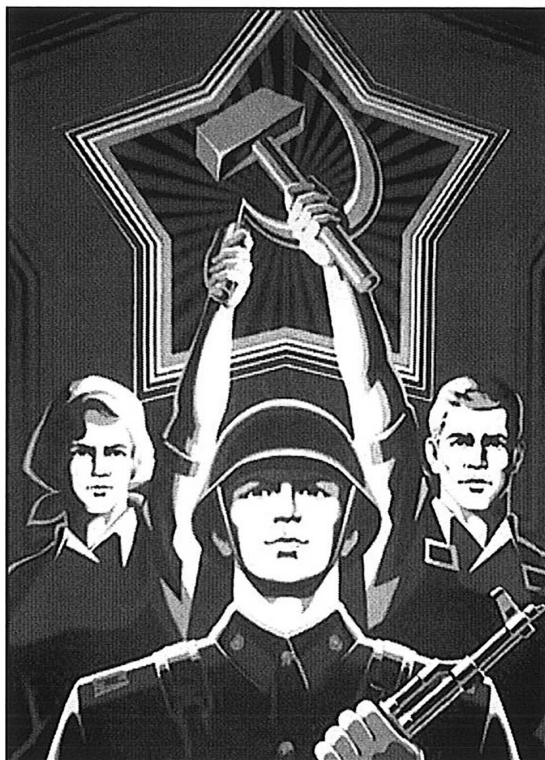

The Soviet Union: What Should Textbooks Emphasize?

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Overview: The Soviet Union was born out of the Russian Revolution that followed World War I. During the next 70 years it grew to become a world superpower leaving a number of marks on 20th century world history. This Mini-Q looks at several of those marks and asks which ones deserve special attention in a school textbook.

The Documents:

- Document A: The Soviet Union (map)
- Document B: Soviet Society and Economy by the Numbers (chart)
- Document C: The Great Terror
- Document D: Soviet Elections (cartoon and chart)
- Document E: Military Strength (graphic)
- Document F: The Space Race (poster and chart)
- Document G: Olympics
- Document H: Ballet

A Mini Document Based Question (Mini-Q)

Hook Exercise: Cultural Bracketology

Directions: Below are eight factual statements about the United States. Each of these facts is a candidate for a section on modern US history that will be included in a Russian world history text. Over the next several years the text is likely to be read by several million Russian high school students.

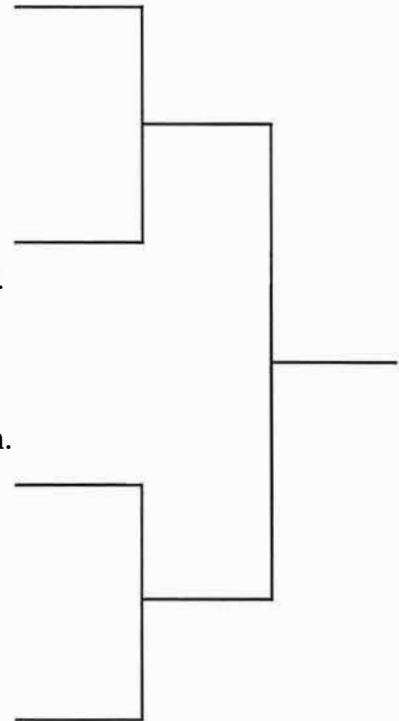
Task One: Individually, fill out the brackets below. Discuss each pairing as you go. The question for each pairing is, Which is the more important fact for Russian students to know if they want to understand the real America? Facts that are selected in the first round move ahead to be considered in the second round. Continue until one fact emerges as most important.

Task Two: When your bracket is complete, discuss your results with a partner. Focus on places of disagreement and explain your thinking. Are you each comfortable with your “winning” fact? Be ready to share your thinking with the whole class.

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US FACT BRACKETOLOGY

- A** The US remains the number one destination for immigrants.
- B** In 2009 the US ranked 34th in the world in infant mortality.
- C** 2011 Gallup poll showed that 92% of Americans believe in God.
- D** The US has the highest murder rate of any industrialized country.
- E** US children have the chance to receive 13 years of free education.
- F** The high school dropout rate in big US cities is over 40%.
- G** Income inequality in the US has grown for more than 30 years.
- H** In 2013 the United States had more than 9 million millionaires.



The Soviet Union: What Should Textbooks Emphasize?

Every night in the late 1940s and early 50s, little Philip Roden, a Milwaukee schoolboy, would say his prayers:

*Now I lay me down to sleep
I pray the Lord my soul to keep
God's love stay with me through the night
And wake me with the morning light
God bless Mommy, Daddy, and Donny
And I hope the Russians don't attack.*

Like many people in America, fear of the Russians filled little Phil's mind. Birds pecking on the gutters were Russian machine guns. Air raid drills in school meant Russian bombers were in the air. It was all very scary.

The cause of this fear was the Soviet Union, of which Russia was the biggest part. The Soviet Union was a huge country that stretched completely across Phil's classroom wall map and seemed to be gobbling up countries like Poland and Czechoslovakia in eastern Europe and slowly digesting republics like Uzbekistan in central Asia. Its leader was a dictator named Joseph Stalin. Stalin believed in communism, and everything Americans had been told about communism was bad – it didn't believe in God, it didn't let people own their own home, and it sent millions of people to prison. Communist Soviet Union was our biggest enemy and everyone pretty much agreed it was a monster.

But was this really true? Is it possible there was more to the story? In 1939 Winston Churchill described the Soviet Union, and Russia in particular, as "... a riddle, wrapped in a mystery, inside an **enigma**." If you peeled back some of that mystery what would you find?

Born out of revolution in 1917, the Soviet Union lived only 69 years. It fell apart in 1991 in large measure because her government-run economy did not work very well. Russia remains, of course, but the 15 Soviet Republics, including Uzbekistan, and the seven satellite countries in

Eastern Europe are all now independent countries.

But let's take a step back. For nearly four centuries Russia had been a monarchy ruled by a **czar**. In 1917, after three horrific years of war with Germany, riots led to revolution and Czar Nicholas II and his family were removed and eventually killed. The turmoil provided an opening for a revolutionary named Vladimir Lenin (1870 -1924) to overthrow a short-lived democratic government and replace it with a **Bolshevik** communist regime. Lenin was inspired by the teachings of a 19th century German philosopher named Karl Marx. According to Marx's reading of history, societies moved through certain stages – **capitalism**, then **socialism**, then **communism**.



Vladimir Lenin

Capitalism was about greed and private ownership. Socialism, and especially communism, was about equal distribution of wealth and shared ownership. Social classes like rich and poor would disappear. After several years of civil war, Lenin's Bolshevik or Red Party was in enough control to begin their grand communist experiment. In 1922 the Union of Soviet Socialist Republics (aka USSR, aka Soviet Union) was officially established.

The next 30 years was a mixture of economic success, political terror, and a devastating World War II. During that war the United States and the Soviet Union were allies fighting against Nazi Germany. However, after 1945 they became enemies, locked in the grip of a **Cold War** and the fear of nuclear holocaust.

Your task in this Mini-Q is quite straightforward. Examine the documents that follow which reveal some of the highs and lows of Soviet 20th Century history. Pick three or four aspects of Soviet society that you feel deserve the most emphasis. In doing so, you will answer the question: *What should textbooks emphasize about the Soviet Union?*

Background Essay Questions

1. What is the point of including the childhood prayer in the introduction?
2. What did Churchill mean when he described Russia as being "... a riddle, wrapped in a mystery, inside an enigma"?
3. Who was Russia's last czar and in what year was he overthrown?
4. Who was Vladimir Lenin?
5. According to Karl Marx, what are the three political/economic stages that a modern nation must go through?
6. What do the Soviet Union, USSR, and the Union of Soviet Socialist Republics all have in common?
7. Define these terms:

enigma

czar

Bolshevik

capitalism

socialism

communism

Cold War

Timeline

- 1917** – Czarist government overthrown; the Bolsheviks seize power under Vladimir Lenin.
- 1922** – Russia and several republics unite to establish the Union of Soviet Socialist Republics (Soviet Union).
- 1929** – Josef Stalin takes power and starts the government takeover (collectivization) of farms.
- 1936-1938** – Stalin conducts the Great Terror.
- 1939-1945** – Soviet Union fights in World War II.
- 1955** – Nikita Khrushchev becomes the Soviet leader.
- 1957** – Soviets launch Sputnik, the world's first artificial satellite.
- 1986-1990** – Mikhail Gorbachev attempts many political and social reforms.
- 1991** – The Soviet Union collapses.

Understanding the Question and Pre-Bucketing

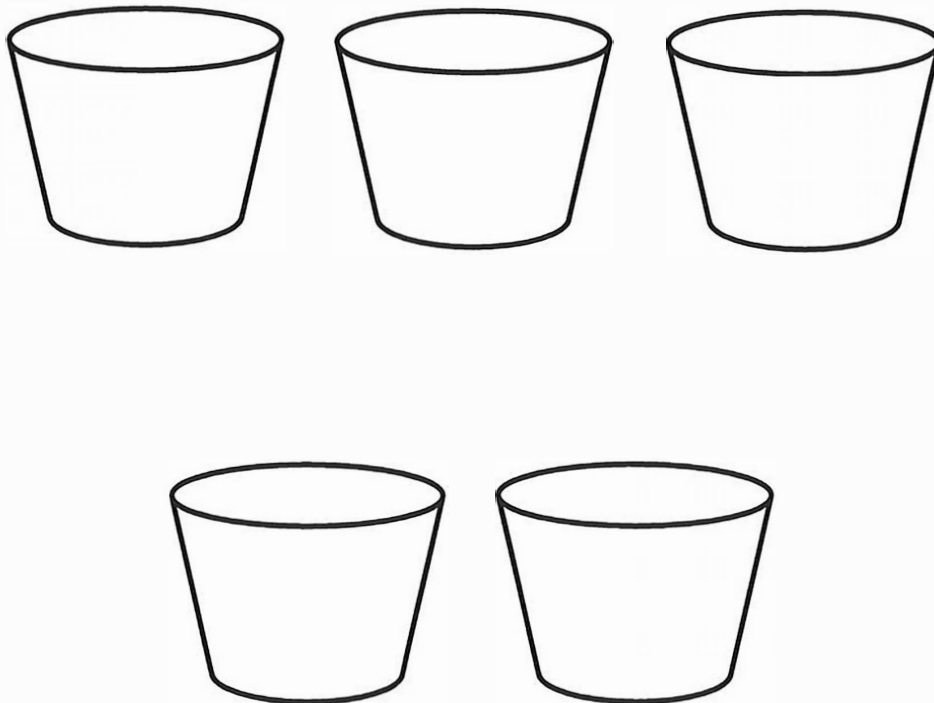
Understanding the Question

1. What is the analytical question asked by this Mini-Q?
2. What terms in the question need to be defined?
3. Rewrite the question in your own words.

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Pre-Bucketing

Directions: Using clues from the Mini-Q question, create analytical categories and label the buckets.



Document A

Source: Map created from various sources.

The Union of Soviet Socialist Republics



Note: The Soviet Union consisted of 15 republics. The Soviet Union dissolved in 1991 and all 15 republics became independent countries. The seven East European satellite nations were separate nations but came under Soviet control after World War II. They are not labeled on the map, but included East Germany, Poland, Czechoslovakia, Hungary, Romania, Bulgaria and Albania.

Document Analysis

1. Including Russia, what were the 15 Soviet Republics?
2. What were the seven East European Soviet satellite countries?
3. After World War II in 1945, what would explain why Soviet leaders wanted a buffer of satellite countries between the Soviet Union and Germany?
4. What are the possible benefits and drawbacks to having a very large country?
5. Why should American textbooks emphasize the geographic size of the Soviet Union?

Document B

Source: Chart created from various sources.

1980 Soviet Society and Economy by the Numbers

(All figures are within 3 years of 1980 unless otherwise indicated)

Category	Soviet Union	United States
Area	8,649,000 square miles	3,794,000 square miles
Population	262,000,000	222,000,000
Time Zones	11	6
Per Capita Income	\$2,600	\$12,530
Life Expectancy (Male)	64 (1972)	71
Life Expectancy (Female)	74 (1972)	78
Literacy Rate (1915)	25%	93%
Literacy Rate (1980)	99%	99%
Physicians Per 100,000 People	346	176
World War II Deaths	24,000,000 (14% of pop)	420,000 (.3% of pop)
Radios	130 million	476 million
TV sets	80 million	142 million
Passenger cars	9 million	123 million
Cost of One Yard of Polyester Fabric	\$7.50	\$.67
Gross National Product	1.47 trillion dollars	2.47 trillion dollars

Note: In 1980 the Soviet Union was number one or two in the world in the production of steel, cotton, wheat, sugar, aluminum, gold, and oil.

Document Analysis

1. What evidence supports the claim that the Soviet Union was geographically huge?
2. What evidence supports the claim that the Soviet Union made great educational progress?
3. Americans are proud of their sacrifices in World War II. What might a Soviet citizen have said about that?
4. What evidence is there that by the 1980s people in the Soviet Union were not as well off as Americans?
5. Which two or three of the above items should be emphasized in a textbook chapter about the Soviet Union? Explain your thinking.

Document C

Source: Roy Medvedev, *Moscow News*, 1988.

Note: During the late 1930s Joseph Stalin applied the vast powers of the Soviet government to repress real and imagined opposition to his rule. This control took the forms of mass arrests, imprisonment, forced labor, show trials, and executions. Roy Medvedev was a Soviet historian whose father died in one of Stalin's labor camps in 1941. In the late 1960s Medvedev had the courage to write one of the first Soviet histories that was critical of Stalin.

[The Great Terror was a matter of] the most cruel tortures, interrogations, [and] the fearful abuse of human dignity.... If it was necessary to cut you to pieces, [Stalin's people] cut you to pieces, if it was necessary to whip you, they whipped you.... [They only had] to be ready to fulfill any order from above without question.... The finest peasants [and] intellectuals were killed, broken, or corrupted.... Mercy and dignity became hindrances to survival. A civil stand, a critical rational attitude to political developments meant definite destruction.... [T]he fear which it instilled in our minds and souls still puts people's consciousness in chains and paralyzes it.... All of this generated constant fear of authority, alienated the human being from the state and made relations between them abnormal.

Source: Richard Pipes, *Communism: A History*, 2001.

According to the declassified Soviet archives, during 1937 and 1938, the NKVD detained 1,548,366 victims, of whom 681,692 were shot – an average of 1,000 executions a day (in comparison, the Tsarists executed 3,932 persons for political crimes from 1825 to 1910 – an average of less than 1 execution per week).

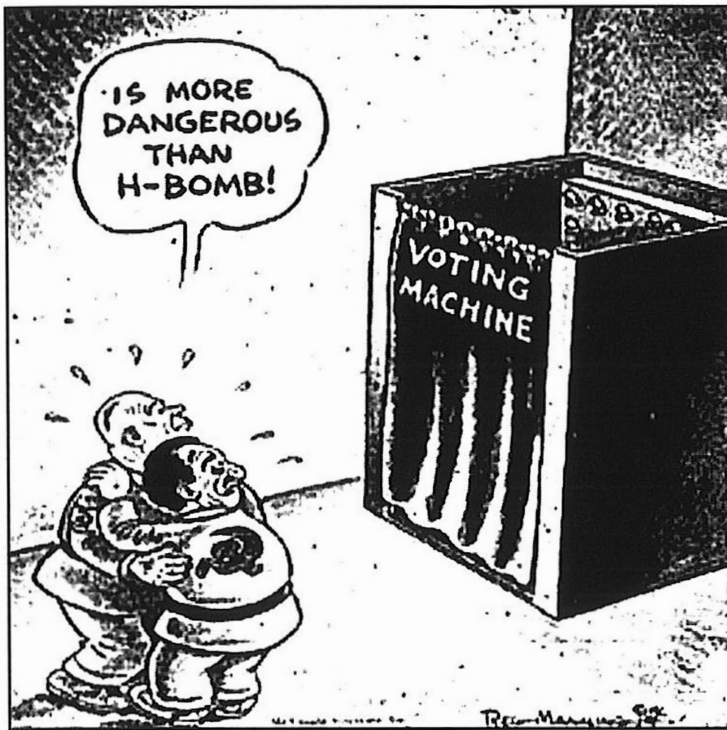
Note: The NKVD included the secret police force that carried out Stalin's orders.

Document Analysis

1. Who was Joseph Stalin?
2. What was the Great Terror?
3. How many Soviet people are believed to have been killed by Stalin's government during the years 1937 and 1938? What was Richard Pipes's source?
4. How important is it to include an account of the Great Terror in a chapter on Soviet history? Explain.

Document D

Source: American cartoonist, Reg Manning, 1960s. Chart data, *Time Magazine*, March 12, 1984.



Note: The Soviet Union remained a one-party communist nation throughout its entire history. Still, it was important to the government to maintain the appearance of democracy. To this end it went to great lengths organizing its elections, including sending hundreds of thousands of political workers to visit every Soviet home to encourage voting.

Soviet leaders Joseph Stalin (right) and Nikita Khrushchev

1979 Election Results for Leader of Soviet Communist Party

Candidate	Votes	Percentage of Votes
Leonid Brezhnev	174,734,459	99.99%
Others	185,422	0.01%

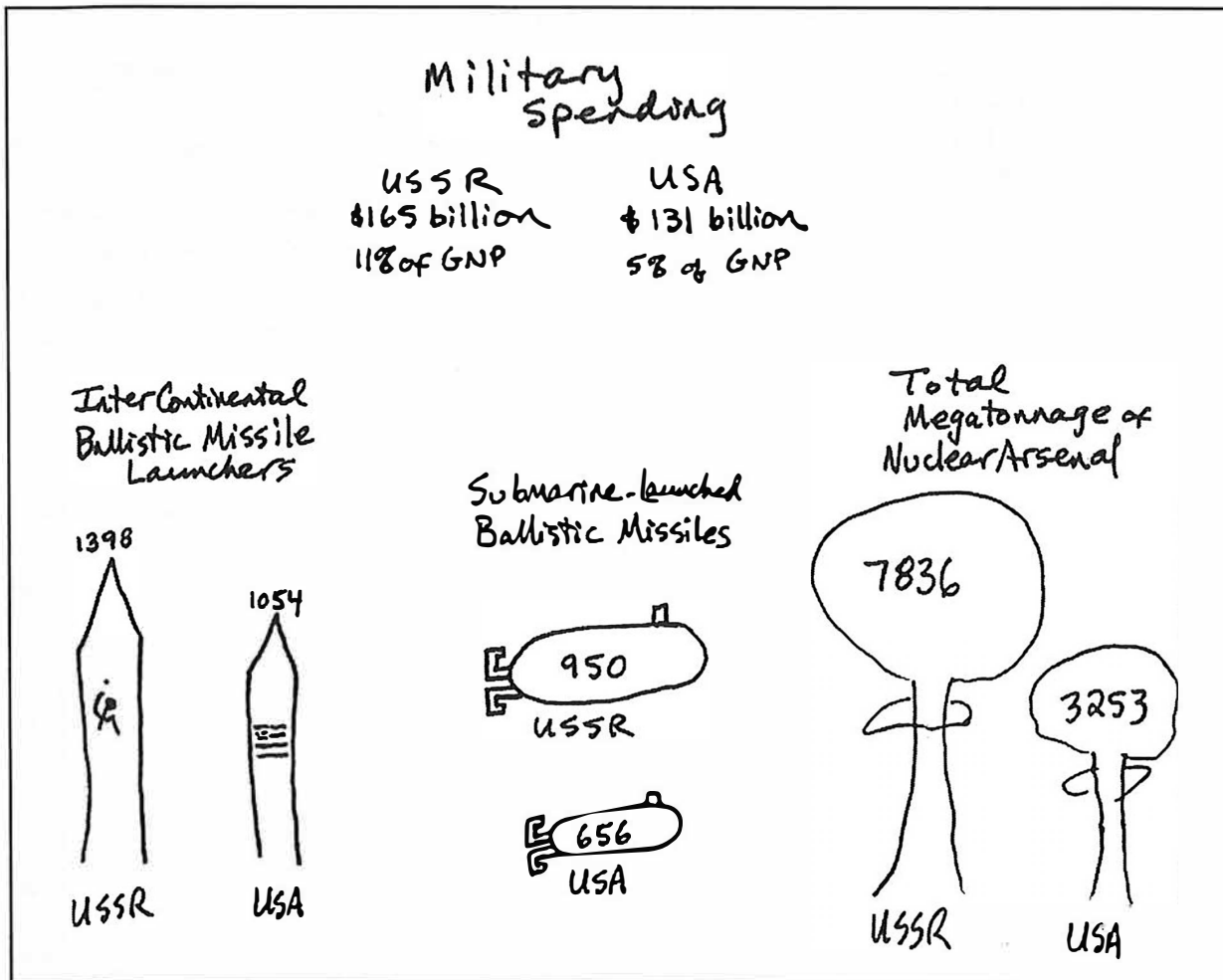
Document Analysis

1. Who are the two Soviet leaders shown in the cartoon?
2. How many political parties were allowed in the Soviet Union?
3. What do you think the two Soviet leaders shown in cartoon feel about the voting machine? Why do you think they feel this way?
4. What can be inferred about Soviet elections from the 1979 election results?
5. Is it important for textbooks about the history of the Soviet Union to emphasize political repression? Explain why or why not.

Document E

Source: Data from *Time* magazine, June 23, 1980. Unknown student artist.

Note: Military spending in 1980 dollars.



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Document Analysis

- How did the military budgets of the Soviet Union and United States in 1980 compare? Consider both dollars spent and percent of GNP. (Note: GNP is Gross National Product, which is the total value of goods and services produced in a country in one year).
- Why might the Soviet Union have felt it had to spend more of its resources on the military than the United States did?
- How did US and Soviet nuclear arsenals compare?
- How would the Soviet Union's military strength have affected how the world thought about the Soviet Union?
- Is it important for textbooks about the history of the Soviet Union to emphasize military strength? Why or why not?

Document F

Source: *New York Times*, October 5, 1957, headline.

**SOVIET FIRES EARTH SATELLITE INTO SPACE;
IT IS CIRCLING THE GLOBE AT 18,000 M.P.H.;
SPHERE TRACKED IN 4 CROSSINGS OVER U.S.**

Source: Soviet poster, late 1950s.



Translation: Fatherland! In the race for the stars, you are the first to sparkle above the earth. Glory to science, glory to work! Glory to the Soviet regime!"

Source: From various sources.

Soviet Space Race Firsts

1957, Oct 4	Sputnik, the world's first artificial satellite, is launched into space.
1957, Nov 3	Laika becomes the first dog in space.
1961, April 12	Cosmonaut (astronaut) Yuri Gagarin becomes first man to orbit Earth.
1963, June 16	Valentina Tereshkova becomes first woman to travel in space.

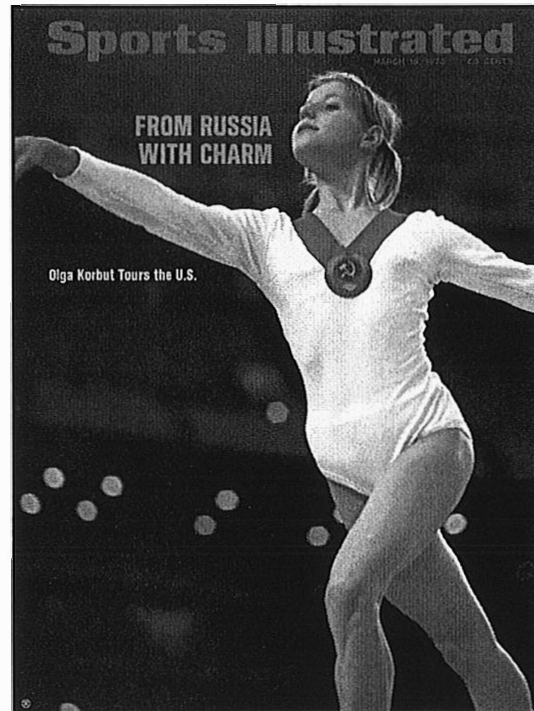
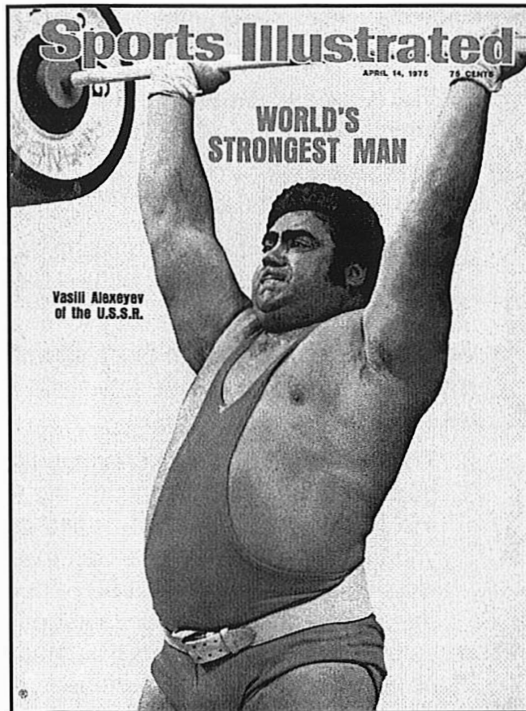
Document Analysis

1. What was the name of the first Soviet satellite to travel in space? On what date was it launched?
2. What were the names of the first Soviet male and female cosmonauts?
3. What is the English translation of the caption on the Soviet space poster?
4. The poster is an example of Soviet government propaganda. What values are being promoted by the poster?
5. Which is more important to emphasize in a textbook chapter, Soviet achievements in space or Stalin's Great Terror? Explain your thinking.

Document G

Source: *Sports Illustrated*, April 14, 1975 and March 19, 1973. Medals chart: Created from various sources.

Note: Soviet weight lifter Vasily Alexyev and gymnast Olga Korbut were both gold medal winners in the 1972 Olympics in Munich, Germany. They were Soviet and international superstars in their events. Cold War tensions led the United States to boycott the 1980 Summer Olympics in Moscow and the Soviet Union to boycott the 1984 Summer Olympics in Los Angeles.



Summer Olympics Medal Count								
	1952	1956	1960	1964	1968	1972	1976	1988
US	76	74	71	90	107	94	94	94
USSR	71	98	103	96	91	99	125	132

Document Analysis

1. Of the eight Summer Olympics between 1952 and 1988 in which both the Soviet Union and the US participated, how many times did the Soviet Union win more medals than the United States?
2. What caused the US to boycott the 1980 Summer Olympics in Moscow and the Soviets to boycott the 1984 Summer Olympics in Los Angeles?
3. The Soviet government spent a lot of money training their Olympic athletes. What might explain the emphasis that the Soviet Union put on Olympic success?
4. Should a textbook chapter on 20th century Soviet history emphasize success in sports over political oppression or military power? Explain your thinking.

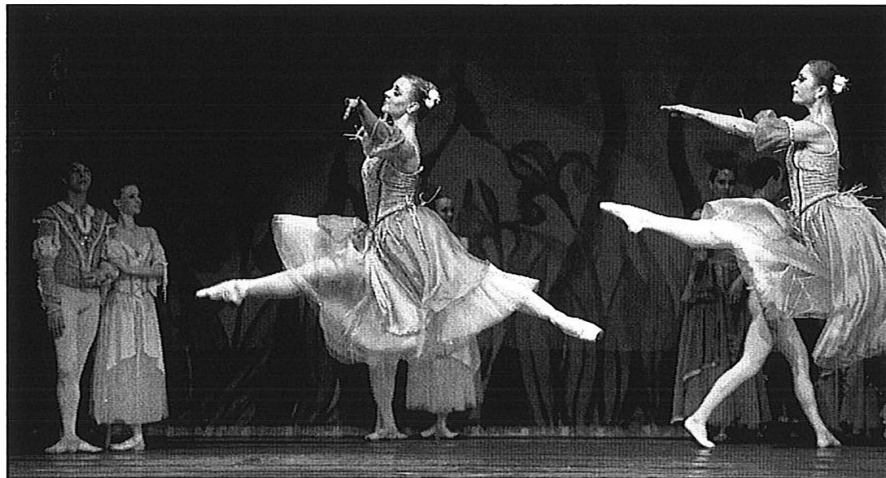
Document H

Source: Jennifer Homans, *The New Republic* magazine.

Under Soviet rule, classical ballet grew...into a vast continental network of schools, companies, and amateur performing groups, all controlled from Moscow.... Ballet schools attached to the [world famous] Kirov and Bolshoi theaters grounded the system; talent scouts recruited children from the far corners of the country.... Dance classes were available across the country.... Amateur dance groups also performed locally, thus further spreading knowledge and enforcing the prestige of dance. By the mid-1960s...the Soviet Union had successfully established nineteen ballet schools across the country, offering serious nine-year courses fully sponsored by the state. No one could claim that the Soviets did not take ballet seriously.

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Source: Shutterstock.



Document Analysis

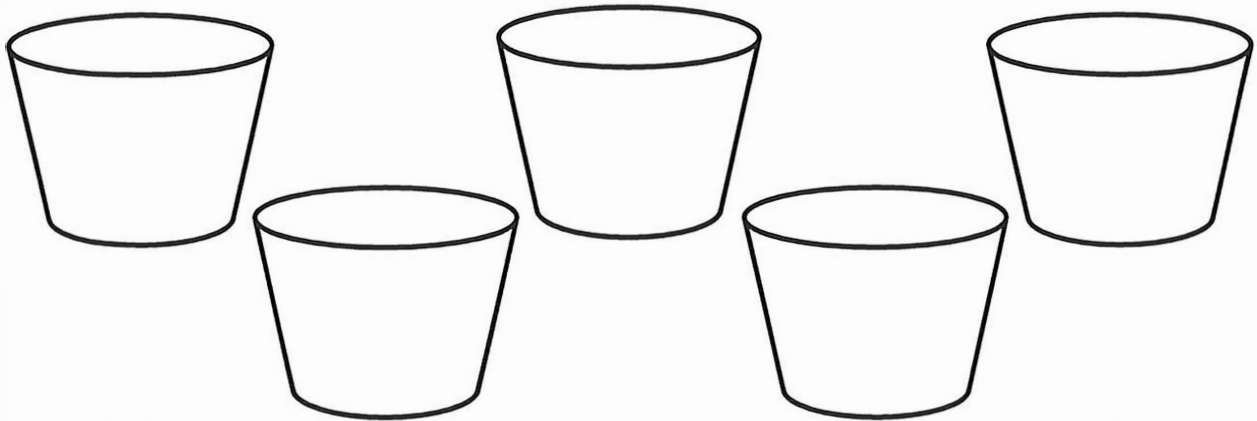
1. What were the names of the two leading Soviet ballet theaters?
2. How were young Soviet children recruited and trained to be ballet dancers?
3. What details support the author's view that "No one could claim that the Soviets did not take ballet seriously"?
4. Why should an author of a high school textbook emphasize a Soviet cultural achievement like ballet? Explain your thinking.

Bucketing – Getting Ready to Write

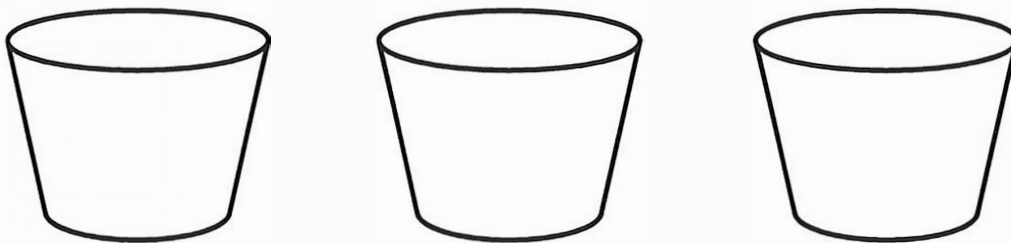
Bucketing

Look over all the documents and organize them into your final buckets. Write bucket labels under each bucket and place the letters of the documents in the buckets where they belong. You can put a document into more than one bucket (multi-bucketing), but you need a good reason for doing so. Once you label your buckets, you need to decide which three topics are the most important for textbook authors to emphasize. You are writing three body paragraphs, not five. Eliminate two of your buckets.

EV

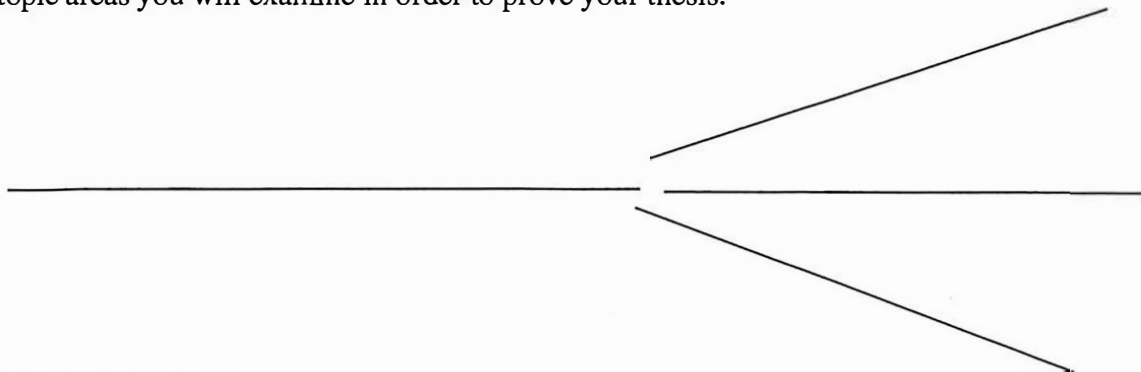


THEN



Thesis Development and Road Map

On the chickenfoot below, write your thesis and your road map. Your thesis is always an informed opinion that answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.



From Thesis to Essay Writing

Mini-Q Essay Outline Guide

Working Title

Paragraph #1

Grabber

Background

Stating the question with key terms defined

Thesis and road map

Paragraph #2

Baby Thesis for bucket one

Evidence: Supporting detail from document with document citation

Argument: Connecting evidence to the thesis

Paragraph #3

Baby Thesis

Evidence

Argument

Paragraph #4

Baby Thesis

Evidence

Argument

Paragraph #5

Conclusion: “Although” statement followed by a convincing restatement of your main idea

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Criterion A Rubric: Knowing and understanding		Task-specific Objectives
i. use a wide range of terminology in context ii. Demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.		i. Relevant terminology for this assessment includes pre-defined vocabulary identified in the DBQ background essay and documents ii. Students use specific examples and concepts from the DBQ documents provided to demonstrate their knowledge and understanding
Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	Student does not submit paper
1-2	The student: i. uses limited relevant terminology, ii. Demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.	i. Student does not use vocabulary above and/or uses it inappropriately ii. Main ideas and/or concepts are identified but connections between them and evidence to support analysis is weak or missing
3-4	The student: i. uses some terminology accurately and appropriately, ii. Demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.	i. Student uses task-specific vocabulary accurately in some parts of the essay ii. Main ideas and/or concepts are identified with satisfactory examples or references to original texts in some parts of the essay
5-6	The student: i. uses a range of terminology accurately and appropriately, ii. Demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.	i. Student appropriately uses task-specific vocabulary throughout a majority of the essay ii. Student provides a substantial explanation of the main ideas and concepts, supported by appropriate quotations and/or references to the original texts in most cases
7-8	The student: i. consistently uses a wide range of terminology effectively, ii. Demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples.	i. Student uses task-specific vocabulary effectively throughout all sections of the essay ii. Student provides a detailed explanation and understanding of the main ideas and concepts, supported by appropriate quotations and/or references to the original texts
Common Core State Standards		
CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CCSS.ELA-LITERACY.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.		

Criterion C Rubric: Communication		Task-specific Objectives
i. Communicate information and ideas effectively using an appropriate style for the audience and purpose ii. Structure information and ideas in a way that is appropriate to the specified format iii. Document sources of information using a recognized convention.		I. Communicate the entire argument/essay without writing in the first person. II. Structure of the argument will follow a basic 5 paragraph essay structure. Thesis / 3 baby-thesis / Conclusion. III. Students will be able to use a convention (MLA) to document in-text citations.
Level	Level descriptor	Task-specific clarifications
0	The student does not reach a standard described by any of the descriptors below.	Paper not submitted
1-2	The student: i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose, ii. structures information and ideas according to the specified format in a limited way, iii. Documents sources of information in a limited way.	1. Communication: Student writes in first person more than five (5) times. 2. Structures: Student creates a structure that uses the basic 3 paragraph format. 3. Documents: MLA in-page citations not used in body paragraphs
3-4	The student: i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose, ii. structures information and ideas in a way that is somewhat appropriate to the specified format, iii. Sometimes documents sources of information using a recognized convention.	1. Communication: Student writes in the first person two to five times. 2. Structures: Student creates a structure that uses the basic 4 paragraph format. 3. Documents: MLA in-page citations used for some body paragraphs
5-6	The student: i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose, ii. structures information and ideas in a way that is mostly appropriate to the specified format, iii. Often documents sources of information using a recognized convention.	1. Communication: Student writes in the first person one (1) time. 2. Structures: Student creates a structure that uses the basic 5 paragraph format and the argument is not connected to all baby-theses. 3. Documents: MLA in-page citations used for most body paragraphs
7-8	The student: i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose, ii. structures information and ideas in a way that is completely appropriate to the specified format, iii. Consistently documents sources of information using a recognized convention.	1. Communication: Student does not write in the first person. 2. Structures: Student creates a structure that uses the basic 5 paragraph format and the argument is connected throughout. 3. Documents: MLA in-page citations used for all body paragraphs
Common Core State Standards		
<ul style="list-style-type: none"> CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 		