

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

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## Russian Revolution Curricula

*High-school/College Level*

*Developed by: Madeline Artibee*

### **Pre-activity exercise:**

Write a three-paragraph biography of one of the following people:

Tsar Nicholas II

Karl Marx

Alexandar Karensky

Leon Trotsky

Vladimir Lenin

### **Compare 3 American-based Newspapers:**

**Teacher Prep:** Choose between the available newspapers (short informational blurbs available in additional materials), or allow students to choose for themselves

**Student assignment:** Write a contextual analysis of their impact on newspaper articles on the Russian Revolution. Write on their origin, credibility (both the author and newspaper), point of view (both the author and newspaper), and impact of the newspaper and articles related to the Russian Revolution. Compare and contrast between the three newspapers, with emphasis on the papers' perspective on the Russian Revolution, target audience, and author voice.

State of Illinois Education Standards fulfilled:

**SS.IS.4.9-12** Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

### **Analysis of the U.S. Constitution 1776 and the USSR Constitution of 1918**

Teacher Prep: both Constitutions are about 20 pages in length. Decide whether you will cut down to certain pieces or assign the whole Constitutions.

Student Assignment: Examine the differences between the Russian Constitution and the United States Constitution. Compare and contrast the language used. How are citizens of the United States and citizens of the USSR referred to? Name the key differences in values, laws, and governance.

State of Illinois Education Standards fulfilled:

**SS.CV.3.9-12:** Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality and liberty.

**SS.CV.4.9-12:** Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights

**Day in the life of a Reporter on the Russian Revolution**

**Teacher Prep:** Assign newspapers in totality (of the articles provided) to students. Encourage them to read the articles and critically evaluate author's voice and newspaper perspective.

**Student Assignment:** Pick one newspaper from our list and pretend as if you are a reporter on the Russian Revolution. Think about how you will use the ideals and perspectives of the newspaper and your own to actually describe the events of the Russian Revolution. This exercise can be in the form of editorial and letter to the editor.

State of Illinois Education Standards fulfilled:

**SS.H.1.9-12:** Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

**SS.H.5.9-12:** Analyze the factors and historical context that influenced the perspectives of people during different historical eras

**American Minority Communities on the Russian Revolution:**

**Teacher Prep:** this project could be woven into either a holocaust or civil rights module. Please review the materials provided and choose accordingly, based on students' prior knowledge.

**Student assignment:** Write a historical response to the contexts of the African American newspapers and the Jewish American newspapers. Contextualize their perspectives of the Russian revolution with American history and world history, as needed.

State of Illinois Education Standards fulfilled:

**SS.H.7.9-12:** Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice

**SS.H.8.9-12:** Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.