Russia experienced a revolution that transformed the country politically, socially, and economically. In this webquest, you will pretend you are living in Russia during the Russian Revolution, focusing on the years 1917-1921. You will be assigned a role as a member of Russian society and will research your role. Different classes of society felt differently about the Revolution depending on how they were treated by the tsar, Nicholas II, and how the policies of the government affected them as a class. Based on your research and findings, you will write 7-10 diary entries about your experience during the Revolution and your thoughts and feelings regarding what was happening. After your diary entries are written, you will present them to the class in any creative way that you would like. Have fun!

Tasks

In this webquest, you will assume the role of a Russian citizen living in Russia during the time of the Revolution. Based on your class or role in society, you may or may not support the Revolution and its goal. Using the weblinks provided and any other information you find, it is your job to 1) research the revolutionary events that occurred in Russia between the year 1917-1921; and 2) research the role you have been assigned and how your person might experience the revolution, including his/her thoughts and feelings. Remember that diary entries are written in the first personal, include a date and any personal information, such as the thoughts and feelings of the person writing it. When researching information about the revolution, it may be helpful to keep in mind who is involved, the causes, why it occurred, who it affected, and what impact did it have on society. Once you have researched your information, you will write 7-10 diary entries about your thoughts, feelings, and experiences as your assigned role regarding the revolution. The diary entries should include your thoughts and feelings and any information relevant to your role in society. Feel free to be creative with your entries. You are encouraged to include names, family members, specific occupations and what those jobs entail. The more details you include, the better the entries will be. Also, feel free to write in a way or use language that you feel is specific to your role. The diary entries should address the following questions somewhere in the entries: Do you support the revolution? Why or why not? How are you affected by the tsar and a monarchial government? Do you support the tsar? Why or why not? How are you affected by the Revolution? What are some changes you would like to see occur? What will you do to support or discourage the revolution? How does your class factor into how you feel about the revolution? You will hand in a hard copy of your diary entries, including a reference page with all the material used in your research. Lastly, you will orally present your diary entries to the rest of the class in any way you would like, but it must be creative. Suggestions include a powerpoint, skit, or posterboard representation of your entries. Presentation only need to be 7-10 minutes long and should be fun and creative. The main purpose to present the information in your diary entries, primarily addressing how your role felt about the Revolution, specifically answering the seven questions listed above. Have fun!

Process

Each student will pick the role which they are to research and write about from a collection of papers put into a hat. The possible roles you can choose are: member of the tsarist government, member of the working class, a peasant, a member of the Bolshevik party in 1917, or a member of the military. Using the websites provided and any other websites you find containing relevant information, you will first research the Russian Revolution, specifically the events in the years 1917-1921. You must have a base knowledge of the important events that led to the fall of the tsarist regime and why these events took place. Remember to keep in mind important points such as who was involved, why it occurred, who was affected, and the impact of the revolution. Use these questions as an outline in organizing your information. You will then research your assigned role using the websites provided below. Again, you may use any other websites containing relevant information. Refer to the task page as a reminder of what questions you should be thinking about as you research your role. These questions need to be addressed in your diary entries. The following links contain valuable information on each of the different roles as well information on the Russian Revolution: http://www.fordham.edu/halsall/mod/modsbook39.html, http://www.sparknotes.com/history/european/russianrev, http://docsity.com/hist/russia/revo1917.html, http://www.marxists.org/history/ussr/http://www.bbc.co.uk/history/worldwars/eastern_front_03.shtml. After you have compiled enough information, you will write 7-10 diary entries, pretending to be the member of Russian society that you chose. Remember: diary entries are written in the first person and should start with a date. The entries should be personal and can be
written in the way that you think is representative of your role. The entries should include your thoughts, feelings, and relevant information regarding the Revolution from your point of view. Be sure to answer the questions on the “Task” page in the diary entries you write. Hand in a hard copy of your diary entries, citing all formal information in the entries. A reference page should also be included. You will present your diary entries to the class in a creative presentation. You can present your entries in a powerpoint, posterboard, or any other way you would like. You can choose to dress or represent your role in an appropriate way. Remember: Be creative.

### Evaluation

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Very Good 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Information in Diary Entries</td>
<td>Little research and information was relevant to the role.</td>
<td>Minimal research and information that was relevant to the role.</td>
<td>Diary provides accurate information about assigned role that reflects adequate research.</td>
<td>Diary reflects thoughtful and thorough research that is relevant to the role and provides accurate information about the role.</td>
</tr>
<tr>
<td>Task, Procedure, and Five questions explained in task.</td>
<td>Task was not fully addressed and procedure was not accurately followed. None of the questions were answered.</td>
<td>Task was somewhat addressed but diary lacked key elements. Procedure was followed. Some questions were answered.</td>
<td>Task was completed and procedures were followed. All questions were addressed in the diary entries.</td>
<td>Task was completed thoroughly. Procedures were followed accurately. All questions were answered entirely and thoughtfully in the diary entries.</td>
</tr>
<tr>
<td>Creativity of Diary and Presentation</td>
<td>Diary was not in proper form or contain personal elements. Presentation was not given.</td>
<td>Diary was in proper form but lacked creative elements. Presentation did not fully reflect information of diary entries.</td>
<td>Diary entries were creative and personal. Presentation was creative and portrayed diary entry material.</td>
<td>Student assumed persona of assigned role in diary entries. They were personal, creative, and contained relevant information. Presentation of entries is done in a creative way, such as a powerpoint or other visual representation. Information in diary entries is portrayed clearly and accurately.</td>
</tr>
<tr>
<td>References including Weblinks</td>
<td>No references were provided and there was no use of weblinks.</td>
<td>Provided few references and did not use weblinks.</td>
<td>At least 6 references were cited correctly containing the appropriate information and most of the weblinks were used.</td>
<td>More than 6 accurate references citing scholarly material on the web were provided. All weblinks were used.</td>
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### Conclusion

Upon completing the assignment, students should have a knowledge of the foundations of the Russian Revolution and what occurred as a result. The students should gain a better understanding of how different classes were affected by the Revolution as well as the role classes had in fueling the Revolution from the beginning. Some questions to consider: Was any one class responsible for the Revolution? Did all the people in society support the Revolution? Based on your research and role in society, would you have joined the revolution against the tsar in 1917? A follow up lesson should include the introduction of V.I. Lenin and his role in the Revolution, followed by an introduction to Stalin and his goals. In this assignment, students are given the opportunity to be creative and personal which should interest the students more and motivate them to complete the assignment.

### Teacher Page

This webquest addresses the following New York State Standards: Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface. Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem.
problem through market and nonmarket mechanisms. Standard 5: Civics, Citizenship, and Government
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Standards

Credits

Other