## Chapter Overview

The political upheavals that swept through Russia, China, and India resulted in Russia forming a totalitarian state, China undergoing a civil war, and India gaining limited self-rule.

### Section 1

**Title:** Revolutions in Russia

**Pages:** 867–873

**Objective:** Describe the social unrest in Russia, the Bolshevik Revolution, and the resulting Communist government.

### In-Depth Resources: Unit 7

- Guided Reading, p. 24
- Skillbuilder Practice: Analyzing Causes and Recognizing Effects, p. 29
- Primary Source: from Bloody Sunday, p. 32
- History Makers: Vladimir Lenin, p. 40
- Reteaching Activity, p. 43

### Reading Study Guide

- p. 289

### Section 2

**Title:** Case Study: Totalitarianism—Stalinist Russia

**Pages:** 874–881

**Objective:** Describe totalitarianism, the building of a totalitarian state in Russia, and the economic system under Stalin.

### In-Depth Resources: Unit 7

- Guided Reading, p. 25
- Primary Source: The Need for Progress, p. 33
- Literature: from *Darkness at Noon*, p. 36; from *1984*, p. 38
- Reteaching Activity, p. 44

### Reading Study Guide

- p. 291

### Section 3

**Title:** Imperial China Collapses

**Pages:** 882–886

**Objective:** Summarize the collapse of Imperial China and the struggle between the Nationalists and Communists for control over China.

### In-Depth Resources: Unit 7

- Guided Reading, p. 26
- Geography Application: Nationalists Battle Warlords and Communists, p. 30
- Primary Source: from "The Peasants of Hunan," p. 34
- History Makers: Jiang Jieshi, p. 41
- Reteaching Activity, p. 45

### Reading Study Guide

- p. 293

### Section 4

**Title:** Nationalism in India and Southwest Asia

**Pages:** 887–891

**Objective:** Trace the nationalist movement in India that resulted in limited self-rule and describe the independence movements in Southwest Asia.

### In-Depth Resources: Unit 7

- Guided Reading, p. 27
- Primary Source: from *Hind Swaraj*, p. 35
- Connections Across Time and Cultures: Nationalist Revolutions in Latin America and Asia, p. 42
- Reteaching Activity, p. 46

### Reading Study Guide

- p. 295

### Case Study 1: India and Britain

- p. 2
Making a Propaganda Film

Filmmakers of the early 20th century recognized the power of their medium to accomplish political and social objectives. By viewing and interpreting early Soviet propaganda films, and by creating their own propaganda films, students can gain an understanding of the electronic media’s transforming influence on politics.

Class Time  Two class periods

Task  Students view and discuss clips from early Russian propaganda films and then produce their own short propaganda videos

Purpose  To learn how film transformed politics and political propaganda in the 20th century

Instructions

1. Have students view scenes from the films October and Battleship Potemkin by Soviet-era director Sergei Eisenstein. Then discuss with students the ways in which the filmmaker used the medium to promote a point of view.

2. Divide students into groups and have them develop a script for a one- to three-minute propaganda video promoting a specific change at home, at school, or in the community.

3. Review each group’s script, and discuss with students in the group how they can accomplish the goals of an effective propaganda film.

4. Have students produce the videos and screen them in class. Have students discuss each film’s propaganda value.

Technology Tips

- Media providers such as PBS offer online clips from historic films, including October and Battleship Potemkin. However, teachers who wish to select specific portions of the films to show in class should inquire about borrowing the films from a public library.
- Teachers can find useful background articles on propaganda films using an Internet subject directory. Use the keyword “propaganda films.” There are also many online exhibits of Soviet propaganda, including posters and films. Try the keyword “Soviet propaganda art.”
- Many search engines maintain directories of sites devoted to the study of propaganda and art. Use the keyword “propaganda art.”
1. During the 1800s, Creoles living in Latin America were educated in Europe. 
2. Agricultural policies 
3. Propaganda methods

ENGLISH LEARNERS: Resources in Spanish

In-Depth Resources in Spanish

- Guided Reading A
- Skillbuilder Practice: Analyzing Causes and Recognizing Effects
- Geography Application: Nationalists Battle Warlords and Communists

Chapters in Brief

Reading Study Guide C

Reading Study Guide Audio CD

STRUGGLING READERS

In-Depth Resources: Unit 7

- Guided Reading A
- Building Vocabulary
- Skillbuilder Practice: Analyzing Causes and Recognizing Effects
- Geography Application: Nationalists Battle Warlords and Communists
- Reteaching Activities

Chapters in Brief

Reading Study Guide C

Reading Study Guide Audio CD

Formal Assessment

- Chapter Test, Form A

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 7

- Primary Source: from Bloody Sunday; The Need for Progress; from "The Peasants of Hunan"; from Hind Swaraj
- History Makers: Vladimir Lenin; Jiang Jieshi
- Literature: from Darkness at Noon A; from 1984
- Connections Across Time and Cultures: Nationalist Revolutions in Latin America and Asia

Electronic Library of Primary Sources

- from Ten Days That Shook the World
- from 1984
- from Autobiography of a Chinese Girl
- “Nonviolence”

Formal Assessment

- Chapter Test, Form C
17. What elements does Nehru say Gandhi combined in order to lead the people of India?

Nehru said that he combined the spirit of the people with...
Point out that the years from 1900–1940 were a time of social unrest and great political changes, which resulted in the formation of new nations around the world.

1. Identify the leaders of the nationalist or revolutionary movements mentioned in the time line. (Gandhi, Mustafa Kemal, Stalin, Mao Zedong, Mussolini, Hitler)

2. What large events were taking place during this period that may have contributed to social unrest and revolution around the world? (World War I and the stock market crash in the United States)

3. In what year was the last emperor of China overthrown? (1911) Which emperor was it? (Emperor P’u-i)

4. What kind of leaders often take over after revolutions? (dictators)

5. Which dictator was taking over Italy during the time of Gandhi’s peaceful protest in India? (Mussolini)

6. When did the Russian revolt begin? (1917, Bolshevik October Revolution)
History from Visuals

Interpreting the Map
Ask students to locate Turkey, Iraq, Saudi Arabia, and Kuwait on the map and note the size of these countries in relation to one another. As they will learn in Section 4, the oil discovered in this area made these some of the richest countries in the world. Why would the discovery of oil make a country rich? (Oil is needed to make petroleum, an essential fuel that commands a high price.)

Extension Ask students to locate the Persian Gulf on the map. Interested students can research newspapers and magazines to find headlines involving the Persian Gulf over the last 20 years. Ask students to share their findings with the class. (Headlines may involve U.S.-led Persian Gulf Wars of 1991 and 2003 and ongoing conflicts over oil.)

RECOMMENDED RESOURCES

Books for the Teacher

Books for the Student

Videos


How do you resist oppressive rule—with violent or nonviolent action?

You believe that the policies of your government are unjust and oppressive. The policies favor a small, wealthy class—but the vast majority of people are poor with few rights. The government has failed to tackle economic, social, and political problems. Many of your friends are joining revolutionary groups that plan to overthrow the government by force. Others support nonviolent methods of change, such as peaceful strikes, protests, and refusal to obey unjust laws. You wonder which course of action to choose.

EXAMINING the ISSUES

- How might armed and powerful opponents respond to groups committed to nonviolent action?
- Which strategy might prove more successful and bring more long-lasting consequences? Why?

As a class, discuss these questions. In your discussion, consider what you have learned about the strategies revolutionaries use to accomplish change. As you read about the revolutions and independence movements, see which strategy was successful.

“Political power grows out of the barrel of a gun.”

“Victory attained by violence is tantamount to a defeat, for it is momentary.”

“Political power grows out of the barrel of a gun.”

“Victory attained by violence is tantamount to a defeat, for it is momentary.”

MOHAMADAS K. GANDHI

became the leader of the independence movement to free India of British rule.

Mao Zedong, Communist leader, believed revolution would solve China’s problems.

EXAMINING the ISSUES

Possible Answers
- To help students think about this issue, have students discuss why nonviolent groups might be perceived as either weak or intimidating.
- Have students brainstorm possible outcomes resulting from the use of violence in revolutions. (Possible Answers: rapid change, deaths and injuries, long-lasting bitterness)

Discussion

Have students choose a revolution they have studied and discuss how the revolutionaries attempted to achieve their goals. They might discuss either the French or the American revolutions. Have students also note the nonviolent strategies of the civil rights movement in the United States and the protests against apartheid in South Africa.

WHY STUDY REVOLUTION AND NATIONALISM?

- The Cold War clash between Communist and capitalist nations was one of the defining events of the 20th century.
- Communist Russia and the Bolshevik Revolution have been the subjects of great works of art and literature.
- The principles of communism became powerful forces in the world.
- The Communist movement begun by Mao Zedong had lasting impact on China and the world. In recent decades, China has rejoined the international community through trade and diplomatic relations.
- Many groups still implement the nonviolent principles of civil disobedience practiced in India in the 1920s.
- Southwest Asia has been the site of controversy over crude oil, a natural resource essential for industry and commerce all over the globe. The Persian Gulf remains a hotbed of international conflict.
**Chapter 30 Assessment**

**TERMS & NAMES**
1. Bolsheviks, p. 868
2. Lenin, p. 868
3. soviet, p. 870
4. Joseph Stalin, p. 873
5. totalitarianism, p. 874

**MAIN IDEAS**

**Answers will vary.**

**9.** recurring defeats in battle, death of many soldiers, low troop morale, food shortages led to strikes and riots

**10.** Its position on World War I led to discontent, and attacks by the Red Guards drove its leaders from power.

**11.** failure of the provisional government, growing power of the soviets; Treaty of Brest-Litovsk angered Russians; Bolsheviks tried to wipe out all enemies—Bolsheviks won

**12.** dictatorship, one-party rule; dynamic leader; rigid ideology; state control; dependence on modern technology; violence; enforcement through censorship and persecution

**13.** freedom of religion, speech, press, and expression, choice of job and home, artistic freedom

**14.** removed his enemy; police terror, propaganda, indoctrination; control of economy

**15.** Mao promoted land reform and better treatment for the peasants; Nationalists had done little for peasants.

**16.** to save the Communists who were being pursued by Nationalist forces

**17.** boycotts; strikes; refusal to pay British taxes, vote, or attend British schools; marches, demonstrations

**18.** set up legal system, rights extended to women, spurred economic growth by industrializing

**TERMS & NAMES**
6. Mao Zedong, p. 883
7. Mohandas K. Gandhi, p. 888
8. civil disobedience, p. 888

**MAIN IDEAS**

**Revolutions in Russia Section 1 (pages 867–873)**

9. How did World War I lead to the downfall of Czar Nicholas II?
10. Why did the provisional government fail?
11. Explain the causes of Russia’s civil war and its outcome.

**Case Study: Totalitarianism Section 2 (pages 874–881)**

12. What are the key traits of totalitarianism?
13. What individual freedoms are denied in a totalitarian state?
14. How did Joseph Stalin create a totalitarian state in the Soviet Union?

**Imperial China Collapses Section 3 (pages 882–886)**

15. Why did the peasants align themselves with the Chinese Communists?
16. Why did Mao Zedong undertake the Long March?

**CRITICAL THINKING**

**Answers will vary.**

1. Russia—World War I, food shortages, Bolsheviks; China—Imperial government failed; Turkey—Breakup of the Ottoman Empire; India—World War I, Amritsar Massacre, Gandhi’s tactics.

2. Possible Answer: indoctrination, because it begins with children and pervades the society

3. Possible Answers: World War I broke up the Ottoman Empire, causing nationalists in its lands to press for independence. It also precipitated the fall of the Russian czar. Promises made to Indians before and during the war triggered demands for independence.

4. The old governments were too weak to respond to the demands of the population. Independence groups gained power, especially after World War I.

5. In both places, women’s rights were expanded. More educational and work opportunities became available.

**TERMS & NAMES**

**TERMS & NAMES**

**TERMS & NAMES**

**TERMS & NAMES**
1. **Possible Answers:** Students who originally advocated violent action may now side with Gandhi’s strategy of noncooperation or nonviolent resistance, based on the success of his boycotts and demonstrations. However, they may note that India still had not achieved independence. Violence played a large part in the revolutions of both China and Russia. Using the aftermath of the Bolshevik Revolution as an example, students may also conclude that violence breeds violence.

2. **Rubric**  
   Science fiction stories should  
   - be set in a fictional time and location.  
   - present reasons for a totalitarian state to control the people.  
   - clearly illustrate the use of weapons of totalitarianism.
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
• Raspoutine
• 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.

TAKING NOTES

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

1834 1917

Critical Thinking

• Under Alexander III, what behavior would result in arrest as a political prisoner? (questioning czar, practicing a foreign religion, not speaking Russian)
• What was gained by the czar’s censorship and strict policing? (control over anti-Russian or antigovernment actions)

In-Depth Resources: Unit 7
• Guided Reading (also in Spanish), p. 24

TEST-TAKING RESOURCES

Test Generator CD-ROM
Strategies for Test Preparation
Test Practice Transparencies, TT114
Online Test Practice

LEARNING 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 the rise of Stalin.

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.

INSTRUCT

Czars Resist Change

Reading Study Guide Audio CD

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

SECTION 1 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 7
• Guided Reading, p. 24
• Skillbuilder Practice, p. 29
• History Makers: Vladimir Lenin, p. 40

Formal Assessment
• Section Quiz, p. 487

ENGLISH LEARNERS

In-Depth Resources in Spanish
• Guided Reading, p. 211
• Skillbuilder Practice, p. 215

Reading Study Guide (Spanish), p. 289

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 7
• Guided Reading, p. 24
• Building Vocabulary, p. 28
• Skillbuilder Practice, p. 29
• Reteaching Activity, p. 43

Reading Study Guide, p. 289

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 7
• Primary Source: from Bloody Sunday, p. 32

Electronic Library of Primary Sources
• from Ten Days That Shook the World

Teacher’s Edition 867
Russia Industrializes

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 7
• History Makers: Vladimir Lenin, p. 40

Crises at Home and Abroad

Critical Thinking
• What do you know about the outcome of the Russo-Japanese War? (from Ch. 28–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 7
• Primary Source: from Bloody Sunday, p. 32

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.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Terrible working conditions in factories</td>
<td>• Social unrest</td>
</tr>
<tr>
<td>• Miserably low wages</td>
<td>• Labor strikes</td>
</tr>
<tr>
<td>• Child labor</td>
<td>• Revolutionary activity</td>
</tr>
<tr>
<td>• Huge gap between rich and poor</td>
<td></td>
</tr>
</tbody>
</table>

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

868 Chapter 30

Chapter 30 • Section 1

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 (men•shih•vihks) wanted a broad base of popular support for the revolution. The more radical Bolsheviks (bol•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•yen•oh). 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,
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-mah)—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-pyooy-uhn). 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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**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.

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**The March Revolution**

**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.)

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**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.

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**More About . . .**

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

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

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 871 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—stamp- ing 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.

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### Causes and Effects of Two Russian Revolutions, 1917

<table>
<thead>
<tr>
<th>Causes: Czarist Russia</th>
<th>Effects/Causes: March Revolution</th>
<th>Effects: Bolshevik Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Czar’s leadership was weak.</td>
<td>• Czar abdicates.</td>
<td>• Provisional government is overthrown.</td>
</tr>
<tr>
<td>• Revolutionary agitation challenges the government</td>
<td>• Provisional government takes over.</td>
<td>• Bolsheviks take over.</td>
</tr>
<tr>
<td>• Widespread discontent among all classes.</td>
<td>• Russia stays in World War I.</td>
<td>• Bolsheviks sign peace treaty with Germany and leave World War I.</td>
</tr>
</tbody>
</table>

**SKILLBUILDER: Interpreting Charts**

1. **Analyzing Causes** What role did World War I play in the two revolutions?
2. **Recognizing Effects** Why were the effects of the March Revolution also causes of the Bolshevik Revolution?

---

### Historical Notes

- **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.

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### 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.

---

### 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 7.
Lenin Restores Order

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.

Evolution of Communist Thought

<table>
<thead>
<tr>
<th>Marx</th>
<th>Lenin</th>
</tr>
</thead>
<tbody>
<tr>
<td>• History was the story of class struggle.</td>
<td>• History was the story of class struggle.</td>
</tr>
<tr>
<td>• The struggle Marx saw was between capitalists and the proletariat, or the workers.</td>
<td>• The struggle Lenin saw was capitalists against the proletariat and the peasants.</td>
</tr>
<tr>
<td>• The proletariat’s numbers would become so great and their condition so poor that a spontaneous revolution would occur.</td>
<td>• The proletariat and the peasants were not capable of leading a revolution and needed the guidance of professional revolutionaries.</td>
</tr>
<tr>
<td>• The revolution would end with a “dictatorship of the proletariat”—the communal ownership of wealth.</td>
<td>• After the revolution, the state needed to be run by a single party with disciplined, centrally directed administrators in order to ensure its goals.</td>
</tr>
</tbody>
</table>

“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.
A Government of Total Control

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.)
- What is meant by “enemies of the state”? (those who are deemed dangerous; usually those who disagree with leadership)

In-Depth Resources: Unit 7
- Guided Reading (also in Spanish), p. 25

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
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.

**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.

**TOTALITARIANISM**

- **Ideology**
  - sets goals of the state
  - glorifies aims of the state
  - justifies government actions
- **Dynamic Leader**
  - unites people
  - symbolizes government
  - encourages popular support through force of will
- **Dictatorship and One-Party Rule**
  - exercises absolute authority
  - dominates the government
- **State Control of Society**
  - business
  - labor
  - housing
  - education
  - religion
  - the arts
  - personal life
  - youth groups
- **State Control of Individuals**
  - demands loyalty
  - denies basic liberties
  - expects personal sacrifices for the good of the state
- **Methods of Enforcement**
  - police terror
  - indoctrination
  - censorship
  - persecution
- **Modern Technology**
  - mass communication to spread propaganda
  - advanced military weapons

**Key Traits of Totalitarianism**

- **Politics**
  - 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.

**State Control of Individuals**

- demands loyalty
- denies basic liberties
- expects personal sacrifices for the good of the state

**DAYA 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.

1. **Synthesizing**
   How does a totalitarian state attempt to make citizens obey its rules?
   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**
   How would your life change if you lived in a totalitarian state?
   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.

**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 7
- Literature: from 1984, p. 38
- Electronic Library of Primary Sources
  - from 1984
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

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 7

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

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.

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

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 875. 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 7, 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?”
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 878 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.

**Vocabulary**

atheists: people who do not think there is a god

**Difficult Words**

**Totalitarianism** What is totalitarianism? Total, centralized control

**State control** all parts of life

**Indoctrination, propaganda**

**Ideology, surveillance**

**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 877**

**Stalin Seizes Control of the Economy**

**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.

**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.

**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 874–875 could be turned into these questions:

<table>
<thead>
<tr>
<th>Heading</th>
<th>Question</th>
<th>Answer</th>
<th>Difficult Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Government of Total Control</td>
<td>What is a government of total control?</td>
<td>State controls all parts of life</td>
<td>Indoctrination, propaganda</td>
</tr>
<tr>
<td>Totalitarianism</td>
<td>What is totalitarianism?</td>
<td>Total, centralized control</td>
<td>Ideology, surveillance</td>
</tr>
</tbody>
</table>
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.

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

**Interpreting the Graphs**

**The Buildup of the Soviet Economy, 1928–1938**

### Industry

- **Coal Production**
- **Steel Production**

### Agriculture

- **Livestock**
- **Wheat**

**Source:** European Historical Statistics

**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?

---

**Key Terms of Totalitarianism**

<table>
<thead>
<tr>
<th>Key Term</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoctrination</td>
<td>Teaching the government’s beliefs</td>
<td>All textbooks glorify Stalin’s ideas.</td>
</tr>
<tr>
<td>Propaganda</td>
<td>Slanted and incomplete information</td>
<td>All books and movies present only the communist point of view.</td>
</tr>
</tbody>
</table>

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**Daily Life Under Stalin**

**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.*

**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.

---

**Differentiating Instruction:** **English Learners**

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

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.

**TERMS & NAMES**

1. totalitarianism, p. 874
2. Great Purge, p. 876
3. command economy, p. 877
4. Five-Year Plans, p. 877
5. collective farm, p. 878

**CRITICAL THINKING & WRITING**

6. **CONTRASTING** How do totalitarian states and constitutional governments differ?
7. **SUMMARIZING** Summarize Joseph Stalin’s rise to power and how his control expanded.
8. **EVALUATING COURSES OF ACTION** Were the Five-Year plans the best way to move the Soviet economy forward? Explain.
9. **WRITING ACTIVITY** 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.

**SECTION 2 ASSESSMENT**

**USING YOUR NOTES**

2. Which of the methods of control did you think was most influential in maintaining Stalin’s power? Why?

**MAIN IDEAS**

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

**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 878.

**CASE STUDY 879**

**ANSWERS**

1. totalitarianism, p. 874
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.

**CONNECTION TO TODAY**

**Rubric** Graphs should present accurate statistics. Be easy to read and interpret. Cite sources.

**CHAPTER 30 • Section 2**

**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**

**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.)
CHAPTER 30

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.

RECOMMENDED RESOURCES

Books

Videos
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.

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.

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.

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.

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

INTEGRATED TECHNOLOGY

880 Chapter 30

880 Chapter 30
**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

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**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?


2. **Comparing and Contrasting**

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

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**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.
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

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.

In-Depth Resources: Unit 7

• Guided Reading, p. 26 (also in Spanish)

TEST-TAKING RESOURCES

Test Generator CD-ROM
Strategies for Test Preparation
Test Practice Transparencies, TT116
Online Test Practice

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 7
• Guided Reading, p. 26
• Geography Application, p. 30
• History Makers: Jiang Jieshi, p. 41

Formal Assessment
• Section Quiz, p. 489

ENGLISH LEARNERS

In-Depth Resources in Spanish
• Guided Reading, p. 213
• Geography Application, p. 216

Reading Study Guide (Spanish), p. 293
Reading Study Guide Audio CD (Spanish)
World War I Spells More Problems  In 1917, the government in Beijing, hoping for an Allied victory, declared war against Germany. Some leaders mistakenly believed that for China’s participation the thankful Allies would return control of Chinese territories that had previously belonged to Germany. However, under the Treaty of Versailles, the Allied leaders gave Japan those territories.

When news of the Treaty of Versailles reached China, outrage swept the country. On May 4, 1919, over 3,000 angry students gathered in the center of Beijing. The demonstrations spread to other cities and exploded into a national movement. It was called the May Fourth Movement. Workers, shopkeepers, and professionals joined the cause. Though not officially a revolution, these demonstrations showed the Chinese people’s commitment to the goal of establishing a strong, modern nation. Sun Yixian and members of the Kuomintang also shared the aims of the movement. But they could not strengthen central rule on their own. Many young Chinese intellectuals turned against Sun Yixian’s belief in Western democracy in favor of Lenin’s brand of Soviet communism.

The Communist Party in China

In 1921, a group met in Shanghai to organize the Chinese Communist Party. Mao Zedong (Mow dzuh·dahng), an assistant librarian at Beijing University, was among its founders. Later he would become China’s greatest revolutionary leader.

Mao Zedong had already begun to develop his own brand of communism. Lenin had based his Marxist revolution on his organization in Russia’s cities. Mao envisioned a different setting. He believed he could bring revolution to a rural country.

CONNECT TO TODAY

Tiananmen Square

In Tiananmen Square, the Gate of Heavenly Peace was the site of many political activities during the 20th century. Early in the century, May 4, 1919, thousands of students gathered there to protest the terms of the Versailles Treaty. (upper right). The May Fourth Movement was born that day. The movement marks the beginning of Chinese nationalism. Seventy years later, in 1989, students once again gathered at the square to demand political reforms. Shortly after the anniversary of the May 4 event, thousands—and perhaps a million people—gathered at the square. On June 3, 1989, the Chinese army was ordered to clear the square of all protesters. Thousands were killed or injured.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

The Writings of Mao Zedong

Class Time  30 minutes
Task  Reading and discussing a primary source
Purpose  To formulate opinions about Mao’s motives and results
Instructions  Have students read the excerpt from Mao Zedong’s “The Peasants of Hunan,” found in In-Depth Resources: Unit 7. Use the discussion questions included on the sheet and these additional questions to spark a discussion.

- What does this excerpt reveal about Mao’s character and personality? (Possible Answers: forceful, determined, charismatic, uninterested in others’ opinions)
- Based on the excerpt, what conclusions can you draw about Mao’s plans for revolution in China? (Possible Answers: violent; will pit peasants against the rest of society)
- According to Mao, who was the enemy in Chinese society? (“Imperialists, warlords, corrupt officials, local bullies and bad gentry”) What did Mao promise would happen to them? (They would stand before the peasantry, be judged, and possibly be killed.)
Critically 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.)

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

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 7. 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.
The Long March
The Long March of the Chinese Communists from the south of China to the caves of Shaanxi 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 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]!”

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.

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?

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

Revolution and Nationalism 885

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.

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 884. 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.
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

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.
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

SETTING THE STAGE

As you learned in Chapter 29, 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 speeches. For a day of prayer, they were provided with bread and water. Suddenly, British troops fired on the crowd. More than 1,000 people were killed, and perhaps 10,000 were wounded. These events are known as the Amritsar Massacre.

Critical Thinking

Why were the Rowlatt Acts considered a violation of civil rights? (People were jailed without a trial, which is unjust.)

• 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.)

In-Depth Resources: Unit 7

• Guided Reading (also in Spanish), p. 27

TEST-TAKING RESOURCES

Test Generator CD-ROM
Strategies for Test Preparation
Test Practice Transparencies, TT117
Online Test Practice

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

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 7
• Guided Reading, p. 27

Formal Assessment
• Section Quiz, p. 490

ENGLISH LEARNERS

In-Depth Resources in Spanish
• Guided Reading, p. 214

Reading Study Guide (Spanish), p. 295

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 7

• Building Vocabulary, p. 28
• Reteaching Activity, p. 46

Reading Study Guide, p. 295

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 7

• 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”

Teacher’s Edition 887
Thoreau's essay “Civil Disobedience.”

movements. Students may also investigate Henry David

include environmental, animal rights, and political activist

nonviolence as a strategy for effecting change. Examples

or movement that is dedicated to the principles of

nonviolent tactics for battling injustice

Purpose

Comparing strategies of nonviolent organizations

30 minutes

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.”

Gandhi’s Tactics of Nonviolence

The massacre at Amritsar set the stage for Mohandas K. Gandhi (GAHN•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 teach-
ing bluffed ideas from all of the major world religions, including Hinduism,

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 non-

violence as the means to achieve independence. Gandhi then launched his campaign

for independence.

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.
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 34, you will read about the outcome of India’s bid for independence.
Nationalism in Southwest Asia

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

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.

<table>
<thead>
<tr>
<th>I. Survey</th>
<th>2. Question</th>
<th>3. Read</th>
<th>4. Recite or Record</th>
<th>5. Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey Becomes a Republic</td>
<td>What is a republic?</td>
<td>Leaders and representatives elected</td>
<td>Voting, legal system</td>
<td>Turkey’s government includes elections</td>
</tr>
</tbody>
</table>
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.

### 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 the nations in this section adopted different styles of government?

#### MAIN IDEAS
3. How did Gandhi’s tactics of civil disobedience affect the British?
4. How did Southwest Asia change as a result of nationalism?
5. How did newly found petroleum supplies change the new nations in Southwest Asia?

#### CRITICAL THINKING & WRITING
6. **HYPOTHESIZING** What do you think a nation might gain and lose by modernizing?
7. **RECOGNIZING EFFECTS** How did World War I create an atmosphere for political change in both India and Southwest Asia?
8. **COMPARING AND CONTRASTING** Compare and contrast the different forms of government adopted by the four nations in this section.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** Write a persuasive essay supporting the use of nonviolent resistance.

#### 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.

### ANSWERS

   - **Amritsar Massacre**, p. 888  
   - **Mohandas K. Gandhi**, p. 888  
   - **civil disobedience**, p. 888  
   - **Salt March**, p. 889  
   - **Mustafa Kemal**, p. 890

2. **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.
3. reducing cloth sales, slowing transportation and production, filling jails to capacity
4. Three new nations emerged—Turkey, Persia/Iran, and Saudi Arabia.
5. dramatic economic changes; attempts by western nations to dominate region

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

9. **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.