

## Experiencing the October Revolution and Its Aftermath

### Overview

This lesson is appropriate for an English Language Arts or World/European History course. In this lesson, students will follow the path of one character from one of various walks of life in Russia (working class, high class, noble class) through the events of the Russian Revolution and its aftermath in St. Petersburg. Throughout the lesson, students will interact with different “artifacts” from the period and then reflect on the way in which their character is changing based on the evidence from the artifacts. Students will read poetry by Russian authors, listen to music by a Russian composer, look at photos and art, and watch a few excerpts from a film based on a Russian novel.

Throughout the lesson students will collect details from their artifacts and interpret these details to discover how life is changing for their character. Students will complete a graphic organizer which records the artifact, evidence from it, and their reflection in character. At the end of the lesson, students will create a larger reflection considering how the Russian Revolution impacted them and others like them.

***Special Thanks to Daniel Miller, an English teacher at Jordan High School in Durham, for writing this lesson and to the UNC Center for Slavic, Eurasian, and East European Studies for their support.***

### Grade

9-12

### Essential Standards for World History

- **WH.H.1.3:** Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past. 2. Consider multiple perspectives of various peoples in the past. 3. Analyze cause-and-effect relationships and multiple causations. 4. Evaluate competing historical narratives and debates among historians. 5. Evaluate the influence of the past on contemporary issues.
- **WH.H.1.4:** Use Historical Research to: 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments.
- **WH.H.6.2:** Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations.
- **WH.H.6.4:** Analyze the effects of industrialism and urbanization on social and economic reform
- **WH.H.7.1:** Evaluate key turning points of the modern era in terms of their lasting impact
- **WH.H.7.3:** Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war

### Common Core Standards for Literacy in English Language Arts.

- **CCSS.ELA-LITERACY.CCRA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- **CCSS.ELA-LITERACY.CCRA.R.9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.R.10:** Read and comprehend complex literary and informational texts independently and proficiently.

- **CCSS.ELA-LITERACY.CCRA.W.2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-LITERACY.CCRA.W.7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.W.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Essential Questions

- How do different types of text reflect the same event?
- How are people and countries changed by moments in history?
- How are people connected to their histories?

### Materials

- The Russian Revolution PowerPoint, available in Carolina K-12's Database of K-12 Resources:
  - <https://k12database.unc.edu/files/2017/04/OctoberRevolutionPPT.pdf>
- "Russian Revolution Graphic Organizer," attached (p.6-8)
- 8 images related to the Russia Revolution, attached (p. 9-13)
  - Storming the Winter Palace
    - Source: [https://en.wikipedia.org/wiki/The\\_Storming\\_of\\_the\\_Winter\\_Palace](https://en.wikipedia.org/wiki/The_Storming_of_the_Winter_Palace)
  - Demonstration in Petrograd
    - Source: [https://de.wikipedia.org/wiki/Februarrevolution\\_1917](https://de.wikipedia.org/wiki/Februarrevolution_1917)
  - Gunned Down
  - Mass Appeal
  - Trashed
  - Desperate
    - Source: <http://content.time.com/time/photogallery/0,29307,1681193,00.html>
  - "To All Workers.." handbill, attached
    - Source: <http://www.gwpda.org/memoir/RusRev/RRTC.htm#tc>
  - Painting
    - Source: <http://www.st-petersburg-essentialguide.com/history-of-st-petersburg.html>
- 5 Poems, attached (p. 14-18 )
  - "On Kulikovo Field" by AA Blok
  - "Patiently, as one grinds gravel..." by MI Tsvetaeva
  - "I heard a voice. IT called, consoling" by AA Akhmatova
  - "From Street to Street" by VV Mayakovksy
  - "The Lost Tram" by NS Gumllev
    - Poems Source: <http://max.mmlc.northwestern.edu/mdenner/Demo/index.html>
- Recording of Shostakovich Symphony, No. 2, Op, 14 "October" – Available for free via YouTube:
  - <https://www.youtube.com/watch?v=jPxm-uAkKLc>
  - Students will listen to the symphony on their own and will probably want to be set up at different listening stations so that they can skip through portions.
  - Students can also access the YouTube clip on their smart phones and listen individually
- Film: *Doctor Zhivago* (1965) – You'll show two clips to the students so you may want to have two different browsers cued to the different moments. The students will watch from 17:00-40:00 and then from 1:49:40-2:11:36. You can use the DVD of the film if available in your school's media center or rent it on Amazon.
- "Reflections on the Russian Revolution" handout, attached (p. 19)
- "Brief Overview of the Russian Revolution" handout, attached (optional) (p. 20-21)
  - Source: <http://www.history.com/topics/russian-revolution>
- "Russia's Big Revolution" video - Available for free via YouTube (optional)

- <https://www.youtube.com/watch?v=TiygklftoDc>
- **Please note:** teachers will want to view the video for age appropriateness before showing to class.

### Duration

2 90-minute periods. In the first class, you'll be exposing the students to the different artifacts (poems, images, etc.) and giving them time to study and interact with these artifacts in their groups. On the second day, the students will write their reflections and participate in an overall discussion.

### Teacher Preparation

- Print copies of the attached photos and poems for this lesson. Print a copy of the graphic organizer and reflection question for each student.
- Depending on your school's technology resources find the most effective way to set up stations for your students to interact with the film and audio stations. One suggestion would be to reserve a computer lab for the first day of the lesson and set up computers with the audio and set up other computers with the two film portions cued up.
- If you allow students to use smartphones in your class, share the YouTube link for the Recording of Shostakovich Symphony, No. 2, Op. 14 "October" and encourage students to listen individually or in their small groups.
- Organize your students into groups of three – there should be one working class, one high class, and one member of the nobility. Students may choose their own identities or they can be assigned. The identities will be discussed during the lesson opening.
- Create 5 learning stations. There will be a poetry station, a photo station, an audio station, and two film stations. You will want to label the stations, especially the two film stations as "Before Revolution" and "After Revolution", though this distinction should be clear to the students as they watch the film. At the film station, include a note that lists the time of the clips so students know where to begin and end.
- If teachers are unable to obtain multiple copies of the film *Dr. Zhivago* to set up two stations, play both clips for the entire class and instruct students to complete their graphic organizers. At the conclusion of both clips, allow students to rotate through the rest of the stations with their groups.
- If teachers are unfamiliar with the film *Dr. Zhivago*, IMDB has a thorough plot synopsis: [http://www.imdb.com/title/tt0059113/synopsis?ref\\_=ttpl\\_pl\\_syn](http://www.imdb.com/title/tt0059113/synopsis?ref_=ttpl_pl_syn)

### Student Preparation

- **Optional Homework Assignments:** If teachers would like to provide more background information or historical context for the Russian Revolution, choose one or both of the following activities:
  - Distribute the attached "Brief Overview of the Russian Revolution" reading from History.com and have students read it and answer the questions.
  - Have students watch the "Russia's Big Revolution" YouTube video and write down 10 things they learned about the Russian Revolution. **Please note: Teachers should view the video before assigning it to check for age appropriateness.**
- **Optional:** If students are unfamiliar with the film *Dr. Zhivago*, IMDB has a thorough plot synopsis: [http://www.imdb.com/title/tt0059113/synopsis?ref\\_=ttpl\\_pl\\_syn](http://www.imdb.com/title/tt0059113/synopsis?ref_=ttpl_pl_syn)

### Procedure – Day One

#### Warm Up

1. As a warmup, write the word REVOLUTION on the board and ask students to quietly to contemplate the term. After a few minutes, ask students to share their ideas and organize those responses in the area around the word into PEOPLE, PLACES, IDEAS. Have the students brainstorm about revolutions to begin their thinking and generate interest in the activity. When students come up with a person involved in a revolution, put that in people; for places where revolutions have occurred, identify that in places; for reasons why revolutions occur, place that in ideas. The teacher should at this point only ask leading questions like, "Who else..." or "Where else..." or "Why else..."

2. After allowing the students to generate ideas for about five to ten minutes, transition to the students to the next term – RUSSIAN REVOLUTION. Hopefully students have listed Russia, equality, change of government, and possibly Lenin in the earlier activity. Students will construct a Know/Want to Know/Learn (KWL) chart about the Russian Revolution. They will generate lists of what they already know and want to learn about the Russian Revolution.

### **Russian Revolution Rotating Stations**

3. Following the warm-up, distribute the attached Russian Revolution Graphic Organizer handout to each student. Explain to students that they will be working in stations to experience the Russian Revolution through poetry, photography, music, and film. They will study various artifacts in order to understand the Russian Revolution changed life for Russians across. If you have decided on roles for your students, tell them who they are. If you have not identified roles for your students, allow them to choose which they would like to be.
4. Once students have their roles, project slides 2-4 from the Russian Revolution PPT, and review the basic background information about each class: working class, high class, and noble class. Once students have their roles determined, they will be placed in groups of three – in which each role is represented. Groups can be larger than three, but all roles should be represented in each group.
5. Next, review slide 5 – Questions to Consider – and instruct students to think about these questions as they view each artifact. If possible, leave these questions projected as students complete the stations activity or provide each group with a printout of the questions.
6. Explain to students that they will have approximately 10-12 minutes at each station. Students should be completing their graphic organizer as they rotate between each station. Inform students that If they are in a film or audio station they may skip through the audio or film clips to see/hear the various parts of the clip. For the images and the poems, they should record evidence from **3 of the photos** and **2 of the poems**. If they decide to collect more pieces of evidence, that is okay. Students should also reflect on how their role in society is changing as they travel through the various stations. Encourage students to discuss the “Questions to Consider” with their groupmates as they complete each station. Teachers should rotate throughout the room to ensure that groups are staying on task and to answer any questions.
7. Provide students with the rest of the class to rotate throughout the stations and complete their graphic organizers. conclude the first day, make sure that the students have recorded evidence from each of the artifacts that they have studied. They should have finished all of the requirements including three photos, two poems, the film clips, and the symphony. Instruct the students that for homework they will want to make sure to finish the application portion of the graphic organizer. They should also consider the reflection question at the end to help them with the application of the evidence to their role.

## **Day 2**

### **Reflection and Wrap-Up**

8. After you have completed your beginning of class procedures, instruct the students to find their graphic organizers from yesterday’s class as well as their “Know/Want to Know/Learned” charts from yesterday’s warm-up activity. Begin by having the students reflect independently on their KWL charts. Tell them that if there are more things that they know, to reflect that; if there are more things they want to know about from yesterday’s activity that they should put those down too; the most important thing is to consider what they learned.
9. While the students are finishing their reflections on the KWL charts, move through the classroom and check the graphic organizers. Focus on the final column to make sure that students have done thorough

preparation for the in-class writing assignment. If you see that students aren't prepared or need additional help you may want to form them into groups so that you can monitor and provide feedback or guidance for those who may need more help.

10. After you have finished checking the graphic organizers, engage the students in discussion about what they learned from the previous class. Have them cite specific pieces of evidence that helped them to learn those facts about the Russian Revolution. This will help to review yesterday's class for the students and reengage them in their roles that they had for the activity.
11. Following the discussion, provide students with the attached "Reflections on the Russian Revolution" handout. Review the instructions before allowing the students to work on their reflections. Students should be given approximately fifty minutes to write. Teachers may choose to turn this into a full process assignment and use this as a rough draft development or to simply collect this and assign a grade with no further development.
12. Collect the students' work after they have had sufficient time to write. Collect the graphic organizer along with the reflections so that you are able to see the amount of information and preparation the students had done before completing their reflections. To conclude the lesson, discuss the questions on slide 6 of the PowerPoint. Focus your discussion on the questions that are more interesting and intriguing to you and your students.

#### **Optional Activities:**

- Let students post their final reflections around the room and have them complete a gallery walk. Allow students to ask each other questions about their final reflections and then discuss the questions on slide 6.
- Have students take this online quiz to determine who they would support during the Russian Revolution. Some of the concepts and terms are intended for a people with a more comprehensive understanding of the Russian Revolution and Russian history, but the results can still be interesting for students to research further.
  - <http://arzamas.academy/materials/1269>

#### **Additional Resources:**

- UNC Center for Slavic, Eurasian, and East European Studies
  - <http://cseees.unc.edu/>
- "British Library puts banned Bolshevik books on show in journey through Russian Revolution"
  - <http://www.standard.co.uk/goingout/arts/british-library-puts-banned-bolshevik-books-on-show-in-journey-through-russian-revolution-a3525266.html>
- "Tragedy or triumph? Russians agonise over how to mark 1917 revolutions"
  - <https://www.theguardian.com/world/2016/dec/17/russia-1917-revolutions-legacy-lenin-putin>
- "History Hasn't Killed It: The Story Behind 'Doctor Zhivago'"
  - <http://www.biography.com/news/doctor-zhivago-facts-50-anniversary>

Name: \_\_\_\_\_

Russian Revolution Graphic Organizer

**Instructions:** As you interact with the different stations be sure to collect evidence and reflect on that evidence. What does this mean to you in your social group? How are you being affected by the revolution as it is reflected in this piece of work? Remember to think through the lens of your character. Discuss with the other people you are working with how their experiences are similar or different.

At the beginning of the Russian Revolution, I am a \_\_\_\_\_ person.

Artifact	Evidence from Artifact	What Do You Think It Means?	What does it mean for your person?
Image name/description of image			
Image name/description of image			
Image name/description of image			

Poem name/description of poem			
Poem name/description of poem			
film clip			

Film clip			
Describe song			

Write any additional notes or questions below



**Storming the Winter Palace**



**Demonstration in Petrograd**





**Gunned Down**



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**Mass Appeal**



Trashed



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Desperate



# **TO ALL WORKERS OF PETROGRAD!**

**Comrades! The Revolution is winning, the Revolution has won. All the power has passed over to our Soviets. The first weeks are the most difficult ones. The broken reaction must be finally crushed, a full triumph must be secured for our endeavors. The working-class ought to —must—show in these days**

**THE GREATEST FIRMNESS AND ENDURANCE**  
in order to facilitate the execution of all the aims of the new People's Government of Soviets. In the next few days, decrees on the Labor question will be issued. Among the very first will be the decree on Worker's Control over the production and regulation of industry.

**STRIKES AND DEMONSTRATIONS OF THE WORKER  
MASSES IN PETROGRAD NOW CAN ONLY DO HARM.**

We ask you to stop immediately all economic and political strikes, to take up your work, and do it in perfect order. The work in factories and all industries is necessary for the new Government of Soviets, because any interruption of this work will only create new difficulties, and we have enough as it is. All to your places.

The best way to support the new Government of Soviets in these days—is by doing your job.

**LONG LIVE THE IRON TENACITY OF THE PROLETARIAT!  
LONG LIVE THE REVOLUTION!**

*Petrograd Soviet of W. & S. D.  
Petrograd Council of Trade Unions.  
Central Council of Factory-Shop Committees.*



1905 Red Revolution



## On Kulikovo Field

By AA Blok

The river spreads out. It flows, sorrowful, lazy  
And washes the banks.

Above the bare clay of the yellow cliff  
Haystacks languish on the steppe.

O my Rus! My wife! Our long path  
Is painfully clear!  
Our path has pierced our breast like an arrow  
Of ancient Tatar will.

Our path leads through the steppe, through endless yearning,  
Through your yearning, O Rus!  
And I do not even fear the darkness  
Of night beyond the border.

Let night come. We will speed to our goal, light up  
The steppe with campfires.  
In the smoky reaches a holy banner will shine  
Along with the Khan's steel sabre...

And the battle is eternal! We can only dream of peace  
Through blood and dust...  
The mare of the steppe flies on and on  
And tramples the steppe grass...

And there is no end! the miles and slopes flash by...  
Stop!  
The frightened thunderheads approach,  
The sunset bleeds!

The sunset bleeds! Blood streams from the heart!  
Weep, heart, weep.  
There is no peace! The mare of the steppe  
Flies at full gallop!

June 7, 1908

**Patiently, as one grinds gravel....**

**By MI Tsvetaeva**

Patiently, as one grinds gravel  
Patiently, as one awaits death,  
Patiently, as news ripens,  
Patiently, as one savors revenge -

I will wait for you (fingers clinched As  
a slave waits for his Queen)  
Patiently, as one waits for rhymes,  
Patiently, as one bites one's hands.

I will wait for you (gaze to ground,  
Teeth to lips. Stupor. Stone).  
Patiently, as one prolongs bliss,  
Patiently, as one strings beads.

The scrape of runners, the answering scrape  
of a door: the roar of Taiga winds.  
A royal decree arrives:  
Coup d'état and the grandee is coming.

Homeward bound:  
To the beyond -  
Yet mine.

27 March 1923

**I heard a voice. It called, consoling...**

**By AA Akhmatova**

I heard a voice. It called, consoling,  
It said to me: "Come hither, now.  
Abandon your forsaken, sinful land,  
Abandon Russia, leave forever.  
And from your hands I'll wash the blood,  
I'll draw the black shame from your heart,  
And with a new name I will cloak  
The wounds of misery and loss."

But I, dispassionate and calm,  
Concealed my ears beneath my hands,  
To hinder this unworthy speech  
From soiling my mournful soul.

Autumn 1917



**From Street to Street**  
**By VV Mayakovksy**

The boulevard.  
Bulldogs  
of years  
your faces  
grow steely.  
Steel horses  
steal the first cubes  
jumping from the windows  
of fleeting houses.  
Swannecked  
belfries  
bend in electricwire  
nooses!  
The giraffehide  
sky unlooses  
motley carrottop  
bangs.  
The son  
of patternless fields  
is dappled like trout.  
Concealed by clocktower faces,  
a magician  
pulls  
rails from the muzzle of a tram.  
We are enslaved!  
Baths.  
Showers.  
Elevators  
elevate  
the soul's bodice.  
Hands  
burn  
the body.  
Cry all you may:  
"I didn't want it!" a  
ropeburn  
of torment.  
From the chimney  
a whipping wind tears  
a gray tuft of wool.  
A balding lamppost  
lustfully strips off  
the street's  
black stocking.

1913

**The Lost Tram**  
**By NS Gumilev**

I walked an unfamiliar street  
And suddenly heard a raven's cry,  
And the sound of a lute, and distant thunder, In  
front of me a tram was flying.  
How I jumped onto its foot board,  
Was a mystery to me,  
Even in daylight it left behind  
A fiery trail in the air.  
It rushed like a dark, winged storm,  
And was lost in the abyss of time...  
Tramdriver,  
stop,  
Stop the tram now.  
Too late. We had already turned the corner,  
We tore through a forest of palms,  
Over the Neva, the Nile, the Seine  
We thundered across three bridges.  
And slipping by the window frame,  
A poor old man threw us an inquisitive glance The  
very same old man, of course,  
Who had died in Beirut a year ago.  
Where am I? So languid and troubled  
The beat of my heart responds:  
"Do you see the station where you can buy  
A ticket to the India of the soul?"  
A sign...Bloodfilled  
letters  
Announce: "Zelennaya," I  
know that here  
Instead of cabbages and rutabagas  
The heads of the dead are for sale.  
In a red shirt, with a face like an udder,  
The executioner cuts my head off, too,

It lies together with the others  
Here, in a slippery box, at the very bottom.  
  
And in a side street a board fence,  
A house three windows wide, a gray lawn...  
Tramdriver,  
stop,  
Stop the tram now.  
Mashenka, you lived here and sang,  
You wove me, your betrothed, a carpet,  
Where are your voice and body now,  
Is it possible that you are dead?  
How you groaned in your front chamber,  
While I, in a powdered wig,  
Went to introduce myself to the Empress  
Never to see you again.  
Now I understand: our freedom  
Is only an indirect light from those times,  
People and shadows stand at the entrance  
To a zoological park of planets.  
And a sudden, familiar, sweet wind blows,  
A horseman's hand in an iron glove  
And two hooves of his horse  
Fly at me over the bridge.  
That faithful stronghold of Orthodoxy,  
Isaac's, is etched upon the sky,  
There I will hold a service for Mashenka's health  
And a requiem mass for myself.  
And my heart goes on forever in gloom,  
It is hard to breathe and painful to live...  
Mashenka, I never would have dreamed  
That such love and longing were possible.

Name \_\_\_\_\_

## Reflections on the Russian Revolution

**Directions:** After completing your graphic organizer, imagine that you are someone from your assigned class (working class, high class, noble class). Putting yourself in that person's shoes, answer the question: **how was your assigned character affected by the Russian Revolution?**

To answer that question, you may choose one of the following formats:

- A standard 5 paragraph essay with a one paragraph introduction, 3 paragraphs of supporting evidence, and a one paragraph conclusion.
- A series of personal journal or diary entries that describe your life how it was affected by the Russian Revolution
- A graphic novel that describes your life and how it was affected by the Russian Revolution
- A series of poems that describe your life and how it was affected by the Russian Revolution
- A short video interview or narrative that describes your life and how it was affected by the Russian Revolution.
- A format of your choosing that has been approved by your teacher.

Regardless of what format you choose, you must cite evidence from the various stations and/or other materials provided by your teacher (readings, videos, websites, etc.) in your final reflection.

**Due Date:** \_\_\_\_\_

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Name \_\_\_\_\_

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## BRIEF OVERVIEW OF THE RUSSIAN REVOLUTION

In 1917, two revolutions swept through Russia, ending centuries of imperial rule and setting in motion political and social changes that would lead to the formation of the Soviet Union. In March, growing civil unrest, coupled with chronic food shortages, erupted into open revolt, forcing the abdication of Nicholas II (1868-1918), the last Russian czar. Just months later, the newly installed provisional government was itself overthrown by the more radical Bolsheviks, led by Vladimir Lenin (1870-1924).

### RUSSIAN REVOLUTION: BACKGROUND

By 1917, most Russians had lost faith in the leadership ability of Czar Nicholas II. Government corruption was rampant, the Russian economy remained backward, and Nicholas repeatedly dissolved the Duma, the Russian parliament established after the 1905 revolution, when it opposed his will. However, the immediate cause of the February Revolution—the first phase of the Russian Revolution of 1917—was Russia's disastrous involvement in World War I (1914-18). Militarily, imperial Russia was no match for industrialized Germany, and Russian casualties were greater than those sustained by any nation in any previous war. Meanwhile, the economy was hopelessly disrupted by the costly war effort, and moderates joined Russian radical elements in calling for the overthrow of the czar.

### FEBRUARY REVOLUTION: 1917

The February Revolution (known as such because of Russia's use of the Julian calendar until February 1918) began on March 8, 1917 (or February 23 on the Julian calendar), when demonstrators clamoring for bread took to the streets in the Russian capital of Petrograd (now called St. Petersburg). Supported by huge crowds of striking industrial workers, the protesters clashed with police but refused to leave the streets. On March 10, the strike spread among all of Petrograd's workers, and irate mobs destroyed police stations. Several factories elected deputies to the Petrograd Soviet, or council, of workers' committees, following the model devised during the 1905 revolution.



VI Lenin

On March 11, the troops of the Petrograd army garrison were called out to quell the uprising. In some encounters, regiments opened fire, killing demonstrators, but the protesters kept to the streets and the troops began to waver. That day, Nicholas again dissolved the Duma. On March 12, the revolution triumphed when regiment after regiment of the Petrograd garrison defected to the cause of the demonstrators. The soldiers subsequently formed committees that elected deputies to the Petrograd Soviet.

The imperial government was forced to resign, and the Duma formed a provisional government that peacefully vied with the Petrograd Soviet for control of the revolution. On March 14, the Petrograd Soviet issued Order No. 1, which instructed Russian soldiers and sailors to obey only those orders that did not conflict with the directives of the Soviet. The next day, March 15, Czar Nicholas II abdicated the throne in favor of his brother Michael (1878-1918), whose refusal of the crown brought an end to the czarist autocracy.

## **BOLSHEVIK REVOLUTION: 1917**

In the aftermath of the February Revolution, power was shared between the weak provisional government and the Petrograd Soviet. Then, on November 6 and 7, 1917 (or October 24 and 25 on the Julian calendar, which is why this event is also referred to as the October Revolution), leftist revolutionaries led by Bolshevik Party leader Vladimir Lenin launched a nearly bloodless coup d'état against the provisional government. The Bolsheviks and their allies occupied government buildings and other strategic locations in Petrograd, and soon formed a new government with Lenin as its head.

Lenin became the virtual dictator of the first Marxist state in the world. His government made peace with Germany, nationalized industry and distributed land, but beginning in 1918 had to fight a devastating civil war against anti-Bolshevik White Army forces. In 1920, the anti-Bolsheviks were defeated, and in 1922 the Union of Soviet Socialist Republics (USSR) was established.

Source: <http://www.history.com/topics/russian-revolution/print>

### **Answer the following questions after reading:**

1. What helped cause the February Revolution?
2. Why do you think Czar Nicholas II abdicated the throne? What was the result of this action?
3. Who was Vladimir Illich Lenin?
4. Why do you think the Bolsheviks were successful in overthrowing the provisional government?
5. What do you think happened to Russia after the USSR was established?