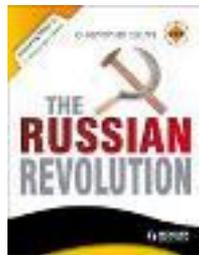




Enquiring History Series for A Level



The Russian Revolution

Chris Culpin

Teachers' Support Material

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Introduction to the Book

From the Author – Chris Culpin

My prime aim in writing this book has been to help A level students learn effectively and successfully about the Russian Revolution by engaging them with the big historical issues in this important topic. The book covers the core material required by a range of A level specifications but, in keeping with the overall aims of the Enquiring History series, I have aimed to:

- write in a way that is accessible to students new to the Russian Revolution and encourage them to keep turning the pages. I have tried to help students comprehend the often strange, even exotic world of Russia a century ago, but also to reveal the human dramas and fast-moving events.
- help students see History as a subject in which debate – sometimes a ferocious debate - amongst historians leads to conflicting interpretations. I have tried to help students appreciate that the debate continues and is shaped by the latest research and publications. Throughout the book they are encouraged to form their own views and create their own path through these interpretations.
- enable students to develop their understanding of historical ideas, concepts and processes which they can carry into other studies they may undertake. Through this book, they will have to define and understand, for example: autocracy, democracy, liberal, socialist, Marxist, capitalism, private enterprise, state control etc. They will also to engage with almost all possible models of explanation. Did the Russian Revolution happen because of the ineluctable forces of history? Or a combination of accidents? The work of one or two key individuals? Or the inchoate actions of the unnamed masses?
- help students develop the ability to study independently by guiding them through the process of enquiry so they can transfer this process from one topic to another and so gain confidence in their ability to study History
- provide material that students can use effectively on their own or in collaboration with friends or that teachers can use effectively in class

The role of the Academic Consultant

Each book in this series has an academic consultant involved from the planning stage. I am very grateful to **Dr Matthias Neumann** of the University of East Anglia for taking on this role and generously sharing his knowledge and expertise. Matthias not only lent me lots of books for far longer than I ought to have had them, but gave me a brilliant seminar on the way the story of the Russian Revolution has been told in the past and, especially, is still being re-told today. He commented on my initial plan and read the whole text. However, I must emphasise that the final decisions on interpretations of people and events were all my own.

Relationship to A level Specifications

This book has been written with specifications in mind but it does not cover every detail or nuance in every specification. One of the principles behind this series is the belief that teachers' own expertise, experience and knowledge of the needs of individual students and classes should shape the programme of teaching and that good teachers do not follow one book in a formulaic way – even this one! We therefore assume that teachers will use the books in this series alongside other books, deciding for themselves when and how to use any particular book. We also expect teachers to use these books in both in classrooms and for set or recommended reading and tasks at home.

AQA – Change and consolidation: Tsarist Russia (AS)

The over-arching question for this unit is: *How effectively did Russia's rulers respond to pressures for change in this period?* This issue is central all the enquiries in the first 5 chapters of the book. Detailed coverage can be found in the book as follows:

Political reaction: social and economic change, 1881–1904	Chapter 2
Russia in Revolution, 1904–1906	Chapter 3
The Tsarist Regime, 1906–1914	Chapter 4
The First World War and the Revolutions of 1917	Chapters 5 & 6

Edexcel – Historical themes in depth: D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship (AS)

The enquiry questions develop students' ability to write reasoned historical explanations. Detailed coverage can be found in the book as follows:

The challenges to the Tsarist state, 1881-1906	Chapters 1-3
Tsarism's last chance, 1906-1917	Chapters 4 and 5
February/March to October/November 1917	Chapters 5 and 6
Holding on to and consolidating power, 1918-24	Chapter 7

Edexcel – Historical Enquiry (A2) - The Making of Modern Russia, 1856-1964

The book's emphasis on historiography and on enquiry as well as its detailed coverage of the period provides plentiful material for the first part of this comparative Coursework option.

OCR A – European and World History period studies - From Autocracy to Communism: Russia 1894–1941 (AS)

How successful was Tsar Nicholas II in dealing with the problems he faced between 1894 and 1905?	Chapters 2 and 3
How stable was Russia between 1905 and 1914?	Chapters 3 and 4
Why were there two revolutions in Russia in 1917?	Chapters 5 and 6
How effectively did Lenin deal with the problems he faced between 1917 and 1924?	Chapter 7

OCR A – Historical interpretations and investigations: Russian Revolutions 1894–24 (A2)

The book’s emphases on historiography and on enquiry as well as its detailed coverage of the period provides plentiful material for this Coursework option

Why there was a revolution in 1905 and why the Tsar survived;	Chapters 1 - 3
The reasons for the revolutions in 1917 and for the eventual success of the Bolsheviks	Chapters 4 - 6
The reasons why Lenin and the Bolsheviks were able to maintain themselves in power up to 1924;	Chapter 7
To what extent was Lenin merely a dictator who took and held power by force .	Chapter 7 & 8

OCR B – Russia in Turmoil, 1900–1921 (AS)

The focus of this book on explanations and explanatory models fully supports this course.

The 1905 Revolution	Chapters 1 - 3
Russia 1905–14: An Enlightened Despotism?	Chapter 4
1917: The ‘February Revolution’	Chapter 5
1917: The Provisional Government and the October Revolution	Chapter 6
1917: The ‘October Revolution	Chapter 6
The Consolidation of Bolshevik Power 1917–21	Chapter 7

WJEC. The Communist Revolution in Russia, c.1917 -1941 (AS)

The book covers the first half of this unit in detail.

The Bolshevik seizure of power.	Chapter 6
Lenin and the development of his ideas.	Chapters 6, 7 and 8
The civil war, war communism and the New Economic Policy.	Chapter 7

Russia c1881 -1917 (A2)

Detailed coverage can be found in the book as follows:

The nature of Tsarist rule	Chapter 2
The effects of reform and modernization	Chapters 2 - 4
Economic and industrial development	Chapters 2-4
The influence of revolutionary groups	Chapters 2-4
The roles of Lenin and other key figures	Chapters 5 and 6
The causes of revolution in 1917	Chapter 6

Introduction to Notes for Teachers

As with other books in this series, The Russian Revolution has been planned and written with two different kinds of use in mind. Firstly there are many opportunities to use the book and the enquiry activities in class; the suggestions below include a variety of strategies for such classroom use. Secondly, and just as importantly, the book has been designed for independent use by students, either individually or in collaborative groups. This kind of use is made possible by the extensive guidance on following and completing the enquiries.

In both cases we assume that teachers will use this book alongside others and will encourage students to read this and other books for themselves.

The notes for each chapter are divided into two sections:

- **Structure and issues** – provide a summary of the rationale behind each chapter enquiry and its contents. In several cases this involves raising understanding of previous interpretations.
- **Activities** – this section begins with commentary on the Enquiry Focus activity (the activity in the large blue box near the beginning of each chapter) that guides students through each chapter. This is followed by a menu of other ideas for activities – please don't interpret this range of ideas as a scheme of work! None of this includes basic note-taking guidance but offers a variety of other hopefully engaging and enthusing ideas. No attempt has been made to provide activities for every page.

Where appropriate, suggestions have been included for further reading which may be useful for both students and teachers new to the topic.

The last section of these notes provides further notes on reading and relevant web-links. However I have not tried to be encyclopaedic because of the speed with which such lists can become out-dated.

Chapter 1: Russia in 1900:

Who were the Russians and what were their hopes and fears? pp. 4 -15

Includes Insight pages:

- The Russian Empire in 1900 (pp. 2-3)

Structure and Issues

Many history topics are about the actions of a minority of people who wielded power and what they did with it; this book is about a revolution which affected the lives of every man, woman and child in Russia. That is why it starts with an attempt to lay out some simple background information about the country and its people. Most textbooks do this in some form or other, but I wanted to try and do this a bit more interestingly, so told it in the form of an imaginary train journey from Omsk to St Petersburg. In this way students not only find out some basic facts about the Russian people – including, for example, the dominance of the peasants – but also encounter some of the contradictions of Russia, notably the existence of a modern railway system in a country that still had several medieval features. The chapter just nudges the reader into some of the politics through the statements the different people make to the narrator about their ‘hopes and fears.’ Although the story of the journey is made up, the extraordinary colour photographs, taken by Sergei Prokudin-Gorsky (1863-1944) at the beginning of the 20th century bring the reality to life.

Pp 2-3. An essential map, establishing that Russia was an empire, based in the west with Sweden, Germany and Austria-Hungary as neighbours, but stretching far to the east, bordering on China and Japan. The importance of the Trans-Siberian Railway is obvious. Most of the places mentioned through the book are marked on the map, so it provides an important reference.

Pp 4-7. The story of the railway journey begins and the reader finds out about the peasants, 82% of Russians.

Pp 8-9. The nobility, and the beginnings of information about political structures.

Pp 9-11. The power and priorities of the Church

Pp 11-12. The middle classes, and their powerlessness.

Pp 13-15. The plight of urban industrial workers and the modern city of St. Petersburg.

Activities

NB. These are some suggested activities, not a scheme of work.

1. For the map, pp 2-3:

- (a) Compare Russia in 1900 with a modern world map, looking for differences and similarities.

(b) Students could mark a recent long journey that have made, within the UK or Europe, and compare the distance travelled with the size of the Russian Empire.

2. Students could begin to compile information about all five groups of people encountered on the train journey in a table under the headings:

- Percentage of population;
- power rating (out of 10: 10= powerful, 0=powerless).
- key concerns

Students could add their early guesses as to whether the key concerns of each group will be met. They could then look back on these when they have finished the book.

Chapter 2: The Russian revolution: The essentials pp. 16-23

Structure and Issues

This material is often called 'background' or 'introduction', sadly an invitation to skip on to apparently more useful pages. However these pages are critical for establishing outline knowledge and core understandings so we've given this chapter a more appropriate title - Essentials. As it's vital that students spend time on this I have tried to make it as interesting and direct as possible. It consists of four elements:

Pp 16-17 This book is about a revolution, and this spread begins to show its impact.

Pp 18-19 A chronological overview. This can be a reference point for students if they become confused while working through the book, but it is more than that. There is a pattern to be discovered: the higher above the red timeline an event is placed, the more revolutionary its effects. It also introduces three key figures – Tsar Nicholas II, Kerensky and Lenin - and puts faces to the names.

Pp 20-21. Marxism in 2 pages. Whether the Russian Revolution fits Karl Marx's analysis of history is debateable, but Marxism certainly motivated the revolutionaries, and many of the historians who have written about it. Students need to know who he was, what he said, and some of the terms he used.

Pp 22-23. Few topics in history have engendered such fierce debate among historians – and continue to do so. Here are the main schools of historical interpretation, with three of their leading protagonists. Students will need to be familiar with where different groups of historians are coming from, and why, as they encounter them in the chapters which follow.

Activities

NB. This is a menu of activities, not a scheme of work.

It's of critical importance for effective learning that they transfer the information on these pages into an account that they create and communicate – orally, on paper or electronically. It's the transfer of knowledge from one form to another that gives the best chance of learning taking place.

1. Sense of period – before you begin, brainstorm in groups what students know/think/imagine about the Revolution. Then use pp. 16-17, especially the two pictures – what do these images tell you (adjectives? surprises?)? Discuss similarities and differences with preconceptions
2. Before using the book, create a living graph in the classroom, modelling the graph on pages 18-19 but keep it blank. Give each student one information box from the graph (they'll need copying) to place on the blank graph and explain their choice of positioning. This could also be a group activity on table-tops, placing the cards on a graph drawn on A3 paper.
3. Use the three 'laws' on p 20 to explain the diagram on p 21: which class is dominant in each stage? Why?

4. How far students can comment on this model depends on the breadth of their historical knowledge, but searching through memories of Key Stage 4, 3 and even 2 would help to flesh out the diagram with named examples

5. Devise some simple statements (“Lenin was a hero”, “the Communists took the opportunity of chaos in Russia to seize power” “The revolution was led by the workers”, “The revolution was not led by the Bolsheviks” etc.). (i) Students sort them into which group of historians might have written them. (ii) Students devise their own stereotypical statements to test each other in the same way.

Chapter 3: Was Tsar Nicholas II mainly to blame for the 1905 Revolution?

pp 24-49.

Includes Insight pages:

- How did the tsars rule Russia (pp.24-25);
- Tsar Nicholas II: the man, his personality and family (pp.26-29).

Structure and Issues

The first two chapters provided students with the necessary understandings to begin their investigations, but narrative starting-points are always a problem: there is very rarely a beginning with a clean slate. This is particularly true in the case of Russia, with a Tsar, Nicholas II, whose main aim was to rule as his predecessors had done; so some lead-up is necessary and the Insight pages provide this. The Enquiry examines the causes of the 1905 Revolution.

Pp24-29: Insight pages summarising the reigns of Nicholas' father and grandfather, followed by an impressionistic picture of Nicholas.

The Enquiry is set up on pp 30-31, and examines 9 possible causes for the outbreak of revolution in 1905. Some are deep-rooted, and are given more space: the Tsarist system Nicholas inherited (pp 32-33), the peasants (pp 34-35), industrial workers, (pp 36-38), national and ethnic minorities (pp 39-40), opposition groups (pp 41 – 44). Students will probably be familiar with the idea of “trigger” causes, and these are explained on p 45. With so many possible factors presented, students will be led away from mono-causality towards more complex explanations. They should be in a position to give their own weightings to the different factors and compare them with my own views on p 49.

The uniqueness of 1905 was that so many factors all came together, depriving the Tsar – temporarily – of power. This is clear in the dateline on pages 46-47 and the diagram on page 48.

Activities

The Enquiry Focus activity (p.31). The diagram in the blue box on on p 31 should be copied, or re-drawn, on to A4 or A3 paper. This will give space to allow students to write a note on the causal link between each factor-box and the 1905 Revolution. There could be group discussion around the wording of these, and around the use of the ‘N’ symbol.

The concluding box on p 49 suggests ways of reviewing the decisions made and recorded through the chapter. The information on the dateline (Pp 46-47) and the diagram (p 48) can be fed into this review and modification process.

As you will see from the white box on the lower part of p 49, I put a lot of blame on Nicholas, either directly or indirectly. But... you don't have to agree with me!

In terms of essay writing, the annotated diagram would provide a good plan for an answer to the question. Note that best answers make clear right from the start what overall position the writer intends to take on the question; the subsequent paragraphs provide the factual support and detailed argument. Don't leave your big idea to the conclusion paragraph.

Other possible activities

1. The four Insight pages on Nicholas II, (pp 26-29), provide plenty of opportunities for activities designed to understand this person at the centre of events and what made him tick. (See also anti-Semitism, p 40)
 - Someone, teacher or student, could be hot-seated as Nicholas and answer questions in role.
 - List his good qualities, and his weaknesses
 - Analyse the sources on these 4 pages: Are they supportive, or critical? Who created them? How does this affect the view they provide?
 - These four pages could be copied and cut up to support and more kinaesthetic version of the above
 - Choose three sources which show Nicholas at his worst, and three which reveal good points.
 - Surf the net a little: what view of Nicholas today emerges most strongly?

2. Discussion points: Who did most to bring about revolution in 1905: Pobedonostsev, or Witte? (pp 32-33) Who presented the greater threat to Tsarism: Peasants or workers? Why? (pp 34-38)

3. Students need to be clear about the position of the opposition groups and their aims and methods, as laid out in the diagram on p 41, as these groups will be encountered throughout the book.
 - A student stands up and calls out a sentence describing her/his party; the class have to identify the party.
 - Design a slogan which sums up the party's aims without revealing its name. Class have to work out which party.
 - Concentrate these tasks on the differences between Bolsheviks and Mensheviks (p 44).

Chapter 4. Russia in 1914: on the verge of revolution? Or becoming a western-style democracy? pp. 50-63

Structure and issues.

In this Enquiry, set up on pages 50-51, students have to judge between two interpretations of the state of Russia in the years after the 1905 Revolution. This is not just an academic argument: to soviet historians the October 1917 revolution, led by the Bolsheviks, was inevitable and even about to happen in 1914, but the war put it off for three years. On the other hand, to western historians of the Cold War years, the Tsarist system was doing well by 1914, so this view has been called the Optimists' interpretation. To them, the war produced a crisis which was hi-jacked by the Bolsheviks in 1917 to set up an entirely illegitimate and illegal Communist regime. It is the five arguments put forward by the Optimists which students examine, one by one:

- Opposition had been stifled (pp 52-53)
- Russia was a functioning democracy (pp 54-57)
- The economy was booming and the middle class growing in size and importance (pp 58-59)
- The peasants were less angry (pp 60-61)
- The workers were less angry (62-63)

Activities

The Enquiry Focus activity (p.51). The Optimists' case is set out in summary in the blue box. If they are correct, then Russia was heading towards a democratic, prosperous, peaceful future, with support for Tsarism from middle classes and well-to-do peasants and opposition voices stifled.

The arguments of the Optimists and their opponents are not, of course, simply 'right', or 'wrong', but more or less plausible, based on the evidence. A continuum line is therefore provided to record students' judgements as they read through the chapter, running from "Revolution" at one end (in which case the Optimists are completely wrong), to "Democracy" at the other (in which case the Optimists are completely right).

It would be helpful to print, or draw, a large version of this line for students to work with. The small blue boxes towards the end of each of the Optimists' cases prompt students to use the continuum line, and to annotate it with their reasons.

Other activities

1. Read the full description of the the ceremony for the opening of the Duma in April 1906 from Orlando Figes "*A People's Tragedy*". What are you first impressions of the event?

Presumably the Tsar's officials arranged the ceremony; what effect were they trying to create? Why was the Tsar's mother so upset by the ceremony?

Does Figes have a point of view on it? If so, how does he reveal it?

2. This chapter includes historical sources of several kinds: cartoons, statistical tables, photographs, an historian's account: are they all useful? Do you evaluate them all in the same way?

Chapter 5. Why was there a revolution in Russia in February 1917? pp. 66-83

Includes Insight pages

- How Russia entered the First World War (pp64-65)

Structure and issues

The Insight pages, 64-65, describing Russia's entry into the First World War, belong to both Chapters 4 and 5: the attitudes behind Nicholas' thinking in 1914 reveal something of his views as Tsar. The war itself was to precipitate revolution, as Chapter 5 explains.

The main enquiry is another exercise in evaluating causes and nine possible factors are listed. The first four causes are dealt with in some detail:

- Russia's performance in the war (pp 68-71)
- Rasputin (pp 72-73)
- the impact of the war at home (pp 74-75)
- Nicholas refusal to make concessions (pp 76-77)

The narrative then shifts to the day by day events of February 1917 (pages 78-79) to examine the role of the remaining five groups: the Bolsheviks, the people (especially the people of Petrograd), the soldiers, the ruling class and the peasants.

Explanations at this level are not as straightforward as they might have seemed at GCSE. It's not just a matter of piling up as many reasons as you can lay your hands on; explanations are interpretations. How you interpret the factors depends on your point of view, including your political standpoint. Pages 80-82 develop this.

Activities

The Enquiry Focus activity (p. 67)

The nine possible causes of the February 1917 Revolution are laid out on page 67. The task running through the chapter is to use the 'Diamond 9' pattern to weigh them.

The first four factors are the obvious ones and are given space: the war, on the battlefield and at home, and the response of the Tsar's government (including the influence of Rasputin).

Pages 80-82 lay out how different groups of historians have offered different interpretative explanations of the February Revolution. As the task at the bottom of p 81 suggests, different interpretations involve weighing causal factors differently.

Finally, the table on page 83 offers a direct comparison between the 1905 Revolution, which failed, and the February 1917 Revolution, which succeeded, as a way of identifying what was different, and therefore of key importance.

As with most of these kinds of exercises, there is no 'right answer' for what the 'Diamond 9' should look like. What is important is that students should be able to justify their layout convincingly. It is then, of course, a ready-made essay plan for this popular AS level question.

Other activities

1. P 66: Nicholas abdicates. Do you feel any pity for him at this moment?
2. Turn the material on Russia in the First World War into a spider diagram. "Tsarism at war" in the centre. Legs: the five bullets on p 89, the two sub-heading (inflation, shortages) on pp 74-5.
3. P 78. Close analysis of a photographic source: how does it feed into the main Enquiry?
4. P 79: When was the turning-point moment?
How do pages 78 and 79 relate to each other?

Chapter 6. The October Revolution: rising of the masses or coup d'état?

pp. 84-113

Includes Insight pages:

- pp. 84-85: Lenin;
- pp.86-87: Petrograd.

Structure and issues

Insight sections provide a necessary step back from the narrative to fill in context and detail ready for the next section. Lenin is a key figure in the last two enquiries in this book and the Insight on pages 84-85, tries to explain the myths about him and separate them from the reality of his life and personality. The Insight on Petrograd, pages 86-87, extends students' understanding of the look, and the geography, of this remarkable city.

Even in 1917 commentators interpreted the October Revolution differently. To the Soviets, who ruled Russia from October 1917 to August 1990, the Revolution is the birth story of their system and hence its right to rule legitimately. The October Revolution is therefore the story of a rising of the masses, led and guided by the Bolsheviks under their genius leader, Lenin. To western historians, the Bolsheviks were little more than gangsters, led by Lenin, a power-hungry plotter and long-term exile, who took advantage of the incompetence of the Provisional Government to seize power by armed force – *a coup d'état*. All this is set up on pages 88-89.

Alternative views to these two will emerge through the Enquiry, especially in Section 3.

The Enquiry has a chronological structure in order to help students make sense of these rapidly-changing events. It is divided into three chronological sections:

1. Early March to Mid-June, pp 90-96
2. Mid-June to end of September, pp 97-101
3. October pp 102 - 113

Activities

The Enquiry Focus activity (pp. 88-89)

The key task, set up on p 89, involves two Lifeline graphs. At the end of each short chronological section students are asked to comment on, and complete, these. Blue boxes prompt students at these points.

Lifeline A: a graph of support for the Bolsheviks. A suggested lifeline is provided – the task is to comment on whether it is correct, and why.

Lifeline B: a graph of support for the Provisional Government. Students have to draw this for themselves.

These graphs provide an analysis of the overall Enquiry issue, because if Lifeline A reveals that the Bolsheviks have massive and growing support and Lifeline B suggests that support for the Provisional Government was ebbing away, then the Soviet interpretation seems more likely. If, however, the Lifelines suggest that the Bolsheviks' support was weak, and the Provisional Government's strong, then October looks like a *coup d'état*.

There is a change of gear for the lengthy Section 3, which is crucial to forming a conclusion. In the boxes at the top of page 103, the two different interpretations of the position of the Bolsheviks outlined on pages 88-89 are developed further. The next 10 pages then examine in some detail the key issue of support for the Bolsheviks among workers (and not just in Petrograd), soldiers and peasants.

Section 3 also examines the other key element of the Soviet interpretation, the centrality and effectiveness of Lenin. The detailed timeline on pages 110-111 give some idea of the chaos, arguments and dramatic events of late September/October.

As in Enquiry 4, students are given the opportunity to reject the extremist positions by using a continuum line, introduced on page 102. [In this case, they can reject both, if they wish!]

The blue box on p 113 draws together all these aspects of the Enquiry.

Other activities

1. Make a timeline of the 9 months from February to October. Use it to trace the whereabouts and activities of Lenin. Where was he? What was he saying/doing? Was he always right?
2. The blue Activity box on page 110 helps students begin to form their own interpretation of Lenin by suggesting four judgements to agree with or argue against. Use the evidence of Lenin's actions to support your decision.
3. Look at the still from the film, "*Oktober*" on p 88, made in 1927; compare it with Orlando Figes account on page 112. How do they differ? Why do they differ?
Both sources might be easily rejected by a weak GCSE student saying things like: "The film is only a film", "Figes wasn't there". In fact, both sources are very useful, depending what questions are being asked. What questions would each of these sources help you answer?
4. I have used diagrams on pages 94, 97 and 101 to try to explain complicated situations more easily. Do they work for you? Can you turn any other complicated situations from this chapter, or this book, into diagrams?

Chapter 7. Was it the Civil War which turned Bolshevik revolutionaries into Communist dictators? pp. 116-133

Includes Insight pages

- Pages 114-115: Trotsky;
- Pages 132-133: Why did the Reds win the Civil war against the Whites?

Structure and issues

Students will have already encountered Trotsky's rapid rise to prominence in 1917 in Enquiry 6 and they will read about another side of him in Enquiry 7. The Insight pages 114-115 fill out some of his life story and, on p 115, some of his views on other topics. Page 133 tells students particularly about his extraordinary role as a war leader.

This Enquiry starts by moving us on 3½ years from the October Revolution, to another dramatic event, the crushing of the Kronstadt Mutiny in March 1921. This sets up the Enquiry question, which will involve looking hard at the intervening years for an explanation.

Don't under-estimate the seriousness of the Civil War – its impact is compared to the Black Death, the greatest disaster to hit medieval Europe. Traditionally, the Civil War has been seen as a straightforward clash between the "Reds" (the Bolsheviks – Communists from June 1918) versus the "Whites" (forces seeking to restore the Tsar). Recent research has revealed that the war was a lot more complicated than that. The colour divisions on the Timeline on p 118 are followed through into the narrative of the Chapter:

- Bolshevik rule from October 1917 to the start of the Civil War in the summer of 1918 (pages 119-125)
- Phase 1 of the Civil War: Reds v "Greens" (Social Revolutionaries), June – November 1918 (pages 125-126)
- Phase 2 of the Civil War: Reds v Whites, November 1918 – August 1920 (pages 126-127, but see also Insight, pages 132-133)
- Phase 3 of the Civil War: Reds v. Greens and others, August 1920 – end of 1921 (pages 127-128)

The Enquiry concludes with an overview of the system known as War Communism (Pages 128-130) and an account of the state of Russia in 1921 (page 130).

The Insight (Why did the Reds win the Civil War? pp. 132-133) uses a table to compare the relative strengths and weaknesses of the Red and White forces, together with further detail about Trotsky's role.

Activities

The Enquiry Focus activity (p.117, but reviewed and expanded on p 121.)

This Enquiry is more loosely-structured than its predecessors in the book. The situation is clear: the Communist regime by 1921 was a one-party dictatorship. When did this come about? One hypothesis is that

they had to take on dictatorial powers to win a civil war in which they were fighting for their very existence. Another hypothesis, opened up on p. 121, is that they always intended to rule this way.

Students should note the seven aspects of Communist dictatorship listed in the blue box on p 117, and look out for each of them as they read through the chronological narrative. They should note particularly when, and why, the policy was implemented or developed.

Pages 121 and 122 are there to take stock and look forward to the next 5 pages: how far had the seven dictatorial policies begun before the Civil War started?

The blue box on page 131 ties up the Enquiry and again I offer an opinion for students to argue with.

Other activities

1. Two different theories supporting a government's right to rule are present in this chapter:
-the Marxist-Leninist view, explained on pages 119-120, and the western democratic view, based, for example, on the results table on p122. There is good scope here for debate, around what "democratic" means.
2. Why did the Reds win? Can you make your own chart of the reason for the Reds' victory? Check it with the table on the Insight page 132.
3. This site: <http://www.authorama.com/crisis-in-russia-7.html> is a remarkable account of the Soviet Propaganda trains. What images are used? How did the Soviets play on the Russian peoples' hopes and fears?

Chapter 8. Conclusion pp. 134-139

Includes Insight pages

- 138-139: Historians and the Russian Revolution

Structure and issues

Pages 134 and 135 contrast the opening up of economic life in Russia under NEP with the continuing one-party control of the Communist government. The great “what if...?” of this period is What if Lenin had lived longer? He was only 54 when he died. Would he have tried to develop the Soviet Union along NEP lines, or was it a temporary measure to rescue the Russian people from total disaster?

Pages 136-137 try to show how important this topic is, how it dominated the politics of the 20th century.

Rival interpretations of the history of the Russian Revolution have been prominent throughout this book. The great Cold War rivalry between historians has waned a little, and the Insight pages, 138-139, describe some of the directions and findings of contemporary historians' research.

Reading and Web-links

Weblinks

A range of articles can be found on the following sites. All need subscriptions (unless you bump into a free item to entice you to subscribe) but they may offer a short trial period for a lower fee. Use their search facility first to find out what's there.

History Today and History Review

<http://www.historytoday.com/archive>

BBC History magazine

<http://www.historyextra.com/>

The Historical Association for *The Historian* and podcasts

<http://www.history.org.uk/>

Apart from the sites mentioned on page 139, there is some remarkable film on Youtube – search for “Bolshevik Propaganda”. There are eight short compilations of newsreel and propaganda films from the whole period covered by this book (– with a terrible voice-over).

A selection of books

Mostly for teachers but some certainly worth directing students to – like any selection this is an individual choice so you may disagree with my list! I've had new teachers of this topic in mind – not those who've studied the period in detail or taught it for many years. The best three to start with are listed on page 139 of the book – by Acton, Wade and Figes.

Other books I found helpful were:

Sheila Fitzpatrick, *The Russian Revolution*, (1982), but still an excellent brief introduction.

Robert Service, *The Russian Revolution*, 3rd edition, (1999). A more up to date brief introduction

Peter Waldron, *The End of Imperial Russia 1855-1917*, (1997). The dates tell you how this book takes the long view and ends with Nicholas 'abdication

Christopher Read *From Tsar to Soviets* (1996). Interesting thematic study allows you to follow different groups through the changes

Daniel H Kaiser, (Ed) *The Workers' Revolution in Russia, 1917*. (1987). Six interesting essays from the “new” historians.

Donald J Raleigh, *Revolution on the Volga*, (1986). The subtitle of this book is: '1917 in Saratov' and an important corrective to the Petrograd-centred studies.

Theodore Weeks, *Across the Revolutionary Divide – Russia and the USSR 1861 -1945* (2011). For students whose studies take them back to 1861, or on into the Stalinist era, this recent thematic treatment emphasises continuity rather than change

Edith Rogovin Frankel, Jonathan Frankel & Baruch Knei-Paz, (Eds), *Revolution in Russia – Re-assessments of 1917*, (1992). A book to dip into: eighteen fascinating essays revealing different angles on the Revolution.