

## DBQ DISCUSSION: RUSSIAN REVOLUTION

**Step 1:** As you read each document, use the associated reading strategy. Then analyze the document according to HIPP... choose at least **two** for each document and circle the choices you are making with EACH document.

**HISTORICAL CONTEXT:** How is this document connected to other events in history? What does the time and date tell you?

**INTENDED AUDIENCE:** Who was the intended audience for this document?

**PURPOSE:** What was the purpose behind this document? Why did the speaker say or write this? What was the speaker's goal?

**POINT OF VIEW or PERSPECTIVE:** Who is the author and what does the author's economic status/mood/gender impact their perspective? In other words, what bias might the author have? When a point of view is harmful, it is called a prejudice.

**Step 2:** After you are finished reading each of the documents, use the graphic organizer on the last page to prepare for a discussion on the following four questions:

**Where did Russian people turn to after the Russian Revolution? Was Communism the problem or was it the ally?**

**Step 3:** Discussion! We will have a collaboratively assessed discussion on this topic. The goal here is you get to use your notes from the discussions, the reading part of work!! This was designed to speak at least three times but you will also be assessed on the quality of what you discuss. Expect to get a coding grade for how you'll be assessed.

**COLLABORATIVE DISCUSSION:** Working and participating effectively in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

| Listening (A)                                                                                                                                                                                                                  | Participate (B)                                                                                                                                                                                                                                                                             | Progressing (C)                                                                                                                                                                                                                                                                                             | Engaging (D)                                                                                                                                                                                                                               | Involuting Evidence (E)                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Everything is good and fine.</li> <li>Disagreement is ignored.</li> <li>Minors.</li> <li>Contributions happen without discussion or consensus after everyone's contribution.</li> </ul> | <ul style="list-style-type: none"> <li>Close to discussion prepared with participating compare.</li> <li>Joined at least three times, not just saying questions.</li> <li>Participated with others from the discussion.</li> <li>Disagreement not resolved, distinct discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Joined at least three times but contributions were limited or not engaging from the discussion.</li> <li>Many times happened during part of time.</li> <li>Many times discussed the discussion.</li> <li>Many times made a new action or added something.</li> </ul> | <ul style="list-style-type: none"> <li>Participated but didn't have a distinct engagement.</li> <li>Contributions often vague, hesitant, or difficult to hear.</li> <li>Not disagreement or time or often discussed discussion.</li> </ul> | <ul style="list-style-type: none"> <li>Nothing thought was said but not enough evidence to describe the student's role, not balanced.</li> <li>Students often observed, observing others, or observing.</li> </ul> |

### Document 1

Czar Nicholas II, 1906

"I am not prepared to let this I have nothing of the business of ruling."

HIPP (Historical Context, Intended Audience, Purpose, Point of View)

# Russian Revolution Dbq Maps

**John Davies, Alexander J. Kent**



## **Russian Revolution Dbq Maps:**

Lessons for the Social Studies Classroom M. Lazarus, S. Cohen, K. Lambert, R. E, 2013-03-12 The idea for this book came while I was observing a student teacher and a master teacher I realized that most student teachers while in training do not have the opportunity to think creatively about their lessons I also noticed that teachers new to the field of teaching suffer the same fate they are too busy trying to survive the day and are not sure how to plan and organize their teaching Lesson plans are one of the most important tools for a teacher and more important for the novice teacher I believe that during student teaching or during their undergraduate years if students were equipped with this book their first year teaching will not look so first year Imagine an undergraduate class filled with soon to be Social Studies teachers discussing these selected lesson plans improving upon them and making them their own Most first year teachers over teach or under teach and both types still miss the marks on the standardized test These lesson plans will give the new teacher a place to begin **School Library Journal** ,2002 **Global History & Geography** Sue Ann Kime, Paul Stich, 2000 Overview of main world history political science economics and geography themes from the ancient world to the present Includes practice exams with emphasis on writing skills multiple choice thematic essays and document based questions *Chambers's Encyclopaedia* ,1973 **Chambers's Encyclopedia** ,1967 **Acronyms, Initialisms & Abbreviations Dictionary** Linda Hall, 2009 Provides definitions of a wide variety of acronyms initialisms abbreviations and similar contractions translating them into their full names or meanings Terms from subject areas such as associations education the Internet medicine and others are included *Map History of Russia*, A. Brian Catchpole, 1983 **A Map History of Russia** Brian Catchpole, 1974 Maps of the Boundaries of the Russian State Pasquale De Marco, 2025-05-15 This beautifully illustrated atlas tells the story of Russia's boundaries from the formation of the embryonic state of Kievan Rus in the ninth century to the most recent revisions resulting from World War II Through thirty four handsomely drawn maps and concise descriptive text this book provides a comprehensive overview of Russia's territorial evolution More than just a collection of maps this book is also a journey through time tracing the rise and fall of empires the shifting alliances between nations and the constant struggle for power and influence It is a story of conquest colonization and liberation of triumphs and tragedies of hopes and dreams Russia's boundaries have been shaped by a variety of factors including geography politics economics and culture The vastness of the Russian landmass has made it difficult to defend and has led to a long history of invasions and conquests The country's location between Europe and Asia has also made it a crossroads of trade and culture leading to a rich and diverse heritage The political and economic development of Russia has also played a significant role in shaping its boundaries The rise of Moscow as the center of power in the 14th century led to a period of expansion that culminated in the creation of the Russian Empire in the 18th century The collapse of the Soviet Union in 1991 led to the dissolution of the empire and the creation of the Russian Federation which is the largest country in the world by land area This book is an essential resource for anyone

interested in Russian history geography or politics It is also a beautiful and informative gift for anyone who loves maps  
Reviews A comprehensive and informative overview of Russia s territorial evolution The Moscow Times A must have for anyone interested in Russian history Russian Life Magazine A beautiful and fascinating book that tells the story of Russia s boundaries in a unique and engaging way The St Petersburg Times If you like this book write a review on google books

**The Red Atlas** John Davies,Alexander J. Kent,2017-10-17 From 1950 to 1990 the Soviet Army conducted a global topographic mapping program creating large scale maps for much of the world that included a diversity of detail that would have supported a full range of military planning For big cities like New York DC and London to towns like Pontiac MI and Galveston TX the Soviets gathered enough information to create street level maps What they chose to include on these maps can seem obvious like locations of factories and ports or more surprising such as building heights road widths and bridge capacities Some of the detail suggests early satellite technology while other specifics like detailed depictions of depths and channels around rivers and harbors could only have been gained by actual Soviet feet on the ground The Red Atlas includes over 350 extracts from these Cold War maps exploring their provenance and cartographic techniques as well as what they can tell us about their makers and the Soviet initiatives that were going on all around us *Memories and Impressions of War and Revolution in Russia* Basil Gourko,1918 *Mapping Russia and Its Neighbors, the New Atlas of the Changed Geographical Face of the Former Soviet Union* Godfrey Harris,Sergei A. Diakonov,1993 *Atlas of Russian History* Martin Gilbert,1993 Historical atlas of Russia *Mapping Time* M. J. Kraak,2014 Engaging look at the cartographic challenge of visualizing time on a map *Battle Maps and Charts of the American Revolution* Henry B. Carrington,2017-11-23 Excerpt from Battle Maps and Charts of the American Revolution With Explanatory Notes and School History References Norms The spirited skirmishes at Lexington and Concord April 19th encouraged the Massachusetts Committee of Safety and the Council of war to seize the heights behind Charlestown and thus anticipate a like movement proposed by the British for June 8th The troops organized at Cambridge just after sunset June 16th And moved under their commander Col Prescott to Bunker Hill but by advice of Engineer Gridley Breed s Hill was substituted as more eligible for resisting a British landing Putnam accompanied the expedition returned to headquarters in the morning for reinforcements regained the peninsula with Stark and was conspicuously active in encouraging the troops during the day Stark held the left supplementing what was defective near the Mystic while Prescott fought at the redoubt A small trench had been begun eastward from the entrance to be returned northward and join the main line The presence of a small pond seemed partially to protect that flank and there was no time for more elaborate entrenchments About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing

page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works      **Soviet Union in Maps** Harold Fullard,1972 Survey in maps of physical economic political and social aspects of the Soviet Union to 1970 wiht brief explanatory texts      Pictorial History of the Russian War 1854-5-6 George Dodd,1856      *Soviet Topographic Map Symbols* United States. Department of the Army,1958      *Texts of the Russian Peace* Russian S F S R,Mark Sylvester William Jefferson,United States Dept of State,2015-09-20 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant      **Memories and Impressions of War and Revolution in Russia, 1914-1917 ... With Maps and Illustrations** Vladimir Iosifovich GURKO,1918

## Embracing the Melody of Appearance: An Psychological Symphony within **Russian Revolution Dbq Maps**

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