



Russia
1900—1918

Country



Event



Name

Name



Title

Name



Name



Year

Century

Russia



Revolution



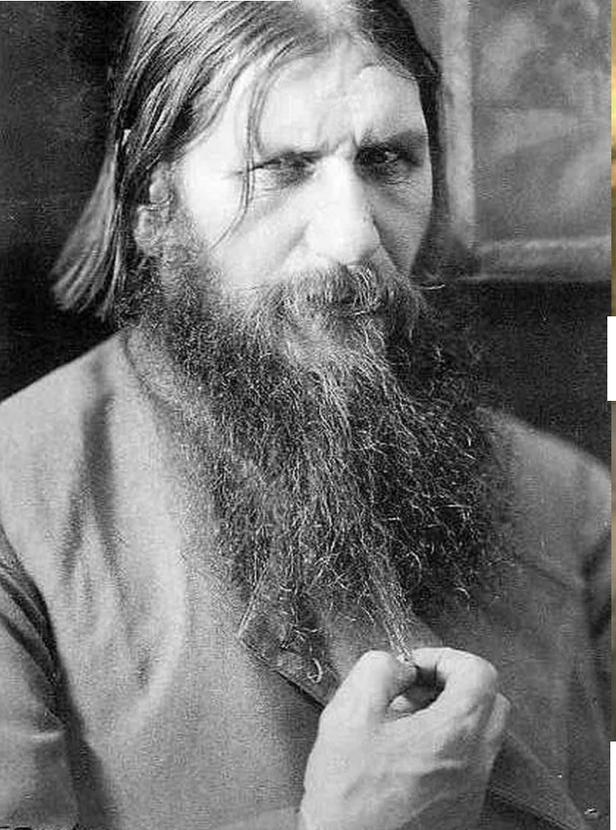
Trotsky

Nicholas II



Tsar

Rasputin



Lenin



1917

20th

ACTIVITY # 17 / 101 MAKE A CHANGE

How it works?

When beginning a unit that deals with revolution, protest or change ...

- 1: Students to complete the attached ticket.
- 2 : Break into groups of 4-6.
- 3 : Each group to decides on 1 ticket for voting.
- 4 : List on board and vote on most important.
- 5: Consider ways they can change this.
- 6 : **Feeling brave ??** Try to make this happen !
(If they are unable / unwilling what prevented it?)



Suggestions

Student should not name teachers or classmates

Skills

Collaboration
Debate
Democracy
Problem solving

Adapt to

USA and Civil Rights
South Africa
India and the British Empire

The best thing about the school is...

The worst thing about the school is ...

I don't like this because....

I would change this by ...

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The worst thing about the school is ...

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Russia 1900 –1918 : Unit Key Words.

Task : colour code or number the following words and images with their definitions.

Manifesto

Bourgeoisie

Duma

Tsar

Proletariat

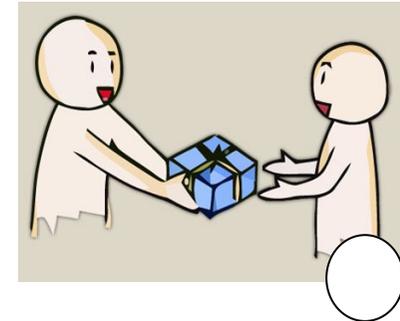
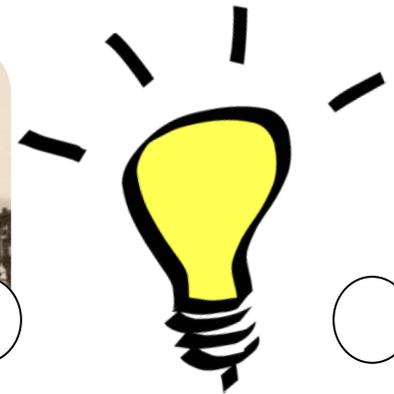
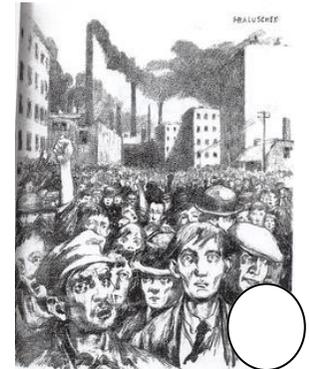
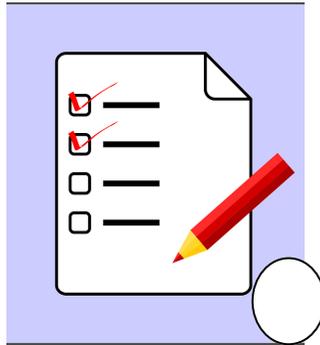
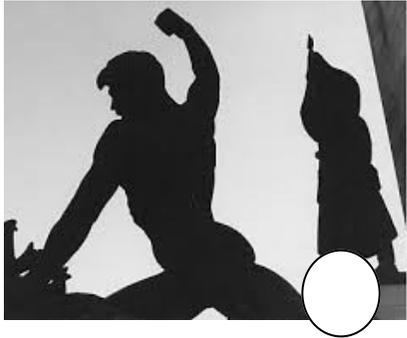
Republic

Revolution

Discontent

Concession

Ideology



The workers

The ruler of Russia

A list of political ideas

Russian Parliament

Rich Capitalists

A country without A tsar, king, queen

A time of great change

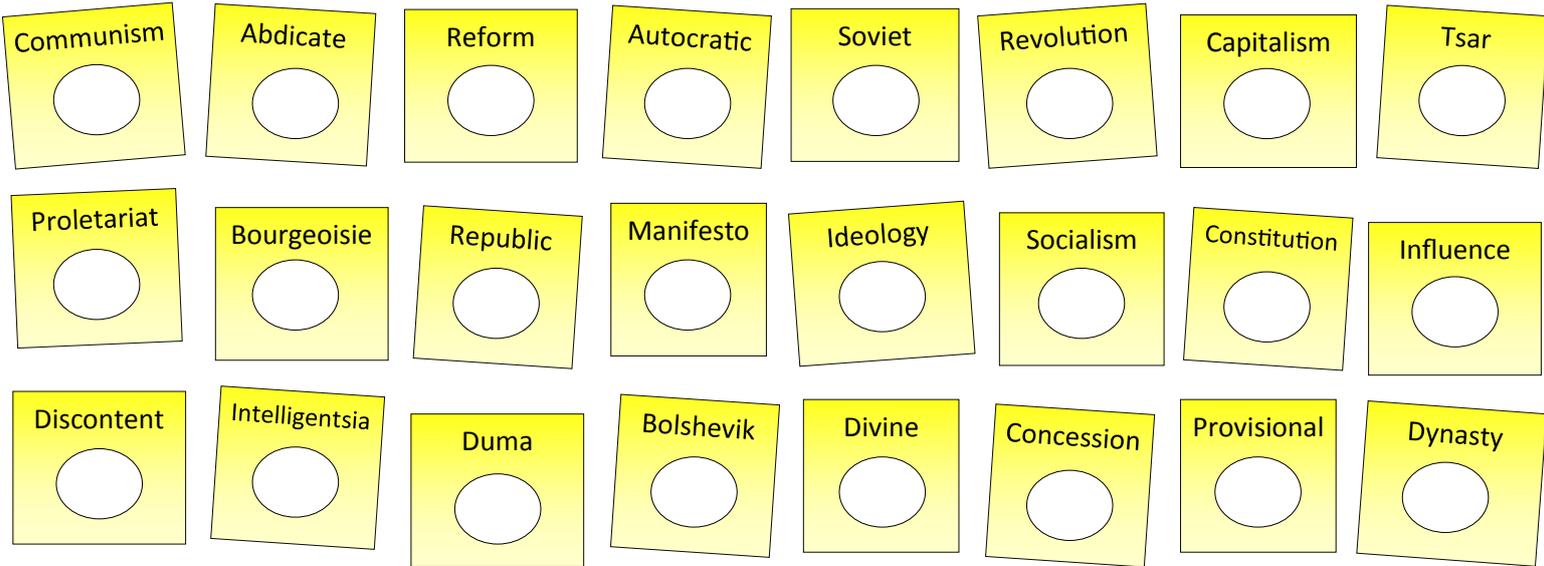
To give something

A political Idea

When people become angry

Russian 1900-1918 : key words.

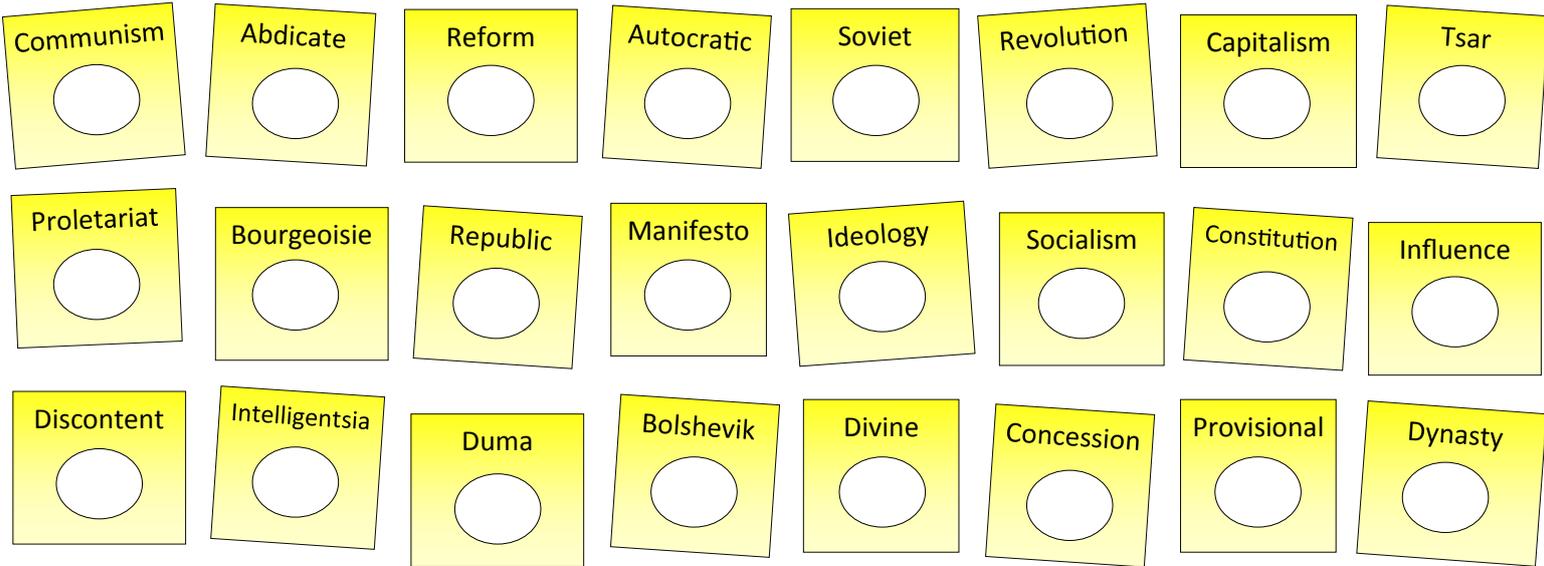
 **Discover** : key unit vocabulary **Explore**: key word definitions **Skill** : vocabulary development.



Words	Definitions	Similar Words	?
	When one person (auto) has all the power	D _ _ _ _ _ _ _ _	A
	To change or improve		B
	A collection of workers	T _ _ _ _ U _ _ _ _	C
	The rules of a country, its government or political system		D
	The ruler of Russia before 1917	K _ _ _	E
	To have power over		F
	A political ideology in which all people (are supposed) to be equal		G
	Educated people who often try to influence or lead positive reform		H
	The rich and powerful - those owning business and factories	F _ _ C _ _	I
	A communist political party led by Vladimir Lenin		J
	When the ruler of a country gives up their position		K
	A powerful ruling family over a number of generations		L
	Given power by God		M
	A list of ideas showing what a political party believes in		N
	The Russian parliament		O
	A political ideology in which money and big business are very important		P
	Political ideology that gives workers lots of control - similar to communism		Q
	A country that is not ruled by a king, queen, tsar or tsarina		R
	Anger or unhappiness	U _ _ _ _	S
	An attempt to take over a government or a period of great change		T
	To give something	A _ _ _ _ _	U
	The poorer, working class people		V
	An idea		W
	Temporary or for a short period of time		X

Russian 1900-1918 : key words.

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Understanding The Political Spectrum.

Ordered

Discover: what ideologies exist within the political spectrum **Explore :** the nature of these ideologies **Skill :** organisation and classification.

The term right wing or left wing is said to have its origins in the French Revolution of 1789. This revolution saw the overthrow of the monarchy. In the Chamber (building) the conservatives (those conservatives who wanted to keep the rule of the King) sat to the RIGHT of the speaker whilst the radicals (those who wanted a change and handing of power to the people) sat on the LEFT side.

LEFT

Power To The People

Communism

Socialism



A classless system in which all people are seen as equal. Property is owned by everyone. It is seen as a threat to established centre and right wing countries as the leaders, rich and middle classes will be removed. The hammer symbol represents workers in factories and the sickle

A system in which workers enjoy more control and protection. The working classes organise into powerful Trade Unions that make sure their members get a fairer amount of profits and better working conditions.



CENTRE

Democratically Elected Governments

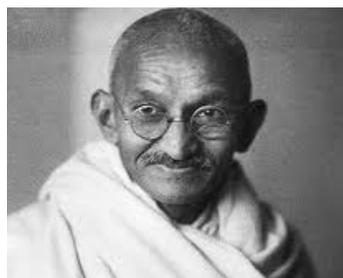
Liberalism

Capitalism



A system in which the government's main goal is the protection of individual liberty and rights of its people.

The government is fairly elected by the people and is expected to serve the people.



A system where the economy is KING! Businesses are more free of government control. Large businesses may influence government policy. Easier for a poor man to move up the class system if he works hard and is successful .



RIGHT

High Government Control

Conservatism

Fascism



A system with high level of government control of business. Many industries e.g. electricity, rail and post are run by the government

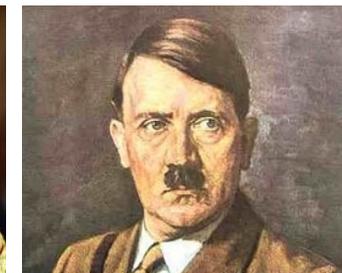
A strict class structure that is difficult to move out of.



A system in which one person has complete control over the people.

Controls the army, media and even religion. Doesn't have to be elected.

Rules as a dictator.



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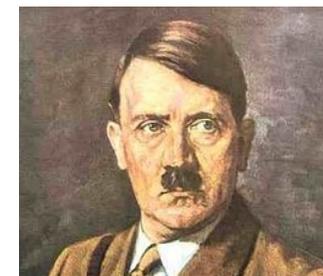
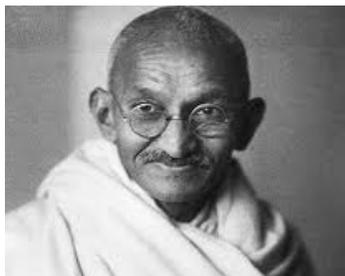
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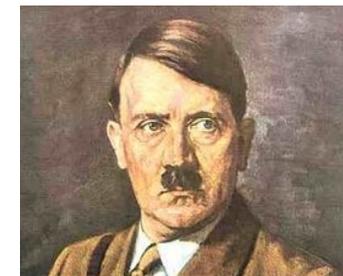
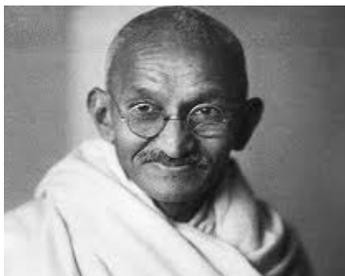
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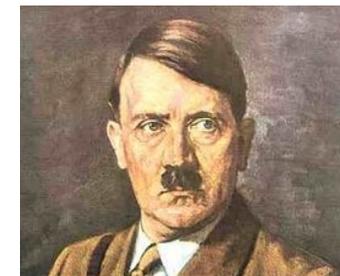
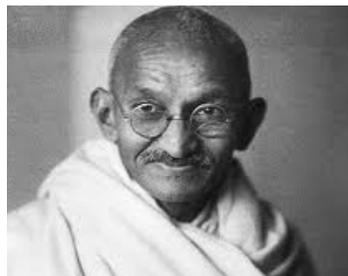
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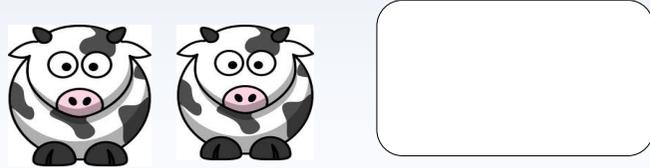
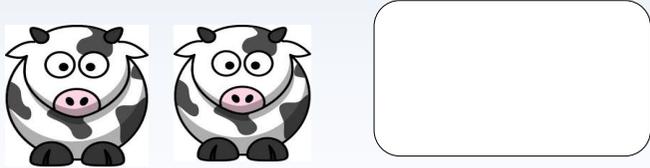
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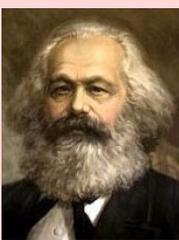
You Have Two Cows !

Review : the work covered on political ideologies **Explore** : how you feel about these ideologies **Skill** : knowledge / understanding .
Benefit : these ideologies are used often and in many forums; books, films, newspapers and social media. Understand them!

<p>You have 2 cows ... You sell one, buy a bull and mate it with the cow. You breed a herd of cows and sell the milk. Then you buy both your neighbour's cows.</p> 	<p>You have 2 cows ... You put your cows in a barn with your neighbour's cows. You and your neighbour milk the cows and share the milk.</p> 	<p>You have 2 cows ... The government takes both your cows and makes you work in factory building bombs. When you go home the government sells you the milk from your cows at a high price.</p> 
<p>You have 2 cows. You and your neighbour join forces and milk your cows together. You sell the milk to the government at a high price.</p> 	<p>You have 2 cows ... A nice man from the government comes over and helps you milk your cows and asks you how you are feeling.</p> 	<p>You have 2 cows ... The government takes one of your cows. The government makes you pay tax on the milk you take from your remaining cow</p> 
<p>You have 2 cows ... You put your cows in a barn with your neighbour's cows and share the milk. Then a man takes over the government, takes your cows and sells you just a little sour milk from his new cows. He keeps the rest of the milk for himself.</p> 	<p>Anarchism : You have two cows ...</p> 	<p>1: Using what you have learned about the political spectrum, Add one of the following political ideologies to the description. Communism, Socialism, Liberalism, Capitalism, Conservatism, Fascism, Corrupted Communism.</p> <p>2 - Write your own 'two cows example' for anarchism or you may prefer to draw a diagram.</p> <p>3 - Consider which of the ideology YOU think is the best.</p>

COMMUNIST IDEOLOGY

Objective: to understand some of the principles of Karl Marx and communism



1-I believe there is no God and that this world is the only reality.

Do I agree with this ? _____

2-I believe religion is a tool of oppression used to keep mankind in misery.

Do I agree with this ? _____

3-I believe that each person has one life and death is final and we should work for the greater social good.

Do I agree with this ? _____

4-I believe that that the collapse of capitalism and the establishment of socialism will usher in an age of peace and plenty, when state or government control will no longer be needed.

Do I agree with this ? _____

5-I believe that all men are created equal and are inherently good.

Do I agree with this ? _____

6-I believe that the views expressed by our great Karl Marxist represent the one and only correct world outlook, and that it is imperative to overthrow the capitalist regimes, through violent revolution if necessary.

Do I agree with this ? _____

7-I believe that the world's wealth should be shared equally, and that unequal distribution caused by class distinctions, is the root of all social evils.

Do I agree with this ? _____

8-I believe there is no knowable providential order, that death is permanent, that God does not exist and that the highest life is one of intense consciousness

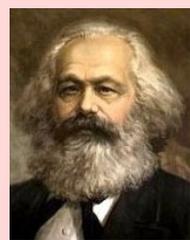
Do I agree with this ? _____

Summarise communism in your own words : _____

Which people in society would be most afraid of communist ideas?

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Who were the Russians ?

Discover : who lived in the Russian Empire **Explore** : the problems that existed in the Russian Empire by 1900 **Skill**: predicting text.

Nobility

In 1900, _____ was the biggest country in the world and some believed the most powerful. The Russian Empire was a melting pot of people, spread over Europe and Asia. Out of a population of 100 _____ only a minority were actually Russian. The empire contained 16 different nationalities including Slavs, Poles and Ukrainians . _____ was the official religion but one sixth of the population were Muslim. For hundreds of years these 'Russians' had been ruled by the Romanov _____ , a series of powerful _____ tsars and tsarinas who ruled with _____ control. Russia's wealth lay in the hands of Christian _____. They owned the land and ruled over the peasantry who worked it for them. The nobility called the peasantry the ' _____ Masses'. The nobles were only 2 percent of the population but owned over 90 percent of the land. By the turn of the century the situation in the Russian Empire was becoming increasingly _____. In 1848, A German philosopher named _____ Marx had published his ideas know as the _____. His ideas were not completely new but reawakened the idea that power should belong to the _____, the poorer, working and even the black masses! As problems and class _____ in Russia grew, more people became attracted to this idea and were more willing to _____ the rule of the current _____ , Nicholas II

Unstable

Manifesto

Divisions

Christianity

Attack

Absolute

Rich

Million

Buddhism

Communist

Karl

Autocratic

Black

Tsar

Suggest 3 possible problems faced by tsar Nicholas the II in 1900.

1: _____

2: _____

3: _____

Groucho

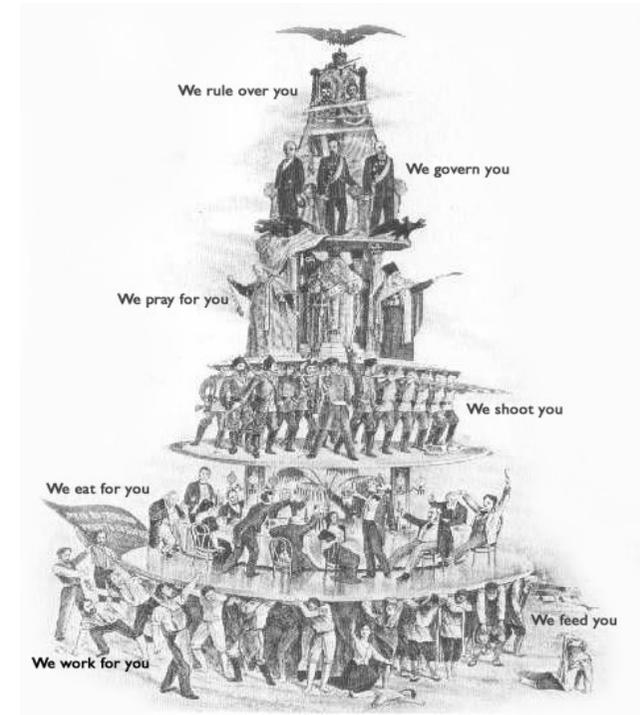
People

Russia

Thousand

Dynasty

Challenge



Animal Farm Part 1 : Old Major's Dream.

Discover: the details of Old Major's dream **Explore:** who the characters represent **Skill:** interpretation.

Having again forgotten to feed the animals, a drunk, Mr. Jones, of Manor Farm locked the hen-houses for the night and went to bed. As soon as the lights in the bedroom went out there was movement throughout the rest of the farm. Word had gone round that Old Major, the White boar, had had dream that he wanted to share the other animals. At one end of the barn Old Major was already sat on his bed of straw. He was twelve years old and rather fat, but he had a wise appearance. Before long the animals began to arrive and make themselves comfortable. First came the three dogs, Bluebell, Jessie, and Pincher, then the pigs, who settled down in the straw. The hens perched themselves on the windows, the pigeons fluttered up to the roof, the sheep and cows lay down behind the pigs. Next, the two cart-horses, Boxer and Clover, entered walking slowly and setting down their big hairy hoofs with care should be some small animal be hidden in the straw. Clover was a stout motherly mare approaching middle life. Boxer was an enormous beast, nearly eighteen hands high, and as strong as any two ordinary horses put together. A white stripe down his nose gave him a somewhat stupid appearance. It was true he was not the smartest of animals but he was respected for his honest character and tremendous powers of work.

Old Major began. "Comrades, I shall not be with you for much longer but before I die and I wish to speak to you. Now, comrades, what is the nature of this life of ours? Our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, are forced to work to the last atom of our strength. The very instant that our usefulness has come to an end we are killed with hideous cruelty. The life of an animal is misery and slavery: that is the plain truth. Is it because this land of ours is so poor that it cannot afford a decent life to those who live upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word...Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever. I am one of the lucky ones. I am twelve years old and have had over four hundred children. But no animal escapes the cruel knife in the end. You young porkers who are sitting in front of me, every one of you will scream your lives out within a year. To that horror we all must come : cows, pigs, hens, sheep, everyone. Even you horses and the dogs have no better fate. Boxer, the very day that those great muscles of yours lose their power, Jones will cut your throat and boil you down for the foxhounds. As for the dogs, when they grow old and toothless, Jones ties a brick round their necks and drowns them in the nearest pond. Is it not clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Man serves the interests of no creature except himself".

While Major was speaking four large rats had crept out of their holes and were sitting on their hindquarters, listening to him. The dogs had suddenly caught sight of them, and it was only by a swift dash for their holes that the rats saved their lives. Major raised his trotter for silence. "Comrades," he said, "here is a point that must be settled. The wild creatures, such as rats and rabbits--are they our friends or our enemies? Let us put it to the vote. I propose this question to the meeting: Are rats comrades?" The vote was taken at once, and it was agreed by an overwhelming majority that rats were comrades. There were only four dissentients, the three dogs and the cat, who was afterwards discovered to have voted on both sides. Major continued: "I have little more to say. I merely repeat, remember always your duty of enmity towards Man and all his ways. Whatever goes upon two legs is an enemy. Whatever goes upon four legs, or has wings, is a friend. No animal must ever kill any other animal. All animals are equal".



Mr Jones:
Farm Owner



Old Major:
The White Boar



Major's Idea
'Animalism'



The Animals



Boxer
The Plough
Horse



The Rats



The Russo-Japanese War 1904-05 : card sort.

COMPLETED

 **Teaching tips** : this can be done as a 'cut and stick', or as a 'code breaker' activity using the purple boxes below.

A : **START** ... In 1900, Russia and Japan were ruled by imperialistic rulers .
Tsar Nicholas the II in Russia and
Emperor Meiji in Japan.

I : On the 8th of February 1904,
190,000 Japanese attacked the Russian
controlled **Port Arthur** in Manchuria.
The attack shocked to Tsar Nicholas.

T : The treaty was a humiliating loss
of face for the Russians who thought
they could easily beat Japan. Russia
had lost its naval fleet (ships)

H : **Tsar Nicholas** was increasingly
unpopular as many Russians wanted
reform. He thought a war against Japan
would make him more popular.

L : After the attack on the port,
250,000 Japanese fought over 300,000
Russians in the **Battle of Mukden**. The
fighting was bloody with heavy losses.

I : and Port Arthur, Russia's only
naval base in the Far East was now
under Japanese control.

U : However, Japan had become more
confident and powerful after beating
China in the Sino-Japan war In 1895.
This war gave **Japan control of Korea**.

I : *"We are everywhere driving the
Russians before us,"* gloated an official
Japanese telegram of Thursday, March
16th, 1905.

O : The loss showed that Russia was
no longer a world super power and
had been living on past glories.

M : By 1903, Russia had moved troops
into Chinese Manchuria bordering
Korea. Japan saw this as Russia trying to
intimidate (bully) Japan.

A : The land victory was followed up
by Japanese victories at sea. These
defeats forced the Russians to agree to
end to the war and sign a treaty.

N : In Russia the defeat caused even
more unrest and made the tsar even
more unpopular. This lead to a rebellion
in Russia in the summer of 1905.

Order the battle by
putting the event letters
in to chronological

A

H

U

M

I

L

I

A

T

I

O

N

The Russo-Japanese War 1904 - 05.



Discover : what happened during the Russo-Japanese war. **Explore** : the effects this had on Russia. **Skill** : text order.

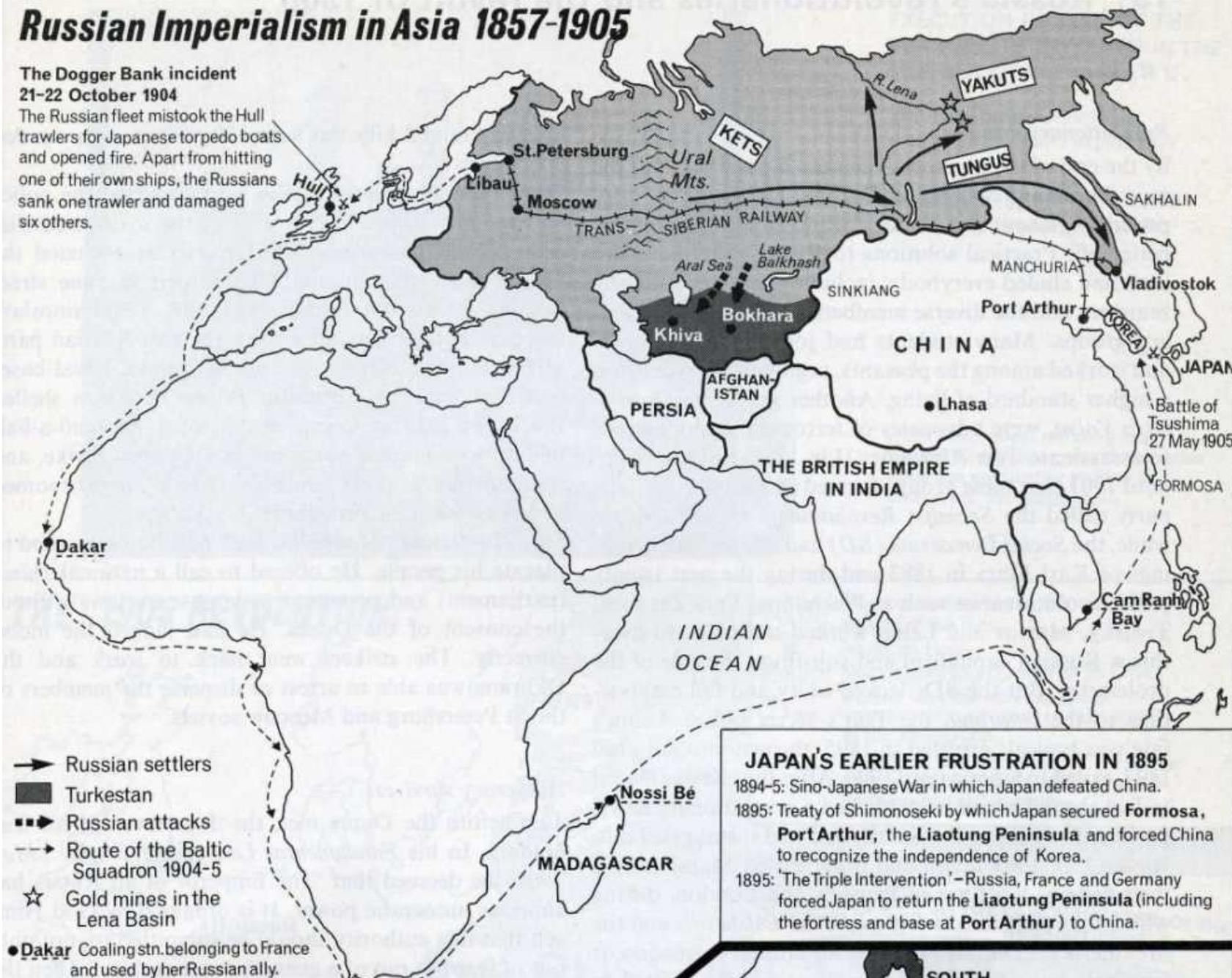
CAUSES

PROCESS

EFFECTS

The Russo-Japanese War 1904-05 :

 **Discover** : the geography of the Russo-Japanese war. **Explore** : the importance of Korea and Manchuria **Skill** : using maps as a source.



Tasks / Q and A

1. Highlight Japan.
2. Highlight Korea.
3. Which country did Korea belong to in 1904?

4. Which country did Manchuria belong to in 1904?

5. Why was Manchuria so important to Russia?

6. Why was Japan unhappy when Russia moved soldiers into Manchuria?

7. Circle **Port Arthur**. What happened here?

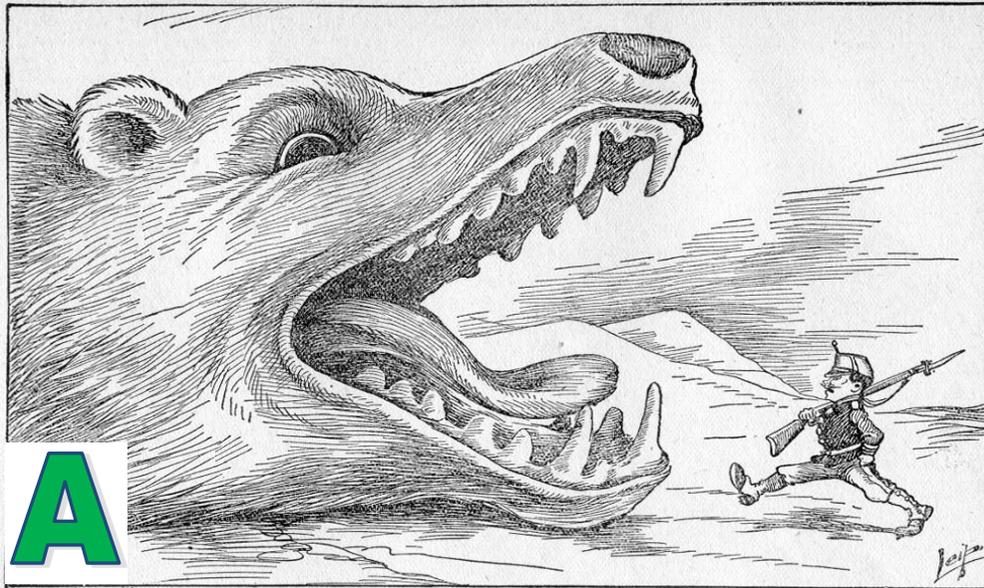
8. Why were most Russian people in the capital Moscow not very interested in the Russo Japan war?

9. Look at the map .. why was Japan's victory over Russia such a shock?

10. Give one more piece of information given to us on this map.

How Similar Are The Messages Of Sources A and B ?

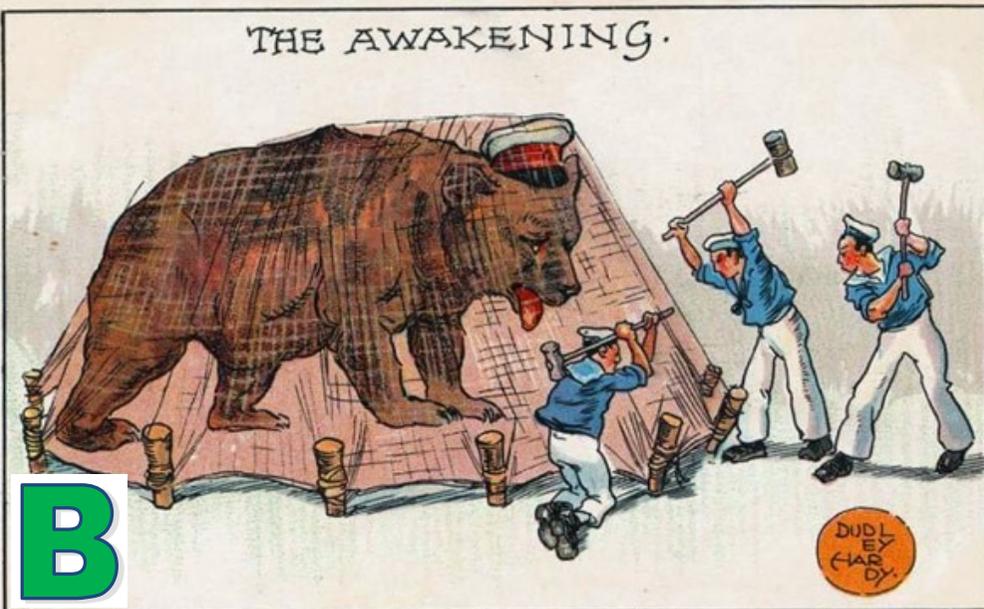
Discover : how to identify main features of a cartoon Explore : how to interpret these features Skill: cartoon analysis and evaluation.



A

RUSSIA TO JAPAN—"I HAVE MY DOOR OPEN FOR YOU."

This was the kind of an Open Door which Russia favored before and during the war. The plucky Little Jap sees what is before him but keeps right on just the same.



B

The cartoons are similar to ... (limited, some, large extent)

The main similarity of the cartoon is ...

A further similarity is ...

The main difference of the cartoon is ...

A further difference is ...

In conclusion they are similar / different because

Why Was There A Revolution In Russia In 1905 ?

Discover : the reasons for the 1905 revolution **Explore** : the role of Father Gapon **Skill** : source investigation and evaluation.



A

Tsar Nicholas II had a weak personality and a bad habit of not listening to his people - as demonstrated in 1905 when he ordered his *Cossacks* to open fire on a peaceful demonstration. The events that occurred afterwards in response to the attack became known as the 1905 Revolution.

BBC Bite size History.

B

(1) An 8-hour day and freedom to organize trade unions. (2) Improved working conditions, free medical aid, higher wages for women workers. (3) Elections to be held for a constituent assembly by universal, equal and secret suffrage. (4) Freedom of speech, press, association and religion. (5) An end to the war with Japan.

Demands made by Father Gapon and the Assembly of Russian Workers.

C

Gapon is a remarkable character. He seems to have believed in the possibility of reconciling the true interests of the workers with the authorities' good intentions. It was he who organized the petition of the Tsar which ended with the massacre of 22 January, 1905. The petition drafted by Gapon and signed by tens of thousands of proletarians, (workers) was a daring set of demands. It asked for an eight-hour day, recognition of workers' rights and a Constitution. The petitioners, carrying icons and singing hymns, set off marching through the snow, late on a January morning, to see their "little father, the Tsar".

At every cross-road armed ambushes were waiting for them. The soldiers machine-gunned them down and the Cossacks charged them. "Treat them like rebels" had been the Emperor's command. The outcome of the day was several hundred dead and as many wounded. This stupid and criminal repression detonated the first Russian revolution. **Victor Serge, Year One of the Russian Revolution (1930)**

D

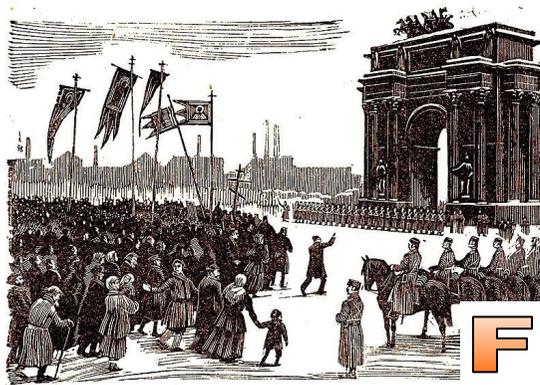


E

In June, 1905, sailors on the *Potemkin* battleship, protested against the serving of rotten meat. The captain ordered that the ringleaders to be shot. The firing-squad refused to carry out the order and joined with the rest of the crew in throwing the officers overboard. The Potemkin Mutiny spread to other units in the army and navy. Now industrial workers all over Russia went on strike and in October, 1905, the action of railwaymen paralyzed the whole Russian railway network.

Spartacus Education.

H



F

The Japanese victories over Russia was very unexpected. This would transform the balance of power in East Asia, with Japan entering onto the world stage. The embarrassing string of defeats and loss of the Russian fleet inflamed the Russian people's dissatisfaction with their inefficient and corrupt Tsarist government, and proved a major cause of the Russian Revolution of 1905.

Princeton.edu.

G



J

The present ruler has lost absolutely the affection of the Russian people, and whatever the future may have in store for the dynasty, the present tsar will never again be safe in the midst of his people.

American Consul in Russia, 1905.

K

How far does source C support D ?

Points of support or corroboration

P1:

P2:

Points not supported or corroborated

P1:

P2:

Mostly supports Does not support

How reliable is source D ?

The content (what) is / is not reliable because ..

The provenance (who) is / is not reliable because

The purpose (motive) is / is not reliable

Mostly reliable Mostly unreliable

Quick Questions

List the sources that refer to the war with Japan?

Why did the sailors on the Potemkin mutiny:

Did the revolution succeed?

1905 Revolution Review

Give four causes of the 1905 revolution

1 :

2 :

3 :

4 :

Which of the causes was the most important?

The 1905 Russian Revolution.

At the beginning of the 20th century a Russian factory worker's day averaged 11 hours a day. Conditions in the factories were extremely harsh and little concern was shown for the workers' health and safety. Attempts by workers to form trade unions were resisted by the factory owners and in 1903, a priest, Father Georgi Gapon, formed the Assembly of Russian Workers. Within a year it had over 9,000 members.

1904 was a particularly bad year for Russian workers. The prices of food rose and wages went down by 20 per cent. When four members of the Assembly of Russian Workers were fired at the Putilov Iron Works, Gapon called for action. Over the next few days over 110,000 workers in St. Petersburg went out on strike. In an attempt to solve the problem Gapon decided to make a personal appeal to Tsar Nicholas II. He drew up a petition outlining the workers' sufferings and demands. This included calling for a reduction in the working day to eight hours, an increase in wages, an improvement in working conditions and an end to the Russo-Japanese War.

When the workers reached the Winter Palace in St Petersburg it was attacked by the police and the Cossacks. Over 100 workers were killed and some 300 wounded. The incident, known as Bloody Sunday, started a series of events that became known as the 1905 Revolution. Strikes took place all over the country and the universities closed down when the whole student body complained about the lack of civil liberties by staging a walk-out. Lawyers, doctor, engineers, and other middle-class workers established the Union of Unions and demanded a constituent assembly.

In June, 1905, sailors on the *Potemkin* battleship, protested against the serving of rotten meat. The captain ordered that the ringleaders to be shot. The firing-squad refused to carry out the order and joined with the rest of the crew in throwing the officers overboard. The Potemkin Mutiny spread to other units in the army and navy. Now industrial workers all over Russia went on strike and in October, 1905, the action of railwaymen paralyzed the whole Russian railway network.

Sergi Witte, the new Chief Minister, advised Nicholas II to make concessions. He eventually agreed and published the October Manifesto. This granted freedom of conscience, speech, meeting and association. He also promised that in future people would not be imprisoned without trial. Finally he announced that no law would become operative without the approval of a new organization called the Duma.

Leon Trotsky now decided to return to Russia and joined the St. Petersburg Soviet and was eventually elected chairman. Dmitrii Sverchkov wrote: *"The intellectual leader of the Soviet was Leon Trotsky. The president of the Soviet, Nosar-Khrustalyov was never able to solve a single question of principle himself..."*

.... A man with an exaggerated vanity which was almost an illness with him, he came to hate Trotsky because of the very necessity of referring to him for advice and direction." Anatoli Lunacharsky agreed: "Trotsky's popularity among the St. Petersburg proletariat was very great by the time of his arrest, and this was increased further by his strikingly effective and heroic behaviour at the trial. I must say that Trotsky, of all the Social Democratic leaders of 1905-06, undoubtedly showed himself, in spite of his youth, the best prepared; and he was the least stamped by the narrow outlook which handicapped even Lenin. He realized better than the others what a state struggle is. He came out of the revolution, too, with the greatest gains in popularity; neither Lenin nor Martov gained much. Plekhanov lost a great deal because of the semi-liberal tendencies which he revealed. But from then on Trotsky was in the front rank."

On 2nd December 1905, Trotsky published its *"financial manifesto, which proclaimed that the financial bankruptcy of Tsarism was inevitable, and issued a categorical warning that the debts incurred by the Romanovs would not be recognized by the victorious nation"*. The manifesto pointed out: *"The autocracy never enjoyed the confidence of the people and was never granted any authority by the people. We have therefore decided not to allow the repayment of such loans as have been made by the Tsarist government when openly engaged in a war with the entire people."*

With the failings of the Duma, the Soviets were seen as the real workers' government. Trotsky and the Soviets challenged the power of Tsar Nicholas II and attempted to enforce promises made in the October Manifesto such as the freedom of the press, assembly and association. On 3rd December, 1905, the St. Petersburg Soviet was crushed and Trotsky was arrested and imprisoned.

The first meeting of the Duma took place in May 1906. Several changes in the composition of the Duma had been changed since the publication of the October Manifesto. Tsar Nicholas II had also created a State Council, an upper chamber, of which he would nominate half its members. He also retained for himself the right to declare war, to control the Orthodox Church and to dissolve the Duma. The Tsar also had the power to appoint and dismiss ministers. At their first meeting, members of the Duma put forward a series of demands including the release of political prisoners, trade union rights and land reform. Nicholas II rejected all these proposals and dissolved the Duma.

In April, 1906, Nicholas II forced Sergi Witte to resign and replaced him with the more conservative Peter Stolypin. Stolypin attempt to provide a balance between the introduction of much needed land reforms and the suppression of the radicals. The next Duma convened in February, 1907. This time it lasted three months before the Tsar closed it down.

www.spartacus-educational.com/RUS1905.htm

The Causes, Process And Consequences Of The 1905 Revolution.

Causes









*Guess the headings then
make summary notes in the
spaces provided*

Process

Write a brief account of the
process of the revolution

Consequences











The people believe in thee. They have made up their minds to gather at the Winter Palace tomorrow at 2 p.m. to lay their needs before thee. Do not fear anything. Stand tomorrow before the party and accept our humblest petition. I, the representative of the workingmen, and my comrades, guarantee the inviolability of thy person.

Father Georgi Gapon in a letter to Nicholas II sent 21st January, 1905.

We workers, our children, our wives and our old, helpless parents have come, Lord, to seek truth and protection from you. We are impoverished and oppressed, unbearable work is imposed on us, we are despised and not recognized as human beings. We are treated as slaves, who must bear their fate and be silent. We have suffered terrible things, but we are pressed ever deeper into the abyss of poverty, ignorance and lack of rights.

Extract from the petition Father Georgi Gapon planned to give to Nicholas II on 22nd January, 1905.

Who created this source: _____ their job, role or position: _____

Who is it for / audience: _____

When was it created : Year: _____ Century: _____ BCE CE Primary Secondary Tertiary

Where is the person who created the source from ? _____

What type of source is it: Letter / Speech / Diary / Other : _____

What is the content of the source. Summarise this in your own words rather than just copy out lines.

The MAIN point of the source is : _____

Furthermore it reveals : _____

Additionally it illustrates : _____

Finally it shows us : _____

Use the 5W indicators below to help decide if the source is reliable or unreliable / biased.

Consider 1: Content 2: Provenance 3: Motive 4: Corroboration

C O N T E N T	Unreliable	What	Reliable	P R O V E N A N C E	Who	When	Where	M O T I V E	Why
	Uses opinions One sided Strong Language Emotional Confused Boastful Exaggerates Subjective Disrespectful	Uses facts Balanced Softer Language Calm Clear Modest Understates Objective Respectful	Could the person know things others do not? Does the person have an important job or role? Is the person trustworthy or of good standing? Could their 'audience' influence what is said or written?		Primary sources from a good eyewitness may be truthful, <u>but</u> they can also be confused or emotional. Primary sources may be recorded a long time after the event so the person may have forgotten some details. Secondary sources may get changed over time. The person was not there, <u>but</u> they can be written with less emotion and using more information not available at the time..	Where a person comes from may influence the reliability of a source. For example, a German in 1942 may be biased towards a Jewish person. Think national or regional bias!	Does the person have motive or a reason to lie? Does the person have a reason to tell the truth? Could it be propaganda and / or persuasion?		

Unreliable 1 2 3 4 5 6 7 8 9 10 **Reliable**

1: The source content (what) may may not make the source reliable because : _____

Example : ' _____ ,

2 : The source provenance (origins) may may not make the source reliable because : _____

Example from the source : ' _____ ,

3: The source motive (why) may may not make the source reliable because : _____

4 : Any other ideas why the source may or may not be reliable. Is the source supported / **corroborated**?

Why Did Nicholas II Survive The Revolution Of 1905?

There were three main reasons why Nicholas survived the 1905 revolution. Primarily those _____ to Tsar Nicholas II were not _____ enough to stand against the military that had remained loyal to the tsar. In addition, the concessions made by Nicholas gave him the time he needed to stop the rebellions from growing.

Arguably, the main reason Nicholas survived the revolution was that those opposed to him had different _____. In the middle, the _____ and intellectuals simply wanted Nicholas to make reforms by making Russia a more democratic country. On the other hand, many of those on the left wanted demanded the total removal of the tsarist regime and the handing over of power to the workers' _____. This concept was too radical for the Liberals. As a result they did not work together and this made it much easier for the tsar's army to stop the revolutions from spreading.

The second reason Nicholas II survived was that the army remained _____. Once the army returned from the defeat in the war with Japan, Nicholas was able to use the police and Cossacks to _____ any disturbances in Russia. For example, the Cossacks prevented any further mutinies in the army and killed over 1000 protesters in _____ in December of 1905. In addition, Trotsky , a potential _____ was also arrested. The pockets of protests, strikes and revolutions that did occur were not coordinated and therefore were reasonably _____ for the tsar's army to deal with.

The final reason Nicolas survived was that he _____ to make a number of concessions to the revolutionaries. These concessions were issued in the _____ Manifesto, a commitment made by Nicholas grant many of the demands made by the Liberals. These included the creation of the _____ , or a parliament, to share some of his power and he also the promise not to imprison without _____. Having been given these _____ those less radical had little reason to continue challenging Nicholas any longer. Thus, the October Manifesto bought Nicholas time to reassert his control over the country and prevent the _____ of opposition.

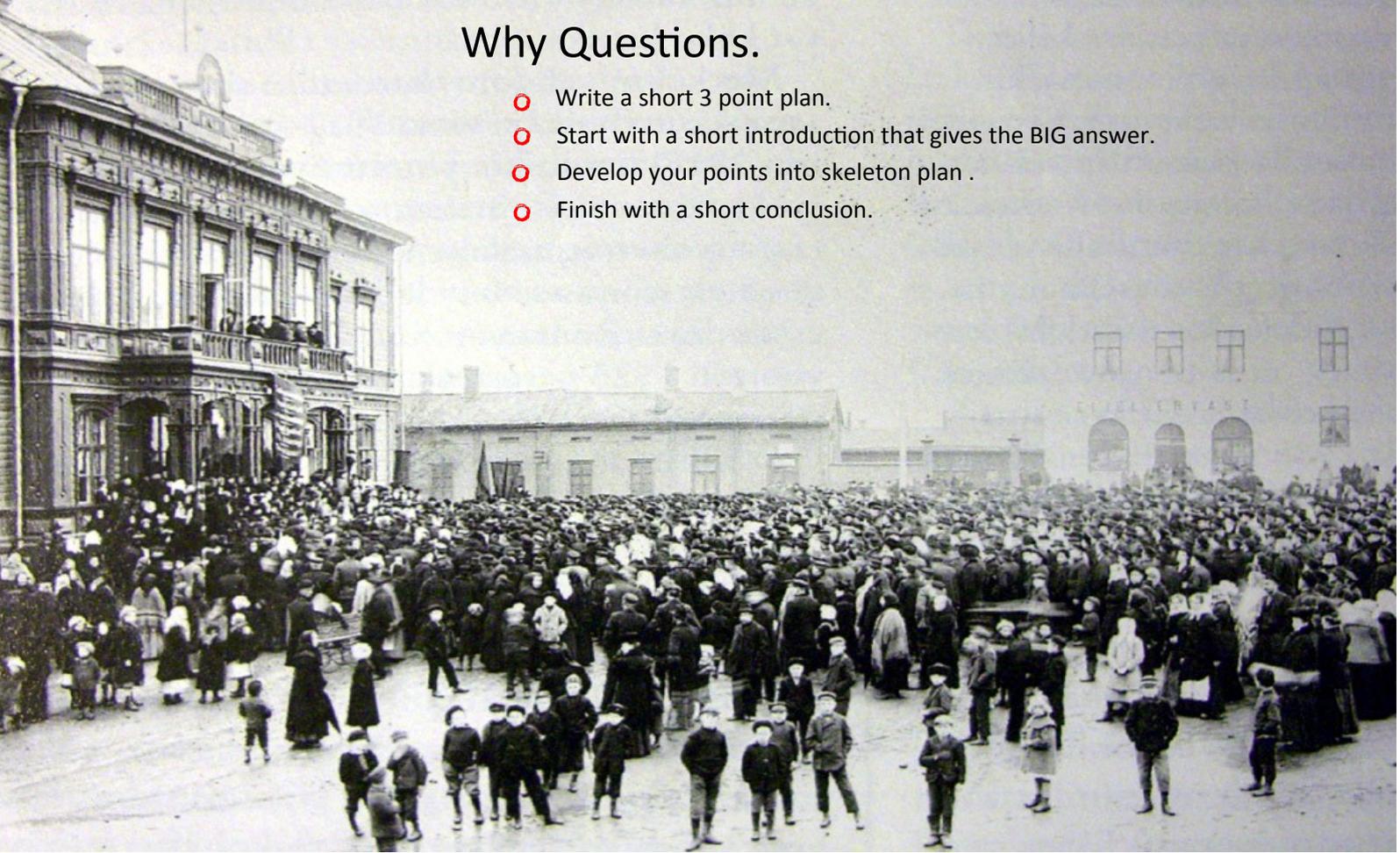
In sum, a lack of leadership and direction allowed the army to relatively easily prevent the revolutions from becoming a serious challenge to the tsar. The passing of the October Manifesto further _____ and weakened the opposition to the tsar and allowed him time to deal with them.

Together	Threat	Conservatives	March	Easy	Agendas	Neutral
Crush	Promised	Trial	Leaders	Supposed	Things	Duma
Aims	Divided	Opposed	Escalation	Multiplied	Liberals	Moscow
Assurances	Soviets	Loyal	October	Unified	Berlin	Reason

Why Did Nicholas II Survive The Revolution Of 1905?

Why Questions.

- Write a short 3 point plan.
- Start with a short introduction that gives the BIG answer.
- Develop your points into skeleton plan .
- Finish with a short conclusion.



PLAN						
------	--	--	--	--	--	--

Introduction:

P1: Firstly,

E

E

L

P2: Moreover,

E

E

L

P3: Finally,

E

E

L

Conclusion:

My mark:

6

Peer mark:

6

Teacher mark:

6

How Did The First World War Help Cause The February Revolution?

 **Discover** : some causes of the February revolution **Explore**: the military, economic and leadership problems **Skill** : categorisation.

The **First World War** proved the last straw for the tsar's government as it had had two main effects on Russia: firstly, millions of Russian soldiers lost their lives, and secondly it caused economic chaos. Women in St Petersburg went on a strike for 'bread and peace' thus starting the February Revolution. **BBC History**.

The Road To The February Revolution, 1917

 Feb 1917 : **9 million dead or wounded Russian soldiers**. Nicholas went to lead the army. This made him responsible for the deaths and defeats in most people's eyes.

 **The government was left in the hand of the tsarina** (who was German) and the monk Rasputin.. Most Russians believed they were unfit to have any authority.

 Taking 12 million men to fight in the army **ruined Russia's ability to run its farms**, There were not enough workers to take in the harvest.

 The war effort **clogged up the railways with military transport**. Food couldn't get into the towns.

 March 4th : workers at the **Putilov armaments factory** in St Petersburg went on **strike**. Many say that this was the real start of the **February Revolution**.

 March 12th : people were **starving** and **freezing**. Women marched demanding bread. The marches turned into riots.

 Bread riots get out of control, the tsarina wrote to the tsar blaming '**hooligans**' for the trouble. This shows how **out of touch** they were..

 March 12th : the tsarina called for government troops to stop the riots. The soldiers refused and joined in with the rioters..

 March 13th : at the **Kronstadt naval base**, the sailors mutinied and murdered hundreds of their officers.

 March 13th : the **tsar tried to get back** from the front but it was too late. None of the soldiers were loyal and his train could not get through to St Petersburg.

 March 15th : the Duma realised the government was collapsing and the tsar had 'lost it'. **It set up a provisional government, and forced the tsar to abdicate**.

Task 1 : Colour Code

 Military Problems  Economic Impact  Leadership Failures

Task 2 : Write up a summary below

Military Problems ;

Economic Problems ;

Leadership Failures ;

The Impact Of The First World War On Russia.



Mission : create an acrostic poem or summarise and rank order the significance of the First World war on Russia.

1

Nicholas had grand dreams of leading the war—he wanted to be at the front line to take charge. He was a poor general.



2

There were 9 million dead or wounded Russian soldiers by 1917. The Russian army suffered heavy defeats.



3

The tsarina was German. Rumour spread that she was secretly working to help Germany win the war against Russia.



4

Rasputin was given enormous influence in Russia. His reputation for debauchery angered many Russians



5

Taking 12 million men to fight in the army **ruined Russia's ability to run its farms**. There were not enough workers to take in the harvest.



6

The war effort **clogged up the railways with military transport**. Food couldn't get into the towns.



7

People in Russia were **starving** and **freezing**. Women marched demanding bread. The marches turned into riots



8

At the Kronstadt naval base—sailors mutinied killing their officers.



9

Nicholas tried to get back to St Petersburg —his train was stopped. He had lost control of his soldiers.



10

The Duma realised the government was collapsing. It set up a provisional government and forced Nicholas to abdicate.



ACTIVITY # 56 /101

THIS IS YOUR LIFE

What is it?

An excellent exercise to gain a deeper understanding of a historical character.

Suggestions

Only one answer allowed per square—no repeats

Skills

Knowledge and understanding
Empathy
Cartoon analysis.
Categorisation and organisation

Adapt to

Hitler, Stalin, Martin Luther King,
Al Capone, Vlad the Impaler,
Ngo Dinh Diem, William of Normandy.





Grigori Rasputin

- My early life
- Describes me
- My magical powers
- My debauchery
- Why I angered people
- My brutal murder

Why rich Russians were angry with me ...

Couldn't kill me

P
B
B
C

Where was I born ?

Whose eyes do I have?

What do I smell like?

I get you under my spell with these

I ruled Russia with this

What I did after being shot the first time

I can't do this very well

On my head? (not hair)

I made a princess do this

I can see into this !



My last ever action was to ..

I moved here in 1911

I boasted that ...

I liked to do this a lot

My nickname

What is the message of the above cartoon?

My cause of death was ..

What is the message of the cartoon to the right?



I stole many of these

Why I was so important to the tsarina ?

Russian soldiers believed I was doing this..



Grigori Rasputin (The Mad Monk)

Rasputin's Early life	Description	Debauchery	Magical power ?	What he did to make Russians angry	Murder
His name was Grigori Rasputin—some called him the 'Mad Monk'.	He.. <i>'smelled like a goat'</i>	He dipped his hand in jam and made a Russian princess lick his fingers clean.	He had hypnotic eyes that could put people under his evil spell.	He was just a lowly peasant but he had extraordinary control over the tsar and tsarina.	After being tricked into a meeting a beautiful woman by a royal courtier, his wine was poisoned with cyanide. The poison did not seem to affect him.
He was born c1872 and grew up in Siberia.	He had a bump on his head that looked like a small horn.	He had sex and / or raped many women. He boasted he had sex with the tsarina.	He had powerful visions that predicted the future.	He ran out naked onto a balcony and pointed to his penis— then shouted to those outside ... "this is what rules Russia".	He was then shot at close range and left for dead. "I aimed at his heart and pulled the trigger" But Rasputin was found walking around outside in the courtyard.
He was a peasant who had failed at school—he could not read or write very well.	<i>" He had the eyes of a maniac "</i>	He was a heavy drinker and a womaniser.	He had healing powers and could cure sick horses with just his touch.	When Tsar Nicholas left to lead the war effort from the front—Rasputin was left to advise the tsarina in St Petersburg.	He was then shot again, several times, beaten, castrated, tied up and thrown through a hole made in an icy river.
He moved to St Petersburg in 1911 3 years before the outbreak of WW1. He was married with four children.	He had thick long greasy hair and wore the clothes of a peasant and dirty black boots.	He had to leave Siberia because he was a horse thief.	The tsar and tsarina's son Alexis suffered from haemophilia. It seemed only Rasputin could stop the boy from bleeding.	Millions of Russian were being killed in WW1. Russian soldiers believed Rasputin and the tsarina were giving information to the Germans.	When his body was found it seemed he had tried to untie himself. A doctor said he died from drowning.

The Cartoon About Two People On A Man's Lap

Discover : how to identify main features of a cartoon Explore : how to interpret these features Skill: cartoon analysis and evaluation.



Message of the cartoon (write this AFTER completing DEC process)

Describe the main features of the cartoon.

-
-
-
-
-
-

Explain what each of these features means / represents

-
-
-
-
-
-

Context: what historical event is this cartoon about?

Reliable or Not? (Circle a score below)

Unreliable 1 2 3 4 5 6 7 8 9 10 Reliable

Determining Usefulness Using NACHOS - The role of Rasputin.

 **Discover:** how to judge the usefulness of a source using 'NACHOS' **Explore:** how useful the source presented below is **Skill:** source analysis and evaluation.

		Useful: tick	Not Useful: tick
N	ature of the source. This means source type. EG: Letter, speech, diary, book, poster, newspaper report.		
A	uthor of the source. The who made and who for. Are they an expert? Is it a primary eyewitness or secondary information?		
C	ontent of the source. This means what it tells us. Does it contain important info, is it factual, opinion or biased?		
H	appening This is about context. What was happening when the source was made. Could this add or detract value?		
O	mitted is about limitations of the source. What is left out and the things it cannot tell us.		
S	pecial reason is about motive or why. Is it propaganda, persuasion or created for another specific purpose?		
Conclude: the source is / is not useful. Answer should have a yes and no element!		Useful : <input type="radio"/>	Not Useful : <input type="radio"/>

'Profiting by the Tsar's arrival at Tsarskoe I asked for an audience and was received by him (tsar Nicholas) on March 8th. "I must tell Your Majesty that this cannot continue much longer. No one opens your eyes to the true role which this man (Rasputin) is playing.

His presence in Your Majesty's Court undermines confidence in the Supreme Power and may have an evil effect on the fate of the dynasty and turn the hearts of the people from their Emperor".

My report did some good. On March 11th an order was issued sending Rasputin to Tobolsk; but a few days later, at the demand of the Empress, the order was cancelled.'

Michael Rodzianko, the President of the Duma, later wrote about the role of Rasputin during the War First World in his book, *The Fall of the Empire*, 1927.



How useful is source A ?

Intro : *Not useful / somewhat / very useful.*

P1 : Content : does the **reliability** influence usefulness?

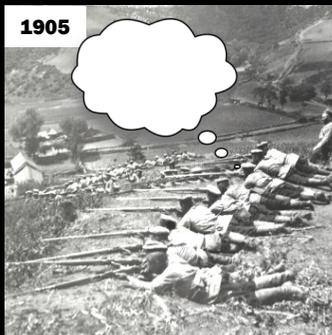
P2 : Origin / provenance useful ?

P3 : Other reason ?

The Russian Revolutions, 1905-1917.



Tsar Nicholas II + Family - The Romanov dynasty ruled Russia since 1613



1905

Nicholas was unpopular and Russians wanted reform. He thought a war with Japan would boost his popularity. Most expected Russia to win this war easily. Left: Japan's soldiers wait to fire on their enemy.



1905

After the crushing of the revolution, tsar Nicholas promised to grant a number of concession to the Russian people in the October Manifesto. One of the promises was sharing some of his power with the Duma—below are the members of the new Duma or Russian parliament.



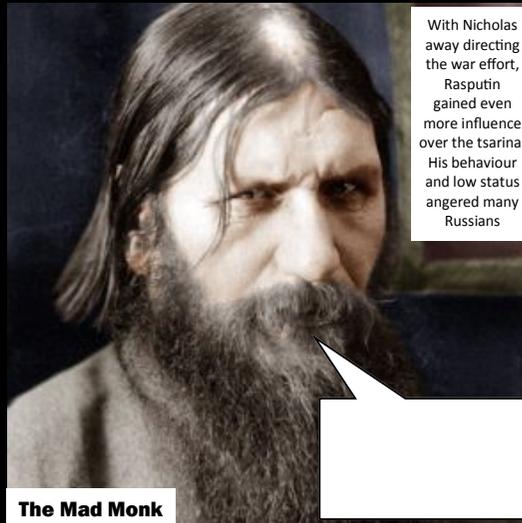
1907

But, Nicholas broke his promises. He ignored the Duma, closing it in 1907. He also arrested 'troublemakers' such as Leon Trotsky above.



1914

By 1914 Russia was at war again, this time fighting the Germans. Again the war went badly with the Russians losing millions of men. Nicholas decided he would go to the front and help command the army.



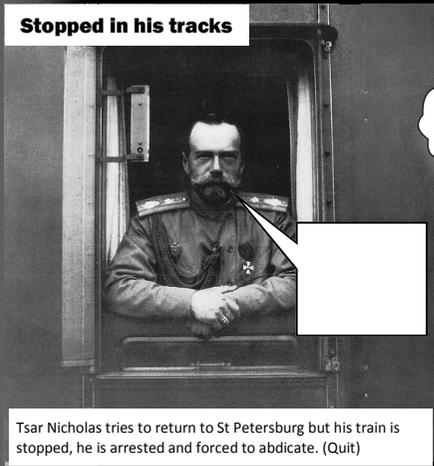
The Mad Monk

With Nicholas away directing the war effort, Rasputin gained even more influence over the tsarina. His behaviour and low status angered many Russians



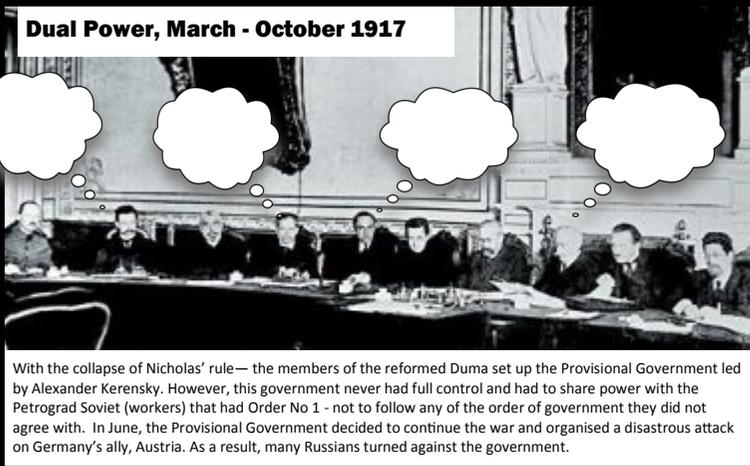
February - March 1917

With the war going badly, a freezing winter and food shortages crowds in Russia again marched against the tsar. This time soldiers refuse to fire on the people.



Stopped in his tracks

Tsar Nicholas tries to return to St Petersburg but his train is stopped, he is arrested and forced to abdicate. (Quit)



Dual Power, March - October 1917

With the collapse of Nicholas' rule—the members of the reformed Duma set up the Provisional Government led by Alexander Kerensky. However, this government never had full control and had to share power with the Petrograd Soviet (workers) that had Order No 1 - not to follow any of the order of government they did not agree with. In June, the Provisional Government decided to continue the war and organised a disastrous attack on Germany's ally, Austria. As a result, many Russians turned against the government.



The Russian people increasingly turned toward Vladimir Lenin. The leader of the Communist Bolshevik party, His slogan of 'Peace, land, and bread' and 'All Power to the Soviets' helped inspire the October Revolution of 1917.



Oct 1917

The Communist Bolshevik party take over Russia. It will now be renamed the USSR.

Animal Farm Part 2 : The Animals Strike Back.

Discover : the fate of Mr Jones **Skill:** making predictions and interpretations.

Three nights later old Major died peacefully in his sleep. His body was buried at the foot of the orchard. This was early in March. During the next three months there was much secret activity. Major's speech had given the more intelligent animals on the farm a completely new outlook on life. The work of teaching and organising the others fell naturally upon the pigs, who were generally recognised as being the cleverest of the animals. Pre-eminent among the pigs were two young boars named Snowball and Napoleon, whom Mr. Jones was breeding up for sale. They had simplified Old Major's teachings into a complete system of thought, to which they gave the name of Animalism. Several nights a week, after Mr. Jones was asleep, they held secret meetings in the barn and explained the principles of Animalism to the others. The stupidest questions of all were asked by Mollie, the white horse. The very first question she asked Snowball was: "Will there still be sugar after the Rebellion?" "No," said Snowball firmly. "We. You will have all the oats and hay you want." "And shall I still be allowed to wear ribbons in my mane?" asked Mollie. "Comrade," said Snowball, "those ribbons that you are so devoted to are the badge of slavery. Can you not understand that liberty is worth more than ribbons?" Mollie agreed, but she did not sound very convinced (sure).

The pigs had an even harder struggle to counteract (fight against) the lies put about by Moses, the tame raven. Moses, who was Mr. Jones's special pet, was a spy and a tale-bearer, but he was also a clever talker. He claimed to know of the existence of a mysterious country called Sugarcandy Mountain, to which all animals went when they died. It was situated somewhere up in the sky, a little distance beyond the clouds, Moses said. In Sugarcandy Mountain it was Sunday seven days a week, clover was in season all the year round, and lump sugar and linseed cake grew on the hedges. The animals hated Moses because he told tales and did no work, but some of them believed in Sugarcandy Mountain, and the pigs had to argue very hard to persuade them that there was no such place.

Now, as it turned out, the Rebellion was achieved much earlier and more easily than anyone had expected. Mr Jones spent whole days at a time he sitting chair in the kitchen, reading the newspapers, drinking, and occasionally feeding Moses on crusts of bread soaked in beer. June came and the hay was almost ready for cutting. On Midsummer's Eve, which was a Saturday, Mr. Jones went into Willingdon and got so drunk at the pub that he did not come back till midday on Sunday. When Mr. Jones got back he immediately went to sleep on the drawing-room sofa with the newspaper over his face, so that when evening came, the animals were still unfed. At last they could stand it no longer. One of the cows broke in the door of the store-shed with her horn and all the animals began to help themselves from the food bins. It was just then that Mr. Jones woke up. The next moment he was in the store-shed with whip in hands, lashing out in all directions. This was more than the hungry animals could take. As one, though nothing of the kind had been planned beforehand, they attacked him. Jones found himself being butted and kicked from all sides. The situation was quite out of his control. He had never seen animals behave like this before, and this sudden uprising of creatures whom he was used to thrashing and maltreating just as he chose, frightened them almost out of their wits. After only a moment or two he gave up trying to defend himself. The animals chased Jones out on to the road and slammed the five-barred gate behind them. And so, almost before they knew what was happening, the Rebellion had been successfully carried through: Jones was expelled, and the Manor Farm was theirs.

For the first few minutes the animals could hardly believe in their good fortune. Their first act was to run around the boundaries of the farm, as though to make quite sure that no human was hiding anywhere upon it; then they raced back to the farm buildings to wipe out the last traces of Jones's hated reign. The harness-room at the end of the stables was broken open; the bits, the nose-rings, the dog-chains, the cruel knives with which Mr. Jones had been used to castrate the pigs and lambs, were all flung down the well. The next day they woke at dawn as usual, and suddenly remembering the glorious thing that had happened, they all raced out into the pasture together. Yes, it was theirs--everything that they could see was theirs! In the ecstasy of that thought they gambolled round and round, they hurled themselves into the air in great leaps of excitement. They rolled in the dew, they cropped mouthfuls of the sweet summer grass.

..... the pigs now revealed that during the past three months they had taught themselves to read and write from an old spelling book which had belonged to Mr. Jones's children "Now, comrades," cried Snowball, Let us make it a point of honour to get in the harvest more quickly than Jones and his men could do." But at this moment the three cows, who had seemed uneasy for some time past, set up a loud lowing. They had not been milked for twenty-four hours, and their udders were almost bursting. After a little thought, the pigs sent for buckets and milked the cows fairly successfully, their trotters being well adapted to this task. Soon there were five buckets of frothing creamy milk at which many of the animals looked with considerable interest. "What is going to happen to all that milk?" said someone. "Jones used sometimes to mix some of it in our mash," said one of the hens. "Never mind the milk, comrades!" cried Napoleon, placing himself in front of the buckets. "That will be attended to. The harvest is more important. Comrade Snowball will lead the way. I shall follow in a few minutes. Forward, comrades! The hay is waiting."

The animals went down to the hayfield to begin the harvest, and when they came back in the evening it was noticed that the milk had disappeared.

	Moses' Lies		
	Sugarcandy Mountain		
	The Attack On Mr Jones		
	Snowball		
	Napoleon		
	The Milk		

What do you think happened to the milk?
What does this suggest about the future of the farm?
Create a five point summary for the rest of Animal Farm
Read George Orwell's Animal Farm

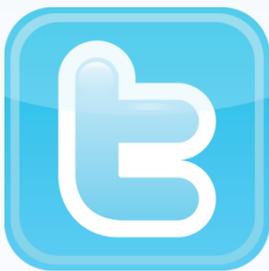
Russia 1900 - 1918

Part 1 of 2

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