**D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship.**

**KQ2 Tsarism’s last chance, 1906-1917: the Dumas; Stolypin; the impact of War; the downfall of the Romanovs.**



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| Protestors gather outside the Tsar’s palace in Petrograd (now St Petersburg) in February 1917 |

· **In a Nutshell:** Tsarism’s last chance 1907-1917.

· **Key Features and conceptual understanding:** Content and concepts.

· **Spinning conceptual understanding:** How differently are these events and developments interpreted? Concentrating on patterns of tackling essay questions stressing different concepts.

· **Cracking the Puzzle** – Preparing for revision and assessment.

(I)In a Nutshell: Tsarism’s last chance 1907-1917?

**The key features and concepts**

The last 11 years of the Romanov’s. Students should understand the constitutional developments of these years in order to assess how far the autocracy was modified. They should also explore how far Stolypin transformed rural Russia in the years before 1911. They should understand the importance of the First World War in undermining Tsarism and what precipitated the February Revolution.

**Activity 1 : Introductory hook to Key features and concepts**

**Activity 2 – On your marks…engaging conceptually with the key features through timeline.**

The timeline makes many brief references to the events of the period.

The timeline makes many brief references to the events of the period 1881-1907. Use the timeline to colour code according to the extent of challenge to the Tsarist state and plot your living graph according to the extent of this challenge..

Green Lack of challenge/effective repression.

Yellow Emerging opposition but weak challenge or slight concessions made by Tsarist state.

Orange Open opposition and protest.

Red Military opposition to threaten the future of the Tsarist state.

Timeline

**1907**

• January 30: Union of Russian Peoples try to murder Witte.

• February 20: The Second State Duma opens, dominated by the left who cease their boycott.

• March 14: Iollos, a Duma Deputy of the Kadet party, is killed by the Union of Russian People.

• May 27: Union of Russian Peoples try to murder Witte again.

• 3 June: The Second Duma is also deemed too radical and closed; Stolypin alters the Duma voting system in favour of the wealthy and landed in a move branded his coup d'etat.

• July: Stolypin becomes Prime Minister.

• November 1: The Third Duma Opens. Mainly Octobrist, Nationalist and Rightist, it generally did as it was told. The failure of the Duma causes people to turn away from liberal or democratic groups in favour of radicals.

• 1911: Stolypin is assassinated by a Socialist Revolutionary (who was also a Police agent); he was hated by the left and the right.

• 1912 - Two hundred striking workers shot during the Lena Goldfield Massacre; reaction to this sparks another year of unrest. The fourth state Duma is elected from a far broader political spectrum than the third as the Octobrist and Nationalist parties divide and collapse; the Duma and government are soon in heavy disagreement.

• 1912 - 14: Strikes begin to grow, with 9000 during the period; Bolshevik trade unions and slogans grow.

• 1912 - 1916: Rasputin, a monk and favourite of the Imperial family, accepts sexual favours for political influence; his carousel of government appointments creates great division.

**1914**

• June - July: General Strikes in St. Petersburg.

• July 19th: Germany declares war on Russia, causing a brief sense of patriotic union amongst the Russian nation and a downturn in striking.

• July 30th: The All Russian Zemstvo Union for the Relief of Sick and Wounded Soldiers is created with Lvov as president.

• August - November: Russia suffers heavy defeats and a large shortage of supplies, including food and munitions.

• August 18th: St. Petersburg is renamed Petrograd as 'Germanic' names are changed to sound more Russia, and hence more patriotic.

• November 5th: Bolshevik members of the Duma are arrested; they are later tried and exiled to Siberia.

**1915**

• February 19: Great Britain and France accept Russia's claims to Istanbul and other Turkish lands.

• June 5th: Strikers shot at in Kostromá; casualties.

• July 9th: The Great Retreat begins, as Russian forces pull back into Russia.

• August 9th: The Duma's bourgeois parties form the 'Progressive bloc' to push for better government and reform; includes the Kadets, Octobrist groups and Nationalists.

• Auguest 10th: Strikers shot at in Ivánovo-Voznesénsk; casualties.

• August 17-19th: Strikers in Petrograd protest at the deaths in Ivánovo-Voznesénsk.

• August 23rd: Reacting to war failures and a hostile Duma, the Tsar takes over as Commander-in-Chief of the armed forces, prorogues the Duma and moves to military headquarters at Mogilev. Central government begins to seize up.

**1916**

• January - December: Despite successes in the Brusilov offensive, the Russian war effort is still characterised by shortages, poor command, death and desertion. Away from the front, the conflict causes starvation, inflation and a torrent of refugees. Both soldiers and civilians blame the incompetence of the Tsar and his government.

• February 6: Duma reconvened.

• February 29th: After a month of strikes at the Putílov Factory, the government conscripts the workers and takes charge of production. Protest strikes follow.

• June 20: Duma prorogued.

• October: Troops from 181st Regiment help striking Russkii Renault workers fight against the Police.

• November 1st: Miliukov gives his 'Is this stupidity or treason?' speech in reconvened Duma.

• December 17/18th: Rasputin is killed by Prince Yusupov.

• December 30th: The Tsar is warned that his army won't support him against a revolution.

**1917**

• January 9: 140,000 strike in Petrograd to commemorate Bloody Sunday; strikes in other cities.

• Janaury 24: The Workers Group calls for a strike on February 14 (date of Duma's next recall) to demand overthrow of Tsar and creation of provisional government.

• January 31: Strikes across Russia.

• February 14: 100,000+ strike in Petrograd; Duma reconvenes and attacks the government over food shortages.

• February 19: Petrograd authorities announce that bread will be rationed from March 1st; panic buying ensues.

• February 23: Demonstrations in Petrograd for International Women's Day (mainly women and striking Putílov workers) are joined by evermore striking bread demonstrators until a crowd of 100,000 forms; revolutionary banners and slogans appear. The Bolsheviks are initially opposed to the strike.

• February 24: Petrograd: buoyed by the mood of the 23rd, the strikes continue and grow ever larger; small numbers of soviets begin forming; government ministers take control.

• February 25: The Petrograd strike is now total (200,000+) and violence is increasing; demands for bread have been replaced by condemnation of the tsar; all free members of the Workers Group are arrested; Cossack troops fight police to protect protestors.

• February 26: Upon hearing of events in Petrograd, the Tsar orders the use of military force to break the strike. Troops fire on protestors causing tens of casualties but begin to mutiny later in the day. The Duma is prorogued.

• February 27: Again ordered to fire at protestors, the Petrograd garrison mutinies, joins the protestors and begins arming them by seizing arsenals; the crowd attack police and release political prisoners. The Duma refuses to disband, instead forming a Provisional Committee (PC) to govern. The Petrograd Soviet of Workers' Deputies is created (PS).

• February 28th: The Tsar tries to return to Petrograd but becomes stuck in Pskov. His ministers are arrested; the Duma and Soviets elect members; the latter issues the first Order of the Petrograd Soviet, claiming authority over the army and causing troops to form soviets. Sailors mutiny in Kronstadt.

• March 1: The Duma and Soviet discuss whether the latter would support the creation of a Provisional Government (PG); they agree. The British and French governments recognise the PG.

• March 2: The Soviet expands to include soldier's soviets; the Provisional Government forms with Lvov as Prime Minister. In Pskov, and encouraged by his ministers and generals, the Tsar abdicates on behalf of himself and his son (which was technically illegal) in order to help both the war and peace.

• March 3: Michael Romanov, brother of the Tsar and now heir, rejects the throne until a Constitutional Assembly is formed to formally invite him. Two parallel bodies now lead Russia: the largely liberal Provisional Government and the socialist Soviet.

• March - April: The February Revolution spreads across Russia, with mini dumas (public committees) taking control of official, government and police matters, while workers and soldiers create parallel soviets. Committees form for just about everything.

(II) Key features and conceptual understanding: Depth studies illustrating the nature of the challenges to the Tsarist state 1906-1917

**What do we need to focus on?**

There are many developments which, as case studies, help to reveal changes in events in Russia 1907-1917.

**Students should understand**

* The constitutional developments of these years in order to assess how far the autocracy was modified.
* How far Stolypin transformed rural Russia in the years before 1911.
* The problems in Russia before 1914.
* The importance of the First World War in undermining Tsarism.
* What precipitated the February Revolution.

# **Memory Retrieval strategies**

# **CD Constitutional developments**

# **SR Stolpin’s Reforms**

# **A&P Achievements and problems**

# **IFFW Impact of First World War**

# **FR February Revolution**

# **Activity CD – Analysis of extent of change in the constitutional developments of these years and how far the autocracy was modified!**

# Using Michael Lynch “Reaction and Revolutions: Russia 1894-1924” 3rd edition p38, 44-48 summarise the key features concerning the constitutional developments 1906-1914.

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| **Constitutional developments****1906-1914** | **Autocracy modified (Evidence of power of the Duma)** | **Autocracy not modified (Evidence of limitations of Duma powers)** |
| **The October Manifesto 1905 p38** |  |  |
| **The first Duma April-June 1906 p44** |  |  |
| **The Vyborg Appeal p44-46** |  |  |
| **The second Duma February-June 1907 p46-47** |  |  |
| **The third Duma November-June 1907-1912 p47** |  |  |
| **The fourth Duma November – August 1912-1914 p47-48** |  |  |

# **Activity SR – How far Stolypin transformed rural Russia in the years before 1911!**

# Using Michael Lynch “Reaction and Revolutions: Russia 1894-1924” 3rd edition p41-43, summarise the key features and analyse effects of Stolypin’s agrarian reforms.

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| **Stolypin’s Land Reforms** | **Analysis of extent of change** |
| **Appointment as President of the Council of Ministers July 1906** |  |
| **De-revolutionising the Peasantry** | **Features**       Effects |
| **Policy of the wager on the strong** | **Features**     Effects |
| **Analysis of realism of Stolypin’s policies** | **Interpretation 1**       Interpretation 2 |
| **Conclusion on Stolpin’s reforms** | **Progress**           Continued backwardness |

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# **Activity A&P – Analysis of achievements of Tsarist regime in overcoming the problems in Russia before the First World War!**

# Using Michael Lynch “Reaction and Revolutions: Russia 1894-1924” 3rd edition p17-27, 41-50, analyse the degree of stability of the Tsarist regime before 1914.

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| **Tsarist Regimes Record** | **Achievements of the regime** | **Problems unresolved** |
| **Political Developments** | **Limits the powers of the Dumas****Support of the Octoberists in the Duma p26**   Stolypin works with Dumas to introduce reform p46-47 | **Duma still critical p47**   Ministerial appointments 1911 p49    Moderates anger p49    Tsars intransigence p50 |
| **Economic Developments** | **Increasing industrial output p17**   Increases in wages p18    Limited strikes p18    Land refoms p41-42    Stolypins successes p41-42 | **Limitations of Stolypins land policies p43**   Rise in discontent p18    Still economically backward p18 |
| **Extent of Opposition** | **Opposition weak and divided p25**   Successful repression p45    Stolpin’s neck tie p45    SD’s split Lenin exciled p24-25    Vybour appeal weakened Kadets p45 | **SR’s growing p20-21**   Vybourg appeal p44-45    Lena Goldfields incident p49    Bolshevik activities p25    Octoberists criticisms p26    Kadets p26-27 |

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# **Activity IFFW – Analysis of the significance of the First World War in undermining Tsarism!**

Using Michael Lynch “Reaction and Revolutions: Russia 1894-1924” 3rd edition p67-71, summarise the key features concerning how the First World War undermined Tsarism.

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| **The importance of the First world war in undermining Tsarism** |  | **Analysis of impact of the war** |
| **Political developments** | **The role of the Tsar** |  |
|  | **The Army** |  |
| **Economic developments** | **Inflation** |  |
|  | **Food supplies** |  |
|  | Transport |  |
| **Social developments** | **National unity at the outbreak of war.** |  |
|  | **Morale** |  |

# **Activity FR – What political developments precipitated the February Revolution?**

Using Michael Lynch “Reaction and Revolutions: Russia 1894-1924” 3rd edition p72-81, summarise the key features concerning the key events which precipitated the February 1917 revolution.

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| **The lead up to the February Revolution 1917** |  |
| Step 1.Growth of opposition and the recall of the Duma. |  |
| Step 2. Formation of the progressive Bloc. |  |
| Step 3. The role of Rasputin, his death and his importance |  |
| Step 4. The beginning of the February Revolution and the course of events. |  |
| Step 5. The breakdown of order. |  |
| Step 6. Formation of the Petrograd Soviet. |  |
| Step 7. The Tsar abdicates and formation of the Provisional Government. |  |
| The key debate |  |

(III) **Spinning Conceptual understanding:** How differently are these events and developments interpreted?

**Activity 7 Mind mapping of the key features and conceptual understanding**

**i) Analyse key features essay pattern**

How extensive was opposition to...?

How far is it accurate to describe.....as....?

**ii) Analyse causation essay pattern**

Why did...?

How far was...in increasing opposition/support...?

How far was...the main case of...?

How far do you agree that...because of...?

**iii) Analyse consequence/effects essay pattern**

How far was...a success?

How far is it accurate to say achieved/achieved little for....?

**iv) Analyse change/continuity essay pattern**

How far did...improve...?

How far did....change in the years...?

**v) Analyse significance essay pattern**

How important was...in contributing to the development of...?

How important was....in the outcome of...?

How important was....in the beginning of...?

**Cracking the Puzzle-** Preparing for Revision and Assessment

**Activity 8 : Complete Trigger Memory Activity 1906- February 1917** using your background notes. An explanation on how to complete this is in your guidance booklet.

**Activity 9 : There are many excellent Russian Revolution websites** which can be used to revisit the material covered so far. You should download some of these resources to supplement your main areas of note taking in this period. These include -

www. en.wikipedia.org/wiki/**February**\_**Revolution**

www. spartacus.schoolnet.co.uk/RUSmarchR.htm

www. johndclare.net/Russ3.htm

www. historyguide.org/europe/lecture5.html

www. stel.ru/museum/**february**\_russian\_**revolution**.htm -

www. creeca.wisc.edu/petrovich/418A.html

**Activity 10: Consolidating your knowledge of developments 1906 – February 1917 through playing games**

Your teacher will load one of three multiple choice games for your class to play. Enjoy demonstrating your knowledge to answer the quiz questions on either Penalties, Fling or MC generator.

**Activity 11 : Revisit the examination criteria and advice on tackling the examination questions given in the guidance booklet.** Apply these techniques to the specimen examination. You may be asked to work individually, in pairs or in groups.

**Past questions from this syllabus D3 – Russia in Revolution, 1881–1924: From Autocracy to Dictatorship**

**Specimen**

**5.** How far was the Bolshevik consolidation of power due to their popular policies in the period 1917-1924?

**6.** How far do you agree that the Bolsheviks won the Civil War of 1918–21 because they

controlled more people and had access to more weapons?

**Jan 09**

How far were divisions among its opponents responsible for the survival of Tsarist rule in the years 1881–1905?

How far was the Provisional Government responsible for its own downfall?

**Jun 09**

How far do you agree that the economy of Tsarist Russia was transformed in the years to 1914?

**Jan 10**

To what extent did Russia undergo economic and political reform in the years 1906**–**14?

**Jun 10**

How far do you agree that the use of repression was the main reason for the weakness of opposition to Tsarism in the years 1881**–**1914?

To what extent does the impact of the First World War explain the outbreak of two revolutions in Russia in 1917?

**Jan 11**

Why did Tsarism survive the revolution of 1905 but not that of March 1917?

**Jun 11**

To what extent was the Tsarist system of government modified in the years 1881–1914?

How accurate is it to say that Lenin’s leadership was the most important reason for

the Bolsheviks’ success in the revolution of November 1917?

**Jan 12**

How accurate is it to say that the growth of reformist groups in the years from 1881 was the main cause of the 1905 Revolution?

Why was the Provisional Government so short-lived?

**Jun 12**

How far was Nicolas II responsible for the fall of the Romanov’s in 1917?

**Jun 13**

To what extent were Russian industry and agriculture transformed in the years 1881–1914?

How far do you agree that Russia’s continued involvement in the First World War was the main reason for the fall of the Provisional Government?

**Jun 14**

To what extent did the economy and government of Russia change 1881-1914?

How far do you agree that Trotsky leadership was the most important reason for Bolshevik success in Russia October 1917-1924?

Unit 1 Markscheme

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| Level | Mark | Level Descriptor |
| 1 | 1-6 | Candidates will produce mostly simple statements. These will be supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will be mostly generalised. There will be few, if any, links between the simple statements.  Low Level 1: 1-2 marks  The qualities of Level 1 are displayed; material is less convincing in its range and depth.  Mid Level 1: 3-4 marks As per descriptor  High Level 1: 5-6 marks  The qualities of Level 1 are securely displayed; material is convincing in range and depth consistent with Level 1.  The writing may have limited coherence and will be generally  comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present. |
| 2 | 7-12 | Candidates will produce a series of simple statements supported by some accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.  Low Level 2: 7-8 marks  The qualities of Level 2 are displayed; material is less convincing in its range and depth.  Mid Level 2: 9-10 marks As per descriptor  High Level 2: 11-12 marks  The qualities of Level 2 are securely displayed; material is convincing in range and depth consistent with Level 2.  The writing will have some coherence and will be generally  comprehensible, but passages will lack both clarity and organisation. Some of the skills needed to produce effective writing will be present. Frequent syntactical and/or spelling errors are likely to be present. |
| 3 | 13-18 | Candidates' answers will attempt analysis and will show some understanding of the focus of the question. They will, however, include material which is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but it may lack depth and/or reference to the given factor.  Low Level 3: 13-14 marks  The qualities of Level 3 are displayed; material is less convincing in its range and depth.  Mid Level 3: 15-16 marks As per descriptor  High Level 3: 17-18 marks  The qualities of Level 3 are securely displayed; material is convincing in range and depth consistent with Level 3.  The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present. |
| 4 | 19-24 | Candidates offer an analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of material may lack balance in places.  Low Level 4: 19-20 marks  The qualities of Level 4 are displayed; material is less convincing in its range and depth.  Mid Level 4: 21-22 marks As per descriptor  High Level 4: 23-24 marks  The qualities of Level 4 are securely displayed; material is convincing in range and depth consistent with Level 4.  The answer will show some degree of direction and control but these attributes may not be sustained throughout the answer. The candidate will  demonstrate the skills needed to produce convincing extended writing but there may be passages which lack clarity or coherence. The answer is likely to include some syntactical and/or spelling errors. |
| 5 | 25-30 | Candidates offer an analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. It will be broadly balanced in its treatment of these key issues. The analysis will be supported by accurate, relevant and appropriately selected which demonstrates some range and depth.  Low Level 5: 25-26 marks  The qualities of Level 5 are displayed; material is less convincing in its range and depth.  Mid Level 5: 27-28 marks As per descriptor  High Level 5: 29-30 marks  The qualities of Level 5 are securely displayed; material is convincing in range and depth consistent with Level 5.  The exposition will be controlled and the deployment logical. Some  syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place. |