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

**KQ4 Holding on to and consolidating power, 1918-24: civil war; changing economic policies; creating the Soviet state.**



Bolshevik propaganda poster in the civil war

· **In a Nutshell:** The consolidation of Bolshevik power 1917-1924.

· **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: The consolidation of Bolshevik power 1917-1924?**

**The key features and concepts**

Students should understand how and why the Bolsheviks were able to hold onto power through the creation of a police state, flexibility in economic policy and the military victories of the Red army. They should understand the salient features of the new soviet state, the importance of an official ideology and the persecution of any rivals and the dominance of three key institutions: the Party, the Red Army and the secret police.

**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.**

**1918**

• January 5: The Constituent Assembly opens with an SR majority; Chernov is elected chairman. After several hours Lenin decrees the Assembly dissolved.

• January 12: 3rd Congress of Soviets accepts The Declaration of the Rights of the Peoples of Russia and creates the new constitution; Russia is declared a Soviet Republic and a federation is to be formed with other soviet states; the previous ruling classes are barred from holding any power. 'All power' is given to workers and soldiers.

• January 19: The Polish Legion declares war on the Bolshevik government.

• February 1/14: The Gregorian calendar is introduced to Russia, changing February 1st to February 14th and bringing the nation in synch with Europe.

• February 23: The 'Workers' and Peasants' Red Army' is officially founded; massive mobilisation follows to counter anti-Bolshevik forces.

• March 3: The Treaty of Brest-Litovsk is signed between Russia and the Central Powers, ending WW1 in the East; Russia concedes a massive amount of land, people and resources.

• March 6-8: The Bolshevik party changes its name from Russian Social Democratic Party (Bolsheviks) to Russsian Communist Party (Bolsheviks).

• March 9: Foreign intervention in the revolution begins as British troops land in Murmansk.

• March 11: The capital is moved from Petrograd to Moscow, partly because of German forces in Finland.

• March 15: The 4th Congress of Soviets agrees to the Treaty of Brest-Litovsk, but the Left SR's leave the Sovnarkom in protest; the highest organ of government is now entirely Bolshevik.

The process of establishing Bolshevik power, and thus the success of the October Revolution, continued over the next few years as a civil war raged across Russia. The Bolsheviks won and the Communist regime was securely established, but that's the subject for another timeline (The Russian Civil War).

**(II) Key features and conceptual understanding: Depth studies illustrating the nature of the consolidation of Bolshevik power 1917-1924.**

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

There are many developments which, as case studies, help to reveal changes in events in Russia 1917-1924.

**Students should understand**

* how and why the Bolsheviks were able to hold onto power through the creation of a police state, flexibility in economic policy and the military victories of the Red army.
* the salient features of the new soviet state, the importance of an official ideology and the persecution of any rivals
* the dominance of three key institutions: the Party, the Red Army and the secret police.

# **Memory Retrieval strategies**

# **BC Bolshevik Consolidation**

# **BG Bolshevik Government**

# **BI Bolshevik Institutions**

**Activity BC – Analysis of How and why the Bolsheviks were able to hold onto power through the creation of a police state, flexibility in economic policy and the military victories of the Red Army.**

**Using Michael Lynch “Reaction and Revolutions: Russia 1894-1924” 3rd edition p summarise the key features concerning.**

# Political repression. The creation of a Police State

|  |  |
| --- | --- |
| **Creation of a Police state** |  |
| **Dissolution of the Constituent Assembly p126-7** |  |
| **The distribution of power p122-23** |  |
| **Creation of the Cheka 1917 p125** |  |
| **Formation of the Red Army p147** |  |

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# b) Flexibility in Economic Policy

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| **Flexibility in economic policy** |  |
| **Immediate problems p123** |  |
| **The Decree on Land Nov 1917 p124** |  |
| **The Decree on Workers control Nov 1917 p124** |  |
| **War Communism 1918-21 p149** |  |
| **Effect on Industry p149-50** |  |
| **Effect on Agriculture p150-151** |  |
| **The end of war Communism p152-153** |  |
| **The New Economic Policy NEP p157-159** |  |
| **Economic results of NEP p160-161** |  |

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1. Military victories of the Red Army in the Civil War.

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| **Military victories of the Red Army** |  |
| **Treaty of Brest Litovsk p128-9** |  |
| **The Russian Civil War 1918-1920 p131** |  |
| **Armed Resistance spreads p134** |  |
| **Bolshevik victory p134** |  |
| **White weaknesses p134** |  |
| **Red strengths p135** |  |
| **Role of Trotsky p135-137** |  |
| **The foreign interventions p140-141** |  |
| **The interventions spread p142** |  |
| **The failure of the interventions p142-43** |  |

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# **Activity BI – Analysis of the key features of the new state, the importance of an official ideology and the persecution of any rivals!**

# **Using Michael Lynch “Reaction and Revolutions: Russia 1894-1924” 3rd edition p summarise the key features concerning .**

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| **Features of the new state and its ideology** |  |
| **Effects of the Civil War on the Bolsheviks p139** |  |
| **Lenin’s methods p145** |  |
| **The Cheka p146-7** |  |
| **The Red Army p147** |  |

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# **Activity BG – Analysis of repressive methods in the persecution of any rivals!**

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| **Persecution of rivals** |  |
| **The Dissolution of the Constituent Assembly p126-7** |  |
| **Military victories in the Civil War** |  |
| **Murder of the Romanovs p147** |  |
| **The Cheka wages class war p146-7** |  |
| **Trotsky’s control of the Red army p148** |  |
| **The Kronstadt Rising 1921 p154** |  |
| **The rising crushed p155** |  |
| **Aftermath of the rising p155-157** |  |

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

**Activity 9 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 10 : Complete Trigger Memory Activity 1917-24** using your background notes. An explanation on how to complete this is in your guidance booklet.

**Activity 11 : There are many excellent Civil Rights websites** which can be used to revisit the material covered so far. These include -

www. macgregorishistory.org/ibsvenska/**russia**1917.htm

www. fordham.edu/halsall/mod/modsbook39.html

www. spartacus.schoolnet.co.uk/**Russian**-**Revolution**.htm

www. schoolhistory.co.uk/alevel/modern\_european\_**russian**.shtml

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

**Activity 12: Consolidating your knowledge of devolpments by 1955 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 13 : 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. |