

Paper 2

Russia and the Soviet Union 1905 - 24



Outline

1894-1917	Tsar Nicholas II ruled as an Autocrat .
1904-1905	The Russo-Japanese War - a humiliating defeat for Russia.
January 1905	Bloody Sunday - 200,000 protesters led by Father Gapon came to the Winter Palace to give petition to the Tsar. The soldiers fired on the crowd. As a result, the Tsar lost popularity.
June 1905	The Potemkin Mutiny followed by a general strike in September. Soviets were formed.
October 1905	Nicholas granted a parliament (“ duma ”) as part of his October Manifesto but made sure it had little power.
1906-1911	Opening of the first duma Stolypin’s policies of repression and land reform

1912	Lena Goldfields Strike
1914	The First World War – Russia was defeated at the Battle of Tannenberg
1915	The Tsar made himself Commander-in-Chief.
1916	Rasputin was assassinated.
Feb (March) 1917	The “February Revolution” – the workers went on strike and soldiers refused to suppress them. The Tsar abdicated.
March- Nov 1917	The Provisional Government ruled until the new constitution would be decided. (real power lay with workers’ & soldiers’ councils or Soviets). The July Days – a failed Bolshevik attempt to take power. The Kornilov Revolt – General Kornilov tried to overthrow the Provisional Government.
October (November) 1917	The “October” Revolution – Lenin & the Bolsheviks seized power. Meeting of the All-Russian Congress of Soviets .
1918	The Closure of the Constituent Assembly 1918
1918	The Treaty of Brest Litovsk 1918
1918-20	Civil War – The Bolsheviks had to defeat their enemies; they used drastic economic measures known as War Communism .
1921	The Kronstadt Mutiny Lenin introduced New Economic Policy (NEP) to win back support.
1924	Lenin died

The Government of the Russian Empire

Tsar Nicholas II 1894 -1917

His family, the **Romanovs** had ruled the Russian Empire for nearly 300 years.

He married a German princess, Alexandra (*The Tsarina*)

Tsarist rule was an autocracy

The Tsar (Czar) ruled the Empire as an **autocrat**

Read the explanation on p3 of your textbook and write your own summary of autocracy:-



He appointed and dismissed ministers, declared war etc.

Source A

His majesty is an absolute monarch who is not obliged to answer for his actions to anyone in the world but has the power and the authority to govern according to his desire and goodwill. To the Emperor of All the Russias belongs the Supreme Autocratic power. God himself commands that he be obeyed"

Source B

The Tsar's authority is unlimited- like a father's. This autocracy is only an extension of a father's authority.

How far does source B support source A about the power of the Tsar?

Similarities

Differences

He believed it was his duty to pass his **absolute** power to his son unaltered.

The Civil Service

To run the empire, he relied on a vast number of **civil servants**.

At the top of the Civil Service were the government **ministers** (heads of each department). These jobs normally went to nobles or those who knew the right people.

What is the problem with appointing important jobs in this way?

The system was rank with bribery and incompetence. It was also very slow as even small decisions had to have approval up the chain of command.

The Orthodox Church

The Tsar's power was also propped up by **the Russian Orthodox Church**, which opposed change and preached obedience to the Tsar as God's chosen representative on Earth.

About 70% of people in the empire were Russian Orthodox. The church was especially influential among peasants in the countryside where its priests were hugely respected.

Non-Orthodox people e.g. Catholics, Protestant, Jews and Muslims, were not allowed the same privileges.

How suited was Nicholas II to being an Autocrat?

Use p3 of your textbook and source A p4, as well as information above and the extract below to add extra points to the table overleaf :- (also source B p 47 of pack)

Nicholas had many good qualities, such as his loyalty to his family and his willingness to work hard. However he was not an able, forceful or imaginative monarch like his predecessors. Nicholas tended to avoid making decisions. He did not delegate day-to-day tasks which was a problem in a country as vast as Russia. He insisted on getting involved in the tiniest detail of government. He personally answered letters from peasants and appointed provincial midwives. He even wrote instructions for the royal car to be brought round.

Nicholas managed his officials poorly. He felt threatened by able and talented ministers such as Witte and Stolypin. He dismissed Witte in 1906 and was about to sack Stolypin before he was assassinated in 1911. Nicholas refused to chair meetings and encouraged rivalry between them. This caused chaos as different departments refused to co-operate with each other. He also appointed family members and friends to important positions. Many of them were incompetent or even corrupt, making huge fortunes from bribes.

Strengths of Nicholas's rule	Weaknesses of Nicholas II's rule
	<p>His cousin, the Kaiser of Germany said of him that he was more suited to being a "country gentleman growing turnips"</p> <p>The Royal Family preferred a quiet life and isolated themselves from events.</p>

The Repression of Opposition

In a democracy if the people did not like the government, at least they could vote against it in the next election. This meant that the government for example in Britain would bring in policies and laws which largely benefited the people. This was not so in Russia.

There was no parliament and the Tsar would not allow opposition or criticism.

From his youth he had been trained to believe that his welfare and the welfare of Russia were one and the same thing... “disloyal” workmen, peasants and students who were shot down, executed or exiled seemed to him mere monsters who must be destroyed for the sake of the country.

Kerensky 1917 (he was the Prime Minister in 1917)

The lack of alternative meant that opposition frequently turned to violence. Indeed Nicholas’ own grandfather had been assassinated in 1881. This made Nicholas particularly wary of opposition.

In response to the radical threat, Russia increasingly became a **Police State**

The police and the secret police, **the Okhrana** :-

- Censored books and newspapers
- Spied on and arrested any suspected of opposition – they might be executed, imprisoned or sent into exile to **Siberia**.

Protests and strikes were dealt with by force

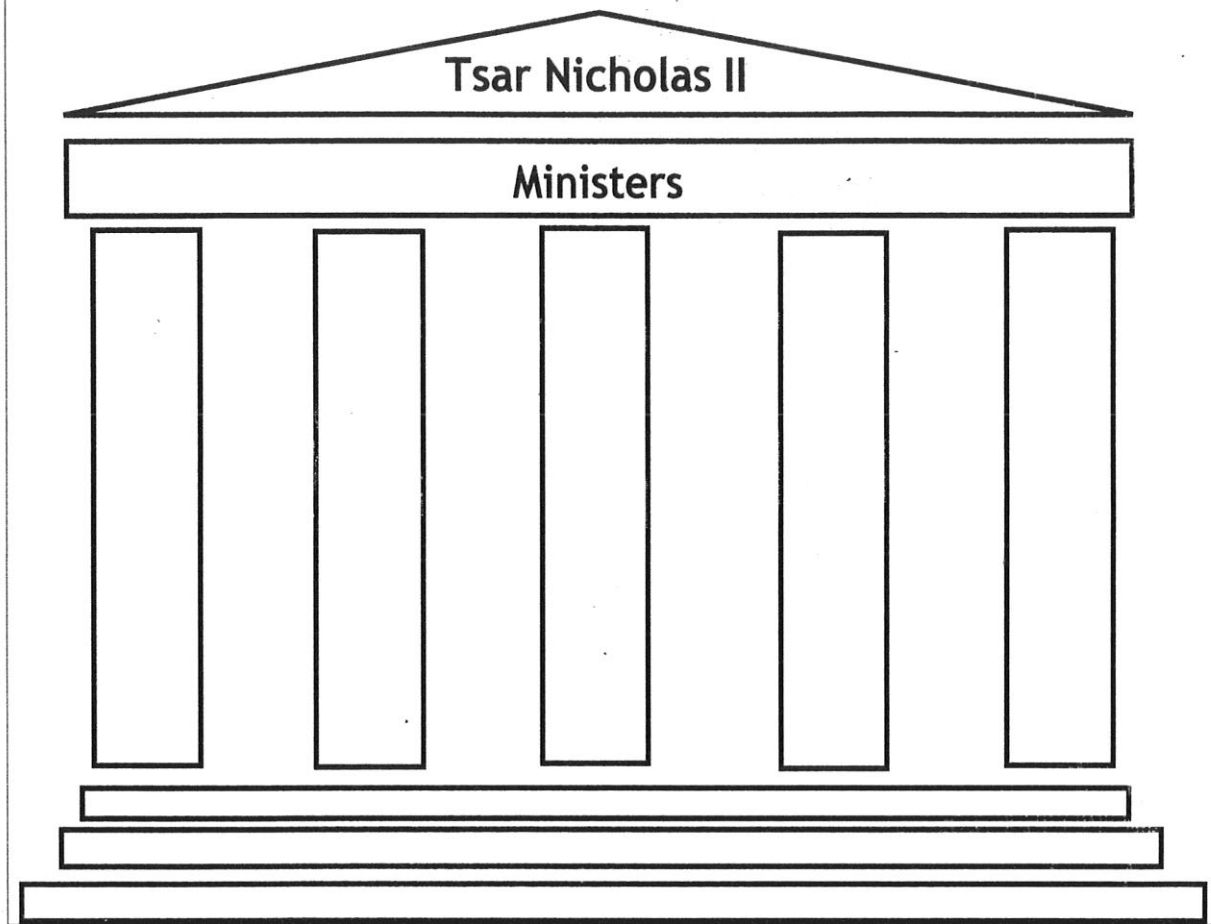
Land captains were nobles appointed to control local areas (along with **zemstva** -local assemblies of gentry). The Land Captains had special emergency powers enabling them to censor the press and order the police to arrest opposition, making suspects pay heavy fines.

Looking at the map of Russia, why do you think political suspects were sent to Siberia?

The police were assisted by **the army** (especially the **Cossacks** –the Tsar’s elite mounted troops who were fiercely loyal to Tsar). Army officers were chosen from the nobility.

Read the section in your textbook p 6 for additional information.

What were the pillars of the Tsar's rule?



The Russian Economy

Economy- how wealth is created and distributed.

We will often sub-divide it into **agriculture** and **industry**.

Agriculture was backward

Industry

Russia was rich in oil and minerals but industrialisation did not happen until the end of the 19th century. However, industry was developing rapidly largely due to the modernising policies of the Minister of Finance 1893-1903 – Sergei **Witte**

Industrial expansion was funded by the government using two sources of finance:-

- exported grain taken from the peasants
- money borrowed from other countries, especially France.

By 1914, Russia was the fourth largest industrial power. Industry was concentrated in the two main cities of **St. Petersburg** and **Moscow**.

Discontent in Russia often varied by class or social group.

The Nobles 1 % of Russian population

There were about 2 million nobles e.g. 2,000 princes & 2,000 counts. They owned 25% of the land. Some were very wealthy, owning different estates across the Empire. They got the top jobs in the **civil service** and **army**.

Would the nobles have much reason to oppose Nicholas?

The Intelligentsia

These were people who were educated at University. They included writers such as Leo Tolstoy. Russia's universities were surprisingly free-thinking. They admitted women and allowed people from poorer backgrounds to study for free. Students were able to compare Russia with Britain and France and this led many to criticise Russia's backward political and social system.

Tolstoy wrote to the Tsar in 1902: "***A third of Russia lives under emergency legislation. The numbers of police are growing. Prisons are overcrowded with convicts and political prisoners. At no time have religious persecutions (of Jews) been so cruel as they are today. In all cities and industrial centres, soldiers equipped with live ammunition are sent out against the people. Autocracy is an outdated system (not suited to) the Russian people who are increasingly aware of the rest of the world.***

Tolstoy also criticised the unfair treatment of women in **Anna Karenina** and the suffering of the peasants. Tolstoy was exiled for several years.

The Okhrana sent undercover agents to infiltrate student groups to detect plots.

What aspect of oppression might writers especially dislike? See the powers of the Okhrana p6 pack

The Bourgeoisie (middle class)

By 1914, there was a small but growing middle class whose wealth came from banking, trade & industry. There were also some professional people such as doctors and lawyers.

This group was often more educated and had a good lifestyle; however they were frustrated that they had no say in government and that the best jobs went to the nobles.

They were mainly **liberal** (use your textbook p 5 to explain this term)

They wanted a **constitution** (use your textbook p 5 to explain this term)

However business men were also concerned about radicals influencing their employees.

The Peasants (lived in the countryside and worked on the land.)

- **85%** of the population were peasants.
- They referred to the Tsar as “Papa” – *what does this suggest about how they regarded him?*

Can you link this to something we learned earlier about the peasants?

- Most of them were very poor; their life expectancy was less than 40 years. Their diet was rye bread, porridge and cabbage soup.
- As the population increased, their plots of land grew smaller, which led to “**Land Hunger**”. They looked with envy at the nobles’ estates, some of which had land that wasn’t cultivated. Sometimes the envy erupted into uprisings where they attacked the nobles.
- Their farming methods were primitive & inefficient – the land was run by communes (**Mirs**) that divided strips between the villagers; machinery was rare. This meant that productivity was lower than countries who had undergone an Agricultural Revolution.

Famines in 1890’s and 1901 killed thousands.

It was tragedy to see splendid men in the prime of their life walking about with stony faces and hollow eyes. And then there were women clothed only in wretched rags and little children shivering in the cold wind. There were many of them who had not tasted food for days. It was agonising to hear these people pleading to us for mercy lest they die of starvation. There were no complaints, no cries, just the slow monotonous chant, broken by the sobs of worn out mothers and the cries of hungry children.

We have sold our last horses, cows and sheep, we have pawned all our winter clothing; we have nothing left to sell. We eat but once a day, stewed cabbage and stewed pumpkins and many of us have not eaten that.

What did the government do about famines? See textbook p 5 top box.

- 5/6 of peasants were illiterate. They had little interest in politics or events outside their village.
- Peasants paid a disproportionate share of taxes; much of their grain was taken away as tax.

What else can you learn about life for the peasants from the sources overleaf? Annotate them and use hi-lighters.

A A peasant family's home

Wooden benches stand along the walls, also a construction of planks on which the inmates make their beds. In some districts there is a bedstead used by the peasant and his wife. At the entrance there are black pictures of saints whose features are no longer recognizable, ancient heirlooms held in high honour; even in very poor houses a little lamp is kept burning night and day before them. The table utensils are kept in a cupboard, which finishes the furniture of the room, for the Russian peasant knows no chairs. When he comes home in the winter stiff and covered with snow, he takes off his shoes and stretches himself out by the stove. . . .

A small hut about twelve feet [3.6 metres] square – with a door through which a medium-sized man can only go by stooping – the floor made of earth, the ceiling so low that a tall man cannot stand upright, tiny windows letting in but little light with much draught and cold – the whole building made of thin wood, insufficiently plugged with oakum*. That is the usual peasant's home in Russia! and these poor peasants constitute nine-tenths of the population.

The stove takes up a quarter of the room, that is, the particular Russian stove. It heats the room and cooks the food, it bakes the bread and boils the dirty clothes, and all the members of the family bathe in it in turns, and the old people sleep on it. It is the universal stove which only a people under snow six months out of every year could have invented. And what do they not use to heat it – wood, straw, dung. . . .

It is torture to go into a peasant's hut when the stove is being lit. The room is full of smoke, no one can breathe, it is suffocating; the smoke stings the eyes, that is why there are so many blind people in Russia. The real Russian stove has no chimney. The smoke fills the room and tries to escape through the roof, through the thatch, or the holes in the walls – and when the peasant can stand the accumulated smoke no longer, through the open door. . . .

The entire family live in this room, day and night. The old man mends his shoes and the women work the spinning-wheel; the girls and young children sit here; the babe cries in his cradle; a calf, a lamb, a sucking-pig huddle together round the stove – here they are warm, and if left in the outhouses would freeze to death. They sleep on the benches and on the floor all together, men, women, old men, children, and cattle.

From D. S. Rappoport,
Home Life in Russia,
Methuen, 1913.

** strands of rope, usually
waxed or tarred, which were
used to plug cracks.*

B A family's suffering

Paul Axenoff is the head of a family of nine, two old people, Axenoff and his wife, and five children. . . . The house and cow have been sold and the outhouses pulled down and used for fuel. Straw is usually employed in Russia for heating, but this year there is none, so the peasants are glad to find anything to burn. . . . In this hut I discovered a fresh article of food – a soup made of hot water and weeds. They didn't eat it for the good it might do them, but simply for the sake of having something hot. At another hut in this village I found a similar concoction made with boiling water and chopped-up hay.

From O. Novikoff,
Russian Memories,
H. Jenkins Ltd, 1916.

The Proletariat (mine and factory workers who lived in towns and cities)

This class was approximately 4% of Russia's population.

Read and high-light the extracts below:-

They receive terrible wages and generally live in overcrowded conditions. The normal working days is eleven and a half hours but manufacturers have received permission to use overtime. This makes the average day longer than that allowed by law- 15-16 hours.

Father Gapon 1905

I often watched the crowds of poorly clad and emaciated figures of men and girls returning from the mills. It was a heart-rending sight. The grey faces seemed dead or relieved only by eyes blazing with the rage of desperate revolt. They have to work overtime because they are paid by the piece and the rate is very low. Returning home exhausted and resentful after his long day's labour, the workman sees the sad faces of his wife and hungry children in their squalid corner where they are packed like herrings...

After 15-20 years and often less of such a life, even if they have not succumbed to accident or illness, men and women lose altogether their vitality and capacity for strenuous labour. Then they lose their places at the mill. Crowds of unemployed are to be seen at the factory gates in the early morning. There they stand and wait until the foreman comes out to engage a few, if there be any vacant places. Badly clad and underfed, waiting in the terrible frosty mornings, they present a sight that makes me shudder.

Father Gapon

The population of Moscow doubled between 1880 & 1900.

Some workers lived in dormitories of 30.

You could rent a bunk - 6 kopecs for the upper bunk and 5 for the lower!

Each person would have 2 square metres!

Families would rent a part of a room, separating it off with sheets.

It is common to see 10 or more persons living in one room and 4 sleeping in one bed

About 15 of us rented one apartment. I was in a dark, windowless corner room. It was dirty and full of bedbugs and fleas. There was just enough space for 2 beds and I shared mine with another man. The rooms stank of the mud from the street which was made up of dirt, rubbish and sewage.

Bullet some of the things you have learnt from the sources about working and living conditions for the working classes in the towns and cities:-

working conditions	living conditions
<p>There were very few controls on safety at work so accidents were common.</p>	<p>Their diet would be mainly cabbage, porridge and black bread.</p> <p>Food shortages were common in these huge cities.</p>

Why was it difficult for them to get better conditions? Look back at the powers of the Okhrana p.6 of the pack)

The Nationalities (non-Russians or ethnic minorities)

Russia was a vast empire with many different ethnic groups e.g. Ukrainians, Georgians and Poles. Less than 50% of the population spoke Russian as their first language.

The Tsar's government used a policy of **Russification**. See textbook p 5

What did many of these nationalities want?

Jews were also treated badly in the Russian Empire. There were frequent **pogroms**.

Questions:

1. Which was the largest class?
2. Why might workers in towns become more political than peasants in the countryside?
3. Which groups wanted change? Sum up what each of the groups you have chosen wanted (one sentence per group):-
4. Which class would the Tsar be most concerned about opposition from?
(clue- think about the size of the group, the grievances they might have, their attitude to the Tsar)
5. Which class were the army **officers** from?
6. Which class(es) would the ordinary soldiers be from?

Learn these new terms:-

- Proletariat
- Bourgeoisie
- Liberal
- Constitution
- Russification
- Pogrom
- Okhrana
- Autocracy
- Police state
- Repression
- Economy

The Radicals

What does this mean? P 5

Russian radicals believed in **revolution** (the overthrow of Tsarism) and were prepared to use violence.

The Social Revolutionaries were radicals who wanted to give land to the peasants.

The **Social Democrats** were influenced by the ideas of the German Jewish writer, **Karl Marx**. They were known as **Communists** or **Marxists**.

Communism

Marx believed that changes in History were the result of conflict between classes.

In 1848, he co-wrote ***the Communist Manifesto*** with Engels. In 1867 he wrote ***Das Kapital***.

He observed conditions in industrial Britain and concluded that:-

- under the **capitalist system**, the owners of the factories wanted to make as much **profit** as possible therefore they **exploited** their workers by making them work long hours for low wages.
- The capitalists (owners and share-holders) grew wealthy while the workers did all the work and lived in squalor.

He predicted that eventually the workers would not tolerate this situation and would overthrow the system in **a Revolution**.

Capitalism would then temporarily be replaced by a period of **Socialism** and the **Dictatorship of the Proletariat**.

The state would take ownership of the factories and farms. People would be re-educated to realise

- a) capitalism was selfish
- b) under communism, society would be wonderful

Once this stage was complete, society would move to the ultimate state of **Communism**

The people would collectively own the factories and farms and divide the profit between them according to who had greatest need.

“from each according to their ability, to each according to their need”

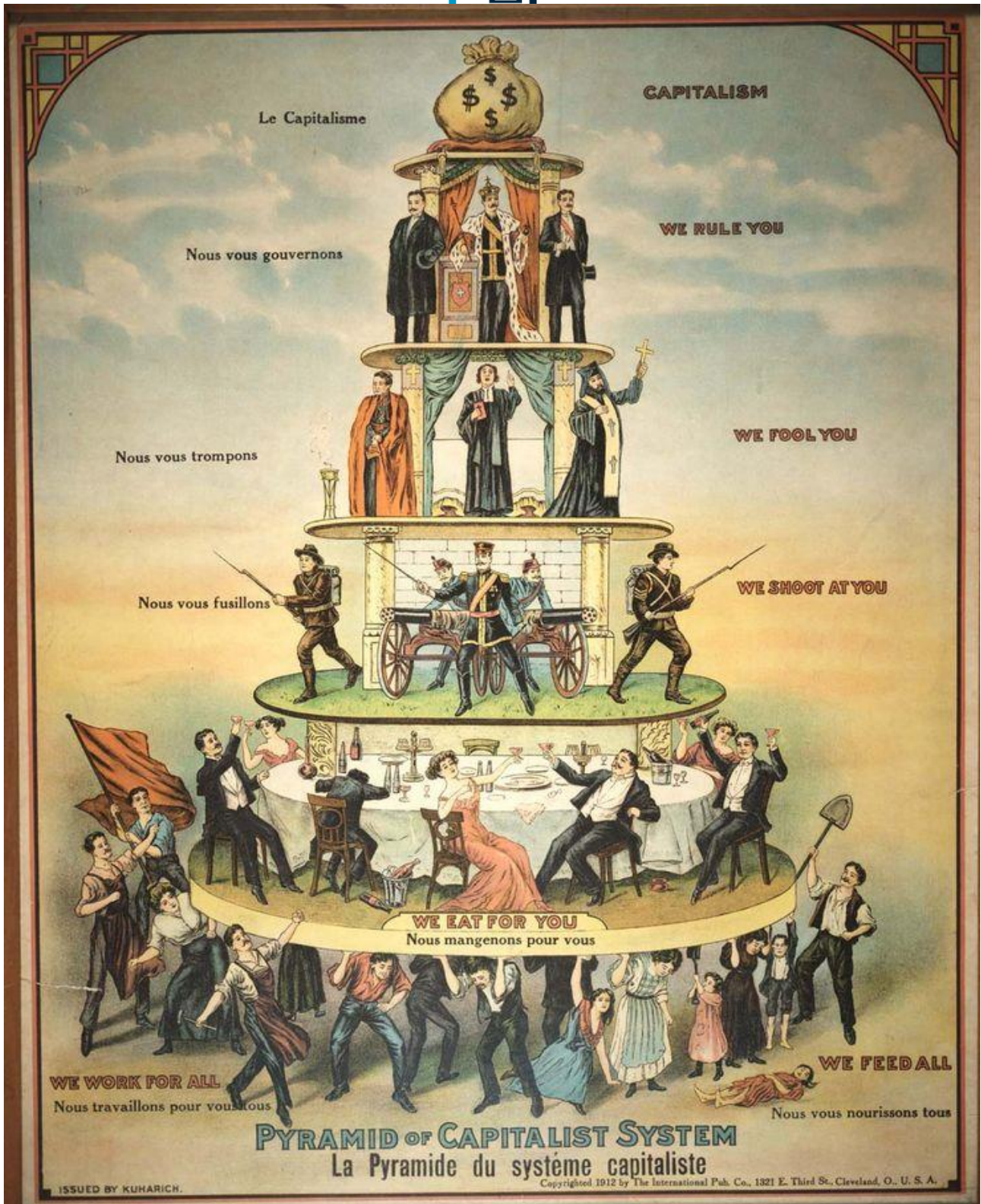
The state (government/police) would “**wither away**” i.e. not be necessary and therefore disappear.

Marx predicted that societies would go through 5 phases:-

- 1. Tribal Society-** people had few possessions; there were no classes or government.
- 2. Feudalism** – rich nobles owned the land; poor peasants worked the land. The monarch had absolute power.
(Then there would be revolution –the middle classes would overthrow Feudalism and Absolutism, like in the _____ Revolution)
- 3. Capitalism** Capitalists (middle classes with money) own the farms & factories, running them for profit and exploiting the workers. The middle class would control the government through parliament.
(eventually the workers would overthrow the middle classes & capitalism in a revolution)
- 4. Socialism** The state would own the farms & factories, distributing wealth fairly. The workers would control the government.
- 5. Communism** The workers would own the farms & factories communally- no private ownership. There would be no government because all groups would have what they needed and would co-operate.

Questions:-

1. What is attractive about Marxism (Communism) ?
2. Which groups would not like Marxism (Communism) and why?
3. **“from each according to their ability, to each according to their need”**
Why might this not work?
4. Why did Marx think that Russia was not ready for a Marxist Revolution?
(notice which class Marx assumes will lead the revolution then remind yourself about this class in Russia)
5. What did Marx mean when he described religion as the **“opium of the people”**?
6. Why did Marx think the state would “wither away”?



Overall meaning of the cartoon

You are mistaken my dear Grandmama. Russia is not England. Here we do not need to earn the love of the people. The Russian people love the Tsars as divine beings.

From Tsarina Alexandra to Queen Victoria.

What is worrying about Alexandra's views?

Reasons for discontent 1905

Copy the spider diagram from p 4 of your textbook

Task:- Imagine you are an advisor to the Tsar. What would you suggest he does to alleviate the suffering of his people? Be careful in your suggestions- warn him of the possible consequences of your advice but also of the dangers of inaction.

	what changes are needed?	any warnings?
Political		
Economic		
Social		
Cultural		

The 1905 Revolution

Long term discontent with Tsarist rule was turned into revolution by 3 short term causes:-

1. Poor harvests in 1901 led to famine, peasant revolts & strikes which the government repressed.

2. The Russo-Japanese War 1904-5

Use the textbook p 7 to explain why Russia and Japan went to war.

The Tsar hoped a war would unite his people behind him. However, Russia suffered a series of defeats (*read the extend your knowledge box p 7*) but the Tsar still refused to seek peace. As the war dragged on, conditions and shortages in Russia worsened and discontent grew. Most Russians were probably not interested in Manchuria anyway, and those that were, were disgusted with the incompetence of their government losing a war against an Asian country assumed to be less advanced.

3. Bloody Sunday

On the 22nd January 1905, there was a **peaceful demonstration** of 200,000 factory workers and their families, led by the priest **Father Gapon**. They were desperate due to the rising food prices and longer working hours caused by the war. Many carried pictures of the Tsar to show their loyalty to him. They marched to the Winter Palace. (The Tsar was not there)

They wanted to give a petition to the Tsar requesting:- (see p 7)

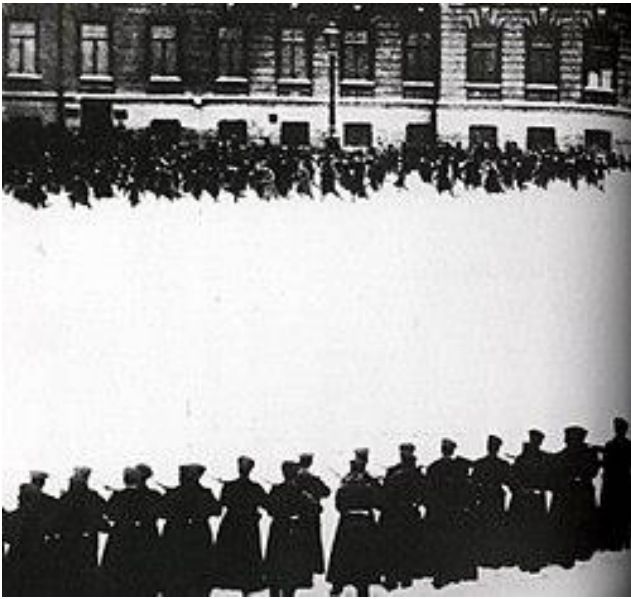
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-
-

What is the tone of this petition?

*“Lord, we workers, our children, our wives and our old helpless parents have come, Lord, to seek truth, justice and protection from you....
We ask but little: to reduce the working day to eight hours and to provide a minimum wage of a rouble a day...
Do not refuse to help your people. Destroy the wall between yourself and your people.”*

Father Gapon's 1905 petition to the Tsar

What happened next ? (see p. 8)



Source A Father Gapon.

Suddenly the company of Cossacks galloped rapidly towards us with drawn swords. So then it was to be a massacre after all. There was no time to give orders. A cry of alarm arose as the Cossacks came down upon us. Our front ranks broke before them ...the soldiers drove their horses, striking on both sides. I saw the swords lifting and falling, the men, women and children dropping to the earth like logs of wood, while moaning and cursing filled the air...Without any warning the dry crack of rifle shots was heard...I turned to the crowd and shouted to them to lie down... another volley was fired, and another and yet another.

Source B Official report

Gapon...excited the workers. In some places bloody clashes took place between the workers and the troops because of the stubborn refusal of the crowd to obey the command to go home and sometimes even because of attacks upon the troops.

Over 100 protesters were killed and 100's more wounded. The event became known as 'Bloody Sunday'.

Read source D p 8. What does it suggest?

Summarise *Bloody Sunday* on this table:-

<i>causes</i>	<i>event</i>	<i>consequences</i>
		<i>Strikes and more demonstrations</i>

Exam technique for question (a)

Question (a) is worth 6 marks. In an examination you should spend no more than **9 minutes** on this question.

It is targeting Assessment Objective 1 which requires you to: ‘Demonstrate knowledge and understanding of the key features and characteristics of the periods studied’.

You will always be asked a question that looks like this:

Describe two features of EITHER.....

OR.....

This means that in your examination you will have a choice of two questions; you only have to answer one.

For the option you choose, you must write about 2 features (aspects or characteristics); **You will write a paragraph for each feature.**

At least one of the **features** should be chosen from the event itself, but the other could be reasons or consequences of the event. Keep chronological, reason 1st, consequence 2nd.

Devise a word or phrase as kind of title for your feature e.g. your homework question is **on Bloody Sunday**. One of your features could be a paragraph on the **hardship of the workers** that caused the protest. Your second feature could be about what actually happened –i.e. **the massacre of over 100 protesters**.

The first sentence of each paragraph must identify the feature –insert your titles for your fetures into the following sentence starters for each paragraph:

One feature of x was

Another feature of x was

Remember to develop each feature fully (2 more marks each). Useful development techniques are phrases like “**This meant that...**” “**This was because...**” “**This led to...**”

The mark scheme has been given below. Note that to get more than 3 marks you must identify and explain two features. If you only discuss one feature you can only achieve 3/ out of 6 marks.

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple comment is offered about feature (s) with limited or no supporting information.
2	3-4	Features of the period are identified and information about them is added
3	5-6	Features of the period are explained showing good knowledge and understanding of the period studied.

For more advice see your text book p 23-4

Homework:- Describe two features of the Bloody Sunday Massacre of 1905.

How did the Revolution develop after Bloody Sunday?:

For the next ten months it seemed possible that Nicholas might lose control of Russia. His uncle was assassinated in Moscow where striking workers put up barricades in the street.

Potemkin Mutiny June 1905

- The Russian navy in 1905 still preserved the harsh conditions and brutal punishments of an earlier age.
- The **Potemkin** was a new battleship of the Black Sea fleet, commissioned in 1903, with a crew of 800.
- In 1905, the defeats in the war against Japan added to their discontent.
- Some of the crew harboured revolutionary sympathies, in particular the socialist Quartermaster named **Matyushenko**, who took a leading part in what followed.

At sea on June 14th the cooks complained that the meat for the men's borscht was riddled with maggots. The ship's doctor took a look and decided that the maggots were only flies' eggs and the meat was perfectly fit to eat. Later a deputation complained to the captain and his executive officer, Commander **Giliarovsky**, about worms in their soup. Their spokesman was a seaman named **Valenchuk**; Giliarovsky flew into a violent rage, pulled out a gun and shot **Valenchuk** dead on the spot.



This triggered the mutiny; other crew members seized Giliarovsky and threw him overboard. As he floundered in the water he was shot and killed.

The captain, the doctor and several other officers were killed and the rest of the officers were shut away in one of the cabins. The *Potemkin* hoisted the red flag and a 'people's committee' was chosen to take charge. The chairman was Matyushenko.



The caption reads "Glory to the People's Heroes of the Potemkin!"

The ship made for the port of **Odessa**, where disturbances and strikes had already been going on for two weeks, with clashes between demonstrators, Cossacks and police. The trains and trams had stopped running and most of the shops had closed. People began to gather at the waterfront after the *Potemkin* arrived in the harbour at 6 am on the 15th. Valenchuk's body was brought ashore by an honour guard and placed on a bier close to a flight of steps. A paper pinned on the corpse's chest said, '***This is the body of Valenchuk, killed by the commander for having told the truth. Retribution has been meted out to the commander.***'

Citizens brought food for the seamen and flowers for the bier. As the day wore on and word spread, the crowd steadily swelled, listening to inflammatory speeches, joining in revolutionary songs and some of them sinking considerable quantities of vodka. People began looting the warehouses and setting fires until much of the harbour area was in flames.

Meanwhile, martial law had been declared and the governor of Odessa had been instructed by telegram from Tsar Nicholas II to take firm action. Troops were sent to the harbour in the evening, took up commanding positions and at about midnight opened fire

on the packed crowd, which had no escape route. Some people were shot and some jumped or fell into the water and drowned.

The casualties were put at over 1,000 dead and 3,000 seriously wounded.

The Potemkin sailed around the Black Sea to avoid capture, eventually finding sanctuary in Romania where they were granted amnesty. They sank their ship.

Why do you think mutiny in the armed forces was particularly worrying to the tsarist government?

Summarise the mutiny on this table:-

<i>causes</i>	<i>event</i>	<i>consequences</i>

Exam style question:- What were the features of the Potemkin Mutiny?

The Revolutionary atmosphere continued to build up throughout 1905. Revolutionaries including Lenin and Trotsky returned from exile to join the revolution.

1. In the countryside, peasants rioted against their landlords, often burning down their houses and sometimes killing the landlords and their families. They took the land. The police and army found this difficult to deal with due to the sheer number. 3,000 nobles' houses were burnt down 1905-7.
2. Some nationalities declared their independence.
3. Meanwhile many industrial workers went on strike to show their anger. In January 1905 there were 400,000 workers on strike. In September a **general strike** was organised .

Railway workers joined the strike. *Why would this paralyse Russia? P.10*

The strikers wanted political reforms which linked them to the liberal middle classes who hoped for civil rights and a greater say in government. The general strike became a national protest against the government.

The striking workers set up committees called **Soviets** in various cities to organise the strike. The **St Petersburg Soviet** was led by **Trotsky** (it was closed down by the government in December).

September – October Soldiers in several hundred army barracks also mutinied which made it difficult for the government to restore order.

Use your notes on the pages we have just read to fill in the timeline below to show the events in 1905.

Date	Event
22 nd January 1905	
14 th June 1905	
15 th June 1905	
September 1905	

The 'October Manifesto'

As the revolutionary pressures mounted, Nicholas' advisers eventually persuaded him to make concessions.

17th October 1905 Nicholas published the '**October Manifesto**', where he granted:

- New civil rights- freedom of speech and religion, the right to form trade unions
- a **duma** (parliament) with **elected** representatives, which would have the power to approve laws.
- the right to form political parties.

Many middle-class people felt that this manifesto answered their demands. There were widespread celebrations. The general strike was called off.

But not much was done for the workers and peasants, nor indeed conditions in the armed forces. The Social Democrats (Marxists) were very critical of the middle classes for abandoning the workers.

Do the activity questions p 11.

Repression

However, the majority of the armed forces remained loyal to the Tsar so as soon as he made peace with Japan and brought his best soldiers back to Russia, the government began suppressing the rebellion using the army and extreme violence.

The Social Democrats tried to organise a working class revolution but it was heavily defeated by troops, with over 1000 killed.

The Minister of the Interior (who became the Prime Minister in 1906) **Stolypin** used extreme measures to crush the revolutionaries:-

- Leaders of political parties were harassed and 600+ trade unions were closed. Censorship was tightened & 100s of newspapers were shut down.
- The revolutionary leaders were arrested. For example the leaders of the St Petersburg Soviet were arrested after they called for more strikes and argued that the workers should be armed to defend themselves.

The leaders were tried in **special army courts** – see p 12

Over 1000 revolutionary leaders were executed 1906-7, and many thousands more were exiled to Siberia.

The lack of legal protection angered the liberals as well as radicals. The hangman's noose became known as '**Stolypin's necktie**'.

- Peasant unrest was also brutally suppressed by the army, although this took longer.

It was clear no revolution would succeed while the army remained loyal to the Tsar.

Describe two features of Stolypin's policy of repression.

Describe two features of the 1905 revolution.

Why did Nicholas II survive the 1905 revolution?

Do a full version of the diagram on p 13, using the text at the bottom of the page to develop each point.

Nicholas himself did little.

Use the “extend your knowledge” box p 14 for this.

Nicholas and the dumas 1906-14

Nicholas had not wanted to grant a duma. In May 1906, when he was back in control of the country, he introduced the 'Fundamental laws'.

These laws established a duma but put so many limitations on its powers it could do very little.

The decisions of the duma could be blocked by the **Imperial State Council** (like the House of Lords) which was largely chosen by the Tsar and would therefore do what he wanted.

The Imperial State Council

- 1/2 its members were appointed by the Tsar
- 1/2 were appointed by the wealthier classes

It was responsible only to the Tsar.

It could block decisions of the duma

The Duma

The duma had very limited Powers

- It could only approve or reject laws;
- It had no control over finance (taxes)
- It had no control over the Council or the government

The Tsar retained key powers. Copy them from p 15.

-
-
-
-
-
-

Why did he limit the Duma in this way? p 15

Activity p 16.

The tone used by the Tsar was

The phrases that show this are

Compare to this source written by a Duma deputy:-

The two hostile sides stood confronting each other. The court side of the hall responded with orchestrated cheers as the Tsar approached the throne. But the Duma deputies remained completely silent. It was a natural expression of our feelings towards a monarch, who in the 12 years of his reign, had managed to destroy all the prestige of his predecessors. The feeling was mutual; not once did the Tsar glance towards the Duma side of the hall. Sitting on the throne, he delivered a short, perfunctory speech in which he promised to uphold the principles of autocracy.

Political parties were allowed in Russia after 1905

Monarchists	Supported the Tsar and wanted to return to the rule of the Tsar, advised by a few nobles.	
Constitutionalists	<u>The Octobrists</u>	Accepted the limited reforms of October 1905. Hoped the Tsar would keep them.
	<u>The Kadets</u> (Liberals)	<p>Wanted to reduce Tsar's power further to make Russia more democratic and give more freedom - more like the British system.</p> <ul style="list-style-type: none"> • universal suffrage • direct voting • more power to the duma • abolition of the death penalty • religious equality • land redistribution
Nationalists	e.g. Poles, Ukrainians...	<p>Formed parties for their region</p> <ul style="list-style-type: none"> • more autonomy • less russification
Revolutionaries	<u>Social Revolutionaries</u>	<p>Wanted to redistribute land to the peasants</p> <p>Prepared to use violence - 2,000 assassinations</p> <p>Trudoviks moderate SRs who did not boycott the first duma.</p>
	SRs non-Marxist socialists	
	<u>Social Democrats</u> Marxist Socialists Wanted factory workers to overthrow capitalism In 1903 they split into 2 groups:-	<p><u>Mensheviks</u></p> <p>Martov, Trotsky</p> <p>The party should be large, open to any who wish to join.</p> <p>Russia was not ready for a revolution so need to wait</p>
	<u>Bolsheviks</u> Lenin Kamenev Zinoviev Stalin	<p>The party should be a small, disciplined dedicated group that would lead the revolution.</p>

From which class do you think support for the SRs came and why?

From which class do you think support for the Bolsheviks and Mensheviks came and why?

Produce a slogan for each party.

Monarchists	
Octobrists	
Kadets	
SRs	
Mensheviks	
Bolsheviks	

Use p 18 “extend your knowledge”e box to make notes on **The Black Hundreds**.

1. The first дума 1906

The SRs did not take part in this election except for a breakaway group called the Trudoviks.

The first дума was dominated by the **Kadets and the Trudoviks**:- they demanded changes such as

- the break up of the large nobles' estates
- the abolition of the Imperial State Council
- The abolition of the death penalty
- Independence for Poland
- Religious equality
- Ministers should be **responsible to the дума** (the дума could vote the government out of office)

The Tsar did not want any of these changes so he **dissolved** the дума after 10 weeks.

2. The second дума 1907

New elections were held but this time the SRs took part and therefore the radicals won 222 seats between them. Consequently this дума was even more radical than the first so the Tsar dissolved it.

The election laws were altered to ensure that votes were even more **weighted towards the aristocracy** and therefore the conservatives.

One vote of the aristocracy was equal to 300 peasant votes or 600 workers' votes

Who gets least influence according to this weighting? Why?

The third дума 1907-12 and the fourth дума 1912-17

The 3rd and 4th дума had a right wing majority and didn't criticise the government much until 1912.

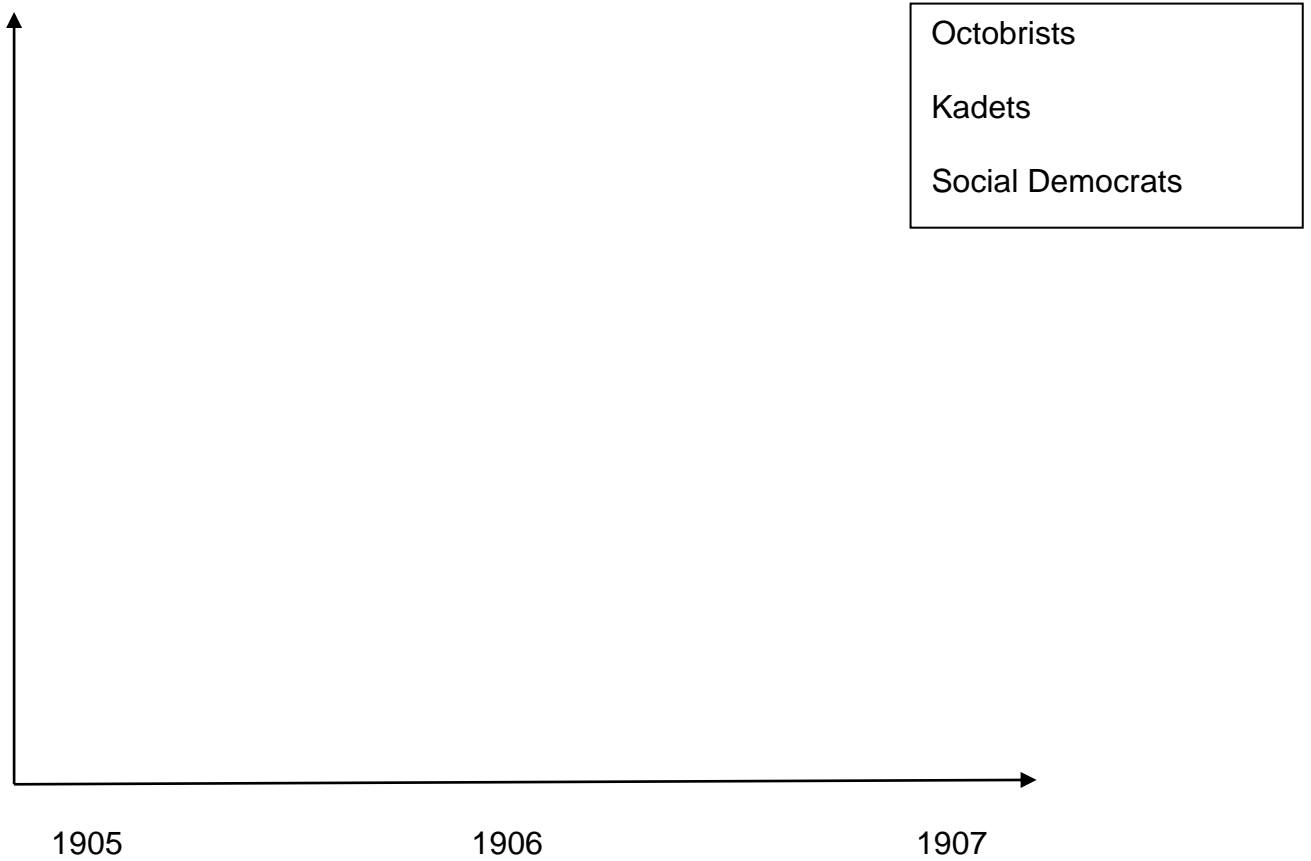
Think how the revolutionaries and liberals would feel about the Tsar and дума now.
Textbook p 18

Repression was so effective that revolutionaries found it hard to operate.

Moreover

- workers avoided contact with revolutionaries for fear of being sacked.
- nobles fortified their houses and employed guards.

Activity p 19



Stolypin was appointed **Prime Minister** in 1906.



Stolypin wanted to reduce unrest among the peasants

He thought that the peasant communes perpetuated inefficient methods for example the division of fields between peasants in strips. Moreover they decided when crops should be planted and which crops; this would stifle any attempt to introduce something new.

His solution was to encourage a landowning class of peasant to emerge - **the kulak**. The kulak would own their own land and would therefore be free of the commune. (This is like enclosure) They could use new methods and machinery and so they would prosper. As they grew wealthy, they would have a stake in the system and would not want a revolution.

See source N p 20.

So he set up banks to lend ambitious peasants money to buy their land. He also encouraged peasants to migrate to Siberia where there was plenty of land. Between 1905-1917, 3.5 million peasants migrated to Siberia.

How successful was Stolypin's Land Reform? Make notes from p21

Stolypin also lowered taxes on the poor and made some improvements in industry leading to impressive economic growth between 1908-11.

But: Russia was still far behind the UK, France and the USA. Wages were very low and living and working conditions were still appalling.

Stolypin was assassinated in 1911.

The Tsar was about to sack him anyway; he didn't like Stolypin's reforms and had blocked some eg basic education for all and factory regulation

Read the “extend your knowledge” box p 21.

View 1

View 2

Question a) **Describe two features of Stolypin’s policies. (6 marks)**

Activity p 20

Learn any new vocabulary such as

- **Duma**
- **Kulak**
- **Bolsheviks**
- **Communist**
- **Mutiny**
- **Kadets**
- **Social Democrats**

Exam technique for Question b

Question (b) is worth 8 marks.

It is targeting Assessment Objective 3 which requires you to: 'use a range of source material to comprehend, interpret and cross-reference sources'.

You will always be asked a question which looks like this:

How far does Source A support the evidence of Source B about.....X

This means you will always be asked to identify the ways in which source A **agrees or disagrees** with the Source B; this is called cross-referencing. Note: The sources will always have some areas of agreement and some areas of disagreement/difference. They will never only completely agree or completely disagree and so **you must comment on both agreement and disagreement in your answer.**

A good way to plan the answer is to:

- Note the focus **x**
- Hi-light any areas of support in what the sources say. Explain these similarities.
- In a different colour, hi-light any areas of challenge in what the source say. Explain these differences.

You should write

- a paragraph of points that show support between the sources
- a paragraph showing difference(s) between the sources.
- For 6-8 marks, you should add a conclusion in which you make a judgement on **the extent of support** between the two sources. Try to use phrases such as **strongly supports** or **mostly disagrees**. Remember to **explain** this judgement.

Template:-

“Source A (partially/mostly) supports the evidence of Source B

Find a **specific** bit of B and match it to a **specific** bit of A
Or find an overall similarity.

“However, whereas source A claims that... Source B implies...

Find **specific differences** or an overall difference e.g. tone

Short conclusion showing extent of support with an explanation.

“Source A mostly agrees ... or “Source A mostly disagrees... This is because

Additional tips:-

- Select quotes or paraphrase **specific bits from each source** that show agreement to improve the first paragraph and specific bits that show disagreement in the 2nd paragraph (do not quote lengthy sections of the source)
- You may find they agree in a broad sense but have a different specific focus e.g. one source focuses on the peasants, the other on the workers but both show increasing discontent. In this case I would emphasise the agreement.
- Or they may differ in their overall attitude or **tone**, in what they are suggesting; for example one author could be highly critical or bitter, and the other more neutral. Beware of sarcasm
- See your textbook p 41-2 for extra help.

In an examination you should spend approximately 12 minutes on this section.

Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Answer makes simple valid comment that identifies agreement or difference but with limited source use. Simple comprehension of the source material is shown by the extraction or paraphrase of some content.
2	3-5	Answer often makes valid comment that identifies agreement and/or difference using the sources. Comprehension and some analysis of the sources are shown in both the selection and use of material to support a comparison.
3	6-8	Answer provides an explained evaluation of the extent of support. The sources are cross referenced and comparisons used to support reasoning about the extent of support.

Now try the question on p 21 of your textbook using the sources p 20.

Worsening Conditions by 1914

Despite economic growth, workers' wages remained low, while rents and food prices were high. In 1912, an economic downturn caused unemployment. Working class discontent erupted.

The Lena Goldfields Strike in 1912. P 21

The miners conditions were poor:-

- Worked 15-16 hours a day
- Low pay
- Poor safety – frequent injuries
- Heavy fines for minor offences

In 1911, wages were reduced; some wages given in the form of food in the canteen. In 1912, the only food was rotten horse meat. This led the workers to form a strike committee demanding

- an 8 hour day
- increase in wages
- abolition of fines
- better food in the canteen

The company rejected the demands so the workers went on strike. The company asked the government to send army troops to break up the strike. When the army arrived, they arrested the strike leaders.

Encouraged by Bolshevik agitators, 2500 workers marched in protest to the company head quarters, demanding the release of their leaders.

The troops fired into the strikers, **killing 200 – 500 people** and injuring several hundred.

What does the Tsar's reaction to the strike suggest?



This massacre triggered a storm of protest across Russia. Although repression since 1905 meant that the number of strikes had fallen, after this massacre, they escalated again. There were over 2000 strikes in 1912.

The Duma organised an investigation into the massacre led by **Kerensky**. He reported the atrocious conditions endured by miners.

Produce a caption from an opponent of the Tsar to accompany this photograph.

How well was Russia doing by 1914?

Source A.

year	strikes
1905	13,995
1908	892
1910	222
1912	2,032
1913	2,404
1914	3,534

	1890	1913
grain	35	90
coal	5	35

Source B Production in millions of tons.

Source C

There has never been so much tension. People can be heard speaking of the government in the sharpest tones. Many say the shooting of the Lena workers recalls the shooting of the workers at the Winter Palace in 1905... There have been references in the duma to the necessity of calling a constituent assembly (a duma that would decide a new constitution) and to overthrow the present system.

Okhrana Agent

Source D

The Tsar's closest friends were convinced that the Tsar could do anything because he could rely on the unbounded love and utter loyalty of his people. However the ministers and the duma did not agree with this sort of autocracy. Both believed that the Tsar should recognise that conditions had changed since the day when the Romanovs became Tsars.

Prime Minister Kokovtsev 1913

Source E

Let those in power make no mistake about the mood of the people... never were the Russian people... so profoundly revolutionised by the actions of the government, for day by day, faith in the government is steadily waning.

A Russian conservative in the duma (supporter of the Tsar) 1913

How well was Russia governed in 1914?

criteria	Evidence for or against.	/10
Improving the lives of its people? Responding to their needs?		
Building up agriculture and industry		
Efficient government		
Defence against enemies		

How content were the people of Russia in May 1914?

Use your notes and the textbook to help you

	Content	Still want change (explain)
Nobles		
Middle classes		
Nationalities		
Workers		
Peasants		

Exam technique for Question (c) – Reaching a judgement

Question (c) is worth 16 marks.

It is targeting Assessment Objectives 3 and 4 which require you to ‘Use a range of source material to comprehend, interpret and cross-refer sources’ and ‘Analyse and evaluate historical interpretations in the context of historical events studied’.

You will always be asked a question which looks like this:

Extract C suggests... How far do you agree with this interpretation? Use Extract C, Sources A and B and your own knowledge to explain your answer.

Extract C will be a secondary source containing a view or interpretation. You are being asked to **test** this view.

You must use **both the other sources and your knowledge** to answer this question. You will be familiar with Sources A and B having used them in the (b) question.

- Study the statement and extract C carefully to understand its meaning. Notice the evidence that the author uses.
- Read through the sources to find points **for and against** the statement; you may wish to use two different coloured hi-lighters.
- Some sources can be used to give both sides.
- Structure your answer into a “yes/no” pattern:-
 - ❖ a section of **agree points**, (points about the factor in the statement or question)
 - ❖ followed by a section of **disagree points** (other factors)
- You first paragraph might begin “**Rasputin was a very important reason for the fall of the Tsar**” (assuming the question is about Rasputin & the fall of the Tsar)
- Your second paragraph might begin “**However there were other reasons for the fall of the Tsar.**” This section may well become 2 paragraphs.

Your text book suggests an alternative structure; see p 86. This is fine too.

- Use the sources to stimulate your own knowledge. Remember that if you develop or exemplify the information from the source with extra detail, this counts as “own knowledge”.

- Within a paragraph, you need to be clear when you are referring to the sources and extracts. Use sentence starters such as “**Source B suggests that**” “**Extract C corroborates this point...**” “**Source B claims that**” **Source A indicates that...**”
- Where necessary, explain the link back to the question. “**Food shortages led to revolution because...**”
- Sometimes you can use the source for what they show rather than what they say. e.g. “**the Tsarina’s letter in source B shows that she was unaware of the situation.**” “**The poster in source A shows that the Tsarina was unpopular.**”
- Good answers will consider the strength of the arguments and evidence used. You could use phrases such as “**this is more plausible...**” or “**...less convincing because...**”
- Write a conclusion in which you make a final judgement on the view given in the question. Better answers will explain the extent to which they agree with the view, assessing the strengths of the arguments on each side.

Template for Question c

Optional short introduction:-

answer the question in one sentence; use the words from the question.

“***x was an important reason for y but it was not the only factor.***”

Paragraph 1

“***x was an important reason for y***”.

give examples from the extract and both **sources** that illustrate this.

add detail from your knowledge.

link to the question- i.e. make it clear how it led to y.

indicate the strengths of the evidence and argument.

Paragraph 2

“***However there were other reasons for y.***”

give examples from the extract and both sources that illustrate this.

add detail from your knowledge.

link to the question- i.e. make it clear how it led to y.

indicate the strengths of the evidence and argument.

Conclusion – make it clear how much you agree with the view.

Support your judgement with brief references to the most important points made in the previous paragraphs.

“***So it can be seen that extract C is largely correct that ... because...***”

Or “ *The statement from extract C is only partially accurate because ...*”

Template from you textbook p 86

Paragraph	1	Points for and against in source A plus knowledge.
Paragraph	2	Points for and against in source B plus knowledge.
Paragraph	3	Judgement.

General points about writing History essays:-

- Write in good sentences (do not use bullet points, unless running out of time)
- Be as accurate as possible in your spelling and punctuation.
- Use formal English, and technical terms (see glossaries) ; do not use colloquial terms such as “down to” “hassle” or “uptight” “gotten”
- avoid the first or second person “*I think that*” “*we*” “*you...*” Leave it out.
- avoid abbreviations such as **parl., govt., e.g., i.e..** However there are acceptable official abbreviations such as **SR, NEP.**
- No sub-headings or rhetorical questions
- Don’t cram too many points in a sentence; this will sound like a list.
- Be concise and avoid repetition/padding.
- Be accurate - don’t write “all” or “most” unless you mean it!
- Keep to the past tense
- Don’t make wrong causal connections - i.e. be careful when using ‘so’ and ‘*therefore*’ ‘*because*’.

In an examination you should spend approximately **24 minutes** on this question.

See your textbook for additional advice p 85-6

Markscheme for question c

Level 1	<p>Answer offers simple, valid comment to agree with or counter the interpretation.</p> <p>Limited analysis of the provided materials is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation.</p> <p>Generalised contextual knowledge is included and linked to the evaluation.</p> <p>The overall judgement is missing or asserted.</p>	1-4
Level 2	<p>Answer offers valid comment to agree with or counter interpretation.</p> <p>Some analysis is shown in selecting and including details from the provided materials to support this comment.</p> <p>Some relevant contextual knowledge is included and linked to the evaluation.</p> <p>An overall judgement is given but its judgement is insecure or underdeveloped and a line of reasoning is not sustained.</p>	5-8
Level 3	<p>Answer provides an explained evaluation, agreeing or disagreeing with the interpretation.</p> <p>Good analysis of the provided materials is shown, indicating differences and deploying this to support the evaluation.</p> <p>Relevant contextual knowledge is used directly to support the evaluation</p> <p>.</p>	9-12
Level 4	<p>Answer provides an explained evaluation reviewing alternative views in coming to a substantiated judgement.</p> <p>Precise analysis of the provided materials is shown indicating differences, deploying the material to support the evaluation.</p> <p>Relevant contextual knowledge is used precisely to support the evaluation.</p> <p>An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.</p>	13-16

AO3 “Use a range of source material to comprehend, interpret and cross-refer sources” is worth **10 marks**

AO4 “Analyse and evaluate historical interpretations in the context of historical events studied” is worth **6 marks**.

Practise a B and C question.

Extract A From a textbook published in 1983

Nicholas II was very poorly prepared for the responsibilities of being a Tsar. He had no knowledge of ordinary men and was very ignorant of politics and government. This made him unable to make the weighty decisions that in the Russian system the Tsar alone must make. He lost much popularity after Bloody Sunday and the 1905 Revolution.

Source B From the diary of the Tsar's sister, the Grand Duchess Olga, written after 1914.

He kept saying that he was totally unfit to reign. Yet Nicky's inability was by no means his fault. He had intelligence, faith and courage although he was wholly ignorant about government matters. Nicky had been trained as a soldier. He should have been taught statesmanship and he was not. On the other hand, he was still popular as a Tsar in the years before 1914.

Extract C

There was much opposition from peasants, town workers and different ethnic groups in the years before the outbreak of the First World War. This was partly due to the policies of Stolypin who ruthlessly put down all opposition and Nicholas' refusal to give any real power to the Dumas. **Therefore the main reason why there was growing opposition to the Tsarist government of Russia was due to the weaknesses of Nicholas' government.**

Practice questions

b How far does source A support the evidence of source B about Nicholas II as Tsar? (8)

c Extract C suggests **"The main reason for the growth of opposition to the Tsarist government in Russia in the years before 1914 was the weakness of Nicholas II"**

How far do you agree with this interpretation? Use the sources and your own knowledge to explain your answer. (16 marks)

How close was Russia to revolution in 1914?

Revolution was inevitable by 1914

There was increasing discontent in Russia and the Tsar and aristocracy were unwilling to make any real changes.

It was only a matter of time before there would be a revolution; the war may have speeded up the revolution but did not cause it.

Revolution was not inevitable by 1914.

Russia was actually making progress both economically and politically by 1914 and the Tsar successfully kept opposition under control.

This stability and gradual progress was upset by the war (as we will see in a few lessons' time)

This war also caused the collapse of Germany and Austria-Hungary.

Recap this section using textbook p 22.

What does Source A suggest about attitudes to war in Russia?

Source A An extract from the diary of Meriel Buchanan, the daughter of the British Ambassador to Russia. She describes reactions to Russian entry into the First World War.

5 August 1914

The processions in the streets were carrying the Tsar's portrait with the bands playing the national anthem. Women and girls flocked to work in the hospitals. Everywhere there is enthusiasm for the war. People are convinced that we are fighting in a just and holy war for the freedom and betterment of the world. We dream of triumph and victory. The war will be over by Christmas.

Source B An extract from the diary of Meriel Buchanan Dec 1914

Grey days of biting cold...No balls, no music. The men we have danced with have lost their lives in East Prussia or were fighting in the Carpathians, the women were working in the hospitals, in field ambulances, in Red Cross trains. War! We know the meaning of it in all its bitter and cruel truth. There are no cheering crowds, no flags carried round in procession and no bands playing the National Anthem.

How and why does Source B differ from Source A

The First World War & the February Revolution 1917

The **Long Term** Cause of the February Revolution was the mounting discontent

Short term:- The First World War was the *catalyst* for revolution.

It is useful to divide how the war affected Russia into two categories:-

- What happened at the front (the battles against the Germans and Austrians) and conditions in the army
- What happened on the “*Home Front*” i.e. in St Petersburg (and elsewhere)

By February (March) 1917, the two came together and the revolution erupted. It was spontaneous and unplanned.

Russia entered the war to support Serbia. They fought both Austria and Germany on the **Eastern Front**.

At first, the Russian people greeted the war with great patriotism and support for the Tsar:-

Read p 26. How did the Duma show their support?

St. Petersburg was renamed **Petrograd** to make it sound less _____.

The Russians were confident that the sheer size of their army “*the Russian steamroller*” would win the day. The Russians mobilised over 4 million soldiers (15 million by the end of the war)

At first the Russians mobilised more quickly than the Germans expected, and they were able to advance 160 km into Austria and Germany.

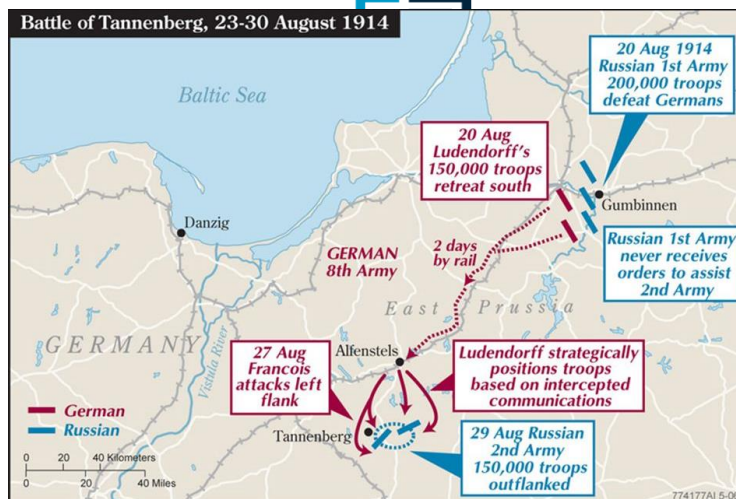
However very quickly the Germans counter-attacked, and the Russian armies suffered heavy defeats.

Military Defeats at the Front 1914-6

Battle of Tannenberg 26-29th August

A German army surrounded and trapped one of the Russian armies in a swamp.

70,000 Russian soldiers were killed and wounded, 50,000 taken prisoner.



A German officer described this battle

“The sight of thousands of Russians driven into huge lakes and swamps was ghastly. The shrieks and cries of dying men I will never forget. So fearful was the sight of these thousands of men with their guns, horses and ammunition, struggling in the water that, to shorten their agony, they turned the machine-guns on them. But even in spite of that, there was movement seen among them for a week after.”

A further 100,000 Russians were killed or wounded at the **Battle of Masurian Lakes** 5th-9th September

The combined casualties (Russian soldiers killed/wounded or taken prisoner) by the end of 1914 was 1 million.

What can we learn from these sources?

In recent battles, a third of the men had no rifles. The poor devils had to wait patiently until their comrades fell before their eyes and they could pick up weapons.

A Russian general

There was plenty of material and labour in Russia. But as it stood then, one region had leather, another nails, another soles and still another cheap labour.”

Rodzianko- leader of the Duma

The generals used out-of-date tactics e.g. charging with sabres
“This is not war, it is slaughter”

Even a general commented *“They use up metal, we use up human life”*

In 1915 there was another massive defeat. The Germans forced the Russians to retreat 480km **deep into Russia**.

Within a year of the outbreak of war, 4 million Russians had been killed, captured, wounded or were missing.

The Tsar appointed himself as Commander-in-Chief In August 1915

Read the section in your textbook p 27.

Even though he had no military experience, the Tsar believed it was his duty to take personal charge of the army to defend Russia now that it had been invaded. So he left Petrograd to take command at the front.

His advisers warned against this. See source B p 27.

By the end of 1915, Austria-Hungary and Germany controlled 13% of the Russia population (16 million people)

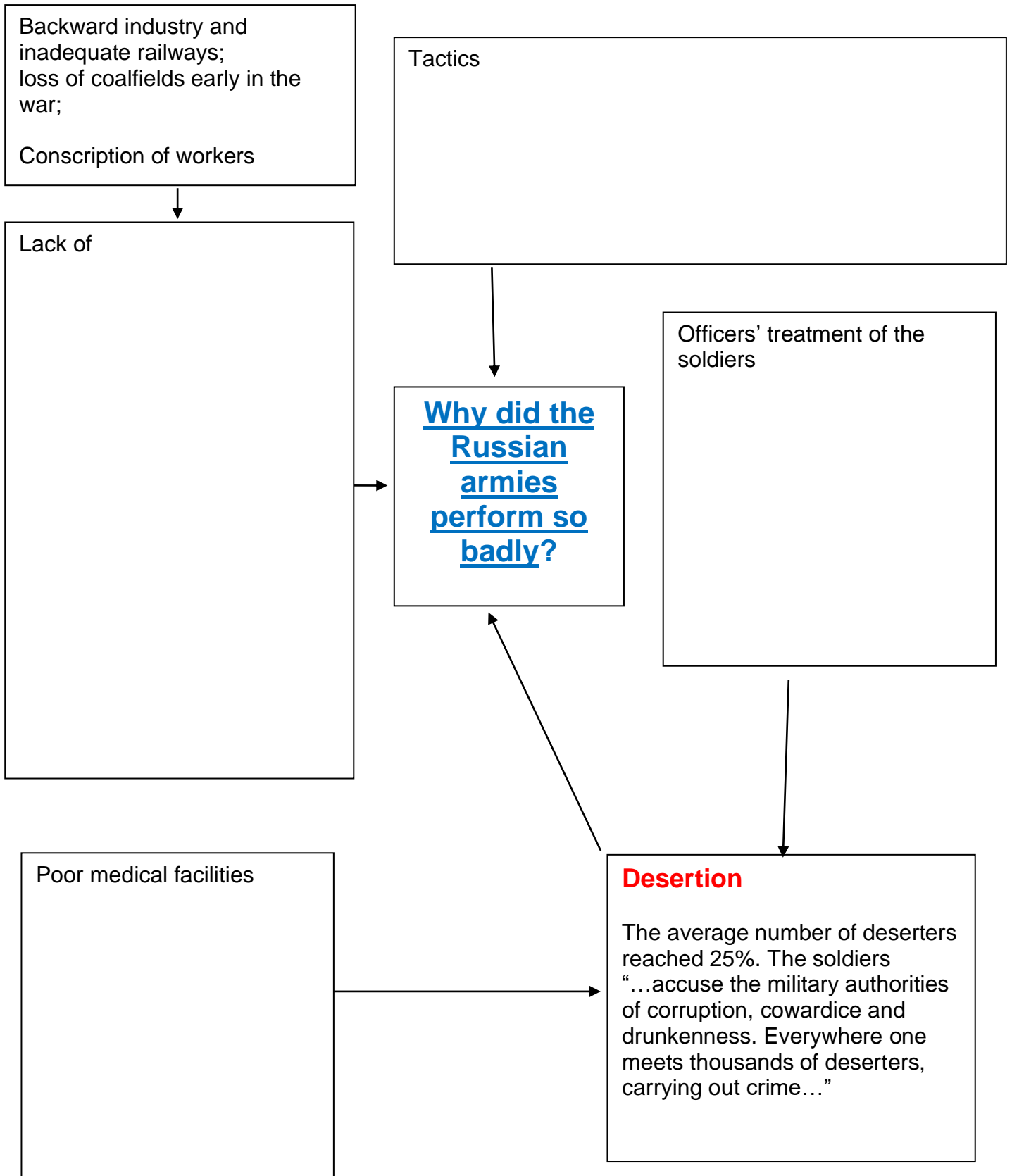
In 1916 there was a successful Russian counter attack led by General **Brusilov** which regained much of the territory from the Austro-Hungarians, but this was lost again when the German reinforcements arrived, forcing the Russians to retreat again.

What was the significance of this for the popularity of the Tsar?

By 1917, even some of Russia's generals wanted to remove the Tsar.

Do the true/false activity p 27.

Use p26, the sources and information above and the sources on the next page to complete the spider diagram about why the Russians did so badly in the war:



Source A

The army had neither wagons nor horses nor first aid supplies...we visited the Warsaw station where there were about 17,000 men wounded in battle. At the station we found a terrible scene: on the platform, in dirt, filth and cold, on the ground, even without straw, wounded men, who filled the air with heart-rending cries, dolefully asked "For God's sake order them to dress our wounds. For five days we have not been attended to."

Rodzianko, President of the дума

Extract B

The Russian army was a huge army of conscripts. At first the soldiers were enthusiastic...they fought bravely, but they stood little chance against the German army. They were badly led and treated appallingly by their aristocratic officers. They were also poorly supported by the industries at home. They were short of rifles, ammunition, artillery and shells. Many did not even have boots

History text book.

Source C

General Ruzsky complained to me of a lack of ammunition and the poor equipment of the men. The soldiers fought barefooted. The war hospitals were disorganised. They were short of bandages and such things. The grand duke said that he was obliged to stop fighting temporarily, for lack of ammunition and boots.

Rodzianko, President of the дума 1916

Do the following (a) and (b) questions for homework

- a) Describe two features of Russia's involvement in the First World War. (6 marks)

- b) How far does source A support the evidence of Extract B about the situation in the Russian army in WW1? (8 marks)

The “Home Front”

Economic effects of the war

Use p 28 to flesh out these points:-

- The war cost Russia 17 billion roubles
- Sale of alcohol was banned
- Taxes and the government had to borrow more money from other countries
- Territory captured by Germany
- Ban on export of grain
- **conscription**
- **inflation**

Social discontent:-

Peasants and Ethnic Minorities

- Resented **conscription**, especially as the death toll was so high.
- The government couldn't always pay pensions to widows of soldiers who died as there were so many
- The government couldn't always be relied on to pay for the food it took.
- A Muslim revolt against conscription was brutally suppressed.

Many families in both countryside and city were missing their men, or mourning the loss of their men.

Read p 28 “social effects”

Food Shortages in the towns and cities.

Less food was produced as so many peasants had been conscripted. This was exacerbated by the fact that use of the railways prioritised the need to take food and equipment to the army at the front. Moreover as inflation worsened and industry produced fewer consumer goods, there was less incentive for peasants to sell their grain.

Annotate and hi-light this source to show why workers in towns were getting more frustrated:-

Source C: Police report from the end of 1916

The industrial proletariat of the capital is on the verge of despair. The smallest outbreak will lead to uncontrollable riots.

Even if we assume that wages have increased by 100 per cent, the cost of living has risen by 300 per cent.

The impossibility of obtaining food, the time wasted in queues outside shops, the increasing death rate due to inadequate diet and the cold and dampness as a result of the lack of coal and firewood – all these conditions have created such a situation that the mass of industrial workers are quite ready to let themselves go to the wildest excesses of a hunger riot.

Inflation affected the savings of the middle classes which fell in value.

The workers were expected to work longer hours.

But also many workers were laid off as production ground to halt due to problems of transporting raw materials.

The result was increasing discontent, which led to **strikes and riots**.

Political dissatisfaction:-.

When the Tsar went to the front, he left his wife Alexandra in charge in Petrograd as his regent.

Use p30 to explain why the Tsarina contributed to the February Revolution:-

- Her commitment to **autocracy**

- She was

(add extra detail to this point using p 31 to the right of the picture)

- Her relationship with **Rasputin**

Homework Research **Rasputin.**

Write on separate paper.

Use the internet and the textbook p 31.

- Brief synopsis of his background
- Why did the Tsarina trust him?
- Why was he
 - a) popular with some people at court
 - b) Hated by many others?
- His mysterious death



Rasputin's impact on the government during the war.

Now that the Tsarina was regent, Rasputin's influence over the government increased.

- 1) He supported the autocracy so he advised against any democratic reforms
- 2) He influenced her choice of ministers, often recommending those who wouldn't criticise him.

There were frequent changes of government ministers from August 1915 to February 1917.

- 4 Prime Ministers
- 5 Ministers of the Interior
- 4 Ministers of Agriculture
- 3 Ministers of War

Why would this rapid turnover be a problem?

Why might his choices of minister not be good for the country?

- 3) His influence damaged the reputation of the Tsarina's government.

What do these posters suggest?

A



B



How far does source E p 32 support the claim in poster A ?

“ His (Rasputin’s) 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 away from their emperor”

Rodzianko, President of the дума March 1916

Rasputin was so unpopular that he was murdered in December 1916 by members of the government and aristocracy (read the story p31).

Read source F p 32. What does the writer give as his reason for killing Rasputin?

Homework question.

a) Describe two features of the impact of the war on Russian civilians.

The Tsar continued to ignore the дума

The murder of Rasputin in 1916 did not reduce the discontent as had been hoped.

In the early months in 1917 it was even colder than usual; this made the severe food and fuel shortages even harder to endure.

There were increasing riots and strikes.

The middle class were becoming highly critical of the government. They were appalled at the horrendous lack of medical provision for the soldiers.

They set up their own organisations which did better than the government.

The дума repeatedly warned the Tsar about all the mounting problems but the Tsar refused to heed their advice or follow their suggestions. He listened to his wife.

The February Revolution 1917

(by the western calendar it was already March - the Russian calendar was 13 days behind. See the box on p 37 of the textbook)

In early 1917 it was so cold that the trains could not run. People queued all night for bread only to find that the bakers had not been able to bake any due to lack of flour or fuel.

The increasing price of bread triggered massive protests in Petrograd e.g. strikers at the Putilov steelworks were sacked, which triggered more strikes.

19th Feb The government announced that from 1st March, bread would be rationed.

23 Feb **International Women's Day** – 10s of 1000's of women went on a march to protest against the bread shortages. The march was joined by the striking workers.

The strikes spread over the next few days. 200,000 workers were on strike by 24th Feb. The police and army were unable to stop them.

24 Feb queues for food turned into riots.

25 Feb 300,000 strikers demonstrated; no newspapers were printed. Petrograd was at a standstill- no trams, cabs or trains. Crowds chanted "**Down with Hunger**" "**Bread for the workers!**" "**down with the German Woman! Down with the war!**"

The Tsarina did nothing. This is what she wrote to the Tsar on 25th Feb:-

the strikers and rioters in the city are now in a more defiant mood than ever. This disturbances are created by hoodlums. Youngsters and girls are running around shouting they have no bread; they do this just to create some excitement. If the weather were cold

they would all probably be staying at home...the whole trouble comes from those idlers, well-dressed people, wounded soldiers, high school girls etc who are inciting others.

The cabinet offered its resignation and advised the Tsar to listen to the Duma. The Tsar who was not in Petrograd, refused;

Instead he ordered troops to crush the marchers. On 26th Feb, soldiers killed 50 protesters, but the protest continued and more soldiers were ordered to restore order.

This was a turning point.

Source A A sergeant in the army 1917

The Cossacks were firing on defenceless and unarmed crowds, striking people with whips, crushing the fallen with their horses. And then I saw a young girl trying to evade the galloping horse of a Cossack officer. She was too slow. A severe blow on the head brought her down under the horse's feet. She screamed. It was her inhuman, penetrating scream that caused something in me to snap. I jumped to the table and cried out wildly, "Friends! Long live the revolution! To arms! They are killing innocent people, our brothers and sisters". They all joined me in attacking the Cossacks and the police. We killed a few. The rest retreated...The revolution had become a reality.

Why might ordinary soldiers sympathise with the crowd? Think about what classes the soldiers themselves were from.

Read p 34-6 and make notes on **The Pavlovsky Regiment Mutiny**

February 26th **Rodzianko** (leader of the Duma) sent this telegram to the Tsar

“The situation is serious. The capital is in a state of anarchy. The government is paralysed; the transport system is broken down; the food and fuel supplies are completely disorganised. Discontent is general and on the increase. There is wild shooting on the streets; troops are firing at each other. It is urgent that someone enjoying the confidence of the country be entrusted with the formation of a new Government”

The Tsar commented that the message was “**Some more rubbish from the fat pig**”.

Now do the b style question p 36.

Similarities

Differences

Overall

Even some members of the nobility were calling for the Tsar’s **abdication**.

26th Feb The Tsar tried to dissolve the Duma but 12 members refused and set up a **Provisional Committee** demanding the Tsar’s abdication.

27th Feb The **Petrograd Soviet** of soldiers, sailors and workers met.

As more police and soldiers joined the crowd, the government lost control of Petrograd. Shops were looted.

Rodzianko sent another telegram to the Tsar on the 27th:

the government is powerless to stop the disorders. The troops of the garrison cannot be relied upon... their officers are being killed”

28th Feb- the mutineers helped the workers get access to guns; there were open battles on the street. The crowd demanded that the Duma replace the Tsar.

The Tsar decided to return to Petrograd (against advice) but his train was stopped by railway workers and mutineers. He ordered General Ivanov to take his troops to Petrograd to restore order.

1st March The **Petrograd Soviet** issued **Order Number One** which ordered soldiers not to obey their officers.

The Tsar's generals realised that there was mutiny stirring even among Ivanov's troops and sending them to Petrograd would enlarge the mutiny. So they advised the Tsar to abdicate to save Russia from destruction.

Nicholas could see no alternative so he **abdicated** in favour of his brother Grand Duke Michael.

The Provisional Committee warned Michael that if he became Tsar there would be a civil war as the revolutionaries would not accept the continuation of autocracy.

Michael had no desire to be Tsar and therefore he handed over authority to the Provisional Committee which became the **Provisional Government**.

304 years of Romanov rule ended.

Russia became a republic.

Recap this section using p.40 textbook

Military defeats

Growing distrust of the government

**Why did the war lead to
revolution in Russia?**

Food and fuel shortages in Petrograd

Explain how the factors combined in
February 1917 to cause revolution.

(marches, strikes and mutiny)

Exam-style questions

b) How far does source A support the evidence of source B about the way Russia was governed? (8)

c) Extract C suggests “The shortage of food and fuel on the homefront was the main reason for the collapse in support for the Tsar” Use the sources and your own knowledge to explain to what extent you agree with this view. (16)

Source A: From a letter written in 1916 by the British ambassador in Petrograd

Prime Minister Sturmer has only limited ability and no experience of government. He was concerned only with his own personal interests and stood out because he flattered people. He owed his appointment to the fact that he was a friend of Rasputin.

Source B: From a letter written in 1916 by the French ambassador’s wife in Petrograd

Rasputin is doted on by many of the women of the Russian court. They lavish him with presents and sit at his feet. They call him ‘father’ and believe he has holy powers.

Extract C: From a History textbook

The high cost of living and the shortage of foodstuffs have been made known to the army by the soldiers who have returned home on leave. The rumours of famine in Petrograd are terrible. The army believes that in the capital, meat is sold only to the nobles and the landlords.

Tips:

Plan a yes/no answer – i.e. your first section should show how the stated factor (food and fuel shortage) contributed to the unpopularity of the Tsar.

Then in a second (and possibly third) paragraph you should state the other factors and explain them.

Start with an overview statement – “***Food and fuel shortages were a crucial factor in the collapse in support for the Tsar although they were not the only cause***”

First paragraph topic sentence:- “***Food and fuel shortages were a crucial factor in the collapse in support for the Tsar***”

Second paragraph topic sentence:- “***However there were other reasons for the collapse in support for the Tsar such as the weakness and corruption of government...***”

Make sure each paragraph is clearly linked to the outcome i.e. state how it led to the Tsar's fall in popularity.

If possible, try to show links between your factors.

Make sure you use the 2 sources, the extract and your own knowledge.

Try to show how strong the arguments are for each factor so that at the end you can reach a judgement in your conclusion indicating what the most important reason was and why.

(a much harder alternative to do well is to show how the factors interlink)

Was the Tsar responsible for his own downfall?

Yes	No

--	--

The Provisional Government 1917

The Duma formed a Provisional Government. It was made up mostly of middle class men, from the Kadets, Octobrists and the Social Revolutionary **Kerensky**. (see photo p 45 textbook)

The first **Prime Minister** was **Prince Lvov**

	What might this group hope for from the new government?	Why might it be difficult for the Government to meet these hopes?
Peasants		
Townspeople		
Soldiers and their families		
Nationalities		
Middle classes		

The Provisional government produced a **manifesto**. See p 38.

Which reasons for discontent are reflected in this manifesto?

Which are not?

Do you think there are any that may cause problems?

Extension – try the activity p 39

The Provisional Government

Match up in the table below the problem facing the Provisional Government and the reasons why some of these problems would be particularly difficult for the Provisional Government to solve. You may use some of the reasons for more than one problem.

Problem facing the Provisional Government	Why the problem might be difficult to solve for the Provisional Government
<p>A. Taking Russia out of the First World War</p> <p>B. Redistributing property more equally (especially land for the peasants)</p> <p>C. Improving conditions for workers in towns and cities</p> <p>D. Solving the food shortages</p>	<p>1. The Provisional Government did not have control over all regions of Russia, especially rural areas.</p> <p>2. The Provisional Government was made up of mainly middle-class men, and they did not want to lose the support of the rich businessmen and landlords in Russia.</p> <p>3. The Provisional Government did not have much money (Russia was already in debt which was made much worse by the war).</p> <p>4. The Provisional Government saw itself as temporary and thought it should wait until elections had been held before they passed any major laws to reform Russia.</p> <p>5. The problems of poor transportation in Russia and inefficient farming would take time to solve.</p> <p>6. The Germans would probably impose harsh terms following a Russian surrender.</p>

The Provisional Government faced all sorts of problems:-

Political	Economic	Military
<p>It was not a truly elected body <i>see p 44 last bullet point.</i></p> <p>Soldiers and workers were setting up soviets.</p> <p>Many of the national minorities wanted _____</p> <p>Police authority and local government councils (<i>see p 38</i>) _____ which was a problem because the govt.</p>	<p>Peasants were _____</p> <p>_____</p> <p>Food and fuel _____</p> <p>_____</p>	<p>The war was still _____</p> <p>Soldiers were still _____</p>

The Provisional Government was weak; one reason for this is that it was not elected which meant that its authority was doubted. Consequently it saw itself as a **temporary** government whose main priority was to hold elections for a **Constituent Assembly** which would draw up a new democratic constitution.

Another reason for its weakness was **the power of the Petrograd Soviet**.

Read textbook p 44.

The Provisional Government effectively shared power with **the Petrograd Soviet** (workers and soldiers' council); this power share has been termed "**Dual Control**"

The Petrograd Soviet had about 3000 elected members by March 1917. Initially it was moderate e.g. Mensheviks, so it went along with the Provisional Government whose early reforms looked promising. The Provisional Government and the Soviet met in different wings of the Tauride Palace. The Petrograd Soviet took over much of the organisation of the railways, food supplies and controlled the post and telegraph.

However as the Provisional Government delayed reforms and elections, the Petrograd Soviet lost trust in the Provisional Government, believing it to represent the bourgeoisie. Soldiers and workers tended to regard the Petrograd Soviet as the more legitimate authority as they had elected it so it represented them.

Order Number One undermined the authority of the Provisional Government see Source A p 44 and source C p 47.

To sum up- **the orders of the Provisional Government would only be carried out if they did not conflict with the orders of the Soviet.**

(use the information above and bottom half of p 46-47 of your textbook. Also think about who would join and support the Soviets...)

<i>Why was the Soviet potentially influential?</i>	<i>why did they have limited impact</i>

Use p47 to explain how the Petrograd Soviet used its power.

However, Lenin disagreed with the Mensheviks. He wanted to overthrow the Provisional Government and seize power to create a workers' state. When he returned to Russia we will see how he made the Bolsheviks agree to not co-operate with the Provisional Government and how the Bolsheviks worked to increase their control over the Petrograd Soviet

Do the exam question p 47.

Reforms made by the Provisional Government

The Provisional Government did make some reforms:-

- It introduced freedom of speech and religion
- It recognised trade unions and introduced an 8 hour day for workers
- It abolished the secret police
- It released political prisoners
- Elections were announced

How might some of these reforms backfire against the government? See p 45 last bullet point.

However, the Provisional Government became increasingly unpopular:-

1. Postponement of Reforms

The Provisional Government saw themselves as temporary so they postponed **land reform** for peasants and **autonomy for the Nationalities** until after the elections.

But they kept postponing the elections (which did not take place until November).

Read p 45 bullet point 2. Why were the elections so much later and what impression might this have given?

In their frustration at the lack of reform, peasants seized land for themselves.

2. The Provisional Government decided to continue the war.

The Provisional Government hoped the Allies (Britain and France) would support Russia financially and feared losing their support if they pulled out of the war. Therefore they decided Russia should continue fighting in the war.

Unfortunately the problems of supply and leadership continued.

In June the Provisional Government launched another offensive hoping it would produce a victory which would bolster support for the government but it failed. 60,000 Russians were killed and the army was forced back 100s of kilometres.

Use the sources to summarise the continuing effects of the war on the Russian people.

The German offensive which began on the 6th July, is turning into an immense catastrophe which may threaten revolutionary Russia with ruin. A sudden and disastrous change has occurred in the attitude of the troops... authority and obedience no longer exist...for hundreds of miles one can see deserters...armed and unarmed... in good spirits,certain they will not be punished.

A Russian officer reporting back to the Provisional Government July 1917

Week by week food became scarcer...one had to queue for long hours in the chill rain...think of the poorly clad people standing on the streets of Petrograd for whole days in the Russian winter! I have listened in the bread lines, hearing the bitter discontent, which from time to time burst through the miraculous good nature of the Russian crowd.

John Reed An American writer who lived in Petrograd in 1917.

Cabs and horse drawn carriages began to disappear. Street car service was erratic. The railway stations filled with deserting soldiers, often drunk, sometimes threatening. The police vanished... Hold ups and robberies became the order of the day.

H.E. Salisbury *Russia in Revolution*

N.B. To cope with food shortages, the Provisional Government introduced bread rationing. As the war continued, the rations fell.

As conditions worsened, the demand for peace increased.

Also note the Petrograd Soviet became increasingly dominated by **soldiers**. *What effect might this have?*

Do your own version of the spider diagram on p 46 to remind yourself of the problems. You could add more problems. What were the most important issues do you think?

**Weakesses and
mistakes of the
Provisional
Government**

The activities of Lenin and the Bolsheviks

Lenin wanted to use the opportunity provided by the growing discontent to overthrow the Provisional Government and replace it with a workers' government. This would be a **socialist** revolution (refer back to **Marxism** p14-15 pack)

Read the first paragraph p 48.

The Germans sent Lenin back to Russia hoping he would stir up trouble in Russia and make Russia pull out of the war.

The Bolshevik party in Russia was small and divided on tactics. Stalin and Kamenev agreed with the Mensheviks that Russia was not ready for a Socialist Revolution as it was not fully industrialised so there were not enough workers to seize power. Therefore they should work with the Provisional Government and wait for the right time.

Lenin however argued that the Bolsheviks could have a socialist revolution now if they won the support of the **peasants**.

In April, Lenin arrived back in Petrograd

Read his speech at the bottom of p 48. What was he criticising about the Provisional Government?

Lenin developed the "**April Theses**" – (his policies) see p.49

- ❖ **Russia must withdraw from the war with Germany.**
- ❖ Lenin insisted that the Bolsheviks **must not co-operate with the Provisional Government**, unlike the other socialists (Mensheviks and SRs).
- ❖ Lenin pressed for another revolution that would **overthrow the middle class Provisional Government**. He asserted that this could be done by **transferring power to the Soviets**. Thus the Bolsheviks would need to take control of the soviets.
- ❖ **The capitalist system should be overthrown**; farms and factories should be passed to the workers and peasants' soviets. Banks should be taken over by the workers' state.

Analyse what each class might think about the April Theses in the following table:- You will not necessarily complete each box!

	support	oppose
Workers		
Middle classes		
Peasants		
Soldiers		

Although at first Lenin didn't have the whole party on his side, he was able to use his determination and personality to convince the others to adopt his policies.

However remember that at this stage the Bolsheviks did not have much support:-

- The SRs were more popular with the peasants
- The Mensheviks had more support among the workers
- The Soviets were not dominated by the Bolsheviks (yet)

Use p 50 to explain how the Bolsheviks were able to increase their support through the summer of 1917

The “July Days”

In July 1917, the Bolsheviks attempted to seize power.

Why did they try to do this?

- The war had continued to go badly (June Offensive) and there were many returning deserters (soldiers) in Petrograd.
- Frustration with the continued food shortages combined with Bolshevik propaganda led to mass protests and riots; many protestors were chanting Bolshevik slogans.
- Although Lenin had not planned these protests, he thought that the Bolsheviks were now strong enough to overthrow the Provisional Government with the combined **Red Guard** and the deserters.

However **the soviet did not support the rising** and worked with the Provisional Government to crush it. They brought troops from the front and surrounded the Bolshevik headquarters. About 400 people were killed or injured and many more were arrested including Trotsky. Lenin fled to Finland.

Read source A p 51. What reason does it give for the collapse of the July Days?

As a result of the July Days,

- **Kerensky** (SR) took the credit for crushing the uprising and was made Prime Minister.
- The Bolsheviks were denounced as traitors in the pay of the Germans and their newspaper Pravda was closed down.
- The Bolsheviks were further weakened as many of the Bolshevik leaders were in prison or exiled abroad.

What lesson might the Bolshevik leaders take from this failure?

Exam style question:-

What were the key features of the July Days? See p. 62-3 for help.

Kerensky hoped to make the Provisional Government more popular by promising reforms in industry and land ownership. However his control of the cities was still dependent on the army. Furthermore in the countryside he had little control. The peasants were seizing land for themselves.

Meanwhile despite the setback of the July Days, support for the Bolsheviks was growing. Lenin continued to direct the Bolsheviks from exile in Finland. In particular he emphasised the need to win the peasants' support and the soldiers ("peasants in uniform"). So he encouraged the peasants (and deserting soldiers) to seize more land.

From a Bolshevik newspaper

The Kerensky government is against the people...The people can only be saved by the completion of the revolution, and for this purpose the full power must be in the hands of the Soviets.

- **All power to the Soviets**
- **Immediate truce on all fronts**
- **Landlord estates to the peasants**
- **Workers' control over industrial production**
- **A Constituent Assembly**

Lenin devised these simple slogans:-

Slogan	Why it was an effective way of getting support / getting into power
Peace Land Bread	
All Power to the Soviets	

Membership of the party rose to 250,000.

In August 1917 **Trotsky** (Menshevik) became a **Bolshevik**.

He led the **Red Guard** - (workers armed with rifles) which was set up in every factory. At this stage they had 10,000 Red Guards in Petrograd.

Trotsky, like Lenin, was an inspiring speaker.

September 1917 **The Kornilov Revolt.**

In August, the situation in Petrograd worsened as German forces drew closer and huge numbers of deserters arrived there.

To increase his control in both the cities and the countryside, and also to deal with the growing popularity of the Bolsheviks, Kerensky planned to restore discipline in the army. So he appointed **General Kornilov** as Commander in Chief of the Army and the two agreed to bring troops to Petrograd to quell unrest.

Kornilov wanted to **break the power of the soviets** as they wanted to end the war and favoured socialist policies. Worse still, Order No 1 sought to undermine the officers' control over their soldiers.

Kornilov's speech 27th August 1917 (you can see parts of this speech in source G p 52)

People of Russia! Our great motherland is dying. I General Kornilov declare that under pressure of the Bolshevik majority in the Soviets, the Provisional Government is acting in complete accord with the plans of the German General Staff. It is destroying the army and is undermining the very foundation of the country. The heavy sense of the inevitable ruin of our country forces me to call upon all the Russian people in these terrible times to come to the aid of the dying motherland.

What does Kornilov claim about the Provisional Government?

*Why might this affect the way that Kerensky thought about Kornilov? Note that **Kerensky was still a member of the Soviet***

Kornilov issued a manifesto in which he

- Attacked the Bolsheviks in the Soviet
- Asked for the war to be continued
- Called for the meeting of the Constituent Assembly

Kerensky grew concerned that Kornilov intended to set up a military dictatorship. Moreover it was clear he had to choose between Kornilov and the Soviet. So Kerensky dismissed Kornilov claiming he was planning a coup d'état.

However Kornilov and his army continued to approach Petrograd so Kerensky began making preparations to defend Petrograd from Kornilov's approaching army. He released

Bolsheviks from jail and gave them weapons. The Red Guard prepared the city's defences.

The Bolsheviks successfully stopped Kornilov's army

- Bolshevik railway workers prevented his troops from getting to Petrograd
- Bolshevik soldiers persuaded others among Kornilov's troops to desert
- Printers refused to print newspaper articles that supported the coup.
- Kornilov was arrested.

Results of the Kornilov Revolt:- read 54.

The Kornilov Revolt is often seen as a **turning point** for the Bolsheviks.

- **Kerensky** was **discredited**; he looked _____
- The Bolsheviks could claim to be the victors over counter-revolution for defeating Kornilov.
- Many Bolsheviks were elected to the **Petrograd Soviet** so they were able to **dominate** it. **Trotsky was elected as its president.**
- Bolsheviks had been freed from jail and 40, 000 Bolshevik supporters kept _____.
- Army discipline disintegrated further. Many officers were murdered, accused of supporting Kornilov. 1000's more troops deserted.

Task write a headline and first paragraph of a newspaper report on the Kornilov Revolt.

Exam style questions

a) p 53. Describe two features of the Kornilov Revolt.(6)

One feature was

Another feature was

c) p 54 **Was the Kornilov Revolt the most important reason for the growth in support for the Bolsheviks?**

The Kornilov Revolt was an important reason for the growth in support for the Bolsheviks

Other reason 1

Other reason 2

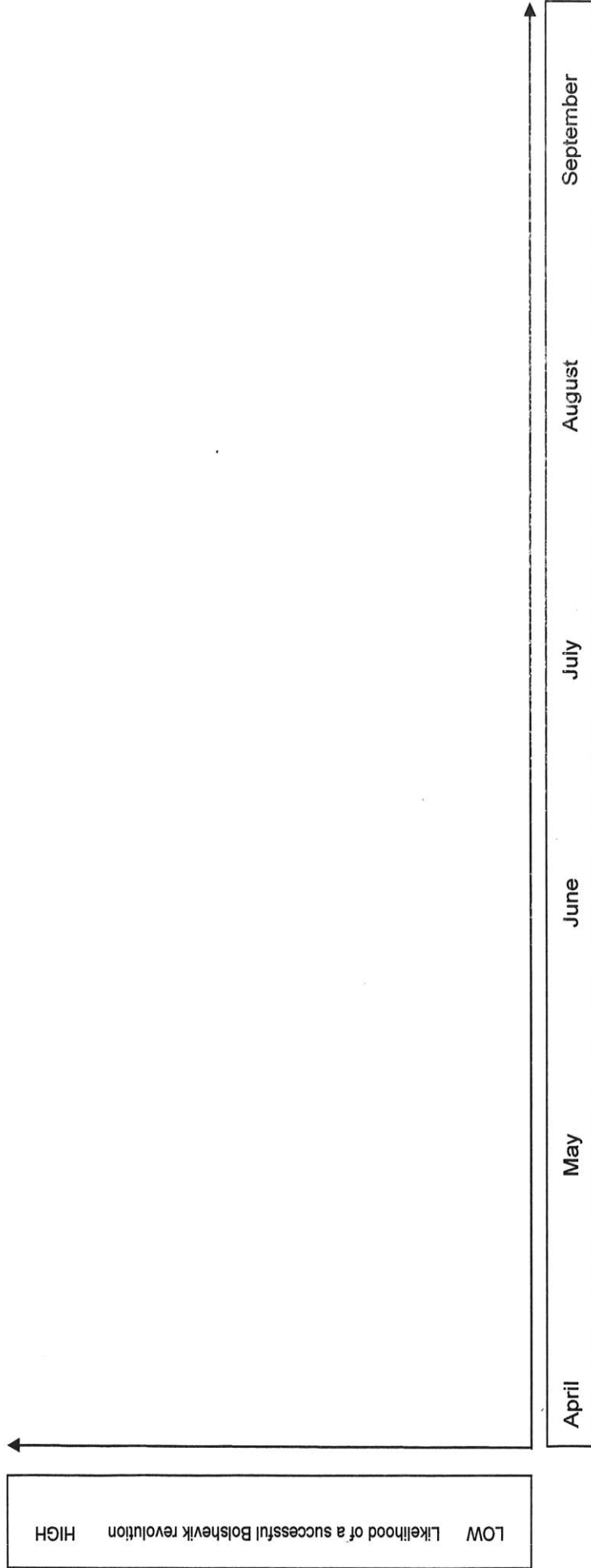
Meanwhile, as the situation deteriorated, support for the Provisional Government fell and their control weakened.

- The war continued to go badly; soldiers deserted or killed their officers.
- Ukraine, Finland & the Baltic states declared themselves independent.
- Peasants were already seizing the land.
- In towns, food & fuel shortages were critical.
- Law and order was breaking down
- Government buildings were attacked.

Bolshevik power grows (2)

Draw an 'X' on the graph below to create a line graph showing changes in the likelihood of a successful Bolshevik revolution between April and September 1917 for each of the events mentioned below. Once you have drawn the 'Xs' draw a line through them to create a line graph. Some months will have more than one 'X'.

*Lenin returns to Petrograd and issues his April Theses (April) *Support for the Bolsheviks increases among workers (May) *The War goes badly for the Provisional Government (June) *There are now over 10,000 Red Guards in Petrograd (July) *The July Days - the Bolshevik attempt to seize power ends in disaster (July) *Unrest in towns and the countryside increases as people are dissatisfied with the Provisional Government (August) *The Kornilov Revolt - Kerensky becomes very unpopular and the Red Guards are given arms (August) *The Bolshevik Party won most seats in elections to the Petrograd Soviet for the first time (September).



By October, the Bolsheviks had a **highly organised Party**.

- Their headquarters was in Petrograd, which controlled committees throughout Russia, in the factories and army.
- They had 340,000 members and the **Red Guard** had grown to 25,000.
- **Stalin** ran their newspaper **Pravda**. They had many others too
- They dominated the Soviets of Moscow and Petrograd. Trotsky was the **leader of the Petrograd Soviet**

The Soviet set up a **Military Revolutionary Committee** ran by _____.
see p 55 2nd bullet point to explain why this was set up.

Lenin's letter from Finland to the Bolshevik Central Committee September 1917

The Bolsheviks, having obtained a majority in the Soviets can and must take state power into their hands...by immediately proposing a democratic peace, by immediately giving the land to the peasants and by re-establishing the democratic institutions and liberties which have been distorted and shattered by Kerensky, will form a government which nobody will be able to overthrow.

10th October Lenin secretly returned to Russia.

Lenin claimed that the Provisional Government was now **“ripe for the plucking”**

Read extract C p 55. Would the author agree with Lenin?

Explain which of these statements you agree with most:-

“The Provisional Government was faced with insurmountable problems; it never really had a chance of surviving”

“The Provisional Government deserved to fail because it never tried to rule in the interests of the people.”

Explain your choice!

How effective was the Provisional Government?

Imagine you are writing a report on the effectiveness of the Provisional Government.

	How the government dealt with it	Result of government action	How was it hindered by opponents?	Score /10
The war				
The land question				
Food supplies				
Keeping law and order; putting down internal threats				
Overall score and assessment of the Provisional Government's performance				

(a) Describe two features of the Provisional Government. (8 marks)

The “October” Revolution 1917

The Bolshevik takeover

Lenin wanted to time the takeover so that it was a *fait accompli* before the All-Russia Congress of Soviets (representatives from Soviets from all over Russia) met on the 26th October (8th November -western Calendar).

The Bolsheviks were only one of several parties in the All-Russia Congress of Soviets; therefore Lenin was aware that not all the members of the All-Russia Congress of Soviets would support a Bolshevik takeover.

Moreover, he wanted the Bolsheviks to already be in power before the elections for the Constituent Assembly took place; he realised the Bolsheviks were unlikely to win the elections so if they were already in power, they could ignore the results.

10th October He had to persuade the Bolshevik Central Committee to take power in October.

Two prominent **Bolsheviks, Kamenev and Zinoviev** disagreed.

Why might they have doubts about the wisdom of trying to seize power in October?

Lenin won the vote 25:15.

Kamenev and Zinoviev published their opposition to the revolution which alerted Kerensky to the threat but he did nothing until the night of the 23rd when he tried to close Pravda and round up leading Bolsheviks. Soldiers refused to obey him citing Order Number One (i.e. the Soviet did not agree with Kerensky's orders)

Ironically, Kerensky's belated actions probably drove the Bolsheviks make their move before he could stop them:-

Lenin **“History will not forgive us if we do not take power now.”**

What does Kerensky's lack of concerted action suggest about him at this point?

Trotsky worked out the strategy.

Remember he held several key positions:-



Outline of events of October Revolution

<p>Over night 24th -25th October</p> <p>(6th-7th Nov)</p>	<p>In response to Kerensky’s attempted crackdown, Trotsky got the MRC and Red Guard to take control of key points in Petrograd - main roads, railway stations, electrical power stations, telephone /telegraph exchanges and banks.</p> <p><i>why do this first?</i></p>
<p>25th October (7th Nov)</p>	<p>Road blocks around the Winter Palace were set up while the Provisional Government was in session.</p> <p>Kerensky drove around Petrograd trying to raise troops to help but he could not find any.</p> <p><i>What does this show about the Provisional Government?</i></p> <p>“the failure of the Provisional Government to rally effective military support in its hour of need was symptomatic of its much deeper failure over the previous 8 months...Kerensky’s government came nowhere near solving Russia’s problems or satisfying her needs. Hence its support evaporated.... the Provisional Government was not considered to be worth struggling to save”.</p>

	<p>Sailors on the battleship Aurora opened fire on the Winter Palace. This was the signal for the Red Guard to enter the Winter Palace.</p> <p>The soldiers guarding the Government in the Winter Palace (the Women's Battalion and the Cadets) surrendered without much resistance.</p> <p>The Provisional Government gave in and its members were placed under arrest.</p> <p>see p 56- answer the activity question.</p>
<p>26th October (8th Nov)</p> <p>The meeting of the All - Russia Congress of Soviets</p>	<p>Lenin announced the revolution in the All-Russia Congress of Soviets.</p>
<p>26thOctober–2nd November (8th-15th Nov)</p>	<p>Revolutions took place in other cities including Moscow, where there was a week of fighting.</p>

How could such a small group take power?

Task

Complete the table over leaf. Firstly bullet point the main contribution of each person/factor to the success of the October Revolution. (you can copy from the sort on the board) or use textbook p 57-60.

Then read the sources and extracts on the next few pages. Hi-light and annotate brief points to add to the table about the roles of Trotsky and Lenin. Think about which sources you might have to be cautious about- perhaps they were written in the USSR after Stalin came to power, when Trotsky was written out of history and a cult was created around Lenin. Please paraphrase and summarise the sources rather than copy them. Don't use unreliable points!

What factors contributed to the success of the October Revolution?

	Supporting points and evidence
Lenin	

Trotsky	
Weaknesses of the Provisional Government	

A

Lenin brought to the Socialists a rare hardness in discussion... he would not compromise, would not admit that his ideological enemies might be partly correct. His friends were only his friends so long as their ideas coincided.

A.N Westwood Endurance and Endeavour 1973

B

We recognise Lenin's achievements. He is a man of iron will and an incomparable organiser of groups. But Lenin regards only himself as a Socialist. Whoever opposes him is forever condemned by him...war is declared on anyone who differs with him.

Rappaport (A Socialist) 1914

C

I first saw Trotsky at a packed meeting of the Petrograd Soviet. He was all tension and energy. He outshone Lenin through his oratorical talent, his organising ability, first with the army and then with the railways, and by his brilliant gift as a student of political theory...

Victor Serge a Bolshevik

D

On the 10th of October, Lenin showed at the Central Committee that the time was ripe for the seizure of power by the proletariat and the poor peasants. The Central Committee adopted Lenin's historic resolution on the armed uprising. Kamenev and Zinoviev alone acted as cowards and opposed the resolution... the uprising was carried out with true military precision and still in full accord with Lenin's instructions. The fighting units acted with a high degree of organisation, discipline and co-ordination. In his guidance of the uprising, Lenin's genius as a leader of the masses, a wise and fearless strategist, who clearly saw what direction the revolution would take, was strikingly revealed.

Official Soviet Biography of Lenin 1976.

E

An important faction of the party, centred around two of the most prominent members, Kamenev and Zinoviev, felt that the uprising would be a disaster. Kerensky did not bother to order additional troops into the capital. Bolshevik plans went forward lackadaisically... Lenin now seemed to sink into a kind of lethargy...he did little or nothing from the 20th to the 23rd.

Harrison I Salisbury Moscow correspondent to the New York Times.

F

The entire (Party) were standing up singing with excited, exalted faces and blazing eyes...while the mass of delegates were permeated by the faith that all would go well in the future too. They were beginning to be persuaded of the Communist Peace, Land and Bread

An eyewitness count of a Bolshevik meeting October 1917

G

Thousands and thousands of soldiers, sailors and factory workers tramped in their heavy boots every day...Smolny (the Bolshevik Headquarters) worked 24 hours a day. For weeks Trotsky never left the building. He ate and slept and worked in his office on the third floor and many people came to see him.

A British woman living in Petrograd Nov 1917

H

The Smolny Institute was being transformed into a fortress. In the top floor there were about 2 dozen machine guns. All the reports about the movement of troops, the attitude of soldiers and workers, the agitation in the barracks, the happenings in the Winter Palace- all these came to the Smolny.

From a History of the Russian Revolution written by Trotsky 1932 describing his time in the Smolny Institute October 1917

I

There can be no doubt about it – Lenin is an extraordinary phenomenon, a man of absolutely exceptional intellectual power... he represents an unusually happy combination of theoretician and popular politician, who had the ability not only to seduce the masses.. but also the Bolshevik Party itself.

Description of Lenin 1917

J

Lenin was the overall planner of the revolution; he also dealt with internal divisions in the party and provided tight control and a degree of discipline and unity which other parties lacked.

Stephen Lee.

K

The Bolshevik party was strengthened by Trotsky's entry into the party. No one else in the leadership came anywhere near him as a public speaker, and for much of the revolutionary period it was this that made Trotsky, perhaps even more than Lenin, the best known Bolshevik in the country. Whereas Lenin remained the master strategist, working mainly behind the scenes, Trotsky became its principle source of public inspiration. During the weeks leading up to the seizure of power he spoke almost every night before a packed house...

He was careful always to use examples and comparisons from the real life of the audience. This gave his speeches a familiarity and earned Trotsky the popular reputation of being "one of us". It was this that gave him the power to master the crowd, even sometimes when it was extremely hostile.

Orlando Figes Historian 1996

L

Now that the great revolution has come, one feels that however intelligent Lenin may be he begins to fade beside the genius of Trotsky.

Mikhail Uritsky 1917 Bolshevik activist and member of Bolshevik government after 1917.

M

Under the influence of his tremendous activity and blinding success, certain people close to Trotsky were even inclined to see in him the real leader of the Russian Revolution...It is true that during the period after his thunderous arrival in Russia and before the July Days, Lenin did keep rather in the background, not speaking often, not writing much, but largely engaged in directing organisational work in the Bolshevik camp, while Trotsky thundered forth at meetings in Petrograd. Trotsky's most obvious gifts were his talents as an orator and as a writer. I regard Trotsky as probably the greatest orator of our age. In my time I have heard all the greatest parliamentarians and popular tribunes of socialism and very many famous orators of the bourgeois world and I would find it difficult to name any of them whom I could put in the same class as Trotsky

Lunacharsky - a Bolshevik activist who knew both Lenin and Trotsky well. 1918

Exam-style questions:- 45 minutes.

a) Describe two features of the October Revolution. (6 marks)

b) How far does source A support the evidence of Source B about the popularity of the Provisional Government in Autumn 1917? (8 marks)

Source A N Sukhanov- a journalist and eye-witness, writing about the situation in Russia in 1917.

Every day there were hundreds of reports about the destruction of shops and homes, beatings up and attacks on officers. In the countryside, the burnings and destruction of country homes had become more frequent. Military discipline collapsed. There were masses of deserters. The soldiers without leave went off home in floods. They filled the stations, kicked out the passengers and threatened to bring the whole transport system to a standstill.

Source B A description of conditions in Petrograd in October 1917 by American journalist John Reed.

Week by week there was less food. The daily allowance of bread fell from 700 grams then to 350 grams and finally to 120 grams. Towards the end of the month there was a week without any bread at all. People had to queue for hours in the cold and rain for milk and bread and sugar. I have seen queues of women, some with babies in their arms, beginning to queue from before dawn.

Extract C from a modern textbook published in 1996

The Provisional Government was weak from the very start. It had to share power with the Petrograd Soviet and made the mistake of continuing Russia's involvement in the war. Yet the success of the Bolshevik seizure of power in 1917 was due mainly to the leadership of Lenin and the organisation of Trotsky. Lenin encouraged support for the Bolsheviks with his April Theses. Trotsky planned and organised the revolution.

c) Extract C suggests "*The success of the Bolshevik seizure of power in 1917 was due mainly to the leadership of Lenin and the organisation of Trotsky*"

Use the extract, sources and your own knowledge to explain how far you agree with this statement. (16)

This is a very typical question; learn the main points for each factor please!

Essay frame

Lenin and Trotsky were crucial to the revolution but weakness of the Provisional Government was arguably more important.

Paragraph 1 Lenin's role

Lenin played an important role in the seizure of power.

- Opposition to war
- April Theses – especially decision not to support Provisional Government; all other parties tainted by association.
- Energy and vitality
- Slogans “All Power.....”
- Persuading the other Bolsheviks to seize power in October

Add to this information from the extract

Paragraph 2 Trotsky's role

Trotsky played an important role in the seizure of power.

- Organised takeover from Smolny Institute.
- Leader of Petrograd Soviet and its Military Committee;
- Leader of the Red Guard.

Paragraph 3 The weaknesses of the Provisional Government (counter-argument)

However the Provisional Government was so unpopular by October that few were willing to defend it, making the Bolshevik takeover easy.

- Not elected
- shared power with the Petrograd Soviet; undermined by Order Number One
- Continued the war- shortages worsened and desertions continued.
- Postponed reforms- lost control of countryside as peasants took land.
- Kornilov Revolt- Kerensky relied on the Bolsheviks.
- Kerensky didn't act against rumoured uprising until night of coup itself.
- Soldiers did not side with the Provisional Government on night of 24th/25th October

Add to this information from the sources

In your **conclusion**:- explain which argument you think is better – the one in the statement or the counter-argument. Clearly I think the latter- see my intro!. Make sure you explain and evidence your judgement.

Review this section using p 61 of your textbook.
Do the activities p 59

2. 3 top reasons for Bolshevik success were

3. The most important reason ...was luck

agree	disagree

extract	main argument	evidence to support it?
F		
G		
H		
I		

The best interpretation is...?

The Bolshevik consolidation of power 1917 –1924

Read your textbook p.65 first paragraph.

Explain the weakness of the Bolshevik position after their takeover.

The All-Russia Congress of Soviets 26th October

(met the day after the October coup)

Each soviet across Russia had elected a representative to this congress.

Lenin knew that some of the delegates would not agree to a Bolshevik takeover so he had deliberately timed the revolution to take place just before this meeting, to present them with a *fait accompli*.

When it met, many of the non-Bolsheviks (right-wing SRs and Mensheviks) walked out in protest; this gave the Bolsheviks a convincing majority.

Lenin declared that the Bolsheviks had taken over.

The provisional government has been deposed. Power has passed into the hands of the Petrograd Soviet of Workers and Soldiers' deputies- the Military Revolutionary Committee which leads the Petrograd proletariat and the garrison. The causes for which the people have fought- peace, the abolition of land ownership, workers control over production and the establishment of Soviet power have been secured.

Long live the revolution of the workers, soldiers and peasants.

- a) Lenin created a new body- the **Council of People's Commissars** (The **Sovnarkom**) to be the new government; it was led by Bolsheviks but also included left-wing SRs.
- b) The **All Russia Congress of Soviets** would be the parliament until the Constituent Assembly had been elected and met (January).

Could the Bolsheviks honour their promises?

Use p 66 to complete this task:-

Promise	problem?
Peace	
Land	
Bread	
All power to the soviets	

The Early Decrees

In November and December, Lenin issued several **decrees** (orders from the government that had the power of a law- even if not discussed or voted on in parliament)

Look through the decrees in the table below:--

- identify those that were trying to live up to the promises made before the revolution.
- some were designed to win support from specific groups; in the right hand columns, write the code letter for the groups that might like or dislike the decree.

P for peasant

W for worker

S for soldiers

M for middle class & industrialists

A for aristocracy/army officers

N for national minorities

C for Orthodox Church

		Like?	Dislike?
<p><u>The Decree on Land</u></p> <p>(SR policy)</p>	<p>540 million acres of land would be taken from the Tsar and the nobles and given to the state (in December this was extended to Church lands)</p> <p>Peasant committees (soviets) would divide the land fairly.</p> <p>(However, the peasants had already seized the land and ignored the soviets! In reality, the Bolsheviks simply recognised the land-seizures.)</p>		
<p><u>Decree on peace</u></p>	<p>They proposed that “<i>all the warring peoples and their governments enter immediately into talks for a just peace...without seizure of foreign territory and financial penalties.</i></p> <p>The Bolsheviks agreed an armistice with the Germans but they believed that all countries involved in the war would have a revolution like Russia’s and the new workers’ governments would agree to a Peace Treaty that would not punish anyone.</p> <p>Therefore when negotiations began for a treaty, the Bolsheviks would not agree to give up any land or pay compensation.</p>		
<p><u>Workers’ Control</u></p>	<p>All factories to be placed under control of elected committees of workers.</p> <p>A maximum 8-hour day & 40 hour week were introduced.</p>		

	Insurance for unemployed and those unable to work through sickness or injury.		
<u>Decree on Nationalities</u>	<p>Non-Russians would be free to choose their own governments.</p> <p>(However Lenin believed they would want to be part of the new Russian Federation (free union of states - see the top pf p 67)</p>		
<u>Decree on Titles</u>	<p>Everyone was declared equal Titles and class-distinctions were abolished, even ranks in the army were abolished.</p> <p>Women were declared equal to men and could own property. (they fought in the army and a few took top positions in government)</p> <p>They promised to provide creches and shared child-care</p>		
<u>Decree on Banking</u>	<p>Banks were nationalised (taken over by the state)</p> <p>(The Supreme Council of the National Economy would plan the economy centrally, controlling foreign trade and wages/prices)</p>		
<u>Decree on Marriage</u>	Couples could have non-religious weddings and divorce was made easy (so that women were not trapped in abusive marriages)		
<u>Decree on Education</u>	Free education for all was introduced (also no exams or homework, anyone could go to university)		

Hi-light any policies that you think might be either unrealistic or might have unintended negative consequences. Choose two to write out below:-

Describe two features of the Bolsheviks' early decrees. p 69.

The Bolshevik Dictatorship

Marxist theory said that the state would “*wither away*” – there would be no need for secret police because in the new order, people would eventually realise that it was the perfect system and would voluntarily co-operate.

There would however probably be a temporary period of “**Dictatorship of the Proletariat**” during which the middle classes were re-educated to see the rightness of the new order.

Before the revolution, Lenin had criticised Kerensky for closing down opposition press.

However the Bolsheviks increasingly resorted to a brutal dictatorship because:-

- *There was not enough support for the Bolsheviks*
- *Opponents of the Bolsheviks, **the Whites**, were beginning to gather armies which would soon lead to a civil war*
- *The **Nationalities** declared themselves independent*
- *The expected **World Revolution** did not happen.*

1. The Red Terror.

Due to the level of opposition and the fact that most people were not Bolshevik supporters, the Bolsheviks realised that to stay in power, they would need to use force.

a) In November 1917 they banned non-Bolshevik newspapers.

b) In December 1917 Lenin set up the **Cheka** (secret police) to crush opponents.

It was led by Dzerzhinsky. It was ruthless.

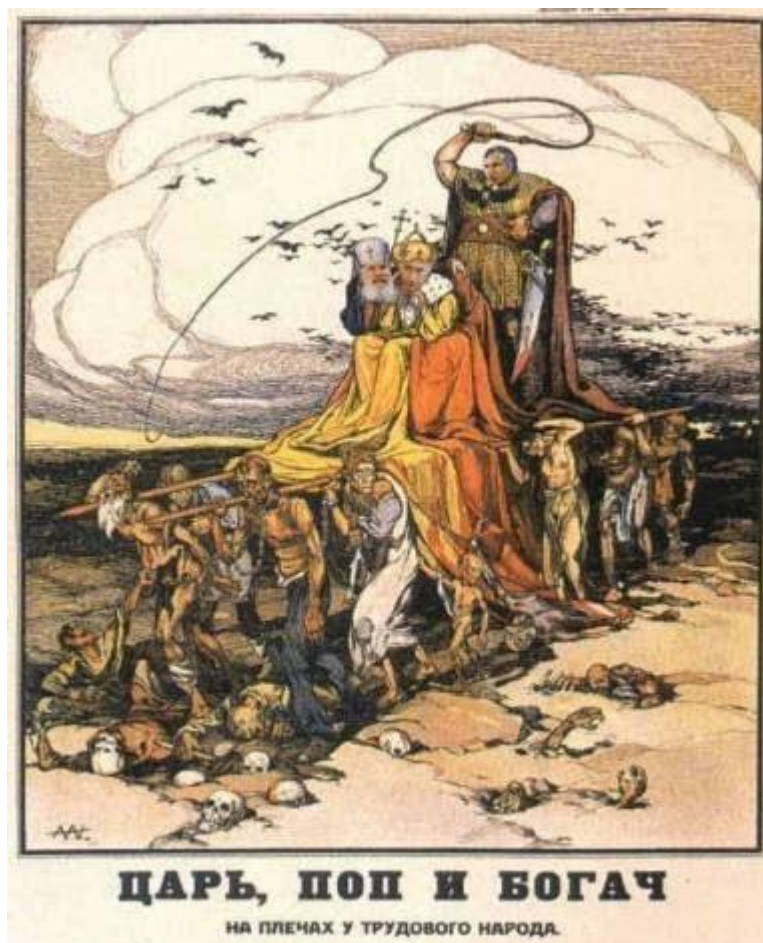
c) **They banned other parties**, beginning with the Kadets in December 1917.

By 1921, even the SRs and Mensheviks were also banned.

2. Persecution of Religion.

Like Marx, Lenin believed religion was used by the ruling classes to stop the lower classes protesting.

- Religious instruction in schools was banned
- Many monasteries were turned into hospitals
- many churches were closed
- Many priests were accused of corruption- they were arrested and badly treated. By 1920, 330 priests had been executed
- Anti-religious propaganda was produced



Why did he not simply ban religion?

3. The Dissolution of the Constituent Assembly

Jan 1918

(the Constituent Assembly was the parliament that would have decided the _____)

a) Elections

Lenin had promised to hold elections for the Constituent Assembly but he feared that the Bolsheviks would not win.

Which party probably would win and why? Read your textbook p 65 2nd paragraph.

However some of the other Bolsheviks argued that canceling the elections would be unpopular. They hoped the Bolsheviks might be able to work with the other revolutionary parties.

Read source C p 71.

What did Lenin want to do?

What argument did his opponents in the party use against him?

What does Lenin's response suggest about him?

Lenin was over-ruled and the elections were held one week after the coup. These were the first democratic elections in Russia!

Look at **the election results** (pie chart p.70)

The Bolsheviks only received _____ % of the votes (about 9 million).

The _____ received a majority (21 million)

Although the Bolsheviks did well in the cities, the peasants mainly voted SR, despite the Land Decree.

How could the Bolsheviks keep power if they did not have a majority?

b) The meeting of the Constituent Assembly

The Constituent Assembly met for the first time on 5th January 1918 (old calendar).

On the first day, the assembly rejected all Bolshevik decrees on Land, Peace, Workers Control and power to the Soviets.

So **Lenin ordered that the Assembly be closed down.**

The next day, the Red Guard prevented any delegates from entering the building. About 100 people who protested against this were killed or wounded.

Lenin declared that the **All Russia Congress of Soviets** (in which the _____ had a majority) would be the parliament instead.

Why did Lenin close the Constituent Assembly?

Imagine you are Lenin Write a short paragraph, explaining your reason(s) for closing the Assembly. Think about what would have happened if you had not closed it! Tip- Lenin claimed that the Bolsheviks represented the future (industrial classes) whereas the SR's represented the past (peasants). You can also get some ideas from your textbook p 70 and source D p 71.

Do the b style question p 71.

The Treaty of Brest-Litovsk March 1918

Look at the Decree on Peace again p100 of your pack.

Although an **armistice** had been declared, the final terms of a treaty had not been agreed.

Negotiations for a treaty began in **Brest-Litovsk** near the German border.

Trotsky, the People's Commissar for Foreign Affairs, represented Russia.

He believed in **World Revolution** i.e. that there would be socialist revolutions in other countries. He did not want to conclude peace terms with the Kaiser's government so he **prolonged** the negotiations, assuming that before long, the Kaiser would be overthrown by the German workers.

Unfortunately, the workers in other countries did not follow Russia's example and there was no Revolution.

Trotsky said that although Russia would not fight, neither would they give up any land or pay compensation.

Trotsky's policy toward Germany was known as "**Neither peace nor war**".

By February, the Germans got fed up with waiting for a treaty and began fighting again. They soon occupied much more Russian territory.

Lenin realised that Russia would have to sign peace terms at any price:-
Why did he do this?

Lenin said:- "*our impulse tells us to refuse to sign this robber peace... Russia can offer no physical resistance because she is materially exhausted by 3 years of war... The Russian revolution must sign the peace to obtain a breathing space*"

Also read source E p 73

Find more reasons from p 72 paragraph 2.

Lenin predicted that the Treaty would only be temporary because the Allies would defeat Germany soon.

The terms of the Treaty of Brest Litovsk

The Germans knew the Russians were desperate so they imposed extremely harsh terms.

Use p 72 to fill in the gaps below:-

- Russia lost 1million square km of land including the main grain growing region _____
- This meant that Russia lost _____ % of its population (about 50 million people!)
- Russia had to pay _____ gold roubles in reparations

Russia lost _____ % iron & coal mines and _____ % of her industry
_____ % railways
_____ % agricultural land

The Consequences of the Treaty:-

The Treaty was very unpopular. Read p 72-3 to explain why:-

Several leading Bolsheviks (Bukharin) resigned in protest and the left SRs withdrew their support from the government.

However, the treaty enabled the Bolsheviks to concentrate on defeating their opponents in the Civil War that was about to begin.

Moreover, in November 1918, the Germans were defeated by the Allies so the Treaty of Brest-Litovsk was meaningless.

Overall, do you think Lenin made the right decision?

Homework b question.

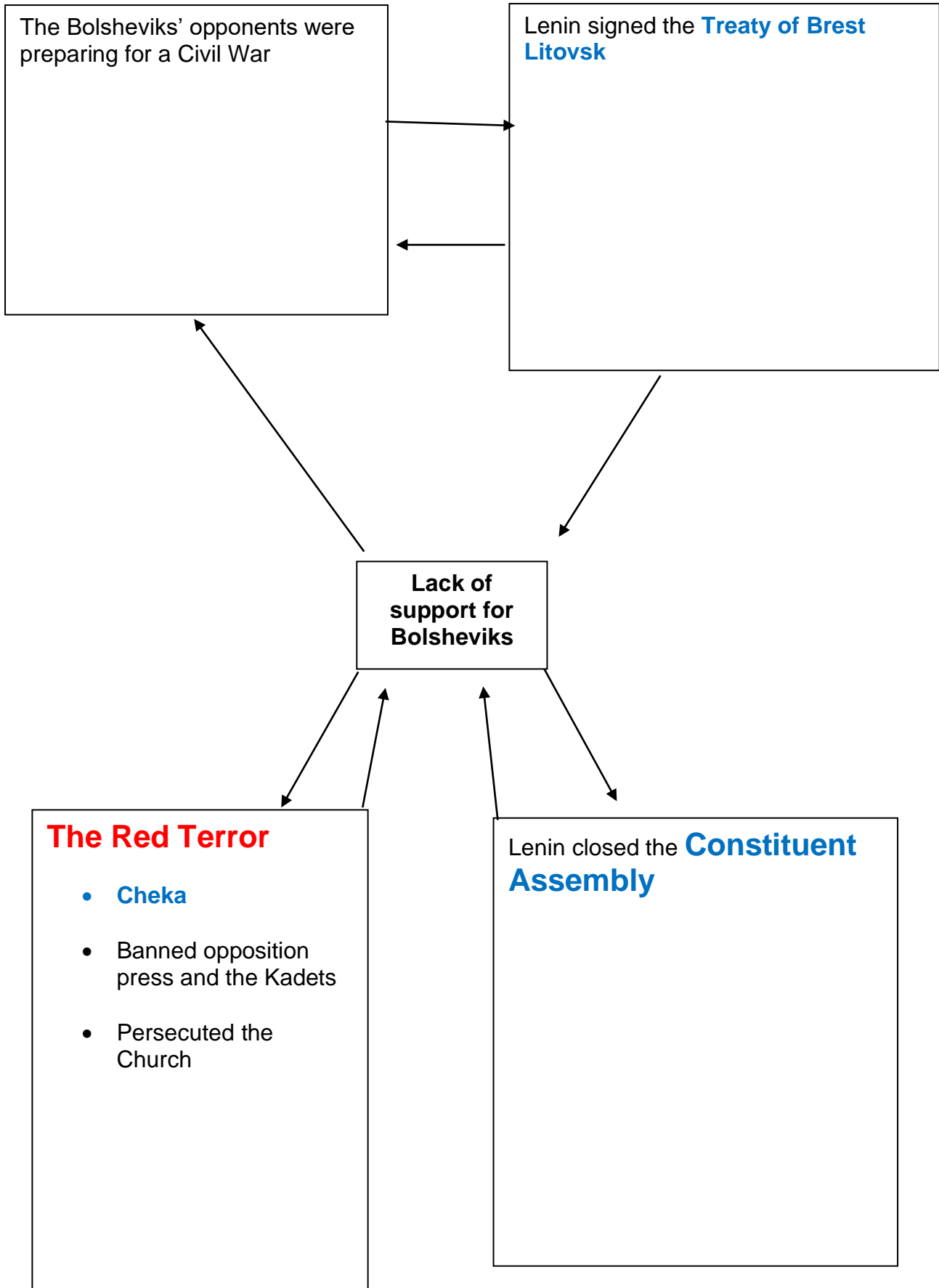
How far does source A support the evidence of source B about Russian losses in the Treaty of Brest Litovsk?

Source A



Source B

By the terms of the Treaty, Russia was forced to give up most of its territories on the continent of Europe, including Finland, Latvia, Estonia and parts of Poland. Overall it has been calculated that Russia lost 34% of its population. There was widespread opposition to the terms: opponents included some leading Bolsheviks, led by Bukharin.



The Civil War 1918 - 1920

Why was there
opposition to the
Bolsheviks?

p74 & key event 1 p
76

By 1918, opposition forces had gathered armies. A Civil War ensued.

- **The Reds** = the Bolsheviks (now re-named the “**Communist Party**”)
- **The Whites** = those fighting against the Bolsheviks
- also “**Greens**” – independents e.g. peasants or nationalists seeking independence

Find out more about greens from the bottom of p 75-76.

The Reds

Trotsky created a new army called the **Red Army**.

He knew he would need lots of soldiers so he **conscripted** many; by the end of the Civil War, the Red Army had conscripted 5 million men (compared to the Whites who only conscripted 250,000).

He also knew that he would need officers with experience so he recruited **ex-Tsarist officers** – watched over by **Political Commissars**; family members were held as hostages.

His headquarters was on an armoured train equipped with cars, a cinema, a printing press, a radio station, a library and an electricity generator. Trotsky could get to different fronts easily and address the soldiers himself.

He was an **inspiring speaker**.

The town of Gomel was about to fall into the enemy's hands when Trotsky arrived. Then everything changed and tide began to turn. Trotsky's arrival meant that the city would not be abandoned. He paid a visit to the front lines and made a speech. We were lifted by the energy he carried wherever a critical situation arose. The situation which was catastrophic 24 hours earlier, had improved by his coming, as though by a miracle.

Member of the Red Army

He made sure his troops believed in what they were fighting for.

He restored **medals** and **ranks**.

He treated his troops well- tobacco and entertainment.

But he was also very strict e.g. unauthorised retreat was punishable by death.

Trotsky's orders to the Red Army 1918

Every scoundrel who incites anyone to retreat, desert or disobey an order will be shot
Every soldier who deserts his post will be shot
Every soldier who throws away his rifle will be shot
Those who harbour deserters are liable to be shot
Houses in which deserters are found are liable to be burned down.

Add any additional points about the Red Army using p 74-5

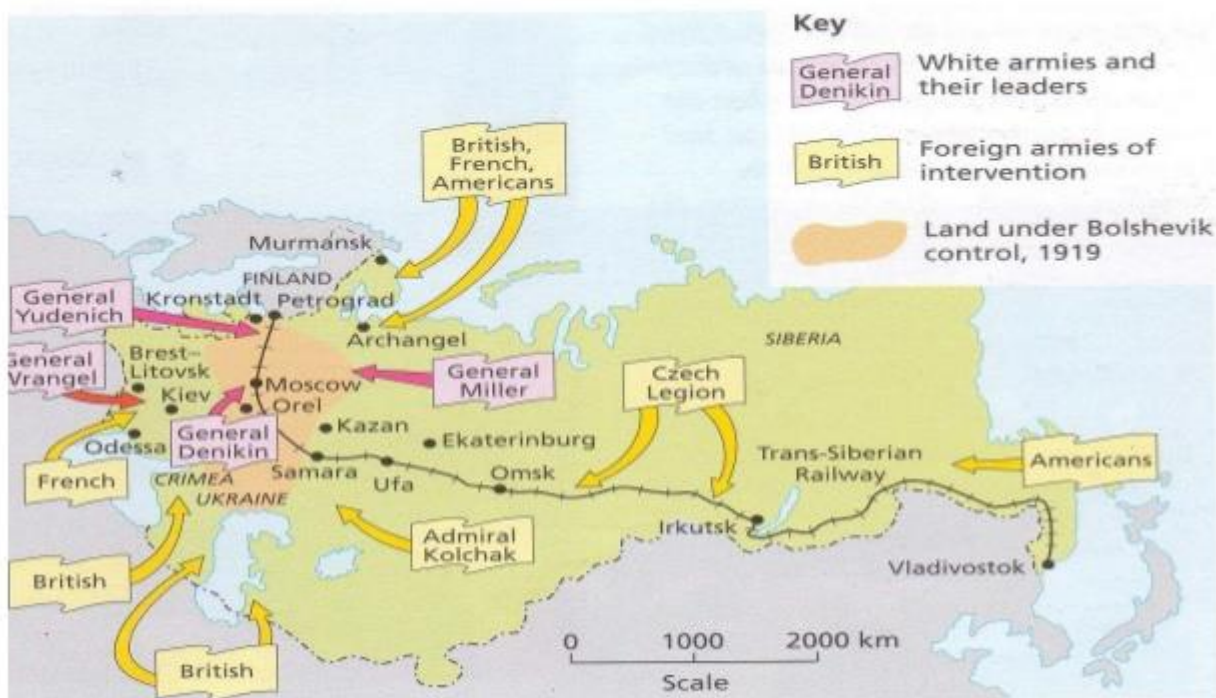
The Whites

Make notes on the Whites using p 75

Hi-light the white armies and their leaders on the map:-

LO: Identify the key leaders and their involvement in the Russian Civil war?

Key Events of the Russian Civil War



Foreign Powers intervened in the Civil War: see p 76.

Hi-light the foreign powers on your map.

Give detail about the help given to the Whites by

Britain

US

Why did foreign powers intervene? add the appropriate countries **US, France, Britain Japan** to each reason below:- there can be more than one per reason!

Reason for intervention	Country/countries
They wanted to restore a government that would keep Russia in the war against Germany	
The Bolsheviks refused to pay back the money they had loaned the Tsar	
They were outraged by the murder of the Royal Family in July 1918	
They hoped to gain territory in the Far East	
They feared the spread of Communism in their country (The Bolsheviks set up the Comintern to encourage Revolutions in other countries)	

The Czech Legion

This was group of about 50,000 Czech soldiers originally fighting in the Austro-Hungarian army; the Russians had captured them and persuaded them to fight against the Austrians (to gain independence) . When Russia withdrew from the First World War, this legion tried to get home but when the Bolsheviks ordered them to give up their weapons, they took control of large stretches of the **Trans-Siberian Railway**.

Why was this a threat to the Bolsheviks? P 77

Outline of the Civil War

Read the section "Key events" p 76.

3rd March 1918 **The Treaty of Brest Litovsk** was signed. (remember how important this was in galvanising opposition to the Bolsheviks within Russia and abroad)

11th March 1918 The Bolsheviks moved the capital to Moscow. *Explain why, using the map.*

13th March 1918 **Trotsky** was appointed as **War Commissar**, giving him leadership of the **Red Army**.

May 1918 Trotsky ordered the **Czech Legion** to surrender their weapons. They refused. They worked with the opponents of the Reds and controlled sections of the Trans-Siberian Railway.

17th July 1918 **The Royal Family was executed**. Read p 77.

Why did the Bolsheviks do this?

30th August 1918 Fanya Kaplan shot Lenin

Make notes from p 77 especially on how the Bolsheviks responded.

18th November 1918 Admiral **Kolchak** attacked from Siberia. He was joined by the **Czech Legion**.

Make notes from the top of p78

Summer 1919 **Denikin** attacked from the south helped by the Cossacks and the French.

However they advanced too quickly and lacked enough men and bases in their rear. The French mutinied. Trotsky organised a brilliant counter-attack that forced them to retreat.

October 1919 **Yudenich** attacked from the north-west using British tanks, nearly reaching Petrograd but were driven back.

August 1920 **The Tambov risings** – peasant uprisings against Bolshevik policy of grain requisition led to the creation of a green army of 70,000 peasants.

7-15th November 1920 **Battle of Perekop**

The White Army led by General **Wrangel** was defeated by the Reds.

(1920 **The Poles** invaded but were driven back. The Red Army tried but failed to reconquer Poland and agreed to peace terms in March 1921)

Why did the Reds win the Civil War?

The Weaknesses of the Whites p79-80

Red strengths p 80-1

What is the message of this Bolshevik poster? (see source 1 p 81)



The Terror

Make notes on the **Red Terror** p 82.

Also note how the Bolsheviks dealt with the peasants in p. 79

Lenin ordered the extermination of clergy in a place called Shuya after people there fought off officials who had come to raid the church. The Politburo voted to stop further raids on churches but Lenin countermanded them. Similarly he ordered the hanging of a hundred peasants as a lesson to others.

Extract from an A level textbook *Communist Russia under Lenin and Stalin 2002*



The former royal family were lined up in a cellar before being shot.

Do the exam-style question on p83.

The White Terror

Read source B on p 85. *What did the White soldiers do in this village?*

In another village, they cut a hole in the ice and pushed every villager under.

Source 1

The troops of the Army of the South blotted their reputation by pogroms against the Jews. The pogroms brought suffering but they also affected the morale of the troops, warped their minds and destroyed discipline.

Memoirs of General Denikin, the leader of the White Army of the South.

Why is it significant that this source comes from Denikin?

Source 2

The Civil War 1918-1920 was a time of great chaos and estimates of Cheka executions vary from 12-15,000. But even the highest figure does not compare to the ferocity of the White Terror... for instance in Finland alone, the number of workers executed by the Whites approached 100,000.

R Appignanesi *Lenin For Beginners* 1977

Does source A p85 agree or disagree with the verdict of Appignanesi above?



What impression of the war does extract B p 81 give?

Now do the exam-style question p 85.

War Communism 1918 – 1921

Use p 89 2nd paragraph to make notes on how bad Russia's economy was when the Bolsheviks took over.

-
-
-
-
-
-

In 1918, the Bolsheviks introduced a harsh economic policy known as **War Communism**

- to secure enough food to feed both workers and soldiers during the Civil War; to avoid repeating the food shortages of the First World War
- to produce the equipment needed to *win the Civil war*

The State took control of the economy. Read the first paragraph p 88

The Economy was **centrally planned** by the **Supreme Economic Council**.
(Vasenkha)

The central planners decided what each factory or farm would produce and set targets or quotas. They also organised the supply of raw materials to factories.

Industry

Factories with more than 10 workers were taken over by the government. Workers' control was abolished because it was inefficient. Managers were restored. Factories had to meet **quotas**; managers who failed to meet the quota would be killed.

Workers were put under government control:-

- Everyone aged 16-50 was forced to work unless they were ill or pregnant. This was called **labour conscription**.
- Workers had to work where the government sent them.
- Trade unions were banned; strikers could be shot.
- Wages were low - often workers were paid *in kind* (goods produced in the factory) or in **tokens** – see p 90
- Working hours were long.
- Discipline was harsh; lateness was punished.

What was the purpose of these changes?

Notice how the Bolsheviks were already going back on some of their early decrees.

Agriculture

Food was in short supply.

This was partly because the Whites controlled many grain growing regions.

Moreover peasants were only growing enough for their own needs as the factories were not producing the kind of goods they wanted to buy.

So the Bolsheviks resorted to **force** to get the grain to feed the soldiers & workers.

- Peasants were not allowed to sell their crops privately.
- The state decided how much of their crop the peasants should be allowed to keep and took the rest. This is called **requisitioning**. It was done by “**food detachments**”.
- Although the state paid the peasants for the food, the value of money collapsed due to inflation. Peasants did not want worthless money.
- Moreover as some peasants tried to hide their grain, the food detachments often resorted to taking all the grain they could find, even that needed for the peasants’ needs, assuming there was more stashed elsewhere.
- Peasants suspected of hoarding grain or who resisted were arrested or killed.

In villages the peasants will not give grain to the Bolsheviks because he hates them. Armed companies are sent to take the grain from the peasant and every day, all over Russia, fights for grain are fought to the finish.

A British Businessmen in Russia
in 1918



Members of the Red Guard requisition grain from peasants during the Civil War.

The Bolsheviks especially Lenin blamed peasant resistance on **Kulaks**- wealthier peasants (“**tight fist**” – i.e. greedy peasants).

See source B p 92. What did Lenin order and why?

How successful was grain requisitioning?

Fill in the gaps using p 89 near the bottom:-

In 1918 the state collected _ million tonnes of grain

By 1920 they collected _ million tonnes

(This was still not enough to feed the Russian population)

successful	Not successful

Why was War Communism introduced? Historians' debate

Some Communists like Trotsky, felt that War Communism was the way a communist economy should be run- with state control and no one making profit.

This has led some historians to claim that the Civil War gave the Bolsheviks the chance to speed up the move to a communist economy. However others believe Lenin, who later claimed that War Communism was forced on them by the need to win the Civil War.

Do your own version of the diagram on p91.

***Why was War
Communism
introduced?***

The economic and social effects of War Communism

The shortages of goods caused **inflation** which meant that money became worthless.

What happened to **Industrial output** ? See below:- it _____

	1913 (tons)	1921
Coal	29 million	8.9 million
Oil	9.2 million	3.8 million
Steel	4.3 million	200,000
Sugar	1.3 million	50,000
Rail freight	132.4 million	39.4 million
Electricity (million KWhs)	2039	520
Factory production	10.2 million	2 million

Fuel was also in short supply

The worst shortages however were of **food**. By 1920, food production was 37% of the 1913 level.

This was because:-

- Peasants had little incentive to grow crops if the crops would be seized.
- Moreover any money the state paid them for their crops was worthless.
- Sometimes the food detachments took their seed crop so they had nothing to plant next spring.
- Trains broke down and were not mended which affected transport of food to towns
- Food was strictly rationed but higher rations went to workers and soldiers; even their rations dwindled as food shortages worsened. Former middle class people got virtually nothing. They were not allowed to sell their furniture either.

Read source 1 p 97.

Illegal "**black market**" trade was sometimes the only way to survive. It is estimated that 70% of food was obtained this way. But prices on the black market were high

Margot Tracey was 10. Her parents had been arrested. This is how she survived

"We visited nearby black markets in search of food...All the time we were on the look out for soldiers who raided these places...money was worthless..peasants exchanged food only for articles of clothing or household goods...once we bartered a precious possession for a sheep's head only to discover that it was the head of a dog and probably an old one at that. We cooked it just the same, wasting precious fuel, but the smell proved so revolting it made us both sick"

Our staple diet when things were grim was potato peelings fried. One evening we found a large black crow frozen solid. We plucked it, cutting off its feet and head, and tied it up.. we now had the most magnificent "chicken" (which they swapped for potatoes and fat)

Others made items to trade e.g. penknives.

Thousands of workers fled the towns to go to the countryside in the hope of finding food. Between 1918-1920 50% of Moscow's population left; in Petrograd, it was nearer 75%.
(this explains the fall in _____ production mentioned earlier)

But the situation was no better in the countryside. By 1920, many parts of Russia were in full blown **famine**. Starving peasants went to the railway stations in the hope that food would come.

The first thing I saw was a refugee camp of about 15,000 peasants, outside the railway station... the adults were haggard but far less dreadful than the children with their bloated bellies and shrivelled limbs. That came from eating clay and bark and refuse... Like cattle in a drought they waited for death. The only movement among them was the stretcher bearers carrying off the dead. I went to a children's home which was more like a pound for dogs. Most were past hunger, one child of 7 with fingers no thicker than matches refused the chocolates offered him and just turned his head away. Inside the house children in all stages of different diseases huddled together... I went away hating myself for being healthy and well fed.

Walter Duranty An American journalist.

Diseases like typhoid and cholera spread.

5 million people died from the famine.

Cannibalism emerged.



A doctor wrote:-

Sometimes a starving family eats the body of one of its junior members...sometimes parents at night take a part of a body from the cemetery and feed it to their children.

The political effects of War Communism.

The grain requisitioning turned many peasants against the Bolsheviks and caused vast numbers of **peasant uprisings**.

By 1921 the Bolsheviks were in danger of losing control of the countryside.

Meanwhile War Communism also led to discontent among towns people:-

What might they dislike?

-
-
-

Exam style question

Describe two features of War Communism

The Kronstadt Mutiny 1921

Workers on the whole put up with the difficulties during the Civil War but when the Civil War was over, they felt that War Communism was no longer justified. Strikes and protests erupted. By the end of 1920, $\frac{3}{4}$ Petrograd factories were on strike.

On the island naval base of Kronstadt, a strike by workers spread to their sailor comrades. These sailors had been dubbed the “**heroes of the Revolution**” by Trotsky due to the role they played in the October Revolution.

Use p 94 to list some of the things they did to show how much they had supported the revolution in 1917:-

Why did the heroes of the revolution mutiny against it in 1921?

In pairs, read this source and hi-light/annotate what the Kronstadt sailors disliked about Communist rule:-

"After carrying out the October Revolution, the working classes hoped for freedom. But the result has been greater slavery. The bayonets, bullets and harsh commands of the Cheka- these are what the working man of Soviet Russia has won. The glorious emblem of the workers' state, the hammer and sickle- has been replaced by the communist authorities with the bayonet and the barred window. Here in Kronstadt we are making a third revolution which will free the workers and the soviets from the Communists."

You can also read the reasons p 94.

This is a summary of their demands:-

- More economic and political freedom
- Less brutal repression; release of political prisoners
- Freedom of speech and press
- Free elections by secret ballot
- Free trade unions
- Relaxation of controls on workers
- End of requisitioning
- All workers to have equal rations

Task- produce some slogans for the Kronstadt sailors.

Do the b exam-style question p 96.

The suppression of the Kronstadt Mutiny

Trotsky's Red Army brutally crushed the revolt.

His men reached the island over the frozen water.

It took a week to defeat the rebels and approximately 20,000 men were killed or wounded.

The sailors fought like wild beasts. An entire company fought for an hour to capture one house, it contained 2-3 men at a machine gun. They seemed half dead but they snatched their revolvers and gasped "too little did we shoot at you scoundrels."

The city ran red with blood of the Kronstadt men, women and children. For several weeks the Petrograd jails were filled with hundreds of Kronstadt prisoners. Every night small groups of them were taken out by the Cheka and disappeared.

Although the mutiny was suppressed, it showed that even former Bolshevik supporters were fed up with War Communism and Lenin realised the need to change policy.



The introduction of NEP 1921

Why was NEP introduced?

By 1921 famine had broken out. Industrial production was down to one seventh of the 1913 level. It is estimated that 3.5 million people died from typhoid alone. With the economy in ruins, inflation out of control and the country in the grip of famine, the peasants called for the overthrow of communism.

Economic effects of War Communism	Political effects of War Communism

The peasant uprisings and the Kronstadt Mutiny persuaded Lenin to adopt a different economic policy which he proposed at the **Tenth Party Congress 1921**

See source J p 98.

He realised the need to win back the support of the peasants and give them incentives to grow more food.

“We are in such a state of poverty and ruin that everything must be put aside to increase production”

He proposed a **New Economic Policy** (NEP) as a temporary measure (20 years?) to produce more food and help get the economy strong enough so that eventually they could return to socialism.

He referred to NEP as a ***“breathing space”*** or a retreat in order to prepare for a new attack.

What was NEP ?

NEP was a **partial return to a market economy** (Capitalism)

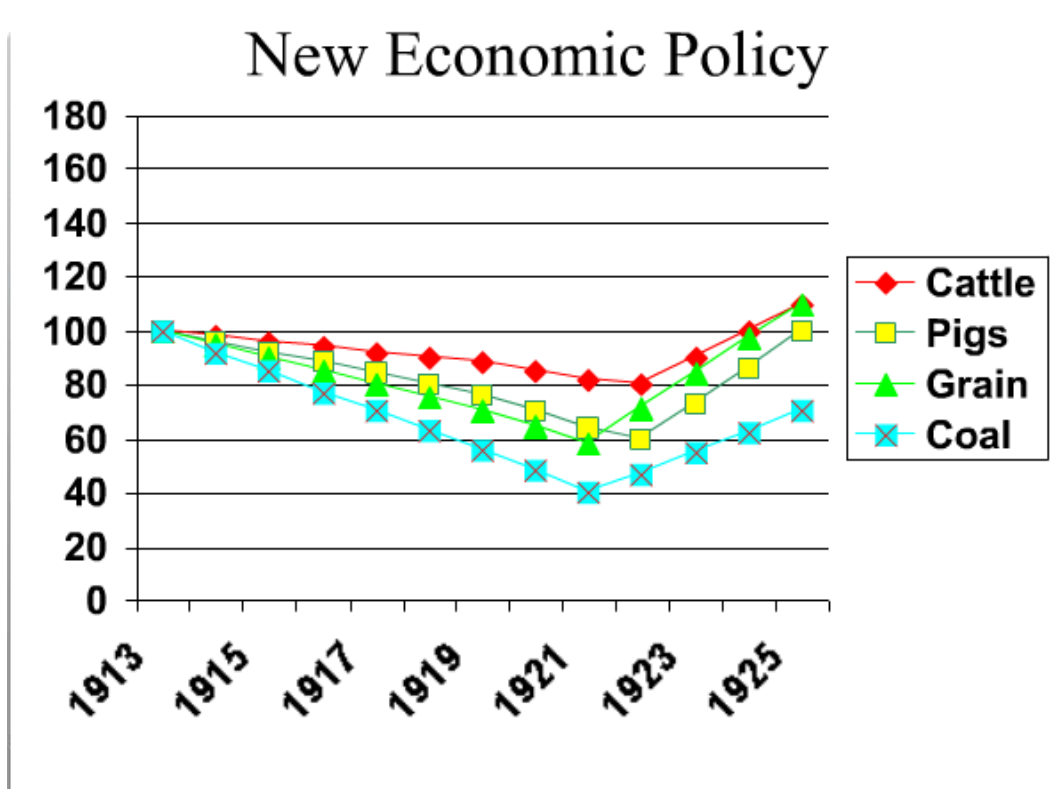
Peasants were given greater **incentive** to grow more grain:-

- Free trade was partially restored. Private shops and markets were allowed again.
- Peasants paid a fixed tax (10% of their grain) and could sell any surplus they made in the local market. (Grain requisitioning finished)
- a new rouble was introduced to stabilise the currency.

Industry was deregulated:-

- Many smaller industries (less than 20 workers) were **denationalised** (given back to private ownership) to produce consumer goods.
- the state retained control of banks, coal, iron, steel, oil, electricity and the railways.
- Forced labour was ended.
- Payment in money resumed. Incentives were offered for producing more.
- Experts were brought in to run the factories (many from abroad) They received higher pay.
- Foreign trade and investment were encouraged. This meant negotiations with foreign Bourgeois governments. By 1924, the new Russian State was recognised by most countries.
- Lenin was convinced that electricity was vital for the future; a network of power stations was established.

How successful was NEP ?



Is the evidence of this graph supported by the table on p 100?

There were 4 main economic effects of NEP:-

1. Agricultural Production increased

Peasants now had incentive to grow more. See p 99 *economic effects* bullet point 1.

By 1923 they could pay their tax in cash rather than grain.

From 1925, peasants were allowed to buy and sell land and hire labour. This led to the emergence of a richer group of peasants, known as **Kulaks**.

2. Industrial production increased.

Smaller privately owned businesses flourished

3. Trade recovered.

Markets were allowed and peasants who grew a surplus could sell their surplus for a profit. (*Therefore this was incentive to grow more*)

The new currency also encouraged trade.

Traders bought food from peasants and traded it in towns. They could sell factory goods like shoes and clothes to the peasants. These traders were nicknamed

Nepmen. They began to make huge profits.

“One morning I saw a man sitting on the sidewalk selling flour, sugar and rice. By May, he had a fair sized store to which peasants brought fresh produce each morning In July he opened a dry goods section, then added hardware...After a year’s trading... he made \$20,000 or \$30,000 clear profit”

4. Foreign Trade Deals

Some foreign countries like Britain hoped that NEP meant that the communist experiment was over, so they wanted to encourage what they saw as a return to capitalism by making trade deals with the USSR (new name for Russia from 1922).

The social effects p 101

The peasants prospered and revolts ended.

Life in towns also returned to pre-war days. Markets flourished; cafes, shops, hotels and restaurants were opened. Theatres re-opened.

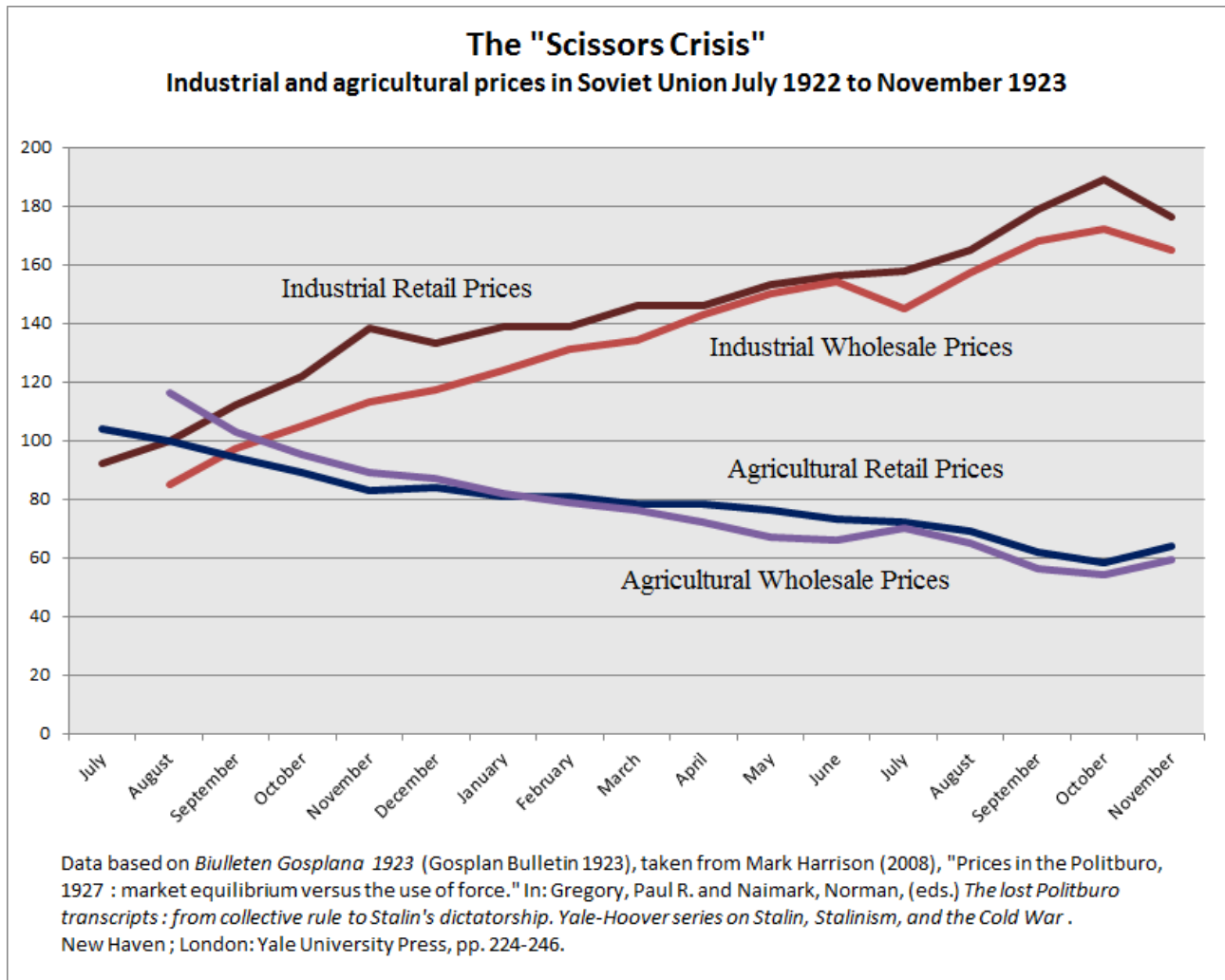
Hospitals & schools were built. Electrification was begun.

However inequality returned. People like NEPmen became very wealthy.

Read the extend your knowledge box p 101

However, there were also issues with NEP

The Scissors Crisis 1923



Make notes from p 100.

Ideological concerns

Lenin had intended NEP to be temporary- “*taking one step backward in order to take a leap forwards*”.

“a peasant Brest Litovsk”

Many Communists were unhappy with NEP because they felt it was not socialist; one joke suggested that NEP stood for “*New Exploitation of the Proletariat*”

In 1925, the Soviet Commissar for Finance admitted that the pay of miners, metal workers and engine drivers was still lower than it had been before 1914. This in turn meant that workers’ housing and food were poor. The factory committee of a cement works in Smolensk reported “Everyday there are many complaints about apartments: many families of 6-7 people live in one room”

There wasn’t a scrap of food in the country. Then suddenly they announced NEP. Cafes started opening as well as restaurants. Factories went back into private hands. It was capitalism. In my eyes what was happening was the very thing I had struggled against.

A Bolshevik supporter.

Summarise why the authors of these sources were not happy with NEP:-

See also extract A p 102

What other aspects of NEP might strict Communists like Trotsky dislike?

Read the bullet points p 101 and look for the aspects of NEP that seemed to be **capitalist**.

Exam style questions:-

- (a) Describe two features of the NEP**
- (b) Do the b style question on p 102**
- (c) Do the b style question on p 107**

Communist Rule during and after the Civil War 1921-24

1. Dictatorship

During the Civil War, the Bolsheviks (renamed as the “**Communist Party**” 1918) had increasingly resorted to dictatorship;

- censoring press
- banning other parties
- using the Cheka to arrest anyone suspected of opposition. Over 8,000 were shot without trial.
- the number of people in the decision-making council of the Party was reduced to a **Politburo** of 5-10 members.

This was continued after the war. At the **Tenth Party Congress 1921**, the Communists banned all other parties and even factions within the Party.

The Cheka was renamed the **O.G.P.U.**

What do these measures suggest about

- a) the Popularity of the Party?
- b) Lenin?

2. The creation of the USSR

During the Civil War, some of the Nationalities e.g. Poland and Ukraine, had declared themselves independent. The Bolsheviks had not expected this and had to change their policy.

They claimed that only the soviets of these countries had the right to declare independence and the Red Army entered these countries “to help the soviets overthrow the Bourgeois Governments”.

In reality, the Red Army invaded these countries and forced them to join the Russian Federation. Ukraine was retaken but not Poland.

At the end of 1922 the **Union of Soviet Socialist Republics** (USSR) was created.

Each republic was supposedly autonomous; however as the leaders had to be Communists, they all obeyed the Politburo of the Communist Party in Moscow.

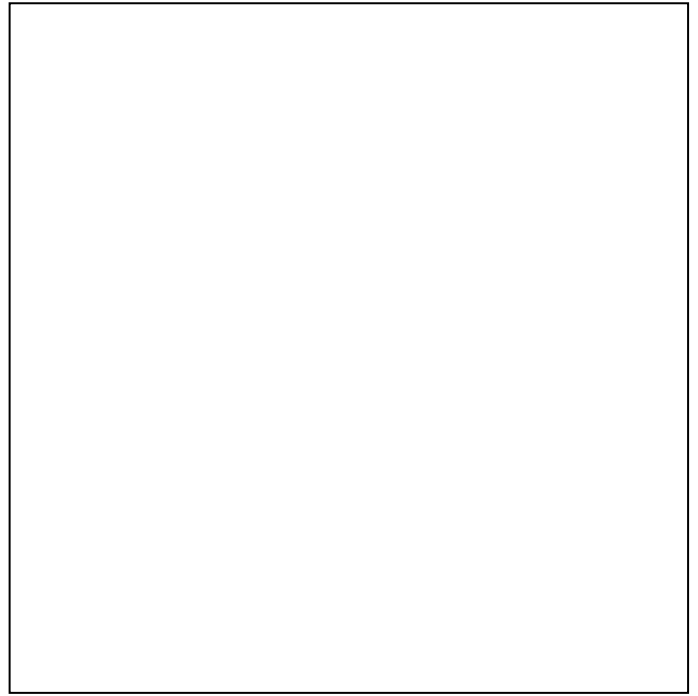
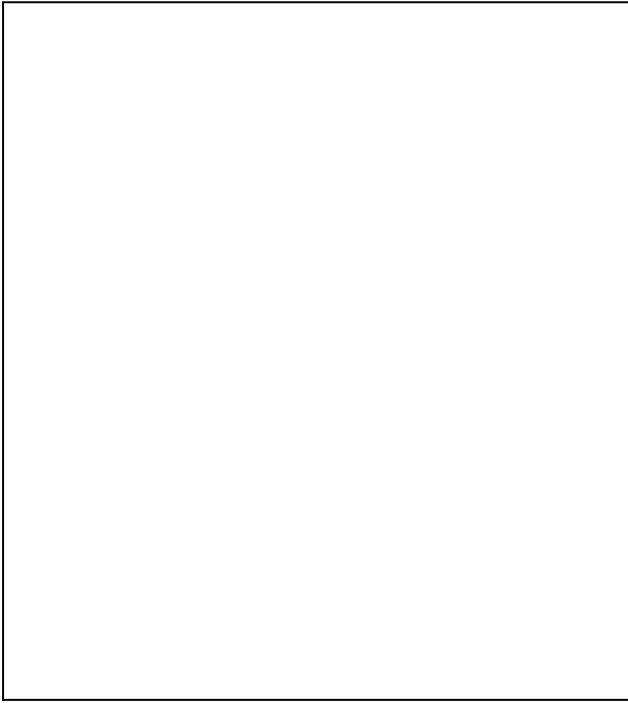
- The local soviets were elected by all adults (but there was only one party)
- The lower soviets elected representatives to the next tier.

January 1924 Lenin died.

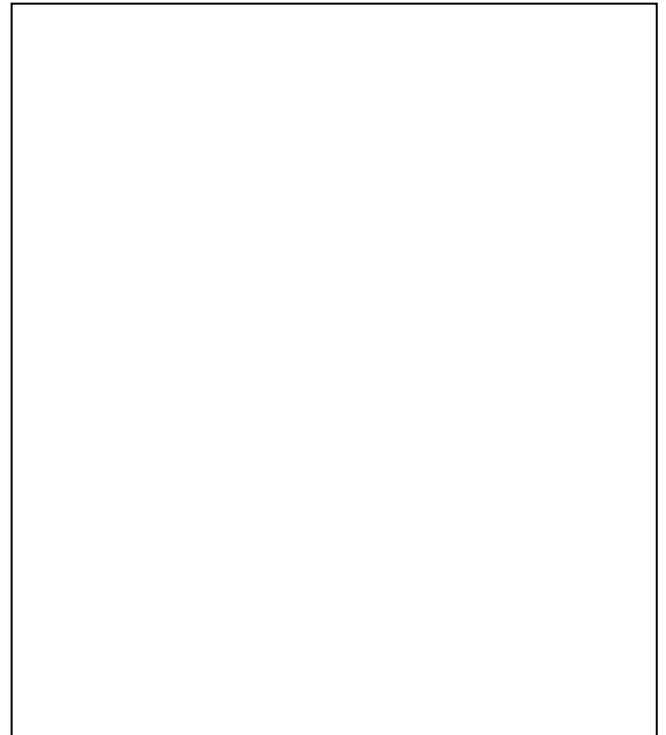
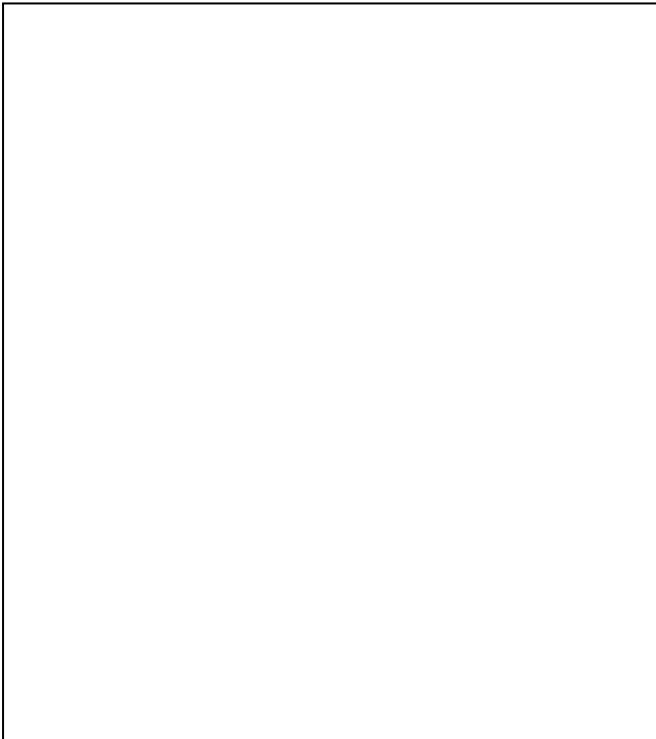
He had suffered several strokes over the preceding two years which left him increasingly paralysed.

What had he achieved?

Copy the diagram p 104. You could also summarise the text on page 103-4.



**How did the Bolsheviks
control Russia?**



Lenin and Trotsky's role in the consolidation of power

On p93-4 pack you compared their roles in the takeover of power in October 1917.
Now we will do the same but for the period 1918-24.

Sometimes it is worth developing your point to explain why it was so important in consolidating control e.g. Brest-Litovsk or NEP.

Lenin	Trotsky

How well did the Bolsheviks live up to their promises and principles by 1924 ?	
Bolshevik Principle	But in practice
Land to be communally owned	
Peace without indemnity	
Bread	
The State will “wither away”	
Gender equality	
No ranks in the army	
Freedom of Nationalities	
Workers’ control of the factories	
No bourgeois profiteers	

	Ways in which Russians benefited under Communists rule	Ways in which they were disadvantaged or disappointed under Communists rule
Male factory worker	1917 1918-21 1921-24	
Female factory worker		
peasant	1917 1918-21 1921-24	
Landowner who also owned factory		

Was Lenin a hero or a villain?

Read p 103 paragraph 2

Read the different interpretations of Lenin in the speech bubbles and extracts B and Source P p 105.

Then sort the sources and extracts onto this table.

A. Political

Lenin was a harsh dictator who betrayed his promises	Lenin was an idealist but had to adapt his policies to suit the circumstances

B Economic

<p>Lenin was a harsh dictator who betrayed his promises</p>	<p>Lenin was an idealist but had to adapt his policies to suit the circumstances</p>
<p><u>C Other Factors</u></p>	

Glossary

abdicate	To give up the throne
April Theses	Lenin's policies in 1917
All Russian Congress of Soviets	A meeting of representatives from Soviets across Russia
Autocracy	Rule by one person, who has complete power
autonomy	Self-ruling
Bolshevik	A Russian Communist follower of Lenin
Bourgeoisie	Middle class
Brest Litovsk	The Treaty signed by Russia and Germany to end fighting in the 1 st World War.
Capitalism	Economic system based on private ownership and profit motive
ensorship	Banning or cutting out news or information
Cheka (OGPU)	The Bolshevik secret police
Civil War	War between people of the same country
Commissar	Government Minister after 1917.
Communism	Ideas based on Karl Marx- aka Marxism. Abolition of all private property.
Constituent Assembly	A parliament to decide a constitution (rules by which a country is run)
Cossacks	Excellent horsemen, used as soldiers by Tsar.
coup	Attempt to take power by force by a small group.(usually army)
Duma	Parliament
The July Days	A failed Bolshevik uprising in 1917
Kamenev and Zinoviev	2 leading Bolsheviks who disagreed with Lenin about having a Revolution in October.
Kerensky	SR lawyer- member of Duma and Petrograd Soviet. Became PM in September 1917.
Kornilov Revolt	General Kornilov marched to Petrograd to overthrow the Petrograd Soviet
Kulak	Richer peasant
Menshevik	Russian Communist –split from Lenin 1903- believed Russia would have to wait much longer before a revolution could take place.
Military Revolutionary Committee	Part of the Soviet that organised military action.in 1917
NEP	New Economic Policy 1921- a partial return to capitalism.
Nepmen	Trader under NEP.
Okhrana	Tsarist secret police
Order Number One	The Petrograd Soviet's order to soldiers to obey the Provisional Government if it was agreed by the Soviet.
Orthodox	The main Christian Religion in Russia
“Peace, Bread and Land”	Lenin's slogan to attract wide support
Politburo	The decision-making body of the Communist party- 5-10 men.
Pravda	One of the Bolshevik newspapers
proletariat	Worker in industry
Provisional Government	Temporary government after the Tsar abdicated.

Real Wage	Value of wage compared to prices.
Red Guard	Armed Bolshevik workers in 1917
Red Army	Army of the Communist state created in 1918
Requisitioning	Taking grain from the peasants
Romanov Dynasty	Royal family of Russia from 1613-1917.
Russification	Enforcing Russian language & customs on non-Russians
serf	A peasant belonged to the owner of an estate before 1861
Socialism	The state owns the factories and divides wealth for the benefit of everyone.
Soviet	A council of workers or soldiers
War Communism	The economic policy of the Bolsheviks during the Civil War 1918-21; nationalisation and grain requisitioning.