

Russia and the Czars

Grade Level: 5

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Length of Unit: 9 Lessons

I. ABSTRACT

This fifth grade unit explores the early growth and expansion of Russia. Students will research four czars: Ivan III and IV, Peter the Great, and Catherine the Great. The research emphasizes Russian culture, economy, and government before, during, and after each czar's reign. Each student will select and present one facet of their research to the class. The presentations can be written, oral, or graphic. Students will study the geography of the region and how it influenced this time period. Students will also read and respond to a Russian folktale that correlates to life under the rule of the czars.

II. OVERVIEW

A. Concept Objectives

1. Understand the complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.
2. Develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occurred there.
3. Understand how the political system gains power over the people and land.

B. Content from the *Core Knowledge Sequence*

1. History and Culture
 - a. Russia as successor to Byzantine Empire; Moscow as new center of Eastern Orthodox Church, and of Byzantine culture (after the fall of Constantinople in 1453)
 - b. Ivan III (the Great)
 - c. Ivan IV (the Terrible)
 - d. Czar (from the Latin "Caesar")
 - e. Peter the Great; modernizing and "Westernizing" Russia
 - f. Catherine the Great
 - g. Reforms of Peter and Catherine make life even harder for peasants
2. Geography
 - a. Moscow and St. Petersburg
 - b. Ural Mountains; Siberia; steppes
 - c. Volga and Don Rivers
 - d. Black, Caspian, and Baltic Seas
 - e. Search for a warm-water port

C. Skill Objectives

1. All students will use geographic tools such as maps, globes, and pictures to interpret the relationship between people, places, and environment. USD259 Social Studies Geography Standard 4
2. All students will recognize the differences and similarities among world societies. USD259 Social Studies Culture Standard 2
3. All students will give examples of how national government does or does not provide for the needs and wants of all people, establish order and security, and manage conflict. USD259 Social Studies Government Standard 1

4. All students will collect, organize, and interpret information from appropriate sources and communicate their findings. USD259 Social Studies Research Standard 3
5. All students will read and respond to literature of different genres, cultures, and periods. USD259 Reading Standard 3
6. All students will organize information by note-taking, writing summaries, and making graphic aids. USD259 Reading Standard 5
7. All students will use reference materials. USD259 Reading Standard 5

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Carrion, E. *Empire of the Czars*. Chicago: Children's Press, 1994. 0-516-08319-0.
2. Moscow, H. *Russia Under the Czars*. New York: American Heritage Publishing, 1962.
3. Strickler, J. E. *Russia of the Tsars*. San Diego: Lucent Books, 1998. 1-56006-295-9.

B. For Students

1. Vikings and their expeditions (grade 3)
2. Byzantine Empire (grade 3)
3. Rivers (grade 3)

IV. RESOURCES

- A. *Nystrom World Atlas*
- B. *Maps! The World and United States* (book of reproducible outline maps)
- C. Stanley, Diane. *Peter the Great*
- D. Nardo, Don. *Women Leaders of Nations*.
- E. Putnam, Peter. *Peter, The Revolutionary Tsar*
- F. Elkin, Benjamin. *How the Tsar Drinks Tea*.
- G. Hirsch, E. D., Jr. *Pearson Learning Core Knowledge History and Geography 5*.
- H. Hirsch, E. D., Jr. *What Your 5th Grader Needs to Know*.
- I. Murrell, K. B. *Russia*.
- J. Moscow, H. *Russia Under the Czars*.

V. LESSONS

Lesson One: Geography of Russia

A. Daily Objectives

1. Concept Objective
 - a. Develop an awareness of place. There are reasons why events occur in certain places. Must understand the characteristics of a place to understand why events occurred there.
2. Lesson Content
 - a. Moscow and St. Petersburg
 - b. Ural Mountains; Siberia; steppes
 - c. Volga and Don Rivers
 - d. Black, Caspian, and Baltic Seas
 - e. Search for a warm-water port
3. Skill Objectives

- a. All students will use geographic tools such as maps, globes, and pictures to interpret the relationship between people, places, and environment.
 - b. All students will collect, organize, and interpret information from appropriate sources and communicate their findings.
 - c. All students will use reference materials.
- B. *Materials*
- 1. Individual outline maps of Europe and Russia for each student
 - 2. Atlases for each student
 - 3. Transparencies of outline map and listing of geographic features to be located on the outline maps
 - 4. crayons or colored pencils
- C. *Key Vocabulary*
- 1. port: a harbor or a city with a harbor where ships load and unload cargo
 - 2. Siberia: N. Asiatic section of Russia between the Urals and the Pacific
 - 3. steppes: one of the great plains of southeast Europe and Asia, having few trees
- D. *Procedures/Activities*
- 1. Focus: Throw a paper snowball to a student. Ask these questions: What country has snow on the ground for six months of the year? What country is on two continents? (This was a question on “Who Wants to Be a Millionaire?”) What is the largest country in the world? What country is so large that it has problems transporting goods to all areas of the country?
 - 2. Discuss the use and design of a map legend and compass rose.
 - 3. Show the transparency listing the geographic features and sites that students are to locate on their individual maps.
 - 4. Discuss the use of the table of contents and index in the atlas.
 - 5. Have students use the atlases to mark features on their maps.
 - 6. Students who complete the assignment early may have another outline map and select one of the following topics to study—population, climate, product/resources, and expansion of Russia.
 - 7. Have different students use the transparency outline map to note the assigned features. Encourage each to make an observation about the feature they add to the map. This activity will allow students who are not finished to complete their maps.
 - 8. Offer an “extra-credit homework” assignment of making a Russian food dish, finding an interesting website showing Russian art or architecture, or other projects approved by the teacher.
- E. *Assessment/Evaluation*
- 1. All students can check their work during procedure seven.
 - 2. Another assessment tool that could be used is a “Plus/Minus” chart (see appendix A) for Russia’s geography. Examples of “minus” features—lack of warm water port, cold climate limits growing season in many parts of the country. Examples of “plus” features—many natural resources, large segments of lightly populated areas will allow for population growth.
 - 3. As students prepare to return to their classroom, ask the students at each table a question such as, “What city is located near the Baltic Sea?” If one student at the table can answer the question correctly, all students at the table may line up. This activity encourages all students to think about the questions as well as reinforcing the correct responses.

Lesson Two: Folktale *How the Tsar Drinks Tea*

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand the complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.
 2. Lesson Content
 - a. History and Culture—the life of the czar and the peasants
 3. Skill Objective
 - a. All students will read and respond to literature of different genres, cultures, and periods.
- B. *Materials*
1. Book *How the Tsar Drinks Tea* by Benjamin Elkin
 2. Cards for word sort
 3. Character trait graphic organizer
- C. *Key Vocabulary*
1. tsar/czar: the title of the emperors who ruled Russia until the Soviet revolution of 1917
 2. peasant: in earlier times, one of a group of people in Europe who lived and worked on small farms
 3. samovar: an urn with a spigot at its base used especially in Russia to boil water for tea
 4. insolence: insulting in haughty, overbearing speech or conduct
- D. *Procedures/Activities*
1. Focus: Have two types of tea for students to sample. Discuss how a samovar works. (See Appendix B for information on samovars.)
 2. Tell the students to think about the character traits of the tsar and the peasant as we read the folktale.
 3. Read story. Suggested discussion question: What character traits do the tsar and the peasant reveal in this story?
 4. Have the students write the character traits they felt were revealed in the story on note cards. Let them sort the words any way they want. Ask students to share the various sorting groups. Next have the students sort the words into two groups—one for words that describe the tsar and one for words that describe the peasant.
 5. Have the students use the sorted words to complete the character trait graphic organizers (See Appendix C.)
- E. *Assessment/Evaluation* Check the students' character trait charts. Discuss how we will be studying four actual czars. We will compare the four czars and the peasants that lived during their reigns to the czar and peasant in the folktale.

Lesson Three: Ivan III (the Great)

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand the complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.
 - b. Understand how the political system gains power over the people and land.

2. Lesson Content
 - a. Russia as successor to Byzantine Empire; Moscow as new center of Eastern Orthodox Church, and of Byzantine culture (after the fall of Constantinople in 1453)
 - b. Ivan III, the Great
 3. Skill Objective(s)
 - a. All students will give examples of how national government does or does not provide for the needs and wants of all people, establish order and security, and manage conflict.
 - b. All students will collect, organize, and interpret information from appropriate sources and communicate their findings.
 - c. All students will organize information by note-taking, writing summaries, and making graphic aids.
 - d. All students will use reference materials.
- B. *Materials*
1. Encyclopedias with articles on Ivan III (print and CD-ROM)
 2. *Russia of the Tsars* by Strickler
 3. Internet sites
 - a. Cracraft, J. "Ivan III, the Great," *Discovery Channel School*.
 - b. "Grand Prince Ivan III," *Contemporaries of the Kremlin*.
 4. note-taking graphic organizer (appendix D) on paper and as a transparency
- C. *Key Vocabulary*
1. tribute: a payment of one ruler or nation to another in acknowledgement of submission or as the price of protection
 2. Mongols: a member of one of the chiefly pastoral peoples of Mongolia, a historic region in east-central Asia, now divided into the Mongolian People's Republic and northern China
 3. democracy: a government that is run by the people who live under it
 4. empire: a group of countries under one ruler or government
- D. *Procedures/Activities*
1. Focus: Ask the question, "How would you judge the success or failure of a country's leader?" Let students brainstorm answers. Give each student three small Post-it notes and let them place their notes on sheets of paper each containing one of the student's suggested answers to the above question. Tally the responses and note the top three choices. Tell the students we will use this information after we study one of Russia's rulers—Ivan III (the Great).
 2. This lesson will be a teacher led presentation and discussion. As the teacher reads passages from an encyclopedia or the book *Russia of the Tsars*, the students should take notes on a graphic organizer. (See Appendix D.) The teacher should stop and discuss pertinent information and help students select some information for their notes. Allow time for students to make notes, but provide less direction on what to include towards the end of the presentation. Be sure to cover the time period prior to Ivan the Great's rule as well as during his reign.
 3. Have several student volunteers record one fact on an overhead transparency of the graphic organizer. This will allow students to add information to their graphic organizers if needed.
 4. Use the information collected and the three responses to the focus question to discuss the successes and shortcomings of Ivan the Great's reign.
- E. *Assessment/Evaluation*

1. Graphic organizer will be included in the portfolio that will be included in the overall unit evaluation.
2. Have students respond to the following questions in their journal: “Was Ivan III really a “great” leader? Why or why not?”

Lesson Four: Ivan IV (the Terrible)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.
 - b. Understand how the political system gains power over the people and land.
2. Lesson Content
 - a. Ivan IV (the Terrible)
3. Skill Objective(s)
 - a. All students will give examples of how national government does or does not provide for the needs and wants of all people, establish order and security, and manage conflict.
 - b. All students will collect, organize, and interpret information from appropriate sources and communicate their findings.
 - c. All students will organize information by note-taking, writing summaries, and making graphic aids.
 - d. All students will use reference materials.

B. Materials

1. Encyclopedias (print and CD-ROM)
2. Books
 - a. *Russia of the Tsars* by J. E. Strickler
 - b. *Russia Under the Czars* by H. Moscow
3. Internet sites
 - a. Cracraft, J. “Ivan IV, the Terrible,” *Discovery Channel School*.
 - b. “Ivan the Terrible,” *Contemporaries of the Kremlin*.
 - c. “Ivan the Terrible,” *Russia.net*.
4. Graphic organizer for note-taking (paper copies and transparency)

C. Key Vocabulary

1. noble: a person having a high rank or title in society

D. Procedures/Activities

1. Focus: Hand one student at each of the six tables a sealed envelope. Tell the students to open the envelope and share its contents with other students at the table. The students are to decide whether to place their card on the “cheers” or “jeers” charts for Ivan the Terrible. Cards should include facts of Ivan the Terrible’s reign. Examples of “cheers and jeers” are: “Ivan IV mistreated the nobles.” “Ivan IV created a large police force.” “Ivan IV made it possible for many Russians to move into Siberia.” Tell the students we will check our predictions at the end of class.
2. Have the students work in pairs. If possible, team strong readers with weaker ones so that difficulties in reading won’t hinder the note-taking process. Give each pair a short passage or paragraph to read. The passages can be obtained from books and/or encyclopedias. It is legal to make copies of *one* page of a

- source to be used for instructional purposes. They are to decide on one important fact or idea presented in the passage or paragraph. They will share their fact or idea with the group. One student can share the idea orally while the other writes it on the transparency of the graphic organizer (see appendix D).
3. Discuss their facts and how different groups can view the same happening with very different eyes. Let each table write a fact on a card to place on the “cheers” and “jeers” chart. Have them support their choices. Let students decide if any of the original cards should be moved.
- E. *Assessment/Evaluation*
1. Journal entry: Have the students pretend to be peasants and tell two reasons they liked Ivan the Terrible.
 2. Graphic organizer will be included in the final assessment portfolio.

Lesson Five: Peter the Great and Catherine the Great

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand the complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.
 - b. Understand how the political system gains power over the people and land.
 2. Lesson Content
 - a. Peter the Great; modernizing and “Westernizing Russia”
 - b. Catherine the Great
 - c. Reforms of Peter and Catherine make life even harder for peasants
 3. Skill Objectives
 - a. All students will give examples of how national government does or does not provide for the needs and wants of all people, establish order and security, and manage conflict.
 - b. All students will collect, organize, and interpret information from appropriate sources and communicate their findings.
 - c. All students will organize information by note-taking, writing summaries, and making graphic aids.
 - d. All students will use reference materials.
- B. *Materials*
1. Encyclopedias (print and CD-ROM)
 2. Internet sites
 - a. Cracrat, James. “Catherine the Great,” *Discovery Channel School*.
 - b. Cracrat, James. “Peter I, the Great,” *Discovery Channel School*.
 - c. Virtual Creators Studio, “Peter the Great,” *History of St. Petersburg*.
 3. Books
 - a. *Peter the Great* by Diane Stanley
 - b. *Women Leaders of Nations* by Don Nardo, p. 52-59.
 - c. *Peter, the Revolutionary Tsar* by P. B. Putnam.
 - d. *What Your 5th Grader Needs to Know*, E. D. Hirsch, Jr., Editor
 - e. *Russia of the Tsars* by J. F. Strickler
 - f. *Russia Under the Czars* by H. Moscow
 - g. *Russia* by K. B. Murrell
 4. Graphic organizer handout (Appendix C) on paper and transparency

- C. *Key Vocabulary*
1. “Westernizing”: to imbue with qualities native to or associated with a western region and especially the noncommunist countries of Europe and America
- D. *Procedures/Activities*
1. Focus: Ask the students to name foods, activities, or games that have come from other countries. Examples: tacos, egg rolls, piñatas, and Taiwanese sand drawings. You could also show a list of items such as tacos, enchiladas, burritos, piñatas, and Cinco de Mayo celebrations. Ask the students to think about what the items have in common. Use this to lead into a discussion of how Peter and Catherine wanted to bring many facets of Western European life to Russia.
 2. Have students work independently to take notes on Catherine or Peter. Limit the note-taking time to no longer than thirty minutes. Have each student share one fact they found in their research.
 3. Have students write facts on cards. Have them decide whether any of the facts could be classified as actions that helped Russia or ones that helped Peter or Catherine. You could also sort them as necessities or luxuries. Another sort could be “helped the peasants” or “made the peasants’ life more difficult”.
- E. *Assessment/Evaluation*
1. Have students record in their journals the sort that they felt revealed the most about Catherine’s or Peter’s reigns.
 2. Graphic organizer will be part of the final assessment portfolio.

Lesson Six: Characters in Miniature

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand the complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.
 2. Lesson Content
 - a. History and Culture
 - a. Ivan III (the Great)
 - b. Ivan IV (the Terrible)
 - c. Peter the Great
 - d. Catherine the Great
 3. Skill Objective
 - a. All students will collect, organize, and interpret information from appropriate sources and communicate their findings.
 - b. All students will organize information by note-taking, writing summaries, and making graphic aids.
- B. *Materials*
1. 5 foot pieces of string
 2. large sheet of light colored butcher paper
 3. crayons and markers
- C. *Key Vocabulary*
1. miniature: a portrait on a very small scale
- D. *Procedures/Activities*
1. Organize students into pairs or small groups. Using the notes from earlier research, students will create a character in miniature.

2. Supply each group with a large sheet of butcher paper. Students then cut the string the same length as one student's height. Fold string in half and record that length on the butcher paper lengthwise. Use the string to measure the student's length from waist to floor. Fold the string in half and record that length on the drawing. Continue recording arm, head, foot, nose, etc. lengths to half their original size in the same manner as before.
 3. With markers outline the body shape on the paper over the recorded measurements. Add final details of clothing with colorful crayons or markers.
 4. Create a title for the figure and attach information about the czar beside the figure on the butcher paper.
 5. Students will give an oral presentation about their project. Share the assessment sheet used for the oral presentations and projects (Appendix E) with the students.
- E. *Assessment/Evaluation*
1. Assess the project on the basis on the miniature, written work, and oral presentation. See Appendix E.

Lesson Seven: Comparing the positions of Czar and U.S. President: A Hula Hoop Venn

- A. *Daily Objectives*
1. Concept Objective
 - a. Understand the complex nature of a given culture: its history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy.
 2. Lesson Content
 - a. Czar (from the Latin "Caesar")
 3. Skill Objective
 - a. All students will recognize the differences and similarities among world societies.
 - b. All students will give examples of how national government does or does not provide for the needs and wants of all people, establish order and security, and manage conflict.
- B. *Materials*
1. Two hula hoops of different colors
 2. Index cards
- C. *Key Vocabulary*
1. Venn Diagram: a visual that helps portray the similarities and differences between two things or events.
- D. *Procedures/Activities*
1. Place two hula-hoops on floor or chalkboard tray, making sure they overlap to form a center section. Label one section of the diagram "Czar" and the other section "U.S. President".
 2. Have students write facts about the position of czar and the office of president.
 3. Place the cards in a pile. Have students take turns picking a card and deciding in which part of the diagram it belongs. Use the completed diagram to compare and contrast these two positions of leadership.
- E. *Assessment/Evaluation*
1. Journal entry: Respond to the question, "What do you think is the best reason to have a president instead of a czar?" Support your answer with at least two examples.

VI. Lesson Eight: Czar Bingo Review

- A. *Daily Objectives, Lesson Content, and Skill Objectives* will be the same as those of the overall unit. This is a fun activity that will allow the students to review the various topics covering in the unit.
- B. *Materials*
 - 1. Blank “Czar” bingo cards. See Appendix F for a sample bingo card and for a list of possible bingo answers that students may use to fill in their cards. The answers are various geographic terms and sites, vocabulary words, and information on the czars (lives and accomplishments).
- C. *Key Vocabulary* (none)
- D. *Procedures/Activities*
 - 1. Display the list of words and phrases on an overhead transparency. Have students choose which ones they want to write in the boxes on their “Czar” bingo card.
 - 2. Teacher will have clues for each word or phrase on cards. Draw cards and a letter (c-z-a or r) to announce. Play game.
- E. *Assessment/Evaluation*
 - 1. Students should know the material well enough to enjoy the game. It is also a way to review for the test to be given.

VII. Lesson Ten: Unit Evaluation/Assessment/Culminating Activity

- A. *Daily Objectives* (Concept objectives, lesson content, and skill objectives are the same as those listed in the overview section.)
- B. *Materials*
 - 1. If you used the “extra credit homework” project listed in the “procedures/activities” section of lesson one, you will possibly have students who have prepared some Russian foods. This is an excellent time to have those students bring their foods to share with the class. They can also share any other projects that were completed.
 - 2. Written test (appendix G)
 - 3. Student portfolio and journals
- C. *Key Vocabulary* (none)
- D. *Procedures/Activities*
 - 1. Have students take the written test.
 - 2. Have students use the checklist to evaluate their portfolios. See appendix H for a sample checklist/grading sheet for the unit.
 - 3. Enjoy the Russian foods the students (and yes, the teacher) have prepared.
 - 4. Have students make a final entry in their journals. It should be their evaluation of the unit. A possible prompt is: Choose to be a Russian czar or peasant. Give three examples of your actions that would be similar or different from those you have learned about during your studies. Give reasons for your actions.
- E. *Assessment/Evaluation*
 - 1. Same as part D.

VII. HANDOUTS/WORKSHEETS

- A. Russian Geography Plus-Minus Chart
- B. Russian Samovar
- C. Character Trait Graphic Organizers
- D. Czar Graphic Organizer for Note-Taking
- E. Oral Presentation and Project Assessment Guide

- F. Bingo Card Sample and Answers
- G. Unit Test
- H. Final Checklist

VIII. BIBLIOGRAPHY

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- C. Cracraft, J. "Ivan III, the Great," *Discovery Channel School* [On-line]. Available URL: <http://www.discoveryschool.com/homeworkhelp/worldbook/atozhistory/i/283401.html>, 2001.
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- S. Strickler, J.E. *Russia of the Tsars*. San Diego: Lucent Books, 1998. 1-56006-295-9.
- T. Virtual Creators Studio, "Peter the Great," *History of St. Petersburg* [On-line]. Available URL: <http://www.cityvision2000.com/historypeterthe.htm>, 1998.

Appendix A

Russian Geography Chart

Plus	Minus

Appendix B

RUSSIAN SAMOVAR

Samovars are a necessary feature of the Russian mode of life and a part of Russian art. There is no record as to when the first samovar was made, but they are widely used throughout the country to heat water for tea and coffee.

Characteristics: Samovars are made of metal (copper, iron, silver, or cast iron). Their decoration displays different art trends from various time periods.

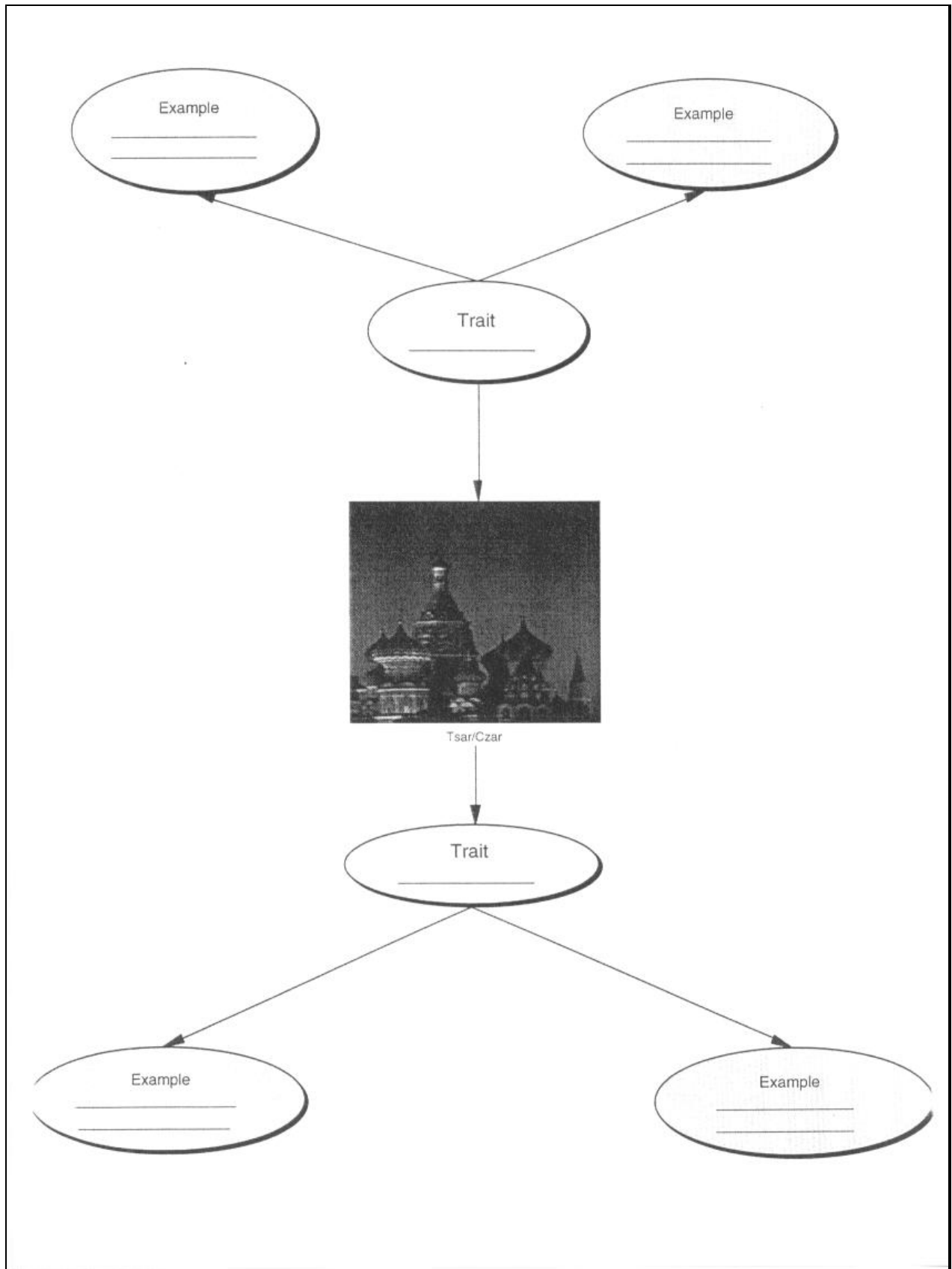
Symbol: The samovar has become the symbol of Russian hospitality and family comfort as well as a sign of prosperity.

Usage: A samovar is used to heat water for teas and coffees. Most Russian homes have two samovars: a plain one for everyday use and a decorative one for receptions and company.

Operation: The center cylinder holds hot charcoal to heat the water in the urn surrounding the cylinder. A spigot at the base of the urn dispenses the hot water into a teacup. A tea bag is then placed in the cup of hot water. Some samovars have a pedestal on top of the samovar to hold a small teapot of hot water for a second cup of tea.

Some samovars are designed to be carried by a leather strap over the shoulder in order for a vendor to dispense hot water in a market place.

Appendix C – Character Trait Graphic Organizers



Appendix D- Czar Graphic Organizers for note-taking

Core Knowledge Unit-Russia

Student _____

Daily Work: Class Notes

Name of ruler _____

Years of Reign _____

Childhood _____

What Russia was like when this person became czar _____

Accomplishments (positive and negative) _____

What Russia was like when this person died _____

Interesting facts _____

Sources used: Title of article _____

Title _____ Author _____

Volume if applicable _____ Copyright date _____ pages _____

Publisher _____ Place of Publication _____

Title of article _____

Title _____ Author _____

Volume if applicable _____ Copyright date _____ pages _____


Publisher _____ Place of Publication _____

Appendix E


Minneha Core Knowledge Magnet
Wichita, Kansas
January 2, 2002

5th Grade
Rubric for Research on Russian Czar

(Each item will be worth 10 points.)



		<i>Evaluation:</i>	
		Self	Teacher
1.	The completed project will be on butcher paper measuring 36" x 36"	—	—
2.	The czar figure will be in half-size proportion to the artist and in color.	—	—
3.	The project will have a title.	—	—
4.	A map outlining the czar's territory of reign is attached.	—	—
5.	Attached report lists the positive and negative contributions of czar.	—	—
6.	A Russian flag of the time is present.	—	—
7.	Paired students shared equally in project.	—	—
8.	Completed project is neat and clean.	—	—
9.	Oral presentation was presented with an understanding of the subject.	—	—
10.	Completed project was turned in to teacher by <i>Friday, January 28, 2002.</i>	—	—
Total Points:		—	—



Grading Scale: A = 100 - 90 points
 B = 80 points
 C = 70 points
 Unacceptable = 60 points and below

Appendix F – Bingo Card Answers

Use these answers to fill in your bingo card:

Ob	peasant
Volga	noble
built hospitals	taxes
mistreated as a child	freed Russia from Mongol rule
had uncontrolled anger	became czar spouse died
started Russian navy	czar born in Germany
St. Petersburg	wanted to “westernize” Russia
Urals	became ruler when a child
Moscow	Europe
Siberia	Asia
Turkey	created a large police force
Sweden	port
Czar	president

Appendix F – Bingo Card Sample

C	Z	A	R
■	■	■	■
■	■	■	■
■	■	■	■
■	■	■	■

Russia Unit Test

Name _____ Date _____

True or False

- _____ 1. Catherine the Great was married to Peter the Great.
- _____ 2. Part of Russia is in Europe and part is in Asia.
- _____ 3. Russia expanded in size only by conquering countries and lands around it.

Matching

- | | |
|---|-------------------|
| _____ 1. Russian mountain range | A. Volga and Don |
| _____ 2. Russian rivers | B. St. Petersburg |
| _____ 3. Current capital of Russia | C. Ural |
| _____ 4. “City of Bones” | D. Siberia |
| _____ 5. a large, sparsely populated part of Russia | E. Moscow |

Accomplishments: Write the ruler’s initials in front of his/her accomplishments.

IG=Ivan the Great

IT=Ivan the Terrible

CG=Catherine the Great

PG=Peter the Great

- _____ nobles mistreated him as a child
- _____ freed Russia from Mongol rule
- _____ was born in Germany
- _____ built schools and hospitals
- _____ built ships and started the Russian navy
- _____ the Russian ruler who introduced the term “tsar”
- _____ could become so angry that he couldn’t control himself
- _____ first Russian ruler to bring many western European inventions, customs, and cultural aspects to Russia
- _____ became ruler when his/his spouse died
- _____ became ruler as a child but did not assume power until he was a teenager
- _____ Russia was about the size of West Virginia during his/her reign

Fill in the blanks using the following selections. Not all items will be used.

St. Petersburg	Sweden	Brazil
Police	Turkey	peasants
Paris	taxes	tribute

1. Ivan the Terrible created a 6000 member _____ force to make the People, especially the nobles, do what he wanted.
2. Rulers asked the people to pay _____ to finance the wars that Russia found to expand its country.
3. Two countries that Russia fought are _____ and _____.
4. All four rulers did little to help the _____.
5. One of the main reasons Peter the Great built _____ was to create a port.

Compare the office of a Russian czar to the office of a United States President. Be sure to include at least two examples to support your opening statement.

The czars did not usually improve the life of the Russian peasants. Name two ways that czars made their lives more difficult. _____

Appendix H

Final Checklist for “Russia and the Czars” Unit

Daily Work

_____ Map (10 sites)

_____ extra credit map

_____ Geography Plus/Minus Chart

_____ Character Trait Charts (one for peasant/one for czar)

_____ Czar Notes (4 czars)

_____ Journal Entries

_____ vocabulary (11 words and definitions)

_____ entries

*”Was Ivan III really a “great” leader? Why or why not?

*Pretend to be a peasant and give two reasons you like Ivan the Terrible.

*Catherine and Peter’s reigns

*”Is it better to have a president or a czar? Support your answer with at least two examples.”

*”Is it important to study Russian history? Support your answer with at least reasons.”

_____ Bingo card

Oral Presentation and Miniature

_____ Content

_____ Neatness

Test Score _____

Extra Credit Project _____

Total Points _____