EXPLORING ST. PETERSBURG
A WORKSHOP FOR TEACHERS

A HISTORY OF ST. PETERSBURG
THROUGH ITS ARCHITECTURE

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General Notes on Lesson Plans

1. The lesson plans for “The History of St. Petersburg through architecture are generally designed for late middle/high school, but can be shortened/simplified for middle school students.

2. Subject areas which may be appropriate for these lesson plans include: World History, World Cultures, Western Civilization, Art History

3. Most lessons are designed for one approximately 50-minute class period, although some may take 1-3 class periods, depending upon the amount of time desired for research.

4. Lessons include both “Objectives” and “Focus Questions,” which underscore the significant teaching goals. The focus questions may be used both at the beginning and end of each lesson to spark discussion and check for understanding.

5. Many of the lesson plans require access to internet research sources, because world history text sources may vary and be limited in historical information regarding Russia and architecture.
Lesson One: The Rise of Russia through Peter the Great

Overview of Lesson: Students will be introduced to Russian history/civilization from Kievan Rus through Peter the Great. Through an introductory lecture and timeline activity, the reigns of major rulers/Tsars will be covered and an emphasis placed on how Russian history paralleled, yet was unique from Western Europe’s.

This lesson will take at least two 50 minute periods.

Objectives:

1. Students will be able to locate Russia on a map of “Eurasia,” and explain how Russia’s geography contributed to its history.

2. Students will identify the major time periods and rulers in Russian history from the rise of Kiev through the reign of Peter the Great.

3. Students will be introduced to the Russian Orthodox religious tradition.

4. Students will understand the chronology of major rulers/events in Russian history in relation to other major events of world history.

Focus Questions:

1. How did Russia’s geographic location and characteristics influence her history?

2. Where were the centers of early Russian civilization, and how were they significant?

3. How did Russia become “Orthodox?”

4. Why was one Ivan “Great” and the other “Terrible?”

5. How did the Romanovs end up ruling Russia?

6. How did Peter see Russia’s political, social, and economic future differently from his predecessors? How did he attempt to make his vision a reality?

Resources/Materials:
- World map (wall or pull-down world map, or handouts of map of Russia from National Geographic – http://www.nationalgeographic.com/mapmachine)
- overhead projector, blank transparency, and overhead pens
- poster board or large paper (6 total)
- markers of assorted colors
- handouts of lecture outlines

**Procedures/Activities:**

1. Brainstorm activity: Ask students to share what they know about Russian history. To solicit ideas, ask them for names, places, or ideas that come to mind when they hear the word “Russia.” List what they come up with on an overhead, then set it aside, and tell the students you will revisit the list later.

2. Point Russia out on the map, and ask students if Russia is a part of Europe or Asia. When the students correctly answer, “both,” tell them that its location caused Russia to be influenced by both European and Asian traditions, and also to be fearful of attack from powerful neighbors to the West, North and South. Explain that Russia was seen as exotic to her Western European neighbors, because of the Asian influence.

3. Lecture on the Rise of Russia – hand out outline to students, and have them fill in supporting details as you provide them (see lecture notes). After the lecture, put on the overhead from the brainstorming activity, and put an asterisk by the names/events covered in the lecture.

4. Timeline Activity: Divide the class into six groups, give each group a poster board or large piece of paper. Assign each group one of the following time periods:

   9th – 12th centuries; 13th-14th centuries, 15th century, 16th, 17th, early 18th

Using their lecture notes, textbooks, and other world history resources you are able to provide in the classroom, have each group construct a timeline for its assigned time period. Each group should choose at least five significant events from Russian history to put on its timeline, using one color of marker. Then the group should put 5 events from European, Asian, or African history (depending on subject area of class) on the timeline that occurred during the same time period, using a different color marker. Students should provide a key, indicating which color refers to Russian/other events.

**Evaluation/Assessment:**

1. Have students share the timelines with the whole class and explain the events they chose to put on their timelines and why they chose those events. Give the students a grade based on number of events, significance of events chosen, presentation, and explanation.
2. Students may be quizzed/tested on the lecture material as a part of a unit test

Extension Activities:

1. Students could do further research on one of the early Russian leaders and write a persuasive essay arguing how his/her contributions to Russian history were significant.

2. Slides of various figures in Russian history could be used to illustrate the lecture. Pictures may be found on the internet, or school libraries may have access to World History slide collections.
Rise of Russia

I. Geographic Factors

II. Early People

III. Kievan Rus
   A. Oleg – Unites Kingdoms (880)
   B. Prince Vladimir Chooses Orthodox Religion from Byzantium (988)
   C. Prosperous Kiev

IV. Mongol Invasion and Rule (1237-1450)
   A. Destruction and Isolation
   B. Moscow
      1.
      2.
      3.

V. Ivan III – “The Great” (1462-1505)
   A. Marriage
   B. Autocrat and Tsar
   C. Defeat of Mongols

VI. Ivan IV – “The Terrible” (1533-1584)
   A. Early Reign
   B. Brutality
   C. St. Basil’s

VII. Time of Troubles (1598-1613)
A. Description

B. 1613 – Romanov Elected Tsar

C. Romanovs Consolidate Power

   1.
   2.

VIII. Alexis I (1645-1676)

   A. Reform in Church

   B. European Interest

IX. Peter I (1682-1725)

   A. Interest in Western Europe

   B. Table of Ranks (1722)

   C. St. Petersburg (1703)

   D. Strengthened Russian System
I. **Geographic Features** – Russia is mostly a great plain, extending from Europe into Siberia. It has mountain ranges at its borders, and many rivers and lakes, but it’s essentially landlocked, so access to the sea has always been a goal of leaders. It’s located far North (same latitude as Canada in South, Alaska in North), so cold climate, not much good soil. Its location on two continents had an impact on its history.

II. **Early People** – Slavs were the earliest people – defined by language they spoke which was an early Russian. There was influence of early invaders, like the Greeks, who colonized there, the Huns and Scandanavians known as Varangians.

III. **Kievan Rus (Russia)** – Cities of Novgorod and Kiev united into the state of Rus under Oleg in 880. Prince Vladimir selected Byzantine (Orthodox) Christianity in 988. Kiev in the 10th and 11th centuries was a prosperous center of Byzantine art, architecture, and culture.

IV. **Mongol Invasion** – Russia was under the control of Mongol Khans Genghis Khan’s grandson Batu invaded and destroyed every town (Kiev destroyed), and cut Russia off from the rest of the world. Moscow was founded as a military outpost in 1125, and grew in prestige due to its princes’ close relationship with the Khans (collected tributes for them), and Moscow became a center of the Orthodox Church when the Metropolitan moved his seat there (became known as the “Third Rome” (after Rome, Constantinople). The Prince of Moscow (Ivan I) was named “Grand Prince” by the Khan.

V. **Ivan III** – married niece of last Byzantine Emperor (fall of Constantinople – 1453), took symbol of Byzantine emperors (double eagle) as symbol of Russia. In 1472, started using titles of autocrat (sole ruler) and Tsar (from Roman “Caesar”) and declared independence from Mongols, defeated Khan in 1480.

VI. **Ivan IV** – first to be crowned with official title of “Tsar.” Early reign successful in conquering much territory, appreciated value of foreign trade, cultures (correspondence with Elizabeth I). In 1560, his beloved wife died, and he became a ruthless man who saw treachery everywhere, murdered many people, including his own son. Built St. Basil’s from 1555- 1560 in Moscow, beautiful, unique church which exemplified Russian architectural style.

VII. **Time of Troubles** – Boris Godunov had been elected Regent for Ivan’s son (mentally disabled) and then Tsar, but controversy over claim, so there followed chaotic time during which rivals fought over
throne, until 1613 when the National Assembly elected Michael Romanov as Tsar (family would rule until 1917). Romanovs consolidate power through repressing representative institutions and strengthening serfdom (peasants bound to landed manors) to get nobles’ support (1675 – serfs bought and sold as slaves)

VIII. Alexis I – Reforms take place in Church led by Patriarch Nikon, “Old Believers” reject reform and are persecuted, become cult; the foreign quarter of Moscow is expanded, and court becomes a mixture of Eastern and Western customs.

IX. Peter I – influenced by Western ideas from an early age, because spent much time in foreign quarters of Moscow as child where he learned about shipbuilding, navigation from Dutch and English sea captains. Spent year abroad and became convinced Russia was backward compared to Western Europe, so tried to learn what he could to bring Western methods of organization and technology back to Russia – standardized army, built navy, hired European advisors, forced women to give up veils (had been secluded in Asian tradition), introduced Western clothing. He got rid of the “Duma” and established a Senate that was controlled by him. He put the Church under State control (became supreme religious and secular leader), declared himself emperor. He required all nobility to serve in the army or civil administration and set up a Table of Ranks, which gave everyone a place according to his bureaucratic or military office. The first 8 grades were nobility. In 1703, he founded St. Petersburg as his “window on the West” from land he conquered from Sweden and moved capital there and forced nobles to move there. He wanted St. Petersburg to be a symbol of a new, Westernized Russia, as opposed to Moscow, which represented traditional, Slavic culture. Many Russians resented these changes and his taxes on beards, hats, coffins, voting, mills, etc which were required in order to pay for the city and his European advisors. Despite opposition, Peter was a strong leader who laid the groundwork for what would be called the “Russian System” throughout the 18th and 19th centuries: he strengthened autocracy, serfdom, and bureaucracy, while bringing his country out of isolation, making it an international power.
Lesson Two: Introduction to St. Petersburg

Overview of Lesson: Students will be introduced to the geography and early history of St. Petersburg through a map activity and a brief background lecture. Students will then do further research in order to write a newspaper article/analysis which covers the facts surrounding the founding and early construction of the city, Peter’s purpose and vision, the early architects involved, and the significance of the Peter and Paul Fortress and Cathedral.

This lesson may take two 50 minute periods.

Objectives:

1. Students will be able to locate St. Petersburg on a map of Europe and compare its relative location to other European cities and Moscow.

2. Students will describe the geographic location and conditions of the St. Petersburg area and explain how this location created difficulties in building the city.

3. Students will explain how St. Petersburg represented Peter’s vision for the future of Russia and the power of his personality.

4. Through a newspaper article, students will explain the history of the founding of St. Petersburg, Peter’s vision, and analyze the positives and negatives of this huge building project for Russia and the Russian people.

Focus Questions:

1. How did the geographic features of St. Petersburg affect Peter’s vision for his city? How did he react to difficulties in building this city?

2. What was the significance of the location of St. Petersburg to Peter? How was it a “window onto Europe?”

3. How would an historian justify the sacrifices required to build this beautiful city?

Resources/Materials:

- CD-ROM of architecture of St. Petersburg provided with workshop
- Overhead projector and overhead with Pushkin quotation written on it
- Outline maps of Russia and Europe (available at: http://www.geoexplorer.co.uk/sections/outlinemaps/eurasia.htm
- Resource maps of Europe with major cities labeled (in textbooks or Atlases)
- Access to internet research sites (classroom computers or computer lab
Procedures/ Activities:

1. If possible, have CD-ROM projected on a TV screen and project overhead with the following quotation written/typed on it:

   *The Neva is clad in granite,
    Bridges hang poised over her waters,
    Her islands are covered in dark green gardens
    And before the younger capital ancient Moscow
    Has paled like a purple clad widow
    Before a new Empress . . . .

   *I love you city of Peter’s creation, I love your
    Stern harmonious aspect . . . .

   *... the transparent twilights and moonless gleam
     of your pensive nights . . . .

     Alexander Pushkin, *The Bronze Horseman*
     (quoted in Massie, p. 246)

2. Show students scenes from St. Petersburg using the CD-ROM, and ask them how this poem by Petersburg’s most famous poet describes this city. Tell them Petersburg is often referred to as the “Venice of the North” and as one of the most beautiful cities in the world, although its history is different from most cities. In general, historically, cities developed in areas of settlement and made geographic sense, because they were trading or farming centers, but Petersburg was forcefully built by the will of one man.

3. Tell them that St. Petersburg just recently became St. Petersburg again after having had two other names. Ask the students if they know what it was called and why. You can give them the dates of the name changes as hints (1914 – Petrograd, because Petersburg too “German,” 1924- Leningrad to honor dead leader).

4. Hand out outline maps, and have them label the following modern and historical centers of Europe:

   St. Petersburg          Moscow          Kiev
   Neva River             Helsinki         Budapest
   Stockholm              Rome             Paris
   Istanbul               London           Berlin
   (Constantinople)       Vilnius          Copenhagen
   Minsk                  Warsaw           Belgrade
   Prague                 Brussels         Vienna
   Amsterdam             Athens           Oslo
   Madrid                 Lisbon
5. After the maps are labeled, ask students the following questions for discussion:

   Which European cities do you think would have the most contact with St. Petersburg?

   Based on its location, how would you describe St. Petersburg’s climate compared to Moscow’s? (Tell them about the “white nights” from June-July)

   How do you think its geography influenced St. Petersburg’s history?

6. Provide students with a brief history of Peter and Petersburg:

   Peter wanted to build up his navy and have access to a warm water port, so he declared war on Sweden (Northern Wars) to win back area (called Ingria – location of Petersburg) ceded to Sweden in 1617 treaty. After an eight day siege, the Swedish garrison on the Neva River surrendered, so Peter decided to build a fortress to protect his conquered lands in May of 1703. This became the Peter and Paul Fortress. Peter followed his preferences for Western designs, and the original fortress was built based on plans by Gaspard Lambert who had been a pupil of a famous French military architect. Later, Domenico Trezzini, an Italian who had been working in Denmark, was recruited to work with Russian architect Ustinov. They designed the famous structure with its tower 400 feet high, topped by a golden spire, which was made entirely of wood (later replaced after struck by lightning in 1756). A cathedral was completed within the fortress in 1733, where most of the Tsars are buried. The fortress had many famous inmates, including Peter’s son Alexis (who was executed there for plotting against his father), writer Dostoevsky, and revolutionary leader Trotsky.

   Peter ordered a city to be built at the site of the fortress on both banks of the Neva and among the islands (44 islands today). He built a shipyard across from the fortress and declared the new city to be “St. Petersburg” after his patron saint. He hoped to make it his “window onto Europe” to promote Western ideas, culture, and technology in order to modernize Russia.

   The conditions for building were extremely difficult, due to the swampy, disease-filled conditions, and thousands of forced workers died during construction. This led Pushkin to call in “the city laid on bones. (Massie, p. 99).
In 1712, Peter moved the capital to St. Petersburg and ordered many of his subjects to go live there. He invited architects from Holland, France, and Germany to come to St. Petersburg and build great structures modeled on the European Baroque styles. In 1714, he issued an order prohibiting stone construction in Russia outside of St. Petersburg. One of the architects he commissioned was Jean-Baptiste LeBlond, who designed a general layout for St. Petersburg through the great streets, or prospects, particularly the Nevsky. LeBlond, who had studied under one of the designers of Versailles, also worked on a summer palace and gardens and designed, along with the Russian Zemstov, Peterhof, which was to be Peter’s Versailles. Trezzini, an Italian, designed the first model for the Winter Palace. The style used at this time became known as the “Petrine Baroque,” Peter’s unique version of the style. Most of the buildings built during Peter’s time have not survived, however (have been torn down or remodeled).

By Peter’s death in 1725, St. Petersburg had over 75,000 people.

7. Assign newspaper article: Using background information given by the teacher and available websites, write a newspaper article as if you were an English journalist describing the founding and early construction of the city of St. Petersburg. Give the necessary background and facts surrounding the city. Imagine you also had a chance to interview Peter the Great regarding his vision and plans, so include his views justifying the hardships and suffering involved in the project. Include a description of the Peter and Paul Fortress and Peter’s other early construction projects, and identify at least two architects involved.

Suggested websites: http://www.st-petersburg.com
http://home.comset.net/freshspb/history
http://www.encarta.com
http://petersburgcity.com/city/history

Another excellent source regarding construction difficulties is Suzanne Massie’s book *Land of the Firebird* (see bibliography)

As analysis piece, your article will take the general point of view that Peter’s actions and the suffering of the workers in building this city either were or were not justified by the outcome. Be sure to use good essay form with a clear introduction and conclusion. Support what you say by using specific examples and details.

**Evaluation/Assessment:** Have students hand in newspaper articles, and grade them based on instructions (teachers may create more specific rubrics).
Extension Activities:

1. Students may write letters or diary entries portraying one of the significant figures in the early history of St. Petersburg, for example: a peasant laborer, Trezzini, Zemstov, LeBlond, Tsar Peter, Tsarina Catherine, an aide to the Tsar, etc.

2. Students may further research Peter’s life through reading a biography, research on the internet (where there are primary sources available regarding Peter (http://www.fordham.edu/halsall/mod/petergreat.html), then write a personality profile of Peter and argue whether he deserved the title of “Great” and why or why not.
Lesson Three: Introduction to the Architectural Styles in St. Petersburg

Overview of Lesson: Students will define the basic terms needed to understand the architecture of St. Petersburg and its relationship to the history of the city.

Objectives:

1. Students will define the various styles of architecture that have influenced Russian architecture and give examples of buildings in St. Petersburg for each style.

2. Students will explain the relationship of Russian architecture and the significance of icons to the Russian Orthodox Church.

3. Students will analyze the relationship between St. Petersburg’s architecture and her history.

Focus Questions:

1. What are the styles that have influenced the architecture of St. Petersburg, and why were buildings there built in these styles?

2. How was St. Petersburg’s architecture different from Moscow, and why was it different?

3. How were Orthodox beliefs expressed in architecture?

4. How would you explain the relationship between its architecture and the history of St. Petersburg?

Resources/Materials:

- Five stations set up around the classroom – each station should have a poster board or large sheet of paper with the top sheet labeled with one of the following terms (in this order): Byzantine (include icons) Style
  Moscow (or National or Traditional Russian) Style
  Baroque Style
  Rococo Style
  Neo-classical Style

- assorted colors of markers

- Dictionaries or definitions from http://www.artlex.com
- Art history and Russian history sources (for Moscow Style, may need description from *Land of the Firebird* or [www.geographia.com](http://www.geographia.com))

- Access to St. Petersburg in Architecture website from the University of Michigan ([http://www.umich.edu/stpetersburg/](http://www.umich.edu/stpetersburg/) - click on “map index), or teacher can print out building descriptions from map ahead of time to have available for students to use.

**Procedures/Activities:**

1. Put definition of “architecture” on chalkboard (from artlex.com) – “the art of designing and constructing buildings (structures) and other environmental features.”

2. Assign students to five groups and send them to the five stations around the room. Tell them they will be examining how its architecture has influenced the history of St. Petersburg through looking at the various styles used there. Have the specific tasks of the groups written on the chalkboard or overhead:

   Use the dictionaries and other resources to define and describe these styles in architecture, although you may explain how they are depicted in the other arts as well. Be sure to describe when, where, and in what type of buildings this style was used. Write this information on your posterboard.

   Draw a picture illustrating your style.

   Find two examples of buildings in St. Petersburg built in your style. What kinds of buildings are they?

3. When students are finished, have them share their posters with each other, explaining their definitions, pictures, and examples. You can then hang them around the room for future reference, or have students take notes from them. Ask students why they think these styles were used in St. Petersburg. What makes its architecture unique? How does the architecture relate to history? To religion?

**Evaluation/Assessment:**

1. Students may be graded on their posters based on group participation, definitions, examples, explanations, and creativity.

2. Students may be assigned to write a paragraph describing the relationship between history and architecture and/or between Orthodoxy and architecture in Russia and St. Petersburg, using specific examples of buildings.
Lesson Four: The 300th Anniversary Tour Contest

Overview of Lesson: Students will plan an architectural tour through St. Petersburg by being assigned in pairs to specific, significant buildings. Students will research the history and architecture of the buildings and do oral presentations to “sell” their buildings to a simulated tour committee, which needs to choose five St. Petersburg attractions for a tour group of historians and architects to visit as part of the 300th anniversary celebrations. After the presentations, the class will act as the selection committee, choosing the top five attractions based on the presentations. Class discussion will follow concerning how the story of St. Petersburg is revealed through her architecture.

This lesson may take 2-3 class periods of 50 minutes each.

Objectives:

1. Students will take virtual tours through St. Petersburg to become familiar with its main architectural attractions.

2. Students will gain an in-depth knowledge of their assigned buildings through extensive research.

3. Students will research, organize, and prepare a “sales” presentation, which provides the “story” of their buildings and argues for its significance to the history of St. Petersburg.

4. Students will analyze, through discussion, how the architecture can tell the “story” of a city.

Focus Questions:

1. What are some significant architectural attractions of St. Petersburg?

2. Who were the main architects, dominant styles, and Tsars involved in the construction of these buildings? When and for what purposes were these buildings constructed?

3. How does the architecture of St. Petersburg tell its story?

Resources/ Materials:

- Handout of assignment sheet
- Access to internet and/or other Russian history/architecture sources
- Optional separate grading rubric determined by teacher

**Procedures/Activities:**

1. Assign students in pairs to each of the main attractions listed on assignment sheet. (See attached).

2. Allow class time (preferably in computer lab) for students to explore the interactive map of St. Petersburg, find their assigned buildings, and begin research.


4. Before presentations, remind class of standards of evaluation. Have students take notes on all buildings, so they can make an informed vote at the end (and to have available for a possible future quiz/test on these buildings).

5. Vote, and announce winners.

6. Conduct a whole class discussion of the focus questions, or use #4 as a writing prompt for a paragraph or two as an evaluation of the learning experience.

7. Ask students if they can think of examples of other cities whose architecture reveals their history, and have them give examples of specific buildings in specific cities (e.g. – L’Arc deTriomphe in Paris, Tower of London, Empire State Building, etc.). Ask them to explain what these buildings reveal about the histories of the cities.

**Evaluation/Assessment:**

1. Students will receive a grade on their presentation based on content, coherence and organization, creativity, speaking skills, audience response, and length of presentation.

2. A formal or informal assessment of student understanding can be made based on student responses to discussion questions.
Extension Activities:

1. Have students write an essay/essay response to the question: If you could only visit 3-5 buildings in St. Petersburg, what would they be, and why?

2. Have students create a travel brochure/itinerary for the mythical 300th anniversary tour, including a brief description of the five attractions the class selected as “winners.”

300th Anniversary Tour Contest Assignment

As a part of the 300th birthday celebration of St. Petersburg, a delegation of historians, art historians, and architects are planning to visit St. Petersburg to attend a special tour entitled, “The History of St. Petersburg Through Architecture.” Their itinerary has to be limited (they will only be in the city for three days), so they can only visit five of St. Petersburg’s amazing architectural treasures. A tour committee will select the five attractions for the tour based on sales presentations by representatives for each site. More tourists mean more publicity and money for preservation and upkeep of the buildings, so each building representative wants his/her building to be chosen!

- You will be assigned in pairs to represent one of the architectural attractions of St. Petersburg.

- You will prepare an oral/visual presentation to “sell” your building to the tour committee, which will be represented by the whole class.

- In order to “sell” your building, you need to emphasize the historical, architectural, and “fun” aspects of your assigned building.

- The following information must be included: where the building is located in the city, when it was built, who were the architects and Tsars or Tsarinas involved, the style of architecture used, and why it was built.

- You must use some type of visual aid in your presentation (poster, tour booklet, etc), which will certainly help to sell your building.

- Remember to focus on why the unique history of your building makes it a “must see” in St. Petersburg. Your presentations should be approximately 10 minutes in length.

When the presentations are over, the class will serve as the tour committee and select the five winning attractions for the tour.

Presentations will be given a grade based on: content; coherence and organization; speaking and sales skills; creativity; audience response; and length of presentation.
Lesson Five: Exploring Tsarskoye Selo

Overview of Lesson: Students will learn about the history of Tsarskoye Selo (“Tsar’s Village”) and its Catherine and Alexander Palaces, which were significant residences for Russian autocrats. Through background information and an Internet research study guide, students will learn how the Russian rulers of the 18th, 19th, and early 20th centuries changed these palaces to reflect their personalities and developments in technology and society. Students will also learn how increased resentment over the lavish lifestyle of the autocrats would lead to revolution.

This lesson will take approximately two 50-minute class periods and works well in conjunction with lesson Six.

Objectives:

1. Students will learn about the main personalities (architects and rulers) involved in constructing and renovating the palaces at Tsarskoye Selo, the main summer residences of the Russian autocrats (and year-round for the last Tsar).

2. Students will learn how the changes/renovations each ruler made reflected his/her personality and the historical events of his/her time.

3. Students will analyze the effects of the contrast between the lavish lifestyles of the rulers at Tsarskoye Selo with those of the poor in St. Petersburg and elsewhere in Russia.

Focus Questions:

1. Who were the Tsarinas, Tsars, and architects involved in the building of the palaces at Tsarskoye Selo? How did the Catherine and Alexander Palaces get their names?

2. How did their renovations and attitudes towards these palaces reflect the personalities and visions of the individual rulers involved and the historical events of their reigns?

3. How did these residences reflect the lifestyles and attitudes towards their position of the rulers? How did these help lead to revolution?

Resources/Materials:

- Outline of background material (on chalkboard, overhead, or handout)
- Study guide worksheets for internet activity
- Access to internet for official website of Alexander and Catherine palaces http://www.alexanderpalace.org
  (Computer lab recommended.)
Procedure/Activities:

1. Provide students with background material about Tsarskoye Selo through a brief lecture on the main figures involved in its construction and its last significant resident (Nicholas II). The teacher may use the board or overhead to outline the main points or provide an outline handout to students.

2. After the students fill in their outlines with supporting details regarding the palaces’ history, they will access the official website of the Catherine and Alexander Palaces to fill in the Study Guide as they explore more historical details of their stories. Teachers may want to divide up the questions and assign them to small groups of students to shorten the length of time required to complete the assignment (then they can share small group answers with the whole group).

3. Have students share their answers in a class discussion, and extend the discussion through examining the Focus Questions to give a broader view. Ask the students what struck them about these buildings and their architecture as they explored them. The discussion could also be expanded to include a comparison of the French monarchs’ lavish lifestyles in the 18th century to the Russian rulers’ and how both led to resentment and revolution.

Evaluation/Assessment:

1. Study guides could be collected and graded, or students could be graded on their participation in the class discussion.

2. Students could write journal entries as if they were one of Nicholas II’s children, describing life in Tsarskoye Selo before World War I and after the Bolshevik Revolution, describing how their lives changed.

Extension Activities:

1. Students could watch the 1995 video (or DVD), Catherine the Great, starring Catherine Zeta Jones, and do an analytical movie review to assess the historical accuracy of the movie compared to the “facts” about Catherine and her reign.

2. Students could write a “personality profile” of Catherine, based on research, including primary source documents available in the Modern History Sourcebook available online at: [http://www.fordham.edu/halsall/index.html](http://www.fordham.edu/halsall/index.html) and argue whether or not she deserves to be called “Great.”
3. Students could watch the two-hour Arts and Entertainment Television (A&E) biography series episode on “Nicholas and Alexandra,” which is available on video and is an excellent overview of the lives of the last Romanov ruling family and also provides a fascinating look into how their bodies were recently discovered, identified, and given a formal burial. A video guide or writing assignment could accompany the viewing (or a Video Journal writing about impressions from watching the video).
Tsarskoye Selo and her Tsars and Tsarinas

(The name means “Tsar’s Village” and is located 15 miles Southeast of St. Petersburg – this background lecture information will concentrate on the main personalities involved in the stories of the Catherine and Alexander Palaces)

I. Catherine I (1725-1727)

She was Peter the Great’s wife (great love of his life, had been an orphan and a servant, but he abandoned his first wife for her). In 1708, Peter gave her the land known as “Saarskoe Selo” from the Finnish, meaning “high place.” A small house was built for her there, and she left the property to her daughter, Elizabeth.

II. Elizabeth (1741-1762)

She loved pleasure, parties, spent lavishly on musical performances, art, and architecture. Her court architect, Francesco Bartolomeo Rastrelli, designed the Catherine Palace and the grand Winter Palace. He was born in Paris, but came to Russia with his father, who came during Peter’s reign. Rastrelli studied the churches of Moscow, and because Elizabeth liked Russian forms, he incorporated Russian styles into his Baroque Churches. His style is sometimes called “Elizabethan Rococo.” He showed both European and Russian influence – he stressed the horizontal, rather than the perpendicular in his buildings, and used colors that Elizabeth liked which were common in the wooden houses of Northern Russia – like orange, turquoise, pink, and emerald green.

In 1749, under Rastrelli and Chevakinsky’s direction, there was a total reconstruction of the Catherine Palace, and the five golden cupolas were built in the Northwest corner. Many of the villagers believed the roof to be solid gold. The “Amber Room” was also created at this time – “caskets, boxes, and chessmen, even chairs and tables, all made of amber…even the walls were overlaid with amber panels” (Massie, p.124). This room was later pillaged by the Nazis, but has been recently restored.
III. Catherine II (1762-1796)

(Tsarskoye Selo was her favorite residence)
Elizabeth died without children, so her nephew became Peter III, but he was almost immediately dethroned and assassinated by a group acting in his wife Catherine’s behalf. Peter had been a cruel and incompetent ruler, but his wife certainly was ambitious! She was a German princess, who came to Russia at the age of 15 to marry Peter. She embraced her new country and everything Russian, which endeared her to the powerful at court and to the people.

She was intelligent, ambitious, and an extremely powerful ruler. She is said to have had numerous lovers during her reign, and has a reputation of being oversexed. She considered herself a child of the European “Enlightenment,” and corresponded with its leading figures, like Diderot and Voltaire. She voiced a desire for reform, perhaps even an end to serfdom, but a peasant revolt during her reign scared her, so she ended up making the nobility even stronger through exempting them from military service and giving them total control over their manors.

Catherine was the most successful in conquering an empire, with the help of able generals like Prince Grigory Potemkin, who was also her lover and closest advisor (he had his own rooms at both the Catherine and Winter Palaces). Catherine acquired Poland, the Crimea, and large parts of Turkey during her reign.

Catherine liked neo-classicist architecture, because she thought it showed her serious interest in government and the European trends of the time. She didn’t like Elizabeth’s taste in color; she preferred more muted tones. Catherine hired the French sculptor, Etienne Falconet to create a great statue of Peter, which became one of the most famous monuments in St. Petersburg, and is known as “The Bronze Horseman” after Pushkin’s poem about it.

Catherine commissioned Giacomo Quarenghi, an Italian, to build a palace for her grandson, Alexander.

(Tell students they will learn more about the history of the Alexander Palace when they do their Internet activity, and more about the rulers in between Catherine and Nicholas II in subsequent lessons, but that the next significant Tsar to Tsarskoye Selo, in particular, to the Alexander Palace, which he made his permanent residence, is Nicholas II, the last Tsar).
IV. Nicholas II (1894-1917)

He was a devoted family man, but not a great leader. He married his cousin, Alexandria, of Germany, and had five children: four daughters and a son who suffered from hemophilia. Nicholas and Alexandra came under the influence of a peasant monk named Rasputin, who seemed to ease her son’s pain (maybe through hypnosis). When Russia was pulled into World War I, the country was not prepared and was very behind the rest of Europe in industrial development. Russian troops were ill supplied and short of food. Corruption in the bureaucracy of the Tsar’s government was so rampant, that food and supplies that were supposed to go to the troops were often sold on the streets for profit.

Nicholas made the major mistake of deciding to go to the Front to lead his troops himself, leaving Alexandra and Rasputin in charge at home. Rasputin gained so much power, he was able to appoint and dismiss ministers and decide on military campaigns. His decisions were disastrous, and eventually he was assassinated in 1916 by a group of powerful noblemen.

In February (Old Calendar)/ March (new calendar) of 1917, the food shortages became so severe, that riots broke out in Petrograd (which was St. Petersburg’s new name as of 1914, because the old name was seen as too “German.” Troops refused to disperse the crowds or support the Tsar. A Duma (legislative assembly) was formed, and the Tsar was forced to abdicate. When a Provisional Government was established, Nicholas and family were placed under house arrest at Tsarskoye Selo, where Nicholas seemed happy to be with his family and was even photographed shoveling snow. As the Bolsheviks gained power, the family was sent to Siberia, then to Ekaterinburg in the Urals, and eventually was shot in July of 1918.
Internet Study Guide Activity – “Exploring Tsarskoye Selo”

Use the information from the “official” sites for Tsarskoye Selo to answer the following questions: (http://www.alexanderpalace.org/catherinepalace)

Catherine Palace:

1. For much of its history, Tsarskoye Selo was the main ________________ residence of the Tsars.

2. How many buildings are there on the 1482.6 acres of Tsarskoye Selo?

3. The central and oldest structure in Tsarskoye Selo is the ________________ ________________.

4. To whom did Peter give the estate, “Saari Mojs,” and what was built there during the years 1717-1723?

5. During whose reign was the major construction on the Catherine Palace done? Who worked on it?

6. Describe the improvements made during Catherine II’s reign.
7. What happened to Tsarskoye Selo after the fall of the Tsars?

8. What name was Tsarskoye Selo given in 1918? Why?

   In 1937? Why?

   The 1990’s? Why?

9. How many objects are included in the art collection of the Catherine Palace?

10. What is unique about the design of the chapel of the Catherine Palace? Does it fit with the rest of the building’s design?

The Alexander Palace

(Go to http://www.alexanderpalace.org/palace/history.html, and click on “A Short Palace History”)

1. Who was the architect of the Alexander Palace, and why was it built?

2. How did changing the location of the palace from St. Petersburg to Tsarskoye Selo change the plans?
3. What was the role of the Russian architect, Nilov?

4. Why was the site challenging for the builders?

5. The Alexander Palace is almost entirely constructed of _________________.

6. How did a shortage of funds affect the decoration of the interior?

7. What happened to Alexander’s father?

8. When Alexander gave the palace to his brother Nicholas, what tradition did he establish?

9. How did Nicholas I change his favorite residence?

10. How did Alexander II improve the palace further?

11. Explain how the two Marias, Alexander III’s mother and wife, felt about the palace.
12. List the major changes Nicholas and Alexandra made to the palace.

13. Go back to the Main Palace Menu, and click on a couple of the rooms. List and briefly describe them. Write three words that describe the lifestyle of the Tsar.

14. If you were a poor Russian peasant or worker who did not have enough food or proper clothing, how would you feel about the Tsar and his family living this way? Can you understand the resentments that helped lead to the revolutions?
15. How did the opening of the Alexander Palace as a museum right after the Revolution backfire for the revolutionary leaders? How did the government react in 1919? In the 30’s?

16. What happened to the palace when the Germans occupied Tsarskoye Selo during World War II? What was its condition after the war?

17. What did the Stalinist regime decide to do with the palace after the war? Why do you think these decisions were made?

18. How would you describe the Alexander Palace today?
Lesson Six: The Winter Palace: “If These Walls Could Speak…”

Overview of Lesson: Through creating a presentation based on the old “If These Walls Could Speak…” television series, students will research events in the history of St. Petersburg, centered on the Winter Palace and Palace Square (including the Hermitage, General Staff Building, and Alexander Column).

This lesson will take at least two 50-minute periods. This lesson could be shortened and/or combined with the lessons on Tsarskoye Selo (Lesson 5) and Revolutions in St. Petersburg (Lesson 9).

Objectives:

Students will trace the history of the Winter Palace back to Peter I and the histories of the other major buildings within Palace Square, in order to understand how their histories reflect the history of St. Petersburg and Russia during the 18th, 19th, and early 20th centuries.

Students will research information regarding the rulers, architects, and other Russians involved in the history of these buildings and analyze the significance of their ideas and actions to Russian history.

Students will prepare oral presentations to share information regarding the histories of these buildings in a creative way.

Focus Questions:

1. How do the Winter Palace, Hermitage, General Staff Building, and Alexander Column reflect the history of St Petersburg and Russia? Who built them, and why?

2. What are the most significant events that happened in and around these buildings? Why are they significant? Is their story tragic? Why?

Resources/Materials:

- Research materials about Russian history (and Palace Square) through the school library and/or internet access (see Bibliography for sources)
- Assignment sheet (if teacher wants to use a handout)
- Note-taking guidelines sheet for library/computer lab.
- Grading rubric for presentations

Procedure/Activities:

1. Have students take notes on background information regarding Palace Square and its buildings (see attached background notes).
2. **Assign “If These Walls Could Speak…” presentations:** (teachers may want to create a handout with directions for the assignment and a grading rubric to give to students).

Directions: After the students are given a broad historical introduction to the Winter Palace, the Hermitage, and Palace Square, tell them they will need to further research the history of these buildings, the Tsars, Tsarinas, architects, and other historical figures of significance who were involved in events in and around these buildings. They will then create a presentation entitled: “If these walls could speak, the tales they would tell…” In the 1960’s, Vincent Price, star of Hollywood horror movies, narrated a series examining, “the mysteries and secrets of some of the world’s most awe-inspiring palaces and castles (description on 1987 Hollywood Video Gems box for “If these walls could speak… Tsarskoye Selo”).” In these programs, Price acted as the voice for the buildings, as he described what happened within their walls.

Teachers need to put students into groups of three-four people and assign each group to research all the buildings in Palace Square or assign the Winter Palace to one group, the General Staff Building to another group, the Hermitage to a third group, etc., although assigning all groups the whole Square would make for more comprehensive and interesting presentations.

Students then need to research the history of these buildings, using appropriate texts and/or the Internet, perhaps spending one day in the library and one in the computer lab.

Students will then write and present their “programs” in a creative way, either on videotape or in class. They must use a visual aid of some kind to show the architectural features of the buildings – can be slides, pictures, CD-ROM from the workshop, etc. Students will be graded on content – quality and quantity of information, presentation mechanics, and creativity (oral presentation rubrics are available with many world history textbooks and on the Internet). Student presentations should cover the Tsars, Tsarinas, architects, and other significant people involved in events around Palace Square. Students should also describe the collection in the Hermitage and give examples of important works of art collected by the Romanovs.

With their presentations, students should hand in a bibliography, with at least three sources (at least one book) and the Library/Internet Note-taking Sheet.

**Evaluation/Assessment:**

Students will be assigned a grade on their presentations, based on standards described in assignment.
Background Notes on the Winter Palace, Hermitage, and Palace Square

Introduction: From the 1760’s on, the Winter Palace was the main residence of the Tsars.

Plans for a Winter Palace originated with Trezzini, who built a small palace for Peter, but this was replaced by a structure designed by Bartolomeo Rastrelli for Empress Elizabeth, which was built during the years 1754-1762.

The Hermitage collection goes back to Peter the Great, who collected works of art during his travels. The Hermitage is the largest, most extensive art museum besides the Louvre in Paris. Catherine II began the formal collection through a purchase of 225 paintings from Germany. She built the Small and Old Hermitages alongside Elizabeth’s Winter Palace. The collection of buildings, which eventually included a theater, became known as “The Hermitage,” which is from the French word meaning, “a place of solitude.” Nicholas I later created another building to hold art, and it became known as the “New Hermitage.”

(In other lessons, students will have been introduced to earlier rulers)

Alexander I (1801-1825) was Tsar during Napoleon’s failed invasion attempt and was most known as a leader of the conservative reaction in Europe (with Metternich) following Napoleon’s final defeat. Alexander was determined to make St. Petersburg a grand European capital, so he commissioned many new buildings by his favorite architects. One of these buildings was St. Isaac’s Cathedral, designed by Auguste de Montferrand. St. Isaac’s is the fourth largest domed cathedral in the world, and its building cost around 100,000 Russian laborers’ lives. Montferrand also designed the highest commemorative pillar in the world for Alexander to honor Alexander’s victory over Napoleon. The Alexander Column was built in the center of a newly designed Palace Square. Carlo Rossi, another favorite of Alexander’s, designed this huge Palace Square around the Winter Palace. Rossi wanted his square to “rival ancient Roman structures in sweep and grandeur (Albedil, p. 10). Rossi also designed a semi-circular General Staff Building, with triumphal arches, through which one can see the front of the Winter Palace.

Palace Square and its buildings is a focal point of St. Petersburg and the setting for many significant events in the history of the city. It was a center of the lives of the rulers, the scene of “Bloody Sunday” in 1905, partly used as a hospital during World War I, served as the seat of the Provisional Government in 1917, and was seized by the Bolsheviks in that same year.
Name ____________________

Library/Internet Note-taking Sheet

(This worksheet must be handed in with your presentation)

1. What are some “key words” associated with your topic that you might look up as you do your research?

2. Locate and list the full bibliographic information (author, title, place of publication, publishing company, year published) for at least five books and/or websites related to your topic.

3. Which three sources were the most helpful to your research? Why?

4. Take notes from your sources for your presentation, focusing on the main events and people associated with your topic. Be sure to use your own words or use quotation marks to indicate quotations, and keep track of the page numbers from which your information comes. Attach your notes to this sheet to be handed in along with your bibliography.
Lesson Seven: St. Petersburg v. Moscow: the Slavophile/Westerner Debate

Overview of Lesson: Students will learn about the reign of Nicholas I, which was characterized by repression, yet also the flowering of literature and intellectual ideas. This was the time of the great figures in Russian literature, but also the height of Tsarist autocracy. Students will examine and interpret the two main schools of thought in Russia at the time – the “Slavophiles” and “Westernizers,” and determine the arguments each side used for its unique vision for the future of Russia. Students will learn how the cities of Moscow and St. Petersburg symbolized the contrasting points of view, but also how the architecture of St. Petersburg had both “Slavophile” and “Westernizer” aspects.

This lesson will take at least two 50-minute class periods.

Objectives:

1. Students will learn about the reign of Nicholas I and how it was an oppressive, yet culturally rich time in Russian history.

2. Students will research the contrasting points of view regarding Russia’s future of the Slavophiles and Westernizers.

3. Students will prepare for and participate in a debate of the points of view of the Slavophiles and Westernizers regarding religion, politics, economics, society, and the future of Russia.

4. Students will list arguments on a chart for both points of view regarding these issues.

5. Students will discuss how the architecture of St. Petersburg reflects Slavic and Western influences.

Focus Questions:

1. How would you characterize Nicholas I’s reign? What was life like for Russians at this time?

2. What was the “Nicholas System” of “Official Nationality?” Did it work? Why or why not?

3. Explain the two intellectual schools of thought at this time. Why did this debate heat up during Nicholas’ reign?

4. How does the architecture of St. Petersburg reflect aspects of this debate? Give specific examples.
**Resources/Materials:**

- Chalkboard
- Russian history sources – books and/or Internet access
- Rules for debate/grading rubric
- Chart – in handout form or on the board, to list contrasting ideas of Slavophiles and Westernizers

**Procedures/Activities:**

1. Read Pushkin quotation from “The Bronze Horseman,” (in **Lesson Two** then ask students to interpret what it says (put it in their own words) to point out the contrast between traditional Moscow and Peter’s Western vision for St. Petersburg.

2. Give background on St. Petersburg v. Moscow, the Slavophile/Westerner debate, and Nicholas I through introductory lecture. Teachers may put an outline on the board or put on a handout for students to fill in supporting details. (outline points are in bold print on attached background information).

3. Assign “Slavophile v. Westernizer” Debate:

   Assign half of the class to represent the Slavophile (traditional pro-Moscow, anti-Western) point of view and the other half to represent the Westernizer (pro-West, St. Petersburg) point of view. Each side needs to research its point of view as nineteenth-century Russians, during the reign of Nicholas I, in order to engage in a debate over religious, economic, political, and social issues. How does each side see the role of the Tsar and government (politics), the role of the Orthodox Church (religion), relations with Europe and Western values and cultures (society and culture), the future of Russian farming, trade, and industry (economics)?

   Students should take notes from historical texts and/or websites regarding the two points of view on these issues and list the major figures who supported each side.

   Each side (or half of class) should then elect two people to represent its point of view (two students to argue the Slavophile side, two students to argue the Westernizer side).

   Students will then engage in a debate regarding which group has the best ideas for the future (in the nineteenth-century point of view) for Russia. Students should use formal debating rules, allowing specific time periods for speeches and rebuttals.
The “winner” of the debate could be determined by the teacher, a class vote, or a “neutral” colleague or class could be invited to watch and vote on whose arguments were the most convincing.

After the debate, the teacher may put a chart on an overhead or write it on the chalkboard with the headings: Slavophiles and Westernizers, then the subcategories:

- Political views
- Religious views
- Social views
- Economic views
- Significant supporters

Elicit responses from the students to fill in the specific points of view of each side regarding these issues.

4. Students can be assessed/graded on any or all of the following: participation (positive and active), the research process (can collect notes for each group), quality of research, quality of arguments, and debate tactics. Completed charts could also be collected and graded.

5. Discussion: After the debates, ask students if they know of any other examples in history where a group that supported so-called “traditional values” was in conflict with those who wanted change. When and where did this happen? What was the outcome?

Ask students: How does the architecture of St. Petersburg reflect this tension of East (Slavic) and West? Can you give specific examples (ex. Catherine Palace, Winter Palace, Church-on-the-Spilled-Blood, etc.)

Explain to students that after the Communist Revolution, in 1918, Lenin moved the capital back to Moscow, because it was more easily protected from invading forces. Ask students: Could this move be related to the Slavophile/Westernizer debate? How so?

**Evaluation/Assessment:**

Students will be graded on their debates (see #4 in Procedures/Activities)
I. St. Petersburg v. Moscow:

From the time Peter moved his capital to St. Petersburg, to some traditionally minded Russians, this city represented an oppressive, Western, anti-Slavic Russia. In his autobiography, Konstantin Stanislovksy, director of the Moscow Art Theater in the late nineteenth-century, summarized the attitudes of the “Slavophile” Muscovites toward St. Petersburg:

The new capital considered Moscow to be a provincial town and itself one of the cultural centers of Europe. All that was of Moscow was a failure in Petersburg and vice versa. The Muscovites lost little love on the bureaucrats of Petersburg with their formalism and cold affectedness. They lost no love on the city itself, with its fogs, its short and gloomy days, its long white summer nights. Moscow was proud of its dry frosts, of the bright glitter of white snow under the winter sun, of its hot, dry summers. (Massie 385)

During the reign of Nicholas I, two rival intellectual groups, the Slavophiles and Westernizers, became active, talking and writing about their contrasting views of Russia’s future.

A. **Slavophiles** – pro-Moscow, anti-Peter the Great, focused on the peasant, Orthodox Church, mystical Russian tradition

B. **Westernizers** – pro-Peter and St. Petersburg, emphasized rationalism, reform, later became more radical, and even pro-Revolution

II. Nicholas II (1825-1855)

A. **Decembrist Revolt (1825)** – uprising by a group of liberal army officers who wanted Nicholas’ brother Constantine to be Tsar at Alexander I’s death, because they thought Constantine would be more of a reformer, maybe allow constitutional government and free the serfs. Nicholas put down this revolt with violence and was determined afterwards to be more autocratic than ever.

B. **“Official Nationality”** – Nicholas advocated this to support his position –
1. Orthodoxy
2. Autocracy
3. Nationality (Russian people unique, chosen by God)

C. Secret Police – Nicholas used widely to prevent opposition

D. “Little Father” – peasants generally loved the Tsar, did not blame him for his own oppressive regime (blamed his bureaucrats)

E. Great Developments in Literature – despite repressive regime, writers flourished – Turgenev, Pushkin, Gogol, Dostoevsky, Tolstoy
Lesson Eight: The Mystery of the Church of Our Savior on Spilled Blood

Lesson Overview: Students will act as historical detectives to uncover the story (mystery) behind the whimsical, colorful church with the macabre nickname. Through formulating questions and researching the answers, students will learn about the “Tsar-Liberator,” Alexander II, his tragic assassination, and the fascinating church built on the spot where his blood was spilled.

Objectives:

1. Students will formulate research questions designed to uncover the history of Our Savior on Spilled Blood church in St. Petersburg (also known as Church of the Savior on Blood and Our Savior-on-the-Spilt-Blood).

2. After preliminary research, students will formulate more questions to uncover the details of Alexander’s life as a reformer and his tragic death at the hands of a terrorist organization.

3. Students will determine the reasons why the Church of Our Savior on the Spilled Blood was built in its architectural style and analyze the appropriateness of this monument to Alexander’s life and death.

Focus Questions:

1. Who was Alexander II, and why was this style of church built at the site of his assassination?

2. What kind of messages does this church send regarding Alexander? Is it an appropriate monument to him? Why or why not?

Resources/Materials:

- Pictures of the Cathedral of The Resurrection (known as “Our Savior on the Spilled Blood) from the CD-ROM provided at the workshop or on the Internet
- Russian history/architecture sources through the Internet or library
- Chalkboard

Procedures/Activities:

1. Show students a picture of the Resurrection Cathedral, and tell them its nickname. Ask them to describe the building in their own words. (Words like “colorful,” “whimsical,” in “Moscow style,” etc. may come forth).
2. Tell the students that the church was built on the site of a tragedy and that their task will be to uncover the mystery of “Our Savior On the Spilled Blood.” What story does this building have to tell?

3. Divide the students into groups of 2-3 people (or they can work individually), and ask them to come up with at least ten questions to research in order to solve the mystery of what happened at the site of this church. Someone in each group should record the questions on a piece of paper. Tell them to try to go beyond the “Who, what, where, when, why,” although those kind of questions may serve as a starting point.

4. Once they are finished with the questions, let them research the answers, using the Internet or other available sources. Once they come up with answers to the initial questions (monitor to make sure they cover whose blood was spilled, when the church was built, etc.), have them come up with five more research questions based on the initial information they learned. The second level of questions should look into more details surrounding Alexander II’s reign, reforms, life, and death at the hands of the “People’s Will.”

5. Have each group choose one or two questions its members think are especially valuable for research to share with the class. Each group can write its questions on the board, then the class can rank the questions according to their value as research tools. The groups can then all research the answers to the top 5-10 questions and share the information with the class through a group discussion.

6. For further discussion, ask the students these questions:

   Why was this style of church chosen to commemorate the “Tsar-Liberator” who freed the serfs? (Alexander III, who commissioned the church, was a fan of the traditional Moscow style, but students may come up with other ideas as well)

   What message regarding Alexander’s life and death does the Church send through its architecture? Is it appropriate? Why or why not?

**Evaluation/Assessment:**

Students may be given a grade on their questions and/or class participation.

**Extension Activities:**

1. Brainstorm examples of other monuments to assassinated leaders or heroes. Which are controversial? Ask students which monuments are, in their opinions, especially appropriate to the memories of those they honor and which ones are not appropriate, and why.
2. Ask students if they know of other times in history when assassination was used as a political weapon. Discuss as a class if assassination is ever justified and under what circumstances.

3. Have students choose a hero from (American, World) history who died in an especially tragic way and design a monument to him/her (could be a building, sculpture, etc.) Have the students share their drawings/designs/models with the class and explain how the monument honors the hero’s memory.
Lesson Nine: The Revolutionary Scene in St. Petersburg

Lesson Overview: St. Petersburg (called Petrograd in 1914) was the center of several revolutionary situations, ultimately resulting in the Bolshevik/Communist Revolution of October/November 1917. The Decembrist Revolt of 1825, “Bloody Sunday” in 1905, the February/March Revolution of 1917, and the Bolshevik Revolution all took place primarily in St. Petersburg. Through playing the “Which Revolution Am I?” game, students will learn about the main causes and effects of the revolutions and how St. Petersburg remembers them.

Objectives:

1. Students will read about and analyze the causes and effects of the main revolutionary movements centered in St. Petersburg.

2. Students will identify the main leaders and events of the revolutions and explain how they have been commemorated in St. Petersburg.

Focus Questions:

1. What were the main causes and effects of the 1825, 1905, and two 1917 revolutions?

2. Who were the main people involved in these revolutionary movements, and how was St. Petersburg affected?

Materials/Resources:

- Readings about the Decembrist Revolt of 1825, “Bloody Sunday” and the Revolution of 1905, the Feb/March Revolution of 1917, and the Bolshevik Revolution of 1917. Suggested readings from the Internet: go to [http://www.geographia.com/russia/peter05.htm](http://www.geographia.com/russia/peter05.htm), and print out information regarding “Palace Square” and “Decembrists Square.” Go to [http://www.saint-petersburg.com/history](http://www.saint-petersburg.com/history), and print out sections on “The Silver Age” city, and “Petrograd during World War I and the revolution.” Make a copy of the readings for each student.

- “Which Revolution Am I?” questions, cut into individual slips of paper, folded, and put into a hat or basket for students to draw.

- Chalkboard, tape

Procedure/Activities:

1. Hand out readings to the students, and have them read silently. When they are through, have them put the readings out of sight.
2. Divide the class into two teams. Write the names of the revolutions on the chalkboard, leaving space under each title:

Decembrist Revolt  1905  February/March 1917  October/November 1917

Also have someone keep score on the chalkboard (space for Team #1 and Team #2)

3. Have students draw questions out of a hat, alternating teams. If the team which draws the question doesn’t know the answer, the other team can try to answer the question, but no one is allowed to look at the readings. Each correct answer is worth one point. After each question is answered correctly, write the answer in the blank on the question, and tape the question on the chalkboard under the correct revolution. Students can later take notes from the board, or you can give them blank question sheets to fill in after the game.

4. The winning team (has the most points at the end) could earn a treat or extra credit points.

5. Ask the students how these revolutions have been commemorated in St. Petersburg (tell them that Palace Square became known as Uritski Square after the Bolshevik Revolution, and that monuments to Bolshevik leaders were constructed there, but most were designed poorly and did not last.

Evaluation/Assessment:

Assessment tasks could include a quiz or an essay assignment, analyzing how each revolution helped cause the next.

Extension Activities:

1. Have students research what happened in Leningrad (St. Petersburg) during the 1991 fall of the Soviet Union. How did communism end in Leningrad? How and why was it different from what happened in Moscow?

2. Students may compare the Russian Revolutions of 1917 to other significant revolutions in history, for example the English, American, and French Revolutions, through a chart comparing the political, social, economic, and religious causes and effects of these revolutions.
Which Revolution Am I?

1. Lenin and Trotsky were my main leaders. Which revolution am I?

2. “The combination of social unrest and wartime grievances” brought me about, and the Tsar was forced to abdicate. Which revolution am I?

3. I began with a blank shot fired from the cruiser “Aurora” as a signal to waiting workers and soldiers to storm the Winter Palace. Which Revolution am I?

4. I began on a Sunday when thousands of workers marched peacefully to the Winter Palace to petition the Tsar. His troops fired on the crowd, killing hundreds. What revolution am I?

5. After I occurred, a Provisional Government under Alexander Kerensky was set up, and a democratic constitution was planned, but the government made the mistake of staying in the war. Which revolution am I?
6. After I occurred, the government signed a peace treaty with Germany, and a civil war began soon afterwards with the Red Army fighting against the “whites,” which included former allies of Russia during the war. Which revolution am I?

_____________________________________________
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1. I was led by a group of army officers who wanted constitutional reforms instead of Tsar Nicholas I. They were an idealistic group. Which revolution am I?

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2. After I occurred, Nicholas II was forced to sign a manifesto to protect certain civil rights and institute a legislative assembly (the Duma). Which revolution am I?

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3. The critical point for me came when troops refused to fire on the crowds in Moscow and St. Petersburg, which were calling for food and an end to the war and were on a general strike. Which revolution am I?

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4. All of my leaders were captured and executed or exiled by an enraged Nicholas I. Which revolution am I?

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Answer Key:

1. October/November Rev. of 1917
2. February/March Rev. of 1917
3. October/November Rev. of 1917
4. 1905
5. February/March Rev. of 1917
6. October/November Rev. of 1917
7. Decembrist Revolt of 1825
8. 1905
9. February/March Rev. of 1917
10. Decembrist Revolt of 1825
Lesson Ten: The Siege of Leningrad

Lesson Overview: A significant, horrifying chapter in the history of St. Petersburg was the “Blokoda,” or Siege of Leningrad by the Germans during World War II. Students will examine this event through a background lecture and readings from an official St. Petersburg website and a primary source document. Discussion will center on the experiences of Leningrad’s citizens during these horrible years and how the city stood firm, despite the loss of thousands of lives. This lesson fits in well within a unit on World War II.

Objectives:

1. Students will learn background information regarding the Siege of Leningrad and its context within Russia’s experience of World War II.

2. Through a primary source reading, students will analyze one witness’ experience of the Siege.

3. Students will read the shocking statistics regarding the Siege and will be able to describe the general conditions the people of Leningrad faced and how they coped.

Focus Questions:

1. When and where did Hitler decide to launch an offensive in Russia? Why?

2. How did the people of Leningrad respond to the Siege? What were their lives like during the 900 days?

3. How did Stalin respond to the German invasion?

4. What were some of the staggering statistics regarding this Siege?

5. How did Leningrad rebuild?

Resources/Materials:

- A copy of the primary source reading for each student
- A copy of the Study Guide for each student
- Access to the Internet

Procedures/Activities:

1. Give students a mini-lecture on the events leading up to and surrounding the Siege of Leningrad. The teacher may want to put an outline on the board or overhead.
2. Have students read silently (or read aloud) the primary source reading from Harrison Salisbury’s *The 900 Days*, then discuss the two questions regarding the reading as a class.

3. Have students use the Internet website [http://www.saint-petersburg.com/](http://www.saint-petersburg.com/) to complete the study guide. After the students have completed the questions individually or in pairs, discuss the answers as a whole class or in small groups.

**Evaluation/Assessment:**

1. Students may be graded on the study guides, either through a participation grade based on the class discussion, or handing them in to be graded.

2. Students could do further research on the Siege, then be assigned to represent various types of citizens of Leningrad: soldiers, students, children, shopkeepers, museum curators, etc. Students could then write journal/diary entries describing the Siege from the various points of view of these citizens.

**Extension:**

Students may research the Battle of Stalingrad and compare the experiences of the citizens there to those of Leningrad.
**Background Information:**

Hitler and Stalin signed a “Non-Aggression Pact” in 1939, although both probably realized that this would only delay, not prevent war between Germany and Russia. During that same year, Hitler told a Swiss diplomat:

> Everything I undertake is directed against Russia. If those in the West are too stupid and too blind to understand this, then I should be forced to come to an understanding with the Russians to beat the West, and then, after its defeat, turn with all my concentrated force against the Soviet Union.

(quotation from Kishlansky, p. 902)

In June of 1941, Hitler launched his attack on the Soviet Union. The Soviet army was not well prepared. Stalin had “purged” (executed or sent to gulags) many of his top officers, so the Soviets lacked competent military leaders. Stalin had not expected an invasion until 1942.

Hitler sent three million soldiers to Russia, the largest invasion force in military history. The Germans targeted Leningrad in the North, Moscow, and the Southern oil-rich Caucasus region.

Leningrad was besieged for 900 days, from September 8, 1941 until January 27, 1944, but refused to surrender. Thousands of civilians died.
Primary Source on the Siege of Leningrad:


In December they began to appear—the sleds of the children, painted bright red or yellow. They had been intended as presents for sliding down hills or racing around icy curves.

Now suddenly they were everywhere—the children’s sleds—on the broad boulevards, moving toward the hospitals. The squeak, squeak, squeak of the runners sounded louder than the shelling of the enemy’s guns. The squeak deafened the ears. On the sleds were the ill, the dying, the dead.

There were no authorities in the city. Only the people, pulling their burdens, the dead in coffins of unpainted wood, large and small, the ill clinging to the runners of the sleds, and pails of water and bundles of wood dangerously balanced.

On December 29, Mr. Luknitsky noted in his diary that ten days earlier he had been told that six thousand people a day were dying of starvation.

“To take someone who has died to the cemetery,” Luknitsky said, “is an affair of so much labor that it exhausts the last strength in the survivors. The living, fulfilling their duty to the dead, are brought to the brink of death themselves.

Discussion Questions:

1. According to this reading, from what did many civilians die during the Siege?

2. How does the last sentence describe the effects of “total war” on the civilians during World War II?
Study/Discussion Questions on the “Blokoda” (Siege) of Leningrad

Using the information from http://www.saint-petersburg.com/history/siege.asp
And http://www.saint-petersburg.com/history/reconstruction.asp, answer the following questions:

1. How soon after the Nazis began their attack on the Soviet Union did they reach Leningrad?

2. How many people lived in Leningrad at the time?

3. Describe the general conditions of the city during the Siege.

4. How many died during the months of January and February 1942?

5. Did the city shut down during the Siege? Why not?

6. What was the “Road of Life,” and how did it get its name?

7. How did people protect many of their treasured works of art?
8. How did the composer Dmitry Shostakovich honor the city during the Siege?
9. How many people died during the Siege? What percentage of the original population was lost?

10. Where are most of the victims of the Siege buried?

11. Describe the problems Leningrad and the rest of Russia experienced just after the war.

12. How was Leningrad’s reconstruction different from other Russian cities?

13. How would you describe the author of these websites’ point of view regarding the Russian war effort? Do you think he/she left anything out regarding this Siege? What might have been left out, and why?
Social Studies Content Standards and Benchmarks (for High School) Met by Lesson Plans:

**Strand I. HISTORICAL PERSPECTIVE**

**Content Standard 1:** All students will sequence chronologically …

3. Identify some of the major eras in world history and describe their defining characteristics. (Lessons 1, 2, 9)

**Content Standard 2:** All students will understand narratives about major areas of American and world history by identifying the people involved, describing the setting, and sequencing the events.

4. Select events and individuals from the past that have had global impact on the modern world and describe their impact. (Lessons 1, 2, 5, 6, 7, 8)

**Content Standard 4:** All students will evaluate key decisions made at critical turning points in history by assessing complications and long-term consequences.

3. Analyze key decisions by drawing appropriate historical analogies. (Lessons 1, 2, 5, 6, 7, 8, 9, 10).

**Strand II: GEOGRAPHIC PERSPECTIVE**

**Content Standard 2:** All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

1. Describe the environmental consequences of major world processes and events. (Lesson 2)

**Content Standard 5:** All students will describe and explain the causes, consequences, and geographic context of major global issues and events.

1. Explain how geography and major world processes influence major world events. (Lessons 1 and 2).
Strand IV. ECONOMIC PERSPECTIVE

Content Standard 5: All students will describe how trade generates economic development and interdependence and analyze the resulting changes and benefits for individuals, producers, and government.

2. Trace the historical development of international trading ties.

3. Explain how specialization, interdependence, and economic development are related.
   (Lessons 1 and 2)

Strand V. INQUIRY

Content Standard 1: All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts, …

1. Locate information pertaining to a specific social science topic in depth using a variety of resources and electronic technologies. (Lessons 3, 4, 6, and 7)

2. Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation. (Lessons 4, 6, and 7)

3. Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources. (Lessons 4, 6, and 7)

Content Standard 2: All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.

1. Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings. (Lesson 8)

(From *The Content Standards for Social Studies*. Michigan State Board of Education, 1996.)
Bibliography


http://www.pbs.org/weta/faceofrussia/timeline-index.html

This **Interactive Timeline** is a companion to *The Face of Russia* series, tracing the general chronology of Russian culture. This remarkable journey through ten centuries of art, architecture, music, dance and cinema reveals the major events that shaped Russian culture.

Click on highlighted text or images to explore expanded descriptions and media-rich content. Scroll through the timeline chronologically, or jump directly to a specific period using the “timeline key” at the top.