## KS5 Russian and Soviet History Overview (Jewish History)

Year 12					Year 13				
1. How did the Tsars seek to restore and maintain their authority after 1855?  1.1. What challenges did Russia face in 1855?  1.2. Why were Russia's serfs emancipated in 1861?  1.3. Did the 'Great Reforms' actually strengthen Russia?  1.4. How far did Alexander II turn away from reform?  1.5. How far did Alexander III reverse his father's reforms?  1.6. How did Russification change what it meant to be 'Russian'?  1.7. Who made Russia Europe's most antisemitic country?	2. Could forces of change overcome forces of reaction by 1894?  2.1 What made the Liberal Intelligentsia?  2.2 What did 'the people' mean to the Populists?  2.3 What turned Russia's radicals to terrorism?  2.4 Did Marxism change Russia or Russia change Marxism?  2.5 What made Russia's industrialisation different?  2.6 Whose lives had changed for the better by 1894?  2.7 How strong a reactionary force was the Orthodox Church?  2.8 What tales could be heard on Russia's 'Jewish street'? (*)	3. Could Nicholas II half Russia's modernisation, 1894-1914?  3.1 How did Nicholas II aim to rule Russia?  3.2 Who posed the greatest threat to Nicholas II?  3.3 Would revolution force Nicholas II to share power?  3.4 Could the State Dumas challenge the Tsar's authority?  3.5 How autocratic was Russia by 1914?  3.6 How strong was Tsarist industry by 1914?  3.7 How 'modern' was Russian agriculture by 1914?  3.8 Had life improved for ordinary people at all by 1914?  3.9 How far had Russian society and culture changed by 1914?	4. What made the early 20 <sup>th</sup> century Russia's "age of revolution"?  4.1 Who made Russia's abortive revolution of 1905? (*)  4.2 How did Russia's liberals seek to transform the state?  4.3 Who actually were the Socialist Revolutionaries?  4.4 Did more unite than divide Russia's Social Democrats?  4.5 Was the opposition really defeated after 1905?  4.6 How did 'Russians' really respond to the Great War?  4.7 Who made February 1917 a successful revolution?	5. Why was power so hard to hold in 1917?  5.1 What replaced Tsarism after 1917?  5.2 What did revolution mean to ordinary people?  5.3 How did politics realign after the February Revolution?  5.4 Could the 'hostage to the democracy' save Russia's 'democracy'?  5.5 How did Jews respond to revolution, and revolution respond to Jews? (*)  5.6 What made Russia's revolution polarise in 1917?  5.7 What really caused the fall of the Provisional Government?  5.8 Could the Bolsheviks hold state power?	6. Could socialism be achieved under Lenin, 1917-24?  6.1 Would the Party or the State lead 'Russia' after 1917?  6.2 Why did war not end in 1918?  6.3 Could Civil War be a path to Communism?  6.4 Who posed the biggest threat to the Communists?  6.5 Why did the Civil War lead to an explosion in pogroms? (*)  6.6 Did capitalism save the world's first socialist state?  6.7 Did Communists conquer the 'cultural front'?  6.8 Was social equality achieved in the 1920s?	7. How did Stalin's 'revolution from above' transform the USSR, 1924-41?  7.1 Policy, Personality, Patronage: How did Stalin take control?  7.2 How did Stalin change the politics of the USSR?  7.3 Could the USSR 'make good the distance' with the West?  7.4 What motivated Stalin's collectivisation?  7.5 Who experienced the 1930s as a 'retreat' from Communism?  7.6 How was culture used to 'engineer the soul' of the USSR?	8. How 'totalitarian' was the USSR under Stalin?  8.1 How 'total' was Stalinist terror?  8.2 Who did Stalin's purges actually benefit?  8.3 How does Swain use sources to make claims about the purges?  8.4 How far did Russia dominate the Soviet 'Empire'?  8.5 Was a Jewish homeland possible in a Communist state? (*)  8.6 How (far) was resistance to Stalinism possible?	9. Could Stalinism survive total war?  9.1 What do 900 days of siege reveal about the USSR's war?  9.2 Was the USSR ready for 'total war' by 1941?  9.3 Did Stalin's leadership help or hinder the Soviet war effort?  9.4 Would total war totally distort the Stalinist order?  9.5 How were society and culture impacted by total war?  9.6 Party, People, or State: Who came out of total war strongest?  9.7 What did the Great Patriotic War mean to Soviet Jews? (*)  9.8 Had Stalinism emerged unchanged from total war?  9.9 What motivated the return of terror	10. Could the Soviet Union be reformed after Stalin?  10.1 Who could succeed Stalin?  10.2 How far could 'destalinisation' go?  10.3 Could industry recover after Stalin?  10.4 Could agriculture recover after Stalin?  10.5 Whose lives actually improved under Khrushchev?  10.6 How far did 'cultural opposition' threaten Khrushchev?  10.7 Who could force Khrushchev from power?
After introducing pogroms to illustrate Evans' contention, students are provided with a background to antisemitism in Russia by 1881-3.	Students are now introduced to wider social, cultural, economic, and political contributions of Jews to Russia's history, within the context of wider changes to society, highlighting the multiplicity of Jewish voices in Russia.	Linking together the arch conservatism of Nicholas II and the revolutionary developments of the early 20th century, students are introduced to the relationship between counter-revolution and antisemitism in this period, in which the pogroms after the 1905 October Manifesto are framed by the growing political antisemitism expressed by the Protocols of the Elders of Zion.		After examining the wider social and political changes of 1917, students are introduced to Jewish social and political responses to the fall of Tsarism, highlighting again the multiplicity of Jewish voices.	Having briefly noted the wave of pogroms in the Civil War the previous lesson, students are challenged to consider a recently researched area of history, 'Red Pogroms', utilising the work of McGeever to challenge binary perceptions of antisemitic agency and opposition in the Civil War.	Within the context of Stalin's 'revolution from above' and its impact on non-Russian ethnicities, students are introduced to Birobidzhan, the Soviet attempt to create a territorial Jewish homeland in eastern Siberia, in order to draw out the motivations, policies, and impact of the Soviet regime towards Jews in the 1930s.		during 'High Stalinism'?  Considering World War Two through a Russian and Soviet lens (the 'Great Patriotic War'), students are asked to explore the diverse experiences of Soviet Jews during the war and prompted to consider why the Holocaust, despite taking place to a considerable extent on Soviet territory, has not been widely remembered in Russia and the USSR since. Bridging into this, students are introduced to the return of Stalinist terror and purges after the war through the lens of antisemitism, within the context of the emerging Cold War and the establishment of the State of Israel.	

Thematic and Content Links between Lessons