## Chapter 15: Planning Guide

### Key to Ability Levels

- **BL**: Below Level
- **OL**: On Level
- **AL**: Above Level
- **ELL**: English Language Learners

### Key to Teaching Resources

- **Print Material**
- **Transparency**
- **CD-ROM or DVD**

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✓ Chapter- or unit-based activities applicable to all sections in this chapter.

*Also available in Spanish
**TeacherWorks® Plus**

- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

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✓ Chapter- or unit-based activities applicable to all sections in this chapter. *Also available in Spanish
Teach With Technology

What is Study-to-Go?
Study-to-Go provides portable textbook-based content direct from the Glencoe Web site to your students whenever and wherever they want.

How can Study-to-Go help my students?
Study-to-Go content can be downloaded to a personal digital assistant (PDA) or a cell phone. Students can download Study Sets that include:
- Self-Quiz—a series of multiple choice quizzes that provide instant answer feedback
- Key Terms—definitions for textbook vocabulary
- Flashcards—an assessment tool to help students study textbook key terms

Visit glencoe.com and enter a QuickPass™ code to go to Study-to-Go.

You can easily launch a wide range of digital products from your computer’s desktop with the McGraw-Hill widget.

### Geography ONLINE
Visit glencoe.com and enter a QuickPass™ code WGC2630C15T for Chapter 15 resources.

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**Additional Resources**

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.

- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.

- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.

- **Content Vocabulary Workout** (Grades 6-8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe’s Middle School Social Studies texts. [www.jamestowneducation.com](http://www.jamestowneducation.com)

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**Biography**

The following videotape programs are available from Glencoe as supplements to Chapter 15:

- **Bay of Pigs/Cuban Missile Crisis** (ISBN 0-76-701199-6)
- **Ivan the Terrible** (ISBN 0-76-700517-1)
- **Joseph Stalin: Red Terror** (ISBN 0-56-501820-6-1)
- **Faberge: Imperial Jewelers** (ISBN 1-56-501878-8)

To order, call Glencoe at 1-800-334-7344. To find classroom resources to accompany many of these videos, check the following pages:

- **A&E Television**: [www.aetv.com](http://www.aetv.com)
- **The History Channel**: [www.historychannel.com](http://www.historychannel.com)

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**Reading List Generator CD-ROM**

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students’ reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

**Leveled reading suggestions for this chapter:**

For students at a Grade 7 reading level:
- **A Work of Art**, by Anton Chekhov
- **A Terrible Night**, by Anton Chekhov

For students at a Grade 9 reading level:
- **The Brothers Karamazov**, by Fyodor Dostoevsky

For students at a Grade 10 reading level:
- **One Day in the Life of Ivan Denisovich**, by Aleksandr Solzhenitsyn

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**National Geographic**

**Index to National Geographic Magazine:**

The following articles relate to this chapter:

- “Send Me to Siberia,” by Paul Starobin, June 2008.
- “Soul of Russia,” by Serge Schmemann, April 2009.

**National Geographic Society Products** To order the following, call National Geographic at 1-800-368-2728:

- **National Geographic Atlas of the World** (Book).

Access National Geographic’s new dynamic MapMachine Web site and other geography resources at:

- [www.nationalgeographic.com](http://www.nationalgeographic.com)
- [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)
Focus
More About the Photo

Visual Literacy After a long winter, the spring celebration of Maslenitsa is a welcome event. This is a celebration much like Mardi Gras, in that it takes place right before the Great Fast that precedes Easter. Also called Blini (or Pancake) Week, Russians celebrate by dancing, enjoying the outdoors, and eating pancakes that represent the sun.

Teach
As you begin teaching this chapter, read the Big Idea out loud to students. Explain that the Big Idea is a broad, or high-level, concept that will help them understand what they are about to learn. Use the Essential Question for each section to help students focus on the Big Idea.

Section 1: Population and Culture
Essential Question How might Russia’s diverse population influence its cultural geography? Russia is a vast country that spreads from the European west to the east of Asia. It is made up of a multitude of culturally diverse ethnic groups, each of which brings its own influences to Russian culture. During the rule of communism in the twentieth century, these influences became more widespread as the government displaced people and cultures by moving them from place to place. Tell students that in Section 1, they will read about Russia’s diverse cultures. OL
Chapter 15

**Organizing Information** Make a Three-Tab Book to help you organize information about the cultural geography of Russia.

**Reading and Writing** As you read the chapter, use your Foldable to take notes about the population patterns, culture, and history and government of Russia.

**Previewing the Region**

If you have not already done so, engage students in the Regional Atlas and Country Profiles activities to help them become familiar with the general content of the region.

**Dinah Zike’s Foldables**

**Purpose** Students will create a three-dimensional Foldable to take notes on population patterns, culture, history, and government of Russia. The completed Foldable will help students prepare for assessment.

**Geography ONLINE**

Visit glencoe.com and enter code WGC2630C15T for Chapter 15 resources.

**Section 2**

**History and Government**

**Essential Question** How have Russia’s history and government been shaped by its many ethnic groups? (Historically, size and diversity have played a major role in Russia’s history and politics. With so many people representing so many diverse cultures, Russia’s history and politics have been turbulent.) In Section 2 students will learn about how Russian history and politics have been influenced by its large and diverse population. 01
Guide to Reading

**Essential Question**
How might Russia’s diverse population have influenced its cultural geography?

**Content Vocabulary**
- ethnic (p. 371)
- evident (p. 375)

**Academic Vocabulary**
- atheism (p. 373)
- pogrom (p. 373)
- intelligentsia (p. 374)
- socialist realism (p. 375)

**Places to Locate**
- Tatarstan (p. 372)
- Lena River (p. 372)
- Moscow (p. 372)
- Caspian Sea (p. 373)

**Reading Strategy**
Organizing
As you read about the population and culture of Russia, complete a graphic organizer similar to the one below by filling in the different ethnic groups.

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**Population and Culture**

Many of Russia’s cultural traditions date back centuries. Maslenitsa began long ago as a folk holiday celebrating the coming of spring. It has since been absorbed into the Eastern Orthodox religion.

**Voices Around the World**

“This . . . is the Russian version of Mardi Gras. All over the country people celebrate the last period of merrymaking before the Great Fast preceding Easter. The festival starts February 5, and for the next four days Russians—many in traditional costumes—build bonfires, enjoy sled rides, try to avoid injury during mock fistfights, . . . and eat pancakes, which symbolize the sun. The best places to take part in maslenitsa are . . . to the northwest in the Golden Ring, a region of old Russian cities offering fine examples of Russian culture, traditions, and architecture dating back to the 12th century.”

Population Patterns

**MAIN Idea** Ethnic groups, migrations, and invasions have shaped population patterns in Russia.

**GEOGRAPHY AND YOU** How has the ethnic diversity in your town or city changed over the years? Read to learn about the factors that have shaped Russia’s population.

Russia today is home to one of the widest varieties of ethnic groups in the world—there are more than 120 different groups. An ethnic group shares a common ancestry, language, religion, customs, or a combination of these things.

**The People**

Over the centuries Russia grew from a territory to a multiethnic empire that stretched from Europe to the Pacific Ocean. In the process, many non-Russian ethnic groups came under its control. During the Soviet era—the period between 1922 and 1991 when Russia was part of the Union of Soviet Socialist Republics (USSR)—regional political boundaries often reflected the locations of major ethnic groups, or nationalities.

In 1991, after the fall of the Soviet Union, several of these larger republics, including Russia, became independent countries. Although Russia is ethnically very diverse—32 ethnic groups have their own republics or administrative territories within Russia—about 80 percent of the population is ethnic Russian.

**The Slavs** Ethnic Russians are part of a larger ethnic group known as Slavs, a linguistic and ethnic branch of Indo-European peoples that also includes Poles, Serbs, Ukrainians, and other eastern Europeans. The Russian Slavs have dominated the country’s politics and culture.

**Caucasian Peoples** Another large group of diverse peoples is classified as Caucasian (kaw• KAY•zhuhn) because they live in the Caucasus region of southwestern Russia. Caucasian groups include the Chechens, Dagestanis, and Ingushetians.

**MAP STUDY** 1. Place Where in Russia do most of the Ukrainian peoples live? Turkic peoples? 2. Movement How have the settlement patterns of ethnic groups affected political boundaries?

**Answers**

1. Ukrainians live in the west, north of the Black Sea. Turkic peoples live in southern and eastern Russia.

2. Ethnic groups have their own republics or administrative territories within Russia.

**Russia: A Cultural Excursion**

**Step 1: Plan a Cultural Tour of Russia** Students will research and collect information and art related to a cultural tour of Russia.

**Essential Question** If you were to design a tour for students traveling to Russia, where would you send them and what would they see?

**Directions** Have students work in groups to research the diverse cultures of Russia with the goal of preparing a package of cultural experiences to offer student travelers. Along the way, have groups consider and research the arts, folk events, sports, museums, historical sites, and anything they think other students would find interesting.

**Putting It Together** As they do their research, have groups organize pictures and descriptions to be considered for their package. In this step, groups should gather as much information as they can, realizing that, in the end you cannot do everything and that some things will have to be discarded. OL

(Chapter Project continues on page 379.)
**Critical Thinking**

**Determining Cause and Effect** Point out to students that human-environment interaction is an example of cause and effect as it relates to population distribution. Ask: What environmental qualities make your location a desirable place to live and work? (Answers will vary but might touch on proximity to waterways, arable land, or job opportunities.) OL

For additional practice on this skill, see the Skills Handbook.

**Differentiated Instruction**

**Answers**
1. It is cold, and the land is swampy and mountainous.
2. In the west and the south. Soil is rich, there are waterways, and the climate is milder in those regions, so most of Russia’s population lives there.

**Leveled Activities**

**BL** Differentiated Instruction, p. 62

**OL** Enrichment Activity, URB, p. 29

**AL** Differentiated Instruction, p. 59

**ELL** Vocabulary Activity, URB, p. 24

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**MAP STUDY**

**Russia: Population Density**

**POPULATION**

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<th>Per sq. mi.</th>
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<td>5,000 and over</td>
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**Cities**

- Over 10,000,000
- 5,000,000-10,000,000
- 2,000,000-5,000,000
- 1,000,000-2,000,000

**1. Human-Environment Interaction** What factors have contributed to the sparse population of eastern Russia?

**2. Location** Where are many of Russia’s largest cities located? Why is this important?

**Differentiated Instruction**

**Turkic Peoples** Turkic-speaking peoples live in southwestern Russia in the Caucasus area and in the middle Volga area. The Turkic peoples of Russia include the Tatars, Chuvash, Bashkirs, and the Sakha. The most numerous of these groups are the Tatars, many of whom live in Tatarstan (ta•tuh•stan), a western republic. Russia has ruled Tatarstan since the mid-1530s. However, the republic, like other Russian republics, does have a limited amount of sovereignty (SAH•vuh•ruhn•teh), or self-rule.

The Sakha are a combination of local groups and Turkic peoples who originally settled along the middle Lena River. Formerly seminomadic, the Sakha in southern Siberia have expanded into northeastern Russia.

**Density and Distribution**

About 80 percent of all Russians live in western Russia. This is due in part to the rich soil, waterways, and a milder climate than that in eastern Russia. Densely settled western Russia includes the country’s industrialized cities. The major industrial city is Moscow, Russia’s capital. Since 1990, urban population growth in many industrialized centers has leveled off or decreased.

Population is more dispersed east of the Ural Mountains. Only 20 percent of Russia’s population lives in Siberia, an area that accounts for about two-thirds of the country’s land area. Frozen tundra, mountains, and forests make most of this part of Russia unsuitable for farming.

During the earlier years of the Soviet era, many ethnic Russians migrated to non-Russian republics of the Soviet Union. In the 1970s, however, this trend began to reverse. Since the breakup of the Soviet Union in 1991, more ethnic Russians have returned to their homeland. Most have settled in Moscow, St. Petersburg, and southwestern Russia. Because of this trend, the number of people moving into the country has been greater than the number of Russians leaving the country.

**VOCABULARY**

- *Cold War gripped*: the period after World War II characterized by tension between the United States and the Soviet Union
- *Russification*: the policy of greater political and social influence of Russia over non-Russian regions
- *Pogrom*: organized religious persecution
- *Intelligentsia*: a highly educated group that supports liberal and democratic reforms
- *Glasnost*: policy of greater political openness
- *Perestroika*: policy of economic restructuring
- *Nazi*: a member of the extreme right-wing political group that ruled Germany from 1933 to 1945
- *Bolshevik*: a member of the Communist Party who opposed the policies of Lenin and Trotsky
- *Trotsky*: a Bolshevik leader who opposed the policies of Lenin and Stalin
- *Stalin*: a Bolshevik leader who consolidated power in the Soviet Union and implemented policies that led to the deaths of millions
- *Russians*: a general term for a major ethnic group in Russia
- *Latin alphabet*: a writing system based on the 26 letters of the English alphabet
- *Armenian alphabet*: a writing system based on ancient characters of ancient Iran
- *Buddhism*: a religion that originated in India and spread to other parts of Asia
- *Islam*: a religion that originated in Arabia and spread to other parts of the world
- *Roman Catholic Church*: the worldwide organization of Catholic Christians
- *Orthodox Church*: a major branch of the Christian church
- *Protestant*: a member of a group of Christians who believe in the Bible as the word of God
- *Unitarian*: a member of a religious group that believes in the unity of God
- *Preacher*: a person who shares religious beliefs
- *Greek Orthodox*: a branch of the Christian church
- *-playing field*: an area used for playing sports
- *influence*: the power to affect the actions of others
- *settle*: to establish residence in a new location
- *immigrate*: to move to a new country
- *population*: the number of people living in an area
- *dispersed*: spread out over a wide area
- *per* (abbreviation): a prefix meaning “on” or “in”
Culture

**MAIN Idea** The policies of the Soviet government have had lasting effects on Russia's culture.

**GEOGRAPHY AND YOU** How has religion influenced culture in the United States? Read to learn about the influence of religion in Russia.

Since the fall of the Soviet Union, millions of Russians are rediscovering their faiths and traditions and expressing themselves creatively.

**Language and Religion**

Although more than 100 languages are spoken in Russia today, Russian is the country's official language. Ethnic Russians generally speak only this language, while people belonging to other ethnic groups are bilingual and speak their own language and Russian. The Altaic family of languages is spoken by the Turkic peoples of western Russia. The primary languages spoken in eastern Russia are Russian and the Turkic languages spoken by the Sakha.

The Soviet government strictly discouraged religious practices and discriminated against certain groups. It actively promoted atheism (AY•thee•izm), or the belief that there is no God or other supreme being. In the late 1980s, however, the government began to relax its restrictions on religion.

After the fall of the Soviet Union, the influx of many foreign missionaries from Western Christian denominations prompted lawmakers in 1997 to place restrictions on the activities of newly established religious groups. Only Russian Orthodoxy, Islam, Judaism, and Buddhism were allowed full liberty as traditional religions of Russia.

**Christianity** The Eastern Orthodox Church had been central to Russian culture for a thousand years before the Communist revolution in 1917. In 1988 Prince Vladimir, leader of Kievan Rus, adopted Eastern Orthodox Christianity as Russia’s official religion. By 1453 the Byzantine Empire, the center of the Eastern Orthodox Church, had fallen, and Russia asserted its claim as leader of the Orthodox Christian world.

Today, most Russians who claim a religious affiliation belong to the Russian branch of the Orthodox Church. Many of the churches that were looted or destroyed during the Soviet era have been repaired and rebuilt. Other Christian groups, including Roman Catholics and Protestants, have also reemerged.

**Islam** Islam is the second-largest religion in Russia and also enjoying a rebirth. The majority of people who practice Islam in Russia live in the Caucasus region and between the Volga River and the Ural's. Most Russian Muslims follow the Sunni branch, which is practiced in most Arab countries as well as in Turkey and Afghanistan.

**Judaism** People practicing Judaism in Russia have long been persecuted. In czarist times, Jews could settle only in certain areas, could not own land, and were often the targets of organized persecution and massacres known as pogroms. Yet Jewish communities managed to thrive in many of Russia's cities.

Events in the twentieth century took a tragic toll on Russia’s Jews. As a result, many Jews migrated to Israel or the United States. Despite lingering prejudice, Jewish communities in Russia are restoring their religious practices.

**Buddhism** The republics of Tuva, Buryatia, and Kalmykia, near the Caspian Sea, have a large number of Buddhists, giving the religion traditional status in the country. A small number of Buddhists live in the larger cities such as St. Petersburg and Moscow, where they have access to urban Buddhist centers and facilities.

**Activity: Interdisciplinary Connection**

**Language Arts** Have students work in groups to learn the Russian alphabet or some basic Russian words and phrases.

Groups will work to develop a short Russian language presentation for the rest of the class. Tell them that their presentation can be learning and presenting the Russian alphabet. Explain that if they do this type of activity, they should write the letters on the board and give the rest of the class instruction on how to pronounce the letter. Another group could sing the Alphabet Song in Russian. Other groups might consider developing short verbal exchanges to present for the class that would include name introductions and polite exchanges.
**Writing Support**

**Descriptive Writing**  
Ask students to use the material in the “Teen Life in Russia” feature and in the text to write a one-page description of a teenager’s life in modern Russia.

**Reading Strategy**

**Identifying**  
Ask: During the Soviet era, what was the focus of the Russian educational system? (math, science, and engineering)

**Critical Thinking**

**Drawing Conclusions**  
Organize students into two groups. One group will use library or Internet resources to research the literacy rate and amount of federal funding for education in the United States. The other group will do the same for Russia. Groups should draw conclusions based on the relationships between funding and literacy rates. Have groups share their research and conclusions.

**Additional Support**

**Collaborative Learning**  
Helping students to manipulate information by working in groups is a great way to keep students engaged.

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**Education and Health Care**  
During the Soviet era, education was free but mandatory. The emphasis was on math, science, and engineering rather than on language, history, and literature. This produced generations of technology-focused government officials. They, along with prominent educators, writers, and artists, made up the Soviet intelligentsia (in•tel•ligh•tə•sə), or intellectual elite.

The curriculum changed dramatically after the collapse of the Soviet Union. Schools began to emphasize a more balanced approach, including language, history, and literature. Today, students have a choice of different types of schools, but the country’s unstable economy has limited school budgets. Teachers often abandon teaching because of the low pay and low morale. In addition, students focus on earning money rather than getting an education.

Russia is experiencing a demographic decline as the quality and availability of health care have worsened. Average life expectancy is 68 years, 10 years shorter than in the United States. The infant mortality rate, or the number of deaths per 1,000 births, is 9 compared to the U.S. rate of 6.6. Since 1992 the Russian death rate has exceeded the birthrate, resulting in negative population growth.

Disease, lifestyle choices such as smoking tobacco and drinking alcoholic beverages, and inefficient health-care systems all threaten the well-being of Russia’s people. Additionally, an aging population, rising infertility, and increasing rates of infectious disease, including HIV and AIDS, have put a strain on an already struggling health-care system. The clinics and hospitals that are still run by the government are often inefficient and lose capable medical staff because of poor pay.

**The Arts**  
The arts in Russia were often inspired by religion. For example, churches were crowned with onion-shaped domes that symbolized heaven in the Russian Orthodox tradition. Russian art changed its focus to nonreligious themes in the early 1800s when Peter the Great introduced European culture. By the early 1800s, Russia had entered an artistic golden age that lasted into the 1900s.

**Russian Literature**  
The nineteenth and early twentieth centuries are considered a golden age for the arts in Russia, particularly for literary arts. Writers such as Anton Chekhov, Nikolai Gogol, and Mikhail Bulgakov are considered to be some of the greatest writers Russia has ever produced. These three writers wrote novels as well as plays. Have students work in groups to research the works of these writers. Three suggested starting points can be *The Cherry Orchard* by Chekhov, *The Nose* by Gogol, and *The Master and Margarita* by Bulgakov. **Ask:**  
What is considered particularly Russian about each of these works? Have each group prepare and present a staged reading from each of the authors they choose.
Russian arts are characterized by a list of well-known artists. Painters such as Viktor Vasnetsov and composers such as Pyotr (Peter) Tchaikovsky contributed to the richness of Russian culture. The works of poets Aleksandr Pushkin, Boris Pasternak, and Anna Akhmatova, and novelists Leo Tolstoy and Fyodor Dostoyevsky have made Russian literature famous.

The Soviet government limited individual artistic expression and believed that it was the artists’ duty to glorify the government’s achievements in their works, an approach known as socialist realism. Artists who did not follow these guidelines were punished, as is evident in Aleksandr Solzhenitsyn’s book The Gulag Archipelago.

Beginning in the mid-1980s, activity in the arts renewed as loosening government controls allowed the printing of previously unpublished works and new materials. During the height of Soviet repression, some works had been smuggled from Russia and printed in other countries. Today, the arts are free to choose their projects, and works of all age groups. Russia’s tennis, track and field, and ice hockey athletes have had remarkable success in international events, as have figure skaters and gymnasts.

Critical Thinking
5. Answering the Essential Question How did the arrival of foreign missionaries affect religion in Russia?
6. Comparing and Contrasting Write a paragraph comparing the Russian education system during the Soviet era with the system today.
7. Analyzing Visuals Study the map of ethnic groups on page 371. Which ethnic groups are the most spatially concentrated?

Writing About Geography
8. Expository Writing Consider the ways in which physical geography influenced culture in Russia. In which part of the country do most followers of Islam live? Write a paragraph explaining why you think this is so.
Focus
Introducing the Feature

Ask students to think about what they know of U.S. history when considering the situation in Chechnya. For example, the American colonies were controlled by England but fought for their independence, and the Confederate States seceded from the United States but were re-admitted to the Union after a bloody civil war. Discuss how the U.S. examples are similar to or different from the battle between Russia and Chechnya.

Teach
Reading Strategy
Identifying Have students review the table of Important Dates in Chechen History. Ask: How long did the First Chechen War last? (2 years) When did Chechnya gain more autonomy? (2003)

Problem:
Since the beginning of Russian occupation, the Chechens have sought independence from foreign rule.

Occupation Russian occupation remains part of everyday life in Chechnya. These Russian soldiers talk as Chechen women travel through the rubble of Grozny, Chechnya’s capital.

Protest Natalia Estemirova, a human rights activist, was kidnapped and murdered in Chechnya in 2009. She was a critic of the Kremlin’s policies in Chechnya.

More About the Photo
Visual Literacy Grozny, the capital of Chechnya, used to be home to over 400,000 people. Years of war have destroyed this once-thriving city, and most residents have either been forced to leave, disappeared, or been killed. However, some people, mostly women, choose to stay in Chechnya, struggling to survive while their relatives or husbands fight the war for independence. Women and children pick their way through the rubble as they go about their daily activities. Some people stay because they are afraid they will be arrested by the Russian soldiers and sent to detention camps if they try to leave.
Why Geography Matters

Chapter 15

History of Tensions

Chechnya has historically been occupied by other powers. First controlled by the Turks and then by the Russians, Chechens have long strived for independence.

What is the history of the conflict? Although Russia has long controlled Chechnya, the republic has maintained its cultural heritage. Chechens have their own language and are predominantly Sunni Muslim, and these differences have fueled the Chechens’ desire for independence. Whenever internal or external conflict has weakened the Russian government, Chechen rebels have attempted to fight for autonomy, but their efforts have been unsuccessful. The Russian government has several reasons for maintaining Chechnya’s status as a republic of the Russian Federation. Several oil and gas pipelines vital to the Russian economy run through Chechen territory. Also, if Russia were to grant Chechnya independence, it would likely face uprisings by other ethnic groups and republics within the Russian Federation.

What is the current political climate? In May 2000, Russian president Vladimir Putin established direct rule of Chechnya to try to stop the rebels. In 2003 a new constitution was passed in a referendum. Under this new constitution, Chechnya is still a republic within the Russian Federation, but it has been given a significant amount of autonomy. The new Chechen government is now struggling to recover from the violence waged by the Chechen rebels and to bring stability and peace to Chechnya and its people.

Solution:

Integrating Chechen representation into the Russian government may be the only solution to the ongoing animosity between the two groups.

THINKING GEOGRAPHICALLY

Answers

1. Essays should show an understanding of the various diplomatic overtures between the Russians and the Chechens since the fall of the Soviet Union, including the peace agreement signed in 1996 by Boris Yeltsin.
2. Chechnya is on the southern border of Russia, making it an important gateway into Georgia and south to Armenia and Azerbaijan. It is also close to the Caspian Sea. If Chechnya breaks off, surrounding regions may also break off, cutting off important trade routes. Chechnya also houses several oil and gas pipelines vital to the Russian economy.

Critical Thinking

Identifying Central Issues

Pass out four or five index cards to each student. As they read the passage, ask them to write down one central issue for the Russian-Chechen conflict on each card. As a class, ask students to list the issues on the board, using tally marks for each student who identified the same reasons. At the end of the activity, have students assess if they are in agreement about the central issues, or if important issues were overlooked.

Assess/Close

Identifying Religion was a major factor in Chechnya’s quest for independence. However, the country had other reasons for wanting to separate from Russia.

Ask: What are some of the reasons that Chechnya has wanted to separate from Russia?

(Students should identify at least three issues in the Chechen-Russian conflict.)
Since the fall of the Soviet Union, Russians have struggled to move beyond this dark period of their past. Although difficult, the country is making steps toward democracy and a market economy.

Voices Around the World

“A decade has passed since the U.S.S.R. ceased to exist, and during that time the Russian people have been subjected to nothing less than an economic and social revolution. Three-quarters of state enterprises have been fully or partly transferred to individual owners in a corrupt privatization drive. . . . [A] seven-week trip around Russia earlier this year showed, shoots of new life are springing up throughout the country.”

—Fen Montaigne, “Russia Rising,” National Geographic, November 2001

Guide to Reading

Essential Question

How have Russia’s history and government been shaped by its many ethnic groups?

Content Vocabulary

- czar (p. 379)
- serf (p. 379)
- Russification (p. 380)
- socialism (p. 380)
- Bolshevik (p. 380)
- communism (p. 381)
- satellite (p. 381)
- Cold War (p. 381)
- perestroika (p. 382)
- glasnost (p. 382)

Academic Vocabulary

- acquire (p. 380)
- policy (p. 380)
- aid (p. 381)

Places to Locate

- Moskva River (p. 379)
- St. Petersburg (p. 380)
- Vladivostok (p. 380)

Reading Strategy

Sequencing

As you read about Russia’s history, complete a time line similar to the one below by recording major events in the country’s history.

1547: Ivan IV becomes first czar
1613: Romanovs come to power
1700: Catherine the Great expands Russian empire
1812: Napoleon’s army invades Russia
1861: Alexander II proposes set of limited reforms
1885: Mikhail Gorbachev comes to power and introduces perestroika
1905: World War I begins
1917: Russian Revolution
1922: establishment of USSR
1945: end of WWII, USSR gains influence over eastern and southeastern Europe
1985: Mikhail Gorbachev comes to power and introduces glasnost

Resource Manager

Reading Strategies

- Activating Prior Knowledge, p. 382
- Guided Reading, 15-2, URB, p. 32
- RENTIT, pp. 109–111
- Vocab. Act., URB p. 24

Critical Thinking

- Making Infer., p. 380
- Drawing Concl., p. 381

Differentiated Instruction

- Below Grade Level, p. 379
- Visual/Spatial, p. 380

Writing Support

- Graphic Organizer Trans., pp. 45–46
- Authentic Assess., p. 45

Skill Practice

- Reading a Time Line, p. 381
- Daily Focus Skills Trans. 15-2
- Reinforcing Skills Act., URB, p. 27
- Map Overlay Trans. 5, 5-4
Early History

**MAIN Idea** Russia’s historical roots go back thousands of years and include many ethnic groups.

**GEOGRAPHY AND YOU** What do you know about the early history of the United States? Read to learn about the people involved in the rise of Russia.

Russia’s historical roots go back to the A.D. 600s, when Slav farmers, hunters, and fishers settled near the waterways of the Northern European Plain.

**Kievan Rus**

During the 800s, Scandinavian warriors called the Varangians settled among the Slavs living near the Dnieper and Volga Rivers. Within a century the Varangians had adopted the Slav language and many Slav customs. The Slav communities were eventually organized into a loose union of city-states known as Kievan Rus. Ruled by princes, the leading city-state, Kiev, controlled a prosperous trading route, using Russia’s western rivers to link the Baltic and Black Seas.

Eventually, fighting among the city-states weakened Kievan Rus. In the early 1200s, Mongols invaded Kiev and many of the Slav territories from their foothold in Central Asia. Although the Mongols allowed the Slavs self-rule, they continued to control the area for more than 200 years.

**The Rise of Russia**

Many Slavs fled the Mongol invasions and later settled along the Moskva River. One of their settlements grew into the city of Moscow, the center of a territory called Muscovy (muh•SKOH•vee), which was linked by rivers to major trade routes and surrounded by lands good for farming and fur trapping.

Muscovy’s princes kept peace with the Mongols for about two centuries, but the peace did not last. Muscovy’s Prince Ivan III then brought many Slav territories under his control, thus earning the nickname “the Great.” Ivan’s expanded realm eventually became known as Russia. In Moscow, Ivan built a huge fortress called the Kremlin and filled the city with churches and palaces. Russia’s government today, the Russian Federation, uses the Kremlin as its executive headquarters.

In 1547 Ivan the Great’s grandson, Ivan IV, became Russia’s first crowned **czar** (ZAHHR), or supreme ruler. He crushed all opposition to his rule and expanded his realm’s borders into non-Slav territories, earning the name Ivan the Terrible.

After Ivan’s reign, the country faced foreign invasion, economic decline, and social upheaval. When the Romanov dynasty came to power in 1613, the government gradually tightened its grip on the people. By 1650 many peasants had become **serfs,** a virtually enslaved workforce bound to the land and under the control of nobility.

**(Teach)**

**Differentiated Instruction**

**Below Grade Level** Help students distinguish among similar terms with different meanings, such as the difference between **territory** as land and **territory** as an official administrative region. Conversely, have students watch for groups of synonyms such as reign and rule.

**MAP STUDY**

1. **Movement** From which direction did the Mongols invade Russia?
2. **Location** Near which bodies of water were vassal states located?

Mongol Invasions into Russia

**Answers**

1. from east to west
2. Mediterranean Sea, Black Sea, Don River, Volga River, Indus River, South China Sea, Chang Jiang

**Did You Know?**

Slavs were often captured and forced into labor by other central European groups. The name for this practice—slavery—came from the name of this ethnic group, used by speakers of Middle English, Medieval Latin, and Late Greek.

**Hands-On**

Chapter Project

**Step 2**

**Step 2: What is There to See and Do?** Students will now consider the best way to present their findings for their cultural tour of Russia.

**Directions** Have the groups gather together to pitch their various ideas of where to go in Russia. There should be a lot of them! As the ideas are laid out, have the groups work out a 10-day to two-week cultural tour that will take in 15–20 events, museums, and/or other cultural happenings.

**Putting It Together** Have the groups put together a cultural tour brochure that will appeal to students like them. The brochure should include pictures and descriptions of what travelers can expect and why this is the tour of a lifetime.
Critical Thinking

Making Inferences The text states that the people maintained their Russian cultural identity and faced poverty. Ask: Is there a causal relationship between these two statements? (Some students may read the text that way, but you should point out that the wealth of the rulers and the nobility allowed them access to the West and the means to adopt European manners and goods.) AL

For additional practice in this skill, see the Skills Handbook.

Differentiated Instruction

Visual/Spatial Ask: What visual clue does the time line offer by showing a picture of Vladimir Lenin? (that Lenin was a very important part of Russian history in the twentieth century) BL

Answer: It gave Russia access to a port that was free of ice year-round.

Romanov Czars and the Empire

While Russia struggled, western Europe moved forward and left Russia behind. Then in the late 1600s, Czar Peter I—known as Peter the Great—came to power, determined to modernize Russia. Under Peter I, Russia enlarged its territory, built a strong military, and developed trade with western Europe. To acquire seaports, Peter I gained land along the Baltic Sea from Sweden.

A new capital—St. Petersburg—was carved out of the wilderness along the Gulf of Finland, providing access to the Baltic Sea and giving Russia “a window on the West.” Since most of Russia’s other ports were icebound for almost half the year, St. Petersburgh became a major port.

During the late 1700s, Empress Catherine the Great continued to expand Russia’s empire and gained a long-sought-after warm-water port on the Black Sea. The Romanov expansion also brought many non-Russians under its rule. As the Russian nobility was adopting western European ways, a cultural gap developed between the nobility and the serfs. The serfs followed traditional Russian ways and faced poverty.

Beginning in 1891, under Czar Alexander III, Russia expanded into Siberia with the construction of the Trans-Siberian Railroad. Nearly 6,000 miles (9,700 km) long, it connects Moscow to Vladivostok. Once completed in 1916, the railroad opened Russia’s interior to settlement.

Revolution and Change

MAIN Idea Discontent with inequality in Russian society led to revolution and freedom from generations of czarist rule.

GEOGRAPHY AND YOU What led to the American Revolution? Read to learn about the factors that led to the Russian Revolution and the rise of the Soviet Union.

A long cycle of halfhearted reforms, government repression, and the American and French Revolutions encouraged the desire among educated Russians to open up Russian society.

The Russian Revolution

Czar Alexander II’s limited reforms, such as freeing the serfs in 1861 without providing for their education, caused many former serfs to move to cities. There they faced the poor conditions and meager wages of factory work. Non-Russian peoples also faced prejudice when the government introduced the policy of Russification, which encouraged people to speak Russian and follow Eastern Orthodox Christianity. Those who refused were harshly persecuted, especially the Jews, who were often blamed for Russia’s problems.

This frustration and discontent led many Russian workers and thinkers to turn to socialism, a belief that calls for greater economic equality in society.

Lenin's Philosophy As a law student, Lenin studied the revolutionary writings of Karl Marx. "Leninism" was Lenin's version of Marxist communism that aimed to empower the workers of Russia and the world. Lenin spelled out the basics of his philosophy in a publication entitled "What Is to be Done?"
One of its biggest proponents, the German philosopher Karl Marx, advocated public ownership of all land and a classless society with an equal sharing of wealth. This would occur after a revolution, led by the working classes, against the wealthy.

Increasing discontent caused strikes and demonstrations to break out in the early 1900s. Then in 1917, the hardships of World War I brought even larger numbers of workers and now soldiers into the streets, demanding “bread and freedom.” These actions forced Nicholas II to abdicate his throne, bringing czarist rule to an end. The following year, Czar Nicholas and his family were killed. Their murders signaled the demise of Europe’s last absolute rulers and the emergence of communism in Russia.

The Soviet Era

The weak representative government established in 1917 made it easy for the Bolsheviks, a revolutionary group led by Vladimir Ilyich Lenin, to seize control. The Bolsheviks believed in communism, a philosophy based on Karl Marx’s ideas that called for the violent overthrow of government and the creation of a society led by workers.

Promising the people “Peace, Land, and Bread!” the Bolsheviks withdrew Russia from World War I, surrendering much territory to Germany. They used their complete political control to take over industry, direct food distribution, and establish an eight-hour workday. Civil war eventually erupted between the Bolshevik Red Army and the anti-Bolshevik White Army.

The Bolsheviks won the civil war in 1922, and established the Union of Soviet Socialist Republics (USSR), or the Soviet Union. The Soviets gradually regained Ukraine, Belarus, and large parts of the Caucasus region and Central Asia.

After Lenin’s death in 1924, Joseph Stalin became the leader of the Communist Party. Stalin took control of farms and factories as he made the USSR an industrial giant. He eliminated those who disagreed with him, and millions were either killed or died from hunger, physical hardships, or brutal conditions in labor camps.

A Superpower

The Soviet Union attained superpower status after World War II. The USSR controlled most of Eastern Europe at the war’s end. By 1949 most of the region’s countries had become satellites, countries controlled by the Soviet Union.

The next four decades saw the Soviet Union and the United States engaged in the Cold War, the struggle between two competing systems—communist and capitalist—for world influence and power. Although both countries built destructive nuclear weapons, the “weapons” used for this war were propaganda, the threat of force, and aid to developing countries.

The Weakness of the USSR

The Soviet government disapproved of religion and instead promoted atheism. The Communist Party leader, Joseph Stalin, took control of farms and factories as he made the USSR an industrial giant. He eliminated those who disagreed with him, and millions were either killed or died from hunger, physical hardships, or brutal conditions in labor camps.

How did the size of Russia change after the Soviets gained control?


1955 Mikhail Gorbachev comes to power and proposes perestroika, a restructuring of the economy.

1991 The USSR is dissolved.

Critical Thinking

Drawing Conclusions Teach students the term sphere of influence, which indicates countries that are close to a superpower either geographically, politically, or philosophically. Ask: How were the “weapons” described used to increase a superpower’s sphere of influence? (Propaganda and monetary aid were used to sway the populace, and the threat of force was used to frighten weaker governments.)

Skill Practice

Reading a Time Line Ask:
How long was the U.S.S.R. in existence? (69 years) BL

Answers

1. Estonia, Latvia, Lithuania, and Eastern Poland, and the promise that Germany wouldn’t attack Russia
2. The countries of eastern and southeastern Europe

Leveled Activities

BL Differentiated Instruction, p. 58
OL Guided Reading, URB, p. 31
AL Differentiated Instruction, p. 59
ELL Differentiated Instruction, p. 57

Graph Study

1. Regions What did the Soviet Union gain from the Nazi-Soviet Nonaggression Pact?
2. Place What countries might the Soviet Union have had influence over after World War II?

1950

1960


1955 Mikhail Gorbachev comes to power and proposes perestroika, a restructuring of the economy.

1961 Soviet astronaut Yury Gagarin becomes the first human to orbit the Earth.

1991 The USSR is dissolved.

Chapter 15 381
Movements for Change

MAIN IDEA New ideas about political and economic systems led to changes in Russia.

GEOGRAPHY AND YOU Do you believe that there is enough political openness in the United States? Read to learn how political openness helped Russia transition from its Communist past.

The breakup of the Soviet Union required leaders to change their ideas about governing a superpower in an increasingly interconnected world.

**The Fall of the Soviet Union**

The Soviet Union's weakening economy, along with great discrepancies between workers' wages and the privileges their leaders enjoyed, led to the breakup of the Soviet Union. In 1985 Mikhail Gorbachev, a reform-minded official, assumed power in the Soviet Union. He instituted a policy of economic restructuring called perestroika (Pehr•uh•STROY•kuh) and a policy of greater political openness called glasnost (GLAZ•nolst).

Many of the satellites overthrew their Communist rulers in 1989. A failed coup in 1991 to overthrow Gorbachev collapsed, but all the republics declared independence by year's end. Twelve of the 15 new countries became members of the Commonwealth of Independent States (CIS). The three Baltic countries did not.

Boris Yeltsin was elected the first president of the Russian republic.

**A New Russia**

The new Russia began moving from a command economy to a market economy, closing outdated factories and restructuring agriculture. Separatist movements and ethnic conflict also threatened the stability of Russia. Beginning in the 1990s, Tatarstan, Dagestan, and other ethnic territories demanded greater self-rule. Some demands have erupted into war. Boris Yeltsin's successor, Vladimir Putin, inherited those conflicts when he became president in 1999.

Putin helped stabilize the economy by instituting reforms in labor, banking, and private property. He also helped Russia get involved with NATO through the NATO-Russia Council. After winning reelection in 2004, Putin instituted changes that were seen by many as taking a step away from democracy. Barred from a third term as president, Putin endorsed Dmitry Medvedev as his successor. After winning the election, Medvedev nominated Putin for prime minister. This allowed Putin to remain heavily involved in Russian government.

**Critical Thinking**

5. **Answering the Essential Question** How did the migration of the Slavs and their interactions with other groups influence the history of Russia?

6. **Determining Cause and Effect** What led to the breakup of the Soviet Union? Write a paragraph explaining your answer.

7. **Analyzing Visuals** Study the map of Mongol invasions on page 379. How many miles separate Karakorum and Moscow?

8. **Expository Writing** Write a paragraph explaining why you agree or disagree with the following statement: “The Soviet Union was a 74-year-long experiment that failed.”

**Geography ONLINE**

**Study Central™** To review this section, go to glencoe.com and click on Study Central.
PEOPLE AND ETHNICITY
- Russia is ethnically diverse.
- Most Russians are Slavic in origin.
- The diversity of people in Russia has led to many ethnic groups demanding greater self-rule or independence.
- In some places, like Chechnya, the groups have resorted to violent methods, such as terrorism.

HISTORY AND GOVERNMENT
- In Russia’s early years it was ruled by czars, who were selected by birth.
- During the Soviet era, leaders were selected by a small group of Communist Party insiders.
- Democratic reforms were established in Russia following the collapse of the Soviet Union in 1991.
- Today Russia has free elections, but many fear that government is moving away from democracy.

CHANGING ECONOMIC SYSTEMS
- Under the czars, the economy was run by serfs bound to nobles.
- During the Soviet era, a command economic system was used.
- Capitalism was introduced to Russia after the fall of the Soviet Union in 1991.
- When Russia switched economic models, it caused instability in the marketplace, with high inflation and unemployment.
- Reforms put into place by Vladimir Putin have helped to stabilize the economy.

Russia: A Cultural Excursion

Step 3: Present the Tour Plans
Students will synthesize what they have created in Steps 1 and 2.

Directions
Have students present their tour packages. The presentation should be in the form of a brochure and a pitch detailing the cultural highlights of the tour they have designed for students traveling to Russia. Ask: If I went on this tour, what would I see and do? Are there any added features the students may have discovered along the way? What were some of the tour suggestions that did not make it in the brochure? Ask: Now that you have designed this brochure and focused on some great cultural experiences, would you like to travel to Russia? Why or why not? Open the discussion to the whole class.

Synthesizing
Remind students that the history of Russia and its people has been one of radical change over the past several hundred years. Have students work in groups to put together a pictorial time line highlighting Russia’s history. Ask the students to touch on each of the categories shown in the Visual Summary. OL

Identifying Central Issues
Ask students to think about the inflation rate as shown in the graph. Present the example of a consumer who purchased an item for $1.00 at the beginning of 1991. By 1992, the item would have cost $25.00 due to rampant inflation. Now that the inflation rate is under control, an item bought for $1.00 at the beginning of 2008 would cost only $1.10. Review with students how Russia’s changing political systems influenced its economy. AL

Hands-On Chapter Project
Step 3: Wrap-Up

OL
TEST-TAKING TIP

Have students read the question, and fill in the blank with each of the possible choices. When more than one answer seems true, students should choose the answer that is “more true.”

4. C Even students who are familiar with the chapter may have difficulty differentiating between glasnost and perestroika. Both terms came into use at about the same time under the administration of Mikhail Gorbachev. Students may benefit from using a mnemonic device: when students read the term glasnost they should think of glass, which is transparent, or open.

5. A Students should remember that Russia's two largest cities, Moscow and St. Petersburg, are in western Russia.

6. D Russian Orthodoxy is the largest religious group in Russia.

7. A In the same manner that railroads opened the American West, the Trans-Siberian Railroad opened the interior of Russia. Students should eliminate answer C, since port cities are along the coasts and not in the interior. Answer D may be eliminated since, even after defeat of the Mongols, transportation to the interior of Russia was difficult. Answer B is a distracter since the concept of global warming was not covered in the section.

8. C Socialists and communists were involved in the Russian Revolution of 1917. The Bolsheviks, a revolutionary group that believed in communism, seized control of the government after the revolution.
Critical Thinking
9. Years of frustration led up to the Russian Revolution, but the event that finally brought it about was ________.
   A. a major famine in the countryside
   B. loss of freedom of the Russian Orthodox Church to practice its religion
   C. the killing of the czar and his family
   D. the suffering during World War I

Base your answer to question 10 on the map and on your knowledge of Chapter 15.

10. In what direction from Moscow were most of the acquired lands to 1389?
   A. north
   B. south
   C. east
   D. west

Document-Based Questions
Directions: Analyze the document and answer the short-answer questions that follow the document.

In the 1980s, Mikhail Gorbachev proposed perestroika, or restructuring, of the Soviet economic system. Here is his description of the reasons for the reforms.

In effect, we have here a new investment and structural policy. The emphasis has been shifted from new construction to the technical retooling of enterprises, to saving the resources, and sharply raising the quality of output. We will still pay much attention to the development of the mining industries, but in providing the economy with raw materials, fuel and power, the emphasis will now be on the adoption of resource-saving technologies, on the rational utilization of resources. . .

The economy has, of course, been and remains our main concern. But at the same time we have set about changing the moral and psychological situation in society. . .

We have come to the conclusion that unless we activate the human factor, that is, unless we take into consideration the diverse interests of people, work collectives, public bodies, and various social groups, unless we rely on them, and draw them into active, constructive endeavor, it will be impossible for us to accomplish any of the tasks set, or to change the situation in the country.

—Mikhail Gorbachev, Perestroika: New Thinking for Our Country and the World

11. What does Gorbachev name as the major concern of the Soviet Union?
12. According to Gorbachev, what is essential to making perestroika successful?

Extended Response
13. Exposing the Big Lie

Describe the changes in Russia since the fall of communism. How has the economy changed?

Critical Thinking
9. D Although there was discontent with the government in the early 1900s, the hardships of World War I precipitated the Russian Revolution. B and C may be eliminated. Students should know that the Soviet Union, formed in 1922, discouraged the practice of religion, and that the czar and his family were killed in 1918 after the start of the revolution.

10. A Students should be able to read the map legend to see that the original area of Moscow is in the southeast and that most lands were added to the north.

Document-Based Questions
11. He names the economy. Students should read the passage carefully. In the second paragraph, Gorbachev writes, “the economy has, of course, been and remains our main concern.”

Need Extra Help?
Have students visit the Web site at glencoe.com to review Chapter 15 and take the Self-Check Quiz.

Need Extra Help?
Have students refer to the pages listed if they miss any of the questions.
Focus

Introducing the Feature

Explain to students that Russia’s relationship with the United States has been one of extreme ups and downs over the past 100 years. From the Russian revolution through two world wars, the Cold War, the space race, and the tearing down of the Berlin Wall, the two world governments, described as “superpowers,” have had a diverse and evolving history.

Teach

Critical Thinking

Making Inferences Ask: Why do you think that a Russian Orthodox church was founded in Alaska in the eighteenth century? (Russia is geographically closer to Alaska than the fledgling American colonies were; Russia controlled Alaska at that time.)

For additional practice on this skill, see the Skills Handbook.

Just the Facts:

• The fall of communism in the Soviet Union led to Russian involvement in the International Space Station beginning in 1998.
• In 1794, the first Russian Orthodox Church in America was established in Alaska. Today the Orthodox Church in America has approximately 1 million members and 400 parishes countrywide.
• According to the 2000 U.S. Census, 706,242 Americans listed Russian as their spoken language.
• The Russian American population is estimated to be approximately 3 million people.

More About the Photo

Visual Literacy Russian Orthodox churches are symbolized by many unique decorations, such as the onion domes that top these magnificent structures. Onion domes are named for their bulb-like shapes and pointy tops. The Kremlin in Moscow features many towers topped with onion domes, and many Russian Orthodox churches have onion domes. While Russian Orthodox churches can be found throughout the United States, the first Russian Orthodox Church in America was established in Alaska. Russians came to Alaska and took advantage of the region’s prosperous fur trade. The “Golden Age” of the Orthodox Church in Alaska ended when Alaska was sold to the United States in 1867.
Making the Connection

Russian culture has influenced American culture through the arts, sports, religion, and space exploration. Russian influences, while not always obvious, have been significant.

Cold War Influences  Russian cultural influence in the United States has in large part been based on the competition between the two nations as the result of the Cold War. Although never directly engaged in armed conflict, the United States and the Soviet Union were continually at odds and in competition with each other. This competition was exhibited through sporting events and the space race, each country striving to top the other.

Influencing the Arts  Although ballet itself did not originate in Russia, the Russian ballet community made lasting changes to the art form and helped to popularize it throughout the world. Tchaikovsky (chy•KAW•skee), a Russian composer who lived during the late 1800s, wrote several ballets that remain popular today. Most notable is The Nutcracker, a Christmas holiday favorite in the United States and around the world.

Sports Heroes—Russian Heritage  Since the fall of communism, many Russian athletes have become popular American sports heroes. Russian influence is most notable in ice hockey and tennis. Some of the most recognizable of these Russian-born athletes are hockey players Sergei Fedorov and Alexander Ovechkin, and tennis player Maria Sharapova.

Assess/Close

Summarizing  Russians have influenced many aspects of American life. They have made significant contributions to the arts, sports, religion, and space exploration. Ask: In what ways have the Russians influenced the lives of Americans?

Answers
1. Essays will vary depending on the athlete chosen.
2. The countries have serviced and manned the program from the beginning. The pressurized section of the space station is made up of two Russian modules Zarya and Zvezda and two U.S. modules Destiny and Node 1.

Connecting to The United States

Russian-Americans  During the Cold War, numerous talented and influential people left the Soviet Union and came to the United States. These people were scientists, artists, athletes, and scholars. Ask: Who were some of these people, and how have they influenced American culture? Have students research and choose a prominent Soviet citizen that defected to the United States during the Cold War and influenced our culture. Have students write short biographies of these individuals that describe who they are, where they came from, and why they fled to the United States.  

+ Differentiated Instruction

English Learners  Ask students to review the terms influence and influential. Explain that these terms refer to the ability of someone or something to behave in a way they might not have done otherwise. Ask: Is there a person or a place that influences you?  (Answers will vary.)  

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