



Early Russia



Catherine the Great

Teacher Guide



Ivan the Terrible



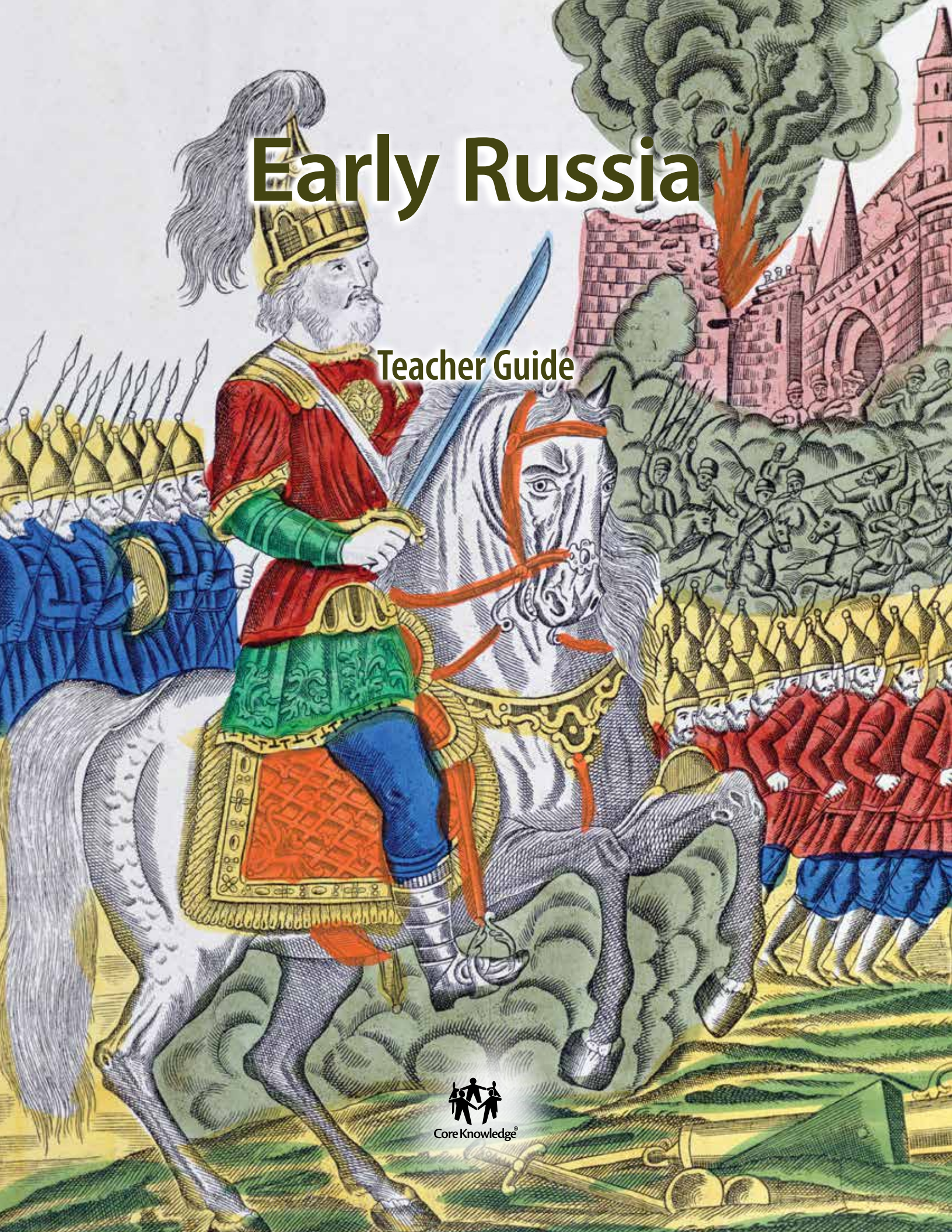
Catherine the Great's crown

St. Basil's



Early Russia

Teacher Guide



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2016 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™ and CKHG™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.



Early Russia

Table of Contents

Introduction	1
<i>Early Russia</i> Sample Pacing Guide	14
Chapter 1 Russia's Beginnings	16
Chapter 2 The Mongols Invade	26
Chapter 3 Ivan the Great	31
Chapter 4 Ivan the Terrible	38
Chapter 5 Peter the Great	44
Chapter 6 Catherine the Great	50
Teacher Resources	58

Early Russia

Teacher Guide

Core Knowledge Sequence History and Geography 5

Introduction

ABOUT THIS UNIT

The Big Idea

From 800 CE to 1800 CE, Russia grew from a small principality to a large country, ruled by autocratic czars.

Russia was once a small principality and not a major world power. From 800 to 1800 CE, it expanded dramatically.

Throughout this period, Russia was ruled by strong, autocratic rulers—first by princes and later by czars. These rulers unified the country and expanded its borders, but they ruled with an iron fist and were unwilling to tolerate opposition or dissent.

Russia is unusual in that it stretches across two continents: western Russia is part of Europe, but eastern Russia is part of Asia. One of the biggest questions in Russian history has been whether Russia should “face west” or “face east.” Some Russians have argued that Russia should “face west” and be more like the countries of Western Europe. Others have argued that Russia should turn its back on Western Europe and stick to its traditional Russian ways. Peter the Great was a czar who thought Russia should become more like Western Europe; Catherine the Great was another.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

Grade 3

- Important rivers of the world
 - Volga River
- Ancient Rome
 - Julius Caesar, Augustus Caesar
- Eastern Roman Empire: Byzantine Civilization
 - the rise of the Eastern Roman, or Byzantine, Empire
 - Constantine, the first Christian emperor
 - Constantinople (now called Istanbul) merges diverse influences and cultures as the seat of the empire
 - Emperor Justinian and his code of laws
- The Vikings
 - originated in an area now called Scandinavia (Sweden, Denmark, Norway)
 - also called Norsemen
 - skilled sailors and shipbuilders as well as traders; sometimes raiders of European coastal areas
 - Eric the Red; Leif Ericson, also known as Leif “the Lucky”
 - earliest Europeans in North America
 - locations of Greenland, the mainland of Canada, and Newfoundland

Grade 4

- Mountains and mountain ranges
 - Ural Mountains
- Europe in the Middle Ages
 - Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church
 - Feudalism, serfs
 - Baltic Sea
- China
 - The Mongols

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 476 CE to 1796 CE.

476	The fall of Rome completed a long decline for the Western Roman Empire.
circa 565	The Eastern Roman Empire, known as the Byzantine Empire, was on the rise.
circa 800	The Slavs were among the earliest people to settle Russia.
954	Princess Olga of Kiev traveled to Constantinople where she learned about Orthodox Christianity.
988	After converting to Orthodox Christianity, Prince Vladimir forced all the people of Kiev to convert, too.
1054	Christian Church split into Western Catholic and Eastern Orthodox Churches.
1238	The Mongols invaded Kiev and other Russian cities, leading to the rule of the Tatars.
1271–1295	Venetian Marco Polo traveled throughout Asia, exploring the Mongol Empire.
1300s	The city-state of Muscovy became increasingly powerful under strong rulers such as Ivan I.
1462–1502	Ivan III, known as Ivan the Great, ruled with absolute power and declared himself czar.
1533–1584	Ivan IV, known as Ivan the Terrible, expanded Russia's borders.
1689–1725	Peter the Great modernized and Westernized Russia. He hired European architects to design and build the Winter Palace in St. Petersburg.
1762–1796	Catherine the Great, born a German princess, became one of Russia's great rulers.

What Students Need to Learn

Geography of Russia

- Moscow and St. Petersburg
- Ural Mountains, Siberia, vegetation, steppes
- Volga and Don Rivers
- Black, Caspian, and Baltic Seas

History of Russia

- Search for a warm-water port
- Russia as successor to Byzantine Empire: Moscow as new center of Eastern Orthodox Church and Byzantine culture (after the fall of Constantinople in 1453)
- Ivan III (the Great), czar (from the Latin “Caesar”)
- Ivan IV (the Terrible)
- Peter the Great: modernizing and “Westernizing” Russia
- Catherine the Great
 - Reforms by Peter and Catherine made life harder for peasants

AT A GLANCE

The most important ideas in Unit 7 are:

- Students should be able to locate important places and geographical features in Russia.
- Russia has a long tradition of rule by autocrats.
- After Constantinople and the Byzantine Empire were conquered by the Ottoman Turks, Russians came to see Moscow as the new “capital city” of the Eastern Orthodox Church.
- Ivan III (the Great) and Ivan IV (the Terrible) expanded Russian territory and the authority of the czars.
- Peter the Great sought to modernize and westernize Russia to enable it to compete with European nations for trade, territory, and prestige.
- The desire to find a warm-water port was one factor that encouraged Russian expansion.
- Although she was German by birth and entertained many Western ideas, Catherine the Great was ultimately as autocratic as the czars before her.
- The lives of peasants worsened under Peter and Catherine.

WHAT TEACHERS NEED TO KNOW

Geography

Background

Russia stretches across two continents, Europe and Asia. Much of the early history of Russia occurred in the European section as people there traded with the Vikings, Byzantines, and later, Western Europeans.

Cities

Moscow

Moscow is a city located in west central Russia—European Russia—on the Moscow River and is the capital of modern Russia. Ivan IV made it the capital of Russia in the 1400s, and it also became the seat of the Russian Orthodox Church. Peter the Great transferred the capital from Moscow to the new city of St. Petersburg in 1712. The capital was returned to Moscow in 1918 during the Russian Revolution.

Today, Moscow is the largest city in Russia (with a metropolitan area population of more than thirteen million), an important inland port, and the seat of Russia's government. The Kremlin, meaning walled center of a city, is the heart of Moscow. Here the czars built many of their palaces, Communist leaders reviewed thousands of soldiers marching through Red Square, and today, the national government uses a former palace for the legislature. The Kremlin is also the site of St. Basil's Cathedral, once the center of the Russian Orthodox Church and now a national museum. St. Basil's is built in the traditional Russian style, with several onion domes reaching up to the sky. From the Kremlin, wide boulevards extend through the city in all directions. A person from Moscow is called a Muscovite.

St. Petersburg

St. Petersburg is Russia's second-largest city (population five million) and is located in northwestern European Russia on the Gulf of Finland. After defeating Sweden and gaining the land, Peter the Great built the city in the Western European style, with canals and glittering palaces. As the one-time capital of Russia, the city has a number of czarist palaces and Russian Orthodox Churches. The city was named in honor of St. Peter, not Peter the Great. In 1914, at the outbreak of World War I, it was renamed Petrograd to "russify" the Germanic original name. After the Russian Revolution, the name was changed to Leningrad in honor of V. I. Lenin, the architect of the Soviet Russian state. It was renamed St. Petersburg in 1991 after the collapse of the Soviet government.

Ural Mountains

The Urals are low mountains that form part of the border between Europe and Asia. The Urals extend for about 1,500 miles (2,414 kilometers) north to south through Russia from the Kara Sea to Kazakhstan. Mount Narodnaya is the highest peak at 6,217 feet (1,895 meters). The mountains are rich in minerals and forests; as a result, mining and lumbering are important industries.

Siberia

Siberia is a vast region in Asian Russia that makes up most of the land area of Russia and northern Kazakhstan. It is bordered on the north by the Arctic Ocean and on the south by Mongolia and Manchuria, regions of China. To the west are the Ural Mountains and to the east is the Pacific Ocean.

There were indigenous people in the area before Russians and Ukrainians began moving into the edges of Siberia in the 1200s. By the end of the 1500s, Russia had conquered much of the region, but because of its extreme cold in the winter, few people settled there. However, both the czars and Communist leaders used Siberia to rid themselves of political opponents and criminals. Under Communist leaders Lenin and Stalin, millions of people were sent to forced labor

camp in Siberia, where many of them died. The forced labor camps, known as *gulags*, were described in the works of the Nobel Prize-winning Russian author Alexandr Solzhenitsyn (*The Gulag Archipelago*; *One Day in the Life of Ivan Denisovich*) and other survivors. Forced labor camps were not closed until 1991.

Vegetation Zones

Russia is so large that it has a number of climate and vegetation zones that lie in parallel belts running from east to west across the region. The far north is tundra, a treeless plain where only the smallest of plants can survive the winds and extreme temperatures.

South of the tundra is the taiga, a belt of forestland. In all, four million square miles (10,359,952 square kilometers) of Russia are forest—about half its land area. Depending on how far north a forest stand is, it can include various kinds of trees, such as pines, firs, cedars, aspens, oaks, and birches.

South of the taiga are the steppes. The steppes are broad, open plains similar to the Great Plains in North America and the Pampas in South America, both of which students should have learned about in previous grades. The steppes provided a natural pathway into Russia for nomadic peoples from the east, south, and west, including the Mongols. The steppes have fertile soil and have been an important agricultural area for Russia.

Rivers

Volga River

The Volga River rises in the Valdai Hills near Moscow, wanders south, and empties through a delta into the Caspian Sea. The Volga is the longest river in Europe, and to Russians it has been known through history as “Mother Volga.” It is the principal water transportation route in Russia and is linked by canals to a network of other rivers. The Volga is an important source of hydroelectric power and the water used for irrigation. The river was immortalized in Igor Stravinsky’s “Song of the Volga Boatmen” and Ilya Repin’s painting of the Volga boatmen. Its shores are dotted with old monasteries and churches.

Don River

The Don River flows through southwest European Russia and empties into the Sea of Azov, which is connected to the Black Sea. A canal links the Don to the Volga, some 65 miles away. The Don has been and continues to be an important transportation route in European Russia. The area along the Don was also the homeland of the Cossacks, a people famous for their bravery and horsemanship.

Dnieper River

The Dnieper River flows through present-day Belarus and Ukraine. Like the Volga, the Dnieper begins in the Valdai Hills, but it flows southwest to Kiev and then to the Black Sea. Historically, the Dnieper served as an important trade route between the Baltic Sea and the Black Sea, connecting the Slavs of the Dnieper region with people around the Mediterranean and in Scandinavia. It continues to be an important river in present-day Ukraine, with its basin making up about forty percent of the country's territory.

Black, Caspian, and Baltic Seas

The Black, Caspian, and Baltic Seas border areas of European Russia.

The Black Sea lies between Asia and Europe, and is bordered by Turkey, Bulgaria, Romania, Ukraine, Georgia, and Russia. Like the Mediterranean, the Black Sea was an important waterway in ancient commerce.

The Caspian Sea actually lies between Europe and Asia, bordering the countries of Russia, Kazakhstan, Turkmenistan, Iran, and Azerbaijan. It is the world's largest inland sea, spanning 143,000 square miles (370,368 square kilometers). Because it has no natural outlets to an ocean, it has no tides. The sea lies ninety-two feet (twenty-eight meters) below sea level and is fed by rivers such as the Volga. In recent years, the sea has been shrinking because a great deal of water that would have flowed into it is being diverted from rivers and used in irrigation. The Caspian Sea is used for fishing, especially in the northern regions, and is an important source of oil and natural gas.

The Baltic Sea is an arm of the Atlantic Ocean and is bordered by Sweden, Finland, Russia, Estonia, Latvia, Lithuania, Poland, Germany, and Denmark. During the 1300s, the Baltic was an important center of international trade because of the Hanseatic League of northern European trading cities. In the 1500s, the European trading networks that developed south along the coast of Africa to India and west to the Americas gradually supplanted older trade routes in the Baltic. One reason Peter the Great chose the site that was to become St. Petersburg was that it afforded access to the Baltic. St. Petersburg has been an important port for Russia beginning in the 1700s and 1800s.

To learn more about specific topics in the unit, download the CKHG Online Resource "About Early Russia":

www.coreknowledge.org/ckhg-online-resources

Student Component

Early Russia Student Reader—six chapters

Teacher Components

Early Russia Teacher Guide—six chapters. The guide includes lessons aligned to each chapter of the *Early Russia* Student Reader, with a daily Check For Understanding and Additional Activities, such as music connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 58.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

Early Russia Timeline Image Cards—thirteen individual images depicting significant events and individuals related to early Russia. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some preparation will be necessary prior to starting the *Early Russia* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Image Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins.

Create eleven time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **400s–500s**
- **800s**
- **900s**
- **1000s**
- **1100s**
- **1200s**
- **1300s**
- **1400s**
- **1500s**
- **1600s**
- **1700s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	400s–500s	800s	900s	1000s	1100s	1200s	1300s	1400s	1500s	1600s	1700s
	••	•	••	•		••	•	•	•	•	•
Chapter	1 1	1	1 1	1		2 2	2	3	4	5	6

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

400s



Introduction (Chapter 1)

500s



Introduction (Chapter 1)

800s



Chapter 1

900s



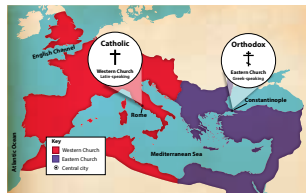
Chapter 1

900s



Chapter 1

1000s



Chapter 1

1200s



Chapter 2

1200s



Chapter 2

1300s



Chapter 2

1400s



Chapter 3

1500s



Chapter 4

1600s



Chapter 5

1700s



Chapter 6

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?

3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Early Russia* unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of ten days have been allocated to the *Early Russia* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, you or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	How did Russia become a Christian country?
2	What are some key features of Russian geography, and how have these features influenced the nation's history?
3	How did Ivan III gain more control over those he ruled?
4	Why was Ivan IV called "Ivan the Terrible"?
5	What did Peter the Great hope to do for Russia?
6	Why did serfdom continue in Russia?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	time zone, empire, Slav, tribute, missionary, noble
2	steppe, Turkic, strategic, "Grand Prince"
3	boyar, czar, serf, serfdom, kremlin
4	priest, czarina, architect, persecute
5	subject, reign, "warm-water port," marsh
6	principality

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 3.1
AP 3.2
AP 5.1
AP 6.1
AP 6.2

The following activity pages can be found in Teacher Resources, pages 67–76. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Russia Map (AP 1.2)
- Chapter 1—Vegetation Zones in Russia (AP 1.3)
- Chapter 3—Czars of Russia (AP 3.1)

- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.2)
- Chapter 5—Domain Vocabulary: Chapters 4–5 (AP 5.1)
- Chapter 6—Russia: True or False (AP 6.1)
- Chapter 6—Comparing the Czars (AP 6.2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Music

Musical Connections

- "Pictures at an Exhibition" (by Modest Mussorgsky, orchestrated by Maurice Ravel)

Note: This music selection was written in the 1800s but is included as part of this history unit because it was written by a Russian composer. The musical piece, while original, invokes the harmony and rhythm of Russian folk music.

BOOKS

Celenza, Anna Harwell, and JoAnn Kitchel. *Pictures at an Exhibition (Once Upon a Masterpiece)*. Watertown, MA: Charlesbridge, 2016.

Humphrey, Judy. *Genghis Khan*. New York: Chelsea House Publishers, 1997.

Mayhew, James. *The Kingfisher Book of Tales from Russia*. New York: Larousse Kingfisher Chambers, Inc., 2000.

Murrell, Kathleen. *Eyewitness: Russia*. New York: Dorling Kindersley Publishing, 2000.

Nickles, Greg. *Russia: The Culture*. 2nd Rev. Ed. New York: Crabtree Publishing Company, 2008.

EARLY RUSSIA SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA
 TG–Teacher Guide; SR–Student Reader; AP–Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Russia

"Russian Geography" (TG - Chapter 1, Additional Activities, AP 1.1–1.2)	"Russia's Beginnings" Core Lesson (TG & SR – Chapter 1)	"The Mongols Invade" Core Lesson (TG & SR – Chapter 2)	"Ivan the Great" Core Lesson (TG & SR – Chapter 3)	"Domain Vocabulary Chapters 1–3" and "Virtual Tour: Ivan the Great's Kremlin" (TG - Chapter 3, Additional Activities, AP 3.2)
--	---	--	--	--

CKLA

"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"
---------------	---------------	---------------	---------------	---------------

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early Russia

"Ivan the Terrible" Core Lesson (TG & SR – Chapter 4)	"Peter the Great" Core Lesson (TG & SR – Chapter 5)	"Catherine the Great" Core Lesson (TG & SR – Chapter 6)	"Pictures at an Exhibition" (TG – Chapter 6, Additional Activities)	Unit Assessment
---	---	---	--	-----------------

CKLA

"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"	"Don Quixote"
---------------	---------------	---------------	---------------	---------------

EARLY RUSSIA PACING GUIDE

_____’s Class

(A total of ten days have been allocated to the *Early Russia* unit in order to complete all Grade 5 history and geography units in the Core Knowledge Curriculum Series™.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Russia

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early Russia

--	--	--	--	--

CHAPTER 1

Russia's Beginnings

The Big Question: How did Russia become a Christian country?

Primary Focus Objectives

- ✓ Describe Russia's early roots. **(RI.5.2)**
- ✓ Explain the impact of the Vikings on Russia. **(RI.5.2)**
- ✓ Summarize Christianity's spread in Russia. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *time zone, empire, Slav, tribute, missionary, and noble*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Russian Beginnings":

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of the *Early Russia* Student Reader, we strongly recommend that you first conduct geography activities using the World Map (AP 1.1) and the Russia Map (AP 1.2), described at the end of this chapter under Additional Activities. The activity pages are found in Teacher Resources (pages 67–68). If you first provide students with an understanding of the geographical features of Russia, such as cities, mountains, steppes, rivers, and oceans, they will be able to more fully appreciate how these features acted as both routes and/or barriers in the development of Russia.

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display map of the United States showing different time zones
- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)
- Images of Byzantine churches

Use this link to download the CKHG Online Resources for this unit, where the specific links to a map of U.S. time zones and to images of Byzantine churches may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

time zone, n. one of twenty-four zones around Earth within which everyone observes the same time (2)

Example: Russia is a big country and spans eleven time zones.

Variations: time zones

empire, n. a group of countries or territories under the control of one government or one ruler (4)

Example: Russia was a large empire in the 1700s.

Variations: empires

Slav, n. a person who belongs to an ethnic group of people that settled in Eastern Europe many years ago; the Slavs include Russians, Ukrainians, Poles, and Czechs. (4)

Example: Czeslaw Milosz, a famous world poet, was a Slav from Poland.

Variations: Slavs, Slavic

tribute, n. payment of money or goods by a people or their ruler to another country or ruler in exchange for protection (6)

Example: In early Russia, once a year the Slavs had to pay a tribute to the powerful Vikings.

missionary, n. a person on a journey for the purpose of spreading a particular religious belief (6)

Example: Each Christian missionary sent into early Russia converted people to Christianity.

Variations: missionaries

noble, n. a person who belongs to the highest social class of a country (9)

Example: To be a member of the Russian court, one had to be a noble.

Variations: nobles, nobility

THE CORE LESSON 35 MIN

Introduce *Early Russia Student Reader*

5 MIN

Display and discuss Timeline Cards 1 and 2, the Fall of Rome and the Byzantine Empire. Place them as anchor points at the very beginning of the class Timeline during the 400s–500s time period. Use the images on the cards to prompt student recollections of the fall of Rome and the rise of the Byzantine Empire. Explain that the fall of Rome, the rise of the Byzantine Empire, and Orthodox Christianity affected Russia, which students will explore in this unit.

Distribute copies of *Early Russia* Student Reader and suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention kings, queens, buildings, ships, and maps.

Introduce “Russia’s Beginnings”

5 MIN

Activity Page



AP 1.1



Display the World Map (AP 1.1) and have students find Russia. Explain that modern-day Russia is larger than Russia was in the time period of the unit. Have students note the location of Russia, its borders with European countries, and its span to the Pacific Ocean. Point out Russia’s closeness to the United States (Alaska) and compare and contrast its size with that of the United States. Have students locate the oceans and seas around Russia. Then, point out Russia’s borders with countries that were once part of the Byzantine Empire (Turkey, Bulgaria). Explain that Russia’s history is closely related to the history of the Byzantine Empire, which students in Core Knowledge schools have previously studied. Call attention to the Big Question and encourage students as they read this chapter to identify the events that led to Russia becoming a Christian nation.

Guided Reading Supports for “Russia’s Beginnings”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Meet the Giant,” Pages 2–4

Scaffold understanding as follows:

Invite a volunteer to read the section “Meet the Giant.”

CORE VOCABULARY—Point out the vocabulary terms *time zone* and *empire*. Use the map on page 3 to remind students of Russia’s immense size and its many time zones.

Read the definition for *empire*. Tell students that, by the 1700s, Russia controlled so much territory it controlled other countries; it was an empire.

Chapter 1
Russia's Beginnings

Meet the Giant Imagine a giant standing with his left foot in one world and his right in another. The giant takes a little from one world and a little from the other world, and tries to get along with both.

The Big Question
How did Russia become a Christian country?

That giant is the huge country of Russia, standing with one foot in Europe and the other in Asia. Russia is a big country. In fact, it is the biggest in the world. Russia is nearly twice the size of the United States.

Vocabulary
Russia is so wide that it stretches from Eastern Europe across northern Asia to the Pacific Ocean. It spans not only two continents, but also eleven time zones. That means someone living in western Russia is waking up in the morning just as someone living in eastern Russia is getting dinner in the evening.

Page 2



SUPPORT—Display a map of the United States and further reinforce the size of Russia by showing the many time zones it encompasses. Identify the state and time zone in which students live. Point out that there are a total of four time zones in the continental United States; Alaska and Hawaii each have their own time zones. So, in Russia there are nearly double the number of time zones included in the United States.

After the volunteer reads the text, ask the following question:

LITERAL—What are at least two facts you know about Russia after reading this section?

- » Possible responses: Russia is a huge country; today Russia spans eleven time zones; Russia became an empire in the 1700s.

“The Roots of Russia,” Page 4

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “The Roots of Russia” on page 4, stopping to discuss the meaning of the term *Slav*.

SUPPORT—Display the map of Russia (AP 1.2). Identify Eastern Europe and the countries that it includes. Point out that not all people in Eastern Europe are Slavs. Slavs are just one of a number of ethnic groups who settled in Eastern Europe. For instance, Hungarians, Estonians, and Romanians are not Slavs. Russians, Ukrainians, Poles, and Czechs are.

After you read the text, ask the following questions:

LITERAL—Where did Russia begin?

- » It began along rivers in Eastern Europe.

LITERAL—Who were the Slavs? Where in Russia did they settle?

- » They were among the earliest people in Russia. They were people from what is present-day Poland, Ukraine, and the Czech Republic. They settled along rivers such as the Dnieper River in southern Russia.

Activity Page



AP 1.2

As you learn about early Russia, you will read stories of high adventure, wars, weak rulers, and strong rulers. You will read about the growth of a mighty country from its humble beginnings in the early 800s to a great empire in the 1700s.

The Roots of Russia

Russia was not always as large as it is today. What we now call Russia first began as a series of small villages along the rivers in Eastern Europe. In the early years of the country's history, various groups of people spread throughout this area. Sometimes these people came to trade. Sometimes they came to conquer. But always they brought new ideas and customs. Among the earliest groups of people in Russia were the Slavs.

The Slavs probably came from the area of present-day eastern Poland, western Ukraine, and the Czech (Slovak) Republic. For the most part, these people were farmers. Some became merchants who traded with people in other countries. The Slavs spread throughout central Europe and Russia.

By 800 CE, the Slavs had built a number of towns along the rivers in southern Russia, including along the Dnieper (Dnĕpr) River. The Slavs used the rivers as trading routes. They developed contacts with many different groups of people and sometimes

Vocabulary

empire, n. a group of territories under the control of one government or ruler

Slav, n. a person who belongs to an ethnic group of people that settled in Eastern Europe many years ago. The Slavs include Russians, Ukrainians, Poles, and Czechs.

Page 4

“The Vikings,” Pages 5–6

Scaffold understanding as follows:

CORE VOCABULARY—Preview the vocabulary term *tribute*. Explain that forcing another ruler or people to pay tribute is an indication of strength.

Have students read the section “The Vikings” on pages 5–6 to themselves or with a partner.

Activity Page



AP 1.1

The Vikings

As the Slavs were settling into the lands now called Russia, they collided with the Vikings, who were moving south from Scandinavia. Scandinavia includes the lands we now call Sweden, Norway, and Denmark. The Vikings are also called the Norse or the Norsemen. They were great warriors and traders.

As they pressed south, the Vikings sought trading partners. They wanted to trade their products from Scandinavia for products they did not make at home. Beginning in the 800s, the Vikings followed several of the long river routes into central Europe. These rivers carried Viking war and trading ships through the lands of the Slavs. The Slavs called the Vikings “*rus* (roos),” a term for Swedish Vikings.

The Vikings liked the lands they explored on their voyages throughout central Europe and along the Dnieper River. The Dnieper River flows mainly through what is now Ukraine. Some Vikings decided to make their homes among the Slavs already living there. Many Slavs lived in what became the city of Kiev (*kayev*). You will read more about Kiev shortly.

The Vikings were more powerful than the Slavs. They forced the Slavs to



Page 5

the Slavs wanted to or not. The Vikings often threatened the Slavs if the Slavs did not give the Vikings goods or money every year. This payment made by the Slavs to the more powerful Vikings was called tribute.

Over the years, however, the Slavic and Viking peoples blended together. They began to adopt each other’s customs. They became the first people we call Russians today.

The Coming of Christianity

Another powerful influence on early Russia was Christianity. At the time of the Viking and Slav settlements, most Russians worshipped a variety of gods. As the Russians came into contact with other countries, they learned about religions such as Islam, Judaism, and Christianity. These religions teach that there is only one God.

Christianity worked its way into Russia from the Byzantine (byz-un-teen) Empire, which was located to Russia’s south. In the 800s, the Byzantine Empire was one of the most powerful empires in the world. Its capital was Constantinople. Greek missionaries from Constantinople brought Christianity to the Russian city of Kiev in about 900. The Byzantine form of Christianity was known as Orthodox Christianity.

These missionaries taught some of the early Russians about Christianity. One of these Russians was a princess named Olga. Olga was married to Igor I, the ruler in 945. Olga took control of the

Vocabulary

tribute, *n.* payment of money or goods to a ruler or their ruler to another country or ruler in exchange for protection

missionary, *n.* a person on a journey for the purpose of spreading a particular religious belief

Page 6

SUPPORT—Display the World Map (AP 1.1). Have students locate Scandinavia (Sweden, Norway, and Denmark). Ask students why they think the Vikings moved south from Scandinavia. (*They were seeking to conquer and trade.*)

SUPPORT—Students in Core Knowledge schools may recall the Vikings from their Grade 3 studies. Remind students that they learned the Vikings were raiders and traders. Have students find details about Viking raiding and trading in this section of their Student Readers.

After students read the text, ask the following questions:

LITERAL—Why did the Vikings explore the area settled by the Slavs?

» They were looking for trading partners.

LITERAL—What did the Slavs call the Vikings?

» They called them “*Rus*,” which is a term for Swedish Vikings.

INFERENTIAL—Why do you think it’s important to know the word *Rus*?

» Possible response: The name *Russia* probably came from the word *Rus*.

LITERAL—What eventually happened between the Slavs and the Vikings?

» They blended together and adopted each other’s customs. They became the first people whom we now refer to as Russians.

"The Coming of Christianity," Pages 6–9

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section, stopping to discuss the term *missionary*. Discuss with students the meaning of the word.

Note: Students in Core Knowledge schools may recall the word *missionary* from the Grade 4 unit, *Medieval Europe*.

SUPPORT—Tell students that missionaries from the Byzantine Empire played a huge part in Slavic history. The key figures among the missionaries to the Slavs are Cyril and Methodius. They were two monks who were also brothers. They traveled through Eastern Europe in the 860s. They developed an alphabet that could be used to write down the Slavic language: the Cyrillic alphabet (named for Cyril).

SUPPORT—Call students' attention to the map on page 3 and ask them to locate the city of Kiev.

Have students read silently the remainder of the section.

SUPPORT—Point out the sentence on page 9 that says the Russian advisers were impressed by the magnificent Byzantine churches. Display the images of Byzantine churches that you downloaded from the Internet to give students an idea of what these churches might have looked like.

After students read the text, ask the following questions:

LITERAL—Who was Princess Olga?

- » She was a princess of Kiev who took control of the government after her husband was killed. She was probably Russia's first woman ruler.

LITERAL—What happened after Olga visited Constantinople?

- » She encouraged her people to convert to Orthodox Christianity.

LITERAL—What did Prince Vladimir order after he converted to Orthodox Christianity?

- » He ordered that the statues and pictures of the old gods and goddesses be destroyed.



Timeline

- Show students the four remaining Chapter 1 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
Note: Ask students to describe what they see happening in the image depicting Vladimir I. Explain, as necessary, that the image shows Vladimir being baptized, one of the rituals and practices in which non-Christians participated when they converted to Christianity.
- Review and discuss the Big Question: “How did Russia become a Christian country?”
- Post the images to the Timeline under the dates referencing the 800s and 900s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “How did Russia become a Christian country?”
 - » Key points students should cite include: Through trade, Russians learned about religions that worshipped only one god. Christianity in Russia spread from Orthodox Christian missionaries sent from the Byzantine Empire. Princess Olga and her grandson Prince Vladimir became Christians. Prince Vladimir ordered the people to become Christians. Prince Vladimir had the statues and pictures of the old gods and goddesses destroyed.
- Choose one of these words from the chapter’s Core Vocabulary word list (*time zone, empire, Slav, tribute, missionary, or noble*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Russian Geography

45 MIN

Activity Pages



AP 1.1
AP 1.2

Note: This activity is best introduced prior to teaching the Chapter 1 Core Lesson, so it can serve as an introduction to the geography of Russia.

Materials Needed: Display copies of the World Map (AP 1.1) and Russia Map (AP 1.2); student copies of AP 1.2; images of Moscow, St. Petersburg, Kiev, the Ural Mountains, Siberia, the steppes, the Volga River, the Don River, the Black Sea, the Caspian Sea, and the Baltic Sea from the Internet; colored pencils or crayons for all students



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 4–7 of the Introduction to the Chapter.

Use this link to download the CKHG Online Resources for this unit, where the specific links to images of Moscow, St. Petersburg, Kiev, the Ural Mountains, Siberia, the steppes, the Volga River, the Don River, the Black Sea, the Caspian Sea, and the Baltic Sea may be found:

www.coreknowledge.org/ckhg-online-resources

To begin the activity, display the World Map (AP 1.1). Point first to the compass rose and review each of the cardinal directions—north, south, east, and west—relative to the map. Then, point to the United States and the approximate location of the state in which your students live.

Point out Russia and note its large size compared to the United States. Note Russia’s location across Europe and Asia. Tell students that they will learn about Russia and its relationships with its neighbors in Europe and Asia.

Now, display the map of Russia (AP 1.2) and distribute copies to all students. Explain that students are looking at a map that shows in greater detail the borders, cities, mountains, and rivers of Russia today.

Point out the European countries that border and are close to Russia, including Poland and the Czech Republic. Ask students to point to the Scandinavian countries in the north and the countries south of Russia. Tell students that Russia’s eastern border is the Pacific Ocean and have students point to it.

Tell students that three important cities in the history of Russia are Kiev, Moscow, and St. Petersburg. Point to those cities on the Russia Map. Display the images of the cities as you discuss them. The photo of Kiev shows the district of Petersk, one of the city’s central districts. The photo of Moscow shows a view of the city’s skyline. Note the contrast between the traditional onion domes of some of the city’s many cathedrals and the more modern office buildings and skyscrapers. The photo of St. Petersburg shows the blue onion domes of Trinity Cathedral rising above the city skyline.

Explain that geography influences the history of a country. Russia has only one mountain range, the Urals. Point out the Ural Mountains on the map and display the image. Tell students this mountain range is considered part of the border between the continents of Europe and Asia. The mountain range runs north/south for about 1,500 miles.

Point out Siberia on the Russia Map, noting its location as the easternmost section of Russia, with China as a border country. Display the photo of Ulan-Ude, Siberia. Have students note the geographic features in the photo, such as the hills, the valley, or the rocky landscape. Explain that parts of Siberia are located in the Arctic Circle. As a result, they experience severe winters. Display the photo of Yakutia, Siberia, which shows the town in winter. Note the contrast in landscape between Yakutia and Ulan-Ude.

Tell students that the steppes of Russia have played a significant role in Russian history. The steppes are grassland plains along Russia's border with central Asia. Display the photo of the steppes, noting the flat land and how easy it is for the horses and their riders to travel across it.

Next, call students' attention to the rivers displayed on the Russia Map and display the images of each river. Point out the Volga River and have students trace it. Tell students that the Volga River is one of the longest rivers in Europe and the Russians call it "Mother Volga." It is a major water transportation route in Russia and empties into the Caspian Sea.

Point out the Don River and tell students that it is an important water transportation route in European Russia. It empties into the Sea of Azov, which is connected to the Black Sea.

Next, tell students there are three seas that border areas of European Russia: the Black Sea, the Caspian Sea, and the Baltic Sea. Display the image of each as you discuss it.

Point out the Black Sea, noting its location between Asia and Europe. Have students identify the countries that border it. (*Turkey, Bulgaria, Romania, and Ukraine*)

Point out the Caspian Sea and tell students that it also lies between Europe and Asia, bordering countries in both continents. It is the world's largest inland sea. It is fed by the Volga River. The Volga River Delta can be seen in the top left of the sea in the satellite photo.

Point to the Baltic Sea in the north. Tell students the sea is bordered by Sweden and Finland and Eastern European countries. Peter the Great built St. Petersburg to have access to the Baltic Sea; it was and is an important port for Russia.

Have students answer the questions on AP 1.2 for homework.



Activity Page



AP 1.3

Materials Needed: Sufficient copies of Vegetation Zones in Russia (AP 1.3)

Distribute Vegetation Zones in Russia (AP 1.3). Review the types of vegetation zones listed in the key.

semi-desert: a dry area similar to a desert but with more precipitation (rain and snow)

tundra: Arctic plain; nearly treeless; has permanently frozen subsoil

taiga: forests of cone-bearing (coniferous) trees

deciduous forest: forests of trees that shed their leaves in the fall

steppe: grassland plain

Then, have students use the map to answer the questions.

This activity can be a homework assignment or, if time allows, completed in class with students working individually or in pairs. Review the completed activity with the class and correct any misinformation students might have.

The Mongols Invade

The Big Question: What are some key features of Russian geography, and how have these features influenced the nation's history?

Primary Focus Objectives

- ✓ Describe the impact of the Mongol invasion on Russia. (RI.5.2)
- ✓ Summarize the rise of Moscow. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *steppe*, *Turkic*, and *strategic*, and the phrase "Grand Prince." (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Mongol Invasion":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

steppe, n. grassland plain (10)

Example: Russia's steppe stretches from east to west for five thousand miles.

Variations: steppes

Turkic, adj. related to one of the languages spoken in western and central Asia (13)

Example: Many of the Mongols who invaded Russia spoke a Turkic language.

strategic, adj. useful or important to achieving a goal or completing a plan, especially in a war (14)

Example: The Mongol's strategic plan was to force Russians to pay them taxes.

“Grand Prince,” (phrase) mainly Russian, the leader of all the people and head of the government of a city-state or region (15)

Example: Ivan I was a “Grand Prince” of the Russian state, Muscovy, in the 1300s.

THE CORE LESSON 35 MIN

Introduce “The Mongols Invade”

10 MIN

Activity Page



AP 1.2



Remind students that Russia's geography made it an easy country to invade. Display the Russia Map (AP 1.2) and review the location of population areas in western Russia, the steppes ranging all the way to Eastern Europe, and the Ural Mountains. Review the posted Timeline cards from Chapter 1—Princess Olga traveling to Constantinople and the conversion of Prince Vladimir. Ask students to share what they remember about Princess Olga and Prince Vladimir. (*Possible responses: Both converted to Christianity. Olga wanted her people to convert but did not force them. Vladimir destroyed statues of previous gods and goddesses and forced conversions.*)

Note: Explain to students that, historically, most rulers throughout world history have thought and acted as Prince Vladimir did. That is, subjects, or the people living in a particular country, were expected to practice and follow the same religion as the ruler of their country. This is not the case in the United States.

Read the title of the chapter and then display and read the caption of the Timeline Image Card of Marco Polo. Remind students they read about Marco Polo and his travels in Asia throughout the Mongol Empire during *The Age of Exploration* unit. Students might also recall the Mongols from their Grade 4 study of the *Dynasties of China*. Have students share what they remember about Marco Polo and the Mongol Empire. Place the Timeline Image Card of Marco Polo on the Timeline towards the end of the 1200s time indicator as a reference point.

Call students' attention to the Big Question and tell them that as they read the chapter to look for information about Russia's geography and the effects it had on events in Russia's history.

Guided Reading Supports for “Mongols Invade”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Mongols,” Pages 10–12

Scaffold understanding as follows:

Have students read “The Mongols” on pages 10–12 silently or with a partner.

Activity Page



AP 1.1

Chapter 2
The Mongols Invade

The Mongols “Give us trade,” demanded the Vikings from the north. “Try our religion,” urged missionaries from the south. Now a new voice was heard throughout Russia. “Pay us taxes,” ordered the Mongols of the east.

The Big Question
What are some key features of Russian geography, and how have these features influenced the nation's history?


Because of its geography, Russia is a relatively easy country to invade from both east and west. It has suffered major invasions throughout its history. In the early 1200s, Russia endured one of the greatest and most important invasions in its history. The Mongols of central Asia invaded from the east.

Vocabulary
The invasion route into Russia from the east is especially easy. A grassland known as the steppe (step) stretches some five thousand miles from central Asia to Eastern Europe.

Steppe, n. grassland
step, v. to walk

Page 10

Page 11

 **SUPPORT**—Display the Russia Map (AP 1.2). Have students locate Mongolia as it is today on the map. Tell students that the Mongolian Empire in the 1200s stretched from the Pacific Ocean to western Russia.

After students read the text, ask the following questions:

EVALUATIVE—Why did the Russian steppe make it easy for the Mongols to invade Russia?

- » The Russian steppe stretches from Central Asia to Eastern Europe and is low and level grassland that hard-riding Mongol warriors from the east found easy to cross.

INFERENTIAL—Why is it significant that the Ural Mountains are not high mountains?

- » The Urals do not act as a barrier to invaders.

“Ferocious Conquerors,” Pages 12–13

Scaffold understanding as follows:

Have students read the section “Ferocious Conquerors” on pages 12–13.

CORE VOCABULARY—Review with students the meaning of the word *Turkic*. Point out that many people of western and central Asia (not Europe) spoke a Turkic language.

Most of the steppe is low and level grassland. The steppe has cold winters and hot, dry summers, much like the Great Plains of North America. Tribes of hard-riding warriors from central Asia have used the steppe as an invasion route into Russia and Eastern Europe for thousands of years.

Russia does have one important mountain range, the Urals. But the Urals are not very high mountains. Over the centuries, erosion has worn them down to mostly hills.

Mapmakers often use the Urals as a dividing line between Europe and Asia. Many geographers consider Russia west of the Urals as part of Europe and Russia east of the Urals as part of Asia. To be sure, the Urals make a better boundary than barrier. The Urals have never been high enough to block the movement of traders and warriors. In the 1200s, the Urals did little to stop the fierce Mongol invaders who galloped in from the Asian steppe.

Ferocious Conquerors

During the 1200s, the Mongols were one of the most powerful peoples in the world. They originated in central Asia and spread out in all directions. They conquered China and most of western Asia, as well as Russia. They created an enormous empire.

The Mongols were bloodthirsty warriors. They swept across Russia on horses specially trained to withstand the snow and cold. The Mongols were vicious in war. They would thunder into an area and destroy anyone or anything in their way. They left

Page 12

behind them a trail of dead bodies, burned villages, and ruined farmlands. People were terrified of the Mongols. A warning of their coming sent people running for a hiding place, but there were few places to hide.

The Mongol attack on Russia was especially destructive and deadly. In 1238, the Mongols charged into Russia and burned fourteen cities in a single month. Two years later, they attacked and burned Kiev. The Mongols killed most of the people and destroyed houses and buildings. Kiev was the most important city in Russia at that time. It would never again be as powerful as it was before the Mongol invasion.

The Mongol armies did not remain long in Russia. After they left, a group of people called the Tatars ruled Russia. The Tatars were a blend of Mongol and Turkic tribes. Turkic tribes had fought with the Mongols and remained in western Russia after the Mongols withdrew.

The Beginnings of Moscow

Kiev had been losing power even before the Mongol invasions. Civil wars and raids by various nomadic tribes weakened the once powerful city, and fewer merchants came to trade there. As a result, the Russians in and around Kiev began to move to the northeast, where they built new farms, churches, and towns.

Vocabulary
Turkic, adj. related to one of the languages spoken in western and central Asia

Page 13

After students have read the text, ask the following questions:

LITERAL—What kind of warriors were the Mongols?

- » They were bloodthirsty, very destructive, and deadly.

LITERAL—What did the Mongols do after conquering Russia?

- » They left the Tatars, people who had fought with the Mongols in Russia, to rule Russia and collect the taxes.

“The Beginnings of Moscow,” Pages 13–15

Have volunteers take turns reading aloud “The Beginnings of Moscow” on pages 13–15.

CORE VOCABULARY—Review with students the meaning of the term *strategic* and the phrase “Grand Prince” as they are encountered in the text.

SUPPORT—Display the Russia Map (AP 1.2). Have students locate Kiev and Moscow. Ask students to identify which strategic water trade route Moscow is near. Remind them that the Volga River is an important river in western Russia and that it flows into the Caspian Sea.

SUPPORT—Tell students that, because of the inheritance rules governing land in the city-state of Muscovy, it remained large, while other city-states were divided many times, so they got smaller.

After volunteers read the text, ask the following questions:

INFERENTIAL—How did the Mongol attack on western Russia influence the rise of Moscow?

- » The Mongols attacked and destroyed the then-powerful Russian city of Kiev, which never regained its power. This paved the way for the rise of Moscow.

EVALUATIVE—How did Moscow, known as Muscovy, become Russia’s most important and powerful city-state in the 1300s?

- » It was located near good land and water trade routes, it was a large city-state, and it had strong rulers in the early 1300s.

LITERAL—How did Muscovy’s Grand Prince Ivan I remain on good terms with the Tatars who ruled Russia?

- » He made sure that the people paid their taxes to the Tatars.

Activity Page



AP 1.1

Moscow, one of these new settlements, rose from a small town into a key city. Located on strategic land and water trade routes, Moscow grew to become the most important center of a Russian state called Muscovy.

One ongoing problem prevented most of the Russian princes from growing even more powerful than they were. This was the problem of land ownership. When a Russian prince died, his sons split up his lands among themselves. Therefore, land holdings became smaller and smaller, and princes became weaker and weaker.

Vocabulary
strategic, adj. useful or important in achieving a goal or accomplishing a plan, especially in a war

Page 14

In the city-state of Muscovy, land was not equally divided among the sons when a prince died. The oldest son received the largest share of land. Thus, Muscovy remained large while other city-states got smaller.

Muscovy had some very strong rulers during the early part of the 1300s. Among them was Grand Prince Ivan I. He remained on good terms with the Tatars mostly because he was very good at making sure people paid taxes. He was known for his tight control over financial matters and made himself very wealthy. He was so good at his job that he was nicknamed “Ivan the Moneybag.”

Vocabulary
“Grand Prince,” a title given to many Russian rulers, the leader of all the people and head of the government of a city-state or region

Page 15

Timeline

- Show students the Chapter 2 Timeline Image Card of the Mongols invading Kiev as well as the Timeline Image Card of early Moscow. Read and discuss the captions.
- Review and discuss the Big Question: “What are some key features of Russian geography, and how have these features influenced the nation’s history?”
- Post the image of Mongols invading Kiev to the Timeline under the date referencing the 1200s. Place the images of early Moscow to the Timeline under the date referencing the early 1300s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What are some key features of Russian geography, and how have these features influenced the nation’s history?”
 - » Key points students should cite include: The Russian steppe that extends from central Asia east into Eastern Europe makes it easy to invade Russia because it is a wide flat plain. Russia has no high mountain ranges. Throughout Russia’s history, groups have used the steppes to invade Russia, and groups have also invaded from the north and south.
- Choose one of the Core Vocabulary words (*steppe*, *Turkic*, or *strategic*), or the phrase “Grand Prince,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 3

Ivan the Great

The Big Question: How did Ivan III gain more control over those he ruled?

Primary Focus Objectives

- ✓ Summarize Ivan the Great's early life. (RI.5.2)
- ✓ Describe how Ivan the Great ruled Muscovy. (RI.5.2)
- ✓ Explain the role of the serfs in Russia. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *boyar*, *czar*, *serf*, *serfdom*, and *kremlin*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Ivan the Great":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 3.1
AP 3.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)
- Display and individual student copies of Czars of Russia (AP 3.1)
- Individual student copies of Domain Vocabulary Chapters 1–3 (AP 3.2)
- Internet access for the Virtual Tour: Ivan the Great's Kremlin

Core Vocabulary (Student Reader page numbers listed below)

boyar, n. a rich landowner in medieval Russia (19)

Example: Ivan the Great tried to limit the power of every boyar in Muscovy.

Variation: boyars

czar, n. from the word "Caesar," the title of an emperor of Russia before 1917; sometimes spelled tsar (20)

Example: Ivan the Great was the first Grand Prince to call himself czar.

Variation: czars

serf, n. a peasant who is not free; a person living on a feudal estate who was required to work for the lord of the manor **(21)**

Example: A serf in Russia lived in miserable conditions, doing whatever hard work had to be done.

Variation: serfs

serfdom, n. an agricultural system in which people (serfs) were not free, but required to stay and work for a landowner as the owner demanded **(21)**

Example: Despite Peter the Great's modernization of Russia, serfdom continued in Russia and many more people were forced to spend their lives providing labor for Russian landowners.

kremlin, n. a central fortress built to protect a Russian city; today the term generally refers to the fortress in central Moscow **(22)**

Example: Ivan the Great lived in the kremlin in Moscow.

Variations: kremlins, Moscow Kremlin

THE CORE LESSON 35 MIN

Introduce "Ivan the Great"

5 MIN

Review with students the Timeline Image Cards from the previous chapter. Remind students that Ivan I was a powerful Russian leader who ruled after the Mongol invasion. Ask students how they would describe Russia in the late 1300s and early 1400s. Was it a unified nation or a group of city-states? (*a group of city-states*)

Have each student imagine that he or she is the ruler of Moscow and wants to unify Russia and become its single ruler. How would they achieve this ambition? Tell students that in this lesson they are going to read about the first real ruler of Russia. They will learn how he unified Russia into the beginnings of a nation. Have students consider the Big Question and as they read the chapter, note changes that Ivan III made in Russia.

Guided Reading Supports for "Ivan the Great"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Strong Ruler,” Pages 16–18

Chapter 3
Ivan the Great

A Strong Ruler The next strong ruler of Muscovy was Ivan III, who became known as Ivan the Great. Ivan became Grand Prince of Muscovy in 1462 and ruled until 1502. He came into power at a time when Russian princes were still competing among themselves and struggling against the Tatars.

No prince wanted power more dearly than Ivan III. He dedicated his entire life to making Muscovy the strongest state in Russia and to ridding his country of Tatar rule. No wonder he became known as Ivan the Great.

Ivan grew up in a period of almost continuous warfare. Often, this warfare took place among members of the same family. When Ivan was only a boy, some of his relatives rebelled against his father. They kidnapped his father and blinded him. Then they held him prisoner and tried to govern Muscovy themselves.

The Big Question
How did Ivan III gain more control over those he ruled?

Page 16



Page 17 *Against the Odds for many years*

With the help of some friends, young Ivan escaped capture, but not for long. One of the men who helped him escape later told the rebels where the young prince was hiding. The rebels found Ivan and carried him off. Ivan became a prisoner, like his father.

The struggle for control of Muscovy continued. Soon the supporters of Ivan and his father triumphed over the rebels. Ivan and his father were released, and they took power again.

At a young age, Ivan married the daughter of the then “Grand Prince.” It was an arranged marriage, made for political reasons, not for love.

Before he was twenty-two, Ivan led an army against his father’s enemies and finally defeated them. He also fought against the Tatars. By the time his father died, Ivan had accomplished much. He was ready to take on the duties of Grand Prince of Muscovy. Ivan’s father died in 1462, when Ivan was twenty-two years old. After that, Ivan ruled alone until 1502.

Winning Back Russia

As Ivan III gained power in Muscovy, there was conflict among the Tatar leaders in Russia. In 1480, a group of Russian princes led by Ivan III and his son forced the Tatars to retreat. Russia was at last free from foreign rule. Ivan took power into his own hands. Under his reign, and that of his son, the territories of Muscovy tripled in size. The Muscovy territories began to form a larger and more unified nation.

Page 18

Scaffold understanding as follows:

Read aloud “A Strong Ruler” on pages 16–18.

After you read the text, ask the following questions:

LITERAL—What happened to Ivan III as a young boy?

» He was captured and held prisoner.

EVALUATIVE—What words describe the situation in Russia in the years before Ivan III became Grand Prince?

» Possible response: violent, dangerous, chaotic, filled with war

“Winning Back Russia,” Pages 18–19

Scaffold understanding as follows:

Invite a volunteer to read aloud “Winning Back Russia” on pages 18–19.

CORE VOCABULARY—Review with students the meaning of the word *boyar*. Explain that a boyar in Russia was like an aristocrat or noble in England and other parts of Western Europe.



Ivan III copied the Tatar and Byzantine traditions of ruling with absolute power—a power no one could challenge.

As Ivan gained lands, he clamped down more tightly on all those he ruled. It became his mission to limit the power of the boyars, or landowning nobles. Ivan issued new, stricter laws. He punished anyone suspected of plotting against him with prison or death.

Vocabulary
boyar, n. a rich landowner in medieval Russia

“Like God, the Highest”

Ivan III copied the Tatar and Byzantine traditions of ruling with absolute power—a power no one could challenge. Like the past, Ivan used the double-headed eagle to his title of grand prince; he called

Page 19



AP 1.2

SUPPORT—Display the Russia Map (AP 1.2). Have students locate Moscow. Review with students why Moscow (Muscovy) was a thriving city and Ivan the Great wanted to strengthen it.

After the volunteer reads the text, ask the following questions:

LITERAL—What were Ivan and a group of Russian princes able to do in 1480?

- » They forced the Tatars to retreat from Russia.

EVALUATIVE—How did Ivan III rule Muscovy once the Tatars retreated?

- » He ruled more strictly; he worked to limit the power of the boyars; he issued new, strict laws; he severely punished anyone he suspected of plotting against him.

“Like God, the Highest,” Pages 19–21

Scaffold understanding as follows:

CORE VOCABULARY—Preview the meaning of the vocabulary words *czar*, *serf*, and *serfdom*. Note the connection between the words *serf* and *serfdom*. Point out that serfdom was basically a system of slavery because the serfs were not free.

Note: Students in Core Knowledge schools may recall the word *serf* from their Grade 4 study of Medieval Europe.

Have students read “Like God, the Highest” on pages 19–21 silently.

SUPPORT—Draw students’ attention to the fact that this section describes two very different parts of Russian society—the czar with his power and rich way of life and the serfs, the millions of poor people who lived in miserable conditions, were not free, and did all the hard work that had to be done.

After students read the text, ask the following questions:

EVALUATIVE—What does it tell us about Ivan the Great that he often said that the czar was “in nature like all men but in authority like God the highest”?

- » Possible answers: He considered that he, the czar, was a supreme authority like God; he considered himself godlike.

LITERAL—Who had direct rule of the serfs?

- » The Russian princes and boyars who owned the serfs and for whom the serfs worked.

has a sword a double-headed eagle on his symbol.

himself czar or tsar, from the Russian word for “Caesar.”

When Ivan became Grand Prince of Muscovy, great intellectual, artistic, and scientific progress was taking place in Western Europe. Historians call this period of history “the Renaissance.” These great changes began in Italy and soon spread throughout Western Europe. But Russia was isolated, and the Renaissance had only a small impact on the country. Russia was mostly cut off with the progress in the country. Russia was mostly cut off with the progress in the country. Russia was mostly cut off with the progress in the country.

Page 20

There was one high-ranking person in Moscow who had firsthand knowledge of the changes taking place in Western Europe. That person was Ivan’s second wife, Sophia. She had been raised in Italy and given a Renaissance education. But Sophia did not seem to have much influence on Ivan. She did not change him very much.

“The czar” Ivan was kind of caring. “In nature like all men, but in authority, he is like God, the highest.”

Ivan dressed as if he were, indeed, a god. He often appeared in robes woven from gold threads and lined with expensive fur. What a contrast this was to the tattered clothing and leaky boots of Russian workers and serfs.

The serfs were the millions of poor people in Russia who suffered under the harsh rule of the Russian prince and boyars. Most serfs were poor farmers. They farmed the land, did the hard work, and lived in miserable conditions.

When one landowner sold his farm to another, the serfs went with the sale. Some landowners also sold serfs individually, just like slaves. Serfs were not allowed to move from place to place without the consent of the landowner. Over the years, life for the serfs did not improve. In some ways, the system of serfdom meant that things were working on

Page 21

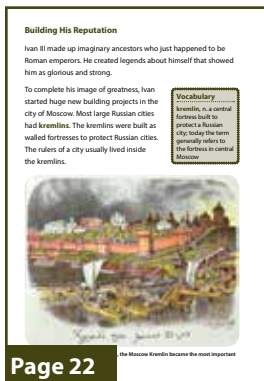
LITERAL—When one landowner sold his farm to another, what happened to the serfs?

- » The serfs were part of the property and sale of the farm. Serfs could not move from place to place without the consent of the landowner.

INFERENTIAL—What was the effect of Ivan the Great rejecting any influences of the European Renaissance in Russia?

- » Russia remained out of touch with Western European progress in the arts and sciences.

“Building His Reputation,” Pages 22–23



Scaffold understanding as follows:

Ask students to read “Building His Reputation” on pages 22–23 to themselves or with a partner.

CORE VOCABULARY—Review with students the meaning of the word *kremlin*, referring to the image on page 22 to reinforce understanding.

After the students read the text, ask the following questions:

LITERAL—Why was the Moscow Kremlin so important in medieval Russia?

- » It was where the czar lived.

INFERENTIAL—What did Ivan’s rebuilt Moscow symbolize?

- » It was a symbol of Ivan the Great’s power and might.

Activity Page

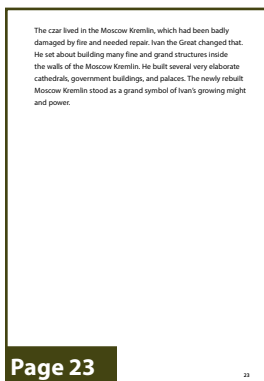


AP 3.1



Distribute The Czars of Russia (AP 3.1). Have volunteers refer to their Readers and locate the years Ivan the Great ruled as Grand Prince of Muscovy (1462–1502). Have students write “Ivan the Great” in the box above those dates.

Tell students they will be filling in the names of more Czars of Russia as they read about them in the rest of the unit.



Timeline

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did Ivan III gain more control over those he ruled”?
- Post the image to the Timeline under the date referencing the late 1400s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Discuss with a partner an answer to the Big Question: “How did Ivan III gain more control over those he ruled?”
 - » Key points students should cite include: He limited the power of the boyars; he severely punished anyone suspected of plotting against him; he called himself czar and said the czar’s authority was like God’s.
- Choose one of the Core Vocabulary words (*boyar*, *czar*, *serf*, *serfdom*, or *kremlin*) and use the word orally in a sentence with a partner.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.5.4, L.5.6)

20 MIN

Activity Page



AP 3.2

Materials Needed: Sufficient copies of the Domain Vocabulary: Chapters 1–3 activity page (AP 3.2)

Distribute AP 3.2, Domain Vocabulary: Chapters 1–3, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *Early Russia*.

This activity may be assigned for homework.



Materials Needed: Internet access



Background for Teachers: Prepare for the virtual field trip by previewing the video and photos at the Moscow Kremlin State Historical and Cultural Museum and Heritage Site. Use this link to download the CKHG Online Resources for this unit, where specific links with background information about Ivan the Great and the Moscow Kremlin may be found:

www.coreknowledge.org/ckhg-online-resources

Visit Ivan the Great's Kremlin

Begin by showing students the virtual tour video clip. The video is four to five minutes long.

Then, take students on a feature-by-feature tour of Ivan the Great's kremlin. Project the photos of the Great Bell Tower complex in the kremlin in Moscow. Note how old the Great Bell Tower is—first built in the 1500s. Use the photos to take students on a tour of the following locations:

- Bells of Ivan the Great
- Architecture of the Great Bell Tower
- History of the Great Bell Tower complex

As you share the photos, ask students what they notice. Guide the discussion to include the following points:

- The Bells of Ivan the Great have engravings and are ornate. Encourage students to speculate why the bells are ornate.
- The Great Bell Tower has a gold "onion" on top. Tell students the "onion" is called a cupola and reflects the influence of the Byzantine Empire on Russia.

Conclude the field trip by discussing with students how and why such trouble was taken to construct an elegant bell tower with engraved bells.

CHAPTER 4

Ivan the Terrible

The Big Question: Why was Ivan IV called “Ivan the Terrible”?

Primary Focus Objectives

- ✓ Describe what Ivan IV was like and why. (RI.5.2, RI.5.3)
- ✓ Explain how Ivan IV built an empire. (RI.5.2)
- ✓ Summarize how Ivan IV ruled. (RI. 5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *priest*, *czarina*, *architect*, and *persecute*. (RI 5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Ivan the Terrible”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.2

AP 3.1

- Display and individual student copies of Russia Map (AP 1.2)
- Display and individual student copies of Czars of Russia (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

priest, n. a person who has the training or authority to carry out certain religious ceremonies or rituals (24)

Example: The priest predicted Ivan would grow up to be a cruel person.

Variation: priests

czarina, n. the wife of a czar (27)

Example: Anastasia, Russia’s czarina, was kind and gentle.

Variation: czarinas

architect, n. a person who designs buildings (29)

Example: Ivan IV was a cruel ruler who even had a Russian architect blinded.

Variations: architects, architecture

persecute, v. to treat people cruelly and unfairly (29)

Example: Ivan IV did not hesitate to persecute the people he ruled.

Variations: persecutes, persecuted, persecuting, persecution (noun)

THE CORE LESSON 35 MIN

Introduce “Ivan the Terrible”

5 MIN

Review the Timeline Image Card posted for Chapter 4 and have students summarize Ivan the Great’s rule. (*He drove the Tatars out of Russia, expanded the power and size of Muscovy, built kremlins, and ruled with absolute power.*) Remind students that in Russia after Ivan the Great, the czar was an absolute ruler—there were no checks on his power. Therefore, the living conditions of the Russian people depended heavily on the czar’s good judgment, justice, and mercy.

Direct students to the Big Question: Why was Ivan IV called “Ivan the Terrible”? Tell students while reading the chapter to look for examples of how Ivan IV ruled Russia.

Guided Reading Supports for “Ivan the Terrible”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Fearful Times,” Pages 24–26

Chapter 4
Ivan the Terrible

Fearful Times A storm shook Moscow on August 25, 1530, and as the thunder rolled, Ivan IV was born. According to legend, a priest had warned Ivan's father that he would have a wicked son. "Your states will be prey to terror and tears; rivers of blood will flow," the priest is supposed to have said. If he did say that, he was right.

The Big Question
Why was Ivan IV called "Ivan the Terrible"?

Vocabulary The boy who was to become Ivan IV was a troubled, angry child. Unfortunately, for the Russian people, he became their czar. This grandson of Ivan the Great launched a reign of terror that earned him the reputation of being terrifying and eventually the title Ivan the Terrible.

When Ivan was three, his father died. Ivan became the Grand Prince of Muscovy, but he was only a child. The real ruling power rested in the hands of his mother, Yelena Glinskaya (yeh-lee-n'ah-shuh), and the boyars who supported her.

Page 24

Scaffold understanding as follows:

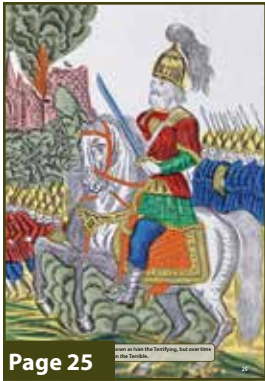
Invite volunteers to read aloud “Fearful Times” on pages 24–26.

CORE VOCABULARY—Review with students the meaning of the word *priest*. Challenge students to identify the religion the priest in the legend represented. (*Orthodox Christianity*)

After volunteers read the text, ask the following questions:

LITERAL—What happened to Ivan IV when he was eight years old?

- » His mother died suddenly and because his father had died when he was three, at age eight he had no parents.



EVALUATIVE—Why do you think Ivan IV was “a troubled, angry child”?

- » Possible responses: he had no parents; he lived in the kremlin and saw violence as the nobles fought for power; even though he was officially the Grand Prince, he was usually ignored.

“A Czar Is Crowned,” 26–27

Yelena ruled for the next five years, receiving advice from relatives and boyars. Suddenly, one day she doubled over with pain and, within hours, she was dead. Some people believed that Ivan's mother had been poisoned.

Only eight years old, Ivan was alone in the world and still far too young to rule Muscovy. A power struggle broke out among the boyars for control over young Ivan.

As a young boy, Ivan probably felt afraid and uncertain. He spent his childhood being told he was a ruler, but for the most part, he was ignored. As the Grand Prince of Muscovy, Ivan lived in Moscow's Kremlin, where life was filled with violence as the nobles fought for power. He saw people unfairly arrested, exiled, and even killed, and he grew to distrust everyone around him.

A Czar Is Crowned

Ivan wanted to be crowned Czar of Russia. His grandfather, Ivan III, had claimed the title, but no Russian monarch had ever been crowned czar.

“Grand Prince” or “Czar”? It made little difference to the boyars. They agreed to his wishes. In Moscow on January 16, 1547, when he was not yet seventeen years old, Ivan was crowned Holy Czar, Monarch of All the Russians.

Czar Ivan IV was now ready to marry. According to tradition, boyars introduced their daughters to him. When Ivan saw Anastasia (an'uh'st'a'see'y'a) Romanovna (roh'ma'nov'mah'n), a girl from a boyar family, he fell in love. He had found the woman of his dreams.

Page 26

Scaffold understanding as follows:

CORE VOCABULARY—Preview with students the meaning of the vocabulary word *czarina*, noting the connection to the word *czar*. **Then, have students read the section “A Czar Is Crowned” to themselves.**

SUPPORT—Make sure students understand the difference between claiming the title *czar*, as Ivan the Great did, and being crowned *czar*, as Ivan IV wanted. Claiming the title is something one does for oneself. Being crowned means the title is given and acknowledged by others.

After students read the text, ask the following questions:

LITERAL—What did Ivan IV want the boyars to do?

- » He wanted them to let him be crowned czar.

LITERAL—What social class did Anastasia Romanovna come from?

- » She was from a boyar family.

EVALUATIVE—Why was it important that the czarina cared deeply about the Russian people?

- » Possible response: She had a calming influence on Ivan, and the text says her influence saved many lives.

Anastasia became Russia's czarina. She had a kind and gentle heart, and she cared deeply about the Russian people. Over the years, her influence on Ivan grew.

Vocabulary
czarina, n. the wife of a czar.

Page 27

“The Empire Builder” and “Spreading Terror,” Pages 28–29

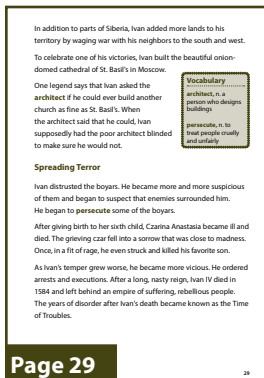
Scaffold understanding as follows:

Have students read the section “The Empire Builder” to themselves or with a partner, noting the definition of the word *architect*.

SUPPORT—Display the map of Russia (AP 1.2) and have students locate Siberia.

Activity Page

AP 1.2



SUPPORT—Point out to students that the literal translation of the Russian word used to describe Ivan means “Ivan the Terrifying.” He originally became described in this way almost as a compliment because he was such a fierce warrior and struck fear in the hearts of enemies. Only later, as students will read in the next section, did this description apply to how he ruled his own people.

SUPPORT—Direct students to the image of St. Basil’s Cathedral on page 28. Explain that St. Basil’s is the one of the most recognizable buildings in the world. Point out the cathedral’s onion domes. Ask what else students notice about the building. (*Students may note the use of color, the designs on the domes, or the variety of arches on the building.*)

Have students read “Spreading Terror” on page 29, noting the definition of the word persecute. Remind students that they encountered the word *persecute* in their previous study of England in the Golden Age.

Note: Students in Core Knowledge schools may also recall the word *persecute* from their Grade 3 *Ancient Rome* unit.

After students read the text, ask the following questions:

LITERAL—Besides waging war to control Siberia, where else did Ivan the Terrible wage war?

- » He waged war against his neighbors to the south and west.

INFERENTIAL—According to legend, Ivan the Terrible blinded the architect of St. Basil’s. What do you think that says about Ivan?

- » Possible response: Ivan the Terrible was mean spirited; he was unpredictable as he showed generosity in giving money to build the cathedral, but he displayed a very cruel nature in blinding the architect.

LITERAL—What happened immediately after Czarina Anastasia died?

- » Ivan the Terrible experienced great sorrow and near madness, and in a fit of rage killed his favorite son.

EVALUATIVE—Do you think Ivan IV deserved the title “Ivan the Terrible”? Why or why not?

- » Students will most likely say he deserved the title because of the wars he waged, his suspicions and persecution of the boyars, his orders for arrests and executions, and his vicious, nasty temper.

INFERENTIAL—What can you conclude about Russia during the Time of Troubles after Ivan IV’s death?

- » Possible responses: It was a time of uncertainty and disorder. There was no strong leader.



Tell students to take out the Czars of Russia (AP 3.1). Have volunteers locate the years Ivan the Terrible ruled as czar of Russia (1533–1584). Have students write “Ivan the Terrible” in the box above those dates.

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why was Ivan IV called ‘Ivan the Terrible?’”
- Post the image card to the Timeline under the date referencing the 1500s. Refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why was Ivan IV called ‘Ivan the Terrible?’”
 - » Key points students should cite include: He persecuted people; he was cruel; he waged many wars; he was suspicious of most people and distrusted them; he killed his son; he ordered arrests and executions.
- Choose one of the Core Vocabulary words (*priest, czarina, architect, or persecute*) and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Virtual Field Trip: St. Basil’s Cathedral

ACTIVITY LENGTH FLEXIBLE

Materials Needed: Internet access



Background for the Teacher Prepare for the Virtual Field Trip by previewing the photos of and interesting facts about St. Basil’s Cathedral. You may also choose to show a video tour of St. Basil’s. Use this link to download the CKHG Online Resources for this unit, where specific links to the photos, interesting facts, and video may be found:

www.coreknowledge.org/ckhg-online-resources

It may be best to download exterior and interior photos of the cathedral and place them into a slide-show presentation instead of conducting the virtual tour online. Or you may choose to show one of the videos.

Introduce St. Basil's Cathedral

Remind students of what they learned about St. Basil's Cathedral in their reading. It was commissioned in Moscow by Ivan the Terrible to celebrate a victory. Note that St. Basil's Cathedral is an Orthodox Christian cathedral. When students "visit" the cathedral, they will see images associated with the Christian faith.

Visit St. Basil's Cathedral

Display the photos or the video of St. Basil's and point out the following to students:

- the exterior architecture
- the interior ornate wall carvings
- the artwork and wall paintings

As you share the photos or video, ask students what they notice the most. Guide the discussion to include the following points:

- The wall decorations—either artwork, wall paintings, or wall carvings.
- The cathedral was built to celebrate one of Ivan IV's victories that took place on a religious holy day. To honor that and also to display his power and wealth, Ivan IV had the cathedral built from 1555–1561 and lavishly decorated.
- The legend is that the architect(s) were blinded after the cathedral was built so that they could not replicate it or surpass it. That is unlikely because one of the architects who designed the cathedral later designed other buildings in Russia.
- As Russian politics throughout the centuries were unsettled, and various groups ruled Russia, the very existence of the building was threatened. In the War of 1812, French troops in Moscow wanted to blow it up, but had to retreat before doing that. The Communist governments of Russia wanted to demolish it. But it has survived and celebrated its 455th anniversary in 2016. In 1990, it became a UNESCO World Heritage Site.

Conclude the field trip by discussing with students that, during Ivan the Terrible's reign, there was a great divide between the lavish splendor of the czar and his nobles, and the serfs who did all the hard work. Have students think about whether serfs could attend religious services at St. Basil's Cathedral during the reign of Ivan the Terrible.

Peter the Great

The Big Question: What did Peter the Great hope to do for Russia?

Primary Focus Objectives

- ✓ Summarize what Peter the Great was like and describe his goals for Russia. **(RI.5.2)**
- ✓ Explain the importance of a warm-water port for Russia. **(RI.5.1)**
- ✓ Describe the building of St. Petersburg.
- ✓ Understand the meaning of the following domain-specific vocabulary: *subject*, *reign*, and *marsh*, and the phrase “warm-water port.” **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Peter the Great”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 3.1

- Display and individual student copies of the World Map (AP 1.1)
- Display copy of the Russia Map (AP 1.2)
- Display and individual student copies of the Czars of Russia (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

subject, n. a person governed by the laws of a czar, king, or queen **(32)**

Example: As a subject of Peter the Great, a serf living anywhere in Russia had to obey his laws.

Variation: subjects

reign, v. to rule over a country as its czar, king, or queen **(32)**

Example: After his siblings died, Peter the Great was left to reign alone.

Variations: reigns, reigned

“warm-water port,” (phrase) a port with waters that do not freeze during the winter; ships can use a warm-water port all year long (34)

Example: Peter the Great realized how strategic it was for Russia to have a warm-water port.

Variation: warm-water ports

marsh, n. an area of waterlogged land, usually overgrown with tall grasses; a swamp (34)

Example: St. Petersburg was built on a swampy marsh near the Baltic Sea.

Variations: marshes; marshland

THE CORE LESSON 35 MIN

Introduce “Peter the Great”

5 MIN

Review the reign of Ivan the Terrible. How did he change Russia? (*He expanded Russia’s borders to the east, south, and west.*) Why was he called “Ivan the Terrible”? (*He was a distrustful, sometimes violent, ruler. He persecuted the boyars.*) What happened after Ivan the Terrible’s death? (*Russia experienced what is known as the Time of Troubles.*)

Tell students that the Time of Troubles ended with the emergence of a new family of rulers, or dynasty, in Russia. They will read about that dynasty in the next two chapters.

Direct students to the Big Question: What did Peter the Great hope to do for Russia? Tell students to note what Peter the Great did and did not do for Russia.

Guided Reading Supports for “Peter the Great”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A New Dynasty” and “Young Peter,” Pages 30–32

Scaffold understanding as follows:

Read aloud “A New Dynasty” and “Young Peter” on pages 30–32.

SUPPORT—Point out the word *dynasty* in the first section title. Students in Core Knowledge schools might recall the word *dynasty* from the Grade 4 units, *Medieval Europe, Early and Medieval African Kingdoms, and Dynasties of China*.

CORE VOCABULARY—Explain the meaning of the words *subject* and *reign* as they are encountered in the text.

Chapter 5
Peter the Great

A New Dynasty In 1613 Mikhail (/mihˈkuhˈneel/) Romanov (/rohˈmuhˈnawf/)—a relative of Czarina Anastasia Romanova—was crowned czar. A young man from a noble family, Mikhail restored order in Russia. His family, the Romanovs, would rule for more than three hundred years.

The Big Question
What did Peter the Great hope to do for Russia?

Czar Mikhail was eventually succeeded by two of his grandsons, Ivan and Peter, who were half brothers. Ivan was older and not as able as his younger brother Peter. Peter, who was born in 1672, had a quick mind and was very intelligent. The boys were crowned together and sat upon a special double throne. However, because they were still quite young, their older sister Sophia stepped in as ruler.

Young Peter
As a teenager, Peter explored Moscow’s German Quarter, the section of town where Moscow’s Germans and other foreigners lived. He adopted Western European clothes and ate Western European food.

Page 30



Note: Students may recall the word *reign* from Unit 2, *Maya, Aztec, and Inca Civilizations*. In that unit, *reign* was used as a noun. Here, it is used as a verb.

After you read the text, ask the following questions:

LITERAL—What was the name of Russia’s new dynasty?

» the Romanovs

LITERAL—What was Peter like as a youngster?

» He had a quick mind and was intelligent.

LITERAL—What physical feature made Peter stand out among his subjects?

» He was very tall and towered over his subjects.

INFERENTIAL —What can you conclude from Peter liking to spend time with Westerners who lived in Moscow?

» Possible response: He liked Western ways that were more modern than the ways of traditional Russia; he was trying to learn Western ways.

“The Traveling Czar,” Pages 32–33

Scaffold understanding as follows:

Ask students to read “The Traveling Czar” on pages 32–33 to themselves or with a partner.

Activity Page



AP 1.1

SUPPORT—Display the World Map (AP 1.1). Have students locate Western Europe and name the countries of the region. Remind students that by 1697, when Peter the Great began his Western European tour, Europe had already experienced the Renaissance and the Scientific Revolution was underway. Many of these advances and inventions were unknown in Russia. As a result, the Western Europe that Peter experienced was far more advanced in many ways than his native Russia.

SUPPORT—Point out to students the illustration on page 33 of a Russian man having his beard cut off. Ask students why they think Peter imposed a beard tax. (*to strongly encourage the nobles to have their beards cut off*)

After students read the text, ask the following questions:

LITERAL—What were some of the things Peter brought home to Russia from his European travels?

» Peter brought home weapons, scientific tools, and groups of engineers, soldiers, and scientists to teach their skills to the Russian people.

By age twenty-three, Peter was a man who towered over his subjects in every way. In his boots, he stood nearly seven feet tall, which would be considered very tall even by today’s standards. Back in 1695, he was such an unusually tall man that people sometimes called him “Peter the Giant.”

Eventually, his sister was overthrown, his half brother died, and Peter reigned alone. Czar Peter set out to make Russia a modern European nation.

The Traveling Czar

In 1697 Peter began a lengthy tour of Western Europe. He planned to travel in disguise, but it was difficult to disguise a nearly seven-foot czar. Peter brought home chests filled with weapons and scientific tools. He even brought home a stuffed crocodile. He also returned to Russia with a group of European engineers, soldiers, and scientists who would teach their skills to his people. Two barbers were among Peter’s group of Europeans. The czar had decided that his noblemen should get rid of their old-fashioned, long Russian-style beards.

“Shave off your beards... or else,” Peter ordered, and his order became the law of the land. Any upper-class Russian who wanted to wear a beard had to pay a beard tax. Then, and only then, would he be allowed to keep his whiskers.

Page 32


Vocabulary
 subject, a person governed by the laws of a state, king, or nation.
 reign, to rule over a country as its czar, king, or queen.
 to put his new ideas into action, endeavor with the newer European

calendar—the Gregorian Calendar—which numbered the year from the birth of Jesus. He had engineers design canals to link Russian rivers, and he had instructors teach Russians mathematics and navigation.

Peter did modernize Russia, but not all aspects of Russian life moved forward. Even under Peter's rule, the serfs continued to live in terrible poverty. As a result, the gap between Russia and Western Europe widened. Serfdom had died out in Western Europe. In Russia, it spread. As Russia expanded, more and more serfs spent their entire lives working the land and paying taxes to landowners. Others labored long hours building roads and canals. Unlike some of the poor farmers in Western Europe who were enjoying new freedoms, Russia's serfs remained controlled by landowners and had no freedoms.

Seeking a Warm-Water Port

While Peter made many changes in Russia, he could do nothing to change its geography. Russia's first seaports were on the Baltic Sea. If you look at a map of Russia, you will find



Under Peter the Great's orders, Russian nobles had to have their beards cut off or pay a beard tax.

Page 33

INFERENTIAL—What was the significance of Peter making his nobles shave off their beards?

- » Possible responses: The nobles shaving off their beards was a highly visual act of obeying Peter's commands; it was a visual act of modernizing and becoming more European.

LITERAL—What are some of the ways Peter modernized Russia?

- » He adopted the European Gregorian calendar, he had engineers design and build canals to link Russian rivers, and he had Russians learn mathematics and navigation.

EVALUATIVE—Why did the gap between Russia and Western Europe widen, even with Peter's efforts at modernization?

- » Peter modernized many aspects of Russian life, but he did not change the structure of society or serfdom. Serfdom had died out in Western Europe but it continued in Russia, creating a widening gap between the two regions.

“Seeking a Warm-Water Port,” Pages 33–34

Scaffold understanding as follows:

Invite a volunteer to read aloud “Seeking a Warm-Water Port” on pages 33–34.

CORE VOCABULARY—Review with students the meaning of the phrase “warm-water port.”

SUPPORT—Display the Russia Map (AP 1.2). Point out the waters that border Russia: the Baltic Sea, the Arctic Ocean, and the northern Pacific Ocean. Note that most of Russia's coastline is along areas that freeze in winter, making it difficult to ship goods and to travel during that time of year. Challenge students to identify areas where Russia could secure a “warm-water port.”

After the volunteer reads the text, ask the following questions:

EVALUATIVE—Why did Russia want a warm-water port?

- » It wanted a warm-water port so it could trade year-round.

LITERAL—Where especially had Russian rulers wanted to secure a warm-water port?

- » the Black Sea

Activity Page



AP 1.2

that these large bodies of water are located along the northern coast of the country. In winter, they are choked with ice. As a result, early Russia was a country bordered by oceans that froze in the winter. For centuries, Russian rulers had fought bloody wars to gain a warm-water port where they could trade year-round. They especially wanted a port on the Black Sea, but their efforts had been unsuccessful. Peter the Great also tried to gain a warm-water port for Russian trade, but at this he failed.

Vocabulary

“warm-water port” refers to a port with waters that do not freeze during the winter. Ships can use a warm-water port all year long.

marsh, n. an area of waterlogged land, usually overgrown with tall grasses or reeds.

Window on the West

Czar Peter did succeed in building a city. Peter found Moscow a gloomy place. He decided to build the city of St. Petersburg and make it his capital. He hired French and Italian architects to help him plan and build a city that had grand structures like the ones found in the major cities of Western Europe—Paris, Amsterdam, and London.

Peter chose a swampy site near the Baltic Sea for his new city. When serfs were forced to drain the marshes, thousands fell ill and died. People began to call St. Petersburg the “city built on bones.”

Many of the nobles did not want to leave Moscow, but Peter ordered them to build costly homes in St. Petersburg. He was sure his “window on the West” would give him more power. More than anything, Peter


Page 34

“Window on the West” and “A Great Title,” Pages 34–35

Scaffold understanding as follows:

Ask students to read “Window on the West” and “A Great Title” on pages 34–35 to themselves or with a partner.


CORE VOCABULARY—Review with students the word *marsh*. Ask students why it would be difficult to build a city on a marsh.

 **SUPPORT**—Refer to the Russia Map (AP 1.2). Have students locate St. Petersburg. Ask students why they think Peter chose a place so far north for his city? (*Possible responses: It is near the Baltic Sea; it would not be landlocked the way Moscow was.*)

Activity Page



AP 1.2



The Winter Palace in St. Petersburg was built in the style of Western architecture of the time.

wanted Russia to look westward and to align itself with the nations and culture of Western Europe. He feared that a lack of progress would weaken Russia in the political world.

A Great Title

In his last years as czar, Peter signed a treaty with Sweden that protected the lands around St. Petersburg. To celebrate, Peter decided to call himself “Peter the Great, Emperor of Russia.”

By the time he was fifty-two years old, illness had drained Peter’s energy. One winter’s day he waded into the icy sea to rescue some fishermen. He saved the men, but it took all his strength. On January 28, 1725, Czar Peter died.

Page 35

After students read the text, ask the following questions:

LITERAL—Why did thousands of serfs die helping build St. Petersburg?

» Peter chose a swampy site, and they died draining the marshes.

LITERAL—Because of the high death rate of the serfs, what was St. Petersburg called?

» It was called the “city built on bones.”

LITERAL—How did Peter get the title “Peter the Great”?

» He chose the title himself.

INFERENTIAL—What does it tell you about Peter the Great that he went into icy sea water to rescue some fishermen?

» Possible responses: He cared about his people; he was brave.

Activity Page



AP 3.1

Have students take out the Czars of Russia activity page (AP 3.1) and locate the years Peter the Great ruled Russia: 1682–1725. Have them write the name “Peter the Great” in the box above those dates.

Timeline

- Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What did Peter the Great hope to do for Russia?”
- Post the image card under the date referencing the late 1600s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What did Peter the Great hope to do for Russia?”
 - » Key points students should cite include: Peter the Great tried to modernize Russia by introducing many Western ideas and ways, but he did not free the serfs; he tried to get a warm-water port for Russia.
- Choose one of the Core Vocabulary words (*subject*, *reign*, or *marsh*) or the phrase “warm-water port” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–5 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of the Domain Vocabulary: Chapters 4–5 activity page (AP 5.1)

Distribute AP 5.1, Domain Vocabulary: Chapters 4–5, and direct students to use what they have learned about *Early Russia* to complete the crossword puzzle.

This activity may be assigned for homework.

Catherine the Great

The Big Question: Why did serfdom continue in Russia?

Primary Focus Objectives

- ✓ Summarize how Catherine the Great became ruler of Russia. **(RI.5.2)**
- ✓ Describe Catherine the Great’s policy on serfdom. **(RI.5.2)**
- ✓ Identify what Catherine the Great did for Russia. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *principality* **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Catherine the Great”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 3.1

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Russia Map (AP 1.2)
- Display and individual student copies of the Czars of Russia (AP 3.1)
- Internet access for Mussorgsky’s “Pictures at an Exhibition”

Core Vocabulary (Student Reader page numbers listed below)

principality, n. a small territory or land usually ruled by a prince **(36)**

Example: Catherine grew up in a German principality.

Variation(s): principalities

Introduce “Catherine the Great”

5 MIN

Review with students the reign of Peter the Great, which they read about in Chapter 5. Note the ways that Peter the Great modernized Russia, including the adoption of the Gregorian calendar, the building of canals, and the introduction of Western European science and technology. He built St. Petersburg, which was designed like a Western European city. Then, discuss with students the issue of serfdom in Russia. Who were the serfs? (*peasants who were not free; peasants who owed work to the landowner or lord of the manor*) What were their lives like? (*Difficult. They provided back-breaking labor and paid taxes but had no freedom.*) What happened to serfdom during the reign of Peter the Great? (*It spread.*)

Direct students’ attention to the Big Question: “Why did serfdom continue in Russia?” Remind students that by the early 1700s, serfdom had been eliminated in Western Europe, but not in Russia. Tell students to look for reasons serfdom continued in Russia as they read the chapter.

Guided Reading Supports for “Catherine the Great”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A German Princess” and “Catherine Takes the Crown,” Pages 36–39


Scaffold understanding as follows:

Have students read “A German Princess” and “Catherine Takes the Crown” on pages 36–39 silently or with a partner.

Activity Page



AP 1.2

 Display the map of Russia (AP 1.2) and point out Germany and its closeness to Russia.

CORE VOCABULARY—Discuss with students the term *principality*. Tell students that there were many principalities managed by nobles in Western Europe and Russia.

Chapter 6
Catherine the Great

A German Princess Following the death of Peter the Great in 1725, a series of weak rulers governed Russia for thirty-seven years. Toward the end of this period, a dynamic young woman from Germany became a part of Russian history.

The Big Question
Why did serfdom continue in Russia?

Vocabulary
principality, n. a small territory or land usually ruled by a prince

Picture this situation: In a small principality in Germany, the ruler asked his fifteen-year-old daughter, "What do you think, Sophia? How would you like to marry a Russian grand duke?"

Young Sophia considered the offer. After all, this particular grand duke, Peter III, was in line to become Russia's czar. It would be a good match for an ambitious German princess, even if Peter was rumored to be a bit of a fool and far from handsome. "Well," thought Sophia, "as grand duchess, I might sooner or later rise to power myself."

Page 36



Page 37

A German princess had become one of Russia's

The princess traveled to Russia to meet the sixteen-year-old grand duke, Peter, who had spent much of his life in Germany, was willing to marry the girl chosen for him. Before the wedding in 1744, Sophia converted to the Russian Orthodox religion. She also took a new name, Catherine.

As grand duchess, Catherine learned Russian and made many new friends. She was, however, less pleased with her husband. Peter seemed young for his age and uninterested in his bride. It is said that he liked to play with toy soldiers.

Catherine Takes the Crown

As expected, Peter inherited the throne of Russia. Czar Peter III made few friends and many enemies. Some of his royal orders were just plain silly. One of his laws allowed nobles to hunt in the streets of St. Petersburg. Finally, he went too far. He threatened to involve Russia in a war against Denmark. His enemies sprang into action. They planned to replace Peter with his capable wife.

Catherine agreed to the overthrow of her husband, and Peter was soon arrested. A few days after Peter's arrest, Catherine received a note saying that her husband was dead. He had been murdered. It is unclear whether Catherine had a role in his death, but his death was her path to the throne.

At age thirty-three, Catherine became an empress—a crowned ruler with absolute power. Like Peter the Great, Catherine admired Western Europe. She read many books by French writers that filled up the nobles to speak French.

Page 38

After students read the text, ask the following questions:

LITERAL—How did Catherine adapt to her new role as czarina of Russia?

- » She converted to the Russian Orthodox religion. She learned Russian.

LITERAL—Why did some nobles disapprove of Czar Peter III?

- » He made few friends, many enemies, made silly laws and threatened to wage war against Denmark.

EVALUATIVE—How was Catherine the Great's rule similar to Peter the Great's reign?

- » Possible responses: She admired Western Europe, particularly France; she made some good changes—improved roads, rebuilt towns and cities, and provided education for some Russian boys and girls; she put people to work.

"No Change for the Serfs," Pages 39–40

Scaffold understanding as follows:


Invite volunteers to take turns reading "No Change for the Serfs" on pages 39–40.

After volunteers read the text, ask the following questions:

EVALUATIVE—Why did Catherine decide not to free Russia's serfs?

- » She was afraid it would weaken her country.


Catherine, following in Peter the Great's footsteps, put people to work. She made officials find ways to improve roads and rebuild towns and cities. She offered free education for some Russian boys and girls. However, free education was not offered to the children of Russia's serfs. Since the serfs made up the vast majority of the population, most boys and girls in Russia did not receive an education.



No Change for the Serfs

Although she was intelligent and forward thinking, Catherine, like Peter the Great, continued to support serfdom. Actually, Catherine did study the idea of freeing Russia's serfs, but she decided against it. She feared that the end of serfdom would weaken her country and displease the nobles. In fact, the number of serfs actually increased as Catherine's empire grew. She even donated hundreds of thousands of serfs to various noblemen as rewards for their loyalty and service. Life became harder for the serfs.

Page 39



For more than three centuries, Russia's serfs were almost the enslaved people under the control of Russian nobles.

As long as serfdom was linked to the creation of wealth and a successful economy, it would not be easily reformed or abandoned. Likewise, other countries were struggling with the idea of slavery. Southern plantation owners in the British colonies of North America would not even consider freeing their enslaved workers. They, too, saw slave labor as an essential part of a growing economy. So it is not surprising that Catherine the Great could not see a way for Russia to free its serfs.

A Stronger Russia

Catherine shared Peter the Great's goal of gaining a warm-water port. Catherine achieved that goal. She secured the Black Sea and built a

Page 40

EVALUATIVE—What happened to serfdom under Catherine? How does this compare with what happened during the reign of Peter the Great?

- » The number of serfs grew during Catherine's reign. Serfdom also expanded during the reign of Peter the Great.

LITERAL—How did serfdom affect the lives of serfs? How did it affect nobles?

- » Serfdom meant difficult lives for the serfs, who provided labor but had no freedom. For nobles, though, serfdom meant wealth and cheap labor.

"A Stronger Russia," Pages 40–41

Scaffold understanding as follows:

Read aloud the section "A Stronger Russia" on pages 40–41.

Activity Page



AP 1.2

SUPPORT—Display the map of Russia (AP 1.2). Point out the location of Turkey and the port of Odessa. Point out the Black Sea and the narrow strip of passage to the Mediterranean. Then, display the World Map (AP 1.1). Ask students to find Alaska in the United States.

After students read the text, ask the following questions:

LITERAL—What was Catherine the Great able to do that Peter the Great was unable to do?

- » Her soldiers conquered the northern shore of the Black Sea and built a warm-water port, Odessa.

LITERAL—What did the treaty with the Turks give the Russians?

- » It gave the Russians free passage from the Black Sea to the Mediterranean Sea.

LITERAL—What did Catherine the Great do in Alaska?

- » She set up a fur-trading colony.



The painting shows the Russians capturing a Turkish fortress during the Russo-Turkish War (1769-1774).

warm-water port called Odessa. The treaty of peace with the Turks gave Russian ships on the Black Sea free passage through the narrow strip of Turkish-controlled water between the Black Sea and the Mediterranean. At last, Russian ships could sail and trade when northern seas were frozen.

In 1796, Catherine died at the age of sixty-seven. Even the last years of her life had been active ones. She set up a fur-trading colony in Alaska and continued to run her government.

Fifty-two years had passed since the young German princess dreamed of power and glory. In some ways, she did not do much to help her people. Most of her subjects, the serfs, remained little more than enslaved workers. Yet in other ways, she brought Russia into the modern world. She reformed the legal system, set up schools, and by securing the warm-water port of Odessa, she opened the Black Sea to the world. She had been seeking for hundreds of years.

Page 41

Activity Page



AP 3.1

Have students take out Czars of Russia (AP 3.1) and find the dates Catherine the Great ruled (1762–1796). Have students write the name Catherine the Great in the correct box.

Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did serfdom continue in Russia?”
- Post the image card under the date referencing the 1700s; refer to the illustration in the Unit 7 Introduction for guidance on the placement of the image card to the Timeline.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why did serfdom continue in Russia?”
 - » Key points students should cite include: Catherine feared ending serfdom would weaken her country; it would displease the nobles as they needed serfs to do the hard work of farming.
- Write a sentence using the Core Vocabulary word *principality*.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Russia: True or False (RI.5.2)

30 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Russia: True or False (AP 6.1)

Distribute Russia: True or False (AP 6.1) and have students note whether each statement is true or false.

This activity can be done in class followed by a class discussion or assigned as homework, or an extra class activity. Students can complete the activity individually or work in pairs. If the activity is done in class, review with the class and correct any misinformation the students might have regarding the monarch named in the activity.

Activity Page



AP 6.2

Materials Needed: Sufficient copies of Comparing the Czars (AP 6.2)

Distribute Comparing the Czars (AP 6.2). This activity can be done in class, followed by a class discussion or assigned as homework, or an extra class activity. Students can complete the activity individually or work in pairs. If the activity is done in class, review with the class and correct any misinformation the students might have regarding the monarch named in the activity.



Mussorgsky's "Pictures at an Exhibition"

45 MIN

Note: This musical piece was written in the 1800s but is included as part of this history unit because it was written by a Russian composer. The musical piece, while original, invokes the harmony and rhythm of Russian folk music.

Materials Needed: Internet access



Background for the Teacher Before sharing "Pictures at an Exhibition," preview the video, which provides an audio recording of the music and images, and make notes to guide students through the piece. The video is approximately thirty-three minutes long. Use this link to download the CKHG Online Resources for this unit, where the specific links to "Pictures at an Exhibition" video and background information may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that until the late 1800s, Russia had no real classical music tradition of its own. Russian composers generally wrote in styles modeled after the great German composers. In the 1860s, however, five major Russian composers formed a group that was dedicated to creating a truly Russian style of classical music that would not be formed from music of Western Europe. The most original and noteworthy of these five was Modest Mussorgsky (1839–1881).

Mussorgsky composed "Pictures at an Exhibition" in 1874. Inspired by a visit to an art exhibition, the piece has ten movements, or parts. Each movement represents a different painting.

Play the piece for students, noting the themes and movements as follows. You may wish to list these themes and movements on the board or chart paper for students to follow as they listen.

THEME: Promenade

This theme represents the composer moving from one picture to the next. It returns occasionally throughout the piece and ties the whole set together.

MOVEMENT 1: "Gnomus" (The Gnome)

The image is of a threatening and grotesque dwarf.

Promenade

MOVEMENT 2. "Il Vecchio Castello" (The Old Castle)

This picture depicts a night scene of an Italian castle, with a singer standing in the foreground.

Promenade

MOVEMENT 3. "Tuileries" (Famous Garden in Paris)

The scene portrays children at play in the park having an argument. The sounds of the children are depicted quite literally: the opening figure mimics the universal taunting melody of "nyah-nyah!" which is interspersed with sounds very much like children's giggling.

MOVEMENT 4. "Bydlo"

This image is of a huge, heavy Polish ox-wagon, making its lumbering way down the road.

Promenade

MOVEMENT 5. "Ballet of the Chicks in Their Shells"

The original drawing that inspired this movement was of whimsical "unhatched egg" costumes for a ballet.

MOVEMENT 6. "Samuel Goldenberg and Schmuyle"

Sometimes called "The Rich Jew and the Poor Jew," this movement is a response to two contrasting portraits—one of a rich businessman and the other of a shivering beggar in the street.

MOVEMENT 7. "Limoges: The Marketplace"

In this scene, women argue in a bustling French marketplace.

MOVEMENT 8. "Catacombae: Sepulchrum Romanum"

In this drawing, the artist himself is seen in the Roman catacombs in Paris, an underground system of tunnels and burial chambers with skulls stacked on the ground nearby.

THEME: "Cum Mortuis in Lingua Mortua" (Speaking to the Dead in a Dead Language)

This movement represents Mussorgsky's reaction to the drawing of the catacombs. In the drawing, the artist can be seen examining ancient skulls. Mussorgsky envisioned this as a sort of conversation between the living and the dead, and he is prompted to consider his own thoughts on death. The Promenade theme returns, but altered, as though seen through the murk of the catacombs.

MOVEMENT 9. "The Hut on Fowls' Legs"

This movement is also known as "Baba Yaga." Baba Yaga was a witch from Russian folklore who lived in a hut that could walk on the legs of a bird. Her hut not only had a bird's legs but also could fly, aided by the blood of victims who were crushed when the house landed.

MOVEMENT 10. "The Great Gate of Kiev"

This movement, the final piece in the set, is a response to an architectural drawing of an enormous gate, imagined in a traditional Russian style. Toward the end of the piece, the set is wrapped up by the introduction of the Promenade. A grand final statement of the "Gate" theme, suggesting a grand and royal procession through the gate, follows.

After the class has listened to the music, discuss with students how the music helped them visualize the images of the art exhibition. Which images could they imagine most vividly? Why?

Teacher Resources

Unit Assessment: <i>Early Russia</i>	59
Performance Task: <i>Early Russia</i>	63
• Performance Task Scoring Rubric	64
• Performance Task Activity: <i>Early Russia</i>	65
• <i>Early Russia</i> Performance Task Notes Table	66
Activity Pages	
• World Map (AP 1.1)	67
• Russia Map (AP 1.2)	68
• Vegetation Zones of Russia (AP 1.3)	69
• Czars of Russia (AP 3.1)	70
• Domain Vocabulary Chapter 1–3 (AP 3.2)	71
• Domain Vocabulary Chapter 4–5 (AP 5.1)	72
• Russia: True or False (AP 6.1)	74
• Comparing the Czars (AP 6.2)	75
Answer Key: <i>Early Russia</i>	76

Name _____

Date _____

Unit Assessment: *Early Russia*

A. Circle the letter of the best answer.

1. The Vikings came to Russia from
 - a) Poland.
 - b) Scandinavia.
 - c) China.
 - d) the Byzantine Empire.

2. Who had to pay tribute to the Vikings?
 - a) Slavs
 - b) Scandinavia
 - c) China
 - d) Mongols

3. Christianity in early Russia came from
 - a) the Byzantine Empire.
 - b) China.
 - c) Western Europe.
 - d) Lithuania.

4. Who was Russia's first woman ruler?
 - a) Sophia
 - b) Anastasia Romanovna
 - c) Catherine the Great
 - d) Princess Olga

5. Who insisted that Orthodox Christianity become the official religion of Russia?
 - a) Princess Olga
 - b) Peter I/Peter the Great
 - c) Prince Vladimir
 - d) Mikhail Romanov

6. What was the class of landowning nobles in Russia called?
 - a) principalities
 - b) boyars
 - c) serfs
 - d) czars

7. Who was the first czar of a unified Russia?
 - a) Prince Vladimir
 - b) Peter I/Peter the Great
 - c) Mikhail
 - d) Ivan III/Ivan the Great

8. Russian peasants who were forced to work the land are called
 - a) boyars.
 - b) Slavs.
 - c) serfs.
 - d) slaves.

9. Who ordered the construction of the Moscow Kremlin?
 - a) Mikhail
 - b) Prince Vladimir
 - c) Ivan III/Ivan the Great
 - d) Boris Godunov

10. Who ordered the building of St. Basil's Cathedral?
 - a) Mikhail
 - b) Ivan III/Ivan the Great
 - c) Anastasia
 - d) Ivan IV/Ivan the Terrible

11. Which czar traveled through Europe to study European customs?
 - a) Ivan III/Ivan the Great
 - b) Ivan IV/Ivan the Terrible
 - c) Catherine the Great
 - d) Peter the Great

12. Which city was called "Window on the West"?
 - a) Odessa
 - b) Kiev
 - c) St. Petersburg
 - d) Moscow

13. Which ruler forced many Russian men to shave their beards?
 - a) Prince Vladimir
 - b) Ivan III/Ivan the Great
 - c) Peter the Great
 - d) Ryurik

- 14.** Which of the following is *not* associated with Peter the Great's reign?
- a) Westernization
 - b) travel in Europe
 - c) conversion to the Gregorian/European calendar
 - d) limitations on the czar's power
- 15.** Which ruler of Russia was born in Germany?
- a) Peter the Great
 - b) Anastasia Romanova
 - c) Ivan III/Ivan the Great
 - d) Catherine the Great
- 16.** Who considered freeing the serfs but did not?
- a) Prince Vladimir
 - b) Peter the Great
 - c) Catherine the Great
 - d) Ivan IV/Ivan the Terrible
- 17.** Which city was Russia's first warm-water port on the Black Sea?
- a) St. Petersburg
 - b) Moscow
 - c) Odessa
 - d) Kiev
- 18.** Which was *not* an accomplishment of Catherine the Great?
- a) establishing the Orthodox Church as Russia's official religion
 - b) free education for some Russian boys and girls
 - c) building a warm-water port
 - d) building roads and schools

B. Match each vocabulary term on the left with its definition on the right. Write the correct letter on the line.

Terms

_____ 19. Slav

_____ 20. serf

_____ 21. kremlin

_____ 22. czar

_____ 23. empire

_____ 24. tribute

_____ 25. reign

_____ 26. steppe

Definitions

a) a group of countries or territories under the control of one government or ruler

b) the title of an emperor of Russia

c) a central fortress built to protect a Russian city

d) to rule over a country as czar, king, or queen

e) a person who belongs to an ethnic group of people that settled in Eastern Europe many years ago; the Slavs include Russians, Ukrainians, Poles, and Czechs.

f) a peasant who is not free; a person living on a feudal estate who was required to work for the lord of the manor

g) payment of money or goods by a people or their ruler to another country or ruler in exchange for protection

h) grassland plain

Performance Task: *Early Russia*

Teacher Directions: Early Russian history is colored heavily by Grand Princes and czars who ruled Kiev, Muscovy, and Russia. Ask students to select one of these early Russian rulers and create a slideshow presentation about that ruler and his or her achievements. If slideshow software is not available, have students create a collage or poster.

Encourage students to use their Student Readers, as well as the Internet, if available, to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples about a single Russian ruler that they could use in their presentations.

Ruler	Achievements
Princess Olga of Kiev	<ul style="list-style-type: none">• first woman to rule Russia• converted to Christianity in the early 900s.
Prince Vladimir of Kiev	<ul style="list-style-type: none">• converted to Christianity in 988 and made Russia an Orthodox Christian country• ordered the people of Kiev to convert to Christianity• destroyed images of the old gods and goddesses
Ivan III (the Great)	<ul style="list-style-type: none">• rid Muscovy of Tatar rule• built kremlins, including the one in Moscow• ruled with absolute power and greatly limited the power of the boyars• named himself czar, the first Russian ruler to do so
Ivan IV (the Terrible)	<ul style="list-style-type: none">• persecuted the boyars and ruled harshly• had St. Basil's Cathedral built• expanded Muscovy to the south, west, and east
Peter the Great	<ul style="list-style-type: none">• traveled in Europe to learn Western ways• worked to modernize Russia• built St. Petersburg
Catherine the Great	<ul style="list-style-type: none">• decided to support serfdom to please the nobles• waged war with Turkey and secured a warm-water port• set up fur trading in Alaska

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentations using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their presentations.

Above Average	Response is accurate and detailed. The presentation clearly describes and illustrates the life and achievements of one of Russia's rulers citing four or more details about the selected ruler. The presentation is focused and well organized, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The presentation describes the life and achievements of one of Russia's rulers, citing at least four details about the selected Russian ruler. The presentation is focused and demonstrates effective organization; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail, citing only three details about the selected ruler. The presentation describes some achievements of one of Russia's rulers but leaves out a few key details. The presentation may exhibit issues with organization and focus.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of Russia's historical events. The presentation may exhibit major issues with organization and focus.

Name _____

Date _____

Early Russia Performance Task Notes Table

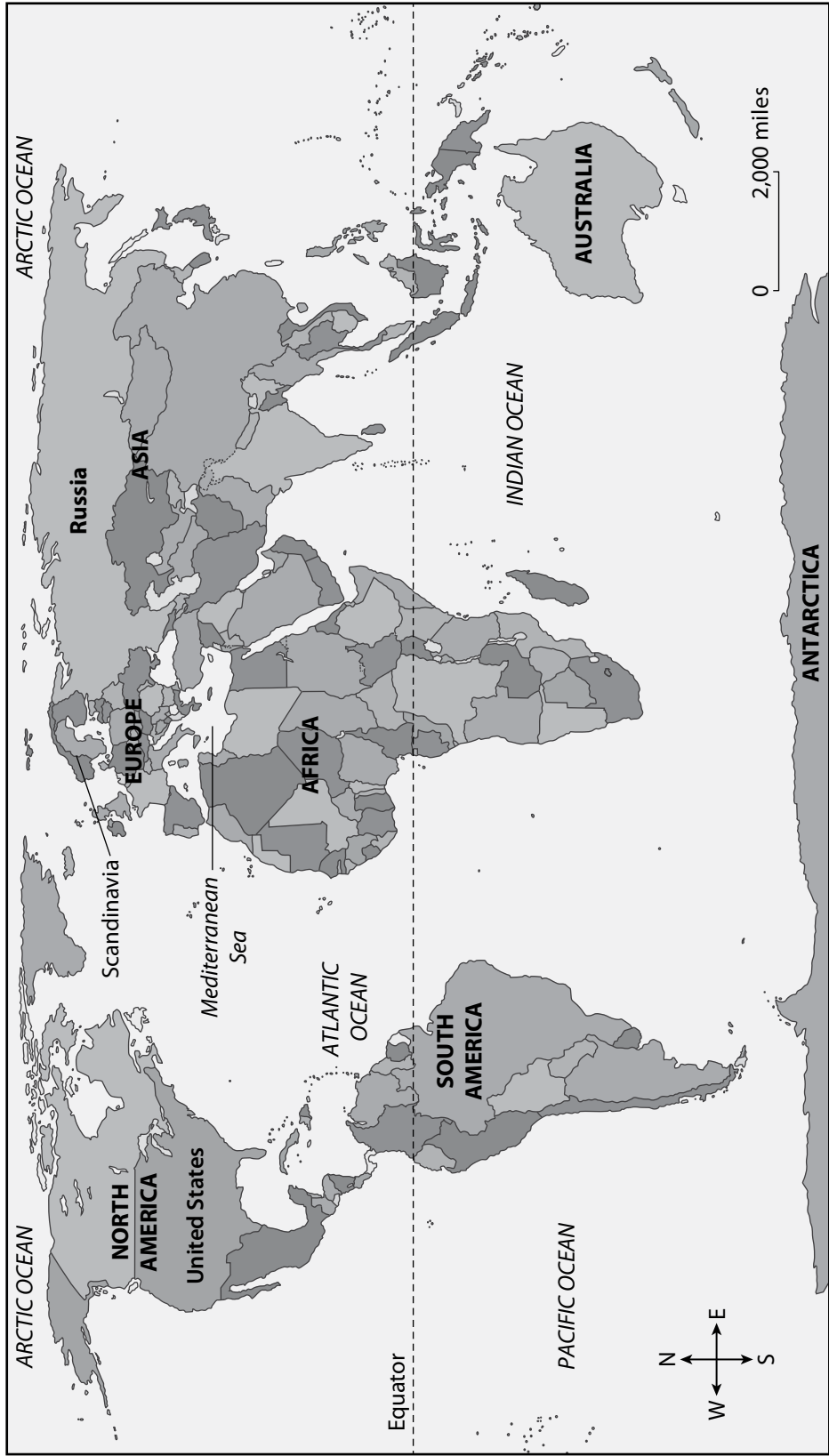
Use the table below to help organize your thoughts as you refer to *Early Russia*. You do not need to complete the entire table to create your presentation, but you should try to have three to five specific examples of the achievements of one ruler of Early Russia.

Ruler	Achievements
Princess Olga of Kiev	
Prince Vladimir of Kiev	
Ivan III (the Great)	
Ivan IV (the Terrible)	
Peter the Great	
Catherine the Great	

Name _____

Date _____

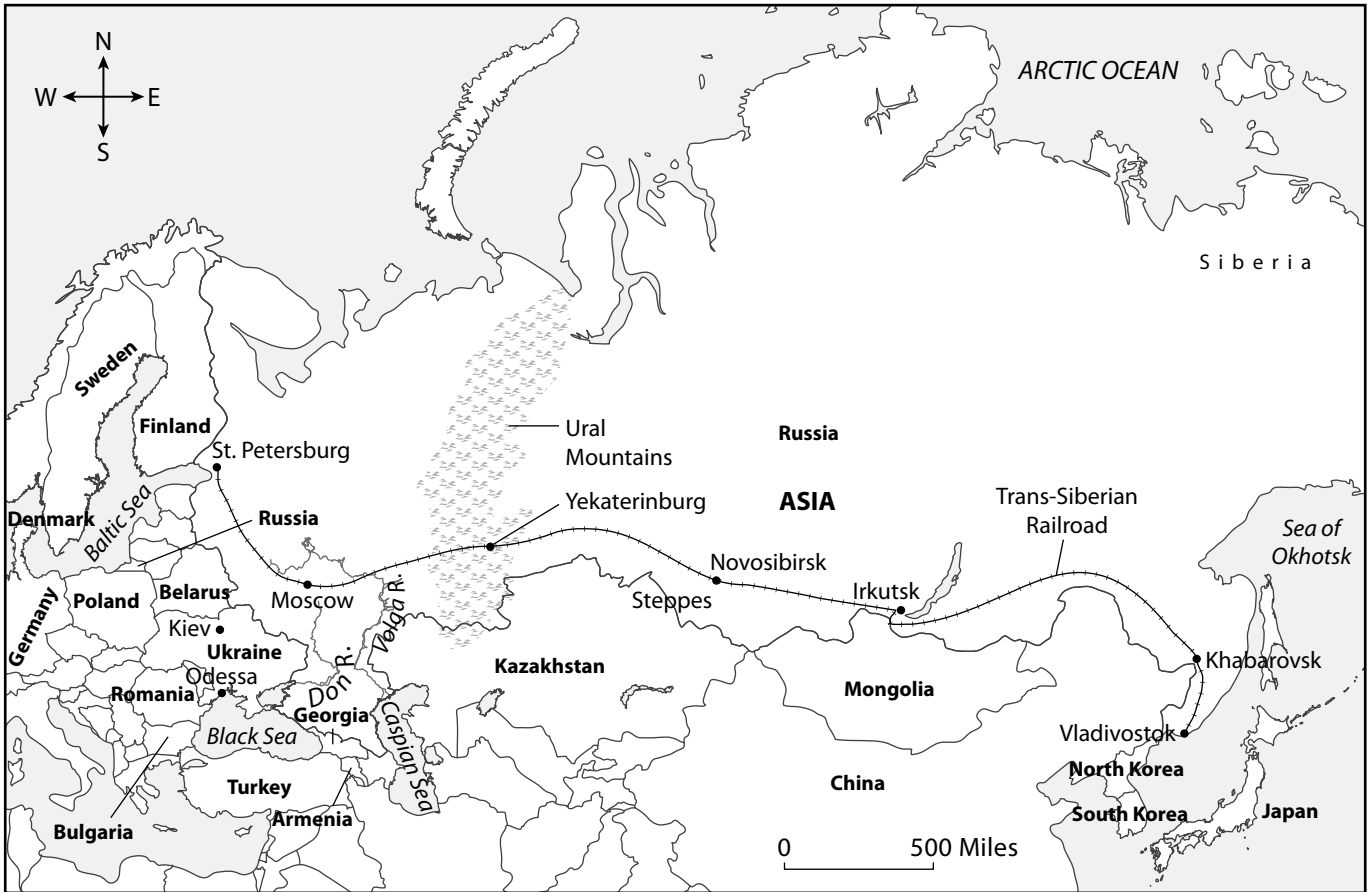
World Map



Activity Page 1.2

Use with Chapters 1-6

Russia Map



1. Which Russian city is farthest north? _____
2. In which country are Odessa and Kiev located today? _____
3. Which river flows into the Black Sea? _____
4. If you were to travel from the Volga River to the Ural Mountains, in which direction would you be traveling? _____
5. Which bodies of water border Siberia? _____
6. Which city is farther from Moscow: Kiev or St. Petersburg? _____

Name _____

Date _____

Activity Page 1.3

Use with Chapters 1–6

Vegetation Zones in Russia



1. Which vegetation zone in Russia is the largest?

2. Which vegetation zone is the farthest north?

Name _____

Date _____

Activity Page 3.2

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each word, write the letter of the definition.

- | | |
|---------------------|---|
| _____ 1. serf | a) one of twenty-four zones around Earth within which everyone observes the same time |
| _____ 2. empire | b) from the word "Caesar," the title of an emperor of Russia before 1917 sometimes spelled tsar |
| _____ 3. boyar | c) a peasant who is not free and required to work for the lord of the manor |
| _____ 4. kremlin | d) a person on a journey for the purpose of spreading a particular religious belief |
| _____ 5. missionary | e) a group of countries or territories under the control of one government or one ruler |
| _____ 6. time zone | f) a rich landowner in medieval Russia |
| _____ 7. czar | g) a central fortress built to protect a Russian city |
| _____ 8. Slav | h) payment of money or goods by a people or their ruler to another country or ruler in exchange for protection |
| _____ 9. steppe | i) useful or important to achieving a goal or completing a plan, especially in a war |
| _____ 10. tribute | j) grassland plain |
| _____ 11. strategic | k) a person who belongs to an ethnic group of people that settled in Eastern Europe many years ago; the Slavs include Russians, Ukrainians, Poles, and Czechs. |

Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Domain Vocabulary: Chapters 4–5

Use the items in the word bank to complete the crossword puzzle. Omit hyphens and spaces between words within an item.

architect	priest	serfdom	czarina	principality	subject
marsh	reign	warm-water port	persecute		

Across

- 2.** a person governed by the laws of a czar, king, or queen
- 3.** an area of waterlogged land, usually overgrown with tall grasses; a swamp
- 6.** a port with waters that do not freeze during the winter; ships can use it all year long
- 8.** a person who has the training or authority to carry out certain religious ceremonies or rituals
- 10.** a small territory or land usually ruled by a prince

Down

- 1.** to treat people cruelly and unfairly
- 4.** an agricultural system in which people (serfs) were not free, but required to stay and work for a landowner as the owner demanded
- 5.** a person who designs buildings
- 7.** to rule over a country as its czar, king, or queen
- 9.** the wife of a czar

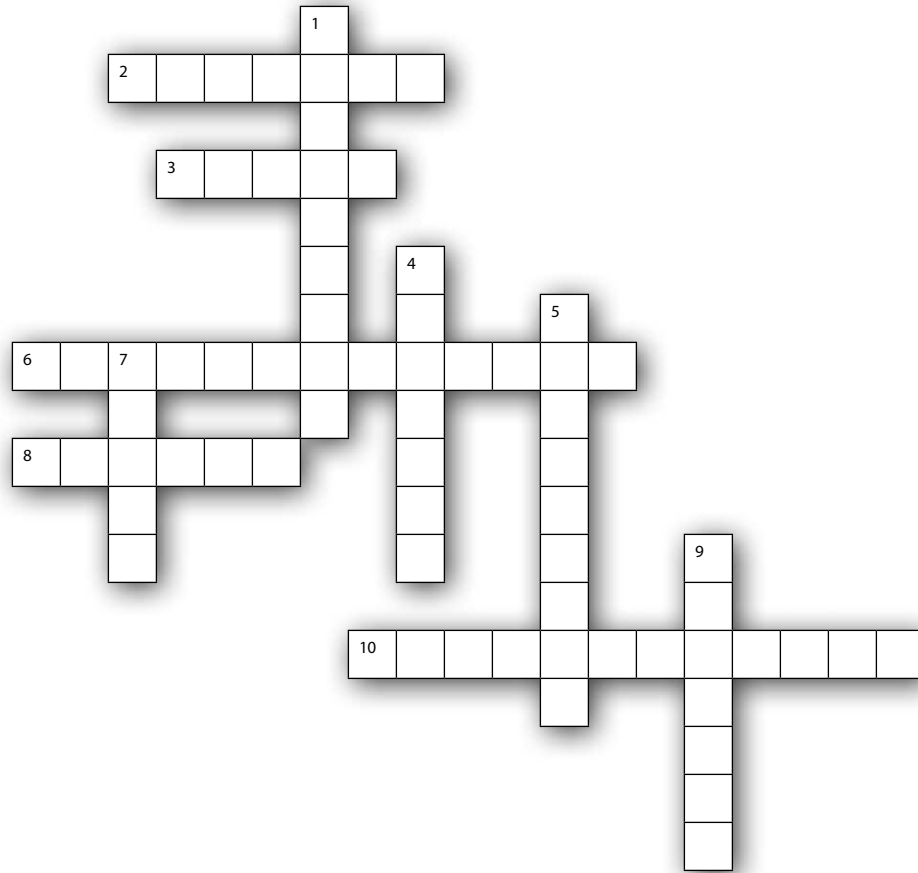
Name _____

Date _____

Activity Page 5.1: Continued

Use with Chapter 5

Domain Vocabulary: Chapters 4–5



Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Russia: True or False

Use what you learned in Chapters 4, 5, and 6 to analyze the following statements. Write *True* or *False* next to each statement.

- _____ 1. Ivan IV/Ivan the Terrible built the onion-domed cathedral of St. Basil's to celebrate the opening of the warm-water port of Odessa.
- _____ 2. The Romanov family ruled in Russia for more than 300 years.
- _____ 3. German-born Catherine the Great asked her nobles to speak German and to adopt German styles.
- _____ 4. When Ivan IV's/Ivan the Terrible's mother died, a power struggle broke out among the boyars for control of him.
- _____ 5. Catherine the Great did not support serfdom and immediately freed all the serfs.
- _____ 6. Peter the Great and Catherine the Great had a similar goal of gaining a warm-water port.
- _____ 7. Peter the Great was not the first czar to travel outside of Russia.
- _____ 8. Serfs in Russia spent their lives working the land and paying taxes to the landowners, and building roads and canals.

Name _____

Date _____

Activity Page 6.2

Use with Chapter 6

Comparing the Czars

Read the statements below. On the line to the left, write Ivan III/Ivan the Great, Ivan IV/Ivan the Terrible, Peter the Great, or Catherine the Great to show which ruler or rulers that statement applies to. Write two names if it applies to two rulers. If the statement applies to all the rulers, write "All."

Then, answer the question below.

- _____ 1. determined to unify Russia under his or her rule
- _____ 2. an absolute ruler who enforced his or her will at all times
- _____ 3. wanted to abandon Russian traditions for European ones
- _____ 4. used violence to maintain power
- _____ 5. made war on neighboring countries to expand Russia's territory
- _____ 6. tried to rule by the enlightened ideas of Western Europe
- _____ 7. executed anyone who seemed disloyal or threatening to the throne

8. What conclusion might you draw about Russia, based on the qualities its early rulers shared?

Answer Key: *Early Russia*

Unit Assessment (pages 59–62)

- A.** 1. b 2. a 3. a 4. d 5. c 6. b 7. d 8. c 9. c
10. d 11. d 12. c 13. c 14. d 15. d 16. c
17. c 18. a
- B.** 19. e 20. f 21. c 22. b 23. a 24. g 25. d
26. h

Activity Pages

Russia Map (AP 1.2) (page 68)

1. St. Petersburg
2. Ukraine
3. Don River
4. east
5. Arctic Ocean, Sea of Okhotsk
6. St. Petersburg

Vegetation in Russia (AP 1.3) (page 69)

1. taiga
2. tundra

Domain Vocabulary: Chapter 1–3 (AP 3.2) (page 71)

1. c 2. e 3. f 4. g 5. d 6. a 7. b 8. k 9. j 10. h
11. i

Domain Vocabulary: Chapter 4–5 (AP 5.1) (pages 72–73)

Across

2. subject
3. marsh
6. warm-water port
8. priest
10. principality

Down

1. persecute
4. serfdom
5. architect
7. reign
9. czarina

Russia: True or False (AP 6.1) (page 74)

1. F 2. T 3. F 4. T 5. F 6. T 7. F 8. T

Comparing the Czars (AP 6.2) (page 75)

1. Ivan the Great
2. All
3. Peter the Great and /or Catherine the Great
4. All
5. All
6. Catherine the Great
7. All
8. Students should notice that all the rulers of Russia were absolute rulers whose first priorities were preserving their absolute power and expanding their territory. They should say that these shared qualities explain why Russia never had a democratic system of government, why the serfs were not freed, and why the country grew so enormous in size.



Core Knowledge®

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY™

Series Editor-in-Chief

E. D. Hirsch, Jr.

Subject Matter Expert

Matthew M. Davis, PhD, University of Virginia

Illustration and Photo Credits

Album/Prisma/SuperStock: 53

Battle between the Russian and Tatar troops in 1380, 1640s (oil on canvas), Russian School, (17th century) / Art Museum of Yaroslavl, Russia / Bridgeman Images: 10e, 29, 33

Capture of the Turkish Fortress, Izmail, 11th December 1790, 1953 (oil on canvas), Grachev, Mikhail Frolovich (1913–2001) / Central Naval Museum, St. Petersburg, Russia / Bridgeman Images: 53

Coronation of Ivan IV aka Ivan the Terrible (1530–1584) as czar of Russia, January 16, 1547, engraving / Photo © Tallandier / Bridgeman Images: 40

Exterior view of Haghia Sophia, built 532–37 AD/Istanbul, Turkey/Bildarchiv Steffens/Bridgeman Images: 9b

Fine Art Images/SuperStock: Cover C, 52

Ivan IV Vasilyevich (Ivan the Terrible 1530–1584) Tsar of Russia from 1533, leading his army at the Siege of Kazan in August 1552, 1850 / Universal History Archive/ UIG / Bridgeman Images: Cover B, i, iii, 10g, 40

Jacob Wyatt: 9a

Peter I, the Great (1672–1725) Tsar of Russia from 1682 cutting a Boyar's beard/ Universal History Archive/UIG / Bridgeman Images: 47

Portrait of Marco Polo (1254–1324), by Dolfino / Biblioteca Nazionale, Turin, Italy / Bridgeman Images: 10d

Portrait of Princess Yekaterina R. Vorontsova-Dashkova (oil on canvas), Russian School, (18th century) / Russian State Archive of Literature and Art, Moscow / Bridgeman Images: Cover A, 10i, 52

Reverse of Ivan III's seal from 1472, (b/w photo), French School, (19th century) / Private Collection / Bridgeman Images: 34

Russia, Moscow, Red Square, St Basil's Cathedral exterior / De Agostini Picture Library / W. Buss / Bridgeman Images: Cover D, 41

Russia: Sacking of Suzdal by Batu Khan in February, 1238. Mongol Invasion of Russia. A miniature from the 16th century chronicle of Suzdal / Pictures from History / Bridgeman Images: 10c, 28

Scott Hammond: 20

The Christening of Grand Duke Vladimir (c.956–1015), 1885–96 (mural), Vasnetsov, Victor Mikhailovich (1848–1926) / Vladimir Cathedral, Kiev, Ukraine / Bridgeman Images: 10a, 21

The Conversion of Olga (d.969) from the Madrid Skylitzes (vellum), Byzantine School, (12th century) / Biblioteca Nacional, Madrid, Spain / Bridgeman Images: 9d, 21

The Election of the Tsar Michael Romanov (1596–1676) on March 14th 1613, 1798–1800 (oil on canvas), Ugryumov, Grigoriy Ivanovich (1764–1823) / Tretyakov Gallery, Moscow, Russia / Bridgeman Images: 46

The Moscow Kremlin in the time of Tsar Ivan III (1440–1505) (crayon), Vasnetsov, Apollinari Mikhailovich (1856–1933) / Memorial Estate Museum, Kislovodsk, Russia / Bridgeman Images: 35

The Winter Palace as seen from Palace Passage, St. Petersburg, c.1840 (colour litho), Perrot, Ferdinand Victor (1808–41) / Pushkin Museum, Moscow, Russia / Bridgeman Images: 10h, 48

Tsar Ivan III (1440–1505) Tearing the Deed of Tatar Khan, 1862 (oil on canvas), Shustov, Nikolai Semenovich (c.1838–69) / Sumy Art Museum, Sumy, Ukraine / Bridgeman Images: 10f, 33

View of the walled city of Constantinople, from the Nuremberg Chronicle by Hartmann Schedel (1440–1514) 1493 (woodblock), German School, (15th century) / Private Collection / The Stapleton Collection / Bridgeman Images: 21

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Email: coreknow@coreknowledge.org

Core Knowledge Curriculum Series™

Series Editor-in-Chief

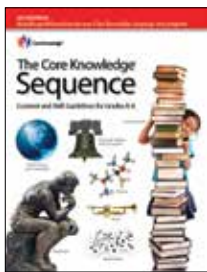
E. D. Hirsch, Jr.

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY**

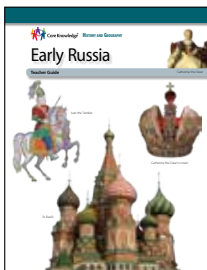
Early Russia

Core Knowledge Sequence History and Geography 5



What is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers from the upper-elementary grades through middle school. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 5 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the **Core Knowledge HISTORY AND GEOGRAPHY** series, visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8).

Core Knowledge HISTORY AND GEOGRAPHY

units at this level include:

1. **World Lakes**
2. **Maya, Aztec, and Inca Civilizations**
3. **The Age of Exploration**
4. **The Renaissance**
5. **The Reformation**
6. **England in the Golden Age**
7. **Early Russia**
8. **Feudal Japan**
9. **The Geography of the United States**
10. **Westward Expansion Before the Civil War**
11. **The Civil War**
12. **Westward Expansion After the Civil War**
13. **Native Americans: Cultures and Conflicts**

Core Knowledge Curriculum Series™

Series Editor-in-Chief

E. D. Hirsch, Jr.