

The Story That Cannot Be Told



Nonfiction Readings & Activities

Overview of Contents

- 14 Informational Texts
 - Variety of Text Features
 - A & B Response Formats
- 10 Extension Activities
 - Pair Texts with Nonfiction Readings
- Topics cover rise of Soviet Union, life in the Soviet Bloc & Romania
- Google Slides™ Links for Google Drive™
- Standards-aligned Resources
- Answer Keys for Applicable Activities!

Informational Texts

Topics

- Communism & Its Rise
- The Iron Curtain Descends
- The Expansion of the Soviet Bloc
- Case Study: Romania & the Soviet Bloc
- New Leaders Lead to New Eras
- Case Study: Nicolae Ceaușescu
- Soviet Bloc Economy
- Soviet Bloc Law Enforcement
- Soviet Bloc Censorship & Propaganda
- Soviet Bloc Society
- Case Study: Life in Romania
- Soviet Decline & Revolutions
- Case Study: Romanian Revolution
- The Collapse of Communism

Informational Texts

1

Communism & Its Rise

The period from the late 18th century to early 19th century was a time of great change throughout the world. Political, social, and economic forces reshaped countries, leading to dramatic impacts on their people. The Industrial Revolution, or the first period of rapid growth of manufacturing and industry, had changed many countries' very fabric. Nations that previously relied on agriculture as their predominant economic engine suddenly fueled their economies from textile, iron, and other manufacturing industries. At the same time, demand for labor in those industries altered people's relationship to employment and industry. It also influenced society and political philosophy since the working class' quality of life did not necessarily improve as economies grew. In addition, revolutions in this time of flux¹ influenced larger political forces that reshaped many countries, especially in Europe.

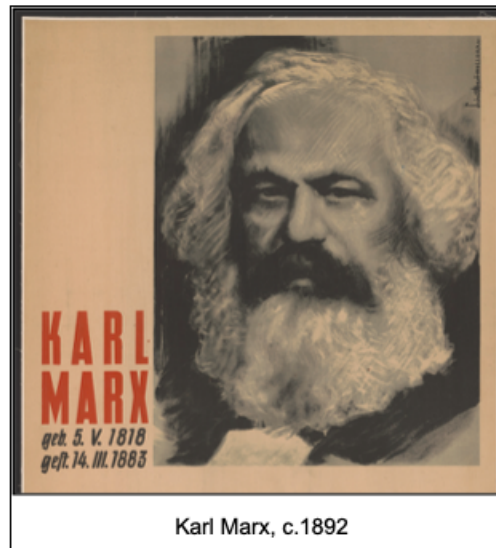
“The Communist Manifesto”

Karl Marx and Friedrich Engels, two prominent political philosophers, examined the changes to society and industry to develop ideas about their deeper meaning. They viewed the conflicts and inequalities that emerged from the changes as a class struggle, one between wealthier capitalists² and those in the working class that provided labor. In the 1840s, Marx and Engels collaborated with one another and refined their political philosophy into what became known as communism. They soon lead a working class movement that quickly spread across Europe. Then, in 1848,

Marx and Engels published “**The Communist Manifesto**,” arguably one of the most influential political documents ever written.

“The Communist Manifesto” theorized³ that significant historical changes and developments were a result of a series class struggles. These conflicts occurred when one class exploited another class in the capitalist economy, leading to revolution. Then, after a revolution, a new ruling class would take control. According to Marx's and Engels' philosophy, the current bourgeoisie (the wealthy class) was exploiting the proletariat (working class). Therefore, they theorized the proletariat was poised to lead a revolution and assert itself as a ruling class. However, they also believed this particular revolution would be different.

The theorized differences about the aftermath of the proletariat revolution outlined the goals of their



Karl Marx, c.1892

- 14 Nonfiction Readings
- Educational Text Features
- Glossary of Key Vocabulary
- 3-4 Pages Per Reading

Informational Texts

WORKERS OF THE WORLD UNITE, YOU HAVE NOTHING TO LOSE BUT YOUR CHAINS.

~ KARL MARX

communist philosophy. Marx and Engels believed that when the proletariat revolted against the bourgeoisie and established themselves as the ruling class, they would not be able to redistribute all the land. As a result, the proletariat would need to do away with all private property ownership and eliminate the class system. These steps – the dissolution⁴ of private property rights and the destruction of class structures – would end capitalism,⁵ an economic system Marx and Engels viewed as unsustainable. They also thought such systemic change would only be possible through revolution.

Communist Ideas Spread

Soon after *The Communist Manifesto* was published in 1848, working class revolutions spread across Europe. During early conflicts, Marx advocated for the uprisings, but the bourgeoisie quickly worked to stop the revolution. The bourgeoisie succeeded and Marx was forced to continue organizing and writing to sustain momentum for his movement. In 1864 Marx founded the International Workingmen's Association, or the First International, a group dedicated to bringing together various socialist, communist, and trade groups focused on the working class struggle. Then, Marx began to work on *Das Kapital*, which would become the foundational work of communist theory.

Marx published the first part of *Das Kapital* in 1867. Again, Marx outlines the history of class struggles, the need for revolution, and the dissolution of capitalism and the class system. Yet, in this writing, Marx does not explain the economic and social system that would replace capitalism. While he continued to write about his ideas for decades, much of his later work would not be published until after his death in 1883.

However, the ideas underlying Marx's communist movement lived on. They continued to spread throughout Europe, and eventually inspired the first communist revolution in Russia.

Revolution Follows

Even as the rest of Europe dramatically industrialized in the 19th century, Russia's development occurred at a slower pace. When it finally industrialized in the early 20th century, the country was still confronting the



Title: Days of revolution - troops on the Liteinyi Prospect
(Photograph shows soldiers on a street in Saint Petersburg)

- Appropriate Spacing to Allow for Annotation
- Common Core-Aligned
- Informational Texts and History Standards
- Critical Thinking Opportunities

Informational Texts

effects of costly wars, food shortages, and frequent working class protests. Amidst this environment, in early 1917, demonstrators took to the streets of Petrograd (St. Petersburg) and clashed with troops. After this conflict, called the **February Revolution**, ended, the czar, or imperial leader, abdicated⁶ the throne, and a temporary government formed. Still, unrest simmered as food and supply shortages grew. Near the end of 1917, communist revolutionaries of the Bolshevik Party (later becoming the Communist Party), led by Vladimir Lenin, launched another revolution to overthrow the temporary government set up by the country's elite capitalists. Lenin subscribed to Marx's theories, but the systems that took hold as he asserted power were different from those Marx thought might develop.

A civil war followed 1917's upheaval. Amidst it, Lenin nationalized industry, used military force to consolidate⁷ power, and established the first secret police. As the Communist Party's Red Army fought against the opposition's White Army, the secret police killed thousands of people suspected of disloyalty to Lenin's Communist Party, established prisoner-of-war labor camps, and used other brutal tactics to silence opposition. When civil war finally ended in 1922, Lenin signed treaties with neighboring countries and established the United Socialist Soviet Republics, or USSR. The power Lenin consolidated while using the communist label inspired others in other countries to establish communist parties. Over the next several decades, communism and communist governments spread, oftentimes by force, across the globe. The revolution Marx predicted seemed to be taking hold and becoming a reality. However, the ultimate result of those revolutions created government systems that deviated⁸ from the ideal Marx's communist theories proposed.



Bolshevik prisoners working at a labor camp. (c. February 1919)

GLOSSARY OF TERMS

¹ Flux: continuous change

² Capitalists: a wealthy person who uses money to invest in trade and industry for profit in accordance with the principles of capitalism

³ Theorized: form a theory about something

⁴ Dissolution: the closing down or dismissal of an assembly, partnership, or official body

⁵ Capitalism: an economic and political system in which a country's trade and industry are controlled by private owners for profit, rather than by the state

⁶ Abdicated: renounce one's throne

⁷ Consolidate: combine into a single more effective whole

⁸ Deviated: to turn aside from a course, principle, standard, or topic

➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

Informational Texts

1 a		Nonfiction Text Analysis		Communism & Its Rise	
Name:					
Nonfiction Text Features		Directions: Fill out the following organizer, identifying the key features of the informational text.			
Feature 1: Quote		Feature 2: Image 3			
What is it? Name/describe the feature.		What is it? Name/describe the feature.			
How does this feature contribute to your understanding of the whole article?		How does this feature contribute to your understanding of the whole article?			
Key Terms		Directions: Define the key terms below by using context clues from the text.			
Karl Marx					
Communist Manifesto					
February Revolution					
Main Idea & Key Details		Directions: Fill out the graphic organizer below in order to determine the main idea of the text.			
Title:					
Key Detail 1:		Key Detail 2:		Key Detail 3:	
Main Idea: What is the article mostly about?					

- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-text Connections
- Answer Key & Google Slides™ Links

Extension Activities Topics

- Eliminating Dissent (Historical Document Analysis)
- Warsaw Pact (Historical Document Analysis)
- Socialist Realism in Art
- Soviet Response to U-2 Spy Plane (Historical Document Analysis)
- Secret Police Report (Historical Document Analysis)
- Soviet Propaganda (Image Analysis)
- U.S. International Broadcasting (Historical Document Analysis)
- *Chuck Norris vs Communism* Documentary (*Film Not Provided*)
- “Trial” of the Ceaușescus
- Essay – Historical Analysis of Novel
- Final Project – Perspectives of the Past

Extension Activities

Extension Activity 1 Name:

Eliminating Dissent

Primary Source Analysis

In 1938, author Marietta Shaginian published the novel *Ticket to History: Part I*. While the book initially received rave reviews, the Communist Party viewed the work much differently. The Central Committee, an organization that gave the Communist Party the right to control literature, drafted the following memo in response to its publication and proposed action steps to deal with its presence.

GUIDING QUESTION: Why did the government go to such lengths to limit the novel's influence? What did the government fear?

Memo on Marietta Shaginian's Novel

Regarding Marietta Shaginian's novel, *Ticket to history*, part one, the Ul'ianov family

...the Central Committee has determined that as a biographical-documentary novel about the life of the Ul'ianov family, and also about the childhood and youth of Lenin, it appears to be a politically harmful, ideologically hostile work. One should consider it a gross political error on the part of the book's editor, Comrade Ermilov, and those in charge who permitted Shaginian's novel to be printed.

One condemns the behavior of Comrade Krupskaja, who having received a draft copy of Shaginian's novel not only did not prevent the novel's publication, but instead, encouraged Shaginian in every way possible, reviewed the draft positively and advised Shaginian on the facts of the Ul'ianov family's life. One should also consider Comrade Krupskaja completely responsible for this book.

One should consider the behavior of Comrade Krupskaja all the more intolerable and tactless, since Comrade Krupskaja was in charge of Shaginian's task of writing a novel about Lenin without the knowledge and approval of the Central Committee, behind the back of the Central Committee, turning the very same all-party matter of composing a literary work about Lenin into a private and family affair, appearing in the role of sole exploiter of the circumstances of the social and personal life and works of Lenin and his family, for which the Central Committee never granted anyone exclusive rights.

1. What is Shaginian's novel about?

2. Why does the Central Committee believe the book's publication is problematic?

3. Who does the Central Committee blame for the novel's publication? Why?

4. According to the Central Committee, what mistakes did Krupskaja make?

5. Which mistake do you think got Krupskaja in the most trouble? Why?

➤ 10 Extension Activities

➤ Variety of Materials – Memo, Video, Trial

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

Extension Activities

Extension Activity 4

Name: _____

Soviet Response to U-2 Spy Plane

Primary Source Analysis

On May 1, 1960, the Soviet Union shot down an American U-2 spy plane. The plane was conducting an espionage mission over USSR territory, but the U.S. released a statement claiming it was a weather plane. The plane was supposed to self-destruct but did not, and the U.S. had to retract their statement, admitting to the plane's true purpose. The following excerpt is the Soviet Union's reply to the United States' weather plane statement.

GUIDING QUESTION: What is the Soviet Union's tone towards the United States? How does the language of the speech convey this attitude?

Excerpt from Malinovsky Speech – May 9, 1960

UNCLASSIFIED
- 12 -

Annex I Document No. 2

Excerpt from Malinovsky Speech of May 9

We reply to you firmly, gentlemen American imperialists: no you will not fly over our land! ¹We are not your Guatemala, Turkey, Pakistan or South Korea. ²We shot down and will shoot down any violator who dares to violate our airspace and will adopt all measures necessary for protecting the integrity of our state frontiers! ³We also warn the countries countenancing* these evil doings, lending their territory and airfields for the flights of similar pirate planes over our country's borders -- think before it is too late. ⁴Technology is now so perfected that it can show us without fail the airfields from which such violators are flying. ⁵We have the right to take any measures in such a case against those bases and airfields and can raze these bases, so that nothing remains of them. ⁶

* countenancing: allowing

3. What warning does the Soviet government sending in the fourth sentence?

4. What point does the Soviet government try to make in the fifth sentence?

5. Based on the last sentence, what right does the Soviet government have?

➤ Allows for Differentiation

➤ Standards-aligned – Informational & History Texts

➤ Pair with Nonfiction Readings

➤ Make Connections Between Texts

Extension Activities

Extension Activity 6

Name: _____

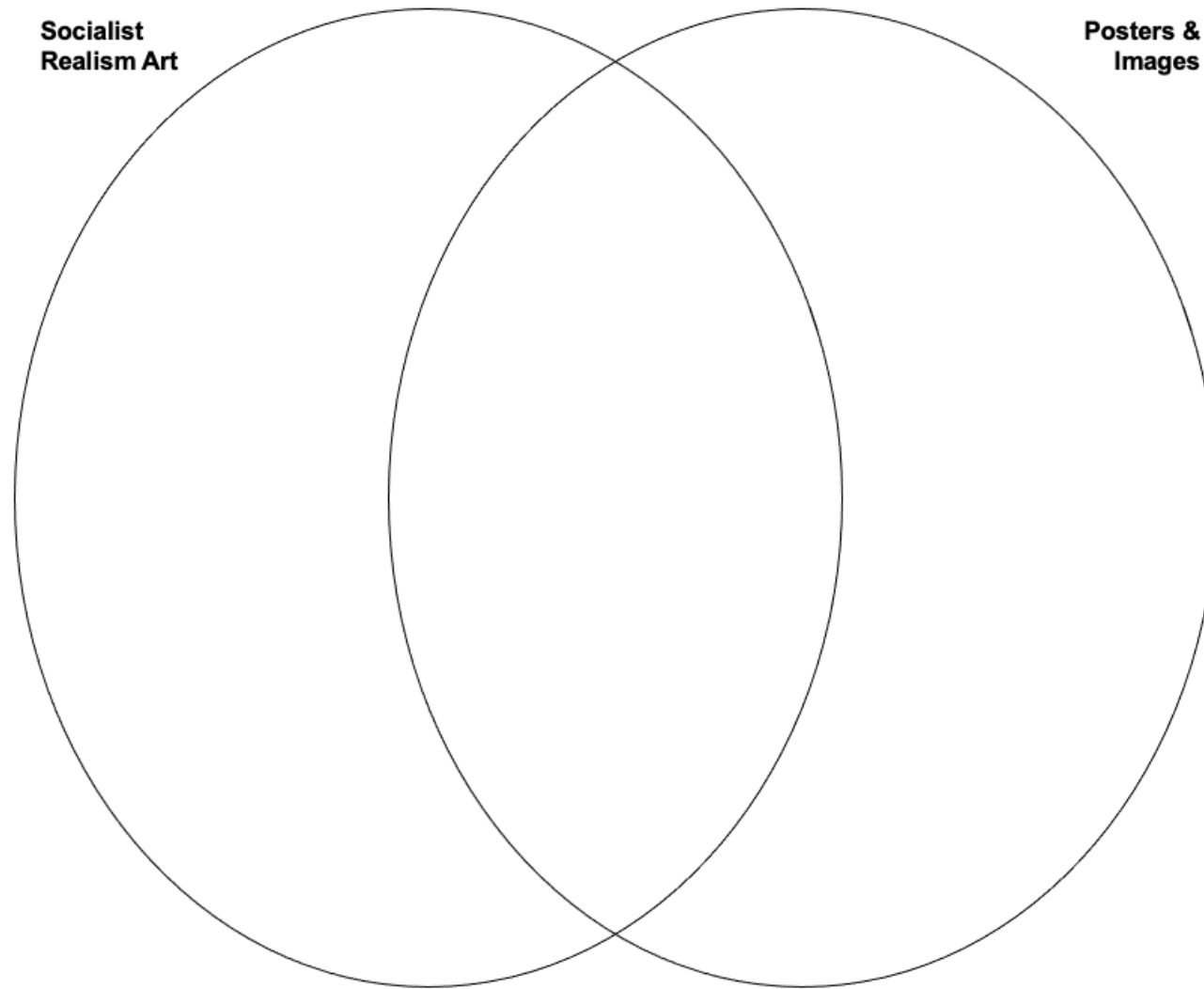
Comparing Art & Soviet Propaganda

Comparing & Contrasting Soviet Works

You have studied the socialist realism art of the Soviet Union and the propaganda images and posters the state used to influence its people. Now, you will examine your analyses of both mediums to determine the purpose and effect of both types of images. Compare and contrast the socialist realism art with the propaganda posters. Determine their similarities and differences in the Venn diagram below.

Socialist
Realism Art

Posters &
Images



1. Review the Venn diagram above. What sticks out to you about the similarities and differences? What do you notice? Support with evidence from the image.

- Foster Rich Discussion
- Comprehensive Examination of History
- Prompts Require Evidence-based Responses
- Cross-curricular Learning

Extension Activities

Final Project

Name:

Perspectives of the Past

Project Overview

Learning about history seems like it should be black and white. On the one hand, it often includes facts, dates, people, and events. However, the perspective from which students of history learn about such events can alter their understanding and interpretation of any historical moment.

Consider the Revolutionary War. Students from the United States may learn that the war was one of the most significant moments in history, a time when colonists refused to be subjected to unfair practices by the British. On the other hand, students across the Atlantic may learn that the war was one of the most significant moments in history, a time when colonists committed treason and acted in a disloyal manner toward the nation that helped them succeed in an unforgiving land. As you can see, perspective matters.

Whether studying the Civil War, World War II, or the Cold War, we, as students of history, must approach our studies with an open mind. We must remain aware that our place in the present can affect the way we interpret the past. Such an approach is called multiperspectivity in history. When we examine history from multiple perspectives, we are able to gain a deeper understanding of the past.

For this project, you will examine a topic related to the Cold War through the lens of multiperspectivity. Specifically, you will study important events during the conflict from the points of view of the two superpowers engaged in the "cold" war: the United States and the Soviet Union. The project will include several steps listed below.

Step 1

- Topic selection
- Choose an event or issue that most interests you

Step 2

- Topic research
- Conduct research to build background knowledge on the topic

Step 3

- Perspective research
- Conduct research on the United States' perspective and the Soviet Union's perspective on the topic
- Utilize primary sources (when possible) to develop a deeper understanding of the time period, free from present interpretation

Step 4

- Presentation creation
- Create a presentation that provides multiperspectivity of the event or topic: one objective point of view, one from the United States' point of view, and one from the Soviet Union's point of view

Step 5

- History Fair
- Participate in a history fair to learn about other events and topics from the Cold War

Overall Project Elements – Presentation Must-Haves

- You will have a lot of freedom and flexibility to create your presentation! However, the following elements must be included: images, a timeline, a map, and a 3D element (like a diorama, artifact, or other).

➤ Foster Critical Thinking

➤ Scaffold Learning with Graphic Organizers

➤ Google Slides™ Links for Google Drive™

➤ Answer Keys for Applicable Resources

BUNDLE & SAVE!

This resource is part of a comprehensive unit on *The Story That Cannot Be Told*! Click the cover below to preview all the resources available.



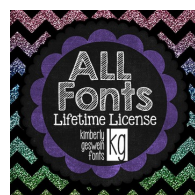
The Story That Cannot Be Told



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