



Learner and Teacher Agency

Year 11 History: The Russian Revolutions of 1917

Year 10 Achievement Standard

They analyse the causes and effects of events and developments and explain their relative importance.

Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

1. Explanation

1. Describe two causes of the February revolution in Russia. Explain their importance in the outbreak of revolution
2. Explain in your own words why the February Revolution occurred in Russia in 1917.
3. Explain in your own words why there were two revolutions in Russia in 1917

2. Interpretation

How is revolution like a star, a wheel, a ladder, a fire or an earthquake?

3. Application

How might the knowledge of the factors that caused the revolutions in Russia in 1917 help us prevent a revolution occurring in Australia in the future?

4. Perspectives

1. Why was Tsar Nicholas II loved by some and hated by many?
2. To what extent were groups responsible for the February Revolution in Russia in 1917?
3. "The ineptitude of Tsar Nicholas II the main reason for the February Revolution in Russia in 1917." Do you agree? Argue your case
4. Looking back over a century, was the February Revolution in Russia in 1917 beneficial?

5. Self-Knowledge

1. Describe three important things you learned from studying revolutions in the modern world. Explain why each were important for you?
2. In what ways have your views changed about revolution? In what ways have they stayed the same?
3. To what extent have your views changed about the concept of revolution as a result of your extended study of revolutions in the modern world?

6. Empathy

Step *Inside* an event during the Russian Revolutions of 1917.

- What do you see?
- What do you hear?
- How does it make you feel?

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Reference:

McTighe, J., and Wiggins, G., 2006, *Understanding by Design Professional Development Workbook*, Melbourne, Hawker Brownlow Education