



Learner and Teacher Agency

UBD Year 9 History: Catherine the Great: *Great Women Make Great Events*

STAGE 1– DESIRED RESULTS

Big Theme: Power and its Distribution

Concepts

- Power and its distribution
- The role of the individual in history
- Continuity and change

Transfer Goal: Students will be able to independently know and understand how powerful individuals can make changes to enhance the well-being of society

Deep Understandings

Students will understand that:

- Power in society is distributed unevenly
- Individuals can affect history for better or for worse
- The more things change, the more they stay the same

Essential Questions

1. What is *Russia*? What do we understand when we are talking about *Russia*?
2. Why was Russia in need of reform?
3. What are the attributes of *greatness* in a monarch?
4. Why was Catherine the Great given the title: *the Great*?
5. Did Catherine of Russia deserve the title: *the Great*?
6. What does *reform* mean? How does it differ from *revolution*? from *revolt*? from *rebellion*? from *coup d'état*?
7. How far were Catherine's reforms beneficial for Russia?
8. What was the nature of the changes that Catherine brought to Russia?
9. Do you think contemporary judgements about the value of Catherine reign would be the same as modern day judgements?
10. What Habits of Mind did Catherine display? What ones did she not?

Knowledge: Students will know about:

- the basic history and geography of Russia in the 17th C
- the life and times of Catherine the Great situated in the context of medieval Europe.
- the structure of society
- definitions and terminology

Skills: Students will be able to:

- research the topic using at least two references
- interpret, analyse and evaluate primary and secondary sources
- construct an argumentative mini-essay

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks

1. Sources Analysis: Catherine the Great

2. Mini-essay based on one of the following:

'The people of Russia were better off because of Catherine's reforms'

OR

'Catherine was more of a saint than a sinner.'

OR

Why was Catherine admired by some and hated by others?



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Criteria/Rubrics

Criteria

- Historical accuracy
- Ability to interpret sources, draw conclusions from the sources, cross reference the sources and assess the reliability of the sources
- Ability to construct a mini-essay based on a proposition or question
- Clear communication

Quality Rubric:

(Beginning to achieve, Not Achieved Yet, Achieved Satisfactorily, Achieved with Merit, Achieved with Excellence.)

Other Evidence:

- Ability to design and discuss Essential Questions based on set readings
- Participation in class discussions
- Notes made from at least two references
- Correct bibliography
- Written reflection

STAGE 3 – LEARNING PLAN (Teaching and Learning Activities)

Activity	Class	Home
Reading of references		X
Glossary	X	
Designing of Essential Questions	X	
Video: Catherine the Great mini-series	X	
Map of Russia	X	
Timeline of the period		X
Structure of society	X	
History Channel Documentary	X	
Visual Thinking: Images of Catherine the Great	X	
Group work: Catherine's Reforms - Political, Economic, Social, Military	X	X
Sources Analysis	X	
Mini-essay	X	

Differentiation:

Content: Complexity and depth

Process: Higher order thinking skills

Product: Mini-essay

Resources: Texts of varying complexity.

References:

- Christian, D., 1994, *Power and Privilege*, 2nd edition, Melbourne, Longman Cheshire.
- Evans, A. S. 1971, *Russia: Tsars and Commissars*, USA, McGraw Hill
- Hasler J., 1975, *The Making of Russia*, London, Longman
- Lawrence, J., 1965, *Russia*, UK, Roy Publishers

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