

Domain-Based Unit Overview

Title of Domain: Early Russia
Learning Time: 10 days

Big Idea

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

What Students Need to Learn

1. Geography of Russia
 - a. Moscow and St. Petersburg
 - b. Ural Mountains, Siberia, vegetation, steppes
 - c. Volga and Don Rivers
 - d. Black, Caspian, and Baltic Seas

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

MN Academic Standards

5.4.1.1.1
5.4.1.2.1
5.4.1.2.2
5.4.2.3.1
5.4.4.16.1?

Pre-Assessment
<ol style="list-style-type: none"> 1) Have students locate Russia on a modern map. 2) Have students identify the continents where Russia is located. 3) Have students identify the bodies of water they learned earlier this year in World Lakes. 4) Have students write down what they know about Russia and Russian history. 5) Create a graphic organizer on the board where students write out their knowledge.

Domain Chapter 1	Russia's Beginnings
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe Russia's early roots. ✓ Explain the impact of the Vikings on Russia. ✓ Summarize Christianity's spread in Russia.
Vocabulary	time zone, empire, Slav, tribute, missionary, noble
Procedure	<ol style="list-style-type: none"> 1) Discuss the time frame of history the class has learned about so far. Teacher creates a Timeline 2020. noting the height of Ancient Greeks and Roman times, the start of the Renaissance, American Revolutionary War and 2020 (present). Add 800 CE - 1800 CE height of Russia's power. 2) Display timezone sheet- discuss time zones in US. 3) Display World Map and Russian Map - Discuss the location and size of Russia. 4) Big Questions: How did Russia become a Christian country? 5) 6) On the "World Map" (AP 1.1) and have students point out civilizations locations. present-day country of Mexico and also in parts of Guatemala, Honduras, and Belize. Have students brainstorm about rainforests: what animals and fauna could be found there, have students imagine what life would be like is the lived there. 7) Identify the lesson's vocabulary words.

	<p>8) Identify the big Question: What do the ruins of the Maya tell you about the importance of religion to their civilization?</p> <p>9) Teacher reads chapter 1</p> <p>10) Exit ticket: Write a sentence using one of the vocabulary words.</p> <p>11) Homework sheets 1.3- 1.6 (maps and locating civilization)</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 2	The Mongols Invade
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<p>✓ Describe the impact of the Mongol invasion on Russia.</p> <p>✓ Summarize the rise of Moscow.</p>
Vocabulary	steppe, Turkic, and strategic, “Grand Prince.”
Procedure	<ol style="list-style-type: none"> 1) Review the Timeline of Age of Explorations, identify Marco Polo and review his adventures, and have students identify Mongolia on map. 2) Review Vocabulary word steppe and identify the importance of the geography of Russia and Mongolia. 3) Ask Big Question: What are some key features of Russian geography, and how have these features influenced the nation’s history? 4) Have students read Chapter 2 independently. 5) Teachers should write out three questions (including Big Question, Why is it significant that the Ural Mountains are not high mountains? and What did the Mongols do after conquering Russia? on board and students should be confident in their answers. 6) Closing discussion to highlight answers of these questions.
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 3	Ivan the Great
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Summarize Ivan the Great's early life. ✓ Describe how Ivan the Great ruled Muscovy. ✓ Explain the role of the serfs in Russia.
Vocabulary	boyar, czar, serf, serfdom, and kremlin.
Procedure	<ol style="list-style-type: none"> 1) Display and individual student copies of Czars of Russia. 2) Review Vocabulary words: making sure to highlight serfs and compare to slavery in America. 3) Ask The Big Question: How did Ivan III gain more control over those he ruled? 4) Popcorn read chapter 3 and ask comprehension questions throughout reading. 5) On worksheet 3.1 (Czars of Russia) and have students write out important information regarding Ivan the Great. 6) Watch Virtual Tour: Ivan the Great's Kremlin video found on Core Knowledge site under this chapter. 7) Assign homework: Detailed paragraph on 3 important take aways from Ivan the Great.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 4	Ivan the Terrible
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MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Describe what Ivan IV was like and why. ✓ Explain how Ivan IV built an empire. ✓ Summarize how Ivan IV ruled.
Vocabulary	priest, czarina, architect, and persecute
Procedure	<ol style="list-style-type: none"> 1) On the board have The Big Question written down: Why was Ivan IV called “Ivan the Terrible”? 2) Inform students will be learning all about this and they should jot down on a post it note any evidence as they read. 3) Review Vocabulary. 4) Students should read independently and write down the reason why Ivan was truly terrible. 5) Have students share and write on board their evidence. 6) Students should also write down Ivan the Terrible’s information on worksheet 3.1 7) Additional: Watch Virtual Field Trip: St. Basil’s Cathedral found on Core Knowledge site. Students can write a short paragraph during another part of the day to practice writing skills and reflect on St. Basil’s Cathedral as a UN World Heritage site.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 5	Peter the Great
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<ul style="list-style-type: none"> ✓ Summarize what Peter the Great was like and describe his goals for Russia. ✓ Explain the importance of a warm-water port for Russia.

	<i>✓ Describe the building of St. Petersburg.</i>
Vocabulary	subject, reign, and marsh, and the phrase “warm-water port.”
Procedure	<ol style="list-style-type: none"> 1) Display portrait of Peter the Great and ask the Big Question: What did Peter the Great hope to do for Russia? 2) Review Vocabulary. 3) Have students pair read Chapter 5 and fill in information about Peter the Great on worksheet 3.1 4) Review three important questions with class (What are some of the ways Peter modernized Russia? Why did Russia want a warm-water port? and What did Peter the Great hope to do for Russia?) and 3.1 information. 5) Close with some Russian music (for fun!) 6) Homework: 5.1 Crossword puzzle (vocab)
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	Catherine the Great
MN Academic Standards	<i>Identify which MN Academic Standards are addressed in this domain. If this is a science domain, just include science and writing standards. (Eventually we will contain other subject standard ~ 2-3 years)</i>
Objectives	<i>✓ Summarize how Catherine the Great became ruler of Russia.</i> <i>✓ Describe Catherine the Great’s policy on serfdom.</i> <i>✓ Identify what Catherine the Great did for Russia.</i>
Vocabulary	principality
Procedure	<ol style="list-style-type: none"> 1) Write this sentence on the board: Catherine grew up in a German principality. Have students identify Proper nouns (Catherin, German), vocabulary word (principality), and have students add an adjective to describe the German principality. (beautiful, lovely, disgusting, happy, etc.) 2) Show a portrait of Catherine and inform students that Catherine was an interesting historical figure. Have them think about

	<p>adjectives that would describe her as they read chapter 6. (have them write 3 down on a postit note.</p> <p>3) Ask The Big Question: Why did serfdom continue in Russia?</p> <p>4) Have students read Chapter 6 independently and write down adjectives.</p> <p>5) Close with students answering: Why did Catherine decide not to free Russia's serfs? and add her information to 3.1</p>
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ● St. Basil's Cathedral
Media	<ul style="list-style-type: none"> ● Read and discuss <u>Egg and Spoon</u>, by Gregory Maguire ● <u>The Night Journey</u>, by Kathryn Lasky ● <u>The Magic Nesting Doll</u>, by Jacqueline K. Ogburn
Music	<ul style="list-style-type: none"> ● Mussorgsky's "Pictures at an Exhibition"
P.E.	<ul style="list-style-type: none"> ● Lapta (lapTAH) is one of the oldest Russian games, dating back to the 10th century in Kievan Rus'. With similarities to cricket, baseball and Rounders