Prepare to Read

Build Background Knowledge

Remind students that Lenin founded the Soviet state, and after he died in 1924, Stalin took power. Ask them to recall what else they already know about Stalin.

Set a Purpose

**WITNESS HISTORY** Read the selection. Ask Based on clues in the image and selection from Pravda, what do you think the official view of Stalin was? (He was to be viewed as the ideal leader.) Ask students to speculate what Soviets may have secretly thought of him.

**Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 4 Assessment answers.)

**Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.

**Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the chart with the main ideas about Stalin’s rule in the Soviet Union.

Reading Strategy: Identify Main Ideas

Summarize the main points of the section in a chart like the one below.

<table>
<thead>
<tr>
<th>The Soviet Union Under Stalin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five-Year Plans</td>
</tr>
<tr>
<td>Methods of Control</td>
</tr>
<tr>
<td>Daily Life</td>
</tr>
</tbody>
</table>

**Terms, People, and Places**

- command economy
- kulaks
- Gulag
- atheist
- socialist realism

**Vocabulary Builder**

Use the information below and the following resources to teach the high-use words from this section.

**High-Use Words**

- conform, p. 722: vi. to obey a set of standards
  - Elena hated plaid skirts but had to conform to the school’s mandatory dress code.
- access, p. 724: n. the ability to get and use
  - Because he worked in the principal’s office, he had access to all the students’ records.

**Definitions and Sample Sentences**
resources. The Soviet Union developed a command economy, in which government officials made all basic economic decisions. By contrast, in a capitalist system, the free market determines most economic decisions. Privately owned businesses compete to win the consumer's choice. This competition regulates the price and quality of goods.

**Mixed Results in Industry** Stalin’s five-year plans set high production goals, especially for heavy industry and transportation. The government pushed workers and managers to meet these goals by giving bonuses to those who succeeded—and by punishing those who did not. Between 1928 and 1939, large factories, hydroelectric power stations, and huge industrial complexes rose across the Soviet Union. Oil, coal, and steel production grew. Mining expanded, and new railroads were built.

Despite the impressive progress in some areas, Soviet workers had little to show for their efforts. Some former peasants did become skilled factory workers or managers. Overall, though, the standard of living remained low. Central planning was often inefficient, causing shortages in some areas and surpluses in others. Many managers, concerned only with meeting production quotas, turned out large quantities of low-quality goods. Consumer products such as clothing, cars, and refrigerators were scarce. Wages were low and workers were forbidden to strike. The party restricted workers’ movements.

**Forced Collectivization in Agriculture** Stalin also brought agriculture under government control, but at a horrendous cost. The government wanted farmers to produce more grain to feed workers in the cities. It also hoped to sell grain abroad to earn money.

As you have read, under Lenin’s New Economic Plan (NEP), peasants had held on to small plots of land. Many had prospered. Stalin saw that system as being inefficient and a threat to state power. Stalin wanted all peasants to farm on either state-owned farms or collectives, large farms owned and operated by peasants as a group. On collectives, the government would provide tractors, fertilizers, and better seed, and peasants would learn modern farming methods. Peasants would be permitted to keep their houses and personal belongings, but all farm animals and implements were to be turned over to the collective. The state set all prices and controlled access to farm supplies.

Some peasants did not want to give up their land and sell their crops at the state’s low prices. They resisted collectivization by killing farm animals, destroying tools, and burning crops. Stalin was furious. He believed that kulaks, or wealthy farmers, were behind the resistance. He responded with brutal force. In 1929, Stalin declared his intention to “liquidate the kulaks as a class.” To this end, the government confiscated kulaks’ land and sent them to labor camps. Thousands were killed or died from overwork.

Even after the “de-kulakization,” angry peasants resisted by growing just enough to feed themselves. In response, the government seized all of their grain to meet industrial goals, purposely leaving the peasants to starve. In 1932, this ruthless policy, combined with poor harvests, led to a terrible famine.

**Forced Collectivization by Killing Farm Animals, Destroying Tools, and Burning Crops. Stalin was furious. He believed that kulaks, or well-to-do farmers, to labor camps and seized all grain, leaving people to starve.**

**Teach** Ask students to list the goals of Stalin’s five-year plans. Then ask Why did some peasants resist the collectivization plan? (They did not want to give up their farms and sell crops at the low prices set by the state.) How did Stalin respond to this resistance? (He sent kulaks, or well-to-do farmers, to labor camps and seized all grain, leaving people to starve.)

**Quick Activity** Direct students to the graph on the next page, Soviet Agriculture Output, 1928 and 1932, and have them answer the caption question. Then ask What were the effects of the collectivization plan on Soviet life? (Though it did not increase farm output, it increased Stalin’s control of the peasantry. It also led to the Terror Famine.)

**Instruct**

- **Introduce: Key Terms** Have students find the key term command economy (in blue) in the text. Point out that Stalin’s government took complete control over of the Soviet Union’s economy; in other words, it was the government who “commanded” the economy. Then ask students to explain the difference between a command economy and a capitalist economy.

**Connect to Our World**

**Connections to Today** For many years, Ukrainian interest groups have worked for international recognition of the Terror Famine. This was a deliberate Soviet policy meant to destroy the will of the Ukrainian people. Their quest is in some ways similar to that of Armenian groups who hope to gain recognition of the genocide of Armenians that took place in the Ottoman empire during World War I.

A big step for Ukrainians occurred in 1984 when the U.S. Congress set up the Commission on the Ukraine Famine to compile the information available on the famine. The Committee concluded: “There is no doubt that large numbers of inhabitants of the Ukrainian SSR and the North Caucasus Territory starved to death in a man-made famine in 1932–1933, caused by the seizure of the 1932 crop by Soviet authorities.”

**Answer**

**Caption** The output for each more than quadrupled.
Independent Practice
Have students write two statements, one that argues for collectivization and one that argues against it. Using the ThinkWrite-Pair-Share strategy (TE, p. T23), have students share and discuss their statements.

Monitor Progress
As students complete their charts, circulate to make sure they list collectivization as one of the main points of the five-year plans. For a completed version of the chart, see Note Taking Transparencies, 182

Answers
Stalin’s government took control of all businesses, distributed all resources, and made all basic economic decisions.

Caption
Output of potatoes, wheat, and oats all fell between 1928 and 1932.

720 The Rise of Totalitarianism

Food as a Weapon
In 1932, when peasants failed to meet unrealistic crop quotas, Stalin retaliated by seizing all of their grain to sell on the market, leaving millions to starve. Below, a woman and her son search for food during the famine. Describe the effect of Stalin’s ruthless policies on the production of oats, wheat, and potatoes.

Stalin’s Terror Tactics
In addition to tactics like the Terror Famine, Stalin’s Communist party used secret police, torture, and violent purges to ensure obedience. Stalin tightened his grasp on every aspect of Soviet life, even stamping out any signs of dissent within the Communist elites.

Terror as a Weapon
Stalin ruthlessly used terror as a weapon against his own people. He perpetrated crimes against humanity and systematically violated his people’s individual rights. Police spies did not hesitate to open private letters or plant listening devices. Nothing appeared in print without official approval. There was no free press, and no safe method of voicing protest. Grumblers or critics were rounded up and sent to the Gulag, a system of brutal labor camps, where many died.

The Great Purge
Even though Stalin’s power was absolute, he still feared that rival party leaders were plotting against him. In 1934, he launched the Great Purge. During this reign of terror, Stalin and his secret police cracked down especially on Old Bolsheviks, or party activists of the Great Revolution. His net soon widened to target army heroes, industrial managers, writers, and ordinary citizens. They were charged with a wide range of crimes, from counterrevolutionary plots to failure to meet production quotas.

Between 1936 and 1938, Stalin staged a series of spectacular public “show trials” in Moscow. Former Communist leaders confessed to all kinds of crimes after officials tortured them or threatened their families or friends. Many of the purged party members were never tried but were sent straight to the Gulag. Secret police files reveal that at least four million people were purged during the Stalin years. Some historians estimate the toll to be much greater.

Results of the Purge
The purges increased Stalin’s power. All Soviet citizens were now well aware of the consequences of disloyalty. However, Stalin’s government also paid a price. Among the purged were experts in industry, economics, and engineering, and many of the Soviet Union’s most talented
writings and thinkers. The victims included most of the nation's military leaders and about half of its military officers, a loss that would weigh heavily on Stalin in 1941, when Germany invaded the Soviet Union.

**Checkpoint** In what ways did Stalin's terror tactics harm the Soviet Union?

**Communist Attempts to Control Thought**

At the same time that he was purging any elements of resistance in Soviet society, Stalin also sought to control the hearts and minds of Soviet citizens. He tried to do this by tirelessly distributing propaganda, censoring opposing ideas, imposing Russian culture on minorities, and replacing religion with communist ideology.

**Propaganda** Stalin tried to boost morale and faith in the communist system by making himself a godlike figure. He used propaganda as a tool to build up a "cult of personality" around himself. Using modern technology, the party bombarded the public with relentless propaganda. Radios

**Stalin's Terror Tactics**

**Instruct**

- **Introduce** Display Color Transparency 170: Gulag Prisoners, by Nikolai Getman to show a painting from the Gulag. Tell students that Stalin used the threat of these labor camps to control life in the Soviet Union. Ask students to predict other methods that Stalin used.

- **Color Transparencies, 170**

  ■ **Teach** Ask What was the Great Purge? (the arrest and execution of hundreds of thousands of people whom Stalin suspected of disloyalty). How did the purges increase Stalin's power? (They made all Soviet citizens aware of the consequences of disagreement or disloyalty, and they replaced old revolutionaries with young party members loyal to Stalin.) How do you think this affected Soviets' feelings toward their government? (Sample: It probably made them feel either more loyal or become more secretive.)

  ■ **Quick Activity** Have students access PearsonSchool.com/WorldHist to take the Geography Interactive Audio Guided Tour and then answer the map skills questions in the text.

**Independent Practice**

**Link to Literature** To help students better understand Stalinist Russia, have them read the selection from Arthur Koestler's Darkness at Noon and complete the worksheet.

**Monitor Progress**

- Check answers to map skills questions.
- Refer students to the image of the Gulag on this page. To review this section, ask students to list Stalin's terror tactics.

**Answers**

**Map Skills**

1. Review locations with students.
2. Russia was the largest republic and the capital, Moscow, was located there.
3. that Stalin needed the threat of labor camps to guarantee his dominance.

**FL** SS.912.W.7.6 Analyze the restriction of individual rights and the use of mass terror against populations.

**Chapter 28 Section 4 721**
Communist Attempts to Control Thought

Instruct

■ Introduce: Vocabulary Builder Have students read the Vocabulary Builder term and definition. Ask them if they have ever felt pressure to conform to a set of rules or customs from their parents or peers. Ask what it would be like if they felt this pressure from the state. Explain that those were the daily conditions in Stalinist Russia.

■ Teach Ask How did Stalin control cultural life in the Soviet Union? (by distributing propaganda, censoring ideas, promoting Russification, and destroying religion) How do you think people reacted to the policy of Russification? (Sample: They probably resisted it, because previously, they had been encouraged to celebrate their autonomy.)

■ Quick Activity Read the Primary Source selection. Ask How long has Akhmatova’s son been in prison? (almost a year and a half) What feelings does Akhmatova describe in this poem? (fear, desperation) Based on clues in this feature, how effective do you think censorship was in controlling writers? (Students may suggest that it was ineffective, as writers continued to work in secrecy, or they may suggest that it was effective, because writers could not publish or share their ideas with others within the Soviet Union.)

Independent Practice

To help students recognize propaganda, have them write two propaganda pieces for two different newspapers. One should be a statement in support of Stalin’s policies and should be similar to the quote from Pravda at the beginning of the section. The other should be a statement that an illegal anti-Stalinist newspaper might have printed. Both should incorporate facts about Stalin’s policies in some way.

Monitor Progress

As students write their statements, circulate to make sure they understand how the two newspapers would have different views of Stalin’s policies.

Analyze Information

The Nazi government used propaganda to remind Germans of the struggle against foreign enemies and to further anti-Semitism. According to some historians, this one-sided way of presenting information changed how future governments used propaganda. Is propaganda used today? Consider the impact of the media on people’s lives. Does the media use propaganda? Answer questions in detail.

Vocabulary Builder

conform (kon FURM) vi. to obey a set of standards

Soviet Art

In this Socialist Realist sculpture, a factory worker and a collective farmer raise the hammer and sickle together.

Anna Akhmatova (ahk MAHY tuh wah), one of Russia’s greatest poets, could not publish her works because she had violated state guidelines. Still, she wrote secretly. In this passage from “Requiem,” she describes the ordeal of trying to visit her 20-year-old son, imprisoned during the Stalinist terrors:

Anna Akhmatova, “Requiem” (translated by Robin Kemball)

for seventeen long months my pleas,  
My cries have called you home.  
I’ve begged the hangman on my knees,  
My son, my dread, my own.  
My mind’s mixed up for good, and I’m no longer even clear  
Who’s man, who’s beast, nor how much time  
Before the end draws near.  
—Anna Akhmatova, “Requiem” (tr. Robin Kemball)

Russenification

Yet another way Stalin controlled the cultural life of the Soviet Union was by promoting a policy of Russification, or making a nationality’s culture more Russian. By 1908, the U.S.S.R. was made up of 11 Soviet Socialist Republics. The Russian Soviet Federated Socialist Republic consisted of the old Russian heartland and was the largest and dominant republic. The other

Link to Humanities

Sergei Eisenstein and Early Soviet Cinema

In the Soviet Union, filmmakers used motion pictures to express revolutionary ideals. “Of all the arts, for us the cinema is the most important,” said Lenin, who valued film as a propaganda tool.

In 1925, director Sergei Eisenstein’s Battleship Potemkin went far beyond propaganda to become true art. Eisenstein worked with a technique called montage, in which two or more images are juxtaposed in order to convey an emotional impact or a new idea. Eisenstein won international acclaim for his use of this technique in Battleship Potemkin. In fact, many critics consider the film to be the best ever made. It was also the last film over which Eisenstein had full control. Like other Soviet artists, Eisenstein was constrained by government regulations and expectations after Stalin’s takeover.
SSRs, such as Uzbek and the Ukraine, were the homelands of other nationalities and had their own languages, historical traditions, and cultures. At first, Stalin encouraged the autonomy, or independence, of these cultures. However, in the late 1920s, Stalin turned this policy on its head and systematically tried to make the cultures of the non-Russian SSRs more Russian. He appointed Russians to high-ranking positions in non-Russian SSRs and required the Russian language to be used in schools and businesses.

War on Religion The Communist party also tried to strengthen its hold on the minds of the people by destroying their religious faith. In accordance with the ideas of Marx, atheism, or the belief that there is no god, became an official state policy. Early on, the Communists targeted the Russian Orthodox Church, which had strongly supported the tsars. Many priests and other religious leaders were among those killed in the purges or sent to die in prison camps. Other religions were persecuted as well. At one show trial, 15 Roman Catholic priests were charged with teaching religion to the young, a counterrevolutionary activity. The state seizure of Jewish synagogues and banned the use of Hebrew. Islam was also officially discouraged.

The Communists tried to replace religion with their own ideology. Like a religion, communist ideology had its own “sacred” texts—the writings of Marx and Lenin—and its own shrines, such as the tomb of Lenin. Portraits of Stalin replaced religious icons in Russian homes. However, millions of Soviets continued to worship, in private and sometimes in public, in defiance of the government’s prohibitions.

Checkpoint How did Stalin use censorship and propaganda to support his rule?

Soviet Society Under Stalin

The terror and cultural coercion of Stalin’s rule made a mockery of the original theories and premises of communism. The lives of most Russians did change. But, while the changes had some benefits, they were often outweighed by continuous shortages and restricted freedoms.

The New Elite Takes Control The Communists destroyed the old social order of landowning nobles at the top and peasants at the bottom. But instead of creating a society of equals as they promised, they created a society where a few elite groups emerged as a new ruling class. At the head of society were members of the Communist party. Only a small fraction of Soviet citizens could join the party. Many who did so were motivated by a desire to get ahead, rather than a belief in communism.

The Soviet elite also included industrial managers, military leaders, scientists, and some artists and writers. The elite enjoyed benefits denied to most people. They lived in the best apartments in the cities and rested at the best vacation homes in the country. They could shop at special

History Background

The Russian Orthodox Church The Russian Orthodox Church survived more than half a century of Communist persecution. Under Stalin, clergy were often imprisoned and killed because of their beliefs. Church buildings were destroyed or converted for government uses. The government softened its policy towards the church in the late 1940s, but then cracked down again under Khrushchev and Brezhnev in the 1950s and 1960s.

After the fall of the Communist government in 1991, the Church experienced a revival in the Russian Federation. Its membership has swelled to perhaps as many as 80 million people. One Muscovite put it this way: “The Orthodox Church is perhaps the last, lone symbol of Russian national identity to have survived communism more or less intact. People . . . want and need such a symbol.”
Soviet Foreign Policy

**Instruct**

- **Introduce: Key Terms** Have students find the key term *Comintern* (in blue) in the text and explain its meaning. Ask *What was its purpose?* (to encourage worldwide revolution) Ask students to speculate on how Western nations might view this goal.

- **Teach** Ask *What foreign policy goals did both Lenin and Stalin pursue?* (to bring about a worldwide revolution and to win the support of other countries) Lead students in a discussion of how these goals were incompatible. Then ask *What progress did the Soviet Union make toward the goal of winning the support of other nations?* (It slowly won recognition from Western powers, increased trade with them, and joined the League of Nations.)

**Independent Practice**

Have students make a Venn diagram comparing the goals and practices of Stalin and Lenin. Have them refer back to Chapter 26 for more information on Lenin.

**Monitor Progress**

- To review this section, ask students to summarize the Soviet Union’s foreign policy goals. (to bring about worldwide revolution, to gain support of other nations)
- Check Reading and Note Taking Study Guide entries for student understanding.

**Answers**

**Caption** Under Communist rule, women gained equality. As a result, they were educated, held professional jobs, and were politically active. Schools taught communist values but also gave more students opportunities for higher education and extracurricular programs.

- **History Background**

**Educating the Youth** The Soviet government used schools and youth groups to indoctrinate young people with Communist ideals. One Soviet reader for elementary students began with this assertion: “The first country of socialism in the world became the first country of children’s happiness in the world.” The Communist party also set up three youth groups: the Little Octobrists, for young children, the Young Pioneers, for children ages 9 to 14, and the Komsomol, for young Soviets ages 14 to 28. Komsomol members were often given better scholarships and jobs than non-members. They were also favored for Communist party membership, with all of its advantages.

- **Benefits and Drawbacks** Although excluded from party membership, most people did enjoy several new benefits. The party required all children to attend free Communist-built schools. The state supported technical schools and universities as well. Schools served many important goals. Educated workers were needed to build a modern industrial state. The Communist party also set up programs for students outside school. These programs included sports, cultural activities, and political classes to train teenagers for party membership. However, in addition to important basic skills, schools also taught communist values, such as atheism, the glory of collective farming, and love of Stalin.

- **Women in the Soviet Union** Long before 1917, women such as Nadezhda Krupskaya and Alexandra Kollontai worked for the revolution, spreading radical ideas among peasants and workers. Under the Communists, women won equality under the law. They gained *access* to education and a wide range of jobs. By the 1930s, many Soviet women were working in medicine, engineering, or the sciences. By their labor, women contributed to Soviet economic growth. They worked in factories, in construction, and on collectives. Within the family, their wages were needed because men and women earned the same low salaries.

- **Checkpoint** How did Communist schools benefit the state and the Communist party?
Soviet Foreign Policy

Between 1917 and 1939, the Soviet Union pursued two very different goals in foreign policy. As Communists, both Lenin and Stalin wanted to bring about the worldwide revolution that Marx had predicted. But as Soviets, they wanted to guarantee their nation’s security by winning the support of other countries. The result of pursuing these two different goals was a contradictory and generally unsuccessful foreign policy.

In 1919, Lenin formed the Communist International, or Comintern. The purpose of the Comintern was to encourage world-wide revolution. To this end, it aided revolutionary groups around the world and urged colonial peoples to rise up against imperialist powers. The Comintern’s support of revolutionary groups outside the Soviet Union and its propaganda against capitalism made Western powers highly suspicious of the Soviet Union. In the United States, fear of Bolshevik plots led to the “Red Scare” in the early 1920s. Britain broke off relations with the Soviet Union when evidence revealed Soviet schemes to turn a 1926 strike into a revolution. Even so, the Soviet Union slowly won recognition from Western powers and increased trade with capitalist countries. It also joined the League of Nations. However, mistrust still poisoned relations, especially after the Great Purge.

Looking Ahead

By the time Stalin died in 1953, the Soviet Union had become a military superpower and a world leader in heavy industry. Yet Stalin’s efforts to turn a 1926 strike into a revolution. Even so, the Soviet Union slowly won recognition from Western powers and increased trade with capitalist countries. It also joined the League of Nations. However, mistrust still poisoned relations, especially after the Great Purge.

Checkpoint How did the Soviet Union’s foreign policy goals contradict one another?

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 121

Reteach

If students need more instruction, have them read the section summary.

Writing About History

Quick Write: Choose an Organization
Compare-and-contrast essays are often organized either point by point or by block. The first organization involves a discussion of one idea first, followed by the discussion of another, and emphasizes the two ideas. The second discusses all of the similarities, followed by the differences, and emphasizes the comparison or contrast itself. Write an outline for each type for an essay comparing and contrasting the results of the Five-Year Plans in industry and agriculture.

Answer

- By aiding revolutionary groups in other countries and urging colonial peoples to rise up against imperialist powers, the Soviet Union also undermined potential trade relationships.