

## Russian Revolution Historical Hot Seat / Panel Discussion

**Concept:** After learning about the Russian Revolution in class you will get the opportunity to work in a group to focus on **one** major character. Research and become the character. Know them so well inside and out, that you could answer questions **AS** them.

**Simulation:** As a panel of expert characters, our class will come together as ordinary Russians to pepper you with questions about the revolution, your beliefs/values, your stories, and will ask you tough questions about how you would react/respond to their questions about the Russian Revolution / Russian Society, Politics, Economics, etc.

**Task:** In Groups of 3-4

1. Choose a Major Figure of the Russian Revolution



Tsar Nicholas II	Rasputin	Trotsky
Stalin	Lenin	Kolchak
Kerensky	Kornilov	Bolshevik
Menshevik	Russian Soldier	Kollontai

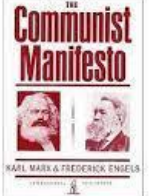


### WHO WOULD WIN?

The Tsar of Russia



A Book



2. Using course knowledge and your own research, become intimately familiar with the character. We will visit the library and become familiarized with power searches and searching reliable reviewed academic databases for biographies of your characters.

3. As a group design a 3-4 minute speech outlining the chosen character's beliefs about Russia, their response to the conditions/activities occurring in Russian between 1900-1922, their suggestions for policies/actions. **We will start the panel simulation with each character delivering their timed speech.**

4. Design a series of questions that could be asked of your character and other characters. Some will be basic, and some should be higher level (*please see Webb's depth of knowledge and examples below*). **The second part of the panel simulation is peppering the panelists with your questions.**

Example Questions: What would you do for the workers? What would you do to stabilize the economy? What is your stance on the current war against Germany. Do you have a slogan – if you could make up a slogan for yourself, what would it be? What would the impact of your belief in \_\_\_\_\_ be on Russia or the World. What caused you to believe in / create your policy of \_\_\_\_\_ and what will be the consequences?

5. You may direct your questions at specific panel members, a few panel members, or all of the panel members.



#### A note on stories:

“Story, as it turns out, was crucial to our evolution -- more so than opposable thumbs. Opposable thumbs let us hang on; story told us what to hang on to.”

— Lisa Cron, *Wired for Story*

HubSpot

*Margaret Atwood said, “In the end, we all become stories.” Story telling has held a prized position across various cultures for centuries. Be sure to include a powerful story either in your response to a question or in your introductory speech. These are all hugely fascinating characters, so be sure to dig deep for a fun, engaging, and interesting story from their past. Remember, the group may ask you questions that lead to answers you want to share.*

# Webb's Depth of Knowledge

## DOK 1

### Recall & Reproduction

*Who?*  
*What?*  
*Where?*  
*When?*

## DOK 2

### Basic Application of Skills and Concepts

*How did it happen?*  
*Why did it happen?*  
*How does it work?*  
*Why does it work that way?*

## DOK 3

### Strategic Thinking

*How can you use it?*  
*Why can you use it?*  
*What is the cause?*  
*What if the effect?*  
*What is the reason?*  
*What is the result?*

## DOK 4


### Extended Thinking

*What is the impact?*  
*What is the influence?*  
*What is the relationship?*  
*What if?*  
*What would happen?*  
*What could happen?*  
*What do you think, feel, believe?*



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Check	<b>Choose</b> someone in the group who will become that <b>character</b> . The other members will help with research, speech writing, and responses to questions.
	Develop a <b>3-minute opening speech</b> about who you are and what you stand for! Include what you want out of the Russian Revolution; what led you to your beliefs; some biographical details; use some actual Historical Quotes. In character!
	Develop a series of <b>basic</b> questions (who, what, when, where and why to ask <b>YOUR</b> character – character should be prepped and able to answer).
	Develop a series of <b>basic</b> questions (who, what, when, where and why to ask <b>OTHER</b> characters on the panel– they should be prepped and able to answer). This is way to use key terms and specific vocabulary to demonstrate your understanding.
	Come up with a variety of questions that are both lower and higher on Webb’s Depth of Knowledge to ask your panel member and other people on the panel. Questions that will help us come to a greater understanding of History and the time.
	Include at least one powerful or well-told story
	Include APA bibliography of works consulted to design speech/questions

Proficiency Scale: 			
Not Yet Meeting	Developing 2	Proficient 3	Extending 4
		<p>The <b>Speech/Biography</b> effectively <b>summarizes someone’s life and their beliefs, opinions, strategies</b>.</p> <p>Your <b>basic questions</b> are <b>well-designed</b> and lead to helping the class understand the <b>character and their story, their views and background</b> in a way that is <b>historically accurate, curious, and engaging (provides us with a foundational background)</b>.</p> <p>Your upper-level questions are <b>thoughtful, thought-provoking</b> and help the class gain a <b>deeper understanding of the person, as well as social, political and economic trends</b> and the <b>History</b> of the Russian Revolution/ Russian History.</p> <p>Have included a <b>powerful, well told, well chosen story</b> that <b>engages</b> the audience.</p> <p>Uses key <b>vocabulary, terms, dates, and concepts</b> – not vague generalities during speech and in response to questions.</p> <p>Clearly <b>prepared/Practiced– notes, references, in character–</b> not “winging it” or being vague/general</p> <p>Have included a <b>bibliography in APA</b> format</p>	

TEACHER COMMENTS:
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