

Lesson Two Why did the different Allies intervene in Russia?

Learning Objective –

To explain the different motivations for the Allied powers intervening in Russia To consider how these motivations changed over time

Learning Outcomes

To complete a report for their respective government in small groups justifying and explaining their government's possible intervention in Russia.

To reflect on how and why these reports will have changed over time.

Starter (5 minutes)

Display Slide 2 in PowerPoint B. Ask pairs to discuss why a country would want to invade another and why Russia in 1917 would be a target for Allied intervention. Lead class discussion taking suggestions from pairs (reference could be made to recent Western interventions such as Iraq, Libya etc.)

Alternatively, this could be used as an opportunity to feedback what the students discovered about their research about British soldiers from Lesson One.

Main Activities:

Introduction

Display Slide 3 which shows the relative size of Britain compared to the geography of Russia today.

(<http://www.undertheraedar.com/2011/01/exactly-how-big-is-united-kingdom.html>)

Display Slide 4 and explain the route of the Trans-Siberian railway. Use Slides 5-9 to illustrate different sites and differences in terrain along the route. The students need to understand that Western Russia is very built up and urbanised whilst the route of the railway passes through frozen tundra and terrain that is very difficult to populate.

Display Slide 10. The final point of explanation is the teacher needs to indicate that the four Allied powers are interested in geographically different parts of Russia (as indicated on the map).

Second Task

Divide students in to groups of 3 or 4 with a piece of sugar paper. Give each group a different slide print-out from Slides 12 to 16 which summarise the positions of the different Allies: Japan, USA, France and for Britain the two politicians Lloyd George and Churchill. Ask each group to read their card which help to identify different motivations for intervention. **If necessary**, student can summarise why their character wants to get involved in Russia in 20 words. The aim of this task is for students to write a report to their different governments explaining why they should intervene in Russia.

The teacher explains the situation in Russia in February 1917 when the Tsar was forced to abdicate and the incoming Provisional Government decided to carry on fighting with Allies against Germany despite the unpopularity of the war among the Russian population. Students could start writing their report together (students could use the sentence starter on Slide Eleven to support their writing. **It may be beneficial** here to quickly assess whether the students have understood the task through quick questioning of each group about how their leaders might react to the collapse of the tsarist system.

This next task can be done in two ways, dependant on class:

Drip feed activity. The students start writing their report based on February 1917 information (reference could be made to the details on Slide Seventeen).

After five minutes the teacher updates the situation by announcing the November 1917 Revolution which saw the Bolsheviks overthrow the Provisional Government and sue for peace with Germany (the Allies oscillated between trying to persuade the Bolsheviks to remain in the war and plotting with their internal Russian enemies against the new regime. See details on Slide Eighteen). Students will now need to change parts of their report to reflect the change circumstances of their government, which they can do on their sugar paper. From that point on, drip-feed the other key events in and ensure the students change their report consequently (this is meant to be a messy task!). Other turning points could be;

- the signing of the Treaty of Brest-Litovsk between the Bolsheviks and Germany in February 1918 which officially took Russia out of the war and led the Allies to support White Russian forces against the now feared Bolsheviks (see details on Slide Eighteen)
- The Armistice between the Allies and Germany in November 1918 which made the re-opening of an Eastern Front unnecessary. This left Allied troops in Russia but with differing aims and methods (for example Churchill wanted to destroy the Bolsheviks while the Japanese publically renounced territorial ambitions in Russia but tried in fact to establish a new empire in Siberia.) (See details on Slide Nineteen.)
- The negotiations for the Versailles Treaty which began in January 1919 when the Allied Powers experienced increasing war weariness (See details on Slide Twenty).

Students could be asked to report back to other groups their public aims as they would have been stated at the time rather than the summary of their private internal conversations (for example, the Japanese always maintained publicly that they respected Russia's territorial integrity).

Alternatively the teacher could explain each event in turn. Students could use the PowerPoint slides to write the report in groups using the suggested writing frame on Slide Twenty One..

Once completed, students present their reports back to the class and other students are to consider how different they are from their own.

Plenary:

Students complete individually two short statements which summarise their government's viewpoint on why they intervened in Russia. One statement will express their public justification for intervention the other will express their private justification.