Stalin took power. Ask them to recall Soviet state, and after he died in 1924, remind students that Lenin founded the

Build Background Knowledge

• History-Social Science
  Students have learned about Mussolini’s totalitarian state in Italy. In this section, they will learn how Stalin gained and maintained control of the Soviet Union—disregarding any human costs.

• Analysis Skills
  HI3 Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

• English-Language Arts
  Writing 2.3

Prevent 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 aloud or play the audio.

Audio

Prepare to Read

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

High-Use Words

Definitions and Sample Sentences

Conform, p. 444
in to obey a set of standards

Elena hated plaid skirts but had to conform to the school’s mandatory dress code.

Access, p. 446
n. a way of using

Because he worked in the principal’s office, he had access to all the students’ records.

The Soviet Union Under Stalin

In January 1914, tens of thousands of people lined up in Moscow’s historic Red Square. They had come to view the body of Lenin, who had died a few days earlier. Lenin’s wife, Nadezhda Krupskaya, wanted to bury him simply next to his mother. Communist party officials—including Joseph Stalin—wanted to preserve Lenin’s body and put it on permanent display. In the end, Lenin’s body was displayed in Red Square for more than 65 years. By preserving Lenin’s body, Stalin wanted to show that he would carry on the ideals of the revolution. However, in the years that followed, he used ruthless measures to control the Soviet Union and its people.

A Totalitarian State

Karl Marx had predicted that under communism the state would eventually wither away. Under Stalin, the opposite occurred. He turned the Soviet Union into a totalitarian state controlled by a powerful and complex bureaucracy.

Stalin’s Five-Year Plans

Once in power, Stalin imposed government control over the Soviet Union’s economy. In the past, said Stalin, Russia had suffered because of its economic backwardness. In 1928, he proposed the first of several “five-year plans” aimed at building heavy industry, improving transportation, and increasing farm output. He believed that economic activity under government control. The government owned all businesses and distributed all

In this propaganda image, children surround a giant Stalin.


costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their violations of human rights (e.g., the Terror Famine in Ukraine). Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Form, people, and Places

command economy

rationalization

collectives

Stalinism

conformity

Soviet Union

The Soviet Union Under Stalin

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

High-Use Words

Definitions and Sample Sentences

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Because he worked in the principal’s office, he had access to all the students’ records.
He responded with brutal force. In 1929, state set all prices and controlled access to farm supplies. Implements were to be turned over to the collective. The houses and personal belongings, but all farm animals and farm methods. Peasants would be permitted to keep their gardens, and better seed, and peasants would learn modern collective farming owned and operated by peasants as a group. On collectives, the government would provide tractors, fertilizers, and a threat to state power. Stalin wanted all peasants to have prospered. Stalin saw that system as being inefficient (NEP), peasants had held on to small plots of land. Many of them to labor camps. Thousands were killed or died from overwork. 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 “dekulakization,” 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. 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.”

Connections to Our World

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.”

Teach

A Totalitarian State

Instruct

Introduce: Key Terms Have students find the key term command economy in the text. Point out that Stalin’s government took complete control over 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.

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.)

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.”
Independent Practice

Have students write two statements, one that argues for collectivization and one that argues against it. Using the Think-Write-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, 103.

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.

442 The Rise of Totalitarianism

Soviet Agriculture Output 1928 and 1932

<table>
<thead>
<tr>
<th>Year</th>
<th>Oats</th>
<th>Wheat</th>
<th>Potatoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>50</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>1932</td>
<td>20</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>


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 grip on every aspect of Soviet life, even stamping out any signs of dissent within the Communist elites.

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 them 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 Famine

Later called the Terror Famine, it caused between five and eight million people to die of starvation in the Ukraine alone.

Although collectivization increased Stalin’s control of the peasantry, it did not improve farm output. During the 1930s, grain production declined upward, but meat, vegetables, and fruits remained in short supply. Feeding the population would remain a major problem in the Soviet Union.

Stalin’s Government

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

Caption

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442 The Rise of Totalitarianism

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442 The Rise of Totalitarianism

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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 for replacing religion with communist ideology. Stalin bombarded the public with relentless propaganda. Radios, newspapers, and books were used to spread his messages. The state controlled the media, and dissenting voices were suppressed.

**Stalin's Terror Tactics**

Stalin used terror and Gulag labor camps to control the huge, multinational Soviet Union. He tried to do this by tirelessly distributing propaganda, censoring opposing ideas, imposing Russian culture on minorities, and replacing religion with communist ideology.

**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**

Propaganda is a tool that the communist government used to control the thoughts and actions of its citizens. Stalin used propaganda to spread his messages and to suppress dissenting voices. The state controlled the media, and only propaganda that supported the regime was allowed. This allowed Stalin to maintain his grip on Soviet society.

**Gulag Labor Camps**

Stalin used labor camps as a means of controlling the population. The gulag system was a network of forced labor camps throughout the Soviet Union. The gulag was used to deport political prisoners, dissidents, and other dissenting voices.

**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:

- Ask students to write a brief essay about how the gulag affected the lives of its prisoners.
- 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.

**English Language Learners**

Use the following resources to help students acquire basic skills:

- [Adapted Reading and Note Taking Study Guide](#)
- [Adapted Note Taking Study Guide](#)
- [Adapted Section Summary](#)
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 community. Ask what it would be like if they felt this pressure from the state. Explain that these 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 religions) How do you think people reacted to the policy of Russification? (Sample: They probably resented it, because previously, they had been encouraged to celebrate their autonomy.)

- Quick Activity: Read the Primary Source selection aloud or play the accompanying audio. 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 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.

Vocabulary Builder
Vocabulary Builder
vocabulary—Anna Akhmatova and a set of propaganda

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

Anna Akhmatova (ahk MAH tuh vuh), one of Russia's greatest poets, could not publish her works because she violated state guidelines. Still, she wrote secretly. In this passage from "Requiem," she describes the ordeal of trying to visit her 26-year-old son, imprisoned during the Stalinist terror:

Primary Source

For seventeen long months my pain,
My дней 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)

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, and loudspeakers blared into factories and villages. In movies, theaters, and schools, citizens heard about communist successes and the evils of capitalism. Billboards and posters urged workers to meet or exceed production quotas. Headlines in the Communist party newspaper Pravda, or "Truth," linked enemies at home to foreign agents seeking to overthrow the Communist regime.

Censorship and the Arts
At first, the Bolshevik Revolution had meant greater freedom for Soviet artists and writers. Under Stalin, however, the heavy hand of state control also gripped the arts. The government controlled what books were published, what music was heard, and which works of art were displayed. Stalin required artists and writers to create their works in a style called socialist realism. Its goal was to show Soviet life in a positive light and promote hope in the communist future.

In theory, socialist realism followed in the footsteps of Russian greats Tolstoy and Chekhov; in practice it was rarely allowed to be realistic. Socialist realist novels usually featured a positive hero, often an engineer or scientist, battling against the odds to accomplish a goal. Popular themes for socialrealist visual artists were peasants, workers, heroes of the revolution, and—of course—Stalin.

If they refused to conform to government expectations writers, artists, and composers faced government persecution. The Jewish poet Osip Mandelstam, for example, was imprisoned, tortured, and exiled for composing a satirical verse that was critical of Stalin. Out of fear for his wife's safety, Mandelstam finally submitted to threats and wrote an "Ode to Stalin." Boris Pasternak, who would later win fame for his novel Doctor Zhivago, was afraid to publish anything at all during the Stalin years. Rather than write in the favored style of socialist realism, he translated foreign literary works instead.

Despite restrictions, some Soviet writers produced magnificent works. Yevgeny Zamyatin's classic anti-Utopian novel We became well known outside of the Soviet Union, but was not published in his home country until 1936. The novel depicts a nightmarish future in which people go by numbers, not names, and the "One State" controls people's thoughts. And Quiet Flows the Don, by Mikhail Sholokhov, passed the censor: The novel tells the story of a man who spends years fighting in World War I, the Russian Revolution, and the civil war. Sholokhov later won the Nobel Prize for literature.

Russification
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 1936, 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 SSRs, such as Uzbek and the Ukraine, were the homelands of other nationalities and had their own languages, historical traditions, and culture. At first, Stalin encouraged the autonomy, or independence, of those cultures. However, in the late 1930s, Stalin turned that 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 Communist 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, 13 Roman Catholic priests were charged with teaching religion to young, counterrevolutionary revolutionaries. The state seized Jewish synagogues and banned the use of Hebrew. Islam was also officially discouraged.

The Communist 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.

The Party Versus the Church

To weaken the power of the Russian Orthodox Church, the party seized church property and converted churches into offices and museums. Here, Red Army soldiers carried off religious relics from a Russian church. How might the policy of destroying churches in such a public way have backfired on the party?

The terror and cultural coercion of Stalin’s rule made a mockery of the original theories and promises of communism. The lives of most Russians outweighed by continuous shortages and restricted freedoms. The terror and cultural coercion of Stalin’s rule made a mockery of the original theories and promises of communism. The lives of most Russians outweighed by continuous shortages and restricted freedoms.

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.

The Soviet Union in the 1930s

Soviet Society Under Stalin

The terror and cultural coercion of Stalin’s rule made a mockery of the original theories and promises of communism. The lives of most Russians outweighed by continuous shortages and restricted freedoms.

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

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.”

Answers

For the religious, it would encourage secret worship and dislike of the Communist Party.

Stalin used censorship and propaganda to glorify his work and stifle those who did not agree with him.

Independent Practice

Have students fill in the Outline Map "The Soviet Union in the 1930s" and label the SSRs and the major industrial centers.

Teaching Resources, Unit 3, p. 57

Monitor Progress

Circulate to make sure students are correctly labeling the SSRs on their Outline Maps.
Soviet Foreign Policy

History Background

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 11 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 The people in the photograph seem to be living in cramped and crowded conditions, indicating a breakdown in planning.

Schools taught communist values but also gave more students opportunities for higher education and extracurricular programs.

Vocabulary Builder

Access (AK ses) n. a way of using

Crowded Lives At the start of the First Five-Year Plan, millions of Soviets moved from the country to cities to take jobs in new industrial plants. This influx led to extremely crowded living conditions. These men gather in close quarters in a Soviet hostel in the early 1930s. How does the photograph reflect the drawbacks of a centrally planned command economy?

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.

The state also provided free medical care, day care for children, inexpensive housing, and public recreation. While these benefits were real, many people still lacked vital necessities. Although the state built massive apartment complexes, housing was scarce. Entire families might be packed into a single room. Bread was plentiful, but meat, fresh fruit, and other foods remained in short supply.

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.

Standards Check How did Communist schools benefit the state and the Communist party?

H-SS 10.7.3

Instruct

446 The Rise of Totalitarianism
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 1920 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 exacted a brutal toll. The Soviet people were dominated by a totalitarian system based on terror. The reality of communism fell far short of Lenin’s promises. Most people in the Soviet Union lived meager lives compared with people in the West.

Section 4 Assessment

1. Most of the terms apply to changes that resulted Communist rule.
2. Stalin brought all economic activity under government control and he used terror tactics to control Soviet life.
3. The five-year plans were aimed at building up and improving industry and agriculture. The plans resulted in progress in industry but failed to increase agricultural output. Peasants resisted collectivization.
4. Command: government controls economy; Capitalist: free market controls most economic decisions.
5. Tightened control and used force to punish opposition or protest.
6. Soviet policy dictated that artists could only show Soviet life in a positive light.
7. Both repressed opposition, rejected democracy, tried to build up industry, and carried out programs of russification. However, the tears supported religion whereas Stalin opposed it.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- For further assessment, use Progress Monitoring Transparencies, 80

Reteach

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

- Reading and Note Taking Study Guide, p. 118
- Adapted Reading and Note Taking Study Guide, p. 118
- Spanish Reading and Note Taking Study Guide, p. 118

Extend

Tell students that in the 1990s, the breakup of the Soviet Union led to a revival of religion, particularly the Russian Orthodox Church. Ask students to form groups and discuss this question: Why do you think the Soviets were unsuccessful in their attempt to destroy religion?

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.