

**NEWPORT GIRLS' HIGH SCHOOL:
STUDENT GUIDE TO A LEVEL HISTORY**

What will you learn about?

Early Modern aspects:

- What were the Wars of the Roses?
- Why did the House of York eventually fall?
- How did the Tudor Dynasty begin?

Modern aspects:

- Why and with what consequences did the rule of Tsars end?
- Why did Lenin rise to power?
- What was life like in Stalin-controlled Russia?

What kind of students will enjoy this course?

Those who:

- Enjoy investigation and enquiry
- Enjoy debate and constructing a well-argued case
- Want to improve their skills of analysis
- Want to study a subject which encourages them to consider evidence from the past and make up their own minds
- Want to broaden science AS or A level studies to include a Humanities subject
- Want to keep their options open – History is widely regarded as a useful qualification for a wide range of higher education and career choices.

Special entry requirements?

It is **not** a requirement that you have studied History at GCSE in order to take an AS or continue to the Advanced Level History qualification. It is likely that some of the topic areas we cover will be **new** to most students. It is more important that you have an enquiring mind, a genuine interest in the past and an ability to communicate your ideas effectively.

Skills and Activities

As well as covering advanced level study of history, this course will enable you to develop some Key Skills, which will be essential to you whatever you go on to do afterwards:

- Communication
- Information Technology
- Problem Solving
- Working with others

What could you go on to do at the end of the course?

- History has access to a wide range of career and higher education opportunities;
- You will have developed a wide range of skills, such as evaluating and analysing information, as well as communicating complex ideas effectively, which are skills recognised and valued by employers, universities and colleges;
- History combines well with maths and science subjects to create an attractive portfolio of qualifications, enabling students to pursue a university-based science course;
- Combined with English or a Modern Foreign Language it would provide a good basis for an arts or languages-based degree;
- History AS / A Level provides an excellent foundation for a number of popular careers, including journalism, law and business, for example.

Course Layout

A Level:

UNIT 1	UNIT 2
'Tsarist and Communist Russia, 1855 – 1964'	'The Wars of the Roses, 1450 – 1499'
EXAM: 2 hour 30 mins [40%]	EXAM: 2 hour 30 mins [40%]

UNIT 3
Students will also complete a 3000 – 3500 word historical investigation, which is worth 20% of the grade. The exam board is AQA.

Staff members: Miss A M E Davies

Ms J Clarke

NEWPORT GIRLS' HIGH SCHOOL

HISTORY DEPT - A LEVEL INDUCTION

SUMMER TASK:

1. Find out:

- What were the Wars of the Roses?
- When did they occur?
- Between which 2 sides were they fought?
- To which side did Henry Tudor belong?
- How many monarchs ruled England between 1422 and 1485?
What does this tell you about this period of English history?

2. Use the attached family tree to answer the following:

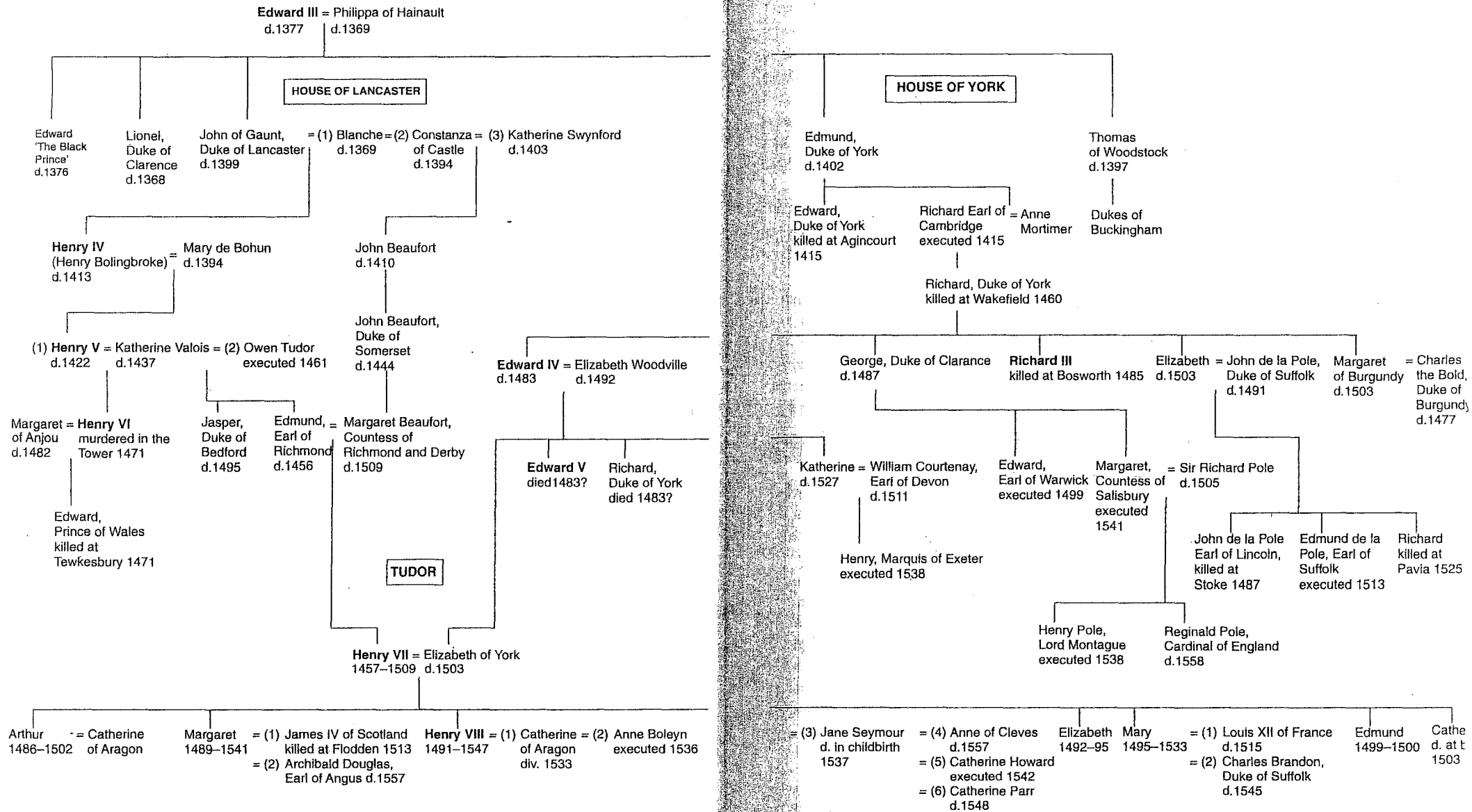
- Which monarch started the Tudor Dynasty?
- Which 'last of the Plantagenet kings' was killed at Bosworth in 1485?
- Name the two infamous 'Princes in the Tower', sons of Edward IV. How did you know?
- Explain why John of Gaunt is an important part of Henry VII's lineage.
- Explain how Henry VII's marriage helped to ease the hostilities between the two rival Houses.

3. Find a picture of Henry VII. Using this visual source, answer the following:

- What kind of personality do you think Henry had? Why?
- Describe his appearance.
- Does anything surprise you about his appearance?
- Why do you think he has often been described as 'in the shadows'? [Clue: compare his picture to one of his son, Henry VIII]
- Why might your source not be wholly reliable as a way of judging either Henry's personality or appearance?

PLEASE COMPLETE BY: 1st week back in september

The families of York and Lancaster



A Level History – British Paper 2

CONSOLIDATORY READING for AQA Paper 2B:

The Wars of the Roses 1450-1499

In order to consolidate what we have completed on the Course so far and what we will go on to in the near future, I have compiled the following reading recommendations for you. You will see some overlap with the reading list provided by AQA [already on Teams] ...

Reading/Research Resources:

- **The Historical Association website** [use log in details already provided] – great articles as well as relevant podcasts.
- **Excellent books as well as televised series about these topics on YouTube including Dan Jones:**
 - Britain's Bloodiest Dynasty Series – The Plantagenets [earlier date wise than our course but excellent for background]
 - Britain's Bloody Crown Series [really good focus on our course topics]
- **Excellent books and televised series by Helen Castor:**
 - She-Wolves: England's Early Queens BBC Four [most relevant is the programme about Margaret of Anjou but watch them all, they're great!]
- **Historical fiction by Philippa Gregory:**
 - including the trilogy: The White Queen, The Red Queen and the Lady of the Rivers [as well as anything else by her – gives a really good understanding of society at that time]. Warning: Young adult reading age!!
- **Other excellent reading:**
 - Alison Weir [has written extensively on the Wars of the Roses period e.g. Lancaster and York – an excellent read! Also, 'Elizabeth of York' – very good!]
 - Dan Jones [e.g. Fall of the Plantagenets and rise of the Tudors]
 - Hugh Bicheno [e.g. Blood Royal in 2 volumes – I haven't read this but it is highly recommended on line]
 - Matthew Lewis [e.g. The Wars of the Roses – as above]
 - Robin Neillands [e.g. Wars of the Roses – as above]
 - John Gillingham [e.g. Wars of the Roses – well-respected historian of this period]

- J R Lander [e.g. The Wars of the Roses – as above]
- Elizabeth Hallam [e.g. The Chronicles of the Wars of the Roses]
- Sarah Gristwood [e.g. Blood Sisters – I haven't read this but sounds good!]
- Michael Hicks [e.g. The Wars of the Roses – excellent and very up to date!]
- Charles Ross [e.g. The Wars of the Roses – a classic!]

- **Textbook style reading:**

- Collin Pendrill 'The Wars of the Roses and Henry VII'
- Andrew Pickering 'The Wars of the Roses'
- Roger Turvey 'Lancastrians, Yorkists and the Wars of the Roses'
- AQA endorsed textbook: Jessica Lutkin 'The Wars of the Roses 1450-1499' Student Book. This is the key text supporting the course.

And there are plenty more... this is just a flavour!

PLEASE NOTE:

You do NOT have to purchase ANY of the above – you may be able to read extracts on line or even order from your local library if they are offering this service.

IF you CHOOSE to order any, try for second hand versions on Amazon for example. They are sometimes very cheap indeed.

IF YOU DO BUY, DO NOT PAY A FORTUNE!

HOWEVER, we do have a well-stocked library in room 2 which you are welcome to borrow from once we are back in school!

This reading and research will provide an **EXCELLENT consolidation for the A Level course Paper 2!** This is an in-depth course so you *cannot* read in too much detail or make notes that are too specific.

IF YOU DISCOVER ANY OTHER RELEVANT READING, GOOD LINKS, VIDEOS, SITES FOR QUIZZES OR REVISION, OR ANYTHING ELSE OF USE, PLEASE DO LET ME KNOW SO THAT I CAN SHARE THEM WITH EVERYONE!

Happy reading and researching!

Miss Davies

Reading and resources list

2B The Wars of the Roses, 1450–1499

Key texts for classroom and individual study

- A Crawford, *The Yorkists: The History of a Dynasty*, Continuum-3PL, 2007
- A J Pollard, *The Wars of the Roses*, Palgrave Macmillan, 2013
- A Pickering, *Lancastrians to Tudors*, Cambridge University Press, 2000
- R Turvey, *Access to History: The Wars of the Roses and Henry VII: Britain 1450-1509*, Hodder Education, 2010

Useful books for students

- D Cook, *Lancastrians and Yorkists: The Wars of the Roses*, Longman, 1984
- D Grummitt, *A Short History of the Wars of the Roses*, I. B. Tauris, 2012
- C Pendrill, *The Wars of the Roses and Henry VII: England 1459-c. 1513*, Heinemann, 2004
- C Ross, *The Wars of the Roses*, Thames and Hudson, 1986

Reference books

- C Allmand, *The Hundred Years War: England and France at War c. 1300-c. 1450*, Cambridge University Press, 1988
- C Carpenter, *The Wars of the Roses, Politics and the Constitution of England*, Cambridge University Press, 1997
- J Gillingham, *The Wars of the Roses*, Weidenfeld & Nicolson, 2001
- S Gristwood, *Blood Sisters: The Women Behind the Wars of the Roses*, HarperPress, 2013
- G Harriss, *Shaping the Nation: England 1360-1461*, Oxford University Press, 2006
- M Hicks, *The Wars of the Roses*, Yale University Press, 2012
- M Hicks, *Who's Who in Late Mediaeval England, 1272-1485: 3*, Shephard-Walwyn, 1999,
- E F Jacob, *The Fifteenth Century*, Oxford Paperbacks, 1993
- M Keen, *England in the Later Middle Ages*, Longman, 2003
- J R Lander, *Government and Community: England 1450-1509*, Harvard University Press, 1988
- J R Lander, *The Wars of the Roses*, The History Press, 2007
- A J Pollard, *Richard III and the Princes in the Tower*, Sutton Publishing, 1993
- C Routh, *Who's Who in Tudor England*, Shephard-Walwyn, 1999
- R L Storey, *The End of the House of Lancaster*, Sutton Publishing, 1999

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- J Thomson, *The Transformation of Medieval England, 1370-1539*, Longman, 1983
 - A Tuck, *Crown and Nobility, England 1272-1461*, Wiley-Blackwell, 1999

Biographies and first-hand accounts

- D Baldwin, *Elizabeth Woodville: Mother of the Princes in the Tower*, The History Press, 2010
- S B Chrimes, *Henry VII*, Yale University Press, 1999
- R A Griffiths, *The Reign of Henry VI*, The History Press, 2004
- M Hicks, *Warwick the Kingmaker*, Wiley-Blackwell, 2002
- R Horrox, *Richard III: A Study in Service*, Cambridge University Press, 1991
- H E Maurer, *Margaret of Anjou: Queenship and Power in Late Medieval England*, Boydell Press, 2005
- E Norton, *Margaret Beaufort: Mother of the Tudor Dynasty*, Amberley Publishing, 2011
- C Ross, *Edward IV*, Yale University Press, 1997
- C Ross, *Richard III*, Yale University Press, 1999
- J Watts, *Henry VI and the Politics of Kingship*, Cambridge University Press, 1999
- B Wolffe, *Henry VI*, Yale University Press, 2001
- K Dockray, *Edward IV: A Sourcebook*, Sutton Publishing, 1999
- K Dockray, *Henry VI, Margaret of Anjou and the Wars of the Roses*, Sutton Publishing, 1997
- K Dockray, *Richard III: A Sourcebook*, Sutton Publishing, 1997
- E Hallam (ed.), *The Chronicles of the Wars of the Roses*, Colour Library Direct Ltd, 1996
- Dominic Mancini, *The Usurpation of Richard the Third* (C A J Armstrong, translator), Sutton Publishing, 1984
- Sir Thomas More & G Logan (ed.), *The History of King Richard the Third*, Indiana University Press, 2006
- A R Myers, *English Historical Documents: Volume 4 1327-1485*, Routledge, 1995
- *The Chronicles of the White Rose of York: A Series of Historical Fragments, Proclamations, Letters, and Other Contemporary Documents Relating to the Reign of King Edward IV: Notes and Illustrations, and a Copious Index*, Nabu Press, 2010
- *Three Books of Polydore Vergil's English History*, Forgotten books, 2012

Visual sources and websites

- <http://www.hist.cam.ac.uk/prospective-undergrads/virtual-classroom/primary-source-exercises/sources-wars-roses>
- <http://www.fordham.edu/halsall/sbook1n.asp>

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- H Castor, *She-Wolves: England's Early Queens*, [DVD]
 - D Starkey, *Monarchy*, [DVD] - Series 1, Series 2

Y11/12 summer assignments: Russia

We are so pleased that you will be joining us in our A Level class in September.

These resources and tasks will help you to gain a strong contextual understanding of the key features of Russian society and government and some of the problems facing Russia in the late nineteenth century ready for studying Russian history at A Level. Please work through the following tasks:

- Read through the document below "Was Russia well governed in 1900?" and the link <https://www.bbc.co.uk/bitesize/guides/z6rjy9q/revision/4> . As you read through, make notes using whichever format you prefer (mindmaps, bulletpoints, notes with subheadings as appropriate):
 - When you have finished the above tasks, write an extended answer (1-2 sides, full paragraphs to answer the following question):
 - What were the main problems with Russian government, economy and society in the late nineteenth\early twentieth century? Consider:
 - Geographical features of Russia such as its size and climate
 - The poverty of the peasants and the land problem
 - The living and working conditions of the industrial workers
 - Corruption in government
 - Censorship of the press
 - The violence used to deal with protestors
 - The lack of opportunity for people to have their views heard
 - The huge inequalities of wealth facing Russia
- Watch the 'Empire of the Tsars' series on I player if possible <https://www.bbc.co.uk/iplayer/episodes/b06vmlcg/empire-of-the-tsars-romanov-russia-with-lucy-worsley>
Although only episode 3 deals with the period that we will be learning about it is useful and interesting to know some of the background and history of Russia before 1855.
- There are also programmes that you can watch if you have Netflix eg The Last Czars series

Why was Russia so difficult to govern?

AT THE BEGINNING of the twentieth century, Russia was a vast empire spanning two continents – Europe and Asia. From west to east it stretched over 4,000 miles, from north to south some 2,000 miles. The USA could fit into Russia two and a



SOURCE 1 A man and his son on a street in a provincial Russian town

half times over and Britain nearly 100 times. When it was night on one side of the empire, it was day on the other.

Communications were difficult. There were few paved roads. Outside the main cities, most of the roads were hard-packed earth, which would turn to mud in heavy rain. In the villages and small towns in spring and autumn, people had to walk on platforms or boards to avoid sinking in the mud, which could suck off their boots. In the winter, the frozen ruts would bounce people along as they travelled in their horse-drawn sleds. Travel by road was slow at the best of times and roads often became impassable.

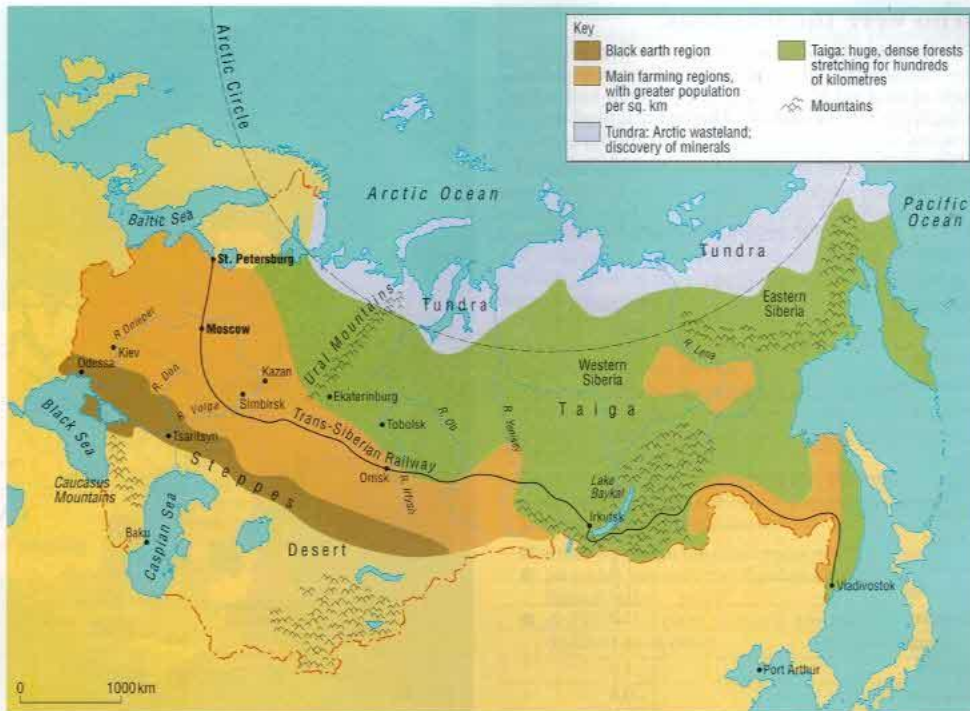
For longer journeys, people used the rivers or the railways. Many of the major cities were sited along the rivers. Passenger steamboats plied regularly up and down the main routes, such as the River Volga. In the winter, the rivers iced over and sleds could be used.

Railways were the most comfortable form of travel. There had been an enormous growth in railways in the 1890s, but by 1900 Russia had only as many miles of track as Britain. Most of these were in European Russia. The only line of communication across the vast eastern expanse was the Trans-Siberian railway, which was opened in 1904. It took more than a week on the Trans-Siberian Express to travel from Moscow in the west to Vladivostok on the Pacific coast.

The Russian Empire covered about one-sixth of the world's total land, with a vast range of landscapes. The northern part of Russia, the tundra, is frozen for most of the year. South of the tundra is the taiga, which consists of miles and miles of impenetrable forests, and then the Russian Steppes, a vast area of grassland. In the far south lies the desert, where nomads used camels for their journeys to far-flung settlements.

Much of this land was very beautiful and dramatic, but little of it could be used for farming. The main agricultural areas were in European Russia, where most of the people lived. The Black Earth region was the most fertile. Beyond the Ural Mountains, Russia was a wild place, with frontier settlements very like the old Wild West of America.

WHY WAS RUSSIA SO DIFFICULT TO GOVERN?



SOURCE 2 A map of the Russian Empire in 1900, showing the different climatic regions and types of vegetation

SOURCE 3 Peasant women pulling boats on the Volga River



1. How do you think that each of the following helps explain why Russia was difficult to govern:

- size
- climate
- communications?

WHY WAS RUSSIA SO DIFFICULT TO GOVERN?

Who were the Russians?

The Empire contained around 130 million people, the vast majority of whom lived in European Russia, west of the Ural Mountains. But less than half of the population were Russians. The rest belonged to peoples who had been conquered by the Russians. Many of them did not speak Russian and most were illiterate.

1. Why did so many people live in the European part of Russia?

Nationality	Millions
Russian	55.6
Ukrainian	22.4
White Russian	5.8
Polish	7.9
Jewish	5.0
Kirghiz	4.0
Tartar	3.4
German	1.8
Latvian	1.4
Bashkir	1.3
Lithuanian	1.2
Armenian	1.2
Romanian/Moldavian	1.1
Estonian	1.0
Georgian	0.8
Turkmenian	0.3

SOURCE 4 The major nationalities in Russia by mother tongue in 1897



SOURCE 5 Map showing areas inhabited by some of the different nationalities



SOURCE 6 Gurians from the Caucasus



SOURCE 7 Evenki people from Siberia



SOURCE 8 Muscovites waiting at a tram stop

The Great Russians, a mixture of Slavs and Vikings, were characterised as a melancholy, gloomy people, given to outbursts of emotion. This was put down to the hard climate, long dark nights and long periods of inactivity. The Russians were convinced that they were special. They thought that the Russian customs and religion were superior to those of their neighbours. From the fifteenth century onwards, they began to conquer the peoples around them one by one.

Russian empire grew up with Moscow at its centre. Here the tsars, the rulers of Russia, lived. In the seventeenth century, Peter the Great moved the capital to St Petersburg and the empire was extended across the Ural mountains into Asia. But it was not until the end of the nineteenth century that many of the areas in the south and in the east came under Russian control.



Russification

Some of the national groups were deeply resentful of Russian control. They particularly resented the policy of 'Russification' – making non-Russians speak Russian, wear Russian clothes and follow Russian customs – which they saw as an attack on their way of life.

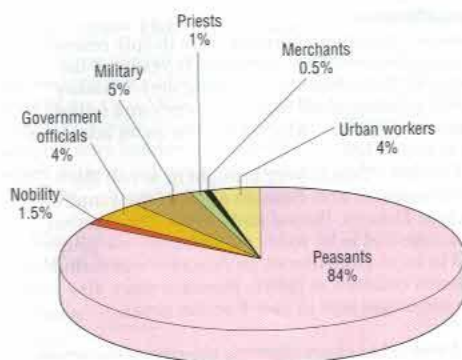
Russian officials were brought in to run the government of non-Russian areas of the Empire, such as Finland, Poland and Latvia. The Russian language had to be used in schools, in law courts and in local government. In Poland it was forbidden to teach children in Polish. Russians were also given the important jobs in non-Russian areas.

2. Draw a bar chart showing the size of the seven largest groups in Russia.
5. What do Sources 1, 5 and 5–9 suggest about differences in the lives of the people in different parts of Russia? Choose three photographs to illustrate your points.
4. Do you think the existence of the different national groups would make it easier or harder to govern Russia? Think about:
 - different languages and ways of life
 - attitudes towards the Russians and Russification
 - divisions between national groups who disliked each other.



SOURCE 9 Jews from Bokhara in central Asia

What was life like in Russia in 1900?



SOURCE 1 A breakdown of Russian society by class in 1900

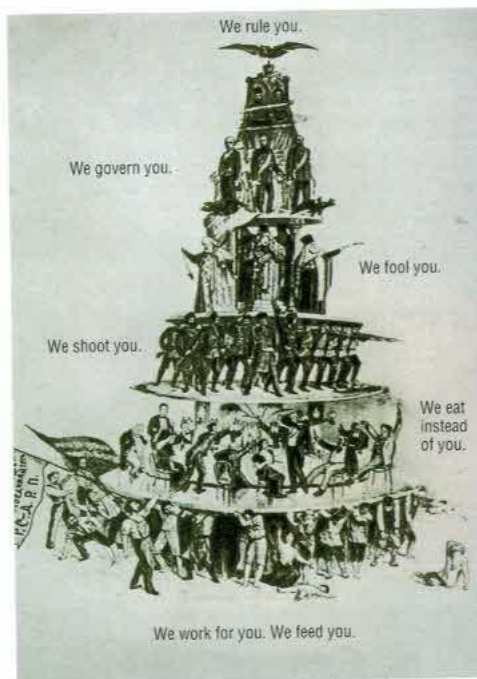
1. What do Sources 1 and 2 tell you about Russian society?
2. Do you think the cartoonist who drew Source 2 approved of the way Russian society was organised? Explain your answer.

The peasants

AT THE BEGINNING of the twentieth century, four out of every five people in Russia were peasants. For most of them, life was hard. Their main food was grain made into rye bread or porridge, and cabbage soup. Fish was common but meat was rare. On religious days and at festivals delicacies such as pies and pancakes were eaten. Tea, beer and vodka were the most popular drinks.

When the harvests were good there was food to go around. But when the harvests were bad there was starvation and disease: 400,000 people died in 1891 when crop failure coupled with cholera hit the countryside. The average life expectancy was less than 40 years. There were regular epidemics of typhus and diphtheria, and syphilis was widespread. It was a life of poverty, squalor and, often, drunkenness.

The peasants used the backward strip method of farming – each family had 20 to 50 or more narrow strips scattered around the village. They used wooden ploughs and had few animals or tools, so the work was backbreaking physical labour. Most families only produced enough food for themselves. Some peasants earned extra money by making clothes, furniture or articles to sell in the towns.



SOURCE 2 A cartoon showing Russian society, drawn in about 1900

But the main problem was land. There was simply not enough to go round. Until 1861, the majority of peasants had been **SERFS**, owned by their masters. In 1861, they had been freed and were allocated a share of land which they could buy with money loaned by the government. But they had to pay off the loans over many years. Moreover, the amount of land they got was often barely enough to survive on, let alone pay off loans. As a result, many peasants got into crushing debt.

The peasants were angry that the landowners, the nobles, had kept so much of the land after 1861 and still had large estates. Many had to work on the nobles' estates to earn extra money. Most peasants simply wanted enough of their own land to farm. The situation was getting worse by 1900. The population had increased by 50 per cent between 1860 and 1897 and was still growing fast. More and more peasants were competing for the land available.



SOURCE 3 Peasants in a village near Nizhny-Novogorod, 1891–92



SOURCE 4 A peasant mother and her children sleeping in a hut

Typically, Russian peasants wore coarse woollen shirts and trousers and peaked caps. Their loose trousers were tucked into leather boots if they were well off. The poorest wore sandals made of tree bark. Women wore cotton blouses, often coloured, skirts, and scarves on their heads. Men and women wore kaftan coats tied at the waist.



SOURCE 6 A description of peasants' homes by an English visitor

“The village consists of one street, containing about 35 cottages, and lined with birch trees. The cottages are built of wood and are unpainted. . . . You mount a wooden staircase or ladder, push open a door, and find yourself in the upper or main floor of the cottage, the ground floor being mainly used for storage purposes. A big brick stove is in the main room, and on this stove the older people and children sleep in winter. There is a rough table and a few chairs, a bed and in the middle of the room a child’s cot suspended from the ceiling.”

SOURCE 5 Peasants at a village meal (see Source 3)

5. What can you see in Sources 3, 4 and 5 to suggest that the peasants were poor?
4. In what ways does Source 6 agree with the evidence of the photographs?
5. Give two reasons why the peasants were so poor.
6. Why was the issue of land so important to the peasants?
7. What would your main complaints be if you were a peasant? Make a list under the following headings: food, health, work, money, land.

The nobility

Although the nobles made up just over one per cent of the population, they owned almost a quarter of all the land.

Some were extremely rich, with large country estates, which they employed people to run. They would often also have another home in St Petersburg or Moscow, or both, and would spend a good part of the year enjoying the ballet, the theatre and a round of social events in 'society'.



SOURCE 7 The ball of the coloured wigs at Countess Yelisaveta Shuvalova's palace in St Petersburg

The middle classes

Around 1900, with the development of industry, a new class of people was growing in Russia: bankers, merchants and rich capitalists who owned the industrial works. St Petersburg and Moscow were the main centres of commerce and of the textile industry. The link between rich businessmen and the government in Russia was very strong; the government gave them big contracts and loans.

Life for the rich middle classes was very good. In Moscow there were restaurants, cocktail bars and smart hotels. Here they could eat good Russian food – caviar, sturgeon, cold salmon and borsch (beetroot and meat soup served with cream) – and drink champagne. They could go to the much-loved ballet, to concerts or the theatre. They had large houses which were lavishly decorated, with beautiful furniture.

■ ACTIVITY

Compare the lives of the rich and poor in Russia at the beginning of the twentieth century. Divide a page into two columns headed rich and poor.

- Use the evidence – the photographs and the written sources – to compare their clothes, food, work, housing, entertainments, and other aspects of their lives.
- Write several sentences to answer this question: 'How large was the gap between rich and poor in Russia at the beginning of the twentieth century?'



SOURCE 8 A painting of a middle-class family being entertained by a street musician



SOURCE 9 A soup kitchen for the unemployed before 1914

SOURCE 10 From *The Story of My Life*, by Father Gapon, written in 1905. Gapon was a priest who organised a trade union to help workers

“They receive miserable wages, and generally live in an overcrowded state, very commonly in special lodging houses. A woman takes several rooms in her own name, subletting each one; and it is common to see ten or more persons living in one room and four sleeping in a bed.

The normal working day is eleven and a half hours of work, exclusive of meal times. But . . . manufacturers have received permission to work overtime, so that the average day is longer than that nominally allowed by law – fifteen or sixteen hours. I often watched the crowds of poorly clad and emaciated figures of men and girls returning from the mills . . . Why do they agree to work overtime? They have to do so because they are paid by the piece and the rate is very low.”

SOURCE 11 A report from the journal of the Moscow municipal corporation in 1902 on tenement buildings in the city

“The apartment has a terrible appearance, the plaster is crumbling, there are holes in the walls, stopped up with rags. It is dirty. The stove has collapsed. Legions of cockroaches and bugs. No double window frames and so it is piercingly cold. The lavatory is so dilapidated that it is dangerous to enter and children are not allowed in. All apartments in the house are similar.”

The workers

Life in the back streets of St Petersburg, Moscow and other Russian cities was very different for the men and women who worked in the new industries. They lived in cheap wooden lodging houses or large tenement buildings, ate cheap black bread, cabbage soup and buckwheat porridge – and drank vodka.

In industrial centres away from the cities, workers often lived in barracks next to the factory. Inside, dark corridors led to dormitories for up to 30 workers, or minute rooms sleeping several families. Spaces between them were divided off by flimsy partitions or sheets, giving almost no privacy. Illness, smells, arguments, sex – nothing could be hidden. Many factories kept going 24 hours a day, and the same beds were occupied by two workers in turn, one on the day shift and one on the night shift.

Many of the workers were young male peasants who had been forced off the land. A large number of women workers were employed in the textile factories in Moscow and St Petersburg.

1. Which sources are most useful to historians – the photographs, Sources 9 and 12, or the written sources (10 and 11)?
2. What would your main grievances be if you were a worker?



SOURCE 12 A photograph showing the inside of a lodging house

How was Russia governed in 1900?



SOURCE 1 Tsar Nicholas II and Tsarina Alexandra in full regalia

SOURCE 2 An extract from an open letter from Leo Tolstoy, the famous novelist, to the Tsar in 1902

“A third of the whole of Russia lives under reinforced surveillance . . . The army of the police, regular and secret, is continually growing in numbers. The prisons and penal colonies are overcrowded with thousands of convicts and political prisoners, among whom industrial workers are now included . . .

The censorship has reached a level not known since the 1840s . . .

In all cities and industrial centres, soldiers are employed and equipped with live ammunition to be sent out against the people.

. . . and the peasants, all 100,000,000 of them, are getting poorer every year . . . Famine has become a normal phenomenon. Normal likewise is the discontent of all classes of society with the government.”

NICHOLAS II, of the Romanov dynasty, came to the throne in 1894. He was an **AUTOCRAT**. This means that he had complete and absolute power. He was not elected. He believed that he had a divine right to rule – that is, that he had been chosen by God. He could do what he liked without consulting anyone. He had the power of life and death over his subjects.

To help him rule, he had a council of ministers who ran the various government departments. But they all reported to the Tsar, who made the important decisions.

Because Russia was such a large country to run, there were thousands of civil servants, from top officials down to tax collectors and customs officers. Getting things done was a painfully slow business. The civil servants carried out the orders passed down to them. However, since the wages of the people at the bottom were very low, there was a good deal of bribery and corruption.

There was no parliament to represent the views of the people, and there was no way for people to get their views heard. Newspapers and books were **CENSORED**: they had to be sent to the government for approval before they could be printed. Opposition was not tolerated, and the Okhrana, or secret police, dealt with anyone who criticised the government. The secret police had spies and agents everywhere. **DISSIDENTS** soon found themselves in jail or exiled to Siberia.

If there were strikes, protests or riots, which often took place in times of famine, then soldiers, particularly the much-feared Cossacks, would be used to restore order. They stopped any demonstrations with great brutality.

1. Explain in your own words the meaning of the word ‘autocrat’.
2. What impression of the Tsar and his wife was Source 1 designed to put across?



SOURCE 3 Political prisoners, including the revolutionary Marie Spirodonova (left; see page 15)

SOURCE 4 From *Russia as it Really Is*, written in 1904 by Carl Joubert, a French doctor. Here he describes some of the prisoners he examined who were going to Siberia

“■ *A young man, aged twenty, a student from Kazan, stated that he had committed no crime: but he was found reading a certain book in which the censor's name did not figure on the title page, was arrested by the secret police, and sent for five years hard labour . . . I examined him and found him in the second stage of consumption. His troubles would soon be over.*

■ *A girl, aged nineteen, from Taganrog, stated that she was found in the house of a revolutionary. The revolutionary got away before arrest, but she was taken, though absolutely innocent, as a substitute. No trial. Twenty years' [sentence] . . . Examined her and found that she was suffering from cancer of the breast. Nothing had been done for her.*

■ *A woman, aged 27, from the city of Moscow, wife of a lawyer. Her husband, in the same prison, was sentenced to ten years for being in possession of certain books. Health: advanced pregnancy.*

Such were a few of the cases that came to my notice . . . It is not therefore surprising that a large number of them never reach their destinations. ”

The Orthodox Church

The Orthodox Church – a branch of Christianity – was very important in Russia. In most houses there were holy pictures or icons on the walls. The Orthodox Church was surrounded by mysticism and superstition. Holy men, or *STARTSY* (one *STARTETS*) were held in special regard. However, there was a great gap between the poor parish priests on one side and the rich bishops and higher clergy on the other.

The Orthodox Church was closely linked to the Tsar and supported his way of ruling. It taught that the Tsar was the head of the country and the head of the Church – in other words, that he was God's chosen representative on earth. This was why many peasants and workers thought of the Tsar as the 'little father', their special protector. But this image was to be shattered in the early part of the new century.

- Do Sources 2–4 suggest that the system of governing Russia was working well? Explain your answer.
- What do each of the cases in Source 4 tell us about the Tsar's method of keeping control?
- How do you think the Orthodox Church helped to keep the Tsar in power?
- What aspects of the way that Russia was governed do you think made people most angry?

ACTIVITY

You are a Russian noble who believes that there is a lot wrong with Russia in the year 1905. You have spent some time in Moscow and St Petersburg and have toured around many villages. Write a letter to the Tsar telling him what is wrong and why changes need to be made. Mention:

- the poverty of the peasants and the land problem
- the living and working conditions of the industrial workers
- corruption in government
- censorship of the press
- the violence used to deal with protesters
- the lack of opportunity for people to have their views heard.

You could begin like this:

5 June 1903

Sire,

Your most loyal and obedient servant wishes to draw to your attention the grievous situation and serious problems existing in some parts of Russia today. I know that, were you fully aware of these, you would take steps to improve matters. I have recently completed a tour of . . .

Reading and resources list

1H Tsarist and Communist Russia, 1855–1964

Key texts for classroom and individual study

- C Corin and T Fiehn, *Communist Russia under Lenin and Stalin*, Hodder, 2002
- J Laver, *Triumph and Collapse: Russia and the USSR 1941-1991*, Nelson Thornes, 2009
- A Todd, *The Soviet Union and Eastern Europe 1924-2000*, CUP, 2012
- S Waller, *Imperial Russia, Revolutions and the emergence of the Soviet State 1853-1924*, CUP, 2012
- S Waller, *Tsarist Russia, 1855-1917*, Nelson Thornes, 2009

Useful books for students

- J Bromley, *Russia 1848–1917*, Heinemann, 2002
- G Darby, *The Russian Revolution*, Longman, 1998
- D Evans and J Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Arnold (2nd edn), 2001
- J Hite, *Tsarist Russia 1801–1917*, Causeway Press, 2004
- J Laver, *The Modernisation of Russia 1856–1985*, Heinemann, 2002
- S J Lee, *Russia and the USSR*, Routledge, 2005
- M Lynch, *Reaction and Revolutions: Russia 1881–1924*, Hodder Murray (2nd new edn), 2005
- D Murphy and T Morris, *Russia 1855–1964*, Collins, 2008
- A Wood, *The Russian Revolution*, Longman (2nd edn), 1986

Reference books

- E Crankshaw, *The Shadow of the Winter Palace*, Penguin, 1976
- G Darby, *The Russian Revolution 1861–1924*, Longman, 1998
- O Figes, *A Peoples Tragedy: The Russian Revolution, 1891–1924*, Pimlico, 1997
- S Fitzpatrick, *The Russian Revolution*, Oxford (3rd edn), 2008
- G Freeze, *Russia, A History*, Oxford University Press, 2002
- G Hosking, *Russia and the Russians*, Penguin, 2012
- J Hutchinson, *Late Imperial Russia*, Longman, 1999
- L Kochan, *Russia in Revolution*, Paladin, 1970

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- M McCauley, *The Soviet Union 1917-1991*, Longman (2nd edn), 1981
 - D Moon, *The Russian Peasantry 1600-1930*, Longman, 1999
 - W Mosse, *Alexander II and the Modernisation of Russia*, B Tauris (2nd edn), 1995
 - D Offord, *Nineteenth-century Russia: Opposition to Aristocracy*, Longman, 1999
 - P Oxley, *Russia 1855–1991*, Oxford University Press, 2001
 - R Pipes, *Russia under the old regime*, Penguin, 1995
 - H Rogger, *Russia in the Age of Modernisation and Revolution 1881–1917*, Longman, 1983,
 - N Rothnie, *The Russian Revolution*, Palgrave Macmillan, 1989
 - R Service, *The Russian Revolution 1900–1927*, Macmillan, 1991
 - M Sixsmith, *Russia*, BBC books, 2011
 - S A Smith, *The Russian Revolution, a very short introduction*, Oxford, 2002
 - P Waldron, *The End of the Imperial Russia*, Macmillan, 1997
 - J N Westwood, *Endurance and Endeavour*, Oxford, 3rd edn, 1987
 - A Wood, *The Romanov Empire 1613–1917*, Hodder Arnold, 2007

Biographies and first-hand accounts

- I Deutscher, *Stalin*, Penguin, 1970
- D Lieven, *Nicholas II Emperor of all the Russias*, Pimlico, 1994
- S S Montefiore, *Stalin, The Court of the Red Tsar*, Phoenix, 2003
- V Serge, *Memoirs of a Revolutionary*, Writers and readers publishing co-opertive, 1984
- R Service, *Lenin: A Biography*, Pan Books, 2002
- B Williams, *Lenin (profiles in power)*, Longman, 2nd edn, 2000

Visual sources and websites

- D King, *Russian Revolutionary Posters*, Tate Publishing, 2012
- D King, *Red Star over Russia (a visual History of the Soviet Union)*, Tate Publishng, 2010
- P Kurth, *Tsar: The Lost World of Nicholas and Alexandra*, Back Bay, 1998
- B Moynahan, *Russian Century: A Photographic History*, Weidenfeld, 2000
- <https://www.marxists.org/archive/lenin/>
- <http://www.hsc.csu.edu.au>
- <http://www.choices.edu/resources/detail.php?id=46>
- <http://www.tate.org.uk/whats-on/tate-modern/display/russian-revolutionary-posters>