



OBJECTIVES

- Define totalitarianism.
- Describe Stalin's goal of transforming the Soviet Union into a totalitarian state.
- Summarize Stalin's state-controlled economic programs.
- Describe Soviet daily life.

1 FOCUS & MOTIVATE

Ask students to imagine what it would be like to not have the freedom to choose what they buy, where they work, what they eat, and what they say. What would they miss the most, and why?

2 INSTRUCT

A Government of Total Control

Critical Thinking

- Why does control of education help totalitarian regimes become successful? (*Children taught beliefs at an early age are less likely to question them later.*)
- What is meant by "enemies of the state"? (*those who are deemed dangerous; usually those who disagree with leadership*)

In-Depth Resources: Unit 7

- Guided Reading (also in Spanish), p. 25

TEST-TAKING RESOURCES

- Test Generator CD-ROM
- Strategies for Test Preparation
- Test Practice Transparencies, TT115
- Online Test Practice

Totalitarianism

CASE STUDY: Stalinist Russia

MAIN IDEA

POWER AND AUTHORITY After Lenin died, Stalin seized power and transformed the Soviet Union into a totalitarian state.

WHY IT MATTERS NOW

More recent dictators have used Stalin's tactics for seizing total control over individuals and the state.

TERMS & NAMES

- totalitarianism
- Five-Year Plan
- Great Purge
- collective farm
- command economy

SETTING THE STAGE Stalin, Lenin's successor, dramatically transformed the government of the Soviet Union. Stalin was determined that the Soviet Union should find its place both politically and economically among the most powerful of nations in the world. Using tactics designed to rid himself of opposition, Stalin worked to establish total control of all aspects of life in the Soviet Union. He controlled not only the government, but also the economy and many aspects of citizens' private lives.

TAKING NOTES

Categorizing Create a chart listing examples of methods of control used in the Soviet Union.

Methods of control	Example
1.	
2.	
3.	
4.	

A Government of Total Control

The term **totalitarianism** describes a government that takes total, centralized, state control over every aspect of public and private life. Totalitarian leaders appear to provide a sense of security and to give a direction for the future. In the 20th century, the widespread use of mass communication made it possible to reach into all aspects of citizens' lives.

A dynamic leader who can build support for his policies and justify his actions heads most totalitarian governments. Often the leader utilizes secret police to crush opposition and create a sense of fear among the people. No one is exempt from suspicion or accusations that he or she is an enemy of the state.

Totalitarianism challenges the highest values prized by Western democracies—reason, freedom, human dignity, and the worth of the individual. As the chart on the next page shows, all totalitarian states share basic characteristics.

To dominate an entire nation, totalitarian leaders devised methods of control and persuasion. These included the use of terror, indoctrination, propaganda, censorship, and religious or ethnic persecution.

Police Terror Dictators of totalitarian states use terror and violence to force obedience and to crush opposition. Normally, the police are expected to respond to criminal activity and protect the citizens. In a totalitarian state, the police serve to enforce the central government's policies. They may do this by spying on the citizens or by intimidating them. Sometimes they use brutal force and even murder to achieve their goals.

Indoctrination Totalitarian states rely on indoctrination—instruction in the government's beliefs—to mold people's minds. Control of education is absolutely essential to glorify the leader and his policies and to convince all citizens that their

SECTION 2 PROGRAM RESOURCES

ALL STUDENTS

In-Depth Resources: Unit 7

- Guided Reading, p. 25

Formal Assessment

- Section Quiz, p. 488

ENGLISH LEARNERS

In-Depth Resources in Spanish

- Guided Reading, p. 212

Reading Study Guide, p. 291

Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS

In-Depth Resources: Unit 7

- Guided Reading, p. 25
- Building Vocabulary, p. 28
- Reteaching Activity, p. 44

Reading Study Guide, p. 291

Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS

In-Depth Resources: Unit 7

- Primary Source: The Need for Progress, p. 33
- Literature: from *Darkness at Noon*, p. 36; from 1984, p. 38

Electronic Library of Primary Sources

- from 1984

INTEGRATED TECHNOLOGY

eEdition CD-ROM

Power Presentations CD-ROM

Geography Transparencies

- GT30 European Totalitarianism by 1938

Electronic Library of Primary Sources

- from 1984

classzone.com

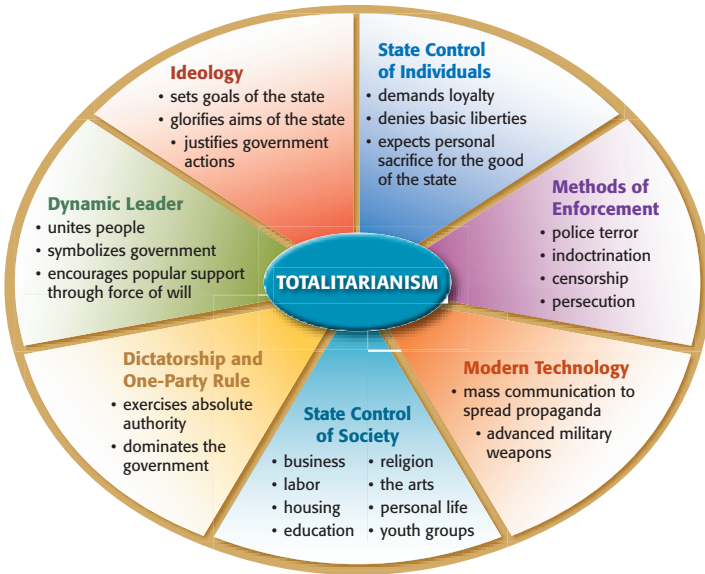
> Analyzing Key Concepts

Totalitarianism

Totalitarianism is a form of government in which the national government takes control of all aspects of both public and private life. Thus, totalitarianism seeks to erase the line between government and society. It has an ideology, or set of beliefs, that all citizens are expected to approve. It is often led by a dynamic leader and a single political party.

Mass communication technology helps a totalitarian government spread its aims and support its policies. Also, surveillance technology makes it possible to keep track of the activities of many people. Finally, violence, such as police terror, discourages those who disagree with the goals of the government.

Key Traits of Totalitarianism



Fear of Totalitarianism

George Orwell illustrated the horrors of a totalitarian government in his novel, *1984*. The novel depicts a world in which personal freedom and privacy have vanished. It is a world made possible through modern technology. Even citizens' homes have television cameras that constantly survey their behavior.



INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on totalitarianism, go to classzone.com

> DATA FILE

Totalitarian leaders in the 20th century

- Adolf Hitler (Germany) 1933–1945
- Benito Mussolini (Italy) 1925–1943
- Joseph Stalin (Soviet Union) 1929–1953
- Kim IL Sung (North Korea) 1948–1994
- Saddam Hussein (Iraq) 1979–2003

State Terror

- The two most infamous examples of state terror in the 20th century were in Nazi Germany and Stalinist Russia.
- An estimated 12.5–20 million people were killed in Nazi Germany.
- An estimated 8–20 million people were killed in Stalinist Russia.

Totalitarianism Today

- There are many authoritarian regimes in the world, but there are very few actual totalitarian governments. In 2000, one monitoring agency identified five totalitarian regimes—Afghanistan, Cuba, North Korea, Laos, and Vietnam.

Connect to Today

- Synthesizing** How does a totalitarian state attempt to make citizens obey its rules?
See Skillbuilder Handbook, page R21.
- Hypothesizing** How would your life change if you lived in a totalitarian state?

875

Analyzing Key Concepts

OBJECTIVE

- Analyze the combination of traits used to create totalitarian governments.

INSTRUCT

Introduce totalitarianism to students as a key to understanding the Soviet Union in the mid-1900s and the current governments of Cuba, North Korea, Laos, and Vietnam. It is also key to understanding Germany, Italy, Afghanistan, and Iraq during parts of the 20th century.

Geography Transparencies

- GT30 European Totalitarianism by 1938

More About . . .

1984

George Orwell's novel depicts a frightening world where the sinister slogan "Big Brother Is Watching You" appears everywhere and citizens are constantly monitored. There is widespread use of propaganda. Even new words and phrases—called Newspeak—are adopted to serve the propaganda needs of the state. Ask students to read the appendix to *1984*, which contains a description of Newspeak, and to explain some Newspeak to the class.

In-Depth Resources: Unit 7

- Literature: from *1984*, p. 38

Electronic Library of Primary Sources

- from *1984*

CONNECT TO TODAY: ANSWERS

1. Synthesizing

Possible Answer: The state attempts to make citizens obey its rules through indoctrination, propaganda, and censorship. Control of mass media and of education is essential. Totalitarian states may also use terror and violence to control citizens.

2. Hypothesizing

Possible Answers: Living in a totalitarian state means no individual freedoms, great personal sacrifice, and limited privacy. Personal choices such as where to live, what job to choose, and what beliefs to follow are all controlled by the state.

Tip For Struggling Readers

When information is *biased* it means the person or people giving the information have added their personal opinion, withheld some information, or distorted the facts. Bias is central to propaganda.

Stalin Builds a Totalitarian State

Critical Thinking

- What is ironic about Stalin putting the Bolsheviks on trial for crimes against the state? (*The Bolshevik Revolution paved the way for Stalin's rise to power; Stalin was originally a Bolshevik.*)
- Why did children report their parents to the secret police? (*They were taught in school to trust educators and authorities above their own parents.*)

In-Depth Resources: Unit 7

- Primary Source: The Need for Progress, Speech by Joseph Stalin, p. 33
- Literature: from *Darkness at Noon*, p. 36

More About . . .

Artists, Writers, and Propaganda

Art and literature became tools of propaganda, as Stalin ordered intellectuals to become “engineers of human souls.” Writers and artists who could successfully create works of propaganda were generously rewarded, often living better than the highest members of government.



▲ Members of a Russian youth group called Young Communists line up for a parade. Notice the picture of Stalin in the background.

unconditional loyalty and support are required. Indoctrination begins with very young children, is encouraged by youth groups, and is strongly enforced by schools.

Propaganda and Censorship Totalitarian states spread propaganda, biased or incomplete information used to sway people to accept certain beliefs or actions. Control of all mass media allows this to happen. No publication, film, art, or music is allowed to exist without the permission of the state. Citizens are surrounded with false information that appears to be true. Suggesting that the information is incorrect is considered an act of treason and severely punished. Individuals who dissent must retract their work or they are imprisoned or killed.

Religious or Ethnic Persecution Totalitarian leaders often create “enemies of the state” to blame for things that go wrong. Frequently these enemies are members of religious or ethnic groups. Often these groups are easily identified and are subjected to campaigns of terror and violence. They may be forced to live in certain areas or are subjected to rules that apply only to them.

CASE STUDY: Stalinist Russia

Stalin Builds a Totalitarian State

Stalin aimed to create a perfect Communist state in Russia. To realize his vision, Stalin planned to transform the Soviet Union into a totalitarian state. He began building his totalitarian state by destroying his enemies—real and imagined.

Police State Stalin built a police state to maintain his power. Stalin's secret police used tanks and armored cars to stop riots. They monitored telephone lines, read mail, and planted informers everywhere. Even children told authorities about disloyal remarks they heard at home. Every family came to fear the knock on the door in the early morning hours, which usually meant the arrest of a family member. The secret police arrested and executed millions of so-called traitors.

In 1934, Stalin turned against members of the Communist Party. In 1937, he launched the **Great Purge**, a campaign of terror directed at eliminating anyone who threatened his power. Thousands of old Bolsheviks who helped stage the Revolution in 1917 stood trial. They were executed or sent to labor camps for “crimes against the Soviet state.” When the Great Purge ended in 1938, Stalin had gained total control of the Soviet government and the Communist Party. Historians estimate that during this time he was responsible for 8 million to 13 million deaths.

Russian Propaganda and Censorship Stalin's government controlled all newspapers, motion pictures, radio, and other sources of information. Many Soviet writers, composers, and other artists also fell victim to official censorship. Stalin would not tolerate individual creativity that did not conform to the views of the state. Soviet newspapers and radio broadcasts glorified the achievements of communism, Stalin, and his economic programs.

Under Stalin, the arts also were used for propaganda. In 1930, an editorial in the Communist Party newspaper *Pravda* explained the purpose of art: “Literature, the

A. Possible Answer Indoctrination, because eventually those who oppose the regime will die and those who are indoctrinated will remain to support the ruler.

MAIN IDEA

Evaluating Courses of Action Of the weapons of totalitarianism, which allows the most long-term control?

MAIN IDEA

Recognizing Effects How would the actions of the Great Purge increase Stalin's power?
B. Answer He eliminated millions who opposed him.

DIFFERENTIATING INSTRUCTION: GIFTED AND TALENTED STUDENTS

Creating a Fictional Totalitarian State

Class Time 45 minutes

Task Describing a fictional state

Purpose To investigate the differences between totalitarianism and a democratic system

Instructions Have small groups brainstorm examples for each key trait of totalitarianism identified in the chart on page 875. They will use these examples to help them create a fictional totalitarian state. They should invent a name for the state, identify its location, make up a name for the dictator, and list the effects of totalitarianism on individual lives. Each group should write a detailed

description of the state and include how a leader or regime would go about changing life from a democratic, free country to one led by a dictator. Students might use a chart like the one in In-Depth Resources: Unit 7, page 25. Students may make their description into posters or graphics depicting their plan and/or effects of the plan once enacted.

Have groups present their fictional government to the class. Then start a discussion about the differences between life under totalitarianism and life in a democratic society. A leadoff question might be “What would a day in the classroom be like under this fictitious regime?”

30 **UNIT 7** **Totalitarianism**
Section 2 **Case Study: Stalinist Russia**

A. Recognizing Facts and Details As you read this section, fill in the web. Organize with key characteristics of Totalitarianism.

1. Ideological policies	2. Agricultural policies	3. Antireligion
Totalitarian State		
4. Education	5. Control methods	6. Propaganda methods

B. Using Critical Clues Define or identify each of the following terms: totalitarianism, command economy, collective farms. Use your plan.

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In-Depth Resources: Unit 7

cinema, the arts are levers in the hands of the proletariat which must be used to show the masses positive models of initiative and heroic labor.”

Education and Indoctrination Under Stalin, the government controlled all education from nursery schools through the universities. Schoolchildren learned the virtues of the Communist Party. College professors and students who questioned the Communist Party’s interpretations of history or science risked losing their jobs or faced imprisonment. Party leaders in the Soviet Union lectured workers and peasants on the ideals of communism. They also stressed the importance of sacrifice and hard work to build the Communist state. State-supported youth groups trained future party members.

Religious Persecution Communists aimed to replace religious teachings with the ideals of communism. Under Stalin, the government and the League of the Militant Godless, an officially sponsored group of atheists, spread propaganda attacking religion. “Museums of atheism” displayed exhibits to show that religious beliefs were mere superstitions. Yet many people in the Soviet Union still clung to their faiths.

The Russian Orthodox Church was the main target of persecution. Other religious groups also suffered greatly. The police destroyed magnificent churches and synagogues, and many religious leaders were killed or sent to labor camps.

Achieving the perfect Communist state came at a tremendous cost to Soviet citizens. Stalin’s total control of society eliminated personal rights and freedoms in favor of the power of the state.

Stalin Seizes Control of the Economy

As Stalin began to gain complete control of society, he was setting plans in motion to overhaul the economy. He announced, “We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years.” In 1928 Stalin’s plans called for a **command economy**, a system in which the government made all economic decisions. Under this system, political leaders identify the country’s economic needs and determine how to fulfill them.

An Industrial Revolution Stalin outlined the first of several **Five-Year Plans** for the development of the Soviet Union’s economy. The Five-Year Plans set impossibly high quotas, or numerical goals, to increase the output of steel, coal, oil, and electricity. To reach these targets, the government limited production of consumer goods. As a result, people faced severe shortages of housing, food, clothing, and other necessary goods.

Stalin’s tough methods produced impressive economic results. Although most of the targets of the first Five-Year Plan fell short, the Soviets made substantial gains. (See the graphs on page 878 for coal and steel production.) A second plan, launched in 1933, proved equally successful. From 1928 to 1937, industrial production of steel increased more than 25 percent.

History Makers



Joseph Stalin
1879–1953

Stalin was born in bitter poverty in Georgia, a region in southern Russia. Unlike the well-educated and cultured Lenin, Stalin was rough and crude.

Stalin tried to create a myth that he was the country’s father and savior. Stalin glorified himself as the symbol of the nation. He encouraged people to think of him as “The Greatest Genius of All Times and Peoples.”

Many towns, factories, and streets in the Soviet Union were named for Stalin. A new metal was called Stalinite. An orchid was named Stalinchid. Children standing before their desks every morning said, “Thank Comrade Stalin for this happy life.”

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a Web page on Joseph Stalin. Include pictures and a time line of his rule in the USSR. Go to classzone.com for your research.

CASE STUDY 877

History Makers

Joseph Stalin

Stalin was born in Russia in 1879. His father was a shoemaker who drank heavily and was reportedly physically abusive to his son. His mother was a poor peasant who worked to support the family. His father died when he was 14, and Stalin was sent to an Orthodox Russian seminary. He was later expelled for studying communism instead of theology. Stalin was married twice and had three children. Both wives died, as well as two sons. His surviving daughter, Svetlana, defected to the United States in 1967.

INTEGRATED TECHNOLOGY

Rubric Web pages should

- include highlights of Stalin’s life as ruler of the Soviet Union.
- use pictures and/or photos.
- be accurate.

Stalin Seizes Control of the Economy

Critical Thinking

- Why did Stalin limit the production of consumer goods? (*Money was put toward manufacturing steel, coal, oil, and electricity instead.*)
- Why wouldn’t people want to live on a collective farm? (*no personal incentives, all labor was for the state*)

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Using Questions to Find Main Ideas

Class Time 20 minutes

Task Turning headings into questions

Purpose To find and understand main ideas

Instructions Suggest that student pairs focus their reading by turning each heading into a question and then using the material below it and the subheadings to find the answer. Questions should begin with *why, how, or what*. Students should make a chart like the one shown and use it as they work through the section.

In addition to finding main ideas in the text, students can record new terms or difficult words as they encounter them in the third column. Once students have completed the section using their chart, ask volunteers which words were troublesome. As a group, use context and prior

knowledge to understand the words and help unlock the meaning of the passages. For example, the headings on pages 874–875 could be turned into these questions:

Heading	Question	Answer	Difficult Words
<i>A Government of Total Control</i>	<i>What is a government of total control?</i>	<i>State controls all parts of life</i>	<i>Indoctrination, propaganda</i>
<i>Totalitarianism</i>	<i>What is totalitarianism?</i>	<i>Total, centralized control</i>	<i>Ideology, surveillance</i>

An Agricultural Revolution In 1928, the government began to seize over 25 million privately owned farms in the USSR. It combined them into large, government-owned farms, called **collective farms**. Hundreds of families worked on these farms, called collectives, producing food for the state. The government expected that the modern machinery on the collective farms would boost food production and reduce the number of workers. Resistance was especially strong among kulaks, a class of wealthy peasants. The Soviet government decided to eliminate them.

Peasants actively fought the government’s attempt to take their land. Many killed livestock and destroyed crops in protest. Soviet secret police herded peasants onto collective farms at the point of a bayonet. Between 5 million and 10 million peasants died as a direct result of Stalin’s agricultural revolution. By 1938, more than 90 percent of all peasants lived on collective farms. As you see in the charts below, agricultural production was on the upswing. That year the country produced almost twice the wheat than it had in 1928 before collective farming.

In areas where farming was more difficult, the government set up state farms. These state farms operated like factories. The workers received wages instead of a share of the profits. These farms were much larger than collectives and mostly produced wheat.

C. Answer establishment of collective farms; use of terror and violence; destruction of the kulaks

MAIN IDEA

Clarifying

What methods did Stalin use to bring agriculture under state control?

Daily Life Under Stalin

Critical Thinking

- What was so revolutionary about education under Stalin? (*More people, including women, were given technical and professional educations.*)
- What were the expectations for women during this time? (*get an education, work full time, maintain a home, have and care for children*)

Daily Life Under Stalin

Stalin’s totalitarian rule revolutionized Soviet society. Women’s roles greatly expanded. People became better educated and mastered new technical skills. The dramatic changes in people’s lives, came at great cost. Soviet citizens found their personal freedoms limited, consumer goods in short supply, and dissent prohibited.

Stalin’s economic plans created a high demand for many skilled workers. University and technical training became the key to a better life. As one young man explained, “If a person does not want to become a collective farmer or just a cleaning woman, the only means you have to get something is through education.”

Women Gain Rights The Bolshevik Revolution of 1917 declared men and women equal. Laws were passed to grant women equal rights. After Stalin became dictator, women helped the state-controlled economy prosper. Under his Five-Year

History from Visuals

Interpreting the Graphs

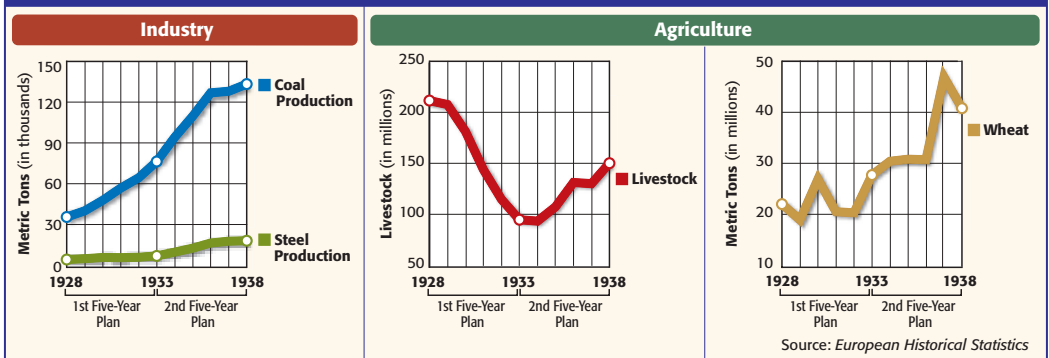
Emphasize that the bracketed years beneath the charts represent the first and second Five-Year Plans.

Extension Ask students to reread the text under the subheading “An Agricultural Revolution” and to explain the reasons for the sharp decline in livestock.

SKILLBUILDER Answers

- 1. Clarifying** about 100,000 metric tons
- 2. Drawing Conclusions** Industrial production increased greatly; production of livestock decreased, but wheat production increased.

The Buildup of the Soviet Economy, 1928–1938



SKILLBUILDER: Interpreting Graphs

- 1. Clarifying** How many more metric tons of coal were produced in 1938 than in 1928?
- 2. Drawing Conclusions** What do the graphs show about the contrast between the progress of industry and agriculture production under Stalin’s first Five-Year Plan?

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Key Terms of Totalitarianism

Class Time 20 minutes

Task Recording word meanings and examples

Purpose To understand academic vocabulary

Instructions Have students work with some of the key terms that describe characteristics of totalitarianism. Examples are: *indoctrination, propaganda, censorship, religious persecution, ethnic persecution, and police state.*

Students will create charts defining each word using context, prior knowledge, and other sources such as dictionaries and glossaries. Then have them give an example of each of the terms. An example of *police state* might be “Police listen to telephone calls.”

After students have shared their charts, lead a discussion on what life might be like under a totalitarian state.

Key Term	Meaning	Example
Indoctrination	Teaching the government’s beliefs	All textbooks glorify Stalin’s ideas.
Propaganda	Slanted and incomplete information	All books and movies present only the communist point of view.

Plans, they had no choice but to join the labor force. The state provided child care for all working mothers. Some young women performed the same jobs as men. Millions of women worked in factories and in construction. However, men continued to hold the best jobs.

Given new educational opportunities, women prepared for careers in engineering and science. Medicine, in particular, attracted many women. By 1950, they made up 75 percent of Soviet doctors.

Soviet women paid a heavy price for their rising status in society. Besides having full-time jobs, they were responsible for housework and child care. Motherhood is considered a patriotic duty in totalitarian regimes. Soviet women were expected to provide the state with future generations of loyal, obedient citizens.

MAIN IDEA

Summarizing

How did daily life under Stalin's rule change the lives of women in the Soviet Union?

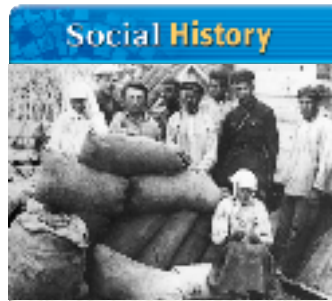
D. Possible Answer

Women had more educational and career opportunities, were forced to enter the work force, and were expected to bear children.

Total Control Achieved

By the mid-1930s, Stalin had forcibly transformed the Soviet Union into a totalitarian regime and an industrial and political power. He stood unopposed as dictator and maintained his authority over the Communist Party. Stalin would not tolerate individual creativity. He saw it as a threat to the conformity and obedience required of citizens in a totalitarian state. He ushered in a period of total social control and rule by terror, rather than constitutional government.

Like Russia, China would fall under the influence of Karl Marx's theories and Communist beliefs. The dynamic leader Mao Zedong would pave the way for transforming China into a totalitarian Communist state, as you will read in Section 3.



Ukrainian Kulaks

The kulaks in Ukraine (shown above) fiercely resisted collectivization. They murdered officials, torched the property of the collectives, and burned their own crops and grain in protest.

Recognizing the threat kulaks posed to his policies, Stalin declared that they should "liquidate kulaks as a class." The state took control of kulak land and equipment, and confiscated stores of food and grain. More than 3 million Ukrainians were shot, exiled, or imprisoned. Some 6 million people died in the government-engineered famine that resulted from the destruction of crops and animals. By 1935, the kulaks had been eliminated.

Social History

Ukrainian Kulaks

Before 1917, kulaks were central figures in peasant villages. They owned farms, livestock, and horses. They were wealthy enough to be able to hire laborers as farmhands and had enough land to be able to lease parts of it. The Soviet government regarded kulaks as capitalists because they made their own living and prospered financially. This was considered anticommunist and regarded as a threat.

Total Control Achieved

Critical Thinking

- Why did the people of Russia go along with Stalin's regime? (*belief it was for the good of the state; violent repression*)
- What is one primary way totalitarianism differs from democratic thinking? (*A totalitarian regime places ultimate value on itself, not on its citizens.*)

3 ASSESS

SECTION 2 ASSESSMENT

After students have responded to the questions independently, engage the whole class in a discussion of question 2.

Formal Assessment

- Section Quiz, p. 488

4 RETEACH

Use the Reteaching Activity to review the main ideas of the section.

In-Depth Resources: Unit 7

- Reteaching Activity, p. 44

SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- totalitarianism
- Great Purge
- command economy
- Five-Year Plans
- collective farm

USING YOUR NOTES

2. Which of the methods of control do you think was most influential in maintaining Stalin's power? Why?

Methods of control	Example
1.	
2.	
3.	
4.	

MAIN IDEAS

3. What are the key traits of a totalitarian state?
4. What are some ways totalitarian rulers keep their power?
5. How did the Soviet economy change under the direction of Stalin?

CRITICAL THINKING & WRITING

6. **CONTRASTING** How do totalitarian states and constitutional governments differ?
7. **SUMMARIZING** Summarize Joseph Stalin's rise to power and how his control expanded.
8. **EVALUATING COURSES OF ACTION** Were the Five-Year plans the best way to move the Soviet economy forward? Explain.
9. **WRITING ACTIVITY** **POWER AND AUTHORITY** As an industrial worker, a female doctor, a Russian Orthodox priest, or a Communist Party member, write a **journal entry** about your life under Stalin.

CONNECT TO TODAY **Graphing Russia's Economy**

Research Russia's industrial and agricultural production in the last 10 years. Create a series of **graphs** similar to those found on page 878.

CASE STUDY 879

ANSWERS

1. totalitarianism, p. 874 • Great Purge, p. 876 • command economy, p. 877 • Five-Year Plans, p. 877 • collective farm, 878
2. **Sample Answer:** 1. Police Terror–Great Purge, kulaks; 2. Propaganda–Government-controlled media; 3. Indoctrination–Education and training; 4. Persecution–Elimination of leadership. Most influential–Indoctrination, because it began in childhood.
3. dictatorship and one-party rule, dynamic leader, ideology, state control, modern technology, methods of enforcement
4. police terror, indoctrination, propaganda and censorship, persecution
5. Industry increased by more than 25 percent and production of wheat doubled. There were severe shortages of consumer goods.
6. **Possible Answers:** Totalitarian–Under one ruler; controlled society and people; use of force and propaganda. Democratic–Separation of powers; elected leaders; private ownership; military for defense.
7. general secretary of the Communist Party; eliminated competitors; controlled society, revamped economy
8. Yes–Soviet economy was failing, needed revamping. No–They cost millions of lives and sacrifices by consumers and workers.
9. **Rubric** Journal entries should
 - refer to the person's role.
 - identify hardships or advantages.

CONNECT TO TODAY

- Rubric** Graphs should
- present accurate statistics.
 - be easy to read and interpret.
 - cite sources.