

Workshop 6

Russia

Part 1. St. Petersburg

Part 2. Dagestan

Russia is a vast region, characterized by diverse physical and human geographical features. In this workshop, we will investigate the relationships of these features with Russia's past, present, and future. Using the Russian examples of St. Petersburg and Dagestan, we will consider, first, how urban centers develop and, later, the intercultural relationships of cooperation and conflict.

Before You Watch

Before viewing the video programs for **Workshop 6: Russia**, please read the Video Program Overviews below—paying close attention to the Questions To Consider—and the descriptions of the standards featured in this workshop (listed below). Those descriptions can be found in the Appendix of this guide.

These readings provide background on the geographic and pedagogical issues addressed in this workshop. We encourage you to read *Geography for Life* in its entirety as you move through the workshops. It contains further background on the National Standards and their development, numerous examples and rich illustrations aiding interpretation, valuable tools for strengthening and developing lessons, and additional insight into geography's significance in our daily lives.

Also, prior to the workshop, you should explore the associated Key Maps and Interactive Activities on the *Teaching Geography* Web site:

www.learner.org/channel/workshops/geography.

The National Geography Standards for Workshop 6

The National Geography Standards highlighted in this workshop include Standards 2, 4, 10, 11, 12, and 16. Read the descriptions of the appropriate standards found in the Appendix, on the workshop Web site, or in their complete form in Chapter 4 of *Geography for Life*. You can find supplemental materials in the Resources at the end of this workshop chapter.

Video Program Overviews

Part 1. St. Petersburg: Russia's Window on the West

As part of the vast, geographically diverse Russia, St. Petersburg has had a tumultuous history. Czar Peter the Great selected St. Petersburg as capital, building it up from the marshes of the Neva River delta due to its proximity to Europe and its potential as a port city. But with the Revolution in 1917, Lenin named Moscow capital and changed St. Petersburg's name to Leningrad. Since regaining its original name in 1989 with the end of the Soviet era, St. Petersburg has struggled with the changes from a communist system to that of free market capitalism.

Although the city streets now teem with commerce, many industries and individuals have had difficulty weathering the transition. An increased cost of living is just one of many adversities facing residents today. However, St. Petersburg's rich history, well-educated population, and plans to develop a new harbor contribute to its potential for regaining a strong position in the world economy. This case study provides insight into the factors influencing city location and the relationships among politics, economics, culture, and geography.

The classroom activities for this segment follow Judy Ware's seventh-grade world geography class as they analyze Russia's topographical features in determining where they would build a city.

Objectives

Participants will be able to:

- explain why places have specific physical and human characteristics;
- identify how patterns of economic interdependence influence the development of urban centers; and
- adapt inquiry learning and constructivist approaches for teaching students about patterns and functions of urban settlements.

Before You Watch, cont'd.

Questions To Consider

1. Describe evidence used in the case study and lesson to assess the influence of physical and human characteristics in shaping St. Petersburg's development as an urban center.
2. How does St. Petersburg exemplify the influence of economic interdependence in the development of urban centers?
3. How does teacher Judy Ware promote student understanding of urban development by using inquiry learning in combination with a constructivist philosophy?

Featured Educator: Ms. Judy Ware, seventh-grade world history teacher, Crossroads School, St. Louis, Missouri.

Part 2. Dagestan: Russia's Southern Challenge

Since the breakup of the Soviet Union, Russia has faced many geographical challenges, ranging from a lack of infrastructure in its frozen Siberian wilderness to upheavals in its Muslim Republics. However, in the Caucasus republic of Dagestan, dozens of ethnic groups, the so-called "nationalities," co-exist despite their differing cultural traditions, craft specializations, and dialects. Despite nationalist rebellions churning in the region surrounding Dagestan, the people here continue to maintain their membership in the Russian federation. What factors keep this mostly Muslim, non-Russian population a member of the federation? As our case study shows, part of the answer lies in Dagestan's reaction to the tragic example of conflicts in neighboring Chechnya.

This program also features a classroom segment in which Connie Hudgeons's 12th-graders explore the role that ethnic identity plays in creating solidarity as they engage in a mediation exercise between two opposing ethnic factions.

Objectives

Participants will be able to:

- explain how culture influences each group's unique view of itself and others;
- analyze how changes in the use, meaning, and distribution of resources influence the stability and future of a region; and
- describe how using simulated decision-making activities in the classroom engages students in critical thinking and understanding geographic concepts.

Questions To Consider

1. How have cultural, economic, political, and physical characteristics in Dagestan and neighboring countries resulted in cooperation or conflict?
2. How have historic and geographic factors resulted in rebellion among nations in Russia's southeastern region?
3. Describe how teacher Connie Hudgeons uses decision-making simulations to promote critical thinking and geographic understanding in her classroom.

Featured Educator: Ms. Connie Hudgeons, 12th-grade AP economics teacher, Cibola High School, Albuquerque, New Mexico.

Workshop Session

The video program for **Workshop 6: Russia** includes two parts, each containing a geography case study, classroom segment, regional and human geography commentary, and pedagogical commentary. This guide provides pre- and post-video activities, as well as questions to consider while watching the program. Follow the approximate timelines on the grid below, depending on the length of your workshop session and whether you are watching a real-time broadcast or a videotape.

Viewing Real-Time Broadcast (Two-Hour Session): Watch the full program, then do each of the activities.

Viewing Videotapes (One Two-Hour or Two One-Hour Sessions): Watch each video segment listed below, then do the related activity. If you can only meet for an hour, do Part 1 as one session and Part 2 as another. Please complete Part 1 before doing Part 2.

All times are approximate	VIEWING REAL-TIME BROADCAST Watch the full program, then do each of the activities below.	VIEWING VIDEOTAPES Watch each video segment listed below, pausing after each one to do the related activity.
Watch Full Program	58 minutes	
Do Getting Ready 1: Why Is St. Petersburg <i>There</i> ?	15 minutes	15 minutes
Watch Russia Part 1: St. Petersburg: Russia's Window on the West		29 minutes
Do Going Further 1: Geography and Historical Development	15 minutes	15 minutes
Do Getting Ready 2: Sources of Conflict	15 minutes	15 minutes
Watch Russia Part 2: Dagestan: Russia's Southern Challenge		29 minutes
Do Going Further 2: Simulating Conflict and Negotiation	15 minutes	15 minutes

Note: Readings are not included here. These should be completed prior to the workshop session. See *Before You Watch* for more information.

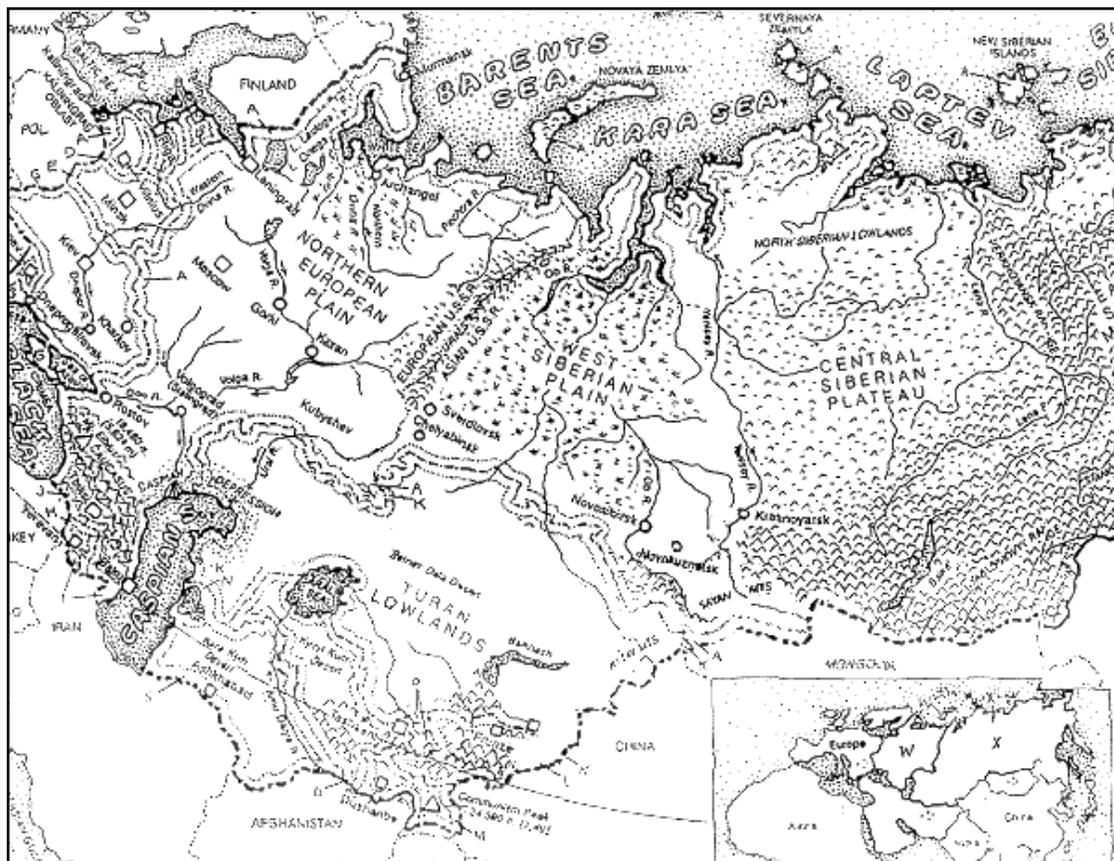
Workshop Session, cont'd.

Part 1. St. Petersburg: Russia's Window on the West

Getting Ready 1: Why Is St. Petersburg *There*? (15 minutes)

Take **five to 10 minutes** to look at a physical map of Russia and make a list of characteristics of the region that might explain the development of St. Petersburg as a major urban center. Also, list any limiting characteristics. Compare your lists with a partner. What patterns do you see in your comparisons?

Site Leader: Part of this activity involves discussion with partners. Please be sure that everyone has a partner before they engage in the activity and help people keep track of time. Please also make sure that everyone has a physical map of Russia.



Workshop Session, cont'd.

Watch Part 1. St. Petersburg: Russia's Window on the West (30 minutes)

Questions To Consider

1. Describe evidence used in the case study and lesson to assess the influence of physical and human characteristics in shaping St. Petersburg's development as an urban center.
2. How does St. Petersburg exemplify the influence of economic interdependence in the development of urban centers?
3. How does teacher Judy Ware promote student understanding of urban development by using inquiry learning in combination with a constructivist philosophy?

Going Further 1: Geography and Historical Development (15 minutes)

Reflecting on the list of human and/or physical characteristics you prepared in Getting Ready 1, what modifications would you make based on your viewing of the video case study and lesson? How does knowing these characteristics enhance understanding of history, economics, politics, and culture? How has your mental map of Russia changed? Discuss your list and these issues with the group.

Site Leader: Part of this activity involves discussion with partners. Please be sure that everyone has a partner before they engage in the activity and help people keep track of time. Please also make sure that everyone has a physical map of Russia.

Part 2. Dagestan: Russia's Southern Challenge

Getting Ready 2: Sources of Conflict (15 minutes)

Take **five minutes** to make a list of possible reasons for conflict between or among cultures (or nations). Place a check next to any item(s) you have on your list with which you have personal experience.

Site Leader: Please keep participants to five minutes in the first part of this activity.

Take **10 minutes** to compare and discuss your list with a partner. Address these questions:

- How might having personal experience with such conflict influence someone's thinking about other cultures?
- How can being geographically informed assist cultural insight?

Watch Part 2. Dagestan: Russia's Southern Challenge (30 minutes)

Questions To Consider

1. How have cultural, economic, political, and physical characteristics in Dagestan and neighboring countries resulted in cooperation or conflict?
2. How have historic and geographic factors resulted in rebellion among nations in Russia's southeastern region?
3. Describe how teacher Connie Hudgeons uses decision-making simulations to promote critical thinking and geographic understanding in her classroom.

Workshop Session, cont'd.

Going Further 2: Simulating Conflict and Negotiation (15 minutes)

Our teacher for this segment, Connie Hudgeons, has this to say:

I want [a student] to walk out of my classroom...as a better thinker, with some standards to use to evaluate the information they receive and how they process that and how it fits into their overall scheme of who they are—how to use all of the various filters that we have culturally.... If we want people to live in harmony and accord, if as a human race, as a species, one of our goals is to have peace in the world, then kids have to start realizing that warfare and duking it out isn't the way to do it. You have to give them the skills to resolve conflict in a non-violent manner. And to quote Margaret Mead, "Never doubt that a few thoughtful people can change the world."...So, I want them to be thoughtful and introspective and I want them to think before they react and to be proactive versus being reactive and to [embrace] the idea of tolerance...you don't have to like somebody and you don't have to agree with them, but because they are human, they are entitled to the same respect that you want as a citizen of the world.

Site Leader: Please read the quotation to the left out loud. During discussion, please help participants keep track of time.

Thinking back on your list from Getting Ready 2: Sources of Conflict and what you have just seen in the video, choose one of the following topics and discuss as a large group:

1. Your role as an educator in encouraging critical thinking in students regarding conflict and tolerance; or
2. Using what you learned about the possible causes of conflict in the Dagestan case study and lesson segment, as a group, apply Connie's methodology to another conflict-torn place in the world. Be sure to develop a primary question, description of the simulation, and method of assessment.

Featured Lesson Plans

Go to the workshop Web site for the lesson plans upon which the video classroom segments were based: **Capitalizing on Geography**, contributed by Judy Ware and **Yours, Mine, and Ours: Determining Boundaries**, contributed by Connie Hudgeons. Please note that not all material covered by the lesson plans was presented in the video segments.

Teaching Geography Web site: www.learner.org/channel/workshops/geography

Resources

Print Resources

Geography: Realms, Regions, and Concepts, 9th edition, (2000), de Blij and Muller, Chapter 2: "Russia."

A Teacher's Guide to Performance-Based Assessment in Geography, (1999), National Geographic Society, "An Explanation of Performance-Based Assessment," pp. 7-10.

The Case for Constructivist Classrooms, (1993), J. Brooks and M. Brooks, "Some Guiding Principles of Constructivism," pp. 35-38.

Educational Leadership, (November 1999), "Courage To Be a Constructivist," J. Brooks and M. Brooks, pp. 18-25.

Journal of Geography, (August 2000), "Industrialization and Economic Development in Advanced Placement Geography," Adrian Bailey, pp. 142-153.

Understanding by Design, (1998), ASCD, "The Six Facets of Understanding," Grant Wiggins and Jay McTighe, pp. 44-62.

Video Resources

The Power of Place: World Regional Geography, (2000), Cambridge Studios for Annenberg/CPB, Video Program 8, "Central and Remote Economic Development." Go to www.learner.org.

Web Resources

Article: "Roots of Chechen Rebellion Embedded in Russian History"

http://news.nationalgeographic.com/news/2000/02/0217_chechen.html

Chechnya Links

<http://www.olestig.dk/tjetjenien/links.eng.html#63>

This page offers over 300 links to pages regarding Chechen politics, including articles, government Web sites, and photo galleries.

Chechen Republic Online

<http://www.amina.com>

This site offers many resources, including images, maps, articles, and history.

Resources, cont'd.

Curriculum Resources

Lesson Plan—Understanding the Kosovo Conflict

<http://www.lhric.org/validation/war/lessontxt.html>

A lesson on media bias, based on the Kosovo Conflict. Includes links to many articles and National Public Radio sound clips.

Lesson Plan—Yugoslavia Returns From International Isolation

<http://www.cnn.com/2000/fyi/lesson.plans/11/17/yugo.update/>

Through this lesson, students will evaluate different perspectives on the transfer of power in Yugoslavia, discuss international organizations' roles in the rebuilding of Yugoslavia, examine the past conflict and evolving events in the restoration of the Yugoslav government, and relate the conflict in Yugoslavia to similar conflicts and peace processes in the world.

Lesson Plan—NATO and Russia: Will the Expansion of NATO Cause a New Cold War?

http://score.rims.k12.ca.us/activity/nato_russia/

In this role-playing lesson, students act as part of a delegation to a special meeting of the NATO-sponsored Euro-Atlantic Partnership Council. They discuss inviting a number of the independent republics of the former Soviet Union to become permanent members of NATO.

Lesson Plan—Peter the Great

<http://school.discovery.com/lessonplans/programs/peter/>

Through this activity, students adopt the persona of Peter the Great in order to understand how his travels affected Russia's modernization and European influence. Provides ideas for urban-planning lessons based on St. Petersburg, as well as suggested readings.

Lesson Plan—Russia Interactive Lesson

<http://www.mcps.k12.md.us/departments/isa/elit/mid/russiainteract.html>

In this lesson plan, students first view Web sites in order to trace the history of Russia since the Soviet Union. Then, playing the roles of presidents of an international corporation, students write memos about opening a branch in Russia.

Notes
