

“Russia in the 20th century”

Description

Program Theme	Russian in the Sky and Outer Space
Elective Project	“Russia in the 20th century”
Language	Russian
Time Frame	July 21 – August 15 (14 lessons)
Unit Objectives	<p>The incoming level of proficiency for students is Intermediate High, so Can-Do statements are targeted at the Intermediate High to Advanced Low levels.</p> <p>Students Can...</p> <p>Interpersonal Communication</p> <ul style="list-style-type: none"> • Exchange ideas and discuss with partners the information above and beyond historical topics Int. H.; • Discuss topics related to history (chronology, political terms, social and class structure, most important historical figures) with possible assignments/team projects connected with literature (literary genre: short story) and cinema (short film/animation); begin to use specific terms related to history: modernization, monarchy, tsar, industrialization, collectivization, terror, military conflict, republic, empire, parliament, dictatorship, reform, policy, social class, welfare, privatization, nationalization, New Economic Policy (NEP), purges, stagnation, perestroika, (<i>модернизация, монархия, царь, индустриализация, коллективизация, террор, война, республика, империя, парламент, диктатура/ диктатор, реформа, политика, классовая система, социальное обеспечение, приватизация, национализация, НЭП, чистки, перестройка, застой</i>), etc. Int. H./ Adv L • Choose appropriate strategies and social registers when communicating with teachers and peers Adv. L.; <p>Interpretive Listening</p> <ul style="list-style-type: none"> • Understand main ideas and most details on unfamiliar topics that are presented through media by the instructor and their peers

	<p>Adv.L.;</p> <ul style="list-style-type: none"> Follow informal conversations with peers on a variety of topics including the research project topics Adv.L.; <p>Interpretive Reading</p> <ul style="list-style-type: none"> Scan articles and briefly present essential information orally Int. H.; Read and understand authentic texts: Russian articles online recourses, encyclopedias, biographies, possibly short poems/short stories, and technical descriptions related to the topic of their interest Int. H.; <p>Presentational Speaking</p> <ul style="list-style-type: none"> Orally in a formal style present a narrative with elements of description, evaluation and explanation Int. H.; Express post-activity feelings and experiences in after-project reflections Int. H.; Present findings from research projects both orally and with computer presentation slides Adv. L.; <p>Connections</p> <ul style="list-style-type: none"> Use digital tools for STEAM: science, technology, engineering, arts, and math; use of Moodle to participate in discussions and to write mandatory blog posts; use of online library catalogues; use of presentation software; possible use of multimedia in presentations -> depends on individual topic <p>Cultures</p> <ul style="list-style-type: none"> Understand cultural significance and historical context of authentic Russian texts, cultural and historical artifacts; Use and develop understanding of basic cultural and historical context of Russia in the 20th century; <p>Comparisons</p> <ul style="list-style-type: none"> Recognize borrowed political terms from English into Russian (democracy, republic, etc.) Obtain understanding of global nature of history: compare Russian events with events in the US and Europe <p>Communities</p> <ul style="list-style-type: none"> Research their project topic during visits to the UW libraries Present their project findings in a public setting for parents and community members, as well as teachers and peers.
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*(Unit Objectives related to linguistic outcomes may be coordinated with **LinguaFolio CanDo Statements**, accessible here: [LinguaFolio for STARTALK](#))*

End of Project Performance Tasks (How can students demonstrate what they have learned in this project?)

What culminating performance tasks will provide evidence that students have achieved the stated learning objectives? Indicate how students will be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. Students can then upload these tasks to LinguaFolio Online to provide evidence of their progress.

- **Interpretive tasks** require students to receive and comprehend oral or written communication, for example, print, audio-visual material, speech etc.
- **Interpersonal tasks** require direct oral communication between individuals who are in personal contact, or direct written communication between individuals who come into personal contact.
- **Presentational tasks** require students to produce oral or written communication for people with whom there is no immediate person contact

Interpretive tasks:

- Read and understand authentic texts: Russian articles, encyclopedias, biographies, poetry/short stories, and technical descriptions related to the topic of their interest;
- Understand other students’ presentations and take critical notes for providing feedback later.
- Regularly post feedback in the academic online environment following some of academic procedures (cite, fact based arguments, safe and correct level of discussion)

Interpersonal tasks:

- Discuss ideas and opinions related to their research topics;
- Participate in after-presentation discussions of scientific/social issues;

Presentational tasks:

- In order to make an oral presentation of their findings at the end of the program in front of their parents, teachers and classmates, present their projects in the project section and make notes for providing feedback.
- Present findings from research projects orally with computer presentation slides.

Outline of Project Lessons

	What is the major focus of each lesson for this unit?	Amount of time for each lesson
Lesson 1 Tuesday July 22	Elective projects’ presentation: Students choose elective projects	2 h.

<p>Lesson 2 Wednesday July 23</p>	<p>First hour: What do you know about Russia? Students discuss and present their versions of 10 most famous Russians and compare/discuss with Name of Russia website. Overview: Russia, its position in Europe, role or Russian language/culture</p> <p>Second hour. Overview of Russia on the turn of the century: Alexander III, Nicholas II.</p> <p><i>Task: post a blog entry about personal interests and motivations (what topics/events in world/Russian history are most interesting; what students would like to learn more about; what do they expect from this course).</i></p>	<p>2 h.</p>
<p>Lesson 3 Thursday July 24</p>	<p>First World War and the February Revolution</p> <p><i>Task: A questions is given in Moodle. Students should blog post (5 sentences min) and reply to one of the classmates.</i></p> <p>Authentic materials: compare quotes from Pyotr Stolypin and Leo Tolstoy</p>	<p>2 h.</p>
<p>Lesson 4 Monday July 28</p>	<p>The Bolshevik Revolution and Civil War</p> <p>Students discuss possible topics</p> <p><i>Task: Post a chosen topic on Moodle with a brief explanation why this topic is chosen.</i></p>	<p>2 h.</p>
<p>Lesson 5 Tuesday July 29</p>	<p>NEP and the rise of Stalin</p> <p><i>Task: A questions is given in Moodle. Students should blog post (5 sentences min) and reply to one of the classmates.</i></p> <p>authentic literary work: Osip Mandel'shtam</p> <p>authentic visual material: clip from <i>Circus</i></p>	<p>2 h.</p>
<p>Lesson 6 Wednesday July 30</p>	<p>Soviet Union in the late 1930s and beginning of the WWII</p> <p><i>Task: A questions is given in Moodle. Students should blog post (5 sentences min) and reply to one of the classmates.</i></p> <p>authentic audio material: <i>Esli zavtra voina; Marsh sovetskih tankistov</i></p>	<p>2 h.</p>
<p>Lesson 7</p>	<p>Second World War: US and Russia</p>	<p>2 h.</p>

<p>Thursday July 31</p>	<p>Post War Soviet Russia until 1953</p> <p>Visit to the library <i>Task: Post a list of Russian books (1-2), articles (2-3), and online resources (2-4) relevant to the topic of presentation.</i></p> <p>authentic visual authentic material: Chuzhoi golos (cartoon)</p>	
<p>Lesson 8 Monday August 4</p>	<p>The Thaw, Cuban crisis, Space race.</p> <p><i>Students work on their projects</i> <i>Task: discuss and post presentation outline</i></p> <p>Authentic audio material: Pesenka o medvedah</p>	<p>2 h.</p>
<p>Lesson 9 Tuesday August 5</p>	<p>Stagnation</p> <p><i>Multimedia presentation: adding sound, images, video clips</i> <i>Students work on their projects</i></p> <p>Authentic audio material: Vladimir Vysotsky</p>	<p>2 h.</p>
<p>Lesson 10 Wednesday August 6</p>	<p>Perestroika</p> <p><i>Presentation in academic settings: How to do an oral presentation of the project in formal style:</i></p> <p>Authentic audio material: Viktor Tsoi; Boris Grebenshchikov</p>	<p>2 h.</p>
<p>Lesson 11 Thursday August 7</p>	<p>Modern Russia: overview of the 1990s. Vladimir Putin</p> <p><i>Presentation preparation. Students work on their projects</i></p>	<p>2 h.</p>
<p>Lesson 12 Tuesday August 12</p>	<p><i>Peer editing</i> <i>Presentation preparation. Students work on their projects</i></p>	<p>2 h.</p>
<p>Lesson 13 Wednesday August 14</p>	<p><i>Preparation for a final presentation. Peer review and critique</i></p>	<p>2 h.</p>
<p>Lesson 14 Thursday August 15</p>	<p>The final presentation and after-project reflection</p>	<p>2 h.</p>