

Women's Issues

Much has changed since Tsarist times, when men exploited women as private property and husbands could, according to law, beat their wives “privately and politely.” The 1936 Soviet Constitution, for example, ensured women’s rights to vote, to work, to attain an education, and to be given equal legal status with men. These socialist rights represented important improvements over capitalist, second-class treatment of women!

Under Stalin’s leadership, the Communist party recognized that women had essential roles in creating a socialist society, as workers and as mothers. Unlike the pre-revolutionary times, socialist women dressed in modern clothes, worked in factories, attended schools, and earned important jobs in the government. In capitalist nations such as the United States, women only recently achieved the right to vote and still don’t earn the same amount of money as men. Yet, the Soviet Communist party always treated women as equals to men!

Minority Rights

Many ethnic groups with different languages and cultures—such as Poles, Lithuanians, Ukrainians, Uzbeks, Tatars, and Turks—sought independence during the Tsarist era. During this time, ethnic groups were forced to speak Russian, practice Orthodox Christianity, and support the Russian government.

In the spirit of socialist equality, the Great October Revolution of 1917 reversed the racist policies of the tsar! Communists allowed ethnic groups, who had been oppressed under the tsars, to proclaim their independence. For example, the great 1936 Constitution promised over 100 different ethnic minorities living in the Soviet Union complete freedom to exercise their language and culture! The Communist party respected all cultural traditions, even though cultural differences were disappearing and being replaced by the new unity of the working class. Workers, party officials, and soldiers of all nationalities worked side by side in a spirit of classless comradeship and ethnic harmony. This sense of socialist solidarity made possible the great successes of the Stalin era!

Housing

With the boundless determination only a socialist country could produce, the Soviet Union constructed modern houses for all workers so that no citizen lived without a home! In stark contrast, the United States government allowed many of its sick, elderly, and jobless citizens to go homeless.

Magnitogorsk, located in the Ural Mountains, was an example of the new industrial cities built during Stalin's era. There, skilled workers lived in a district called the New Town. According to one worker, housing consisted of "some fifty large apartment houses, three, four, and five stories high, containing between seventy-five and two hundred rooms each. The houses were brick and stone stuccoed and painted various colors, which looked very cheerful against the white background of snow in the winter. Between the rows of houses ran wide streets, with sidewalks, along which many trees had been planted. All houses were equipped with electricity, central heating, and running water." Cities such as this represented the heroic efforts of Stalin to modernize the Soviet Union!

Education

Before the great socialist revolution in Russia, only Russian nobles and the clergy learned to read and write. Thus, in 1917, only 28 percent of Russian subjects were literate (able to read and write), and only 12 percent of peasants were literate. After the Great October Revolution, the Communist party created a plan to bring education to all socialist citizens, including peasants. By 1926, 72 percent of men and 43 percent of women were literate, and over 35 percent of the peasants learned to read and write.

Stalin launched a massive literacy campaign in 1932. Many workers were taught at night schools in their factories, and collective farms usually included school houses. By 1941, 85 percent of Soviet citizens were literate. Stalin's education plan also led to the development of elementary schools, high schools, and colleges in every urban center. In 1910, during the tsarist regime, only 40,000 wealthy nobles and capitalists attended college. In 1955, after Stalin's education campaign, more than 1.5 million people, many of them former peasants, were enrolled in higher education.

Religion

The 1936 Soviet Constitution promised freedom of religious expression for all faiths in the Soviet Union. Due to the success of the new socialist state, however, most citizens began to see different religions as representing the old Tsarist Russia. In traditional Russian society, the Russian Orthodox Church had held a position of great authority and influence. The Communist party uncovered the truths about priests; they misled Russian peasants and tricked the working class into accepting a lower role in society. Furthermore, religious organizations did not need the vast land holdings and wealth they had amassed during the Tsarist era to conduct spiritual affairs. After the 1917 Revolution, the government seized all church property and seminaries so that the land and wealth could be used by the working class to build the model worker's society.

Health Issues

Free health care for all Soviet citizens was one of the great triumphs of the 1917 Revolution! Before the revolution, Russia's few doctors worked mainly in larger urban centers, and medical knowledge and practice was grossly outdated. The revolutionary leaders reversed this situation by educating doctors in modern techniques and by building clinics throughout the rural regions of the Soviet Union. Stalin furthered this policy by building clinics and hospitals in new industrial cities and at centers accessible to collective farms. The United States provided outstanding health care, but only for the wealthy citizens who could afford it. The Soviet government provided free health care for all workers, peasants, soldiers, government officials, and their families.

Arts

Artists in the Soviet Union played their part in both the worker's revolution and the building of the socialist state. Lenin felt that the gap between artist and worker, a product of the capitalist system, had to be bridged through the control and guidance of the Communist party. The party guided writers, painters, sculptors, composers, playwrights, architects—artists from all fields—so that their art reflected the worker's point of view. Artists no longer created works to make a selfish profit but rather to help spread the ideas of the socialist revolution. This communist style of art glorified the heroes, victories, and ideas of the Communist party.

Stalin wanted to train artists of all kinds in socialist ideas so that their work would be sure to reach the working class. Stalin wanted artists to cast common, working class people—such as peasants, factory managers, soldiers from the Soviet civil war and others—as heroes in their books, films, operas, and other works. Many artists left their bourgeois (middle class, capitalist) past and adapted their work to the aims of the Communist party leadership.

Agrarian Success

During Josef Stalin's brilliant leadership of the Communist party, the Soviet government controlled most private property so that all workers, not just private individuals, could benefit from agriculture. Before the Revolution of 1917, much of land was owned and farmed by wealthy peasants, called *kulaks*. Kulaks hoarded food, paid lower-class peasants meager wages, and were unwilling to sacrifice for the greater good of the socialist revolution! They opposed the socialist policies of the Soviet government, especially collectivization.

Stalin's policy of collectivization in the late 1920s created large communities in which peasants owned and farmed the collected land together, sharing the profits of their labor. The state aided farmers by supplying them with machinery, repairs, seeds, tools, and training in new farming techniques. By 1937 the state controlled almost all land in the Soviet Union.

Collectivization ensured better yields because collective farms were more efficient and productive. Grain production had increased from 73.3 million tons in 1928 to 95.6 million tons in 1940. Production of sugar had nearly doubled, and the Soviet Union was selling wheat on the international market.

Industrialization

During the Tsarist era, Russia remained far behind western Europe in every industrial category. Russian factories, workers, communications, and transportation were vastly inferior to the West. In 1931 Josef Stalin, our great socialist leader, announced, “We are fifty or one hundred years behind the advanced [industrialized] countries. We must make good the distance [make up the difference] in ten years...or we will be crushed.” Stalin’s plan to industrialize and catch up with the West was drawn up in a series of brilliant five-year plans. These plans set quotas (target figures) for all areas of Soviet industry: iron, coal, steel, oil, electricity, defense, and consumer goods.

The workers of the Soviet Union voted overwhelmingly to undertake Stalin’s bold program for modernization. Some members of Soviet society attempted to undermine the success of the five-year plans. Since they were being paid by foreign capitalist governments, they were rooted out and punished for their traitorous acts. Many government officials returned to their bourgeois roots and unsuccessfully attempted to derail Stalin’s economic goals. These former party leaders confessed their crimes, and once they were removed from power, Soviet industry advanced forward. By 1940 production of steel, coal, oil, and electricity had more than tripled since 1928.

The Communist Party

The 1936 Soviet Constitution proclaimed that the Communist party was the “vanguard [leader of the movement] of the working people in their struggle to build a communist society and the leading core of all organizations of the working people, both government and nongovernment.” Due to the guidance of the Communist party, the glorious revolution of the proletariat (working class) had, in 19 long and difficult years, succeeded in creating a classless society in the Soviet Union. Stalin declared in the Constitution that only two fraternal (brotherly) classes remained in the Soviet Union, the working class and the collective farm peasantry. These two classes were equal in all ways in Soviet society.

No one group, including the party leaders, enjoyed special privileges in the Soviet Union. Furthermore, all citizens of the Soviet Union shared the same rights as stated in the 1936 Constitution: the right to freedom of speech, of assembly, and of the press; freedom of religion; inviolability (security from being mistreated) of the person, the home, and the privacy of correspondence. The Communist party made sure that Soviet citizens found nothing to disagree with or complain about. All shared equally in work and the products of the nation’s labor.

Information About Life in the Soviet Union Under Stalin

Directions: Draw a quick sketch of your placard. Circulate through the room to find the written description that matches the poster. Complete each column of the matrix.

Draw a quick sketch of the poster.

**What does the poster tell you about life under Stalin?
List at least one visual detail to support your answer.**

**What does the text tell you about life under Stalin?
List at least two phrases that support your answer.**

Topic _____				
Topic _____				
Topic _____				
Topic _____				
Topic _____				

What does the text tell you about life under Stalin?
List at least two phrases that support your answer.

What does the poster tell you about life under Stalin?
List at least one visual detail to support your answer.

Draw a quick sketch
of the poster.

Topic _____		
Topic _____		
Topic _____		
Topic _____		
Topic _____		

How to Obtain Secret Information About Soviet Life

You are a Soviet journalist investigating daily life under Stalin. You will learn about 10 different aspects of daily life from “official” government information. But you must also talk with your classmates to find out what other information—not from the government—they have on each topic. Later, you will write an article that reveals what Soviet life is really like.

What to do:

1. Read the information below on *Women’s Issues*. When the activity begins, other pairs will come to you and ask if you have information on women’s issues. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
4. Take notes on what you learn from your classmates about the topic. Remember that your teacher must not see your notes or know that you are discussing secret information.
5. Repeat this process for each aspect of Soviet daily life.



Secret Information on Women’s Issues

Source 1: After Stalin took control of the government in 1928, women’s rights were slowly taken away. Divorces were made much harder to obtain and were subject to a high tax. Abortion was made illegal in 1936. The government encouraged parents to have larger families by giving special bonuses for couples having more than six children. Women were encouraged to “strengthen the household and family” by dedicating themselves to housekeeping.

Source 2: Official party publications said collective farms would provide equal rights for women in rural areas. In fact, when collectivization began in 1930 and 1931, the number of women in leadership positions declined. Female participation in the party and rural soviets (councils) continued to be low, partly due to the heavy amount of household work for which the women alone were responsible. Attitudes toward women working outside the home were also slow to change; in one rural district men kept women out of leadership positions by claiming, “It is impossible to put her forward; she has children.”

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What to do:

1. Read the information below on *Minority Rights*. When the activity begins, other pairs will come to you and ask if you have information on minority rights. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
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3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
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Secret Information on Minority Rights

Source 1: In 1945 the Soviet Union was a federation of 15 republics. Each republic represented roughly a separate ethnic group, which, according to the 1936 Constitution, was allowed complete freedom to practice its culture as it desired. In reality, the Russian ethnic group dominated Soviet society and political life. In May 1945 Stalin proposed a toast to “the Russian people because it is the most eminent [standing out above others] of all the nations belonging to the Soviet Union.” The speech began a period of praise for all things Russian, at the expense of other Soviet people, particularly Jews. The Jewish State Theater in Moscow was closed in 1949, and the next year Stalin declared Russian to be the only true proletarian (working class) language.

Source 2: To ensure the dominance of Russian culture, Stalin suppressed (put down) native cultures and used deportation to control the many ethnic minorities within the USSR. He moved large numbers of Russians into other republics to dilute the presence of non-Russian cultures. Russian communists were moved to major industrial centers in other republics and were given the best jobs, houses, benefits, and positions in local governments. Discrimination against ethnic minorities existed in the form of ethnic slurs, physical violence, unequal pay, and poor treatment by Russian bosses. Stalin also moved large portions of minority groups from their homelands to Siberia to live or work in labor camps.

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What to do:

1. Read the information below on *Housing*. When the activity begins, other pairs will come to you and ask if you have information on housing. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
4. Take notes on what you learn from your classmates about the topic. Remember that your teacher must not see your notes or know that you are discussing secret information.
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Secret Information on Housing

Source 1: The semi-skilled and skilled workers at Magnitogorsk, a steelmaking town, lived in slums. One person reported: “Here is a collection of improvised mud huts huddled in a sort of ravine overlooking the railroad yards. The inhabitants were largely Bashkirs, Tartars, and Kirghizi [all non-Russian, Asiatic ethnic minorities], and had built their dwellings out of materials found or stolen over a period of years. The roofs were usually made of old scrap metal, sometimes covered by sod or by thatch [leaves and grass]. The same house was inhabited by the family, the chickens, the pigs, and the cow, if there was one.”

Source 2: There was a serious housing shortage during the 1930s and 1940s. One solution to the shortage was for the authorities to carry out a complete check of the whole urban population, some 50 million people, and to evict from their homes all those who did not have a passport to live in that city. These unfortunates found refuge in places like Moscow’s Yermakovka (the House of a Night’s Lodging). “We went through chamber after chamber and floor after floor, accompanied by armed guards,” wrote an American journalist. “These lodgings are the refuge of the homeless, the helpless, and the criminal who can beg or steal the fifteen kopeks to pay for a bed.”

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What to do:

1. Read the information below on *Education*. When the activity begins, other pairs will come to you and ask if you have information on education. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
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Secret Information on Education

Source 1: Half the schools in the Soviet Union lack central heating, running water, and sewers. Teachers earn about 70 percent as much as industrial workers. The state plans that 98 to 99 percent of the students pass their courses. Teachers whose classes fail to meet the plan are punished accordingly. So teachers promote all students regardless of their academic achievements.

Source 2: The three main goals of Soviet education are job training, ideological indoctrination (instruction about political ideas), and social discipline. That is, schooling is designed to train people to perform the tasks of industrialization, to understand and accept Marxism-Leninism, and to submit to the controls of an authoritarian system.

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What to do:

1. Read the information below on *Religion*. When the activity begins, other pairs will come to you and ask if you have information on religion. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
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Secret Information on Religion

Source 1: In 1932 Stalin adopted a five-year plan to eradicate (wipe out) religion, declaring that “not a single house of prayer will be needed any longer in any territory of the Soviet union, and the very notion of God will be expunged [removed].”

Source 2: The Soviet Communist Party perceived religion to be a threat, and despite the 1936 Constitutional guarantee of freedom of religion, Stalin tried everything he could to root out religion from Soviet society. In 1930, 163 bishops were active in the Soviet Union; in 1939, only 12 were still free and active. Forty bishops had been shot, and 10,000 churches had been closed. In 1912, there had been 26,279 mosques (Islamic places of worship) in the Russian empire; in 1942, there were only 1,312.

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What to do:

1. Read the information below on *Health Issues*. When the activity begins, other pairs will come to you and ask if you have information on health issues. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
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Secret Information on Health Issues

Source 1: Victor Serge, a Soviet doctor, commented on the quality of a Russian hospital in the 1930s: it was filled with cases of sickness or accident casualties whose true sickness or accident lay in chronic malnourishment aggravated by alcoholism. Patients were covered in abscesses resulting from nonfat diets. Children were covered in cold sores; whole wards were full of peasants with frozen limbs and empty bellies. Disinfectants, anesthetics, analgesics, gauze, bandages, and even iodine came in inadequate quantities, so that dressings that should have been changed daily were only attended to every three days.

Source 2: Health care improvements were concentrated in urban centers, so as to affect the working class, and in areas of high concentrations of Russians. For example, there is one doctor for every 5,000 square kilometers in the region where the Buryats live (a rural ethnic group from Central Asia). This helps explain why infant mortality is higher among native Siberian ethnic groups and why life expectancy is considerably lower than among Russians.

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What to do:

1. Read the information below on the *Arts*. When the activity begins, other pairs will come to you and ask if you have information on the arts. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
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Secret Information on the Arts

Source 1: Most great artists emigrated from the Soviet Union because every work of art had to pass the inspection of the Soviet censors, and artists did not want to have to work under the control of the Communist party. One poet, Osip Mandelstam, wrote a poem in 1934 about Stalin entitled “The Kremlin Mountaineer.” The poem criticized Stalin’s regime, describing those who carried out Stalin’s death decrees as “semi-humans.” It even suggested Stalin enjoyed issuing the decrees. The poem circulated by word of mouth and became very popular. It is thought to have been the reason Stalin had Mandelstam thrown in prison, where he died.

Source 2: Alexander Solzhenitsyn was student of mathematics and science in the Soviet Union during the 1930s. He served in World War II and was decorated for his heroic defense of Russia. But he also wrote essays and stories that criticized Stalin’s rule. As a result, in 1945 he was arrested and sentenced to eight years of hard labor. He wrote a novel about his experiences in the Soviet prison camps and was eventually exiled from the USSR.

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What to do:

1. Read the information below on *Agrarian Success*. When the activity begins, other pairs will come to you and ask if you have information on agrarian success. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
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Secret Information on Agrarian Success

Source 1: Severe penalties awaited those who opposed the policy of collectivization (peasants owning and farming collected, shared land). In all, at least 12.5 million people were murdered as part of collectivization, and many more were deported to other parts of the Soviet Union to work as slaves in labor camps. Most of these people suffered incredibly in the harsh camps, and many died. Collectivization was initially very unproductive as well, which led to a famine in 1932. By the time the famine was over, an estimated five million people had perished. The Soviet government simply refused to admit that a famine existed.

Source 2: A Soviet citizen, Viktor Kravchenko, described an experience with the rounding up of kulaks (wealthy peasants) during collectivization: “A large crowd was gathered outside the building. Policemen tried to scatter them, but they came back. Some were cursing. A number of women and children were weeping hysterically and calling the names of their husbands and fathers. In the background, guarded by the G.P.U. soldiers [secret police] with drawn revolvers, stood about 20 peasants, young and old, with bundles on their backs. A few of them were weeping. The others stood there sullen, resigned, helpless. So this was the liquidation [killing off] of the kulaks as a class! A lot of simple peasants being torn away from their native soil, stripped of all their worldly goods, and shipped to some distant lumber camps and irrigation works.”

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What to do:

1. Read the information below on *Industrialization*. When the activity begins, other pairs will come to you and ask if you have information on industrialization. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
3. Then, secretly find a pair of students in the class that has information on the same aspect of Soviet life you just investigated and find out what they know about it.
4. Take notes on what you learn from your classmates about the topic. Remember that your teacher must not see your notes or know that you are discussing secret information.
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Secret Information on Industrialization

Source 1: Stalin’s five-year plans created an intense need to meet quotas, as punishment for failing to was harsh attacks from the government. To fulfill their quotas, factory managers simplified their products. A shirt factory could produce more shirts if it left off pockets and cuffs, or maybe even buttons, and its director would receive a bonus if he met or exceeded the quota. Soviet citizens would only buy products produced early in the month in hopes that they were of higher quality than those produced at the end of the month, when workers were rushing to fill quotas.

Source 2: According to secret police documents captured by Nazi soldiers during World War II, a meeting had been called by a Communist factory manager in 1929 to discuss how workers could help to lower production costs. At the meeting, workers began shouting and leaving in disgust. One worker said, “You well-fed devils have sucked the juices out of us enough. Before, you shouted that the factory owners exploited us, but the factory owners did not force us to work in four shifts, and there was enough of everything in the shops. Now we work in four shifts. Where before four men worked, now only one works. If you go to a shop now and want something the shops are empty; there are no shoes, no clothing; there is nothing the worker needs.”

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What to do:

1. Read the information below on the *Communist Party*. When the activity begins, other pairs will come to you and ask if you have information on the communist party. Say yes, and secretly give them the information below—by either showing them the information or explaining it—without your teacher seeing you. Whether you share the information by showing it, passing notes, or explaining it in a whisper, you must maintain secrecy.
2. When the activity begins, follow your teacher’s instructions to investigate one aspect of Soviet life. Answer the corresponding questions on **Student Handout 2.3B**.
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Secret Information on the Communist Party

Source 1: Alexander Avdeyenko, a Soviet citizen, described a trip taken by 120 Communist party officials and guests along the Stalin Canal in the 1930s: “We [official party guests] eat and drink according to the requirements and do not pay for anything. Smoked sausages. Cheeses. Caviar. Fruit. Chocolate. Wines. Cognac. And all of this in a famine year! All along the track stood ragged, barefooted, emaciated [abnormally lean] children and old people. Skin and bones—living mummies. And all of them with their hands outstretched towards the cars passing by. On the lips of everyone there was one easily discernible word: bread, bread, bread.”

Source 2: In fact, never more than 15 percent of the Soviet populace was in the Communist party during the lifetime of Josef Stalin. And, from 1935 to 1937, Stalin executed, imprisoned, or exiled fully one quarter of the party, which amounted to over 600,000 people. The Soviet Communist party, the “party of the working class,” never attracted more than 52 percent of its membership from the working and peasant classes.

Directions for Writing an Article About Life Under Stalin

1. You will assume the role of a Soviet journalist in the 1950s to write an article describing life in the Soviet Union under Stalin. The article will be smuggled out of the country and published in a western newspaper.
2. Write your article for the citizens of a western nation who are largely unfamiliar with the Soviet Union under Stalin. Use the information you gathered on Student Handout 2.3B and the secret information you received from your classmates to help you. Follow these guidelines:
 - a. Give your article a headline that reflects your point of view about life under Stalin.
 - b. Structure your article this way:

Introduction: Provide a brief introduction to your investigation of daily life under Stalin.

Section 1: Include a section that explains what the government says about different aspects of life in the Soviet Union. Your section should begin like this: “What the Soviet government would like people to believe is...”

Section 2: Explain what different, nongovernment perspectives reveal about the same aspects of Soviet daily life. Your section should begin like this: “What I learned from other Soviet sources is...”

Conclusion: Explain the role of propaganda in the Soviet Union and how accurately you feel it reflected daily life for the average Soviet citizen during the Stalin era.
 - c. Include a drawing, graph, quote, or cartoon that illustrates one of the main ideas of the article.
 - d. Include references to at least five different aspects of life under Stalin.
 - e. Make your article about two pages in length. Type or write your final draft neatly in ink.