

NHD
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HISTORY DAY

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**“Saving the Bear”
The Russian Expeditionary Force
of World War One**

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Grade Level:

6 – 8

Objectives:

At the conclusion of this lesson, students will be able to

- Gain an understanding of the involvement of the international and American Expeditionary Forces in Russia during the Russian Civil War using primary and secondary sources.

Guiding Question:

How much involvement did international forces have in Russia during World War I and the Russian Revolution?

Connections to Common Core:

CCSS.ELA–Literacy.RH.6–8.1 Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA–Literacy.RH.6–8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA–Literacy.RH.6–8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA–Literacy.RH.6–8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA–Literacy.RH.6–8.9 Analyze the relationship between a primary and secondary source on the same topic.

Connections to C3 Framework:

D2.Civ.6.6–8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.

D2.Civ.10.6–8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Geo.1.6–8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.2.6–8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.His.1.6–8. Analyze connections among events and developments in broader historical contexts.

D2.His.14.6–8. Explain multiple causes and effects of events and developments in the past.

Documents Used:

Journal Article for Teacher Background

Gibson Bell Smith, "Guarding the Railroad, Taming the Cossacks: The US Army in Russia, 1918–1920."

<http://www.archives.gov/publications/prologue/2002/winter/us-army-in-russia-1.html>

Letters

Dr. Charles Glen Irons letters, October 10, 1918, November 23, 1918, December 9, 1918, December 18, 1918, January 2, 1919

Charles Irons was a YMCA dentist in China and Russia, traveled thousands of miles on the Trans-Siberian railway during the Russian Civil War serving with the American Expeditionary Forces in Siberia. Irons traveled from Vladivostok, on the Pacific, deep into the Russian interior in a portion of the war that was kept secret from the U.S. An educated and religious man, he wrote philosophical letters home nearly every day including one typed on birch bark. He met a multi-national cast of characters including many of the Czech Legion working their way out of Russia, attempts on his life from Bolshevik bandits and the ebb and flow of the Russian Civil War.

www.theworldwar.org/NHD

Historical Newspapers

"Allied Troops Soon to Enter Siberia to Aid Czecho-Slavs," *The Washington Times*, July 23, 1918

<http://chroniclingamerica.loc.gov/lccn/sn84026749/1918-07-23/ed-1/seq-3/>

"Americans in North Russia Take Towns...," *New-York Tribune*, September 28, 1918

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1918-09-29/ed-1/seq-4/>

"Another Hint that 91st May Go West," *Tacoma Times*, May 29, 1918

<http://chroniclingamerica.loc.gov/lccn/sn88085187/1918-05-29/ed-1/seq-1/>

"Captain Guthrie Lands at Archangel, Russia" *The Coconino Sun*, June 20, 1919

<http://chroniclingamerica.loc.gov/lccn/sn87062055/1919-06-20/ed-1/seq-5/>

"Bolsheviki Secrets," *The Watchman and Southron*, September 21, 1918

<http://chroniclingamerica.loc.gov/lccn/sn93067846/1918-09-21/ed-1/seq-3/>

Political Cartoons

Clifford Berryman, "Awake the Russian Bear," June 29, 1918

<http://research.archives.gov/description/6011444>

“Three Bones–A Bountiful Tip,” *Journal of the American Asiatic Association*, April 1918, page 280

<https://archive.org/details/asiajournalofa18n04ameruoft>

Map

Trans–Siberian Railroad Map

http://frontiers.loc.gov/intldl/mtfhtml/mfdev/map_TrSib.html

Video

“Vignette of the Expeditionary Force which Visited Russia Following World War I – Their Mission and Activities While in the USSR,” 0:00–8:10

<https://archive.org/details/gov.dod.dimoc.30165>

Lesson Description:

Overview: This lesson will give the student an understanding of the invasion of Russia by international military and civilian forces, including the United States, of Russian Territory during World War I.

Time: This lesson can range from one to five days depending on the depth of knowledge that the teacher would like the students to acquire.

Materials:

- Discussion questions
- Graphic organizer
- Primary Source analysis sheet
- Bulletin board paper for chart
- Political Cartoon Analysis Sheet, Library of Congress
 - Teacher guide
http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf
 - Student worksheet
<http://www.loc.gov/teachers/primary-source-analysis-tool/>

Lesson Preparation:

- The teacher should read the article “Guarding the Railroad, Taming the Cossacks” and create a PowerPoint or other multimedia presentational format of pertinent information from article to present to the students. The teacher can also excerpt

sections of the article for students to read for background information as appropriate.

- The teacher should create a large graphic organizer on bulletin board paper before class that each group can add information to when finished with their research
- The teacher should preview video clip, and may prefer to download in advance rather than live streaming.
- Make one copy of the discussion questions, graphic organizer, and primary source analysis tool per student.

Day 1 Procedure:

- The teacher should hand out the discussion questions and graphic organizers. As a class, the student should watch the first 8:10 of the War Department video, produced during World War I, on the Russian Expeditionary Force.
- The student should use the information from the video to fill out any applicable information on the graphic organizer and answer any applicable discussion questions.
- With a partner or in a small group, the student will research the Russian Expeditionary Force by reading one of the Irons' letters (several of the letters are 2 to 3 pages long and can if needed be divided between students) along with one of the articles from one of the historical newspapers. The students should then discuss the information gleaned from the sources and fill out his or her graphic organizer and answer any remaining discussion questions. The students should then add their information to the class chart.

Days 2-3 Procedure:

- The teacher should give each group of students one of the two political cartoons to analyze. This should be done using a primary source analysis sheet from the Library of Congress. (There is a blank analysis sheet for the student and a teacher's guide for analyzing political cartoons with suggested questions that can either be given to the student or can be used to "walk" the student through the analysis). A whole class discussion should follow in which the teacher can also use the suggested questions as prompts for the class discussion.

Assessment Materials:

- As a concluding project, the student with his/her partner or in a small group, will be assigned one stop along the Trans-Siberian Railroad where the Russian Expeditionary Force was located and create an entry on the map/timeline. The

entry can be created on a computer or poster board. A map of the Orient Express should be enlarged and the posters displayed around the map with string or yarn attached from the poster to the location on the map. The map/timeline should include:

- the name of the city involved in Russian Expedition with a short description and images if available
- a short summary of the people involved at that location along with dates they were at that location
- a quote from one of the primary sources about that area

Methods for Extension

- The map/timeline can be created on Prezi or Google Maps.
- This lesson can also be made more challenging by adding requirements to the map/timeline (i.e., additional quotes from primary sources and/or more requirements for software).

Adaptations:

- Learning for students with special needs or English language learners can be structured by allowing students to research together and through the academic conversation process.

Bibliography:

Primary Sources

“Allied Troops Soon to Enter Siberia to Aid Czecho-Slavs.” *The Washington Times*, (July 23, 1918). Chronicling America: Historic American Newspapers.

“Americans in North Russia Take Towns.” *New-York Tribune*, (September 29, 1918). Chronicling America: Historic American Newspapers.

“American ‘Y’ Worker Wins Russian Cross.” *New-York Tribune*, (May 20, 1919). Chronicling America: Historic American Newspapers.

“Another Hint that 91st May Go West.” *The Tacoma Times*, (May 29, 1918). Chronicling America: Historic American Newspapers.

Berryman, Clifford. “Awake the Russian Bear,” June 29, 1918
Berryman Political Cartoons Collection, National Archives and Records Administration. Accessed February 7, 2014.
<http://research.archives.gov/description/6011444>

“Big Advance by Japanese Troops in Siberian Campaign.” *New-York Tribune*, (September 29, 1918). Chronicling America: Historic American Newspapers.

“Bolsheviki Secrets.” *The Watchman and Southron*, (September 21, 1918). Chronicling America: Historic American Newspapers.

“Capt. Guthrie Lands at Archangel, Russia.” *The Coconino Sun*, (June 20, 1919). Chronicling America: Historic American Newspapers.

Irons, Dr. Charles Glen. Letter, December 9, 1918. From the National World War II Museum, Kansa City, Missouri. Accessed February 21, 2014.
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----- Letter, December 18, 1918. From the National World War II Museum, Kansa City, Missouri. Accessed February 21, 2014. www.theworldwar.org/NHD.

----- Letter, January 2, 1918. From the National World War II Museum, Kansa City, Missouri. Accessed February 21, 2014. www.theworldwar.org/NHD.

----- Letter, November 23, 1918. From the National World War II Museum, Kansa City, Missouri. Accessed February 21, 2014. www.theworldwar.org/NHD.

_____. Letter, October 10, 1918. From the National World War II Museum, Kansas City, Missouri. Accessed February 21, 2014. www.theworldwar.org/NHD.

“Red Reply Is Taken as Refusal to Keep Order.” *New-York Tribune*, (May 20, 1919).
Chronicling America: Historic American Newspapers.

“Russian Expedition is under Command of British Officer.” *New-York Tribune*, (September 29, 1918). Chronicling America: Historic American Newspapers.

“Russian Factions in Siberia Seek to Adjust Differences.” *New-York Tribune*, (September 29, 1918). Chronicling America: Historic American Newspapers.

“Three Bones—A Bountiful Tip,” *Journal of the American Asiatic Association*, (April 1918): 280. Accessed February 7, 2014.
<https://archive.org/details/asiajournalofa18n04ameruoft>.

“U.S. Troops Begin to Leave Russia Within Ten Days.” *New-York Tribune*, (May 20, 1919).
Chronicling America: Historic American Newspapers.

United States Department of Defense. “Vignette of the Expeditionary Force which Visited Russia Following World War I – Their Mission and Activities While in the USSR.” National Archives and Records Administration, 0:00–8:10.
<https://archive.org/details/gov.dod.dimoc.30165>.

Secondary Sources

Smith, Gibson Bell. “Guarding the Railroad, Taming the Cossacks: The U.S. Army in Russia, 1918 – 1920.” *Prologue Magazine* 34, no. 4 (Winter 2002).
<http://www.archives.gov/publications/prologue/2002/winter/us-army-in-russia-1.html>.

“The Trans-Siberian Railroad in the Early Twentieth Century.” Library of Congress. Accessed February 7, 2014.
http://frontiers.loc.gov/intldl/mtfhtml/mfdev/map_TrSib.html.

The Russian Expeditionary Force of World War I

1. Why was the Russian Expeditionary Force sent to Russia by the USA?
2. Which nations took part in the Russian Expeditionary Force?
3. Who were the leaders of the force?
4. What were the objectives of the expeditionary force? Why?
 - 1.
 - 2.
 - 3.
5. What civilian forces were present? What were their objectives? Were they successful?
6. What cities did the expeditionary force go through?
7. What impact did the Russian Expeditionary force have on future relationships between the nations involved and the new Soviet Union?

The Russian Expeditionary Force of World War I

Source	City/Cities	Groups or Individuals	Support or Evidence from source "quote"

The Russian Expeditionary Force of World War I

Source	City/Cities	Groups or Individuals	Support or Evidence from source "quote"

Russian Expeditionary Force Map / Timeline Rubric

Student Name:					
CATEGORY	4	3	2	1	0
Content/Facts	Facts were accurate for all events reported on the map/timeline.	Facts were accurate for 75% of the events reported on the map/timeline.	Facts were accurate for 50% of the events reported on the map/timeline.	Facts were accurate for 25% of the events reported on the map/timeline.	All facts were inaccurate on the map/timeline
Resources	Student's section of map contained information from all sources assigned.	Student's section of map contained information from 75% of sources assigned.	Student's section of map contained information from 50% of sources assigned.	Student's section of map contained information from 25% of sources assigned.	Student's section of map contained no information from of sources assigned.
Learning of Content	The student can accurately describe the place and/or event on the map/timeline without referring to it.	The student can accurately describe 75% (or more) of the places and/or events on the map/timeline without referring to it.	The student can accurately describe 25% of the places and/or events on the map/timeline without referring to it.	The student can describe any place and/or event on the map/timeline if allowed to refer to it.	The student cannot use the map/timeline effectively to describe any place and/or event.
Images or Graphics	All images or graphics are effective and balanced with text use.	All images or graphics are effective, but there appear to be too few or too many.	Some images or graphics are effective and their use is balanced with text use.	Several images or graphics are not effective.	No images or graphics.
Quotes	Student had four primary source quotes on Timeline.	Student had three primary source quote on Timeline.	Student had two primary source quote on Timeline.	Student had one primary source quote on Timeline.	Student had no primary source quote on Timeline.

