The
Russian
Kaleidoscope

Teaching Resource Guide
# Russian Kaleidoscope
## Teaching Resource Guide

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Thank you for selecting the Russian Kaleidoscope presentation for your school. We have developed the *Teaching Resource Guide* to enhance the educational experience of the presentation. The lessons were created with Common Core State Standards and national standards in mind.

**Two trends influenced our decisions regarding the content for the Teaching Resource Guide:**

1. Teaching through the arts motivates students and lets them tap into another dimension of learning. Research shows that connecting the curriculum through the arts reaches some students who are considered “at risk”.

   *Source: Critical Links: Learning in the Arts and Student Academic and Social Development*, edited by Richard J. Deasy, Arts Education Partnership: [http://www.aep-arts.org](http://www.aep-arts.org)*

2. With an emphasis on reading/language arts and mathematics in No Child Left Behind legislation, teachers are seeking innovative ways to assess student learning in a manner similar to state assessments. The lessons in the *Teaching Resource Guide* allow students to utilize skills necessary to show proficiency on statewide assessments. Students who are assessed in ways that are similar to statewide tests often perform better on those tests.

The Russian Kaleidoscope *Teaching Resource Guide* is designed to address both trends. The lessons motivate and engage students by reinforcing reading and writing skills through fine arts content that is presented in a format similar to state assessments.

We hope the teachers will find the lessons to be an easy way to connect the Russian Kaleidoscope presentation to the curriculum.
Russian Kaleidoscope
Information for Teachers

The Russian Kaleidoscope Teaching Resource Guide has been designed to extend the Cultural Kaleidoscope experience to the classroom. The lessons are appropriate for students in grades three through five. (Lesson 6 is included for older students.) Of course, you may choose to adapt the lessons for older or younger students.

HOW TO USE THE LESSONS

There are 9 lessons in this guide. Lesson 1, “There’s No Cow in Moscow”, introduces children to Russian geography and government. Lesson 2 provides a glimpse of Russian history and is followed by “Reading, Writing and Arithmetic in Russia” which looks at Russian schools. Students are asked to create a graphic organizer comparing Russian schools with schools in the U.S. “Russian Folk Tales”, Lesson 4, presents characteristics of different types of folk tales and asks students to write a folk tale. Lesson 5 gives students the opportunity to complete mathematics problems from Russian text books, complete with the Russian instructions. (Don’t worry, the English translations are provided, too.) Students can make a Russian MiG paper airplane in Lesson 6 and Lesson 7 highlights St. Basil’s Cathedral and includes projects for students. All seven lessons are appropriate for classroom instruction.

A classroom teacher, art teacher or music teacher may choose to implement Lesson 8, “Russian Arts and Artifacts” and Lesson 9, “Russian Folk Music.” Knowledge of art or music is not necessary since these questions assess reading comprehension and writing skills, not artistic talent.

QUESTIONING FORMAT

Teachers will recognize that the format of the questioning is similar to items on statewide assessments. If you use constructed-response items and selected-response items in your classroom, these examples may be appropriate.

These lessons are primarily designed to assess reading comprehension and writing skills. One question asks students to identify the composer who arranged folk music for an orchestra. This question represents a simple reading-comprehension task since the answer is presented in the text. In lesson 1, students compare Russian government with government in the United States based on information in the text. This is more complex than finding the answer in the text and copying it. Other questions may ask students to infer or summarize. Those types of questions also require higher-order thinking skills.

The Teaching Resource Guide was designed to be a tool to assist you in connecting the Russian Kaleidoscope presentation to your curriculum in order to enhance the students’ educational experience.
There’s No “Cow” in Moscow

Russia is a country in Eastern Europe and northern Asia. It is bounded on the north by the Arctic Ocean and on the east by the Pacific Ocean.

Formerly the largest republic of the Union of Soviet Socialist Republics (USSR), Russia as it is today was established in 1991, but the history of the Russian empire dates back to more than 1100 years ago.

The capital and largest city in Russia is Moscow, which rhymes with “hollow”.

Geographically, Russia is the largest country in the world, with more than one-ninth of the world’s land area. There are three broad geographic regions: European Russia, made up of the territory west of the Ural Mountains; Siberia, stretching east from the Urals almost to the Pacific Ocean; and far eastern Russia, including the extreme southeast and the Pacific coast.

Russia has the longest continuous coastline of any country in the world.

The Caspian Sea is actually a salt lake. It has the largest surface area of any lake in the world (about 143,550 square miles).

The second largest body of water in Russia is Lake Baikal, which is the deepest freshwater lake in the world (about 5371 feet).
Test Your Knowledge

Read the information on page 1 and then answer the following questions.

1. Why do you think this lesson is titled “There’s No ‘Cow’ in Moscow”?
   ____________________________________________________________
   ____________________________________________________________

2. What other words rhyme with Moscow?
   ___________________________    ___________________________

3. Name two ways to describe the size of a lake.
   ____________________________________________________________
   ____________________________________________________________
A GLIMPSE OF RUSSIAN GOVERNMENT

Governmental power is concentrated in the executive branch, which is headed by the president, who is elected to a four-year term. The president cannot serve more than two consecutive terms. The president appoints the prime minister, who is second in command.

In the U.S., we have a president and a vice-president elected by the people to four-year terms. They can be re-elected once. There are three branches of government: executive, legislative and judicial.

Test Your Knowledge

Read “A Glimpse of Russian Government” and then respond to the following:

Identify two ways the Russian system is different from the U.S.

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

Identify two ways the Russian system is similar to the U.S.

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
THE RUSSIAN FLAG

The Russian national flag, sometimes known as the “Imperial Flag”, is more than 300 years old. It was designed by Czar Peter the Great at the end of the 17th century.

The flag consists of three equal horizontal bands of white (on the top), blue and red. The height is two-thirds the width.

Create your own Russian flag. Place the dimensions of the height and width on your paper.
Russia Long Ago

In ancient times, the vast territory that became Russia was sparsely inhabited by nomadic tribes. The north was inhabited by the Slavs, the ancestors of the modern Russian people.

Various tribes evolved due to invasions and migrations. According to Russian tradition, in the year 862 the eastern tribes called upon Rurik, a Scandinavian chief, to unite them into one strong state. Thus, 862 is considered the beginning of the Russian Empire.

The empire was broken apart in the 11th and 12th centuries as lands were divided among Rurik princes. The town of Moscow grew in importance when it became a center of trade during the 13th and 14th centuries.

In 1547, Ivan IV Vasilyevich, called The Terrible, became the first grand duke to be formally crowned as czar. The reigns of Peter I and Catherine the Great in the late 1600s and the 1700s marked the beginning of Russia’s status as a major European power.

As Russian students, nobles, and members of the upper middle class began to interact with Western Europeans, they became more dissatisfied with the czar and established secret political societies. After a group of officers led a revolt in 1825 and tried to form a new government, Emperor Nicholas I promptly suppressed the revolt and made the people obedient to the emperor.

Oppression and police control increased under Nicholas II. A 1917 revolt by the people led to the end of the Russian Empire and the beginning of the
Union of Soviet Socialist Republics (USSR).

Russia was the largest and most prominent republic of the USSR from 1917 to 1991. In 1991 the USSR collapsed, and Russia became an independent country. President Boris Yeltsin was elected in 1991 by popular vote. In 1996, he became the first democratically elected head of state in Russia’s 1000-year history.

**Test Your Knowledge**

Read the information in “Russian History” and then answer the following questions. Use information from the text to support your answer.

1. Who were the earliest settlers in the area that became Russia?

2. What caused some of the Russian people to become dissatisfied with the czar?

3. What did Nicholas II do to lead to the Russian Revolt in 1917?

4. Name one difference and one similarity in the history of the United States and the history of Russia.

   **Difference:**

   **Similarity:**
Reading, Writing, and Arithmetic in Russia

Russian boys and girls attend school to learn many things. Attending school is compulsory. This means that they must attend school. The children start school at age six and most go to a preschool, beginning at age three. They must go to school until they have completed nine grades, although most children stay in school until the end of the eleventh grade.

Children attend school six days a week and their school year is six weeks longer than most of the schools in the United States. School always starts on September 1. If September 1 is a Sunday, school starts on September 2.

Students usually walk to a school building that is in their neighborhood. Elementary, middle, and high-school students study together in one building. Generally, the schools have more than one story. That means that some classrooms may be on the first floor and other classrooms may be on the second or third floor, or level.

The average class size is twenty-five students. There is strict discipline in the schools and the children spend a lot of time writing notes and answers in copybooks.

Russian is the official language of the former Soviet Union. It was taught to all the republics. This made it possible for everyone to communicate. Yet, Russia was just one of about 160 different languages spoken by the people. Some children must learn three languages at school. In addition to Russian, they may also learn the language of their republic. Students begin studying a foreign language in the fifth grade and continue the course of study through the eleventh grade for a total of six years. They have had a choice of German, French, Italian or English.
Art, music, physical education, and home economics are important subjects. Students do not choose additional courses, as electives, until grade seven.

There are specialized schools for children with outstanding skills, abilities, or talents. These schools might stress foreign language training, military cadet training, ballet, sports and gymnastics, music, and even circus and theatre arts. Some schools specialize in vocational courses to prepare students for a workplace skill.

It does not matter what kind of school students attend, they must take a national test at the end of the eighth grade. The test, more than anything else, determines the level and kind of high school they will be able to enter. The best high schools, which prepare students for a university education, require the highest scores on the national test. Students with lower scores go to technical or vocational high schools and find work in factories, stores, or on farms.

**Test Your Knowledge**

*Create a graphic organizer to compare and contrast the Russian educational system to education in the United States. Include at least 3 differences and 3 similarities.*

*Select one difference in education in the United States and Russia from your graphic organizer. Write a paragraph explaining the benefits and/or consequences of an educational system that employs the difference.*
Russian Folk Tales

What Is a Folk Tale?

The Russian culture has a rich history of storytelling. Before books were readily available, folk tales were passed down from generation to generation by word of mouth. The Russian word for a story is *skazka*, a word from the same root as the verb “to say” (*skazat*). So, a folk tale is a story—something someone made up to entertain others.

The tales are grand, however, with both male and female heroes and stories with animals that talk and act like humans. There are four types of Russian folk tales:

1. Stories with male heroes.
2. Stories with female heroes.
3. Stories with animals.

Male and Female Heroes

In stories with male and female heroes, the character will embark on a journey. Sometimes, the trip is to the forest to gather something, like berries or firewood. In other stories, the character may travel to a distant kingdom. Often, the folk tale ends with the character getting married or coming into a large fortune.
Stories with a female lead character usually center on the girl’s ability to perform a task that tests the girl’s homemaking skills, like cleaning, cooking, spinning, or weaving. These folk tales also test her character, or values. She does not lie, although telling less than the truth is allowed, nor does she steal (unless it is from an evil character and she is given permission from someone in the household).

It is this expectation that the girl or woman perform a task that sets apart the female hero from the male hero in Russian folk tales. The task is usually what allows her to reach a magical place where important events happen or the task may be part of what she must do when she gets there. The result of her completing the task is that she finds a husband or acquires a dowry which will make sure she finds a good husband in the future.

In stories with a male hero, the man always leaves his home on a quest while stories with a female hero may take place in her own home or town. The male hero is not expected to perform tasks, at least by himself—he often encounters magical helpers who do the work for him or fix the mistakes he makes when he tries to do the task.

The female hero knows how to behave and how to do things while the male hero knows how to behave and knows how to get assistance and usually needs the help to complete tasks.

Of course there are exceptions where the female hero is less active and the male hero completes tasks without assistance.

A dowry is a gift of money or property the bride’s family gives the groom or his family when she marries.
Animal Folk Tales

In folk tales where an animal is a main character, the animal usually talks. These stories may or may not have people in them, but people are usually assumed to be present.

The fox, wolf, bear, hare, goat, bull, horse, dog, raven and rooster are often used as main characters in Russian folk tales with animals. The animals most frequently portrayed are the fox and the wolf.

Similar to folk tales from Western Europe, the fox is a sneaky, dangerous character that is sly and crafty and may outwit stronger animals such as a wolves and bears. The wolf usually has human characteristics. The wolf is angry, greedy and often quite stupid; the fox gets special pleasure in playing tricks on the wolf and, time after time, the wolf falls for the tricks.

Everyday Life

The fourth category of Russian folk tales portrays everyday life. In these tales, soldiers often play an important role. The soldiers have returned home after surviving harrowing events or they have encountered a witch, or some other kind of magical being, or they gain a fortune in the end (or maybe just a bowl of soup, as in “Axe Soup,” the Russian variation of “Stone Soup”).
Test Your Knowledge

Read the information in “Russian Folk Tales” and then answer the following questions and complete the tasks. Use information from the text to support your answer.

1. How were folk tales passed down from generation to generation before books were readily available?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Describe two differences between folk tales with a female hero and a male hero.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Create a graphic organizer showing the characteristics of animals frequently portrayed in Russian folk tales.

4. Go to the web site shown below, or to your school library, to find examples of Russian folk tales from each category (male hero, female hero, animal, everyday life). Share your findings with the class.
Website: http://russian-crafts.com/tales.html

5. Write a short folk tale in the style of one of the four categories of Russian folk tales.
Adding It Up

RUSSIAN MATHEMATICS LESSONS

Have you ever wondered what mathematics lessons look like in Russian schools? The following lessons are from Russian math books. The pages include the directions in Russian and English.

Legend says the “Magic Square will bring you luck. “Magic Square” is a square where the sum of the numbers on the horizontal, vertical and diagonal lines is the same. You can use only the numbers from 1 to 6. The sum of numbers on all horizontal, vertical and diagonal lines must be 15.

Russian Curriculum Standard: Solve the problem creatively/logical conclusion.
Жители планеты Фрония пытаются вернуться домой. Чтобы преодолеть силовую защиту, они должны набрать 10 очков.
А ты можешь найти дорогу к Фронии, следуя по стрелкам?

The citizens of the planet “Fronia” are trying to return to their home. The sum of the numbers in the stars in their route home must be 10. Can you find a way to their planet by following the arrows?

Russian Curriculum Standard: Solving problems/summarizing numbers
Помоги чародею сварить зелье.
В каждом котелке обведи числа, которые в сумме составят число, равное номеру котелка, указанному сверху.
Вот пример:

Правило:
числа должны располагаться в одном ряду либо по вертикали, либо по горизонтали.

Help the wizard make a magic potion. In each kettle, circle the numbers whose sum will be equal to the number indicated on the tag on the kettle. Numbers must be in a horizontal or vertical line.

Russian Curriculum Standard: Solving problems/summarizing numbers.
Let’s play “Who Is Faster?” You can fill the squares with odd numbers (1-3-5-7-9) and even numbers (2-4-6-8-10). The sum in a row (vertical, horizontal or diagonal) must equal the number 13. Note: You can use the same number more than once.

*Russian Curriculum Standard: Solving problems/summarizing numbers.*
Solve the puzzle using the special “code.” You can also try to make up your own puzzle and code.

Russian Curriculum Standard: Coming to a conclusion
Красная Шапочка собирается навестить свою бабушку. Раскрась дорожку, по которой она может добраться до бабушки. Помни, что ей нельзя идти по дорожке, на которой сумма чисел составляет 6, потому что там прячется страшный волк.

Самая короткая дорожка та, на которой сумма чисел равна 8.

Ты нашел самую короткую дорожку?

Russian Curriculum Standard: Problem solving
The planet “Gyros” has different written numbers than we use on planet Earth. These are two examples.
1. Can you name this number?
2. Create “Gyros” numbers from 0 to 9.

Russian Curriculum Standard: Coming to a conclusion
Try to solve the problems using “Gyros” numbers.

*Russian Curriculum Standard: Coming to a conclusion, adding and subtracting*
Flying High

MAKE A RUSSIAN MIG

In 1939, Soviet leader Joseph Stalin ordered the formation of a department to develop a new military fighter. Artem I. Mikoyan was chosen to lead the project and he requested Mikhail I. Gurevich, a close colleague, to work with him. Their first design was the I-200 single-engine, high-altitude interceptor, which first flew in 1940 and which eventually bore the name MiG-1 (MiG being a formation of the first letters of Mikoyan and Gurevich plus i, the Russian word for and). An improved version, the MiG-3, soon followed. In 1942 the MiG department was reorganized as an independent design bureau with an aircraft plant in Moscow and given the designation OKB-155 (Experimental Design Bureau 155).

On the following pages, you will find instructions and a pattern to make a paper MiG based on the design of the MiG Foxbat-A.

Facts about the MiG Foxbat-A

Country of origin: Former U.S.S.R.
Role: Single-seat interceptor fighter
Wing Span: 13.95 m (45.75 ft.)
Length: 23.82 m (78.75 ft.)
Max take-off weight: 26,200 kg (79,800 lb.)
Engines: Two 12,251 kg (27,010 lb.) Tumansky R-31 afterburning turbojets
Max speed: Mach 2.83 at 11,000 m (36,000 ft.)
Max altitude: 24,400 m (80,000 ft.)
Range: 2,900 km (1,800 miles)

The pattern for the Russian MiG is a custom design by Sergei Shapoval. Use 81/2 x 11 inch copy paper no heavier than 20# weight. (Heavier paper will not produce a great-flying plane.)
RUSSIAN MiG
(folding instructions)

Important: Fold on all lines exactly and crease all folds firmly.

Place paper with fold lines face down, plain side facing you.

Fold on lines #1 so corners come to the center.

Fold down on line #2.

Fold on lines #3 so that corners come together at the center.

Fold up the small tab.

Turn over to the other side with fold lines facing you.

Fold in half on center line #4.

Fold top layer on line #5.

Turn over and fold top layer on line #5.

Hold the plane at the dotted circle and throw straight and with the nose slightly angled up.

B-32
Russian Churches

**ST. BASIL’S CATHEDRAL**

St. Basil’s Cathedral, located in Red Square in Moscow, is Russia’s most famous landmark. It was built in the 1550’s during Ivan the Terrible’s reign to celebrate the final liberation of the Russian state from the Tartars.

The cathedral has eight domed chapels encircling the main sanctuary. Each chapel was dedicated to a particular saint. To make sure no building more beautiful than the cathedral would be built, Ivan the Terrible ordered the eyes of the architects, brothers Barma and Postnik Yakolev, be taken out.

The colorful tiles were added in the 17th century. The cathedral became known as St. Basil’s because it was built over a small cemetery where St. Basil is buried.

*Traditions*

Russian churches have domes that are shaped like onions. One reason is a practical one—this shape is suitable for heavy snow. Some people also believe the curves of the onion domes catch the prarers of faithful worshippers and send them to heaven.

No musical instruments are used in a Russian Orthodox Church. Only the voices of the congregation are heard singing.

The word *Orthodox* means that you conform to the established doctrine or rules. The Orthodox Church originated in Greece and the Catholic Church originated in Rome.

During the times of the czars, Russians saw themselves as one great big family with the czar as their father. All people, even strangers, were called mother, grandfather, brother, etc.
Test Your Knowledge
Read the information in “Russian Churches” and then answer the following questions and complete the tasks. Use information from the text to support your answer.

1. Approximately how old is St. Basil’s Cathedral? ___________________________

2. Do you think Ivan the Terrible lived up to his name? Why?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

3. Look at the drawing of St. Basil’s Cathedral on the next page. Create a list of geometric shapes you recognize in the drawing.
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________


5. Optional: Directions and patterns to make a three-dimensional St. Basil’s Cathedral are on pages 26-30.
St. Basil's Cathedral Three-Dimensional Project

Students can create their own colorful and beautiful St. Basil's Cathedral by layering these pattern pieces for an interesting three-dimensional effect.

1. Reproduce the four cathedral patterns on heavy paper.
2. Color all cathedral parts.
3. Cut out all parts.
4. Glue pattern part #2 to pattern part #1 matching the dotted outline.
5. Glue pattern part #3 to pattern part #2 matching the dotted outline.
6. Glue pattern parts #4, #5 and #6 to pattern part #3 matching them with their numbered and dotted outlines on part #3.
7. A greater three-dimensional effect can be achieved by separating each pattern layer with pieces of cardboard, foam-core, folded paper, etc.

Mounting the finished project on black paper sets it off like a "jewel" in the night.
The matryoshka (ma tre OSH kuh), or nesting doll, is recognized around the world as a symbol of Russian folk art. This is especially unique since the first matryoshka appeared a little more than one hundred years ago.

The origins of the matryoshka can be found in Japan. In the 1890’s, Japanese fine arts and folk arts were very popular with the Russian people. Russian artists and craftsmen adapted the Japanese stacking doll to create the matryoshka.

The name matryoshka comes from two of the most common female names of the time: Matryona and Matryosha. The names come from the Latin root ‘mater’ which means ‘mother’. The first matryoshka dolls were painted to resemble peasant women and represented the family. The dolls are made in a way that they can be taken apart to reveal smaller dolls fitting inside one another.

Russian craftsmen had a long tradition of making wooden objects which fitted into each other, such as Easter eggs; therefore they were able to create the matryoshka quite easily. The basic techniques for making matryoshka dolls remains unchanged and draws upon the woodworking skills used by Russian folk craftsmen.

A set of dolls usually had 5 or 7 dolls but could include many more. It is recorded that a woodcarver once made a set of fifty-six dolls. Some matryoshka dolls were painted with pictures of simple peasant families; many showed scenes from folktales. Modern dolls can even include pictures of movie stars, political leaders and cartoon characters.
**Test Your Knowledge**
Sequence the matryoshka dolls by size, placing a number 1 below the largest doll and a number 2 below the next-largest doll. Continue the number sequence until all dolls have been ordered.

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**FABERGE EGGS**

Easter is an important holiday in the Russian Orthodox Church. To celebrate the holiday, people exchanged eggs and three kisses.

Easter eggs by Faberge were very special. He first created an egg in 1884 for Czar Alexander III to give to his wife, Czarina Maria. The czar presented eggs to his wife on Easter for another 11 years. Nicholas II, Alexander’s son, continued the tradition after he became the czar. He and Faberge agreed to always have an egg shape that would hold a surprise.

The egg for the czar was always the top priority for Faberge who was a famous jeweler. The design and surprise inside the egg were well-guarded secrets as artisans worked for many months to create the egg. Faberge got his ideas for the annual egg from art from previous centuries. Since there were only a few colors available for the “firing” process in the nineteenth century, Faberge conducted experiments and developed over 140 shades.
Faberge used metals such as silver and gold for the eggs. He also decorated the eggs with natural, precious and semi-precious stones. Natural stones used in the Faberge eggs were rock crystal, quartz and jade, to name a few. Some of the precious stones he used were diamonds, rubies and emeralds. The semi-precious stones used on the eggs included moonstones and garnets.

Fifty-six Imperial eggs were made for the czars. In addition to creating eggs for the czar to give to his wife, Faberge made eggs to commemorate the coronation of Czar Nicholas II, the completion of the Trans Siberian Railway, and anniversaries.

Many of those eggs were lost after the Russian revolution. Forty-four Imperial eggs have been located. Today, the Imperial eggs have been valued at more than 5 million dollars.

Test Your Knowledge
Read the information on pages 10 and 11, and then answer the following questions. Use information from the text to support your answer.

1. Why do you think some stones called natural stones while other stones are described as “precious” or “semi-precious”?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Find examples, other than the stones identified in the text, of natural, precious, and semi-precious stones. Tell why you think the stones belong in the group to which you have assigned them.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
RUSSIAN ICON PAINTING

In earlier times in Russia, religion played an important role in the lives of the people. Nearly every day of the year was cause for the observation of a saint. Each individual and each trade, or occupation, had their own patron saint. An art form that distinctly represents Russia is the icon. Russians know these paintings that are done on wood as “obraz”, but other people call them icons, which comes from the Greek word for pictures, “eikonoi”.

There are two main groups of icon paintings: icons that depict holy people and icons that depict Biblical scenes or events from the lives of saints. Icons that represent holy people are used to show reverence and respect for that person.

Icons that represent Biblical scenes are used as a teaching aid to help people remember events. Both kinds of icons are also appreciated and admired for their artistic qualities.

Although most icons are painted on wood, there are some icons that are made from metal. The design is engraved on the metal or the background is cut away to leave the figures and the background is then painted.

In 1917, after the Russian Revolution, icon painters turned away from religious paintings and began to produce boxes and other objects. They created images based on ancient legends and folk tales. Today, many people all over the world collect Russian icons. They are valued not only for their artistic qualities but also for the historical perspective they provide.

Test Your Knowledge

Read the information on page 12 and then respond to the following:

1. Have you heard the word “icon” before? What is another way the word “icon” is used today?

2. Create your own icon based on a personal, historical, or fictional subject.
Russian Folk Music

Many Russian cities, factories, clubs and schools have folk orchestras. A large orchestra may have one hundred or more musicians playing a variety of folk instruments.

Close to the end of the nineteenth century, a Russian nobleman, Vassily Andryev, was drawn to the sound of the balalaika, a folk instrument dating back to the seventeenth century.

Andryev heard the balalaika being played when he was collecting folk songs.

By this time, the balalaika had lost much of its popularity; the European guitar and concertina were considered to be more fashionable. He decided to help bring the balalaika, and other folk instruments, back into favor.

Andryev presented a balalaika ensemble in a concert in St. Petersburg, a large city in Russia. The audience liked the sound of the folk group and more people began playing the balalaika.

In 1897, Andryev included the domra and gusli in a folk orchestra he was forming. The domra and gusli are even older than the balalaika. He also added the bayan and a variety of folk wind instruments.

The balalaika belongs to the lute family, a group of string instruments that can be strummed or plucked.

The origins of the balalaika are in Central Asia.

It was popular in Russian villages where entertainers, similar to jesters, played balalaikas as they sang songs that ridiculed the czar and Russian society.
By including folk instruments in an orchestra, Andryev needed to standardize the construction of the instruments by creating a range of sizes with standard tunings. He also arranged traditional Russian folk songs and melodies for the orchestra musicians to play.

Test Your Knowledge

Read the information on pages 13 and 14, and then answer the following questions. Use information from the text to support your answer.

1. Name two decisions an arranger needs to make to create an arrangement:
   _______________________________  _______________________________

2. What Russian composer arranged folk music for an orchestra?

RUSSIAN FOLK INSTRUMENTS

The balalaika has three sides and, usually, three strings. It is made of spruce or fir. The smallest balalaika, the prima, is plucked with the fingers. Larger instruments may be played with the fingers or picks. The largest balalaikas rest on the floor and are played with leather picks.

The domra is a long-necked, round or oval-shaped instrument with three strings. It usually plays the melody in the orchestra while the balalaika plays the chords and the bass line.

The gusli resembles a harp. It is thought to be the oldest plucked instrument in the folk orchestra. It is similar to an Autoharp, but it is much larger. The harp portion is set on a table and on the left side is a one-octave set of piano keys. The keys allow the player to adjust the notes plucked on the harp strings.

The bayan is similar to an accordion, except there are buttons on each side and no piano keys.
Test Your Knowledge

Describe two ways these balalaikas are similar.

1. ____________________________________________________________
   _____________________________________________________________

2. ____________________________________________________________
   _____________________________________________________________
# Additional Information for Teachers

Use this chart to connect the lessons to your curriculum.

## Connection to the Standards

<table>
<thead>
<tr>
<th>Common Core State Standards and National Standards (For Subjects Not Included in Common Core State Standards)</th>
<th>Activity/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies III b: Interpret, use and distinguish various representations of the earth, such as maps, globes, and photographs</td>
<td>Locate Russia on a world map</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Present conclusion about the title of the lesson, list rhyming words</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Identify two ways to describe (measure) a lake</td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td></td>
</tr>
<tr>
<td>CCSS.ELA-Literacy.RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>Describe similarities and differences in U.S. and Russian governmental systems</td>
</tr>
<tr>
<td>Social Studies VI: Power, Authority and Governance e. compare different political systems...with that of the United States</td>
<td></td>
</tr>
</tbody>
</table>
| CCSS.Math.MD.2.A.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | Create a Russian flag with correct height and width dimensions. 
*Curriculum Extension: Create a performance event in which students research flags from other countries and replicate the flags or create a personal flag or classroom flag according to a pre-determined height and width ratio.* |
<p>| CCSS.ELA-Literacy.RF.4.4: Read with sufficient accuracy and fluency to support comprehension. | Use information from text to understand Russian history |
| CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | |</p>
<table>
<thead>
<tr>
<th>Common Core State Standards and National Standards</th>
<th>Activity/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.5.3:</strong> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>Create a graphic organizer to compare and contrast U.S. and Russian educational systems.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RF.4.4:</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>How were folk tales passed down from generation to generation before books were readily available?</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RF.4.4:</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Describe two differences between folk tales with a female hero and a male hero.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.4.1:</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Create a graphic organizer showing the characteristics of animals frequently portrayed in Russian folk tales.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.SL.5.2:</strong> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Go to the web site shown below, or to your school library, to find examples of Russian folk tales from each category (male hero, female hero, animal, everyday life). Share your findings with the class.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.5.3:</strong> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</td>
<td>Write a short folk tale in the style of one of the four categories of Russian folk tales.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RF.4.4:</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Approximately how old is St. Basil’s Cathedral?</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RF.4.4:</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Do you think Ivan the Terrible lived up to his name? Why?</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RF.4.4:</strong> Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Look at the drawing of St. Basil’s Cathedral on the next page. Create a list of geometric shapes you recognize in the drawing.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.RI.4.1:</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Color the picture of St. Basil’s Cathedral on page 36.</td>
</tr>
<tr>
<td><strong>CCSS.ELA-Literacy.SL.5.2:</strong> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Optional: Directions and patterns to make a three-dimensional St. Basil’s Cathedral are on pages 37-41.</td>
</tr>
<tr>
<td>Common Core State Standards and National Standards (For Subjects Not Included in Common Core State Standards)</td>
<td>Activity/Assessment</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>CCSS.Math.Content.1.MD.A.1:</strong> Order three objects by length; compare the lengths of two objects indirectly by using a third object.</td>
<td>Sequence the matryoshka dolls by size.</td>
</tr>
</tbody>
</table>
| **Science B1: Properties of objects and materials**  
**CCSS.ELA-Literacy.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Present conclusions about classification of stones as “precious” or “semi-precious”.  
List examples of stones and classification.  
*Curriculum Extension:* Students create an egg to commemorate an event. |
| **CCSS.ELA-Literacy.RF.4.4:** Read with sufficient accuracy and fluency to support comprehension.  
**CCSS.ELA-Literacy.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Visual Arts 4: Understanding the visual arts in relation to history and cultures**  
**Present conclusion about the use of the word “icon” today.**  
**Create an icon based on a personal, historical, or fictional subject.** | Present conclusion about the use of the word “icon” today.  
Create an icon based on a personal, historical, or fictional subject. |
| **CCSS.ELA-Literacy.RF.4.4:** Read with sufficient accuracy and fluency to support comprehension.  
**CCSS.ELA-Literacy.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Name two decisions an arranger needs to create an arrangement.**  
**Identify a Russian composer who arranged folk music for an orchestra.**  
*Curriculum Extension:* Create a performance event in which students compare and contrast folk music from other countries arranged for an orchestra with “Rodeo” by Aaron Copeland. | Name two decisions an arranger needs to create an arrangement.  
Identify a Russian composer who arranged folk music for an orchestra.  
*Curriculum Extension:* Create a performance event in which students compare and contrast folk music from other countries arranged for an orchestra with “Rodeo” by Aaron Copeland. |
| **CCSS.ELA-Literacy.RF.4.4:** Read with sufficient accuracy and fluency to support comprehension.  
**CCSS.ELA-Literacy.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  
**Music 9: Understanding music in relation to history and culture**  
**Describe two characteristics of the balalaika.**  
*Curriculum Extension:* Ask students to create a graphic organizer comparing and contrasting Russian folk instruments with American folk instruments such as comparing the balalaika to the violin, or the dulcimer to the gusli, the domra to the banjo, and/or the bayan to the accordian. | Describe two characteristics of the balalaika.  
*Curriculum Extension:* Ask students to create a graphic organizer comparing and contrasting Russian folk instruments with American folk instruments such as comparing the balalaika to the violin, or the dulcimer to the gusli, the domra to the banjo, and/or the bayan to the accordian. |
**Web Resources:**

A lesson plan for Faberge eggs is available for students in middle school or high school on the PBS Web site: [http://www.pbs.org/treasuresoftheworld/a_nav/ed_nav/level_1/ed_faberge_frm.html](http://www.pbs.org/treasuresoftheworld/a_nav/ed_nav/level_1/ed_faberge_frm.html).

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**Using the Russian Kaleidoscope Scoring Guides:**

The following scoring guides are included to provide minimum criteria for evaluating the assessment activities. You may choose to adapt the scoring guides to meet your evaluation criteria. Not all lessons have scoring guides.

---

**Lesson 1A: There’s No Cow in Moscow Scoring Guide**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate Russia on the world map</td>
<td>Correctly circled or colored Russia</td>
<td>Circled or colored Russia, but included 1-2 other</td>
<td>Circled or colored Russia, but included 3-4 other</td>
<td>Circled or colored Russia, but included 5 or more</td>
<td>Russia was not one of the countries circled or colored.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>countries</td>
<td>countries</td>
<td>countries</td>
<td></td>
</tr>
<tr>
<td>Present conclusion about the title of the lesson</td>
<td>Constructed a response that</td>
<td>Constructed a response that indicated an understanding</td>
<td>Constructed a response that indicated a limited</td>
<td>Constructed a response that indicated no understanding</td>
<td>Did not construct a response or response indicated no</td>
</tr>
<tr>
<td></td>
<td>indicated an understanding of the</td>
<td>of the pronunciation of Moscow but did not use</td>
<td>understanding of the pronunciation of Moscow; may or</td>
<td>understanding of the pronunciation of Moscow</td>
<td>understanding of the pronunciation of Moscow</td>
</tr>
<tr>
<td></td>
<td>pronunciation of Moscow; used</td>
<td>complete sentence(s) or had some grammatical or</td>
<td>may not have used complete sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>complete sentence(s) with no</td>
<td>spelling errors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List two rhyming words</td>
<td>Correctly listed two rhyming words</td>
<td>Correctly listed one rhyming word</td>
<td>Correctly identified one way to describe a lake and</td>
<td>Correctly identified one way to describe a lake</td>
<td>Did not correctly identify a way to describe a lake.</td>
</tr>
<tr>
<td>Identify two ways to describe (measure) a lake</td>
<td>Correctly identified two ways to</td>
<td>Correctly identified one way to describe a lake; used</td>
<td>Correctly identified one way to describe a lake and</td>
<td>Correctly identified one way to describe a lake</td>
<td></td>
</tr>
<tr>
<td></td>
<td>describe a lake; used complete</td>
<td>complete sentence(s) or had some grammatical or</td>
<td>did not use complete sentence(s) or had some</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>sentence(s) with no grammatical or</td>
<td>spelling errors</td>
<td>grammatical or spelling errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>spelling errors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 1B: A Glimpse of Russian Government & The Russian Flag Scoring Guide

<table>
<thead>
<tr>
<th>Assessment</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe similarities and differences in U.S. and Russian governmental systems</td>
<td>Correctly identified 2 similarities and 2 differences.</td>
<td>Correctly identified 2 similarities and 1 difference or 2 differences and 2 differences</td>
<td>Correctly identified 2 similarities or 2 differences or 1 similarity and 1 difference</td>
<td>Correctly identified 1 similarity or difference</td>
<td>Did not correctly identify a similarity or difference</td>
</tr>
<tr>
<td>Create a Russian flag with correct height and dimensions</td>
<td>Flag is represented with the correct height and width on the paper; colors are correct and in the correct order</td>
<td>Flag is represented with the correct height and width on the paper; colors or not correct or are out of order</td>
<td>Flag is represented with the correct height or width on the paper; 2 out of 3 colors are correct and in the correct order</td>
<td>Flag is represented with the correct height or width on the paper and the colors may or may not be correct or in the correct order</td>
<td>Flag does not include the correct height and width on the paper and the colors may or may not be correct or in the correct order</td>
</tr>
</tbody>
</table>

### Lesson 2: Russia Long Ago

<table>
<thead>
<tr>
<th>Assessment</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use information from the text to show an understanding of Russian history</td>
<td>4 questions were answered correctly with correct grammar and spelling</td>
<td>3 questions were answered correctly with correct grammar and spelling or 4 questions were answered correctly but there were a few grammatical or spelling errors</td>
<td>2 questions were answered correctly with correct grammar and spelling or 3 questions were answered correctly but there were a few grammatical or spelling errors</td>
<td>1 question was answered correctly with correct grammar and spelling or 2 questions were answered correctly but there were some grammatical or spelling errors</td>
<td>No questions were answered correctly</td>
</tr>
</tbody>
</table>
Lesson 3: Reading, Writing, and Arithmetic in Russia

<table>
<thead>
<tr>
<th>Assessment</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a graphic organizer comparing and contrasting Russian and U.S. educational systems</td>
<td>Graphic organizer includes at least 3 differences and 3 similarities with correct grammar and spelling</td>
<td>Graphic organizer includes at least 3 differences and 3 similarities with few grammatical or spelling errors</td>
<td>Graphic organizer includes 2 differences and 2 similarities with few grammatical or spelling errors</td>
<td>Graphic organizer includes 1 difference and 1 similarity or 2 differences or similarities with few grammatical or spelling errors</td>
<td>Graphic organizer did not include any correct differences or similarities</td>
</tr>
<tr>
<td>Write a paragraph explaining the strengths and weaknesses of one of the differences between U.S. and Russian educational systems</td>
<td>Paragraph includes appropriate response with an in-depth explanation of the strength or weakness with correct grammar and spelling</td>
<td>Paragraph includes appropriate response with a brief explanation of the strength or weakness with few grammatical or spelling errors</td>
<td>Paragraph includes a partial response and some grammatical or spelling errors</td>
<td>Paragraph did not explain a strength or weakness</td>
<td></td>
</tr>
</tbody>
</table>
### Lesson 4: Russian Arts and Artifacts

<table>
<thead>
<tr>
<th>Assessment</th>
<th>4 Points</th>
<th>3 Points</th>
<th>2 Points</th>
<th>1 Point</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence the matryoshka dolls by size</td>
<td>5 dolls were sequenced correctly</td>
<td>4 dolls were sequenced correctly</td>
<td>3 dolls were sequenced correctly</td>
<td>2 dolls were sequenced correctly</td>
<td>1 or no dolls were sequenced correctly</td>
</tr>
<tr>
<td>Present conclusions about classification of stones as “precious” or “semi-precious”</td>
<td>Presented logical conclusion using complete sentence(s) with no grammar or spelling errors</td>
<td>Presented logical conclusion with few grammar or spelling errors</td>
<td>Presented conclusion but had difficulty explaining it; some grammar or spelling errors</td>
<td>Presented a sketchy conclusion; some grammar or spelling errors</td>
<td>Did not present a conclusion</td>
</tr>
<tr>
<td>List examples of stones and classification</td>
<td>9 or more examples of natural, precious, and semi-precious stones were classified correctly</td>
<td>6-8 examples of natural, precious, and semi-precious stones were classified correctly</td>
<td>3-5 examples of natural, precious, and semi-precious stones were classified correctly</td>
<td>1-2 examples of natural, precious, and/or semi-precious stones were classified correctly</td>
<td>No examples were classified correctly</td>
</tr>
<tr>
<td>Present conclusions about the use of the word icon</td>
<td>Presented logical conclusion using complete sentence(s) with no grammar or spelling errors</td>
<td>Presented logical conclusion with few grammatical or spelling errors</td>
<td>Presented conclusion but had difficulty explaining it; some grammatical or spelling errors</td>
<td>Presented a sketchy conclusion; some grammatical or spelling errors</td>
<td>Did not present a conclusion</td>
</tr>
<tr>
<td>Create an icon based on a personal, historical or fictional subject</td>
<td>Icon represents a personal, historical or fictional subject that is recognizable and utilizes the space with little or no blank space and an interesting use of color</td>
<td>Icon represents a personal, historical or fictional subject that is recognizable, has some blank spaces or color needs improvement</td>
<td>Icon represents a personal, historical or fictional subject that is recognizable, has some blank spaces <strong>and</strong> color needs improvement</td>
<td>Icon needs some explanation to understand the personal, historical or, fictional subject, use of space and color needs improvement</td>
<td>Did not create an icon</td>
</tr>
<tr>
<td>Assessment</td>
<td>4 Points</td>
<td>3 Points</td>
<td>2 Points</td>
<td>1 Point</td>
<td>0 Points</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Name two decisions an arranger needs to make</td>
<td>Response includes 2 appropriate decisions using complete sentences with no grammatical or spelling errors</td>
<td>Response includes 2 appropriate decisions using complete sentences with 1-2 grammatical or spelling errors</td>
<td>Response includes 1 appropriate decision using complete sentences with no grammatical or spelling errors or response includes two appropriate decisions with 3-5 grammatical or spelling errors</td>
<td>Response includes 1 appropriate decision with 3 or more grammatical or spelling errors</td>
<td>Response does not include an appropriate decision</td>
</tr>
<tr>
<td>Identify a Russian composer who arranged folk music for an orchestra</td>
<td></td>
<td></td>
<td></td>
<td>Did not correctly identify the composer from the text</td>
<td>Did not correctly identify the composer from the text</td>
</tr>
<tr>
<td>Describe two similarities in the balalaikas</td>
<td>2 similarities are accurately described using complete sentences with no grammatical or spelling errors</td>
<td>2 similarities are accurately described using complete sentences with 1-2 grammatical or spelling errors</td>
<td>1 similarity is accurately described using complete sentences with no grammatical or spelling errors or 2 similarities are accurately described using complete sentences with 3-4 grammatical or spelling errors</td>
<td>1 similarity is accurately described using complete sentences with 3-4 grammatical or spelling errors</td>
<td>Did not correctly describe similarities</td>
</tr>
</tbody>
</table>