

## Guided Reading Activity

## networks

### World War I and International Revolution

#### Lesson 1: The Russian Revolution

##### Review Questions

**Directions:** Read the lesson and complete the outline below. Write answers below the #s in the boxes.

##### I. Background to Revolution

- Military and economic mismanagement during World War I led the Russian people to grow more and more upset with the **Czarist** regime.
- Lenin** temporarily stepped down in March 1917, leading the **Bolshevik** and Menshevik divisions. The **Bolshevik** had established a temporary government only three days earlier.
- The authority of the new provisional government was soon challenged by the **soviets**, a coalition of representatives from the soldiers and **workers**.

##### II. Lenin and the Bolsheviks

- Lenin the leader of the Bolshevik Party believed that Russia was **lagging** in the **economic** because conditions for industrial revolution in America, but a capitalist system.
- Bolsheviks promised to end the war, redistribute land to all the peasants, and transfer factories from **capitalists** to workers and **workers**.

##### III. The Bolsheviks Seize Power

- Bolsheviks seized power from provisional government during the night of **November 1917**.
- To keep a promise of peace, Lenin signed the **Treaty of Brest-Litovsk**, ending Russia's involvement in the Great War but giving up Eastern Poland, Ukraine, Finland, and the Baltic provinces.

##### IV. Civil War in Russia

- Anti-Communist forces, with aid from the allies, fought the **Communist** in a long from October the years **1918** and **1920**.
- By 1921, the majority of anti-Communist forces had been defeated and Communists had divided Georgia and gained control of governments in **Ukraine**, **Central Russia**, and **Belarus**.

# Guided Activity 10 3 Answer Key

**Ronald W. Maestas, Steven C. Ross**

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New Horizons in Learning English Ii Tm (decs) , Dimensions in Learning English Ii Tm , Reading Wonders 2 Teacher's Manual1st Ed. 2006 , The American Journey Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003  
Geography Heidi Hayes Jacobs,1998 Inclusive Mathematics 5-11 Brian Robbins,2000-05-01 Robbins shows how all students including those with special needs can learn mathematics effectively within the mainstream curriculum By drawing on case studies from several countries he illustrates the implications of inclusive education for classroom teaching whole school approaches and teacher development **Cambridge Global English Stage 2 Teacher's Resource** Annie Altamirano,Caroline Linse,Elly Schottman,2014-05-22 Cambridge Global English is a nine stage language rich course for learners of English as a Second Language following the Cambridge International Examinations curriculum framework Teacher s Resource 2 provides step by step guidance notes for teachers for each lesson in every unit to support teaching the content of Learner s Book 2 Notes on Activity Book 2 are also included A unit overview provides a snapshot of lesson objectives and the language and skills covered The notes include answer keys to activities in the Learner s Book and Activity Book complete audio scripts suggestions for differentiation and assessment cross curricular links portfolio opportunities and additional unit linked photocopiable activities and unit based wordlists Design and Development Research Rita C. Richey,James D. Klein,2014-07-16 This volume thoroughly discusses methods and strategies appropriate for conducting design and development research Rich with examples and explanations the book describes actual strategies that researchers have used to conduct 1 product and tool research and 2 model research Understanding and Using Microsoft Windows 3 Steven C. Ross,Ronald W. Maestas,1992 Teaching as Decision Making Marvin Pasch,1991 **A Study of the Educational Department of the Pittsburgh Public Schools** Pittsburgh Board of Public Education (Pa.). Survey Commission,1928 A Study of the Educational Department of the Pittsburgh Public Schools Pittsburgh School District. Board of Public Education,1928 **Holt People, Places, and Change** Robert J. Sager,2003 **Managing Money** Elaine Shelton,1983 Georgia Education Journal ,1929 **Understanding and Using MS-DOS/PC-DOS** Cody C. Copeland,Cody T. Copeland,Jonathan Bacon,1987 **Holt Algebra 1 2003** Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2003 **Understanding and Using Microsoft Windows 95** Ronald W. Maestas,Steven C. Ross,1996 Report Maryland. Board of Education,1916 Junior English in Action Jacob Cloyd Tressler,1960

## **Guided Activity 10 3 Answer Key** Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the ability of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Guided Activity 10 3 Answer Key**, a literary masterpiece that delves deep into the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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