



# Soviet History through Posters:

## A Visual Literacy Curriculum Kit



*The Great Patriotic War*



*The Cold War*



*The End of the USSR*



# Soviet History through Posters: A Visual Media Literacy Kit

by Chris Sperry

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# **Soviet History through Posters:**

## **A Visual Literacy Curriculum Kit**

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## Introduction to the Kit

### Overview of the Kit

This kit provides teachers, college faculty and other educators with the materials needed to engage students in a dynamic and constructivist process of learning the history of the USSR through reading, analyzing and interpreting posters produced by the Soviet government between 1918 and 1988. Materials include a one-page lesson for each of 78 posters. The posters are divided into chronological units covering five key periods in Soviet history. Each unit includes a two-page student handout of the history of the time period that introduces the key knowledge and vocabulary for decoding the posters from that time period, and a multiple-choice test. The histories and tests are written for **high school students** but the lessons can easily be adapted for middle school and college level students.

Through the interactive process of classroom decoding, students will develop visual literacy, media literacy and critical thinking skills while learning core information about the history of one of the most important nations in the 20<sup>th</sup> century. The carefully crafted, often beautiful and sometimes disturbing posters in this kit were created by the Soviet government to educate and indoctrinate the population so it would support the government and its policies. Educators can use these posters to engage students in learning and applying core historical knowledge while understanding the historical and political contexts in which were created.

### Soviet Posters

In her book, *Iconography of Power: Soviet Political Posters under Lenin and Stalin*, Victoria Bonnell suggests that “the critical issue facing the Bolsheviks in 1917 was not merely the seizure of power but the seizure of meaning.” Political posters played an essential role in the propaganda effort to give meaning to the new Soviet woman and man as “worker heroes.” For a fledgling and largely illiterate nation the role of images in conveying of meaning was essential. Visual symbols were also highly effective in asserting the power of the new Soviet leadership by creating the image of Lenin as Revolutionary Father and Stalin as the Great Helmsman. Political posters could convey such messages about power in a clear and concise manner. As Soviet history progressed so did the style and content of government posters. By the late 1980s Gorbachev’s government was using the long-established medium of the political poster to promote a new ideological critique that would ultimately help bring down the Soviet system.

The 13 posters in Unit I, *The Birth of the USSR*, establish the perspective of the new communist government as it struggled for survival during civil war, famine and revolutionary transformation. Posters in Unit II contrast 1930s-era messages promoting Stalinist policies with pointed critiques of Stalin produced by Gorbachev's government in 1988. Unit III, *The Great Patriotic War*, and Unit IV, *The Cold War*, powerfully illustrate government perspectives on the key events and issues from both time periods. Finally, the 20 posters in Unit V, *The End of the USSR*, graphically portray a different perspective on communist history and policies. The images of Perestroika and Glasnost poignantly critique communist entitlements, bureaucracy, corruption and a host of social ills previously taboo in state propaganda. Together these 78 posters give students the opportunity to actively identify key events throughout much of the 20<sup>th</sup> century while they critically analyze the evolving point of view of Soviet governments.

**Objectives:**

- To teach core information and vocabulary about the history of the USSR.
- To teach students to understand the historical and cultural perspective as communicated through visual media.
- To train students in visual literacy and media literacy skills, especially the ability to identify bias in art and propaganda.
- To engage all students, but particularly those disengaged from traditional school work, in complex critical thinking and the development of reading, listening and visual decoding skills and attitudes that support life-long democratic citizenship.

**Learning Standards:**

This kit addresses many specific standards of the **National Council for the Social Studies** (NCSS), including:

- *Culture*: Knowing how belief systems, such as political ideals of the culture, influence the other parts of the culture.
- *Time, Continuity, and Change*: Knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past. Drawing on their knowledge of history to make informed choices and decisions in the present.
- *Individual Development and Identity*: Knowing how personal identity is shaped by one's culture, by groups, and by institutional influences.
- *Individuals, Groups, and Institutions*: Knowing how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.

- *Power, Authority, and Governance*: Confronting questions such as: What is power? Who holds it? How is it gained, used, and justified? How are governments created, structured, maintained, and changed?

This kit also addresses specific standards of the **National Council of Teachers of English** (NCTE), including:

- applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate print and non-print texts
- applying knowledge of media techniques, figurative language, and genre to critique and discuss print and non-print texts
- participating as knowledgeable, reflective, creative, and critical members of a variety of literacy communities

This kit also addresses many of the core learning skills that have been identified as essential skills in “Learning for the 21<sup>st</sup> Century,” (Partnership for 21<sup>st</sup> Century Skills) specifically:

- information and media literacy skills: analyzing, accessing, managing, integrating, and evaluating information in a variety of forms and media
- critical thinking and systems thinking: exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems

Finally, the activities foster group discussion skills, and can be easily linked to related lessons in other disciplines such as art, art history, economics, and multicultural studies.

## Using the Materials

### History Handouts

Each unit includes a concise two-page student history that covers the core historical knowledge and vocabulary that students will need in order to decode the posters. Key vocabulary items are highlighted in bold for quick review. Students should read these histories in class and/or for homework before the slide decoding. Depending upon the students' level of understanding, the teacher may want to reinforce or add to the readings with a brief review of that unit's history and vocabulary prior to the slide lesson.

### Lessons

Each poster comes with a one-page lesson that begins with a translation of the text on the poster. The **BACKGROUND INFORMATION** introduces or reinforces knowledge students may need to answer the probe questions and should be communicated to the class before decoding the poster. Probe **QUESTIONS** ask students to apply their knowledge of Soviet and world history to each poster. The **SUGGESTED ANSWERS** and **EVIDENCE** are included as model evidence-based responses that address key historical and media/visual literacy concepts and information. However, there is rarely one right answer to any of these interpretative questions, and the teacher should encourage multiple readings and a diversity of responses as long as students present evidence to back up their interpretations. It is important that students recognize that all people do not interpret media messages the same way. Most poster lessons include an additional **NOTE** that adds historical details that the teacher may choose to share during or after the decoding.

### Assessments

Each unit includes a two-page assessment with 12 multiple-choice questions that test knowledge of key historical information. The last four or five questions include small black and white poster images and ask students to also demonstrate their ability to analyze poster content. Each assessment should take students between five and ten minutes to complete.

### Slides and Access to Materials

The slide shows, one for each unit, are available for free at [www.projectlooksharp.org](http://www.projectlooksharp.org). Educators will need access to a computer and digital projector so that the class can identify key details in each slide. The lessons, histories and assessments are also available for free in PDF format on the Project Look Sharp website. Mobile non-Internet based versions are available with the purchase of a digital media device, which includes a master PDF of the kit as well as all specified media and slideshows within lesson folders. This device can be purchased through the Ithaca College Bookstore. Check the Project Look Sharp website for more information.

## Media Literacy and Democratic Citizenship

The founders of the United States articulated the need for a literate citizenship as core to the development of a deep and enduring democracy. We live in an age when the most influential messages about pressing social issues and events are delivered through mass media such as television, magazines, newspapers and the Internet. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate media messages. They need to be taught to seek out current, accurate, and credible sources of information. They need to understand the influence of media messages on their understanding of the world. And they need training in identifying and using various techniques for communicating messages in different media forms. Without these critical skills we risk losing the diversity and freedom of thought that underpins a culture of true democracy.

### **Collective Reading of Media Messages**

These materials are based on the classroom practice of collective reading in which the teacher leads the class through the critical decoding of media messages while teaching and reinforcing core knowledge. This constructivist approach encourages the development of moral reasoning as students clarify their own interpretations, listen to the analysis of their peers, and discuss ethical issues. Decoding of the posters in this kit will help train students to distinguish fact from opinion, analyze point of view and identify bias, interpret historical documents, and use evidence to back up a thesis. The classroom reading process is particularly effective in involving students who rarely share their opinions about print-based material, including students with reading disabilities, visual learners, and students for whom English is a second language. The teacher should consider calling on students or going around the room to ensure participation by all students in the collective reading process.

### **Reading Bias**

This kit trains students to recognize and analyze the biases of the Soviet government as presented in posters and how government views changed over time. A major theme of *Soviet History through Posters*, and all Project Look Sharp kits, is the recognition that all media messages come from particular points of view and have biases that reflect the intent and perspective of the producer and sponsor. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the *Key Questions* and *Principles of Media Literacy* found at [www.projectlooksharp.org](http://www.projectlooksharp.org).

### **Bias in this Kit and in the Classroom**

This kit, like all media, also has a point of view, a bias. As teachers use the materials they may identify opinionated language, selective facts, missing information, and many other subjective decisions that went into constructing this view of history. Teachers and students should be asking critical questions about the editorial choices that went into constructing these lessons, as well as other texts and media content used in the class. When using these materials teachers will make their own decisions about what to include and edit, what questions to use and what issues to avoid. All of these decisions, both by the creators and users of the kit, will influence the view of history that students receive. Teachers should encourage students to thoughtfully analyze and discuss the images, the stories, the perspectives, and the biases celebrated and criticized within our own classrooms. These skills and practices are core to an educated democratic citizenry.

### **Fair Use of Media Documents**

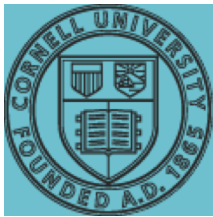
The classroom critique of political and cultural documents such as posters is essential to the development of core literacy skills in our media-saturated democracy. To enable educators to fulfill our core civic mission, Project Look Sharp has created media literacy integration kits using a variety of different media documents for critical analysis in the classroom. The documents in this kit are presented for the purpose of critical analysis and criticism and are to be used solely in an educational setting.



## About the Author

Chris Sperry is the Director of Curriculum and Staff Development for Project Look Sharp, a media literacy initiative at Ithaca College. Chris continues to teach media studies and social studies at the Lehman Alternative Community School in Ithaca, New York where he has taught since 1979. He was the recipient of the 2005 National PTA and Cable *Leaders in Learning Award* for media literacy. Chris is author of numerous media literacy integration kits including *Media Construction of War*, *Media Construction of Presidential Campaigns*, and *Media Construction of the Middle East*. You can access these kits free online or order digital copies at [www.projectlooksharp.org](http://www.projectlooksharp.org). Chris offers trainings and workshops for educators through Project Look Sharp.

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SOVIET HISTORY THROUGH POSTERS  
INTRODUCTION

## ABOUT PROJECT LOOK SHARP



**PROJECT LOOK SHARP** is a media literacy initiative of Ithaca College, working in collaboration with local school districts, New York State BOCES, the National Association for Media Literacy Education (NAMLE), and other national media literacy organizations.

The project is designed to promote and support the integration of media literacy and critical thinking at all grade levels and in all instructional areas, as well as to evaluate the effectiveness of media literacy education in the schools. This curriculum-driven initiative works directly with teachers and support staff to reach students and aims to foster a spirit of collaboration among educators using media literacy. Project Look Sharp provides strategies, advice, and curriculum materials for media literacy instruction, and acts as a liaison between educators and the media literacy field at large.

The *primary goals* of Project Look Sharp are:

- To promote and support media literacy education at the community, state, and national levels.
- To provide teachers with ongoing pre-service and in-service training and mentoring in media education.
- To work with teachers to create new or revised teaching materials and pedagogical strategies that incorporate media literacy and enhance classroom practice.
- To develop and publish curriculum materials that infuse media literacy into core content.
- To evaluate the effectiveness of media literacy as a pedagogical approach in education.
- To develop a model for including media literacy in the school curriculum at all grade levels and in all instructional areas, and to show how media literacy can help teachers address new and existing learning standards.

## PUBLICATIONS

Project Look Sharp publishes curriculum kits and other media literacy materials for distribution, each using media literacy as a pedagogical approach for teaching core content in social studies and other curriculum areas. All materials are free from our website, or you may inquire about purchasing other curriculum kits in Social Studies, Science, ELA, and Elementary Health by visiting our website at [www.projectlooksharp.org](http://www.projectlooksharp.org), email [looksharp@ithaca.edu](mailto:looksharp@ithaca.edu), or call 607-274-3471.

## **PROFESSIONAL DEVELOPMENT SERVICES**

Project Look Sharp offers a variety of services for individual teachers and school districts, teacher education students and faculty, and other educators, including the following:

### ***Workshops and Speakers***

Project Look Sharp personnel are available for large or small group presentations and workshops on a variety of media literacy topics. These range from a general introductory presentation on the use of media literacy in the classroom to topical workshops (e.g., Youth Culture and New Technologies) and trainings for Look Sharp curriculum kits. Please visit our website for a listing of available keynotes, and workshops. Training can also be tailored to your school or organizational needs.

### ***Summer Media Literacy Institute***

Each year Project Look Sharp conducts an intensive media literacy institute for teachers, support staff, college faculty, and other professionals working with students in an educational setting. Participants receive training in the theory and practice of media literacy, learn applications for digital technology, and work individually with a Look Sharp “coach” to develop a media literacy integration project during the following year.

## **WEBSITE**


The Project Look Sharp website contains free curriculum kits and lessons, general information about the project, a downloadable PDF file of the *12 Basic Basic Ways to Integrate Media Literacy and Critical Thinking into Any Curriculum* booklet, specific resources and ideas for integrating media literacy into various curricula, and links to other media literacy websites.

**To inquire about purchasing a mobile non-Internet based version of the curriculum on a digital media device or to view other kits and lessons, visit our website. For Project Look Sharp services, or to inquire about upcoming events, contact Project Look Sharp at:**

[looksharp@ithaca.edu](mailto:looksharp@ithaca.edu)

Phone: 607-274-3471 Fax: 607-274-1925

[www.projectlooksharp.org](http://www.projectlooksharp.org)



## CORE PRINCIPLES OF MEDIA LITERACY EDUCATION

**Elana Yaneh Rosen, Faith Rogow, Cyndy Scheibe, Renee Hobbs, Elizabeth Thoman, David Considine, Sherri Hope Culver, Amy Jensen, and Sharon Sellers-Clark**

The purpose of media literacy education is to help individuals of all ages develop the habits of inquiry and skills of expression that they need to be critical thinkers, effective communicators and active citizens in today's world.

### **1. Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.**

As part of this process, effective media analysis involves the recognition that:

- 1. All media messages are "constructed."***
- 2. Each medium has different characteristics, strengths, and a unique "language" of construction.***
- 3. Media messages are produced for particular purposes.***
- 4. All media messages contain embedded values and points of view.***
- 5. People use their individual skills, beliefs and experiences to construct their own meanings from media messages.***
- 6. Media and media messages can influence beliefs, attitudes, values, behaviors, and the democratic process.***

This process involves asking key questions to gain a deeper or more sophisticated understanding of media messages (see next page).

### **2. Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.**

**3. Media Literacy Education builds and reinforces skills for learners of all ages. Like literacy, those skills necessitate integrated, interactive, and repeated practice.**

**4. Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.**

**5. Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.**

**6. Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.**

## KEY QUESTIONS TO ASK WHEN ANALYZING MEDIA MESSAGES

The questions in this grid are a model to help people analyze media messages in sophisticated and thoughtful ways. Because instructional practices must be modified appropriately for learners of different ages and in different settings, the process of critical questioning and the specific wording of questions may vary. Some questions may not apply to every media message, and questions will often have more than one answer. As with all critical questioning processes, the end goal is to enable students to regularly ask the questions themselves.

<b>AUDIENCE &amp; AUTHORSHIP</b>	<b>AUTHORSHIP</b>	<b>Who made this message?</b>
	<b>PURPOSE</b>	Why was this made? Who is the target audience (and how do you know)?
	<b>ECONOMICS</b>	Who paid for this?
	<b>IMPACT</b>	Who might benefit from this message? Who might be harmed by it? Why might this message matter to me?
	<b>RESPONSE</b>	What kinds of actions might I take in response to this message?
<b>MESSAGES &amp; MEANINGS</b>	<b>CONTENT</b>	What is this about (and what makes you think that)? What ideas, values, information, and/or points of view are overt? Implied? What is left out of this message that might be important to know?
	<b>TECHNIQUES</b>	What techniques are used? Why were those techniques used? How do they communicate the message?
	<b>INTERPRETATIONS</b>	How might different people understand this message differently? What is my interpretation of this and what do I learn about myself from my reaction or interpretation?
<b>REPRESENTATIONS &amp; REALITY</b>	<b>CONTEXT</b>	When was this made? Where or how was it shared with the public?
	<b>CREDIBILITY</b>	Is this fact, opinion, or something else? How credible is this (and what makes you think that)? What are the sources of the information, ideas, or assertions?

# Unit 1



# The Birth of the USSR

## Student Reading

### Poster Lessons

(Access Poster PowerPoint online or via Unit 1 digital media folder)

- 1 The year of the proletarian dictatorship!
- 2 The enemy wants to seize Moscow...
- 3 Crush capitalism or be crushed by it!
- 4 Beat the Whites with the red wedge!
- 5 We destroyed the enemy with weapons...
- 6 1<sup>st</sup> of May, the all-Russian voluntary-work day!
- 7 The Communist Youth International calls...
- 8 Citizens! Get an anti-cholera vaccination!
- 9 Help!
- 10 Citizens! Educate yourselves...
- 11 Hail the fifth anniversary...
- 12 Emancipated woman, build socialism!
- 13 V.I. Ulyanov (Lenin). 1870-1924

## Assessments & Answer Guide

# The Birth of the USSR

In 1900 **Russia** was considered the “sleeping giant” of Europe. Extending across 11 time zones, Russia was the largest nation in the world and the most populous nation in Europe. While many European nations had begun introducing parliamentary political systems and were rapidly **industrializing**, Russia was still a **feudal monarchy**. During the chaos and bloodshed of **World War I**, uprisings spread across the Empire as starving peasants called for “Land, Bread, and Peace.” In February of 1917 the **Czar** was overthrown and replaced by a weak democratic government. Eight months later a communist group known as the **Bolsheviks** took control of the government. For more than seventy years they would lead the **Union of Soviet Socialist Republics**, and much of the rest of world, in a political, economic and social experiment known as **communism**.

The Bolsheviks followed the teachings of **Karl Marx**, a 19<sup>th</sup> century German writer who advocated that **capitalism** be overthrown and replaced by a new social, political and economic system that he called communism. Marx believed workers in a **capitalist system**, the **proletariat**, were inevitably **exploited** by the owners, the **bourgeoisie**. The proletariat needed to join together to overthrow capitalism and form a workers government. This **class struggle**, and the resulting workers government, would be led by the **Communist Party**. Marx expected his revolution to begin in an industrialized European nation such as Germany or England, but it was in “backward Russia” where **Marxism** moved from an idea to a government.



What are the messages about capitalists and workers in this 1919 poster?

The new communist government was led by Vladimir Ilyich Ulyanov, better known by his revolutionary name, **Lenin**. In November of 1917 Lenin seized control of the government in **St. Petersburg**. Lenin immediately took Russia out of World War I, giving up significant land, population and industry in the west. As the capitalist nations of Europe continued to wage a disastrous war, the Bolsheviks struggled to maintain power and establish a new communist system. But anti-communist forces known as the **Whites** waged war against the communists.





How is the Russian Orthodox Church portrayed in this Civil War era poster?

From 1918-1922 Russia was engulfed in **civil war** and **famine**. The Czar and his family were some of first victims of the war, executed by the Bolsheviks in 1918. With support from urban workers and rural peasants, the Communist **Red Army** ultimately defeated the Whites and put down separatist movements in the outlying republics. The Communist Party took complete control of all aspects of the government and political life. All **media** outlets, from newspapers to posters, became government institutions reflecting the Party line.

The Communist Party also took control of the economy, **nationalizing** all land and industry and **creating a centrally planned economy**. With the government, military, economy and the media all controlled by the Communist Party, Lenin declared a

**Dictatorship of the Proletariat**, initiating a process of political control that would ultimately create a **totalitarian** state.

Lenin and the Communist Party set out to transform Russian society at every level. **Health care** and **education** were extended to peasants and workers. **Women** were brought into the work force and new laws limited many male privileges. The powerful **Russian Orthodox Church** that had sided with the Whites in the Civil War was persecuted by the **atheist** Communist government. Lenin set out to create not only a new system and a new ideology but also a “**new socialist morality**.” With these profound social, political and economic changes came a new nation. The old Russian Empire of the Czars was gone, replaced by a communist nation, the **USSR**. For more than seventy years Soviet communism would transform the world and ultimately, self-destruct.



What are the messages about Lenin in this 1924 Soviet government poster?

# Poster #1 - 1918      *The year of the proletarian dictatorship!* October 1917 - -October 1918



A. Apsit-1918

## Background

This poster was one of the first to be produced by the new **Soviet** government. Almost immediately after the **Bolshevik** take over in 1917 the new government began producing posters to communicate to the largely illiterate Russian masses. Since Bolshevik control of the country was tenuous in the early years, the first **communist** regime in history needed to communicate effectively with the population if it was to stay in power. For the next 60 years the government of the **USSR** used posters to spread its messages to the masses.

**QUESTION** - What does this Soviet government poster communicate about the revolution?

**SUGGESTED**

**ANSWER** - The workers will crush the old order and usher in a new day of prosperity under communism.

**EVIDENCE** - **TEXT:** "Proletarian dictatorship" implies total worker control; the (hammer) urban worker and (scythe) peasant are trampling the remnants of the (imperial double eagle) Czar; (flags and rising sun) happy workers cheer the (smoke of industry) new day of communism and prosperity.

**QUESTION** What do the two men in the foreground symbolize?

**SUGGESTED**

**ANSWER** - They represent the industrial and agricultural labors that made up the backbone of support for communism.

**EVIDENCE** - The man on the left is holding a hammer and wearing the apron of a tanner, symbols of industrial labor. The man on the right is holding a scythe for cutting wheat, a symbol of agricultural work.

**QUESTION** - What other symbols do you see and what does each symbolize?

**SUGGESTED**

**ANSWER** - The hammer and apron of a tanner are symbols of industrial labor. The scythe is for cutting wheat, a symbol of agricultural labor. The smoke and smokestacks symbolize the prosperity of **industrialization** that will come with communism. The crown, shield and tapestry that the worker is trampling on represent the wealth and exploitation of the defeated **Czarist** order. The broken chains represent the breaking of the slavery of **feudal** and capitalist Russia under the Czar. Red symbolizes revolution (blood) and **communism**.

**Note:** The hammer and sickle are the international symbol of communism and appear on the flag of the **USSR**. **Karl Marx** wrote about the need for urban and industrial workers to unite to defeat **capitalism**, beginning with a "**dictatorship of the proletariat**."

Poster #2 -1919    *The enemy wants to seize Moscow -- -the heart  
of Soviet Russia.  
The enemy must be destroyed. Onward, comrades!*



V. Fidman-1919

### Background

In the early years of the revolution the **Reds** barely maintained control of the main cities within the former Russian empire, and they lost control of many outlying provinces. Several new countries declared their independence in 1918 including the Baltic states of Estonia, Latvia and Lithuania, as well as Belarus, Ukraine, Georgia, Armenia and Azerbaijan. By 1921 the Bolsheviks had managed to take back control of all the renegade republics except the Baltic States that remained independent until 1941. Only in 1991, with the dissolution of the USSR, did these republics again gain independence. But their first taste of independence came during the **civil war** of 1918-1922.

QUESTION - What was happening in 1919 that prompted the Soviet government to make this poster?

SUGGESTED

ANSWER - The Czarist troops were threatening Moscow during the civil war.

EVIDENCE - The title and the image of the evil-looking king about to take Moscow.

**Note:** The **Whites** that opposed the Bolsheviks were made up of many parties including the **Monarchists**, **Cossacks** and **Czarist** army officers. In October 1919 White troops launched their most serious offensive as they marched on Moscow and Petrograd. They were soundly defeated by the Red forces commanded by War Commissar **Leon Trotsky**.

QUESTION What messages are communicated about the Czarist forces?

SUGGESTED

ANSWER - They are evil and want to again enslave the people.

EVIDENCE - The symbol for the Whites is a monstrous dark king with a Christian cross on his crown holding a chain. A similarly dark cloud ominously looms over Moscow with its faint red people standing fast against the dark menace.

**Note:** Civil war between Reds and Whites lasted from 1918-1921. The **Russian Orthodox Church** generally supported the Whites in the Revolution. Thousands of its monks and priests were jailed or killed by the Reds during the Civil War. Several foreign nations also supported the Whites in their fight against the Reds. These included the United States, Britain, France and Japan.

## Poster #3 -1919

*Crush capitalism or be crushed by it!*

V. Deni-1919

## Background

This 1919 poster was also made during the **civil war** raging throughout the former Russian Empire at that time.

**QUESTION** Who do the two different characters represent and how are they portrayed?

## SUGGESTED

**ANSWER** The young man represents the heroic communist fighter. The man with the top hat represents the evil capitalist.

**EVIDENCE** In the first frame, the communist, dressed in red, is victorious but not cruel (boot and flag lightly on the capitalist). In the right frame, the capitalist is violently trampling on the communist and about to thrust the spear into his face. The capitalist's claw-like fingers and distorted face make him look less than human. His crown-like top hat, gold chain and girth emphasize his wealth.

**Note:** Karl Marx defined the **ideology** or belief system of communism through his writings in the late eighteenth hundreds. He wrote that the **bourgeoisie**, his name for the capitalist class, always exploited the **proletariat** or the working class. In Marx's view, the only way to free workers from the **alienation** and **oppression** of capitalism was through a **class struggle**, where the workers rose up to overthrow capitalism in a violent **revolution**.

**QUESTION** What are some alternative titles for this poster?

## SUGGESTED

**ANSWER** There are many possible answers. Ask students to defend their titles. The actual title is: "Crush capitalism or be crushed by it."

**Note:** There was a genuine scare throughout the capitalist world in 1919 that communism would spread rapidly around the world as Marx had predicted. **Communist uprisings** in Germany and Hungary led to the surrender of the German government and the end of **World War I**. Groups in the United States, such as the International Workers of the World, better known as the **Wobblies**, called for a communist revolution in the U.S., and were violently suppressed by U.S. government forces. The U.S. even sent a small military force to the northern Russian port of Archangel in 1918 to help overthrow the Bolshevik government. If it were not for the devastation of World War I it seems likely that the capitalist countries would have undermined the weak, new communist government.

## Poster #4 - 1920

*Beat the Whites with the red wedge!*

L. Lisitsky-1920

## Background

Although most early Soviet government posters used a style of **artistic representation** that has become known as **Socialist Realism**, this poster makes use of more **abstract** imagery modeled on the modern painters of the time.

QUESTION - What is the message in this 1920 poster and how is it presented?

SUGGESTED

ANSWER - This poster promotes the communists (Reds) in their war against the Czarist (White) forces using shapes and colors rather than realistic imagery.

EVIDENCE - The dynamic and bold Red wedge is piercing the White circle.

**Note:** Under Lenin poster artists were given the freedom to use different **artistic styles** to communicate their messages, as long as the messages were pro-communist. That changed in 1928 when Joseph **Stalin** took control of the Soviet government. Stalin did not understand abstract art and banned its use. He only allowed art that presented clear and easily understood messages that promoted his policies, hence the phrase, Socialist Realism. For this and other reasons, Stalin was accused of creating a **Cult of Personality** in the USSR where his personal likes and dislikes came to dominate an entire nation.

## Poster #5 - 1920

*We destroyed the enemy with weapons,  
we'll earn our bread with labor – comrades,  
let's all get to work!*



N. Kogout-1920

## Background

Karl Marx believed that under **capitalism** human labor is **exploited** so that investors might earn profits. He said that capitalism caused workers to be **alienated** from the human need to contribute their labor. He believed that once workers controlled the means of production then they could become “a free association of producers under their own conscious and purposive control” and that this would lead to a collective order without classes, which he labeled “**communism**.”

QUESTION - What messages are communicated about labor and work in this poster?

## SUGGESTED

ANSWER - Working men and women will build the new nation. Hard work is an essential component of the communist system. Industrial output will defend and strengthen the Revolution.

EVIDENCE - The man and woman are shown in work aprons next to an anvil. They are both engaged in hard manual labor as are the workers behind them. Text reads: “we’ll earn our bread with labor - Comrades, let’s all get to work!” Behind the workers are other workers and factories belching smoke, indicating full production. Weapons production is suggested by the words “We destroy the enemy with weapons.”

**Note:** Lenin envisioned that the communist revolution would produce a new socialist man who would embrace Marx’s unselfish precept: “From each according to his abilities, to each according to his needs!” This flowering of human nature would allow the **state** to eventually “wither away.” This perspective contrasted with the view of **anarchists** who believed that a revolution must be both anti-state and anti-capitalist at the same time.

## Poster #6 - 1920

*1<sup>st</sup> of May, the all-Russian voluntary-work day!*

D. Moor-1920

## Background

On May 1, 1886, 350,000 labor activists across the United States heeded the call of the new American Federation of Labor (AFL) and participated in a series of nationwide **strikes** in support of the eight-hour day. Three days later a crowd of 3,000 gathered in **Haymarket Square, Chicago** to protest police violence against strikers. A bomb went off killing eight police and wounding 66. Police then fired into the crowd, killing several and wounding two hundred. Despite the fact that there was no hard evidence to implicate them, eight anarchists were arrested and tried. One year later four of the “Haymarket martyrs,” as

they came to be known, were hanged. There was a great international outcry over their deaths with protests from France and Italy to Russia and England. The AFL called for **May 1, 1890** as a day of national action in support of the eight-hour day. On that day workers all over Europe participated in parades and demonstrations to show their solidarity with U.S. workers. This was the beginning of the **international May Day** movement to honor the struggles of working people everywhere.

QUESTION - Why would the Soviet Union celebrate May 1<sup>st</sup>, a date related to an event in the U.S. in 1886, as its foremost communist holiday?

## SUGGESTED

ANSWER Communism in the USSR was not a nationalist movement but an internationalist movement. It maintained the convictions of Karl Marx that true communist revolution must seek to liberate workers world-wide from the exploitation of capitalism.

QUESTION - How does this poster communicate about the collective or international nature of communism?

## SUGGESTED

ANSWER

- all of the workers, both men and women, are physically taxing themselves for the cause of communism
- the hammer and sickle and red flags symbolize international communism
- all the workers (men and women) are dressed the same and in red, representing their equality under communism
- the workers are using their strength to pound old materials (Czarist Russia, capitalism) into something new (the USSR, communism)
- the workers are building the future through industrialization (train and factories)
- workers are encouraged to volunteer their labor for the communist system

Poster #7 - 1920     *The Communist Youth International calls upon oppressed youth of all countries to join its ranks.*



N. Kochergin-1920

### Background

All Soviet leaders up to the time of Gorbachev advocated Marx's and Lenin's position that communism must be an **international** movement. Soviet governments supported many communist revolutions and governments, both economically and militarily, throughout the world. The **Cold War** was a series of battles between the Soviet Union's support for global communist expansion and Western support for the spread of capitalist democracies and opposition to communism led by the United States.

QUESTION - What are the messages here about the communist revolution?

### SUGGESTED

ANSWER - The revolution will be led by proletarian youth.  
The revolution will trample the scourges of Czarism.  
The revolution will industrialize the country.  
The revolution will spread worldwide.

### EVIDENCE

- (led by youth) the inspirational young worker waving the masses forward
- (trample Czarism) dark symbols of Czarist Russia under the young man's feet
- (industrialize) the factories and smokestacks behind the masses
- (spread worldwide) The "Communist Youth International," "all countries" to join its ranks

**Note:** In 1918 the Communist Party created a youth wing called the All-Lenin **Communist League of Youth**. Its goal was to persuade young people aged 15-27 to accept Marxist-Leninist values. Similar campaigns were initiated with younger children in the **Young Pioneers** and **Octobrists** at the middle and elementary school levels.



Poster #8 - 1920      *Citizens! Get an anti-cholera vaccination!*  
*Death is powerless against it.*



S. Ivanov-1920

### Background

**Cholera** is an acute infectious disease capable of crippling entire communities during **epidemic** outbreaks. There had been a terrible outbreak of cholera in Russia in 1892-93 that had killed thousands. In 1918 cholera and typhus epidemics erupted once again.

In 1920 the government Ministry of Health produced several posters like these encouraging citizens to bathe often, use soap and to quit smoking and drinking.

QUESTION - Why might posters like this be a particularly effective form of communication for the masses of Soviet people in 1920?

SUGGESTED

ANSWER - The vast majority of Russian peasants were illiterate in 1920. One can interpret the meaning of this poster even without reading the words.

EVIDENCE

The grim reaper's scythe (symbol of death) is broken as the doctor and nurse administer to the patient. This poster can be read without words.

**Note:** The soviet government proclaimed **free medical care as a right** for all citizens guaranteed in the **constitution**. Fulfilling this promise was an enormous challenge for a country struggling in 1920 with the mass dislocations of revolutions and civil war. On top of these problems the chronic conditions of poverty, illiteracy and poor housing and hygiene made the task of providing for adequate health care nearly impossible. In addition to cholera, common **contagious diseases** included tuberculosis, malaria and smallpox. Typhus, an infectious disease marked by high fever, headache and skin rashes, was spread by lice. Between 1918 and 1920 Russia suffered from more than six million cases of lice-spread typhus. Lenin remarked, in his address to the Seventh Soviet congress: "Either lice will defeat socialism or socialism will defeat lice."

The Soviet government encouraged **women** to enter medical schools, contrary to practice under the czars. Many of these women came from illiterate families and were educated on a fast track to provide a quick replacement for large numbers of physicians who died in epidemics or fled the country during the revolution.

The Soviet government focused on providing health care to urban workers much more than it did to rural peasants. The central Asian republics were especially overlooked, with hospitals functioning into the 1980s without heat or plumbing facilities.

## Poster #9 - 1921

*Help!*

D. Moor-1921

## Background

This government poster was made in 1921.

QUESTION - What event does this poster address?

## SUGGESTED

ANSWER - This poster speaks to the famine that swept the Volga region and the southern Ukraine in 1921-22.

EVIDENCE The gaunt figure stands helpless and vulnerable (with his hands over his head) shouting, "HELP," with only a few broken grains of wheat amidst an otherwise totally black background.

**Note:** Famines had plagued Russia in the past, most recently 1918-19. Often these were the result of natural conditions such as drought. Sometimes social conflict such as transportation problems during the **Civil War** led to food shortages and starvation. The 1921 famine was made worse as **Red Army troops** stole grain from peasants who sometimes violently resisted. Production of grain fell dramatically as peasants reduced their planting, assuming that any harvest would simply be confiscated by the warring armies. One of the consequences of this famine was that millions of homeless children roved the countryside in an effort to survive by whatever means they could.

Famine was one of the factors giving rise to **Lenin's New Economic Policy**. During the 1921 famine the Lenin government permitted U.S. (through the efforts of the Herbert Hoover American Relief Fund and the American Friends Service Committee) and British missions to come to aid those stricken. Later, in 1932-33, Stalin's government would purposely encourage famine conditions in order to break peasant resistance to collectivized agriculture. Stalin then refused any aid from foreign governments or agencies, denying that famine existed, allowing even more to suffer.

## Poster #10 -- 1926

*Citizens! Educate yourselves, learn to read and write.*



A. Azim-zadeh-1926

### Background

Lenin saw **education** and literacy as core to the creation for a “**new socialist man**” and a healthy economy. The challenges of civil war made such visions extremely difficult to realize. In addition to shortages of schools, books and equipment, most teachers were seriously underpaid for long hours of work. Rural teachers often had to teach many grades in a one-room schoolhouse without plumbing or heat. Despite high absentee rates the government’s commitment to education resulted in a 50% increase in **literacy rates by 1926**.

QUESTION - What messages about the revolution are communicated in this poster from the Soviet Republic of Azerbaijan?

SUGGESTED

ANSWER - The revolution will stress adult literacy (the ability to read) as well as industrialization.

EVIDENCE The man’s blindfold (symbolizing ignorance) is being lifted, industry flourishes in the background.

**Note:** Issues of **welfare**, **healthcare** and **education** were deeply intertwined in Russian society at the turn of the century. In 1877 nearly 80% of the Russian population was considered illiterate. During the cholera epidemic of 1892-93 peasants along the Volga River attacked visiting doctors thinking that they had poisoned the water, thus causing the epidemic. In order to combat this type of ignorance Lenin ordered all illiterate citizens between the ages of eight and fifty to attend literacy schools that were established by the state.

Innovations in adult education included the creation of remedial schools in or near factories for **adult workers** to learn basic literacy and math skills. In the universities the traditional lecture methods of teaching were abolished in favor of “laboratories” for **political discussion**. In the earliest days of the revolution anyone could attend **college** without having to register or even complete high school. Later these policies became more restrictive, requiring all students to register and those without high school degrees to attend factory schools rather than university.

The years immediately after 1917 saw the most dramatic experimentation in **college**. Anatoly Lunacharsky, director of the new government’s Commissariat of Education, envisioned that schools would work to educate what he called “**the whole child**.” Such reforms included cooperative study without tests, grades or textbooks, and studies organized into thematic units rather than traditional subjects. Creative arts, field trips and parent/child participation in decision-making were all an important part of the new program.

## Poster #11 - 1922

*Hail the fifth anniversary of the great proletarian revolution!*



I. Simakov-1922

### Background

This poster was put out by the Soviet government in 1922.

QUESTION - What are the messages in this poster about communism?

SUGGESTED

ANSWER - Communism began in Russia in 1917 but it is an international movement.

EVIDENCE

The text emphasizes the anniversary of the Russian revolution. The hammer and sickle, symbols of communism, are held as the sun rises behind a muscular worker. Below its rays, workers of the world are marching carrying the red banners of communism. Behind the multi-racial men are buildings from around the world including France's Eiffel Tower, the British Parliament building, a Chinese Pagoda, the Sultan Ahmed Mosque in Turkey, and the Pyramids of Egypt.

**Note:** All Soviet leaders advocated Marx's and Lenin's position that communism must be an international movement. Soviet governments supported many **communist revolutions** and governments, both economically and militarily, throughout the world. **The Cold War** was a series of battles between the Soviet Union's support for global communist expansion and Western support for the spread of capitalist democracies and opposition to communism led by the United States.

## Poster #12 -1926

*Emancipated woman, build socialism!*

A. Strakhov-1926

## Background

This poster reflects yet another component of the social revolution that the Bolsheviks hoped to spread throughout the USSR. In creating a new economic policy Lenin envisioned **freeing women** from what he saw as the bondage of their precious condition. In the new Soviet Union women were to be equal participants in society. Core to this policy was the establishment of state-sponsored **day care** that allowed women to leave the home to participate in society as workers. Official statements encouraged women to refuse subservience to their husbands.

QUESTION - What messages does this 1926 government poster communicate about the role of women in the communist revolution?

## SUGGESTED

ANSWER - Women will be freed and empowered by the revolution.

## EVIDENCE

TEXT: "Emancipated woman"  
strong and determined expression  
gripping the flag of red revolution

## SUGGESTED

ANSWER - Women will become part of the work force under communism.

## EVIDENCE

TEXT: "help build socialism"  
woman backed by smokestacks and dressed for work

**Note:** The legalization of **divorce** and **abortion** contributed to the enforced transformation of previous social customs between men and women. In addition, factory cafeterias and communal kitchens helped to place duty to public service over that of duty to family. Such efforts ran counter to traditional patriarchal views, particularly in the Muslim republics of central Asia.

**Note:** The Soviet constitution required that both women and men be prepared to defend their country. Tens of thousands of women volunteers during the Civil War made up about 2% of the **military force**. Many of these women volunteers were nurses or administrators but some were soldiers in special women's battalions formed to shame male deserters into returning to the front.

## Poster #13 -- 1924 V.I. Ulyanov (Lenin). 1870 – 1924



A. Strakhov-1924

### Background

Vladimir Ilyich Ulyanov, better known by his revolutionary name, **Lenin**, was the first leader of the Soviet government and one of the prime architects of communism. He **died in 1924**, shortly after consolidating power in the new Soviet Union. With his stature as the preeminent communist revolutionary more firmly established than his policies, both reformers and dictators used his image to support their policies over the next 60 years. Against his own instructions Lenin's corpse was mummified and put on display in **Red Square** in the center of Moscow where mourners and tourists have joined long lines ever since to view his body. The former capital, St. Petersburg, was renamed **Leningrad** in his honor. Lenin the leader and man has become Lenin the **icon of communism**.

QUESTION - What does this poster communicate about Lenin?

SUGGESTED

ANSWER - Lenin was a visionary leader, a man of the people, an intellectual and a revolutionary

EVIDENCE

(visionary leader) larger than life, focused on the future, gesturing forward  
 (man of the people) dressed casually with hand in his pocket, above figures of workers  
 (intellectual) tie, jacket and cap rather than military or government symbols  
 (revolutionary) stern look, backed by red army with guns and industrial power

**Note:** Some of Lenin's key initiatives included radical **economic reform** through **redistribution of land** and **nationalization of private industry**. His **New Economic Policy** in 1921 allowed limited private enterprise as a means to boost the USSR's failing economy.

Lenin differed with **Stalin**, his successor, on the form of national organization for the USSR. Lenin's vision resulted in the creation of a system of **federated republics** which were meant to be equal in status and which were to allow for **limited autonomy for ethnic groups**. Stalin, Commissar of Nationalities at the time, had opted for a unitary state that would maintain the ethnic minorities in a subordinate position. The reality of the final arrangement was closer to Stalin's vision since the Communist Party had veto power over any actions it saw as incompatible with the interests of socialism.

Although Lenin and Stalin often differed on matters of Party policy, both men were quick to stifle **political dissent**. Lenin incited mass **repression** of those who opposed Bolshevik policies. Lenin had warned before his death against allowing Stalin to continue as secretary general of the Communist Party. His warnings went unheeded as Stalin went on to become the official head of the Soviet government in the decades to come.

# TEST

## The Birth of the USSR

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle ONLY one answer for each question below

<b>1. Karl Marx did <u>not</u> advocate...</b>  a) revolution b) nationalism c) class struggle d) atheism	<b>5. Which was <u>not</u> implemented in the early years of the USSR?</b>  a) a centrally planned economy b) a dictatorship of the proletariat c) reform of health care and education d) private ownership of all media outlets
<b>2. The Russian Revolution of 1917 emerged from...</b>  a) the chaos of WWI b) rapid industrialization in the USSR c) the Bolshevik takeover of Stalingrad d) support for the feudal monarchy	<b>6. Which of the following did <u>not</u> support the Whites in the civil war?</b>  a) the Russian Orthodox Church b) the Bolsheviks c) the United States d) Czarist generals
<b>3. The overthrow of the Czar did <u>not</u> lead to...</b>  a) WWI b) the world's first communist government c) a totalitarian state d) a civil war in Russia	<b>7. May 1<sup>st</sup>, International Labor Day, commemorates an 1886 workers strike in...</b>  a) Moscow b) Leningrad c) Chicago d) London
<b>4. Which revolutionary communist became the first leader of the USSR?</b>  a) Joseph Stalin b) Karl Marx c) Leon Trotsky d) Vladimir Lenin	<b>8. Lenin, like Marx, called for communism to be...</b>  a) internationalist b) democratic c) pacifist d) totalitarian

9. The Soviet Leader in the poster to the right did not advocate...

- a) the emancipation of women
- b) the nationalization of industry
- c) improved literacy
- d) freedom of the press



10. The 1920 poster to the left titled, "Help!" is about...

- a) famine
- b) civil war
- c) Lenin's New Economic Policy
- d) dictatorship



11. Which of the following is not celebrated in the 1920 Soviet poster to the right?

- a) industrialization
- b) the emancipation of women
- c) private enterprise
- d) the "new socialist man"



12. The 1920 poster to the left titled "Beat the Whites with the red wedge!" is about...

- a) famine    b) civil war    c) Lenin's New Economic Policy    d) dictatorship





## The Birth of the USSR

1. b
2. a
3. a
4. d
5. d
6. b
7. c
8. a
9. d
10. a
11. c
12. b



# Unit 2



## Stalin

### Student Reading

#### Poster Lessons

(Access Poster PowerPoint online or via Unit 2 digital media folder)

- 14 Under the leadership of the great Stalin...
- 15 Black ravens are preparing to raid the USSR...
- 16 Come join our collective farm, comrade!
- 17 Not a single hectare of land...
- 18 Collectivization, 1929.
- 19 Long live the industrial and financial...
- 20 At a Bolshevik pace...
- 21 National policy guarantees...
- 22 1935 1936 1937 1938 1939 1940
- 23 Have your own opinion.
- 24 In memory of the 17<sup>th</sup> Congress Party.

### Assessments & Answer Guide

# Stalin

After the death of **Lenin** in 1924 there was a power struggle within the Soviet Communist Party leadership. **Joseph Stalin** emerged as victor and went on to dominate the politics, economics and culture of the USSR to the degree that his successor accused him of creating a “**Cult of Personality**.” His very name has become synonymous with ruthless, **totalitarian dictatorship**. Many consider Stalin to have been the greatest mass murderer in history while some Russians still celebrate the “**Man of Steel**” who



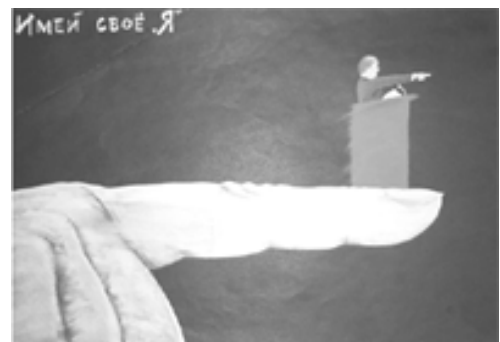
What messages about Stalin are given in this government poster?

modernized and industrialized the nation and led the motherland through the “Great Patriotic War.” Regardless of one’s position, it is indisputable that Stalin had a profound impact on the history of the 20<sup>th</sup> century.

Other 20<sup>th</sup> century dictators, including Adolf Hitler and Saddam Hussein, are said to have learned techniques of terror from Stalin.

In his continual effort to destroy political opposition Stalin developed a huge and effective apparatus of **state control** that included **secret police**, international spies, purge trials and a system of **prison camps** perhaps unparalleled in history. Stalin had many of his political opponents in the Communist Party, such as Red Army leader Leon **Trotsky**, first discredited and then assassinated. Stalin’s **show trials**

were one means of purging well-known political opponents, but low level members of the Communist Party were also subject to **Stalinist** repression. In 1933 alone perhaps 400,000 people were expelled from the Communist party. Millions of people were killed in Stalin’s **purges** and millions more were “resettled” in prison and labor camps in remote areas of the Soviet Union that became known as the **Gulag**.



What are the messages in this 1988 poster about Stalin’s Purge Trials?

In 1922 Lenin had begun a series of **New Economic Policies** (NEP) that introduced limited capitalism as a means of stimulating the Soviet economy. Stalin reversed the NEP in 1928 and began a series of “**Five-Year Plans**” that defined the economic development of the Soviet Union through government control of a **command economy**. The state took over all agricultural land and created mechanized government farms in order to modernize Soviet agriculture and increase control of the peasantry. **Forced collectivization** was bitterly resisted by millions of farmers, particularly peasants in the **non-Russian republics** such as Georgia, Ukraine and Kazakhstan, and by wealthy and middle class land owners that the government targeted as “**Kulaks**.” In many areas grain production plummeted as peasants resisted collectivization. Stalin punished areas with strong opposition to collectivization by closing the borders. The resulting **famines** killed millions of Soviet citizens.

Another of Stalin’s goals was the **rapid industrialization** of the USSR. With unparalleled state control, he was largely successful. Stalin created whole new cities, particularly in Siberia and the Far East, with little regard for their impact on the environment and the indigenous people or the rights of Soviet citizens sent to these remote areas. The standard of living for most Soviet citizens initially plummeted as limited resources were allotted to industrial projects. With this concentration of national resources, wealth extracted from the “Kulaks,” and armies of volunteer and **forced laborers**, Stalin was able to build the Soviet Union’s industrial base. Some historians credit rapid industrialization with helping to prepare the Soviet Union for the Nazi invasion during **World War II**.



*At a Bolshevik pace  
we'll open the Kruzhnetsk  
plant on time.*

What messages does  
this 1928 poster give  
about industrialization  
in the USSR?

## Poster #14 - 1951 *Under the leadership of the great Stalin-onward to communism.*



B.F. Berezovskii and M.M. Solov'ev-1951

### Background

Josef **Stalin** was born into an impoverished family in **Georgia** in 1879. While attending seminary Stalin began to study **Marxist theory**. In 1899 he was expelled from seminary for his radical views and joined the underground revolutionary movement where he met **Lenin**. Stalin rose quickly in the movement, being named general secretary of the

Communist Party in 1922. After Lenin's death Stalin fought for dominance with Party rivals including Leon **Trotsky** and Nikolai Bukharin. He eventually emerged as the victor in the inner-party struggle and by the end of the decade he had become the acting head of the Soviet Communist Party. Both Trotsky and Bukharin were subsequently murdered along with many more of Stalin's **political opponents**.

QUESTION - What does this poster communicate about Stalin?

### SUGGESTED

ANSWER - Stalin is a visionary leader, beloved by all the people of the Soviet Union and in command of his nation.

### EVIDENCE

- (visionary leader) larger than life, focused on the future, gesturing forward
- (beloved by all) a diverse group of people look up to him – men and women, many nationalities, youth and adults
- (in command) he stands above an endless sea of humanity with great cities, huge electric lines and a map of his lands behind him

**Note:** Born Iosif Vissarionovich Dzugashvili in 1878, in 1913 he took the name Stalin, meaning “**Man of Steel**.” Stalin exerted enormous control over the Soviet Union from 1928 until his death in 1953. He managed to maintain control through the use of mass **purges** within the Communist Party, expelling, exiling and executing those who he deemed to be opponents to his power. Millions of dissidents and intellectuals who were accused of disloyalty to the Party were sent to **forced labor camps**, known collectively as the **gulag**. Hitler is said to have learned tactics of terror from the “Man of Steel” as did the Iraqi dictator, Saddam Hussein. Some historians consider Stalin the greatest **mass murderer** of modern times.

**Stalinism** came to be understood as the exercise of **dictatorial** and bureaucratic state power that marked his thirty-year reign. It also refers to the particular modifications that Stalin made to the theories of Marx, Engels and Lenin. These included the determination to build socialism in one country, forced **industrialization** and agricultural **collectivization**, violent repression of the former ruling classes, and a **totalitarian** state apparatus.

Poster #15 - 1930 *Black ravens are preparing to raid the USSR.  
Proletariat, watch out!*



D. Moor-1930

### Background

The Communist Party had been militantly **atheist** from its early days, denouncing “the idiocy of religion” and sanctioning the looting and destruction of churches. Stalin further limited the opportunities for the Soviet people to practice their chosen religion. Practicing Christians from the **Russian Orthodox Church** were excluded from jobs of responsibility throughout the USSR. Along with the constitutional separation of church and state the Soviet government forbid public proselytizing by the Orthodox Church. These factors coupled with physical attacks on religious leaders resulted in a reduction of the numbers of Russian Orthodox priests (the Black Ravens of the poster) from about 60,000 in the 1920s to less than 6,000 by 1941.

**QUESTION** What are the messages in this Stalin-era poster about the Russian Orthodox Church?

### SUGGESTED

**ANSWER** - This poster shows the Church as evil, traitorous and conspiratorial.

### EVIDENCE

- (evil) motioning towards huge gun pointed towards the viewer
- (traitorous) TEXT: “preparing to raid the USSR”
- (conspiratorial) priest motioning group of kneeling men towards the canon

**Note:** Among all the religious groups within the Soviet Union it was the Jews that were most consistently and severely persecuted by Stalin despite the fact that his son-in-law was Jewish. During his rule Jewish leaders were killed and imprisoned. Restrictions were placed on Jews’ entry into university and professional positions. Upon the founding of Israel Stalin criticized Zionists as “rootless” and “cosmopolitan.”

Shiite and Sunni **mullah** were also killed with Stalin’s blessing. The state-sponsored League of the Militant Godless published books and journals mocking all religious belief. The works of Marx and Engels were elevated to the status of religious scripture. During World War II Stalin reached an agreement with the Russian Orthodox Church to reduce the persecution of the Church in exchange for the Church’s support for the Soviet state in its war against the Nazis.

Remarkably, at the time of the collapse of the Soviet Union in 1991, the Russian Orthodox Church counted 50 million believers. By 1993 there were an estimated 20,000 Orthodox churches in Russia, nearly three times the numbers from only five years before.

## Poster #16 - 1930

*Come join our collective farm, comrade!*

Korabloyova Vera-1930

## Background

Stalin's government released this poster in 1930.

QUESTION - What government policy does this poster promote?

SUGGESTED

ANSWER - Stalin's policy of forced collectivization

EVIDENCE TEXT: "Come join our collective farm, comrade!"

QUESTION What messages are communicated here about the collective farms?

SUGGESTED

ANSWER - The collective farms are exciting, hopeful and modern.

EVIDENCE

- (exciting) exclamation of the young woman, upward gaze and smile on the man
- (hopeful) the upbeat colors, angle looking up at the comrades, youthful faces
- (modern) riding a tractor, young energy

**Note:** Beginning in 1929 Stalin instituted a policy of **forced collectivization** of land. In the previous eight years under Lenin's **New Economic Program** (NEP) less than 5% of agricultural land had been converted to collective farms. Stalin's plan was to consolidate all farmland in the USSR into a series of huge state-run communes. By 1937 over 90% of all peasant holding had been collectivized. The cost was great as **millions died** of starvation or were sent to forced labor camps in this transition period.

Forced collectivization was violently resisted in the republics outside of Russia where it fueled anti-Russian **nationalism**. Although Stalin was a Georgian, not Russian, some of the most violent reprisals were unleashed in his home republic.



## Poster #17 - 1931

*Not a single hectare of land  
should be left unsown!*



V. Yefanov-1931

### Background

By 1930 opposition to Stalin's program of **forced collectivization** was growing, particularly in areas where non-Russians were in the majority such as in Kazakhstan, Ukraine and Siberia. Some farmers chose to burn their farms and kill their livestock rather than turn their land over to the government. Approximately 100,000 farmers who opposed collectivization were **executed**. Others who opposed the loss of their land to the state were sent to distant areas of the far east and north known as the **Gulag**.

QUESTION - What anti-collectivization tactic does this poster attack?

SUGGESTED

ANSWER - This poster attacks farmers who refused to plant their fields in opposition to forced collectivization.

EVIDENCE TEXT: "Not a single hectare of land should be left unsown!"

**Note:** With the inauguration of his **first Five-Year Plan** in 1928 Stalin initiated an intensive collectivization of agriculture and modernization of industry. Stalin's aim with this "second revolution" was to transform the Soviet Union into an advanced **industrial power** as quickly as possible. These plans set detailed targets for economic production and growth in the **command economy** of the Soviet Union.

Some lauded these plans as a great achievement. Others argued that such dramatic forced changes led to the massive **famine** in rural areas of Ukraine, north Caucasus, the Volga region and Kazakhstan in 1932-33. There had been sufficient grain production to avoid this catastrophe but grain was removed from the rural areas by armed security forces and the Communist youth organization as a means to break resistance to collectivization.

During this period **Kazakh** nomads who had no knowledge of how to grow cereal crops were ordered to do so upon threat of execution. As a result more than a million Kazakh nomads died of starvation while thousands more fled to China.

## Poster #18 - 1988

*Collectivization, 1929.*

Alexander Vaganov-1988

This is a **1988** Glasnost-era poster.

### Background

This poster was made by the Soviet government in 1988 when the reformist leader, Michael **Gorbachev** began encouraging criticism of historical abuses by previous Soviet governments. This poster is unlike the other posters that you've seen thus far since it was created in an entirely different time period from the person or event portrayed.

**QUESTION** - What are the messages in this 1988 Soviet government poster about Stalin's policy of collectivization?

**SUGGESTED**

**ANSWER** - Stalin's policy was murderous.

**EVIDENCE**

The bloody sickle points to the many deaths caused by Stalin's policy of forced collectivization. The silhouette of Stalin in the blade points to his responsibility for the deaths. The sickle holds a double meaning as both a symbol of communism (i.e., the hammer and sickle) and as the scythe of the grim reaper, the personification of death in Western mythology.

**Note:** It is estimated that between 2 million and **7 million Ukrainians** died during **the Great Famine of 1932-33**. Although drought played a role, the **Holdomor**, as it is called in Ukraine, is recognized by most scholars as a man-made famine, orchestrated by the Soviet government. Over 25 nations recognize the **Holdomor** as a deliberate act of **genocide** against the Ukrainian people tied to Stalin's policies of **collectivization**. In addition to eliminating perhaps one quarter of Ukraine's peasantry, Stalin ordered the execution of untold Ukrainian nationalists, intellectuals, artists and clergy. Soviet government criticism of Stalin was first delivered by his successor, **Nikita Khrushchev**, only three years after Stalin's death. In 1956 at the 20<sup>th</sup> Communist Party Congress, Khrushchev denounced Stalin for his "grave abuse of power." But the speech was intended only for the ears of the Communist Party elite, not the Soviet masses. It was not until Michael Gorbachev introduced his policy of **Glasnost** or "openness" in the late 1980s that government criticism of Stalinist policies became widespread.

## Poster #19 - 1930

*Long live the industrial and financial development! Fulfill the Five-Year Plan in four years. Against religion!*

**Additional Text:** The strings across the railroad track read, from left to right: *religious prejudices, sabotage, religion, selfishness, drunkenness, absenteeism, and marriage.*



Yu. Pimenov-1930

### Background

Under Stalin the economy of the Soviet Union was controlled almost entirely by the government. Macro (large) economic decisions about the development of the nation were laid out in broad **five-year plans** begun by Stalin in 1928. Unlike in a capitalist economy where market forces such as supply and demand influence individuals and businesses to invest in certain sectors of the economy (e.g., building factories or railroads), under the **command economy** of the USSR, Communist Party leaders made most economic decisions.

**QUESTION** - What are the messages in this poster about the Communist economic system under Stalin?

**SUGGESTED**

**ANSWER** - The Soviet economy is surging ahead with industrialization. It will crush the opposition.

**EVIDENCE**

- The Soviet economy, represented by the red freight train, looks unstoppable.
- Behind it are the smoke stacks and factories of industry.
- The opposition is absurdly powerless in its attempts to stop the freight train that represents the economy, the five-year plan, and/or industrialization.

**QUESTION** - Can you identify any of the characters on the track trying to stop the train?

**SUGGESTED**

**ANSWER** - The man with the beard and shawl represents the Russian Orthodox Church.

Poster #20 - 1931      *At a Bolshevik pace we'll open the  
Kuznetsk plant on time!*

Additional (Small) Text: *By mechanizing construction we include the  
Kuznetsk project among the giants of the Five-Year Plan.*



Vyalov Konstantin-1931

### Background

By Stalin's government released this poster in 1930.

QUESTION - What does this poster suggest about the focus of Stalinist economic policies in the 1930s?

SUGGESTED

ANSWER - The emphasis is on massive industrial projects and the promise of machines.

EVIDENCE

- (industry) huge brick and steel structures, tractors, sledgehammers
- (mechanization) TEXT: clean, powerful and modern (1930) machines

**Note:** Stalin was driven to see the Soviet economy catch up with the industrialized West, particularly as the likelihood of war with fascist Germany grew. With dictatorial powers and a totalitarian state apparatus Stalin created cities, initiated industries and transformed the landscape with the stroke of his pen. The result was unprecedented **industrial development** but at an extraordinary cost. Individuals had little right to determine where they lived or worked, natural resources were used indiscriminately with little concern for the environment, and opposition to Stalin's economic policies was met with violence.

One of the main consequences of Stalin's First Five-Year Plan was an increase in the brutal **repression** of any who challenged his control. Despite the effectiveness of violence in silencing his critics, Stalin had to reduce the pace of economic change or face disaster. For the **Second Five Year Plan** lower rates of growth were eventually accepted and the priority in industrial growth turned to completing and consolidating already existing projects.

Poster #21 - 1934      *National policy guarantees that the backward nations of the Soviet North will bloom with socialism.*



Volkova Marina-1934

### Background

As a part of the First Five-Year Plan Stalin created large **industrial cities** such as Magnitogorsk along the Ural River. He used his dictatorial powers to move hundreds and thousands of Soviet citizens to remote regions of **Siberia** and the Russian Far East.

**QUESTION** - What are the messages in this poster about the indigenous peoples of the Soviet Far East and North?

### SUGGESTED

**ANSWER** - This poster communicates that the traditional culture of the indigenous people is backward and needs changing.

### EVIDENCE

The text calls the “nations” of the Soviet North “backward.” The image and text suggests that bringing them Leninist socialism will cause them to “bloom” and bring them out of the darkness and into the light.

**Note:** Stalin’s expansion of industry in cities like Chelyabinsk was greatly accelerated by the **Trans-Siberian Railway**. His factories were built with large walls and security watchtowers to make sure that workers knew that there was no chance of escape. Many of those who built these industrial centers were prisoners working under forced labor conditions. Cities like Magnitogorsk had suburbs built specifically to house the **secret police** whose job it was to watch for any “counter-revolutionary” behavior.

In the 1930s many **indigenous peoples** in Siberia were forced off the land and onto collective farms. Peoples such as the Even, the Evenki and the Chukchi had previously practiced a nomadic existence hunting, fishing and following the great reindeer herds. Once they were removed the government began extensive logging and mining on their lands. Their religious tradition of Shamanism was discouraged and sometimes banned outright. Many children of the ethnic minorities were sent to **boarding schools** where they learned Russian and where they were encouraged to forget their native languages.

## Poster #22 - 1988

1935 1936 1937 1938 1939 1940

This is a 1988 Glasnost-era poster.



Alexander Lozenk-1988

## Background

This poster was produced in 1988 during the reforms of Soviet leader Michael **Gorbachev**. Under Gorbachev's policy of *openness* the Soviet public was allowed, and even encouraged to criticize **Stalinism**. The full extent of Stalin's crimes first became public at this time.

QUESTION - What messages does this 1988 Soviet government poster give about Stalin's rule?

SUGGESTED

ANSWER - Stalin deported countless innocent people during the 1930s.

EVIDENCE

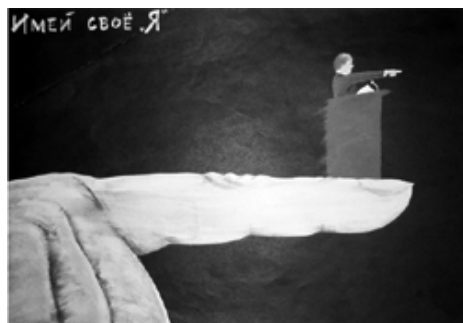
- (deportations) cattle cars with fading faces of families and individuals
- (innocent people) young children that could not be guilty of treason
- (1930s) faded dates in the smoke
- the lines converging on the smoke suggests destruction

**Note:** Stalin's campaign of deportations was initially targeted against those he perceived as enemies within the Party. Thereafter he extended arrests and **deportations** to army officers, local officials and innocent civilians. **Labor camps** were established in remote locations. The camps became integrated into the Soviet economy, providing **slave labor** to help boost production.

Stalin criticized what he considered "coddling" of prisoners in the camps, demanding that felt boots be replaced with canvas shoes. Many in the camps froze to death or died of pneumonia or starvation. Those too weak or sick to work were killed by guards in **mass shootings**.

There have been different estimates of the number of "zeks" or prisoners in Stalin's camps. The mass graves of Stalin's victims are too widely spread and the records too incomplete to be certain. It is certain that millions were imprisoned and **tens of millions** were killed as a result of Stalin's **terror**. In 1938, for instance, there were more prisoners held in Kolyma, one of Stalin's camps, than had been held in all prisons combine under the Czar.

## Poster #23 - 1988

*Have your own opinion.*

Tatyana Nemkova-1988

This is a 1988 Glasnost-era poster.

## Background

Stalin gained and maintained dictatorial political power through terrorizing his political opponents. One of his more famous strategies of terror and control was the **purge trials**. These show trials were public humiliations in which Stalin's enemies were arrested, expelled from the Party and either executed or sent to forced labor camps where most died.

QUESTION - What messages does this 1988 Soviet government poster communicate about Stalin's purge trials?

SUGGESTED

ANSWER - Stalin orchestrated trials so that people would unjustly accuse others of crimes against the nation.

EVIDENCE

The huge finger (Stalin, the state) is unjustly ("have your own opinion") manipulating the accuser.

**Note:** The first purges began in the early 1920s with Lenin's support as a way "to cleanse" the Party of "dishonest elements" and to eliminate "social aliens" in trade unions and the bureaucracy. Under Stalin the purges became widespread and deadly. Stalin especially attacked those like Trotsky and Bukharin who were in upper party positions and who might challenge his power.

The purges came in waves. Between 1928-1931 those attacked were members of the old **intelligentsia**. The **Great Purge** of 1936-38 killed perhaps **10 million**. In 1939-41 the purges moved to the Baltic States, eastern Poland, Bessarabia and Bukovina. After World War II the purges attacked those who had lived and worked in areas formerly occupied by the enemy. The final "anti-cosmopolitan" purge of 1949-53 targeted **Jewish professionals**. After Stalin's death the purges stopped though other, less deadly, forms of government repression continued.

## Poster #24 - 1988

*In memory of the 17<sup>th</sup> Congress of the Communist Party.*

Alexander Vaganov-1988

This is a 1988 Glasnost-era poster.

**Background**

Stalin ruthlessly eliminated his political opponents to gain complete control over the Communist Party. With control of the Party, Stalin was able to rule as an **absolute totalitarian dictator** until his death in 1953. At the Communist Party Congress of 1934 Stalin was

presented with a hunting rifle that he proceeded to train on the politicians. As he slowly trained the gun at the Communist Party leaders throughout the huge audience, someone began to clap. Soon the entire Congress was clapping for “the Man of Steel.” By 1940, 70% of the Central Committee members attending this Congress had been executed.

**QUESTION** - How does this poster illustrate Lord Acton’s saying, “Power tends to corrupt; absolute power corrupts absolutely.”

**SUGGESTED**

**ANSWER** - This poster shows how Stalin used terror to take control of the Soviet Communist Party in 1934. Once Stalin had control of the Party, which was the sole, unchecked political authority in the USSR, he was able to exert totalitarian control and terrorize the nation for decades.

**Note:** Between 1937 and 1939 Stalin arrested and executed most of the communist party leadership, including the famous revolutionary leader **Trotsky** (who had led the Red Guard with Lenin). Later Soviet leaders criticized Stalin for creating a “**Cult of Personality**” where his personal likes and dislikes carried the power of law. In his four-hour secret speech at the Twentieth Party Congress in 1956 **Nikita Khrushchev** criticized Stalin for his execution of Party members on trumped up charges. In an important symbolic gesture following the speech Stalin’s body was removed from the mausoleum in **Red Square** where it had lain next to Lenin’s body. Places which had been named after Stalin no longer carried his name. Stalingrad became **Volgograd** once again.

Although history may remember Joseph Stalin as one of the 20<sup>th</sup> century’s greatest mass murderers, there are still those in the former Soviet Union who remember the “Man of Steel” as the great leader who modernized Russia and, most importantly, led the nation through the epic struggle of “**The Great Patriotic War.**”






Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle ONLY one answer for each question below

<p><b>1. Stalin is <u>not</u> considered a...</b></p> <ul style="list-style-type: none"> <li>a) demagogue</li> <li>b) despot</li> <li>c) democrat</li> <li>d) dictator</li> </ul>	<p><b>5. Stalin's policy of collectivization did <u>not</u> result in...</b></p> <ul style="list-style-type: none"> <li>a) the Great Famine of 1923-33</li> <li>b) millions of deaths</li> <li>c) rapid industrialization</li> <li>d) a drop in agricultural productivity</li> </ul>
<p><b>2. Stalin ruled the USSR from...</b></p> <ul style="list-style-type: none"> <li>a) 1922-1944</li> <li>b) 1928-1953</li> <li>c) 1939-1965</li> <li>d) 1941-1945</li> </ul>	<p><b>6. Nikita Khrushchev criticized Stalin for...</b></p> <ul style="list-style-type: none"> <li>a) creating a cult of personality</li> <li>b) unparalleled economic stagnation</li> <li>c) implementing a flawed electoral system</li> <li>d) losing the Great Patriotic War</li> </ul>
<p><b>3. Which leaders learned techniques of political control from Stalin?</b></p> <ul style="list-style-type: none"> <li>a) Vladimir Lenin and Karl Marx</li> <li>b) Winston Churchill and Harry Truman</li> <li>c) Kaiser Wilhelm and Czar Nicholas</li> <li>d) Adolph Hitler and Saddam Hussein</li> </ul>	<p><b>7. Which was <u>not</u> part of Stalin's economic policies?</b></p> <ul style="list-style-type: none"> <li>a) The New Economic Policies</li> <li>b) a series of 5-year plans</li> <li>c) a command economy</li> <li>d) rapid industrialization</li> </ul>
<p><b>4. Stalin did <u>not</u> use which of the following to maintain power?</b></p> <ul style="list-style-type: none"> <li>a) art and media</li> <li>b) churches, mosques, and synagogues</li> <li>c) secret police and prison camps</li> <li>d) man-made famine and executions</li> </ul>	<p><b>8. The Soviet government poster below comments on which Stalinist policy?</b></p> <ul style="list-style-type: none"> <li>a) show trials and purges</li> <li>b) rapid industrialization</li> <li>c) collectivization</li> <li>d) mass deportations</li> </ul> 

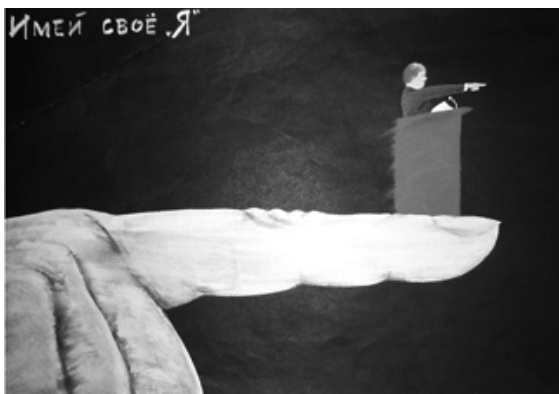
9. The Soviet government poster to the right comments on which Stalinist policy?

- a) show trials and purges
- b) rapid industrialization
- c) collectivization
- d) mass deportations



10. This Soviet government poster below comments on which Stalinist policy?

- a) show trials and purges
- b) rapid industrialization
- c) collectivization
- d) mass deportations



11. The poster to the left comments on which Stalinist policy?

- a) show trials and purges
- b) rapid industrialization
- c) collectivization
- d) mass deportations

12. Three of the four posters (used in questions 8-11) were made in 1988 and criticize Stalin's policies. Which poster was created by Stalin's government in 1931?

- a) Question #8
- b) Question #9
- c) Question #10
- d) Question #11

# Stalin

1. c
2. b
3. d
4. b
5. c
6. a
7. a
8. c
9. b
10. d
11. a
12. b



# Unit 3



# The Great Patriotic War

## Student Reading

## Poster Lessons

(Access Poster PowerPoint online or via Unit 3 digital media folder)

25 15

26 Fascism is famine. Fascism is terror.

27 The slaves stand up straighter!

28 The Motherland is calling you!

29 We fight hard and bayonet fiercely...

30 More grain for the front and the home front!

31 The Urals to the front.

32 For our Motherland!

33 Avenge us!

34 My son! You see my fate...

35 To the west!

36 Three years of war.

37 Glory to the Red Army!

## Assessments & Answer Guide

## The Great Patriotic War

**World War II** was the most destructive conflict in history. Although many nations suffered incalculable losses, the USSR sustained approximately 1/3 of all the losses in all of World War II. Most estimates put the figure for Soviet civilian and military deaths at between **20 and 30 million people**, approximately 60 times the number of U.S. losses. For the Soviet people this was more than an armed conflict, it was “**The Great Patriotic War.**”

By the late 1930s, war between the USSR and Germany seemed inevitable. **Adolf Hitler**, the **Fascist dictator** of **Nazi Germany** had begun his rise to power as the leader of an **anti-communist militia**. His stated military aims included the colonization of Eastern Europe to create “**Lebensraum**” or living space for the “great **Aryan** race.” Some in the West anticipated that Fascist Germany and Communist Russia would destroy each other in an all-out war, leaving the capitalist democracies to pick up the pieces. But Joseph Stalin and Adolf Hitler had other plans.



Why is World War II in Russia called “The Great Patriotic War”?

In August of 1939 Stalin and Hitler signed a **non-aggression pact**. The agreement gave Hitler the confidence to attack Poland on **September 1, 1939** and begin his all-out conquest of Europe. Stalin took Eastern **Poland** and **Finland**, and later occupied the **Baltic States** of Estonia, Latvia and Lithuania, creating a buffer between the USSR and Germany. As Britain, France and the other **Allied** powers waged war on the Western front against Germany, Italy and the other **Axis** powers, Stalin prepared the Soviet Union for the likelihood of war with Germany.

By the spring of 1941 Hitler controlled nearly all of Europe. Bolstered by his quick victories the Fuhrer made what many historians believe was his fatal mistake. On **June 22, 1941** over 2.5 million German troops **invaded the Soviet Union** in what would become the largest and deadliest military campaign in history. Hitler’s goal was to conquer the “great bread basket” to the East, securing needed **natural resources** and land for his **Third Reich**. For the remainder of the war the bulk of German forces would fight on the **Eastern Front** against a poorly equipped but determined Soviet Union.

Hitler's Operation Barbarossa began as a **blitzkrieg** (lightning war) with hundreds of thousands of soldiers from Italy, Romania, Hungary and Slovakia joining millions of German troops in their march East. Within 6 months Germany had captured Soviet territory that had contained 40% of the population and 45% of its industry. But the Soviet government had planned for this possibility and **evacuated** 1300 factories and 17 million people east to the Ural Mountains, Central Asia and Siberia. Hitler might have reached his goal of taking Moscow had it not been for the **Russian winter**. Soviet forces managed to push the Germans back from Moscow in January of 1942. Hitler's blitzkrieg had failed and both sides prepared for a **prolonged war**.



How does this poster reflect the state of the War in 1942?

Over the next three years the German Army attempted to capture major Soviet cities. In **Leningrad** alone more than one million people perished in a siege that lasted **900 days**. The tide turned in 1943 when Soviet Forces repelled the Germans at the **Battle of Stalingrad**. By 1944, with the opening of a second front by American and British forces, the Allies squeezed Germany from both sides. In January of 1945 the Red Army liberated the **Auschwitz** death camp in Poland. The extent of Nazi atrocities further bolstered Soviet determination to never again leave the USSR vulnerable to attack from the West.

In May of 1945 the Red Army took **Berlin**, Hitler committed suicide and the war in Europe came to a close. Soviet troops celebrated with American troops at the **Elba River** in Germany. But soon the meeting point for the Allied armies would become the continental dividing line between two great **superpowers**. With the end of the war, the next great political, economic, ideological and military struggle of the century began: **The Cold War**.

## Poster #25 - 1932

15



## Background

Although World War II would not begin in Europe until **1939** and the Soviet Union would not join the fight against Nazi Germany until **1941**, this 1932 poster foreshadows the war.

## The Kukryniksy Group-1932

QUESTION - This 1932 poster celebrates the 15<sup>th</sup> anniversary of what event?

SUGGESTED

ANSWER - The communist revolution in 1917.

EVIDENCE Nineteen thirty-two was the 15<sup>th</sup> anniversary of the 1917 revolution. The hammer and sickle represents communism.

QUESTION - Who might the characters in this poster represent?

SUGGESTED

ANSWER - Leaders of different nations including Germany, Britain, France, Japan, and China.

EVIDENCE Germany - Swastika, Great Britain - top hat and suit, France - de Gaulle's hat, Japan - Tojo's glasses, China - long hair

QUESTION - What messages about Stalin's foreign policy in 1932 does the poster communicate?

SUGGESTED

ANSWER - Stalin lumped the Nazis together with the other capitalist nations. Communism will destroy the capitalists, fascists and imperialists.

EVIDENCE The hammer and sickle (communism) is crushing the capitalist (top hat and suit) who is drawn with a Nazi swastika on his tuxedo. The leaders of Great Britain, France, Japan and other "imperialist" nations are being crushed by the hammer and sickle. They are depicted as fat, militaristic and covered in blood.



## Poster #26 - 1937

*Fascism is famine. Fascism is terror.  
Fascism is war!*



P. Karachentsov-1937

### Background

This poster was from 1937, four years after **Adolf Hitler** and the **Nazi Party** took control of Germany and two years before the beginning of World War II in Europe.

QUESTION - What messages does this 1937 poster give about the Nazis?

SUGGESTED

ANSWER - The Nazis are militaristic, evil and to be feared

EVIDENCE

(militaristic) the machine-like soldiers and massive building  
(evil) the text and suffering little girl and old woman

**Note:** Hitler came to power in Germany leading an **anti-communist** militia that became the Nazi Party. His goal was to rule Europe first and then the world, bringing together a German Reich or empire that would last a thousand years. Hitler believed that Bolshevism was inspired by **Jews** and thus must be eliminated. He also wanted vastly more Lebensraum or living space for the German nation, his "**Master Race.**"

Hitler saw the Soviet Union as a place where German soldiers could settle after the great Nazi victory, and leave the remaining indigenous inhabitants to do the menial labor. Germany depended on **raw materials** for industrial production and modern weapons and thus the invasion and control of Soviet lands would provide the necessary materials to extend his Reich. Control of the vast **wheat** fields of Ukraine and central Russia would provide food for his troops and subjects.

## Poster #27 - 1939

*The slaves stand up straighter!*

Ivanov Viktor-1939

## Background

This poster was from 1939, the year that World War II began in Europe. Although Hitler was militantly anti-communist and had stated his intention to invade the USSR, in August of 1939 Nazi Germany and Communist USSR signed a **non-aggression pact**. Weeks later Hitler invaded **Poland** from the west and Stalin took eastern Poland. Great Britain and France declared war on Germany and Hitler began his march across Europe. Stalin invaded Finland in November and the Baltic states seven months later, fortifying his border against Nazi invasion from the West.

**Note:** The pith helmet and riding crop were used in 19<sup>th</sup> century caricatures of European colonialists.

**QUESTION** - How does this poster reflect the Soviet political stance in 1939?

**SUGGESTED**

**ANSWER** - This targets the European colonialists (e.g., British and French) rather than the Nazis as the enemies of the proletariat.

**EVIDENCE** The slave master is shown as a colonialist with pith helmet and crop.

**Note:** The negotiations between Hitler's foreign minister **Ribbentrop** and Stalin's Commissar of Foreign Affairs **Molotov** were carried on in secret. When the Russo-German Non-Aggression Pact was made public they announced some agreements about mutual trade and a commitment not to attack one another.

The private agreements included a plan to divide the territory between the Soviet and German borders. Germany was to get western Poland while the Soviet Union was to get eastern **Poland, Estonia and Latvia**. Germany agreed that **Finland** would remain within the Soviet "sphere of influence." The pact also was an understanding that Germany could wage war against Britain and France without Soviet interference.

## Poster #28 - 1941

*The Motherland is calling you!*

## Background

By 1941 much of Europe west of the USSR had either been conquered by the German army or allied to the **fascist** state. It was quite possible that Hitler would have maintained control over the continent had he not made the fateful decision to **invade the Soviet Union**. On June 22, 1941 Nazi Germany began Operation Barbarossa. For the next 4 years Germany's military engaged in an epic struggle against Soviet forces on its **eastern front**.

## I. Toidze-1941

QUESTION - Who and what does the woman symbolize in this 1941 poster?

SUGGESTED

ANSWER - She symbolizes Mother Russia, communism and the military determination of the Soviet people.

EVIDENCE

The text refers to the USSR as "the Motherland." Russia is traditionally referred to as "mother Russia." She is dressed in red, the color of communism. The aged yet intense face and eyes of this woman suggest the determination of generations of mothers. She is backed by rifles as she holds her hand to the heavens suggesting a call to fate, destiny and victory.

**Note:** **Mother Russia** has often been depicted in Soviet and Russian **iconography**. There are famous statues of Mother Motherland in Kaliningrad, Kiev, St. Petersburg and Volgograd. Perhaps the most famous of these is the enormous statue "Rodina Mat' Zovyot" or "Mother Motherland Is Calling" by the renowned sculptor Yevgeny Vuchetich. It depicts Mother Russia holding a sword aloft and gesturing to the Russian people to defend Stalingrad in a battle that lasted five months and took over two million lives. Mother Motherland stands on the Mamayev Kurgan or the high ground overlooking Volgograd, formerly Stalingrad. From the top of the pedestal to the tip of the sword measures more than 275 feet, more than three times the height of the Statue of Liberty.

## Poster #29 -- 1941

*We fight hard and bayonet fiercely—  
we're Suvorov's descendents,  
Chapayev's children.*



The Kukryniksy Group-1941

### Background

Russia had a history of resistance to invasion from the West from the time of the Cimmerians in 1000 BCE to Napoleon in 1812. Even though Stalin had been preparing the nation for war since the early thirties, he did not anticipate the German **blitzkrieg** (lightning war) in June of 1941. The Russian air force was destroyed on the ground, the **Red Army** was in disarray and it seemed that Hitler might achieve his goal of colonizing Russia and controlling its vast resources.

QUESTION - What messages does this 1941 poster give about Russian history?

SUGGESTED

ANSWER - Russia has a history of repelling invaders.

EVIDENCE

The “descendants” at the top come from different time periods in Russian history. Like the World War II troops below, they seem to be pushing forward in defense of the motherland.

**Note:** The middle ghost, Aleksandr Vasilievich **Suvorov**, is often celebrated as Russia’s great soldier. He commanded Russian troops during the Russo-Turkish War of 1787-1791 and for his brilliant leadership was named a count by Catherine the Great. Thereafter he was successful in suppressing a Polish insurrection and in expelling the French from Italy during the Russian alliance with Austria. His book, *The Science of Conquering*, had a strong influence on subsequent military leaders in Russia.

Vasily Ivanovich **Chapayev**, the ghost on the right, was a laborer who was hailed as a war hero during the Russian Civil War, commanding a rifle division in the Red Army capture of the town of Ufa. His legend owes most to his subsequent glorification in a famous popular novel entitled *Chapayev*, by Dmitrii Andreevich Furmanov. This was followed by a popular 1935 film adaption of the same name. Chapayev is portrayed in the film as the man of the people, tough, rude, wise and cunning, providing a folk hero for Soviet soldiers to rally around in the fight against Hitler.

The ghost on the left is Alexander **Nevsky**, a key figure in Medieval Russian history. Nevsky defended Russia against Swedish invaders in 1240 and defeated the crusading Teutonic knights in 1242. The victory against invading Germans was the subject of a famous film-- *Alexander Nevsky*—by acclaimed Russian filmmaker, Sergi Eisenstein. It was due to be released in August of 1939 when Stalin signed a non-aggression pact with Hitler. Eisenstein’s masterpiece was finally released after the German invasion in 1941.

Poster #30 -- 1941      *More grain for the front and the home front! Harvest it all!*



N. Denisov, N. Vatolina-1941

### Background

As in any war, the ability to nourish the troops and the civilian population is critical to military success.

QUESTION - Who is the target audience for this 1941 Soviet government poster?

SUGGESTED

ANSWER - The farmers who are harvesting the grain.

EVIDENCE

The text encourages them to harvest more grain. Women became the primary labor source for agriculture and industry when Soviet men joined the military.

**Note:** Following the famine of 1932-33 the government had ordered all military units to grow their own food and raise their own livestock. This meant that in the pre-war years soldiers had to spend much of their time as field hands on military farms rather than in training. When soldiers were called to the front against Germany the burden of agricultural production fell to the women and children on the **collective farms**.

Food rationing during the war kept the Soviet people at a near starvation level. Many had to survive on a diet of cabbage, potatoes and beets with the potato skins saved to make thin soups. Even a full decade after the war ended Soviet agricultural production remained low enough that meat was still rationed. Food **rationing** was used as a means for social control in the urban areas as ration cards could be withheld for acts deemed delinquent by the state.

During World War II prisoners in the **Gulag** system of internment camps were used as **slave labor** to grow food in addition to making cloth and hand grenades. Rationing in the Gulags was so severe that more than a half million prisoners were said to have died of starvation in the years 1941-45.

## Poster #31 -- 1942

*The Urals to the front.*

P. Karachentsov-1942

**Background**

The Urals are the mountain range in western Russia that divide Europe from Asia. They stretch from the Arctic Ocean in the North to Kazakhstan in the South.

**QUESTION** - What message does this poster give about the war?

**SUGGESTED**

**ANSWER** - The Soviets will defeat the Nazis with the power of industry.

**EVIDENCE** The industrial steel bucket is pouring a bomb onto a Nazi tank.

**Note:** The Germans overran most of the Soviet factories in the west, capturing a quarter of European Russia within the first six months of their invasion. This area included one quarter of the Soviet's land mass, which had contained 45% of its population and **40% of its industrial capacity**.

Anticipating such an eventuality Soviet planners had ordered that entire steel mills in Ukraine be placed on thousands of railroad cars for relocation to new cities like Magnitogorsk. During the **mass migration of industry** in the first four months of the war over 1300 large war plants and 17 million people were relocated. These "evacuation bases" were in the Urals, Central Asia and Siberia. In these remote and frozen areas factories had to be built quickly from the ground up for the urgent production of tanks and weapons.

## Poster #32 -- 1942

*For our Motherland!*

A. Kokorekin-1942

## Background

The first months of war were devastating for the Soviet Union. The German invasion force numbered twice that of Soviet defenders. Just two months into the war Kiev fell and Leningrad was under **siege**. By December 1941, five months into the war, German troops had advanced to within 20 miles of Moscow.

QUESTION - How does this poster reflect the situation of the USSR in the war in 1942?

## SUGGESTED

ANSWER - It shows the desperate military situation with the Soviets on the defensive.

## EVIDENCE

The soldier in the foreground is badly wounded but still fighting. He is surrounded by the devastation of the war and a dead comrade.

**Note:** In the first two months of the invasion Germany had advanced several hundred miles into Soviet territory, destroying a full 28 **Red Army** divisions and reducing another 70 divisions by half. Part of the reason for these devastating losses was the overwhelming violence of the German onslaught. Another aspect was the loss of Soviet military leadership as a result of Stalin's **purges** in the preceding years. Between 1936 and 1942 Stalin had executed or imprisoned over 40,000 experienced military commanders. With their loss the Soviet Red Army was disorganized and ill-prepared for the German attack.

In December of 1941 Germany's wartime ally Japan attacked the U.S. military base at **Pearl Harbor**, Hawaii. This brought the **United States** into the war against Germany only 6 months after Hitler's invasion of the Soviet Union. Although the U.S. and the USSR had been ideological enemies, the two great powers found themselves **allied** against the fascist powers led by Nazi Germany.

## Poster #33 -- 1942

*Avenge us!*

D. Shmarinov-1942

## Background

The Soviet people suffered unprecedented losses during the war. Hitler's plan was to depopulate the Slavic people of the USSR to create "**lebensraum**," living space, for Germans. As part of this plan he ordered the annihilation of the citizens of Leningrad and Moscow. Germany's **Blitzkrieg** in the summer of 1941 was intended to overwhelm Soviet forces and quickly take Moscow. Although the capital of the USSR was temporarily relocated to the east, the **Red Army** ultimately repelled German forces and kept control of the city. The German army laid siege to the city of Leningrad, formerly St. Petersburg, from 1941 to January 1944. More than one million citizens died from starvation, exposure and shelling during the 900-day **Siege of Leningrad**.

QUESTION - What do this image and title say about the war in 1942?

SUGGESTED

ANSWER - The Soviets have suffered extraordinary civilian losses.

EVIDENCE

The child appears to be dead, the landscape ravaged with fire and destruction, and the woman's plea is not for help but for vengeance.

**Note:** Leningrad was the symbol of the October Revolution and of Soviet communism, carrying, as it did, the name of the founding leader of the Soviet Union. The siege of Leningrad lasted nearly three years from early autumn 1941 through January 1944. The siege constituted one of the most horrifying and heroic ordeals of the war. The destruction of the city and its inhabitants by constant German bombardment was unimaginable. Nearly **one million people** died there.

The accounts of survival amidst the devastation were extraordinary and reports of this heroism did much to gain support in the U.S. for the wartime alliance. People lived without oil or electricity for years. They survived by making soup from glue and boiled book bindings and by eating jellied calfskin with cloves. Water was filtered from holes cut in the ice of the river Neva.

During the siege **scientists** at the renowned Vavilov Institute starved to death rather than eat the precious samples of heirloom grain varieties that they were protecting in the institute's seed bank. The great composer Dmitrii Shostakovich wrote the classic Seventh Symphony during his time as an air raid warden. Factories in Leningrad continued to turn out tanks and ammunition despite their malnourished workforce and the reality of constant aerial bombardment.



Poster #34 -- 1943

*My son! You see my fate . . .  
rout the fascists in the holy war!*



F. Antonov-1943

### Background

Although estimates vary for the number of people who died during World War II, most figures indicate that around **20 million** Soviet citizens died in the war, almost **14%** of the total population. To put this in perspective, approximately 400,000 Americans died in all of World War II, less than half of one percent of the total population of the United States.

QUESTION - How does the image and title reflect the Soviet view from 1943?

SUGGESTED

ANSWER - The image suggests total destruction. The title calls the conflict a “holy war,” particularly powerful language coming from an atheist government.

EVIDENCE

The smoke and ruins, the old woman (the Motherland) highlighted in red, her sad face and shaken posture suggest a holocaust. The language of “holy war” suggests a mixture of religious and nationalist devotion.

**Note:** In the USSR World War II became referred to as “**the Great Patriotic War.**”

Monuments sprouted up throughout the country to commemorate the dead. A custom developed that reflects the depth of memory that many in the USSR held for the war. On the day of their marriage, the bride and groom would spend solemn time at a war memorial giving thanks to the patriots who lost their lives so that they could have this day of happiness.

## Poster #35 -- 1943

*To the west!*

V. Ivanov-1943

## Background

The **turning point** in the war came in 1943 when the Soviets repelled the German invasion at **Stalingrad** (today Volgograd). Hitler had decided on an offensive in the south to take the oil-rich **Caucuses** and the **Volga River**, a key transport route to the north. The Red Army confronted German, Romanian, Italian and Hungarian forces at Stalingrad in what many consider to have been the largest military battle in history. After 199 days of intense fighting and perhaps 2 million casualties, the **Axis forces** were defeated and the tide of the war turned. From Stalingrad forward the Germans were on the defensive as the Red Army pushed westward.

QUESTION - How does this 1943 poster reflect the war after Stalingrad?

SUGGESTED

ANSWER - Unlike the devastating images and slogans in the previous posters, this shows the Red Army on the march towards victory.

EVIDENCE

The title and movement in the image is forward to victory. The determined soldier is backed by the Soviet air force and artillery as he changes the direction of the sign, and metaphorically, the direction of the war.

**Note:** Most historians consider Stalingrad as the great turning point in the war. Hitler had commanded that Germany's huge 6<sup>th</sup> army fight until victory or death. After capturing 90% of the ruined city, the Germans were surrounded by Soviet forces. The German commanders let the troops starve and freeze to death rather than surrender. Stalin had similarly ordered that any Soviet soldier who retreated would be shot. At Stalingrad the invincibility of the German military was shattered and the Red Army began its momentum westward.

## Poster #36 -- 1944

*Three years of war.*

The Kukryniksy Group-1944

## Background

By 1944 victory was in sight for the Allied forces. The United States and Britain had opened a **Western Front** against Germany with the **invasion at Normandy** in June 1944. In February 1945, Stalin, Churchill and Roosevelt, the leaders of the Soviet Union, Britain and the U.S., met at **Yalta** in the Crimea to plan the final defeat of Germany and to agree upon the postwar occupation of Germany. By April the Soviets had begun the Battle of Berlin. The end was in sight for the **Third Reich**.

QUESTION - According to this 1944 poster, what will ultimately bring an end to Hitler?

## SUGGESTED

ANSWER - Hitler will be defeated by the industrial might of the USSR.

## EVIDENCE

Hitler is shown being pierced by industrial pincers, like those used to make steel. They are marked with a red star and the years 1941 to 1944, the three years that the USSR was in the war fighting Germany.

**Note:** Victory over Germany gave the Soviet Union the military, industrial and national confidence and experience that propelled it to **superpower** status after the war. Although the alliance of the USSR with the United States and its European allies was instrumental in defeating the Axis powers, it was an alliance of necessity and faltered quickly after the defeat of Hitler. All too soon the military, industrial, and national power of both nations would be focused on the **Cold War**.

## Poster #37 -- 1946

*Glory to the Red Army!*

L. Golovanov-1946

**Background**

On April 25, 1945, Red Army troops coming from the East triumphantly met American troops coming from the west at the **Elbe River** in Germany. Five days later, with Soviet troops at the outskirts of Berlin, Adolf Hitler committed suicide in his bunker. On May 4, Germany **unconditionally surrendered**, ending World War II in Europe. Upwards of **60 million** people had died in the war throughout Europe and Asia, making World War II the most deadly conflict in history.

**Note:** The poster in the upper left corner is from 1944. It shows the same soldier putting his boots on with the title, "We'll get to Berlin!" The graffiti on the wall behind him says "Arrived" and "Berlin."

**QUESTION** - What messages about the war are communicated in this 1946 poster?

**SUGGESTED**

**ANSWER** - The Red Army was victorious in the Great Patriotic War.

**EVIDENCE** The text and image of a smiling young soldier.

**Note:** Soviet and American forces, allies at the time, met at the Elbe river in the spring of 1945, but celebration of U.S. and Soviet cooperation was short-lived. The Elbe River became the partial dividing line between communist **East Germany** and democratic/capitalist **West Germany**. With the Red Army occupying all of Eastern Europe, and U.S., British and French forces in the West, the **strategic divisions** of Cold War Europe were set.

# TEST

## The Great Patriotic War

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle ONLY one answer for each question below

<p><b>1. The Hitler-Stalin Non-Aggression Pact is best characterized as an agreement...</b></p> <ul style="list-style-type: none"> <li>a) of mutual cynicism</li> <li>b) that cemented an historic friendship</li> <li>c) to form a military alliance against the United States</li> <li>d) to wage war against the capitalist nations of Western Europe</li> </ul>	<p><b>5. Which of the following did <u>not</u> happen during this war?</b></p> <ul style="list-style-type: none"> <li>a) Soviet populations and industries were moved east</li> <li>b) German troops took Leningrad after a brief battle</li> <li>c) the Red Army liberated Auschwitz</li> <li>d) the Soviets occupied Finland and the Baltic States</li> </ul>
<p><b>2. Which was <u>not</u> one of Hitler's aims in invading the USSR?</b></p> <ul style="list-style-type: none"> <li>a) Lebensraum for the Aryan Race</li> <li>b) control of Europe's breadbasket</li> <li>c) access to vast natural resources</li> <li>d) forming an anti-communist alliance with Japan and Italy</li> </ul>	<p><b>6. The turning point in this war came at...</b></p> <ul style="list-style-type: none"> <li>a) Moscow</li> <li>b) Leningrad</li> <li>c) Auschwitz</li> <li>d) Stalingrad</li> </ul>
<p><b>3. Which best characterizes the opening weeks of Operation Barborossa?</b></p> <ul style="list-style-type: none"> <li>a) Blitzkrieg from the West</li> <li>b) the brutal Russian Winter</li> <li>c) Soviet victories in the East</li> <li>d) the Siege of Leningrad</li> </ul>	<p><b>7. How many Soviet citizens are thought to have died in this war?</b></p> <ul style="list-style-type: none"> <li>a) 200,000 to 300,000</li> <li>b) 2 to 3 million</li> <li>c) 20 to 30 million</li> <li>d) 200 to 300 million</li> </ul>
<p><b>4. Which of the following was a Soviet ally in this war?</b></p> <ul style="list-style-type: none"> <li>a) Italy</li> <li>b) Great Britain</li> <li>c) Japan</li> <li>d) Hungary</li> </ul>	<p><b>8. The Great Patriotic War was almost immediately followed by...</b></p> <ul style="list-style-type: none"> <li>a) the death of Stalin</li> <li>b) an alliance with the United States</li> <li>c) a sustained period of peace</li> <li>d) the Cold War</li> </ul>

9. The poster to the right suggests that the Soviets will defeat the enemy through...

- a) industrial power
- b) an alliance with the United States
- c) new Soviet tanks
- d) patriotic sacrifice



10. The woman in the Soviet poster to the left represents...

- a) communism
- b) the nation
- c) the women of Leningrad
- d) Lady Liberty



11. The poster to the right, titled "Avenge Us!," best reflects the Soviet military situation in which year of this war?

- a) 1936
- b) 1939
- c) 1942
- d) 1945



12. Which best characterizes the message of the 1941 poster to the left?

- a) we will repel the invaders from the West
- b) we will help our allies in Europe
- c) we will fight to expand the Russian frontier
- d) the Cold War reminds us of all past wars

## The Great Patriotic War

1. a
2. d
3. a
4. b
5. b
6. d
7. c
8. d
9. a
10. b
11. c
12. a)





# Unit 4



# The Cold War

## Student Reading

### Poster Lessons

(Access Poster PowerPoint online or via Unit 4 digital media folder)

- 38 Love your Motherland!
- 39 Don't misbehave!
- 40 The peoples of the world do not want...
- 41 To whom does the national income go?
- 42 In the USSR: From 1951-1955 the construction...
- 43 In the lands of capitalism the road of the talented...
- 44 USSR: A mighty sports power!
- 45 You will soon be an expert!
- 46 NO!
- 47 Two worlds - two plans!
- 48 Stop war!
- 49 Colonial peoples in the light of the torch...
- 50 Good morning, Africa!
- 51 50<sup>th</sup> anniversary of the Soviet Army...
- 52 Chile September, 1973 Junta...
- 53 No forgiving the aggressors!
- 54 Peace is our ideal.
- 55 Through worlds and centuries.
- 56 Time, forward!
- 57 Stop the militarization of space.
- 58 Rejoice, our liberated Motherland!

## Assessments & Answer Guide

## The Cold War

At the height of the **Cold War** the United States and the Soviet Union each had enough **nuclear weapons** to destroy all the cities in each other's countries many times over. Exploding even a fraction of these weapons would likely have created a dust cloud that would have killed everyone on the planet. Almost overnight these two World War II allies became **superpowers** engaged in a global struggle of unprecedented dimensions.



How does this poster reflect Soviet military concerns in 1962?

When **World War II** ended in June of 1945 the Soviet **Red Army** occupied all of **Eastern Europe** while U.S., French, and British troops occupied much of the West. Fearing another attack from the West, the USSR worked to create and support communist governments in Eastern Europe while the U.S. and its allies helped to create capitalist democracies in Western Europe. By 1949 all the nations of Eastern Europe had communist governments. **Germany was divided** between a Western sector controlled by U.S., British and French forces, and an Eastern sector controlled by the Soviets. The German capital, **Berlin**, deep inside East Germany, was also divided. This “**Iron Curtain**” established a military, economic, cultural and ideological divide between East and West that would last for 40 years.



What was the Soviet response to the 1947 *Marshall Plan* to rebuild Europe?

Even before the end of World War II the U.S. and the USSR began developing **alliances** that cemented the Cold War divide. The **NATO** military alliance in the West pitted American nuclear weapons against the Red Army and **Warsaw Pact** forces in the East. With the advent of the Soviet nuclear **deterrent** both powers fueled a **nuclear arms race** that brought the world close to the brink of destruction.

In 1962 U.S. President **Kennedy** threatened the Soviets with war if they did not remove nuclear weapons from the island of Cuba where Fidel **Castro** had established a “Communist Beachhead” in the Americas. After the **Cuban Missile Crisis** both nations took steps to avoid direct military confrontation but the Cold War continued to dominate global politics.



After the “**Fall of China**” to a communist revolution in 1949 U.S. President **Truman** promised to **contain** communist expansion around the globe. Over the next 40 years the U.S. sent troops and military aid to **Korea, Vietnam, Central**

What message does this poster give about the U.S. War in Vietnam?

**America, Africa, the Middle East and Afghanistan** to support anti-communist governments and rebel groups. These wars killed millions and continue to affect global politics today. Although fear of nuclear war kept the U.S. and the USSR from direct military conflict, the two countries and two systems competed directly in other arenas.



How do these Soviet posters present the communist and capitalist systems?



Throughout the Cold War both sides engaged in a **propaganda** war to convince the world of the superiority of their respective systems. In sports, space, economics and culture, Cold War competition influenced the lives of billions of people for decades. In the end, huge military expenditures, economic stagnation and lack of personal and political liberties brought down the communist system. With the fall of the **Berlin Wall** in **1989** and the dissolution of the USSR in 1991, the Cold War officially ended. But the legacies of the 40-year conflict continue to shape history.

## Poster #38 -- 1949

*Love your Motherland!*  
Additional Text: on the globe *USSR*



Viktor Koretskii and  
Vera Gitsevich-1949

### Background

The **Cold War** was a 40-year conflict between the two great **superpowers** of the second half of the twentieth century, the Soviet Union and the United States. It was a war over ideology, a war over competing economic systems, and a war of global military power and alliances. After World War II Stalin ensured that the countries of **Eastern Europe** that were occupied by the Red Army would become communist states. The United States helped establish and support capitalist democracies in much of **Western Europe**, ensuring a decisive American military, economic and political role in the region and securing a stable front-line against communist expansion in Europe.

QUESTION - What messages about communism are communicated in this 1949 Soviet government poster?

SUGGESTED

ANSWER - Communism is the wave of the future.

EVIDENCE

The red covering all of the USSR shows how much of the world was under the leadership (control) of the Communist Party. The morning sun bathes the hopeful gazes of the students and teacher with the warm light of the communist new day.

**Note:** After the war the Soviet Union sought control over the military and economic forces of Eastern European governments including Lithuania, Estonia, Moldavia, Poland, Czechoslovakia, Hungary, Romania, East Germany, Yugoslavia and Bulgaria. The effect of this consolidation was to place an additional 100 million people under **Soviet domination**. Stalin's goal was to establish one-party Communist states in the area surrounding the Soviet Union. He wanted to abolish private economic enterprise, political debate and tolerance for cultural differences throughout this sphere, though he met with resistance to this control right from the start.

The Communist Information Bureau (COMINFORM) was established in 1948 to coordinate the activities of the World Communist Parties. Its first members were the Communist Parties of Bulgaria, Czechoslovakia, France, Hungary, Italy, Poland, Romania, the USSR and Yugoslavia.

## Poster #39 -- 1948

*Don't misbehave!*Additional Text: windowsill *USSR*  
book title *The Great Patriotic*

V.I. Govorkov-1948

## Background

In a 1946 speech, British Prime Minister Winston Churchill claimed that “an **iron curtain**” had descended across Eastern Europe. Behind the iron curtain were the nations of East Germany, Poland, Czechoslovakia, Romania, Hungary and Bulgaria, collectively referred to as the Eastern or **Soviet bloc**. The USSR imposed and oversaw pro-Soviet communist governments in these nations until the end of the Cold War.

QUESTION - What perspective does this 1948 poster give on Soviet domination of Eastern Europe?

## SUGGESTED

ANSWER In the poster the Soviets are the good guys protecting communism from the evil actions of American capitalists.

## EVIDENCE

The clean-cut communist official (holding a Soviet red book) is firmly but respectfully warning the American (white-bearded Uncle Sam) not to fool around near the Communist Party entrance (СССР). The evil-looking American capitalist (top hat and bow tie) is planning to bomb and set fire to the СССР.

**Note:** **Yugoslavia**, under the dictatorship of Josip Broz **Tito**, was expelled from COMENFORM for policies independent from Moscow in 1949. Throughout the Cold War Tito's Yugoslavia remained communist but outside the Soviet sphere of influence. When Soviet domination in Eastern Europe was challenged thereafter, such as in Hungary in 1956 and Czechoslovakia in 1968, the Soviets intervened militarily. The USSR finally relinquished control of Eastern Europe in the late 1980s when the Soviet leader, Michael Gorbachev, attempted to reform communism.

Poster #40 -- 1950s - *The peoples of the world do not want a repetition of the disasters of war.*

*J. Stalin*

Additional Text: paper on gun *North Atlantic Pact*  
in French on banner *Long Live the USSR*



Artist unknown-1950s

### Background

In June of 1947 the United States launched the **Marshall Plan**, named for the Secretary of State, John Marshall. The plan allocated **13 billion dollars** (130 billion in 2006 dollars) in U.S. aid to rebuild the war-ravaged economies of the allied nations. The plan required participating countries to relinquish some national control over economic decisions and **integrate** their economies with the rest of Europe. The USSR was invited to participate.

QUESTION - Based on this government poster what do you suspect was Stalin's response to the Marshall Plan?

SUGGESTED

ANSWER Stalin rejected Soviet and Eastern bloc participation in the Marshall Plan.

EVIDENCE

The worker is shown blocking the U.S. from delivering food and weapons to the communist people. The title equates U.S. aid with war.

**Note:** The U.S. never intended for the Soviet Union to participate in the Marshall Plan since it had established terms for participation that would most certainly be rejected by Stalin, namely requiring participating nations to join a **unified European capitalist economic system**. This was incompatible with communist economic principals of **state control**.

In 1949 Stalin established the Council for Mutual Economic Assistance (**COMECON**) with headquarters in Moscow. Its founding members were the USSR, Bulgaria, Czechoslovakia, Hungary, Poland and Romania. Its goal was to link the economy of the USSR with that of its Eastern European satellites by supporting industrial development as well as trade between its members. Later members of COMECON included Cuba, East Germany and Mongolia. Albania initially joined but later ceased participation. China, North Korea and North Vietnam were later included as "observer" nations.

## Poster #41 - 1950- *To whom does the national income go?*

Additional Text: top right *In the USSR - to the workers*

small print(left) *In capitalist countries the lion's share goes to the exploiters*

building *In the USSR University, Palace of Culture, Movie Theater*

graph (middle right) *In 1950 national income more than 60% above prewar*



V.I. Govorkov-1950

### Background

Despite a lack of U.S. aid, the Soviet **post-war economy** grew at a rapid rate. By 1949 industry and agriculture were restored to the levels of the pre-World War II output, a remarkable fact given the enormous destruction of the war just five years before.

**QUESTION** - This poster shows a capitalist worker in the lower left and a worker under communism on the right. What are the messages about capitalism and communism in the poster?

**SUGGESTED**

**ANSWER** Capitalist workers are exploited while communist workers are doing very well.

**EVIDENCE**

The capitalist worker is downcast as he counts his few coins. Behind him is the fat, cigar-smoking capitalist surrounded by riches and military weapons. The smiling communist worker is dressed in new clothes and carrying bundles of new goods. Behind him a new city grows and a chart indicates that the economy is booming.

**Note:** During the postwar period major efforts were made to restructure the Soviet economy. In 1953 economic incentives were introduced to increase production with guaranteed annual payments for collective farmers and increased economic support for rural workers. The next year the government began to reclaim unused agricultural lands. By the end of the 1950s the government had invested in major construction of new housing and light industry to increase the living status of consumers. Government **price controls** on consumer goods and services made things cheap but **quality** and **availability** often remained poor.

Soviet GNP and household consumption grew steadily from the end of World War II into the 1980s, though Soviet and Western estimates vary as to the speed of this growth. This period also saw improvements and expansion of public education, national health care and nutrition.

## Poster #42 --1950s

Above: *In the USSR: From 1951-1955 the construction of urban and rural schools has increased by approximately 70%.*

Below: *In the U.S.: School Closed*



Artist unknown-1950s

### Background

During the Cold War both the U.S. and the USSR waged a **propaganda battle** to convince their citizens, and the peoples of the world, that their system was superior. In this **ideological struggle** communists argued that a government-controlled (**command**) economy would better meet the needs of the people than the capitalist (**free market**) system.

QUESTION - What messages about communism and capitalism are communicated in this Soviet government poster?

### SUGGESTED

ANSWER Communism makes new and prosperous schools and happy children while capitalist schools are ramshackle and its children downtrodden.

### EVIDENCE

The communist school features a colorful, happy child with flowers. There are lots of children going into the bright new school. The capitalist school is boarded up and decrepit and the one lone student is dressed in dark colors, with his back to us and his hands in his pockets.

**Note:** The American Heritage College Dictionary defines propaganda as “the systematic propagation of a **doctrine** or cause.” The purpose of propaganda is not to present the truth but to perpetuate particular ideas and actions.

The creation of propaganda to further Marxist-Leninist theory was considered of great importance in the Soviet Union. Lenin and Stalin designed official ideology that was directed to meet their political needs. Special departments and Party committees were created to spread Communist propaganda through the channels of culture and education.



Poster #43 - 1948     *In the lands of capitalism the road of the talented. . .*  
*In the land of socialism make way for the talented!*



V.B. Koretskii-1948

### Background

No area was spared from the competition between East and West.

QUESTION - Explain how the images reinforce the message of the text.

SUGGESTED

ANSWER The black and white image of the sad musician boy in the capitalist city speaks to his poverty and despair. The glare of the neon lights and the faceless men in the background add to the coldness of the urban landscape. The same boy in the warmer image to the right (under communism) is neatly dressed, upright, tall, handsome and playing his violin in a magnificent theatre. He has an orchestra and a huge organ backing him up.

QUESTION - Why is “land” singular for socialism but plural, “lands,” for capitalism?

SUGGESTED

ANSWER From its conception by Karl Marx, communism was seen as a internationalist movement where the “workers of the world” would ultimately unite under one proletarian government. The Soviet government presented capitalism as individualistic and divisive (“lands”) while socialism was collective and unifying (“land”).

**Note:** In the USSR **artists and performers**, like all professions under communism, worked exclusively for the government. Although there were countless talented artists and performers who were dedicated to the Soviet communist system, many also **defected** to the West where they could perform outside of government-sponsored events and where they could earn more money.

Stalin used state power to punish artists of whom he disapproved. World famous composer Dmitrii **Shostakovich** had his 1934 opera, *Lady Macbeth of Mtsensk*, banned on Stalin’s orders. He was thereafter criticized for his “formalism” by the Moscow Union of Composers. Shostakovich’s friend, theater director Vsevolod **Meyerhold**, fared worse. He went from being the honored head of all Moscow theaters to becoming an arrested, tortured and disappeared outcast whose name could not be mentioned without fear of arrest.

The irony of these posters is that western pop music went on to hold a fascination for Soviet youth in the 1960s when the **Beatles** became heroes of the underground. A Beatles recording cost a month’s salary on the black market and anyone listening to their music could risk arrest.

## Poster #44 - 1962-

*USSR: A mighty sports power!*

B.A. Reshetnikov-1962

## Background

Sports were another arena for competition between the U.S. and the USSR during the Cold War. This played out on the international front every four years during the **Olympic games** when the U.S. and the Soviet Union each sought to demonstrate their superiority in the athletic arena.

QUESTION - What arena of Cold War competition does this Soviet government poster address?

## SUGGESTED

ANSWER Sports, and in particular the Olympic medal count.

## EVIDENCE

Gold medals showing various sports, athletic man.

**Note:** Because of the **Cold War** conflicts, both the U.S. and the USSR refused to attend particular Olympic games. In **1980** the U.S. boycotted the Summer Olympics in **Moscow** to protest the Soviet invasion of **Afghanistan**. In retaliation the Soviet Union and 14 eastern European countries boycotted the subsequent **Los Angeles** Olympics in **1984**.

The Soviet leadership put a priority on establishing World and Olympic records during international competition. In this effort they created an enormous **sport bureaucracy** that employed more than 280,000 people in sports administration by 1976. In the Russian Republic alone there was a Central School for Trainers, seven institutes of physical culture, and over 1,500 stadiums. At the end of each Olympics in which it participated, the USSR was often the winner in total **medal count**. It tended to dominate in Olympic gymnastics, weight lifting, track and hockey.

The pressure on elite athletes to perform put great physical and emotional **stress** on Soviet athletes. This caused illness and even permanent disability for some. Following the collapse of the Soviet Union, Olympic weight lifter Yuri Vlasov and chess master Gary Kasparov attacked the old Soviet sports system for its exploitation of athletes.

## Poster #45 - 1954

*You will soon be an expert!*

V. Suryaninov-1954

**Background**

Stalin died in 1953 and was succeeded by Nikita **Khrushchev**. The Cold War continued heating up as more nations became communist. After the People's Republic of China was founded as a communist state in 1949 President Truman established a policy of **containment** that pledged to stop the spread of Communism. It was this "**Truman Doctrine**" that led the United States into war in **Korea** in 1950 and **Vietnam** in the 1960s. In Europe the U.S. had little hope of countering the massive Soviet Red Army with conventional means. It instead relied on the threat of **nuclear weapons** to deter a potential Soviet invasion of Western Europe. The Soviets were keenly aware of the U.S. lead in technology and science and they moved quickly to catch up.

**QUESTION** - How does this poster from 1954 reflect Soviet Cold War priorities?

**SUGGESTED**

**ANSWER** Soviet leadership saw the development of modern science and technology as essential in its Cold War competition with the United States.

**EVIDENCE**

The teacher is educating the student in engineering techniques while the students in the background are working at skillful manufacture.

**Note:** The U.S. took its **technological superiority** over the USSR for granted until 1957 when the Soviet Union launched the satellite **Sputnik** into orbit around the earth. Sputnik shocked the American people, government and military. If the Soviets could launch a satellite they could also launch a weapon. For the first time the cities of the United States felt vulnerable to massive attack by the USSR. In response the U.S. government dramatically increased funding for scientific research and education and created the National Aeronautics and Space Administration or **NASA**.

## Poster #46 - 1958

*NO!*

A. Aslyan-1958

**Background**

Some historians suggest that the Cold War began on the morning of August 9, 1945 when the U.S. dropped an atomic bomb on the Japanese city of **Hiroshima**. Although the bomb clearly hastened the end of the war with Japan, it also ushered in a new and terrifying nuclear age. Stalin recognized that an arsenal of atomic bombs were more powerful than the biggest army, and so began a massive **arms race** that ultimately led to the deployment of thousands of **nuclear weapons**, each more powerful than the Hiroshima bomb. Throughout nearly all of the Cold War the Soviets trailed the U.S. in the development of new weapons and technology.

**QUESTION** - What position does this 1958 Soviet government poster take on the use of nuclear weapons?

**SUGGESTED**

**ANSWER** It is passionately opposed to nuclear weapons.

**EVIDENCE**

The text, "NO" in red, the woman's outstretched hand beneath the mushroom cloud.

**Note:** The U.S. exploded two atomic bombs over the Japanese cities of Hiroshima and Nagasaki in 1945 at the end of World War II. The U.S. tested its first **hydrogen bomb** in 1952. It took the Soviets only three years to catch up and test their own thermonuclear weapon. In June 1959 the U.S. deployed its first intercontinental ballistic missile (**ICBM**) that was capable of delivering a nuclear weapon to the Soviet Union. By December the Soviets had an ICBM capable of reaching the United States. By 1960 the Soviets and Americans were exploding bombs thousands of times more powerful than the Hiroshima explosion. The nuclear arms race was off and running.

## Poster #47 -- 1950s

*Two worlds – two plans!*Additional Text: top *We plant life*soldier's bag *Seed acorns*bottom *They sow death*

Artist unknown-1950s

## Background

In 1949 the United States initiated an anti-communist military alliance with West European nations and Canada. **NATO**, the North Atlantic Treaty Organization, placed U.S. troops and weapons, including nuclear weapons, in European countries in preparation for war with the Soviets. In response, the Soviets initiated the **Warsaw Pact** in 1955, an alliance of Eastern European communist states under the dominance of the USSR. The two alliances faced off across the “iron curtain” for the length of the Cold War.

QUESTION - Describe this poster's messages about Soviet versus American “planning.”

## SUGGESTED

ANSWER The Soviets develop plans to help civil society while the Americans develop plans for warfare and greed.

## EVIDENCE

The young Soviet planner stands before a chart showing civilian infrastructure (roads, buildings). The American planner is a fat, cigar-smoking capitalist giving military plans to a general. His map is black and filled with images of warfare. The Soviet characters are drawn realistically while the U.S. characters are cartoon like.

**Note:** The Warsaw Pact disbanded with the demise of the USSR in **1991**. NATO has continued to operate as a military alliance between the United States, Canada and Europe, now including former communist nations of Eastern Europe. Since the end of the Cold War **NATO** has **intervened** in the wars in **Bosnia** and **Kosovo** (formerly Yugoslavia), and **Afghanistan**.

## Poster #48 -- 1962

*Stop war!*

V. Ivanov-1962

## Background

After World War II the U.S. and the USSR never fought each other directly; thus the phrase, “**Cold War.**” But they supported opposite sides in numerous conflicts including wars in **China** (1928-48), **Greece** (1946-49), and **Korea** (1950-53). Multiple crises in West Berlin, located deep inside East Germany, narrowly avoided armed conflict and resulted in the government of East Germany erecting the **Berlin Wall** in 1961, a lasting symbol of Communist repression. Then in 1962 the **Cuban Missile Crisis** brought the world to the brink of nuclear annihilation.

QUESTION - How does this government poster reflect the experience of the Soviet people in 1962?

## SUGGESTED

ANSWER Fear of global nuclear war, particularly after the Cuban Missile Crisis

## EVIDENCE

The little girl (symbol of innocence) is shielding her eyes from something frightening coming from above her, her face is bathed in bright white light as if she were watching an explosion.

**Note:** In October, 1962 the world awoke to an unparalleled crisis. A U.S. spy plane had discovered preparations for the deployment of **Soviet nuclear weapons** on the island of Cuba, 90 miles off the Florida coast. Cuba was ruled by a communist dictator, **Fidel Castro**, who had sought the weapons as security against a U.S. invasion. President **Kennedy** blockaded Cuba, an act of war, and demanded that **Khrushchev** remove the missiles or face war. Ultimately Khrushchev backed down after Kennedy promised not to invade Cuba and to remove U.S. nuclear weapons from Turkey. It was not until 1992 that the world learned that the Cubans had nuclear weapons at the time of the crisis and were prepared to use them if the U.S. invaded. After the missile crisis the Soviets worked round the clock to build a stockpile of nuclear weapons that would deter a U.S. first strike. **Deterrence** was based on the concept of Mutually Assured Destruction or **MAD**. If either the U.S. or the USSR started a nuclear war, both sides would be destroyed. Many historians argue that the nuclear deterrence kept the USSR and U.S. from ever waging war directly.

## Poster #49 - 1957

*Colonial peoples in the light of the  
“torch of freedom”!*

Kukrynisky-1957

## Background

The rivalry between the superpowers transformed all international conflict into East/West struggles, even when the source of the conflict had nothing to do with communism, capitalism or democracy. The creation of the State of **Israel** from Arab land in Palestine in 1948 began a crisis in the Middle East that has lasted more than half a century. Although the Soviet Union was an initial supporter of Israel (a socialist state populated by many Russian Jews), in the 1950s the United States became Israel's primary benefactor and the USSR began backing the Arab states.

QUESTION - What are the messages here about the U.S. role in the Arab world?

## SUGGESTED

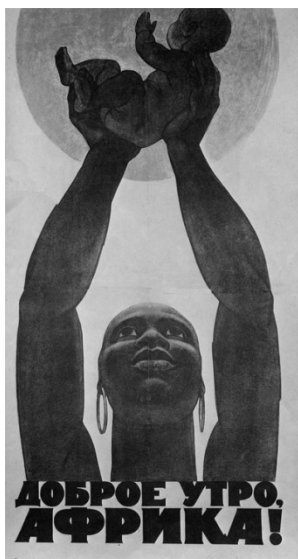
ANSWER The U.S. call for freedom is hypocritical when it comes to colonized people. U.S. military and capitalist support is portrayed as killing Arabs.

## EVIDENCE

The torch of Lady Liberty is lit by the U.S. military (uniform) and capitalists (dollar sign on sleeve). The torch does not bring “freedom” as the U.S. claims but war to innocent Arab civilians (women and children in head scarves).

**Note:** This poster was produced by the Soviet government shortly after the **Suez Crisis**. In July, 1956, Egypt's President Gamal Abdel **Nasser nationalized** the Suez Canal Company, angering **Britain and France** who had strategic and financial interests in the waterway. Meanwhile, Nasser had been supporting **Palestinian fighters** who were attacking **Israel** from Egyptian and Jordanian territory. The Israelis made a **secret deal** with Britain and France: Israel would invade Egypt, eliminate Palestinian guerilla camps, and seize the Canal with the understanding that the British and French would then re-occupy the Canal. The military plan worked perfectly. Israel attacked Egypt and seized the Canal, then Britain and France took back the Canal, leaving Nasser's forces defeated. But politics intervened and the effects were disastrous for the Europeans. The U.S. was in the midst of an election year and the incumbent President, Dwight **Eisenhower**, had just condemned the USSR for its 1956 incursion into **Hungary**. Eisenhower felt the need to support the independence of Egypt as forcefully as he had defended Hungary. Eisenhower pressured the British and French to withdraw their forces and return the Canal to Egypt. In the end the U.S. handed Nasser a stunning military victory, which catapulted him to leadership of the Arab world. Despite the U.S. support, Nasser rebuffed the United States and turned to the **Soviets** for military and economic aid. The crisis marked the end of significant British and French influence in the region and the ascendancy of the Soviet Union and the United States in Middle Eastern affairs.

## Poster #50 -- 1960

*Good morning, Africa!*

O. Maslyakov, Ye. Tsvik-1960

**Background**

Throughout the late 19<sup>th</sup> and early 20<sup>th</sup> centuries European powers **colonized** the continent of Africa. Beginning in the late 1950s African nations began declaring their **independence**. In some cases they waged war of liberation against their colonizers. Both the U.S. and the USSR sought to develop ties with these newly independent nations. As with the rest of global politics at the time, African struggles became incorporated into the Cold War. Where one of the superpowers aided a rebel group or a government the other would often support the opposing side, fueling the conflict with political, economic and military **aid**, and, at times, direct military **intervention**.

**QUESTION** - What messages does this government poster give about Soviet attitudes towards the independence movement in Africa in 1960?

**SUGGESTED**

**ANSWER** The USSR supports African independence.

**EVIDENCE**

The image and title support the “birth” of independent Africa. The African woman is lifting her newborn child (the new nations) towards the sun. The infant is greeting the new day with a wave.

**Note:** Some newly independent nations in Africa, Asia and the Middle East chose to reject capitalism due to its association with colonialism. Experimenting with socialism they looked to the Soviet Union as a model for central planning and state ownership as an alternative to free market development. Kwame **Nkrumah**, the first prime minister of modern Ghana, was a prominent anti-colonialist, Pan-Africanist and an advocate of **African socialism**. The USSR’s power in Africa was seriously undermined when Nkrumah was ousted in a military coup in 1966.

Patrice **Lamumba**, the first democratically elected Prime Minister of the Congo, was an early victim of the Cold War politics of Africa. Lamumba had developed close ties with the Soviet Union when he was overthrown and executed in a military **coup** in 1960 that was supported by Belgium and the United States. In 1961 the USSR changed the name of the Peoples’ Friendship University in Moscow to the Patrice Lamumba Peoples’ Friendship University where it trained revolutionaries from Africa, Latin America, and Asia.



Poster #51 -- 1967 *50<sup>th</sup> anniversary of the Soviet Army:  
Guarding the peace.  
Shoulder to shoulder the heroes stand  
keeping the peace on Europe's land.  
Heroes on guard on the Warsaw Pact –  
aggressors will get a tough fight back!*



I. Ovasapov -1967

### Background

Throughout the Cold War the Soviet Union maintained control over their “**satellite states**” in Eastern Europe through ideological, political, economic and military means. In 1956 when the government of **Hungary** rebelled against Soviet domination, the USSR crushed the movement with military force. Again in 1968 when the communist government of **Czechoslovakia** instituted democratic and free-market reforms, Soviet tanks rolled through the streets to crush the movement. Not until the 1980s and the reformist government of Soviet leader Michael **Gorbachev** would the Eastern European governments have the freedom to choose their own paths.

**QUESTION** – The shields represent the governments of the Soviet Union and Eastern Europe. What is the message about their relationship in 1967 according to this Soviet government poster?

### SUGGESTED

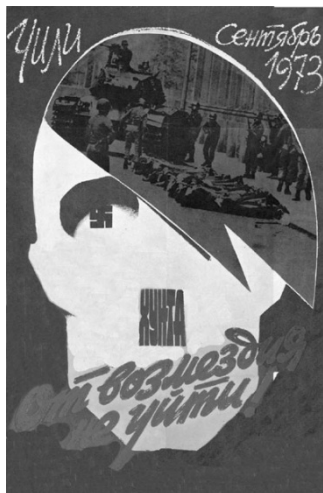
**ANSWER** The nations of Eastern Europe follow the leadership of the Soviet Union and the Red Army in “keeping the peace on Europe’s land.”

**EVIDENCE** The Soviet emblem and soldier are dominant in the image. Although all the soldiers look alike, the Red Army soldier is the only one with visible arms and a rifle, with red shoulder patches and a star and defined eyes.

**Note:** The **Warsaw Pact’s** only military action occurred following the “**Prague Spring**” of 1968. Alexander **Dubcek** had come to power in Czechoslovakia attempting to become a reformist within the Soviet bloc. In an effort to create “socialism with a human face” Dubcek allowed the formation of independent political parties, relaxed media censorship and experimented with free trade unions. The Soviet leadership saw the Czech reforms as threatening to **one-party rule**. Other Eastern European communist leaders feared the spread of democratic resistance into their countries. On August 20, 1968, Warsaw Pact tanks rolled into Czechoslovakia on orders from the Kremlin. Dubcek was taken prisoner and flown to the Soviet Union. It would be 21 years before he would again make a public speech in Wenceslas Square, Prague, during the heroic “**Velvet Revolution**” of 1989. Dubcek was unanimously elected Chairman of the Federal Assembly in Czechoslovakia’s first post-communist government.

Poster #52 -- 1973

## *Chile September, 1973 Junta – You can't escape retribution!*

Additional Text: nose *Junta*

Ye. Kazhdan-1973

### Background

Ever since the **Monroe Doctrine**, the United States has considered Latin America to be “its backyard.” During the Cold War the U.S. government repeatedly intervened in Central and South America to support anti-communist rebel groups and governments (even those repressive to their own people) and to destabilize or overthrow leftist governments. After Fidel Castro took control of Cuba in 1959 the U.S. became even more determined to undermine left-leaning governments in the region. In 1973 the **CIA** actively supported the **coup** that ousted and executed the democratically elected president of Chile, Salvador **Allende**. The regime that took control executed and “disappeared” thousands of Allende supporters during a decade of U.S. supported **dictatorship**.

QUESTION - What messages does this poster give about the 1973 coup in Chile?

SUGGESTED

ANSWER The Junta (ruling group) that took control of Chile is fascist, evil and represses the people.

EVIDENCE

The Nazi swastika in the eye of the skull is meant to symbolize the Junta. The image in its skull is of Chilean military, guns drawn, lining up civilians on the street.

**Note:** Immediately following the **September 11, 1973** coup in Chile hundreds of supporters of Allende were rounded up and taken to a soccer stadium in Santiago. Among them was **Victor Jarra**, a singer and songwriter whose songs of struggle and social change inspired many in Latin America and beyond. Jarra continued to sing his songs in the stadium until he was tortured and killed by the Chilean military under the command of General August **Pinochet**. Pinochet ruled Chile with an iron fist for the first ten years of his dictatorship. Between 1983 and 1988 a nonviolent opposition movement emerged in Chile. Groups like **Mujeres Por la Vida** (Women for Life) were eventually successful in forcing Pinochet out and ushering in a return to democracy. In 2001, 28 years after he assumed power, Pinochet was ordered arrested by a Chilean judge for his role in the murders and kidnappings of dozens of political opponents.

## Poster #53 - 1966

*No forgiving the aggressors!*

V.B. Koretskii-1966

**Background**

America's longest and costliest Cold War conflict was in **Vietnam**. The U.S. first started funding the **French** colonial war in the 1950s. After the French were defeated the U.S. moved in to create the anti-communist state of **South Vietnam**. The U.S. intended to stop Asian nations from "falling" one after the other to communism (**the domino theory**). By 1968 the U.S. had half a million U.S. troops fighting against communists and nationalists who wanted to unite North and South Vietnam. On April 25, 1975 the North Vietnamese took Saigon and united the country under a communist government. More than 56,000 Americans and 2 million Vietnamese died in the war.

**QUESTION** - Based on this poster, what was the Soviet position on the U.S. war in Vietnam?

**SUGGESTED**

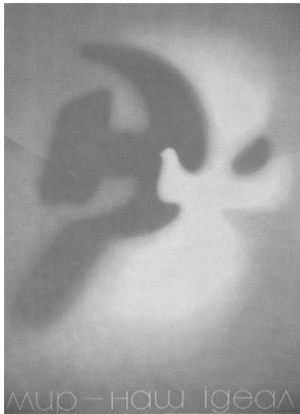
**ANSWER** The U.S. wages an unforgivable war of terror on the innocent people of Vietnam.

**EVIDENCE**

The U.S. bombs raining from the sky are killing little Vietnamese children.  
TEXT: "No forgiving the aggressors!"

**Note:** Although the War in Vietnam was one of the costliest conflicts in the Cold War, the Soviet Union's military involvement was limited to supplying arms and billions of dollars of annual aid to communist North Vietnam. The Soviets stayed out of the military conflict when the U.S. **escalated** the war by bombing North Vietnamese cities and invading neighboring **Cambodia**. This restraint on the part of the Soviet Union encouraged the gradual thawing of relations between the U.S. and the Soviet Union that came to be known as **Détente**.

## Poster #54 - 1978

*Peace is our ideal.*

N. Popinov-1978

## Background

Starting in the late 1960s tensions between the U.S. and the USSR began to relax. This “easing” of tension became known by its French translation, “**Détente**.”

QUESTION - What is the main message communicated in this 1978 poster?

SUGGESTED

ANSWER The Soviet Union wants peace.

EVIDENCE

The blurry red symbol is the hammer and sickle, the symbol for communism. It is integrated with the white dove, a symbol for peace.

**Note:** Soviet Premier, Leonid **Brezhnev**, who led the Soviet Union from 1964 until his death in 1982, wanted to reduce tensions with the U.S. for a number of reasons. The split between Moscow and the Chinese communist government after the death of Stalin worried Brezhnev. He felt that **Détente** with the United States would undermine any possible **Sino-American** alliance against the USSR. He also worried that the huge financial burden of the nuclear arms race could bankrupt the relatively smaller Soviet economy. The U.S. administration was similarly keen to reduce military expenditures given the costs of the Vietnam War and the “War on Poverty” begun under Lyndon Johnson. Détente lasted until the **Soviet invasion of Afghanistan** in 1979. Renewed tension and military expenditures under the Reagan administration in the 1980s helped to spur reforms in the USSR and the eventual collapse of the Soviet Union.

## Poster #55 - 1965

*Through worlds and centuries.*

M. Lukyanov, V. Ostrovsky-1965

## Background

Space was another forum for U.S.-Soviet competition.

QUESTION - What messages about communism are communicated in this 1965 Soviet government poster?

## SUGGESTED

## ANSWER

Communism and the USSR will lead mankind into space.

## EVIDENCE

A rocket blazes the trail for the red flag of Soviet communism to march into the cosmos.

**Note:** The Soviet Union began the era of space exploration when it launched the first earth satellite or **Sputnik**, on October 4, 1957. The United States Army followed with the launch of Explorer 1 on January 31, 1958. The race had begun.

In the pioneer years of space missions the Soviet and U.S. programs were neck and neck with the Soviets often leading the way. In April 1961 Soviet cosmonaut **Yuri Gagarin** became the first man to orbit the earth in space flight. Less than a year later John Glenn became the first U.S. astronaut to do the same. In March 1965 A.A. Leonov became the first human to **walk in space**, leaving the Soviet spacecraft Voskhod 2 for a ten-minute space walk. Three months later astronaut Ed White made the United States' first spacewalk during the Gemini 4 mission.

## Poster #56 - 1972

*Time, forward!*

A. Rudkovich-1972

## Background

Between the 1960s and the 1980s the Soviet Union prided itself on its pioneering role in **space exploration**. Significant funding was directed into the Soviet space program as a way to highlight to the world the technological capacity of the socialist system. One of the Soviet Union's most honored achievements was the establishment of the first Salyut orbiting **space station** in 1971 at an altitude of 124 miles above earth. In 1986 the USSR launched **MIR**, the first and only permanently manned vehicle in orbit.

**QUESTION** - What messages about technology and communism are conveyed in this 1972 poster?

**SUGGESTED**

**ANSWER** Communism adapts to advanced technologies and embraces the mystery of the universe.

**EVIDENCE**

The hammer and sickle are made from punched tape (an early form of data storage for computers), showing the ability of traditional communist ideas to adapt to modern technology. The image of the galaxy suggests Soviet interest in space and the unknown universe.

**Note:** In July 1969 the United States overtook the Soviet Union in the space race as **Neil Armstrong** became the first human to set foot on the **moon**. Following the U.S. success with the **Apollo** moon landing program the Soviet Union focused on developing the ability to maintain a constant presence in space aboard its space stations. In 1987 three Soviet cosmonauts remained in space for over a year, setting a record for duration in space.

In addition to becoming an arena for competition, the space programs also became a site for cooperation between the USSR and the United States. On July 17, 1975 both countries joined in the first human international spaceflight, the **Apollo-Soyuz Test Project**. This eight-day mission achieved its high point when representatives of the world's two space powers, astronaut and cosmonaut, shook hands in space in the docking ring of the Apollo and Soyuz spacecrafts.

## Poster #57 - 1984

*Stop the militarization of space.*

A. Mikhalkin-1984

## Background

Throughout the history of the nuclear arms race the superpowers also agreed on **arms control** measures. The 1972 Anti-Ballistic Missiles (**ABM**) Treaty limited the numbers and deployment of strategic defensive systems. President Reagan challenged this when he announced in 1983 that he would finance research on a Strategic Defense Initiative (SDI) (commonly known as “**Star Wars**”). Reagan’s initial SDI program called for both ground-based and space-based anti ballistic missile systems. Subsequent U.S. administrations continued developing U.S. missile defense systems. In December, 2001 President Bush withdrew from the ABM treaty citing its restraint of U.S. ability to protect itself from terrorist attacks.

QUESTION - What does this poster suggest about U.S. military intentions in space?

## SUGGESTED

ANSWER The U.S. will use space to attack other nations.

## EVIDENCE

The plea to “Stop the Militarization of Space” with the Stars and Stripes (the U.S.) raining bombs down on the world.

**Note:** Arms control was first proposed in 1967 at a **summit** meeting between President Lyndon Johnson and Soviet Premier Kosygin. For the next 25 years the U.S. and Soviets worked to limit arms as a means to contain the dangers of nuclear war and to slow **military spending**.

When President Reagan announced his Strategic Defense Initiative, Gorbachev believed that Soviet science and industry could match the U.S. military technology as it always had in the past. As it turned out the added expenditures on this huge military research program made it harder and harder for the Soviet Union to support its civilian industry and became a factor in the collapse of the Soviet Union.

U.S. development of an anti-missile defense system continued to be a source of conflict between the U.S. and Russia long after the end of the Cold War.

## Poster #58 - 1978

*Rejoice, our liberated Motherland!*

## Background

This poster was put out by the Soviet government in 1978.

N. Babin, I. Ovasapov, A. Yakushin-1978

**QUESTION** - How does the slogan and imagery of this 1978 government poster compare with Soviet posters going back to 1918?

**SUGGESTED****ANSWER**

Although the colors are more vibrant than the earlier posters and the workers look more contemporary, the slogan and themes go back to the beginning of the communist revolution.

**EVIDENCE**

"Rejoice, our liberated Motherland" is language right out of 1917. The image of happy, smiling workers with the shining symbols of the communist new dawn (sun rising, 12:00, red star) are equally classic.

**Note:** By 1978 the slogans and imagery of communist revolution no longer motivated most Soviet citizens to work harder and sacrifice for "the Motherland." Satellite television provided the means for Soviet citizens to see for themselves that the standard of living under communism had failed to keep up with the capitalist West. Leonid **Brezhnev**, the leader most responsible for the **stagnation** of the Soviet economy, died in 1982 after leading the nation for 18 years. He was succeeded by a pair of senior leaders, Yuri Andropov, who died 16 months after taking office, and Konstantin Chernenko, who survived only 13 months in office. By 1985 even the aged political leadership in Moscow was ready for a change. Fifty-four year old Michael **Gorbachev** was appointed leader of the Soviet Union with a mandate for **reform**. Over the next six years Gorbachev's reforms would change the face of communism and lead to the end of the USSR.




# TEST

## The Cold War

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle ONLY one answer for each question below

<p><b>1. The Cold War is best characterized as...</b></p> <ul style="list-style-type: none"> <li>a) the continuous armed conflict between the U.S. and the USSR from 1945-1995</li> <li>b) the nuclear arms race between the superpowers</li> <li>c) the post-WWII period of conflict between the Soviet Union and the United States and their respective allies</li> <li>d) the epic struggle between democracy and communism in Europe</li> </ul>	<p><b>5. Which conflicts were <u>not</u> part of the Cold War?</b></p> <ul style="list-style-type: none"> <li>a) the Korean War</li> <li>b) the Cuban Missile Crisis</li> <li>c) the Soviet Invasion of Afghanistan</li> <li>d) the Gulf War</li> </ul>
<p><b>2. Which European nation was divided into Eastern (pro-Soviet) and Western (pro-U.S.) nations during the Cold War?</b></p> <ul style="list-style-type: none"> <li>a) Austria</li> <li>b) Germany</li> <li>c) Yugoslavia</li> <li>d) Poland</li> </ul>	<p><b>6. The concept of nuclear deterrence was based on...</b></p> <ul style="list-style-type: none"> <li>a) countering the huge Red Army in Europe</li> <li>b) Mutually Assured Destruction</li> <li>c) overwhelming U.S. military superiority</li> <li>d) the space race</li> </ul>
<p><b>3. NATO was created in order to...</b></p> <ul style="list-style-type: none"> <li>a) promote democracy throughout the world</li> <li>b) counter the Warsaw Pact in Europe</li> <li>c) secure the U.S. nuclear deterrent</li> <li>d) confront the Soviet threat</li> </ul>	<p><b>7. The Soviet poster below, showing a worker rejecting Uncle Sam's offer of aid, is a reference to...</b></p> <ul style="list-style-type: none"> <li>a) the Iron Curtain</li> <li>b) the Marshall Plan</li> <li>c) the nuclear arms race</li> <li>d) Soviet opposition to democracy</li> </ul>
<p><b>4. Which of the following were <u>not</u> Soviet allies in the Cold War?</b></p> <ul style="list-style-type: none"> <li>a) Greece and Yugoslavia</li> <li>b) Hungary and Poland</li> <li>c) Czechoslovakia and Romania</li> <li>d) Bulgaria and Cuba</li> </ul>	

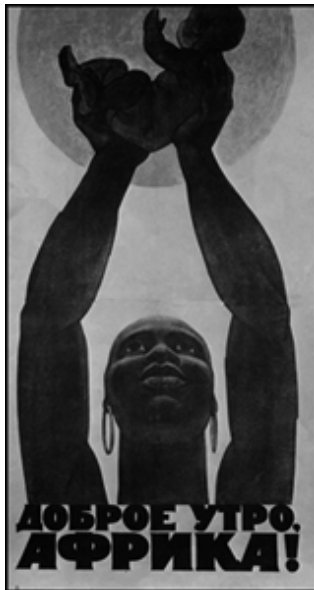
8. The poster to the right showing the flags of the USSR and many Eastern European nations is a celebration of...

- a) The Warsaw Pact
- b) industrialization in the Soviet bloc
- c) Soviet nuclear technology
- d) the Prague Spring of 1968



9. The poster to the left, titled, "Good Morning Africa," was produced by the Soviet government in...

- a) 1945
- b) 1960
- c) 1975
- d) 1990



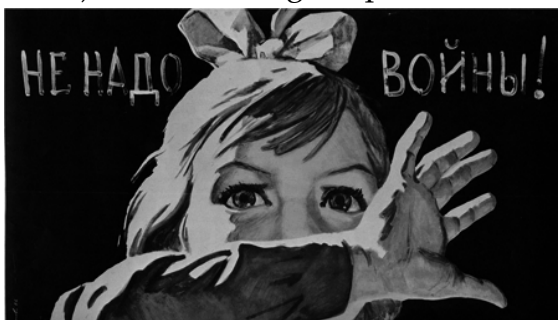
10. The poster below, titled "Stop the militarization of space!" reflects the Soviet support for...

- a) the Strategic Defense Initiative (Star Wars)
- b) the Soviet space program
- c) the ABM Treaty
- d) Sputnik



11. The 1962 poster below is most closely related to which event?

- a) the Hungarian Revolution
- b) the Vietnam War
- c) the Cuban Missile Crisis
- d) the launching of Sputnik



12. The Cold War ended when...

- a) the Berlin Wall was built
- b) the Communist Party lost the election
- c) the Soviet system self-destructed
- d) NATO defeated the Warsaw Pact

## The Cold War

1. c
2. b
3. d
4. a
5. d
6. b
7. b
8. a
9. b
10. c
11. c
12. c



# Unit 5



# The End of the USSR

## Student Reading

### Poster Lessons

(Access Poster PowerPoint online or via Unit 5 digital media folder)

- 59 Bravo!
- 60 1985
- 61 Every bureaucrat's table is an obstacle in our way!
- 62 Directive on plowing.
- 63 The position of the citizenry?
- 64 By the year 2000 for each Soviet family...!
- 65 1987 Perestroika of the press.
- 66 The verdict of history.
- 67 Power unbending -- leads to an ending . . .
- 68 Come, my boy!
- 69 Dangerous game.
- 70 Are you in good health?
- 71 Love – what do you mean? For free?
- 72 Nature will take revenge.
- 73 They did everything for us: Are we doing everything for them?
- 74 Bring school closer to life!
- 75 To respect the individual, be an individual!
- 76 The collective is a group of individuals.
- 77 Perestroika Glasnost.
- 78 By forgetting the past we risk its repetition.

## Assessments & Answer Guide

## The End of the USSR

By the end of the 1970s it was becoming clear to the people of the **Soviet bloc** that many of the promises of communism rang hollow, particularly in the areas of economic development and political liberties. The **standard of living** in the West had visibly surpassed that in the USSR and Eastern Europe. Communist governments had created huge self-perpetuating **bureaucracies** that fueled economic **stagnation**. The Communist Party maintained total control over all aspects of **political life**. Calls for even limited democratic reforms were met with repression. Karl Marx, the philosophical father of communism, had predicted that once communism took root, government would no longer be needed and the state would “wither away and die.” In fact communism had led to **totalitarian** governments that controlled all aspects of peoples’ lives.

In 1985, after the deaths of a series of aged Soviet leaders, 54-year-old **Mikhail Gorbachev** became General Secretary of the USSR. He soon unveiled a plan for deep reforms of the Soviet economic system that he called **Perestroika** (restructuring). This involved the introduction of **capitalist** incentives, private property and foreign investment that were reminiscent of Lenin’s New Economic



What was Gorbachev hoping to “orchestrate” according to this 1988 Soviet government poster?

Policies of the 1920s. To reform the economy Gorbachev needed to dismantle the huge Soviet bureaucracy, and that required changes in the political culture of the USSR.

In order to generate support for Perestroika, Gorbachev instituted a policy of **political reforms** that became known as **Glasnost** (openness). He encouraged the media to address previously taboo subjects including government corruption and social ills such as alcoholism. After the disastrous accident at the **Chernobyl** nuclear power plant in 1986, Gorbachev relaxed the Soviet policy of press **censorship** and allowed more disclosure in the **media**. Although Glasnost began as a tactic for challenging the conservatives in the government and winning support for Perestroika, it inspired changes that ultimately brought down the communist system.

Reformists in **Eastern Europe** had been attempting similar changes for decades. The Soviets had violently crushed reforms in Hungary in 1956 and Czechoslovakia in 1968. Gorbachev's policies encouraged **nationalist and democratic movements** in Eastern Europe to push for change. In **1989** communism unraveled throughout the region, first in Poland, then Hungary and ultimately throughout all of the Eastern bloc. Many watched in disbelief as East Germans tore down the **Berlin Wall**, the symbol of the Cold War and Soviet repression. Seemingly overnight the people of Eastern Europe had replaced single-party communist rule with capitalism and **multi-party democracies**.



*Directive on plowing*

What criticism does this 1988 poster level against Soviet economics?



*Verdict of History*

The process that Gorbachev unleashed with Perestroika and Glasnost ultimately unraveled the Soviet Union itself. He had hoped to reform communism but he was unwilling to use violence to maintain it. After a failed **coup** by hard-line communists within the government and military who were willing to use force, Gorbachev's Government disintegrated. Led by Moscow's mayor, Boris **Yeltsin**, the **15 Republics** of the Soviet Union declared their independence. At the stroke of midnight on Dec. 31, 1991, the Soviet Union ceased to exist and 15 new nations, including **Russia**, were formed. The 74-year-long political and economic experiment was over as the peoples of the former Soviet Union and Eastern and Central Europe began transforming their societies from single-party communist states to capitalist democracies.

## Poster #59 - 1987 -

*Bravo!*Additional Text: title of Gorbachev's music book *V.I. Lenin*.Svetlana Faldina and  
Alexander Faldin-1987**Background**

Fifty-four- year-old **Mikhail Gorbachev** took control of the Soviet government in **1985**. He was the first Soviet leader born after the 1917 revolution. Gorbachev planned to reform the Soviet economic system using limited free-market (capitalist) principals in a process he called "**Perestroika**" (restructuring). Gorbachev planned to gain public support for perestroika through allowing a free flow of ideas and

opinions previously disallowed in the USSR. He hoped that an honest and public debate would solidify support for his economic reforms. He called this new policy "**Glasnost**" (openness).

**QUESTION** - What message does this 1988 Soviet government poster give about Mikhail Gorbachev?

**SUGGESTED**

**ANSWER** Gorbachev is orchestrating (change in) the Soviet government.

**EVIDENCE** His role as conductor is a metaphor for Gorbachev's attempt to orchestrate change of the Soviet system.

**Note:** Gorbachev introduced his reforms after years of **economic stagnation** under **Brezhnev**. Decades of communist economics had resulted in stifling price controls, non-productive state enterprises, labor laws that hurt productivity, and regulations that kept foreign capital from investing in the USSR. Gorbachev intended to introduce **limited market reforms** to boost the ailing economy. He also wanted to liberalize the Soviet **political culture** so that the nation would be open to addressing its most pressing concerns. But Gorbachev did not anticipate the fundamental changes that his reforms would provoke. Glasnost and Perestroika unleashed pent-up nationalist and anti-communist sentiments that ultimately resulted in the **collapse of Communism** in Eastern and Central Europe in 1989 and the dissolution of the USSR in 1991.



## Poster #60 - 1988-

1985



Vladimir Zhukov-1988

## Background

Like all previous Soviet leaders, Gorbachev used the image and memory of **Lenin** to support his policies. In 1921 Lenin began his NEP (**New Economic Policies**), an introduction of **capitalist incentives** to rebuild the Soviet economy after the devastation of World War I, the Russian Revolution and the Civil War.

QUESTION - What messages about Gorbachev's reforms are communicated in this government poster?

## SUGGESTED

ANSWER Although previous governments have tarnished the image of Lenin, Gorbachev's policies will fulfill Lenin's original vision.

## EVIDENCE

The image of Lenin is covered in grime, symbolizing the covering over of the "real Lenin" by previous governments. Lenin's eyes (vision) are wiped clear above the red (communist) title 1985, suggesting that Gorbachev (and his reforms) will bring forward Lenin's vision for the USSR.

**Note:** Lenin's New Economic Policies reintroduced **private ownership**, although all land remained as property of the state. Under the NEP individuals were again allowed to **hire labor**. **Stalin** reversed the NEP in 1928 claiming that Lenin only intended them as temporary measures. Gorbachev's 1988 *Law on Cooperatives* permitted private ownership of businesses for the first time since the NEP. Other Gorbachev-era laws allowed for foreign investment in the USSR through joint ventures.

## Poster #61 - 1988-

*Every bureaucrat's table is an  
obstacle in our way!*



Vladimir Veshtak-1988

### Background

This poster was part of Gorbachev's campaign to publicize the problems with the USSR's **Centrally Planned Economy** where nearly all economic decisions were made by huge government agencies such as **Gosplan**.

**QUESTION** - What are the messages in this government poster about the USSR's Centrally Planned Economy?

### SUGGESTED

**ANSWER** Perestroika is opposed to government bureaucracy (large, complex administrative structures) that creates red tape (needlessly time-consuming rules and procedures).

### EVIDENCE

The explicitly anti-bureaucratic message in the title is reinforced by the image. The office tables are covered with red carpet, a reference to the wasteful trappings of grandeur ("red carpet treatment") and unnecessary bureaucracy ("red tape"). The language of "an obstacle in OUR way" indicates that the creators of the poster support perestroika.

**Note:** Gorbachev's economic reforms shifted control over many economic decisions from state agencies like Gosplan to committees within government enterprises. Although this shifted economic decision-making **towards market forces** it still maintained government planning. In exchange for increased authority in economic decision-making, enterprises needed to become **financially self-sufficient**. Businesses were on notice that the government would no longer subsidize (all) failing industries.

## Poster #62 - 1988-

*Directive on plowing.*

Sergei Lazarev-1988

**Background**

In a capitalist economy, most economic decisions are made by individuals and corporations responding to **market forces**.

**Supply and demand** are the primary factors in determining wages, prices, and most aspects of production. In a communist **command economy**, these decisions are made by government agencies.

QUESTION - What are the messages in this 1988 poster about the command economy?

SUGGESTED

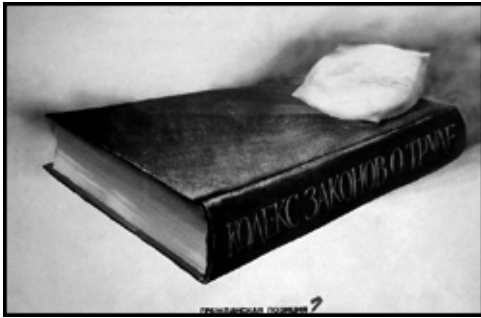
ANSWER In a command economy, inefficient and heavy-handed government bureaucracy makes inappropriate economic decisions.

EVIDENCE

The giant hands of government sends a “directive on plowing” to the small farmer through multiple administrative levels (3 hands).

**Note:** Throughout the 1970s and 1980s rigid state planning could not adapt quickly to economic changes as the Soviet economy became more complex. The system had few incentives to improve **efficiency** and **productivity** and failed to provide sufficient and high-quality **consumer goods**. Although Gorbachev’s policies decentralized economic decision-making, government planners continued to control much of the economy. In the end Perestroika did little to improve the Soviet’s sluggish economy.

## Poster #63 - 1988-

*The position of the citizenry?*Additional Text: book *Labor Codes*

Alexander Skrinnik-1988

## Background

**Economic growth** in the Soviet bloc had fallen behind the West since the 1970s in part because of low **worker productivity**. Many Soviet citizens had taken advantage of **labor laws** that guaranteed full employment and benefits regardless of their efforts.

QUESTION - This poster shows a pillow on top of Soviet *Labor Codes*. What messages are the title and image giving about economic reforms?

## SUGGESTED

ANSWER Reforms are needed because workers take advantage of communist labor laws.

## EVIDENCE

The title and pillow suggest that Soviet workers use communist labor laws (the book) to shirk responsibilities (e.g., sleep on the job).

**Note:** Gorbachev referred to the problem of low worker productivity as the "human factor."

He proposed linking workers' pay with their performance and was willing to allow **profitability** to determine whether a factory would stay open or not. His economic reforms resulted in the demotion or dismissal of older officials who were corrupt or inefficient. This tightening of **labor discipline** resulted in an 11% increase in net material product between 1983 and 1988. These improvements, however, could not be sustained for the long run and by 1990 these gains had been lost.

Although Soviet law guaranteed **full employment**, it did not guarantee that consumer goods would be readily available. A popular saying in the 1970s joked, "We pretend to work, and the state pretends to pay us."

## Poster #64 - 1988- *By the year 2000 for each Soviet family...!*



Alexander Krent and  
Irina Linnik-1988

### Background

Nearly all housing in the USSR was provided at very low cost by the government. As a result there was a chronic **shortage** of units. People often waited for years to get an apartment unless they had connections in the government. Perestroika aimed to solve the crisis by introducing market reforms.

**Note:** In Soviet cities people regularly posted advertisements, like the ones shown here, to rent or exchange apartments despite government promises that “by the year 2000 . . . each Soviet family” would have their own home.

**QUESTION** - What message is communicated here about the housing crisis?

**SUGGESTED**

**ANSWER** The government makes promises but the housing crisis continues.

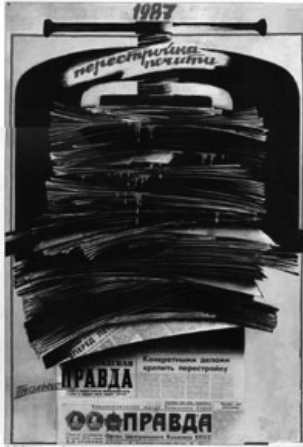
**EVIDENCE**

The torn-off advertisements show that people are desperate to get housing. The decrepit wall and paper suggests the antiquated nature of Soviet housing. The white outline of the little house suggests that it is a dream, while the government quote (“by the year 2000”) highlights broken promises.

**Note:** In a market economy private investors build new housing in the hopes of making a profit. But in the Soviet Union housing never made a profit. Occupants of **state-owned housing** had the right to life-long occupancy at heavily subsidized rates and to pass their apartments on to their children. As a result, new government-built housing was limited and often unattractive. The government built huge monolithic structures (not unlike U.S. public housing at the time) and a significant percentage of urban families shared apartments.

**Note:** Gorbachev’s economic reforms attempted to mix capitalist incentives with state management. By 1990 the economy was a disaster. Some people called for a return to full state control while others called for a total transition to capitalism. From both perspectives, **Perestroika was a failure.**

Poster #65 - 1988-

*1987 Perestroika of the press.*Additional Text: bottom *Truth*

Gennady Belozеров-1988

### Background

Like all leaders, Gorbachev used the **media** to influence public opinion and gain support for his policies. This was a relatively easy task in the USSR where all media were heavily influenced, if not directly controlled, by the government. *Pravda* (*Truth*), a leading Soviet newspaper, was the official organ of the Communist Party from 1918 till the end of the USSR in 1991.

QUESTION - What does this Soviet government poster mean by “Perestroika of the press”?

SUGGESTED

ANSWER The press must be reformed in order to present the truth.

EVIDENCE

The title states that the press must be “reformed” (*Perestroika*). The image similarly suggests that the press must be squeezed (reformed) in order to get at *Pravda* (*truth*).

**Note:** Gorbachev knew that perestroika had many enemies. He initiated an opening of the media as a way of gaining public support for his economic reforms. But as the Communist Party eased **ensorship**, it lost control of the media and of public opinion. Soon the press was writing about and criticizing fundamental weaknesses in the communist system. **Glasnost** ultimately led to the unraveling of the Soviet Union.

## Poster #66 - 1988-

*The verdict of history.*

Pyotr Kapustin-1988

**Background**

Although Soviet Premier Nikita **Kruschev** criticized **Stalin** at the Communist Party Congress of 1956, there was no nationwide public examination of Stalin's **atrocities** until **Glasnost**.

**QUESTION** - What messages does this 1988 Soviet government poster give about Stalin?

**NOTE:** This poster (in particular) can be interpreted in a number of different ways. Make sure students give evidence from the poster to back up any interpretation.

**SUGGESTED**

**ANSWER** Stalin was a war criminal and should be (posthumously) executed.

**EVIDENCE** Stalin is blindfolded like a convicted murderer, having received the "verdict of history."

**SUGGESTED**

**ANSWER** Stalin should get a fair trial (posthumously) in order to determine the truth.

**EVIDENCE** The "blind justice" (blindfold) of history will register its verdict on Stalin.

**Note:** In 1956 at the Twentieth Party Communist Congress Soviet Premier Nikita Khrushchev denounced what he termed Stalin's "**cult of personality**." In a speech kept secret at the time he accused Stalin of "excesses" and revealed some of Stalin's crimes. Khrushchev's condemnation of Stalin's purges in the 1930s was the first formal acknowledgement by the Soviet government that Stalin had oppressed the Soviet people.

During his lifetime Stalin's cult of personality portrayed him as the "Father of the Peoples," the "Great Helmsman" and a "Man of Steel." Some perceived him as a living god who single-handedly industrialized the USSR and led the people through the Great Patriotic War. After the **destalinization** campaign he was recognized by others as one of the most brutal dictators in history whose tactics had been borrowed by the likes of Adolf Hitler.

Poster #67 - 1988- *Power unbending – leads to an ending . . .*



Sergei Mosienko-1988

Note: The crown in the poster resembles the wall that surrounds the **Kremlin**, the home of the Russian leaders from Czarist through communist rule. The man is Leonid Brezhnev who led the Soviet Union from 1964 to his death in 1982.

QUESTION - What are the messages in this 1988 Soviet government poster about Brezhnev's rule?

SUGGESTED

ANSWER Brezhnev acted like the all powerful Czar (king) ruling through a monolithic system that should come to an end.

EVIDENCE

"Power unbending" suggests that Brezhnev was an autocratic ruler. "Leads to an ending" suggests that this despotism should end. Brezhnev is crowned by the huge red brick wall of the Kremlin, suggesting that his rule was rigid and imperial. This is a particularly strong criticism given the anti-Czarist and anti-imperialist history of Soviet communism.

Note: Gorbachev was particularly critical of Brezhnev's economic policies that many suggest led to the **stagnation** of the economy. While Gorbachev denounced Stalin by name he was careful not to name Brezhnev personally in his criticisms. At night when no one could see, Brezhnev's name was taken off street signs and his statues were removed.



## Poster #68 - 1988-

*Come, my boy!*

Olga Kacher-1988

## Background

This poster was put out by the Soviet government in 1988.

**QUESTION** - What critique is this government poster making of Soviet political culture?

**SUGGESTED**

**ANSWER** The children of Communist Party leaders get special privileges and access to power.

**EVIDENCE**

The child is shown in an oversized adult suit with the medals reserved for political leaders and war heroes.

**Note:** **Corruption** in the Soviet Union took many forms. **Bribery** was commonplace.

Brezhnev's son-in-law, General Yuri Churbanov, admitted accepting hundreds of thousands of dollars in bribes. At the time of his trial he indicated that he wanted to return the money, but didn't know to whom, implying that everyone was corrupt. He was sentenced to 12 years in prison. Party officials came to power via bribes after which they, in turn, accepted bribes for everything from permission to open a restaurant to securing a plot in the cemetery.

Special favors for **Party officials** were the norm. Gorbachev announced that 400,000 Party and government officials would lose the routine use of a black Volga sedan and chauffeur. The cars were then publicly sold or turned into taxis. **Fraud** was practiced on an enormous scale. Satellite pictures in Uzbekistan revealed deserts where falsified "cotton harvests" had delivered "profits" to local officials.

So many profited from corruption that **anticorruption** efforts were not always received with open arms. When Party boss Eduard Shevardnadze arrested 25,000 in Soviet Georgia on anti-corruption charges he was forced to travel in an armored car to protect himself from death threats.

## Poster #69 - 1978-

*Dangerous game.*

Gennady Popesku-1978

**Background**

Gorbachev hoped that **Glasnost** would bring new life to Soviet society through engaged public debate. He encouraged the media to address previously taboo issues including democracy, political corruption, and a host of **social ills**.

**Note:** The next set of posters addresses a range of social issues targeted under Glasnost.

**QUESTION** - What social ill is addressed by this Glasnost-era poster?

**SUGGESTED**

**ANSWER** Youth alcoholism is a problem.

**EVIDENCE** skateboarding on top of falling liquor bottles is a “dangerous game”

**Note:** Under Brezhnev’s rule alcohol use had quadrupled. Although **alcoholism** was only a symptom of deeper problems within the Soviet Union, Gorbachev worked to reduce the level of alcohol consumption in the Soviet Union. He closed two-thirds of all liquor stores and ordered that remaining stores reduce their hours. Alcohol use was banned at official functions. Nearly a million acres of vineyards were plowed under. State production of alcohol was reduced and prices raised. The lines outside liquor stores grew to over a mile as official alcohol sales dropped.

One of the consequences of the **anti-alcohol campaign** was the flourishing of a dangerous **black market** trade in moonshine. Sugar, used in the home brewing process, disappeared from market shelves. During Gorbachev’s era more than 10,000 people died from alcohol poisoning as a result of these home stills. For his reform efforts in this area Gorbachev earned the nickname “Mineral Water,” a mark of pride for some and condemnation for others.

Gorbachev’s anti-alcohol campaign created new problems as well. When income from the sales of vodka plummeted, annual **tax revenues** declined by 10 billion rubles. In Siberia anger was so great over food, housing and health-care shortages that Gorbachev relaxed restrictions on alcohol sales to calm the public.

## Poster #70 - 1987

*Are you in good health?*

Marius Khaavamyagi and  
Eduard Vyali-1987

## Background

This poster was put out in 1987.

**QUESTION** - What social ill is addressed by this Glasnost-era poster from the Soviet Republic of Estonia?

**SUGGESTED**

**ANSWER** Smoking is a problem.

**EVIDENCE**

The question about “good health” is contrasted with the shocking, high contrast and shadowy image of a hand using its pinky finger as a cigarette. Note the smoke coming off the shadow.

**Note:** The USSR was the fourth largest **tobacco** producer in the world. One 1987 study indicated that more than 70 million Soviet citizens smoked, about one quarter of the total population. In the 1960s, as the Soviet Union became a more consumer-oriented society, smoking cigarettes became a way to “catch up with the West.” Of course the health consequences of this were profound. Rates of coronary heart disease, often associated with smoking, rose dramatically throughout the 1960s.

In the early 1980s the Soviet Union embarked on an ambitious **anti-smoking campaign**. Some argued that the anti-smoking ads on TV were actually too aggressive. Cigarettes were heavily taxed and thus quite expensive. Cigarette advertising was banned altogether and smoking was forbidden in many places including public transportation and restaurants. Some entire cities, like the Black Sea resort town of Sochi, banned smoking altogether.

The effects of the anti-smoking campaign were most pronounced among the most privileged classes. Smoking rates for the college-educated declined while those with only a primary education continued to smoke at a very high rate. Although the government could have ended tobacco production altogether, it did not, perhaps because tobacco provided significant **tax revenues**.

Poster #71 - 1988

*Love – what do you mean? For free?*

Igor Reznikov and  
Sergei Vasilyev-1988

### Background

This poster was put out in 1988.

QUESTION - What social ill is addressed by this Glasnost-era poster?

SUGGESTED

ANSWER Prostitution is a problem.

EVIDENCE title and image of a (taxi) meter running inside a pair of sensuous lips

**Note:** Officially there was no **prostitution** in the Soviet Union. Unofficially prostitution was available to the elite and to foreign tourists. The official prohibition on prostitution followed the Party line that women should be emancipated and should participate equally with men in Soviet life. The reality of women's lives was quite different.

**Women** spent more than twice as much time as men on childcare and housework and thus had significantly less time than men for leisure or education. Media stereotyping of women was common as were traditional gender-role expectations in most families. Perhaps because of these factors more men than women pursued technical and industrial work. Women were also underrepresented in the highest levels of the Soviet political system. In 1980 one quarter of Communist party members were women but women made up only 5% of the Central Committee.

## Poster #72 - 1988

*Nature will take revenge.*

Gennady Belozеров-1988

## Background

This poster was put out in 1988.

QUESTION - What social ill is addressed by this Glasnost-era poster?

## SUGGESTED

ANSWER Pollution and environmental degradation are problems.

## EVIDENCE

The ironic title suggests that human beings have been fouling nature (the way the bird is fouling the human's hat) and that nature will get back at us ("take revenge").

**Note:** If any single event convinced Gorbachev that fundamental changes were needed in the Soviet system it was the accident at the **Chernobyl** nuclear power plant. In April 1986 two explosions and the meltdown of the reactor core created the most catastrophic **nuclear accident** of the twentieth century. People living near Chernobyl were exposed to 100 times the **radioactivity** released in the Hiroshima bomb. Shortly after the accident Swedish news reports indicated an unusually high level of airborne radioactivity. Following the blast Soviet officials denied and minimized the accident for 3 weeks during which time many thousands of people in Ukraine and Belarus were exposed to clouds of radioactive material in the air, water and milk.

By the time Gorbachev admitted the true extent of the disaster the effects had already spread throughout his country and government. The magnitude of this disaster was profound. Thousands of people, especially those involved in the clean up, eventually fell ill and died. Hundreds of thousands had to evacuate their homes. Twenty years after the accident Greenpeace issued a report suggesting that the full consequences of the Chernobyl disaster could top a quarter of a million **cancer** cases and nearly 100,000 fatal cancers.

The Chernobyl disaster created conditions that forced Gorbachev to extend the policies of Glasnost. Chernobyl also sparked **nationalist resistance** in Ukraine, the Baltic States and other Soviet Republics where many sought greater autonomy if not outright independence.

## Poster #73 - 1988

*They did everything for us:  
Are we doing everything for them?*



Sergei Minenok-1988

### Background

This poster was put out in 1988.

QUESTION - What social ill is addressed by this Glasnost-era poster?

#### SUGGESTED

ANSWER Young people are forgetting history and shirking their responsibility for the older generation who made their happiness possible through extraordinary sacrifice during the Great Patriotic War.

#### EVIDENCE

The fragile (arm movement and cane) old war veteran (medals) struggles to carry home his meager food (sack of potatoes) while the younger generation (kid on skateboard) ignores his needs (heavy food) and his sacrifice (medals).

**Note:** All Soviet workers, upon attaining 25 years of employment, were eligible for old-age **pensions**. Women received pensions at the age of 55 and men at 60. Medical care for pensioners was free in the Soviet Union, as it was for workers.

In the 1960s and 1970s the government established “geriatric rooms” in local clinics where older people could receive more individual attention than was normally available. There were also old-age homes or “homes for labor veterans.” In the 1980s these services shrank dramatically as economic crises grew in the wider society.

Despite the official rhetoric about honoring the aged, older people were often treated as second-class citizens when it came to health care. Ambulances were instructed to receive young people first as was the case at neighborhood health clinics. The waiting lists were long for limited space in old-age homes in which the care given was often substandard.

## Poster #74 - 1988

*Bring school closer to life!*

Sergei Uvarov-1988

## Background

This poster was put out in 1988.

QUESTION - What message does this poster give about school?

## SUGGESTED

ANSWER School is too focused on academics and needs to become more connected to real life.

## EVIDENCE

The child is looking longingly (on toes, open expression) over the repressive school wall (dark, rote, repetitive, boring) to the enticing world beyond the school (blue sky with soft white clouds). His school life (body inside the wall) is repressed (colorless) while the world beyond brings liberation (color to his face).

**Note:** The 1936 Constitution guaranteed every Soviet citizen the **right to an education**. This resulted in an increase in the national **literacy rate** from barely half of the population in 1926 to more than 80% by 1939. World War II decimated Soviet schooling with vast numbers of teachers killed and more than 80,000 schools destroyed. After the war schooling bounded back quickly and the official literacy rate climbed to over 90%.

Soviet education rejected “tracking” according to intellectual ability. It was thought that all children had the same innate ability. If a child failed to perform up to expectation it was thought to be a result of laziness on the student’s part, or poor parenting or teaching. Classes were conducted in lecture format with assigned memorization. Students were expected to listen quietly to the teacher, raise their hands for permission to speak and stand whenever the teacher entered or left the room. There was little permission for nonconformity.

Over the years there had been efforts to try to improve the educational system, especially to help rural schools overcome the “education gap” with urban schools. These efforts included special teacher-training programs, small school size and boarding schools.

## Poster #75 - 1988

*To respect the individual, be an individual!*

Dmitry Vozdvizhensky-1988

## Background

After the era of Stalin's "great terror" the persecution of political and religious **dissidents** became more selective. Wide scale arrest, imprisonment in the gulag system and execution gave way to **KGB** (secret police) harassment in the workplace and exile to psychiatric hospitals. This poster was put out in 1988.

QUESTION - What are the messages in this poster?

SUGGESTED

ANSWER Being an individual is hard but important.

EVIDENCE

The image highlights the difficulty of being different through the sad eyes of the protagonist as he is restrained by the adult and mocked by the other kids (hand over head). But the title implies that it is a good thing to be different ("be an individual").

QUESTION - Why might the Gorbachev government put out this poster?

SUGGESTED

ANSWER To encourage people to think for themselves, question old ways of being, be open to new ideas, support perestroika and support the release of dissidents.

**Note:** Human rights activists and intellectuals such as Aleksandr **Solzhenitsyn** and Lev Kopelev were released from prison camps in the early 1950s but government persecution continued in other ways. Solzhenitsyn's writings detailing Stalinist repression were criticized by the authorities and he was eventually arrested and deported. For his support of Solzhenitsyn, Kopelev was expelled from the Communist Party, fired from his jobs and not allowed to publish.

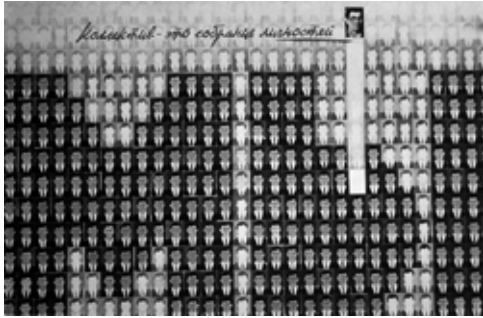
Gorbachev decided to allow **Jews**, longtime victims of prejudice in the Soviet Union, to emigrate to Israel. This included computer specialist and dissident Natan **Scharansky** who had been imprisoned for his human rights efforts. In 1986 Gorbachev invited physicist and dissident Andrei **Sakharov** to return from exile. Upon his return Sakharov campaigned for perestroika and won a seat in the Congress of People's Deputies.



## Poster #76 - 1986

*The collective is a group of  
individuals.*

Additional Text: *MbI* translates as *We*



Alexei Ivanov-1986

### Background

In 1990 Gorbachev produced a platform for the Central Committee entitled "Toward a Humane, Democratic Socialism." In it he said, "The main objective of this transitional period is the spiritual and political liberation of society" (*Pravda*, 15 July 1990, pp.1, 3). Gorbachev began to speak and write about the importance of "universal human values."

QUESTION - What are the messages in this 1986 poster?

SUGGESTED

ANSWER Soviet society has repressed individuality. The current government supports individuality.

EVIDENCE

The Soviet *WE* is a mass of identities (faceless) people. The government (who put out the poster) supports the *individual* (at the top) who rises above the *collective* and has a personality (a face).

**Note:** In his address to the United Nations in 1988 Gorbachev spoke of the formation of socialist laws that "will correspond to the highest standards from the point of view of ensuring the **rights of the individual**" (Gorbachev, *A Road to the Future*). That same year he presented a toast to President Reagan saying "the word perestroika does not sound anachronistic...for renewal of society, humanization of life, and elevated ideals are -- at all times and everywhere -- in the interests of the people and of each individual.... Our goal is maximum freedom for man, for the individual, and for society" (<http://www.reagan.utexas.edu/archives/speeches/1988/053088c.htm>).

One of the consequences of this "new thinking" was an opening for public expressions of **individuality** that was new to the Soviet Union. In Gorbachev's final years one of the most popular TV programs was a magazine show entitled *Vzglyad* (*Glance*). This show presented interviews with Western rock musicians, KGB agents and veterans of the war in Afghanistan. President Gorbachev and his wife Raisa were interviewed on the program that explored personal views and lifestyles in ways never before seen in the USSR. Even within the liberalized atmosphere of Glasnost the program eventually went too far and was shut down after airing a program on Foreign Minister Edward Shevardnadze's resignation.

## Poster #77 - 1988

*Perestroika Glasnost.*

Nikolai Zhuk-1988

## Background

**Glasnost** encouraged openness and the people of the USSR and Eastern Europe responded. Some responded by supporting **Perestroika**, others by opposing the reforms. Some responded by openly challenging **single-party-rule** by the Communists. Some openly challenged **Soviet domination** of Eastern and Central Europe, of the Soviet Republics, and even of Russia. And some responded by embracing contemporary **Western culture**.

**QUESTION** - Gorbachev intended openness (**Glasnost**) to lend support for his economic reforms (**Perestroika**), but there were unintended consequences. What unintended consequences are illustrated in this 1988 government poster?

**SUGGESTED**

**ANSWER** Some young people used the reforms to embrace Western culture.

**EVIDENCE**

The young hoodlum (leather jacket) is oblivious to the real issues (looking away from the news, dark glasses), and instead supports frivolous Western culture (colored hair).

**Note:** Gorbachev's reforms also led to profound unintended consequences throughout the communist world. In the late 1980s, after Gorbachev began encouraging the communist governments of Eastern Europe to reform, the democratic, nationalist and anti-communist movements throughout the region took hold. In 1989 the 70-year experiment in communism unraveled more quickly than anyone would have imagined. **Poland** began the revolution in June when the **Solidarity** Trade Union movement won elections and ousted the Communist Party. Then the communist government of Hungary guaranteed civil rights and multi-party elections, and they opened their border to the West. The hard line communist government in East Germany was pressured to allow East Germans to flee to West Germany through West Berlin. In November the world watched on TV as the **Berlin Wall** was taken down, the symbolic end of the Iron Curtain, the Cold War and communism in Europe. Within a year East and West **Germany would unify** under a capitalist democracy. Before the end of 1989 **Czechoslovakia** had its "Velvet Revolution" and in 10 weeks ousted its communist government. **Romania's** revolution was violent but it took only 19 days to oust the Stalinist dictator Nicolai Ceausescu, who was executed on Christmas day. In less than a year the face of communism had completely changed. Most of the nations of the Eastern bloc had peacefully ousted governments that had been in power since the end of World War II, initiated preliminary style democracies, and begun transitioning towards capitalist economies. The Soviet Union itself was next.

## Poster #78 - 1987

*By forgetting the past we risk its repetition.*



Alexander Faldin-1987

### Background

**The End of the USSR** began a process of economic, political and cultural change that Gorbachev could no longer control. In August of 1991 elements within the Soviet government staged a **coup** to overthrow Gorbachev and reestablish communist control, and maintain the Union of Soviet Socialist Republics. Under the leadership of Moscow's mayor, Boris **Yeltsin**, the coup was crushed and Gorbachev returned to the capital. But the forces he had unleashed in 1985 were beyond his control.

**QUESTION** - What messages does this Glasnost-era poster communicate about the pre-reform Soviet government?

### SUGGESTED

**ANSWER** Our leaders have been far from perfect. We should question authority.

**EVIDENCE** The people should remember (not *forget*) that past Soviet leaders (uniform) who were shown as angels (halo, war medals), were bad for the nation ("risk its repetition").

**Note:** The easing of censorship under Glasnost allowed the Soviet people to learn about and speak about the many problems with the system. This included the failing **economy**, proliferating social ills, corruption, the lack of democracy, and the disastrous war in **Afghanistan** (1979-1988). The economic situation in the USSR had continued to get worse as perestroika had undermined the Stalinist economic structure but not fully embraced market capitalism. When given a choice the people chose to end the Soviet system. Led by the **Baltic Republics** of Estonia, Latvia and Lithuania, **nationalist** movements in the Soviet republics gained momentum. Democratic reforms allowed nationalist leaders to gain power in these regions. In February of 1990 the Communist Party of the USSR agreed to give up its monopoly on power as leaders of the **Soviet Republics** took greater control. After the failed coup in August the nationalist forces led by **Yeltsin** took control of the country. In December of 1991 the 15 Republics of the **former Soviet Union** became independent nations. And on **December 31**, the Soviet flag was lowered for the last time over the Kremlin.

# TEST

## The End of the USSR

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Circle ONLY one answer for each question below

<b>1. By the 1980s the Soviet economy was...</b>  a) booming b) transforming to capitalism c) in a period of stagnation d) experiencing Gorbachev's reforms	<b>5. Gorbachev's economic reforms were reminiscent of...</b>  a) Lenin's NEP b) Stalin's Five-Year Plans c) Khrushchev's cult of personality d) Brezhnev's period of stagnation
<b>2. Gorbachev's policies of Perestroika and Glasnost are best translated as...</b>  a) Restructuring and Openness b) Reform and Patriotism c) Government Accountability and Change d) Capitalism and Democracy	<b>6. Which best describes Gorbachev's role in the crumbling of communism in Eastern Europe in 1989?</b>  a) he ordered the governments to hold democratic elections b) he inspired and encouraged political change c) he threatened Soviet bloc governments with sanctions d) he sent Soviet tanks to support communist governments
<b>3. Gorbachev can be credited with helping to bring an end to...</b>  a) détente with the West b) the communist system in the USSR c) the faltering Soviet economy d) freedom of speech in the USSR	<b>7. By 1991 most Eastern European nations had...</b>  a) reinstalled Stalinist regimes b) elected reform-minded communist governments c) fallen into inter-ethnic civil wars d) initiated capitalist democracies
<b>4. As a result of the Chernobyl nuclear accident in 1986 Gorbachev...</b>  a) relaxed media censorship b) began economic reforms in the USSR c) spoke out against nuclear power and climate change d) cracked down on political opposition	<b>8. On Jan. 1, 1992, Boris Yelstin...</b>  a) led a coup against Gorbachev b) took control of the Russian Communist Party c) was elected Premier of the USSR d) became President of Russia

9. The 1988 poster to the right shows which Soviet leader?

- a) Lenin
- b) Khrushchev
- c) Brezhnev
- d) Gorbachev



10. The 1988 poster to the left, titled "Directive on plowing," is a critique of...

- a) Soviet bureaucracy
- b) Stalinist repression
- c) Perestroika
- d) The Soviet Educational System



11. The 1988 poster to the right, titled "Come, my boy!" is a critique of...

- a) The stagnant economy
- b) Poor quality consumer goods
- c) Gorbachev's inexperience
- d) Communist Party corruption



12. Through the poster to the left, titled "To respect the individual, be an individual!", Gorbachev hoped to develop public support for...

- a) ending the War in Afghanistan
- b) Perestroika
- c) an increase in education funding
- d) the Communist Party

## The End of the USSR

1. c
2. a
3. b
4. a
5. a
6. b
7. d
8. d
9. d
10. a
11. d
12. b