Russian Revolution Unit – Lesson 3 - Was Nicholas II a good ruler of Russia?

Aims and objectives: To discover through an analysis of primary sources whether or not

Tsar Nicholas had the characteristics to be an effective Tsar.

Historical skill/standards: Interpretation

6.8.a Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the

purposes they are designed to serve.

6.8.b Explain how different types of government

acquire, use, and justify power.

Resources: Sources on Tsar Nicholas II, PowerPoint presentation, Templates

Source Sheet (Word), student scale template

Hook: Ask students to brainstorm the attributes of a good ruler.

Students in pairs can be asked to look at the source of the Tsar and the Tsarina and brainstorm the attributes that Nicholas would have to possess in order to rule the country well. Students are to be encouraged to then record their findings on the interactive white board. Students can be given a copy of the source to stick into their notes in order to record the different group's ideas.

Activity 1: The key question is placed on the board. Slide 3 Half the class is

given a source from someone who praised Nicholas II, the other half are given a source from someone who criticised him. The student's feedback to the class - what their source says. Students have to consider at which point it is clear that there are 2

interpretations of the one man!

Activity 2: Students to be given access to the scale template and the sources

word document either as a hard document or in the shared documents area. They must then make a record of the Tsar's positive attributes and negative attributes. This should empower

them to make an analysis of his ability to rule Russia.

Activity 3: Ask students to question the validity of the evidence that they have

used and color code the sources on the following criteria:

dependable, uncertain and unreliable.

Plenary: Two students are chosen for "hot seating," they have to speak for 1

minute on the key question. One will be in favor, the other against. They should be encouraged to use all the evidence. The remaining students have to debate whether they consider the Tsar to have

the necessary attributes to be a good ruler of Russia.

Sources on Tsar Nicholas II: Was he a good ruler for Russia? Skill: Interpretations

Sources on isal Micholas II. Was he a go	
Source 1: "The daily work of a monarch he	Source 2: "His ancestors did not pass on to him
found intolerably boring. He could not stand	one quality which would have made him capable of
listening long or seriously to ministers' reports,	governing an empire." Written by Trotsky, one of
or reading them." Written by Kerensky, the	the leaders of the revolutionaries who opposed the
leader of the government which took over from	Tsar, in 1932.
the Tsar in 1917, in his memoirs in 1934.	
Source 3: "Nicholas II was not fit to run a	Source 4: "He never had an opinion of his own
village post office." Said by an unknown cabinet	always agreeing with the judgement of the last
minister	person he spoke to." By Grand Duke Alexander
	Mikhailovich
Source 5: Nicholas was "kind to those around	Source 6: "He has a quick mind and learns easily.
him and deeply religious He believed	In this respect he is far superior to his father."
wholeheartedly in autocracy He genuinely	By Sergei Witte, chief minister under Nicholas, in
wanted to bring happiness and prosperity to his	his memoirs. Even though he disliked the Tsar, he
people". From a modern GCSE school textbook.	said this of Nicholas.
Source 7: "There is no doubt that Nicholas was	Source 8: "Nicholas would sooner spend time with
a kind, well-meaning person, with a deep	his family than deal with governmental affairs.
affection for his family. He was devoted to	[He] could be cruel and merciless. He would not
his wife, Alexandra, his son, Alexis, and his	stand for opposition. His answer was always the
four daughters. Family photographs were in	same - violence." From a modern GCSE school
every room of the palace, including the	textbook.
lavatory." From a modern GCSE school	
textbook.	
Source 9: "He kept saying that he was	Source 10: "Nicholas believed wholeheartedly in
wholly unfit to reign And yet Nicky's	autocracy. He thought that democracy with
unfitness was by no means his fault. He had	elections and parliaments would lead to the
intelligence, he had faith and courage and he	collapse of Russia. Nicholas knew very little
was wholly ignorant about governmental	about the [Russian] people. He did not visit
matters. Nicky had been trained as a soldier.	factories or villages, or go on tours. His
He should have been taught statesmanship, and	information about what was going on came from a
he was not." From the diary of the Tsar's	small number of people, who were quite happy to
sister, the Grand Duchess Olga.	protect him from the realities of life in Russia."
	From a modern GCSE school textbook.
Source 11: Nicholas was "even more poorly	Source 12: "Nicholas was not a stupid man The
prepared than his father for the burdens of	problems Russia faced were very great Nicholas
kingship. Nicholas had no knowledge of the	II loved his country and served it loyally and to
world of men, of politics or government to help	the best of his ability. He had not sought power
him make the weighty decisions that in the	He was very kind, sensitive, generous [The
Russian system the Tsar alone must make."	situation] would probably have destroyed any man
From H. Rogger, Russia in the Age of	who sat on the throne." From Nicholas II,
Modernisation and Revolution, 1983	Emperor of All the Russians, by Dominic Lieven, 1994.
Source 13: "Nicholas' problem was that he could	Source 14: Nicholas' wife, "Alexandra, was clearly
understand many points of view and wavered	very much in love with Nicholas. In the evenings,
between them his personality meant that he	she demanded that he spend time with the family.
was not very good at exercising it." From	She encouraged the Tsar to withdraw from public
Nicholas II, Emperor of All the Russians, by	events to a private family world." From a modern
Dominic Lieven, 1994.	GCSE school textbook.
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