

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Explain how Peter the Great tried to make Russia into a modern state.
- Identify the steps Peter took to expand Russia's borders.
- Describe how Catherine the Great strengthened Russia.

Prepare to Read

Build Background Knowledge L3

Ask students to recall what they know about the tsars, boyars, and serfs of Russia. Ask them to predict whether Russia's rulers during this time would act similarly to or differently from absolute monarchs elsewhere in Europe.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
A Foreign Princess Takes the Throne

Have students study the photos, captions, and Witness History text on this page. Ask them to predict the role of both Western European and Russian traditions on Catherine's rule.

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 5 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the Venn diagram with details about the reigns of Peter the Great and Catherine the Great.

 **Reading and Note Taking**
Study Guide, p. 156



The palace (left) of Catherine the Great (far left) reflects both European and traditional Russian architectural styles.

WITNESS HISTORY AUDIO

A Foreign Princess Takes the Throne

For twenty years, the German princess Catherine lived at the Russian court, enduring an unhappy marriage to the Russian heir apparent, who was widely considered to be insane. She filled her time reading, studying French philosophy, building alliances behind the scenes, and biding her time. When her husband became emperor in 1762, she called on her allies to act. Within a few months he had been deposed and Catherine proclaimed empress of Russia. Like Peter the Great before her, Catherine would rule with intelligence, a firm hand, and a mind set on modernization.

Focus Question How did Peter the Great and Catherine the Great strengthen Russia and expand its territory?

Absolute Monarchy in Russia

Objectives

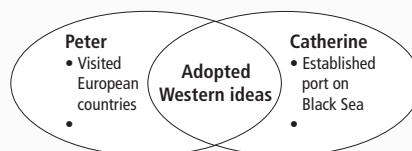
- Explain how Peter the Great tried to make Russia into a modern state.
- Identify the steps Peter took to expand Russia's borders.
- Describe how Catherine the Great strengthened Russia.

Terms, People, and Places

Peter the Great	warm-water port
westernization	St. Petersburg
autocratic	Catherine the Great
boyar	partition

Note Taking

Reading Skill: Identify Main Ideas As you read this section, make a Venn diagram like the one below to compare events in the reigns of Peter the Great and Catherine the Great.



In the early 1600s, Russia was still a medieval state, untouched by the Renaissance or Reformation and largely isolated from Western Europe. As you have read, the “Time of Troubles” had plunged the country into a period of disorder and foreign invasions. The reign of the first Romanov tsar in 1613 restored a measure of order. Not until the end of the century, however, did a tsar emerge who was strong enough to regain the absolute power of earlier tsars. **Peter the Great**, as he came to be called, used his power to put Russia on the road to becoming a great modern power.


Peter the Great Modernizes Russia

Peter, just 10 years old when he took the throne in 1682, did not take control of the government until 1689. Although he was not well educated, the young tsar was immensely curious. He spent hours in the “German quarter,” the Moscow neighborhood where many Dutch, Scottish, English, and other foreign artisans and soldiers lived. There, he heard of the new technology that was helping Western European monarchs forge powerful empires.

Journey to the West In 1697, Peter set out to learn about Western ways for himself. He spent hours walking the streets of European cities, noting the manners and homes of the people. He visited factories and art galleries, learned anatomy from a doctor, and even had a dentist teach him how to pull teeth. In England, Peter was impressed by Parliament. “It is good,” he said, “to hear subjects speaking truthfully and openly to their king.”

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

 **Teaching Resources, Unit 3, p. 68; Teaching Resources, Skills Handbook, p. 3**

High-Use Word
stipulate, p. 531

Definition and Sample Sentence

v. to make a specific demand
The contract **stipulated** that the buyer had to pay in cash.

Peter brought to Russia a group of technical experts, teachers, and soldiers he had recruited in Europe. He then embarked on a policy of **westernization**, that is, the adoption of Western ideas, technology, and culture. But persuading fellow Russians to change their way of life proved difficult. To impose his will, Peter became the most **autocratic** of Europe's absolute monarchs, meaning that he ruled with unlimited authority.

Controlling the Church and the Nobles Peter pursued several related goals. He wanted to strengthen the military, expand Russian borders, and centralize royal power. To achieve his ends, he brought all Russian institutions under his control, including the Russian Orthodox Church. He also forced the haughty **boyars**, or landowning nobles, to serve the state in civilian or military positions.

Some changes had a symbolic meaning. For example, after returning from the West, Peter stipulated that boyars shave their beards. He also forced them to replace their old-fashioned robes with Western-style clothes. To end the practice of secluding upper-class women in separate quarters, he held grand parties at which women and men were expected to dance together. Russian nobles opposed this radical mixing of the sexes in public, but they had to comply.

Peter knew that nobles would serve the state only if their own interests were protected. Therefore, he passed laws ensuring that nobles retained control over their lands, including the serfs on those lands. In doing so, Peter strengthened serfdom. Under his rule serfdom spread in Russia, long after it had died out in Western Europe. Further, he forced some serfs to become soldiers or to work as laborers on roads, canals, and other government projects.

Modernizing With Force Using autocratic methods, Peter pushed through social and economic reforms. He imported Western technology, improved education, simplified the Russian alphabet, and set up academies for the study of mathematics, science, and engineering. To pay for his sweeping reforms, Peter adopted mercantilist policies, such as encouraging exports. He improved waterways and canals, developed mining and textile manufacturing, and backed new trading companies.

Peter had no mercy for any who resisted the new order. When elite palace guards revolted, he had more than 1,000 of the rebels tortured and executed. Then, as an example of his power, he left their rotting corpses outside the palace walls for months.

✔ **Checkpoint** What rewards and punishments did Peter use to solidify his control over the nobles?

Peter Expands Russia's Borders

From his earliest days as tsar, Peter worked to build Russia's military power. He created the largest standing army in Europe, built a world-class navy from scratch, and set out to extend Russian borders to the west and south.

Seeking a Warm-Water Port Russian seaports, located along the Arctic Ocean, were frozen over during the winter. To increase Russia's ability to trade with the West, Peter desperately wanted a **warm-water port**—one that would be free of ice all year round.

Vocabulary Builder

stipulated—(STIP yuh layt ed) *v.* made a specific demand

A Russian cartoon shows Peter the Great personally cutting off the beard of a boyar.



Teach

Peter the Great Modernizes Russia

L3

Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Ask what monarchs usually **stipulated** that lords should do, and what Peter **stipulated** that the boyars should do.
- **Teach** Describe Peter's goals for modernization. Ask **What aspects of the West did Peter choose to emulate?** (*technology, clothes, shaving of beards, women's social roles, education, mercantilism, manufacturing, trading, better armies*) **In what aspects did he differ from the West?** (*keeping and strengthening serfdom*) **How did he handle people who opposed him in Russia?** (*with severe repression*)

Independent Practice

Ask students to choose one of the following: boyar, upper-class woman, serf, church leader, merchant, palace guard, or person who knew Peter in Europe. Have students write a dialogue between that person and Peter about some aspect of culture or technology.

Monitor Progress

As students fill in their Venn diagram, circulate to make sure they are accurately comparing the reigns of Peter and Catherine. For a completed version of the Venn diagram, see

📄 **Note Taking Transparencies, 132**

Differentiated

Instruction Solutions for All Learners

- L1 Special Needs L2 English Language Learners L3 Less Proficient Readers

Help students use the map on the next page to better understand Russian expansion. Point out how much of Russia is in Asia (east of the Ural Mountains). Have pairs of students answer the following: How did Russia differ from other European nations? Why was the land added to the East so important? What was the significance of St. Petersburg's location? Why was Bering's exploration important for Russia?

Use the following resources to help students acquire basic skills:

📄 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 156
- Adapted Section Summary, p. 157

Answer

- ✔ Rewards: laws that favored the nobles, for example those strengthening serfdom. Punishments: stipulating that they change their customs; requiring them to serve the state.

Peter Expands Russia's Borders

L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term *warm-water port* (in blue) in the text and define it. Then display **Color Transparency 99: Russia Needs a Warm-Water Port**. Ask students to explain why ports are important to a nation, particularly to one of Russia's size. (for trade)

 Color Transparencies, 99

- **Teach** As you describe Russia's expansion, refer to the map two pages ahead. Ask **What happened in Peter's war with Sweden?** (At first he was defeated, but after rebuilding the army he won land along the Baltic.) **How was St. Petersburg different from Moscow?** (It was a seaport, closer to Europe, European in design.) Then refer students to the Infographic on this page. Discuss how the navy helped turn Russia into a world power.
- **Quick Activity** Show students *Peter the Great* from the **Witness History Discovery School™** video program. Then have students discuss whether they think Peter was a great monarch or a monstrous tyrant. As they name achievements and misdeeds, list them in two columns on the board. Ask students to weigh the evidence on the board. Then take a class vote on the matter.

Independent Practice

Web Code nap-1651 will take students to an interactive map. Have students complete the interactivity and then answer the map skills questions in the text.

Monitor Progress

Read aloud the Primary Source selection on the next page or play the accompanying audio. Then ask students to explain what Pushkin is referring to.

 AUDIO **Witness History Audio CD**, Alexander Pushkin

Answers

Map Skills

1. Review locations with students.
2. Those on the Baltic were frozen for part of the year.
3. Russia's territory would be smaller, and it would not have expanded as much in coastal areas.

The nearest warm-water coast was located along the Black Sea. To gain control of this territory, Peter had to push through the powerful Ottoman Empire. In the end, Peter was unable to defeat the Ottomans and gain his warm-water port, but the later Russian monarch Catherine the Great would achieve that goal before the century ended.

The Great Northern War In 1700, Peter began a long war against the kingdom of Sweden, which at the time, dominated the Baltic region. Early on, Russia suffered humiliating defeats. A Swedish force of only 8,000 men

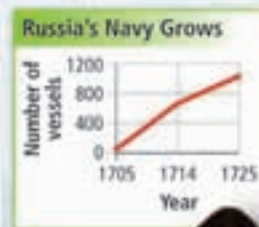
INFOGRAPHIC

Peter the Great and His Navy

As a sixteen-year-old boy, Peter found the hull of an old European sailing vessel in a storehouse. He restored the boat and taught himself to sail it on the lakes and rivers near Moscow. The find sparked a lifelong love for all things having to do with sailing. As tsar, Peter traveled to Europe to learn everything he could about shipbuilding. Armed with this knowledge, he created a European-style navy, thus turning Russia into a leading world power. In later years, Peter named the boat he had restored "the grandfather of the Russian navy." On his fifty-first birthday he sailed it into St. Petersburg harbor to meet its "grandchildren," Peter's navy.

◀ A modern painter shows Peter as a common shipbuilder in the Netherlands.

A Russian artist who was a contemporary of Peter's shows St. Petersburg's harbor, filled with the ships that Peter had built. ▶



A woodcut dating from the 1800s shows Peter, disguised as a ship's carpenter, learning from Dutch shipbuilders in the late 1600s. Peter's own carpentry tool and drawing are shown at bottom.



Thinking Critically

1. **Draw Inferences** Peter's motto was "I am a student and I seek teachers." How do you think this motto relates to his practice of passing himself off as a common man while studying in Europe?
2. **Make Comparisons** How did the absolute monarchies of Peter the Great and Louis XIV differ in terms of each monarch's dealings with common people?

Link to Geography

Siberia Russia's absolute monarchs needed a place to exile both criminals and political opponents for long periods of time. What place was better than the arctic region of Siberia? Siberia was far away from everything Russian and had an extremely inhospitable climate; temperatures could average -59°F (-51°C) in winter. There was little chance of escape, as it was almost impossible to survive alone in the vast, frozen,

sparsely populated region. In fact, 10 to 15 percent of the exiles never made it to Siberia; they died along the way. The number of exiles grew from a trickle in the early 1600s to 2,000 a year by the early 1800s. After a revolt in 1825, the tsar sent 150,000 people off to their freezing fate. Today, the expression "sent to Siberia" still implies that a person is being punished or has become an outcast.

defeated a Russian army five times its size. Undaunted, Peter rebuilt his army, modeling it after European armies. Finally, in 1709, he defeated the Swedes and won territory along the Baltic Sea.

Building St. Petersburg On this land won from Sweden, Peter built a magnificent new capital city, **St. Petersburg**. Seeking to open a “window on the West,” he located the city on the Baltic coast along the swampy shores of the Neva River. He forced tens of thousands of serfs to drain the swamps. Many thousands died, but Peter’s plan for the city succeeded. He then invited Italian architects and artisans to design great palaces in Western style. Peter even planned the city’s parks and boulevards himself. Just as Versailles became a monument to French absolutism, St. Petersburg became a great symbol of Peter’s effort to forge a modern Russia.

Blazing Trails to the Pacific Russian traders and raiders also crossed the plains and rivers of Siberia, expanding the Russian empire to the east. Under Peter, Russia signed a treaty with China that recognized Russia’s claim to lands north of China and defined the empires’ common border.

In the early 1700s, Peter hired the Danish navigator Vitus Bering to explore what became known as the Bering Strait between Siberia and Alaska (see map on the next page). After Peter’s death, Russian traders built outposts in Alaska and northern California. Few Russians moved east of the Ural Mountains at this time, but the expansion made Russia the largest country in the world. It still is today, nearly 300 years later.

Peter the Great’s Legacy When Peter died in 1725, he left a mixed legacy. He had expanded Russian territory, gained ports on the Baltic Sea, and created a mighty army. He had also ended Russia’s long period of isolation. From the 1700s on, Russia would be increasingly involved in the affairs of Western Europe. Yet many of Peter’s ambitious reforms died with him. Nobles, for example, soon ignored his policy of service to the state.

Like earlier tsars, Peter the Great had used terror to enforce his absolute power. His policies contributed to the growth of serfdom, which served only to widen the gap between Russia and the West that Peter had sought to narrow.

Checkpoint What impact did Peter’s defeat of Sweden have on Russia’s expansion?

Catherine the Great Follows Peter’s Lead

Peter died without an heir and without naming a successor. This set off a power struggle within the Romanov family, from whom all the tsars had come since the early 1600s. Under a series of ineffective rulers, Russian nobles reasserted their independence. Then, a new monarch took the reins of power firmly in hand. She became known to history as **Catherine the Great**.

WITNESS HISTORY VIDEO

Watch *Peter the Great* on the **Witness History Discovery School™** video program to learn more about this larger-than-life tsar.

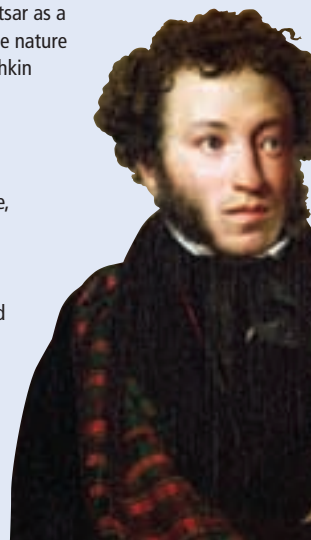


A hundred years after Peter’s reign, Russia’s best-known poet, Alexander Pushkin, portrayed the tsar as a larger-than-life ruler, determined to tame nature no matter what the cost. How does Pushkin describe the tsar?

Primary Source

“There, by the billows desolate,
He stood, with mighty thoughts elate,
And gazed, but in the distance only
A sorry skiff on the broad spate
Of Neva drifted seaward, lonely. . . .
And thus He mused: ‘From here, indeed
Shall we strike terror in the Swede?
And here a city by our labor
Founded, shall gall our haughty
neighbor. . . .”

—Alexander Pushkin,
The Bronze Horseman AUDIO



Catherine the Great Follows Peter’s Lead

13

Instruct

- **Introduce** Read aloud the following quote from Catherine: “The Extent of the Dominion [of Russia] requires an absolute Power to be vested in that Person who rules over it. . . .” Use the Think-Write-Pair-Share strategy (TE, p. T23) and ask students to explain her reasoning and whether there is any basis for it in history.
- **Teach** Point out that Catherine followed largely in Peter’s footsteps, though many argue that she was even more powerful and ruthless. Ask **What changes did Catherine bring to Russia?** (*She reorganized government, created public education, encouraged Western culture, intensified serfdom, and expanded Russia’s borders.*) **Why did both Peter and Catherine increase burdens on serfs?** (*to keep the loyalty of the boyars*) **How did Catherine differ from Peter in treatment of the boyars?** (*She granted them some rights.*)
- **Quick Activity** Display **Color Transparency 100: Partitions of Poland, 1701–1795**. Use the lesson suggested in the transparency book to guide a discussion about the carving up of Poland. **Color Transparencies, 100**

History Background

Bering’s Explorations Young Vitus Bering, a Danish navigator, joined the newly created Russian navy in 1703. In 1725 he was sent by Peter the Great to explore Asia’s northeast coast. It took two years to move men and supplies across Siberia. Finally, he sailed through what is now the Bering Strait, proving that Russia was not connected to North America. On his return across Siberia, he became ill, and five of his

children died. In 1741 he set off again, this time to explore the northwest coast of North America. He discovered the Aleutian Islands, but fell ill. Bering and 28 of his men died there on a barren island. Following his expedition, Spain rushed to establish settlements on North America’s west coast. Russia, however, was more interested in the fur trade than in expanding onto a third continent.

Answers

- ✓ It gained Russia territory along the Baltic Sea, including the land for his new capital, St. Petersburg.
- PRIMARY SOURCE** Sample: He portrayed him as both imaginative and powerful.

Independent Practice

Have students fill in the Outline Map *Eastern Europe in 1796*.

All in One Teaching Resources, Unit 3, p. 76

Monitor Progress

- Check Reading and Note Taking Study Guide entries for student understanding.
- Circulate to make sure students are filling in their Outline Maps accurately.

Expansion of Russia, 1689–1796

Geography Interactive
For: Interactive Russia map
Web Code: nap-1651



Map Skills During the 1600s and 1700s, Russia expanded its power and influence both eastward and westward to become the largest nation in the world.

- Locate** (a) Sweden (b) Baltic Sea (c) St. Petersburg (d) Black Sea (e) Siberia (f) Bering Sea
- Place** Why were ports on the Black Sea more appealing to Russia than those on the Baltic?

- Predict Consequences** How might this map look different if Peter the Great had not developed a modern navy?

Rise to Power A German princess by birth, Catherine came to Russia at the age of 15 to wed the heir to the Russian throne. She learned Russian, embraced the Russian Orthodox faith, and won the loyalty of the people. In 1762, a group of Russian army officers loyal to her deposed and murdered her mentally unstable husband, Tsar Peter III. Whether or not Catherine was involved in the assassination is uncertain. In any case, with the support of the military, she ascended the Russian throne.

An Enlightened Ruler Catherine proved to be an efficient, energetic empress. She reorganized the provincial government, codified laws, and began state-sponsored education for both boys and girls.

Like Peter the Great, Catherine embraced Western ideas and worked to bring Russia fully into European cultural and political life. At court, she encouraged French language and customs, wrote histories and plays, and organized performances. As you will read in the next chapter, she was also a serious student of the French thinkers who led the intellectual movement known as the Enlightenment.

Answers

Thinking Critically

- He knew he would learn more if people thought he was a commoner, not a ruler.
- Peter, driven by curiosity, had more dealings with common people than did Louis, who surrounded himself by nobles in Versailles. However, Peter treated some common people—serfs—more harshly than other European rulers.

Differentiated

Instruction Solutions for All Learners

L4 Gifted and Talented L4 Advanced Readers

In 1787, Catherine the Great made a grand tour of her newly conquered lands in Ukraine and Crimea. Her deputy and former lover, Grigory Potemkin, had helped to conquer these lands from the Ottoman Empire, and Catherine put him in charge of their development. Potemkin colonized southern Russia with Bulgarians, Germans, Greeks, Jews, and Roma-

nians, as well as Russians, and he developed the new port of Sevastopol. There he built Russia's first Black Sea naval fleet. Some believe he was the power behind the throne who helped Catherine achieve many of her dreams. Have students research this controversial figure and outline the plot and some scenes for a movie about his life.

A Ruthless Absolute Monarch Catherine was also an absolute monarch, like other European rulers of the time, and often she was among the most ruthless. She granted a charter to the boyars outlining important rights, such as exemption from taxes. She also allowed them to increase their stranglehold on the peasants. When peasants rebelled against the harsh burdens of serfdom, Catherine took firm action to repress them. As a result, conditions grew worse for Russian peasants. Under Catherine, even more peasants were forced into serfdom.

Like Peter the Great, Catherine was determined to expand Russia's borders. Waging the Russo-Turkish war against the Ottoman Empire gained her a warm-water port on the Black Sea in 1774. She also took steps to seize territory from neighboring Poland.

The Partitions of Poland In the 1770s, Catherine, King Frederick II of Prussia, and Emperor Joseph II of Austria hungrily eyed Poland. As you have read, the Polish-Lithuanian Commonwealth had once been a great European power. However, its rulers were unable to centralize their power or diminish the influence of the Polish nobility. The divided Polish government was ill-prepared to stand up to the increasing might of its neighbors, Russia, Prussia, and Austria.

To avoid fighting one another, the three monarchs agreed in 1772 to **partition**, or divide up, Poland. Catherine took part of eastern Poland, where many Russians and Ukrainians lived. Frederick and Joseph took control of Polish territory in the west. Poland was further partitioned in 1793. Then in 1795, Austria, Prussia, and Russia each took their final slices and the independent country of Poland vanished from the map. Not until 1919 would a free Polish state reappear.

 **Checkpoint** How were Catherine's goals similar to those of Peter?

Looking Ahead

By the mid-1700s, absolute monarchs ruled four of the five leading countries in Europe. Britain, with its strong Parliament, was the only exception. As these five nations competed with one another, they often ended up fighting to maintain a balance of power. At the same time, new ideas were in the air. Radical changes would soon shatter the French monarchy, upset the balance of power, and revolutionize European societies.

5 Assessment

Terms, People, and Places

1. For each term, person, or place listed in the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Main Ideas** Use your completed Venn diagram to answer the Focus Question: How did Peter the Great and Catherine the Great strengthen Russia and expand its territory?

Comprehension and Critical Thinking

3. **Identify Central Issues** What were three goals of Peter the Great and what was one step that he undertook to achieve each goal?
4. **Analyze Information** Why was obtaining a warm-water port a major priority for Peter?
5. **Compare Points of View** How did Peter and Catherine envision Russia's future?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1651

Writing About History

Quick Write: Write the Text Body Choose a topic from the section on which you might write a persuasive essay—for example: Was Peter the Great really "great"? Write the body of your text, using a list of points you have made to guide you. Remember to open and close the body of the text with particularly strong arguments.

Section 5 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Using autocratic methods, they westernized and modernized Russia, centralized royal power, improved the army, and expanded its territory through war, treaties, and exploration.
3. Goals (any 3): to westernize, strengthen the military, expand Russian borders, and

- centralize royal power. Reforms (any 3): bring the church under his control, force boyars to serve the state, force changes in social customs, strengthen serfdom, import technology, improve education, build military power.
4. A warm-water port would allow Russia to increase trade and become a major power.
5. Both envisioned that Russia would continue to grow and become more powerful by mastering Western technologies and practices.


Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.


 **Teaching Resources, Unit 3, p. 67**


- To further assess student understanding, use  **Progress Monitoring Transparencies, 71**

Reteach

L1 L2

If students need more instruction, have them read the section summary.

 **Reading and Note Taking Study Guide, p. 157** L3

 **Adapted Reading and Note Taking Study Guide, p. 157** L1 L2

 **Spanish Reading and Note Taking Study Guide, p. 157** L2

Extend

L4

See this chapter's Professional Development pages for the Extend Online activity on absolute rulers.

Answer

- ✓ They both wanted to increase the power of the monarch, extend Russia's borders, and make it a modern European country.

Writing About History

Responses should include a list of arguments that clearly support one side. An accompanying paragraph or group of paragraphs should restate these arguments in the form of sentences.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1651**.