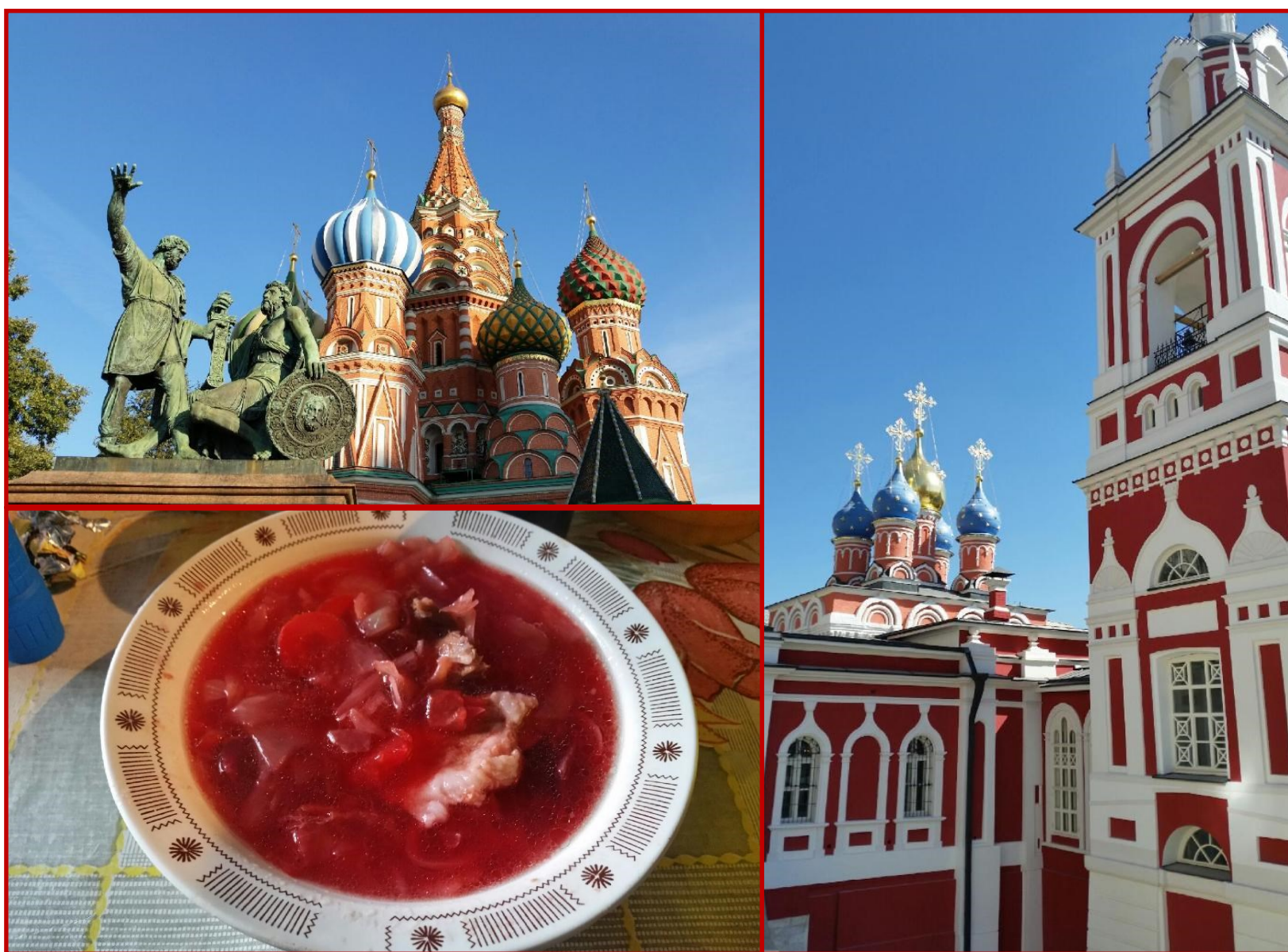


FROM CONFLICT TO COOPERATION? EXPLORING U.S.-RUSSIA RELATIONS



A RESOURCE PACKET FOR EDUCATORS

COMPILED BY:

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WORLD AFFAIRS COUNCIL

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USING THIS RESOURCE GUIDE

NOTE: Many of these descriptions were excerpted directly from the source website.



RECOMMENDED RESOURCE



VISUAL MEDIA



LESSON PLAN



STEM RESOURCE



AUDIO



ENGLISH/LANGUAGE ARTS



CHARTS AND GRAPHS

*Images on packet cover page were taken by GC Director Ryan Hauck during his 2015 trip to Russia



Ryan Hauck

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INTRODUCING THE SPEAKERS

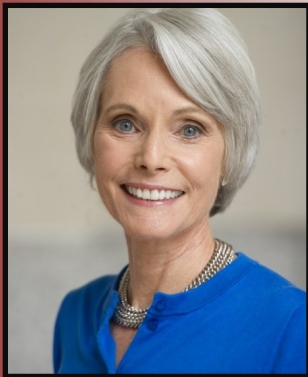


Scott Radnitz, Director of the UW Ellison Center on Russian, East European, and Central Asian Studies

<http://faculty.washington.edu/srad/>

Scott Radnitz is an Associate Professor in the Jackson School of International Studies and Director of the Ellison Center for Russian, East European, and Central Asian Studies at the University of Washington. He has conducted research in Central Asia and the Caucasus since 2002. He received his Ph.D. from M.I.T. in 2007, and has held postdoctoral fellowships at the Belfer Center at Harvard and at the Kennan Institute. He does research on post-Soviet politics, covering topics such as protests, authoritarianism, identity, and state building. His book, *Weapons of the Wealthy: Predatory Regimes and Elite-Led Protests in Central Asia*, was published by Cornell University Press in 2010. His publications include *Comparative Politics*, *Comparative Political Studies*, *Journal of Democracy*, *Post-Soviet Affairs*, *National Interest*, *Foreign Policy*, and *Slate*. He is a member of the Program on New Approaches to Research and Security (PONARS) in Eurasia, a participant in the

Bridging the Gap Project at American University, and an advisory board member of the Central Asian Studies Institute at the American University of Kyrgyzstan.



Jill Dougherty, former CNN Moscow Bureau Chief

<https://www.wilsoncenter.org/person/jill-dougherty>

Jill Dougherty is an expert on Russia and the former Soviet Union. In her three-decade career with CNN she served as Foreign Affairs Correspondent, based in Washington, D.C., where she covered the State Department and provided analysis on international issues. Dougherty previously served as U.S. Affairs Editor for CNN International; Managing Editor of CNN International Asia/Pacific, based in Hong Kong; and CNN's Moscow Bureau Chief and Correspondent.

From 1991 to 1996 she was CNN White House Correspondent, covering the presidencies of George H. W. Bush and Bill Clinton. In 2013-14 she was a Fellow at the Shorenstein Center on Media, Politics and Public Policy at Harvard University's John F. Kennedy School of Government where she pursued research on Russia's mass media. Dougherty received her B.A. degree in Slavic Languages and Literature from the University of Michigan, Ann Arbor and her M.A. from Georgetown University where she researched Russia's soft power diplomacy.



Jacqueline Miller, World Affairs Council President & CEO

<https://www.world-affairs.org/about/staff/>

Jacqueline joined the World Affairs Council as President and CEO in May 2014. After twenty years on the East Coast working in academia, think tanks, and NGOs, she is happy to be in Seattle contributing to WAC's ongoing mission and service to the greater Seattle community.

Immediately prior to joining WAC, Jacqueline served as Director of External Relations at Independent Diplomat in New York, which works with marginalized democratic political actors to help them navigate the United Nations, the EU, and other international diplomatic fora.

Previously, she was a Senior Associate at the EastWest Institute (EWI) in New York, where she ran the U.S. program. At EWI, she focused on national security policy, the U.S.-Russia and U.S.-China

relationships, as well as nuclear disarmament and nonproliferation issues. Among her favorite projects there were a joint U.S.-Russia working group on Afghan narco-trafficking and a high-level forum on disarmament and nonproliferation that she ran at the United Nations. She has also served as the deputy director of the Council on Foreign Relations' Washington (DC) programs, where she oversaw membership events as well as outreach on Capitol Hill and the DC diplomatic community. She got her start in think tanks at the Center for Strategic and International Studies, where she was deputy director of the Russia and Eurasia program. She has also taught at The George Washington University, where she undertook graduate work after earning undergraduate and graduate degrees from Cornell University. She has been a commentator for various news sources (print, web, and broadcast), including the New York Times, the BBC, CBC, and Voice of America. Her honors include being named a Truman Security Fellow as well as receiving a Foreign Language Area Studies Fellowship (FLAS) for Russia. She was also an International Research and Exchanges Board (IREX) Visiting Scholar in Kyrgyzstan. Jacqueline's international background extends beyond her training and professional experience. Her first international travel was when her family moved from Australia to the United States when she was young. Her deep and broad fascination with international affairs began in childhood with nightly conversations about current events and world history around the dinner table—an invaluable tradition she continues today with her own young family.

COUNTRY PROFILE

Why I'm Hooked on Russia: Jill Dougherty at TEDx Bethesda Women:

<http://tedxtalks.ted.com/video/Why-I'm-Hooked-on-Russia-Jill-Do>

Hear more from Jill Dougherty!

<http://eng.flag.kremlin.ru/>

The Russian flag consists of three horizontal bands of equal height, displaying the country's national colors: white, blue, and red. The white band is positioned on the top, the blue in the middle, and the red on the bottom.

CAPITAL: Moscow

GOVERNMENT: Federal Republic

BORDER COUNTRIES: Norway and Finland, Estonia and Latvia, Lithuania and Poland (bordering Kaliningrad enclave), Belarus and Ukraine, Georgia and Azerbaijan, Kazakhstan and Mongolia, North Korea and China, for a total of 14 land neighbors.

POPULATION: 144 million. Russia is the 9th most populous country in the world.

AREA: 6,592,800 square miles. The largest country in the world, covering more than one-eighth of the Earth's inhabited land area.

ETHNIC GROUPS: According to the 2010 census, ethnic Russian people make up 81% of the total population. Six other ethnicities have a population exceeding 1 million – Tatars (3.9%), Ukrainians (1.4%), Bashkir (1.1%), Chuvash (1%), Chechens (1%) and Armenians (0.9%). In total, 160 different ethnic groups live within the Russian Federation's borders.

RELIGION: Orthodox Christians (75%), Islam (5%), Catholicism, Protestantism, Judaism and Buddhism (1%)

LANGUAGE: Russian (81%), Tatar (Tartar) (3%), Other minority languages (1%) like Ukrainian, Chuvash, Bashir, Mordvin, Circassian and Chechen.

CURRENCY: The Russian monetary unit is a ruble, divided into 100 kopecks. There are yellow and steel coins made of an alloy.



10 Kopecks 1 Ruble



LESSON PLAN: Russia Today: A View of Russia through Language, Geography and Folktales

<http://www.ii.umich.edu/UMICH/crees/Home/Resources/Documents/Teacher%20Outreach/Workshops/brush.pdf>

The objective of the lesson is to introduce the students to Russia, using many facets. The students will be able to:

- ◆ Become familiar with the Russian alphabet
- ◆ Learn about Russian names
- ◆ Incorporate the five themes of geography in learning about Russia
- ◆ Analyze various Russian folk tales



Teaching about the Soviet Union. ERIC Digest No. 42.

<http://www.ericdigests.org/pre-927/soviet.htm>

Since the end of World War II, the United States and the Union of Soviet Socialist Republics have engaged in cultural, political, and technological rivalries of unparalleled international importance. Given the global significance of Soviet-American relations, elementary and secondary school students should learn about the institutions and peoples of the Soviet Union. However, curriculum studies and assessments of learners suggest that most students graduate from high school with little knowledge and many misconceptions about the Soviet Union. How can curriculum developers and classroom teachers improve education on the Soviet Union? This digest addresses three topics: (1) the importance of teaching about the Soviet Union; (2) the place of the Soviet Union in the curriculum of elementary and secondary schools, and (3) strategies for teaching about the Soviet Union.

MAP AND GEOGRAPHY

National Geographic Kids: Russia

<http://kids.nationalgeographic.com/explore/countries/russia/#russia-st-basils.jpg>

- ♦ Russia, the largest country in the world, occupies one-tenth of all the land on Earth. It spans 11 time zones across two continents (Europe and Asia) and has coasts on three oceans (the Atlantic, Pacific, and Arctic).
- ♦ The Russian landscape varies from desert to frozen coastline, tall mountains to giant marshes. Much of Russia is made up of rolling, treeless plains called steppes. Siberia, which occupies three-quarters of Russia, is dominated by sprawling pine forests called taigas.
- ♦ Russia has about 100,000 rivers, including some of the longest and most powerful in the world. It also has many lakes, including Europe's two largest: Ladoga and Onega. Lake Baikal in Siberia contains more water than any other lake on Earth.



Russia: Teaching Geography: Workshop 6

<http://www.pbslearningmedia.org/resource/172f4463-0475-4deb-941d-419f98e7a106/russia-teaching-geography-workshop-6/>

Russia is a vast region, characterized by diverse physical and human geographical features. This one hour video workshop investigates the relationships of these features to Russia's past, present, and future. Using the Russian examples of St. Petersburg and Dagestan, consider first how urban centers develop and later the intercultural relationships of cooperation and conflict. Two educators demonstrate their strategies to bring the subject matter alive to their students.

Russia: Sightseeing Guide

<http://www.timeforkids.com/destination/russia/sightseeing>

Take an interactive tour through Russia's most amazing sites here!



The Story of Russia's Ural Mountains

http://www.rgs.org/NR/rdonlyres/4214638A-D6A4-453B-BAE1-4A31D8CEE968/0/KS3_Russia_Lesson1_storyurals.pdf

The Ural Mountains first formed hundreds of millions of years ago, due to plate tectonic movements. Students study the images and the captions in the tables, and match up what was happening during different periods in earth's history.



Russia's Climate and Geography

<http://www.historytoday.com/john-etty/russia%E2%80%99s-climate-and-geography>

Natural geography and climate are not always important in a region's history, however, and it is possible to overstate the impact that Russia's geography has had on its history. The winter defeats of Napoleon and Hitler, for instance, were more than just seasonal coincidences. Nevertheless, the nature of Russia's physical environment has undoubtedly had a significant impact on its history in recent centuries.

Lesson Plan: The Rivers of Siberia and the Russian Far East (Grades 9-12)

<http://www.reeec.illinois.edu/teachers/lesson/RiversofSiberiaandtheRussianFarEastAccess.html>

A series of curriculum guides has been developed to bring awareness of the importance of transportation for socio-economic and political development in Siberia and the Russian Far East, including 1) a curriculum guide on river transportation in the Ob-Irtysh basin, 2) a curriculum guide on the Amur basin, 3) a curriculum guide on important rivers and cities of the Yenisei and Lena basins, and finally 4) a curriculum guide to the international politics of the Northern Sea Passage across the Russian Arctic.

Maps of Russia and its Satellite States

http://www.rgs.org/NR/rdonlyres/8579C391-F764-40BF-929E-EE6A81590E79/0/KS3_Russia_Lesson4_russianmapsmain.pdf

Activities and quizzes for high school students learning about Russian geography.

Students use Atlases and conduct independent research to examine the shifting borders of Russia. ***Critical engagement might include a discussion of Russia's current involvement in Ukraine and questions about potential border issues.



<http://www.timeforkids.com/files/atw/russia/images/map.gif>

RUSSIA'S HISTORY



Russia Profile: Timeline

<http://www.bbc.com/news/world-europe-17840446>

A chronology of key events, beginning in the 1200s.

History of Russia

<http://www.geographia.com/russia/rushiso1.htm>

A detailed timeline, spanning from ancient Russia to the Soviet era.



8 Things You Should Know About WWII's Eastern Front

<http://www.history.com/news/history-lists/8-things-you-should-know-about-wwiis-eastern-front>

Between June 1941 and May 1945, Nazi Germany and the Soviet Union engaged in a cataclysmic struggle on World War II's Eastern Front. The resulting war was one of the largest and deadliest military duels in all of human history, and ultimately turned the tables on the Nazi conquest of Europe. Explore eight facts about the brutal and often overlooked Russian front of World War II.



War and Revolution in Russia 1914-1921

http://www.bbc.co.uk/history/worldwars/wwone/eastern_front_01.shtml

Russia signalled her withdrawal from World War One soon after the October Revolution of 1917, and the country turned in on itself with a bloody civil war between the Bolsheviks and the conservative White Guard. Jonathan Smele charts this turbulent episode in the forging of post-tsarist Russia.



Russian Revolution: The Romanovs

<http://www.history.com/topics/russian-revolution>

In 1917, two revolutions swept through Russia, ending centuries of imperial rule and setting in motion political and social changes that would lead to the formation of the Soviet Union. In March, growing civil unrest, coupled with chronic food shortages, erupted into open revolt, forcing the abdication of Nicholas II (1868-1918), the last Russian czar. Just months later, the newly installed provisional government was itself overthrown by the more radical Bolsheviks, led by Vladimir Lenin (1870-1924).

Fall of the Soviet Union

<http://www.history.com/topics/cold-war/fall-of-soviet-union>

Trace the steps that led to the collapse of America's Cold War foe as told by musician and artist Jeffrey Lewis in this 4 minute video.

Russia is condemning itself to repeat history (09/03/2015)

<http://blogs.reuters.com/great-debate/2015/09/03/russia-is-condemning-itself-to-repeat-history/>

Russia, flexing old imperial muscles, now sees history as a weapon in the neo-imperialist armory. Not for the present regime the muddled forays into the dark — Soviet — past. Unlike the government of President Boris Yeltsin, which came to power through the ruins of the Soviet Union, President Vladimir Putin needs the past to be scrubbed clean of all possible embarrassments. The Soviet period — in which the working class lad he was rose to be a lieutenant colonel in the KGB — is seen again, with some regrettable lapses, as a period of heroism and global power.

Recommended Resource:

Fall of the Soviet Union Videos

<http://www.history.com/topics/cold-war/fall-of-soviet-union/videos>

Fall of the Soviet Union Speeches and Audio

<http://www.history.com/topics/cold-war/fall-of-soviet-union/speeches>



Lesson Plans (Grades 9-12)

Lesson Plan Library: Lost Empires of Asia and Russia

<http://www.discoveryeducation.com/teachers/free-lesson-plans/lost-empires-of-asia-and-russia.cfm>

Students will: research the events leading up to the Russian Revolution of 1917; consider the results from the perspective of the aristocracy or the peasants; present one perspective; and determine which group has the strongest case.

Lesson Plan Library: The Russian Revolution

<http://www.discoveryeducation.com/teachers/free-lesson-plans/the-russian-revolution.cfm>

Students will understand: Some of the people involved in the Russian Revolution had strong personalities and lend themselves to a dramatization of the events; Historical drama, like other historical fiction, is rooted in history but contains imaginary elements as well.

Cartooning the Collapse of the Soviet Union

<http://hti.osu.edu/opper/lesson-plans/cartooning-collapse-soviet-union>

Students develop theses and use evidence to support or refute positions; students analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long-and short-term causal relations.

GOVERNMENT AND POLITICS

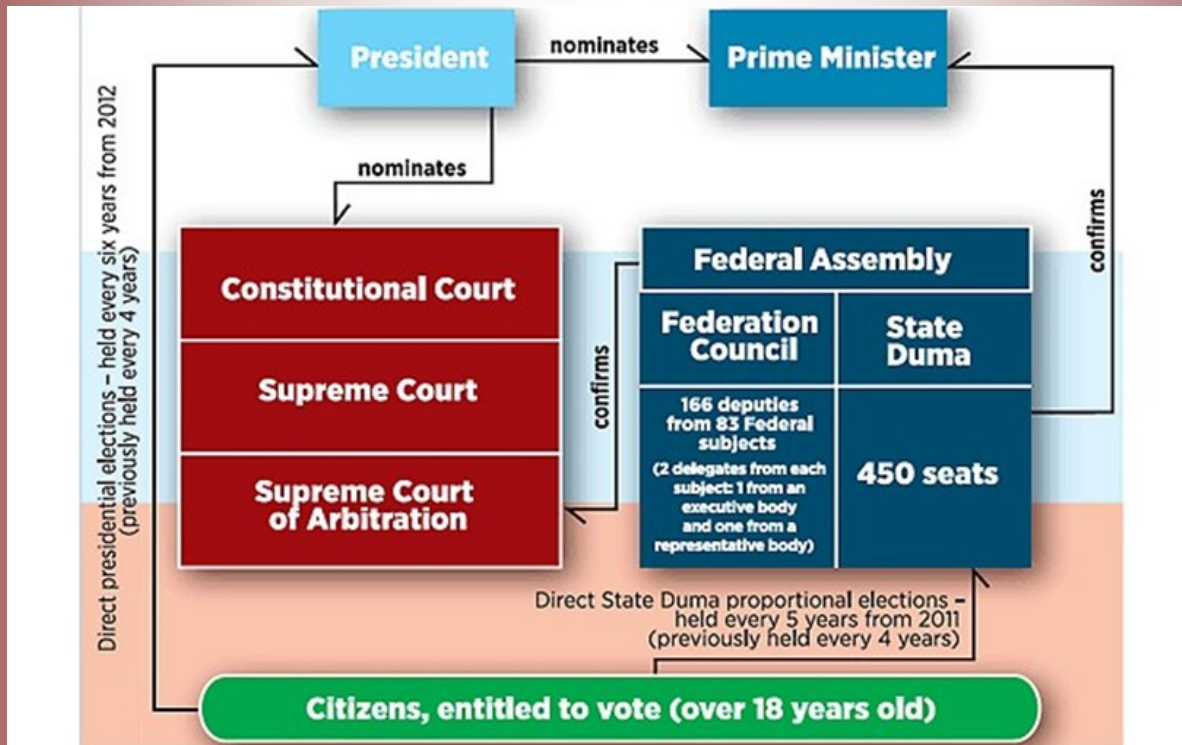


Basic facts about Russia: Political System

<http://russiapedia.rt.com/basic-facts-about-russia/political-system/>

Government of the Russian Federation

<http://www.russianembassy.org/page/government-of-the-russian-federation>



http://i.telegraph.co.uk/multimedia/archive/02072/political-system-g_2072143b.jpg

Russia's Orthodox Soft Power

http://www.carnegiecouncil.org/publications/articles_papers_reports/727

The close symphonic relationship between the Orthodox Church and state in Russia thus provides Russian foreign policy with a definable moral framework, one that, given its popularity, is likely to continue to shape the country's policies well into the future.

Realities of Russia, What is West Missing? (11/03/2015)

http://www.huffingtonpost.com/elena-ulansky/realities-of-russia-what-b_8456426.html?utm_hp_ref=russia

Western media appears surprised that President Putin's latest approval rating was so high. After Russian military began bombing in Syria, Putin's popularity skyrocketed to its all time high of 90%. There are some obvious reasons for this, and quite a few important factors that western media tends to overlook.

Hammer and Tickle

<http://www.prospectmagazine.co.uk/magazine/communist-jokes>

Communism is the only political system to have created its own international brand of comedy. The standard interpretation is that communist jokes were a form of resistance. But they were also a safety valve for the regimes and jokes were told by the rulers as well as the ruled—even Stalin told some good ones.

Recommended Resource for Teachers:

Understanding Russian Politics, by Stephen White

<http://www.amazon.com/Understanding-Russian-Politics-Stephen-White/dp/0521868572>

An authoritative interpretation of Russian politics by a leading expert, this textbook focuses on political developments in the world's largest country under Putin and Medvedev. Opposing arguments are presented and students are encouraged to reach their own judgements on key events and issues such as privatization and corruption. This textbook tackles timely topics such as gender and inequality issues; organized religion; crisis; and Russia's place in the international community. It uses numerous examples to place this powerful and richly-endowed country in context, with a focus on the place of ordinary people which shows how policy is translated to Russians' everyday lives.



Lesson Plan: Experiencing Perestroika

http://www.pbs.org/pov/myperestroika/lesson_plan.php

In this lesson, students will watch first-person accounts of what it was like to live in Moscow when Mikhail Gorbachev led the Soviet Union, including how the policies of perestroika and glasnost changed everyday life and what it was like to demonstrate against the August 1991 coup attempt by Communist hardliners. After discussing these events, students will consider what role the Internet might have played during this time and create social media samples with historically accurate details of the foiled August 1991 coup.



THE KREMLIN AND PRESIDENT PUTIN

Vladimir Putin: Personal Website

<http://eng.putin.kremlin.ru/bio>

Putin's life story, from birth to present, as well as links to his personal interest, and frequently updated photos tracking his political career.

Vladimir Putin

<http://www.history.com/topics/vladimir-putin>

The History Channel's profile page of Putin, with links to speeches and videos.



Frontline: Who is Putin?

<http://www.pbs.org/wgbh/pages/frontline/shows/yeltsin/putin/>

Over 24 hours of interview material with President Putin himself and from world leaders on president Putin.

Real Putinism

<http://www.the-american-interest.com/2015/04/01/real-putinism/>

As the Brezhnev years reached their twilight, and it was obvious that Communism would never arrive, the Party decided to rename their moribund system as Real Socialism. Real Putinism, which Russia has now achieved, is more akin to the world as it was in the beginning: without form, and void.

Why do Vladimir Putin and his Kremlin cronies look so nervous? (09/08/2015)

<http://blogs.reuters.com/great-debate/2015/09/08/why-do-vladimir-putin-and-his-kremlin-cronies-look-so-nervous/>

Putin's recent resort to theatrics clearly indicates he is gearing up to run for re-election in 2018. The annexation of Crimea and surge in Russian patriotism pushed Putin's approval rating to levels no Western leader can hope to replicate. The only place they can really go is down. Yet despite having no serious domestic political opponents, Putin's path to re-election may prove complicated.

Understanding Putin's popularity in Russia (10/22/2015)

<http://www.aljazeera.com/blogs/europe/2015/10/understanding-putin-popularity-russia-151022200750532.html>

How can Russians approve so heartily of Vladimir Putin when, to Western eyes, he's spent most of his time in office steadily stripping the population of its democratic options?



Opinion: The Myth of Putin's Strategic Genius (10/23/2015)

<http://www.nytimes.com/2015/10/23/opinion/the-myth-of-putins-strategic-genius.html>

Five years ago, Russia was in a much stronger position, both at home and in the world. Today, Mr. Putin is playing defense, doubling down on bad decisions guided by an outdated theory of international politics.

From Russia, not always with love (10/28/2015)

<http://www.aljazeera.com/programmes/putin-russia/2015/10/putin-russia-love-151027153446390.html>

Filmmaker Melanie Anstey gives an insight into the challenges of making 'In Search of Putin's Russia'.



Kremlin Rules (10/30/2015)

<http://www.aljazeera.com/programmes/putin-russia/2015/10/kremlin-rules-russia-putin-151028092819953.html>

Al Jazeera America travels the country to find out how Russians feel about their president and the way the Kremlin runs the country.

Russian Godfathers

<http://topdocumentaryfilms.com/russian-godfathers/>

This BBC documentary series examines the relationship between Russia's richest men (the oligarchs) and Putin's administration in the Kremlin. Broadcast a year before the Litvinenko murder, this fascinating series lifted the lid on the struggle that still continues between Putin, and his adversaries, the Russian Oligarchs.



<http://static.kremlin.ru/media/events/presidentphotos/medium/1ARgOEglkeqeTmxWUSTkbwKzKFHm4BzA.jpg>

FOREIGN RELATIONS

Five big challenges for Russian foreign relations in 2015 (01/08/2015)

<http://www.russia-direct.org/analysis/five-big-challenges-russian-foreign-policy-2015>

After a tumultuous and crisis-ridden 2014, it is natural to expect 2015 to offer a modicum of respite and a calming of tensions. There is no doubt that Russia, Ukraine and the many other countries that have borne the brunt of religious and ethnic conflicts, economic recession, epidemics and natural disasters will have aspirations to that effect. However, among foreign policy experts, the sad truth is that pessimism prevails.

Russian Foreign Policy

<http://www.russianmission.eu/en/russian-foreign-policy>

Russia's foreign policy goals, as stated by the Permanent Mission of the Russian Federation to the European Union. Russia's view of the modern world, as well as its goals and objectives are reflected in the Foreign Policy Concept adopted in 2013. It evaluates the global situation and analyses the processes unfolding in the world and its regions. On its basis the foreign strategy of the country has been found in full recognition of the fundamentally new geopolitical situation in the world.



Frozen Zone: How Russia Maintains Influence in the Post-Cold War Era (10/14/2015)

<http://www.nytimes.com/interactive/2015/10/14/world/europe/russia-frozen-zones-syria.html>

Since the fall of the Soviet Union, Russia's international military operations have focused almost exclusively on its neighbors, former Soviet republics. One pattern is clear: interventions that inflame conflict and create permanently tense and unstable "frozen zones," allowing Russia to exert influence and confound its opponents and, often, its rivals in the West. The Kremlin has said that it is protecting its own interests and those of ethnic Russians in those areas.

Frozen Zones: How Russia Maintains Influence in the Post-Cold War Era (10/14/2015)

http://www.nytimes.com/interactive/2015/10/14/world/europe/russia-frozen-zones-syria.html?_r=0

Ask students to use this interactive map to explore areas of Russia influence. This article has sections pertaining to each region: Eastern Ukraine, Crimea, South Ossetia and Abkhazia, and Transnistria.



UKRAINE

Ukraine's fraught relationship with Russia: A brief history (03/8/2014)

<http://theweek.com/articles/449691/ukraines-fraught-relationship-russia-brief-history>

Why is Ukraine so important to Russia? The two neighboring countries have been intertwined for over 1,000 years of tumultuous history. Today, Ukraine is one of Russia's biggest markets for natural gas exports, a crucial transit route to the rest of Europe, and home to an estimated 7.5 million ethnic Russians — who mostly live in eastern Ukraine and the southern region of Crimea. Why do Russians see Ukraine as theirs? Why did Ukraine break away, and how did Ukraine become an independent nation?

What Russia Wants: From Cold War to Hot War (02/14/15)

<http://www.economist.com/news/briefing/21643220-russias-aggression-ukraine-part-broader-and-more-dangerous-confrontation>

Behind Russia's confrontation with the West lies a clash of ideas. On one side are human rights, an accountable bureaucracy and democratic elections; on the other an unconstrained state that can sacrifice its citizens' interests to further its destiny or satisfy its rulers' greed. Both under communism and before it, the Russian state acquired religious attributes. It is this sacred state which is under threat.

Russia building military base near Ukrainian boarder (09/09/2015)

<http://www.reuters.com/article/2015/09/09/us-ukraine-crisis-exclusive-idUSKCN0R924G20150909>

Russia has started to build a huge military base housing ammunition depots and barracks for several thousand soldiers near the Ukrainian border, a project that suggests the Kremlin is digging in for a prolonged stand-off with Kiev.

Ukraine's other Russians (10/25/2015)

<http://www.aljazeera.com/indepth/features/2015/09/ukraine-russians-150924155813472.html>

Meet the Russians fighting for Ukraine.

Live Blog: Ukraine In Crisis (updated continuously)

<http://www.rferl.org/content/live/ukraine-live-blog-events/27261855.html>

Follow all of the latest developments as they happen.

Ukraine v Russia militaries - in 60 seconds (06/04/2014)

<http://www.bbc.com/news/world-europe-26437359>

Russia's military build up on Ukraine highlighted the imbalance between the two countries' militaries.

As Russia enters war in Syria, conflict in Ukraine begins to wind down (10/01/2015)

<http://www.theguardian.com/world/2015/oct/01/as-russia-enters-war-in-syria-conflict-in-ukraine-begins-to-wind-down>

The conflict in Ukraine sees less shelling each week, while hawks and rebel leaders are being told by Moscow to pipe down and toe the line.

Teaching Notes: What to Do About Russia and Ukraine

<http://www.cfr.org/ukraine/do-russia-ukraine/p33402>

This lesson plan and accompanying teacher's notes are part of the Council on Foreign Relations' "What to Do About" series, which highlights specific issues and features experts who put forward competing analyses and policy prescriptions in a mock high-level U.S. government meeting. Provides great questions for writing assignments, or to facilitate discussions in class.

Lesson Plan: Kiev in Chaos: Teaching About the Crisis in Ukraine

(last updated March 3, 2014)

<http://>

learning.blogs.nytimes.com/2014/02/25/kiev-in-chaos-teaching-about-the-crisis-in-ukraine/?_r=1

Students will examine the roots and key dynamics of the conflict as well as explore the role of international diplomacy in its development. Resource includes supplementary videos, articles, and a chart for organizing ideas.



CHECHNYA, KOSOVO, AND THE NORTH CAUCASUS



Documentary: *Chechnya: The Dirty War* (2005)

<http://topdocumentaryfilms.com/dispatches-chechnya-the-dirty-war/>

The military conflict in Chechnya has now been dragging on for more than ten years. During this war Moscow has tried every means possible to prevent it being reported in the press. Reporters Mariusz Pilis and Marcin Mamon travel to neighboring Chechnya, one of the most dangerous places on earth, to report on what life is like after more than a decade of Chechen terrorism and Russian repression. Filmed over the course of nine months, the film reveals that what started as a separatist movement in 1994 has now become synonymous with terrorism.

Chechnya, Russia and 20 years of conflict (12/11/2014)

<http://www.aljazeera.com/indepth/features/2014/12/chechnya-russia-20-years-conflict-2014121161310580523.html>

How the tiny region shaped post-Soviet Russia on the 20th anniversary of the start of first Chechnya war.

Chechnya: War Without Trace (06/18/2015)

<http://www.aljazeera.com/programmes/witness/2015/06/chechnya-war-trace-150617141406868.html>

A unique look at Chechnya's remarkable transformation and the terror that exists behind its gleaming facade.

What It's Like to Grow Up Under Putin in Chechnya (06/22/2015)

<http://time.com/3930129/putin-chechnya-video/>

It is hard to avoid the gaze of Russian President Vladimir Putin when traveling around the region of Chechnya. His portraits adorn public buildings, apartment blocks, highways and airport terminals, encouraging a cult of personality that is far more pervasive in Chechnya than anywhere else in Russia. The reason has to do with Moscow's desire to keep Chechnya under control. In the 1990s, Russia fought two wars to prevent the region from breaking away, and Putin's ascent to the presidency in 2000 was fueled by his victory over the Chechen separatists that year.

North Caucasus: Guide to a volatile region (01/25/2011)

<http://www.bbc.com/news/world-europe-12274023>

The North Caucasus region is the part of Russia that slopes up towards the main ridge of the Caucasus mountains, often considered the border between Europe and Asia. It is home to dozens of nationalities and languages, many of which have troubled relationships with their neighbours or with central governments in Moscow or Tbilisi.



Background Briefing: Why is Russia's North Caucasus region unstable? (02/07/2014)

<http://www.pbs.org/newshour/rundown/russias-north-caucasus-region/>

A series of suicide bombings ahead of the 2014 Winter Olympics in Sochi has brought new attention to Russia's unstable North Caucasus region. The violence highlights governance and counterterrorism challenges in a geographically and ethnically distinct region of the federation that has long harbored separatist movements. Human rights monitors say that heavy-handed, security-driven counterinsurgency campaigns have diverted attention from the root causes of conflict, and analysts caution that rights abuses may radicalize a new generation of insurgents.

In Pictures: The Beslan massacre, 10 years on (09/01/2014)

<http://www.aljazeera.com/indepth/inpictures/2014/05/pictures-beslan-massacre-10-yea-201452295058690132.html>

The deadliest terror attack in modern Russia's history led to the deaths of 334 hostages, more than half children (executed by members of a Chechen separatist group called Riyad as-Saliheen Martyr's Brigade demanding recognition of Chechnyan independence from Russia and the immediate withdrawal of Russian troops from the region).

Russia's burgeoning ISIL problem (12/10/2014)

<http://www.aljazeera.com/indepth/features/2014/12/russia-burgeoning-isil-problem-20141297415936963.html>

As many as 2,500 people from Russia's restive North Caucasus region have become fighters in Syria and Iraq.

The World Factbook: Kosovo

<https://www.cia.gov/library/publications/the-world-factbook/geos/kv.html>

The New York Times: Kosovo

<http://topics.nytimes.com/top/news/international/countriesandterritories/serbia/kosovo/index.html>

News about Kosovo, including commentary and archival articles published in *The New York Times*.

Kosovo profile-Overview

<http://www.bbc.com/news/world-europe-18328859>

Brief overview of Kosovo, covering the history, war, path to autonomy, and its current state and relations.

GEORGIA AND CHINA

GEORGIA

2008 Georgia Russia Conflict Fast Facts (04/12/2015)

<http://www.cnn.com/2014/03/13/world/europe/2008-georgia-russia-conflict/>

Here's some background information about the 2008 military conflict between Russia and Georgia.

Georgia Dials Down Conflict with Russia (07/31/2015)

<http://www.wsj.com/articles/georgia-dials-down-conflict-with-russia-1438356216>

Shift comes as fighting in Ukraine draws the West and Moscow into a contest for spheres of influence. U.S. officials say they understand Georgia's balancing act. "This government is treading more carefully and has attempted to dial down the more confrontational relationship that existed with Russia," a senior U.S. official said. "At the end of the day, the U.S. isn't interested in confrontation between Russia and states on its periphery."



CHINA

The struggle for Central Asia: Russia vs. China (03/12/2014)

<http://www.aljazeera.com/indepth/opinion/2014/02/struggle-central-asia-russia-vs-201422585652677510.html>

As Russia's economy stagnates, rising China is challenging its influence over Central Asia.

An Uneasy Friendship (05/09/2015)

<http://www.economist.com/news/china/21650566-crisis-ukraine-drawing-russia-closer-china-relationship-far-equal>

The crisis in Ukraine is drawing Russia closer to China. But the relationship is far from equal.

China and Russia: the world's new superpower axis? (07/07/2015)

<http://www.theguardian.com/world/2015/jul/07/china-russia-superpower-axis>

These two countries are trade partners with a shared goal of challenging US hegemony, but past disputes and competing interests make the relationship more complex.

U.S. Navy on alert: China, Russia to launch largest-ever joint navy exercise (08/18/2015)

<http://www.washingtontimes.com/news/2015/aug/18/china-russia-to-launch-largest-ever-joint-navy-exe/>

The Chinese and Russian navies are gearing up for their largest-ever joint exercises, slated to begin Thursday in the Pacific with more than 20 ships and featuring anti-submarine operations as well as a joint-beach landing.

Will China and Russia's Partnership in Central Asia Last? (09/21/2015)

<http://thediplomat.com/tag/china-russia-relations/>

Beijing should approach its partnership with Moscow in Central Asia with a degree of caution.

Russia's turn to China: A gap between rhetoric and reality (10/06/2015)

<https://www.washingtonpost.com/news/worldviews/wp/2015/09/06/russias-turn-to-china-a-gap-between-rhetoric-and-reality/>

Russia is looking for new allies — political and economical — outside of Western countries. China has been treated as its most important strategic partner for more than a year, in hopes that Chinese investments and imports of Russian commodities would help the Russian economy survive under sanctions.

Does China Approve of Russia's Airstrikes in Syria? (10/08/2015)

<http://thediplomat.com/2015/10/does-china-approve-of-russias-airstrikes-in-syria/>

China may be sympathetic to Russia's motives, but it's not sold on the idea of military intervention.

Putin Touts 'Peak' for Russia-China Relations As Two Countries Develop Military, Economic Ties (09/02/2015)

<http://freebeacon.com/national-security/putin-touts-peak-for-russia-china-relations-as-two-countries-develop-military-economic-ties/>

Russian President Vladimir Putin said in an interview Tuesday that his country's relations with China have reached a historic level as the two nations, often at odds with the United States, increase their military and economic cooperation.

The Pentagon's Lonely War Against Russia and China (11/11/2015)

<http://www.bloombergview.com/articles/2015-11-11/the-pentagon-s-lonely-war-against-russia-and-china>

At last weekend's Reagan National Defense Forum, top Pentagon officials warned about the coming great power battles with Russia and China. But the U.S. approach to both countries shows that other parts of the administration view those relationships in a very different way.

SYRIA, IRAN , AND THE MIDDLE EAST

MIDDLE EAST

Russia's Curious Relationship with the Middle East- from Imperial Times to the Present (09/09/2013)

<https://www.wilsoncenter.org/publication/russias-curious-relationship-the-middle-east-imperial-times-to-the-present>

An interview with Paul du Quenoy, "The Russian Empire and the Arab Middle East," Title VIII-Supported Summer Research Scholar, Associate Professor of History at The American University of Beirut



Best Buds? Russian Airstrikes in Syria Is Making Assad Really Happy (10/21/2015)

<https://www.youtube.com/watch?v=7l7bJKQnaco>



Russia Direct Report: Russia's New Strategy in the Middle East (10/29/2015)

<https://www.youtube.com/watch?v=UVoy6Q264RQ>

In less than 1 minute, the new Russia Direct report draws a detailed picture of Moscow's strategy in the Middle East by delving into some of the most pressing geopolitical, security, domestic and economic issues that shape Russia's foreign policy in this part of the world.



Karen Dawisha on Russia's Middle East Strategy, Interview With Eminent Russia Expert and Author of *Putin's Kleptocracy Part II* (10/30/2015)

http://www.huffingtonpost.com/samuel-ramani/karen-dawisha-on-russias-b_8427242.html?utm_hp_ref=russia

Karen Dawisha is a world-renowned Russia expert who has written extensively about Soviet foreign policy, Russia-Middle East relations, and contemporary Russian politics. This is the transcript to her recent interview discussing Russia's Middle East strategy and intervention in Syria.

IRAN

Russia-Iran relationship is a marriage of opportunity (4/18/2015)

https://www.washingtonpost.com/world/russia-iran-relationship-is-a-marriage-of-opportunity/2015/04/18/5de80852-e390-11e4-ae0f-f8c46aa8c3a4_story.html

The ink on the multinational framework agreement to limit Iran's nuclear program was barely dry before Russia announced last week that it would send Tehran sophisticated air-defense missiles, withheld in deference to the West when sanctions against Iran were stiffened in 2010.

Analysis: Iran's Russian missiles 'intensify arms race' (11/09/2015)

<http://www.aljazeera.com/indepth/features/2015/11/analysis-iran-russian-missiles-intensify-arms-race-151109184521840.html>

The announcement made this Monday that a long-discussed and highly controversial deal between Russia and Iran for the supply of advanced S-300 missile and air defense systems has finally been signed, will further enrage the Saudi government in particular and inflame regional tensions.



SYRIA



Why Russia Picked Last Week To Begin Airstrikes In Syria (10/05/2015)

<http://www.npr.org/2015/10/05/445943716/why-russia-picked-last-week-to-begin-airstrikes-in-syria>

David Greene talks to Konstantin von Eggert, a Russian journalist and political commentator, about Russia's actions in Syria and what President Putin hopes to gain with airstrikes in the Middle East.

Rescued By Russia: Many Are Promised, Few Are Saved (10/21/2015)

<http://www.npr.org/sections/parallels/2015/10/21/448632499/rescued-by-russia-many-are-promised-few-are-saved>

Russia's military intervention in Syria is intended as a lifeline for Syria's beleaguered President Bashar Assad. Yet the Kremlin's track record on bailing out floundering leaders is largely a litany of failure.

Putin's Partition Plan for Syria (10/19/2015)

<http://www.nytimes.com/2015/10/20/opinion/putins-partition-plan-for-syria.html>

Taking advantage of the paralysis of American policy in Syria, Russia's dramatic escalation of military activity in that country seeks to reorder the strategic landscape of the Middle East.

Russian fears of Syria becoming a 'new Afghanistan' (10/29/2015)

<http://www.aljazeera.com/indepth/features/2015/10/russian-fears-syria-afghanistan-151027110248343.html>

As Russia escalates Syria bombing, the 1980s war that killed 15,000 Soviet soldiers weighs heavy on the minds of many.

RUSSIA AND UNITED STATES ON SYRIA



Syria the Target of Russian and US Bombs (10/05/2015)

Lesson Plan with Listening comprehension question, discussion themes, Socrative assessments—join free (2:08)

https://listencurrent.com/current_events/518-syria-the-target-of-russian-and-us-bombs

"Russian Air Strikes In Syria Complicate A Very Messy War" (10/01/2015) (2:08)

<http://www.npr.org/2015/10/01/444912607/russian-air-strikes-in-syria-complicate-a-very-messy-war>

The Middle East in 2015 Is a Lot Like Europe in 1914 (10/8/2015)

http://www.slate.com/articles/news_and_politics/war_stories/2015/10/syria_conflict_we_don_t_know_what_russia_is_up_to.html
Watching the events cascading in Syria makes it eerily easy to see how the political elites of 1914 stumbled into World War I while believing they were pursuing a sensible set of national interests.

The four reasons Russia won't give up Syria, no matter what Obama does (9/5/2013)

<https://www.washingtonpost.com/news/worldviews/wp/2013/09/05/the-four-reasons-russia-wont-give-up-syria-no-matter-what-obama-does/>

Hint: (1) Russia has a naval installation in Syria which is strategically important and Russia's last foreign military base outside the former Soviet Union; (2) Russia still has a bit of a Cold War mentality, as well as a touch of national insecurity, which makes it care very much about maintaining one of its last military alliances; (3) Russia also hates the idea of "international intervention" against countries like Syria because it sees this as Cold War-style Western imperialism and ultimately a threat to Russia; (4) Syria buys a lot of Russian military exports, and Russia needs the money.

Putin wants to preserve Syria – this is not about Russia-US relations (10/1/2015)

<http://www.theguardian.com/commentisfree/2015/oct/01/putin-syria-russia-us-airstrikes>

On the one side are the US and its allies, including the UK, who have the ultimate objective of removing Bashar al-Assad, to which they have added a mission to turn back Islamic State. On the other side is Russia, determined not to lose its last remaining foothold in the Middle East to the west, and using the fight against ISIS as a cover to keep its ally, Assad, in power.

Are Russia and the US escalating the war in Syria (10/15/2015)

<http://www.aljazeera.com/programmes/insidestory/2015/10/russia-escalating-thewar-syria-151014183023712.html>

Russian intervention has left the US with little room to maneuver as Syria's changing battle lines become more complex.

John Kerry: Russia Has No 'Easy Track' in Syria (10/16/2015)

<http://www.npr.org/sections/parallels/2015/10/16/448973660/john-kerry-russia-has-no-easy-track-in-syria>

Secretary of State John Kerry spoke at Indiana University on Thursday. "If Russia is [in Syria] to uphold Assad, and fake it with respect to the extremists and terrorists, that's a serious problem," he told NPR's Steve Inskeep.

Russian Military Uses Syria as Proving Ground, and West Takes Notice (10/14/2015)

<http://www.nytimes.com/2015/10/15/world/middleeast/russian-military-uses-syria-as-proving-ground-and-west-takes-notice.html>

Two weeks of air and missile strikes in Syria have given Western intelligence and military officials a deeper appreciation of the transformation that Russia's military has undergone under President Vladimir V. Putin, showcasing its ability to conduct operations beyond its borders and providing a public demonstration of new weaponry, tactics and strategy.

U.S. Weaponry Is Turning Syria Into Proxy War With Russia (10/12/2015)

<http://www.nytimes.com/2015/10/13/world/middleeast/syria-russia-airstrikes.html>

With the enhanced insurgent firepower and with Russia steadily raising the number of airstrikes against the government's opponents, the Syrian conflict is edging closer to an all-out proxy war between the United States and Russia.

THE BALTIC STATES AND CENTRAL EUROPE

Russia tries to soothe Baltic states over independence review (07/01/2015)

<http://www.reuters.com/article/2015/07/01/us-russia-baltics-idUSKCN0PB4M520150701>

Russia sought on Wednesday to ease concern in Lithuania, Latvia and Estonia over plans to review the legality of a 1991 decision formally granting them independence from the Soviet Union.

Russia judiciary questions legality of Baltic countries' independence (07/01/2015)

<http://www.euractiv.com/sections/europes-east/russian-judiciary-questions-legality-baltic-countries-independence-315906>

A move in Russia to review the legality of a 1991 decision formally granting Lithuania, Latvia and Estonia independence from the USSR has alarmed the Baltic states and stoked tensions with Moscow.

US Readies Battle Plans For Baltic War with Russia: Report (09/19/2015)

<http://www.zerohedge.com/news/2015-09-19/us-readies-battle-plans-baltic-war-russia-report>

After 1991, military plans to deal with Russian aggression fell off the Pentagon's radar. They sat on the shelf, gathering dust as Russia became increasingly integrated into the West and came to be seen as a potential partner on a range of issues. Now, according to several current and former officials in the State and Defense departments, the Pentagon is dusting off those plans and re-evaluating them, updating them to reflect a new, post-Crimea-annexation geopolitical reality in which Russia is no longer a potential partner, but a potential threat.

Britain to station troops in Baltic region 'to deter Russian aggression' (10/08/2015)

<http://www.theguardian.com/uk-news/2015/oct/08/britain-station-troops-poland-latvia-lithuania-estonia-russian-aggression>

Defense secretary says 'small number' will be sent to Poland, Latvia, Lithuania and Estonia, as tensions rise between west and Russia following Syria airstrikes.

Is War About to Break Out in the Balkans? (10/26/2015)

<http://foreignpolicy.com/2015/10/26/war-break-out-balkans-bosnia-republika-srpska-dayton/>

Lost in the cacophony of international news about Russian airstrikes against U.S.-backed anti-Assad rebels in Syria and refugees flooding through the Balkans on their way to Western Europe, a crisis is brewing in Bosnia-Herzegovina on the European Union's southeast flank. And here, too, Moscow has a hand in the mischief-making.

Opinion: The Rise of Putinism, by Fareed Zakaria (07/31/2014)

https://www.washingtonpost.com/opinions/fareed-zakaria-the-rise-of-putinism/2014/07/31/2c9711d6-18e7-11e4-9e3b-7f2f110c6265_story.html

When the Cold War ended, Hungary occupied a special place in the story of the revolutions of 1989. It was one of the first countries in the Soviet orbit to abandon communism and embrace liberal democracy. Today it is again a trendsetter, becoming the first European country to denounce and distance itself from liberal democracy. It is adopting a new system and set of values that are best exemplified by Vladimir Putin's Russia but are finding echoes in other countries as well.

The Big Chill: The Battle for Central Europe (Jan/Feb 2015)

<http://www.worldaffairsjournal.org/article/big-chill-battle-central-europe>

After most Central European states joined the EU and NATO, it seemed that the last page of Cold War history had been turned. But reports of the death of conflict in the region turned out to have been greatly exaggerated. Russia is on the move again, aiming to show the world that NATO has feet of clay, that the EU is a geopolitical weak sister and the transatlantic alliance a myth.

Sanctions push central Europe's armies further from Russia (06/10/2015)

<http://uk.reuters.com/article/2015/06/10/uk-ukraine-crisis-arms-idUKKBN0OQ16720150610>

A European Union embargo on arms imports from Russia, imposed last year in response to a pro-Russian rebellion in Ukraine, is speeding the demise of central Europe's remaining military ties to its former overlord.

CIS summit: Russia to bolster Central Asia military (10/16/2015)

<http://www.bbc.com/news/world-europe-34538051>

Leaders of post-Soviet states are gathering in Kazakhstan to attend the summit of the Commonwealth of Independent States (CIS), a regional organisation dominated by Russia. One of the key documents they are expected to sign is a concept of military cooperation until 2020.



EUROPEAN UNION

EU—Russia Centre

<http://www.eu-russiacentre.org/>

EU-Russia Centre is the leading independent information and expertise resource for anyone interested in modern Russia, its democratic status and the future of EU-Russia relations. It seeks to promote closer ties between the EU and Russia and to develop ideas about the future of the relationship.

How far do EU-US sanctions on Russia go? (10/15/2014)

<http://www.bbc.com/news/world-europe-28400218>

Since Russia's annexation of Crimea in March, the EU and US have ratcheted up sanctions several times, tightening restrictions on major Russian state banks and corporations. They have blacklisted dozens of senior Russian officials, separatist commanders and Russian firms accused of undermining Ukrainian sovereignty.

Serbia's Vucic, Rejecting EU Sanctions On Russia, Visits With Putin (10/29/2015)

<http://www.rferl.org/content/serbia-vucic-rejecting-eu-sanctions-on-russia-visits-with-putin/27332899.html>

Russian President Vladimir Putin will meet with Serbian Prime Minister Aleksandar Vucic, a staunch ally.

Opinion: The price of coexistence between the EU and Russia (5/2015)

http://www.ecfr.eu/article/commentary_the_price_of_coexistence_between_the_eu_and_russia3024

If the main flaw of the European security order after 1989 was that it was unsuited to incorporating Russia in the long term, isn't it high time for a deal that rewrites the rules and takes account of Moscow's concerns? The West would prematurely compromise fundamental values in doing so.

EU urges Russia not to impose food embargo on Ukraine (11/13/2015)

<https://www.rt.com/business/321830-ukraine-europe-association-agreement-russia/>

The European Union has asked Moscow not to ban Ukrainian goods after 1 January 2016, when the economic part of Kiev's Association Agreement comes into force. Kremlin says it's considering customs tariffs, not embargo.

Vladimir Putin: The Deterioration of EU-Russia Relations, Causes and Consequences, Interview (06/11/2015)

<http://www.globalresearch.ca/vladimir-putin-the-deterioration-of-eu-russia-relations-causes-and-consequences-interview/5454889>

After more than fifteen years leading Russia as President or Prime Minister, after 5,538 days in power, Vladimir Putin does not regret anything. This is the full transcript of Corriere della Sera's interview with Vladimir Putin.



Ukraine Crisis: Russia and Sanctions (12/19/2014)

<http://www.bbc.com/news/world-europe-26672800>

The US and EU have imposed an array of sanctions on Russian individuals and businesses in response to the annexation of Crimea and the crisis in eastern Ukraine.



http://ichef-1.bbci.co.uk/news/976/media/images/76425000/jpg/_76425001_russian_sanctions_976.jpg

UNITED STATES



Lesson Plan: The Strategy of Containment, 1947-1948

<http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948#sect-introduction>

The unwillingness of the Soviet Union to allow the creation of independent and democratic states in Eastern Europe, and the failure of East and West to reach a compromise on Germany, left many Americans—citizens and foreign policy experts alike—puzzled. Why were the Soviets acting as they did? Moreover, how should the United States respond? For most in the Truman administration, the proper policy was "containment"—in other words, Soviet aggression had to be met with firmness, otherwise the Russians would be emboldened to attempt further hostile acts.

This lesson will consider containment through the use of original documents, mostly from the Truman Presidential Library. They will study what it meant in theory, and then examine the first two major instances of its application—the Truman Doctrine and the Marshall Plan.



Russia's Transformation: Challenges for U.S. Policy (02/2015)

<http://www.choices.edu/resources/detail.php?id=192>

U.S. relations with Russia are entering a new phase. Russia has emerged from the turmoil it experienced after the Soviet Union fell and is claiming a new role in international relations, a role that has led to disagreements with the United States. Russia has sought to assert its own course in the world and reestablish the influence and respect that it believes a country of its size and strength deserves. How the United States should handle this evolving relationship is an open question.

Russia's Transformation: Challenges for U.S. Policy is designed to help to students consider this important issue.

* With videos http://www.choices.edu/resources/scholars_russia.php: These videos, produced by the Choice Program, bring university scholars into secondary level classrooms. They are designed to be used along with printed curriculum materials.



Americans Increasingly See Russia as Threat, Top US Enemy (02/16/2015)

<http://www.gallup.com/poll/181568/americans-increasingly-russia-threat-top-enemy.aspx>

Recent U.S.-Russia foreign policy disagreements, including the situation in Ukraine, have taken a toll on U.S.-Russia relations as well as on Americans' opinions of Russia. Americans increasingly see Russia's military power as a threat to the United States, rate Russia the worst they have since the Cold War ended and are more likely to name Russia as the United States' greatest enemy over any other country, including long-standing U.S. foes such as North Korea and Iran.

Small thaw in U.S.-Russian relations at the Alaska frontier (07/30/2015)

https://www.washingtonpost.com/politics/small-thaw-in-us-russian-relations-at-the-alaska-frontier/2015/07/30/03c3867c-360a-11e5-9739-170df8af8eb9_story.html

The United States and Russia are in the midst of their most tense relations since the Cold War, but for a small number of residents of both countries, things are warming up a bit. It will now be easier and cheaper for Alaska Native and Russia Native residents to travel across the Bering Strait to visit relatives on the other side.



200 Years of U.S.-Russia Relations

<http://www.state.gov/p/eur/ci/rs/200years/>

For more than 200 years, Russia and the United States have shared a multi-faceted diplomatic relationship, at one point even sharing a land border when Russia had a settlement at Fort Ross, California. Over this period, the two countries have competed for political and economic influence, and cooperated to meet mutual global challenges.

Highlights in the History of U.S. Relations with Russia, 1780—June 2006

<http://www.state.gov/p/eur/ci/rs/200years/c30272.htm>

Extensive timeline with links to more information about each event.

Why a new Cold War with Russia is inevitable (09/30/2015)

<http://www.brookings.edu/blogs/order-from-chaos/posts/2015/09/30-new-cold-war-with-russia-krickovic-weber>

This is a critical moment in U.S.-Russia relations. The civil war in Ukraine is settling into a mutually hurtful stalemate; a workable nuclear deal with Iran has been concluded; and Russia is ramping up its presence in Syria, which increases the danger of confrontation with the United States but also opens up the potential for cooperation against the Islamic State (or ISIS). But theory and evidence point to a sobering conclusion: Neither side can make the concessions necessary to resolve their current differences and prevent relations from deteriorating even further.

UNITED STATES

U.S. Told Ukraine to Stand Down as Putin Invaded (08/21/2015)

<http://www.bloombergview.com/articles/2015-08-21/u-s-told-ukraine-to-stand-down-as-putin-invaded>

As Russian President Vladimir Putin's forces took over Ukraine's Crimean peninsula in early 2014, the interim Ukrainian government was debating whether or not to fight back against the "little green men" Russia had deployed. But the message from the Barack Obama administration was clear: avoid military confrontation with Moscow.



US –Russia Nuclear Arms Control

<http://www.cfr.org/arms-control-disarmament-and-nonproliferation/us-russia-arms-control/p21620>

Interactive slideshow presenting the history of U.S.-Russia nuclear relations, from 1949 to the present.

What Russia Wants: from Cold War to Hot War (02/14/2015)

<http://www.economist.com/news/briefing/21643220-russias-aggression-ukraine-part-broader-and-more-dangerous-confrontation>

Russia's aggression in Ukraine is part of a broader, and more dangerous, confrontation with the West.

Russian Ships Near Data Cables Are Too Close for U.S. Comfort (10/25/2015)

<http://www.nytimes.com/2015/10/26/world/europe/russian-presence-near-undersea-cables-concerns-us.html?hp&action=click&pgtype=Homepage&module=first-column-region®ion=top-news&WT.nav=top-news&r=0>

Russian submarines and spy ships are aggressively operating near the vital undersea cables that carry almost all global Internet communications, raising concerns among some American military and intelligence officials that the Russians might be planning to attack those lines in times of tension or conflict.

Russia says will respond in kind to new U.S. sanctions over Ukraine (09/02/2015)

<http://www.reuters.com/article/2015/09/02/us-ukraine-crisis-russia-usa-idUSKCN0R21E120150902>

Moscow said on Wednesday it would react in kind to United States' widening of sanctions imposed on Russia over the crisis in Ukraine, criticizing the move as straining relations and posing risks for international stability. The U.S. Federal Register said on Wednesday Washington was adding 29 people to the sanctions list to tighten restrictions previously imposed on Russia. Kremlin spokesman Dmitry Peskov said Russia's response would be reciprocal.

Kissinger: 'Breaking Russia has become objective for US' (08/20/2015)

<https://www.rt.com/usa/312964-kissinger-breaking-russia-ukraine/>

Former US Secretary of State Henry Kissinger has hit out at American and European Ukraine policy, saying it ignores Russia's relationship with its neighbor, and has called for cooperation between the White House and the Kremlin on the issue. The diplomat, who is most famous for serving in the Nixon administration, and controversially being awarded the 1973 Nobel Peace Prize, for negotiating the Vietnam ceasefire, accused the West of failing to recognize the historical context in which the fallout occurred between Moscow and Kiev.

Compare and Contrast News Articles

Ask your students to read *Kissinger: 'Breaking Russia has become objective for US'* from RT, a Russian TV news network, then read *"U.S.-Russia Relations: What Would Kissinger Do?"* from the Belfer Center's Director in The National Interest. Compare and contrast the two stories and their perspectives.

Putin: US-Russian Relations Key for Solving Global Crises (07/04/2015)

<http://www.voanews.com/content/putin-us-russian-relations-global-crisis-resolution/2848840.html>

Russian President Vladimir Putin has said relations between Moscow and Washington remain the most important factor in ensuring stability and security in the world.



Teaching the Cold War with the New York Times (12/11/2012)

<http://learning.blogs.nytimes.com/2012/12/11/teaching-the-cold-war/>

Help students go beyond the textbook by working with original Times reporting, photojournalism and essays, any of which can be used to address one or more of the following essential questions:

1. Who was responsible for starting the cold war?
2. Why didn't the cold war ever turn "hot"?
3. How did the cold war challenge American values, at home and abroad?
4. How did the cold war contribute to the current unrest in the Middle East and Afghanistan?
5. Is the cold war still going on? How?

This article has 13 years of lesson plans and other materials from the NY Times Learning Network.

THE ARCTIC

Militaries Know That The Arctic Is Melting — Here's How They're Taking Advantage (06/03/2014)

<http://www.businessinsider.com/the-competition-for-arctic-resources-2014-6>

The Arctic, long considered an almost worthless backwater, is primed to become one of the most important regions in the world as its ice melts over the next few decades. Unlike every other maritime area in the world, there is no overarching legal treaty governing the Arctic. Instead, the Arctic Council, made up of Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden, and the U.S., oversees and coordinates policy.

Russia in the Arctic: A Different Kind of Military Presence (11/11/2015)

<https://www.stratfor.com/analysis/russia-arctic-different-kind-military-presence>

Russia has been openly re-establishing its military presence in the Arctic for some time now, and recent satellite imagery may give some insight into Moscow's intentions. Detailed images collected by Stratfor's partners at AllSource Analysis clearly show Russia's ongoing construction and development of several permanent bases in the region.

Russia builds Arctic air defense base (09/29/2015)

<http://www.bbc.com/news/world-europe-34391961>

Russia has sent warships to an Arctic region where new naval infrastructure is being built, including an air defence base on Sredniy Island.



Teaching Notes: The Emerging Arctic

<http://www.cfr.org/arctic/emerging-arctic/p32611>

This interactive InfoGuide—which includes videos, infographics, maps, and timelines—explores whether the Arctic can be developed sustainably and peaceably. Teaching notes by Lawson Brigham, Distinguished Professor of Geography and Arctic Policy, University of Alaska Fairbanks.



What's Happening in the Arctic?

<http://www.livescience.com/12702-whats-happening-arctic.html>

From sea ice melting, to massive ice sheets contributing to level rise, "What's Happening in the Arctic?" looks at the various factors relating to climate change in the planet's Arctic region.

ECONOMY

Basic Facts about Russia: Economy

<http://russiapedia.rt.com/basic-facts-about-russia/economy/>

These 5 Facts Explain Russia's Economic Decline (08/14/2015)

<http://time.com/3998248/these-5-facts-explain-russias-economic-decline/>

Corruption, cheap oil and unproductive workers all hold Russia back—though Russians don't seem to care.

5 Things to Know About Russia's Failing Economy (9/28/2015)

<http://money.cnn.com/2015/09/28/news/economy/obama-putin-russia-economy/>

Arising from the Rouble (11/8/2015)

[http://www.aljazeera.com/programmes/](http://www.aljazeera.com/programmes/putin-russia/2015/11/russia-economy-arising-rouble-151104090612200.html)

[putin-russia/2015/11/russia-economy-arising-rouble-151104090612200.html](http://www.aljazeera.com/programmes/putin-russia/2015/11/russia-economy-arising-rouble-151104090612200.html)

We explore the contradictions and subtleties of how Russia's unique economic structure impacts everyday life.

Putin's Economy May be in even worse shape than it looks (8/18/2015)

<http://www.thefiscaltimes.com/2015/08/18/Putin-s-Economy-May-Be-Even-Worse-Shape-It-Looks>

Last year, in addition to harsh international sanctions imposed over the invasion of Crimea, the Russian people suffered a massive devaluation of the rouble against international benchmark currencies. It took 30.4 rubles to buy one U.S. dollar in January 2013. By the end of January 2015, the price had more than doubled to 69.5 rubles to a dollar. Much of the fall was driven by the decline in oil prices, which are key to Russia's energy-heavy economy.

As Putin Surfaces, Russia's Ruble Takes a Dive (8/21/2015)

<http://www.thefiscaltimes.com/2015/08/21/Putin-Surfaces-Russia-s-Ruble-Takes-Dive>

Amid a global stock market rout on Thursday and Friday, investors watching the Russian ruble's value against world benchmark currencies saw it plunge to levels not seen since February of this year, and close to the historic currency high in December 2014.

Russia's Business Ranking Rise Despite Sanctions, Recession (10/28/2015)

<http://www.rferl.org/content/russia-business-ranking-rises-despite-sanctions-recession/27330886.html>

Russia managed to rise significantly in the World Bank's ranking of countries' business environment despite a deep recession and sanctions imposed by the West for its aggressions in Ukraine.

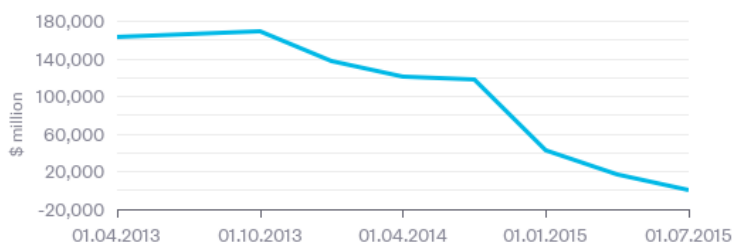
Russia's Financial System: How Vulnerable? (11/10/2015)

<http://nationalinterest.org/feature/russias-financial-system-how-vulnerable-13822>

Is the Russian economy going to collapse? Do sanctions matter? These are the two questions most often asked today about the Russian economy said Sergey Aleksashenko, the former first deputy chairman of Russia's Central Bank and a former deputy finance minister.

Financial Self-Sufficiency

Net foreign debt of the Russian private sector



Source: Bank of Russia

BloombergView

<http://www.bloombergvew.com/articles/2015-11-04/putin-s-economic-self-isolation-is-only-hurting-russians>

Measuring Russia's development

<http://www.rgs.org/NR/rdonlyres/37FFC140-D984-4F50-9DA8-621ADC47A156/22360/>

[KS3_Russia_Lesson6_measuringRussiasdevelopmentMain.pdf](#)
With classroom exercises on comparing population pyramids from the UK, Russia, and Mexico and understanding the Human Development Index; In the lesson, students will be required to draw comparisons and also to rank data in order of size. They should be encouraged to use comparative language. Students will find that some indicators suggest Russia is a developed country whereas others do not.

*Accompanying resource: Teachers Notes

http://www.rgs.org/NR/rdonlyres/535BAB21-9669-4A70-ACAF-F58D11B29979/0/KS3_Russia_Lesson6_notes.pdf

Economic Demise of the Soviet Union

<http://www.fte.org/teacher-resources/lesson-plans/edsulessons/>

What happened is surely one of the great events of modern history, an upheaval that will continue to have monumental impact on global politics and trade. Soviet history is the vehicle for teaching fundamental skills and principles of economic reasoning, which are then used to analyze the complexities of the intertwined economic, political-legal and moral-cultural components of Soviet society. The lessons not only explain why the Soviet economy collapsed, but also provide insights into our own economy.

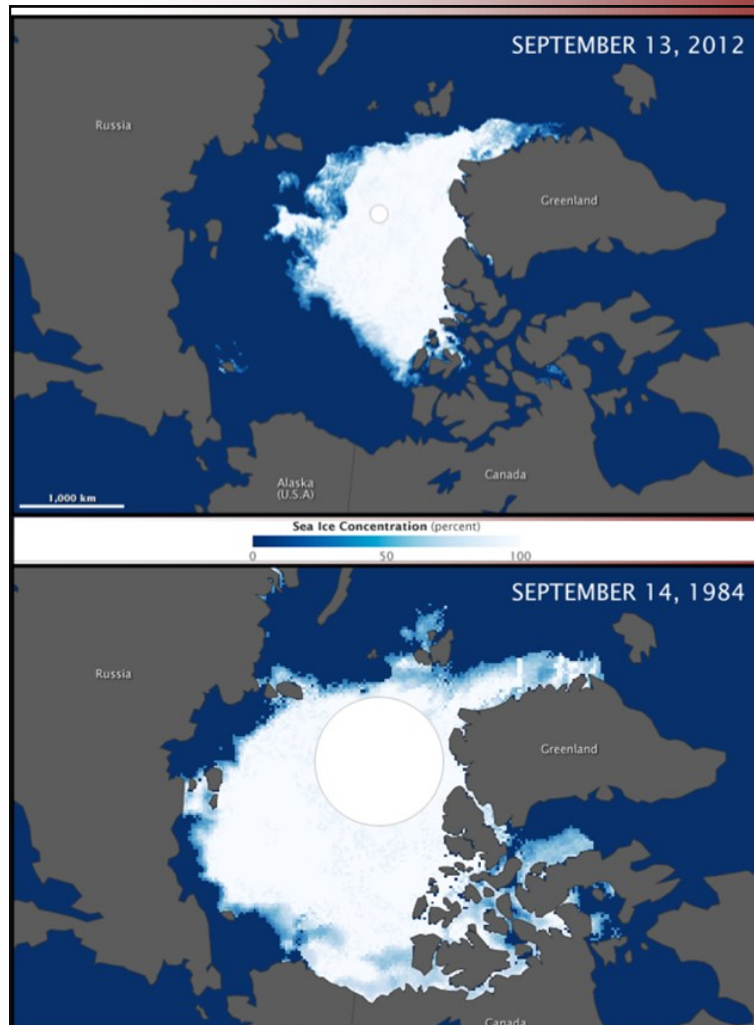
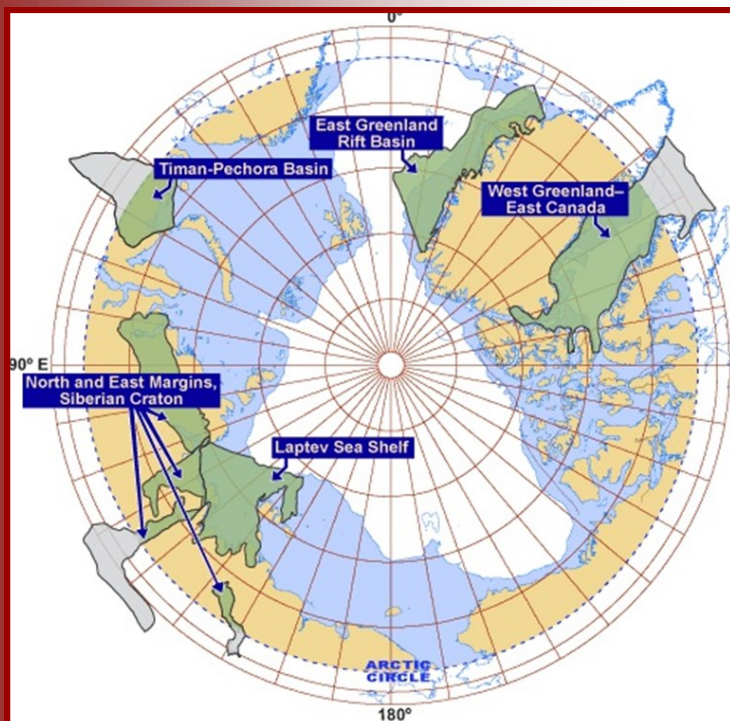
ENVIRONMENT

Russia Just Laid Claim to a Vast Chunk of the Arctic (08/04/2015)

<https://news.vice.com/article/russia-just-laid-claim-to-a-vast-chunk-of-the-arctic>

Vladimir Putin has long considered the Arctic a Russian "sphere of special interest," and recently, Russia formally petitioned the UN for a large chunk of Arctic territory. Russia is hoping to use a little-known international treaty — The UN Convention on the Law of the Sea — to claim a 460,000 square mile section of the frozen landmass that's thought to contain nearly 5 billion tons of oil. Activity: Research Russia's claim to the Arctic and the terms of the UN Convention of the Law of the Sea, and create an argument for why or why not Russia has legitimate claims to the Arctic. Teachers might choose to stage a classroom debate.

Reduction of the Arctic Sea, which many scientists see as evidence of climate change



IICWG Arctic Chart 2007 H" by National Ice Center - National Ice Center, NOAA. Licensed under Public domain via Wikimedia Commons

Resources

<http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/Russias+regions+and+roles/Russian+resources.htm>

Lesson plans for teachers to download. (Topics include soil science, Biomes, and Fossil Fuels).



Lesson Plan: Environmental Problems and Politics in Europe and Asia—Russian Taiga Deforestation (Grade 12)

<http://www.creeca.wisc.edu/outreach/lessonplans.html>

Our remaining forests, world wide, are facing challenges unprecedented in human history. This unit will have students investigating the cause, effects, and developing possible solutions to the issues surrounding, not only the Russian Temperate Forest, but also the world's other forest. The unit is broken down into three phases; first is awareness of the terms, concepts and general knowledge. An example is the main concept of this unit; "deforestation." To understand this concept the student will need to read, discuss, and critically think about causes and effects. Peripheral knowledge would be to answer questions such as; how does the global economy or the growth of the world's population contribute to this concept? The second phase has the student do a comparative study of a Russian forest and a forest of choice from another world region (i.e. the Brazilian rainforest). There are several sub-focuses; historical and present day case studies of deforestation, the influence of the various economic systems, or the effects of multinational corporations drive for profit. The third phase is developing an action plan on how you as an individual, group, or government can be involved in the decision process on solving existing problems or preventing future problems from arising.

SCIENCE AND TECHNOLOGY

Russia's massive, mysterious holes (3/2/2015)

<http://www.telegraph.co.uk/sponsored/rbth/features/11444632/Russia-mysterious-holes.html>

Scientists suspect 'cold' gas explosions as more gigantic funnels appear in the frozen earth of the Yamal Peninsula in Russia's Far North.

Putin's New Censorship Rules Will Weaken Russian Science (10/25/2015)

<http://www.forbes.com/sites/stevensalzberg/2015/10/25/putin-imposes-strict-new-censorship-rules-on-russian-scientists/>

In a surprising development this past week, Russia has notified all scientists at Moscow State University (MSU) that they must submit their research papers to the state security service before they will be permitted to publish them. *Nature News* reports that Russia is imposing this policy on universities and research institutes throughout the country.



Russia's 12 top inventions that changed the world (03/16/2012)

http://rbth.com/articles/2012/03/16/russias_12_top_inventions_that_changed_the_world_15089.html

Russian inventors have contributed generously to the development of global scientific thought. RBTH presents some their high-profile inventions that became an indispensable part of the modern life.



Spotlight on Youth: Russians up to date on technology:

<http://www.technologyreview.com/news/428610/in-the-olympics-of-algorithms-a-russian-keeps-winning-gold/>

Google's Petr Mitrichev is the all-time champion of competitive programming, a little-known sport where tech giants scout for talent.



Yuri Gagarin Is First Man in Space (1 minute)

<http://www.history.com/speeches/yuri-gagarin-is-first-man-in-space>

On April 12, 1961, aboard the spacecraft Vostok 1, Soviet cosmonaut Yuri Gagarin became the first human to travel into space. A melodramatic telling details Gagarin's historic flight.



USSR Lands First Lunar Spacecraft (1 minute)

<http://www.history.com/speeches/ussr-lands-first-lunar-spacecraft?m=55cce9921285b&s=undefined&f=undefined&free=false>

On February 3, 1966, the unmanned Russian spacecraft Luna 9 touched down on the Ocean of Storms, and marked Russia's lead in the space race.

Putin's Censorship Regime Now Reaches into the Past (9/3/2015)

<http://www.cnbc.com/2015/09/03/putins-censorship-regime-now-reaches-into-the-past.html>

The ongoing efforts of the Russian government to curtail its citizens' access to information that hasn't been preapproved by the Kremlin is now reaching into the past, according to a group that monitors the IP addresses of websites that have been blocked by censors in Russia.



Russia's 12 Top Inventions that Changed the World

1. Caterpillar tracks, track assembly
2. Electrically-powered railway wagons
3. Videotape recorder
4. Radio
5. Helicopter
6. Solar Cell
7. Transformers
8. Yoghurt
9. Television
10. Petrol cracking
11. Synthetic rubber
12. Grain harvester

<http://worldmaritimeneews.com/archives/47415/russia-sovcomflots-sevp-wins-award-for-achievements-in-science-and-technology-in-2011/>

SECURITY AND SURVEILLANCE

Russia, the Internet, and a new way to wage war? (10/28/2015)

<http://www.cnn.com/2015/10/28/opinions/rushkoff-internet-cables-russia/>

All anybody knows for sure is that the game theory that we used to plot out provocations and responses during the Cold War is obsolete in a digital age. On the one hand, concerns about acts of digital sabotage in wartime are silly. If war broke out between the United States and Russia, we'd have much bigger problems on our hands than spotty connectivity over the Internet. Sure, it would put a serious dent in Internet-based communications, international banking and a host of other rather essential digital traffic. But unless an enemy shot our satellites out of the sky, the military could maintain basic command and control without the Internet.

Russia's Surveillance State (3/2/2015)

<http://www.worldpolicy.org/journal/fall2013/Russia-surveillance>

The System of Operative-Investigative Measures, or SORM, is Russia's national system of lawful interception of all electronic utterances—an Orwellian network that jeopardizes privacy and the ability to use telecommunications to oppose the government.

Russian researchers expose breakthrough U.S. spying program (2/17/2015)

<http://www.reuters.com/article/2015/02/17/us-usa-cyberspying-idUSKBN0LK1QV20150217>

Kaspersky said it found personal computers in 30 countries infected with one or more of the spying programs, with the most infections seen in Iran, followed by Russia, Pakistan, Afghanistan, China, Mali, Syria, Yemen and Algeria. The targets included government and military institutions, telecommunication companies, banks, energy companies, nuclear researchers, media, and Islamic activists.



Putin: Russia to boost nuclear arsenal with 40 missiles (06/16/2015)

<http://www.bbc.com/news/world-33151125>

President Vladimir Putin has said Russia will put more than 40 new intercontinental ballistic missiles into service this year.



Soviet and Russian Nuclear Weapons and History

<http://nuclearweaponarchive.org/Russia/>

A comprehensive guide to Soviet/Russian nuclear weapons and their history.

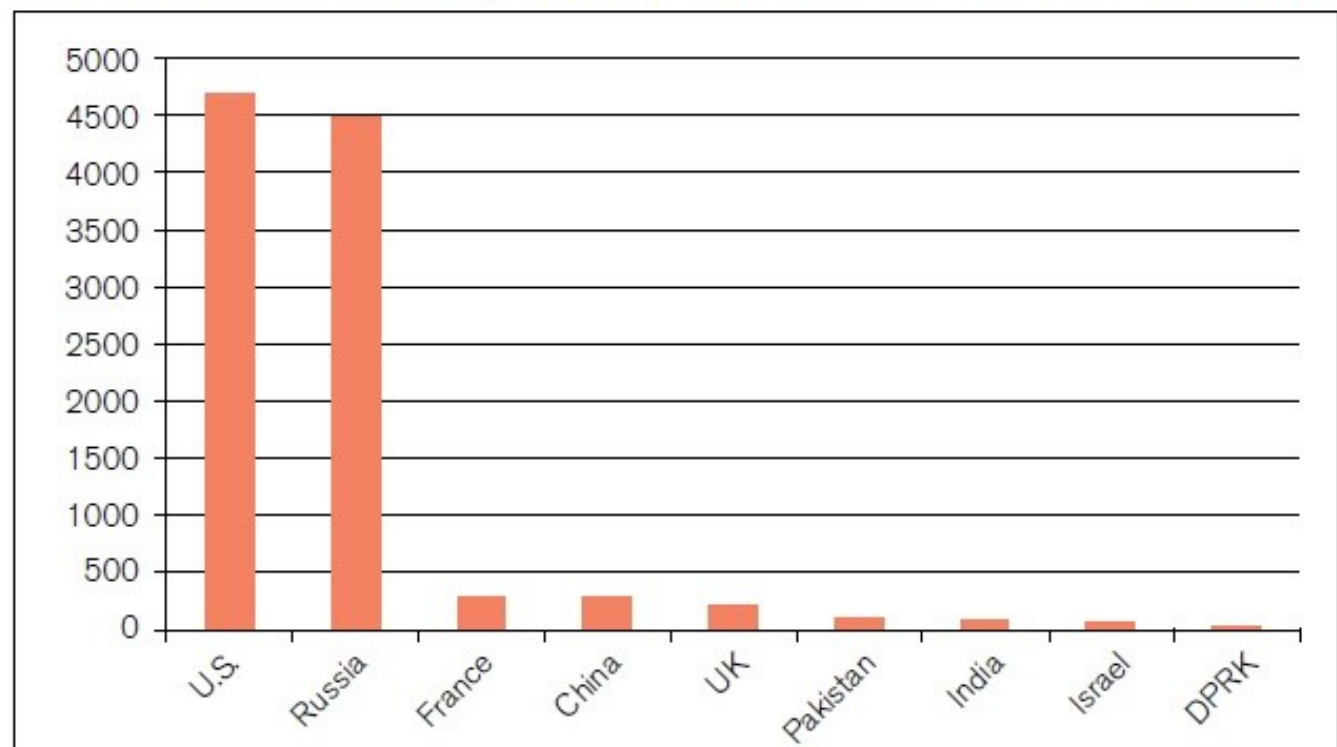
Lesson Plan: "Concern with Russia's Nuclear Materials"

<http://www.creeca.wisc.edu/outreach/lessonplans.html>

A worksheet exploring concerns over Russia's nuclear materials, and problems with nuclear waste.



NUCLEAR WEAPONS: U.S., RUSSIA LEVELS VS. THE REST OF THE WORLD



January 17, 2013: <http://www.brookings.edu/research/papers/2013/01/nuclear-arms-control-another-new-start>

HUMAN RIGHTS



<http://womennewsnetwork.net/2013/10/13/russia-lgbt-human-rights/>

Human Rights in Russia

<http://www.rightsinrussia.info/>

This website produced by Rights in Russia, provides news, views and reviews about human rights in the Russian Federation.

Russia Gay Rights (09/23/2015)

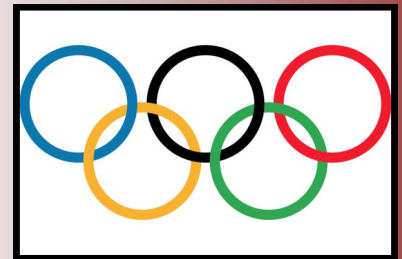
<http://www.huffingtonpost.com/news/russia-gay-rights/>

Various articles from the *Huffington Post* (throughout 2015) surrounding Russia's gay rights and perspectives about the topic.

Documentary 'To Russia With Love' Looks at LGBT Rights In Russia In The Lead Up To Sochi Olympics (10/9/2014)

<http://www.towleroad.com/2014/10/documentary-to-russia-with-love-looks-at-lgbt-rights-in-russia-in-the-lead-up-to-sochi-olympics-vide/>

To Russia With Love, a new documentary from EPIX narrated by Jane Lynch, takes a closer look at what life is like for LGBT people in Russia and at the convergence of sports, human rights and activism that took place during the Sochi Olympics earlier this year. As the film's synopsis notes, "LGBT athletes and activists [had to] choose whether to risk their own safety by speaking out against Russia's anti-gay laws." The documentary follows figure skater and commentator Johnny Weir and official US Olympic delegate Billie Jean King as they come to Sochi and meet a 17-year-old gay Russian named Vlad who details the tragic truths of the hardships faced by LGBT people in one of the world's most virulently anti-gay nations.



Hunted: The War Against Gays in Russia

<http://www.hbo.com/documentaries/hunted-the-war-against-gays-in-russia>

This documentary reveals how a recent anti-gay amendment to a Russian "propaganda" law has encouraged violence against gays.



Human Rights Work of "Memorial"

<http://www.memo.ru/eng/memhrc/index.shtml>

The Human Rights Center "Memorial" Moscow concentrates its activities on human rights violations in zones of armed conflicts in the Russian Federation, so called "hot spots", and on the protection of refugees and victims of discrimination and political persecution. Accordingly, several programmes have been set up, which often are closely interlinked.

Russian Federation: Amnesty International Report 2014/15

<https://www.amnesty.org/en/countries/europe-and-central-asia/russian-federation/report-russian-federation/>

Media pluralism and the space for the expression of dissenting views shrank markedly. Restrictions on the rights to freedom of expression, assembly and association, introduced in 2012, were assiduously enforced and further added to. The situation in the North Caucasus remained volatile and marred by human rights violations, with no effective legal remedies for victims, and human rights defenders, independent journalists and lawyers continuing to face personal risks in their work.

Lesson Plan: Beyond the Olympics: Teaching About Russia in the Putin Era

<http://learning.blogs.nytimes.com/2014/01/14/behind-the-olympics-teaching-about-russia-in-the-putin-era/>

This resource includes information on human rights abuses in Russia, with recommendations for how students might engage with human rights topics, including through creating visuals, staging debates, and conducting independent research.



CULTURE AND SOCIETY

Russian culture has a rich history, strong traditions, and has influenced the arts in literature, ballet, classical music, architecture, painting, movies, animation, and philosophy.

World Atlas

<http://www.worldatlas.com/webimage/countrys/asia/lcolor/rucolor.htm>

Provides a brief description of Russia, maps, lists of famous Russians, fast facts, travel info, and links to other more specific information on Russia related topics

Russian Culture: Facts, Customs, & Traditions

<http://www.livescience.com/44154-russian-culture.html>

Provides a brief description of the homeland, population and ethnic makeup, languages, religion, food and drink, holidays and art.

Bolshoi Ballet

<http://www.bolshoi.ru/en/about/hist/history/>

Peter Tchaikovsky, 19th century Russian composer, world renowned for "Swan Lake" and "1812 Overture."

Pyotr Ilyich Tchaikovsky Biography

<http://www.biography.com/people/pyotr-ilyich-tchaikovsky-9503375#early-life>

Pyotr Ilyich Tchaikovsky is widely considered the most popular Russian composer in history. His work includes *The Sleeping Beauty* and *The Nutcracker*. This website provides a summary of his life and career.

The Face of Russia – PBS Interactive Timeline

<http://www.pbs.org/weta/faceofrussia/timeline-index.html>

This interactive timeline is a companion to *The Face of Russia* series, tracing the general chronology of Russian culture. This remarkable journey through ten centuries of art, architecture, music, dance, and cinema reveals the major events that shaped Russian culture.



The Face of Russia, a KCTS 9 Series

<http://www.pbs.org/weta/faceofrussia/intro.html>

The Face of Russia is a personal interpretation of Russia's cultural history by one of America's pre-eminent Russian scholars, James H. Billington. Viewers are taken on a remarkable journey through history—to sacred monasteries and magnificent churches that have served as monuments to Christianity since late in the tenth century; to grand palaces of St. Petersburg and the great architectural masterpieces that dot the shoreline of the Baltic Sea; and to twentieth-century Russia where new forms of music and cinema are emerging. Along the way, the series reveals how the Russian people find inspiration in the evocative art of their past—and hope in the emerging images of their future.

Master Russian: Sochi-The Summer Capital of Russia

<http://masterrussian.com/russia/sochi.htm>

Learn more about the city in which the 2014 Winter Olympics was held, Sochi.

Russians feel less positive toward religion now than they did in 1990 (7/31/2014)

<http://www.economist.com/blogs/erasmus/2015/07/religion-russia>

An article that explores the dynamic role religion plays in Russia and how perception is changing around it.

Newsweek: Putin's God Squad-The Orthodox Church and Russian Politics (9/10/2012)

<http://www.newsweek.com/putins-god-squad-orthodox-church-and-russian-politics-64649>

After near extermination under Communist rule, the church and religion are back at the heart of the country's politics. And they have been critical in helping Putin recast the liberal opposition's fight against state corruption and alleged electoral fraud into a script of "foreign devils" versus "Holy Russia."

Pyotr Pavlensky is setting Russia's evil history ablaze (11/9/2015)

<http://www.theguardian.com/artanddesign/jonathanjonesblog/2015/nov/09/pyotr-pavlensky-is-setting-russias-evil-history-ablaze>

By torching the doors of Moscow's security service HQ, the radical artist ties its sinister history – the KGB, the Gulag, the secret police that boiled people alive – to Putin's current reign. No wonder he was arrested for hooliganism.



Ryan Hauck

CULTURE AND SOCIETY

Russian Food and Drink

<http://www.livescience.com/44154-russian-culture.html>

One of the most well-known traditional Russian foods is **borshch**, also spelled borscht. This is a beet soup that is full of vegetables and meat and is typically served with a dollop of sour cream, a staple of many Russian dishes.

Pirozhkis are small baked buns that can be filled with potatoes, meat, cabbage or cheese.

Caviar, or **ikra**, traditionally made from the eggs of sturgeon found in the Black Sea or Caspian Sea, is often served on dark, crusty bread or with blini, which are similar to pancakes or crepes. Blini are also served rolled up with a variety of fillings, ranging from jam to cheese and onions, or even chocolate syrup.

Vodka is a popular alcoholic drink traditionally made from the distillation of fermented potatoes. Beer and tea are also widely consumed.

Folklore & Holidays

<http://www.livescience.com/44154-russian-culture.html>

Russia has a rich tradition of folk tales that derive from a number of Slavic myths and traditions, according to de Rossi. Russian folk characters are very colorful, and they also betray ancient pagan roots: for example, the **Baba Yaga** is a witch-like old woman who lives in the forest in a house that rests on chicken legs and is surrounded by skulls and bones. Another tale tells of the **Fire Bird**, an enchanted creature with fiery plumage that is very difficult to catch, therefore its capture or that of one of its feathers is often the challenge facing the hero.

Both the Baba Yaga and the Fire Bird can either be good or bad, terrifying or benevolent, and they can bestow favorable or hostile enchantments, de Rossi said. Above all, they must never be antagonized!

Some Russians observe **Christmas** on January 7 as a public holiday, according to the Julian calendar used by the Russian Orthodox Church, while others celebrate on Dec. 25.

Russia Day is celebrated on June 12. This marks the day in 1990 that the Russian parliament formally declared Russian sovereignty from the USSR, according to the School of Russian and Asian Studies. Initially, it was named Russian Independence Day, but was renamed to Russia Day, a name offered by Boris Yeltsin, in 2002.



Eastern European Influences on Wisconsin History: An Integrated curriculum designed for use with fourth and fifth grade students:

<http://www.creeca.wisc.edu/outreach/lessonplans/immigration.PDF>



Lesson Plan for World History (Grades 9-12)

http://crees.ku.edu/sites/crees.drupal.ku.edu/files/docs/PA_AvantGarde_lessonplan.pdf

The purpose of this unit is to expose students to a selection of Russian/Soviet art, architectural styles, artists and designers. Students will also learn about other individuals and events that influenced this movement.



http://www.matryoshka.biz/images/7/7011__2.jpg

LOCAL RUSSIAN CULTURE

RUSSIAN ORTHODOX CHURCHES

St. Spiridon Orthodox Church

400 Yale Ave N.
Seattle, WA 98109
Phone: (206) 624-5341

St. Nicholas Russian Orthodox Cathedral

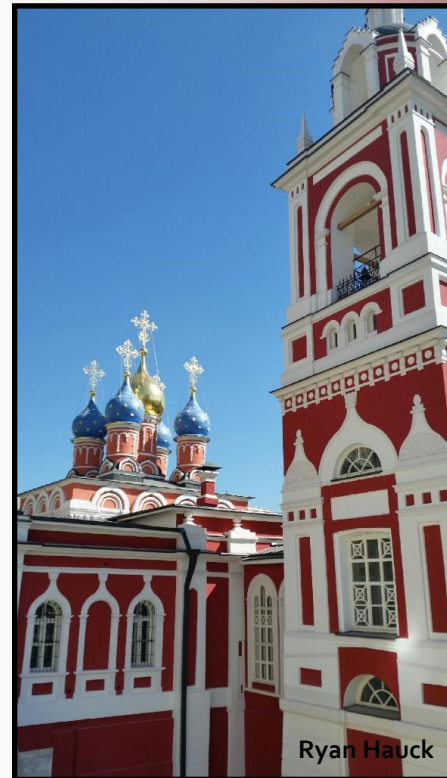
1714 13th Ave.
Seattle, WA 98122
Phone: (206) 322-9387

Russian Community Center

<http://www.russiancommunitycenterseattle.org/>
704 19th Ave E.
Seattle, WA 98112
Phone: (206) 323-3877

Russian Chamber Music Foundation Seattle

<http://russianchambermusic.org/>
15100 SE 38th St. #834
Bellevue, WA 98006
Phone: (425) 829-1345



GROCERY STORES AND RESTAURANTS

European Foods

<http://www.eurofoodseattle.com/>
13520 Aurora Ave. N.
Seattle WA 98133
Phone: (206) 361-2583

European Food Store

<http://www.yelp.com/biz/european-food-store-lynnwood>
20101 44th Ave W.
Lynnwood, WA 98036
Phone: (425) 673-1418

Vostok Dumpling House

<http://vostokdh.com/>
1416 Harvard Ave
Seattle, WA 98122
Phone: (206) 687-7865

Piroshki on 3rd

<http://www.piroshkirestaurant.com/catering.html>
710 3rd Ave
Seattle WA 98104
Phone: (206) 322-2820

Pel'Meni Dumpling Tzar

<http://dumplingtzar.com/>
3516 Fremont Place,
Seattle, WA 98103
Phone: (206) 588-2570

Piroshky Piroshky

<https://www.piroshkybakery.com/>
1908 Pike Place
Seattle, WA 98101
Phone: (206) 441-6068



LITERATURE



What Russian Literature Tells Us About Vladimir Putin's World (06/02/2015)

<http://foreignpolicy.com/2015/06/02/what-russian-literature-tells-us-about-vladimir-putins-world/>.

Want to really understand what's going on in Russia? Get rid of that CIA report full of dusty Cold War tropes. Forget the NSA intercepts or spy satellite imagery. And drop the jargon-filled scholarly analysis from those political science journals.

Instead, get back to the richest literary gold mine in the Western world: Russian novels and poetry. Read Gogol, Dostoyevsky, Turgenev, Pushkin, Lermontov, Tolstoy, Solzhenitsyn, and Bulgakov. That's where you'll really find how Russians think. The country's great authors put Russia's aggression in context better than any intel briefing can. And it's all unclassified!

GoodReads – Russian Literature

<https://www.goodreads.com/genres/russian-literature>

Aleksandr Pushkin, Russia's greatest fantasy poet

<http://www.aspirennies.com/private/SiteBody/Romance/Poetry/Pushkin/apushkin.shtml>

<http://pushkin.ellink.ru/english/pushkin/push1.asp>



BOOK: Putinism: Russia and its Future with the West

<http://www.amazon.com/Putinism-Russia-Its-Future-West/dp/1250064759>

Russia's Favorite Poets? Russia's Amazing Search Engine Breaks it Down

<http://russia-insider.com/en/culture/russias-favorite-poets-russias-amazing-search-engine-breaks-it-down-yandex/ria0122> The most popular poem in Russian poetry is Pushkin's 'Eugene Onegin', searched for almost one million times; The second most searched work, "The Tale of Tsar Saltan" was searched for more than half a million times. In third place is "Woe From Wit" by Griboyedov.



Lesson Plan: The Magical World of Russian Fairy Tales (Grades 3-5)

<http://edsitement.neh.gov/lesson-plan/magical-world-russian-fairy-tales>

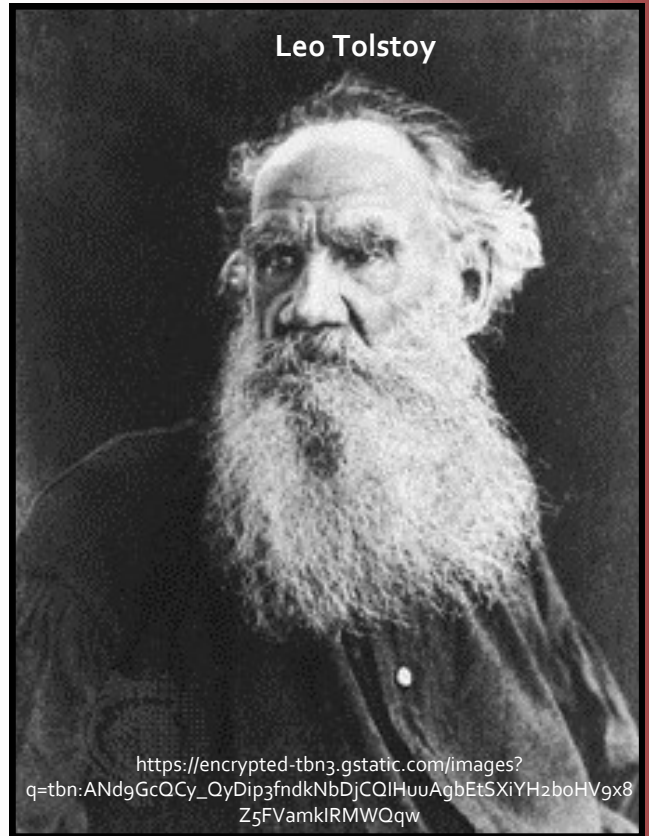
This lesson, intended for 3rd grade children, focuses on several imaginative and exciting Russian fairy tales: Vasillisa the Beautiful, Prince Ivan and the Grey Wolf, The Frog Princess, Fenist the Bright Falcon, and The Story of BabaYaga. Students will review some of the common fairy tale elements that are present within these stories, which also may remind them of more familiar European fairy tales. Students will also discuss these stories' distinctive characters and plots. This lesson will work well as an extension to EDSITEMent's lesson plan Fairy Tales Around the World. This lesson could also be used as an introduction to fairy tales for students who already have some knowledge and experience reading the more familiar European fairy tales, or who have an interest in learning about Russia and its folk heritage.

War and Peace by Leo Tolstoy

Watch this short clip from the 1968 film: <https://www.youtube.com/watch?v=hMqTlhsgThw>

Full length film (415 minutes): <http://www.rogerebert.com/reviews/war-and-peace-1969>

Leo Tolstoy



https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcQCy_QyDip3fndkNbDjCQIHuuAgbEtSXiYH2boHV9x8Z5FVamkIRMWQqw

20 Great Russian Novels You Should Read Right Now

<http://qwiklit.com/2013/05/14/20-great-russian-novels-you-should-read-right-now/>

- ⇒ *A Hero of Our Time*, by Mihail Lermontov (1840)
- ⇒ *Dead Souls*, by Nikolay Gogol (1942)
- ⇒ *Oblomov*, by Ivan Goncharov (1859)
- ⇒ *Fathers and Sons*, by Ivan Turgenev (1862)
- ⇒ *What is to be Done?*, by Nikolay Chernychevsky (1863)
- ⇒ *Crime and Punishment*, by Fyodor Dostoevsky (1867)
- ⇒ *War and Peace*, by Leo Tolstoy (1863-1869)
- ⇒ *Anna Karenina*, by Leo Tolstoy (1875-1877)
- ⇒ *The Brothers Karamazov*, by Fyodor Dostoevsky (1879-1880)
- ⇒ *Mother*, by Maxim Gorky (1906)
- ⇒ *Petersburg*, by Andrei Bely (1916/1922)
- ⇒ *We*, by Evgeni Zamyatin (1920)
- ⇒ *The Gentleman from San Francisco*, by Ivan Bunin (1922)
- ⇒ *Quiet Flows the Don*, by Mikhail Sholokhov (1928-1940)
- ⇒ *The Gift*, by Vladimir Nabokov (1937)
- ⇒ *Dr. Zhivago*, by Boris Pasternak (1957)
- ⇒ *One Day in the Life of Ivan Denisovich*, by Aleksandr Solzhenitsyn (1962)
- ⇒ *The Master and Margarita*, by Mikhail Bulgakov (1966)
- ⇒ *The Soul of a Patriot*, by Evgeny Popov (1989)

RUSSIAN FILM

Andrei Tarkovsky Films Now Free Online

<http://www.openculture.com/2010/07/tarkovsky.html>

Andrei Tarkovsky (1932-1986) firmly positioned himself as the finest Soviet director of the post-War period. But his influence extended well beyond the Soviet Union. Shot between 1962 and 1986, Tarkovsky's seven feature films often grapple with metaphysical and spiritual themes, using a distinctive cinematic style. Long takes, slow pacing and metaphorical imagery – they all figure into the archetypical Tarkovsky film. You can now watch Tarkovsky's films online – for free.

***Ivan's Childhood* (1962, 84 minutes)**

<https://www.youtube.com/watch?v=X-cOMyqk-6s&feature=youtu.be>; <http://www.imdb.com/title/tt0056111/>

During World War II, 12-year old Ivan works as a spy on the eastern front. The small Ivan can cross the German lines unnoticed to collect information. Three Soviet officers try to take care of this boy-child.

***The Art of Russia* (2009)**

<http://topdocumentaryfilms.com/the-art-of-russia/>

Art critic Andrew Graham-Dixon tells the incredible story of Russian art - its mystery and magnificence - and until now a story untold on British television. He explores the origins of the Russian icon from its roots in Byzantium and the first great Russian icon, Our Lady of Vladimir to the masterpieces of the country's most famous icon painter, Andrei Rublev.



***Solaris* (1972)**

<http://www.imdb.com/title/tt0069293/>

Andrei Tarkovsky's *Solaris* is a science fiction classic that focuses on the story of a psychologist sent to a space station orbiting the planet Solaris. Upon arriving, he begins to experience peculiar hallucinations. The onset of these lead to a series of complications and highlight the complex issues of religion, humanity and the nature of consciousness. Ultimately, psychological drama focuses on the human inability to communicate and its themes and issues continue to be valid today.



***Animal Farm* (1955, 72 minutes)**

<http://www.teachwithmovies.org/guides/animal-farm.html>

This is an animated version of George Orwell's classic novel which presents an allegory of the early history of the Soviet Union and, metaphorically, a story about the dangers and risks of the betrayal of any revolution. Ages 6+.

***Fiddler on the Roof* (1971, 3 hours)**

<http://www.teachwithmovies.org/guides/fiddler-on-the-roof.html>

At the turn of the 20th century, Anatevka is a small village in Russia populated by both Jews and Christians. One of the Jewish villagers, Tevye, has personal conversations with God but otherwise lives according to the traditions of his people. In the movie each of his daughters asks him to bend tradition to permit her to marry the man she loves. The film also recounts a pogrom and the expulsion of the Jews from Anatevka, as Tevye and his family begin their long trip to America. Ages 7+.

***The Inner Circle* (1991, 137 minutes)**

<http://www.teachwithmovies.org/guides/inner-circle.html>

Based on a true story, "The Inner Circle" recounts events in the life of Stalin's personal projectionist, Ivan Sanshin. In the telling, the Russian writer/director, Andrei Konchalovsky, reveals much about the character of the many Russians who accept totalitarianism. Sanshin worships Stalin. All others, including his wife and his friends, are secondary. Anyone accused of being an "enemy of the state," is shunned, invalidating family ties, friendship, and any sense of justice. Over the years, Sanshin pays a heavy price for his devotion to the state and its leader. Ages 15+.

***Stalin* (1992, 173 minutes)**

<http://www.teachwithmovies.org/guides/stalin.html>

This movie focuses on the manner in which Stalin rose to power and his relations with his family. It is told from the point of view of his daughter who serves as the narrator. Ages 12+.



***Thirteen Days* (2000, 145 minutes)**

<http://www.teachwithmovies.org/guides/thirteen-days.html>

In 1962, at the height of the Cold War, the U.S. discovers that the Russians are secretly installing nuclear missiles on the island of Cuba. President John F. Kennedy convenes a team of advisors to help decide how to respond. The challenge: how to force the Russians to withdraw the missiles without provoking nuclear war. "Thirteen Days" shows President Kennedy's leadership in meeting the challenge as he resists the demands for the air strikes and invasion that would have triggered a nuclear holocaust. Ages 12+.

RUSSIAN FILM

Moscow Does Not Believe In Tears (1979)

http://www.imdb.com/title/tt0079579/?ref=fn_al_tt_1

Receiving an Oscar for Best Foreign Film in 1980, *Moscow Does Not Believe In Tears* follows the story of three provincial young women who come to the capital city to work, and fall in love. The film follows their personal and professional escapades, before jumping twenty years later to revisit the ladies in their current state.

The Mirror (1975)

<http://www.imdb.com/title/tt0072443/>

The Mirror is considered to be one of Andrei Tarkovsky's most important films. It follows a non-linear auto-biographical structure, capturing the atmosphere and character of the Russian countryside before, during and in the aftermath of the war. With a self reflective tone mediating on the memory of childhood, the film merges color and black-and-white images that culminate in a hugely complex dream-like state.

The Cranes Are Flying (1957)

http://www.imdb.com/title/tt0050634/?ref=fn_al_tt_1

The Cranes Are Flying is one of the most emotionally intense films out of the Soviet canon. An art house favorite, it is also the only Soviet film to win the revered Palme d'Or at Cannes. The Second World War epic casts light on a young couple who are torn apart by history's turbulent events. Rife with personal trauma and suffering, this superb drama will pull your heartstrings through the microcosm of a single love story. With stunning visuals, supreme cinematography and passionate performances, it is still considered to be one of the greatest romance films originating from Russia.



War & Peace (1968)

One of the most ambitious and expensive projects produced in Russia (with today's inflation rate, it would have cost over \$700 million), features an enormous cast, with thousands of extras. The close attention to detail is simply outstanding and it is one of the most monumental achievements in Soviet cinema. Released in four parts, it has also entered the Guinness Book of World Records for the use of 120,000 extras in one battle scene. Deservingly, the epic won an Academy Award and a Golden Globe for Best Foreign Language Film.



***The Face of Russia* television program**

<http://www.pbs.org/weta/faceofrussia/reference/lesson.html>

Grades K-12; lessons for history, social studies, and art classes

Pair with reading!

Design an Icon (Upper Elementary, Middle & High School)

The Power of Architecture (Upper Elementary & Middle School)

Living Under Communism (Middle School)

Interview the Artists (High School)

Persona Project (High School)



Lesson Plan: Experiencing Perestroika

http://www.pbs.org/pov/myperestroika/lesson_plan.php

Grades 9-12; Estimated time: 50 minutes



In this lesson, students will watch first-person accounts of what it was like to live in Moscow when Mikhail Gorbachev led the Soviet Union, including how the policies of perestroika and glasnost changed everyday life and what it was like to demonstrate against the August 1991 coup attempt by Communist hardliners. After discussing these events, students will consider what role the Internet might have played during this time and create social media samples with historically accurate details of the foiled August 1991 coup.

The clips used in this lesson are from the film ***My Perestroika***, a documentary that tells the personal stories of five Russians who experienced the collapse of the Soviet Union and the constantly shifting political landscape of post-Soviet Russia. Please note that the film is in Russian with English subtitles. Also, a number of film subjects smoke and drink alcohol, and the filmmaker version of the film contains profanity. To avoid language issues, please use the video clips on this website or the broadcast version of the film.

RUSSIAN NEWS SOURCES

Russia Insider

<http://russia-insider.com/en/politics>

The mission of this news source is media criticism and reform. It was started in September 2014 by a group of expats living in Russia who felt that coverage of Russia is biased and inaccurate.

The Moscow Times

<http://www.themoscowtimes.com/>

The Moscow Times is the only English-language daily published in Russia. Our mission statement is to provide foreigners and internationally oriented Russians with balanced, well-researched journalism and practical information that helps them understand Russia.

In 2013, Reporters without Borders ranked Russia as 148th out of 179 countries in terms of press freedom, and Freedom House ranked Russia 176th out of 197th.

RT

<https://www.rt.com/>

RT is the first Russian 24/7 English-language news channel which brings the Russian view on global news.

RT news covers the major issues of our time for viewers wishing to question more and delivers stories often missed by the mainstream media to create news with an edge. RT provides an alternative perspective on major global events, and acquaints an international audience with the Russian viewpoint.

Sputnik News

<http://sputniknews.com/>

An international multi-media news platform that recently began in November 2014. It is completely owned by the Russian government and has since replaced RIA Novosti.

TASS

<http://tass.ru/en>

For more than a century, TASS has been the leading news agency of Russia and available in English online.

Russia beyond the Headlines

<http://rbth.com/>

Offers news, opinion, analysis and comment on far-ranging issues—politics, culture, business, science, and public life in Russia.

Rossiyskaya Gazeta

https://en.wikipedia.org/wiki/Rossiyskaya_Gazeta

Rossiyskaya Gazeta (Russian: Российская газета, lit. Russian Gazette) is a Russian government daily newspaper of record which publishes the official decrees, statements and documents of state bodies. This includes the promulgation of newly approved laws, Presidential decrees, and Government orders. It was founded by a decree of the Supreme Soviet of the RSFSR and its first issue appeared on 11 November 1990.

Komsomolskaya Pravda

https://en.wikipedia.org/wiki/Komsomolskaya_Pravda

During the Soviet era, Komsomolskaya Pravda was the All-Union newspaper of the Soviet Union and an official organ of the Central Committee of the Komsomol. Amidst the collapse of the Soviet Union, on 1 December 1990 the paper shifted from serving as a Komsomol mouthpiece to a Russian nationwide daily tabloid newspaper. During the 1991 August Putsch, the paper was banned by the State Committee of the State of Emergency, or "Gang of Eight," and did not publish from 19–20 August, the first time in its history that it failed to appear on schedule. Nevertheless, on 21 August, the newspaper published the entire chronicle of the coup as a historical document.

Nezavisimaya Gazeta

<http://www.ng.ru/about/>; [https://en.wikipedia.org/wiki/](https://en.wikipedia.org/wiki/Nezavisimaya_Gazeta)

[Nezavisimaya_Gazeta](https://en.wikipedia.org/wiki/Nezavisimaya_Gazeta)

Nezavisimaya Gazeta was first published on 21 December 1990. The paper was temporarily closed for four months in 1995. Then it became part of the "Berezovsky Media Group". Information ranging from a wide variety of sources, such as reporters, political scientists, historians, art historians, as well as critics are published in the newspaper. The newspaper also offers eight supplements and covers the issues of politics, society, culture and art.



[https://commons.wikimedia.org/wiki/](https://commons.wikimedia.org/wiki/File:Russian_minority_newspapers.jpg)
File:Russian_minority_newspapers.jpg

Exploring Russian Folktales from an Interdisciplinary and Comparative Perspective

Grade Level: 9-12

Time Frame: 150 minutes

Overview/Rationale: This lesson plan provides an opportunity for students to explore themes in Russian folklore in a student-centered and comparative fashion. Investigating folklore traditions through stories enhances a student's ability to understand and appreciate various cultural, historical, geographic, and social customs that are embedded, expressed, and reflected in cultural practices across people and places. Using stories, literacy strategies, hands-on activities, and 21st century skills (such as critical thinking, creativity, cultural awareness, and communication), students will read, discuss, and compare Russian folklore traditions to Pacific Northwest Coast Native American folklore (instead of using this context for comparison, you may choose one of your choice – could be a sub-culture of the United States or folklore traditions from another part of the world). This lesson also allows you to connect the "local to the global." Through careful reading, small group activities, and a project, students will engage in a thoughtful examination of the similarities and differences that exist in various folklore traditions. Ultimately, students will develop a deeper understanding of Russian folklore from a comparative perspective. This lesson is applicable to a wide range of Social Studies and Language Arts courses such as World Geography, Anthropology, or World Literature. In addition, it meets standards expressed in the Common Core for English and the Social Sciences.

Objectives:

- Students will develop a greater understanding of Russian folklore traditions through the reading of stories, small and large group discussions, hands-on activities, while comparing and contrasting these cultural expressions with another culture.
- Upon conclusion of unit activities, students will be able to analyze the basic elements of folklore traditions, how they reflect cultural beliefs, values, and practices, and design/develop their own folklore project (see possibilities and extension activities).

Common Core Standards:

- **CCSS.ELA-LITERACY.RH.11-12.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **CCSS.ELA-LITERACY.RL.11-12.3**
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- **CCSS.ELA-LITERACY.SL.11-12.1.A**
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Global Competencies:

- Investigate the world
- Recognize and reflect on diverse perspectives
- Communicate ideas
- Making connections between the “local” and the “global”

*for more information, see the Asia Society: website: <http://asiasociety.org/globalcompetence>

Materials Needed:

- Folklore Brainstorming Chart
- Notebook or Chart Paper
- Russia Folklore Readings
- Pacific Northwest Coast Native American Folklore Readings
- Construction Paper, Pens, and Art Supplies (see project possibilities)
- Cubing sheet (optional)

Essential Questions:

- How are Russian and Pacific Native American Folklore traditions/cultural beliefs reflected through stories?
- Why is folklore considered to be an important element in understanding the culture of people and places?

Procedures:

1. Please pass out the folklore brainstorming sheet to students. Ask students to respond to the following questions and place specific answers on their paper (pre-assessment activity).
 - How would you define “folklore” or “folklore traditions?”
 - What examples of folklore do you know?
 - What do you know about Russian cultural traditions?
2. After students have had an opportunity to write their ideas on their paper, have them turn to a partner and share their ideas (**Think, Pair, Share**). Ask students to reflect on their responses, listen to what their partner came up with, and be prepared to share as a large group.
3. Ask students to share their responses as a large group. Write their ideas on the board and identify a specific definition for folklore – such as “traditional art, story-telling, knowledge, and practices that are shown and shared through various modes of communication or behavior (oral, dance, music, traditional products, etc.).
4. As a large group, pose the following question to the class: How is a person’s **identity** expressed through folklore traditions? Next, write on the following statement on the board and have students discuss a relevant example.

Folk traditions are expressed in what **PEOPLE**:

- Believe
- Do
- Make
- Say

Alternative Activity: Cubing Folklore: This is another way of analyzing the concept of folklore. You have students break down the concept in the form of a cube (see the handout provided). Students are required to apply, associate, and analyze the concept in different ways. Students actually cut out the cubes if you wish.

5. **Literature Circle Activity:** Break students into groups of three and provide them with one of the Russian folklore stories provided in the lesson. Have students actively read the story (stories) by completing the following:
 - What folk traditions do you think the story is trying to convey?
 - What cultural traits (acts, values, and beliefs) are expressed in the story? Are there examples of what people **BELIEVE, DO, MAKE, and SAY?** - **Identify these from the story.**
 - How are folklore traditions expressed through the plot, characters, and settings of the story?
 - What message or moral can we learn from this particular story?
 - How does the story compare to other stories you have read (**text to text**)?
 - How does the story connect with you as a person (**text to self**)?
 - How does the story connect with the world (**text to the world**)?
- A. Have students read two or three of the Russian folklore stories provided and identify/discuss each of the following elements mentioned above. Please have students chart their responses on chart paper.
- B. After students are finished, please have a large group discussion in which students share their reflections and conclusions with the class.
6. **Comparison Activity:** Have the same group of students read two or three of the Pacific Northwest Coast Native American Folklore stories/legends provided in the lesson. Have students go through the same process as they did for the Russian folklore stories. Ask students to think about, identify, and be able to discuss some of the similarities and differences between Russian and Pacific Northwest Coast folklore.
- A. When students are finished charting their ideas, please reconvene as a large group and discuss their conclusions. What similarities and differences did they find between Russian and Pacific Native American folklore traditions?
7. **Folklore traditions expressed through motifs:** Ask students if there were specific motifs expressed in each of the individual stories. Tell students: motifs are often used in folklore to communicate important cultural beliefs. In addition, have students think about the power of motifs in our society. Using the motifs (**see below**) provided in this lesson or your own, please show your students representations of Russian and Pacific Northwest Coast Native American folklore motifs. You can do this as part of a PowerPoint. Discuss with students the important role motifs play in helping us understand folklore traditions.
- A. Possible connections between Russian Folklore Stories and PNW Coast:
 1. Wise, talking animals
 2. Wise elders
 3. Obligation to provide hospitality (ceremonies for the salmon, food for Ivan Tsarevich).

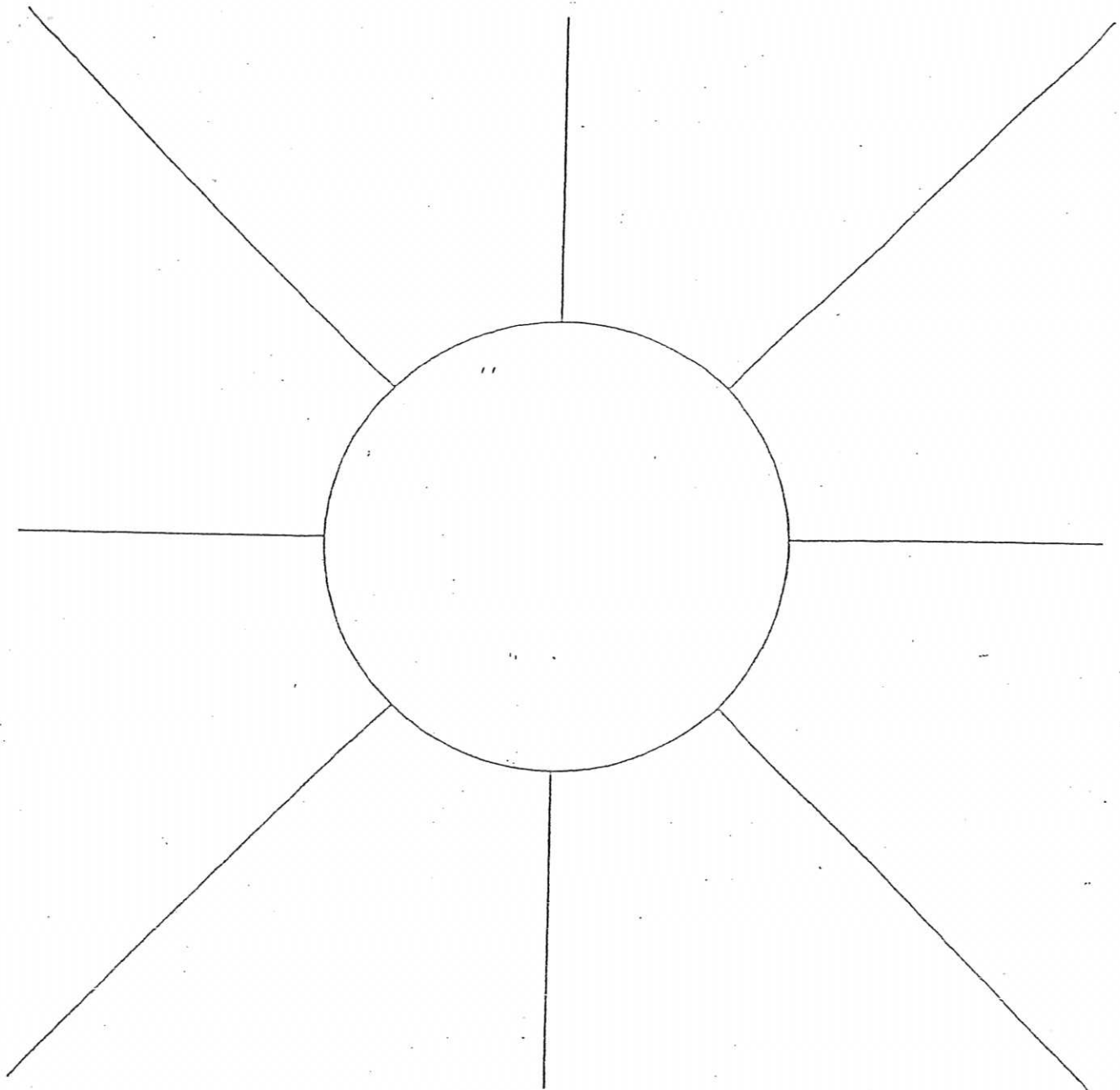
4. Bones as “seeds” of new life
5. Successful quest (for light, for Vasilisa)
6. Quest accomplished through perseverance and courage
7. Strength in alliances (Raven & Mink, Ivan Tsarevich and the twins with their respective magical helpers)
8. Ritual preparation (the sign of the cross, bathing) before starting a quest

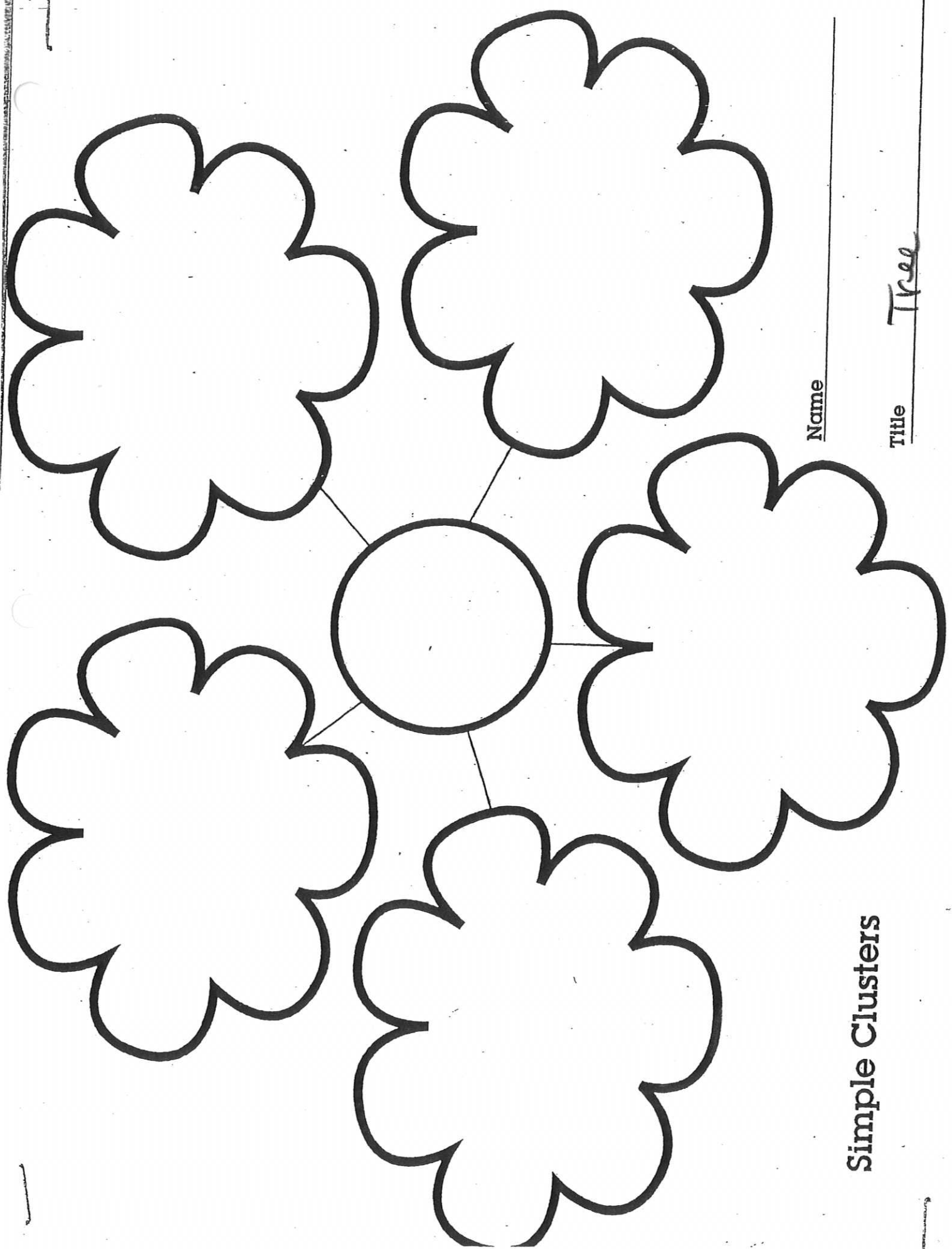
8. **Extension/Culminating Activity:** Please have students work individually or in pairs to complete one of the following projects:
 - A. **Folklore mobile:** Create a folklore “mobile” that captures the themes and cultural traits expressed in the stories. The mobile could contain motifs with brief descriptions of their significance on the back.
 - B. **Folklore Bulletin Board:** Create a “section” for a Russian folklore bulletin board on the theme of folktales, fables, myths, or fairytales. Students could do additional research on the topic.
 - C. **Museum Exhibit:** Create a tri-fold of Russian folklore that characterizes key cultural themes, symbols, and values/beliefs for a special museum exhibit for a local library.
 - D. **Folklore Children’s Book:** Compose, design, and illustrate your own Russian folktale.
 - E. **Puppet Show:** Write your own script and create characters to tell your own Russian folktale. Perform in front of the class.

Concept Pattern

Attribute Web

Make a web about the concept.
Write the concept inside the circle.





Name _____

Title Tree

Simple Clusters

Cubing

Cubing requires students to look at a topic from six different angles. Teachers often create a visual cube that serves as a starting point when they want students to analyze or consider various aspects of a topic. Cubes can be used as an after-reading strategy that requires students to think critically about a topic. When students work with cubes, they apply information in new ways. Cubes can be differentiated by interest and readiness.

Introducing the Strategy to Students:

One of the best ways to introduce cubing is to apply the activity to a common or familiar object. For example, students enjoy learning to cube with a chocolate Kiss. Simply distribute the Kiss candies to students and then assign groups to look (or study) the Kiss from several angles.

(Decide ahead of time when you are going to allow students to eat their candy.) Students work in assigned pairs or groups. If desired, the groups can be created by readiness levels since the cubing perspectives below begin at the least complex level and become increasingly complex. Using the Kiss as the topic, ask students to:

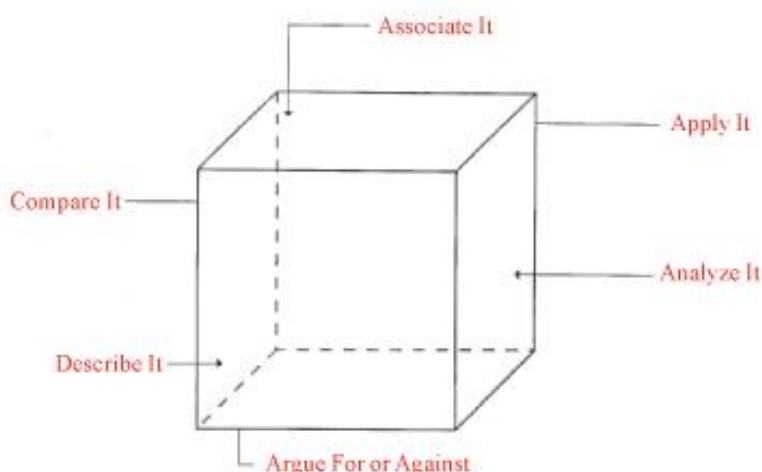
- Describe It: What does the Kiss look like?
- Compare It: Compare the chocolate Kiss with something else. What is it similar to or different from?
- Associate It: What do you associate chocolate Kisses with? What does it make you think about?
- Analyze It: Describe the Kiss's ingredients. What are its parts? How is it made?
- Apply It: What can you do with a chocolate Kiss? How can you use a Kiss?
- Argue For or Against It: Present an argument for or against chocolate Kisses.

Give students about 10 minutes to build a mini-presentation. One student in each group presents to the class.

Steps:

1. Select a topic. For example, the Civil War. Decide in advance how much time you want to devote to the cubing process. Informal cubing activities can easily be accomplished within a class period. However, activities can be extended if research is required.
 2. Create groups based on readiness or interest.
 3. Assign each group a perspective from which to explore the topic.
 - Describe the Civil War.
 - Compare the Civil War to another war.
 - Associate the Civil War with other issues, topics, or concerns.
 - Analyze the Civil War by discussing the events and decisions that led to the war.
 - Apply the lessons you've learned from studying the Civil War. How does learning about the Civil War help you understand events, issues, topics, and decisions that still exist today?
 - Argue for or against the Civil War. Should the war ever have been fought? Take a stand and list your reasons.
 4. After the designated amount of time, ask representatives from each group to present their perspectives.
-

Cubing



Adaptations:

- Design cubes based on interest or learning profiles.
- Use the cubes for independent work. Require students to complete each element on the cube but allow them to pick and choose the order in which they complete the activities.
- Use the cubes as dice which students roll.
- In math, create problems for students to solve. One problem is printed on each side of the cube.
- Author Rick Wormeli suggests incorporating Bloom's Taxonomy:
 - Knowledge—Students recall and cite content.
 - Comprehension—Students demonstrate their understanding of the content.
 - Application—Students use their knowledge and skills in a different way or situation.
 - Analysis—Students break down topics into pieces and analyze them.
 - Synthesis—Students consider aspects that seem to contradict each other and form something new.
 - Evaluation—Students use their previous learning to judge the value or success of something. Students follow specific criteria.

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BABA YAGA



SOMEWHERE, I cannot tell you exactly where, but certainly in vast Russia, there lived a peasant with his wife and they had twins — a son and daughter. One day the wife died and the husband mourned over her very sincerely for a long time. One year passed, and two years, and even longer. But there is no order in a house without a woman, and a day came when the man thought, "If I marry again possibly it would turn out all right." And so he did, and had children by his second wife.

The stepmother was envious of the stepson and daughter and began to use them hardly. She scolded them without any reason, sent them away from home as often as she wished, and gave them scarcely enough to eat. Finally she wanted to get rid of them altogether. Do you know what it means to allow a wicked thought to enter one's heart?

The wicked thought grows all the time like a poisonous plant and slowly kills the good thoughts. A wicked feeling was growing in the stepmother's heart, and she determined to send the children to the witch, thinking sure enough that they would never return.

"Dear children," she said to the orphans, "go to my grandmother who lives in the forest in a hut on hen's feet. You will do everything she wants you to, and she will give you sweet things to eat and you will be happy."

The orphans started out. But instead of going to the witch, the sister, a bright little girl, took her brother by the hand and ran to their own old, old grandmother and told her all about their going to the forest.

"Oh, my poor darlings!" said the good old grandmother, pitying the children, "my heart aches for you, but it is not in my power to help you. You have to go not to a loving grandmother, but to a wicked witch. Now listen to me, my darlings," she continued; "I will give you a hint: Be kind and good to everyone; do not speak ill words to any one; do not despise helping the weakest, and always hope that for you, too, there will be the needed help."

The good old grandmother gave the children some delicious fresh milk to drink and to each a big slice of ham. She also gave them some cookies—there are cookies everywhere—and when the children departed she stood looking after them a long, long time.

The obedient children arrived at the forest and, oh, wonder! there stood a hut, and what a curious one! It stood on tiny hen's feet, and at the top was a rooster's head. With their shrill, childish voices they called out loud:

"Izboushka, Izboushka! turn thy back to the forest and thy front to us!"

The hut did as they commanded. The two orphans looked inside and saw the witch resting there, her head near the threshold, one foot in one corner, the other foot in another corner, and her knees quite close to the ridge pole.

"Fou, Fou, Fou!" exclaimed the witch; "I feel the Russian spirit."

The children were afraid, and stood close, very close together, but in spite of their fear they said very politely:

"Ho, grandmother, our stepmother sent us to thee to serve thee."

"All right; I am not opposed to keeping you, children. If you satisfy all my wishes I shall reward you; if not, I shall eat you up."

Without any delay the witch ordered the girl to spin the thread, and the boy, her brother, to carry water in a sieve to fill a big tub. The poor orphan girl wept at her spinning-wheel and wiped away her bitter tears. At once all around her appeared small mice squeaking and saying:

"Sweet girl, do not cry. Give us cookies and we will help thee."

The little girl willingly did so.

"Now," gratefully squeaked the mice, "go and find the black cat. He is very hungry; give him a slice of ham and he will help thee."

The girl speedily went in search of the cat and saw her brother in great distress about the tub, so many times he had filled the sieve, yet the tub was still dry. The little birds passed, flying nearby, and chirped to the children:

"Kind-hearted little children, give us some crumbs and we will advise you."

The orphans gave the birds some crumbs and the grateful birds chirped again:

"Some clay and water, children dear!"

Then away they flew through the air.

The children understood the hint, spat in the sieve, plastered it up with clay and rilled the tub in a very short time. Then they both returned to the hut and on the threshold met the black cat. They generously gave him some of the good ham which their good grandmother had given them, petted him and asked:

"Dear Kitty-cat, black and pretty, tell us what to do in order to get away from thy mistress, the witch?"

"Well," very seriously answered the cat, "I will give you a towel and a comb and then you must run away. When you hear the witch running after you, drop the towel behind your back and a large river will appear in place of the towel.

If you hear her once more, throw down the comb and in place of the comb there will appear a dark wood. This wood will protect you from the wicked witch, my mistress."

Baba Yaga came home just then.

"Is it not wonderful?" she thought; "everything is exactly right."

"Well," she said to the children, "today you were brave and smart; let us see tomorrow. Your work will be more difficult and I hope I shall eat you up."

The poor orphans went to bed, not to a warm bed prepared by loving hands, but on the straw in a cold corner. Nearly scared to death from fear, they lay there, afraid to talk, afraid even to breathe. The next morning the witch ordered all the linen to be woven and a large supply of firewood to be brought from the forest.

The children took the towel and comb and ran away as fast as their feet could possibly carry them. The dogs were after them, but they threw them the cookies that were left; the gates did not open themselves, but the children smoothed them with oil; the birch tree near the path almost scratched their eyes out, but the gentle girl fastened a pretty ribbon to it. So they went farther and farther and ran out of the dark forest into the wide, sunny fields.

The cat sat down by the loom and tore the thread to pieces, doing it with delight. Baba Yaga returned.

"Where are the children?" she shouted, and began to beat the cat. "Why hast thou let them go, thou treacherous cat? Why hast thou not scratched their faces?"

The cat answered: "Well, it was because I have served thee so many years and thou hast never given me a bite, while the dear children gave me some good ham."

The witch scolded the dogs, the gates, and the birch tree near the path.

"Well," barked the dogs, "thou certainly art our mistress, but thou hast never done us a favor, and the orphans were kind to us."

The gates replied:

"We were always ready to obey thee, but thou didst neglect us, and the dear children smoothed us with oil."



"The children ran away as fast as their feet could possibly carry them"

The birch tree lisped with its leaves, "Thou hast never put a simple thread over my branches and the little darlings adorned them with a pretty ribbon."

Baba Yaga understood that there was no help and started to follow the children herself. In her great hurry she forgot to look for the towel and the comb, but jumped astride a broom and was off. The children heard her coming and threw the towel behind them. At once a river, wide and blue, appeared and watered the field. Baba Yaga hopped along the shore until she finally found a shallow place and crossed it.

Again the children heard her hurry after them and so they threw down the comb. This time a forest appeared, a dark and dusky forest in which the roots were interwoven, the branches matted together, and the tree-tops touching each other. The witch tried very hard to pass through, but in vain, and so, very, very angry, she returned home.

The orphans rushed to their father, told him all about their great distress, and thus concluded their pitiful story:

"Ah, father dear, why dost thou love us less than our brothers and sisters?"

The father was touched and became angry. He sent the wicked stepmother away and lived a new life with his good children. From that time he watched over their happiness and never neglected them anymore.

How do I know this story is true? Why, one was there who told me about it

THE GOLDEN MOUNTAIN



ONCE upon a time a merchant's son had too much fun spending money, and the day came when he saw himself ruined; he had nothing to eat, nothing to drink. He took a shovel and went to the market place to see if perchance somebody would hire him as a worker.

A rich, proud merchant, worth many, many thousands, came along in a gilded carriage. All the fellows at the market place, as soon as they perceived him, rushed away and hid themselves in the corners. Only one remained, and this one was our merchant's son.

"Dost thou look for work, good fellow? Let me hire thee," the very rich merchant said to him.

"So be it; that's what I came here for."

"And thy price?"

"A hundred rubles a day will be sufficient for me."

"Why so much?"

"If too much, go and look for someone else; plenty of people were around and when they saw thee coming, all of them rushed away."

"All right. To-morrow come to the landing place."

The next day, early in the morning, our merchant's son arrived at the landing; the very rich merchant was already there waiting.

They boarded a ship and went to sea. For quite a long time they journeyed, and finally they perceived an island. Upon that island there were high mountains, and near the shore something seemed to be in flames.

"Yonder is something like fire," said the merchant's son.

"No, it is my golden palace."

They landed, came ashore, and—look there! the rich merchant's wife is hastening to meet him, and along with her their young daughter, a lovely girl, prettier than you could think or even dream of.

The family met; they greeted one another and went to the palace. And along with them went their new workman. They sat around the oak table and ate and drank and were cheerful.

"One day does not count," the rich merchant said; "let us have a good time and leave work for to-morrow."

The young workman was a fine, brave fellow, handsome and stately, and the merchant's lovely daughter liked him well.

She left the room and made him a sign to follow her. Then she gave him a touchstone and a flint.

"Take it," she said; "when thou art in need, it will be useful."

The next day the very rich merchant with his hired workman went to the high golden mountain. The young fellow saw at once that there was no use trying to climb or even to crawl up.

"Well," said the merchant, "let us have a drink for courage."

And he gave the fellow some drowsy drink. The fellow drank and fell asleep.

The rich merchant took out a sharp knife, killed a wretched horse, cut it open, put the fellow inside, pushed in the shovel, and sewed the horse's skin together, and himself sat down in the bushes.

All at once crows came flying, black crows with iron beaks. They took hold of the carcass, lifted it up to the top of the high mountain, and began to pick at it.

The crows soon ate up the horse and were about to begin on the merchant's son, when he awoke, pushed away the crows, looked around and asked out loud:

"Where am I?"

The rich merchant below answered:

"On a golden mountain; take the shovel and dig for gold."

And the young man dug and dug, and all the gold he dug he threw down, and the rich merchant loaded it upon the carts.

"Enough!" finally shouted the master. "Thanks for thy help. Farewell!"

"And I—how shall I get down?"

"As thou pleasest; there have already perished nine and ninety of such fellows as thou. With thee the count will be rounded and thou wilt be the hundredth."

The proud, rich merchant was off.

"What shall I do?" thought the poor merchant's son. "Impossible to go down! But to stay here means death, a cruel death from hunger."

And our fellow stood upon the mountain, while above the black crows were circling, the black crows with iron beaks, as if feeling already the prey.

The fellow tried to think how it all happened, and he remembered the lovely girl and what she said to him in giving him the touchstone and the flint. He remembered how she said:

"Take it. When thou art in need it will prove useful."

"I fancy she had something in mind; let us try."

The poor merchant's son took out stone and flint, struck it once and lo! two brave fellows were standing before him.

"What is thy wish? What are thy commands?" said they.

"Take me from this mountain down to the seashore."

And at once the two took hold of him and carefully brought him down.

Our hero walks along the shore. See there! a vessel comes sailing near the island.

"Ahoy! good people! take me along!"

"No time to stop!" And they went sailing by. But the winds arose and the tempest was heavy.

"It seems as if this fellow over there is not an ordinary man; we had better go back and take him along," decided the sailors.

They turned the prow toward the island, landed, took the merchant's son along with them and brought him to his native town.

It was a long time, or perhaps only a short time after—who could tell?—that one day the merchant's son took again his shovel and went to the market place in search of work.

The same very rich merchant came along in his gilded carriage; and, as of old, all the fellows who saw him coming rushed away.

The merchant's son remained alone.

"Will you be my workman?"

"I will at two hundred rubles a day. If so, let us to work."

"A rather expensive fellow."

"If too expensive go to others; get a cheap man. There were plenty of people, but when thou didst appear—thou seest thyself—not one is left."

"Well, all right. Come to-morrow to the landing place."

They met at the landing place, boarded a ship and sailed toward the island.

The first day they spent rather gayly, and on the second, master and workman went to work.

When they reached the golden mountain the rich, proud merchant treated his hired man to a tumbler.

"Before all, have a drink."

"Wait, master! thou art the head; thou must drink the first. Let me treat thee this time."

The young man had already prepared some of the drowsy stuff and he quickly mixed it with the wine and presented it to the master.

The proud merchant drank and fell sound asleep.

Our merchant's son killed a miserable old horse, cut it open, pushed his master and the shovel inside, sewed it all up and hid himself in the bushes.

All at once black crows came flying, —black crows with iron beaks; they promptly lifted up the horse with the sleeping merchant inside, bore it to the top of the mountain, and began to pick the bones of their prey.

When the merchant awoke he looked here and looked there and looked everywhere.

"Where am I?"

"Upon the golden mountain. Now if thou art strong after thy rest, do not lose time; take the shovel and dig. Dig quickly and I'll teach thee how to come down."

The proud, rich merchant had to obey and dug and dug. Twelve big carts were loaded.

"Enough!" shouted the merchant's son. "Thank thee, and farewell!"

"And I?"

"And thou mayst do as thou wishest! There are already ninety and nine fellows perished before thee; with thyself there will be a hundred."


The merchant's son took along with him the twelve heavy carts with gold, arrived at the golden palace and married the lovely girl; the rich merchant's daughter became mistress of all her father's wealth, and the merchant's son with his family moved to a large town to live.

And the rich merchant, the proud, rich merchant?

He himself, like his many victims, became the prey of the black crows, black crows with iron beaks.

Well, sometimes it happens just so.

THE LANGUAGE OF THE BIRDS

 SOMEWHERE in a town in holy Russia, there lived a rich merchant with his wife. He had an only son, a dear, bright, and brave boy called Ivan. One lovely day Ivan sat at the dinner table with his parents. Near the window in the same room hung a cage, and a nightingale, a sweet-voiced, gray bird, was imprisoned within. The sweet nightingale began to sing its wonderful song with trills and high silvery tones. The merchant listened and listened to the song and said:

"How I wish I could understand the meaning of the different songs of all the birds! I would give half my wealth to the man, if only there were such a man, who could make plain to me all the different songs of the different birds."

Ivan took notice of these words and no matter where he went, no matter where he was, no matter what he did, he



always thought of how he could learn the language of the birds.

Sometime after this the merchant's son happened to be hunting in a forest. The winds rose, the sky became clouded, the lightning flashed, the thunder roared loudly, and the rain fell in torrents. Ivan soon came near a large tree and saw a big nest in the branches. Four small birds were in the nest; they were quite alone, and neither father nor mother was there to protect them from the cold and wet. The good Ivan pitied them, climbed the tree and covered the little ones with his "kaftan," a long-skirted coat which the Russian peasants and merchants usually wear. The thunderstorm passed by and a big bird came flying and sat down on a branch near the nest and spoke very kindly to Ivan.

"Ivan, I thank thee; thou hast protected my little children from the cold and rain and I wish to do something for thee. Tell me what thou dost wish."

Ivan answered; "I am not in need; I have everything for my comfort. But teach me the birds' language."

"Stay with me three days and thou shalt know all about it."

Ivan remained in the forest three days. He understood well the teaching of the big bird and returned home more clever than before. One beautiful day soon after this Ivan sat with his parents when the nightingale was singing in his cage. His song was so sad, however, so very sad, that the merchant and his wife also became sad, and their son, their good Ivan, who listened very attentively, was even more affected, and the tears came running down his cheeks.

"What is the matter?" asked his parents; "what art thou weeping about, dear son?"

"Dear parents," answered the son, "it is because I understand the meaning of the nightingale's song, and because this meaning is so sad for all of us."

"What then is the meaning? Tell us the whole truth; do not hide it from us," said the father and mother.

"Oh, how sad it sounds!" replied the son. "How much better would it be never to have been born!"

"Do not frighten us," said the parents, alarmed. "If thou dost really understand the meaning of the song, tell us at once."

"Do you not hear for yourselves? The nightingale says: 'The time will come when Ivan, the merchant's son, shall become Ivan, the king's son, and his own father shall serve him as a simple servant.'"

The merchant and his wife felt troubled and began to distrust their son, their good Ivan. So one night they gave him a drowsy drink, and when he had fallen asleep they took him to a boat on the wide sea, spread the white sails, and pushed the boat from the shore.

For a long time the boat danced on the waves and finally it came near a large merchant vessel, which struck against it with such a shock that Ivan awoke. The crew on the large vessel saw Ivan and pitied him. So they decided to take him along with them and did so. High, very high, above in the sky they perceived cranes. Ivan said to the sailors: "Be careful; I hear the birds predict a storm. Let us enter a harbor or we shall suffer great danger and damage. All the sails will be torn and all the masts will be broken."

But no one paid any attention and they went farther on. In a short time the storm arose, the wind tore the vessel almost to pieces, and they had a very hard time to repair all the damage. When they were through with their work they heard many wild swans flying above them and talking very loud among themselves.

"What are they talking about?" inquired the men, this time with interest.

"Be careful," advised Ivan. "I hear and distinctly understand them to say that the pirates, the terrible sea robbers, are near. If we do not enter a harbor at once they will imprison and kill us."

The crew quickly obeyed this advice and as soon as the vessel entered the harbor the pirate boats passed by and the merchants saw them capture several unprepared vessels. When the danger was over, the sailors with Ivan went farther, still farther. Finally the vessel anchored near a town, large and unknown to the merchants. A king ruled in that town who was very much annoyed by three black crows. These three crows were all the time perching near the window of the king's chamber. No one knew how to get rid of them and no one could kill them. The king ordered notices to be placed at all crossings and on all prominent buildings, saying that whoever was able to relieve the king from the noisy birds would be rewarded by obtaining the youngest korolevna, the king's daughter, for a wife; but the one who should have the daring to undertake but not succeed in delivering the palace from the crows would have his head cut off. Ivan attentively read the announcement, once, twice, and once more. Finally he made the sign of the cross and went to the palace. He said to the servants:

"Open the window and let me listen to the birds."

The servants obeyed and Ivan listened for a while. Then he said:

"Show me to your sovereign king."

When he reached the room where the king sat on a high, rich chair, he bowed and said:

"There are three crows, a father crow, a mother crow, and a son crow. The trouble is that they desire to obtain thy royal decision as to whether the son crow must follow his father crow or his mother crow."

The king answered: "The son crow must follow the father crow."

As soon as the king announced his royal decision the crow father with the crow son went one way and the crow mother disappeared the other way, and no one has heard the noisy birds since. The king gave one-half of his kingdom and his youngest korolevna to Ivan, and a happy life began for him.

In the meantime his father, the rich merchant, lost his wife and by and by his fortune also. There was no one left to take care of him, and the old man went begging under the windows of charitable people. He went from one window to another, from one village to another, from one town to another, and one bright day he came to the palace where Ivan



"The old man went begging from town to town"

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lived, begging humbly for charity. Ivan saw him and recognized him, ordered him to come inside, and gave him food to eat and also supplied him with good clothes, asking questions:

"Dear old man, what can I do for thee?" he said.

"If thou art so very good," answered the poor father, without knowing that he was speaking to his own son, "let me remain here and serve thee among thy faithful servants."

"Dear, dear father!" exclaimed Ivan, "thou didst doubt the true song of the nightingale, and now thou seest that our fate was to meet according to the predictions of long ago."

The old man was frightened and knelt before his son, but his Ivan remained the same good son as before, took his father lovingly into his arms, and together they wept over their sorrow.

Several days passed by and the old father felt courage to ask his son, the korolevitch:


"Tell me, my son, how was it that thou didst not perish in the boat?"

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Ivan Korolevitch laughed gayly.

"I presume," he answered, "that it was not my fate to perish at the bottom of the wide sea, but my fate was to marry the korolevna, my beautiful wife, and to sweeten the old age of my dear father."

THE TSAREVNA FROG

 IN an old, old Russian tsarstvo, I do not know when, there lived a sovereign prince with the princess his wife. They had three sons, all of them young, and such brave fellows that no pen could describe them. The youngest had the name of Ivan Tsarevitch. One day their father said to his sons:

"My dear boys, take each of you an arrow, draw your strong bow and let your arrow fly; in whatever court it falls, in that court there will be a wife for you."

The arrow of the oldest Tsarevitch fell on a boyar-house just in front of the terem where women live; the arrow of the second Tsarevitch flew to the red porch of a rich merchant, and on the porch there stood a sweet girl, the merchant's daughter. The youngest, the brave Tsarevitch Ivan, had the ill luck to send his arrow into the midst of a swamp, where it was caught by a croaking frog.

Ivan Tsarevitch came to his father: "How can I marry the frog?" complained the son. "Is she my equal? Certainly she is not."

"Never mind," replied his father, "you have to marry the frog, for such is evidently your destiny."

Thus the brothers were married: the oldest to a young boyarishnia, a nobleman's child; the second to the merchant's beautiful daughter, and the youngest, Tsarevitch Ivan, to a croaking frog.

After a while the sovereign prince called his three sons and said to them:

"Have each of your wives bake a loaf of bread by to-morrow morning."

Ivan returned home. There was no smile on his face, and his brow was clouded.

"C-R-O-A-K! C-R-O-A-K! Dear husband of mine, Tsarevitch Ivan, why so sad?" gently asked the frog. "Was there anything disagreeable in the palace?"

"Disagreeable indeed," answered Ivan Tsarevitch; "the Tsar, my father, wants you to bake a loaf of white bread by tomorrow."

"Do not worry, Tsarevitch. Go to bed; the morning hour is a better adviser than the dark evening."

The Tsarevitch, taking his wife's advice, went to sleep. Then the frog threw off her frogskin and turned into a beautiful, sweet girl, Vassilissa by name. She now stepped out on the porch and called aloud:

"Nurses and waitresses, come to me at once and prepare a loaf of white bread for to-morrow morning, a loaf exactly like those I used to eat in my royal father's palace."

In the morning Tsarevitch Ivan awoke with the crowing cocks, and you know the cocks and chickens are never late.

Yet the loaf was already made, and so fine it was that nobody could even describe it, for only in fairyland one finds such marvelous loaves. It was adorned all about with pretty figures, with towns and fortresses on each side, and within it was white as snow and light as a feather.

The Tsar father was pleased and the Tsarevitch received his special thanks.

"Now there is another task," said the Tsar smilingly. "Have each of your wives weave a rug by to-morrow."

Tsarevitch Ivan came back to his home. There was no smile on his face and his brow was clouded.

"C-R-O-A-K! C-R-O-A-K! Dear Tsarevitch Ivan, my husband and master, why so troubled again? Was not father pleased?"

"How can I be otherwise? The Tsar, my father, has ordered a rug by tomorrow."

"Do not worry, Tsarevitch. Go to bed; go to sleep. The morning hour will bring help."

Again the frog turned into Vassilissa, the wise maiden, and again she called aloud:

"Dear nurses and faithful waitresses, come to me for new work. Weave a silk rug like the one I used to sit upon in the palace of the king, my father."

Once said, quickly done. When the cocks began their early "cock-a-doodle-doo," Tsarevitch Ivan awoke, and lo! there lay the most beautiful silk rug before him, a rug that no one could begin to describe. Threads of silver and gold were interwoven among bright-colored silken ones, and the rug was too beautiful for anything but to admire.

The Tsar father was pleased, thanked his son Ivan, and issued a new order. He now wished to see the three wives of his handsome sons, and they were to present their brides on the next day.

The Tsarevitch Ivan returned home. Cloudy was his brow, more cloudy than before.

"C-R-O-A-K! C-R-O-A-K! Tsarevitch, my dear husband and master, why so sad? Hast thou heard anything unpleasant at the palace?"

"Unpleasant enough, indeed! My father, the Tsar, ordered all of us to present our wives to him. Now tell me, how could I dare go with thee?"

"It is not so bad after all, and might be much worse," answered the frog, gently croaking. "Thou shalt go alone and I will follow thee. When thou hearest a noise, a great noise, do not be afraid; simply say: 'There is my miserable froggy coming in her miserable box.'"

The two elder brothers arrived first with their wives, beautiful, bright, and cheerful, and dressed in rich garments. Both the happy bridegrooms made fun of the Tsarevitch Ivan.

"Why alone, brother?" they laughingly said to him. "Why didst thou not bring thy wife along with thee? Was there no rag to cover her? Where couldst thou have gotten such a beauty? We are ready to wager that in all the swamps in the dominion of our father it would be hard to find another one like her." And they laughed and laughed.

Lo! what a noise! The palace trembled, the guests were all frightened.

Tsarevitch Ivan alone remained quiet and said:

"No danger; it is my froggy coming in her box."

To the red porch came flying a golden carriage drawn by six splendid white horses, and Vassilissa, beautiful beyond all description, gently reached her hand to her husband. He led her with him to the heavy oak tables, which were covered with snow-white linen and loaded with many wonderful dishes such as are known and eaten only in the land of fairies and never anywhere else. The guests were eating and chatting gayly.

Vassilissa drank some wine, and what was left in the tumbler she poured into her left sleeve. She ate some of the fried swan, and the bones she threw into her right sleeve. The wives of the two elder brothers watched her and did exactly the same.

When the long, hearty dinner was over, the guests began dancing and singing. The beautiful Vassilissa came forward, as bright as a star, bowed to her sovereign, bowed to the honorable guests and danced with her husband, the happy Tsarevitch Ivan.

While dancing, Vassilissa waved her left sleeve and a pretty lake appeared in the midst of the hall and cooled the air. She waved her right sleeve and white swans swam on the water. The Tsar, the guests, the servants, even the gray cat sitting in the corner, all were amazed and wondered at the beautiful Vassilissa. Her two sisters-in-law alone envied her. When their turn came to dance, they also waved their left sleeves as Vassilissa had done, and, oh, wonder! they sprinkled wine all around. They waved their right sleeves, and instead of swans the bones flew in the face of the Tsar father. The Tsar grew very angry and bade them leave the palace. In the meantime Ivan Tsarevitch watched a moment to slip away unseen. He ran home, found the frogskin, and burned it in the fire.

Vassilissa, when she came back, searched for the skin, and when she could not find it her beautiful face grew sad and her bright eyes filled with tears.

She said to Tsarevitch Ivan, her husband:

"Oh, dear Tsarevitch, what hast thou done? There was but a short time left for me to wear the ugly frogskin. The moment was near when we could have been happy together forever. Now I must bid thee good-by. Look for me in a far-away country to which no one knows the roads, at the palace of Kotschei the Deathless;" and Vassilissa turned into a white swan and flew away through the window.

Tsarevitch Ivan wept bitterly. Then he prayed to the almighty God, and making the sign of the cross northward, southward, eastward, and westward, he went on a mysterious journey.

No one knows how long his journey was, but one day he met an old, old man. He bowed to the old man, who said:

"Good-day, brave fellow. What art thou searching for, and whither art thou going?"

Tsarevitch Ivan answered sincerely, telling all about his misfortune without hiding anything.

"And why didst thou burn the frogskin? It was wrong to do so. Listen now to me. Vassilissa was born wiser than her own father, and as he envied his daughter's wisdom he condemned her to be a frog for three long years. But I pity thee and want to help thee. Here is a magic ball. In whatever direction this ball rolls, follow without fear."

Ivan Tsarevitch thanked the good old man, and followed his new guide, the ball. Long, very long, was his road. One day in a wide, flowery field he met a bear, a big Russian bear. Ivan Tsarevitch took his bow and was ready to shoot the bear.

"Do not" kill me, kind Tsarevitch," said the bear. "Who knows but that I may be useful to thee?" And Ivan did not shoot the bear.

Above in the sunny air there flew a duck, a lovely white duck. Again the Tsarevitch drew his bow to shoot it. But the duck said to him:

"Do not kill me, good Tsarevitch. I certainly shall be useful to thee some day

And this time he obeyed the command of the duck and passed by. Continuing his way he saw a blinking hare. The Tsarevitch prepared an arrow to shoot it, but the gray, blinking hare said:

"Do not kill me, brave Tsarevitch. I shall prove myself grateful to thee in a very short time."

The Tsarevitch did not shoot the hare, but passed by. He walked farther and farther after the rolling ball, and came to the deep blue sea. On the sand there lay a fish. I do not remember the name of the fish, but it was a big fish, almost dying on the dry sand.

"O Tsarevitch Ivan!" prayed the fish, "have mercy upon me and push me back into the cool sea."

The Tsarevitch did so, and walked along the shore. The ball, rolling all the time, brought Ivan to a hut, a queer, tiny hut standing on tiny hen's feet.

"Izboushka! Izboushka!"—for so in Russia do they name small huts—"Izboushka, I want thee to turn thy front to me," cried Ivan, and lo! the tiny hut turned its front at once. Ivan stepped in and saw a witch, one of the ugliest witches he could imagine.

"Ho! Ivan Tsarevitch! What brings thee here?" was his greeting from the witch.

"O, thou old mischief!" shouted Ivan with anger. "Is it the way in holy Russia to ask questions before the tired guest gets something to eat, something to drink, and some hot water to wash the dust off?"

Baba Yaga, the witch, gave the Tsarevitch plenty to eat and drink, besides hot water to wash the dust off. Tsarevitch Ivan felt refreshed. Soon he became talkative, and

related the wonderful story of his marriage. He told how he had lost his dear wife, and that his only desire was to find her.

"I know all about it," answered the witch. "She is now at the palace of Kotsheï the Deathless, and thou must understand that Kotsheï is terrible. He watches her day and night and no one can ever conquer him. His death depends on a magic needle. That needle is within a hare; that hare is within a large trunk; that trunk is hidden in the branches of an old oak tree; and that oak tree is watched by Kotsheï as closely as Vasilissa herself, which means closer than any treasure he has."

Then the witch told Ivan Tsarevitch how and where to find the oak tree. Ivan hastily went to the place. But when he perceived the oak tree he was much discouraged, not knowing what to do or how to begin the work. Lo and behold! that old acquaintance of his, the Russian bear, came running along, approached the tree, uprooted it, and the trunk fell and broke. A hare jumped out of the trunk and began to run fast; but another hare, Ivan's friend, came running after, caught it and tore it to pieces. Out of the hare there flew a duck, a gray one which flew very high and was almost invisible, but the beautiful white duck followed the bird and struck its gray enemy, which lost an egg. That egg fell into the deep sea. Ivan meanwhile was anxiously watching his faithful friends helping him. But when the egg disappeared in the blue waters he could not help weeping. All of a sudden a big fish came swimming up, the same fish he had saved, and brought the egg in his mouth. How happy Ivan was when he took it! He broke it and found the needle inside, the magic needle upon which everything depended.

At the same moment Kotsheï lost his strength and power forever. Ivan Tsarevitch entered his vast dominions, killed him with the magic needle, and in one of the palaces found his own dear wife, his beautiful Vasilissa. He took her home and they were very happy ever after.



VALUE #3: IT IS VALUED WORK TO UPHOLD AND SERVE OUR PEOPLE.
QIĆ SYAYUS TI?H SŠƏQILD TI?H ?ACHTALBIX"ČƏI.

How Daylight Was Stolen

Told by Harry Moses.

It was long ago, and there was no daylight here then. Our land was in darkness at that time, long ago. The people talked about it: "How can we manage to get a hold of some daylight? There is daylight in the country upriver, but how can we manage to get any?"

There were two young men who began to prepare themselves. They bathed. They trained so they would be light on their feet when they ran. It was Raven and Little Mink who were preparing themselves to be of use to their people.

They lined up canoes – probably they had shovel-nosed canoes – but they found out that they could not jump over all of them yet. They got two canoes turned over and lined up side by side to jump over. They trained for a long time to be light on their feet when they ran. After a while, they had three canoes turned over and lined up that they were jumping over. When they had four canoes in a row and could jump over them, they had reached their goal. They thought, "Now there is no one who could catch up with us. We have trained enough to be able to go and get the daylight at the place where it is kept."

Little Mink and Raven set out in their canoe. They poled upriver looking for the daylight. Just as they were getting close, light came down upon them, all around them. They stopped and pulled back a little way and watched. It would be light for a long time and then it would get dark again. That's how they knew: "We are almost there." They left their canoe and walked. They walked until they came to the place where the light was. There were people living there.

They had to decide now: "Which of us will capture the daylight? There might be trouble if both of us went, because people might figure out we were after the light. We have to steal it from where it is kept in a longhouse with people all around."

Little Mink said, "I will be the one to go. I will pretend to be a little old man with gray hair, very feeble. I will be walking with a cane when I go inside and look for the owner of daylight. That is where I will be." Raven said, "I will stay here. I will wait for you to bring it. You will be holding it in your arms when you get here, and then I will take over from you."

Little Mink took off running. He ran until he got to the place where the owner of daylight was. Then he went on like a little old man with gray hair walking with a cane. The people saw him: "Oh, someone from another tribe has come." Little Mink said, "I am homeless. I don't have anything to eat. There is no one where I live who treats me right, so I have come looking for a place to stay, here where the owner of daylight lives, somewhere where I can find a bed and be treated right." The owner took this poor old man and said, "Over there in the back is a mat where you can lie down. You will be safe there." But the old man said, "No, I need to go outside from time to time at night, so it would be better if I could be by the door." So they made a place for him to lie down there by the door.

He stayed there watching what they did with the light. He just kept watch. When the sun got over to one side, it would little by little get its face squeezed up. This is how darkness increased. Little by little the sun's face would be tied up. It would be darkness now. All of this was watched closely by Little Mink.

When he had been there three days, Mink went after the light. But he couldn't get his hands on it. He is still far from it when it starts getting light again. Right away Mink runs and lies down on his sleeping mat. He is covered with ash from the fire, because he blew on it and it flew up and settled back down on him.

The people in the other part of the house noticed something. "Why is the daylight blinking on and off?" The old man lying near the door and covered with ash because has not moved all night is looking at the blinking light.

When night came, Mink got up again. Four nights he went after the light, until on the fourth night he touched it and got a grip on it. That is when he grabbed it and ran off with it.

But they chased him. He kept going under logs. They couldn't catch up with him because he was so light on his feet. He jumped over logs until he got to his friend Raven and tossed the sun over to him.

Raven caught it. Way up high he flew, twisting and turning. "Caw, caw, caw, caw." There is no one who can catch him, because he is light and fast in the air, very strong. Mink runs along the ground; Raven flies up high. There is no one who can catch Raven. Whenever he got tired, he threw the sun down to his friend.

His friend was being chased. Way out in front, he would be going under logs; then, over in another place, he would be jumping over them as he ran. There is no one and nothing that can manage to catch up with this little guy who is so light on his feet. Wolf, Cougar, they chased him. But there was nobody who could catch up with him, because he was just light on his feet.

They ran and flew until they got to the canoe and got in and shoved off. Just as soon as there were on their way downriver, it got foggy. Little Mink said, "I have a spirit power. If I point out a place, that place will get fogged in." Fog covered them, and the people who were chasing them got lost. So Little Mink and Raven went on, and they brought this daylight home.

As they were coming in to shore, getting closer to the land they are from, there would be times when the people would be covered in sunlight. "Oh, they are coming now, the men who were looking for daylight. They are closer now, light is covering us." They brought the daylight to the land where they were from.

And Raven took charge of the light first. He was the one who managed it. Just as soon as it would be getting dark, it got light again. "How will the people sleep? It is already getting light again. It is happening too fast." Then it was given to Little Mink. This time, it was night for a long time and then it would get light again very slowly. Mink knew how, because had had watched the way the upriver people used their hands to do it. But Raven was too fast. As soon as it got dark, it got light again. How were people supposed to get their sleep when it always gets light again right away?

Because of what they did, Raven and Little Mink were highly honored by the people. Because of what they did, we still talk about them. Because of what they did, people today have an idea about *q̓ič syayus* work that brings honor.

Artwork by Jason Gobin. Lushootseed provided by Tulalip Lushootseed Department.

ALUE #4: WE WORK HARD AND ALWAYS TRY TO DO OUR BEST.
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The Story of the Salmon Ceremony

Adapted from a story told by Bernie Gobin Kia-Kia.

Long ago, the world was not like it is today. The stories show that animals could become people and people could become animals. A story will say that a person "put on his bobcat blanket" if Bobcat was the animal that this person could become. The stories also show that people and animals could talk to each other and understand each other. Long ago, then, when this is how things were, the salmon people and the ᐱᐤᐤᐤᐤᐤᐤ^w had an agreement.

The salmon would come into the rivers each year and offer themselves as food for the people. The people would clean the rivers each year before the salmon arrived, and they would greet the salmon with a ceremony, and they would put the bones of all the salmon they had eaten back into the water. But as time went on, people became careless. There would be trash along the riverbanks and even in the water when the salmon came back. Often just some bones were returned; sometimes no bones were put back. Fewer and fewer salmon were arriving. People were thinking: "If this goes on much longer, we are going to starve."

One day a young man was walking by the shore. He was asking himself, "Why is it that just a few salmon are coming anymore?" All of a sudden, the water rolled back, and up walked a person from beneath the sea.

"I have been sent to bring you back to the salmon village so you can get an answer to the question you have been asking," he told the young man. "I will be your guide. There is another reason I was sent. Our leader is very ill. There is something he wants to say to you."

The young man walked with the guide out to sea. The carpet of water rolled back over them until the young man looked up and could see fish swimming up above.

Then they arrived at the salmon village. It looked just like the young man's village, with a longhouse, drying racks, canoes; the people looked just like the people in his village, except something was terribly wrong: everywhere he looked there would be someone with only one arm or no foot or half a leg.

"What misfortune has happened to the people of this village," he wondered. His guide seemed to know what he was thinking. "You see what happens when your people do not put back all the bones," he said. "When our people return to this home beneath the sea, parts of their bodies are missing."

His guide took him to the longhouse where the leader of the salmon lived. This man had been very sick since his return from the river by the young man's village. "We have brought you here to see if you can understand the nature of our leader's illness. Perhaps it is an illness from your world."

The young man was taken to a closed space at the back of the longhouse. An older man, very thin and wasted, was lying there with a fish hook stuck in the side of his head. The young man could see it clearly, but to the eyes of the salmon people it was invisible. "Young man, I hope you can help me," said the leader of the salmon.

"I think I could help you," said the young man. "But I am afraid that I would cause you a lot of pain." The leader of the salmon asked for the help anyway. As soon as the young man had removed the fish hook, the

salmon leader sat up, completely well again. "You have saved my life," he said. "You have done a great thing for our people," said the young man's guide.

The young man stayed with the salmon people as an honored guest for some time. He heard about the agreement between his people and the salmon, how his people were to clean the rivers, welcome the salmon on their arrival, and take care of the bones. He had been unaware of these teachings.

When it became time for him to return to his people, the salmon began to teach him songs for a salmon ceremony, how to welcome the arriving King Salmon, how to sing a farewell as the bones were returned to the sea. The salmon leader spoke to him: "This is a message for you to take to your people. Because it is hard for them to take care of the bones of all the salmon they eat, we will agree that as a tribe they will take care of the bones of just the first salmon. After that, each person will decide how they want to conduct themselves. Each year we will send a scout to your village, and he will report back to us. If the river is clean and the ceremony is held and the bones of this scout salmon are taken good care of, we will come back each year." The young man was given many gifts and sent with honor back to his people.

The young man instructed his people about the teachings that had been entrusted to him, and for a while everything went well. Then some people started to complain. "It is too much trouble to gather up all these bones. Salmon have too many bones. Even if it is only once a year, it is too much trouble."

The young man took the people down to the stream where the salmon were spawning. Some salmon were making their way completely out of the water, bruising themselves on the rocks, gasping for breath. Some with serious cuts in their bodies were resting in the pools before going on. Some had come to places where they had to jump ten times higher than any *ʔaciʔtalbix*^w could jump, just to get to the next waterfall, where they would have to jump again. "Look how hard they are working to keep their side of the agreement," the young man said.

And so, even to this day, each year the salmon scout arrives to see whether the *ʔaciʔtalbix*^w will continue to live up to their side of the agreement. Each year, the scout reports back to his people about whether the ceremony was held, how his bones were taken care of and whether the salmon habitat was well maintained. Each year, so far. That is the end.

Artwork by Jason Gobin. Lushootseed provided by Tulalip Lushootseed Department.

VALUE #2: WE UPHOLD AND FOLLOW THE TEACHINGS THAT COME FROM OUR ANCESTORS.

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Her First Basket

From a story told by taqʷšəblu, Vi Hilbert.

Long ago, before the world became the way it is today, there was a little girl. This little girl had been born with an illness that made her actions awkward. She could not run like the other children. She thought her thoughts in a different way. She spent a lot of time alone, because the children did not want her to be on their team or in their group. They felt uncomfortable with her, because she was different.

One day, she was sitting alone at the foot of a tree, feeling very sad. This tree happened to be a cedar tree, which is called the Grandmother of the People, ʔpaʔac in our language. From this tree came everything that the people needed in life long ago. The Grandmother Tree had taught the people how to take strips of her bark and make all kinds of mats and baskets and hats and even towels and diapers with it. She taught them how to make houses and canoes from her trunk. She taught them how to make themselves strong with her boughs. But there was one thing she had not taught them yet: how to make baskets that could hold water without leaking.

This was the tree that the little girl had sat down by. Lucky for her. The Tree looked down and said, "Granddaughter, you seem very sad." The Little Girl told the Tree all her troubles. That was one thing about the little girl: she could talk to the Tree very easily, unlike many people.

The Tree said, "Granddaughter, you are not only different, you are special. You will be a basket maker."

The Little Girl said, "How can I make baskets, when my hands are so clumsy that I cannot even catch a ball most of the time?"

The Tree said, "Practice and know-how. I will offer up the know-how, and you must offer up the practice. First, you need to go down to the river. You will find a place where my roots are exposed. You will take as much of my root as you need to make your basket."

The Little Girl said, "I don't even know how much that is."

The Tree said, "You will know."

So the Little Girl went and got the cedar roots. There is a special name for them in our language, cəpʔ. The Tree showed her how much root to take, how to prepare them for working and how to coil them around and stitch them tight to make a basket. The little girl worked hard. Her fingers were sore; her arms were sore; her patience almost ran out. She thought, "I can't give up, or I might hurt the Tree's feelings. She is trying to be so nice to me, but I don't know if I can even make it to the end of this basket." The Tree smiled to herself. She knew what the little girl was thinking.

Finally, the basket was done. "There is one thing more," said the Tree. "You must go down to the river and dip up a basketful of water and bring it back to me." The Little Girl went to the river, dipped her basket full of water, and carried it back to the tree. Along the way, she could feel drops of water leaking out of the basket and falling on her legs. When she got back to the tree, her basket was almost empty.

"I walk so slowly because of my illness that all the water leaked out on my way back to you," she told the Tree. "No," said the Tree. "Your basket was not tight enough. You need to take it apart and do it over." At first the Little Girl couldn't believe it. How mean, to make her take it all apart after all that work. But as she sat there, she gradually knew that she needed to take the basket apart. "The second try is going to be just as bad as the first one," she said to herself. "I can't do this kind of work, because of my illness." Again, the Tree knew what she was thinking. The little girl hardly heard her say, "The second one will be better than the first, because you know something now and you have practiced." It was almost as if the little girl had thought that herself.

Finally, the basket was finished for the second time. It looked very nice – even sides, tightly woven. "Now take it down to the river and dip up a basketful of water and bring it back to me." The Little Girl went down to the river, dipped her basketful of water and brought it back to the Tree. There was only a little bit of water on her legs this time. The basket was almost full, but not quite. "Not tight enough yet," said the Tree. "You need to take it apart and do it over."

The same thing happened all over again for a third time. Finally, the little girl brought back her fourth basket, and it stayed full. "I finished the basket now," she thought. But then the Tree said, "You need to decorate your basket now."

"I don't know how to decorate a basket," said the little girl, almost crying. "I can't think of ideas like the other kids. I am not creative or smart, because of my illness."

"You can make a basket that holds water," said the Tree. "No one else can do that. Don't you think that is a smart thing to be able to do?"

"It's not because I am smart, it is because you taught me."

"And wasn't it smart of you to listen and to take it apart four times and never give up? So, for a design, just look around you. Take what you see and make it yours."

The little girl looked around. The sun was shining and making her feel warm and happy. There was a dog walking by. He was a funny dog, always hanging around the village. From time to time he would lie on his back with his feet in the air and bark. Everyone liked him. And there was a snake at her feet, sliding away from his old skin, with a beautiful pattern on his back.

The Tree said, as if she knew what the little girl was thinking, "Yes, you can put the sun and the dog and the snakeskin on your basket. That design will represent the thoughts and feelings that you are putting into your work. Then it will be a real basket, of the kind that we call *spəču*."

The little girl learned how to put the designs on the basket. When she showed it to the Tree, she felt a warmth in her hands as she held it. "I will keep this forever," she said. "Whenever I am sad, I will look at it and think of all the things I learned from you."

"No," said the Tree, "You must take it back to your village and present it to the oldest lady. That is what people must do with the first things that they make from my gifts. They must pass them on."

"What will I say to the oldest lady? I can never think of anything to say to grown-ups."

"You will speak from your heart when the time comes."

The little girl went to where the oldest lady was staying. This lady was in a lot of pain from arthritis. She did not like to see the little girl who had such trouble moving, because that little girl reminded her of her own trouble. She had often said, "Little girl, go away, don't bother me." The little girl was afraid to talk to that lady, so she turned back to her own house.

She waited until the people were all gathered, and she told the head speaker that she had a little bit of work to do. And then she sat and listened to the songs of her the people at the gathering. Finally, the time came when the head speaker said, "This little girl has something on her mind."

She asked the head speaker to call the elder's Indian name. Then she said, "This is my first basket. It holds water without leaking. On it are the warm sunlight, the little dog who makes us laugh, and the snake leaving his old skin behind. These are all things that made me happy the day I finished my basket. I am giving this basket to you because you, like my teacher, have lived a long time and are wise; and like me, you sometimes need cheering up."

The old lady thought, "This little one understands how I feel. How could I have ever been so impatient with her?"

Time passed, and the little girl grew up. As she grew older, she helped many people through her basket making. She passed along the knowledge of how to make a basket water tight. She lived according to the teachings that the Tree and the elder lady (who became her friend) gave her. And she became a treasure to her people. It would be nice to think that her illness left her. But it didn't. She suffered from that illness all her life, and she accomplished all those things anyway.

We can still learn from her even to this very day. This story has no end, because her teachings have continued from long ago right up until now.

Artwork by Jason Gobin. Lushootseed provided by Tulalip Lushootseed Department.

**ALUE #1: WE RESPECT THE COMMUNITY OF OUR ELDERS PAST AND PRESENT,
AND PAY ATTENTION TO THEIR GOOD WORDS.**

ʔəshigʷəd čəł ti slułtədčəł čəłə ʔəsləqəd ti haʔł sgʷədɡʷadads.

Crane and Changer

From a story told by Snoqualmie Charlie as part of the Star Child story.

Long ago, when the world was not yet the way it is today, dukʷibəł the Changer was walking. He was going everywhere all over the earth. Sometimes he would appear from the East as a brilliant light. Sometimes he would look like a young man, or several young men. Sometimes he would be invisible. Sometimes he would look like an old person who knew about a lot of things.

This one time he was walking and came to a man who was standing by the shore. This man had very long legs. As he was standing there, he was getting hit over the head by some

rocks. dukʷibəł the Changer said, "What are you doing?"

The man said, "I want to use one of these rocks for a hammer, but it hits me on the head whenever I pick it up."

The man was told now by dukʷibəł, "You go ahead and pick up those rocks."

As soon as the man picked up the rocks, they hit him on the head again.

Now dukʷibəł took those rocks and looked them over. He told them, "You are going to be hammers for the people from now on." Then he knocked them together.

He gave the rocks to the man and told him, "Take your hammers. These will be your hammers from now on."

The long-legged man went down to the shore now. He made his living from what he could get from the water. He picked up a stick. As soon as he picked it up, the stick hit him over the head.

dukʷibəł the Changer asked him, "What are you doing now?"

The man said, "I wanted to use this stick for a fish spear, but whenever I pick it up, it hits me over the head."

dukʷibəł took the stick now and looked it over. He told it, "You are going to be fish spears from now on." He broke it in two.

He gave the sticks to the man and said, "Take your fish spears. These will be fish spears for you from now on."

Then dukʷibəł walked away. He was walking all over the world at that time, preparing it for the way it was to be when the First People would arrive. He looked just like an old person who knew a lot of things.

Artwork by Jason Gobin. Lushootseed provided by Tulalip Lushootseed Department.