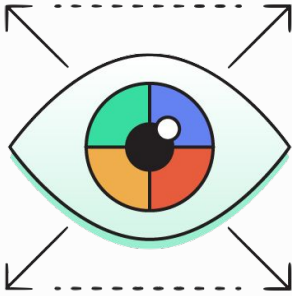


## Formative Assessment:

# Perspective



**Thinking historically means considering how one's personhood has influenced their perspective. It also means recognizing how diverse viewpoints and experiences shape the understanding of historical events. This allows students of history to cultivate empathy for the people of the past that are studied.**

**Directions:** Read the following author context and primary source. Then, answer the questions on perspective that follow. The multiple choice questions for this formative assessment are Weighted Multiple Choice (WMC) questions. This means that there is only one *incorrect* answer, but the other 3 choices are weighted. The *two best* answers are 2 points, the *next-best* answer is 1 point, and the *incorrect* answer is 0 points.

# Formative Assessment: Perspective

## Author\* Context:

By 1921, Britain's relationship with Soviet Russia was complicated. Britain had intervened militarily against the Bolsheviks during the Russian Civil War (1918-1921), viewing the communist revolution as a threat to its own empire and capitalist economy. But in March 1921, Britain became the first Western nation to sign a trade agreement with Soviet Russia. It sought access to Russian goods and markets to help its own economy following World War I.

Still, British officials were skeptical of Soviet economic policies, such as the nationalization of industry, which had eliminated private ownership and foreign investment. Britain compiled reports on Soviet economic conditions to both assess whether Russia could be a reliable trading partner and monitor the spread of communist economic ideas.

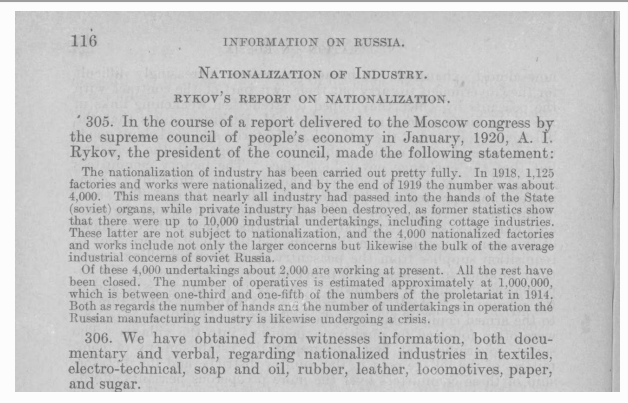
\*In this case, the author, or perspective to evaluate, is a nation: Great Britain.

Source: Alexei Ivanovich Rykov, "Report on Nationalization," in United States Congress. Senate, Henry Cabot Lodge, *Information on Russia. Report political and economic of the Committee to Collect Information on Russia presented to Parliament by command of the King*, 1921. [Library of Congress](#).

Note: Alexei Ivanovich Rykov was Chairman of the Supreme Council of National Economy from 1918-1924. After Vladimir Lenin died, Rykov succeeded him as Premier of the Soviet Union, staying in power from 1924-1930. On March 14, 1938, he was executed after being found guilty of treason during Joseph Stalin's "Great Purge."

## NATIONALIZATION OF INDUSTRY. RYKOV'S REPORT ON NATIONALIZATION.

305. In the course of a report delivered to the Moscow congress by the supreme council of people's economy in January, 1920, A. I. Rykov, the president of the council, made the following statement:



The nationalization of industry has been carried out pretty fully. In 1918, 1,125 factories and works were nationalized, and by the end of 1919 the number was about 4,000. This means that nearly all industry had passed into the hands of the State (soviet) organs, while private industry has been destroyed, as former statistics show that there were up to 10,000 industrial undertakings, including cottage industries. These latter are not subject to nationalization, and the 4,000 nationalized factories and works include not only the larger concerns but likewise the bulk of the average industrial concerns of soviet Russia.

Of these 4,000 undertakings about 2,000 are working at present. All the rest have been closed. The number of operatives is estimated approximately at 1,000,000, which is between one-third and one-fifth of the numbers of the proletariat in 1914. Both as regards the number of hands and the number of undertakings in operation the Russian manufacturing industry is likewise undergoing a crisis.



# Formative Assessment: Perspective

1. Using both the author context and the primary source, select the **two statements** that best demonstrate how the perspective of Great Britain influenced its decision to include this excerpt in its report on Soviet Russia.
  - A. Britain admired Soviet Russia's rapid nationalization of industry and thought it could serve as a model for how Western nations might restructure their own economies following World War I.
  - B. Britain's skepticism of Soviet economic policies made it important to show that only half of nationalized factories were operational and that Russian industry was "undergoing a crisis."
  - C. Britain's desire to assess Soviet Russia as a trading partner led it to emphasize statistics on nationalized factories and reduced workforce to evaluate the actual state of Soviet industrial capacity.
  - D. Britain's recent military intervention against the Bolsheviks during the Russian Civil War led it to document the failures of Soviet economic policy as justification for its earlier opposition.

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on Great Britain's decision to include this excerpt in its report on Soviet Russia. Cite evidence.



# Formative Assessment: Perspective

1. Using both the author context and the primary source, select the **two statements** that best demonstrate how the perspective of Great Britain influenced its decision to include this excerpt in its report on Soviet Russia.
  - A. Britain admired Soviet Russia's rapid nationalization of industry and thought it could serve as a model for how Western nations might restructure their own economies following World War I. **(0 points)**
  - B. Britain's skepticism of Soviet economic policies made it important to show that only half of nationalized factories were operational and that Russian industry was "undergoing a crisis." **(2 points)**
  - C. Britain's desire to assess Soviet Russia as a trading partner led it to emphasize statistics on nationalized factories and reduced workforce to evaluate the actual state of Soviet industrial capacity. **(2 points)**
  - D. Britain's recent military intervention against the Bolsheviks during the Russian Civil War led it to document the failures of Soviet economic policy as justification for its earlier opposition. **(1 point)**

2. Historians evaluate the significance of the attributes of a person to better interpret a source. Using both the author context and the primary source, explain why one of the statements you chose represents a more significant influence on Great Britain's decision to include this excerpt in its report on Soviet Russia. Cite evidence.

**With properly cited evidence from the author context and the primary source, students can successfully make the case that either Choice B or Choice C best demonstrates how Britain's perspective influenced its decision to include this excerpt. Britain's skepticism of Soviet economic policies made Rykov's admission that half of nationalized factories were closed and that industry was "undergoing a crisis" valuable evidence that communist management had failed, supporting Choice B. Additionally, Britain's desire to assess Soviet Russia as a reliable trading partner made Rykov's statistics on factory output and workforce size directly useful for evaluating Soviet industrial capacity, supporting Choice C. Therefore, Choices B and C are worth 2 points. Choice D is plausible, as Britain's military intervention against the Bolsheviks did shape its view of Soviet Russia, but the author context does not explicitly connect that intervention to the decision to document Soviet economic failures, worth 1 point. Choice A is 0 points, as it directly contradicts the author context, which establishes that Britain was skeptical of Soviet economic policies rather than admiring of them.**



## 1. Weighted Multiple Choice

<b>Choice 1</b>	2 points (Choice B or C)	1 point (Choice D)	0 points (Choice A)
<b>Choice 2</b>	2 points (Choice B or C)	1 point (Choice D)	0 points (Choice A)
			<b>Subtotal: _____ / 4</b>

## 2. Short Answer: More Significant Factor

3 points	2 points	1 point	0 points
Student identifies one choice as a more significant factor and cites clear evidence from both the author context and primary source to justify their choice.	Student identifies one choice as more significant and cites clear evidence from one source to justify their answer. Both sources may be cited, but only one provides clear justification.	Student identifies one choice as more significant and may or may not cite evidence to justify their answer. If evidence is cited, it does not provide clear justification for their choice.	Students does not identify one choice as more significant. Student either misunderstood question or did not attempt to answer it.
			<b>Subtotal: _____ / 3</b>

**Total: \_\_\_\_\_ / 7**

