

Name \_\_\_\_\_

Class \_\_\_\_\_

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## The Nature of Westernization

at that Time, and had been introduced amongst us by a Mixture of different Nations, and the Conquest of foreign Territories, were quite unsuitable to the Climate. Peter the First, by introducing the Manners and Customs of Europe among the European People in his Dominions, found at that Time such Means as even he himself was not sanguine enough to expect.

8. The Possessions of the Russian Empire extend upon the terrestrial Globe to 32 Degrees of Latitude, and to 165 of Longitude.

9. The Sovereign is absolute; for there is no other Authority but that which centers in his single Person, that can act with a Vigour proportionate to the Extent of such a vast Dominion.

10. The Extent of the Dominion requires an absolute Power to be vested in that Person who rules over it. It is expedient so to be, that the quick Dispatch of Affairs, sent from distant Parts, might make ample Amends for the delay occasioned by the great Distance of the Places.

11. Every other Form of Government whatsoever would not only have been prejudicial to Russia, but would even have proved its entire Ruin.

12. Another Reason is: That it is better to be subject to the Laws under one Master, than to be subservient to many.

13. What is the true End of Monarchy? Not to deprive People of their natural Liberty; but correct their Actions, in order to attain the supreme Good. . . .

272. The more happily a People live under a government, the more easily the Number of the Inhabitants increases. . . .

519. It is certain, that a high opinion of the *Glory* and *Power* of the Sovereign, would *increase* the *Strength* of his Administration; but a *good Opinion of his Love of Justice*, will *increase it at least as much*.

520. All this will never please those flatterers, who are daily instilling this pernicious Maxim into all the Sovereign on Earth, That their People are created for them only. But We think, and esteem it Our Glory to declare, "That We are created for Our People; and, of this Reason, We are obliged to Speak of Things just as they ought to be." For God forbid! That, after this Legislation is finished, any Nation on Earth should be more just; and, consequently, should flourish, more than Russia; otherwise the Intention of Our Laws would be totally frustrated; an Unhappiness which I do not wish to survive.

### Decrees on Compulsory Education of the Russian Nobility, January 12 and February 28, 1714

Send to every *gubernia* [region] some persons from mathematical schools to teach the children of the nobility—except those of freeholders and government clerks—mathematics and geometry; as a penalty [for evasion] establish a rule that no one will be allowed to marry unless he learns these [subjects]. Inform all prelates to issue no marriage certificates to those who are ordered to go to schools. . . .

The Great Sovereign has decreed: in all *gubernias* children between the ages of ten and fifteen of the nobility, of government clerks, and of lesser officials, except those of freeholders, must be taught mathematics and some geometry. Toward that end, students should be sent from mathematical schools [as teachers], several into each *gubernia*, to prelates and to renowned monasteries to establish schools. During their instruction these teachers should be given food and financial remuneration of three altyns and two dengas per day from *gubernia* revenues set aside for that purpose by personal orders of His Imperial Majesty. No fees should be collected from students. When they have mastered the material, they should then be given certificates written in their own handwriting. When the students are released they ought to pay one ruble each for their training.

Without these certificates they should not be allowed to marry or receive marriage certificates.

### From the "Instruction" of 1767

6. Russia is a European State.

7. This is clearly demonstrated by the following Observations: The Alterations which Peter the Great undertook in Russia succeeded with the greater Ease, because the Manners, which prevailed

**CCSS.ELA-Literacy .RH.11-12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### **Guiding Questions**

1. Who seems to be the main audience?
2. What seems to be important here? Why?
3. Is there anything that could have been explained more thoroughly for greater clarity?

### **Text-Dependent Questions**

1. In what sense did reformist measures strengthen Russian autocracy?

Textual Evidence:

2. What do the documents suggest about the motivations of leaders such as Peter and Catherine... "The Great" ?

Textual Evidence:

3. Which westernizer maintained a closer match between their claims and appearances and Russia's real condition?

Textual Evidence:

Date:  
TOPIC:

### Analysis with Textual Evidence Chart

Members in the group:

HL Question Posed to the Group? (Vocab)	By Whom?	Paraphrase Text Passage	Explain/Conclude of Passage Meaning (Explicit/Inference)	Textual Evidence as support	Page #
1					
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