Changing Attitudes and Values

Objectives
- Explain what values shaped the new social order.
- Understand how women and educators sought change.
- Learn how science challenged existing beliefs.

Prepare to Read

Build Background Knowledge
Ask students to read the section title Changing Attitudes and Values and predict what some of these changes might be. Then ask them to add to and revise their predictions as they read.

Set a Purpose
- **SECTION 3**
- **312**
- **Step-by-Step Instruction**

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

- Explain what values shaped the new social order.
- Understand how women and educators sought change.
- Learn how science challenged existing beliefs.

Terms, People, and Places
- null of domesticity
- temperance movement
- Elizabeth Cady Stanton
- women's suffrage
- Sojourner Truth
- Elizabeth Cady Stanton
- social gospel
- John Dalton
- Charles Darwin
- racism

Note Taking
Reading Skill: Identify Supporting Details
As you read, create a table listing new attitudes and values in the right-hand column. List the supporting details in the right-hand column.

Vocabulary Builder

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

High-Use Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition and Sample Sentences</th>
</tr>
</thead>
</table>
| speculate  | p. 316
| controversial | p. 317

Speculate, p. 316

controversial, p. 317

adj. that is or can be argued about or debated

The committee made a controversial decision to close the restaurant.
The Ideal Home

Within the family, the division of labor between wife and husband changed. Earlier, middle-class women had helped run family businesses out of the home. By the later 1800s, most middle-class husbands went to work in an office or shop. A successful husband was one who made enough to achieve the ideal waist measurement of 24 inches and never to remarry. In contrast, a widower was expected to wear enough to achieve the ideal waist measurement of 24 inches and never to remarry. A widow was expected to dress in black from head to toe and never to remarry. In contrast, a widower was expected to wear enough to achieve the ideal waist measurement of 24 inches and never to remarry. A widow was expected to wear enough to achieve the ideal waist measurement of 24 inches and never to remarry.

Middle-Class Tastes and Values

By the mid-century, the modern middle class had developed its own way of life. A strict code of etiquette governed social behavior. Rules dictated how to dress and how to pay a social call, when to write letters, and how long to mourn for dead relatives. Parents strictly supervised their children, who were expected to be “seen but not heard.” A child who misbehaved was considered to reflect badly on the entire family. Servants, too, were considered immodest if shown.

The Proper Victorians

Queen Victoria’s long reign spanned those years. Middle-class Victorians had a strict code of manners. The Victorian Era because Queen Victoria’s long reign spanned those years. Middle-class Victorians had a strict code of manners. Queen Victoria’s long reign spanned those years. Middle-class Victorians had a strict code of manners.

A widow who masqueraded was considered to reflect

Workers and peasants were at the base of the social ladder. In highly industrialized Britain, workers made up more than 30 percent of the population in 1900. In Western Europe and the United States, the number of farmworkers dropped, but many families still worked the land. The rural population was higher in eastern and southeastern Europe, where industrialization was more limited.

Domestic Life in the 1800s

The Ideal Woman

Within the family, the division of labor between wife and husband changed. Earlier, middle-class women had helped run family businesses out of the home. By the later 1800s, most middle-class husbands went to work in an office or shop. A successful husband was one who made enough to achieve the ideal waist measurement of 24 inches and never to remarry. In contrast, a widower was expected to wear enough to achieve the ideal waist measurement of 24 inches and never to remarry. A widow was expected to dress in black from head to toe and never to remarry. In contrast, a widower was expected to wear enough to achieve the ideal waist measurement of 24 inches and never to remarry.

In respectable Victorian homes, fabric drapes con- ported a cult of domesticity that idealized women and the home. Sayings like “home, sweet home” were stitched into needlework and hung on parlor walls. The ideal woman was seen as a tender, self-sacrificing caregiver who provided a nest for her children and a peaceful refuge for her husband to escape from the hardships of the working world.

Think Critically

1. Analyze Visuals How do these images reflect a cult of domesticity? 2. Make Comparisons Compare and contrast the women in these two images. How are they similar? How are they different?

Thinking Critically

A New Social Order Arises

Instruct

• Introduce Explain that the growth of industry brought the rise of a large middle class. Ask Who made up the middle class? (business people and professionals, as well as teachers, office workers, shopkeepers, and clerks)

• Teach Ask How did the division of labor in middle-class households change? (Most husbands went to work in an office or shop, while most wives stayed at home to raise their children.) Did the same division of labor happen in the working class? (No, working-class men and women both had to work in order to earn a living.)

• Quick Activity Direct students to the Infographic on this page. Ask them to discuss the similarities between the two images and what these similarities suggest.

Independent Practice

Link to Literature To help students better understand the social distinctions between the British middle and upper classes, have them read the excerpt from Jane Austen’s Pride and Prejudice and complete the worksheet.

Monitor Progress

As students fill in their tables, circulate to make sure they understand how a new social order developed out of the Industrial Revolution. For a completed version of the table, see Note Taking Transparencies, 149

Answers

Three distinct social classes emerged—upper, middle, and working class—and middle-class values and tastes were idealized.

Thinking Critically

1. These images show how the only suitable activities for women were confined to the home. 2. Similar: each image shows women performing domestic activities; different: they show two aspects of domestic expectations for women—learning how to entertain and supervising an everyday chore.

Chapter 9 Section 3 313
Women Work for Rights

Instruct

- **Introduce: Key Terms** Ask students to find the term **temperance movement** in blue in the text and define its meaning. Would students have supported the temperance movement if they had been alive then?
- **Teach** to be more independent.

Monitor Progress

- **Quick Activity:** Display Transparency 128: Hugging a Delusion. Use the lesson suggested in the transparency book to guide a discussion on the political cartoon on women’s suffrage.
- **Color Transparencies:** 129

Independent Practice

Direct students to the quote by Sojourner Truth under the black heading The Suffrage Struggle. Ask students to write a paragraph about Truth’s reaction to the statement that a woman’s place was in the home. Ask them to explain her question, “Ain’t I a woman?”

Monitor Progress

As students write their paragraphs on Sojourner Truth’s quote, circulate to make sure they understand that as a former enslaved person, she had even fewer rights than a white woman. Be sure that students understand that she had been seen as property, but now worked for freedom and women’s rights.

Answers

**PRIMARY SOURCE** She believes that a well-rounded education would better prepare women for the unexpected and teach women to be more independent.

Women were too emotional to be allowed to vote; women needed to be protected from politics; a woman’s place was traditionally at home and not out in society.

In an 1882 address, the American women’s rights leader Elizabeth Cady Stanton argued that women should have the same rights as men. She believed that an education would help women better control their own lives.

Women Work for Rights

Some individual women and women’s groups protested restrictions on women. They sought a broad range of rights across Europe and the United States, politically active women campaigned for fairness in marriage, divorce, and property laws. Women’s groups also supported the temperance movement; a campaign to limit or ban the use of alcoholic beverages. Temperance leaders argued not only that drinking threatened family life, but that banning it was important for a productive and efficient workforce.

**Early Voices** Before 1850, some women—mostly from the middle class—had campaigned for the abolition of slavery. In this process, they realized the severe restrictions on their own lives. In the United States, Lucretia Mott, Elizabeth Cady Stanton, and Susan B. Anthony crusaded against slavery before organizing a movement for women’s rights.

Many women broke the barriers that kept them out of universities and professions. By the late 1800s, a few women trained as doctors or lawyers. Others became essayists, researchers, or inventors, often without recognition. For example, Julia Brushard Hall worked with her brother to develop an aluminum-producing process. Their company became hugely successful, but Charles Brushard Hall received almost all of the credit.

**The Suffrage Struggle** By the late 1800s, married women in some countries had won the right to control their own property. The struggle for political rights proved far more difficult. In the United States, the Seneca Falls Convention of 1848 demanded that women be granted the right to vote. In Europe, groups dedicated to women’s suffrage, or women’s right to vote, emerged in the later 1800s.

Among men, some liberals and socialists supported women’s suffrage. In general, though, suffragists faced intense opposition. Some critics claimed that women were too emotional to be allowed to vote. Others argued that women needed to be “protected” from grubby politics or that a woman’s place was in the home, not in government. To such claims, Sojourner Truth, an African American suffragist, is believed to have replied, “Nobody ever helps me into carriages, or over mudpuddles, or gives me any best place! And ain’t I a woman?”

On the edges of the Western world, women made faster strides. In New Zealand, Australia, and some western territories of the United States, women won the vote by the early 1900s. There, women who had “tamed the frontier” alongside men were not dismissed as weak and helpless. In the United States, Wyoming became the first state to grant women the right to vote. In Europe and most of the United States, however, the suffrage struggle succeeded only after World War I.

**Checkpoint** What were the arguments against women’s suffrage?
Growth of Public Education

By the late 1800s, reformers persuaded many governments to set up public schools and require basic education for all children. Teaching “the three Rs”—reading, writing, and arithmetic—was thought to produce better citizens. In addition, industrialized societies recognized the need for a literate workforce. Schools taught punctuality, obedience to authority, disciplined work habits, and patriotism. In European schools, children also received basic religious education.

Public Education Improves At first, elementary schools were primarily attended by children of middle-class families. In rural areas, students attended class only during the times when they were not needed on the farm or in their parents’ shops.

By the late 1800s, more and more children were in school, and the quality of elementary education improved. Teachers received training at Normal Schools, where the latest “norms and standards” of educational practices were taught. Beginning in 1879, schools to train teachers were established in France. In England, schooling girls and boys between the ages of five and ten became compulsory after 1881. Also, governments began to expand secondary schools, known as high schools in the United States. In secondary schools, students learned the “classical languages” Latin and Greek, along with history and mathematics.

In general, only middle-class families could afford to have their sons attend those schools, which trained students for more serious study or for government jobs. Middle-class girls were sent to school primarily in the hope that they might marry well and become better wives and mothers. Education for girls did not include subjects such as science, mathematics, or physical education because they were not seen as necessary subjects for girls to learn.

Higher Education Expands Colleges and universities expanded in this period, too. Most university students were the sons of middle- or upper-class families. The university curriculum emphasized ancient history and languages, philosophy, religion, and law. By the late 1800s, universities added courses in the sciences, especially in chemistry and physics. At the same time, engineering schools trained students who would have the knowledge and skills to build the new industrial society.

Some women sought greater educational opportunities. By the 1840s, a few small colleges for women opened, including Bedford College in England and Mount Holyoke in the United States. In 1869, the British reformer Emily Davies campaigned for female students to be allowed to take the entrance examinations for Cambridge University. She succeeded, but so late as 1897, male Cambridge students rioted against granting degrees to women.

Checkpoint Why did more children attend school in the late 1800s than before?

Public Education

Before 1870, the only formal education available for British children was in religious schools or “ungraded schools,” which taught poor children basic skills, such as reading. The Industrial Revolution changed that as it created a growing need for people to be better educated. How does this 1898 photo of a science class in Jamaica illustrate the changes that had taken place in the British educational system?

Growth of Public Education

Instruct

■ Introduce Ask students to read the introductory sentences and the two black headings under Growth of Public Education. Have students predict what they will learn under each heading. Then have them read to find out whether their predictions were accurate.

■ Teach Using the Numbered Heads strategy (TE, p. T23), ask What basic education did schools teach by the late 1800s? (Teachers taught reading, writing, math, education, and the importance of being disciplined, punctual, obedient, and patriotic.) Why had colleges and universities changed their curriculums by the late 1800s? (The Industrial Revolution brought about a need for many people to be prepared to work in industries that required science and engineering knowledge and skills.)

■ Analyzing the Visuals Point out the photograph of the schoolroom on this page. Ask students to identify similarities and differences between this school and their curriculums by the late 1800s and their schools today.

Independent Practice

Ask students to create an outline with Growth of Public Education as I and the two black headings below it in their text as A. and B. Then ask students to write two black headings under Growth of Public Education. Have students predict what they will learn under each heading. Then have them read to find out whether their predictions were accurate.

Monitor Progress

As students work on their paragraphs, circulate to ensure they understand that society needs a well-educated workforce and that, on a personal level, schooling opens up greater opportunities for an individual.

Connect to Our World

Connections to Today Schools encouraged physical fitness as well as learning. In the early 1800s, English schoolboys began playing a game that developed into soccer. School representatives drew up the first official rules in 1848. The game spread to the rest of Europe, then to Chile, Canada, and the United States. Today, soccer is probably the most widely played sport in the world.

In December 1891, American James Naismith, a physical education teacher, used a soccer ball to devise a game that could be played indoors during the long winter months. He hung up two peach basket goals, one at each end of the gym, and his YMCA athletes played the first game of basketball. The new game spread swiftly. As it grew more popular, it assumed its new familiar characteristics.

Check your understanding of the main points with the Connect to Our World photos. Write a paragraph explaining the purpose of schools today.

Answers

■ Caption It shows that education had changed because girls were being taught science in a large, bright classroom, and many supplies were available to them.

■ Fewer children were needed to work on farms or in their parents’ shops; the growing number of middle-class families could afford to send their children to school.

Chapter 9 Section 3 315
Science Takes New Directions

Instruct

Introduce: Vocabulary Builder  Have students read the Vocabulary Builder terms and definitions. Ask them to predict how the words speculated and controversial would be key to understanding how science challenged long-standing beliefs in the late 1800s.

Teach  Ask What do John Dalton, Charles Lyell, and Charles Darwin have in common? (They all advanced startling scientific theories about the natural world.) Why was Darwin’s idea controversial? (It contradicted the Bible.) How did Darwin’s ideas become connected with racist ideas? (Some thinkers applied his theory of natural selection to human society in an unscientific way, with the belief that some races are superior to others.)

Quick Activity  Web Code nba-4174 will take students to an interactive map. Have students complete the interactive activity on the Voyage of the HMS Beagle and then answer the questions in the text.

Independent Practice  Direct students to the Infographic on the Voyage of the HMS Beagle in their text. Ask them to find the Galápagos Islands, west of South America. Have them trace Darwin’s voyage, and then explain to a partner its purpose and significance.

Monitor Progress  As students write their paragraphs, circulate to make sure they understand the purpose and significance of Darwin’s voyage.

differentiated instruction

Special Needs  To help students master vocabulary, have them make a list of this section’s Vocabulary Builder terms and Key Terms, People, and Places. Encourage students to include in the list additional terms that may be new to them, such as etiquette, self-sacrifice, startling, and substances. Then have them create flashcards with the term on one side and its definition (or, in the case of key people, an identifying statement) on the other. For English Language Learners, you may wish to have students add explanations in their first language to go with the flashcards. Pair students and have them quiz each other, using the flashcards.
show that Earth had formed over millions of years. His successors concluded that Earth was at least two billion years old and that life had not appeared until long after Earth was formed. These ideas did not seem to agree with biblical accounts of creation.

Archaeology added other pieces to an emerging debate about the origins of life on Earth. In 1856, workers in Germany accidentally uncovered fossilized Neanderthal bones. Later scholars found fossils of other early modern humans. These archaeologists had limited evidence and often drew mistaken conclusions. But as more discoveries were made, scholars developed new ideas about early humans and their ancestors.

**Darwin’s Theory of Natural Selection**

The most controversial new idea came from the British naturalist Charles Darwin. In 1859, after years of research, he published *On the Origin of Species*. Darwin argued that all forms of life, including human beings, had evolved into their present state over millions of years. To explain the long, slow process of evolution, he put forward his theory of natural selection.

Darwin adopted Thomas Malthus’s idea that all plants and animals produced more offspring than the food supply could support. As a result, **Thinking Critically**

1. **Draw Conclusions**
   How did Darwin’s voyage help him develop his theory of natural selection?

2. **Synthesize Information**
   Why would the isolation of Galápagos Islands attract scientists such as Darwin?

**Vocabulary Builder**

**controversial** (kahn truh VUR shul) adj.: that is or can be argued about or debated

**Answers**

**Thinking Critically**

1. **Draw Conclusions**
   Darwin’s voyage provided him with a wide-ranging view of different species, which helped him develop his theory of natural selection.

2. **Synthesize Information**
   The isolation of the Galápagos Islands allowed him to study different species up close, which was essential for developing his theory.

**Religion in an Urban Age**

**Instruct**

- **Introduce**
  Explain that despite new scientific thinking, religion had a major place in industrialized nations. Ask students to predict what this place might be, and then read to find out if their predictions were correct.

- **Teach**
  Ask students: What was the purpose of the social gospel? (It encouraged Christians to do social service.)

  Why did living conditions in industrialized nations encourage compassionate and charitable feelings? (Industrialization created harsh living and working conditions for many people. People felt the need to push for reforms for the working poor, and religious organizations were one way to do that.)

- **Analyzing the Visuals**
  Have students describe the photo of the Salvation Army on the next page and explain the significance of the image. Remind students that groups like the Salvation Army still exist today.

**Independent Practice**

Ask students to work in groups to generate a list of reasons why reforms and social services were needed and what religious groups could do to help fill this need. Have student groups share their lists with the class.

**Monitor Progress**

Check Reading and Note Taking Study Guide entries for student understanding.
Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. Three distinct social classes emerged (upper, middle, and working); middle-class tastes and values became a measuring stick for the working classes; women sought a political voice, the right to vote, and the chance to attend universities; scientists shook long-held religious beliefs. 3. Luxury, respectability, and a strict etiquette 4. Men believed that women belonged in the home; they also thought that women were too emotional to vote.
5. Sample: It would improve opportunities for working-class children.
6. Darwin’s ideas contradicted the widely accepted biblical account of creation.

Comprehension and Critical Thinking

1. Describe What are three values associated with the middle class?
2. Draw Conclusions Why did the women’s movement face strong opposition?
3. Draw Inferences Why do you think reforms pushed for free public education?
4. Synthesize Information Why did the ideas of Charles Darwin cause controversy?

Writing About History

Quick Write Write a Thesis Statement Imagine that you are writing a problem-solution essay on the unequal treatment of women in the 1800s. Based on what you have read in this section, write a thesis statement, or the main idea, for your problem-solution essay.

For additional assessment, have students access Progress Monitoring Online at Web Code: nba-2131.