

AP[®] EUROPEAN HISTORY

2012 SCORING GUIDELINES

Question 5

Analyze the ways in which the rise of the middle class affected family structure and gender roles in Europe in the 1800s.

9–8 points

- Thesis is explicit and fully responds to the question — refers to several ways in which middle-class family structure and gender roles changed in the 19th century.
- Organization is clear and effectively supports the argument — body paragraphs develop the various ways family structure and gender roles changed as alluded to in the thesis.
- Essay is well balanced — all topics required by the question are covered at length.
- Uses elaborative evidence to support all major ideas regarding family structure and gender roles.
- May contain an error or off-topic content that does not detract from the argument.

7–6 points

- Thesis is explicit and responds to the terms of the question — may respond to family and gender issues less thoroughly.
- Essay is organized and supports the argument but may stray off task — may merge gender roles and family structure issues into a single paragraph.
- Both topics required by the question are covered at least briefly — some factors may be more developed than others.
- Uses elaborative evidence to support most claims.
- May contain an error or off-topic content that detracts from the argument.

5–4 points

- Thesis is explicit but not fully responsive to the question — may refer to only one of the issues of family and gender.
- Essay may deal with only one of the issues of family and gender.
- Uses some elaborative evidence.
- May contain a few errors that detract from the argument.

3–2 points

- May contain no explicit, valid, or accurate thesis or is largely a paraphrase of the question.
- Is poorly organized.
- May fail to address most of the terms of the question in any substantial manner — may conflate middle-class and working-class families on the family and gender issue. Must provide at least one reference to a valid middle-class development on the family or gender issues, even if not labeled as middle class.
- Uses little to no evidence.
- May contain several errors that detract from the argument.

1–0 points

- Makes no discernible attempt at a thesis.
- Shows a disorganized response that suggests little or no understanding of the question — may simply discuss the working class with no allusion to middle-class developments.
- Ignores most of the major topics suggested by the question.
- Uses no evidence that is relevant to the question.
- May contain numerous errors that detract from the argument.

AP[®] EUROPEAN HISTORY 2012 SCORING GUIDELINES

Question 5 (continued)

Question Coverage in Popular European History Textbooks

Chambers et al., *The Western Experience* (10th ed.)

Chapter 22

- Develops the idea of diversity behind the middle-class label, bankers through to shopkeepers.
- Valued economic self-sufficiency, literacy, respectability.
- Valued constitutionalism, equal rights, economic freedom.
- Women were assigned the role of guardians of morality — played major role in creating the middle-class identity.
- Home and family were linchpins of middle-class life.
- The stay-at-home wife was one of the chief signifiers of middle-class respectability, isolated from business and politics.
- Women supervised the home and all domestic chores themselves, through servants, or both.
- Women were idealized as tender, innocent, gracious, but fragile.
- The home was the moral citadel protecting the family from the outside world, and women maintained the moral atmosphere.
- Wives were responsible for the moral upbringing of their children — motherhood was an honored occupation.
- Childhood lasted longer in a middle-class home — extensive training was required.

Chapter 24

- Middle-class women engaged in charitable organizations and education.
- The International Congress of the Rights of Women was held in Paris, 1878.
- Expanding field of social work in late 19th century began to pay middle-class women.
- Women's colleges were established at Oxford and Cambridge in the 1870s.
- Italian Maria Montessori lectured on the “new women” at end of 19th century.
- At end of 19th century, women lived longer and had fewer children — harder to justify their sheltered role in society.

Spielvogel, *Western Civilization* (comp vol., 3rd ed.)

Chapter 24

- Domestic servants were used, but the practice was more limited than had been thought.
- Middle-class wives frequently worked hard on domestic chores yet had to appear to be idle.
- Middle-class women were educated in domestic crafts, singing, piano playing.
- Children were seen as unique beings, not small adults (Rousseau); child rearing was seen as the mother's special charge; new children's games and toys were created.

Chapter 23 (5th ed.)

- The “Woman Question”
 - Man for the field and woman for the hearth:
 - Man for the sword and for the needle she:
 - Man with the head and woman with the heart
 - Man to command and woman to obey;
 - All else confusion
 - Tennyson , *The Princess*

AP[®] EUROPEAN HISTORY

2012 SCORING GUIDELINES

Question 5 (continued)

- Condoms not widely used until after 1900, though family planning spread most quickly among the propertied classes.
- Middle-class families fostered the ideal of togetherness: family Christmas conventions.

McKay, *A History of Western Society* (10th ed.)

- Strict division of labor and rigidly constructed separate spheres for middle-class husbands and wives.
- Women lacked many basic legal rights; e.g., British women had no legal identity so could not own property and had few rights to divorce or gain child custody.
- In 1882 British feminists secured full property rights.
- More women gained professional and white-collar employment after 1880.
- Women's preeminence in household management often made them "the power behind the throne."
- Women presided over the home as a refuge from the hard, impersonal urban world — "Home, sweet home."
- *Mrs. Beeton's Every Day Cookery and Housekeeping Book* became popular.
- By late 19th century, marriages were based more on sentiment and attraction than on financial considerations.
- *Mr., Mrs., and Baby*, by Gustave Droz (121 editions, 1866–1884) advocated love within marriage as essential to happiness.
- Droz also urged fathers to participate in child rearing.
- French marriage manuals in late 19th century stressed women's sexual needs and the "right to orgasm."
- Child rearing involving affection and attachment grew in the 19th century. Use of wet nurses declined.
- Rigid control of child's upbringing, often to repress sexuality.
- Number of children per middle-class family decreased, allowing families to have more time to care for each child — for English women in 1860s, decreased to six children; in 1890s, to four.
- Birthrates fell across Europe.
- Use of contraception increased by late 19th century.

Kishlansky, *Civilization in the West* (4th ed.)

- "Home is emphatically man's place of rest, where his wife is his friend who knows his mind, where he may be himself without fear of offending, and relax the strain that must be kept out of doors: where he may feel himself safe, understood, and at ease" — Victorian magazine article, 1870.
- *Mrs. Beeton's Book of Household Management* — home "management," home economics; the wife presiding over the running of the household in the manner of a businessman presiding over his business.
- Gentility connected to morality.

The rise of the middle class in Europe in the 1800s ultimately transformed the ~~European~~ family structure ~~by emphasizing the~~ and ~~the~~ gender roles by emphasizing the ideas of separate spheres for men and women, encouraging families to serve as more than the mere economic unit that had characterized earlier centuries, and, in ~~so~~ doing so, evolving the views of parents towards their children.

With the full establishment of the Industrial Revolution in the 1800s, a new, ~~middle~~ more prosperous middle class emerged. Although women had always been classified as ~~the~~ "secondary citizens", the 1800s saw a change in the view of gender roles, which increasingly idealized the notion of separate spheres for men and women. As the middle class became more prosperous, the ideal emerged of a household in which the father provides ~~the~~ the family's financial stability while the mother is preoccupied with the "domestic sphere". This ideal, of course, wasn't attainable for families who couldn't afford it, but the changing view of women as moral, pure, fragile beings pursued, and the middle class came to view this notion of separate

spheres as the preferred gender roles. This ideology was furthered especially by Queen Victoria in England who, rather ironically, insisted that women should be a part of the "cult of domesticity".

Frustratingly, as opposed to achieving more social freedom as society progressed, gender roles seemed to become increasingly backward as men ~~pro~~ provided economic stability and engaged in the outside world while women were preferred to simply remain at home.

~~As~~ Aside from gender roles, the view of the family structure as a whole evolved in the 1800s. In previous centuries, before the full emergence of a comfortable middle class, the family was essentially viewed as a mere economic unit whose main goal was to simply ~~survive~~ survive. Prior to the 1800s, the ^{livelihood} ~~well-being~~ of the family was always at risk, and thus the relationships between members of the family were often lacking. With the emergence of the middle class, however, this view changed. When families reached the point of economic stability, they became enabled to pursue relationships and interests together

As a family, this growth of intimate ~~relationships~~ within the family unit was undoubtedly aided by the emergence of popular forms of entertainment for the middle ~~class~~ class during the 1800s, including parks, plays, and carnivals. In this sense, the growth of the middle class allowed families to pursue leisure activities outside the economic realm, fostering deeper relationships and encouraging more love and intimacy.

~~of the level of family studies~~

The evolving family structure also saw a development in the view of children, who had long been viewed as economic necessities to struggling families who needed as many sources of income as possible. Following the Enlightenment in the 18th century and the Romantic movement, however, this view began to change. Most notably, the philosopher Rousseau contributed to advocating a different view towards children.

In his novel "Émile", he helped develop the idea of childhood innocence and the responsibility of parents to help their children develop into morally-minded citizens. Thus, the rise of the middle class in the 1800s saw the

5

Write in the box the number of the question you are answering on this page as it is designated in the exam.

5A-4

drastic evolution of the family structure, as emerging relationships between ~~and~~ the members of a family help foster different attitudes towards children, parenting, and the role of the family as a whole,

The rise of the middle class placed an importance on stay at home moms, an increase in educated women, and an increase in feminist movements.

As the middle class grew, it became increasingly expected that women would stay at home to run the household take care of the children. Their main responsibility became home economics and caring for the husband. This is a change from the middle class previously when women were expected to help out with the family income. This changed because the middle class began making more money in the 1800's from economic shifts. The man became the sole income. The role of women shifted to the home and maintaining a good social standing. This was so important to the middle class that a book published about women's duties and manners was the number two seller in Europe, second to the Bible.

However, women had increasingly improved educational opportunities. Women were admitted to colleges and could get more education. However, they ~~was~~ still a vast gap in men and women education and opportunities. White women

could hold jobs, most could only be in the "women only" field. This included nurses, teachers and secretaries. These women were also vastly underpaid compared to their male counterparts.

This injustice led to more feminist movements. These women, called suffragettes, demanded more opportunities. This included in education, in the work place, and in politics. There were huge movements for women to have the vote, and they finally succeeded about 100 years later. They were also opposed to an organization that would remove girls from the street ^{and into jail;} that were suspected of having STD's so they wouldn't accost men. These suffragettes faced huge opposition from many men and even women who believed it wasn't ladylike.

The ~~road~~ ^{Road} to women equality was a long, slow, painful one. Gender roles of men and women from the 1800's still survive today that greatly hindered the suffragettes.

During the 18th century there was a lot of change going on in Europe. The emergence of a powerful and stable middle class contributed to many different events. The rise of the middle class affected families and many gender roles were impacted. The 18th century was a time of new change. Women gained places in society that they never did before. The middle class rose up with families being able to work which made the size of the family increased because money was coming in so reproduction began to rise.

During the Industrial Revolution, the invention of textile manufacturing brought into Europe jobs for many. With the mass production of goods being demanded, factories were built around many sites. The factories called for workers who were less skilled so they could be paid minimum wage. At first many were excited because the domestic system had ended and families got to travel to different places to work. Urbanization was the moving of people to places where there was work. Many families were split up and there wasn't much family time anymore because everyone was working.

Women had a change of role in society. Instead of being a house wife and staying home to care for the children, middle class women were able to work. However the money they had earned had to be given to their husbands. Many during this time fought for equal rights, the right to divorce and the right to vote or own property. Women were denied a lot of these rights. Women were still happy that they got to work. However the conditions of the factories

were very unsanitary and dangerous.

Families during this time went to work. This included children and women. They had to endure dangerous working conditions. However the Government passed a few laws to assure that workers and children were not taken advantage of. The Ten Hour Act was for children and women to work only ten hours daily and the Mines Act which forbid women and children under nine from working in mines.

The middle class was cared for. Health insurance became available for ill and those who died eventually got a proper burial but that was during the World Wars. Women and children worked for minimum wage while men got the higher pay. The New Wage of Laws by Perrowe stated that as ~~money~~ money came in families decided to have more children which resulted in possibly food security.

Middle class families rose up as a leading society in the 1800s. However families were broken up and because of the changes made in Europe family structure was affected as well as female roles in society. The Industrial Revolution affected the middle class family the most.

AP[®] EUROPEAN HISTORY 2012 SCORING COMMENTARY

Question 5

Overview

This question was intended to assess the extent to which students understand how the emergence of the middle class led to significant social changes, specifically in terms of gender roles and family structure. The question also assessed students' understanding of how economic developments such as the Industrial Revolution had significant and long-lasting impact on social conditions.

Sample: 5A

Score: 9

This essay has a very clear and thorough thesis in the introductory paragraph. The discussion deals with the issue of gender roles in some detail, mentioning the “ideal” of separate spheres (and referring to Queen Victoria as a proponent of that ideal). The essay displays a nuanced understanding of the discrepancies between ideal and reality. The issue of changes in family structure is also addressed specifically, through a discussion of increased intimacy among family members, leisure and entertainment activities, and an evolving attitude toward children. The essay's clear thesis, sophisticated analysis, and reference to specific examples earned it the maximum score of 9 points.

Sample: 5B

Score: 5

This essay has a thesis that is incomplete in that it refers only to the issue of changing gender roles, neglecting changes in family structure. The body paragraphs deal competently with changes in gender roles (both male and female), mentioning notions of domesticity, modest increases in educational opportunities for women, and the emergence of women's rights movements. There are some errors, but they generally do not detract from the argument. The body paragraphs, like the attempted thesis, however, do not deal with the issue of changes in family structure; consequently the essay earned only 5 points.

Sample: 5C

Score: 2

This essay's attempt at a thesis (at the end of the introductory paragraph) is based on incorrect information. The discussion contains off-task information about the Industrial Revolution and features persistent conflation of middle-class and working-class developments and some entirely incorrect assertions. The essay does include some accurate and on-task information regarding women's struggles for legal and political rights (the right to vote, to divorce, to own property). The inclusion of that information earned 2 points.