

## SOCIAL HISTORY STUDY GUIDE

| LATE MIDDLE AGES                                                                                                                                                                                                                                                                                                                               | 16 <sup>TH</sup> and 17 <sup>TH</sup>                                                                                                                                                                                                                                                                                                                                 | 18 <sup>TH</sup> CENTURY                                                                                                                                                                                                                                                                                                                                                                                              | 19 <sup>TH</sup> CENTURY                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MARRIAGE AND FAMILY:</b><br>Nuclear family<br>Divorce nonexistent.<br>Marriages arranged for economic reasons.<br>Prostitution in urban areas.<br>Avg. age for men: mid-late 20s<br>Avg. age for women: less than 20 years old.<br>Church encouraged cult of paternal care.<br>Many couples did not observe church regulations on marriage. | <b>MARRIAGE AND FAMILY:</b><br>Nuclear family<br>Divorce available in certain cases.<br>More prostitution.<br>Marriages still based on economics but increasingly more romantic.<br>Average age for marriage: 27 for men, 25 for women.<br>Increased infanticide.<br>Low rate of illegitimate births. Dramatic population growth until 1650; growth slows until 1750. | <b>MARRIAGE AND FAMILY:</b><br>Nuclear family<br>Growth of Cottage Industry<br>Marriages based more on romance. Average age for marriage: late 20s or later; taken longer for couple to be ready economically for marriage. Many women don't marry: "spinster"<br>Illegitimate birth explosion: 1750-1850<br>Increase in infanticide. Foundling hospitals created<br>Young people increasingly worked away from home. | <b>MARRIAGE AND FAMILY:</b><br>Ideal of romantic love now most important reason.<br>Fewer children per family; more love to waste children.<br>Middle class more apt to consider economic reasons.<br>Many men married late. Women closely monitored sexual double standard.<br>Rate of illegitimacy declined after 1850 in working classes.<br>Prostitution sought by |
| <b>STATUS OF WOMEN:</b><br>Status of upper-class women better than in past two centuries.                                                                                                                                                                                                                                                      | <b>STATUS OF WOMEN:</b><br>Status of upper-class women declines in Renaissance. Most women not affected by Renaissance.<br>Educated women allowed involvement but subservient to men.<br>Sexual double standard.<br>Women was to make herself pleasing to the man (Courtly love). Rape not considered serious crime.<br>Protestant Reformation                        | <b>STATUS OF WOMEN:</b><br>Protestant women still expected to manage the home.<br>Upper-class Catholic women had self-development options in religious orders.                                                                                                                                                                                                                                                        | <b>STATUS OF WOMEN:</b><br>After 1850, increasingly separate spheres: men worked in factories; women stayed at home.<br>By late-19 <sup>th</sup> century, women worked outside the home only in poor families.<br>Middle class women began working to organize and expand their rights.                                                                                |

# 10th Grade History Study Guide

**Detroit Bd of Education**



## 10th Grade History Study Guide:

Resources in Education ,2001      **Research in Education** ,1974      **International Guide to Student Achievement**

John Hattie, Eric M. Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today. There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best. World renowned bestselling authors John Hattie and Eric M. Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains. Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students' academic achievement around the world. Readers can apply this knowledge base to their own school and classroom settings. The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference. Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms, their curriculums and teaching strategies and their teacher training programs.

**Educational Research Document Summaries** Educational Research Information Center (U.S.), 1966      Florida School Bulletin ,1965      Soviet Union ,1977      **The School Review** ,1898      **Annual report** Detroit Bd of Education, 1882      Annual Reports ... Detroit (Mich.), 1881 Includes Mayors messages      **Annual Report of the Superintendent of Schools** ,1877

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