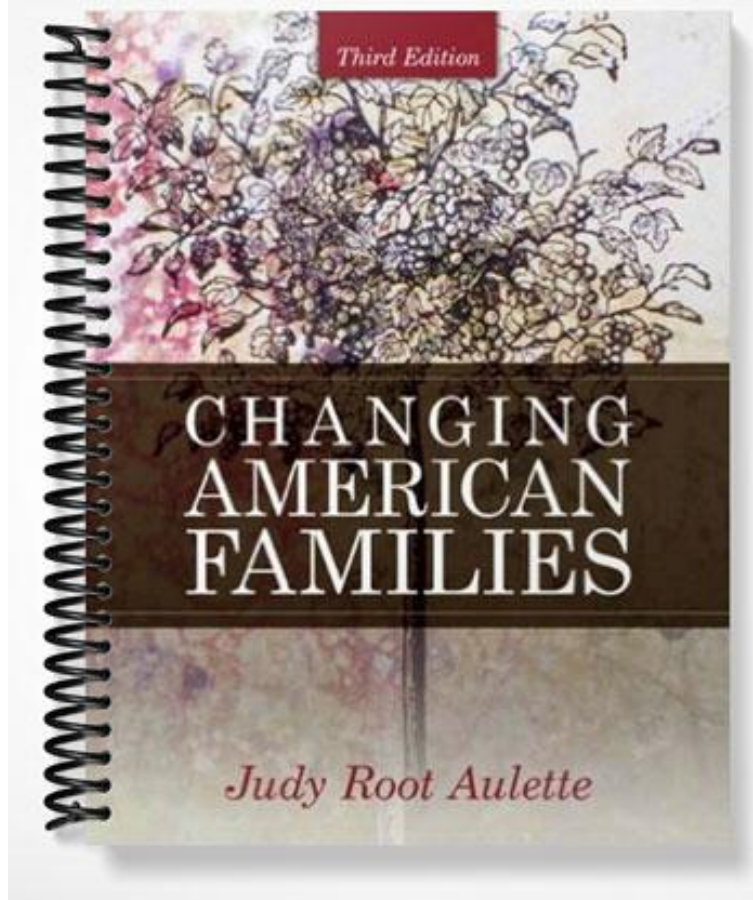


TEST BANK



Third Edition

**CHANGING
AMERICAN
FAMILIES**

Judy Root Aulette

Chapter 2: A History of U.S. Families with a Focus on European Americans

Multiple Choice Questions for Chapter 2:

- 2.1. Middle-class white families moved through three stages from the time Europeans first began to immigrate to North America until the present. Which of the following is NOT one of those stages?
- The Godly Family
 - The Secular Family
 - The Modern Family
 - The Postmodern Family

Answer: b Reference: Page 27

- 2.2. The Modern family can be divided into which of the following two types:
- Godly and Secular
 - Democratic and Companionate
 - Pre-modern and Post-modern
 - Old-country and American

Answer: b Reference: Page 27

- 2.3. The Godly family was identified with which of the following economic systems?
- Preindustrial agriculture
 - Industrial capitalism
 - Industrial socialism
 - Postindustrial capitalism

Answer: a Reference: Page 27

- 2.4. The characteristics of the Godly family the Puritans established in the American colonies include all of the following EXCEPT:
- Patriarchy
 - Men and women freely chose their spouses based on love.
 - Families were integrated into the community.
 - Social activities like education, health care, and welfare took place within families.

Answer: b Reference: Page 28

- 2.5. If Mary Smith married John Brown in Puritan New England, she would then be called:
- Mary Smith Brown
 - Mary Brown
 - Mrs. John Brown
 - John Brown his wife

Answer: d Reference: Page 28

- 2.6. Which of the following is/are true about Puritan New England?
- Statutes in Connecticut, Massachusetts, and New Hampshire called for the death penalty for children who cursed or struck their fathers.
 - Women who did not obey their husbands were subject to fines and whippings.
 - Both A and B above.
 - None of the above.

Answer: c Reference: Page 28

- 2.7. Under the Godly family of the Puritans,
- single women, but not married women, were allowed to own property.
 - married women, but not single women, were allowed to own property.
 - both married women and single women were allowed to own property.
 - neither single nor married women were allowed to own property.

Answer: a Reference: Page 28

- 2.8. What happened if a child was found to be unruly or to have a behavior problem in Puritan New England?
- The Minister would lead the community in public prayers for the child and the family.
 - The child was brought to trial and, if convicted, could be publicly whipped or put into stocks.
 - The child could be sent to a juvenile detention facility, the first public reform school in the U.S.
 - The child could be removed from their home and placed in a household of a patriarch whom the community believed to be a more effective disciplinarian.

Answer: d Reference: Page 29

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- 2.9. The households in Puritan New England were large because they
- often consisted of at least three generations with the majority of children living in the same household as parents and grandparents, sometimes great-grandparents.
 - included parents, children, extended kin such as unmarried aunts, and other unrelated people such as boarders, apprentices and/or servants.
 - included two or three nuclear families, most often the families of two or three brothers along with their parents.

Answer: b Reference: Page 29

- 2.10. The Puritans in 1600's Massachusetts had court-appointed "tithingmen" to
- collect taxes
 - discipline children
 - watch over the internal affairs of ten or twelve households.
 - serve as guardians for widowed women and their children.

Answer: c Reference: Page 29

- 2.11. Records from 1600's Plymouth (Massachusetts) show that _____ percent of women died from causes associated with childbirth.
- 2
 - 10
 - 20
 - 35

Answer: c Reference: Page 29

- 2.12. Women bore an average of eight children in colonial America. What proportion of children died before reaching the age of 20?
- 1 out of 20
 - 1 out of 12
 - 1 out of 8
 - 1 out of 3

Answer: d Reference: Page 29

- 2.13. All of the following were provided by women in the Godly Family EXCEPT:
- Food and clothing
 - Health care
 - Religious Education
 - Child care

Answer: c Reference: Pages 29-30

- 2.14. Which of the following is/are TRUE about the experience of childhood in Puritan New England?
- By the age of seven, children were full participants in the productive work of their families.
 - The Puritans believed that children were born sinners and that the task of parents was to drive out that sin through religious study, physical beatings, and psychological pressure.
 - Nearly all boys and girls of all classes were placed in other households as students, servants, or apprentices.
 - All of the above.

Answer: d Reference: Page 30

- 2.15. What prompted the demise of the patriarchal Puritan family?
- The 1776 War for Independence
 - The 1789 adoption of the U.S. Constitution
 - The rise of industrial capitalism
 - The Civil War

Answer: c Reference: Page 30

- 2.16. The Seneca Iroquois lived in extended kin groups that were controlled by
- older women.
 - older men.
 - younger women.
 - younger men

Answer: a Reference: Page 31

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- 2.17. Among the Seneca Iroquois the land was communally owned by _____ and the houses, the seeds, tools and harvest were owned by _____.
- men ... women.
 - women ... men.
 - all men ... older men.
 - all women ... older women.

Answer: d Reference: Page 31

- 2.18. In 1390 the Iroquois Confederacy created a constitution called the Great Law of Peace. It stated that chiefs would be chosen and removed from office by:
- men.
 - women.
 - all adult men and women.
 - all adults, men and women, who owned property.

Answer: b Reference: Page 31

- 2.19. In 1390 the Iroquois Confederacy created a constitution called the Great Law of Peace. It stated that _____ shall be considered the progenitors of the nation and that men and women shall follow the status of their _____.
- women ... mothers.
 - men ... fathers.
 - women ... fathers.
 - men ... mothers.

Answer: a Reference: Page 31

- 2.20. The family lineage of the Seneca Iroquois was traced through
- the father's line.
 - the mother's line.
 - both the mother and father.
 - the mother's female relatives and the father's male relatives.

Answer: b Reference: Page 31

- 2.21. The governing body of the Seneca Iroquois was composed of _____ chosen by _____.
- men ... men.
 - women ... women.
 - men ... women.
 - women ... men.

Answer: c Reference: Page 31

- 2.22. Aulette compared the Puritans and the Seneca Iroquois. She pointed out that power was held by those who ...
- were elected democratically by all adults.
 - inherited the leadership positions.
 - controlled the source of livelihood, the land.
 - chosen through signs from God as interpreted by the religious leader.

Answer: c Reference: Page 31

- 2.23. How did the Modern family differ from the Godly family? In the Modern family:
- work was split into unpaid domestic work and paid work.
 - individuals could freely contract marriages based on love.
 - privacy and the separation of families from the community were promoted for middle-class families.
 - All of the above.

Answer: d Reference: Page 32

- 2.24. The Modern family was associated with which economic system?
- Preindustrial agriculture.
 - Industrial capitalism.
 - Industrial socialism.
 - Preindustrial capitalism.

Answer: b Reference: Pages 27, 32

- 2.25. In which family system did the occupation of housewife emerge?
- Godly family
 - Democratic modern family
 - Companionate modern family
 - Postmodern family

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Answer: b Reference: Page 32

- 2.26. As the modern democratic family evolved from 1780 through 1900, the number of children born to the average woman _____ while the task of rearing children became _____ involved and time consuming.
- a. increased ... more
 - b. increased ... less
 - c. declined ... more
 - d. declined ... less

Answer: c Reference: Page 32

- 2.27. As the modern family evolved in the 19th century among middle-class whites, men and women
- a. became divided from one another in their work as men were brought into the paid labor force and women became unpaid housewives..
 - b. worked more closely together as they got paid jobs working together for the same business.
 - c. became divided from one another because they each went into the paid labor force for different businesses.
 - d. worked more closely together as they formed family cottage industries making goods for sale together.

Answer: a Reference: Page 32 - 33

- 2.28. Today, about _____ percent of children live in families with a father breadwinner and a mother homemaker.
- a. 11 %
 - b. 22 %
 - c. 55 %
 - d. 77 %

Answer: b Reference: Page 33

- 2.29 Between 1820 and 1860 a new definition of womanhood emerged and was widely disseminated in popular magazines, novels, and religious literature and sermons. This image of womanhood has been described as ...
- historically promoted in the Bible.
 - a matrifocal family system.
 - the cult of true womanhood.
 - socially-active women's associations.

Answer: c Reference: Page 34

- 2.30. The Cult of True Womanhood promoted the idea that
- women should be given more rights in the nineteenth century.
 - women should be pious, pure, submissive, and domestic.
 - generated opposition by religious leaders because of its anti-Christian connections.
 - women were more immoral than men and therefore needed to be constantly supervised by their fathers and husbands.

Answer: b Reference: Page 34

- 2.31. All of the following were traits associated with the Cult of True Womanhood between 1820 and 1860 EXCEPT:
- Piety
 - Purity
 - Submissiveness
 - Curiosity

Answer: d Reference: Page 34

- 2.32. In the mid-19th century, a woman who displayed the attributes associated with the Cult of True Womanhood was promised
- a rich husband.
 - a husband who would be faithful.
 - happiness and power.
 - spiritual fulfillment.

Answer: c Reference: Page 34

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- 2.33. Two competing views of womanhood were promoted in the 19th century. The "Cult of True Womanhood" promoted piety, purity, submissiveness, and domesticity. The "Ideal of Real Womanhood" promoted
- physical fitness, education, assertiveness and employability.
 - sexuality, independence, and women's support networks.
 - social activism promoting traditional Christian values.
 - proper etiquette and social graces combined with romanticism, love, beauty.

Answer: a Reference: Page 35

- 2.34. Advocates of the Ideal of Real Womanhood encouraged women to be physically fit through exercise. What was their position on the controversial idea of women's extended education?
- They supported extended education because it would help women attract good husbands and run their households well.
 - They supported extended education because they believed in equal rights for men and women.
 - They opposed extended education because they feared that women who could support themselves would choose to not marry or have children.
 - They opposed extended education because it may threaten potential husbands who may shy away from smart or educated women.

Answer: a Reference: Page 35

- 2.35. During the nineteenth and early twentieth centuries, working-class families were likely to send
- husbands into the labor force in order to allow wives to stay home and take care of the children.
 - both parents into the labor force, but child labor was rare.
 - husbands and children into the labor force while women earned money working in their homes.
 - wives and children into the factories while fathers worked on the farm.

Answer: c Reference: Page 36

- 2.36. In 1898, Samuel Gompers, an early leader in the American labor movement, called for and worked for
- prohibition against child labor.
 - safety regulations in the factories to protect child workers.
 - a family wage for working men.
 - equal pay for men and women.

Answer: c Reference: Page 36

- 2.37. Henry Ford, a major industrialist and automobile manufacturer in the early decades of 1900's,
- paid poverty wages and employed entire families of men, women and children in his factories.
 - supported the idea of a family wage, paid \$5 a day to men, \$4 to single women and \$3 to married women in his factories.
 - supported the idea of a family wage and paid \$5 a day in his factories but refused to hire and fired women married to men with jobs.
 - supported the idea of a family wage and paid \$5 a day to every employee without regard to gender or marital status so he could recruit and retain the best employees.

Answer: c Reference: Page 36

- 2.38. The family wage could improve the quality of life of working-class people and free them from some of the oppression of the factories. What problem(s) with it was/were discussed by Aulette?
- It reduced the number of jobs increasing unemployment.
 - It made working-class women more tightly controlled by and dependent on their husbands.
 - It legitimated the exclusion of married women from the workplace.
 - B and C above.

Answer: d Reference: Page 37

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- 2.39. The Homestead Act of 1862 allowed adult citizens (or anyone declaring an intention to become a citizen) to
- buy 100 acres of government-owned land at market value with a mortgage held by the government.
 - be given 120 acres of government-owned land for free without any other requirements.
 - pay a \$10 fee to live on 160 acres of government-owned land and claim title to the land after living on it for five years and making certain improvements.
 - tenant farm 180 acres of government-owned land and pay the government 30% of the net income from the land until 70% of the market value was paid at which time title was given.

Answer: c Reference: Page 37

- 2.40. In families that set out on the Overland Trail,
- the majority of wives agreed with the decision to make the trip.
 - many of the women felt sadness and anger at having to leave their families and friends behind.
 - husbands were more likely to miss the emotional ties of adult friends they left back home, while wives relied on their children for emotional support.
 - All of the above.

Answer: b Reference: Page 37

- 2.41. A key characteristic of the ideal Modern Companionate Family of the 1900 - 1970 time period was the bond of
- moral duty.
 - mutual affection.
 - marriage in a church.
 - state recognition.

Answer: b Reference: Page 38

- 2.42. Margaret Sanger (1883-1966), founder of the birth control movement in the United States,
- a. was arrested in 1917 for distributing obscene materials when she dispensed diaphragms at a health care clinic.
 - b. was arrested for providing abortions in 1933 starting the movement culminating in Roe v. Wade 40 years later.
 - c. was given the Roosevelt Humanitarian Award in 1939 by President Franklin D. Roosevelt for helping women avoid pregnancy during the Depression.
 - d. was given the United Nations Humanitarian Award in 1949 for distributing birth control in war-torn Europe during and after World War II.

Answer: a Reference: Page 38

- 2.43. Modern researchers using cultural artifacts such as written records, letters and diaries for historical research are concerned that such records
- a. over represent the poor because wealthier subjects were better able to protect their privacy through legal restrictions on access to the artifacts.
 - b. over represent the more privileged who were literate and whose artifacts were saved.
 - c. may not provide a reliable, accurate examination of real lives because writers often embellished the truth.
 - d. do not allow generalizability because they are incomplete.

Answer: b Reference: Page 39

- 2.44. Which was one of the major changes in children's roles in families over the evolution of the Democratic Companionate family between 1900 and 1970?
- a. There was an increasing differentiation between children and adults especially in terms of their responsibility to work.
 - b. There was an increasing similarity between children and adults sharing entertainment, recreational activities, and work.
 - c. There were no significant changes in children's roles between 1900 and 1970.
 - d. Children became more independent as they became more likely to earn their own incomes.

Answer: a Reference: Page 39

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- 2.45. The Depression created much poverty and prompted changes in family behaviors. Which of the following occurred?
- The birth rate, marriage rate and divorce rate all fell dramatically.
 - The birth rate, marriage rate and divorce rate all increased significantly.
 - The birth rate fell but the marriage and divorce rates increased.
 - The birth and marriage rates increased while the divorce rates decreased.

Answer: a Reference: Page 40

- 2.46. During World War II (1941-1945), government and businesses
- encouraged women to place children in child care and work outside of the home for wages.
 - encouraged women with small children to stay home but encouraged women without children or with children older than 10 to work.
 - did not encourage or discourage women about working for wages but allowed women to make such decisions based on their individual definition of patriotism.
 - discouraged marriages so that single women would stay in the paid workforce longer.

Answer: a Reference: Page 41

- 2.47. _____ prompted the need for more women workers in society and the idea that a real woman would work as a welder, electrician, or some other type of productive worker.
- World War I
 - World War II
 - The Korean War
 - The Vietnam War

Answer: b Reference: Page 41

- 2.48. How did the start of World War II affect marriage?
- It prompted a dramatic increase in the number of marriages.
 - It prompted a dramatic decrease in the number of marriages.
 - It prompted no changes in the number of marriages.
 - It prompted only minimal changes in marriages that were not statistically significant.

Answer: a Reference: Page 42

- 2.49. When the United States entered World War II in 1941, the marriage rate increased significantly. What was/were the most likely reason(s) for the quick marriages?
- Some men wanted to marry before they went to war and possibly die.
 - Some men married to avoid the draft.
 - Some men married to get the higher pay for married soldiers.
 - All of the above.

Answer: d Reference: Page 42

- 2.50. How did the end of World War II affect marriage?
- It prompted a sharp increase in the divorce rate.
 - It prompted a sharp decrease in the divorce rate.
 - It prompted a sharp increase in the marriage rate.
 - The small differences in the marriage and divorce rates were not statistically significant.

Answer: a Reference: Page 42 - 43

- 2.51. Within two months of the United States' entrance into World War II, President Roosevelt signed Executive Order 9066 suspending the civil rights of and authorizing the internment of
- American citizens and alien residents with Japanese, German, or Italian ancestry.
 - alien residents with citizenship in Japan or Germany.
 - alien residents but not American citizens of Japanese ancestry.
 - alien residents and American citizens of Japanese ancestry.

Answer: d Reference: Page 44

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- 2.52. Studies of Japanese Americans who were held in internment camps created by the American government during World War II show
- the camps were cramped and inhumane but traditional family relationships were retained despite the difficulties.
 - the internment had a traumatic, negative impact on family organization disrupting traditional patterns and leaving people feeling vulnerable and fearful.
 - the internment had a positive impact on family organization disrupting the traditional patriarchy and giving wives and children more control over their lives.
 - B and C above.

Answer: d Reference: Page 45

- 2.53. When Japanese Americans were held in American internment camps during World War II,
- men were required to work for low pay; women were not allowed to work although women could volunteer to work without pay.
 - every able-bodied person in the camps was required to work. The pay was the same for all, young and old, women and men.
 - each person was given a choice whether or not to work although the pay was low.
 - internees competed for the few jobs available in the camps. The pay depended on the whim of the Army officer in charge.

Answer: b Reference: Page 45

- 2.54. The fertility rates of women in the United States declined
- steadily from 1800 through 2000.
 - from 1800 until 1900 and then held steady until 2000.
 - from 1800 through 1950 but have slightly increased since 1950.
 - in the past two centuries but increased in the 1950's.

Answer: d Reference: Pages 33, 46-47

- 2.55. Families of the 1950's are sometimes seen as a prototype of the American family in the twentieth century. A review of the rates of marriage, divorce, and fertility shows ...
- this image is accurate.
 - this image is inaccurate because the fifties are out of sync with the general trends over the century.
 - this image is less accurate for white families as it is for African American families.
 - this image is accurate for parent-child relationships but not for gender relationships.

Answer: b Reference: Page 47

- 2.56. Prior to World War II, banks often required a _____ down payment on homes. After World War II the GI Bill provided for down payments of _____ and the Veteran's Administration asked for a down payments of _____.
- 50% ... 5-10% ... \$1.00.
 - 25% ... 10% ... 1%.
 - \$5,000 \$1,000 ... \$100.
 - 20% ... 2% ... zero.

Answer: a Reference: Page 48

- 2.57. Changes in family organization over time differ for various ethnic groups. Which of the following is true about Chinese American families?
- They were nearly non-existent in the 19th century United States because they did not immigrate to the United States until after 1920.
 - Entire Chinese families immigrated to the United States throughout the 19th century creating an urban family organization in which all family members worked for wages in factories.
 - From 1848 to 1882 Chinese men were recruited into the Western states but women were excluded and left behind in China creating split families.
 - The Chinese Exclusion Act ended in 1882 prompting greater immigration of Chinese families who modeled themselves after European-American families.

Answer: c Reference: Page 49

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- 2.58. United States immigration policy from 1848 to 1882
- excluded all Asian immigrants.
 - recruited Chinese men as labor but excluded women creating split families.
 - recruited Chinese nuclear families that were willing to place all family members including men, women and children in the labor work force.
 - recruited Chinese nuclear families for a five-year guest worker program after which time they were required to return to China.

Answer: b Reference: Page 48

- 2.59. The Women's Rights Convention in 1848 at Seneca Falls passed resolutions to work for changes in family rights. The proposals included
- Women's right to divorce and to retain custody of their children after a divorce.
 - Married women's right to own her own property.
 - Women's right to work and to keep their wages.
 - All of the above.

Answer: d Reference: Page 50

Essay Questions for Chapter 2:

- 2.60. Outline the history of the Euro-American family systems in the United States, delineating the major characteristics of the Godly, Modern and Postmodern families.

Reference: Page 27

- 2.61. Describe the lives of children in the Godly family system of the 1600's colonial America.

Reference: Page 28-29

- 2.62. Describe the lives of women in the Godly family system of 1600's colonial America.

Reference: Page 28-30

- 2.63. Describe the family system of the Iroquois Native Americans in early American history.

Reference: Page 31

- 2.64. Compare and contrast the family systems of the Puritans and the Iroquois. What generalization can be made about family power in the two systems?

Reference: Page 31

- 2.65. What pressures prompted the Godly family to evolve into the Modern family? How did the two family systems differ?

Reference: Page 32

- 2.66. Discuss the exceptions to the trend of declining fertility rates among American women over the past two centuries.

Reference: Page 33

- 2.67. Compare and contrast the ideals associated with the Cult of True Womanhood and the Ideal of Real Womanhood. How do these ideals influence gender issues today?

Reference: Pages 34-35

- 2.68. Discuss the advantages and disadvantages associated with the family wage promoted by Samuel Gompers and implemented by Henry Ford.

Reference: Page 36

- 2.69. Discuss the concerns associated with dependence on cultural artifacts such as records, letters, or diaries in historical research. How may these concerns be addressed?

Reference: Page 39

- 2.70. Why do you think the value of children evolved as it did in the twentieth century?

Reference: Page 39

- 2.71. What changes did the Great Depression create in family life?

Reference: Page 40

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- 2.72. How did World War II affect marriage and divorce rates? What lingering impacts on families do we have today from these changes?

Reference: Page 42

- 2.73. Describe the internment experiences of Japanese American families during World War II. What continuing impacts did the experiences have after the war?

Reference: Page 44-45

- 2.74. How did the traditional family of the 1950's reflect or counter the trends in family life over the twentieth century?

Reference: Page 46-47

- 2.75. Think about the history of your family and ancestors in this country. What government programs or policies have been helpful or harmful?

Reference: Page 48

- 2.76. Summarize the experience of Chinese Americans families in the United States over the past two centuries. Compare the immigration policies of earlier centuries with the policies of today.

Reference: Page 49

- 2.77. How did the First Wave of the Women's movement influence family issues?

Reference: Pages 50-51