

the
HISTORY
of
PARENTING
PRACTICES

Worksheets



History of Parenting Practices Video

“Why Do Parents Do What They Do?”

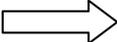
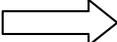
This video will look at the history of Parent Education over the past 100 years. It will highlight the **events**, **policies and legislation**, and **theorists** of each 20-year period beginning with 1900. Use this study guide to help you obtain the key points.

** Parenting is a _____ experience.

1900-1920

1. Key events of the era—

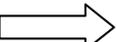
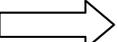
2. Governments polices and legislation of the era—

3. Popular theorists of the era—
 - A. _____  Believed that early life experiences will affect personality later on.
 - B. _____  Behaviorism theory—which stated that you can shape a child into whatever you want them to be.

1920-1940

1. Key events of the era—

2. Governments polices and legislation of the era—

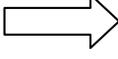
3. Popular theorists of the era—
 - A. _____  Identified typical growth and development patterns for height, weight and motor skills in young children.
 - B. _____  Psychosocial theory—which states that a child’s behavior develops in various stages. That a person, over time, can change, and that the amount of change is dependent on how a person deals with significant events at different stages.

1940-1960

1. Key events of the era—

2. Governments polices and legislation of the era—

3. Popular theorists of the era—

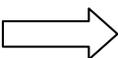
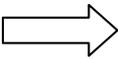
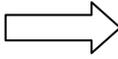
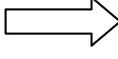
- A. _____  Researched mother-child attachment. He felt a mother and child were “hard-wired” in their brain to connect emotionally.
- B. _____  Behavior modification theory. “Catch them being good and reinforce positive behavior.”
- C. _____  “Common sense” parenting theory. “Don’t be too harsh or too easy, listen to your heart”, he would say.

1960-1980

1. Key events of the era—

2. Governments polices and legislation of the era—

3. Popular theorists of the era—

- A. _____  Cognitive Development or how children think and learn at different stages.
- B. _____  Logical and natural consequences to teach responsibility and self-discipline.
- C. _____  Hierarchy of needs.
- D. _____  Studied parenting styles—authoritarian, permissive, democratic; and family dynamics.

1980-2000

1. Key events of the era—

2. Governments polices and legislation of the era—

3. Popular theorists of the era—

- A. _____  Social ecology for child development—different “layers” of people around the child all influence the total development of the child.
- B. _____  Tried to focus on the individual differences in children and how family lifestyles are changing.

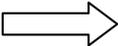
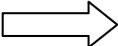
History of Parenting Practices Video

“Why Do Parents Do What They Do?”

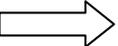
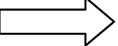
This video will look at the history of Parent Education over the past 100 years. It will highlight the **events**, **policies and legislation**, and **theorists** of each 20-year period beginning with 1900. Use this study guide to help you obtain the key points.

** Parenting is a learned experience.

1900-1920

1. Key events of the era—
 - **Immigrants arrive in the U.S. which lead to issues of poverty and health concerns.**
 - **Child laborers**
2. Governments polices and legislation of the era—
 - **Children's Bureau in the Dept. of Labor**
 - **Smith-Lever Act—Home Demonstration Agents (Agriculture)**
 - **Smith-Hughes Act—Vocational Education for Homemaking**
 - **Public health services for parents**
3. Popular theorists of the era—
 - A. **Sigmund Freud**  Believed that early life experiences will affect personality later on.
 - B. **John Watson**  Behaviorism theory—which stated that you can shape a child into whatever you want them to be.

1920-1940

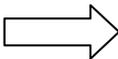
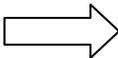
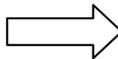
1. Key events of the era—
 - **The roaring 20's—time of great affluence led to the depression. Unemployment, and loss of material possessions put great stress on the family.**
2. Governments polices and legislation of the era—
 - **Family support programs like nursery schools were started.**
 - **Parenting classes were offered by universities**
 - **Parents magazine began**
3. Popular theorists of the era—
 - A. **Arnold Gesell**  Identified typical growth and development patterns for height, weight and motor skills in young children.
 - B. **Erik Erikson**  Psychosocial theory—which states that a child's behavior develops in various stages. That a person, over time, can change, and that the amount of change is dependent on how a person deals with significant events at different stages.

1940-1960

1. Key events of the era—
 - **With the end of WWII people were optimistic about the future. The suburbs grew and so did the population. This was the time of the Baby boom.**
2. Governments polices and legislation of the era—

- *The GI bill was introduced to help all these new families.*
- *The national mental health act –focused on a child’s psychological well-being.*
- *The American’s Parent’s Association –lobbyists for parents was started.*

3. Popular theorists of the era—

- | | | | |
|----|----------------------------------|---|---|
| A. | <u>John Bowlby</u> |  | Researched mother-child attachment. He felt a mother and child were “hard-wired” in their brain to connect emotionally. |
| B. | <u>B.F. Skinner</u> |  | Behavior modification theory. “Catch them being good and reinforce positive behavior.” |
| C. | <u>Dr. Benjamin Spock</u> |  | “Common sense” parenting theory. “Don’t be too harsh or too easy, listen to your heart”, he would say. |

1960-1980

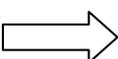
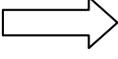
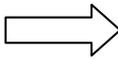
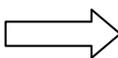
1. Key events of the era—

- *Social change and unrest, civil rights, the war in Vietnam were all part of this time.*
- *Oil shortages, feminism, and abortion rights...*

2. Governments policies and legislation of the era—

- *The War on Poverty program*
- *Head Start*
- *Child abuse and prevention programs gained attention.*

3. Popular theorists of the era—

- | | | | |
|----|-------------------------------|---|--|
| A. | <u>Jean Piaget</u> |  | Cognitive Development or how children think and learn at different stages. |
| B. | <u>Rudolf Dreikurs</u> |  | Logical and natural consequences to teach responsibility and self-discipline. |
| C. | <u>Abraham Maslow</u> |  | Hierarchy of needs. |
| D. | <u>Diana Baumrind</u> |  | Studied parenting styles—authoritarian, permissive, democratic; and family dynamics. |

1980-2000

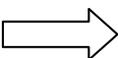
1. Key events of the era—

- *Aids, increased homelessness, two-income households, technology*
- *Countries collapsed and boundaries shifted*

2. Governments policies and legislation of the era—

- *Family Leave Act*
- *The Family Resource Coalition*
- *Parent Education programs like ECFE...*

3. Popular theorists of the era—

- | | | | |
|----|-----------------------------------|---|--|
| A. | <u>Urie Bronfenbrenner</u> |  | Social ecology for child development—different “layers” of people around the child all influence the total development of the child. |
| B. | <u>T. Berry Brazelton</u> |  | Tried to focus on the individual differences in children and how family lifestyles are changing. |

Additional Activities:

1. **Students take on the role of a theorist.** Have students break into small groups of 2-3. Assign each group one of the theorists presented in the video. Groups will research the theorist and their theory in greater depth. Each group will plan a 5 minute presentation for the rest of the class. They will be asked to recreate the theorist by choosing one member to “act” as the theorist and explain his/her ideas to the class. Other members of the group will serve as support actors, i.e. parents, children.
2. **Advertising Campaign.** Have student develop an advertising campaign to promote one of the 13 theorists and their theories. Specifically, how parents can guide children’s behavior using the theories and ideas. Ask students to identify the concepts and ideas they want to promote in the campaign, create a slogan for the campaign, make a plan for getting the information to parents or prospective parents, and carry out their planned campaign.
3. **Observation of Parent-child interaction.** In a public place, such as a mall or grocery store, observe parent-child interaction in 3-5 situations. Record in detail the surroundings and activity. Describe and evaluate how behavior was handled. Identify parenting styles observed, theories practiced. Report observations to the class or small group.
4. **Parent Interview.** Students are asked to interview their parents and/or grandparents to gather information on how parenting skills have changed, and remained the same in their own families.

Students should gain information on:

- Significant Events during their “growing-up” years.
 - Who were the government leaders of the time?
 - How was discipline handled in their family and by whom?
 - What issues were significant for parents during their childhood?
 - How has parenting changed? What makes it more difficult? And what makes it easier?
 - How is parenting the same?
 - What do you see as significant issues to parents today?
5. **Futurist thought — What will the family of the new millennium look like?** Assist students in obtaining writings from a variety of current futurists. After reading and discussing this information, have students write their own futuristic account of what the family of the year 2050 might be like. What will be the world

issues they will be facing, what new legislation will be in place to meet their needs, and what new theories on parenting might be available

6. **Students as Legislators.** Students brainstorm a list of issues which they feel are of greatest significance to parents today. Explain to students that they will be taking on the role of a legislator. They will choose or be assigned one of the issues. They must compose a piece of legislation to address this issue. Bring to class an example of issues affecting families that have been addressed by the government in the recent past. Allow students to read and discuss these. Remind students that money is always an issue, and that, as a legislator, they must represent the people. Once they have developed their piece of legislation they must present it to Congress and the House for discussion (your class). Following a time of discussion they will take their idea back to make revisions. You may ask them to present it again or turn in their revised piece of legislation, as time allows.
7. **Critical thinking activity.** Give students an opportunity to explore issues significant to parents using a method of dialectical reasoning (Considering all sides of an issue). This method allows students to test the strengths and weaknesses of opposing points of view. Students are asked to develop a list of issues significant to parents. They may get ideas from parents, the news, T.V. magazines, and other sources. After compiling a list of issues, students must choose 3-4 of greatest significance. Students will pair up, with 2 pairs of students for each issue or topic. Students will find out as much information as possible about their topic. Their ultimate goal is to determine whether or not this issue needs to be addressed by government or public policy, or if it should be of parental concern only. Students will be assigned one point of view and they will prepare a premise and arguments to support their point of view—government or parents. Each group will be given 2 minutes to make their argument. They will then be asked to switch sides, take the opposing point of view, and argue just as forcefully for that point of view. The class will then evaluate the arguments and formulate a class opinion.
 1. **Brainstorm for issues** — Ask each student to answer the following question with as many issues as come to mind, “When I am a parent, some of my most important concerns will be... “

After a short time to formulate ideas individually, come together as a class and brainstorm for ideas. Remind students of the “rules for brainstorming”:

 - Say anything that come to mind – every ideas is relevant.
 - Absolutely no discussion –discussion is the greatest killer of brainstorming.
 - No evaluation – verbal or nonverbal, positive or negative.
 - Repetition is O.K.

- Silence is good!
 - Set a time limit. Give a one minute warning. Draw a line and see how many more you can get.
2. **Choose one or more topics to consider** — from those on the list, choose 3-4 topics students see as the most important issues facing parents today. You may want to take a vote, or run a survey to determine your topics of choice.
 3. **Students develop pro/con positions on their chosen issue.** For example, students may choose the issue of safety and children, more specifically guns. One pair would be asked to develop a premise and supporting arguments on the side of the government as being responsible for remedying this issue, while the other pair will prepare for the side of the parents as the responsible party. Students must make sure they both understand the material supporting their position.
 4. **Students prepare to argue both sides.** Students prepare to argue in groups or pairs. It is important that you impress upon students that they are expected to argue the case – not just repeat the premises. Students will find the notion of supporting the premises difficult at first, because usually they are expected merely to repeat information, not think about it. After the first few times, students become quite good at argument skills and look forward to exploring the issue.
 5. **Each pair presents their position in 2 minutes.** Students need to be persuasive in presenting their position. Encourage them to take notes and clarify anything they do not understand when the opposing pair present their position.
 6. **Reverse the perspectives in the group by each pair arguing the opposing pair's position.** This gives students an opportunity to “try-on” an opposing point of view. They are now on the other side, and must present an argument equally as convincing as the first.
 7. **Come to a group decision that all four can agree with.** The class may now discuss the issue and come up with a class opinion, or they may agree to disagree. The important piece of this activity is that students are asked to see an issue from opposing points of view and to take both sides before reaching any conclusions.

100 Years of Events, Policies, & Theories in Parenting Practices

	Event	Government Policy	Child Theorist
1900-1920	immigrants poverty and health problems child labor	<p>1913 – Children's Bureau in the Dept. of Labor</p> <p>1914 – Smith-Lover Act: 2000 County Home Demonstration Agents hired to teach food & nutrition</p> <p>1917 – Smith-Hughes Act: Homemaking Education</p> <p>1918 – Public Health Service</p>	<p>Freud – early childhood experiences will effect later development; an individual's personality is "set" at childhood.</p> <p>Watson – originator of the learning theory/behaviorism. His advise: control a child's behavior and punish bad habits.</p>
1920-1940	masses had more money Great Depression unemployment	<p>WPA – Work Project Administration</p> <p>Universities offered parenting classes</p> <p>professional parenting organizations were founded</p>	<p>Gesell – researched typical growth & development patterns like when a typical child starts crawling, walking and running.</p> <p>Erikson – child's behavior develops in stages. A person can change over time, "ego" development is a lifetime process.</p>
1940-1960	Rock'nRoll/Elvis Hollywood mass market production: cars, tv's, appliances increase birthrate	<p>GI Bill</p> <p>National Mental Health Act – child's psychological well-being</p> <p>Lobby group – American Parent's Association</p>	<p>Bowlby – researched and wrote about mother/child attachment, they were connected "emotionally".</p> <p>Skinner – focused on a child's environment and the influence it had. Reinforced the positive behavior with social praise.</p> <p>Spock – a pediatrician emphasized flexibility and moderation in child rearing. Trust their feelings, heart and enjoy parenting.</p>
1960-1980	idealism multiple political associations civil rights Vietnam War oil shortages disco feminism WaterGate	<p>War on Poverty</p> <p>Headstart</p> <p>Child Abuse Programs</p> <p>Child Care Programs</p> <p>Disability Programs</p>	<p>Piaget – researcher focusing on how children think and learn at different stages. He believed children learn because they are motivated to make sense of the world.</p> <p>Dreikur – spoke of logical and natural consequences. Natural consequences are based on natural conditions - a child will wear a coat because they are cold. Through logical consequences, the parent is hoping the child learns self-discipline and responsibility - if you drink, you can't drive.</p> <p>Maslow – a psychologist who believed we all need to satisfy our basic needs before we grow intellectually & emotionally.</p> <p>Baumrind – focused on parenting styles and family dynamics. Parenting styles refer to how parents choose to control their children. <i>Authoritarian</i> – child never questions parent; <i>Permissive</i> – child does anything they want; <i>Democratic</i> – parents show concern and affection while listening to child</p>
1980-2000	Yuppies, two-income household - balance between work and family Junk bonds AIDS homeless new countries being formed Internet	<p>Family Leave Act</p> <p>Family Resource Coalition was founded</p> <p>State Initiative to develop parent education programs</p> <p>Initiatives for young, unmarried mother & fathers</p>	<p>Bronfenbrenner – social ecology theory of people surrounding the child that influences them, like the family, child care providers, religion, work and government and other influence on culture and values.</p> <p>Brazelton – focused on understanding the individual differences in children and how family lifestyles are changing.</p>

Other Parenting Practice Information:

Explosive Topics:

- temperament
- self-esteem
- cooperation
- spoiling or spanking

Sources of Information:

- magazines
- church groups
- community parenting groups
- books
- Internet



Independent Study:

Choose one of the following theorists and summarize their findings:

- Sigmund Freud
- Erik Erikson
- Arnold Gesell
- Jean Piaget
- Alfred Adler
- Rudolf Dreiker
- B. F. Skinner
- Lawrence Kohlberg
- Abraham Maslow
- Diana Baumrind
- John Bowlby and Mary Ainsworth
- Maria Montessori
- Lev Vygotsky
- John Watson
- Dr. Benjamin Spock
- T. Berry Brazelton
- Elizabeth Crary
- Jeanne Clark
- Albert Bandura

Events, Policies, Theories from 1900-2000 in Parenting Practices

1. Parenthood is a _____ experience.
2. Parents make choices of "how" to parent based on what they _____, hear, and _____.
3. List 3 sources of information of parenting:

List an event, government policy and child theorist for each time period in the table:

Time Period	Event	Government Policy	Child Theorist
4. 1900-1920:			
5. 1920-1940:			
6. 1940-1960:			
7. 1960-1980:			
8. 1980-2000:			

9. How do we become good parents?

10. What has influenced changes in parenting practices over the last 100 years?

11. Why study parenting practices?



Events, Policies, Theories from 1900-2000 in Parenting Practices



1. Parenthood is a **learned** experience.
2. Parents make choices of "how" to parent based on what they **see**, hear, and **read**.
3. List 3 sources of information of parenting:

Answers will vary: our parents, education, religion, medicine, psychologists, child studies, friends, media, or government

- 4-8. List an event, government policy and child theorist for each time period in the table:

Answers will vary: Use the "Events, Policies & Theories in Parenting Practices" handout for answers.

9. How do we become good parents?

by reading, discussing, role models, or studying parent practices

10. What has influenced changes in parenting practices over the last 100 years?

Parenting theories have changed

Major events like wars, the economy and family composition

Government programs and policies

Information on parenting through books, media, internet

11. Why study parenting practices?

It gives parents the tools they need to raise their children, and to be better human beings.