Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Period \_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

**Society and Politics in the Late 19th Century**

**Art and Media**

1. ***The Hatch Family***: Upper Middle Class by Eastman Johnson, 1871.

*What lessons about the 19th century can you learn from this portrait?*

1. ***Lunch Hour***: The Working Class, by Kathë Kollwitz. 1909 Germany.

*How does this drawing relate to Marx and Engels’ view of the middle class?*

1. ***The City*** by Jacob Steinhardt. 1913 German Expressionism.

*How does this painting suggest the stresses of city life in the pre-WWI years?*

1. ***The Ages of the Worker***, by Leon Frederic. 1895 Belgium.

*What are the differences between working men and working women? What is in the distant background of the middle section that suggests this was a cycle of life? Does this seem like a realistic depiction of workers’ lives? How might a depiction of middle classes look different?*

1. ***The Ages of Woman***, mid-nineteenth century engraving, France.

*What image of women’s proper role and nature does this convey? How does this fit in with the Eastman Johnson portrait ? How might an image of the ages of man differ?*

1. Figures 1 and 2: Fawcett’s liberal appeal for women’s Suffrage and the British government’s reaction to (“radical”) feminism.

*What are the differences between liberal feminism and radical feminism? How did the British liberal government treat both?*

1. “Emmeline Pankhurst Defends Military Suffragette Tactics”, p. 565 in *The Western Heritage* textbook.

*What are Pankhurst’s assumptions about the British government that would move the British government to enact the franchise for women? Why did the government respond so fiercely to the attack on postal boxes? How might these tactics have backfired on the women’s suffrage movement?*