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Chapter 2 Developmental Theories and Contexts: Past and Present

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TOTAL ASSESSMENT GUIDE

Chapter 2, Section 1
Developmental Theories

Learning Objective		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
Learning Objective 2.1	Multiple Choice	1, 2, 4, 5, 6, 7, 13, 16, 17	3, 8, 9, 10, 12, 14, 15, 19, 20, 21, 22, 23	11	18
	Short Answer				
	Essay				95
Learning Objective 2.2	Multiple Choice	25, 26, 27, 32, 33, 34, 35, 36, 38	24, 28, 29, 30, 31, 37, 41		39, 40, 42
	Short Answer		91, 92		
	Essay				
Learning Objective 2.3	Multiple Choice	43, 46, 47	44, 45, 48, 49, 50, 52, 53, 56, 57	51, 54, 55	
	Short Answer				
	Essay				96
Learning Objective 2.4	Multiple Choice	58	59, 60, 61, 62		63
	Short Answer				
	Essay				
Learning Objective 2.5	Multiple Choice		64, 65, 70	67, 68, 69	66
	Short Answer				
	Essay				
Learning Objective 2.6	Multiple Choice		71, 72, 73	74, 75	
	Short Answer		93		
	Essay				
Learning Objective 2.7	Multiple Choice	78	76, 77, 79, 80, 81, 83, 84, 85, 86	82	
	Short Answer				
	Essay				
Learning Objective 2.8	Multiple Choice		87		88
	Short Answer		94		
	Essay				

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Section 1 Developmental Theories

Multiple Choice Questions

1. For _____ of years, cultures in both the East and the West have had conceptions of life stages.
a. hundreds
b. thousands
c. millions
d. billions
Answer: b
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

2. What do the life stage conceptions of the ancient Hindus, Greeks, Jews, and medieval Europeans have in common?
a. They were all written by men.
b. They were all written by women.
c. They define development in the same way.
d. They have the same number of stages.
Answer: a
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

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3. The oldest known conception of the life course is in the _____.
a. *Dharmashastras*
b. bible
c. Talmud
d. Koran
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

4. The sacred law books of the _____ religion are called the *Dharmashastras*.
a. Hindu
b. Jewish
c. Christian
d. Muslim
Answer: a
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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5. The *Dharmashastras* describe _____ stages of a man's life.
a. two
b. four
c. six
d. eight
Answer: b
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

6. According to the *Dharmashastras*, how long does each stage of a man's life last?
a. 10 years
b. 15 years
c. 20 years
d. 25 years
Answer: b
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

7. According to the *Dharmashastras*, each stage of a man's life carries a _____, a set of related duties.
a. *dharma*
b. Dante
c. *infantia*
d. *pueritia*
Answer: a
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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8. The first stage of life of the *Dharmashastras* is _____, when a boy is dependent on his parents.
a. *dharma*
b. apprenticeship
c. toddlerhood
d. emerging adulthood
Answer: b
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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9. According to the *Dharmashastras*, what is expected of a boy during the apprenticeship stage of life?
a. He is expected to be celibate.
b. He is expected to develop his sexual prowess.
c. He is expected to grow out his hair.
d. He is expected to leave home.
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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10. During the _____ stage of life, Hindu rituals include a name-giving ceremony, the shaving of a boy's head, and beginning school.
a. first
b. second
c. third
d. fourth
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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11. A young Hindu boy's hair is about to be shaved in a ceremony to mark the end of his dependence on his mother. How old is he?
a. about 6 months old
b. about 2 to 3 years old
c. about 5 to 7 years old
d. about 10 to 12 years old
Answer: b
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Apply What You Know
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

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12. The oldest conceptions of life stages in Western societies were developed by _____.
a. Jesus
b. ancient Greeks
c. Native Americans
d. Talmud
Answer: b
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

13. Solon, a philosopher in ancient Greece, segmented development into a series of _____-year periods.
a. 3
b. 7
c. 10
d. 20
Answer: b
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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14. Solon focused his first three stages on _____.
a. cognitive development
b. physical development
c. moral development
d. emotional development
Answer: b
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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15. Solon believed that between the ages of _____ a person's "powers ripen to greatest completeness."
a. 10 and 15
b. 14 and 21
c. 21 and 28
d. 30 and 40
Answer: c
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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16. The word *talmud* means _____.
a. "religion"
b. "instruction"
c. "heaven"
d. "adolescence"
Answer: b
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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17. By what age is a Jewish boy expected to be able to learn Jewish laws?
a. 5 years old
b. 10 years old
c. 15 years old
d. 20 years old
Answer: b
Difficulty Level: Easy
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Remember the Facts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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18. The ancient Jewish life conception focuses on children's _____ development, rather than _____ development, which is the focus of the Greek conception.
a. cognitive; physical
b. emotional; cognitive
c. moral; cognitive
d. physical; moral
Answer: a
Difficulty Level: Difficult
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Analyze It
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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19. _____ conceptions of life stages followed the Talmud nearly a millennium later.
a. Medieval European
b. Ancient Greek
c. Ancient Hindu
d. Ancient Jewish
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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20. The stages of the Medieval European conceptions included _____.
a. *infantia*, *pueritia*, and *adolescentia*
b. *infantia*, Talmud, and *dharma*
c. infancy and early childhood
d. prenatal development and infancy
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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21. Which stage of the Medieval European life conception spanned the childhood years from 0 to 7?
a. *infantia*
b. *pueritia*
c. *adolescentia*
d. *dharma*
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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22. Which stage of the Medieval European life conception was considered school age?
a. *infantia*
b. *pueritia*
c. *adolescentia*
d. *dharma*
Answer: b
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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23. Which stage of the Medieval European life conception was the most complex and ambiguous?
a. *infantia*
b. *pueritia*
c. *adolescentia*
d. *dharma*
Answer: c
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
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24. The text discusses three examples of developmental conceptions from traditional cultures. Those cultures are _____.
a. the Hindu, the Greeks, and the Christians
b. the Gusii, the Hindu, and the Jews
c. the Gusii, the Trobriand Islanders, and the Maya
d. the Hindu, the Trobriand Islanders, and the Christians
Answer: c
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

25. When does weaning take place among the Gusii?
a. 6 weeks
b. 6 months
c. 12 months
d. 2 years
Answer: d
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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26. When are gender roles first evident among children of the Gusii?
a. 6 weeks
b. 6 months
c. 12 months
d. 2 years
Answer: d
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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27. When do children of the Gusii take on more responsibilities?
a. 2 years
b. 4 years
c. 6 years
d. 8 years
Answer: c
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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28. Gusii girls are responsible for child care and household work and the boys help herd cattle. What is the youngest age that children will take on these responsibilities?
a. 2 years
b. 4 years
c. 6 years
d. 8 years
Answer: c
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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29. The entry into the adolescent stage for Gusii girls and boys occurs _____.
a. at the age of 9 for girls and 12 for boys
b. at the age of 11 for girls and 12 for boys
c. at the age of 13 for girls and 14 for boys
d. at the age of 16 for both girls and boys
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
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30. Among the Gusii, following an initiation, an adolescent boy is *omomura*, a _____.
a. warrior
b. parent
c. chief
d. husband
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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31. How do the Gusii react to sex play among girls and boys?
a. Sex play is acceptable during the adolescent stage.
b. Sex play is shamed at all times.
c. Sex play is only acceptable among people who are expected to be married in the future.
d. Sex play is acceptable for married couples, only.
Answer: a
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
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32. How long do Trobriand Islander infants and mothers live in seclusion?
a. 4 weeks
b. 6 months
c. 14 months
d. 2 years
Answer: d
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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33. When does weaning take place among the Trobriand Islanders?
a. 6 weeks
b. 6 months
c. 12 months
d. 2 years
Answer: d
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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34. From about the age of _____, the terms used by Trobrianders for life stages are gender specific.
a. 2 years
b. 4 years
c. 6 years
d. 8 years
Answer: a
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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35. Among Trobriander children, sex play begins by ages _____.
a. 3 or 4
b. 5 or 6
c. 7 or 8
d. 9 or 10
Answer: c
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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36. Adolescence is experienced as a time of _____ among the Trobrianders.
a. hard work and religious dedication
b. leisure, freedom, and romantic and sexual adventures
c. chastity
d. playing tug-of-war and hide-and-seek
Answer: b
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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37. The transition into adulthood for Trobrianders is marked by _____.
a. religious dedication
b. marriage
c. chastity
d. parenthood
Answer: b
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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38. When does weaning take place among the Maya?
a. 6 weeks
b. 6 months
c. 12 months
d. 2 years
Answer: d
Difficulty Level: Easy
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Remember the Facts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

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39. When does weaning take place among the Gusii, Trobriander Islanders, and the Mayan?
a. around 6 weeks
b. around 6 months
c. around 12 months
d. around 2 years
Answer: d
Difficulty Level: Difficult
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Analyze It
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.; 2.5 Incorporate sociocultural factors in scientific inquiry.

40. Around the age of 2 or 3, Mayan infants spend _____.
a. less time with mother and more time with older sisters or grandmothers
b. less time with father and more time with mother
c. less time with mother and more time with older brothers
d. less time with mother and more time with teachers
Answer: a
Difficulty Level: Difficult
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Analyze It
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
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41. When are Mayan children given gender-specific responsibilities?
a. toddlerhood
b. early childhood
c. middle childhood
d. adolescence
Answer: c
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology; 2.5 Incorporate sociocultural factors in scientific inquiry.

42. A Mayan girl and boy are starting to walk together publically. What does this mean?
a. The relationship is viewed as serious.
b. The couple is married, as boys and girls are not allowed to walk together if they are not married.
c. They are friends.
d. The couple has been given permission to date casually.
Answer: a
Difficulty Level: Difficult
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Analyze It
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.; 2.5 Incorporate sociocultural factors in scientific inquiry.

43. Which of the following theorists proposed that human development is broken into psychosocial stages?
a. Erik Erikson
b. Sigmund Freud
c. B. F. Skinner
d. Carl Rogers
Answer: a
Difficulty Level: Easy
Topic: Psychosocial Theory
Skill Level: Remember the Facts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.
44. Unlike Freud, Erikson proposed that human development continues _____ and is not solely determined by the years of childhood.
a. throughout the lifespan
b. into the teenage years
c. until the mid-20s
d. until a midlife crisis
Answer: a
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

45. Erikson's theory differed from Freud's theory in that Erikson believed that _____.
a. sexuality was even more important than Freud did
b. personality was set at birth, while Freud thought that it was completed by age 6
c. development continued throughout the lifespan, and Freud believed that only the early years were important
d. biological factors were more important in terms of development, and Freud believed that culture was more important
Answer: c
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 2.5 Incorporate sociocultural factors in scientific inquiry.

46. Erik Erikson's psychosocial theory comprises _____ stages.
a. four cognitive
b. five psychosexual
c. eight psychosocial
d. three moral
Answer: c
Difficulty Level: Easy
Topic: Psychosocial Theory
Skill Level: Remember the Facts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

47. Erik Erikson believed that each stage had a distinctive developmental challenge, which he referred to as a _____.
a. fixation
b. sensitivity
c. critical period
d. crisis
Answer: d
Difficulty Level: Easy
Topic: Psychosocial Theory
Skill Level: Remember the Facts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

48. According to Erik Erikson, when a person who had difficulty with the developmental challenge in one stage enters the next stage, he or she is _____.
a. equally likely to do well with the new stage as someone who achieved the developmental challenge at the earlier stage
b. at high risk for being unsuccessful at the next stage as well
c. advised to regress to the earlier stage and successfully complete the developmental challenge before moving on
d. more likely to do well since he or she experienced the difficulty in the previous stage
Answer: b
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

49. According to Erik Erikson, what is the developmental challenge during infancy?
a. trust versus mistrust
b. autonomy versus shame and doubt
c. initiative versus guilt
d. industry versus inferiority
Answer: a
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

50. According to Erikson, what is the developmental challenge during toddlerhood?
a. trust versus mistrust
b. autonomy versus shame and doubt
c. initiative versus guilt
d. industry versus inferiority
Answer: b
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

51. According to Erik Erikson, a toddler who is 3 years old and develops a sense of self distinct from others is in a stage characterized by which of the following psychosocial crises?
a. trust vs. mistrust
b. autonomy vs. shame and doubt
c. initiative vs. guilt
d. industry vs. inferiority
Answer: b
Difficulty Level: Difficult
Topic: Psychosocial Theory
Skill Level: Apply What You Know
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

52. According to Erik Erikson, what is the developmental challenge during early childhood?
a. trust versus mistrust
b. autonomy versus shame and doubt
c. initiative versus guilt
d. industry versus inferiority
Answer: c
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

53. According to Erik Erikson, what is the developmental challenge during middle to late childhood?
a. trust versus mistrust
b. autonomy versus shame and doubt
c. initiative versus guilt
d. industry versus inferiority
Answer: d
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

54. Grant is in the third grade and is enthusiastic about learning in school. He enjoys recess, reading books, doing his math homework, and learning new spelling words. He is also confident in his ability to accomplish goals that he has set for himself. Which of Erik Erikson's psychosocial crises is Grant in?
a. trust versus mistrust
b. autonomy versus shame and doubt
c. initiative versus guilt
d. industry versus inferiority
Answer: d
Difficulty Level: Difficult
Topic: Psychosocial Theory
Skill Level: Apply What You Know
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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55. Hector is in second grade. He has just finished his first science fair project and is very proud of it. Although he did not know anything about gravity before his project, he now feels confident that he understands the concept. Which of Erik Erikson's psychosocial crises is Hector in?
a. trust versus mistrust
b. autonomy versus shame and doubt
c. initiative versus guilt
d. industry versus inferiority
Answer: d
Difficulty Level: Difficult
Topic: Psychosocial Theory
Skill Level: Apply What You Know
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

56. According to Erik Erikson, what is the developmental challenge during adolescence?
a. identity versus identity confusion
b. intimacy versus isolation
c. generativity versus stagnation
d. ego integrity versus despair
Answer: a
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

57. Which of the following is the correct order of developmental challenges in Erik Erikson's third, fourth, and fifth stages of psychosocial development?
a. initiative vs. guilt, identity vs. identity confusion, generativity vs. stagnation
b. ego integrity vs. despair, intimacy vs. isolation, identity vs. identity confusion
c. trust vs. mistrust, industry vs. inferiority, autonomy vs. shame and doubt
d. initiative vs. guilt, industry vs. inferiority, identity vs. identity confusion
Answer: d
Difficulty Level: Moderate
Topic: Psychosocial Theory
Skill Level: Understand the Concepts
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

58. The most influential cognitive-developmental theory was proposed by _____.
a. Sigmund Freud
b. Lev Vygotsky
c. Erik Erikson
d. Jean Piaget
Answer: d
Difficulty Level: Easy
Topic: Cognitive-Developmental Theories
Skill Level: Remember the Facts
Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

59. A way of thinking within a stage of development that is applied across all aspects of life is referred to as _____.
a. maturation
b. industry
c. a scheme
d. a mental structure
Answer: d
Difficulty Level: Moderate
Topic: Cognitive-Developmental Theories
Skill Level: Understand the Concepts
Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

60. _____ is a concept that an innate, biologically based program is the driving force behind development.
a. Industry
b. Maturation
c. A schemes
d. A mental structure
Answer: b
Difficulty Level: Moderate
Topic: Cognitive-Developmental Theories
Skill Level: Understand the Concepts
Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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61. What is a cognitive structure used for processing, organizing, and interpreting information?
a. a mental structure
b. identity
c. maturation
d. a scheme
Answer: d
Difficulty Level: Moderate
Topic: Cognitive-Developmental Theories
Skill Level: Understand the Concepts
Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

62. Piaget's idea of _____ addresses how children learn to categorize objects, such as dolls and trucks.
a. industry
b. identity
c. maturation
d. schemes
Answer: d
Difficulty Level: Moderate
Topic: Cognitive-Developmental Theories
Skill Level: Understand the Concepts
Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

63. What impact has Piaget had on the field of child development?
a. Piaget has had a tremendous influence.
b. Piaget influenced other researchers, who have had a larger impact on the field of child development.
c. Piaget brought forth some ideas that researchers continue to think are valid today, but most of his theory has been discounted.
d. Piaget's ideas about schemes is the only thing that has endured.
Answer: a
Difficulty Level: Difficult
Topic: Cognitive-Developmental Theories
Skill Level: Analyze It
Learning Objective: 2.4 Identify the main ideas that underlie cognitive-developmental theories.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

64. _____theories focus on the effects of the environment on children's development.
a. Learning
b. Cognitive
c. Innate
d. Maturation
Answer: a
Difficulty Level: Moderate
Topic: Learning Theories
Skill Level: Understand the Concepts
Learning Objective: 2.5 Explain how learning theories account for children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

65. According to _____ theory, children are more likely to imitate behavior they see frequently performed by models that are rewarded or at least not punished.
a. social learning
b. cognitive development
c. psychosexual
d. maturation
Answer: a
Difficulty Level: Moderate
Topic: Learning Theories
Skill Level: Understand the Concepts
Learning Objective: 2.5 Explain how learning theories account for children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

66. The research from media studies that suggests a connection between television viewing and aggression is supported by _____ theory.
a. social learning
b. cognitive development
c. psychosexual
d. maturation
Answer: a
Difficulty Level: Difficult
Topic: Learning Theories
Skill Level: Analyze It
Learning Objective: 2.5 Explain how learning theories account for children's development.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

67. You are teaching your dog to sit. Every time you say "sit!" and the dog follows your command, you give him a treat. This is an example of a _____.
a. reinforcement
b. imitation
c. mental structure
d. punishment
Answer: a
Difficulty Level: Difficult
Topic: Learning Theories
Skill Level: Apply What You Know
Learning Objective: 2.5 Explain how learning theories account for children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

68. You are babysitting a toddler who wants a cookie before bed. You say "no," so the toddler begins to throw a tantrum. To get the toddler to stop throwing a tantrum, you give in and give her a cookie. The toddler has (inadvertently) used _____ to shape your behavior.
a. positive reinforcement
b. negative reinforcement
c. punishment
d. observational learning
Answer: b
Difficulty Level: Difficult
Topic: Learning Theories
Skill Level: Apply What You Know
Learning Objective: 2.5 Explain how learning theories account for children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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69. Your teenager stayed up all night talking to her boyfriend on social media. You do not want her to repeat that behavior, so you take away her cell phone for a week. Which of the following describes your technique?
a. positive reinforcement
b. negative reinforcement
c. punishment
d. observational learning
Answer:c
Difficulty Level: Difficult
Topic: Learning Theories
Skill Level: Apply What You Know
Learning Objective: 2.5 Explain how learning theories account for children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

70. In general, _____ increases behavior, whereas _____ decreases behavior.
a. punishment; reward
b. reward; punishment
c. reinforcement; punishment
d. punishment; reinforcement
Answer: c
Difficulty Level: Moderate
Topic: Learning Theories
Skill Level: Understand the Concepts
Learning Objective: 2.5 Explain how learning theories account for children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

71. _____ theories address both the contributions of genetic inheritance to development and interactions between biology and the environment.
a. Biological
b. Cognitive
c. Social
d. Learning
Answer: a
Difficulty Level: Moderate
Topic: Biological Theories
Skill Level: Understand the Concepts
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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72. Evolutionary theories are _____ based.
a. biologically
b. cognitively
c. socially
d. psychosexually
Answer: a
Difficulty Level: Moderate
Topic: Biological Theories
Skill Level: Understand the Concepts
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

73. _____ argue that children infer the meaning of words based on assessment of statistical probability.
a. Bayesian theories
b. Cognitive theories
c. Social theories
d. Psychosexual
Answer: a
Difficulty Level: Moderate
Topic: Biological Theories
Skill Level: Understand the Concepts
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

74. Anna is about to declare her major. She has decided that she wants to study how genes influence development. What is her desired major?
a. Environmental science
b. behavior genetics
c. neuroscience
d. sociology
Answer: b
Difficulty Level: Difficult
Topic: Biological Theories
Skill Level: Apply What You Know
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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75. Andrew is interested in understanding how the brain influences human thought and behavior. He is interested in which field?
a. evolutionary psychology
b. behavior genetics
c. neuroscience
d. sociology
Answer: c
Difficulty Level: Difficult
Topic: Biological Theories
Skill Level: Apply What You Know
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

76. _____ is the theory that human development is shaped by five interrelated systems in the social environment.
a. Ecological theory
b. Developmental systems
c. Social learning
d. Cognitive development
Answer: a
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

77. Urie Bronfenbrenner's ecological theory focuses on _____ that shape human development in the social environment.
a. biological factors
b. genetic inputs
c. instinctive drives
d. multiple influences
Answer: d
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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78. Urie Bronfenbrenner's ecological theory has _____ key levels or systems that play a part in human development.
a. three
b. four
c. five
d. six
Answer: c
Difficulty Level: Easy
Topic: Contextual Theories
Skill Level: Remember the Facts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

79. What is Urie Bronfenbrenner's term for the immediate environment, the settings where people experience their daily lives?
a. microsystem
b. mesosystem
c. exosystem
d. macrosystem
Answer: a
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

80. Which of the following are components of the microsystem from Urie Bronfenbrenner's ecological theory?
a. parents, siblings, peers and friends, and teachers
b. schools, religious institutions, and the media
c. cultural beliefs and values and economic and governmental systems
d. time and historical change
Answer: a
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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81. What is Urie Bronfenbrenner's term for the network of interconnections between the various immediate environments that the individual experiences?
a. microsystem
b. mesosystem
c. exosystem
d. macrosystem
Answer: b
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

82. In Asian countries such as South Korea, competition to get into college is intense and depends chiefly on adolescents' performance on a national exam at the end of high school; consequently, the high school years are a period of extreme academic stress. Fierce competition to get into college is an example of which of the following of Urie Bronfenbrenner's systems?
a. microsystem
b. exosystem
c. macrosystem
d. mesosystem
Answer: b
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Apply What You Know
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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83. What is Urie Bronfenbrenner's term for the societal institutions that have indirect but potentially important influences on development (e.g., schools, religious institutions, media)?
a. microsystem
b. mesosystem
c. exosystem
d. macrosystem
Answer: c
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

84. What is Urie Bronfenbrenner's term for the broad system of cultural beliefs and values and the economic and governmental systems that are built on those beliefs and values?
a. mesosystem
b. exosystem
c. macrosystem
d. chronosystem
Answer: c
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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85. What is Urie Bronfenbrenner's term for the changes that occur in developmental circumstances over time, both with respect to individual development and to historical changes?
a. mesosystem
b. exosystem
c. macrosystem
d. chronosystem
Answer: d
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

86. _____ theories address how individual development involves the interactions between biology and diverse social contexts.
a. Ecological
b. Developmental systems
c. Social learning
d. Cognitive development
Answer: b
Difficulty Level: Moderate
Topic: Contextual Theories
Skill Level: Understand the Concepts
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

87. _____ theories emphasize that culture shapes physical, cognitive, and socioemotional development.
a. Cultural
b. Learning
c. Contextual
d. Cognitive
Answer: a
Difficulty Level: Moderate
Topic: Cultural Theories
Skill Level: Understand the Concepts
Learning Objective: 2.8 Review the three points highlighted by cultural theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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88. Cultural theories highlight _____.
a. the underrepresented and underemphasized role of culture in human development
b. that to-date, research samples have been representative of the human population
c. that culture is not relevant any longer
d. that current psychological research with narrow samples is informative for all cultures
Answer: a
Difficulty Level: Difficult
Topic: Cultural Theories
Skill Level: Analyze It
Learning Objective: 2.8 Review the three points highlighted by cultural theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving; 2.5 Incorporate sociocultural factors in scientific inquiry.

Short Answer Questions

89. According to the *Dharmashastras,* what are the expectations of a boy during the apprenticeship stage of life?
Answer: He is expected to be celibate, to learn humility, and to gradually acquire the skills necessary for adult life.
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

90. Describe the early years of the life conception outlined by the Talmud.
Answer: According to the Talmud, the early years of life include learning to read scripture at the age of 5, learning the Jewish laws by the age of 10, reaching the age of moral responsibility at the age of 13, becoming able to discuss the Talmud at the age of 15, and becoming ready for marriage and work by the ages of 18 and 20.
Difficulty Level: Moderate
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Understand the Concepts
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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91. When Gusii children reach an age when they take on more responsibilities, what are the girls and boys likely responsible for?
Answer: Gusii girls are responsible for child care and household work and boys help herd cattle.
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

92. What is the adolescent experience among the Trobriander Islanders?
Answer: Adolescence is a time of leisure, freedom, and romantic and sexual adventures.
Difficulty Level: Moderate
Topic: Developmental Stages Across Traditional Cultures: Three Examples
Skill Level: Understand the Concepts
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

93. What is the field of neuroscience?
Answer: Neuroscience addresses how characteristics of the brain influence human thought and behavior and also how environmental factors shape brain development.
Difficulty Level: Moderate
Topic: Biological Theories
Skill Level: Understand the Concepts
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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94. What are the three main points highlighted by cultural theories?
Answer: The three points highlighted by cultural theories are that research should include diverse samples, within and across nations, in order to reach valid conclusions. In addition, these theories emphasize how physical, cognitive, and socioemotional development is shaped by culture and that developmental pathways vary across cultures. Last, cultural theorists attempt to study psychological factors of relevance within cultures, including distinctive competencies of minority groups.
Difficulty Level: Moderate
Topic: Cultural Theories
Skill Level: Understand the Concepts
Learning Objective: 2.8 Review the three points highlighted by cultural theories.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Essay Questions

95. What can one conclude about ancient life stages?
Answer: The four cultures described in the text—Ancient Hindus, Greeks, Jews, and Medieval Europeans—all divided the lifespan into different stages, although those stages were not defined in the same way. There were some consistencies, such as the focus on physical, cognitive, and socioemotional immaturity and the preparation for adult life. Last, there was little mention of early childhood in any of the stages.
Difficulty Level: Difficult
Topic: Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans
Skill Level: Analyze It
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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96. What are the key features of Erik Erikson's psychosocial theory, and what impact does the resolution of the distinctive crisis of each stage have?
Answer: Erikson's psychosocial theory of development emphasizes social and cultural influences on human development. The theory's eight stages of the life span are each characterized by a distinctive crisis with two possible resolutions. One resolution is considered to be healthy and one unhealthy. The stages build on each other, and it is thought that the unhealthy resolutions in early stage make it more difficult to resolve subsequent stages in a healthy way.
Difficulty Level: Difficult
Topic: Psychosocial Theory
Skill Level: Analyze It
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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Chapter 2, Section 2
Developmental Contexts

Learning Objective		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
Learning Objective 2.9	Multiple Choice		1, 5, 6, 7	2, 4	3
	Short Answer			53	
	Essay			57	
Learning Objective 2.10	Multiple Choice		8, 9, 11, 12	10, 13	
	Short Answer				54
	Essay				
Learning Objective 2.11	Multiple Choice	14, 17, 18	15, 16		19
	Short Answer				
	Essay				
Learning Objective 2.12	Multiple Choice	20, 21, 26	22, 23, 27, 28, 29	24, 30	25
	Short Answer				
	Essay		55		
Learning Objective 2.13	Multiple Choice	32, 36, 37, 40	31, 33, 34, 35, 38, 39, 41, 42, 43, 44	45	
	Short Answer				
	Essay				
Learning Objective 2.14	Multiple Choice		46, 47, 51, 52	48	49, 50
	Short Answer		56		
	Essay				

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Section 2 Developmental Contexts

Multiple Choice Questions

1. Households that include not only parents and children but also other adult relatives are considered to be _____.
a. extended families
b. overextended families
c. traditional families
d. social families
Answer: a
Difficulty Level: Moderate
Topic: Families
Skill Level: Understand the Concepts
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

2. Gerry lives with his parents, his aunt, and several cousins, who are all part of his _____.
a. extended family
b. overextended family
c. traditional family
d. social family
Answer: a
Difficulty Level: Difficult
Topic: Families
Skill Level: Apply What You Know
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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3. In traditional cultures, a young man _____.
a. generally remains in his family home after marriage
b. typically moves far away from his family after marriage
c. prefers to move into a house near his wife's parents after marriage
d. typically moves into his wife's family home after marriage
Answer: a
Difficulty Level: Difficult
Topic: Families
Skill Level: Analyze It
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

4. Which of the following statements about families is correct?
a. Families exist in all cultures but vary in size and composition.
b. Families are more common in traditional societies.
c. Families are becoming less important around the world.
d. Families are defined in the same way, regardless of culture.
Answer: a
Difficulty Level: Difficult
Topic: Families
Skill Level: Apply What You Know
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

5. Where are extended family households rare?
a. China
b. India
c. North America
d. Asia
Answer: c
Difficulty Level: Moderate
Topic: Families
Skill Level: Understand the Concepts
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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6. In America, nonmarital childbearing and the frequency of divorce mean that _____.
a. single-parent households, usually headed by women, are common
b. single-parent households, usually headed by men, are common
c. families are larger today than in the past
d. most children do not grow up with two parents in their home
Answer: a
Difficulty Level: Moderate
Topic: Families
Skill Level: Understand the Concepts
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

7. In America, the function of the family has shifted from _____ to _____.
a. working together in factories; working together on a farm
b. providing love and affection; working together at the factory
c. providing love and affection; working together in a family business
d. working together on the family farm; providing love and affection
Answer: d
Difficulty Level: Moderate
Topic: Families
Skill Level: Understand the Concepts
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

8. _____ are people with whom you have developed a valued, mutual relationship
a. Friends
b. Colleagues
c. Peers
d. Coworkers
Answer: a
Difficulty Level: Moderate
Topic: Friends, Peers, and Romantic Partners
Skill Level: Understand the Concepts
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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9. _____ are same-age individuals.
a. Friends
b. Partners
c. Peers
d. Coworkers
Answer: c
Difficulty Level: Moderate
Topic: Friends, Peers, and Romantic Partners
Skill Level: Understand the Concepts
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

10. Donna, who is your best friend from childhood and also happened to be in the same grade as you were, is your _____.
a. friend and peer
b. colleagues and peer
c. friend but not your peer
d. friend and your partner
Answer: a
Difficulty Level: Difficult
Topic: Friends, Peers, and Romantic Partners
Skill Level: Apply What You Know
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

11. During _____, an individual's emotional center often shifts from immediate family members to persons outside the family.
a. toddlerhood
b. early childhood
c. adolescence
d. emerging adulthood
Answer: a
Difficulty Level: Moderate
Topic: Friends, Peers, and Romantic Partners
Skill Level: Understand the Concepts
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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12. During adolescence and emerging adulthood, romantic partners often start out as _____.
a. friends
b. colleagues
c. enemies
d. coworkers
Answer: a
Difficulty Level: Moderate
Topic: Friends, Peers, and Romantic Partners
Skill Level: Understand the Concepts
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

13. Brady has strong feelings for Elizabeth that include love and feelings of anxiety. She is likely his _____.
a. friend
b. colleague
c. enemy
d. romantic partner
Answer: d
Difficulty Level: Difficult
Topic: Friends, Peers, and Romantic Partners
Skill Level: Apply What You Know
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

14. Until about _____ years ago, few children in any country around the world attended school.
a. 50
b. 100
c. 150
d. 200
Answer: c
Difficulty Level: Easy
Topic: School
Skill Level: Remember the Facts
Learning Objective: 2.11 Explain why school is an important context in children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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15. What is a main reason why children need to learn skills such as reading, writing, and math?
a. The economic development of societies is increasingly based on information and technology.
b. The economic development of societies is increasingly based on farming.
c. Countries are competing with one another for bragging rights as to who has the smartest population.
d. Countries are becoming more reliant on manufacturing and farming.
Answer: a
Difficulty Level: Moderate
Topic: School
Skill Level: Understand the Concepts
Learning Objective: 2.11 Explain why school is an important context in children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

16. Children's involvement with school _____.
a. has become less mandated by governments
b. starts earlier than ever
c. starts later than ever
d. has become more inconsistent across the world
Answer: b
Difficulty Level: Moderate
Topic: School
Skill Level: Understand the Concepts
Learning Objective: 2.11 Explain why school is an important context in children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

17. In many cultures, formal schooling started around the age of _____.
a. 3
b. 5
c. 7
d. 9
Answer: c
Difficulty Level: Easy
Topic: School
Skill Level: Remember the Facts
Learning Objective: 2.11 Explain why school is an important context in children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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18. In developed countries, about 75% of children around the ages of _____ are enrolled in group child care, preschool, or kindergarten.
a. 6 months to 18 months
b. 1 to 3 years old
c. 3 to 5 years old
d. 5 to 7 years old
Answer: c
Difficulty Level: Easy
Topic: School
Skill Level: Remember the Facts
Learning Objective: 2.11 Explain why school is an important context in children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

19. Which statement is accurate about trends in secondary and tertiary education?
a. Secondary education is essentially universal and tertiary education is becoming normative in developed countries.
b. Secondary education is rare in developing countries and tertiary education is rare in developed countries.
c. Secondary education is essentially universal in developed countries and tertiary education is rare in developing countries.
d. Secondary education is rare in developing countries and tertiary education is becoming normative in developed countries.
Answer: a
Difficulty Level: Difficult
Topic: School
Skill Level: Analyze It
Learning Objective: 2.11 Explain why school is an important context in children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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20. Most developed countries restrict work before about age _____.
a. 15
b. 16
c. 17
d. 18
Answer: c
Difficulty Level: Easy
Topic: Work
Skill Level: Remember the Facts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

21. Among developed countries, adolescents _____.
a. in the United States work more than peers in other countries do
b. in the United States work less than peers in other countries do
c. in the United States work about the same as peers in other countries do
d. in the United States work sporadically compared to peers in other countries do
Answer: a
Difficulty Level: Easy
Topic: Work
Skill Level: Remember the Facts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

22. Adolescents in _____ work the most outside school.
a. the United States
b. Japan
c. France
d. England
Answer: a
Difficulty Level: Moderate
Topic: Work
Skill Level: Understand the Concepts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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23. When adolescents work outside of school in developed countries, the purpose is usually _____.
a. to earn money for leisure purchases for themselves
b. to earn money to send home to their families
c. to earn money for education
d. to earn money for food
Answer: a
Difficulty Level: Moderate
Topic: Work
Skill Level: Understand the Concepts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

24. Marla and several of her high school friends work after school at the local fast food restaurant to earn money to support their shopping habits. Most of the people she knows from school have a part-time job. Where is she likely from?
a. United States
b. Japan
c. France
d. Portugal
Answer: a
Difficulty Level: Difficult
Topic: Work
Skill Level: Apply What You Know
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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25. Which statement is accurate about work in developed countries?
a. Children and adolescents work at a lower rate in developed countries than they do in developing countries.
b. Children and adolescents work at a higher rate in developed countries than they do in developing countries.
c. Children and adolescents do not work at all in developed countries.
d. Children and adolescents devote most of their day to work activities in developed countries.
Answer: a
Difficulty Level: Difficult
Topic: Work
Skill Level: Analyze It
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

26. The International Labor Organization estimates that about _____ million 5- to 17-years olds are employed worldwide.
a. 50
b. 100
c. 150
d. 220
Answer: d
Difficulty Level: Easy
Topic: Work
Skill Level: Remember the Facts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

27. The majority of children between 5 and 17 years old that work are in _____.
a. developing countries
b. developed countries
c. the United States
d. England
Answer: a
Difficulty Level: Moderate
Topic: Work
Skill Level: Understand the Concepts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

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APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

28. Which statement about the work situation of children and adolescents is accurate?
a. Developing countries play strict restrictions on work before age 15.
b. Children and adolescents may derive benefits from work, such as gaining skills that will be useful in life.
c. Among developed countries, Japan stands out for having about 50% of teens working at some point during high school.
d. The majority of European teens work after school.
Answer: b
Difficulty Level: Moderate
Topic: Work
Skill Level: Understand the Concepts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

29. Work that interferes with children's school attendance and is harmful to their physical and emotional development is referred to as _____.
a. child labor
b. typical work life in a developed country
c. a healthy work/school balance
d. atypical work life in a developing country
Answer: a
Difficulty Level: Moderate
Topic: Work
Skill Level: Understand the Concepts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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30. Thirteen-year-old Elisa has been working in a factory for many years. Often her work hours keep her from attending school. When she does go to both work and school, she is exhausted because of the number of hours she has to work. This is an example of _____.
a. child labor
b. typical work life in a developed country
c. a healthy work/school balance
d. atypical work life in a developing country
Answer: a
Difficulty Level: Difficult
Topic: Work
Skill Level: Apply What You Know
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

31. The process of spreading products across space is referred to as _____.
a. diffusion
b. digital natives
c. cognitive development
d. digitization
Answer: a
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

32. What is the most common electronic media worldwide?
a. television
b. radio
c. internet
d. magazines
Answer: a
Difficulty Level: Easy
Topic: Media
Skill Level: Remember the Facts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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33. What is often referred to as “old media”?
a. television
b. mobile phones
c. social media
d. online magazines
Answer: a
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children’s daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

34. Books, radio, and movies are considered to be _____.
a. old media
b. new media
c. social media
d. diffused media
Answer: a
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children’s daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

35. The internet and mobile phones are considered to be _____.
a. old media
b. new media
c. social media
d. diffused media
Answer: b
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children’s daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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36. TV diffused across the entire globe in about _____ years.
a. 10
b. 25
c. 40
d. 50
Answer: d
Difficulty Level: Easy
Topic: Media
Skill Level: Remember the Facts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

37. The internet has diffused across the entire globe in about _____ years.
a. 5
b. 20
c. 35
d. 50
Answer: b
Difficulty Level: Easy
Topic: Media
Skill Level: Remember the Facts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

38. In terms of diffusion of media, it appears that _____ may have the shortest diffusion time.
a. old media
b. new media
c. social media
d. printed media
Answer: c
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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39. Across the globe, media is _____.
a. considered to be less of a factor in social development than in previous years
b. becoming less popular among young people than older people
c. becoming an increasingly important part of children's cultural environment
d. not having an effect on child development
Answer: c
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

40. Facebook has _____ users.
a. 100 million
b. 500 million
c. 1 billion
d. 2 billion
Answer: d
Difficulty Level: Easy
Topic: Media
Skill Level: Remember the Facts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

41. Marc Presnky (2010) calls emerging adults, who have grown up with technology, _____.
a. digital immigrants
b. digital natives
c. technophiles
d. digital addicts
Answer: b
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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42. Persons belonging to generations who have only used digital media on reaching adulthood are referred to as _____.
a. digital immigrants
b. digital natives
c. technophiles
d. digital addicts
Answer: a
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

43. In terms of media use, children who are born today are referred to as _____.
a. digital immigrants
b. digital natives
c. technophiles
d. digital addicts
Answer: b
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

44. People who are "baby boomers" are considered to be _____.
a. digital immigrants
b. digital natives
c. technophiles
d. digital addicts
Answer: a
Difficulty Level: Moderate
Topic: Media
Skill Level: Understand the Concepts
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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45. Jessica is in her early twenties and is completely comfortable with using her tablet, her laptop, her game console, and her cell phone. Her parents often ask for assistance with what Jessica considers to be basic things like navigating a website or setting up a new printer. Marc Prensky (2010) would refer to Jessica as a _____ and her parents as _____.
a. technophile; technophobes
b technophobe; technophiles
c. digital immigrant; digital natives
d. digital native; digital immigrants
Answer: d
Difficulty Level: Difficult
Topic: Media
Skill Level: Apply What You Know
Learning Objective: 2.13 Explain how media have changed children's daily environments.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

46. Who is Malala Yousafzai?
a. Malala Yousafzai is a young girl from Pakistan who was shot on her way to school for advocating for education for girls and women.
b. Malala Yousafzai is the first president of Pakistan.
c. Malala Yousafzai is one of the creators of Facebook.
d. Malala Yousafzai is an activist who almost won the Nobel Peace Prize, before it was given to her brother instead.
Answer: a
Difficulty Level: Moderate
Topic: Civic and Religious Institutions
Skill Level: Understand the Concepts
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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47. Volunteer work is considered to be a _____.
a. civic activity
b. waste of time
c. a way to avoid civic responsibilities
d. a diffusion of technology
Answer: a
Difficulty Level: Moderate
Topic: Civic and Religious Institutions
Skill Level: Understand the Concepts
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

48. Jon is active in his town's mayoral race. He hangs up flyers and goes door to door, asking people whether they are registered to vote. This is an example of _____.
a. a civic activity
b. a waste of time
c. old media
d. a diffusion of technology
Answer: a
Difficulty Level: Difficult
Topic: Civic and Religious Institutions
Skill Level: Apply What You Know
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

49. What role, if any, does religion play in cultures?
a. Almost all cultures have religious beliefs.
b. Most of the people in the world are not religious.
c. Religion only plays a small role in most cultures.
d. Religion does not help people find meaning in their lives.
Answer: a
Difficulty Level: Difficult
Topic: Civic and Religious Institutions
Skill Level: Analyze It
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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50. Which statement about religiosity is accurate?
a. Few cultures have religious beliefs.
b. Most of the people in the world are not religious.
c. Children, adolescents, and emerging adults are more religious in developing countries.
d. Most American teens report that they do not believe in God or a universal spirit.
Answer: c
Difficulty Level: Difficult
Topic: Civic and Religious Institutions
Skill Level: Analyze It
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

51. _____ adolescents are more religious than adolescents of other ethnicities.
a. African American
b. Latinos
c. European Americans
d. Asian Americans
Answer: a
Difficulty Level: Moderate
Topic: Civic and Religious Institutions
Skill Level: Understand the Concepts
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

52. _____ adolescents are less religious than adolescents of other ethnicities.
a. African American
b. Latinos
c. European Americans
d. Asian Americans
Answer: d
Difficulty Level: Moderate
Topic: Civic and Religious Institutions
Skill Level: Understand the Concepts
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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Short Answer Questions

53. What is an extended family? Give an example.
Answer: Extended families are households that include not only parents and children but also other relatives. An example is a girl who lives with her parents, her uncle and his wife, and her grandparents.
Difficulty Level: Moderate
Topic: Families
Skill Level: Apply What You Know
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

54. What is the difference between a peer and a friend?
Answer: A peer is someone who is the same age as you. A friend is someone with whom you have a close personal relationship as well.
Difficulty Level: Difficult
Topic: Friends, Peers, and Romantic Partners
Skill Level: Analyze It
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

55. Define child labor and explain how it affects children.
Answer: Child labor is work that interferes with children's school attendance and is harmful to their physical and emotional health.
Difficulty Level: Moderate
Topic: Work
Skill Level: Understand the Concepts
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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56. Which American adolescents are the most religious, and which are the least religious?
Answer: African American adolescents tend to be the most religious and Asian American adolescents tend to be the least religious.
Difficulty Level: Moderate
Topic: Civic and Religious Institutions
Skill Level: Understand the Concepts
Learning Objective: 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Essay Question
57. Despite the changes to families described in the text, mothers still play a significant role in the lives of children. Contrast the role of mothers in families today.
Answer: Around the world, in more than 80% of the world's societies, mothers provide the primary care for infants. Mothers still are the primary individuals who carry, clean, feed, and interact with their infants. However, around the world, it is rare to find mothers serving as the sole caregivers. Instead, they share responsibilities with family members, such as fathers, grandparents, and other children in the family. In developed countries, they also increasingly share responsibilities with persons from outside the family, such as childcare providers.
Difficulty Level: Difficult
Topic: Families
Skill Level: Apply What You Know
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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TOTAL ASSESSMENT GUIDE

Chapter 2, Section 3
Developmental Questions

Learning Objective		Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
Learning Objective 2.15	Multiple Choice		1, 2, 3, 4		5
	Short Answer		28		
	Essay				31
Learning Objective 2.16	Multiple Choice		6, 7, 8		9, 10
	Short Answer				
	Essay				
Learning Objective 2.17	Multiple Choice		11, 12, 13		14, 15
	Short Answer		29		
	Essay				
Learning Objective 2.18	Multiple Choice	18, 19	16, 17, 20, 21, 22, 23, 24		
	Short Answer		30		
	Essay				
Learning Objective 2.19	Multiple Choice	26	25, 27		
	Short Answer				
	Essay				

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Section 3 Developmental Questions

Multiple Choice Questions

1. Which theories propose that the early years of a child's life are of special importance?
a. developmental theories
b. historical theories
c. technology theories
d. traditional stage theories
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Children's Early Experiences Determine Later Development?
Skill Level: Understand the Concepts
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

2. How does early deprivation of common and fundamental experiences affect a person?
a. It heightens the risk for long-lasting problems.
b. It doesn't have much of an impact on someone's life.
c. We do not know, as this is an area that has not been studied.
d. It may affect someone for a short time but will not have a long-lasting impact.
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Children's Early Experiences Determine Later Development?
Skill Level: Understand the Concepts
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

3. Which of the following best describes the concept of a sensitive period for language learning?
a. a time period in which the learning of language must occur or it never will
b. a time period in which the rules of language are best learned
c. a time period in which children must be exposed to spoken language in order to learn it
d. a time period in which the capacity for learning new words is especially pronounced
Answer: d
Difficulty Level: Moderate
Topic: To What Extent Do Children's Early Experiences Determine Later Development?
Skill Level: Understand the Concepts
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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4. Being able to learn a second language more easily in early and middle childhood than later in life is an example of what is referred to as a _____ for learning language.
a. sensitive period
b. special time
c. substantial period
d. significant milestone
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Children's Early Experiences Determine Later Development?
Skill Level: Understand the Concepts
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

5. What happens when the sensitive period for learning language closes?
a. Children forget what they had learned.
b. People will not need to use their second language often to be able to use it.
c. People will not be able to learn a second language.
d. People will not be able to learn anything new related to language.
Answer: b
Difficulty Level: Difficult
Topic: To What Extent Do Children's Early Experiences Determine Later Development?
Skill Level: Analyze It
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

6. The term _____, when used to discuss the relations between two persons, means that each of them affects the another.
a. reciprocal effects
b. directional effects
c. sensitive effects
d. digitized effects
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Children Contribute to Their Own Development?
Skill Level: Understand the Concepts
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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7. The terms bidirectional effects, or _____, are used to discuss the relations between two persons.
a. societal effects
b. sensitive effects
c. digitized Effects
d. reciprocal effects
Answer: d
Difficulty Level: Moderate
Topic: To What Extent Do Children Contribute to Their Own Development?
Skill Level: Understand the Concepts
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

8. Those that study the parent–child relationship emphasize _____ effects in describing the parent–child relationship.
a. reciprocal
b. societal
c. sensitive
d. digitized
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Children Contribute to Their Own Development?
Skill Level: Understand the Concepts
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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9. Researchers studying the impact that children have on their friends have found that _____.
a. children have some impact on who they spend time with and what they spend time on
b. girls have an impact on who they spend time with and what they spend time on, but boys do not
c. boys have an impact on who they spend time with and what they spend time on, but girls do not
d. children do not have an impact on who they spend time with and what they spend time on
Answer: a
Difficulty Level: Difficult
Topic: To What Extent Do Children Contribute to Their Own Development?
Skill Level: Analyze It
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

10. Across the world, once puberty begins, _____.
a. boys in many cultures will have their autonomy restricted, whereas girls will usually gain autonomy
b. girls and boys in many cultures will have their autonomy restricted equally
c. girls in many cultures will have their autonomy restricted, whereas boys will usually gain autonomy
d. girls and boys in many cultures will have gain autonomy equally
Answer: c
Difficulty Level: Difficult
Topic: To What Extent Do Children Contribute to Their Own Development?
Skill Level: Analyze It
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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11. Research over some decades has established that development _____.
a. does not occur in a serious of sharply differentiated stages
b. usually occurs in a serious of sharply differentiated stages
c. always occurs in a serious of sharply differentiated stages
d. does not follow any sequence to be described in stages
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Does Development Occur in Stages?
Skill Level: Understand the Concepts
Learning Objective: 2.17 Analyze the usefulness of stage conceptions.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

12. Generally, development occurs in stages more like _____ described.
a. Piaget
b. Erikson
c. Freud
d. Bronfenbrenner
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Does Development Occur in Stages?
Skill Level: Understand the Concepts
Learning Objective: 2.17 Analyze the usefulness of stage conceptions.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

13. Life stage concepts are _____.
a. no longer utilized by cultures to organize social life
b. formal agreements that each society has written down
c. ways that cultures provide people with guidelines for the roles they are expected to fulfill
d. not something that psychologists can research
Answer: c
Difficulty Level: Moderate
Topic: To What Extent Does Development Occur in Stages?
Skill Level: Understand the Concepts
Learning Objective: 2.17 Analyze the usefulness of stage conceptions.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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14. Which statement about life stage concepts is accurate?
a. Life stage concepts arrived with the advent of the internet.
b. Life stage concepts are no longer utilized by cultures to organize social life.
c. Life stage concepts are not considered to be helpful to people.
d. Life stage concepts have been common across time and place.
Answer: d
Difficulty Level: Difficult
Topic: To What Extent Does Development Occur in Stages?
Skill Level: Analyze It
Learning Objective: 2.17 Analyze the usefulness of stage conceptions.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

15. Which of the following is a benefit of life stage concepts?
a. They help people locate themselves and others in to a coherent and meaningful place.
b. They are biologically meaningful.
c. They help cultures to disrupt social life.
d. They break down social roles.
Answer: a
Difficulty Level: Difficult
Topic: To What Extent Does Development Occur in Stages?
Skill Level: Analyze It
Learning Objective: 2.17 Analyze the usefulness of stage conceptions.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

16. For most of history, the field of child development has been characterized by _____ debates.
a. nature versus nurture
b. lifecycle
c. sensitive period
d. digital divide
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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17. Freud placed the responsibility of child's early experiences on _____.
a. mothers
b. fathers
c. teachers
d. psychologists
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
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18. Who did Freud claim was responsible for autism in their children?
a. refrigerator mothers
b. helicopter fathers
c. absent teachers
d. unethical psychologists
Answer: a
Difficulty Level: Easy
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Remember the Facts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

19. Freud used the term "refrigerator moms" to describe _____.
a. cold and uncaring moms
b. moms who did not feed their children hot food.
c. moms who were unable to cook.
d. moms who let their kids eat anything that they wanted.
Answer: a
Difficulty Level: Easy
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Remember the Facts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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20. _____ regarded children's behaviors as attributable entirely to environmental rewards.
a. Early learning theories
b. Life cycle conceptions
c. Psychanalysis
d. Cognitive developmental
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

21. Who is famous for a quote that suggests environment such as punishments and modeling is responsible for whether someone becomes a thief or a doctor?
a. John B. Watson
b. Sigmund Freud
c. Solon
d. Talmud
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

22. John B. Watson was a _____.
a. biologist
b. historian
c. anthropologist
d. behaviorist
Answer: d
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
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23. John B. Watson and others opposed theories that strongly emphasized _____.
a. biology
b. history
c. anthropology
d. sociology
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

24. Laws permitting _____ existed in 30 states by 1930, which were based on the belief that human development was caused by biological inheritance.
a. involuntary sterilization
b. involuntary fertilization
c. involuntary education
d. involuntary marriage
Answer: a
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

25. Humans evolved to be _____.
a. several biological species
b. a singularly cultural species
c. unable to alter our environments
d. dependent on natural selection alone
Answer: b
Difficulty Level: Moderate
Topic: To What Extent Does Development Follow Diverse Pathways Across Cultures?
Skill Level: Understand the Concepts
Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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26. An analysis of anthropological studies of hundreds of cultures documented _____ human universals.
a. 5
b. 25
c. 100
d. 250
Answer: c
Difficulty Level: Easy
Topic: To What Extent Does Development Follow Diverse Pathways Across Cultures?
Skill Level: Remember the Facts
Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

27. As developmental psychologists pay more attention to _____, the field has moved toward considering diverse developmental pathways.
a. genes
b. race
c. history
d. culture
Answer: d
Difficulty Level: Moderate
Topic: To What Extent Does Development Follow Diverse Pathways Across Cultures?
Skill Level: Understand the Concepts
Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Short Answer Questions

28. How does early deprivation of certain common and fundamental experiences affect a person? Give an example to support your answer.
Answer: Deprivation of particular common experiences heightens the risk for long-lasting problems. For example, infants placed in orphanages who have almost no interaction with or emotional care from adults will often have cognitive deficits and emotional problems that continue later into life, even if they grow up in an adopted home.
Difficulty Level: Moderate
Topic: To What Extent Do Children's Early Experiences
Determine Later Development?
Skill Level: Understand the Concepts
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

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29. What are life stage concepts?
Answer: Life stage concepts are ways that cultures provide people with guidelines for the roles they are expected to fill.
Difficulty Level: Moderate
Topic: To What Extent Does Development Occur in Stages?
Skill Level: Understand the Concepts
Learning Objective: 2.17 Analyze the usefulness of stage conceptions.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

30. What role does nature versus nurture play in understanding child development today?
Answer: Child development has moved away from pitting nature against nurture and instead focuses on how both influence development, along with the interaction of genes and the environment.
Difficulty Level: Moderate
Topic: To What Extent Do Nature and Nurture Contribute to Individual Development?
Skill Level: Understand the Concepts
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Essay Question

31. Everyone in your family speaks English and Spanish. Your cousin, who just had a baby, has decided that he wants to wait until his child's sensitive period for language is over before teaching him English. What is a sensitive period? Is your cousin's idea a good one?
Answer: A sensitive period is a time of human development when the capacity for learning in a specific area is especially pronounced. I should tell my cousin that it is easier to learn a second language in early and middle childhood than it is later in life. Also, after learning English in the sensitive period, his child will not need to use it often in order to remember it.
Difficulty Level: Difficult
Topic: To What Extent Do Children's Early Experiences Determine Later Development?
Skill Level: Analyze It
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

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Revel Multiple Choice Assessment Questions

The following questions appear at the end of each module and at the end of the chapter in Revel for *Child Development: A Cultural Approach*, 3e.

End of Module Quiz 2.1: Conceptions of Development Across Time and Traditional Cultures

EOM Q2.1.1

The four historical life stage concepts discussed in this chapter were written by _____.
a) women
Consider This: This was reflective of who was in power during the time. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
b) women and men
Consider This: This was reflective of who was in power during the time. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
c) young men and older women
Consider This: This was reflective of who was in power during the time. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
d) men
Answer: d
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
Module: Conceptions of Development Across Time and Traditional Cultures
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.1.2

The _____ conception includes four stages of a man's life, each lasting about 25 years in an ideal life span of 100 years.
a) Ancient Jewish
Consider This: This conception is found in the *Dharmashastras*, first written about 3,000 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
b) Ancient Mayan
Consider This: This conception is found in the *Dharmashastras*, first written about 3,000 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
c) Medieval European
Consider This: This conception is found in the *Dharmashastras*, first written about 3,000 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
d) Ancient Hindu
Answer: d
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
Module: Conceptions of Development Across Time and Traditional Cultures
Skill Level: Understand the Concepts
Difficulty Level: Moderate

EOM Q2.1.3
Compared to the ancient Greek conception, the _____ conception focuses on children's cognitive development rather than their physical development.
a) Ancient Jewish
b) Ancient Mayan
Consider This: This conception of the life course comes from the holy book the Talmud, written about 1,500 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
c) Medieval European
Consider This: This conception of the life course comes from the holy book the Talmud, written about 1,500 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
d) Ancient Hindu
Consider This: This conception of the life course comes from the holy book the Talmud, written about 1,500 years ago. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
Answer: a
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
Module: Conceptions of Development Across Time and Traditional Cultures
Skill Level: Analyze It

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Difficulty Level: Difficult
EOM Q2.1.4

Kombo is a Gusii boy who is in the _____ stage of development, where he is considered to be an omomura.
a) childhood
Consider This: Their heads are now shaved, and they sleep in the "bachelors' house" with other unmarried males. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
b) adulthood
Consider This: Their heads are now shaved, and they sleep in the "bachelors' house" with other unmarried males. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
c) emerging adulthood
Consider This: Their heads are now shaved, and they sleep in the "bachelors' house" with other unmarried males. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
d) adolescent
Answer: d
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
Module: Conceptions of Development Across Time and Traditional Cultures
Skill Level: Apply What You Know
Difficulty Level: Difficult

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EOM Q2.1.5

In the traditional _____ culture, when a boy and a girl start to walk together publicly and the boy starts to visit her at home, the relationship is viewed as serious and is expected to move toward marriage.
a) Gusii
Consider This: The marriage arrangement entails an elaborate ritual process lasting up to 2 years, during which the boy performs work for the girl's family to gain their trust and compensate them for the impending loss of the daughter they have raised. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
b) Trobriand Island
Consider This: The marriage arrangement entails an elaborate ritual process lasting up to 2 years, during which the boy performs work for the girl's family to gain their trust and compensate them for the impending loss of the daughter they have raised. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
c) Ancient Hindu
Consider This: The marriage arrangement entails an elaborate ritual process lasting up to 2 years, during which the boy performs work for the girl's family to gain their trust and compensate them for the impending loss of the daughter they have raised. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
d) Mayan
Answer: d
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
Module: Conceptions of Development Across Time and Traditional Cultures
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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End of Module Quiz 2.2: Contemporary Scientific Conceptions of Development

EOM Q2.2.1
_____ was trained as a psychoanalyst in Freud's circle in Vienna and proposed a theory of development in which the driving force behind development is the need to become integrated into the social and cultural environment.
a) Albert Bandura
Consider This: This theory is called the psychosocial theory. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
b) Jean Piaget
Consider This: This theory is called the psychosocial theory. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
c) Ana Freud
Consider This: This theory is called the psychosocial theory. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
d) Erik Erikson
Answer: d
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
Module: Contemporary Scientific Conceptions of Development
Skill Level: Remember the Facts
Difficulty Level: Easy

EOM Q2.2.2

Which theory posits that all of us have within our biological makeup a prescription for development that prepares us for certain changes at certain ages?
a) Erikson's psychosocial theory
Consider This: According to this theory, along with maturation, development is driven by the child's efforts to understand and influence the surrounding environment. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.
b) Freud's psychosexual theory
Consider This: According to this theory, along with maturation, development is driven by the child's efforts to understand and influence the surrounding environment. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.
c) Bandura's social learning theory
Consider This: According to this theory, along with maturation, development is driven by the child's efforts to understand and influence the surrounding environment. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.
d) Piaget's theory of cognitive development
Answer: d
Learning Objective: 2.4 Describe the main ideas that underlie cognitive-developmental theories.
Module: Contemporary Scientific Conceptions of Development
Skill Level: Understand the Concepts

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Difficulty Level: Moderate
EOM Q2.2.3

Learning theories focus on the effects of _____ on children's development.
a) nature
Consider This: Behaviorism, which is a theory that regards infants as starting out from scratch and learning behaviors based on the responses or "conditioning" of those around them, is considered to be a learning theory. LO 2.5 Explain how learning theories account for children's development.
b) genetics
Consider This: Behaviorism, which is a theory that regards infants as starting out from scratch and learning behaviors based on the responses or "conditioning" of those around them, is considered to be a learning theory. LO 2.5 Explain how learning theories account for children's development.
c) thinking
Consider This: Behaviorism, which is a theory that regards infants as starting out from scratch and learning behaviors based on the responses or "conditioning" of those around them, is considered to be a learning theory. LO 2.5 Explain how learning theories account for children's development.
d) environment
Answer: d
Learning Objective: 2.5 Explain how learning theories account for children's development.
Module: Contemporary Scientific Conceptions of Development
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.2.4

Evolutionary theorists have argued that human language development in many ways is _____ based and, in fact, is one of the characteristics that gave humans an evolutionary advantage over nonhuman primates.
a) socially
Consider This: An example is that toddlers understand and use complicated grammatical rules beyond what can be explained based on what they hear or are taught in their everyday lives. LO 2.6 Describe the different branches of biological theories and how they explain development.
b) educationally
Consider This: An example is that toddlers understand and use complicated grammatical rules beyond what can be explained based on what they hear or are taught in their everyday lives. LO 2.6 Describe the different branches of biological theories and how they explain development.
c) environmentally
Consider This: An example is that toddlers understand and use complicated grammatical rules beyond what can be explained based on what they hear or are taught in their everyday lives. LO 2.6 Describe the different branches of biological theories and how they explain development.
d) biologically
Answer: d
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
Module: Contemporary Scientific Conceptions of Development
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOM Q2.2.5

The _____ focuses attention on the multiple influences that shape child development in the social environment.
a) theory of cognitive development
Consider This: Today, most developmental psychologists use the term context to refer to the environmental settings and relationships laid out by Bronfenbrenner in this theory.
LO 2.7 Name two kinds of contextual theories, and summarize their main features.
b) behavioral genetics theory
Consider This: Today, most developmental psychologists use the term context to refer to the environmental settings and relationships laid out by Bronfenbrenner in this theory.
LO 2.7 Name two kinds of contextual theories, and summarize their main features.
c) psychosocial theory
Consider This: Today, most developmental psychologists use the term context to refer to the environmental settings and relationships laid out by Bronfenbrenner in this theory.
LO 2.7 Name two kinds of contextual theories, and summarize their main features.
d) ecological theory
Answer: d
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
Module: Contemporary Scientific Conceptions of Development
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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End of Module Quiz 2.3: Traditional Research Contexts

EOM Q2.3.1

_____ might be called the "first" context of child development.
a) Friends
Consider This: This is the main context in which young children develop, across cultures.
LO 2.9 Describe important cultural and historical characteristics of the family context.
b) School
Consider This: This is the main context in which young children develop, across cultures.
LO 2.9 Describe important cultural and historical characteristics of the family context.
c) Hospitals
Consider This: This is the main context in which young children develop, across cultures.
LO 2.9 Describe important cultural and historical characteristics of the family context.
d) Family
Answer: d
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
Module: Traditional Research Contexts
Skill Level: Remember the Facts
Difficulty Level: Easy

EOM Q2.3.2

Maria is growing up in a family with her parents, siblings, grandparents, and aunts and uncles. This is called a/n_____ household.
a) nonmarital
Consider This: These are rare among North American majority cultures. LO 2.9 Describe important cultural and historical characteristics of the family context.
b) ecological
Consider This: These are rare among North American majority cultures. LO 2.9 Describe important cultural and historical characteristics of the family context.
c) European
Consider This: These are rare among North American majority cultures. LO 2.9 Describe important cultural and historical characteristics of the family context.
d) extended family
Answer: d
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
Module: Traditional Research Contexts
Skill Level: Apply What You Know
Difficulty Level: Difficult

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EOM Q2.3.3

_____ are persons who share some aspect of their status in common, such as age.
a) Romantic partners
Consider This: An example is the same-age children who are part of a child's daily environment, such as the other children in the child's preschool class. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
b) Friends
Consider This: An example is the same-age children who are part of a child's daily environment, such as the other children in the child's preschool class. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
c) Family
Consider This: An example is the same-age children who are part of a child's daily environment, such as the other children in the child's preschool class. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
d) Peers
Answer: d
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
Module: Traditional Research Contexts
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.3.4

Which of the following statements about children and education is true?
a) One hundred and fifty years ago, most children throughout the world received schooling outside the home.
Consider This: As the economic development of societies increases based on information and technology, children need to learn skills such as reading, writing, and math to prepare for adult work. LO 2.11 Explain why school is an important context in children's development.
b) In only a small part of the world today are the daily lives of children oriented around school.
Consider This: As the economic development of societies increases based on information and technology, children need to learn skills such as reading, writing, and math to prepare for adult work. LO 2.11 Explain why school is an important context in children's development.
c) In most of the world today, children's involvement in the school context starts later than ever.
Consider This: As the economic development of societies increases based on information and technology, children need to learn skills such as reading, writing, and math to prepare for adult work. LO 2.11 Explain why school is an important context in children's development.
d) In most of the world today, children's involvement in the school context starts earlier than ever.
Answer: d
Learning Objective: 2.11 Explain why school is an important context in children's development.
Module: Traditional Research Contexts
Skill Level: Analyze It
Difficulty Level: Difficult

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EOM Q2.3.5

Tertiary education has become _____ in developed countries, even as it remains _____ in developing countries.
a) rare; normative
Consider This: Tertiary education is college, university, or other professional training.
LO 2.11 Explain why school is an important context in children's development.
b) unavailable; normative

Consider This: Tertiary education is college, university, or other professional training.
LO 2.11 Explain why school is an important context in children's development.
c) normative; common
Consider This: Tertiary education is college, university, or other professional training.
LO 2.11 Explain why school is an important context in children's development.
d) normative; rare
Answer: d
Learning Objective: 2.11 Explain why school is an important context in children's development.
Module: Traditional Research Contexts
Skill Level: Analyze It
Difficulty Level: Difficult

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End of Module Quiz 2.4: Contemporary Research Contexts

EOM Q2.4.1

Most developed countries place severe restrictions on any kind of work prior to about age _____.
a) 18
Consider This: Children and adolescents in developed countries devote most of their day to school and leisure activities. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
b) 17
Consider This: Children and adolescents in developed countries devote most of their day to school and leisure activities. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
c) 16
Consider This: Children and adolescents in developed countries devote most of their day to school and leisure activities. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
d) 15
Answer: d
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
Module: Contemporary Research Contexts
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.4.2

According to writer and educator Marc Prensky, today's children are _____.
a) diffused adolescents
Consider This: Children are growing up in a digital age. Facebook, for example, has some 2 billion users worldwide, and rates of use are highest among the young. LO 2.13 Explain how media have changed children's daily environments.
b) child laborers
Consider This: Children are growing up in a digital age. Facebook, for example, has some 2 billion users worldwide, and rates of use are highest among the young. LO 2.13 Explain how media have changed children's daily environments.
c) digital immigrants
Consider This: Children are growing up in a digital age. Facebook, for example, has some 2 billion users worldwide, and rates of use are highest among the young. LO 2.13 Explain how media have changed children's daily environments.
d) digital natives
Answer: d
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
Module: Contemporary Research Contexts
Skill Level: Remember the Facts
Difficulty Level: Easy

EOM Q2.4.3

According to writer and educator Marc Prensky, elders who have had to learn new media technologies in adulthood are called _____.
a) diffused adults
Consider This: Persons in this generation sometimes refuse to learn these technologies. LO 2.13 Explain how media have changed children's daily environments.
b) resistant adults
Consider This: Persons in this generation sometimes refuse to learn these technologies. LO 2.13 Explain how media have changed children's daily environments.
c) digital natives
Consider This: Persons in this generation sometimes refuse to learn these technologies. LO 2.13 Explain how media have changed children's daily environments.
d) digital immigrants
Answer: d
Learning Objective: 2.13 Explain how media have changed children's daily environments.
Module: Contemporary Research Contexts
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.4.4

Malala Yousafzai was shot in the head in Pakistan for advocating for girls and women to _____.
a) go to church
Consider This: In 2014, she became the youngest-ever recipient of the Nobel Peace Prize.
LO 2.14 Highlight features of importance in regard to civic and religious institutions.
b) be able to refuse to marry
Consider This: In 2014, she became the youngest-ever recipient of the Nobel Peace Prize.
LO 2.14 Highlight features of importance in regard to civic and religious institutions.
c) be allowed to drive
Consider This: In 2014, she became the youngest-ever recipient of the Nobel Peace Prize.
LO 2.14 Highlight features of importance in regard to civic and religious institutions.
d) go to school
Answer: d
Learning Objective: 2.14 Highlight features of importance in regard to civic and religious institutions.
Module: Contemporary Research Contexts
Skill Level: Understand the Concepts
Difficulty Level: Moderate

EOM Q2.4.5

Volunteer work, writing to political leaders, and joining a civic organization are considered to be _____.
a) a necessary evil
Consider This: Such actions may take place through a variety of venues, including schools, political groups, and religious institutions. LO 2.14 Highlight features of importance in regard to civic and religious institutions.
b) a required component of formal education
Consider This: Such actions may take place through a variety of venues, including schools, political groups, and religious institutions. LO 2.14 Highlight features of importance in regard to civic and religious institutions.
c) majority culture actions
Consider This: Such actions may take place through a variety of venues, including schools, political groups, and religious institutions. LO 2.14 Highlight features of importance in regard to civic and religious institutions.
d) civic activities
Answer: d
Learning Objective: 2.14 Highlight features of importance in regard to civic and religious institutions.
Module: Contemporary Research Contexts
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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End of Module Quiz 2.5: Determinism and Agency in Development

EOM Q2.5.2

A time in development when the capacity for learning in a specific area is especially pronounced is considered to be a _____.
a) digital native
Consider This: For example, learning a second language comes much easier in early and middle childhood than it does later. LO 2.15 Describe the current scientific approach to early experiences.
b) critical developer
Consider This: For example, learning a second language comes much easier in early and middle childhood than it does later. LO 2.15 Describe the current scientific approach to early experiences.
c) fundamental experience
Consider This: For example, learning a second language comes much easier in early and middle childhood than it does later. LO 2.15 Describe the current scientific approach to early experiences.
d) sensitive period
Answer: d
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
Module: Determinism and Agency in Development
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.5.3

According to Piaget, which period heralded the birth of curiosity?
a) infancy
Consider This: Piaget thought that this was a characteristic that allows us to actively learn from the environment and the people around us. LO 2.16 Explain ways in which children are active agents in their own development.
b) adolescence
Consider This: Piaget thought that this was a characteristic that allows us to actively learn from the environment and the people around us. LO 2.16 Explain ways in which children are active agents in their own development.
c) adulthood
Consider This: Piaget thought that this was a characteristic that allows us to actively learn from the environment and the people around us. LO 2.16 Explain ways in which children are active agents in their own development.
d) toddlerhood
Answer: d
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
Module: Determinism and Agency in Development
Skill Level: Understand the Concepts
Difficulty Level: Moderate

EOM Q2.5.4

_____ refers to how in relations between two persons, each of them affects the other.
a) Receptive or directional impact
Consider This: This term is used to describe the parent–child relationship. LO 2.16 Explain ways in which children are active agents in their own development.
b) Dual-directional focus
Consider This: This term is used to describe the parent–child relationship. LO 2.16 Explain ways in which children are active agents in their own development.
c) Indirect impact
Consider This: This term is used to describe the parent–child relationship. LO 2.16 Explain ways in which children are active agents in their own development.
d) Reciprocal or bidirectional effects
Answer: d
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
Module: Determinism and Agency in Development
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.5.5

Which of the following statements regarding cultural variation in the extent of children's agency is true?
a) The scope of children's choices does not vary across cultures.
Consider This: Once puberty begins, girls' autonomy is restricted in many cultures, whereas boys usually gain more autonomy in adolescence. LO 2.16 Explain ways in which children are active agents in their own development.
b) The scope of children's choices varies across cultures but not within cultures.
Consider This: Once puberty begins, girls' autonomy is restricted in many cultures, whereas boys usually gain more autonomy in adolescence. LO 2.16 Explain ways in which children are active agents in their own development.
c) The scope of children's choices is not impacted by gender.
Consider This: Once puberty begins, girls' autonomy is restricted in many cultures, whereas boys usually gain more autonomy in adolescence. LO 2.16 Explain ways in which children are active agents in their own development.
d) The scope of children's choices varies across cultures, and within cultures may vary by gender.
Answer: d
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
Module: Determinism and Agency in Development
Skill Level: Analyze It
Difficulty Level: Difficult

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End of Module Quiz 2.6: Biology, Environmental Contexts, and Culture in Development

EOM Q2.6.1

Generally, development is _____ than stage theorists such as Piaget proposed.
a) less continuous and less discontinuous
Consider This: Research over some decades has established that development—physical, cognitive, emotional—does not occur in a series of sharply differentiated stages. LO 2.17 Explain the usefulness of stage conceptions.
b) more continuous and more discontinuous
Consider This: Research over some decades has established that development—physical, cognitive, emotional—does not occur in a series of sharply differentiated stages. LO 2.17 Explain the usefulness of stage conceptions.
c) less continuous and more discontinuous
Consider This: Research over some decades has established that development—physical, cognitive, emotional—does not occur in a series of sharply differentiated stages. LO 2.17 Explain the usefulness of stage conceptions.
d) more continuous and less discontinuous
Answer: d
Learning Objective: 2.17 Explain the usefulness of stage conceptions.
Module: Biology, Environmental Contexts, and Culture in Development
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOM Q2.6.2

Who famously wrote: “Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors”?
a) Sigmund Freud
Consider This: Early learning theories regarded children’s behaviors as attributable entirely to environmental rewards, punishments, and modeling. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
b) Erik Erikson
Consider This: Early learning theories regarded children’s behaviors as attributable entirely to environmental rewards, punishments, and modeling. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
c) Jean Piaget
Consider This: Early learning theories regarded children’s behaviors as attributable entirely to environmental rewards, punishments, and modeling. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
d) John B. Watson
Answer: d
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
Module: Biology, Environmental Contexts, and Culture in Development
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOM Q2.6.3

The claim by some early psychologists that human development is largely caused by biological inheritance contributed to the implementation of policies of _____.
a) bilingual education
Consider This: This was done to stop patients with mental disorders from passing on their disorders to children. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
b) diffusion
Consider This: This was done to stop patients with mental disorders from passing on their disorders to children. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
c) child labor
Consider This: This was done to stop patients with mental disorders from passing on their disorders to children. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
d) involuntary sterilization
Answer: d
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
Module: Biology, Environmental Contexts, and Culture in Development
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOM Q2.6.4

As a species, our _____enable us to adapt to almost any environment by inventing new methods of survival and passing them on to the next generation as part of a cultural way of life.
a) long legs
Consider This: We also alter our environments so that it is no longer natural selection alone that determines how we live but the cultures we create. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
b) wide hips
Consider This: We also alter our environments so that it is no longer natural selection alone that determines how we live but the cultures we create. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
c) small brains
Consider This: We also alter our environments so that it is no longer natural selection alone that determines how we live but the cultures we create. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
d) large brains
Answer: d
Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
Module: Biology, Environmental Contexts, and Culture in Development
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOM Q2.6.5
As one species, _____.
a) there are few commonalities in our development experience
Consider This: No one can walk or talk in the early months of life. Everyone experiences puberty and reaches physical and sexual maturity in the second decade of life. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
b) our developmental experience is exactly the same
Consider This: No one can walk or talk in the early months of life. Everyone experiences puberty and reaches physical and sexual maturity in the second decade of life. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
c) we have about 10 developmental universals
Consider This: No one can walk or talk in the early months of life. Everyone experiences puberty and reaches physical and sexual maturity in the second decade of life. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
d) all of us share a common human development experience
Answer: d
Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
Module: Biology, Environmental Contexts, and Culture in Development
Skill Level: Analyze It
Difficulty Level: Difficult

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End of Chapter Quiz: Developmental Theories and Contexts: Past and Present

EOC Q2.1

What is one of the conclusions that can be drawn from a review of the four ancient life courses discussed in the chapter?
a) There are no similarities in how the life courses were constructed.
Consider This: This is correct, despite the diversity in the number and dividing points of historical life stages. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
b) The life span is divided into clear biological stages.
Consider This: This is correct, despite the diversity in the number and dividing points of historical life stages. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
c) Childhood and adolescence are stages of physical, cognitive, and socioemotional immaturity and preparation for the skills and roles of adult life.
d) All the historical life courses propose that early childhood is a time of special importance as a foundation for later development.
Consider This: This is correct, despite the diversity in the number and dividing points of historical life stages. LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
Answer: c
Learning Objective: 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Analyze It
Difficulty Level: Difficult

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EOC Q2.2

A comparison of the developmental conceptions of the Gusii, Trobriand Island, and Mayan cultures demonstrates that _____.
a) the cultures did not have any key overlapping developmental conceptions
Consider This: The broad similarities in the life stage conceptions across the cultures suggest a biological template from birth to adulthood that involves dependency, growth, and maturity. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
b) the cultures had similarities in middle childhood in which this was a time for fighting and preparing for adulthood
Consider This: The broad similarities in the life stage conceptions across the cultures suggest a biological template from birth to adulthood that involves dependency, growth, and maturity. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
c) all three developmental conceptions had an early childhood stage marked by gender-specific responsibilities
Consider This: The broad similarities in the life stage conceptions across the cultures suggest a biological template from birth to adulthood that involves dependency, growth, and maturity. LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
d) all three developmental conceptions had an infant stage of dependency and constant care
Answer: d
Learning Objective: 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Analyze It
Difficulty Level: Difficult

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EOC Q2.3

Logan is learning to play soccer and basketball and has decided that he is good at the former but not the latter. He is in the _____ stage of the psychosocial theory when children expand their social worlds and begin to acquire the knowledge and skills required by their culture.
a) identity versus identity confusion
Consider This: If a child is encouraged and taught well, a sense of enthusiasm for learning and confidence in mastering the skills required will develop. However, a child who is unsuccessful at learning what is demanded is likely to experience inferiority. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
b) trust versus mistrust
Consider This: If a child is encouraged and taught well, a sense of enthusiasm for learning and confidence in mastering the skills required will develop. However, a child who is unsuccessful at learning what is demanded is likely to experience inferiority. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
c) initiative versus guilt
Consider This: If a child is encouraged and taught well, a sense of enthusiasm for learning and confidence in mastering the skills required will develop. However, a child who is unsuccessful at learning what is demanded is likely to experience inferiority. LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
d) industry versus inferiority
Answer: d
Learning Objective: 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Apply What You Know
Difficulty Level: Difficult

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EOC Q2.4

_____ proposed that the child's construction of reality takes place through the use of schemes.
a) Erikson
Consider This: Schemes are cognitive structures for processing, organizing, and interpreting information. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.
b) Freud
Consider This: Schemes are cognitive structures for processing, organizing, and interpreting information. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.
c) Bandura
Consider This: Schemes are cognitive structures for processing, organizing, and interpreting information. LO 2.4 Describe the main ideas that underlie cognitive-developmental theories.
d) Piaget
Answer: d
Learning Objective: 2.4 Describe the main ideas that underlie cognitive-developmental theories.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts
Difficulty Level: Moderate

EOC Q2.5

Marla keeps raising her hand in class while saying "Pick me, pick me!" Every time she does this, her teacher does not call on her. According to behaviorism, Marla's behavior is being _____.
a) rewarded
Consider This: Other examples of this are yelling or assigning extra homework. LO 2.5 Explain how learning theories account for children's development.
b) positively reinforced
Consider This: Other examples of this are yelling or assigning extra homework. LO 2.5 Explain how learning theories account for children's development.
c) negatively reinforced
Consider This: Other examples of this are yelling or assigning extra homework. LO 2.5 Explain how learning theories account for children's development.
d) punished
Answer: d
Learning Objective: 2.5 Explain how learning theories account for children's development.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Apply What You Know
Difficulty Level: Difficult

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EOC Q2.6

_____ argue that children infer the meaning of words based on assessment of statistical probability.
a) Cognitive theories
Consider This: In every language, certain sounds are more likely to go together than others. LO 2.6 Describe the different branches of biological theories and how they explain development.
b) Neuroscience theories
Consider This: In every language, certain sounds are more likely to go together than others. LO 2.6 Describe the different branches of biological theories and how they explain development.
c) Behavioral genetics theories
Consider This: In every language, certain sounds are more likely to go together than others. LO 2.6 Describe the different branches of biological theories and how they explain development.
d) Bayesian theories
Answer: d
Learning Objective: 2.6 Describe the different branches of biological theories and how they explain development.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOC Q2.7

The network of interconnections between the various microsystems in Bronfenbrenner's theory is referred to as the _____.
a) microsystem
Consider This: For example, a child who is experiencing abusive treatment from parents may become aggressive toward peers. LO 2.7 Name two kinds of contextual theories, and summarize their main features.
b) macrosystem
Consider This: For example, a child who is experiencing abusive treatment from parents may become aggressive toward peers. LO 2.7 Name two kinds of contextual theories, and summarize their main features.
c) exosystem
Consider This: For example, a child who is experiencing abusive treatment from parents may become aggressive toward peers. LO 2.7 Name two kinds of contextual theories, and summarize their main features.
d) mesosystem
Answer: d
Learning Objective: 2.7 Name two kinds of contextual theories, and summarize their main features.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts
Difficulty Level: Moderate

EOC Q2.8
Research in developmental psychology—and psychology in general—has focused mainly on majority samples from _____.
a) Africa
Consider This: 95% of samples are from here. LO 2.8 Review the three points highlighted by cultural theories.
b) Asia
Consider This: 95% of samples are from here. LO 2.8 Review the three points highlighted by cultural theories.
c) Middle East
Consider This: 95% of samples are from here. LO 2.8 Review the three points highlighted by cultural theories.
d) Western countries
Answer: d
Learning Objective: 2.8 Review the three points highlighted by cultural theories.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOC Q2.9

In _____ cultures, young men generally remain in their family home after marriage, and young women move into their new husband's home.
a) ecological
Consider This: This practice has been remarkably resistant to the influence of globalization so far. LO 2.9 Describe important cultural and historical characteristics of the family context.
b) Western
Consider This: This practice has been remarkably resistant to the influence of globalization so far. LO 2.9 Describe important cultural and historical characteristics of the family context.
c) non-traditional
Consider This: This practice has been remarkably resistant to the influence of globalization so far. LO 2.9 Describe important cultural and historical characteristics of the family context.
d) traditional
Answer: d
Learning Objective: 2.9 Describe important cultural and historical characteristics of the family context.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts
Difficulty Level: Moderate

EOC Q2.10

In many parts of the world, chastity prior to marriage, especially in_____, is expected.
a) adolescents
Consider This: Cultural norms play a role. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
b) men
Consider This: Cultural norms play a role. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
c) boys
Consider This: Cultural norms play a role. LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
d) girls and women
Answer: d
Learning Objective: 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOC Q2.11

In the United States, lack of adequate financial support for tertiary education is especially a problem for _____ emerging adults.
a) White and Latino
Consider This: This is because they tend to come from families with less money. LO 2.11 Explain why school is an important context in children's development.
b) African American and Asian American
Consider This: This is because they tend to come from families with less money. LO 2.11 Explain why school is an important context in children's development.
c) Asian American and White
Consider This: This is because they tend to come from families with less money. LO 2.11 Explain why school is an important context in children's development.
d) African American and Latino
Answer: d
Learning Objective: 2.11 Explain why school is an important context in children's development.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOC Q2.12

_____ is defined as work that is harmful to children's physical and mental development and that interferes with their school participation.
a) Youth labor
Consider This: This interference with school participation is either by making it impossible to attend school or by requiring them to combine attendance with excessively long and heavy work. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
b) Youth work
Consider This: This interference with school participation is either by making it impossible to attend school or by requiring them to combine attendance with excessively long and heavy work. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
c) Adolescent work
Consider This: This interference with school participation is either by making it impossible to attend school or by requiring them to combine attendance with excessively long and heavy work. LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
d) Child labor
Answer: d
Learning Objective: 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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EOC Q2.13

The spread of products or people across space is called _____.
a) confusion
Consider This: TV did this across the entire globe from North America and Europe in the course of about 50 years. LO 2.13 Explain how media have changed children's daily environments.
b) human geography
Consider This: TV did this across the entire globe from North America and Europe in the course of about 50 years. LO 2.13 Explain how media have changed children's daily environments.
c) an exosystem
Consider This: TV did this across the entire globe from North America and Europe in the course of about 50 years. LO 2.13 Explain how media have changed children's daily environments.
d) diffusion
Answer: d
Learning Objective: 2.13 Explain how media have changed children's daily environments.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Remember the Facts
Difficulty Level: Easy

EOC Q2.14

Which of the following statements regarding religion around the world is true?
a) Religion is not an important factor for cultures today.
Consider This: Religious beliefs typically include explanations for how the world began and what happens to us when we die. LO 2.14 Highlight features of importance in regard to civic and religious institutions.
b) Religions are quickly becoming irrelevant around the world.
Consider This: Religious beliefs typically include explanations for how the world began and what happens to us when we die. LO 2.14 Highlight features of importance in regard to civic and religious institutions.
c) Only a few cultures hold religious beliefs.
Consider This: Religious beliefs typically include explanations for how the world began and what happens to us when we die. LO 2.14 Highlight features of importance in regard to civic and religious institutions.
d) Virtually all cultures have religious beliefs of some kind.
Answer: d
Learning Objective: 2.14 Highlight features of importance in regard to civic and religious institutions.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Analyze It
Difficulty Level: Difficult

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EOC Q2.15

Mira and Eduardo want to teach their children a second language. When is the latest they can do this before the developmental window to learn a new language fluently has begun to close?
a) early childhood
Consider This: Relatively early developmental exposure to a multilingual environment makes it easier to develop fluency. LO 2.15 Describe the current scientific approach to early experiences.
b) adolescence
Consider This: Relatively early developmental exposure to a multilingual environment makes it easier to develop fluency. LO 2.15 Describe the current scientific approach to early experiences.
c) adulthood
Consider This: Relatively early developmental exposure to a multilingual environment makes it easier to develop fluency. LO 2.15 Describe the current scientific approach to early experiences.
d) late childhood
Answer: d
Learning Objective: 2.15 Describe the current scientific approach to early experiences.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Apply What You Know
Difficulty Level: Difficult

EOC Q2.16

_____ emphasized that children actively contribute to their own development.
a) Pavlov
Consider This: For example, he observed that toddlers intentionally try out new behaviors to see what the effects will be. LO 2.16 Explain ways in which children are active agents in their own development.
b) Freud
Consider This: For example, he observed that toddlers intentionally try out new behaviors to see what the effects will be. LO 2.16 Explain ways in which children are active agents in their own development.
c) Bandura
Consider This: For example, he observed that toddlers intentionally try out new behaviors to see what the effects will be. LO 2.16 Explain ways in which children are active agents in their own development.
d) Piaget
Answer: d
Learning Objective: 2.16 Explain ways in which children are active agents in their own development.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Understand the Concepts

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Difficulty Level: Moderate
EOC Q2.17

Which of the following statements about life stages is true?
a) Life stage concepts do not impact how cultures organize social life.
Consider This: Cultures "slice up the stream of behavioral change" into separate life stages in ways that suit the aesthetic preferences and role requirements of each time and place. LO 2.17 Explain the usefulness of stage conceptions.
b) Life stage conceptions of development across the life span have been rare across time and place.
Consider This: Cultures "slice up the stream of behavioral change" into separate life stages in ways that suit the aesthetic preferences and role requirements of each time and place. LO 2.17 Explain the usefulness of stage conceptions.
c) Life stages are psychologically meaningless, even if they are biologically based.
Consider This: Cultures "slice up the stream of behavioral change" into separate life stages in ways that suit the aesthetic preferences and role requirements of each time and place. LO 2.17 Explain the usefulness of stage conceptions.
d) Life stages help people locate themselves, and others, into a coherent and meaningful place in their social world.
Answer: d
Learning Objective: 2.17 Explain the usefulness of stage conceptions.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Analyze It
Difficulty Level: Difficult

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EOC Q2.18

Psychoanalysts subsequent to Freud claimed that _____ who were cold and uncaring were responsible for the development of autism in their children.
a) “schizophrenic moms”
Consider This: Freud’s theory emphasized the importance of a child’s early experiences. Specifically, it placed a lot of responsibility on mothers. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
b) “frigid moms”
Consider This: Freud’s theory emphasized the importance of a child’s early experiences. Specifically, it placed a lot of responsibility on mothers. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
c) “helicopter moms”
Consider This: Freud’s theory emphasized the importance of a child’s early experiences. Specifically, it placed a lot of responsibility on mothers. LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
d) “refrigerator moms”
Answer: d
Learning Objective: 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Remember the Facts
Difficulty Level: Easy

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EOC Q2.19

An analysis of anthropological studies of hundreds of cultures documented _____ human universals.
a) fewer than 10
Consider This: The unspoken side of the findings pertaining to the number of universals is that those were discerned amid the diversity that exists across cultures—a diversity that no one seems to have managed to count. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
b) about 50
Consider This: The unspoken side of the findings pertaining to the number of universals is that those were discerned amid the diversity that exists across cultures—a diversity that no one seems to have managed to count. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
c) approximately 70
Consider This: The unspoken side of the findings pertaining to the number of universals is that those were discerned amid the diversity that exists across cultures—a diversity that no one seems to have managed to count. LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
d) over 100
Answer: d
Learning Objective: 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.
Module: Developmental Theories and Contexts: Past and Present
Skill Level: Remember the Facts
Difficulty Level: Easy

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CHAPTER 2: DEVELOPMENTAL THEORIES AND CONTEXT: PAST AND PRESENT

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LEARNING OBJECTIVES

Section 1

2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.
2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.
2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.
2.4 Identify the main ideas that underlie cognitive-developmental theories.
2.5 Explain how learning theories account for children's development.
2.6 Describe the different branches of biological theories and how they explain development.
2.7 Name two kinds of contextual theories, and summarize their main features.
2.8 Review the three points highlighted by cultural theories.

Section 2

2.9 Describe important cultural and historical characteristics of the family context.
2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.
2.11 Explain why school is an important context in children's development.
2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.
2.13 Explain how media have changed children's daily environments.
2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

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Section 3

2.15 Describe the current scientific approach to early experiences.
2.16 Explain ways in which children are active agents in their own development.
2.17 Analyze the usefulness of stage conceptions.
2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.
2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

LECTURE OUTLINE

I. Section 1: Developmental Theories

A. Conceptions of Development Across Time and Traditional Cultures

1. Developmental Stages in History: Ancient Hindus, Greeks, and Jews and Medieval Europeans

LO 2.1 Compare four historical conceptions of development, and summarize their implications for contemporary theory.

a. Life stage concepts have been a part of human history for thousands of years
   i. The stages were written by and for men only, reflecting the secondary and subservient status of women in most cultures.
   ii. Stages were simply ideals for development but not reflective of how everyone developed.

b. Ancient Hindu Conceptions
   i. The Dharmashastras, the oldest of the sacred law books of the Hindu religion, established childhood, the apprentice period, and a time of celibacy from birth to 25.
   ii. Each of the four stages of the ideal life span of 100 years represents a set of role-related duties.
   iii. Traditional Hindu rituals mark childhood substages, and the movement from substage to substage involves the entire family.

c. Ancient Greek Conceptions
   i. Solon's life stage conception, which was developed about 2,500 years ago in ancient Greece, divided life into 7-year increments from birth to age 70.
   ii. The first three stages focused on physical development, with the first 21 years being immaturity and ages 21 to 28 considered the time a person's powers "ripen."

d. Ancient Jewish Conceptions
   i. The Talmud, written more than 1,500 years ago, includes instructions for ideals for each part of the life span.
   ii. The Bar Mitzvah, a ritual completed at age 13, marks the age of moral responsibility, while readiness for marriage and work occur at ages 18 and 20.
   iii. The ancient Jewish tradition centers on cognitive rather than physical development.

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e. Medieval European Conceptions
   i. Revival of the life stage concept occurred in the early 14th century and included the stages of *infantia,* ages 0 to 7 years; *pueritia,* ages 7 to 14, and *adolescentia,* ages 14 to 21 and upward to 35.
   ii. *Adolescentia* was considered the time of physical strength, vigor, and stature, along with cognitive maturity leading to rational judgment.

f. Conclusions
   i. Life stage concepts reveal vast differences in how the life span is divided from the four stages in the Dharmashastras to 14 stages in the Talmud.
   ii. Conceptions of the four ancient life stage concepts suggest there are no distinct dividing lines in human development because our biology, culture, and social interactions all intertwine to make us who we are.
   iii. Similarities in the historical life stage concepts reveal that childhood and adolescence are a time of physical, cognitive, and socioemotional immaturity and preparation for adulthood.
   iv. Childhood is not afforded much attention in any of the four historical life stage traditions.

2. Developmental Stages Across Traditional Cultures: Three Examples

LO 2.2 Compare three stage conceptions from traditional cultures, and explain what insights they hold for current scientific theories.

a. Exploration of traditional cultures reflects varying life stage conceptions starting at birth and extending through the idea of an afterlife.

b. The Gusii
   i. Infants are breast-fed and sleep beside their mothers until age 2, when weaning takes place.
   ii. From ages 2 to 6, children play most of the day but perform simple tasks.
   iii. Gender roles and life paths are different for males and females.
   iv. Age 6 comes with more involvement in child care and household work for girls and cattle herding and agricultural chores for boys.
   v. Initiation rites into adolescence occur at 9 for girls and 12 for boys and result in a host of daily duties that are similar to adulthood.
   vi. The *omomura*, or unmarried boys, sleep in a bachelor's house and are expected to fight the young men in other cultural groups.
   vii. Boys and girls engage in sex play during adolescence, with girls marrying around age 15 while boys typically marry after age 20 and must pay *bridewealth* to their in-laws.

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c. The Trobriand Islanders
    i. Infants and mothers live in seclusion for the first 2 months of life to protect infants from disease.
    ii. Weaning takes place at age 2 and is accomplished with the help of grandparents and the child's father.
    iii. Fathers are very active in the caretaking of the children.
    iv. Childhood is spent playing games, while sex play begins at ages 7 or 8.
    v. Once puberty begins, adolescents are separated into same-sex living quarters, although leisure, freedom, and romantic and sexual adventures intensify until the transition to marriage.
d. The Maya
    i. The Mayan culture is undergoing a significant change due to globalization.
    ii. An infant is often strapped to the mother's back for the early months of life while weaning takes place around ages 2 or 3.
    iii. Children help with chores, and older sisters and grandmothers take care of the toddlers.
    iv. Play time related to future work with friends and family fills a child's day until ages 6 or 7, when gender-specific chores begin.
    v. Adolescence marks a time when contributions to the family economy are significant, and ages 15 or 16 mark the transition to marriage and adulthood.
e. Conclusions
    i. The similarities between the Gusii, Trobriand Island, and Mayan cultures include dependent infants given constant care, weaning as a marker of early childhood, middle childhood marked by play and gender-specific duties, and adolescence that is understood to serve as preparation for adulthood.
    ii. The differences between the three are noted in the terms used in each language, which show that each stage is distinct and separate from the others.

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B. Contemporary Scientific Conceptions of Development

1. Psychosocial Theory

LO 2.3 Summarize key features of Erikson's psychosocial theory, and name the first five stages.

a. Erikson's **psychosocial theory** of development posits that the drive to become integrated into our social and cultural environment drives development throughout the life span.
b. Each of the eight stages of development is characterized by a distinctive developmental challenge or crisis a person must successfully resolve:
   i. Trust vs. Mistrust (Infancy)
   ii. Autonomy vs. Shame and Doubt (Toddlerhood)
   iii. Initiative vs. Guilt (Early Childhood)
   iv. Industry vs. Inferiority (Middle Childhood)
   v. Identity vs. Identity Confusion (Adolescence)
   vi. Intimacy vs. Isolation (Early Adulthood)
   vii. Generativity vs. Stagnation (Middle Adulthood)
   viii. Ego Integrity vs. Despair (Late Adulthood)
c. The psychosocial theory that we develop across the life span with cultural and social influences is still widely accepted.
d. Of all of the stages Erikson outlined, identity in adolescence and generativity in midlife have been most fully embraced.

2. Cognitive-Developmental Theories

LO 2.4 Identify the main ideas that underlie cognitive-developmental theories.

a. Jean Piaget centered his interests on cognitive development, including how thinking and problem-solving change over time.
b. Piaget believed that infants' cognitive development occurs in distinct stages and that cognitive abilities are organized into a coherent **mental structure.**
c. Infants think through their senses and motor activities and gave rise to the first of several **cognitive-developmental theories**.
d. Developmental **maturation** is innate and biologically based and is driven by the child's progress in making sense of the environment through the use of **schemes**, which are cognitive structures for processing, organizing, and interpreting information.
e. Piaget's views inspired other cognitive-development theories.

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3. Learning Theories

LO 2.5 Explain how learning theories account for children's development.

a. **Social learning theory** posits that children imitate behaviors they see performed by others who are rewarded or at least not punished.
b. Bandura's 1960s experiment is a well-known example of social learning theory. In this experiment, children watched an adult model kicking and punching a doll, resulting in children imitating the model's aggressive behavior.
c. Many studies looking at the relationship between television and aggression are examined using the social learning theory framework. Additional research examines the relationship between media and its influence on sexual behavior, prosocial behavior, and daily habits.
d. **Behaviorism** focuses on learning that occurs based on the responses or "conditioning" of those around them.
e. Skinner's behavioral theory suggested that children learn behaviors based on the responses of others in one of three forms: *positive reinforcement, negative reinforcement,* and *punishment.*
f. Reinforcement by others promotes the start or continuation of a behavior, while punishment is intended to reduce or stop a behavior.

4. Biological Theories

LO 2.6 Describe the different branches of biological theories and how they explain development.

a. Language development is both environmentally and biologically based and is influenced by the interaction between the two.
b. Evolutionary Psychology
    i. Evolutionary developmentalists argue that language development is an innate characteristic that gave humans the evolutionary advantage over nonhuman primates.
    ii. Evidence for the biological basis of language development points to the ability of toddlers to understand and use complicated unlearned grammatical rules.
    iii. *Bayesian theories* argue that children use statistical probability to infer the meanings of words.
c. Behavior Genetics
    i. **Behavior genetics** is a field of study that explores the extent to which genes, and the interaction of genes and the environment, influence development including behaviors, language development, intelligence, developmental disorders, and the even the timing of puberty.
d. Neuroscience
    i. **Neuroscience** explores how characteristics of the brain influence human thought and behavior and what role environmental factors and culture play in brain development.

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5. Contextual Theories

LO 2.7 Name two kinds of contextual theories, and summarize their main features.

a. Ecological Theory
   i. The **ecological theory** of development (or bio-ecological theory) is a systems approach to development, not a stage theory, presented by Urie Bronfenbrenner.
   ii. It focuses on five, interrelated social systems that influence development:
      a. Microsystem: immediate environmental settings and relationships
      b. Mesosystem: the network of the microsystems
      c. Exosystem: societal institutions with an indirect influence
      d. Macrosystem: shared cultural beliefs and values, including the economy and government
      e. Chronosystem: individual and historical changes in developmental circumstances
   iii. This theory differs from stage theories because of the focus on social environments, including cultural emphasis, recognition of historical contexts, and children as active participants in their development.

b. Developmental Systems Theories
   i. The ecological framework inspired the **developmental systems theories,** which address how individual development and contexts mutually influence one another and the interactions between biology and diverse contexts.
   ii. These theories posit that the individual is an active agent and the developmental process is continuous throughout the life span.

6. Cultural Theories

LO 2.8 Review the three points highlighted by cultural theories.

a. **Cultural theories** posit culture shapes physical, cognitive, and socioemotional development.
b. Research in human development has focused, overwhelmingly, on English-speaking nations such as the United States and Europe, while only 5% of research samples were representative of Africa, Asia, Israel, Latin America, or the Middle East.
c. Classic and contemporary theories of development underemphasize the role of culture on all aspects of cognitive, physical, and socioemotional development. Variations on the value of such characteristics such as self-esteem and intelligence are distinctly culturally influenced, and research with this variation in mind is lacking.
d. Measured against the standards of the majority cultures, minority cultures may appear deficient. This reflects an incomplete, narrow view of the true meaning and value of any particular characteristic of human development.

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II. Section 2: Developmental Contexts

A. Traditional Research Contexts

1. Families

LO 2.9 Describe important cultural and historical characteristics of the family context.

a. Families are an important first context of child development, but they vary greatly in size and composition across cultures.
b. Unlike European and North American countries, many children in China and India grow up among large, extended family homes, living with grandparents, aunts, uncles, and cousins.
c. Americans have one of the highest divorce rates in the world and, thus, many American children are raised in smaller, single-parent or step-parent households.
d. The majority of children 200 years ago would have grown up in rural, agricultural-centric households, reflecting a daily life filled with farm-life work and family-centered socialization, while today the role of the family is one of nurturance, love, and affection.
e. In more than 80% of the world's societies, mothers remain the primary caretakers for infants.

2. Friends, Peers, and Romantic Partners

LO 2.10 Differentiate friends, peers, and romantic partners, and explain when they become most salient in development.

a. Friends are present in all cultures and offer support, confidence, and a mutually valued relationship.
b. Peers share some aspect of their status in common, often age or part of one's daily environment. Some peers are friends, while others are not.
c. Many romantic relationships in adolescence and emerging adulthood begin as friendships.
d. Cultural norms dictate the depth of romantic and nonromantic relationships, particularly in relation to sexual behaviors.

3. School

LO 2.11 Explain why school is an important context in children's development.

a. Schooling outside the home was rare 150 years ago. In contrast, with the increased shift to a knowledge-based society and the skills required to succeed, the lives of most children around the world are oriented around school.
b. Age 7 typically meant the start of formal schooling. However, in developed countries, nearly 75% of children between ages 3 and 5 are enrolled in group childcare, preschool, or kindergarten.
c. Full-time enrollment in school is expanding worldwide, with secondary education the norm in developing countries and tertiary education becoming the norm in developed countries.

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d. Academic achievement correlates to positive outcomes in income, occupational status, personal growth, and marital stability, yet gaps in academic achievement remain between developing and developed countries.
e. Lack of financial support for tertiary education in the United States is a challenge for African American and Latino emerging adults.

B. Contemporary Research Contexts

1. Work

LO 2.12 Compare developed and developing countries with regard to children's and adolescents' work participation.

a. Children in the United States and most other developed countries spend their days in school and leisure activities and are typically restricted on formal wage-earning work before the age of 15.
b. In contrast to most developed countries, adolescents in the United States stand out for their nearly 50% part-time employment rate at some point in high school. These monies are often used to purchase clothing and entertainment.
c. By contrast, only a small proportion of European and Japanese adolescents work outside the home earning their own money.
d. Children and adolescents in developing countries experience a stark contrast to their American and European peers. Of the 220 million 5- to 17-year-olds working across the globe, 95% are living in developing countries.
e. Nearly 70% of child and adolescent employment involves **child labor**, work that is deemed harmful to children's development and is disruptive to their formal schooling.

2. Media

LO 2.13 Explain how media have changed children's daily environments.

a. The term **diffusion** refers to the spread of products or people across space; in terms of media products, the "old-media" of TV spread from Europe and North America to the rest of the world in the course of 50 years.
b. "New media," such as the internet and mobile phones, have spread more rapidly across the globe than TV did, and social media seems to be diffusing at an even greater rate.
c. Children are part of the new generation of **digital natives**, having been exposed to digital media since infancy, while their older counterparts, **digital immigrants**, have had to learn how to use media technologies in adulthood.

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3. Civic and Religious Institutions

LO 2.14 Identify features of importance in regard to the influence of civic and religious institutions on children's development.

a. The youngest recipient of the Nobel Peace Prize, Malala Yousafzai, is a good example of how civic and religious institutions shape development.
b. Civic activities include volunteer work, writing to political leaders, or joining an organization that is committed to a cause. Some of the activities take place in schools, religious institutions, or political groups.
c. Religion tends to be an important part of most cultures.
    i. Religious teachings offer explanations of conception, death, and the afterlife and specify a code of conduct that adheres to the teachings of the religion.
    ii. Gender roles are typically spelled out in religious belief systems
    iii. For many believers, religion provides meaning and perspective on the significance of any one individual life.
    iv. Children, adolescents, and emerging adults are more religious in traditional cultures than in developed countries, and, compared to other countries, the United States stands out for its high levels of religiosity.
    v. In the United States, African American adolescents report greater religiosity than other ethnicities, while Asian American adolescents tend to be the least religious.

III. Section 3: Developmental Questions

A. Determinism and Agency in Development

1. To What Extent Do Children's Early Experiences Determine Later Development?

LO 2.15 Describe the current scientific approach to early experiences.

a. Freud proposed that the first 6 years of life set the foundation for development throughout life. However, contemporary developmentalists do not embrace Freud's all-or-nothing view.
b. Contemporary developmentalists acknowledge the far-reaching impact of early experiences such as early deprivation.
c. **Sensitive periods,** or periods through development in which the capacity for learning is especially pronounced, do exist.
d. Learning a second language is much easier in early and middle childhood than trying to learn a second language later in life.

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2. To What Extent Do Children Contribute to Their Own Development?

LO 2.16 Explain ways in which children are active agents in their own development.

a. Piaget believed that the curiosity inherent in most toddlers results in their tendency to intentionally try new behaviors to see what might unfold.
b. In recent decades, researchers have shown interest in **reciprocal** or **bidirectional effects** in relation to the parent–child relationship.
c. Children and adolescents make choices that ultimately result in their selection of who they spend time with and what they will spend time doing.
d. Cultural limitations by gender impact the scope of children's choices, often reflecting more restrictions on girls' autonomy and more autonomy for boys.

B. Biology, Environmental Contexts, and Culture in Development

1. To What Extent Does Development Occur in Stages?

LO 2.17 Analyze the usefulness of stage conceptions.

a. If environmental conditions are reasonably normal, biology prepares humans for inevitable changes at predictable ages.
b. Current research has moved away from the differentiated stage approach and embraced a more continuous and less discontinuous approach.
c. The end of a sensitive period may be considered the end of a stage therefore appearing more stage-like for characteristics such as language acquisition.
d. Although stages may not be biologically based, they are psychologically meaningful, particularly in helping people locate themselves, and others, into a coherent and meaningful place in their social world.

2. To What Extent Do Nature and Nurture Contribute to Individual Development?

LO 2.18 Provide a brief history of views on the influences of nature (biology) and nurture (the environment) in the field of child development.

a. Historically, child development has centered its energy on the debate between nature versus nurture. Much of the responsibility of child development was placed squarely on mothers.
b. Psychoanalytic theory suggested that cold and uncaring mothering resulted in autism, causing profound mother guilt and pain and leading to inappropriate and often damaging therapeutic interventions.
c. Early learning theories, such as those proposed by John Watson, aimed to counter other theories that emphasized biology by attributing behavior to a system of environmental rewards, punishments, and modeling.

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d. Early learning theory development, which focused on biology as destiny, contributed to laws permitting involuntary sterilization to prevent those with mental disorders from passing on their "faulty" genes to potential offspring.
e. The involuntary sterilization of mentally ill patients in the United States ended in 1960.

3. To What Extent Does Development Follow Diverse Pathways Across Cultures?

LO 2.19 Describe how a focus on diversity has been added to the focus on universals in child development.

a. Humans evolved to be a singularly cultural species and are capable of inhabiting nearly any part of the planet.
b. The large brained human enables adaptation to most environments allowing the invention of new methods of survival which are then passed along to future generations as part of their culture.
c. Humans across cultures share the same patterns of growth and upward of 100 human universals:
   i. No walking or talking in the early months of life.
   ii. Puberty and physical and sexual maturity typically occur after age 10.
d. The variety of human development is vast due to many influences, with culture representing a very important influence. Thus, developmental psychologists have focused their field of research to include diverse research samples within and across countries.

LECTURE LAUNCHERS, DISCUSSION IDEAS, AND ACTIVITIES

Section 1 Lecture Launcher: Freud's Lasting Legacy

Sigmund Freud is credited with a deep and lasting influence on the field of psychology and the origins of the human psyche. Ironically, many of the theories of human development that were proposed after Freud were inspired by doubts about Freud's theories.

Despite the criticisms, Freud's contributions to the field of human understanding cannot be underestimated. One such theory is the psychosexual theory, noted in the textbook, in which Freud argued that changes in sexual desire toward one parent or the other underlie children's development. The psychosexual theory is often confusing, and, for some students, a bit unsettling. Thus, a video offers a great way to share the material. Search online for a video titled *Psychosexual Stages of Development* presented by Shorts in Psychology. Allow approximately 15 minutes for viewing the video.

For students interested in learning more about Freud's influence, direct them to the articles "Why Freud Still Matters, When He Was Wrong About Almost Everything" (Dvorsky, 2013) and "Why Freud Survives" (Menand, 2017). The end of this lecture tends to inspire quite a bit of discussion, so be sure to take advantage of this teaching and learning moment.

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Sources:

Dvorsky, G. (2013). Why Freud still matters, when he was wrong about almost everything. *Gizmodo*. https://io9.gizmodo.com.

Menand, L. (2017). Why Freud survives. *New Yorker*. www.newyorker.com.

Section 1 Activity: Reinforcement and Punishment

Remind students of the difference between positive and negative reinforcement and punishment. According to Skinner, *positive reinforcement* happens when a caregiver encourages a child's behavior by responding to it in a positive manner with praise or a reward. *Negative reinforcement* is the use of something considered negative, such as nagging or being grounded, to reduce or slow down a particular behavior. Punishment can be split into *positive punishment*, in which a caregiver discourages behavior by responding to it by adding something unpleasant, such as a spanking, and *negative punishment*, in which a caregiver discourages behavior by removing something desirable, such as car keys or a cellphone (Holth, 2005).

To explore these concepts, divide the class into groups of three to five students each. Distribute Handout 2.1, and instructing students to ask themselves what behavior is encouraged or discouraged in each scenario presented. Then have them label each scenario as PR (positive reinforcer), NR (negative reinforcer), PP (positive punishment), or NP (negative punishment). When students are finished, discuss their responses as a class.

Answer key: (1) PP; (2) PR; (3) NP; (4) NR; (5) PR; (6) PP; (7) NR; (8) NP; (9) PR; (10) NR.

Source: Holth, P. (2005). Two definitions of punishment. *Behavior Analyst Today, 6*(1), 43–47. dx.doi.org/10.1037/h0100049.

Section 1 Lecture Launcher: Bronfenbrenner's Ecological Theory

Urie Bronfenbrenner (1989) developed the ecological theory of development as a model for studying the interactions among an individual's social environments. The five basic structures of the model are the microsystem (family, peers, school, community, media); the mesosystem (interaction between two microsystems, such as parent conferences as an interaction between family and school); the exosystem (parents' jobs, school boards, city council); the macrosystem (a person's subculture or culture); and the chronosystem (involving the way the passage of time affects children's development). Explaining Bronfenbrenner's theory can stimulate a class discussion about the various interactions among the systems.

Source: Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development* (Vol. 6). Greenwich, CT: JAI Press.

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Section 2 Activity: The Importance of Belonging: Friends, Peers, Social Networks, and Beyond

Friendships provide some of the most important aspects of our socioemotional development. Humans are social beings and the need to belong is a primal force (Baumeister and Leary, 1995). Peer groups include friends and acquaintances and often form as a result of where we live, socioeconomic status, gender, and age. Culture, ethnicity, religion, and political affiliation as well as similarities of interests can influence peer group affiliations.

Divide the class into groups of three to five students each. Ask students to consider all of the possible characteristics they share. This activity requires them to share information about themselves. They can start comparing and contrasting the observable and then move to questions about where they live, sports or activities they engage in, culture, favorite music, hobbies, major, age, student organizations, social network affiliations, and community organizations. The idea is to determine what types of information about each other could constitute a peer group. Have each group list any characteristics they have in common. Next, have each group report their commonalities to the class. Determine whether the students in the groups in the classroom have similarities between them that would be considered a peer group. The point of the discussion is to identify the various pathways that lead to the formation of friendships, peer groups, and social networks.

Source: Baumeister, R. F., and Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, *117*(3), 497–529.

Section 2 Lecture Launcher and Discussion: Schooling 9 to 5

Ask students whether they believe extending the length of the school day would have a negative or positive impact on students' achievement. Most of them will suggest more hours in school would work against students. The research suggests the opposite may be true: some states have instituted extended learning time (ELT) to address poor student performance. In fact, at least one middle school in Massachusetts has experienced a positive correlation between hours spent in school and student achievement rates. In 2005, the Massachusetts state legislature created and funded the Massachusetts Expanded Learning Time Initiative (Walker, 2016).

As noted in the textbook, both how long children stay in school and how well they perform have significant and lasting impact on future prospects. The Massachusetts ELT initiative is one such effort to assist students in achieving successful outcomes. Increasing the school day by as little as 25% resulted in a 5% to 10% improvement in test scores (Walker, 2016). Ask students to discuss the advantages and disadvantages of an extended school day.

Source: Walker, T. (2016, November 22). A 9 to 5 school day: Are longer hours better for students and educators? *neaToday.* http://neatoday.org/2016/11/22/longer-school-days/.

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Section 3 Lecture Launcher: Now You're Speaking My Language

Developmentalists believe there are certain times in human development in which the capacity for learning is especially pronounced. These are referred to as sensitive periods and are particularly influential on language skill development. This is a great opportunity to share the TED lecture by Patricia Kuhl, *The Linguistic Genius of Babies,* in which Kuhl describes one such sensitive, or critical, period of infant development in which language acquisition unfolds.

Another point to be made is the impact of deprivation and neglect on language development in the early years of infancy and toddlerhood. Research indicates the profound negative impact of neglect, including delays in cognitive function, motor development, and language acquisition (Weir, 2014). To emphasize this particular point, search online for short videos that describe the late 1980s discovery of the neglected and deprived children in Romanian orphanages. Several report on the early findings of the children, while others interview those orphans as emerging adults. Both perspectives illuminate the short-term and long-term impact.

Sources:

Kuhl, P. (2010, October). The linguistic genius of babies. TedxRainier. www.ted.com/talks/patricia_kuhl_the_linguistic_genius_of_babies.

Weir, K. (2014, June). The lasting impact of neglect. *APA Monitor on Psychology, 45*(6), 36.

Section 3 Activity: Piagetian Literature Review

Piaget continues to have a lasting impact on the field of child development, despite some of the criticisms about his methodology and the move away from stage theory to development as a continuous and less discontinuous process. Instruct students to locate three journal articles that relate to the application and testing of Piaget's cognitive development. Each article should appear in a peer-reviewed journal. Articles can support or criticize Piaget's work. Ask students to summarize the readings and prepare a brief presentation of their findings to the class.

Section 3 Lecture Launcher: Biology as Destiny

One of the more impactful proclamations of the "debate" on nature versus nurture ultimately resulted in a wave of involuntary sterilizations. The 1927 U.S. Supreme Court case *Buck v. Bell* shined a spotlight on the debate. The eugenics movement, the "science of improving humanity through better breeding" (Cohen, 2017), ultimately bolstered the Court's decision to restrict Carrie Buck from reproducing. During this time, which coincided with John Watson's view emphasizing the importance of biology, many individuals were denied the right to have children of their own. These sterilization laws started in the United States in 1907, were permitted by 30 states by 1930, and continued until 1960. Share the story of Carrie Buck and the two familial generations following her. This story can be found from National Public Radio (NPR) by searching online for *Emma, Carrie, Vivian: How a Family Become a Test Case for Forced Sterilizations* (2019).

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Discuss the implications in John Watson's 1930 proclamation, "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select—doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors." In what way does the eugenics movement dismiss or diminish environmental influences on development?

Sources:

Cohen, A (2017). *Imbeciles: The supreme court, American eugenics, and the sterilization of Carrie Buck.* London, England: Penguin Books.

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Watson, J. B. (1930). *Behaviorism.* New York, NY: W. W. Norton & Company.

CRITICAL THINKING ACTIVITY

Nature and Nurture: Who We Are and How We Become

Remind students of the difference between nature and nurture as it relates to human development. *Nature* refers to biological influences as determined by our genetic predispositions, while *nurture* centers on the influence of environment on learning and development. The so-called debate between nature and nurture explores the extent to which specific aspects of who we are can be more readily explained by inheritance or experience. For example, is Max shy and reserved because he comes from a family of reserved males, or did something happen to him in early childhood that can explain his rather quiet and reserved demeanor? To gauge students' understanding of the nature versus nurture debate, ask them to consider their own propensities. Ask them to draw a line on a piece of paper with the word *Nurture* written to the left side of the line and the word *Nature* to the far right. The line will look something like this:

Nurture _____ Nature

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Ask students to consider the following traits and place them on the line, closer to one end or the other, depending on whether they think the trait is due more to genetics or more to environmental influence.

- Intelligence/IQ
- Temperament
- Mental illness
- Athleticism
- Musicality
- Gender identity
- Political views
- Religious beliefs
- Mathematical ability
- Language
- Resilience
- Height
- Weight
- Sexual orientation

Once students finish, discuss their placement and reasoning for each trait. Explain the importance of studying fraternal and identical twins as a window into the impact of nature versus nurture. Due to twin research, the influence of nature and nurture on many traits is better understood (Richards, 2018). For instance, studies show heritability of IQ or intellect between 57% and upward of 86% (Panizzon et al., 2014).

One controversial topic caught in the crosshairs of this debate is sexual orientation and gender identity. At this point, the scientific community has yet to agree on one causal theory of sexual orientation as most of the theories are challenging to test. Currently, more evidence exists supporting causal explanations due to nonsocial causes than social causes (Bailey et al., 2016). However, researchers agree that sexual orientation and gender identity are likely a complex combination of genes, environment, hormones, and nonsocial environmental influences (Bailey et al., 2016). Given the societal sensitivity and public debate on the origins of gender identity and sexual orientation, this is an opportune time to share the story of Dr. John Money, Dr. Milton Diamond, and the tragic case of the John/Joan, a story of a twin born male but raised female due to a botched circumcision that resulted in the loss of his penis. One way to share this gender reassignment story is by showing a video interview of John (aka David Reimer). Search online for a video of David Reimer and/or Dr. Milton Diamond speaking about the case.

After reviewing the video, open a class discussion and invite students to share their responses to the John/Joan case. Ask whether their views on the origins of sexual orientation and gender identity have changed at all, and, if so, in what way. Wrap up the discussion by reminding students that some aspects of personality are more genetically influenced while others are less so. However, science no longer views the discussion in terms of a debate but supports origins of human development as a proposition framed in terms of nature *and* nurture rather than nature versus nurture.

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Handout 2.1: Reinforcement and Punishment

Determine whether the following scenarios reflect positive reinforcement (PR), negative reinforcement (NR), positive punishment (PP), or negative punishment (NP). Fill in each blank indicating the correct answer:

1. _____ Mr. Holland yells at Simone because she is talking to her classmates rather than completing her silent reading assignment.

2 _____ After completing her cello lesson, Talia receives praise and a hug from her father.

3. _____ Jaslyn's curfew was midnight, and she arrived home at 12:20 a.m. Jaslyn's new curfew is 11:00 p.m.

4. _____ Mason's new car sets off an annoying buzzing sound if he does not buckle his seat belt. Once he securely buckles the seat belt, the buzzer stops.

5. _____ At the grocery store, 2-year-old Jett kicks and cries while in the grocery cart. In frustration, Jett's mother gives Jett her cell phone, and he immediately stops crying.

6. _____ Alexis and Sam finally had a date night after a long several months of working overtime at their law firm. They normally watch movies at home and were excited to attend the premiere of a long-anticipated movie sequel in a theater. The teens sitting behind them kicked the back of Sam's chair multiple times while the guy sitting next to Sylvia talked with his friends throughout the movie. Alexis and Sam now agree that watching movies in a theater is not worth the money.

7. _____ Gomez has a severe headache. He reaches for the aspirin bottle, takes a dose, and in 20 minutes he feels his headache subsiding.

8. _____ Jackson's mother took his cell phone after he repeatedly spent time scrolling social media rather than completing his math homework.

9. _____ Admiral Raven was presented with the Presidential Medal of Freedom for his philanthropic efforts in assisting veterans' families.

10. _____ Phillipe is very anxious and nervous about his job interview. Before meeting the interview team, Phillipe inhales several times from his vaping pen, and his anxiety quickly goes away.

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