Child Family School Community 11th edition White Test Bank

SKU: 9780357509593-TEST-BANK

Chapter 01: Ecology of the Child

1. Forces affecting how children are socialized include which of the following?
   a. Demographics
   b. Parental age
   c. Inflation
   d. Friendships

ANSWER: a
RATIONALE: Forces affecting how children are socialized include demographics.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

2. The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of groups and society is called:
   a. socialization.
   b. maturation.
   c. temperament.
   d. revolution.

ANSWER: a
RATIONALE: The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of groups and society is called socialization.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Remember

3. According to Handel, Cahill, and Elkin (2007), socialization occurs:
   a. by means of political action.
   b. through interactions with strangers.
   c. in emotionally significant contexts.
   d. only in the home.

ANSWER: c
RATIONALE: According to Handel, Cahill, and Elkin (2007), socialization occurs in emotionally significant contexts.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Remember

4. The process by which externally controlled behavior shifts to internally controlled, or self-controlled, behavior is:
   a. internalization.
   b. socialization.
   c. reciprocal connection.
   d. cultural change.

ANSWER: a
RATIONALE: The process by which externally controlled behavior shifts to internally controlled, or self-controlled, behavior is internalization.
QUESTION TYPE: Multiple Choice

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

LEARNING OBJECTIVES: 1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes.
KEYWORDS: Bloom's: Remember

5. "Socialization as a reciprocal process" refers to which of the following ideas?
   a. When individuals interact, a response in one individual usually elicits a response in the other.
   b. Both mothers and fathers are important in the lives of children.
   c. Children are socialized by many people; many people are important in their lives.
   d. Human interactions change over time.

ANSWER: a
RATIONALE: "Socialization as a reciprocal process" refers to the idea that when individuals interact, a response in one individual usually elicits a response in the other.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

6. The process of socialization begins:
   a. at birth.
   b. before birth.
   c. at school-age.
   d. after birth.

ANSWER: a
RATIONALE: The process of socialization begins at birth.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Remember

7. The total composite of hereditary instructions coded in the genes at the moment of conception is one's:
   a. identity.
   b. genotype.
   c. exosystem.
   d. chronosystem.

ANSWER: b
RATIONALE: The total composite of hereditary instructions coded in the genes at the moment of conception is one's genotype.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-3 - Discuss two characteristics of the brain that make socialization unique to humans.
KEYWORDS: Bloom's: Remember

8. Genetic prewiring that motivates a person to seek out compatible environments is called:
   a. active.
   b. passive.
   c. language-rich.
   d. responsive.

ANSWER: a
RATIONALE: Genetic prewiring that motivates a person to seek out compatible environments is called active.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Remember

9. A happy, sociable child is more likely to engage others in social activities than a moody, shy child. This is an example of a(n):
   a. passive genotype–environment interaction.
   b. active genotype–environment interaction.
   c. evocative genotype–environment interaction.
   d. inborn genotype-environment interaction.

ANSWER: c
RATIONALE: This is an example of an evocative genotype-environment interaction.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

10. The difficult child has what kind of response?
   a. Intense
   b. Mild
   c. Indifferent
   d. Adaptable

ANSWER: a
RATIONALE: The difficult child has an intense response.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

11. Samantha is generally in a positive mood, has regular rhythms, and can adapt to change with ease. Which temperament style does Samantha exhibit?
   a. Easy
   b. Difficult
   c. Slow to warm up
   d. Unclassified

ANSWER: a
RATIONALE: Samantha exhibits the easy temperament style.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-3 - Discuss two characteristics of the brain that make socialization unique to humans.
KEYWORDS: Bloom's: Apply

12. Kochanska (1995, 1997) found that gentle parenting techniques were:
   a. less effective in getting timid children to comply compared to assertive children.
   b. more effective in getting timid children to comply compared to assertive children.
   c. equally effective in getting timid children and assertive children to comply.
   d. not effective in gaining compliance in any children.

ANSWER: b
RATIONALE: Kochanska (1995, 1997) found that gentle parenting techniques were more effective in

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

getting timid children to comply compared to assertive children.

QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Remember

13. An adult tells a 6-year old to share a toy with a 4-year-old sibling. This is an example of what kind of socialization?
    a. Intentional
    b. Unintentional
    c. Private
    d. Challenging

ANSWER: a
RATIONALE: This is an example of intentional socialization.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-5 - Compare and contrast intentional and unintentional socialization.
KEYWORDS: Bloom's: Apply

14. Which of the following is true?
    a. Children absorb only the verbal cues of others.
    b. Intentional socialization can end up being unintentional.
    c. Much of socialization takes place during carefully structured interactions.
    d. Children are unable to pick up on the nonverbal cues of others.

ANSWER: b
RATIONALE: It is true that intentional socialization can end up being unintentional.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-5 - Compare and contrast intentional and unintentional socialization.
KEYWORDS: Bloom's: Understand

15. Children are socialized by:
    a. strangers.
    b. socioeconomic status.
    c. characters in movies and books.
    d. politics.

ANSWER: c
RATIONALE: Children are socialized by characters in movies and books.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

16. According to Aries, children were treated as “miniature adults” during which historical period?
    a. Before the Renaissance
    b. During the Industrial Revolution
    c. In the 21st century
    d. During the Great Depression

ANSWER: a
RATIONALE: According to Aries, children were treated as “miniature adults” before the Renaissance.
QUESTION TYPE: Multiple Choice

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Remember

17. According to your text, a common concern in the United States today is:
    a. the “loss” of childhood.
    b. the use of children for heavy labor.
    c. the lack of separate laws governing child punishment and adult punishment.
    d. child death and disease.

ANSWER: a
RATIONALE: According to your text, a common concern in the United States today is the “loss” of childhood.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Understand

18. Which of the following is an “output” of socialization?
    a. Socioeconomic status
    b. Educational achievement
    c. Choice of professions
    d. Self-esteem

ANSWER: d
RATIONALE: Self-esteem is an output of socialization.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

19. In *Walden Two*, children were given alternate strategies to avoid:
    a. temptation.
    b. using drugs and alcohol.
    c. losing a baseball game.
    d. child abuse.

ANSWER: a
RATIONALE: In *Walden Two*, children were given alternate strategies to avoid temptation.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Remember

20. Instruction, feedback, and reinforcement are all examples of:
    a. socialization variables considered “input.”
    b. socialization variables considered “outputs.”
    c. attachment.
    d. direct change.

ANSWER: a
RATIONALE: Instruction, feedback, and reinforcement are all examples of socialization variables considered “input.”

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-3 - Discuss two characteristics of the brain that make socialization unique to humans.
KEYWORDS: Bloom's: Remember

21. An organized set of statements that explain observations, integrates different facts or events, and predicts future outcomes is called a(n):
    a. theory.
    b. adaptation.
    c. system.
    d. event.

ANSWER: a
RATIONALE: An organized set of statements that explain observations, integrates different facts or events, and predicts future outcomes is called a theory.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Remember

22. Who proposed a stage theory describing cognitive development in childhood?
    a. Piaget
    b. Bronfenbrenner
    c. Aries
    d. Woods

ANSWER: a
RATIONALE: Piaget proposed a stage theory describing cognitive development in childhood.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Remember

23. The bioecological model:
    a. cannot accommodate other theories.
    b. was developed by Piaget.
    c. provides a “whole picture” of the developing child.
    d. does not allow for new scientific developments.

ANSWER: c
RATIONALE: The bioecological model provides a “whole picture” of the developing child.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Understand

24. Kevin and Jai are parents raising their infant child Kellen. Kevin and Jai are best described as part of Kellen’s:
    a. microsystem.
    b. exosystem.
    c. macrosystem.
    d. chronosystem.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

ANSWER: a
RATIONALE: Kevin and Jai are best described as part of Kellen's microsystem.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.
KEYWORDS: Bloom's: Apply

25. Which of the following is part of the microsystem?
    a. Community groups
    b. Peer group
    c. City council
    d. Workplaces
ANSWER: b
RATIONALE: Peer groups are part of the microsystem.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.
KEYWORDS: Bloom's: Understand

26. The socializing agent that is thought to have the most significant impact on a child's development is:
    a. family.
    b. parent's work.
    c. macrosystem.
    d. media.
ANSWER: a
RATIONALE: The socializing agent that is thought to have the most significant impact on a child's development is family.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes.
KEYWORDS: Bloom's: Understand

27. The family offers the child their first opportunities to:
    a. experience independence.
    b. observe models of behavior.
    c. make friends.
    d. learn to read and write.
ANSWER: b
RATIONALE: The family offers the child their first opportunities to observe models of behavior.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-5 - Compare and contrast intentional and unintentional socialization.
KEYWORDS: Bloom's: Remember

28. The microsystem in which children formally learn about their society is which of the following?
    a. Family
    b. Peer group
    c. School

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

d. Community

ANSWER: c

RATIONALE: The microsystem in which children formally learn about their society is school.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.

KEYWORDS: Bloom's: Remember

29. The media differs from the community in that:

a. the media is not a small, interactive setting.

b. children cannot interact with any media types.

c. children cannot learn attitudes and values from the media.

d. children can learn interactive skills from the media.

ANSWER: a

RATIONALE: The media differs from the community in that the media is not a small, interactive setting.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Understand

30. Micro and exo mean:

a. small and outside.

b. big and little.

c. responsive and nonresponsive.

d. small and big.

ANSWER: a

RATIONALE: Micro and exo mean small and outside.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.

KEYWORDS: BLOOM'S: Apply

31. The relationships between family and school are part of the:

a. microsystem.

b. macrosystem.

c. mesosystem.

d. exosystem.

ANSWER: c

RATIONALE: The relationships between family and school are part of the mesosystem.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.

KEYWORDS: Bloom's: Understand

32. An example of an exosystem is:

a. a parent's job.

b. an elementary school.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

c. the relationship between family and school.

d. a peer group.

ANSWER: a

RATIONALE: An example of an exosystem is a parent's job.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.

KEYWORDS: An example of an exosystem is a parent's job.

33. Exosystems affect children:

a. indirectly.

b. directly.

c. through the school only.

d. in no way.

ANSWER: a

RATIONALE: Exosystems affect children indirectly.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.

KEYWORDS: Bloom's: Understand

34. According to your text, people differ in their unconscious assumptions about:

a. personal space.

b. occupational preference.

c. views on higher education.

d. socioeconomic status.

ANSWER: a

RATIONALE: According to your text, people differ in their unconscious assumptions about personal space.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes.

KEYWORDS: Bloom's: Understand

35. A low-context macrosystem is characterized by:

a. competition.

b. cooperation.

c. intuitiveness.

d. tradition.

ANSWER: a

RATIONALE: A low-context macrosystem is characterized by competition.

QUESTION TYPE: Multiple Choice

LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.

KEYWORDS: Bloom's: Understand

36. When what is said is more important than who said it, the system is most likely a(n):

a. low-context microsystem.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

b. high-context macrosystem.
c. low-context macrosystem.
d. elemental system.

ANSWER: c
RATIONALE: When what is said is more important than who said it, the system is most likely a low-context macrosystem.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.
KEYWORDS: Bloom's: Understand

37. Compared to members of low-context macrosystems, members of high-context macrosystems are more likely to:
a. try to control nature.
b. expect personal freedom.
c. follow traditional role expectations.
d. have fragmented social relationships.

ANSWER: c
RATIONALE: Compared to members of low-context macrosystems, members of high-context macrosystems are more likely to follow traditional role expectations.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.
KEYWORDS: Bloom's: Understand

38. Examples of chronosystems include:
a. maturity as a child ages.
b. the physical changes of puberty.
c. personal responsibilities.
d. changes in the seasons.

ANSWER: b
RATIONALE: Examples of chronosystems include the physical changes of puberty.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-8 - Explain the chronosystem and identify examples of chronosystem effects relating to the past, present, and future.
KEYWORDS: Bloom's: Understand

39. Socializing agents generally aim to prepare children for both:
a. stability and change.
b. trust and mistrust.
c. abuse and neglect.
d. the past and the present.

ANSWER: a
RATIONALE: Socializing agents generally aim to prepare children for both stability and change.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-9 - Discuss the seven indicators of well-being for children.
KEYWORDS: Bloom's: Understand

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

40. According to your text, systems of government in the United States are shifting from what to what?
    a. Materialistic to paternalistic
    b. Paternalistic policies to policies of empowerment
    c. Egalitarian to robust
    d. Mesosystems to macrosystems

ANSWER: b
RATIONALE: According to your text, systems of government in the United States are shifting from paternalistic policies to policies of empowerment.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes.
KEYWORDS: Bloom's: Remember

41. The Every Student Succeeds Act is an example of a(n):
    a. microsystem.
    b. high-context macrosystem.
    c. social shift in responsibility from one system to another.
    d. information intermediary.

ANSWER: c
RATIONALE: The Every Student Succeeds Act is an example of a social shift in responsibility from one system to another.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes.
KEYWORDS: Bloom's: Apply

42. A celebrity is an example of a(n):
    a. microsystem.
    b. high-context macrosystem.
    c. social shift in responsibility from one group to another.
    d. information intermediary.

ANSWER: d
RATIONALE: A celebrity is an example of an information intermediary.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Apply

43. When an official makes a decision based on statistics related to poverty, they are likely using which kind of indicator?
    a. Economic circumstance
    b. Behavior
    c. Education
    d. Housing

ANSWER: a
RATIONALE: When an official makes a decision based on statistics related to poverty, they are likely using an economic circumstance indicator.
QUESTION TYPE: Multiple Choice

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

LEARNING OBJECTIVES: 1-5 - Compare and contrast intentional and unintentional socialization.
KEYWORDS: Bloom's: Apply

44. Which of the following is true regarding socialization?
a. Socialization begins in adolescence.
b. Socialization stops after childhood.
c. Socialization is a passive process.
d. Socialization is a dynamic process.

ANSWER: d
RATIONALE: It is true that socialization is a dynamic process.
QUESTION TYPE: Multiple Choice
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

45. The science of interrelationships between organisms and their environments is termed _____.
ANSWER: ecology
RATIONALE: The science of interrelationships between organisms and their environments is termed "ecology."
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Remember

46. _____ refers to developmental changes associated with the biological process of aging.
ANSWER: Maturation
RATIONALE: Maturation refers to developmental changes associated with the biological process of aging.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes.
KEYWORDS: Bloom's: Remember

47. A happy, sociable child is more likely to engage others in social activities than is a moody, shy child. This is an example of a(n) _____ genotype–environment interaction?
ANSWER: evocative
RATIONALE: This is an example of an evocative genotype–environment interaction.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Apply

48. When an adult reminds a child to write a thank-you note to Grandma, this is an example of _____ socialization.
ANSWER: intentional
RATIONALE: When an adult reminds a child to write a thank-you note to Grandma, this is an example of intentional socialization.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-5 - Compare and contrast intentional and unintentional socialization.
KEYWORDS: Bloom's: Apply

49. Around the time of the development of the printing press, children were considered to be _____ adults.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

ANSWER: uninformed

RATIONALE: Around the time of the development of the printing press, children were considered to be uninformed adults.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Remember

50. Values, morals, motives, and self-esteem are all examples of _____ related to the socialization process.

ANSWER: outputs

RATIONALE: Values, morals, motives, and self-esteem are all examples of outputs related to the socialization process.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.

KEYWORDS: Bloom's: Apply

51. Bronfenbrenner's model is called the _____ model of human development.

ANSWER: bioecological

RATIONALE: Bronfenbrenner's model is called the bioecological model of human development.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Remember

52. The family, school, and community are part of the _____, according to Bronfenbrenner.

ANSWER: microsystem

RATIONALE: The family, school, and community are part of the microsystem, according to Bronfenbrenner.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Remember

53. The peer group is part of the _____ in Bronfenbrenner's model.

ANSWER: microsystem

RATIONALE: The peer group is part of the microsystem in Bronfenbrenner's model.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Understand

54. The media are part of the _____, according to Bronfenbrenner.

ANSWER: microsystem

RATIONALE: The media are part of the microsystem, according to Bronfenbrenner.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Remember

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

55. The _____ refers to linkages and interrelationships between two or more of a person's microsystems.

ANSWER: mesosystem

RATIONALE: The mesosystem refers to linkages and interrelationships between two or more of a person's microsystems.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Remember

56. According to Bronfenbrenner, a community's school board is an example of a(n) _____.

ANSWER: exosystem

RATIONALE: According to Bronfenbrenner, a community's school board is an example of an exosystem.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Apply

57. _____ refers to an ascribed attribute of membership in a group in which members identify themselves by national origin, culture, race, or religion.

ANSWER: Ethnicity

RATIONALE: Ethnicity refers to an ascribed attribute of membership in a group in which members identify themselves by national origin, culture, race, or religion.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-4 - List the reciprocal factors (biological and socialization) related to developmental outcomes.

KEYWORDS: Bloom's: Remember

58. Rationality and practicality are characteristic of a(n) _____-context macrosystem.

ANSWER: low

RATIONALE: Rationality and practicality are characteristic of a low-context macrosystem.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Understand

59. According to your text, the idea that change is good would be likely to be found in a(n) _____-context macrosystem.

ANSWER: low

RATIONALE: According to your text, the idea that change is good would be likely to be found in a low-context macrosystem.

QUESTION TYPE: Completion

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Apply

60. Living in harmony with nature would be stressed in a(n) _____ -context macrosystem.

ANSWER: high

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

RATIONALE: Living in harmony with nature would be stressed in a high-context macrosystem.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Understand

61. The _____ refers to temporal changes in ecological systems or within individuals, producing new conditions that affect development.
ANSWER: chronosystem
RATIONALE: The chronosystem refers to temporal changes in ecological systems or within individuals, producing new conditions that affect development.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-8 - Explain the chronosystem and identify examples of chronosystem effects relating to the past, present, and future.
KEYWORDS: Bloom's: Remember

62. According to Bronfenbrenner, school violence is an example of something found in the _____.
ANSWER: chronosystem
RATIONALE: According to Bronfenbrenner, school violence is an example of something found in the chronosystem.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-8 - Explain the chronosystem and identify examples of chronosystem effects relating to the past, present, and future.
KEYWORDS: Bloom's: Apply

63. Frozen embryos are an example of a societal trend in the area of _____.
ANSWER: biotechnology
RATIONALE: Frozen embryos are an example of a societal trend in the area of biotechnology.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Apply

64. When a strong authority takes care of less able citizens, this is considered _____.
ANSWER: paternalistic
RATIONALE: When a strong authority takes care of less able citizens, this is considered paternalistic.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Remember

65. A principle or action based on the belief that any individual can learn to care for themselves is called _____.
ANSWER: empowerment
RATIONALE: A principle or action based on the belief that any individual can learn to care for themselves is called empowerment.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

KEYWORDS: Bloom's: Remember

66. The Every Student Succeeds Act requires children to take _____ tests.
ANSWER: standardized achievement
RATIONALE: The Every Student Succeeds Act requires children to take standardized achievement tests.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Remember

67. The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of society is known as _____.
ANSWER: socialization
RATIONALE: The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of society is known as socialization.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS: Bloom's: Remember

68. Socialization begins at _____.
ANSWER: birth
RATIONALE: Socialization begins at birth.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Understand

69. An individual’s sensitivity to various experiences and responsiveness to patterns of social interaction collectively are called _____.
ANSWER: temperament
RATIONALE: An individual’s sensitivity to various experiences and responsiveness to patterns of social interaction collectively are called temperament.
QUESTION TYPE: Completion
LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.
KEYWORDS: Bloom's: Remember

70. Contrast childhood during the Industrial Revolution with childhood today.
ANSWER: Answers will vary. Around the time of the Industrial Revolution, it was believed that children needed to be prepared for adulthood in a complex society. This resulted in compulsory education laws, the recognition of children’s rights, and the passage of labor laws. Prior to this, children from families with low incomes often left school and went to work in factories doing dangerous work for low pay at a very early age. In the modern era, childhood was seen as something to be protected as well as something that extended through adolescence. Today, there is a concern with the loss of childhood.
QUESTION TYPE: Subjective Short Answer
LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.
KEYWORDS: Bloom's: Analyze

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

71. Imagine you are giving a speech entitled *Changes in Society Today and How They Affect Children and Families*. Describe what you will say.

ANSWER: Answers will vary. As society changes, more and more challenges are posed to the socializing agents because there are more choices to be made. When societal change occurs as, for example, rapid technological and scientific advances that result in economic fluctuations, socializing agents are affected. Adults are affected *directly* by the uncertainty that change produces, as well as by the new opportunities and challenges it may present. Economic fluctuations may affect job security and can have a major negative impact on family finances. Family members may have to work longer hours; purchasing power may decrease; the family may have to move. However, sometimes such stresses uncover positive strengths in the family members; for example, spousal emotional support and children's cooperation in assuming more responsibility for household chores. Societal change, especially technologic and scientific, can influence the goals of child rearing and education. Many psychologists noted a shift as parents became very concerned with developing their children's intellectual abilities. This concern was evidenced by the growth of preschools and kindergartens with academic programs; the development of infant stimulation programs such as "Mommy and Me" classes; the availability of how-to books on teaching your baby to read, do math, and be brighter; the proliferation of computer software for children; and the array of after-school activities.

QUESTION TYPE: Subjective Short Answer

LEARNING OBJECTIVES: 1-1 - Discuss how ecology relates to child development.

KEYWORDS: Bloom's: Understand

72. Compare and contrast intentional socialization with unintentional socialization and give examples.

ANSWER: Answers and examples will vary. Much socialization is intentional, done on purpose. Thus, when adults have certain values that they consistently convey explicitly to the child, and when they back these up with approval for compliance and negative consequences for noncompliance, it is referred to as *intentional socialization*. Much socialization, however, takes place spontaneously during human interaction, without the deliberate intent to impart knowledge or values. *Unintentional socialization* may be the product of involvement in human interaction or observation of interaction.

QUESTION TYPE: Subjective Short Answer

LEARNING OBJECTIVES: 1-5 - Compare and contrast intentional and unintentional socialization.

KEYWORDS: Bloom's: Analyze

73. Explain the systems found in Bronfenbrenner's model and give examples.

ANSWER: Examples will vary. According to Bronfenbrenner's bioecological theory, there are four basic structures—(1) the *microsystem*, (2) the *mesosystem*, (3) the *exosystem*, and (4) the *macrosystem*—in which relationships and interactions take place to form patterns that affect human development. Such a conceptual framework enables us to study the child and his or her family, school, and community as dynamic, evolving systems that are influenced by broader social change (the *chronosystem*), as in economics, politics, and technology.

QUESTION TYPE: Subjective Short Answer

LEARNING OBJECTIVES: 1-2 - Examine elements of socialization as related to child development.

KEYWORDS: Bloom's: Understand

74. Describe how the mesosystem differs from the macrosystem.

ANSWER: Answers will vary. The mesosystem (*meso-* meaning intermediate), consists of linkages and interrelationships between two or more of a developing person's microsystems, such as the family and the school, or the family and the peer group. The macrosystem (*macro* meaning large), consists of the society (a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests) and subculture to

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

which the developing person belongs, with reference to the belief systems, lifestyles, patterns of social interaction, and life changes. Examples of macrosystems include residents of the United States, middle or lower socioeconomic status, Latino or Asian ancestry, religious following of Catholicism or Judaism, and residence in urban or rural areas.

QUESTION TYPE: Subjective Short Answer

LEARNING OBJECTIVES: 1-7 - Create a visual organizer to represent the four ecological systems involved in socialization.

KEYWORDS: Bloom's: Understand

75. Use the concept of *passive* genotype–environment interaction to explain a child's musical and/or artistic abilities. Explain how *passive* genotype–environment interactions are different from *evocative* or *active* interactions.

ANSWER: Parents not only pass on genes to children but also provide environments or contexts for development. In other words, there is a correlation between the influence of one's genotype and one's environment on developmental outcomes. Because children inherit genes from their parents, children are "prewired" or predisposed to be affected by the environments their parents provide. This type of genotype-environment interaction is referred to as *passive*. For example, a child born to musically or artistically gifted parents will most likely possess the genes involved in these skills. The parents, because of their genotypes and their developmental experience, will likely provide musical and artistic items and activities in the home. Another type of genotype-environment interaction is *evocative*, meaning an individual's genotype will tend to evoke, or elicit, certain responses from the environments in which they interact. Another type of genotype-environment interaction is *active*, meaning an individual's genotype will tend to motivate that person to seek out environments most compatible with his or her genetic "prewiring."

QUESTION TYPE: Subjective Short Answer

LEARNING OBJECTIVES: 1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.

KEYWORDS: Bloom's: Understand

76. Imagine you are providing in-service training for newly-recruited Peace Corps volunteers. Write a speech explaining the difference(s) between high-context and low-context macrosystems and provide at least one example.

ANSWER: Generally low-context macrosystems (individualistic-oriented) are characterized by rationality, practicality, competition, individuality, and progress; high-context macrosystems (collectivistic-oriented) are characterized by intuitiveness, emotionality, cooperation, group identity, and tradition. These diverse characteristics translate into differences in communication, relationships to the natural and social environment, and adaptive behavior to survive. The following low- and high-context behavior patterns, presented here as extremes (either/or), occur more often in reality by degrees. Examples of low- and high-context cultures are represented as a continuum. In a *low-context* macrosystem, meaning from a communication is gleaned from the verbal message—a spoken explanation, a written letter, or a computer printout. *What* is said is generally more important than *who* said it. In a *high-context* macrosystem, meaning from a communication is gleaned from the setting in which the communication takes place.

QUESTION TYPE: Subjective Short Answer

LEARNING OBJECTIVES: 1-9 - Discuss the seven indicators of well-being for children.

KEYWORDS: Bloom's: Understand

77. Imagine you are part of a debate team. Your position for the debate is to argue that children play a role in their own socialization. Describe what you will say.

ANSWER: Debate structure and content will vary but should contain the following concepts. Throughout development, children play a role in their own socialization. As most parents will tell you, children sometimes motivate how others treat them. You know that if you smile, you are

Child Family School Community 11th edition White Test Bank

	more likely to get a smile back than if you frown. The way you socialize children is often influenced by their reaction to you. Not only do children actively contribute to interactions, but in so doing they affect their own developmental outcomes, transforming themselves in the process.
QUESTION TYPE:	Subjective Short Answer
LEARNING OBJECTIVES:	1-6 - Develop a case study of a socialization effect of societal change on child rearing and another on education.
KEYWORDS:	Bloom's: Understand

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

Name:_____ Class:_____ Date:_____

Chapter 01: Ecology of the Child

1. Forces affecting how children are socialized include which of the following?
   a. Demographics
   b. Parental age
   c. Inflation
   d. Friendships

ANSWER: a

2. The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of groups and society is called:
   a. socialization.
   b. maturation.
   c. temperament.
   d. revolution.

ANSWER: a

3. According to Handel, Cahill, and Elkin (2007), socialization occurs:
   a. by means of political action.
   b. through interactions with strangers.
   c. in emotionally significant contexts.
   d. only in the home.

ANSWER: c

4. The process by which externally controlled behavior shifts to internally controlled, or self-controlled, behavior is:
   a. internalization.
   b. socialization.
   c. reciprocal connection.
   d. cultural change.

ANSWER: a

5. "Socialization as a reciprocal process" refers to which of the following ideas?
   a. When individuals interact, a response in one individual usually elicits a response in the other.
   b. Both mothers and fathers are important in the lives of children.
   c. Children are socialized by many people; many people are important in their lives.
   d. Human interactions change over time.

ANSWER: a

6. The process of socialization begins:
   a. at birth.
   b. before birth.
   c. at school-age.
   d. after birth.

ANSWER: a

7. The total composite of hereditary instructions coded in the genes at the moment of conception is one's:

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

Chapter 01: Ecology of the Child

a. identity.
b. genotype.
c. exosystem.
d. chronosystem.

ANSWER: b

8. Genetic prewiring that motivates a person to seek out compatible environments is called:
a. active.
b. passive.
c. language-rich.
d. responsive.

ANSWER: a

9. A happy, sociable child is more likely to engage others in social activities than a moody, shy child. This is an example of a(n):
a. passive genotype–environment interaction.
b. active genotype–environment interaction.
c. evocative genotype–environment interaction.
d. inborn genotype-environment interaction.

ANSWER: c

10. The difficult child has what kind of response?
a. Intense
b. Mild
c. Indifferent
d. Adaptable

ANSWER: a

11. Samantha is generally in a positive mood, has regular rhythms, and can adapt to change with ease. Which temperament style does Samantha exhibit?
a. Easy
b. Difficult
c. Slow to warm up
d. Unclassified

ANSWER: a

12. Kochanska (1995, 1997) found that gentle parenting techniques were:
a. less effective in getting timid children to comply compared to assertive children.
b. more effective in getting timid children to comply compared to assertive children.
c. equally effective in getting timid children and assertive children to comply.
d. not effective in gaining compliance in any children.

ANSWER: b

13. An adult tells a 6-year old to share a toy with a 4-year-old sibling. This is an example of what kind of socialization?

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

Chapter 01: Ecology of the Child

a. Intentional
b. Unintentional
c. Private
d. Challenging

ANSWER: a

14. Which of the following is true?
a. Children absorb only the verbal cues of others.
b. Intentional socialization can end up being unintentional.
c. Much of socialization takes place during carefully structured interactions.
d. Children are unable to pick up on the nonverbal cues of others.

ANSWER: b

15. Children are socialized by:
a. strangers.
b. socioeconomic status.
c. characters in movies and books.
d. politics.

ANSWER: c

16. According to Aries, children were treated as "miniature adults" during which historical period?
a. Before the Renaissance
b. During the Industrial Revolution
c. In the 21st century
d. During the Great Depression

ANSWER: a

17. According to your text, a common concern in the United States today is:
a. the "loss" of childhood.
b. the use of children for heavy labor.
c. the lack of separate laws governing child punishment and adult punishment.
d. child death and disease.

ANSWER: a

18. Which of the following is an "output" of socialization?
a. Socioeconomic status
b. Educational achievement
c. Choice of professions
d. Self-esteem

ANSWER: d

19. In *Walden Two*, children were given alternate strategies to avoid:
a. temptation.
b. using drugs and alcohol.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

c. losing a baseball game.
d. child abuse.

ANSWER: a

20. Instruction, feedback, and reinforcement are all examples of:
a. socialization variables considered "input."
b. socialization variables considered "outputs."
c. attachment.
d. direct change.

ANSWER: a

21. An organized set of statements that explain observations, integrates different facts or events, and predicts future outcomes is called a(n):
a. theory.
b. adaptation.
c. system.
d. event.

ANSWER: a

22. Who proposed a stage theory describing cognitive development in childhood?
a. Piaget
b. Bronfenbrenner
c. Aries
d. Woods

ANSWER: a

23. The bioecological model:
a. cannot accommodate other theories.
b. was developed by Piaget.
c. provides a "whole picture" of the developing child.
d. does not allow for new scientific developments.

ANSWER: c

24. Kevin and Jai are parents raising their infant child Kellen. Kevin and Jai are best described as part of Kellen's:
a. microsystem.
b. exosystem.
c. macrosystem.
d. chronosystem.

ANSWER: a

25. Which of the following is part of the microsystem?
a. Community groups
b. Peer group
c. City council

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

d. Workplaces

ANSWER: b

26. The socializing agent that is thought to have the most significant impact on a child's development is:
    a. family.
    b. parent's work.
    c. macrosystem.
    d. media.

ANSWER: a

27. The family offers the child their first opportunities to:
    a. experience independence.
    b. observe models of behavior.
    c. make friends.
    d. learn to read and write.

ANSWER: b

28. The microsystem in which children formally learn about their society is which of the following?
    a. Family
    b. Peer group
    c. School
    d. Community

ANSWER: c

29. The media differs from the community in that:
    a. the media is not a small, interactive setting.
    b. children cannot interact with any media types.
    c. children cannot learn attitudes and values from the media.
    d. children can learn interactive skills from the media.

ANSWER: a

30. Micro and exo mean:
    a. small and outside.
    b. big and little.
    c. responsive and nonresponsive.
    d. small and big.

ANSWER: a

31. The relationships between family and school are part of the:
    a. microsystem.
    b. macrosystem.
    c. mesosystem.
    d. exosystem.

ANSWER: c

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

Chapter 01: Ecology of the Child

32. An example of an exosystem is:
    a. a parent's job.
    b. an elementary school.
    c. the relationship between family and school.
    d. a peer group.
ANSWER: a

33. Exosystems affect children:
    a. indirectly.
    b. directly.
    c. through the school only.
    d. in no way.
ANSWER: a

34. According to your text, people differ in their unconscious assumptions about:
    a. personal space.
    b. occupational preference.
    c. views on higher education.
    d. socioeconomic status.
ANSWER: a

35. A low-context macrosystem is characterized by:
    a. competition.
    b. cooperation.
    c. intuitiveness.
    d. tradition.
ANSWER: a

36. When what is said is more important than who said it, the system is most likely a(n):
    a. low-context microsystem.
    b. high-context macrosystem.
    c. low-context macrosystem.
    d. elemental system.
ANSWER: c

37. Compared to members of low-context macrosystems, members of high-context macrosystems are more likely to:
    a. try to control nature.
    b. expect personal freedom.
    c. follow traditional role expectations.
    d. have fragmented social relationships.
ANSWER: c

38. Examples of chronosystems include:

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

a. maturity as a child ages.
b. the physical changes of puberty.
c. personal responsibilities.
d. changes in the seasons.

ANSWER: b

39. Socializing agents generally aim to prepare children for both:
a. stability and change.
b. trust and mistrust.
c. abuse and neglect.
d. the past and the present.

ANSWER: a

40. According to your text, systems of government in the United States are shifting from what to what?
a. Materialistic to paternalistic
b. Paternalistic policies to policies of empowerment
c. Egalitarian to robust
d. Mesosystems to macrosystems

ANSWER: b

41. The Every Student Succeeds Act is an example of a(n):
a. microsystem.
b. high-context macrosystem.
c. social shift in responsibility from one system to another.
d. information intermediary.

ANSWER: c

42. A celebrity is an example of a(n):
a. microsystem.
b. high-context macrosystem.
c. social shift in responsibility from one group to another.
d. information intermediary.

ANSWER: d

43. When an official makes a decision based on statistics related to poverty, they are likely using which kind of indicator?
a. Economic circumstance
b. Behavior
c. Education
d. Housing

ANSWER: a

44. Which of the following is true regarding socialization?
a. Socialization begins in adolescence.
b. Socialization stops after childhood.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

c. Socialization is a passive process.
d. Socialization is a dynamic process.

ANSWER: d

45. The science of interrelationships between organisms and their environments is termed _____.
ANSWER: ecology

46. _____ refers to developmental changes associated with the biological process of aging.
ANSWER: Maturation

47. A happy, sociable child is more likely to engage others in social activities than is a moody, shy child. This is an example of a(n) _____ genotype–environment interaction?
ANSWER: evocative

48. When an adult reminds a child to write a thank-you note to Grandma, this is an example of _____ socialization.
ANSWER: intentional

49. Around the time of the development of the printing press, children were considered to be _____ adults.
ANSWER: uninformed

50. Values, morals, motives, and self-esteem are all examples of _____ related to the socialization process.
ANSWER: outputs

51. Bronfenbrenner's model is called the _____ model of human development.
ANSWER: bioecological

52. The family, school, and community are part of the _____, according to Bronfenbrenner.
ANSWER: microsystem

53. The peer group is part of the _____ in Bronfenbrenner's model.
ANSWER: microsystem

54. The media are part of the _____, according to Bronfenbrenner.
ANSWER: microsystem

55. The _____ refers to linkages and interrelationships between two or more of a person's microsystems.
ANSWER: mesosystem

56. According to Bronfenbrenner, a community's school board is an example of a(n) _____.
ANSWER: exosystem

57. _____ refers to an ascribed attribute of membership in a group in which members identify themselves by national origin, culture, race, or religion.
ANSWER: Ethnicity

58. Rationality and practicality are characteristic of a(n) _____-context macrosystem.
ANSWER: low

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

Chapter 01: Ecology of the Child

59. According to your text, the idea that change is good would be likely to be found in a(n) _____-context macrosystem.
ANSWER: low

60. Living in harmony with nature would be stressed in a(n) _____ -context macrosystem.
ANSWER: high

61. The _____ refers to temporal changes in ecological systems or within individuals, producing new conditions that affect development.
ANSWER: chronosystem

62. According to Bronfenbrenner, school violence is an example of something found in the _____.
ANSWER: chronosystem

63. Frozen embryos are an example of a societal trend in the area of _____.
ANSWER: biotechnology

64. When a strong authority takes care of less able citizens, this is considered _____.
ANSWER: paternalistic

65. A principle or action based on the belief that any individual can learn to care for themselves is called _____.
ANSWER: empowerment

66. The Every Student Succeeds Act requires children to take _____ tests.
ANSWER: standardized achievement

67. The process by which individuals acquire the knowledge, skills, and character traits that enable them to participate as effective members of society is known as _____.
ANSWER: socialization

68. Socialization begins at _____.
ANSWER: birth

69. An individual's sensitivity to various experiences and responsiveness to patterns of social interaction collectively are called _____.
ANSWER: temperament

70. Contrast childhood during the Industrial Revolution with childhood today.
ANSWER: Answers will vary. Around the time of the Industrial Revolution, it was believed that children needed to be prepared for adulthood in a complex society. This resulted in compulsory education laws, the recognition of children's rights, and the passage of labor laws. Prior to this, children from families with low incomes often left school and went to work in factories doing dangerous work for low pay at a very early age. In the modern era, childhood was seen as something to be protected as well as something that extended through adolescence. Today, there is a concern with the loss of childhood.

71. Imagine you are giving a speech entitled *Changes in Society Today and How They Affect Children and Families*. Describe what you will say.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

Chapter 01: Ecology of the Child

ANSWER: Answers will vary. As society changes, more and more challenges are posed to the socializing agents because there are more choices to be made. When societal change occurs as, for example, rapid technological and scientific advances that result in economic fluctuations, socializing agents are affected. Adults are affected *directly* by the uncertainty that change produces, as well as by the new opportunities and challenges it may present. Economic fluctuations may affect job security and can have a major negative impact on family finances. Family members may have to work longer hours; purchasing power may decrease; the family may have to move. However, sometimes such stresses uncover positive strengths in the family members; for example, spousal emotional support and children's cooperation in assuming more responsibility for household chores. Societal change, especially technologic and scientific, can influence the goals of child rearing and education. Many psychologists noted a shift as parents became very concerned with developing their children's intellectual abilities. This concern was evidenced by the growth of preschools and kindergartens with academic programs; the development of infant stimulation programs such as "Mommy and Me" classes; the availability of how-to books on teaching your baby to read, do math, and be brighter; the proliferation of computer software for children; and the array of after-school activities.

72. Compare and contrast intentional socialization with unintentional socialization and give examples.

ANSWER: Answers and examples will vary. Much socialization is intentional, done on purpose. Thus, when adults have certain values that they consistently convey explicitly to the child, and when they back these up with approval for compliance and negative consequences for noncompliance, it is referred to as *intentional socialization*. Much socialization, however, takes place spontaneously during human interaction, without the deliberate intent to impart knowledge or values. *Unintentional socialization* may be the product of involvement in human interaction or observation of interaction.

73. Explain the systems found in Bronfenbrenner's model and give examples.

ANSWER: Examples will vary. According to Bronfenbrenner's bioecological theory, there are four basic structures—(1) the *microsystem*, (2) the *mesosystem*, (3) the *exosystem*, and (4) the *macrosystem*—in which relationships and interactions take place to form patterns that affect human development. Such a conceptual framework enables us to study the child and his or her family, school, and community as dynamic, evolving systems that are influenced by broader social change (the *chronosystem*), as in economics, politics, and technology.

74. Describe how the mesosystem differs from the macrosystem.

ANSWER: Answers will vary. The mesosystem (*meso-* meaning intermediate), consists of linkages and interrelationships between two or more of a developing person's microsystems, such as the family and the school, or the family and the peer group. The macrosystem (*macro* meaning large), consists of the society (a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests) and subculture to which the developing person belongs, with reference to the belief systems, lifestyles, patterns of social interaction, and life changes. Examples of macrosystems include residents of the United States, middle or lower socioeconomic status, Latino or Asian ancestry, religious following of Catholicism or Judaism, and residence in urban or rural areas.

75. Use the concept of *passive* genotype–environment interaction to explain a child's musical and/or artistic abilities. Explain how *passive* genotype–environment interactions are different from *evocative* or *active* interactions.

ANSWER: Parents not only pass on genes to children but also provide environments or contexts for development. In other words, there is a correlation between the influence of one's genotype and one's environment on developmental outcomes. Because children inherit genes from their parents, children are "prewired" or predisposed to be affected by the environments their parents provide. This type of genotype-environment interaction is referred to as *passive*. For example, a child born to musically or artistically gifted parents will most likely possess the genes involved in these skills. The parents, because of their genotypes and their developmental experience, will likely provide musical and artistic items and activities in the home. Another type of genotype-environment interaction is *evocative*, meaning an individual's genotype will tend to evoke, or elicit, certain

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank

responses from the environments in which they interact. Another type of genotype-environment interaction is *active*, meaning an individual's genotype will tend to motivate that person to seek out environments most compatible with his or her genetic "prewiring."

76. Imagine you are providing in-service training for newly-recruited Peace Corps volunteers. Write a speech explaining the difference(s) between high-context and low-context macrosystems and provide at least one example.

ANSWER: Generally low-context macrosystems (individualistic-oriented) are characterized by rationality, practicality, competition, individuality, and progress; high-context macrosystems (collectivistic-oriented) are characterized by intuitiveness, emotionality, cooperation, group identity, and tradition. These diverse characteristics translate into differences in communication, relationships to the natural and social environment, and adaptive behavior to survive. The following low- and high-context behavior patterns, presented here as extremes (either/or), occur more often in reality by degrees. Examples of low- and high-context cultures are represented as a continuum. In a *low-context* macrosystem, meaning from a communication is gleaned from the verbal message—a spoken explanation, a written letter, or a computer printout. *What* is said is generally more important than *who* said it. In a *high-context* macrosystem, meaning from a communication is gleaned from the setting in which the communication takes place.

77. Imagine you are part of a debate team. Your position for the debate is to argue that children play a role in their own socialization. Describe what you will say.

ANSWER: Debate structure and content will vary but should contain the following concepts. Throughout development, children play a role in their own socialization. As most parents will tell you, children sometimes motivate how others treat them. You know that if you smile, you are more likely to get a smile back than if you frown. The way you socialize children is often influenced by their reaction to you. Not only do children actively contribute to interactions, but in so doing they affect their own developmental outcomes, transforming themselves in the process.

Copyright Cengage Learning. Powered by Cognero.

Child Family School Community 11th edition White Test Bank