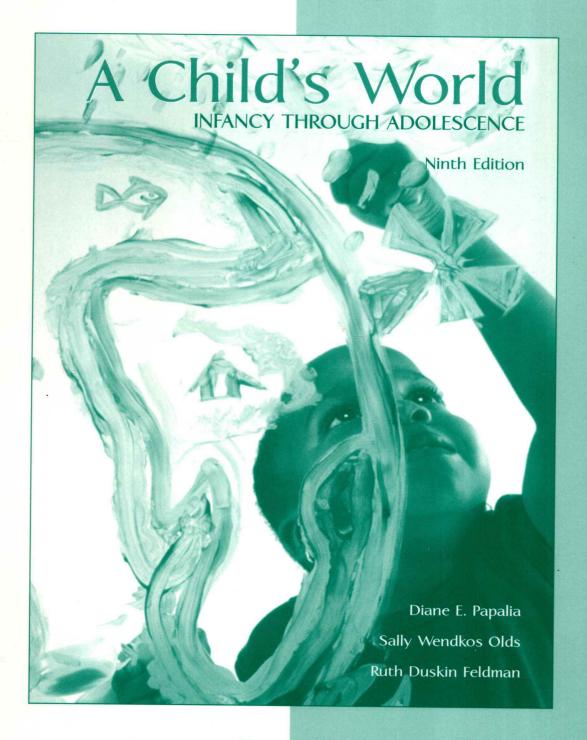
Study Guide

to accompany



Prepared by Wendy Micham

Study Guide

to accompany

A Child's World

Infancy Through Adolescence

Ninth Edition

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Study Guide to accompany A CHILD'S WORLD: INFANCY THROUGH ADOLESCENCE, NINTH EDITION PAPALIA/OLDS/FELDMAN

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How This Study Guide Is Organized

The Study Guide's seventeen chapters correspond to Chapters 1 to 17 of A Child's World. Each chapter of the Study Guide begins with a brief Overview of the text chapter, reiterated the Guideposts for Study [as mentioned in the text chapter], and has the following parts:

- 1. Chapter Review
- 2. Chapter Quiz
- 3. Answer Key

Let's take a look at each of these, to give you an understanding of how the Study Guide works and how you'll be using it.

CHAPTER REVIEW

The Chapter Review is a way to organize and focus your learning. It will help you identify and reexamine important material in the text chapter and also help you decide which material will need further study.

The Review is divided into sections that correspond to the major headings in the text chapter. This format lets you break your study into manageable "chunks" and makes it easier for you to locate information in the text, check answers, and concentrate on areas where you need to do more work.

Typically, each section of the Review has three elements: Framework, Important Terms, and Learning Objectives.

Framework: The Framework is an outline of all the subheadings in the text section. (When there are no subheadings within a section, this element is omitted.) The Framework shows you the section at a glance and indicates the relationship among different topics taken up in the section. You might think of it as a road map. You can use it to preview the section; you should refer to it frequently as you read, to get your bearings; and later, you can use it to remind yourself where you have been.

You can also use the Framework to guide your reading by using the "questioning" approach. You'll notice that some of the text headings are in the form of questions; others can be rephrased as questions, which you can keep in mind as you read. For example, in Chapter 1, you'll find the heading, "Influences on Children's Development." You might ask yourself, "What are the influences on children's development? When do these influences occur?" If you can give a tentative answer, jot it down. Then, when you find the answer in the text, check to see if you were on the right track.

Important Terms: Important Terms is a fill-in-the-blanks exercise, which covers all the "key terms" in the text section. It checks your knowledge of terms and meanings; it gives you practice with completion-type test items; and, when you have filled it in, it will serve as a glossary for the section, to be used for reference and review. (For text sections without key terms, the Important Terms exercise is omitted.)

Can you fill in the blanks without referring to the text? If you do need to consult the text, can you go directly to the passage you need? If you must turn to the text often, or if you have trouble finding the information you want, you'll know that you need additional study.

Check your work against the Answer Key. Your wrong answers will let you know where more work is needed.

<u>Learning Objectives</u>: The Learning Objectives are a list of tasks you should be able to accomplish when you have studied the section. To check your understanding of the text material, see if you can accomplish each objective without recourse to the text. If you need to look at the text, note how readily you can locate the necessary information.

You can use the space provided below each objective to make brief notes. But the Learning Objectives can also serve another purpose, since they resemble essay-type test items. Writing out complete, formal answers to some or all of them - on separate paper - will give you needed practice in the essay format.

CHAPTER QUIZ

The Chapter Quiz will check your mastery of the text material. It also gives you practice with three types of questions often found on tests:

- 1. Matching
- 2. Multiple choice
- 3. True-or-false

Take the quiz when you are reasonably confident about your mastery of the entire chapter. This is a closed-book test. Put the textbook away - far away, if you are easily tempted - and allow about as much time to take the quiz as you would have for a classroom examination.

As you take the quiz, pay attention to your "comfort level." Are you uncertain or uneasy about many items? Do you find that you must skip many items? Do you find that you are often just guessing? If so, stop and review the text again.

If your comfort level is high - that is, if you're confident about most of the questions - complete the quiz and then check the Answer Key. You should not be satisfied unless you've gotten almost all the answers right. Remember that this quiz is easier than an actual classroom examination because you take it when you decide you're ready, you are not under so much tension, and you can pace yourself. If you miss more than a few (very few) questions, restudy the material.

ANSWER KEY

The Answer Key for each chapter gives answers, for the Important Terms exercise and for the entire Chapter Quiz.

Use the Answer Key wisely, to check your work. Don't use it as a crutch; don't "peek" when you should be testing your recall. If you misuse the answers, you'll be cheating no one but yourself.

Before You Begin: Learning Aids In Your Textbook

The Ninth Edition of A Child's World itself contains several important study aids. You should take advantage of these features as you read the text.

<u>Chapter Contents:</u> On the opening page of each chapter you'll see a listing of major headings. Take a few minutes to examine it, asking yourself, "What topics does this chapter cover, and how are they organized?"

<u>Focus Vignettes</u>: Each chapter of the text begins with a Focus vignette: a true story from the childhood of a well-known person. Reading and thinking about the vignette will prepare you for some of the important concepts and issues to be discussed in the chapter. As you read the chapter, think back to the Focus vignette and ask yourself how it relates to the material you are learning.

<u>Guideposts for Study</u>: Following the Focus vignette, you will find some questions designed to direct your attention to significant material covered in the chapter. These integrate the Preview questions that appeared in the eighth edition of *A Child's World*. A good way to make use of this learning aid is to check off each Guidepost for Study as you find the answer in the text, making a brief note of the answer and the page or pages where it appears. When you've finished the chapter, turn back to the Guidepost for Study. Can you answer each one fully without referring to the text?

<u>Checkpoints</u>: In the margins, following major sections of each chapter, you will find Checkpoints designed to help you check your knowledge of what you have read. Many of the Checkpoints are similar to (but generally broader than) the Learning Objectives in this Study Guide, and you can use them in the same way, answering the questions or doing the tasks either mentally or in writing. Be sure that you can "pass" each Checkpoint before going on to the next section of text; if you cannot do so, you need to review the section you have just read.

<u>Key Terms</u>: In each chapter, the authors identify certain "key terms." These are printed in <u>bold italic</u> in the running text, defined in the margins, and then listed at the end of the chapter in the summary (with page references). Whenever you encounter a key term, stop and read its definition. Is the definition clear to you? (If not, reread the explanation in the text.) Can you think of a specific example? When you've finished a chapter, use the list at the end to review the vocabulary and check your mastery of it.

<u>Boxes:</u> The boxes illuminate many topics covered in the text. Read them as carefully as the text itself and ask yourself questions about them: "How does this box relate to the subject matter in the text?" "Why was this topic chosen for highlighting?" If a box takes up a controversial issue, what is your opinion?

<u>Tables and Illustrations</u>: Pay close attention to tables, figures, and photographs. They illustrate, summarize, or crystallize material in the text, making it easier to understand and remember.

Consider This: These thought-provoking questions following each chapter of the text are meant to stimulate your thinking and to help you see the relevance of theory and research to real life situations, problems, and issues. You may wish to write out answers, as suggested above, to give you practice in answering essay-type questions.

<u>Summary</u>: The summary at the end of each chapter is organized under each of the major chapter headings and includes all of the key terms in boldface. It gives a quick review of the main points that were covered in the chapter and is another good way for you to check your learning. Is each of the items familiar to you? Can you expand on each?

Glossary: The glossary at the end of the book brings together all the key terms from every chapter, in alphabetical order, with their definitions and with page references to the text. It is useful for reference and review.

<u>Bibliography</u>: You may not have thought of the bibliography as a study aid, but it can be: it is an excellent guide to books and articles for further research.

People who teach and write about study skills will tell you that a crucial part of learning effectively is being an "active reader" - being alert, perceptive, and involved as you read. You'll find that using these special features in A Child's World will help you become an active reader and thus a more efficient learner.

Acknowledgments

I would like to thank the author team of A Child's World for continuing to write such a wonderful accessible text; and Ruth Duskin Feldman for her terrific work on the eighth edition of this Study Guide. She gave me such a solid basis from which to update this edition. I would also like to especially thank the editorial team at McGraw-Hill, and my family for their continued support and encouragement throughout this project.

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CHAPTER 1 STUDYING A CHILD'S WORLD

OVERVIEW

<u> </u>	A CINATE AA	
Cha	apter 1 introduces you to the study of child development. In this chapter, the authors:	
	Define child development and explain how it has evolved	
	Discuss the emerging consensus of fundamental points in child development	
	Outline the aspects of development to be studied for each period of childhood	
	Point out several types of influences on how children develop and the contextual levels within which influences occur	
Gl	JIDEPOSTS FOR STUDY	
1.1	What is child development and how has its study evolved?	
1.2	What are six fundamental points on which consensus has emerged in the study of child development?	
1.3	What do developmental scientists study?	
1.4	What are the three major aspects and five periods of child development?	
<u>C</u>	CHAPTER 1 REVIEW	
Sec	ction I The Study of Child Development: Then and Now	
FR	AMEWORK FOR SECTION I	
A.	Early Approaches	
B.	Studying the Life Span	
C.	New Frontiers	
D.	An Emerging Consensus	
	PORTANT TERMS FOR SECTION I	
	mpletion: Fill in the blanks to complete the definitions of key terms for this section of Chapter 1.	
1	Child development: Scientific study of change and from conception through adolescence.	
2	In the studying of child development, scientists argue about the relative importance ofand	
3.	Today the study of child development is part of the broader study of which covers the entire life span.	
4.	The study of development is increasingly directed to the,,	
5	and social policies applied to children. The exploration of child development has evolved and matured to where today, there is a broad	
٤,	regardingfundamental points that have emerged.	

LEARNING OBJECTIVES FOR SECTION I

After reading and reviewing this section of Chapter 1, you should be able to do the following: (Note: Here and throughout this study guide, when you are asked to give examples, try to think of examples other than those given in the text.)

the	e text.)
1.	Distinguish the difference between "nature" and "nurture". Give examples of how each influences development.
2.	Summarize the six fundamental points of agreement that have emerged from the study of child development.
3.	Tell how the early parental and children's diaries and baby biographies contributed to the evolution of the study of child development.
4.	List and describe four trends that led to the scientific study of child development.

5.	Tell how the study of child development fits into the study of human development.
6.	Summarize the contributions of ten pioneers in the study of child development.
Sect	ion II The Study of Child Development : Basic Concepts
	MEWORK FOR SECTION II
A.	Developmental Processes: Change and Stability
B.	Domains of Development
C.	Periods of Development
IMP	ORTANT TERMS FOR SECTION II
Com	pletion: Fill in the blanks to complete the definitions of key terms for this section of Chapter 1.
1.	change: Change in number or amount, such as in height, weight, or size of
	vocabulary.
2.	change : Change in kind, structure, or organization, such as the change from nonverbal
	to verbal communication.
3.	Growth of the body and brain, sensory capacities, motor skills, and health are part of the
	development.
4.	Cognitive development includes mental abilities such as,
	and moral reasoning.

5.	Change and stability in personality, emotional life, and social relationships constitute
	development.
6.	An idea about how people view members of their particular society on the basis of shared subjective
	perceptions or assumptions defines
LEA	RNING OBJECTIVES FOR SECTION II
After	reading and reviewing this section of Chapter 1, you should be able to do the following: (Note: Here and
throu	ghout this study guide, when you are asked to give examples, try to think of examples other than those given
in the	e text.)
1.	Explain the difference between qualitative and quantitative change and give at least one example of each.
2	Name the main aspects (domains) of development and give an example of how each interacts with one of the
2.	other two.
	other two.
3.	List the five periods into which your text divides childhood and identify the approximate age range and at
	least three major developments of each period.

Section III Influences on Development

FRAMEWORK FOR SECTION III

- A. Heredity, Environment, and Maturation
- B. Major Contextual Influences
 - 1. Family
 - 2. Socioeconomic Status and Neighborhood
 - 3. Culture and Ethnicity
 - 4. The Historical Context
- C. Normative and Nonnormative Influences
- D. Timing of Influences: Critical or Sensitive Periods

IMPORTANT TERMS FOR SECTION III

1.	: are differences among children in characteristic influences or development
	outcomes.
2.	: Inborn influences on development, carried on the genes inherited from the parents.
3.	environment: Totality of influences on development, external to the self.
4.	:Unfolding of a genetically-influenced, often age-related,of
	physical changes and behavior patterns, including the readiness to master new abilities.
5.	nuclear family: Two-generational economic, kinship, and living unit made up of parents and their biological
	or children.
5.	extended family: Multigenerational kinship network of parents, children, and more distant relatives,
	sometimes living together in an
7.	socioeconomic status (SES): Combination of economic and social factors, including income,
	, and occupation.
8.	: Group united by ancestry, race, religion, language, and/or national origins, which
	contribute to a sense of shared identity.
9.	: A society's or group's total way of life, including customs, traditions, beliefs, values, language, and
	physical products—all behavior passed on from adults to children.
10	characteristic of an event that occurs in a similar way for most people in a group.
11	influences are unusual events that happen to a particular person, or an event that
	happens at an unusual time of life.
12	period: Specific time during development when a given event will have the
	greatest impact.
13	plasticity: of performance.

14.	:Group of people who share a similar experience, such as growing up at the same time and in the same place.
LEA	RNING OBJECTIVES FOR SECTION III
throu	r reading and reviewing this section of Chapter 1, you should be able to do the following. (Note: Here and aghout this study guide, when you are asked to give examples, try to think of examples other than those given e text.)
	Distinguish between the influences of heredity, environment, and maturation.
2.	Explain how socioeconomic status and risk factors can affect developmental outcomes.
3.	Distinguish between ethnicity and culture, and explain how the ethnic composition of a society can influence cultural change.

4 .	Explain what it means for minority groups to acculturate.
5.	Identify three types of experimental influences on children's development, and give an example of each
6.	Explain the difference between critical periods and sensitive periods, and give at least one example of each.

CHAPTER 1 QUIZ

Multiple-Choice: Circle the choice that best completes or answers each item.

- 1. The English naturalist who originated the theory of evolution, which held that all species developed through *natural selection* was
 - a. G. Stanley Hall
 - b. John Locke
 - c. Charles Darwin
 - d. Alfred Binet
- 2. Qualitative change involves change in
 - a. amount
 - b. kind
 - c. both amount and kind
 - d. either amount or kind, depending on the specific situation
- 3. The study of development can be viewed through the 'nature' side or genetics, while the 'nurture' side refers to
 - a. biology
 - b. experience
 - c. heredity
 - d. none of the above
- 4. The prenatal stage is defined as lasting until
 - a. the pregnant woman "feels life"
 - b. the fetus's basic body structures and organs are formed
 - c. the fetus's brain develops
 - d. birth
- 5. Culture appears to exert a strong influence on
 - a. the age at which babies learn to walk
 - b. the sequence of learning to talk
 - c. sentence structure
 - d. none of the above
- 6. Which of the following is an example of a normative history-graded influence?
 - a. puberty
 - b. a disabling accident
 - c. the end of the Cold War
 - d. retirement

- 7. The unfolding of a natural sequence of physical and behavioral changes, including readiness to master new abilities refers to
 - a. heredity
 - b. environment
 - c. acculturation
 - d. maturation
- 8. An early, influential baby biography was written by
 - a. Charles Darwin
 - b. Lewis Terman
 - c. John Locke
 - d. Jean Jacques Rousseau

True or False? In the blank following each item, write T (for true) or F (for false). In the space below each item, if the statement is false, rewrite it to make it true

1.	A child's growth in height is an example of qualitative change.
2.	Acculturation means the same as assimilation.
3.	Early childhood is the years from 6 to 11
4.	Cross-cultural research is valuable because the impact of certain influences on children varies in different societies.
5.	Critical period means a specific time when a given event or its absence has the greatest impact on development.
6.	Today, developmentalists may view the capacity for language acquisition to be more resilient than once believed.

ANSWER KEY FOR CHAPTER 1

CHAPTER 1 REVIEW

Important Terms for Section I

- 1. continuity
- 2. nature and nurture
- 3. human development
- 4. rearing, education, health
- 5. consensus, six

Important Terms for Section II

- 1. quantitative
- 2. qualitative
- 3. physical
- 4. learning, memory, language, thinking
- 5. psychosocial
- 6. social construction

Important Terms for Section III

- 1. Individual differences
- 2. Heredity
- 3. nonhereditary
- 4. Maturation, sequences
- 5. adopted
- 6. extended-family household
- 7. education
- 8. ethnic group
- 9. Culture
- 10. Normative
- 11. Nonnormative
- 12. Critical
- 13. Modifiability
- 14. Cohort

CHAPTER 1 QUIZ

Multiple-Choice

- 1. c
- 2. b
- 3. b
- 4. d
- 5. a
- 6. c
- 7. d
- 8. a

True or False

- 1. F-growth in amount is quantitative
- 2. F-Acculturation is not adopting, but, instead, adapting in some ways
- 3. F- Early Childhood is the years from 3 to 6
- 4. T
- 5. T
- 6. T