

c2

Student: _____

1. Socialization is the process _____.

2. William Cross identifies two aspects of identity: _____ and _____.

3. Native Canadian communities that _____ had a lower rate of suicides than Native Canadian communities that did not.

4. Annette Lareau found that middle class parents see childhood as a period of _____ and working class and poor parents see it as a period of _____.

5. Sandra Hofferth found that within both middle class and working class families, it was mother's _____ that determined what children did and how they spent their time.

6. About 1 in _____ children in the United States live in immigrant families.

7. The three main indicators determining parents' social status are _____.

8. The term _____ describes the physical/social settings, the child-rearing practices, and the values of the family.

9. The process of acculturation occurs in three stages: _____, _____, and _____.

10. When a person treats someone unfairly because of their nationality or ethnic group, we say they are practicing _____; when a person has negative feelings about someone because of their ethnic group, we say they are _____.

11. Parents with the interdependent model of parent-child-relationships give frequent _____ to children.

12. Parents with the independent model of parent-child relationships are likely to give frequent _____ to children

13. _____ was the strongest predictor of poor psychological and social adaptation in a large group of immigrant children.

14. Give three ways in which families in Annette Lareau's study were alike regardless of their socioeconomic status.

15. Most ethnic groups like Latinos, Asian Americans, and Middle Eastern Americans are made up of people with a common geographical origin, history, and culture.

True False

16. Follow-up studies of children attending an intensive two-year preschool program, the High Scope Perry Project, found that the effects of the program did not last.

True False

17. Despite the hardships that African Americans have endured in this country, their current levels of self-esteem are as high as or higher than that of European Americans who have more advantages.

True False

18. Social status affects verbal more than nonverbal forms of parent-child interactions.

True False

19. Understanding the general characteristics of each ethnic group gives parent educators the information they need to help parents of that group.

True False

20. Although parents living in poverty are more likely to be highly stressed and harsh in their parenting, their children feel as close to them as children in affluent feel to their parents.

True False

21. From the ages of ten to fifteen, increases in teens' perceptions of perceived discrimination had little effect on early teens' moods.

True False

22. Preschoolers are so involved in their own play activities, they do not pay attention to differences in peers' dress.

True False

23. The interdependent model stresses that the child develops from an asocial infant into a socially responsible child.

True False

24. People were more likely to change their self-designation of race from white to black if they had experienced poverty in the interim period.

True False

25. In learning about cultural values, children absorb parents' values without thinking about them.

True False

26. Japanese descendants of immigrants to a remote northern island resembled Americans on measures of cultural orientation more than they resembled Japanese from the mainland.

True False

27. Alison Pugh found that for children, culturally valued possessions came to signify emotional connection, belonging, and being cared for.

True False

28. A study of five thousand immigrant youth revealed that the largest group of youth sought to assimilate with the new culture.

True False

29. Industrialization and urbanization encourage countries to hold more strongly to their interdependent values.

True False

30. Developmental niche is a concept that describes all of the following EXCEPT

- A. settings children develop in.
- B. recommended childrearing practices.
- C. children's eating and sleeping habits.
- D. the historical time they live in.

31. Parents who follow the interdependent model do all of the following EXCEPT

- A. give frequent commands to the child.
- B. teach values of respect and obedience.
- C. encourage child's questions.
- D. keep the child physically close.

32. Parents who follow the independent model do all the following EXCEPT

- A. teach obligations to parents.
- B. give children frequent praise.
- C. teach children to negotiate.
- D. use verbal communication with children.

33. In comparison to American mothers, Italian mothers of toddlers are more likely to focus on

- A. eating meals with the family.
- B. safety rules for exploration.
- C. sleeping alone.
- D. A and C

34. According to Cynthia Garcia Coll and Laura Szalacha, outsider status (minority group and immigrant status families) trigger a series of processes in which outsider status triggers

- A. discrimination that leads to inadequate resources and inhibits children's development.
- B. families' discouragement and inability to take advantage of community resources.
- C. children's unwillingness to achieve at school.
- D. families' rebellion against dominant cultural values

35. Neighborhoods can promote immigrant children's development by doing all of the following EXCEPT

- A. providing libraries and community centers.
- B. encouraging families to give up their values and adopt values of new culture.
- C. offering after school care.
- D. offering vacation care

36. A review of studies of self-esteem of ethnic groups finds that self-esteem of members of ethnic groups increases when

- A. groups get positive messages about their group from their communities.
- B. group has few members and is considered special.
- C. political movements highlight the group's positive contributions.
- D. A and C

37. The differences in self-esteem measures among ethnic groups

- A. are smallest in childhood.
- B. decrease in the teen years.
- C. are smallest in adulthood.
- D. show no relationship with age.

38. In an in-home language study, toddlers of professional, working, and welfare parents

- A. all experienced quality interactions with parents.
- B. heard equal amounts of language directed to them.
- C. heard equal numbers of positive comments directed to them.
- D. heard equal numbers of negative comments directed to them.

39. Parent educators are most likely to be helpful to parents with different values when

- A. they give parents a formal, structured program to follow.
- B. they ask questions about parents' goals and expectations in child-rearing.
- C. they teach them new values.
- D. A and C

40. Compared to those children who have never been poor, children who were chronically poor from birth to age nine, experienced a lower quality of parental care reflected in

- A. less sensitive caregivers.
- B. less stimulating homes.
- C. more depressed caregivers.
- D. all of the above

41. In poor and affluent families alike, children's school competence is predicted by

- A. amount of money family has.
- B. quality of school.
- C. closeness to parents.
- D. amount of day care.

42. Studies of children's feelings of perceived discrimination in early adolescence found that

- A. both boys and girls who perceived discrimination increased in depressive feelings.
- B. girls who perceived discrimination increased in depression but boys did not.
- C. effects of perceived discrimination decreased but did not disappear when children had warm relationships with parents and peers.
- D. A and C

43. In her study of ethnic and social status differences in family life, Annette Lareau used the term *concerted cultivation* to refer to parents' actions

- A. to let children take all the time they need to grow.
- B. of letting children hang out in activities with relatives and friends.
- C. to actively stimulate and foster children's talents and opinions.
- D. A and B

44. Follow-up studies of children in the High Scope Perry project, an intensive two-year preschool program showed benefits in

- A. greater school achievement.
- B. greater employment and economic success.
- C. greater social control in behavior.
- D. all of the above

45. In looking at ethnic and social status differences in child rearing, Annette Lareau used the term accomplishment of natural growth to refer to parents' efforts to

- A. give children as happy a childhood as possible with much free play time.
- B. stimulate children's maximal growth.
- C. avoid directives to children.
- D. A and C

46. Cynthia Garcia Cole and Laura Szalacha identify all of the following as protective factors for outsider families EXCEPT

- A. strong ethnic pride.
- B. loose, flexible family cohesion.
- C. strong sense of family obligation.
- D. high value on education.

47. Studying patterns of consumption among low-income and high-income families, Alison Pugh found all of the following EXCEPT

- A. low-income parents used symbolic deprivation, giving only what they could afford.
- B. upper-income families limited children's consumption to prevent their becoming materialistic in their values.
- C. upper-income families spent money not on possessions but on activities like lessons and schooling that developed new skills and competence.
- D. upper-income African American families exposed their children to situations in which they would be the only African American so they could cope with being "the only one."

48. Poverty status brings with it a cascade of problems that include all of the following EXCEPT

- A. poorer physical health.
- B. lack of parental love.
- C. greater family instability.
- D. poorer quality schools.

49. When African American and European American seventh graders wrote five essays on either a neutral topic (control group) or a personal value of importance (experimental group), examination of their grades at the end of eighth revealed that the benefits of writing essays were greatest for

- A. European American students who wrote on topics of personal importance.
- B. African American students who wrote on topics of personal importance.
- C. European American students who wrote on neutral topics.
- D. African American students who wrote on neutral topics.

50. African American mothers who reported the experience of discrimination reported all of the following when followed for two years EXCEPT
- A. increased physical problems.
 - B. increased depression.
 - C. increased hopelessness about children's problems.
 - D. increase in harsh parenting.
51. Classroom programs that decrease exclusion and discrimination focus on:
- A. educating children that it is unfair to exclude others.
 - B. teaching children to solve their own problems when excluded.
 - C. teaching children to ignore group differences.
 - D. A and C
52. Sesame Street has developed programs for preschoolers that increase appreciation for other cultural groups in countries around the world in all the following ways EXCEPT
- A. teaching respect for all groups.
 - B. using adult stories to illustrate the points.
 - C. emphasizing inclusion of all groups.
 - D. promoting awareness of cultural groups in the country.
53. Better Beginnings, Better Futures is a Canadian program for low-income communities that
- A. was designed in the capital and made available for three different communities.
 - B. was cost effective by the time children were 20.
 - C. made changes in academic performance.
 - D. B and C
54. Melvin Konner believes there are four general ways to socialize individuals to their culture including:
- A. cognitive enculturation.
 - B. empathic enculturation.
 - C. linear enculturation.
 - D. active enculturation.
55. Describe four characteristics of the Better Beginnings Better Futures program in Canada and two results of the program.

56. Briefly describe the conflicts parent educator Tammy Mann feels when she is drawn to the values of the interdependent cultural model, though many experts advise the behaviors of the independent cultural model. Describe two ways parent educators can respond to parents with different values to best help them?

57. Describe three ways in which the independent model influences family life and parent-child relationships in families and three ways in which the interdependent model influences family life and parent-child relationships in families.

58. Describe three characterizations of each of Annette Lareau's child rearing approaches termed Concerted Cultivation and Accomplishment of Natural Growth.

59. Describe four ways cultural values are transmitted from one generation to another and give one example of each way.

c2 Key

1. Socialization is the process _____.
is the process by which individuals learn the skills necessary for life in the group they belong to

Brooks - Chapter 02 #1

2. William Cross identifies two aspects of identity: _____ and _____.
personal identity and Reference Group Orientation

Brooks - Chapter 02 #2

3. Native Canadian communities that _____ had a lower rate of suicides than Native Canadian communities that did not.
preserved a sense of cultural continuity between their past, present, and future

Brooks - Chapter 02 #3

4. Annette Lareau found that middle class parents see childhood as a period of _____ and working class and poor parents see it as a period of _____.
preparation for adulthood; pleasure

Brooks - Chapter 02 #4

5. Sandra Hofferth found that within both middle class and working class families, it was mother's _____ that determined what children did and how they spent their time.
education

Brooks - Chapter 02 #5

6. About 1 in _____ children in the United States live in immigrant families.
4

Brooks - Chapter 02 #6

7. The three main indicators determining parents' social status are _____.
income, educational level, and occupational level

Brooks - Chapter 02 #7

8. The term _____ describes the physical/social settings, the child-rearing practices, and the values of the family.
developmental niche

Brooks - Chapter 02 #8

9. The process of acculturation occurs in three stages: _____, _____, and _____.
idealization; disillusionment; and realistic acceptance

Brooks - Chapter 02 #9

10. When a person treats someone unfairly because of their nationality or ethnic group, we say they are practicing _____; when a person has negative feelings about someone because of their ethnic group, we say they are _____.
discrimination; prejudiced

Brooks - Chapter 02 #10

11. Parents with the interdependent model of parent-child-relationships give frequent _____ to children.
directives or commands

Brooks - Chapter 02 #11

12. Parents with the independent model of parent-child relationships are likely to give frequent _____ to children
praise or questions

Brooks - Chapter 02 #12

13. _____ was the strongest predictor of poor psychological and social adaptation in a large group of immigrant children.

experience of discrimination

Brooks - Chapter 02 #13

14. Give three ways in which families in Annette Lareau's study were alike regardless of their socioeconomic status.

Any three of the 9 similarities listed on page 5990

Brooks - Chapter 02 #14

15. Most ethnic groups like Latinos, Asian Americans, and Middle Eastern Americans are made up of people with a common geographical origin, history, and culture.

FALSE

Brooks - Chapter 02 #15

16. Follow-up studies of children attending an intensive two-year preschool program, the High Scope Perry Project, found that the effects of the program did not last.

FALSE

Brooks - Chapter 02 #16

17. Despite the hardships that African Americans have endured in this country, their current levels of self-esteem are as high as or higher than that of European Americans who have more advantages.

TRUE

Brooks - Chapter 02 #17

18. Social status affects verbal more than nonverbal forms of parent-child interactions.

TRUE

Brooks - Chapter 02 #18

19. Understanding the general characteristics of each ethnic group gives parent educators the information they need to help parents of that group.

FALSE

Brooks - Chapter 02 #19

20. Although parents living in poverty are more likely to be highly stressed and harsh in their parenting, their children feel as close to them as children in affluent feel to their parents.

TRUE

Brooks - Chapter 02 #20

21. From the ages of ten to fifteen, increases in teens' perceptions of perceived discrimination had little effect on early teens' moods.

FALSE

Brooks - Chapter 02 #21

22. Preschoolers are so involved in their own play activities, they do not pay attention to differences in peers' dress.

FALSE

Brooks - Chapter 02 #22

23. The interdependent model stresses that the child develops from an asocial infant into a socially responsible child.

TRUE

Brooks - Chapter 02 #23

24. People were more likely to change their self-designation of race from white to black if they had experienced poverty in the interim period.

TRUE

Brooks - Chapter 02 #24

25. In learning about cultural values, children absorb parents' values without thinking about them.

FALSE

Brooks - Chapter 02 #25

26. Japanese descendants of immigrants to a remote northern island resembled Americans on measures of cultural orientation more than they resembled Japanese from the mainland.

TRUE

Brooks - Chapter 02 #26

27. Alison Pugh found that for children, culturally valued possessions came to signify emotional connection, belonging, and being cared for.

TRUE

Brooks - Chapter 02 #27

28. A study of five thousand immigrant youth revealed that the largest group of youth sought to assimilate with the new culture.

FALSE

Brooks - Chapter 02 #28

29. Industrialization and urbanization encourage countries to hold more strongly to their interdependent values.

FALSE

Brooks - Chapter 02 #29

30. Developmental niche is a concept that describes all of the following EXCEPT

- A. settings children develop in.
- B. recommended childrearing practices.
- C. children's eating and sleeping habits.
- D.** the historical time they live in.

Brooks - Chapter 02 #30

31. Parents who follow the interdependent model do all of the following EXCEPT

- A. give frequent commands to the child.
- B. teach values of respect and obedience.
- C. encourage child's questions.
- D. keep the child physically close.

Brooks - Chapter 02 #31

32. Parents who follow the independent model do all the following EXCEPT

- A. teach obligations to parents.
- B. give children frequent praise.
- C. teach children to negotiate.
- D. use verbal communication with children.

Brooks - Chapter 02 #32

33. In comparison to American mothers, Italian mothers of toddlers are more likely to focus on

- A. eating meals with the family.
- B. safety rules for exploration.
- C. sleeping alone.
- D. A and C

Brooks - Chapter 02 #33

34. According to Cynthia Garcia Coll and Laura Szalacha, outsider status (minority group and immigrant status families) trigger a series of processes in which outsider status triggers

- A. discrimination that leads to inadequate resources and inhibits children's development.
- B. families' discouragement and inability to take advantage of community resources.
- C. children's unwillingness to achieve at school.
- D. families' rebellion against dominant cultural values

Brooks - Chapter 02 #34

35. Neighborhoods can promote immigrant children's development by doing all of the following EXCEPT

- A. providing libraries and community centers.
- B. encouraging families to give up their values and adopt values of new culture.
- C. offering after school care.
- D. offering vacation care

Brooks - Chapter 02 #35

36. A review of studies of self-esteem of ethnic groups finds that self-esteem of members of ethnic groups increases when

- A. groups get positive messages about their group from their communities.
- B. group has few members and is considered special.
- C. political movements highlight the group's positive contributions.
- D.** A and C

Brooks - Chapter 02 #36

37. The differences in self-esteem measures among ethnic groups

- A.** are smallest in childhood.
- B. decrease in the teen years.
- C. are smallest in adulthood.
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Brooks - Chapter 02 #37

38. In an in-home language study, toddlers of professional, working, and welfare parents

- A.** all experienced quality interactions with parents.
- B. heard equal amounts of language directed to them.
- C. heard equal numbers of positive comments directed to them.
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Brooks - Chapter 02 #38

39. Parent educators are most likely to be helpful to parents with different values when

- A. they give parents a formal, structured program to follow.
- B.** they ask questions about parents' goals and expectations in child-rearing.
- C. they teach them new values.
- D. A and C

Brooks - Chapter 02 #39

40. Compared to those children who have never been poor, children who were chronically poor from birth to age nine, experienced a lower quality of parental care reflected in

- A. less sensitive caregivers.
- B. less stimulating homes.
- C. more depressed caregivers.
- D.** all of the above

Brooks - Chapter 02 #40

41. In poor and affluent families alike, children's school competence is predicted by

- A. amount of money family has.
- B. quality of school.
- C.** closeness to parents.
- D. amount of day care.

Brooks - Chapter 02 #41

42. Studies of children's feelings of perceived discrimination in early adolescence found that

- A. both boys and girls who perceived discrimination increased in depressive feelings.
- B. girls who perceived discrimination increased in depression but boys did not.
- C. effects of perceived discrimination decreased but did not disappear when children had warm relationships with parents and peers.
- D.** A and C

Brooks - Chapter 02 #42

43. In her study of ethnic and social status differences in family life, Annette Lareau used the term *concerted cultivation* to refer to parents' actions

- A. to let children take all the time they need to grow.
- B. of letting children hang out in activities with relatives and friends.
- C.** to actively stimulate and foster children's talents and opinions.
- D. A and B

Brooks - Chapter 02 #43

44. Follow-up studies of children in the High Scope Perry project, an intensive two-year preschool program showed benefits in

- A. greater school achievement.
- B. greater employment and economic success.
- C. greater social control in behavior.
- D.** all of the above

Brooks - Chapter 02 #44

45. In looking at ethnic and social status differences in child rearing, Annette Lareau used the term accomplishment of natural growth to refer to parents' efforts to

- A. give children as happy a childhood as possible with much free play time.
- B. stimulate children's maximal growth.
- C. avoid directives to children.
- D. A and C

Brooks - Chapter 02 #45

46. Cynthia Garcia Cole and Laura Szalacha identify all of the following as protective factors for outsider families EXCEPT

- A. strong ethnic pride.
- B. loose, flexible family cohesion.
- C. strong sense of family obligation.
- D. high value on education.

Brooks - Chapter 02 #46

47. Studying patterns of consumption among low-income and high-income families, Alison Pugh found all of the following EXCEPT

- A. low-income parents used symbolic deprivation, giving only what they could afford.
- B. upper-income families limited children's consumption to prevent their becoming materialistic in their values.
- C. upper-income families spent money not on possessions but on activities like lessons and schooling that developed new skills and competence.
- D. upper-income African American families exposed their children to situations in which they would be the only African American so they could cope with being "the only one."

Brooks - Chapter 02 #47

48. Poverty status brings with it a cascade of problems that include all of the following EXCEPT

- A. poorer physical health.
- B. lack of parental love.
- C. greater family instability.
- D. poorer quality schools.

Brooks - Chapter 02 #48

49. When African American and European American seventh graders wrote five essays on either a neutral topic (control group) or a personal value of importance (experimental group), examination of their grades at the end of eighth revealed that the benefits of writing essays were greatest for
- A. European American students who wrote on topics of personal importance.
 - B. African American students who wrote on topics of personal importance.**
 - C. European American students who wrote on neutral topics.
 - D. African American students who wrote on neutral topics.

Brooks - Chapter 02 #49

50. African American mothers who reported the experience of discrimination reported all of the following when followed for two years EXCEPT
- A. increased physical problems.
 - B. increased depression.
 - C. increased hopelessness about children's problems.**
 - D. increase in harsh parenting.

Brooks - Chapter 02 #50

51. Classroom programs that decrease exclusion and discrimination focus on:
- A. educating children that it is unfair to exclude others.**
 - B. teaching children to solve their own problems when excluded.
 - C. teaching children to ignore group differences.
 - D. A and C

Brooks - Chapter 02 #51

52. Sesame Street has developed programs for preschoolers that increase appreciation for other cultural groups in countries around the world in all the following ways EXCEPT
- A. teaching respect for all groups.
 - B. using adult stories to illustrate the points.**
 - C. emphasizing inclusion of all groups.
 - D. promoting awareness of cultural groups in the country.

Brooks - Chapter 02 #52

53. Better Beginnings, Better Futures is a Canadian program for low-income communities that
- A. was designed in the capital and made available for three different communities.
 - B. was cost effective by the time children were 20.
 - C. made changes in academic performance.
 - D. B and C

Brooks - Chapter 02 #53

54. Melvin Konner believes there are four general ways to socialize individuals to their culture including:
- A. cognitive enculturation.
 - B. empathic enculturation.
 - C. linear enculturation.
 - D. active enculturation.

Brooks - Chapter 02 #54

55. Describe four characteristics of the Better Beginnings Better Futures program in Canada and two results of the program.

Answer will vary

Brooks - Chapter 02 #55

56. Briefly describe the conflicts parent educator Tammy Mann feels when she is drawn to the values of the interdependent cultural model, though many experts advise the behaviors of the independent cultural model. Describe two ways parent educators can respond to parents with different values to best help them?

Answer will vary

Brooks - Chapter 02 #56

57. Describe three ways in which the independent model influences family life and parent-child relationships in families and three ways in which the interdependent model influences family life and parent-child relationships in families.

Answer will vary

Brooks - Chapter 02 #57

58. Describe three characterizations of each of Annette Lareau's child rearing approaches termed Concerted Cultivation and Accomplishment of Natural Growth.

Answer will vary

Brooks - Chapter 02 #58

59. Describe four ways cultural values are transmitted from one generation to another and give one example of each way.

Answer will vary

Brooks - Chapter 02 #59

c2 Summary

<u>Category</u>	<u># of Questions</u>
Brooks - Chapter 02	59