**Chapter 1: Adolescence:**

**Understanding the Past and the Present, and Planning for the Future**

**Multiple Choice Questions**

**1)** On the first day of class, Professor Parameswaran says, "We will look at adolescence as a set of interacting changes to the person that takes place in interacting contexts." This most closely reflects a(n) \_\_\_\_\_ perspective.

A) psychodynamic

B) ecological systems

C) behaviourist

D) checks and balances

Answer: B

Learning Objective: 1.1

**2)** The concept of stage-environment fit implies that

A) teens should make special efforts to adapt to their settings.

B) the theater has special importance for those in adolescence.

C) teachers and parents need to adapt their approach to the developmental changes in teens.

D) teens are particularly concerned about ecological issues such as global warming.

Answer: C

Learning Objective: 1.1

**3)** Back when Emily's parents were in school, practically all the kids were of the same ethno-cultural background as them. On Emily's first day of school, they notice that her classmates are from various ethnic backgrounds. This reflects the growth of \_\_\_\_\_ in Canada.

A) cultural diversity

B) age stratification

C) active learning

D) residential segregation

Answer: A

Learning Objective: 1.1

**4)** As a community leader, Mr. Mandela wants to encourage programs to help teens be more confident, productive, and caring. This reflects a focus on

A) neighbourhood safety.

B) economic progress.

C) positive development

D) anti-crime measures.

Answer: C

Learning Objective: 1.1

**5)** As Alana was reading about the physical changes of puberty, she paused now and then to try to remember her own experiences and the ways they did and did not fit with her reading. Alana is making use of a learning strategy called

A) managed distraction.

B) deep processing.

C) directed reminiscence.

D) the power of suggestion.

Answer: B

Learning Objective: 1.2

**6)** Ali wants to use active learning to improve his comprehension and retention of new course material. The tactics he should try will include all of the following EXCEPT

A) explaining what he has learned to a friend.

B) writing a synopsis of the new material in his own words.

C) finding and highlight key sentences.

D) reviewing the course material again.

Answer: D

Learning Objective: 1.2

**7)** Like many of her friends, Emma got her first driver's license soon after her 16th birthday. For her, this constituted a(n)

A) puberty rite.

B) normative transition.

C) delayed phase shift.

D) idiosyncratic transition.

Answer: B

Learning Objective: 1.3

**8)** When Brandon was 14, his parents separated and he moved with his dad to a new town. For him, this constituted a(n)

A) equilibrium.

B) stage change.

C) normative transition.

D) idiosyncratic transition.

Answer: D

Learning Objective: 1.3

**9)** Hannah, 12, is in 6th grade and is taller than most of the boys in her class, but has not yet had her first period. Hannah would be considered in \_\_\_\_\_ adolescence.

A) early

B) middle

C) late

D) None of the above

Answer: A

Learning Objective: 1.4

**10)** According to Havighurst, the developmental task of achieving psychological independence from one's parents is most relevant to someone in \_\_\_\_\_ adolescence.

A) early

B) middle

C) late

D) delayed

Answer: B

Learning Objective: 1.4

**11)** According to Havighurst, adapting to one's changed body is a major developmental task of \_\_\_\_\_ adolescence.

A) all of

B) middle

C) early

D) late

Answer: C

Learning Objective: 1.4

**12)** The phase of middle adolescence corresponds roughly with

A) the last years of elementary school.

B) high school.

C) freshman year of college.

D) None of the above

Answer: B

Learning Objective: 1.4

**13)** "Until the 20th century, there were no teenagers, only children and adults." This statement represents the view known as

A) youth denial.

B) retrospectivism.

C) inventionism.

D) historicism.

Answer: C

Learning Objective: 1.5

**14)** Inventionism is the name given to the view that

A) teens are especially creative in developing new technologies.

B) the concept of adolescence was created to keep young people off the job market.

C) society needs to develop new opportunities for teens.

D) the Industrial Revolution gave teens an economic boost.

Answer: B

Learning Objective: 1.5

**15)** In ancient Athens, boys became full citizens at the age of

A) 12.

B) 15.

C) 18.

D) 30.

Answer: D

Learning Objective: 1.5

**16)** In ancient Athens, as in the Roman Empire, girls became legally adult at the age of

A) 12

B) 15

C) 18

D) None of the above

Answer: D

Learning Objective: 1.5

**17)** In pre-industrial Europe, children often spent the adolescent years away from their parents as apprentices or servants, in a custom known as

A) incest avoidance.

B) life-cycle service.

C) wander-years.

D) distancing.

Answer: B

Learning Objective: 1.5

**18)** The idea that the life stage of adolescence should be valued for itself was introduced into Western thought by

A) Aristotle.

B) G. Stanley Hall.

C) William Wordsworth.

D) Jean-Jacques Rousseau.

Answer: D

Learning Objective: 1.5

**19)** Jeb, 12, lived in Canada in the year 1800. It is most likely that Jeb

A) was an orphan.

B) lived on a family farm.

C) worked in a textile factory.

D) was a street kid in a big city.

Answer: B

Learning Objective: 1.5

**20)** During the early 20th century in Canada, adolescent education included all of the following EXCEPT

A) that it was seen as the best path for children of the working and lower middle classes.

B) that it was pursued by 50% of those 14 to 19 at the high school level.

C) that it was promoted as a period of essential personal and social growth.

D) that it was for those who were not actively contributing to their families’ economic welfare.

Answer: D

Learning Objective: 1.5

**21)** Increasing numbers of teens graduated high school and went on to college in the 1930s as a result of

A) nationwide "Stay in School" campaigns.

B) a lack of jobs during the Depression.

C) more widely available scholarships and loans.

D) None of the above.

Answer: B

Learning Objective: 1.5

**22)** During the 1930s Depression and World War II, many Canadian couples delayed having children, which led to a(n) \_\_\_\_\_ in the period immediately after that war.

A) baby boom

B) economic crisis

C) jazz age

D) major college expansion

Answer: A

Learning Objective: 1.5

**23)** The proportion of adolescents in the Canadian population rose by as much as \_\_\_\_\_ during the 1960s.

A) 5%

B) 15%

C) 30%

D) 45%

Answer: C

Learning Objective: 1.5

**24)** In recent decades, Canadian adolescents have been affected by changes in family structure that include all the following *except*

A) higher divorce rates.

B) couples having children at younger ages.

C) more single-parent families.

D) more working mothers.

Answer: B

Learning Objective: 1.5

**25)** Canadian teens spend twice as much time with \_\_\_\_\_ as with \_\_\_\_\_.

A) siblings; friends

B) parents; friends

C) teachers; parents

D) friends; parents

Answer: D

Learning Objective: 1.5

**26)** The percentageof the Canadian population that is younger than age 19 is

A) 12.5%

B) 21.6%

C) 32.8%

D) 40.9%

Answer: B

Learning Objective: 1.6

**27)** In Country X, those under 18 make up half the population. It is most likely that Country X is part of

A) Eastern Europe.

B) Latin America.

C) Africa.

D) East Asia.

Answer: C

Learning Objective: 1.6

**28)** A diagram that shows the percentage of people in a country who are of different ages is known as a(n)

A) population pyramid.

B) age stratification.

C) cohort categorization.

D) birthyear chart.

Answer: A

Learning Objective: 1.6

**29)** According to the text book, the welfare of those in a society who are too young, too old, or too sick to take care of themselves depends on

A) the kindness of strangers.

B) those who are active and working productively.

C) taxes.

D) foreign aid.

Answer: B

Learning Objective: 1.6

**30)** The fastest growing cities in the world are in

A) Western Europe.

B) Australia and New Zealand.

C) the developing countries of Asia, Africa, and Latin America.

D) Japan.

Answer: C

Learning Objective: 1.6

**31)** International trade, faster communications, and economic interdependence are all factors that contribute to

A) population pyramids.

B) national isolation.

C) age stratification.

D) globalization.

Answer: D

Learning Objective: 1.7

**32)** The tendency for adolescents throughout the world to want to have the clothing, video games, and other goods that are currently fashionable is known as

A) status envy.

B) Westernism.

C) consumerism.

D) socialization.

Answer: C

Learning Objective: 1.7

**33)** While on vacation in a distant country, you notice a teen wearing a New York Yankees cap. You should probably assume

A) that he plays baseball.

B) that he has visited New York City.

C) that he speaks English.

D) that he likes feeling in touch with the latest trends.

Answer: D

Learning Objective: 1.7

**34)** When teens show up at school, a party, or a concert wearing the brand of clothing that is currently popular, they are doing all of the following EXCEPT

A) letting others know that they have the power and means to choose their own clothes.

B) signalling that they belong to the "trendy" group.

C) offering a possible topic of conversation to teens they don't know.

D) trying to stand apart from their peers.

Answer: D

Learning Objective: 1.7

**35)** While Jacintha is at a concert waiting for the band to come on, she starts a conversation with the girl in the next seat. They are most likely to talk about

A) globalization.

B) the upcoming election.

C) their favourite bands.

D) sexual experiences.

Answer: C

Learning Objective: 1.7

**36)** Major change(s) in the lives of Canadian adolescents across the 20th century include all of the following EXCEPT

A) they stayed in school longer.

B) they waited longer to enter the workforce.

C) they put off marriage and children to later ages.

D) they had more social groups.

Answer: D

Learning Objective: 1.7

**37)** In developed countries around the world, \_\_\_\_\_ children go through both primary and secondary (high) school.

A) essentially all

B) about three-quarters of

C) not many poor

D) only middle class

Answer: A

Learning Objective: 1.7

**38)** In developed countries, \_\_\_\_\_ teens who finish secondary education go on to some form of higher education.

A) practically all

B) about half of

C) four of five

D) only wealthy

Answer: B

Learning Objective: 1.7

**39)** In developing countries, \_\_\_\_\_ of those who finish primary school are likely to go on to secondary school.

A) essentially all

B) very few

C) about half

D) only one in three

Answer: C

Learning Objective: 1.7

**40)** The massive tendency for young people in developing countries to leave the countryside for big cities is called

A) transmigration.

B) urbanization.

C) metropolitanism.

D) rural impoverishment.

Answer: B

Learning Objective: 1.7

**41)** Kumar and Lata finished high school and some university before getting married and going to work in information technology. They have two children and are able to put aside money for their future education. According to the textbook, they and their children are involved in

A) assimilation.

B) a virtuous cycle.

C) globalization.

D) a vicious cycle.

Answer: B

Learning Objective: 1.7

**42)** Benito, 13, lives in the capital city of a Third World country. His parents are too poor to pay for school fees and uniforms for him and his brothers and sisters, so he quit school after 4th grade to go to work running errands for a neighbour who has a stand in the market. Benito and his family are directly affected by what the textbook describes as

A) globalization.

B) a virtuous cycle.

C) a vicious cycle.

D) a business cycle.

Answer: C

Learning Objective: 1.7

**43)** The AIDS epidemic has had its most drastic effect in

A) the United States and Canada.

B) Eastern Europe.

C) sub-Saharan Africa.

D) East Asia.

Answer: C

Learning Objective: 1.7

**44)** The "basic survival skills" that experts say all adolescents need include

A) competence in martial arts.

B) knowing how to use a computer.

C) a caring relationship with an adult.

D) the ability to get along without friends.

Answer: C

Learning Objective: 1.8

**45)** Adolescence as a scientific field originated with the work of

A) Sigmund Freud.

B) Jean Piaget.

C) Erik Erikson.

D) G. Stanley Hall.

Answer: D

Learning Objective: 1.9

**46)** According to \_\_\_\_\_\_, development occurs through a regular sequence of stages, each with a corresponding conflict or crisis.

A) psychoanalytic theories

B) social cognitive theory

C) the theory of re-capitulationism

D) developmental systems theory

Answer: A

Learning Objective: 1.9

**47)** Malcolm is studying for his biology test. After reading about genetics, he wonders what his life would have been like if he had a twin brother. His imagination runs wild thinking about the possibilities. According to Piaget’s stages of cognitive development, Malcolm is in the \_\_\_\_\_ stage.

A) sensorimotor

B) formal operations

C) concrete operations

D) preoperational

Answer: B

Learning Objective: 1.9

**48)** Jenay notices that the popular girls in her grade wear name-brand clothes, so Jenay uses her savings to buy the latest trendy jeans. Jenay’s behaviour is an example of

A) ecological theory.

B) reproductive fitness.

C) social cognitive theory.

D) conditioning theory.

Answer: C

Learning Objective: 1.9

**49)** Unlike ecological theory, developmental systems theory emphasizes the ways that \_\_\_\_\_\_ play an active role in development.

A) teachers

B) co-workers

C) parents

D) adolescents themselves

Answer: D

Learning Objective: 1.9

**Essay Questions**

**1)** Discuss some of the ways of defining the boundaries of adolescence as a developmental period. Which perspective do you agree with the most and which do you agree with the least? Why?

Answer: Perspectives cited could include any listed in Table 1.1: chronological age, physical, sexual, familial, psychosocial, interpersonal, educational, and social.

Learning Objective:1.2

**2)** Why have observers called the 20th century in North America "The Age of Adolescence"? Cite some demographic, educational, and social trends that contributed.

Answer: The spread of compulsory education contributed to age segregation and the notion of "teenagers" as a separate category. The Baby Boom of the 1940s and 1950s gave teens a greater prominence in the population during the 1960s and 1970s and created the notion of a "Youth Culture", while the speed of technological change moved the society in a new direction.

Learning Objective: 1.5; Learning Objective: 1.6; Learning Objective: 1.7

**3)** Discuss the ways the proportion of adolescents are different within the populations of different countries. What are some implications of these differences?

Answer: Adolescents make up a much larger part of the population in developing countries, which puts them at much greater competition with each other for education and work and makes fewer resources available because of the relatively few productive workers.

Learning Objective: 1.6

**4)** What is "globalization" and what are some important ways the process affects adolescents today? Would you evaluate globalization as a positive, a negative, or a mixed influence? Why?

Answer: Globalization has made it possible for teens in different parts of the world to be in touch with one another and to exert mutual influence. It has also made teens worldwide targets of the same commercial and political campaigns by adult interests. Globalization has also alerted those in power throughout the world to the importance of helping children and teens acquire the skills they will need to achieve satisfying and productive lives.

Learning Objective: 1.7

**5)** What is the connection between the wave of urbanization in developing countries and the setting in motion of a vicious circle for many young people in these countries?

Answer: As teens leave the countryside for the city, they lose the support and social controls of the family. Unlikely to be able to afford to continue their education, they become prey to economic and sexual exploitation. Their poverty and lack of qualifications makes it likely that their children, of whom they generally have many at early ages, will be trapped in a similar cycle.

Learning Objective: 1.7