

# Chapter 5 Motivation and Emotion

## LEARNING GOALS OUTLINE

1. What is the difference between motivation and emotion?

2 pts.

- (a) \_\_\_\_\_
- \_\_\_\_\_
- (b) \_\_\_\_\_
- \_\_\_\_\_

2. What are the functions of the following: (a) hypothalamus, (b) reticular formation, (c) pituitary gland, (d) adrenal gland, (e) amygdala?

5 pts

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_

3. (a) What are two types of gonads? How do (b) they influence reproduction? What hormones do (c) these gonads produce?

3 pts.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

4. How does homeostasis work?

1 pt.

- \_\_\_\_\_
- \_\_\_\_\_

5. Why is the contraction theory inadequate in explaining hunger?

1 pt.

- \_\_\_\_\_
- \_\_\_\_\_

**LEARNING GOALS OUTLINE (continued)**  
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6. How does blood-sugar level (glucose) contribute to hunger?

1 pt.

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7. What are <sup>3</sup> some other factors that contribute to hunger?

3 pts.

- (a)
- (b)
- (c)

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8. How do set points affect weight?

1 pt.

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9. What internal <sup>(a)(b)</sup> cues will signal thirst? How does <sup>(c)</sup> learning contribute to thirst?

3 pts.

- (a)
- (b)
- (c)

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10. Describe four psychological, nonsurvival needs that affect motivation?

4 pts.

- (a)
- (b)
- (c)
- (d)

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11. What did Harry Harlow teach us about child development?

1 pt.

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**LEARNING GOALS OUTLINE (continued)**

12. Which needs must we satisfy in order to become self-actualizing, according to Abraham Maslow? What did he mean by self-actualization?

3 pts

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_

13. What are three other psychological motivators?

3 pts.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

14. Why might firstborns have a slight advantage over later born children in academic achievement? What could compound this difference?

2 pts.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_

15. According to the opponent-process theory, what happens after we experience an intense emotion?

1 pt.

16. What is cognition and how does it contribute to emotion?

2 pts.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_

17. According to Daniel Goleman, what are three steps toward emotional intelligence?

3 pts.

- (a) \_\_\_\_\_ (b) \_\_\_\_\_
- (c) \_\_\_\_\_

18. What are three main theories of emotions? How are they different?

4 pts.

- (a) \_\_\_\_\_ (b) \_\_\_\_\_
- (c) \_\_\_\_\_ (d) \_\_\_\_\_

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Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

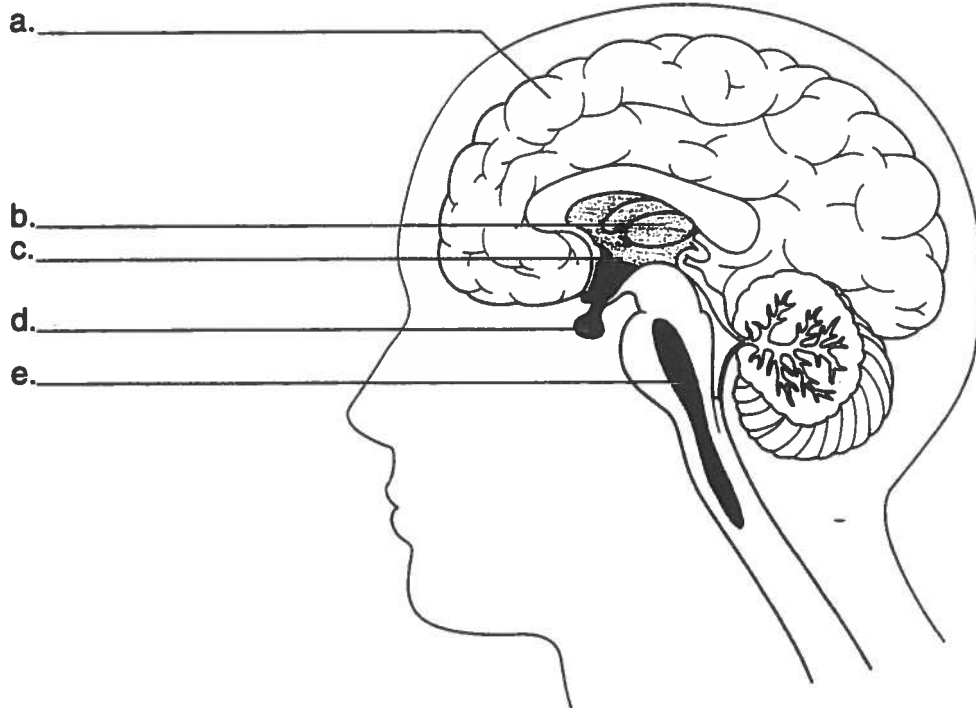
# Chapter 5

# Motivation and Emotion

## RETEACHING WORKSHEET

1. Label the glands in the drawing below:

5 pts.



2. Write the function of each of the glands in the drawing above:

5 pts.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

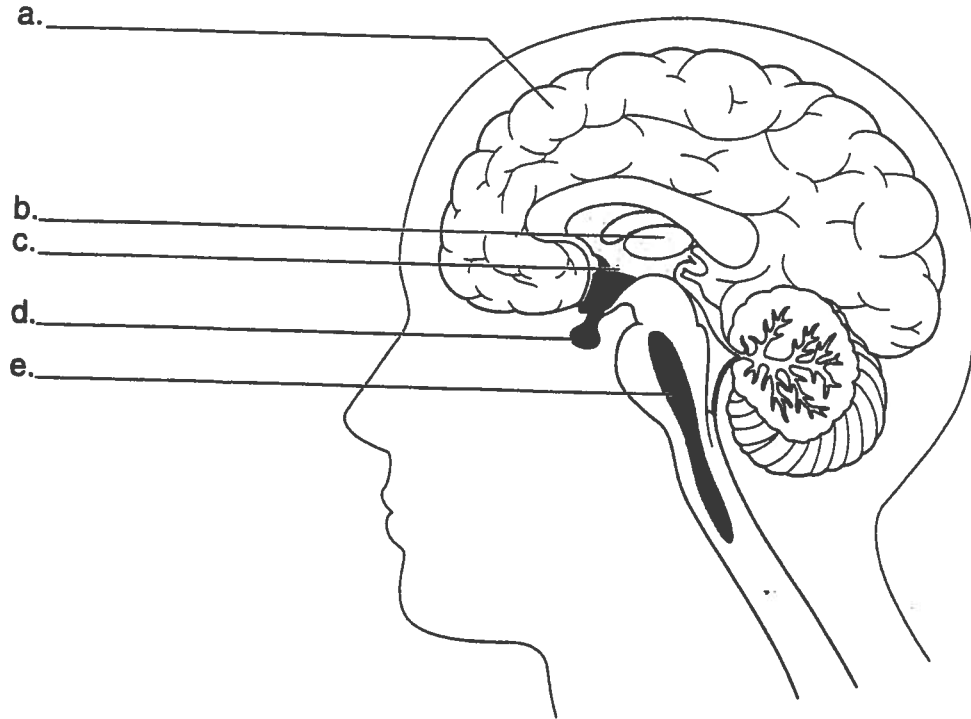
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Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

**RETEACHING WORKSHEET (continued)**

3. Label the areas of the brain in the drawing below:

5 pts



4. Describe the function of each of the parts of the brain you labeled in the drawing above:

5 pts

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_



# Chapter 5

# Motivation and Emotion

## VOCABULARY QUIZ

Use the vocabulary list below to complete the following statements correctly.

motivation  
contact comfort  
blood-sugar level  
gonads  
drive

emotion  
curiosity motive  
thirst  
emotional intelligence  
opponent-process theory

intrinsic  
extrinsic  
hierarchy of needs  
self-actualization

1. An example of a(n) \_\_\_\_\_ is the force that pushes you to eat if you are hungry.
2. The \_\_\_\_\_ are the sex glands in humans that signal the body to produce sex hormones.
3. When your \_\_\_\_\_ is low you will feel weak and dizzy and ready to eat.
4. \_\_\_\_\_ is a survival need.
5. When we are in tune with our feelings and are capable of correctly interpreting the feelings of others, we are showing \_\_\_\_\_.
6. The \_\_\_\_\_ is a nonsurvival need that makes a person want to see new and different things.
7. When human needs are ranked one above the other from most basic at the bottom, this ranking is called the \_\_\_\_\_.
8. Most babies need soft and pleasant contact called \_\_\_\_\_ in order to grow up well adjusted.
9. A person who becomes afraid because he or she narrowly avoided an accident and then is flooded by a sense of relief and happiness is experiencing a phenomenon described by \_\_\_\_\_.

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10. When we do something to satisfy ourselves within, it is called \_\_\_\_\_  
motivation.
11. When we seek a reward from outside ourselves, or from the environment, it is called  
\_\_\_\_\_ motivation.
12. The highest need that humans can reach is the need for having meaningful goals and a  
purpose in life, called \_\_\_\_\_.
13. When we set a specific goal for ourselves, it is \_\_\_\_\_ that keeps us working  
toward its achievement.
14. \_\_\_\_\_ is a body state that causes us to have specific feelings depending  
on the current situation.

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# Chapter 5

# Motivation and Emotion

## CHAPTER REVIEW QUIZ

**Matching:** Fill in the blank with the letter of the correct matching item.

- |                                       |                             |
|---------------------------------------|-----------------------------|
| _____ 1. hunger and thirst            | a. self-esteem needs        |
| _____ 2. friendship with others       | b. belongingness needs      |
| _____ 3. feeling important and useful | c. self-actualization needs |
| _____ 4. shelter and money            | d. physiological needs      |
| _____ 5. meaningful goals and purpose | e. safety needs             |

**Ordering:** Place the following hierarchy in the correct order from one to five with one being at the bottom (most important) and five at the top of the hierarchy.

6. a. \_\_\_\_\_ self-esteem needs  
b. \_\_\_\_\_ belongingness needs  
c. \_\_\_\_\_ self-actualization needs  
d. \_\_\_\_\_ physiological needs  
e. \_\_\_\_\_ safety needs

**True or False:** Decide if the statement is true or false and put a T or F in the blank. Bonus Points: Correct as many of the false statements as you can.

- \_\_\_\_\_ 7. Motivation is a state of the body causing feelings.  
\_\_\_\_\_
- \_\_\_\_\_ 8. The reticular formation is the part of the brain that controls basic needs and desires.  
\_\_\_\_\_
- \_\_\_\_\_ 9. Homeostasis forces us into action to achieve a goal.  
\_\_\_\_\_
- \_\_\_\_\_ 10. Non-survival needs include curiosity, manipulation, and stimulation.  
\_\_\_\_\_



\_\_\_\_ 11. Intrinsic motivation is more successful than extrinsic motivation.

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\_\_\_\_ 12. The need for achievement is a strong physiological motivation.

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\_\_\_\_ 13. Androgen and estrogen are the two most important male hormones.

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\_\_\_\_ 14. The adrenal glands are in full operation when we respond to emergencies.

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\_\_\_\_ 15. The opponent-process theory says that both bodily reactions and emotional responses occur at the same time.

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\_\_\_\_ 16. The James-Lange theory says that we identify a bodily response by labeling it with an emotion we are feeling.

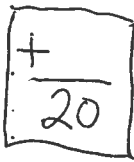
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\_\_\_\_ 17. Emotional intelligence allows people to control their feelings and respond to other people's feelings appropriately.

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\_\_\_\_ 18. The purpose of the amygdala is to produce the female sex hormone, estrogen.

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## Chapter 5

# Motivation and Emotion

## TEST B - PRACTICE TEST

**Multiple Choice:** Put the letter of the best answer in the blank.

- \_\_\_\_\_ 1. Motivation is a
  - a. state of the body that causes feelings.
  - b. drive that makes us fulfill a goal.
  - c. lack of something we want.
  - d. need we are trying to satisfy.
  
- \_\_\_\_\_ 2. You see a small child fall into a swimming pool and you immediately jump in to save the child. What causes you to react?
  - a. gonads
  - b. reticular formation
  - c. adrenal glands
  - d. thyroid glands
  
- \_\_\_\_\_ 3. Curiosity motivation is best demonstrated by
  - a. exploring a cave.
  - b. repairing a car engine.
  - c. studying for a test.
  - d. running a marathon.
  
- \_\_\_\_\_ 4. Extrinsic motivation makes you
  - a. collect stamps because you find their history interesting.
  - b. do work around the yard because you enjoy being outside.
  - c. work 40 hours every week to pay for car insurance.
  - d. clean your room because you like it to look nice.
  
- \_\_\_\_\_ 5. What conclusion did Harry Harlow draw about contact comfort?
  - a. Physical contact makes monkeys feel more secure than food.
  - b. Food makes monkeys feel more secure than physical contact.
  - c. Contact comfort is not as important to development as other needs.
  - d. Contact comfort can cause retardation and even death.
  
- \_\_\_\_\_ 6. According to Abraham Maslow, the highest need is
  - a. physical.
  - b. belongingness.
  - c. safety.
  - d. self-actualization.

- \_\_\_\_\_ 7. According to the James-Lange theory, we
- a. label our emotions based on bodily responses.
  - b. feel emotions and act at the same time.
  - c. react, then feel emotions.
  - d. feel emotions and then react.
- \_\_\_\_\_ 8. According to the Cannon-Bard theory, if we see a bear we
- a. feel fear, then run.
  - b. feel fear and run at the same time.
  - c. run, and feel fear later.
  - d. are not afraid.
- \_\_\_\_\_ 9. Assume that you have stayed up most of the night preparing for an oral report. After giving the report and receiving an "A", you have a sense of elation and are full of energy. You are experiencing a condition that can be explained by
- a. curiosity motivation.
  - b. opponent-process theory.
  - c. the need for belongingness.
  - d. emotional intelligence.
- \_\_\_\_\_ 10. Sue is overweight. However, she has tried every diet to lose weight. What could be her problem?
- a. She has higher set points than most people.
  - b. She exercises too much.
  - c. Her body has a fast metabolism.
  - d. She is not eating enough to keep her body in balance.

**True or False:** Decide if the statement is true or false and place a T or F in the blank.

- \_\_\_\_\_ 11. Motivation involves both primary and secondary drives.
- \_\_\_\_\_ 12. An infant can be born with both male and female sex organs.
- \_\_\_\_\_ 13. The curiosity motive is strong in humans but is not seen in other animals because of their lack of intelligence and motivation.
- \_\_\_\_\_ 14. If a person's amygdala is destroyed, he or she is unable to be fearful when a dangerous situation occurs.
- \_\_\_\_\_ 15. An example of intrinsic motivation is reading a book because you enjoy the author's writing style.
- \_\_\_\_\_ 16. According to Abraham Maslow, most people reach self-actualization.

**Completion:** Complete each sentence by writing the appropriate word(s) in the blank.

17. According to Abraham Maslow, the first needs that must be met are \_\_\_\_\_.
18. When a person is able to correctly interpret the feelings of others, the person is showing \_\_\_\_\_.
19. If you cannot directly satisfy a need, you may \_\_\_\_\_ by becoming obsessed with another, more accessible need.
20. The process of establishing a physical balance is called \_\_\_\_\_.

— EXTRA CREDIT (below)

**Essay:** On a separate sheet of paper, write one or two paragraphs using complete sentences to develop your answer.

21. Imagine each person in the world had a remote control device that could activate his or her own hypothalamus. Discuss the advantages and disadvantages to society.
22. Jane is always rearranging the furniture in her home. Her husband complains about it. How would you explain to Jane's husband that her behavior is psychologically motivated?
23. Write a brief story using each of the hierarchy of needs. Begin with the basic needs and progress to the highest need. Label each need as you write your story.
24. Jim is four years old. His mother is taking him to the doctor for a polio shot. She tells him the shot will hurt and make his arm sore. Jim panics when he sees the doctor with the needle. Which theory of emotion would explain his behavior? Support your answer with reasons.

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# Chapter 6

# Consciousness

## LEARNING GOALS OUTLINE

1. What is a construct?

1 pt.

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2. In what way is consciousness a construct?

1 pt.

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3. What is the difference between the <sup>(a)</sup>subconscious and the <sup>(b)</sup>unconscious?

2 pts.

(a) \_\_\_\_\_

\_\_\_\_\_

(b) \_\_\_\_\_

\_\_\_\_\_

4. What are biological clocks? What happens when these clocks ignore the environment? What happens when these clocks are influenced or changed by the environment? <sup>(c)</sup>

3 pts.

(a) \_\_\_\_\_

\_\_\_\_\_

(b) \_\_\_\_\_

\_\_\_\_\_

(c) \_\_\_\_\_

\_\_\_\_\_

5. What is a circadian rhythm?

1 pt.

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LEARNING GOALS OUTLINE (continued)

6. What did a study of 30 airline pilots teach us?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

7. When does the twilight state of sleep occur?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

8. What are <sup>3</sup> ~~several~~ differences between REM and NREM sleep?

(a) \_\_\_\_\_ (b) \_\_\_\_\_ (c) \_\_\_\_\_ 3 pts.

9. What are <sup>3</sup> ~~some~~ differences between beta, alpha, and delta waves?

(a) \_\_\_\_\_ 3 pts.  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

10. What are three hypotheses about why we dream?

(a) \_\_\_\_\_ 3 pts.  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

11. During what period of sleep do people experience nightmares?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

12. Why do some people experience REM rebound?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

13. What are night terrors and during what <sup>(b)</sup> stage of sleep do they occur?

(a) \_\_\_\_\_ 2 pts.  
(b) \_\_\_\_\_

14. During what stage of sleep do people sleepwalk and sleeptalk?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

**LEARNING GOALS OUTLINE (continued)**

15. What are the symptoms and possible causes of the following sleep disorders: <sup>(a)</sup> insomnia, <sup>(b)</sup> narcolepsy, sleep apnea? <sup>(c)</sup>

6 pts.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

16. How does hypnosis affect one's attention? Do <sup>(b)</sup> people fall asleep during hypnosis?

2 pts

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_

17. What is a trance?

1 pt.

18. What are <sup>(a)(b)</sup> ~~several~~ <sup>2</sup> uses of hypnosis? What are <sup>(c)(d)</sup> ~~some~~ <sup>2</sup> myths about hypnosis?

4 pts

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_

19. Is age regression likely to occur during hypnosis? <sup>(b)</sup> Explain.

2 pts

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_

20. How is meditation similar to hypnosis?

1 pt.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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## Chapter 6

## Consciousness

### VOCABULARY QUIZ

Complete each statement by writing the appropriate vocabulary word(s) in the blank.

consciousness  
subconsciousness  
unconsciousness  
REM sleep  
NREM sleep  
night terror  
insomnia  
narcolepsy

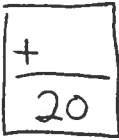
sleep apnea  
hypnosis  
meditation  
circadian rhythm  
age regression  
nightmare  
construct

1. The \_\_\_\_\_ contains thoughts, information, or desires about which we have no direct knowledge.
2. \_\_\_\_\_ sleep involves some thoughts or images but not dreams.
3. A state of deep relaxation when someone can get us to focus on one idea or object is referred to as \_\_\_\_\_.
4. A person with \_\_\_\_\_ falls asleep instantly no matter what is happening.
5. The human \_\_\_\_\_ is based on the 24-hour clock that is in each of us.
6. \_\_\_\_\_ is the process by which some people believe they can relive their early childhood when under hypnosis.
7. In the state of \_\_\_\_\_, we are a little aware of some thoughts but not totally.
8. \_\_\_\_\_ periods come during times when we are not in deep sleep.
9. A terrifying dream that occurs in REM sleep is a \_\_\_\_\_.
10. About 10 percent of adults experience \_\_\_\_\_ or lack of sleep.
11. Using \_\_\_\_\_ you can control yourself enough to cut off the outside world and focus on your inner self.



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12. A concept that involves believing in something that we cannot prove exists is a  
\_\_\_\_\_.
13. \_\_\_\_\_ is the state of complete awareness of what is happening to you  
or around you.
14. A horribly scary, realistic dream which happens while you are sleeping but not in REM is  
\_\_\_\_\_.
15. Someone with \_\_\_\_\_ literally stops breathing hundreds of times during  
sleep and keeps waking up.



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## Chapter 6

## Consciousness

### TEST B - PRACTICE TEST

**Multiple Choice:** Put the letter of the best answer in the blank.

- \_\_\_\_\_ 1. A construct is
  - a. a belief in biological rhythms.
  - b. a belief in something that can't be seen or touched.
  - c. a particular type of REM sleep.
  - d. all of the above.
  
- \_\_\_\_\_ 2. Which would be an example of the unconscious at work?
  - a. knowing where you are in space
  - b. being in a hypnotic state
  - c. feeling depressed but not knowing exactly why
  - d. knowing how to get from class to class
  
- \_\_\_\_\_ 3. Birds fly south in the winter because
  - a. their circadian rhythms change in the autumn.
  - b. they remember doing it the year before.
  - c. they are responding to the light-dark cycle of the Earth.
  - d. of entrainment.
  
- \_\_\_\_\_ 4. Entrainment is necessary if
  - a. you start a new job working all night.
  - b. you get tired in hot weather.
  - c. you work from 9 a.m. to 5 p.m.
  - d. your temperature rises when you are ill.
  
- \_\_\_\_\_ 5. The twilight state is a time when
  - a. beta waves are beginning to appear.
  - b. you are in a state of delta sleep.
  - c. you are in REM sleep.
  - d. images and thoughts appear.
  
- \_\_\_\_\_ 6. Most of our dreams are about
  - a. repressed memories.
  - b. strange objects.
  - c. ordinary events.
  - d. childhood experiences.

- \_\_\_\_\_ 7. Nightmares occur more often when you
- a. have missed REM sleep for a few days.
  - b. have too little NREM sleep.
  - c. eat something strange.
  - d. show signs of mental problems.
- \_\_\_\_\_ 8. A person who abuses drugs or alcohol will usually experience
- a. sleep apnea.
  - b. instant REM.
  - c. more REM time.
  - d. less REM time.
- \_\_\_\_\_ 9. Hypnosis might help in
- a. reducing minor pain.
  - b. increasing your REM time.
  - c. improving intelligence.
  - d. greatly improving your memory.
- \_\_\_\_\_ 10. Meditation is a form of
- a. NREM.
  - b. sleep control.
  - c. self-control.
  - d. REM.

**Completion:** Complete each sentence by writing the appropriate word(s) in the blank.

11. When you experience sleep-walking, you are in stage \_\_\_\_\_ sleep.
12. \_\_\_\_\_ are extremely scary, realistic dreams that occur when the body is in NREM sleep.
13. The longest dream of the night is your \_\_\_\_\_ dream.
14. Throughout the night, \_\_\_\_\_ periods of sleep occur about every 90 minutes.
15. The term "mesmerize" comes from \_\_\_\_\_, who worked in the 1700s pretending to cure people of their ailments.

**True or False:** Decide if the statement is true or false and place a T or F in the blank.

- \_\_\_\_\_ 16. Young children require less deep sleep than the elderly.
- \_\_\_\_\_ 17. Some people dream in color while others dream in black and white.
- \_\_\_\_\_ 18. During stage 1-REM, you are almost impossible to awake.
- \_\_\_\_\_ 19. All species have the same circadian cycles as humans.
- \_\_\_\_\_ 20. Babies experience free-running cycles at birth.

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Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

# Chapter 7

# Principles of Learning

## LEARNING GOALS OUTLINE

1. What is conditioning?

\_\_\_\_\_

1 pt.

2. <sup>(a) (b)</sup> What were Ivan Pavlov's original research intentions? <sup>(c) (d) (e)</sup> What three strange things helped to alter these intentions?

(a)

(b)

(c)

(d)

(e)

3. In classical conditioning, what causes some kind of reaction or response?

\_\_\_\_\_

\_\_\_\_\_

1 pt.

4. What automatically and involuntarily produces an unconditioned response?

\_\_\_\_\_

\_\_\_\_\_

1 pt.

5. After learning has taken place, what automatically and involuntarily produces a conditioned response?

\_\_\_\_\_

\_\_\_\_\_

6. <sup>(a)</sup> What did John B. Watson teach Little Albert? <sup>(b) (c)</sup> What conclusions did Watson draw from these experiments with Little Albert?

(a)

(b)

(c)

3 pts.

**LEARNING GOALS OUTLINE (continued)**  
.....

7. What did Mary Cover Jones discover?

1 pt.

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8. What is the difference between classical and operant conditioning?

2 pts.

(a)

(b)

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9. According to B. F. Skinner, why do we perform certain behaviors?

1 pt.

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10. How do reinforcements affect behavior?

1 pt.

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11. What is the difference between a primary and a secondary reinforcer?

2 pts.

(a)

(b)

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12. What is the difference between positive and negative reinforcement?

2 pts.

(a)

(b)

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13. How does punishment affect behavior?

1 pt.

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14. How is generalization different than discrimination learning?

2 pts.

(a)

(b)

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**LEARNING GOALS OUTLINE (continued)**  
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15. In what way is reinforcement used in shaping?

1 pt

\_\_\_\_\_  
\_\_\_\_\_

16. What is chaining?

1 pt.

\_\_\_\_\_  
\_\_\_\_\_

17. What are five methods for extinguishing bad habits?

5 pts

(a) \_\_\_\_\_ (b) \_\_\_\_\_  
(c) \_\_\_\_\_ (d) \_\_\_\_\_ (e) \_\_\_\_\_

18. What happens when spontaneous recovery occurs?

1 pt

\_\_\_\_\_  
\_\_\_\_\_

19. How is continuous reinforcement different than partial reinforcement?

2 pts

(a) \_\_\_\_\_  
(b) \_\_\_\_\_

20. When is reinforcement given for each of the schedules of reinforcement?

2 pts.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_

21. How does Albert Bandura's theory of social learning differ from classical and operant conditioning?

2 pts.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_

22. How does the cognitive approach differ from classical and operant conditioning?

2 pts.

(a) \_\_\_\_\_  
(b) \_\_\_\_\_

**LEARNING GOALS OUTLINE (continued)**  
.....

23. According to the cognitive approach, what two techniques do people use to learn or solve problems?

(a) \_\_\_\_\_ 2 pts  
(b) \_\_\_\_\_

24. How is latent learning different from the kinds of active learning that are achieved when we are trying to achieve a goal?

(a) \_\_\_\_\_ 2 pts  
\_\_\_\_\_  
(b) \_\_\_\_\_

25. How does reinforcement value affect our behavior?

\_\_\_\_\_ 1 pt  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Chapter 7

# Principles of Learning

## VOCABULARY WORKSHEET

Write the correct vocabulary term(s) on the line next to each of the following definitions.

- \_\_\_\_\_ 1. Making an association between two events by repeated exposure
- \_\_\_\_\_ 2. Ivan Pavlov's method of conditioning in which associations are made between a natural stimulus and a learned, neutral stimulus
- \_\_\_\_\_ 3. Anything that elicits a response
- \_\_\_\_\_ 4. A reaction to a stimulus
- \_\_\_\_\_ 5. A stimulus that automatically elicits a response
- \_\_\_\_\_ 6. An automatic response to a particular natural stimulus
- \_\_\_\_\_ 7. A previously neutral stimulus that has been associated with a natural (or unconditioned stimulus)
- \_\_\_\_\_ 8. A response to a stimulus that is brought about by learning
- \_\_\_\_\_ 9. A response spread from one specific stimulus to other stimuli that resemble the original
- \_\_\_\_\_ 10. The gradual loss of an association over time
- \_\_\_\_\_ 11. Conditioning that results from one's actions and the consequences they cause
- \_\_\_\_\_ 12. Something that follows a response and strengthens the tendency to repeat that response
- \_\_\_\_\_ 13. Something necessary for psychological/physical survival that is used as a reward
- \_\_\_\_\_ 14. Anything that comes to represent a primary reinforcer, such as money bringing food
- \_\_\_\_\_ 15. Strengthening the tendency to repeat a response by following it with the addition of something pleasant
- \_\_\_\_\_ 16. Strengthening a response by following it with the taking away or avoiding of something unpleasant
- \_\_\_\_\_ 17. A behavior that spreads from one situation to a similar one
- \_\_\_\_\_ 18. Learning to tell the difference between one event or object and another; the reverse of generalization



**VOCABULARY WORKSHEET (continued)**  
.....

- \_\_\_\_\_ 19. The process of gradually refining a response by successively reinforcing closer approximations of it
- \_\_\_\_\_ 20. The desirability of a specific reward to an individual
- \_\_\_\_\_ 21. The process of weakening a response by following it with unpleasant consequences
- \_\_\_\_\_ 22. Reinforcing the connection between different parts of a sequence
- \_\_\_\_\_ 23. Each time a behavior occurs, reinforcement is given
- \_\_\_\_\_ 24. Different methods of reinforcing
- \_\_\_\_\_ 25. Reinforcement is not given each time an act is performed
- \_\_\_\_\_ 26. Reinforcement occurs after a desired behavior occurs, but a different number of the desired acts is required each time
- \_\_\_\_\_ 27. A person's beliefs about how well he or she will be able to do something
- \_\_\_\_\_ 28. A previously extinct response begins to reoccur
- \_\_\_\_\_ 29. Reinforcement occurs after the desired act is performed a specific number of times
- \_\_\_\_\_ 30. Reinforcement occurs after varying amounts of time if a desired act occurs
- \_\_\_\_\_ 31. A reinforcement is received after a fixed amount of time has passed if the desired act occurs
- \_\_\_\_\_ 32. All learning which occurs in a social situation
- \_\_\_\_\_ 33. A form of social learning in which the organism observes and imitates the behavior of others
- \_\_\_\_\_ 34. Learning that isn't obvious
- \_\_\_\_\_ 35. A way of learning based on abstract mental processes and previous knowledge

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14

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

# Chapter 7

# Principles of Learning

## INDEPENDENT PRACTICE WORKSHEET – Classical/Emotional Conditioning

1. Referring to Pavlov's classical conditioning experiment with the dog, identify the following components:

- a. Unconditioned Stimulus \_\_\_\_\_
- b. Unconditioned Response \_\_\_\_\_
- c. Conditioned Stimulus \_\_\_\_\_
- d. Conditioned Response \_\_\_\_\_

4 pts.

2. Identify the following components of Watson's experiment with Little Albert:

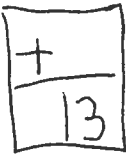
- a. Unconditioned Stimulus \_\_\_\_\_
- b. Unconditioned Response \_\_\_\_\_
- c. Conditioned Stimulus \_\_\_\_\_
- d. Conditioned Response \_\_\_\_\_
- e. Stimulus Generalization \_\_\_\_\_
- f. Extinction \_\_\_\_\_

6 pts.

3. In the chart below, write the name of the psychologist associated with each type of learning.

TYPE OF LEARNING	PSYCHOLOGIST
a. Classical Conditioning	
b. Operant Conditioning	
c. Social Learning	
d. Cognitive Approach	

4 pts.



## Chapter 7

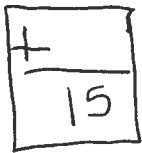
# Principles of Learning

### VOCABULARY QUIZ

Write the letter of the word(s) from the list below that best describes each statement. Not all words will be used.

- |                           |                             |                           |
|---------------------------|-----------------------------|---------------------------|
| a. punishment             | h. primary reinforcement    | n. variable ratio         |
| b. unconditioned stimulus | i. secondary reinforcement  | o. variable interval      |
| c. unconditioned response | j. positive reinforcement   | p. fixed ratio            |
| d. conditioned stimulus   | k. negative reinforcement   | q. fixed interval         |
| e. conditioned response   | l. spontaneous recovery     | r. observational learning |
| f. generalization         | m. continuous reinforcement | s. cognitive learning     |
| g. extinction             |                             |                           |

- \_\_\_\_\_ 1. Johnny is rewarded with a cookie when he finishes his dinner.
- \_\_\_\_\_ 2. Ann gets out of being grounded when she cleans up her room.
- \_\_\_\_\_ 3. Three-year-old Jennie sees her mother picking up her dishes from the table and begins to pick hers up each evening, too.
- \_\_\_\_\_ 4. Ernest was late to class so the teacher gave him detention.
- \_\_\_\_\_ 5. Terri is given a gold star after she completes numbers 2, 4, 6, 8, and 10 of her math problems.
- \_\_\_\_\_ 6. Tony continues to fish because he catches a fish every once in a while.
- \_\_\_\_\_ 7. Jim needs to make more money because he now has six kids and they need a lot of milk and food.
- \_\_\_\_\_ 8. Every time Stacy turned in a typed paper her teacher gave her bonus points.
- \_\_\_\_\_ 9. Stacy's teacher stopped giving her bonus points and eventually Stacy stopped typing her papers.
- \_\_\_\_\_ 10. Every time Tina sees a lemon her mouth puckers and her body shudders.
- \_\_\_\_\_ 11. Every time Brad tastes a lemon his mouth puckers and his body shudders.
- \_\_\_\_\_ 12. Two-year-old Jack doesn't like the shots the nurse gives him and now he cries whenever he sees any woman wearing a white dress.
- \_\_\_\_\_ 13. Zazu meowed by Becky's bed every morning so that Becky would get up and feed her. When Zazu had to go live with a new owner, she quickly quit meowing because the new owner did not respond. However, after a couple of months in her new home, she began meowing every morning for no apparent reason.



## Chapter 7

## Principles of Learning

### CHAPTER REVIEW QUIZ

For each of the items below, choose from the list of main words to correctly finish the sentences.

The main words which describe classical conditioning are *stimulus* and *response*.

unconditioned stimulus  
unconditioned response  
neutral stimulus  
conditioned stimulus  
conditioned response

**Identify:** Choose the correct words to complete the following.

1. A natural object such as a lemon causing your mouth to water is a(n) \_\_\_\_\_.
2. A natural reaction such as your mouth watering is a(n) \_\_\_\_\_.
3. Pairing the lemon with a fork means the fork is now a(n) \_\_\_\_\_.
4. When the sight of the fork alone causes your mouth to water, the mouth watering is now a(n) \_\_\_\_\_.

The main word which describes operant conditioning is *reinforcement*.

primary reinforcement  
secondary reinforcement  
positive reinforcement  
negative reinforcement

**Identify:** Choose the correct words to complete the following.

5. When you encourage someone to repeat a behavior by giving them a reward for it whenever they do it, you are using \_\_\_\_\_.
6. When you give someone something of the greatest importance for repeating some behavior, such as food, this is called \_\_\_\_\_.
7. When you increase the possibility that someone will repeat a behavior because you will take away something *unpleasant* if you keep doing it, you are using \_\_\_\_\_.

8. When you encourage the possibility that a behavior will continue because someone can earn money to buy food, money is a(n) \_\_\_\_\_.

In operant conditioning, the five ways, or schedules, to make sure that people will repeat a behavior by giving them reinforcements are:

- continuous reinforcement
- variable ratio schedule
- fixed ratio schedule
- variable interval schedule
- fixed interval schedule

**Identify:** Choose the correct words to complete the following.

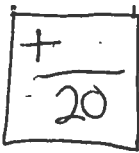
9. A reinforcement received every 5 minutes if a behavior occurs is \_\_\_\_\_.
10. When a reinforcement is given every time a behavior occurs it is \_\_\_\_\_.
11. A reinforcement which is given after 5, 10, 12, and 20 minutes have past is called \_\_\_\_\_.
12. A reinforcement which is given every fifth time a behavior occurs is \_\_\_\_\_.
13. A reinforcement which is given after the fifth, eleventh, fourteenth, and twentieth time a behavior happens is called \_\_\_\_\_.

The other two types of learning are:

- cognitive learning
- social learning

**Identify:** Choose the correct words to complete the following.

14. When you figure out a method for solving problems by using strategies, it is called \_\_\_\_\_.
15. When you learn by observing and imitating others around you it is called \_\_\_\_\_.



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_



## Principles of Learning

### TEST B - PRACTICE TEST

**Multiple Choice:** Put the letter of the best answer in the blank.

- \_\_\_\_\_ 1. Identify the type of learning caused by the actions we perform.
- cognitive learning
  - operant conditioning
  - classical conditioning
  - social learning
- \_\_\_\_\_ 2. Ivan Pavlov's dog learned to respond to the conditioned stimulus, which was
- salivation.
  - water.
  - food.
  - the sight of the experimenter.
- \_\_\_\_\_ 3. John B. Watson did research concerning how
- emotions are innately developed.
  - emotions can be mechanically induced.
  - emotions are observed.
  - we discriminate between emotions.
- \_\_\_\_\_ 4. The disappearance of the conditioned response is known as
- generalization.
  - discrimination.
  - spontaneous recovery.
  - extinction.
- \_\_\_\_\_ 5. Mary Cover Jones discovered phobias can disappear by associating
- something pleasant with the feared object.
  - a shock with the feared object.
  - something neutral with the feared object.
  - something negative with the feared object.
- \_\_\_\_\_ 6. The theorist who is best known for operant conditioning is
- Ivan Pavlov.
  - Mary Cover Jones.
  - B. F. Skinner.
  - Albert Bandura.

- \_\_\_\_\_ 7. Which of the following best demonstrates the theory of operant conditioning?
- a. stimulus, response, reinforcement
  - b. stimulus, reinforcement, response
  - c. reinforcement, stimulus, response
  - d. response, stimulus, reinforcement
- \_\_\_\_\_ 8. Jan decides to study harder in school to stop her parents from grounding her for poor grades. This is an example of
- a. positive reinforcement.
  - b. negative reinforcement.
  - c. generalization.
  - d. extinction.
- \_\_\_\_\_ 9. During the chaining process,
- a. shaped behaviors are reinforced.
  - b. separate behaviors are joined together.
  - c. each shaped behavior is connected to another.
  - d. all the above occur.
- \_\_\_\_\_ 10. Paul watches a violent television program. He later commits a crime he saw on the show. This would illustrate the ideas of
- a. John Watson.
  - b. E. C. Tolman.
  - c. Albert Bandura.
  - d. B. F. Skinner.

**Matching:** Fill in the blank with the letter of the correct matching item.

- |   |                      |
|---|----------------------|
| _____ 11. Every hour you get a five-minute break.             | a. fixed interval    |
| _____ 12. Every once in a while your friend calls.            | b. fixed ratio       |
| _____ 13. You have to pump the handle three times to get gas. | c. variable ratio    |
| _____ 14. You ask several people out before you get a date.   | d. variable interval |

**True or False:** Decide if the statement is true or false and place a T or F in the blank.

- \_\_\_\_\_ 15. About half of all secondary reinforcers are related to primary reinforcers.
- \_\_\_\_\_ 16. The "Little Albert" experiment would not be allowed today because of ethical considerations.
- \_\_\_\_\_ 17. When psychologists study cognition, they study how complex knowledge is obtained, processed, and organized.

- \_\_\_\_\_ 18. Classical conditioning is the most complex and sophisticated method of learning.
- \_\_\_\_\_ 19. Operant conditioning requires some action on the part of the learner.
- \_\_\_\_\_ 20. Albert Bandura stated we learn from observation and imitation.

— EXTRA CREDIT — (below)

**Essay:** On a separate sheet of paper, write one or two paragraphs using complete sentences to develop your answer.

- 21. Compare and contrast classical and operant conditioning by describing an example of each.
- 22. Imagine that you are a parent of a three-year-old. You have just learned about generalization. Choose two specific behaviors you want your child to generalize and explain how you would train him or her to do so.
- 23. Imagine that you are the president of a company. You have just learned about extinction and shaping, and you want to use these to improve your workers' productivity. Choose two behaviors you want to create (or eliminate) and explain how you would do so using the two methods above.
- 24. Describe three situations in which you would need a cognitive map.



+  
37

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

# Chapter 8 Information Processing and Memory

## LEARNING GOALS OUTLINE

1. How does attention affect the brain and learning? 1 pt.

---

---

2. What is a learning curve? 1 pt.

---

---

3. How do <sup>(a)</sup>stimulants and <sup>(b)</sup>depressants affect learning? 2 pts.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

4. What is state-dependent learning? 1 pt.

---

---

5. In general, how do emotional factors affect learning? 1 pt.

---

---

6. How does <sup>(a)</sup>positive transfer differ from <sup>(b)</sup>negative transfer? 2 pts.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

7. What is meant by information processing? 1 pt.

---

---

---

**LEARNING GOALS OUTLINE (continued)**  
.....

8. How does a schema help one solve problems?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

9. How does elaboration help improve memory?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_  
\_\_\_\_\_

10. What is the main reason for using mnemonic devices?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_  
\_\_\_\_\_

11. What does principle learning mean?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

12. How does chunking improve memory?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

13. What is the definition of forgetting?

\_\_\_\_\_ 1 pt.  
\_\_\_\_\_

14. <sup>(a)</sup> What is a forgetting curve? <sup>(b)</sup> How does overlearning affect this curve?

<sup>(a)</sup> \_\_\_\_\_ 2 pts.  
\_\_\_\_\_  
<sup>(b)</sup> \_\_\_\_\_  
\_\_\_\_\_

LEARNING GOALS OUTLINE (continued)

15. What are <sup>2</sup> ~~some~~ differences between recall and recognition?

(a) \_\_\_\_\_ 2 pts.

(b) \_\_\_\_\_

16. How does the interference theory explain forgetting?

\_\_\_\_\_ 1 pt.

\_\_\_\_\_

17. What are two basic theories concerning memory?

(a) \_\_\_\_\_ 2 pts.

(b) \_\_\_\_\_

18. What are two explanations for amnesia?

(a) \_\_\_\_\_ 2 pts.

(b) \_\_\_\_\_

19. What are <sup>3</sup> ~~several~~ characteristics of short- and long-term memory?

(a) \_\_\_\_\_ 3 pts.

(b) \_\_\_\_\_

(c) \_\_\_\_\_

20. What is a sensory memory system?

\_\_\_\_\_ 1 pt.

\_\_\_\_\_

21. What do <sup>(a)</sup> iconic and <sup>(b)</sup> acoustic memory contribute to the sensory memory system?

(a) \_\_\_\_\_ 2 pts.

(b) \_\_\_\_\_

22. <sup>(a)</sup> What is eidetic imagery? <sup>(b)</sup> Does it exist?

(a) \_\_\_\_\_ 2 pts.

(b) \_\_\_\_\_

**LEARNING GOALS OUTLINE (continued)**

.....  
23. Why is eyewitness memory so poor? How does hypnosis affect eyewitness memory? Are  
people usually successful in identifying faces during a crisis? Why?

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_
- d \_\_\_\_\_

4pts

24. What is consolidation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

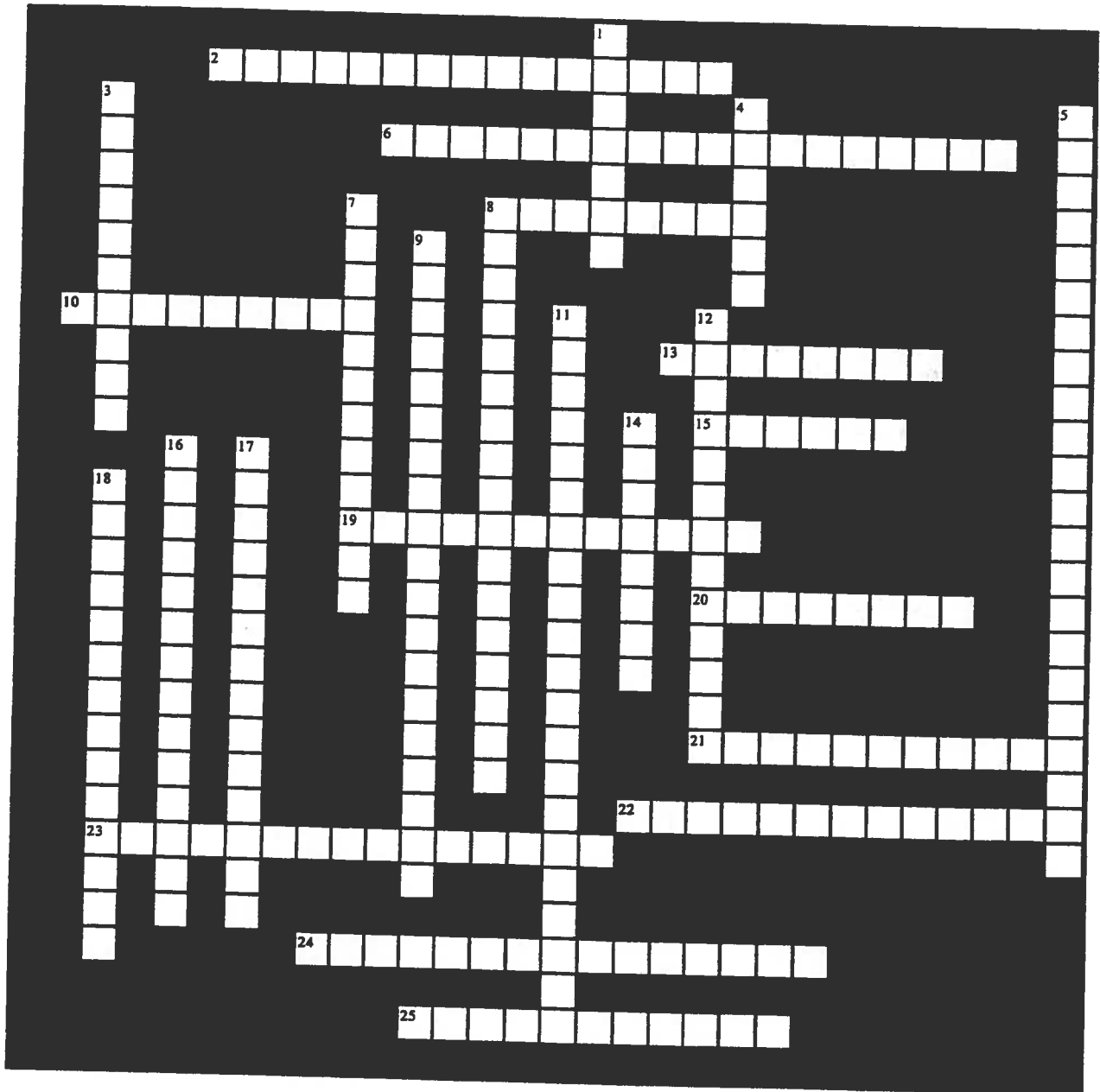
1pt

# Chapter 8

# Information Processing and Memory

## VOCABULARY WORKSHEET

Use the vocabulary terms from the chapter to complete the puzzle. The clues can be found on page 8-19.



**VOCABULARY WORKSHEET (continued)**

.....

**ACROSS:**

2. Retains information for a few minutes or less.
6. The belief that we forget because new and old material conflict with one another.
8. \_\_\_\_\_ transfer. A transfer of learning that results from similarities between two tasks.
10. The extent to which you are focusing on material being learned.
13. \_\_\_\_\_ transfer. An interference with learning due to differences between two otherwise similar tasks.
15. The ability to bring back and integrate many specific learned details.
19. The process of learning something beyond one perfect recitation so that the forgetting curve will have no effect.
20. Remembering the items you need to purchase in the grocery store by organizing them into groups, such as fresh vegetables, dairy products, drinks, etc.
21. The process of attaching a maximum number of associations to a basic concept or other material to be learned so that it can be retrieved more easily.
22. Solidifying memories over time until eventually they become permanent.
23. Unusual associations made to material to aid memory.
24. Graphic representation of speed and amount of forgetting that occurs.
25. Being able to pick the correct item from a list of choices.

**DOWN:**

1. The blocking of older memories and/or loss of new ones.
3. An increase in errors when trying to bring material back from memory.
4. An organized and systematic approach to answering questions or solving problems.
5. Learning what happens when you are in a particular chemical state, such as having drunk several cups of coffee.
7. A very brief visual memory that can be sent to the STM.
8. Developing an overall view of the material to be learned so that it can be better organized.
9. Divided into iconic and acoustic
11. The way in which we receive, analyze, store, and retrieve material.
12. A gradual upward curve representing increased retention of material as the result of learning.
14. \_\_\_\_\_ of training. A learning process in which learning is moved from one task to another based on similarities between the tasks.
16. An iconic memory lasting a minute or so that keeps images "in front of the person" so objects can be counted or analyzed.
17. The memory system that retains information for days, weeks, months, decades.
18. A very brief sound memory that can be sent to the STM.

+  
16

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Chapter 8

# Information Processing and Memory

## VOCABULARY QUIZ

Write the letter of the word(s) from the list below that best matches the definition.

- |                             |                          |
|-----------------------------|--------------------------|
| a. state-dependent learning | i. forgetting            |
| b. positive transfer        | j. recall                |
| c. negative transfer        | k. recognition           |
| d. schema                   | l. amnesia               |
| e. mnemonic device          | m. short-term memory     |
| f. chunking                 | n. long-term memory      |
| g. principle learning       | o. sensory memory system |
| h. overlearning             | p. consolidation         |

- \_\_\_\_\_ 1. retains information for hours, days, months, years
- \_\_\_\_\_ 2. blocking old memories
- \_\_\_\_\_ 3. developing perfect retention
- \_\_\_\_\_ 4. unusual memory associations
- \_\_\_\_\_ 5. systematic approach to problem solving
- \_\_\_\_\_ 6. interference with learning that results from differences between tasks
- \_\_\_\_\_ 7. learning in an altered state
- \_\_\_\_\_ 8. transfer of learning due to similarities between tasks
- \_\_\_\_\_ 9. developing overall view of material
- \_\_\_\_\_ 10. iconic and acoustic memory
- \_\_\_\_\_ 11. picking correct answer from given choices
- \_\_\_\_\_ 12. process of solidifying a memory over time until it becomes permanent
- \_\_\_\_\_ 13. retains information for minutes
- \_\_\_\_\_ 14. searching through learned material
- \_\_\_\_\_ 15. errors in recall
- \_\_\_\_\_ 16. grouping items to learn

**Chapter 8****Information Processing  
and Memory****CHAPTER REVIEW QUIZ**

*This chapter is about how we get (acquire and process) and keep (retain) information in our brains. Match the following terms which are grouped into sections about acquiring information, information processing, and retaining information.*

**A. Acquiring Information**

- a. attention
- b. learning curve
- c. positive transfer
- d. negative transfer
- e. state-dependent learning

- \_\_\_\_\_ 1. You learn four phone numbers all at once and then can't remember the first one.
- \_\_\_\_\_ 2. You learn how to drive a car and can also drive your friend's van.
- \_\_\_\_\_ 3. You need to drink a six-pack of soda before a test because you drank one while studying for it.
- \_\_\_\_\_ 4. You focus very hard on material which you want to learn.

**B. Information Processing**

- a. schema
- b. elaboration
- c. mnemonic device
- d. chunking
- e. principle learning

- \_\_\_\_\_ 5. You learn the spaces of the musical staff by making the word F-A-C-E out of them.
- \_\_\_\_\_ 6. You need to learn a list of ten words for an English test so you group them into nouns and verbs and learn them that way.
- \_\_\_\_\_ 7. An author uses many exciting words and ideas in a story to help you remember it.
- \_\_\_\_\_ 8. You figure out how to get to another city by gathering all the information you can and making a map.



**C. Retaining Information**

- a. forgetting
- b. overlearning
- c. recall
- d. recognition
- e. interference theory
- f. amnesia
- g. short-term memory
- h. long-term memory
- i. eidetic memory

- \_\_\_\_\_ 9. We can't remember our oldest telephone number because we have had three new ones since then.
- \_\_\_\_\_ 10. You have to choose one answer from a group of four in a multiple-choice test.
- \_\_\_\_\_ 11. You read a book ten times and know the material in it almost by heart.
- \_\_\_\_\_ 12. All the information which we get stops in one part of our brain if only for a few seconds.
- \_\_\_\_\_ 13. You need to write an essay for a history test.
- \_\_\_\_\_ 14. You meet all your cousins whom you haven't seen in many years and remember all of their names.



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Chapter 8

# Information Processing and Memory

## TEST B - PRACTICE TEST

**Multiple Choice:** Put the letter of the best answer in the blank.

- \_\_\_\_\_ 1. The slope of a learning curve will
  - a. increase gradually with the mastery of the material to be learned.
  - b. decrease temporarily after four trials.
  - c. remain flat until mastery is accomplished.
  - d. increase sharply after the first trial.
  
- \_\_\_\_\_ 2. Learning can be decreased by
  - a. taking a depressant drug to calm you down.
  - b. drinking alcohol before a test.
  - c. eating four hot dogs for lunch.
  - d. doing all of the above.
  
- \_\_\_\_\_ 3. Which of the following would be an example of state-dependent learning?
  - a. You are in a nervous state when taking a test.
  - b. Test results are dependent on your health at the time of the test.
  - c. Test results are dependent on the time you spend studying.
  - d. You do best taking a test under the same conditions in which you studied.
  
- \_\_\_\_\_ 4. Which of the following is not an example of positive transfer?
  - a. taking a course in psychology to improve your grade later in advanced placement psychology
  - b. learning to drive a car with an automatic transmission, then learning to drive a car with a manual transmission
  - c. learning to roller skate in order to improve your balancing skills in ice skating
  - d. learning to fly an airplane by using a simulator
  
- \_\_\_\_\_ 5. Schemas are useful because they
  - a. help us solve problems in an organized way.
  - b. provide a mental outline of a problem.
  - c. help us analyze problems in a matter of seconds.
  - d. do all of the above.
  
- \_\_\_\_\_ 6. You are trying to remember your Social Security number. The best method to use would be
  - a. chunking.
  - b. positive transfer.
  - c. recognition.
  - d. a mnemonic device.

- \_\_\_\_\_ 7. Forgetting involves the
- a. fact that positive transfer did not take place.
  - b. inability to recall information once learned.
  - c. fact that you never really learned the material.
  - d. ability to remember material that you overlearned.
- \_\_\_\_\_ 8. Which of the following is true of interference theory?
- a. New material may not be stored properly because it is too similar to old material.
  - b. New material is stored separately from old material that is similar.
  - c. New material is remembered only if it is not overlearned.
  - d. a and b only
- \_\_\_\_\_ 9. If you remember your ABCs all your life, this information is stored in
- a. long-term memory.
  - b. sensory memory.
  - c. short-term memory.
  - d. all of the above.
- \_\_\_\_\_ 10. Eyewitness memory is
- a. always inaccurate.
  - b. seldom completely accurate.
  - c. acoustic.
  - d. always accurate.

**True or False:** Decide if the statement is true or false and place a T or F in the blank.

- \_\_\_\_\_ 11. Eidetic memory is very common.
- \_\_\_\_\_ 12. Moderate consumption of alcohol will improve your memory.
- \_\_\_\_\_ 13. Mild test anxiety can improve test scores.
- \_\_\_\_\_ 14. Questions from one to ten on this test are an example of recall.
- \_\_\_\_\_ 15. When you practice a piano piece once a day, every day, until it is stored in your long-term memory, you are consolidating.

**Matching:** Fill in the blank with the letter of the correct matching item.

- \_\_\_\_\_ 16. Using several associations
- \_\_\_\_\_ 17. Earlier learning hurts present learning
- \_\_\_\_\_ 18. Holds about seven items
- \_\_\_\_\_ 19. Photographic memory
- \_\_\_\_\_ 20. Permanent memories are stored here
- a. negative transfer
  - b. long-term memory
  - c. elaboration
  - d. eidetic memory
  - e. short-term memory

+  
40

# Chapter 9 Intelligence and Creativity

## LEARNING GOALS OUTLINE

1. How did psychologists in the late 1800s try to measure intelligence?

1 pt.

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2. How is intelligence usually defined today?

1 pt.

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3. What was Alfred Binet's original intention in devising an intelligence test?

1 pt.

---

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4. What did Binet finally decide were four important elements of intelligence?

4 pts

- (a)
- (b)
- (c)
- (d)

---

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5. How is an intelligence quotient calculated?

1 pt.

---

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6. What was David Wechsler's original intention in devising an intelligence test?

1 pt.

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**LEARNING GOALS OUTLINE (continued)**

7. How was Wechsler's test different from Binet's?

(a) \_\_\_\_\_ 2pts.  
(b) \_\_\_\_\_

8. What three IQs are measured by the Wechsler Adult Intelligence Scale (WAIS-III)?

(a) \_\_\_\_\_ 3pts.  
(b) \_\_\_\_\_

9. What is Gardner's theory of multiple intelligences? What are its components? (b) (c)

(a) \_\_\_\_\_ 3pts.  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_

10. Who or what influences the definition of intelligence? In what way? (b)

(a) \_\_\_\_\_ 2pts.  
(b) \_\_\_\_\_

11. Is intelligence inherited?

\_\_\_\_\_ 1pt.  
\_\_\_\_\_  
\_\_\_\_\_

12. What are the differences between individual and group intelligence tests? (a) (b)

(a) \_\_\_\_\_ 2pts.  
(b) \_\_\_\_\_

13. What restrictions do courts place on the use of IQ tests?

\_\_\_\_\_ 1pt.  
\_\_\_\_\_  
\_\_\_\_\_

14. How does mental challenge affect the brain?

\_\_\_\_\_ 1pt.  
\_\_\_\_\_  
\_\_\_\_\_

**LEARNING GOALS OUTLINE (continued)**

15. What are <sup>2</sup> several characteristics of people with superior intelligence?

2 pts.

(a)

(b)

16. How is mental retardation defined? What IQ signifies borderline retardation? Profound retardation? <sup>(a)</sup> <sup>(b)</sup> <sup>(c)</sup>

3 pts

(a)

(b)

(c)

17. What are possible physical defects that may lead to retardation?

2 pts

(a)

(b)

18. What are <sup>3</sup> several environmental factors that may contribute to retardation?

3 pts.

(a)

(b)

(c)

19. What is meant by the term *inclusion*? What are some other programs to help the mentally retarded? <sup>(a)</sup> <sup>(b)</sup> <sup>(c)</sup>

3 pts

(a)

(b)

(c)

20. What is *set* and how does it affect creativity? <sup>(a)</sup> <sup>(b)</sup>

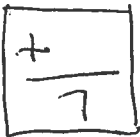
2 pts.

(a)

(b)

21. What is the relationship between IQ and creativity?

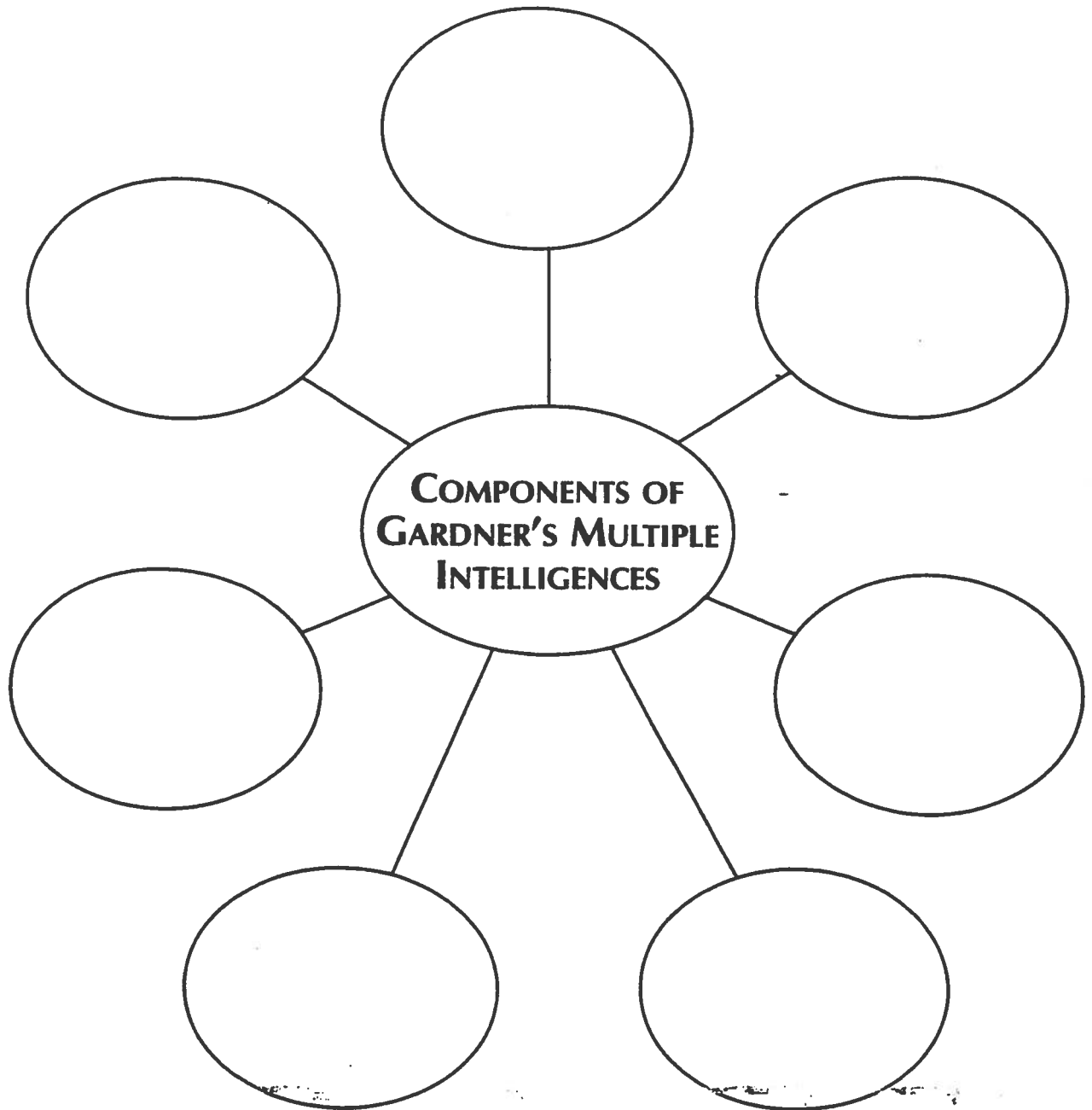
1 pt.



# **Chapter 9** Intelligence and Creativity

## **GRAPHIC ORGANIZER**

Complete this organizer by writing the seven components of Gardner's multiple intelligences.



# Chapter 9 Intelligence and Creativity

## VOCABULARY WORKSHEET

For each of the following statements, determine the vocabulary word that fits in the blank. Fill in the boxes below each statement with the correct word. Then use the circled letters to determine the correct word for the definition at the end of the exercise.

1. If a test has cultural \_\_\_\_\_, certain racial or ethnic groups may score poorly on it.

2. The French psychologist Alfred \_\_\_\_\_ developed an IQ test about 100 years ago.

3. \_\_\_\_\_ is the tendency of people to always solve problems in familiar ways without considering creative solutions.

4. Wechsler developed a(n) \_\_\_\_\_ scale for his IQ test to measure a person's ability to reason.

5. The \_\_\_\_\_ scale that Wechsler developed measured how well the person could understand and use words.

6. An IQ gives a person's \_\_\_\_\_ age.

7. IQ stands for intelligence \_\_\_\_\_.

8. \_\_\_\_\_ intelligence tests are relatively inexpensive and easy to administer.



**VOCABULARY WORKSHEET (continued)**

.....

9. If your car is stuck in the snow and you think of a creative way of getting it out by using various materials you happen to have on hand, you are \_\_\_\_\_ set.

10. \_\_\_\_\_ syndrome occurs when a person with mental retardation exhibits an extremely high degree of ability in a very specific area.

11. When a child with mild mental retardation is placed in a regular academic classroom, this practice is called \_\_\_\_\_.

12. Gardner's theory of \_\_\_\_\_ intelligences states that intelligence is made up of a number of components.

**Answer:**

Using inherited abilities and learning experiences to understand and adapt to our environment:

# Chapter 9 Intelligence and Creativity

## VOCABULARY QUIZ

*Intelligence* is defined as the ability to understand and fit into the environment by using inherited abilities and learned experiences. Answer True or False to the following questions about intelligence.

- \_\_\_\_\_ 1. The **Stanford-Binet** Intelligence Test was the first test used to measure intelligence.
- \_\_\_\_\_ 2. A person's **mental age** tells us how old he or she is in actual years.
- \_\_\_\_\_ 3. **IQ** (intelligence quotient) tells us how smart a person is.
- \_\_\_\_\_ 4. The most used intelligence tests today were written by **David Weschler**.
- \_\_\_\_\_ 5. The **WISC-III** (Weschler Intelligence Scale for Children-III) is given to people up to the age of ten.
- \_\_\_\_\_ 6. **Intelligence** always refers to inherited characteristics.
- \_\_\_\_\_ 7. The **WAIS-III** (Weschler Adult Intelligence Scale-III) has both a verbal section and a performance section.
- \_\_\_\_\_ 8. Because the **Weschler** tests measure the words people know and the problem-solving skills they have, these tests are more fair.
- \_\_\_\_\_ 9. All people with **mental retardation** have the same intelligence scores.
- \_\_\_\_\_ 10. **Inclusion** refers to placing students with mental retardation into some regular school classes.
- \_\_\_\_\_ 11. When a test is **culturally biased**, it means that it is geared more to measuring mathematical ability rather than verbal skills.
- \_\_\_\_\_ 12. **Creativity** is a mental process that means we can come up with new and workable ideas.
- \_\_\_\_\_ 13. When we come up with a new idea we are said to **break set**.
- \_\_\_\_\_ 14. Musical ability, interpersonal skills, and mathematical ability are components of Gardner's *theory of multiple intelligences*.

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Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## **Chapter 9** *Intelligence and Creativity*

### CHAPTER REVIEW QUIZ

**Multiple Choice:** Put the letter of the best answer in the blank.

- \_\_\_\_\_ 1. Intelligence includes
- only learned skills.
  - only inherited skills.
  - genetic traits.
  - both learned and inherited skills.
- \_\_\_\_\_ 2. Which of the following was not one of the components of intelligence according to Alfred Binet?
- adaptability
  - direction
  - spatial skills
  - self-evaluation
- \_\_\_\_\_ 3. When Binet said that comprehension was an important component of intelligence, he meant that people should be able to
- understand what others are saying to them.
  - understand a particular problem with which they are faced.
  - make the adjustments needed to solve a particular problem.
  - work toward a specific goal.
- \_\_\_\_\_ 4. If a person has a mental age of 16 years and a chronological age of 18 years, his IQ would be
- unknown.
  - above average.
  - average.
  - below average.
- \_\_\_\_\_ 5. Which of the following is an example of cultural bias?
- On average, Hispanic children do worse on a particular question because it contains words with which most of them are not familiar.
  - On average, females do better on a particular part of a test because it depends largely on vocabulary.
  - A question that is supposed to measure mathematical ability really measures verbal ability.
  - A question is hard for virtually all test-takers to understand; therefore, most of them answer it incorrectly.

- \_\_\_\_\_ 6. The Weschler tests are different from the Stanford-Binet test because
- they do not rely solely on word comprehension.
  - they are given orally.
  - they are only given to adults.
  - they rely solely on problem-solving skills.
- \_\_\_\_\_ 7. Which of the following is an example of breaking set?
- A engineer has extremely good mechanical abilities and can fix almost anything.
  - A writer's verbal skills are much high than average.
  - An inventor frequently comes up with new ideas and unusual solutions to problems.
  - A scientist is able to perform complex mathematical calculations without writing them down.
- \_\_\_\_\_ 8. Which of the following is not true concerning group intelligence tests?
- They are less expensive to administer than individual tests.
  - They are more reliable than individual tests.
  - They are relatively easy to administer.
  - Group tests are well-suited for use in schools.
- \_\_\_\_\_ 9. There are many different classifications that are used to identify the intelligence level of people with mental retardation. At which of the following levels would an individual not be able to care for him or herself?
- borderline mental retardation
  - profound mental retardation
  - mild mental retardation
  - moderate mental retardation
- \_\_\_\_\_ 10. Extremely bright people
- tend to have high self-esteem.
  - are generally very eccentric.
  - typically cannot get along with other people.
  - tend to have more physical problems than other people.
- \_\_\_\_\_ 11. Tests of creativity attempt to measure
- verbal skills.
  - performance skills.
  - originality of ideas.
  - social skills.
- \_\_\_\_\_ 12. The theory of multiple intelligences was developed by
- Binet.
  - Weschler.
  - Gardner.
  - Skinner.

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Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Chapter 9 Intelligence and Creativity

### TEST B - PRACTICE TEST

**Multiple Choice:** Put the letter of the best answer in the blank.

- \_\_\_\_\_ 1. The first intelligence test was constructed in
  - a. England during the 1700s.
  - b. Spain during the 1800s.
  - c. France during the 1900s.
  - d. United States during the 1900s.
  
- \_\_\_\_\_ 2. Which of the following is the best definition of intelligence?
  - a. The ability to control and influence the environment.
  - b. The ability to understand and adapt to the environment.
  - c. The ability to solve difficult academic and personal problems.
  - d. The ability to perceive problems correctly.
  
- \_\_\_\_\_ 3. If a child has a mental age of six and a chronological age of five, his intellectual level will be
  - a. below 100.
  - b. exactly 100.
  - c. above 100.
  - d. none of the above.
  
- \_\_\_\_\_ 4. Wechsler developed his intelligence test to identify
  - a. slow students who needed extra help.
  - b. bright students so they could be put in special programs.
  - c. what he called multiple intelligences.
  - d. real-world intelligence rather than schoolwork intelligence.
  
- \_\_\_\_\_ 5. The closest intellectual ability is found between
  - a. fraternal twins.
  - b. brother and sister.
  - c. identical twins.
  - d. mothers and daughters.
  
- \_\_\_\_\_ 6. One criticism of IQ test questions is that they are designed for
  - a. middle-class Japanese American children.
  - b. middle-class Hispanic children.
  - c. middle-class African American children.
  - d. middle-class white children.

- \_\_\_\_\_ 7. According to Lewis Terman, bright children tend to
- a. be well adjusted in school.
  - b. have high self-esteem.
  - c. be healthier than the average child.
  - d. be all the above.
- \_\_\_\_\_ 8. Someone with an IQ of 19 would be given the classification of
- a. profound mental retardation.
  - b. borderline mental retardation.
  - c. moderate mental retardation.
  - d. mild mental retardation.
- \_\_\_\_\_ 9. Which of the following states that intelligence is made up of several abilities, such as mathematical, bodily movement, and musical abilities?
- a. cultural bias theory
  - b. theory of multiple intelligences
  - c. inclusion theory
  - d. intelligence quotient
- \_\_\_\_\_ 10. Which of the following is *not* a characteristic of creative people?
- a. They come up with original ideas.
  - b. They think in an unconventional mode.
  - c. They usually have an extremely high IQ.
  - d. They are unpredictable.

**True or False:** Decide if the statement is true or false and place a T or F in the blank.

- \_\_\_\_\_ 11. David Wechsler's tests rely mainly on the use of words.
- \_\_\_\_\_ 12. Savant syndrome refers to the high level of creativity usually shown by very intelligent individuals.
- \_\_\_\_\_ 13. The group IQ test is less expensive and less time consuming than the individual test.
- \_\_\_\_\_ 14. The severe or profoundly retarded person is likely to suffer from a physical defect.
- \_\_\_\_\_ 15. Environment is the only factor that can account for mental retardation.

**Completion:** Complete each sentence by writing the appropriate word(s) in the blank.

16. The \_\_\_\_\_ Intelligence Test is a revised edition of the original Alfred Binet IQ test.
17. Creative people have the unusual ability to \_\_\_\_\_ set.
18. \_\_\_\_\_ included a performance scale in his IQ test.

19. A person with a \_\_\_\_\_ level of retardation could work as a janitor.
20. The average IQ score is \_\_\_\_\_.

EXTRA CREDIT

**Essay:** On a separate sheet of paper, write one or two paragraphs using complete sentences to develop your answer.

21. Pretend you are David Wechsler. Write one original test question for each of the following categories: general information, general comprehension, arithmetic, similarities, and vocabulary.
22. The highest IQ score ever recorded was by a woman with a score of 230. Describe what you think her life might be like. Would you like to have an IQ score this high? Explain.
23. Imagine you are a teacher in a school for mentally retarded students. Your students are all mildly retarded. Design a program which would be helpful to these special children. What would their day be like?
24. Imagine you are a student in a creative thinking class. Describe five uses for a paper clip besides holding papers.