

Intellectual Development from Seven to Twelve

Study Guide

Directions. Answer the following questions as you read the chapter. They will help you focus on the main points. Later, you can use this guide to review and study the chapter information.

Section 18–1: The Brain Development from Seven to Twelve

1. What are the two types of memory? _____
2. At about what age do children begin to understand another person’s point of view? _____
3. How do preteens view complex social problems, such as prejudice or poverty? _____

4. What happens to a child’s attention span at about age twelve? How does this affect learning?

5. Imagine that a nine-year-old is sorting through a toy box of stuffed animals. Give an example of the child classifying objects, placing objects in a series, exhibiting the use of transitivity, or conservation. Then summarize the intellectual development of children ages seven to ten in each of those areas.
 - A. Classifying objects: _____

 - B. Placing objects in a series: _____

 - C. Transitivity: _____

 - D. Conservation: _____

6. What is the difference between the thinking skills of seven-year-olds and preteens?

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Intellectual Development from Seven to Twelve

Chapter 18 continued

7. What is meant by a *hypothetical situation*? In which of Piaget's stages is a child capable of imagining such situations? _____

8. What did Piaget consider to be the basis for his learning stages? Compare Piaget's view of learning with Vygotsky's theory _____

9. Contrast Montessori's view of learning with Vygotsky's theory. _____

10. How does Gardner's view of intelligence differ from Piaget's view? _____

11. Abigail faithfully writes in her diary on a daily basis. Based on this activity, which one of Gardner's multiple intelligences is one of her strengths? _____

12. What are the three types of intelligence proposed by Robert Sternberg's theory? Children who are gifted in music and art would likely rate high in which type?

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Section 18–2: Learning from Seven to Twelve

13. Why is direct learning effective for older children? How is direct learning different from *learning* methods used for children who are just starting school?

14. How might a teacher encourage peer learning? _____

15. How might a teacher help fifth- or sixth-graders gain the independent learning skills they need to complete a long-term project?

16. In what way is the structure of middle school like elementary school? How is it like high school?

17. How are standardized tests developed? _____

18. Explain each of the following properties of good standardized tests.

A. Validity: _____

B. Reliability: _____

C. Practicality: _____

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Intellectual Development from Seven to Twelve

Chapter 18 continued

19. What do each of the following standardized tests measure?

A. Learning ability tests: _____

B. Achievement tests: _____

C. Aptitude and interest tests: _____

20. Identify two possible limitations of standardized tests. _____

21. How are standardized test scores used? _____

Brain Development
from Seven to Twelve

SECTION 18-1

Identifying Categories of Intelligence

Part 1 Directions: The following box lists the different types of intelligence identified by Howard Gardner. For each activity described below, identify the type of intelligence the activity would help develop in a child.

Types of Intelligence		
Bodily-Kinesthetic	Logical-Mathematical	Verbal-Linguistic
Interpersonal	Musical	Visual-Spatial
Intrapersonal	Naturalistic	

- _____ 1. Brett was chosen to lead the planning committee for the class car wash.
- _____ 2. Evan helped paint a mural of school activities to display at the community's centennial celebration.
- _____ 3. Brooke's experiment with magnetism won a ribbon at the science fair.
- _____ 4. For the school's talent show, Savannah created rhythms using pots, spoons, and other common items as instruments.
- _____ 5. Iola read the children's story she wrote to the kindergarten class.
- _____ 6. During his summer vacation, Logan recorded his feelings about his experiences in a journal.
- _____ 7. The class visited a local park to learn about plants and birds in their area.
- _____ 8. At soccer practice, Austin learned how to perform a corner kick.

Part 2 Directions: Using Sternberg's categories of intelligence identify whether each child described below is high in **creative**, **practical**, or **analytical** intelligence.

- _____ 9. Sean's grades are not the best, but when he and his friends hit a snag in building their tree house, Sean easily figured out a solution.
- _____ 10. Kiesha is the class brain. She always seems to get the best grades on tests.
- _____ 11. Tori does not do well in school. She seldom follows the teacher's instructions. However, she loves to paint.
- _____ 12. Jill's design suggestion was used for the poster advertising the school play.
- _____ 13. Michael and Lori were chosen to represent the school at the regional math competition.
- _____ 14. Maurice came up with a plan for a peer-tutoring program for school.
- _____ 15. Lucy pointed out to the group that the solution they were discussing failed to solve the problem in the past.

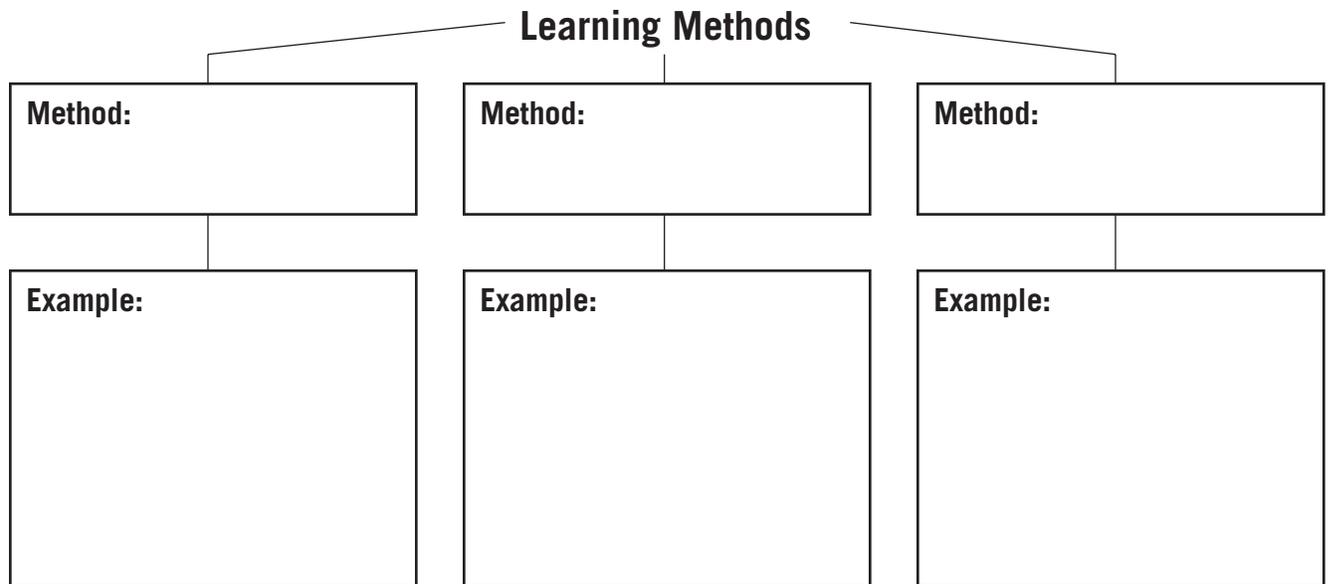
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Learning from Seven to Twelve

SECTION 18-2

Learning and Assessment Methods

Part 1 Directions: In the diagram below, identify three learning methods that are appropriate for the seven-to-twelve age group. For each method, give an example of an assignment that uses the method. Give different examples from those in the textbook.



Part 2 Directions: Each description below relates to one of three types of standardized tests: **achievement** tests, **aptitude and interest** tests, or **learning ability** tests. Complete the chart by writing the type of test in the left column next to its description. Test types may be used more than once.

Type of Standardized Test	Description
	Scores can help students determine the kinds of careers that might be right for them.
	Tests of this type are sometimes known as IQ tests.
	A test of this type may ask students to select what they like best from different groups of ideas or activities.
	A certain score on this type of test may be required for graduation.
	A test of this type may measure what students have learned about biology, for example.

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