

UNIT**1**

Social Sciences— Self and Others

How can we understand ourselves better? How can we understand others and the social world around us? These are questions that most people ask themselves at one time or another.

The social sciences indicate ways to find answers to these important questions. Unit 1 begins our investigation into the forces that shape us as individual human beings in a social world. A major question that occurs throughout this unit is, How can anthropology, psychology and sociology help us understand ourselves as individual human beings and as members of society?

The science of anthropology is introduced as the physical and cultural study of humanity. Through the use of psychology, Unit 1 seeks to understand human thought and behaviour. The third view of humanity is provided through sociology, which is the study of people in groups. Overall, the three social sciences provide a basis for further study in Units 2 and 3.

END OF UNIT ACTIVITIES

Build Your Research and Inquiry Skills	Description	Assessment Masters
1. Study a Cultural Scene (text p. 136)	<ul style="list-style-type: none">• Using participant observation• Discussing methods and findings	AM 5, Conducting Observation Research
2. The Best Way to Learn (text p. 136)	<ul style="list-style-type: none">• Interviewing people• Sharing research and writing a paragraph	AM 4, Conducting an Interview
3. Our Emotional Nature (text p. 136)	<ul style="list-style-type: none">• Brainstorming ideas• Writing a paragraph	AM 7, Writing a Paragraph
4. Stress in the Modern World (text p. 137)	<ul style="list-style-type: none">• Preparing and completing a survey• Presenting findings in a concept map	AM 18, Organizing Ideas with a Concept Map
5. Mental Illness and Therapies (text p. 137)	<ul style="list-style-type: none">• Researching information• Presenting information in a chart	AM 26, Conducting Independent Research
6. Socialization of Children (text p. 137)	<ul style="list-style-type: none">• Reviewing and assessing information• Discussing views	AM 22, Analyzing and Judging Information or Ideas

Demonstrate Your Learning	Description	Assessment Masters
Task 1-1: What Does It Mean to Be Human?	<ul style="list-style-type: none"> Describing the most important characteristics of human beings Defending point of view in a position paper, or in a collage 	AM 14, Writing a Position Paper
Task 1-2: Nature or Nurture?	<ul style="list-style-type: none"> Gathering and recording information about human characteristics Writing an essay or holding a debate 	AM 13, Participating in a Debate; AM 11, Writing an Essay

UNIT 1 CURRICULUM CORRELATION CHART

STRANDS AND EXPECTATIONS	Chapter					
	1	2	3	4	5	6
SELF AND OTHERS						
Overall Expectations						
• describe some differences and similarities in the approaches taken by anthropology, psychology and sociology to the concept of self in relation to others	✓	✓	✓	✓	✓	✓
• demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists and sociologists	✓	✓	✓	✓	✓	✓
• analyze socialization patterns from the perspectives of anthropology, psychology and sociology	✓	✓	✓	✓	✓	✓
Specific Expectations						
<i>Foundations of Anthropological, Psychological and Sociological Thought</i>						
— demonstrate an understanding of the major questions related to self and others that are posed by anthropologists, psychologists and sociologists	✓	✓	✓	✓	✓	✓
— evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology, psychology and sociology		✓	✓	✓	✓	✓
<i>Forces That Influence and Shape Behaviour</i>						
— identify and assess the major influences that contribute to an individual's personal and social development	✓	✓	✓	✓		✓
— analyze the role of the mass media in influencing individual and group behaviour		✓				✓
— explain why behaviour varies depending on context and the individuals involved		✓		✓	✓	✓
<i>Socialization</i>						
— explain the role of socialization in the development of the individual		✓	✓	✓	✓	✓
— identify the primary and secondary agents of socialization and evaluate their influence		✓				✓
— demonstrate an understanding of anthropological, psychological and sociological theories that deal with socialization		✓	✓	✓	✓	✓
— evaluate the role of cultural influences in socialization		✓	✓	✓		✓
SOCIAL STRUCTURES AND INSTITUTIONS						
Overall Expectations						
• identify social institutions common to many different cultures						
• compare how selected social institutions function in a variety of cultures						
• demonstrate an understanding of recent structural changes in work and education and of the impact these changes have on Canadian society						

STRANDS AND EXPECTATIONS	Chapter					
	1	2	3	4	5	6
Specific Expectations						
<i>Social Institutions</i>						
— identify social and civil institutions in Canadian society, and analyze the roles they play in society						
— describe some of the social institutions of at least three diverse cultures						
— demonstrate an understanding of the ways in which social institutions change over time from the perspective of at least one of anthropology, psychology and sociology						
<i>Social Structure: The World of Work</i>						
— analyze the structural changes that are occurring in the world of work within Canada						
— describe the structural ways in which conflict is addressed in the workplace						
— identify current trends in Canadian employment and unemployment patterns using information from Statistics Canada, and analyze the influence these trends have on individuals, groups and communities						
<i>Social Structure: The World of Education</i>						
— explain the structural changes that are occurring in education in Canada						
— analyze the psychological and sociological impact of changes in education on individuals, groups and communities						
— analyze how different decision-making models in education systems affect the provision of education in a society						
SOCIAL ORGANIZATION						
Overall Expectations						
• demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology, psychology and sociology						
• analyze the psychological impact of group cohesion and group conflict on individuals, groups and communities						
• describe the characteristics of bureaucratic organizations						
Specific Expectations						
<i>Characteristics and Influences of Groups</i>						
— demonstrate an understanding of the various reasons and different ways in which individuals form groups, and categorize various types of groups in Canadian society						
— describe the different types of groups that form to serve collective needs						
— explain from the perspectives of anthropology, psychology and sociology how membership in different groups influences the individual, the family and the community						
<i>Conflict and Cohesion</i>						
— identify and compare anthropological, psychological and sociological perspectives on conflict among individuals, groups and communities						
— analyze anthropological, psychological and sociological perspectives on group cohesion						
— demonstrate an understanding of discrimination and exclusion in social relationships from the perspectives of anthropology, psychology and sociology						
— analyze examples of social or institutional practices in earlier historical periods that formed the basis for social relationships involving discrimination or exclusion in contemporary society						
<i>Bureaucratic Organizations</i>						
— identify examples of bureaucratic organizations, and describe their characteristics						

STRANDS AND EXPECTATIONS	Chapter					
	1	2	3	4	5	6
— compare a bureaucratic and a non-bureaucratic organization from the perspectives of at least one of anthropology, psychology and sociology						
RESEARCH AND INQUIRY SKILLS SF = Skill Focus SSL = Social Science Live						
Overall Expectations						
• use appropriate social science research methods effectively and ethically	SF	✓	✓	✓	✓	✓
• conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology and sociology, and summarize their findings	SF	✓	✓	✓	✓	✓
• effectively communicate the results of their inquiries	✓	✓	SF	✓	SF	SSL
Specific Expectations						
<i>Understanding the Foundations of Inquiry in Anthropology, Psychology and Sociology</i>						
— correctly use the terminology of anthropology, psychology and sociology	✓	✓	✓	✓	✓	✓
— define the concepts that are central to anthropology, psychology and sociology	✓	✓	✓	✓	✓	SF
— demonstrate an understanding of the factors that explain human behaviour from the perspectives of anthropology, psychology and sociology	✓	✓	SSL	✓	✓	✓
— formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences	✓	SF	SF	SF	SSL	✓
<i>Using Research Skills</i>						
— describe the steps involved in social science research and inquiry, including developing and testing a hypothesis	SF/SSL	✓	✓	SF	✓	✓
— demonstrate an understanding of various research methodologies for conducting primary research	SF	✓	✓	✓	✓	✓
— demonstrate an understanding of the ethical guidelines of social science research			✓			✓
— demonstrate an ability to locate and select relevant information from a variety of print and electronic sources	✓	✓	✓	SF	SF	SF
— evaluate the relevance and validity of information gathered through research	✓	SF	✓	SF	SF	SSL
— demonstrate an ability to organize, interpret and analyze information gathered from a variety of sources	SF/SSL	SF	✓	SF	SF	SF
<i>Communicating Results</i>						
— record information and key ideas from their research, and document sources accurately using correct forms of citation	SF	✓	SF	SF	✓	SF
— effectively communicate the results of their inquiries using a variety of methods and forms	SF	SF/SSL	SF	✓	SF	SSL

1

Introducing the Social Sciences

Chapter 1 introduces the social sciences—the sciences that study human beings and the societies in which they live. It provides an overview of the three social sciences: anthropology, psychology and sociology. These sciences are used to investigate a very important and interesting set of questions, including “How can we better understand ourselves and others?” and “How can we understand what it means to be a human being?” Chapter 1 discusses the focus of these social sciences, the methods of investigation and their importance to human knowledge. The chapter demonstrates how the social sciences provide ideas and methods for understanding human thought and behaviour. Major elements of this chapter include the use of the inquiry model, an explanation of how research is conducted in the behavioural sciences and the importance of analyzing data and drawing conclusions.

CHAPTER 1 PLANNING CHART

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none">• Introducing the Social Sciences <p>Issues</p> <ul style="list-style-type: none">• How do human beings behave?• How can we find out about human behaviour? <p>Resources</p> <ul style="list-style-type: none">• <i>Our Social World</i>, p. 4• Teacher’s Guide, Activity Sheet 1–1, p. 19	<ol style="list-style-type: none">1. Introduce the course by asking students what questions they might have about human behaviour. Students can brainstorm these questions, and a list can be compiled and organized.2. Raise the question, How does one find out the answers to questions about human behaviour? Students can be asked to suggest sources, such as the media, other people, etc. Ask students to suggest pros and cons of various sources of information about human behaviour.
<p>Topic</p> <ul style="list-style-type: none">• Three Social Sciences <p>Issues</p> <ul style="list-style-type: none">• What are behavioural and social sciences?• What topics are anthropology, psychology and sociology concerned with? <p>Resources</p> <ul style="list-style-type: none">• <i>Our Social World</i>, p. 5• Teacher’s Guide, Activity Sheet 1–2, p. 20	<ol style="list-style-type: none">1. Explain to students that efforts have been made to understand human behaviour scientifically. Assign text readings to help students understand the social sciences and the specific disciplines of anthropology, psychology and sociology.2. Provide a number of questions and several brief social science descriptions.3. Challenge students to identify which social science would be most interested in each question and description.

CHAPTER 1 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Social Science Inquiry <p>Issues</p> <ul style="list-style-type: none"> What are the processes of social science inquiry? Why is each of the stages important? How does one construct a social science inquiry? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 6 Teacher's Guide, Activity Sheet 1–3, p. 21 	<ol style="list-style-type: none"> Have students read about and discuss the scientific processes used to investigate human and social behaviour. Invite students to develop a number of questions they would like to ask, and find answers to, in this course. Then have them develop a preliminary inquiry and methodology for investigating these questions.
<p>Topic</p> <ul style="list-style-type: none"> Social Science Research Methods <p>Issues</p> <ul style="list-style-type: none"> What social science research methods are used most often? What methods are common in the various disciplines? How does one choose a particular method of research? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 8 <p>Teacher's Guide, Activity Sheet 1–4, p. 22</p>	<ol style="list-style-type: none"> Provide students with a number of questions about human behaviour that would be interesting to investigate. Have students determine which research method would be most useful in these investigations.
<p>Topic</p> <ul style="list-style-type: none"> Doing Social Science Research <p>Issues</p> <ul style="list-style-type: none"> How can social science inquiry and methods be applied to specific issues? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 8 	<ol style="list-style-type: none"> Provide students with a number of specific issues for short research projects. In groups of three, students choose one of these issues. Take the students through the process step by step, from developing a hypothesis to writing a brief report. This is done as a preliminary practice session. More detailed research will be done later.

CHAPTER 1 ACTIVITY NOTES

Chapter Opener (p. 4)

There are two questions and three statements, and one headline combines a question and a statement. Students should answer questions and prove state-

ments by reviewing their initial sentences speculating on what one of the headlines is about. You may wish to have students do research to determine the accuracy of their speculations. It is important to think about the last two questions at the bottom of page 4 because they are the initial steps in conducting research in the social sciences. They define our curiosity about human thought, behaviour and relationships.

Figure 1–2 (p. 7)

Some examples of problems related to car use that are appropriate for inquiry are as follows: How does anger affect one's driving reflexes? (psychological); Do teenagers cause more car-related accidents than seniors? (sociological); Are people from Ontario or Quebec better drivers? (anthropological). Suggest to students that their problem can be categorized using the following criteria:

- Anthropological problems deal with the comparison of different cultures and societies.
- Psychological problems examine the rules that guide a person's thinking and behaviour.
- Sociological problems study the actions of people within a group.

Activities (p. 7)

1. The purpose of the social sciences is to explore human societies and social relationships. They include the study of people as individuals and as members of groups. Behavioural sciences specifically study human behaviour.

2. Anthropology is the study of human beings as a species and as members of different cultures. Sociology is the study of people in groups. It examines the relationships between people and the social structures they develop. Psychology is the study of human mental processes and behaviours. It explores people's actions in certain situations and their emotions. Anthropologists and sociologists are both interested in how people function in their society. However, anthropologists compare different societies. Sociologists examine the effects of the society on the individual, whereas psychologists are interested in the individual and why he or she behaves in a certain way. (AM 8, Making Comparisons)

3. The students' flow chart should illustrate these steps:

- **Identify the problem or question.**
- **Develop a hypothesis.**
- **Gather data.**
- **Analyze the data.**
- **Draw conclusions.**

(AM 1, Conducting a Social Science Inquiry)

4. Student answers should be as follows:

- A psychologist would be concerned with your personal problems.
- A sociologist or psychologist would be concerned with how you relate to your friends.
- An sociologist would be concerned with how your group spends its spare time.
- A sociologist would be concerned with the educational system.
- An anthropologist would be concerned with how chimpanzees find food and make tools.
- An anthropologist would be concerned with how families differ from one culture to another.

5. Sentences should follow this order:

- The patient walked into the doctor's office, complaining of fever and lack of energy.
- The doctor thought the patient might have the flu that was going around.
- The doctor inspected the patient's eyes, nose and ears and ordered some tests.
- The doctor gathered the notes from her observations and added them to the test results she had obtained.
- The doctor concluded that the patient had the flu.
- The doctor prescribed rest, aspirin and plenty of liquids.

6. a) Some questions that could be posed are as follows:

- What is the main cause of tire punctures?
- What courses does one need to receive a degree in science?
- Which CD player is the least expensive?
- What jobs have flexible hours for students?

b) Students should list the inquiry steps, followed by the example they have chosen. For example, using the CD-player question, the inquiry is as follows:

- Identify the problem: Which CD player is the least expensive?

- Develop a hypothesis: The Sony player is the least expensive.
- Gather data: Visit a number of stores or Web sites, and write down prices and names of CD players that have similar features.
- Analyze the data: Organize names and prices from most expensive to least expensive.
- Draw conclusions: Determine which brand of CD player is the least expensive.

c) Students should follow the same inquiry steps with a question of their own choosing.

(AM 1, Conducting a Social Science Inquiry)

7. Review definitions as outlined in question 2. Recall the definition of a hypothesis: a possible answer to a question and a starting point for further investigation. Emphasize to students that their questions must relate to the specific social science and that they will be using these questions and hypotheses later in the chapter.

Figure 1–5 (p. 13)

In such a situation, a social scientist would probably use unstructured observation. It would allow the researcher to study the people and their behaviour by observing from the sidelines, without getting involved. A situation such as an amusement park is constantly changing, so the researcher should be open to anything that might occur and should formulate new hypotheses for further research if appropriate. Another possibility would be the participant observation method. This would allow the researcher to participate in the cultural event and obtain first-hand knowledge and data.

Activities (p. 14)

1. See chart below.

2. a) The steps in conducting an experiment are as follows:

- Stating the question
- Formulating a testable hypothesis
- Determining the independent variable
- Stating the dependent variable
- Organizing the control group
- Ensuring other factors are controlled
- Observing and collecting data
- Making conclusions

b) A control group is needed in order to maintain a measurable standard to which the affected group is compared.

c) The type of problem best suited to experiments is one that examines how one factor relates to another, such as how using a car could affect one's grades.

3. A researcher would prepare for conducting an interview by

- writing down the purpose for conducting the interview, the central problem of the inquiry
- writing down the specific information that needs to be discovered and making a list of questions
- contacting the person to be interviewed

4. Students may suggest some of the following methods:

- Case study or survey: These methods study the amount of leisure time both groups have.
- Observation: The researcher records the teacher's behaviour in a classroom.
- Participant observation: The researcher is involved by encouraging smiles.

Interview	Survey	Observation	Experiment	Case Study
<ul style="list-style-type: none"> – get detailed information – a one-on-one situation with the subject 	<ul style="list-style-type: none"> – get data from people who represent a larger group – data used for statistics 	<ul style="list-style-type: none"> – learn about people in normal surroundings – researcher may or may not participate in activities 	<ul style="list-style-type: none"> – learn how factors are related in a situation – use of a control group 	<ul style="list-style-type: none"> – research subject(s) over period of time – uncover much detail

- Survey: Simple questions to a cross-section of schools will answer question.
- Case study: The Researcher must become involved to discover the different cultures.
- Experiment: Discover factors that determine why students may receive better grades.
- Survey: Gather statistical information about two large groups.

5. Some suggested answers are as follows:

- Students work harder for marks. Use the experimental method to explore the relationship between effort and receiving marks versus effort and receiving free time.
- Women are better drivers than men. Use a survey to gather statistical data about two large groups of people.
- More education brings higher income. Use a survey in order to examine quantitative data about two large groups.
- Younger students are more willing to follow school rules. Use observation to record students' behaviour toward authority in classes at different grade levels.
- Canadian television shows reflect cultural diversity. Use observation by watching shows and analyzing the content shown.
- Most seniors live in retirement homes. Use a survey to gather statistics, which can be used to formulate the ratio for the number of seniors living in retirement homes to the total population of seniors.
- Parents allow daughters less freedom than they give their sons. Use interviews to gather detailed information about the factors that affect a daughter's independence, which can be used to extrapolate to the larger population.
- There is a relationship between school grades and having a part-time job. Use an experiment to explore how a part-time job affects one's grades.

6. a) Students will conduct research based on the methods discussed in class. (AM 2, Conducting an Experiment; AM 3, Conducting a Sample Survey; AM 4, Conducting an Interview; AM 5, Conducting Observation Research)

- b)** Students will clearly describe the method and how it was used as well as their data and the conclusions of their research. (AM 15, Making an Oral Presentation)

Social Science Live (p. 15)

Students should organize data by ranking data in order and determining the median. Their conclusions will be based on where the median is in relation to \$4.00. Students should be able to estimate their conclusions visually when organizing their data. They should compare their findings with others in the class and determine how many students supported the original hypothesis.

Activities (p. 17)

- 1. a)** The three steps of data analysis are discard irrelevant data, organize data in a clear way and decide what data supports or negates the hypothesis.

b) Analyzing data is an important step because the data must be transformed into evidence that can support or negate the hypothesis.
- 2. a)** The four categories of conclusions are as follows: the evidence supports the hypothesis, there is some evidence that supports the hypothesis, there is no evidence that supports the hypothesis, and there is evidence that supports an alternative hypothesis.

b) Students will refer to their conclusions; for example, the evidence shows that students spend at least \$4.00 a day, but there is no evidence to show that all students spend more than \$4.00 a day.

c) One must divide conclusions into categories to determine the degree to which the hypothesis is supported.
- 3.** The three tests are objectivity, relevance and validity.
- 4.** Data is relevant when the findings relate directly to the problem.
- 5.** The crucial step in analyzing data is determining how it supports or fails to support the hypothesis. Data is divided into three categories: supporting information, information that does not support the hypothesis and information that is neutral.

Looking Back, Activities (p. 18)

1. The social sciences study human relationships and society. They examine human behaviour in a scientific manner in order to answer questions people have about themselves.
2. One example for each method is provided below:
 - a) Case Study: Are the grades of a particular student falling because he/she has a car?
 - b) Interview: How do the primary teachers in a school teach printing?
 - c) Sample Survey: How many people will vote for the Liberal party in the next election?
3. a) The steps for conducting observation research are as follows:
 - Choose the type of observation: structured, unstructured or participant.
 - Describe the physical setting where the research takes place.
 - Observe the behaviour.
 - Analyze the data collected during the observation.

b) Structured observation is used when the researcher has planned on observing specific actions or behaviours. For example, a researcher studying the effect of TV violence on children's behaviour might observe children interacting with one another after watching a violent TV show to look for signs of aggression. Participant observation is a method used by anthropologists in order to experience the cultural activities of interest and collect rich data. For example, a researcher studying gender roles in a particular cultural group to determine the effects of nature and nurture might live among the people of that culture for several years.
4. Students may believe that using a tape recorder is the most important step when conducting interviews because it will record information that may not be committed to memory or paper. Another important step is being prepared to ask additional questions that follow up on responses to initial questions, which may provide rich data about the research.
5. The researcher must use steps to determine the validity of the data by measuring the accuracy and reliability, such as double-checking figures, confirming the subjects' answers and triangulating data (using other sources to back up the researcher's observations).
6. A hypothesis is the possible answer to the question or problem stated in the first step of the research.
7. Students will choose a subject that is of interest to them. They should follow the steps of the inquiry model. Questions should elicit answers that contain relevant information. Suggest the use of different types of visuals, such as pie charts, line graphs or bar graphs. (AM 1, Conducting a Social Science Inquiry; AM 3, Conducting a Sample Survey; AM 24, Making a Graph)
8. a) Students will state the research method that was applied to test their hypothesis; they will choose from experiment, observation, interview, case study and survey. They should outline each step of the method in detail.

b) Suggest to students that the degree of support is based on comparing their hypothesis to their final conclusion. (AM 8, Making Comparisons)

c) Students will share their findings and conclusions from the research conducted in question 8a. (AM 15, Making an Oral Presentation)

Test Answers (See Teacher's Guide, p. 18)

Part 1: Matching Terms

- 3 the study of humans in groups
- 2 the study of humans as members of different cultures
- 4 the study of human mental processes
- 1 the study of humans as individuals and members of groups
- 7 a possible answer to a question
- 5 the observation of a subject/situation over a period of time
- 6 determining how one factor relates to another
- 8 the answer to the question initially asked

Part 2: Fill in the Blanks

1. sociology
2. psychology
3. anthropology
4. anthropology
5. sociology or psychology

Part 3: Short Answer

1. Problem: Identify the problem or question of inquiry.

Hypothesis: State a possible answer to the question.

Method: Determine how to collect data.

Data: Analyze and organize data; discard what is irrelevant.

Conclusions: Determine whether or not the hypothesis is supported.

2. The five methods of inquiry are case study, experiment, interview, survey and observation.
3. Four categories of conclusions: evidence supports the hypothesis, there is some evidence to

support the hypothesis, there is no evidence to support the hypothesis, and evidence supports an alternative hypothesis.

4. Data must be turned into evidence that supports or negates the hypothesis.
5. A control group is a group monitored as a standard for comparison that is used to measure the impact of the independent variable.

Part 4: Research

Problem: Who drinks more pop, teenaged boys or girls?

Hypothesis: Teenaged boys drink more pop than teenaged girls do.

Method: Students should choose the survey method, and describe their efforts at collecting data from their classmates.

Data: Students should organize their data into a chart that compares results for the girls and the boys.

Conclusions: Students will estimate and give reasons for their choice.

INTRODUCING THE SOCIAL SCIENCES

Part 1: Matching Terms

Match the terms with their definitions by writing the corresponding number in the space beside the correct definition.

- | | |
|-------------------|--|
| 1. social science | ___ the study of humans in groups |
| 2. anthropology | ___ the study of humans as members of different cultures |
| 3. sociology | ___ the study of human mental processes |
| 4. psychology | ___ the study of humans as individuals and members of groups |
| 5. case study | ___ a possible answer to a question |
| 6. experiment | ___ the observation of a subject/situation over a period of time |
| 7. hypothesis | ___ determining how one factor relates to another |
| 8. conclusion | ___ the answer to the question initially asked |

Part 2: Fill in the Blanks

Write the branch of social science that would research the following hypotheses.

1. Adolescent boys participate in class discussions more than girls do. _____
2. Shyness is hereditary. _____
3. Brazilian women undergo cosmetic surgery to enhance their bodies. _____
4. Canadians are more apathetic than Americans are. _____
5. Domestic abusers were abused as children. _____

Part 3: Short Answer

Answer the following questions on a separate piece of paper.

1. List the five steps of the inquiry model. Describe each step in one sentence.
2. List the five methods of inquiry.
3. What are the four categories of conclusions?
4. Why is analyzing data an important step in the inquiry model?
5. What is a control group?

Part 4: Research

Using the inquiry model, write a proposal on conducting research for the following hypothesis: Teenaged boys drink more pop than teenaged girls do. Describe each step, and include your chosen method of collecting data. Propose a result to the research.

QUESTIONNAIRE OF IDEAS AND ATTITUDES

Before you begin your study of human behaviour, try this questionnaire to examine some of your ideas and attitudes. Place a check mark in the column you feel is appropriate. Discuss your answers with the class if you wish. Then file the questionnaire for future reference.

Idea/Attitude	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The way that each of us perceives the world is similar to the way others perceive it.				
2. More than any other species, human beings rely on their ability to learn.				
3. Most people understand why they do things.				
4. It is best to ignore the emotional side of our make-up.				
5. Raising children is mainly an instinct. It is done in much the same way all over the world.				
6. As time goes on, families will have less and less importance in the lives of most people.				
7. Society would work better if one person or a group of selected people laid down the law and told people how to work and live.				
8. There are times when it is important not to conform to the expectations of others in society.				
9. I am generally optimistic that the society of the future will be a better place in which to live.				
10. People are born with prejudice and discrimination, so these issues will never be eliminated.				
11. In one way or another, all cultures have something of value to offer to the world.				
12. Watching television—in fact, viewing any form of media—is a waste of time.				
13. Although we have our problems, Canadian society is basically healthy.				
14. All over the world, people want more or less the same things out of life.				
15. Modern industrial societies should bring the benefits of their way of life to all people.				

Name: _____

Date: _____

SOCIAL SCIENCES: DEFINITIONS AND AREAS OF INTEREST

Social and Behavioural Sciences	Definition	Areas of Interest
Anthropology		
Psychology		
Sociology		

THE PROCESS OF INQUIRY

Stage of Inquiry	Example
Identify a problem or question.	
Develop a hypothesis.	
Gather data.	
Analyze the data.	
Draw conclusions.	

Name: _____

Date: _____

RESEARCH METHODS

Research Method	Definition	Example of Appropriate Problem
Case Study		
Experiment		
Sample Survey		
Interview		
Observation		

2

Anthropology, Human Beings and Culture

Chapter 2 focuses on the way the social science of anthropology studies human beings. Anthropologists examine both the physical and cultural nature of human beings. Physical anthropologists strive to understand how human beings are unique, how they share characteristics with other living species, how they originated, how they developed and how they are similar and different from one another. Cultural anthropologists see human beings in a cultural setting. In all places, people live within cultures as a way to survive and to find meaning in life. Cultural anthropologists want to understand not only the differences but also the similarities among human cultures. An awareness of various cultures around the world helps individuals understand the nature of humanity and their own part in it.

CHAPTER 2 PLANNING CHART

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Introducing Anthropology <p>Issues</p> <ul style="list-style-type: none"> What does it mean to be human? How do physical and cultural anthropologists investigate this important question? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 19 Teacher's Guide, Activity Sheet 2-1, p. 32 	<ol style="list-style-type: none"> 1. Ask students the following questions: What does it mean to be human? How are human beings unique? What characteristics do humans share with other species? In groups, students can suggest answers to these questions. 2. With the students, discuss the ways in which physical and cultural anthropologists try to answer these questions.
<p>Topic</p> <ul style="list-style-type: none"> Anthropologists and Their Work <p>Issues</p> <ul style="list-style-type: none"> Who are some of the major physical anthropologists? How did they do their work? What were their findings? Of what significance were their discoveries? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 20 Teacher's Guide, Activity Sheet 2-2, pp. 33-34 	<ol style="list-style-type: none"> 1. Ask students to identify physical anthropologists they have heard of. Why are these people important in the field? 2. Using the text and other resources, students should identify several major physical anthropologists, such as Charles Darwin, Raymond Dart, Mary Leakey, Louis Leakey and Donald Johanson. In each case, have students identify the way the anthropologists did their research, what they found and why their discoveries are important to our understanding of human beings and their development. 3. Ask students to research human development further by using the Internet or library sources. Museums have excellent displays and presentations on this topic. 4. Have students debate the issue of human development. Invite them to consider such questions as the following: How could human beings and other species change over time? How adequate is the evidence for this change?

CHAPTER 2 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Human Characteristics <p>Issues</p> <ul style="list-style-type: none"> What unique characteristics do human beings have? Why are these characteristics important? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 21 Teacher's Guide, Activity Sheets 2–3, p. 35, and 2–4, p. 36 	<ol style="list-style-type: none"> Raise the following questions: What human characteristics separate human beings from all other species? How have these characteristics helped humans to develop and progress? Lead the students to recognize the following characteristics: the human ability to think in a number of complex ways, the ability to communicate through language, and the ability to walk upright for long distances while performing other tasks. Each of these qualities, individually and in combination with others, has enabled humans to progress in many ways. Use readings or videotapes on Jane Goodall's research with chimpanzees, or research on other species, to compare human physical qualities with those of non-humans.
<p>Topic</p> <ul style="list-style-type: none"> Defining Culture <p>Issues</p> <ul style="list-style-type: none"> What is culture? What is the nature-nurture debate? What are the common characteristics of all cultures? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 26 	<ol style="list-style-type: none"> Introduce the concept of culture by asking students to make a list of all the things they did and thought since they got up that morning, up to a maximum of 20. Students should include only things they are willing to share. Then have them put an uppercase "A" beside all of those thoughts and behaviours that they learned how to do ("A" standing for acquired) and an uppercase "I" beside those that they were born with ("I" standing for innate). Raise the issues that revolve around the nature–nurture debate. While in the past many human characteristics were thought to be innate, today we recognize that most human thought and behaviour is acquired, or learned through experience. Define and describe the concept of culture using characteristics described in the text and ideas gathered from the students.
<p>Topic</p> <p>Defining Cultural Anthropology</p> <p>Issues</p> <ul style="list-style-type: none"> What is cultural anthropology? What does it study? What methods does it use? Why is it an important field of study? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 29 	<ol style="list-style-type: none"> Raise the following questions: What do you think are the best ways to study a culture? How will you remain objective and still understand the thoughts and meanings of a culture? Why do you think it is useful and important to understand a variety of cultures in this world? From these questions, lead the students to understand ethnography and participant observation. Several case studies can be investigated: Margaret Mead's study of people in the Pacific Islands, Richard Lee's study of the !Kung and others. For each case, have students identify how the study was done, what questions were asked, what observations were made and why these studies were important.

CHAPTER 2 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic Cultural Adaptation</p> <p>Issues</p> <ul style="list-style-type: none"> • Why do cultures differ from place to place? • What different kinds of cultures can be identified? • How does culture affect our lives and social institutions? <p>Resources</p> <ul style="list-style-type: none"> • <i>Our Social World</i>, p. 35 • Teacher's Guide, Activity Sheet 2–5, p. 37 	<ol style="list-style-type: none"> 1. Divide the students into six groups. Have each group analyze one of the following cultural adaptations: foraging cultures, horticultural cultures, agricultural cultures, pastoral cultures, industrial cultures or communication-based cultures. Ask each group to report back on the culture and its major characteristics, while the other students take notes. 2. Present several case studies, from the text or from videos, describing various cultures. Ask students to identify the cultural adaptation, the reasons for the adaptation and its major elements. 3. Using the Skill Focus "Analyzing a Culture," have students analyze a Canadian culture and its adaptation in detail.
<p>Culminating Activities</p>	<ol style="list-style-type: none"> 1. Invite students to choose a culture to analyze. Ask them to determine what aspects of the culture they will consider in detail. 2. Have students research a particular physical anthropologist. They will find out how the anthropologist does his or her work and what findings that person has uncovered. 3. Instruct students to investigate how human beings have developed over time. Have them research the changes that have taken place and possible reasons for those changes.

CHAPTER 2 ACTIVITY NOTES

Chapter Opener (p. 19)

Some similarities that students might suggest are types of street clothes, fast food, television shows, computers and music. Differences depend on the cultural groups represented in the class. Some examples may involve specific foods, cultural holidays, religious and spiritual beliefs, and physical characteristics.

Society Matters, What Do You Think? (p. 22)

1. Physical anthropologists have learned that physical differences develop in response to various geographical, climatic and cultural conditions.
2. In the past, anthropologists divided the human race into distinct racial groups. Today most anthropologists reject this concept since genetic studies indicate that all humans originated from one an-

cestor. The success of one group is due to social factors, such as education and employment opportunities, not biological factors. The physical differences can be attributed to geographical, climatic and cultural differences. Also, frequent intermingling of people from different cultures and locations means that distinct groups no longer exist. Finally, diversity is not a hindrance; it allows our species to continue surviving in a changing world.

Social Science Live (p. 23)

Students should discover that tasks involving fine-motor control are the most difficult to accomplish, such as eating with utensils or writing. Some techniques that one may use to compensate for lost thumbs are using two hands together on one task or using other body parts, such as feet or the mouth. Students may conclude that thumbs have allowed humans to complete tasks that are detailed and intricate in nature.

Skill Focus, Practise It (p. 24)

1. Students should review the definition of anthropology, the theory of evolution and the discoveries of featured anthropologists.
 - a) Questions should begin with one of the W5 or H and relate to the section in question. Some examples are as follows: What is physical anthropology? Who discovered Lucy? When did Darwin announce his theory of evolution?
 - b) These questions should be more specific and inquisitive. Some examples are as follows: What is the effect of natural selection on a species? What causes some species to die while others survive?
2. Anthropologists commonly use the methods of case study or participant observation. They need detailed information about the subjects, and interaction with subjects can provide rich data for the research.

Activities (p. 25)

1. Darwin believed that a surviving species will pass on its unique characteristics to its offspring and that successful variations will produce a new species, one that can thrive in a new environment. Social Darwinists applied this theory to the social world in order to explain why some groups of people are more successful than others. They also used the theory to justify racial domination.
2. This variation signifies that as a result of biological inheritance and adaptation to environment, no two members of a species are alike.
3. Some similarities are opposable thumbs, a developed brain with the capacity to learn, a social nature, a territorial nature and a lengthy time for child rearing. Some differences are that humans can perform tasks while standing, communicate abstract ideas and use language.
4. Students may agree with the statement because humans come from the same ancestry and share similar traits, such as the use of language and the need to socialize. Students may disagree because humans differ in physical characteristics, languages and culture. (AM 7, Writing a Paragraph)
5. a) Brainstorm with the class some examples of characteristics that humans share, including the traits mentioned above. Some suggestions are data-collecting orifices (i.e., ears, mouth,

nose), emotions and the importance of our written words.

- b) The students' reports should incorporate ideas from the brainstorming session in a descriptive format. They should not only focus on the physical traits but also on the social traits, such as living in social groups, child-rearing practices and using sophisticated language to communicate.
6. Emphasize the research from the text that discusses the close relation between primates and humans. Students may draw the conclusion that studies about chimpanzees can translate to research on human behaviour, but they must point out the information that differentiates humans from chimpanzees.
 7. Some suggestions are students' experiences with different foods, holidays and ceremonies, clothes, dances, music and religions. (AM 20, Participating in a Small Group Discussion)
 8. Students may have to visit libraries other than the school resources centre. Suggest a university library or reference centre and the Internet as other sources of information. (AM 15, Making an Oral Presentation)

Figure 2-7 (p. 28)

The photo shows the subculture of skateboarders. It is considered a subculture because it is a relatively small group whose members share a cultural behaviour. They share characteristics with an overall culture (e.g., youth), but they also have distinctive values and behaviours (e.g., clothing, music, their interest in skateboarding).

Activities (p. 29)

1. In order to explain how to create the web diagram, ask students to write the word **culture** in the middle of a page. Then have students organize the related ideas around the word, with each idea connected to the main word by a line. Ideas can also be grouped and connected to one another by lines. Ideas can include material items (e.g., clothes, pottery, tools) or non-material items (e.g., routines, ceremonies, communication). (AM 18, Organizing Ideas with a Concept Map)
2. a) Culture can influence our biological needs and inherited tendencies. Some examples of culture defining nature are choice of food (e.g.,

beef versus seaweed), clothing (e.g., sandals versus shoes) or travel (e.g., car versus camel).

- b) Examples of needs and how they are fulfilled are given in the previous answer. Students can choose from the following traits: culture is learned, culture is shared, culture shapes how we perceive and understand the world, and culture has patterns.
3. a) Other traits that could be attributed to nurture are abusive behaviour, work ethics and behaviour toward authority. These traits have been researched and are believed to be learned rather than genetic.
- b) Mead used participant observation during her research. Qualities that she must have possessed in order to complete her research are being open-minded and non-judgmental, objective and observant, and thorough and detailed in her data collecting.
4. Students may choose peers who are grouped by the music they listen to, the clothes they wear, the activities they enjoy or the clubs to which they belong. Some examples are jocks, skaters, geeks or hip-hoppers. These groups are subcultures because they exist within the larger culture of high-school students, yet they have distinctive material and non-material characteristics that differentiate them from others in the school.
5. Students may have some difficulty in identifying aspects of Canadian culture. Some non-material examples are diversity, multiculturalism, bilingualism, civility, inclusion and equality. Some material examples are sports (e.g., hockey, skiing), animals (e.g., moose, beavers) and foods (e.g., maple syrup, peameal bacon).

Figure 2–8 (p. 31)

Ötzi, the Ice Man, became an ambassador from the past, forever changing our view of the people of pre-history. Because he was frozen, he was very well preserved, and archaeologists were able to obtain incredible amounts of information not just from his body, but from his clothes, tools and weapons. The Ice Man was a significant discovery because he provided information about the culture of ancient Europeans that would not have been available from the findings of regular excavations.

Figure 2–9 (p. 33)

From the photographs, we can tell that the !Kung culture is traditional and non-industrial since its instruments and weapons are handmade. It appears that it is a social culture since necessary activities (hunting) as well as leisure activities (playing instruments) are done in groups.

Figure 2–10 (p. 34)

The !Kung children have probably never seen a book before, so this would be a strange and special item to them.

Activities (p. 34)

1. a) Ethnocentrism is the tendency to judge other cultures by one's own values and to look at another culture as strange or inferior. An example of ethnocentrism is thinking that an Asian culture is inferior to an African culture (or vice versa).
 - b) Students might consider introducing friends to different cultural practices to promote an attitude of respect and acceptance.
2. The branches of cultural anthropology are archaeology, applied anthropology, anthropological linguistics, ethnology and ethnography. Some questions that could be introduced are as follows: What tools did ancient Egyptians use? (archaeology) How were their marriage ceremonies different from those of today? (ethnology) How has their language changed? (anthropological linguistics)
3. a) Ethnographers use case studies and participant observation as their primary research methods.
 - b) An effective ethnographer should be open-minded, non-judgmental, observant, accepting and respectful.
4. Although arrogance might not be considered an obvious problem in Canadian culture, students might feel that the !Kung tactic could be attempted just to see the results. Canadians might respond to the tactic either by laughing it off or by changing their ways.
5. Some situations that students might suggest are birthdays, Mother's and Father's Days, Christmas, Hanukkah, or Valentine's Day. Some questions that an ethnographer might ask while observing these Canadian celebrations are as follows: Why

do you decorate evergreen trees? Why do you light candles? Why do you wrap gifts? Why are people more excited to give/receive gifts? How or why does the gift recipient show gratitude?

Figure 2–12 (p. 36)

This photo shows a pastoral culture, since the people have domesticated and are making their living from animals. They are selling the livestock at a farmer’s market. Only the members of the group who are responsible for selling the animals have come to the market; the rest have stayed in their village.

Skill Focus, Practise It (p. 37)

1. Brainstorm with students some examples of Canadian culture, and place the examples in the appropriate categories. Review with students the different methods of inquiry they would use to conduct research: case study, experiment, observation, interview and survey. One example in the category of Recreation and Leisure might be winter sports (e.g., hockey and skiing). Students could interview some winter athletes on their opinions about Canadian sport. (AM 6, Analyzing a Cultural Scene)
2. Students should describe the steps of their chosen methods when they present their findings. For example, the researcher should discuss the steps in preparing, conducting and finishing an interview with a winter athlete. This researcher should also communicate his/her findings on the subject of Canadian winter sport.

Activities (p. 38)

1. See chart below.

2. Studying other cultures causes us to reflect on why we have certain rules, rituals and ceremonies in our own culture. It allows us to study the changes that our society has experienced and helps us to accept the differences that exist in our species.
3. Some suggestions for the positive changes are our increasing awareness of other cultures, the frequent and rapid exchange of information with our global neighbours and our ability to solve our own problems by discussing them with others from different cultures. Some problems with our new society are less personal contact with others, decreased physical activity due to the sedentary nature of much of our work, losing touch with parts of our own cultural heritage and an increasing dependence on computers to complete many tasks.
4. The Netsilik in the film are living the traditional way. Housing, clothing, hunting, food, travel by dogsled and other cultural elements are traditional. Students should compare this lifestyle with Inuit today, who live in brick or wooden houses, get imported food from the local store, attend school and travel by snowmobile. (AM 6, Analyzing a Cultural Scene; AM 8, Making Comparisons; AM 26 Conducting Independent Research)

Looking Back, Activities (p. 39)

1. Physical anthropology strives to understand and define the physical or biological nature of humans. Cultural anthropology studies human beings in different cultural settings around the world. Discuss with students how information may be

Foraging	Horticultural	Agricultural	Pastoral	Industrial	Communication-Based
<ul style="list-style-type: none"> – small groups travelled to follow game and plants in season – they did not settle – they faced possibility of starvation 	<ul style="list-style-type: none"> – making tools for farming and producing food allowed larger groups to settle for a longer time – leaders of groups developed committees 	<ul style="list-style-type: none"> – improved farming practices and modern tools yield more food – groups turn into towns – people stay on their land throughout their lives 	<ul style="list-style-type: none"> – large groups live off livestock – they move only to find more fertile pastures 	<ul style="list-style-type: none"> – many move to cities to work in factories – more wealth but more inequalities 	<ul style="list-style-type: none"> – mass media allows for global communication – people live where they want yet remain part of the community by using computers

applicable to both branches, such as cultural changes resulting from physical changes in a society or the influence of cultural changes on physical aspects of a society. Also emphasize the distinct purposes of each branch.

2. Review the two theories in question: 1) the combination of using tools, hunting in groups and communicating through language led to the rapid growth of the human brain; 2) the ability to get along in groups has been crucial in the development of the ability to think. Students may agree with either theory but should provide reasons for their opinion.
3. See chart below. (Asterisks represent methods used.)
4. An applied anthropologist could contribute to environmental science or medicine. An archaeologist could contribute to geology or hydrology. A physical anthropologist could contribute to biology.
5. a) Review the definitions for nature and nurture: nature is the influence of inherited biological characteristics on human behaviour, and nurture is the process of training and influencing a child through learning. Emphasize that anthropologists previously thought that nature defined our behaviours, but modern theorists believe that our socialization characterizes our behaviour.

b) Students will need to clarify their opinions by deciding which theory they believe to be more credible. They should use information from the text as part of their reasoning.

6. Suggest to students that Lancaster may have been commenting on the human ability to recognize the importance of sharing information, ideas and material objects; humans understand that a stronger society can be constructed through positive relationships.
7. Suggest to students that they recall the case study of Mead's observations. They should ask questions based on the information from the case study.
8. Direct students as to where they can acquire resources on anthropology such as a university library or reference centre. (AM 26, Conducting Independent Research)
9. Students should be able to write a synopsis of the article by highlighting the main points of information. They should look specifically for examples of the effects of biology and training on the behaviour of people. Remind students that the Internet may be helpful in locating articles (e.g., Web sites for archives of local and national daily newspapers). (AM 21, Recording Information in Notes; AM 22, Analyzing and Judging Information or Ideas)

Test Answers (See Teacher's Guide, p. 31)

Part 1: True or False

1. T
2. F
3. F
4. T
5. F
6. T
7. F
8. F

Branch of Cultural Anthropology	Experiment	Observation	Survey	Interview	Case Study
archaeology		*			*
applied anthropology	*	*	*	*	*
anthropological linguistics		*		*	*
ethnology		*		*	*
ethnography		*		*	*

Chart for Activity 3

Part 2: Chart Completion

Students will choose any two cultural adaptations. The chart below indicates the main points that students should include for the cultures they have chosen.

Part 3: Short Answer

1. All cultures are learned and shared; culture defines nature, has patterns and describes how we perceive and understand the world around us.
2. A subculture is a group within the overall culture that has important distinctive ideas and behaviours.

Some examples are ravers, homeless people and geeks.

3. Darwin stated that all humans come from one ancestor and that variations occur due to natural selection. Social Darwinists used his theory to support the idea of racial superiority.
4. Humans have opposable thumbs, can perform tasks while standing and use complex languages.
5. Mead concluded that gender traits were learned, not inherited.

	Foraging	Horticultural	Agricultural	Pastoral	Industrial	Communication-Based
Dates	Since beginning of human existence	8000 BCE–present	6000 BCE–present	8000 BCE–present	1800–present	1950–present
Description	<ul style="list-style-type: none"> – small groups travelled to follow game and plants in season – they did not settle – they may have faced starvation 	<ul style="list-style-type: none"> – making tools for farming and producing food allow larger groups to settle for a longer time – leaders of groups develop committees 	<ul style="list-style-type: none"> – improved farming practices and modern tools yield more food – groups turn into towns – people stay on their land throughout their lives 	<ul style="list-style-type: none"> – large groups live off live-stock – they move only to find more fertile pastures 	<ul style="list-style-type: none"> – many move to cities to work in factories – more wealth but more inequalities 	<ul style="list-style-type: none"> – mass media allows for global communication – people live where they want and are still part of the community by using computers

ANTHROPOLOGY, HUMAN BEINGS AND CULTURE

Part 1: True or False

Read each statement and decide if it is true or false. Circle T for true or F for false.

- | | | |
|--|---|---|
| 1. Charles Darwin introduced the theory of natural selection. | T | F |
| 2. Physical anthropology strives to understand human cultures. | T | F |
| 3. Learned behaviour is a result of nature. | T | F |
| 4. Inherited characteristics are a result of nature. | T | F |
| 5. Discovering Ötzi in ice provided much information to ethnographers. | T | F |
| 6. Archaeologists use artifacts to understand past cultures. | T | F |
| 7. A person who is racist is a cultural relativist. | T | F |
| 8. Ethnocentrism is the detailed description of a particular culture. | T | F |

Part 2: Chart Completion

Select two cultural adaptations. Complete the chart by giving approximate dates and a description of each.

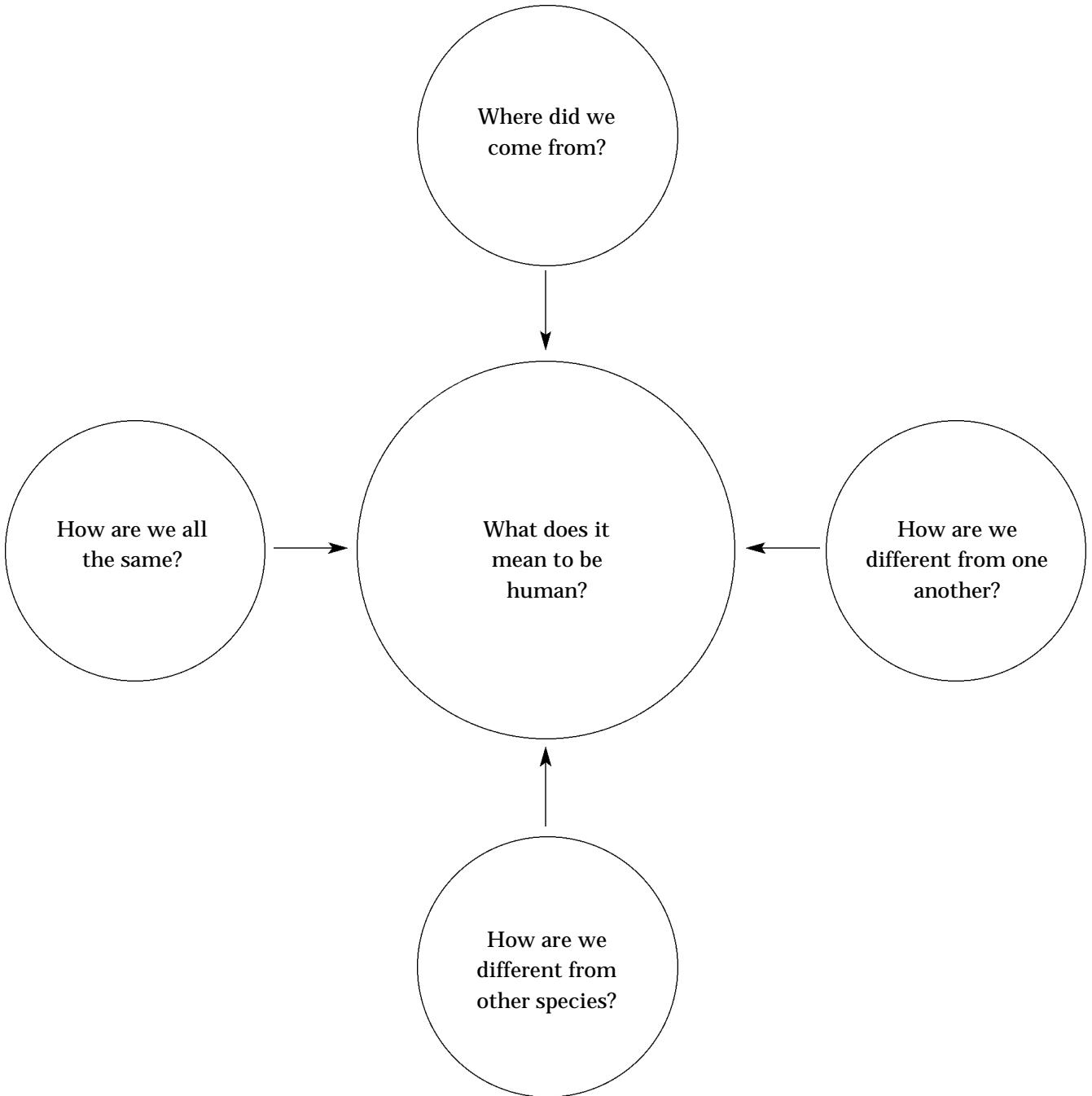
Culture		
Dates		
Description		

Part 3: Short Answer

Answer the following questions on a separate piece of paper.

1. What are the common characteristics of all cultures?
2. What is a subculture? Give an example.
3. Describe the difference between the theories of Darwin and social Darwinists.
4. What are the three characteristics that humans and primates do *not* share?
5. What conclusions did Margaret Mead discover at the end of her study?

QUESTIONS FOR PHYSICAL ANTHROPOLOGISTS



PHYSICAL ANTHROPOLOGISTS AND THEIR RESEARCH

Physical Anthropologist	Questions Asked	Methods Used	Observations and Findings	Conclusions
Raymond Dart				
Mary Leakey, Louis Leakey and Richard Leakey				

(continued on p. 34)

Name: _____

Date: _____

PHYSICAL ANTHROPOLOGISTS AND THEIR RESEARCH (continued)

Donald Johanson

Charles Darwin

Jane Goodall

HUMANS AND OTHER SPECIES

Unique Characteristics

1. _____

2. _____

3. _____

4. _____



Importance

1. _____

2. _____

3. _____

4. _____

Shared Characteristics

1. _____

2. _____

3. _____

4. _____



Examples

1. _____

2. _____

3. _____

4. _____

Name: _____

Date: _____

UNIQUE AND IMPORTANT HUMAN CHARACTERISTICS

List of Human Characteristics	Characteristics Unique to Humans	Characteristics Shared with Other Species	Why These Characteristics Are Important
friendship			
co-operation			
aggression			
language			
tool making			
ability to love			
hands			
eyes			
upright posture			
child care			
intelligence			
learning capacity			
speech			
families			
culture			
religion			

Name: _____

Date: _____

CULTURAL ADAPTATIONS
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Cultural Adaptation	Distinguishing Characteristics	Examples
Foraging cultures		
Horticultural cultures		
Agricultural cultures		
Industrial cultures		
Communication-based cultures		

3

Psychology and Human Mental Processes

Psychology is the study that strives to understand human thoughts and behaviour. Through the eyes of the psychologist, this chapter looks at such human characteristics as how people learn, think and feel, and how they deal with life's concerns and problems. A number of important questions are investigated: How does learning occur? How does memory work? What is the significance of dreams?

Although psychology often concerns itself with the individual, it also seeks to draw conclusions about how people interact in a social setting. Psychology uses the methods of scientific discovery to provide us with more insight into ourselves and others.

CHAPTER 3 PLANNING CHART

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Introducing Psychology <p>Issues</p> <ul style="list-style-type: none"> What is psychology? What can psychology help us to understand? What approaches have been taken to finding out about our minds and our behaviours? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 40 	<ol style="list-style-type: none"> Discuss the following questions with students: What do we know about our own minds? What do we know about our own behaviour? How would you try to find out what was going on in your own or another person's mind? How can you understand why people act the way they do? Have students use the text to learn about and record the various ways that human thought and behaviour have been investigated. They should note the branches of psychology and their assumptions and methods.
<p>Topic</p> <ul style="list-style-type: none"> Sensation and Perception <p>Issues</p> <ul style="list-style-type: none"> What is perception? What factors influence how we perceive the world around us? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 46 Teacher's Guide, Activity Sheet 3-1, p. 49 	<ol style="list-style-type: none"> Introduce the idea of sensation and perception by using the case study of Helen Keller. Issues to consider are as follows: What challenges did Helen Keller face? Were these challenges of sensation or of perception? How do you think Helen Keller compensated for her disabilities? Lead the students to distinguish and recognize the relationships between sensation and perception. Show various perceptual illusions on the overhead projector and, as each is shown, ask the following questions: What is the illusion? What causes the illusion? After a series of these illusions, students should come to the conclusion that illusions can be caused by the figure itself, the surroundings or background of the figure, or the expectations of the perceiver. These three factors influence all our perceptions. Lead students to the conclusion that sensation will be interpreted in various ways. Encourage students to gather more illusions for analysis.

CHAPTER 3 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> • Learning <p>Issues</p> <ul style="list-style-type: none"> • How important is learning in our lives? • What kinds of learning do we do? <p>Resources</p> <ul style="list-style-type: none"> • <i>Our Social World</i>, p. 50 • Teacher's Guide, Activity Sheets 3–2, p. 50, and 3–3, p. 51 	<ol style="list-style-type: none"> 1. From a list of behaviours generated by either you or your students, challenge students to determine which ones we are born with and automatically do, and which ones we must learn to do. This exercise develops the concepts of innate and learned behaviour. Discuss which type of behaviour is most important in our lives. 2. Ask students how learning happens. The case of Clever Hans, the horse, might be a good introduction here. Have students use the list of behaviours from the first suggested strategy to discuss how they learned to do each one. 3. Discuss with students the topic of learning styles. Each of us has abilities and preferences that influence how we learn. Ask students if they find some things easier to learn but have problems with others.
<p>Topic</p> <ul style="list-style-type: none"> • Conditioned Learning <p>Issues</p> <ul style="list-style-type: none"> • What is conditioning? • What kinds of conditioning occur? • How does conditioning affect our own learning? <p>Resources</p> <ul style="list-style-type: none"> • <i>Our Social World</i>, p. 53 	<ol style="list-style-type: none"> 1. Have students read about the experiments done by Pavlov and his development of the concept of classical conditioning. Lead students in a discussion about how classical conditioning occurs in their own lives. 2. Instruct students to read about and discuss the experiments done by Skinner. Have them describe the experimental forms and how they differ from those of classical conditioning. In chart form, have students compare classical and operant conditioning. 3. Challenge students to brainstorm how classical and operant conditioning are present in their own lives and the lives of others.
<p>Topic</p> <ul style="list-style-type: none"> • Observational Learning <p>Issues</p> <ul style="list-style-type: none"> • What is observational learning? • How do we use it in everyday life? • How can we improve our observations? <p>Resources</p> <ul style="list-style-type: none"> • <i>Our Social World</i>, p. 56 	<ol style="list-style-type: none"> 1. Have students brainstorm complex behaviours, such as sports, arts or social interactions, that they learned through observation. In each case, tell them to discuss, and note, how they learned to reproduce the desired behaviour. Instruct students to read Bandura's four processes of observational learning and apply them to at least one of their own learned behaviours. 2. Invite students to choose one area of complex learning that is important to them. Have them make a list of the ways in which they could be more effective learners by applying Bandura's ideas.
<p>Topic</p> <ul style="list-style-type: none"> • Memory <p>Issues</p> <ul style="list-style-type: none"> • How does memory work? • How can we improve our memory? <p>Resources</p> <ul style="list-style-type: none"> • <i>Our Social World</i>, p. 58 • Teacher's Guide, Activity Sheets 3–4, p. 52, and 3–5, p. 53 	<ol style="list-style-type: none"> 1. Ask the following questions: How do we remember things? Why do we sometimes forget? 2. Using the text and videotapes, present information about the levels of memory. 3. Have students complete exercises on short-term and long-term memory. Ask, What conclusions can be drawn?

CHAPTER 3 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Thinking and Using Knowledge <p>Issues</p> <ul style="list-style-type: none"> What is a concept? How important are concepts in different areas of learning? What are inductive and deductive reasoning? What is dialectical reasoning? What is problem solving? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 62 Teacher's Guide, Activity Sheet 3–6, p. 54 	<ol style="list-style-type: none"> Ask students to write down, and then discuss, what is meant by “a good thinker.” Organize these ideas on the chalkboard. Then have students brainstorm how thinking can be done more effectively. Introduce the idea of <i>concept</i> by putting a selection of images on the overhead projector for any topic. Present a definition of the word concept. Students can then develop their own collection of concepts for an area in which they are interested. Present examples of reasoning, both deductive and inductive. Ask which of the conclusions reached in each case are certain and which are merely probable. From these responses, form definitions of inductive and deductive reasoning with the students. Lead a discussion on the applications of both kinds of reasoning in everyday life. List several social issues on the chalkboard. Ask students to take a position on one issue and to support it with their reasons. This can lead into a discussion of dialectical reasoning—reasoning that involves taking a position and backing it up with argument, an important form of reasoning in the social sciences. Outline the processes of problem solving and decision making, and discuss their applications in the social sciences and in everyday life.
<p>Culminating Activities</p>	<ol style="list-style-type: none"> Have students choose one of the following areas to investigate: perception, memory, learning or reasoning. Ask them to find out the most recent developments in that particular area and to report their findings to the class.

CHAPTER 3 ACTIVITY NOTES

Chapter Opener (p. 40)

The three diagrams are optical illusions, in which the brain is tricked by the eye. Diagram A shows stairs that can be viewed as either ascending from the left or descending from the right (i.e., upside down). It depends on how the viewer perceives it. In diagram B, the inner circle is the same size in both drawings. The viewer's brain is tricked by the sizes of the surrounding circles. In diagram C, both horizontal lines are the same lengths. The different directions of the arrows provide the illusion. Other optical illusions are available on the Internet or in books.

Skill Focus, Practise It (p. 43)

Some examples for how the behaviours help or hinder a discussion are as follows:

- **Supporter:** encourages people to speak their minds and have confidence in their opinions, but never promotes his or her own opinion over the opinions of others
- **Organizer:** keeps everyone on topic and manages the information, but participants may feel that organizers are bossy and intimidating
- **Chatterbox:** prevents the discussion from having silent spots, but others may never have the opportunity to voice their opinions
- **Peace-keeper:** helps to maintain a civil and constructive dialogue, but may be afraid of allowing emotion and passion to enter into the discussion
- **Questioner:** helps reveal information that may never have surfaced, but may stray from the main topic and thus hinder arrival at a result

- Provoker: leaves no stone unturned, but may encourage unnecessary conflicts
- Saboteur: shows others how not to conduct themselves in conversation, but creates negative feelings, stops the flow of conversation and most likely causes termination of dialogue
- Idea-seeker: similar to the questioner
- Show-off: is a great source of information for the discussion, but lets his/her ego interfere with constructive dialogue
- Boss: very similar to the show-off

Activities (p. 45)

1. Psychology is the study of behaviour and mental processes, and the factors that influence these processes.
2. Students should place the branches of psychology in the following order for their timeline:
 - Phrenology: behaviour is determined by the bumps on one's head
 - Structuralism: introspective descriptions and experiments on sensation, perception and attention probed the workings of the mind
 - Functionalism: people adapt their behaviour to meet the needs of their surroundings
 - Psychoanalysis: behavioural problems stem from unconscious thoughts and memories
 - Behaviourism: all behaviour responses are the result of environmental stimuli
 - Humanism: people are able to take control of their lives
3. **a)** Students should review the process for raising questions on p. 24 of the text. Brainstorm with students a list of mental processes. Some suggestions are memory, emotions, instincts and learning. An example of a question is, Is there a connection between watching violence on TV and aggressive behaviour?

b) Review the different methods of research: experimental, survey, observation, interview and case study. The question in 3a above can be researched by observation and by comparing children who watch violence on TV to children who do not.

4. Discuss research, applied and clinical psychology with the students. Highlight the environments in which these types of work take place. Students should consider whether they would want to work with individuals or groups, in a school or a business, and in an academic or a professional capacity.

Figure 3–9 (p. 49)

The triangle on the left appears to be twisted due to the use of extra lines that deceive the eye. The middle object appears to have a third “leg,” although if students follow the middle leg, they will see that its edges actually belong to the two outer “legs.” The image on the right appears to be stairs that either travel upward or downward continually, which is impossible. All three images are illusions created by “flaws” that are directly drawn into the pictures.

Figure 3–10 (p. 49)

The monster on the top appears to be larger, but both monsters are the same size. This demonstrates how the background or surroundings affect our perceptions.

Figure 3–11 (p. 49)

Students may initially see the young woman or old woman depending on their perception.

Activities (p. 50)

1. Sensation is the process that activates our sense receptors and enables them to transmit signals to the brain. Perception is the process that allows us to select, organize and interpret sensory signals.
2. The three factors that influence perception are the object, the background or surroundings of the object, and the experiences or feelings of the person who is perceiving.
3. **a)** The video camera and human can both reproduce the event or object being seen and heard, but the human can decide instantly on its meaning and whether to forget it, remember it or respond to it.

b) Human perception is unique because we can detect the smallest stimulus and decide quickly on what it means to us. Each individual perceives things differently depending on several factors, such as physical make-up and past experiences.
4. **a)** The three factors that influence our perception are the objects, the background or surroundings of the objects and the experience or feelings

we encounter. In a haunted house, the objects we perceive are the house and its interior. Specific background and surroundings include the small flickers of light in the darkness; short, faint sounds; and cool drafts of air. The resulting feelings are normally fear and nervousness.

- b) Haunted-house creators strategically place stimuli to heighten our senses. Also, the stimuli they choose have negative connotations for most people. This type of stimuli conditions people to respond with fear because they are accustomed to assessing their environment and being wary of danger.
- 5. Discuss with students the tricks of the trade in advertising (e.g., doctored photos, computer-generated imagery). Also, emphasize that advertisers use shocking visuals and words to get one's attention and provoke a reaction. Designers use colours, shapes and accompanying pictures to improve a product's appearance.
- 6. Students may wish to search Web sites for psychology, mental games or universities, or other related sites. (AM 28, Assessing Internet Information)

Figure 3–14 (p. 52)

Clever Hans learned to respond to the testers' unconscious cues appropriately.

Activities (p. 52)

- 1. The two sources from which all behaviour stems are experience (learning) and instincts.
- 2. Learned behaviour is adaptable and can be changed, but one must learn for a number of years as a child and be nurtured by willing guardians. Innate behaviour is instinctive and part of one's being. Although it is necessary for survival, it is difficult to change or control when we are confronted by new conditions.
- 3. Emphasize to students that the examples must be learned skills, not innate. Some key examples are reading, writing and speaking a language.

Figure 3–16 (p. 55)

The type of conditioning used was operant conditioning. By negatively reinforcing the coyotes' actions, the farmer was successful in changing their behaviour.

Social Science Live (p. 56)

- 1. Students should observe their partners responding to the wind in their eyes by flinching or blinking. Upon hearing the tapping, the partner should respond the same way, even if there is no wind.
- 2. This is classical conditioning. Students are accustomed to hearing taps as a signal of the oncoming wind. The conditioned stimuli—the tapping—creates a conditioned response.

Activities (p. 57)

- 1. Classical conditioning is learning to transfer a natural response from one stimulus to another. A conditioned stimulus is used to change the unconditioned response to a conditioned response. Operant conditioning is the use of reinforcement to change a behaviour. If positive reinforcement is used, the behaviour is likely to continue.
- 2. The major elements of observational learning are attention, retention, reproduction and motivation.
- 3. Observational learning is more important when learning how to play tennis or dance. In order to understand and reproduce the very complex actions of tennis or dancing, one must observe others.
- 4. a) Suggest to students that they study the research done by psychologist Jones (text p. 54). She used classical conditioning to "unlearn" fears. For example, if the unconditioned response is the fear of flying, the unconditioned stimulus is flying. By inserting a conditioned stimulus (e.g., money, gifts), the conditioned response will be contentment when flying. The conditioned stimulus needs to be something that the subject desires.
b) Operant conditioning uses positive or negative reinforcement to shape behaviour. Students would use a positive reinforcement (e.g., food, praise) when the dog performed the correct behaviour. Gradually, the dog would learn that this behaviour is desirable and leads to rewards.
- 5. Some examples of skills learned primarily through observation are sports, playing an instrument, singing and dancing. Review the four elements: attention, retention, reproduction and motivation. Students should provide examples of these elements. For example, one learns to dance by watching the teacher, remembering what was

demonstrated, practising dance steps and having the desire to become a dancer.

6. a) Suggest visiting libraries or reading psychology magazines and journals.
- b) Students' answers will vary according to their research. Please see the PMI chart at the bottom of the page.

Social Science Live (p. 61)

Results will vary from student to student. Students may have difficulty drawing coins. Alternatively, they can guess what image is on the coin. For question 4c, students will most likely remember the second set of letter combinations because they spell words and can be associated with their respective objects.

Activities (p. 62)

1. The three types of memory are episodic, semantic and procedural. Episodic memories would include memories from the past (e.g., playing on a swing as a child). Semantic memories represent an understanding of how the world works (e.g., answering a ringing phone). Procedural memories are reminders of how to perform an action (e.g., riding a bicycle).
2. Short-term memory can usually hold only seven items. If information is organized into subgroups, then each group becomes one item. Bits of information belonging to one subgroup share similarities.

ties. For example, a long list of shopping items can be remembered more easily if foods are categorized (e.g., fruit, meat and dairy products).

3. In both short-term memory and long-term memory, items can be effectively stored by associating information with a mental picture; both can be recalled with more ease if the information has personal meaning. However, short-term memory can only retain seven items for 20 seconds, whereas long-term memory can retain an infinite amount of information for an indefinite time period.
4. The three levels of memory are sensory, short-term and long-term memory. Suggest to students that their diagrams can represent elements of each level (e.g., retention time, number of items, ability to recall). For example, a triangle that displays the amount of retained information can be split into the three levels: the tip is sensory, the middle section is short-term and the large, bottom section is long-term memory.
5. Students may choose from the list in Figure 3–20 on student text page 60. Some examples are organizing information effectively, practising over several sessions and giving material meaning. Ask students to provide some personal study tips for ways to recall and store information.
6. a) Students may discover other memory devices on psychology Web sites or in journals. The

	Plus	Minus	Interesting
Classical Conditioning	<ul style="list-style-type: none"> • Eliciting a "natural" response may be more effective than "imposing" a desired response • Can be used to unlearn fears, e.g., heights, flying, enclosed places 	<ul style="list-style-type: none"> • Potentially more time consuming than operant conditioning • Does not explain complex human behaviour 	<ul style="list-style-type: none"> • It was discovered accidentally
Operant Conditioning	<ul style="list-style-type: none"> • Potentially less time consuming than classical conditioning • Positive reinforcement has been shown to be effective in changing behaviour 	<ul style="list-style-type: none"> • Negative reinforcement does not guarantee that undesirable behaviour will be permanently eliminated • Negative reinforcement may damage a person's self-esteem 	<ul style="list-style-type: none"> • Negative reinforcement has short-term effects

PMI Chart for Activity 6b

following are definitions for the examples provided:

- Mnemonic—a memory device that relates the information to another bit of information such as a song, TV show or a personal memory
 - Acronym—a word that is spelled from important letters in the information; commonly used with lists or numbered items
 - Repetition—constantly recalling information
 - Classification—categorizing information into related groups
 - Visualization—a technique that associates visual imagery with information
 - Word association—a technique that pairs information with well-known words
- b)** Suggest to students some relevant examples of memory devices (e.g., using the acronym ESP to remember the three types of memory). (AM 7, Writing a Paragraph)

Figure 3–21 (p. 63)

The three objects in the photos are connected because they are all vehicles for communication.

Skill Focus, Practise It (p. 64)

1. Suggest to students that they think of different circumstances when brainstorming was used. Some examples may be determining the name of a yearbook, figuring out the definition for a complex word or deciding on the theme of a story. (AM 20, Participating in a Small Group Discussion)
2. Students should decide on their situation and brainstorm for solutions. Emphasize the need to follow the brainstorming rules for this session.

Activities (p. 66)

1. Deductive reasoning starts with a general principle and applies it to a specific situation. One begins with two premise statements, accepted as truth. The third concluding statement contains the information from the previous two statements and, therefore, must be true. Inductive reasoning moves from the specific to the general. It also begins with two premise statements: one is a specific observation, while the second is general information. The concluding statement is not absolute truth but more hypothetical in nature.

Dialectical reasoning involves evaluating two opposing sides or points of view. There may be more than one solution.

2. The four strategies for solving problems and their definitions are as follows:
 - Trial and error—trying different approaches until one works
 - Hypothesis testing—testing a hypothesis and measuring its success
 - Rule of thumb—using a general rule based on past experiences or acquired knowledge
 - Insight—suddenly gaining understanding or a new idea after a period of deep thought
3. The chart or diagram should show the steps in the following order:
 - Determine alternatives.
 - Evaluate alternatives.
 - Make a decision.
 - Act.
4. There may be more than one strategy that can be applied to the situations listed. The following are some examples of applicable strategies:
 - Organizing a term paper—rule of thumb, hypothesis testing
 - Solving a math problem—trial and error, hypothesis testing, rule of thumb, insight
 - Making your money last until the end of the week—rule of thumb, trial and error
 - Choosing the best route to your destination—hypothesis testing, rule of thumb
5. Review with students the four steps to making decisions: determine alternatives, evaluate alternatives, make a decision and act. Discuss how the evaluation stage is important due to the consequences that could result.
6. The situations can be categorized as follows:
 - a) deductive reasoning
 - b) inductive reasoning
 - c) dialectical reasoning
 - d) deductive reasoning

7. Students may need to review the four steps of decision making: determine alternatives, evaluate alternatives, make a decision and act. Emphasize to students the importance of completing each step of the process in order to reach a satisfactory conclusion. An example using the first issue follows:

What to do this evening:

- Read, watch TV, listen to music, bake a cake or go out with friends.
 - I don't feel like dressing up, so I won't go out. I don't want to be passive or sedentary. I really need a cake for tomorrow's party.
 - I have decided to bake the cake.
 - I will get out all the ingredients, preheat the oven and get started.
8. a) Students may want to brainstorm ideas with others for problems that need solving. Suggest that students hold a brainstorming session in small groups for discovering problems and then work individually to determine different solutions.
- b) The report can be an opportunity to recall the inquiry method as discussed in Chapter 1; students should explain the purpose, hypothesis, method, observation and conclusions of their problem-solving process. (AM 10, Writing a Social Science Report)

Activities (p. 69)

1. Two reasons we need sleep are to replenish chemicals used during the waking hours and to release growth hormones, especially in the early stages of one's development.
2. Someone who is deprived of sleep may feel irritable and inattentive, have hand tremors and be more vulnerable to disease.
3. The first stage of sleep is light sleep. As time passes, we sink into deeper levels of sleep until stage four, a very deep sleep. Then, we resurface through the levels, going through a period of REM sleep, "rapid eye movement," that indicates we are dreaming. We experience these cycles about every 90 minutes, but stage four occurs more briefly, and REM sleeps occurs more frequently as we draw closer to the morning.

4. One reason for agreeing with the statement is that dreams consist of images that remind us of actual people and experiences. Some may disagree because they believe that dreams occur in the unconscious mind; therefore, we may be tapping into a part of the brain that is difficult to explain. (AM 7, Writing a Paragraph)
5. Students will find that sleep patterns vary greatly. Discuss with students some problems that people may have while sleeping, such as insomnia, snoring and stress. Students may suggest that lack of sleep causes irritability, depression, inattentiveness and fatigue.
6. Review with students the steps to conducting a survey. Suggest that students edit one another's questions before beginning the survey. An appropriate graph to use for this survey is the bar graph. (AM 3, Conducting a Sample Survey; AM 24, Making a Graph)

Looking Back, Activities (p. 70)

1. The following theories best describe how we learn the behaviours listed:
 - Pulling your hand away from a fire—conditioned learning
 - Speaking a language—observant learning
 - Caring for children—observant learning
 - Driving a car—observant learning
 - Playing a musical instrument—observant learning
 - Painting a picture—observant learning
2. Some of the answers for the examples are debatable. Students could write down their reasons for agreeing or disagreeing as to whether scientific support exists.
 - Seeing is believing. ... (Discuss hallucinations or existential theory of matter.)
 - The mind is like a camera; ... (Discuss support for sensory perception, but acknowledge that the mind cannot be completely explained by science.)
 - Haley is a very emotional person. ... (Discuss nature versus nurture.)
 - If you exercise your mind, ... (Exercising the mind may improve memory, but no statistics are provided.)

- You can't teach an old dog new tricks. (Conditioning proves that behaviour can be changed.)
 - I slept really well. ... (Sleep research shows that REM sleep is needed in order to complete the sleep cycle.)
3. We receive positive reinforcement, such as praise, recognition, comfort, companionship or a sense of accomplishment.
4. a) You would develop concepts to organize your ideas.
- b) You would use a problem-solving process to find a solution.
- c) You would use decision making to determine the best alternative.
5. a) The eight kinds of intelligence listed by Gardner are interpersonal, intrapersonal, musical, spatial, visual, logical-mathematical, linguistic and kinesthetic. (AM 26, Conducting Independent Research)
- b) Students may find that they have more than one type of "intelligence." After listing the types, describe some activities that a person with a specific type would do well. Definitions for each type of intelligence follow:
- Interpersonal—communicates well with others
 - Intrapersonal—understands oneself well; is aware of emotions and abilities
 - Musical—is adept at music
 - Spatial—can translate thoughts into actions, judges distances and surroundings
 - Visual—can translate thoughts into imagery; creates pictures; communicates visually
 - Logical-Mathematical—is scientific, logical and good with numbers
 - Linguistic—is comfortable with the written word; uses language well
 - Kinesthetic—has good hand-eye coordination; is comfortable with own body and movement

Examples: An athlete has strong spatial and kinesthetic skills. An architect has strong visual and spatial skills. A writer has strong linguistic and intrapersonal skills.

- c) Students will find it interesting to compare their best learning style with others. As a class, determine which learning styles are the most favoured. (AM 20, Participating in a Small Group Discussion)

Test Answers (See Teacher's Guide, p. 48)

Part 1: True or False

1. F
2. T
3. F
4. F
5. T
6. F
7. T
8. F

Part 2: Chart Completion

See completed chart at the bottom of p. 47.

Part 3: Short Answer

1. The three types of work that psychologists do are research, applied and clinical psychology.
2. The three types of memory are episodic (past memories), semantic (understanding how the world works) and procedural (how to do a task).
3. Skinner used positive reinforcement to encourage behaviour and negative reinforcement to deter behaviour.
4. The object, the background of the object and a person's experiences and feelings influence perception.
5. A person learns to ride a bicycle through attention (watching someone else ride a bicycle), retention (remembering the actions), reproduction (practising riding a bicycle) and motivation (receiving support from parents).

Part 4: Diagram

Students may draw a triangle or another visual that represents moving from small (representing the shortest memory retention) to large (representing the longest memory retention). Sensory memory (information picked up by the senses for a few seconds) is the shortest; short-term memory (holding seven items for 15–20 seconds) is second; and long-term memory (holding any amount of information for any length of time) is the longest.

Answers for Activity Sheet 3–6

The following items would be most useful:

1. Insect repellent—to ward off insects (Bites from black flies and other insects can be so severe that eyes swell shut.)
2. Sleeping bags—essential to preserve heat and ensure rest
3. Peanut butter—to provide a good source of protein
4. Cheese—to provide a good source of calcium, fat and protein
5. Steak—to provide a good source of protein (It should be eaten soon since it is perishable.)
6. Matches—to start a fire to dry wet clothes, cook food, signal rescuers and prevent hypothermia
7. Tent—to keep warm and dry, and to keep out insects
8. Hunting knife—to prepare captured animals for cooking and to cut string and food
9. Ontario road map—to help find landmarks such as roads, lakes or rivers
10. Sweaters—to provide warmth

11. First-aid kit—to treat minor injuries
12. Transistor radio—to hear weather forecasts or possible search-and-rescue attempts
13. Fishing gear—to provide a source of food or to tie up supplies

The following should be left behind:

- \$400 cash—not needed to get out of the woods
- Marshmallows—provide little food value (Eat them before you leave if desired.)
- Jug of water—water in the north is generally drinkable, especially if boiled first
- House keys—not useful until you get home
- Propane gas stove—too heavy; use wood fires
- Alarm clock—not necessary to know the time; the sun will wake you up
- Bathing suits—not necessary; vacation time is over
- Inflatable rubber raft—too heavy; you will probably be walking
- Paperback books—you won't have time to read (One book might help light a fire, but dry wood shavings will do the same job.)

Psychologist	Branch of Psychology	Description of Research
William Wundt	structuralism	<ul style="list-style-type: none"> – conducted experiments on sensation, perception and attention – used scientific methods in research
William James	functionalism	<ul style="list-style-type: none"> – believed that humans' mental characteristics had developed to allow them to survive – studied development of children, how learning could be improved, and how men and women behaved differently
Sigmund Freud	psychoanalysis	<ul style="list-style-type: none"> – uncovered unconscious thoughts through discussion and dream analysis
John Watson	behaviourism	<ul style="list-style-type: none"> – believed that psychologists should study only what they can observe – studied how individuals react to environment
B.F. Skinner	behaviourism	<ul style="list-style-type: none"> – used positive reinforcement to obtain desired behaviours in animals

Chapter Test, Part 2: Completed Chart

PSYCHOLOGY AND HUMAN MENTAL PROCESSES

Part 1: True or False

Read the following statements and decide if they are true or false. Circle T for true or F for false.

- | | | |
|---|---|---|
| 1. The Code of Ethics states that subjects cannot withdraw from the study once they have agreed to participate. | T | F |
| 2. Pavlov conditioned dogs to salivate when hearing a bell. | T | F |
| 3. Pavlov's theory of learned behaviour is operant conditioning. | T | F |
| 4. A person may forget how to ride a bicycle due to impaired episodic memory. | T | F |
| 5. Memories that are given personal meaning will be easier to remember. | T | F |
| 6. Deductive reasoning is less accurate than dialectical reasoning. | T | F |
| 7. REM stands for Rapid Eye Movement. | T | F |
| 8. Everyone needs eight hours of sleep. | T | F |

Part 2: Matching Terms

Complete the chart below by filling in the spaces with the appropriate answer.

Psychologist	Branch of Psychology	Description of Research
William Wundt		<ul style="list-style-type: none"> - conducted experiments on sensation, perception and attention - used scientific methods in research
	functionalism	
Sigmund Freud		
		<ul style="list-style-type: none"> - believed that psychologists should study only what they can observe - studied how individuals react to environment
B.F. Skinner		

Part 3: Short Answer

Answer the following questions on a separate piece of paper.

1. What are the three types of work that psychologists do?
2. Name and explain the three types of memory.
3. How is reinforcement used in operant conditioning?
4. What influences a person's perception?
5. Describe in four steps how a person learns to ride a bicycle through observational learning.

Part 4: Diagram

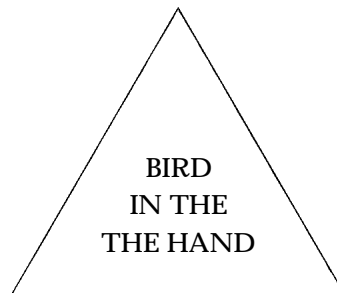
On a separate piece of paper, draw a diagram that illustrates the three levels of memory. Include a brief description of each level.

OPTICAL ILLUSIONS

1. The figure below is a Rorschach inkblot. Examine it and write down what you see. Compare your perception with those of other students in the class. Why do you think that your perception of the inkblot is different from those of your classmates?

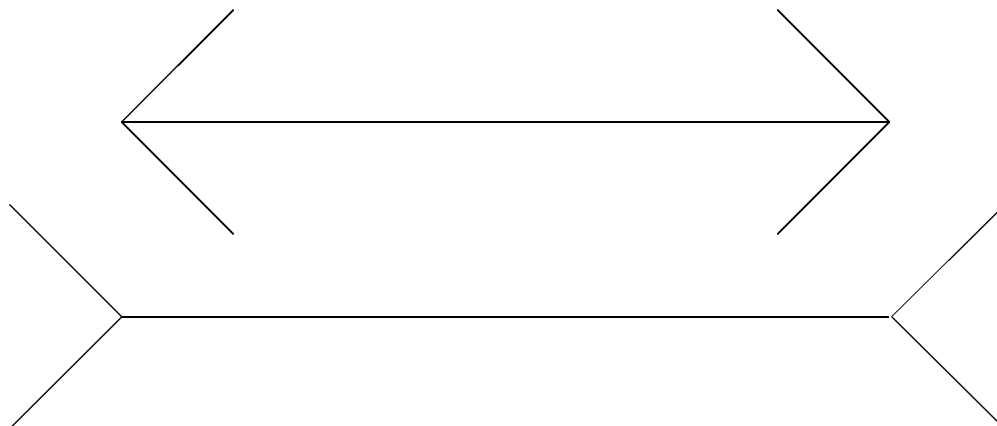


2. Read the words in the triangle below quickly.



Did you read them correctly? Check them again, this time more slowly. Why might some people be fooled by this?

3. Which one of the following lines is longer?



THE IMPORTANCE OF LEARNING IN OUR LIVES

1. Define **learning**. _____

2. Explain why learning is important in our lives. _____

3. Identify at least 10 important behaviours or skills we have learned in our lives.

- a) _____

- b) _____

- c) _____

- d) _____

- e) _____

- f) _____

- g) _____

- h) _____

- i) _____

- j) _____

4. For each skill or behaviour, indicate how it was learned (i.e., source, method).

- a) _____

- b) _____

- c) _____

- d) _____

- e) _____

- f) _____

- g) _____

- h) _____

- i) _____

- j) _____

PERSONALITY AND LEARNING STYLES

Personality is defined as “a usual way of thinking, feeling and acting that is unique to an individual.” Your personality is composed of a number of elements. For example, your learning style is one part of your overall personality. Howard Gardner believes that each of us has a learning style, or kind of intelligence, that shapes how we approach the world and how we learn.

Try the following questionnaire to determine your learning style. Write down the numbers of the following statements that you believe apply to you.

1. I easily remember memorable quotes, and I use them easily in conversation.
2. I quickly sense when someone I am with is troubled about something.
3. I am fascinated by scientific and philosophical questions, such as “When did time begin?”
4. I can easily find my way around a new area or neighbourhood.
5. I am regarded as quite graceful and rarely feel awkward when I move.
6. I can sing on key.
7. I regularly read the science pages of the newspaper and science and technology magazines.
8. I notice other people’s errors in using words or grammar but don’t necessarily correct them.
9. I can often figure out how something works or how to fix something that is broken.
10. I can readily imagine how other people play the roles they do in their work and families, and imaginatively see myself in their roles.
11. I can remember the details of the layout and landmarks of places I’ve visited.
12. I enjoy music and have favourite performers.
13. I feel confident in interpreting other people’s feelings.

1 and 8 = linguistic ability
 5 and 9 = bodily/kinesthetic abilities
 6 and 12 = musical ability
 10 and 13 = intrapersonal abilities
 3 and 7 = logical and mathematical ability
 2 and 10 = interpersonal abilities
 4 and 11 = spatial ability

Score yourself using the chart below to see what learning styles you may have. Most people have strengths in more than one area. These areas of strength are often associated with specific characteristics and career choices.

Numbers	Learning Style	Characteristics	Career Choices
1 and 8	linguistic ability	sensitive to the subtle meaning of words	poet, translator, writer, editor
6 and 12	musical ability	sensitive to pitch, melody, rhythm and tone	composer, singer, disk jockey, sound technician
3 and 7	logical/mathematical abilities	able to recognize patterns and order and to reason logically at a high level	mathematician, scientist, computer programmer
4 and 11	spatial ability	able to perceive the world accurately and to re-create or transform aspects of the environment	sculptor, architect, surveyor, carpenter
5 and 9	bodily/kinesthetic abilities	able to use the body skilfully; adept at handling objects	athlete, dancer, surgeon
2 and 10	interpersonal abilities	able to understand people and relationships	politician, salesperson, religious leader
10 and 13	intrapersonal abilities	understanding of one’s own and other people’s feelings	therapist, social worker

Name: _____

Date: _____

MEMORY
.....

Level of Memory	Characteristics	Examples from Your Own Experiences
sensory memory		
short-term memory		
long-term memory		

Problems You Have Faced with Memory	Ways to Improve Memory
1.	
2.	
3.	

Name: _____

Date: _____

MEMORY EXERCISES

Test Your Short-Term Memory

Short-term memory has a capacity of about five to nine items. Test your short-term memory for numbers. Beginning with the top line, look at the numbers for one or two seconds, cover them up and try to say them aloud. Continue with each line of numbers. On which line did you first make a mistake? How far down the list were you able to correctly repeat the numbers? Look at where you made a mistake in two consecutive rows. The limit of your short-term memory is the number of items in the preceding row.

62973	6937428
83512	63149827
15297	92861754
485291	48291736
263518	391427586
598163	852936417
7421935	637918425
8293751	8275614926

Short-Term Memory Exercises

We remember more effectively when we group items together and give them meaning. View the following for 15 seconds:

PRMC IBF MF BCC SHV IEP

Cover up the letters, and write down as many as you can remember. Tabulate the results. Now look at the following letters for 15 seconds and repeat the exercise.

RCMP FBI FM CBC VHS PEI

How many groups of letters did you remember this time? Why do you think you were more successful the second time?

Long-Term Memory

Long-term memory depends largely on giving meaning to items. Read the following for 15 seconds.

birth	would	raised
together	and	better
if	that	get
?	you	dogs
along	from	cats
think	do	

Cover the words, and write down as many as you can remember. Tabulate the results. Now read the following words, and repeat the exercise. How many words did you remember this time?

Do you think that cats and dogs would get along better if raised together from birth?

PROBLEM SOLVING: A MATTER OF SURVIVAL

In groups of five, read the following situation and come to an agreement on the best solution to your problem.

You and your family have been on vacation travelling through Northern Ontario. Late at night, you make a wrong turn. You have now wandered over 100 km on unmarked dirt roads. Your car has run out of gas. You, your parents and your eight-year-old sister are lost. The family decides to walk back to civilization. You are all dressed in light summer clothing. The temperature in early May can go down to 12°. It is also blackfly season. You must decide what items you will take with you and what to leave behind. Choose 13 of the following items that you believe are most essential for survival in the wilderness.

- fishing gear
- \$400 cash
- four sleeping bags
- matches
- 3 kg of steak
- two bags of marshmallows
- insect repellent
- Ontario road map
- 10-L jug of water
- house keys
- propane gas stove
- lightweight nylon tent
- alarm clock
- 2-kg jar of peanut butter
- bathing suits
- 5 kg cheddar cheese
- transistor radio
- hunting knife
- four wool sweaters
- inflatable rubber raft
- three paperback books
- first-aid kit

4

Motivation and Emotion

In this chapter, the following important questions will be investigated: What motivates people to act as they do? What role do emotions play in our lives and behaviour? These questions will be examined from the perspective of psychology. Overall, the psychologist wants to understand the thoughts and behaviours of human beings—how our motivations, both conscious and unconscious, and our emotions affect the choices we make and the way we interact with others. Using the methods of scientific discovery, the psychological approach will help students gain more insight into themselves and others.

CHAPTER 4 PLANNING CHART

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Motivation <p>Issues</p> <ul style="list-style-type: none"> What is the difference between biological and learned motivation? What did Freud believe motivated people? How did Jung, Adler and Horney develop Freud's ideas further? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 71 	<ol style="list-style-type: none"> Provide a list of activities and have students determine whether each activity is motivated by biological or social needs. Discuss whether some actions are clearly motivated by one or the other, or a combination of the two. Have students discuss what is important in their lives and compile a list. For each of the items on the list, ask students to suggest why they think it is important. Ask, Are we always aware of what motivates us? Use the text and videotapes to teach students about Freud's views of the mind and how it is formed, and his ideas of how emotional or mental problems can best be dealt with. Lead students in a discussion of the potential strengths and weaknesses of Freud's views. Instruct students to make a chart showing how Jung, Adler and Horney further developed Freud's ideas.
<p>Topic</p> <ul style="list-style-type: none"> Maslow and Motivation <p>Issues</p> <ul style="list-style-type: none"> How did Maslow explain motivation? How useful is Maslow's theory in explaining our everyday lives? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 80 Teacher's Guide, Activity Sheets 4-1, p. 63, and 4-2, p. 64 	<ol style="list-style-type: none"> Have students return to the list compiled earlier that indicates what is most important to them in life. Ask them to rank these items in order of importance and to indicate why they ranked them in the order they did. Explain, using the text, the order in which Maslow ranked human needs. Have the class discuss this view and assess its validity according to their own experiences.

CHAPTER 4 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Emotions <p>Issues</p> <ul style="list-style-type: none"> What are emotions? What factors shape our emotional make-up? How do we recognize emotions? What kinds of love are there? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 82 Teacher's Guide, Activity Sheets 4–3, p. 65, and 4–4, p. 66 	<ol style="list-style-type: none"> Raise the following questions: What are emotions? Why are we emotional? How do emotions affect our lives? Using the text, have students identify what emotions are, the three elements of emotions and the factors that influence individual emotional make-up. Show photographs of faces or videotapes of dramas without the sound, and have students identify the emotions being expressed. After this exercise, the videos can be replayed with sound so that students can check their identifications of emotions with those expressed in the videos. Ask students to explain what they mean by love. Help them to distinguish between romantic love and other kinds of love. Using the Harlow experiments and other resources, lead students to recognize the importance of love in the early years. Raise the question, How do you know if you are in love? Have students brainstorm answers. Then pose a further question: Is being in love a good reason to commit to a partner?
<p>Culminating Activities</p>	<ol style="list-style-type: none"> Invite students to do further research on Freud, Jung, Adler, Horney or Maslow. Instruct them to identify the major elements of the chosen person's ideas. Have them report their findings to the class. Have students research what people think of as love. Suggest interview techniques for this activity. Tell them to report back to the class. Ask students to research recent studies about the importance of love and affection in the early years. Have them share their information with the class. Ask students to research what people believe is meant by romantic love. Encourage them to draw their own conclusions and then report back to the class.

CHAPTER 4 ACTIVITY NOTES

Chapter Opener (p. 71)

Students should discuss personal goals such as fitness, friendships, relationships and hobbies, as well as academic and career-oriented goals. Emphasize that students need to determine the differences between short-term and long-term goals. Long-term goals normally require more resources and steps toward accomplishment than do short-term goals.

Figure 4–1 (p. 72)

Use these questions to initiate discussion regarding biological versus social motivation. For example, do

they think Fossey's need to protect the gorillas was based on biological or social motivation? (AM 19, Participating in a Large Group Discussion)

Skill Focus, Practise It (p. 73)

- Remind students to develop a hypothesis or answer for their question of inquiry before beginning to research. (AM 21, Recording Information in Notes; AM 28, Assessing Internet Information)
- Some categories that students may use to divide information can be Fossey's personal information, her branch of social science, her research on gorillas, information on the place of research and general information about gorillas. (AM 26, Conducting Independent Research)

3. You may wish to provide students with a peer evaluation sheet and explain how to properly assess the work of a classmate.

Activities (p. 74)

1. Motivation is the study of why we do things—the cause of our behaviour. Examples can be divided into the categories of biological motivations and social motivations. Some suggestions for biological motivations are hunger, thirst and sleep. Some suggestions for social motivations are unfair situations, which might cause one to act angrily; the desire to succeed, which might compel one to complete high school; and a desire to be accepted by one's peers, which might cause someone to dress and act in specific ways.
2. Biological motivation is caused by innate, physical needs, whereas social motivation is caused by learned, psychological needs.
3. The answers are as follows:
 - playing hockey—biological: need for exercise to remain healthy; social: taught to skate, part of cultural experience, need to compete and be part of a team
 - eating breakfast—biological: hunger fulfilled after a prolonged period of not eating; social: routine part of day, time to connect with family
 - sleeping at night—biological: need sleep to give body rest; social: taught to sleep at night due to social routine
 - studying French—social: taught a language that is used in our society, need to communicate
 - blinking when an object approaches the eye—biological: instinct that protects eye
 - drinking a glass of cold water on a hot day—biological: physical need to maintain body temperature; social: drink cold water because it is a custom of our society (other societies drink hot beverages to cool off)
 - keeping regular hours—biological: needs to eat, drink and sleep fulfilled; social: needs of eating and sleeping are fulfilled according to a routine
 - getting together with friends—biological: need for human contact; social: psychological need for love and acceptance
 - showing respect for parents—social: cultural characteristic of our society to respect parents

- looking for a part-time job—biological: gain income to provide for basic needs of food, shelter and clothing; social: need to learn and become independent and self-reliant as part of our social make-up

Figure 4–4 (p. 76)

Adults behave, generally, in a more restrained manner because the superego is the last system to develop.

Activities (p. 80)

1. The three major aspects of the mind according to Freud are the id, ego and superego. The ego is the conscious part of the mind. The id is part of the unconscious, composed of instincts that give rise to impulses. The superego is also part of the unconscious and acts like a conscience, dictating appropriate responses to impulses.
2. Jung agreed with Freud's belief in the unconscious mind but believed that positive, spiritual forces dwell there alongside the aggressive and sexual desires. He also believed that the mind houses common cultural experiences. Adler shared Freud's interest in early childhood experiences and sexual urges but did not believe that we are governed by our unconscious mind. Horney shared Freud's belief in the unconscious mind but rejected notions of sexual conflict and negative concepts of women.
3. Some examples are as follows:
 - Id—"I want to skip school and play video games."
 - Ego—"There might be a quiz in science class, and I'll get a zero."
 - Superego—"It is wrong to skip school!"
4. Students should review the theories of each psychoanalytic psychologist. Some suggestions for explaining why people like horror movies follow:
 - Freud—The horror movie provides an outlet for people to express their aggressive and inappropriate urges.
 - Jung—People deal with conflicting feelings of good and evil, and they can relate to the same conflict that normally occurs in a horror movie.
 - Adler—People who developed feelings of inferiority in their childhood may, as adults, express inappropriate thoughts or actions, such as enjoying violent imagery.

- Horney—People who did not feel safe or loved as children develop feelings of hate and anger and can therefore relate to similar emotions displayed in a horror movie.
5. Students should research these ideas. (AM 26, Conducting Independent Research; AM 13, Participating in a Debate) Some information follows:
- Freud believed the id and superego (unconscious mind) are conflicting forces that control our actions. As we grow, we develop our ego, which is the rational part of the mind, and our superego, which is our sense of right and wrong. These two help us deal with the impulses from our id. Freud believed that women envy men's bodies (penis envy).
 - Jung believed that both good and evil feelings reside in the unconscious mind, as well as both individual and common cultural experiences.
 - Adler believed that we are governed by conscious thoughts and that our actions depend on how worthwhile we feel.
 - Horney believed that we have unconscious feelings of safety when we experience love and acceptance, which should be given to us early in life. She also believed that women wanted men's opportunities and that men envied a woman's ability to bear children.
2. Biological motivation is included in the first two stages, which fulfill innate, physical needs (e.g., hunger, thirst, avoiding harm). The other stages are mostly sociologically motivated because they fulfill psychological needs (e.g., learning, communicating, feeling contentment).
3. The ordering of the needs in Maslow's hierarchy has been debated by other social scientists. Some people may fulfill basic needs first and then work toward self-fulfillment, whereas others may place a higher priority on higher levels of need before fulfilling the lower ones. Also, people may return to lower levels even after fulfilling higher levels.
4. Students should review Freud's and Maslow's theories on human behaviour. Freud believed that people are motivated by unconscious conflicting forces—the id and the superego. How we act is determined by the psychological battle between the parts of our mind. Maslow believed that we are motivated by both physiological and psychological needs; the physiological needs are usually the first priority.
5. a) Brainstorm with the class and create a general list of goals for the different ages listed. Some goals may be having a family; working at a specific job; obtaining a higher education, a house or a cottage; or travelling to a special place. Reasons for these goals may include financial stability, a strong personal desire, outside motivation from parents or friends, or a sense of adventure.

Activities (p. 81)

1. The stages of Maslow's hierarchy are as follows:
- Physiological—hunger, thirst, sleep and shelter
 - Safety and security—avoidance of bodily harm, a war or a depression; having an income
 - Belongingness and love—good communication with family; having a circle of friends
 - Esteem—being proud of one's work; getting praise from the boss and peers
 - Cognitive—pursuit of higher academic studies; learning a new hobby
 - Aesthetic—planting a garden, appreciating music, watching the sun rise
 - Self-fulfillment—finding a personally worthwhile and satisfying way to live one's life; reaching a life-time goal
- b) Ask students to associate the reasons for the goal with the level. For example, a need for higher education in order to learn is placed under the cognitive level. However, if one needs more education in order to gain respect from peers, the goal is placed under esteem.
- c) Students may choose any of the levels. They should acknowledge that they need to revisit most of the levels as they become more independent.
6. Students should visit the community library, a university library or other resource centres to find information on the social scientists. (AM 14, Writing a Position Paper; AM 26, Conducting Independent Research)

Activities (p. 86)

1. The three components of emotion are cognitive, physical and behavioural. Examples of the cognitive component are feelings of anger, sadness and happiness. Examples of the physical component are an increased heartbeat, a flushed face and perspiration. Examples of the behavioural component are frowning, crying and clenching fists.
2. The three factors that affect emotional make-up are heredity, learning and maturity.
3. Students need to recognize that the experiment does not address the hypothesis of this question (i.e., early nurturing is important to human emotional development). Some questions that should be considered are as follows: How old were the monkeys? Over what period of time did the experiment take place? What other types of communication took place between monkeys and their surrogates? Explain to students that humans need both social and physical expressions of love from their guardians. Also, it is inaccurate to assume that results obtained from an experiment with animals will occur in the same experiment applied to humans.
4. Ethics of experimentation are very strict with human studies. This experiment would never take place if humans were the subjects. However, the use of animals in experimentation has long been debated by several groups of people. Ask students to provide the benefits and problems with using animals in research. (AM 22, Analyzing and Judging Information or Ideas)
5. Students should suggest which primary emotions might form emotions they have experienced. For example, anger and surprise might create jealousy.
6. This may be a sensitive subject. Students may not want to divulge information about their relationships with their families. You might ask students if they share emotional characteristics with their parents in certain situations. Also, students may want to write down their thoughts before deciding on what to share with the class.
7. Emphasize to students that they should pay attention to gestures and facial expressions. Students most likely will assess emotions correctly according to their interpretations of the physical expressions of the actors. Body language is an integral part of expressing emotions.

8. Ensure that a wide variety of genres of music are included. Emphasize that the instruments, rather than the lyrics, are the focus. Some suggestions for emotions paired with music are as follows: fast violin—excitement; slow violin—sadness; heavy guitar—anger; bright horns—happiness.

Figure 4–11 (p. 87)

Passion may decrease and gradually change into companionate love. This is shown by a couple who begins the relationship by being with each other constantly, being self-involved and experiencing extreme emotions; gradually they become more comfortable with each other and work toward goals outside the relationship. Intimacy and commitment will build over time and are demonstrated by relationships built on companionate love, which is calmer and more enduring than passionate love. Greater intimacy—being truthful and open—generally leads to stronger commitment, resulting in a long-term relationship.

Activities (p. 88)

1. Some characteristics of romantic love are extreme emotions (e.g., passion, excitement, anger), physical reactions (e.g., nausea, sweating, a racing heartbeat) and becoming completely involved with the other person. Some characteristics of companionate love are having feelings of contentment, comfort, trust and friendship and helping the other work toward personal and common goals.
2. Sternberg's three ingredients of love are passion, intimacy and commitment.
3. The six attitudes toward love are as follows:
 - Romantic love—emphasize physical beauty; search for the ideal mate
 - Game-playing love—enjoy the chase more than the catch
 - Companionate love—value friendship and trust; take more time to develop a relationship
 - Possessive love—very emotional; suffer from jealousy and worry
 - Pragmatic love—practical and rational; based on mutual satisfaction
 - Altruistic love—gentle and caring; desire to help mates through good and bad times

4. Companionate love may be more important in the long term because it is based on trust, reliability and common goals, whereas passionate love may not last. Also, companionate lovers are comfortable with each other and can express their true feelings, whereas passionate lovers tend to idealize each other, becoming disillusioned when they finally acknowledge the faults of their mates. Some students may believe that passion is more important because of the bond it creates. Other students may feel that both types of love are important in a long-term relationship. (AM 7, Writing a Paragraph)
5. Some suggestions are trust, compatibility, respect and compromise.
6. Suggest to students that they draw on the many “ingredients” listed above that describe love. Have students create a well-constructed definition.
7. The most important characteristic of love will depend on each student’s personality and priorities.
8. Review with students the inquiry method of interviewing. Recall the steps involved: preparing, conducting the interview and analyzing the data. Have students create questions and organize the data in a clear and well-structured manner, such as a chart or graph. (AM 4, Conducting an Interview)
9. Students will discover that many examples in the media portray romantic lovers as intense, physically perfect, in beautiful surroundings and having nothing else to worry about except each other. The people who are interviewed may share little with these media lovers except that they are attracted to their partners. However, most people will value trust, loyalty and friendship in their partners.

Activities (p. 89)

1. a) Issues that relate to the conflict between nature and nurture: biological versus social motivation for behaviour; physiological and psychological needs on Maslow’s hierarchy; and factors of heredity versus learning that shape our emotional make-up.

b) See the chart below.

Issue	Nature	Nurture
motivation	biological— innate, physical needs	sociological— psychological needs
Maslow’s hierarchy	first two levels— physiological, safety and security	the higher levels— love, esteem, cognitive, aesthetic, self-fulfillment
emotional make-up	heredity— inherited traits or innate behavioural reactions	learned—life experiences especially from childhood

2. Students should include the following points. Emotions are made up of three components: cognitive, physical and behavioural. We can express our emotions through the behavioural component. However, depending on our learned experiences and maturity, we may behave in a certain way. Human actions are often shaped by emotions, but we learn to control our emotions and act appropriately. (AM 20, Participating in a Small Group Discussion)
3. The following needs are being met:
 - a) physiological, belongingness and love, esteem
 - b) belongingness and love, esteem, aesthetic
 - c) safety and security
 - d) safety and security, belongingness and love
 - e) esteem, self-fulfillment
 - f) cognitive, esteem, self-fulfillment
 - g) esteem, cognitive, self-fulfillment
 - h) cognitive, esteem
4. Review the interviewing process with the students. Have them create and compare questions with a partner. After collecting data, ask students to present conclusions in a clear and comprehensible manner. (AM 4, Conducting an Interview)
5. Explain to students how to keep a personal log. Ask students to keep the log either in a journal or in a separate section from their notes. Remind students to review their entries and to analyze their results. Ask, Does writing about your emotions upset you or make you feel better?

Test Answers (See Teacher's Guide, p. 62)

Part 1: Fill in the Blanks

1. physical
2. psychological
3. negative
4. fight, flight
5. cognitive, behavioural
6. suppress
7. surrogate
8. passionate

Part 2: Matching Terms

- 3 values friendship and trust
5 wants a practical relationship
1 is looking for an ideal mate
6 is very giving and gentle
2 likes the chase more than the catch
4 experiences jealousy and worry

Part 3: Short Answer

1. The three aspects of Freud's unconscious mind are ego—consciousness; id—pleasure-seeker; and superego—conscience.
2. Jung stated that the mind stores common cultural experiences as well as personal memories.
3. The three factors that shape our emotions are heredity, learning and maturity.
4. Passionate love occurs when people have extreme emotions and idealize their mates. Companionate love is based on trust, friendship and intimacy.

Part 4: Diagram

From lowest to highest, Maslow's hierarchy of needs is as follows: physiological, safety and security, belongingness and love, esteem, cognitive, aesthetic and self-fulfillment.

MOTIVATION AND EMOTION

Part 1: Fill in the Blanks

Complete these sentences by inserting the most appropriate word.

1. We are biologically motivated to fulfill our _____ needs.
2. We are socially motivated to fulfill our _____ needs.
3. Horney's theory implied that women were viewed in a _____ manner.
4. Our survival emotion to react quickly to danger is called "_____ or _____."
5. Three components that make up our emotions are _____, physical and _____.
6. In Western society, men are taught to _____ their emotions.
7. In the Harlow experiments, the monkeys were given _____ mothers.
8. When people have butterflies in their stomach, they are experiencing _____ love.

Part 2: Matching Terms

Match the Love Attitude with its description by writing the corresponding number in the space provided.

- | | |
|-----------------|--|
| 1. Romantic | __ values friendship and trust |
| 2. Game-player | __ wants a practical relationship |
| 3. Companionate | __ is looking for an ideal mate |
| 4. Possessive | __ is very giving and gentle |
| 5. Pragmatic | __ likes the chase more than the catch |
| 6. Altruistic | __ experiences jealousy and worry |

Part 3: Short Answer

Answer the following questions on a separate piece of paper.

1. What are the three aspects of Freud's unconscious mind? Provide a one-word description of each aspect.
2. Explain Jung's term *collective unconscious*.
3. What are the three factors that shape our emotions?
4. What is the difference between passionate and companionate love?

Part 4: Diagram

Create a diagram on a separate sheet of paper that lists and describes Maslow's hierarchy of needs in the proper order.

MASLOW'S HIERARCHY OF HUMAN NEEDS
.....

Human Needs	Definition	Example
self-fulfillment		
aesthetic		
cognitive		
esteem		
belongingness and love		
safety and security		
physiological		

Name: _____

Date: _____

MOTIVATION AND MASLOW

Using Maslow's ideas, identify which needs are being met by the following behaviours. (Note: There may be more than one need being met.)

Behaviours**Needs Being Met**

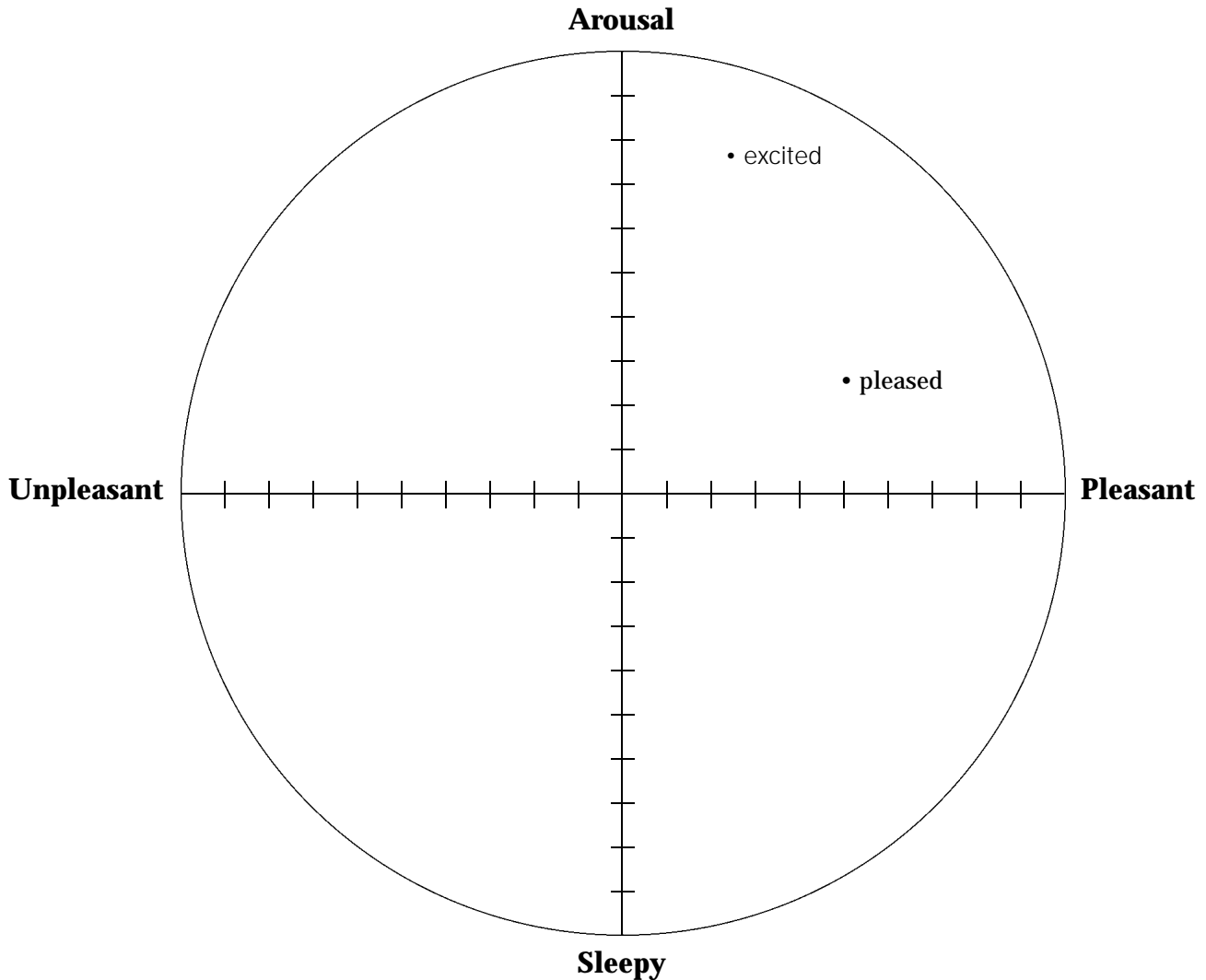
1. A group of kids go to McDonald's for lunch. _____
2. A young girl asks a friend to go for a walk with her. _____
3. The young lady ran when she saw the man approach her. _____
4. A teenager goes to an amusement park with some friends. _____
5. A group of students decides to go bungee jumping. _____
6. A soldier attacks an enemy position under heavy fire. _____
7. A small child runs home after a fight with the neighbourhood bully. _____
8. A millionaire leaves everything to charity. _____

SORTING OUT EMOTIONS

What is the range of human emotions? Robert Plutchik isolated eight primary emotions as being acceptance, fear, surprise, sadness, disgust, anger, anticipation and joy.

Other psychologists consider a wider range of emotions and how each one is related to the others. For example, some emotions are pleasant to experience, while others are unpleasant; some involve intensity of arousal, while others suggest less intensity and a calmer, relaxed state.

Where would you put each of the following emotions in this circle? Follow the style of the examples shown below.



- | | | | |
|------------|-----------|------------|-----------|
| afraid | bored | frustrated | sad |
| alarmed | calm | glad | satisfied |
| angry | content | gloomy | serene |
| annoyed | delighted | happy | sleepy |
| aroused | depressed | miserable | tense |
| astonished | droopy | pleased | tired |
| at ease | excited | relaxed | |

Name: _____

Date: _____

RECOGNIZING EMOTIONS

Complete the following sentences.

1. I love _____
2. I am afraid of _____
3. I laugh when _____
4. I feel joy when _____
5. I show rage when _____

How would you recognize the following emotions?

Emotion	In Yourself	In Others
1. joy		
2. sadness		
3. contempt		
4. anger		
5. fear		
6. desire		
7. excitement		
8. surprise		

5

Mental Health and Mental Illness

What is mental health? How do we know if we are mentally healthy? How does stress affect us? What factors can lead to mental illness, and how can such illnesses be treated? These are some of the questions that will be examined in this chapter from the perspective of psychology. The study of mental health and mental illness, which builds on the understanding of motivation and emotion that was developed in Chapter 4, will help students gain further insight into themselves and others.

CHAPTER 5 PLANNING CHART

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Mental Health <p>Issues</p> <ul style="list-style-type: none"> What is mental health? How does stress affect mental health? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 90 Teacher's Guide, Activity Sheets 5-1, p. 75, and 5-2, p. 76 	<ol style="list-style-type: none"> 1. Raise the following questions: What do we mean by mental health? What is mental illness? In groups of five, have students develop their own answers to these questions and share them with the class. 2. Ask students to identify five factors in their lives that cause stress and rank them from most to least stressful. Discuss with students methods of dealing with stress factors. 3. Using the text material, discuss with students the possible ways in which psychologists have defined mental health and mental illness.
<p>Topic</p> <ul style="list-style-type: none"> Categorizing Mental Disorders <p>Issues</p> <ul style="list-style-type: none"> What is the range of mental disorders and problems? How can these be categorized? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 100 Teacher's Guide, Activity Sheet 5-3, p. 77 	<ol style="list-style-type: none"> 1. Ask students to consider what they believe are the most serious and least serious mental or emotional problems that people can have. Instruct students to read about and discuss the classifications of mental disorders.

CHAPTER 5 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Anxiety Disorders <p>Issues</p> <ul style="list-style-type: none"> What are the various kinds of anxiety disorders? What are their causes? What can be done about them? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 101 	<ol style="list-style-type: none"> Ask students, Have you ever felt anxious? Lead a discussion about what can cause anxiety. You can refer to ideas previously discussed about stress and stressors. Ask, How are anxiety disorders different from the kinds of anxiety we experience in everyday life? Have students refer to the text to help answer the question. You might tell students that, in earlier texts, anxiety disorders were often referred to as neuroses, and that these were the kinds of disorders that Freud and other psychoanalysts often dealt with. Have students read about and report on such disorders as generalized anxiety disorder, phobias and obsessive-compulsive behaviour. The case study of eating disorders can be used as an example.
<p>Topic</p> <ul style="list-style-type: none"> Mood Disorders <p>Issues</p> <ul style="list-style-type: none"> What role does mood play in our lives? When are mood variations a problem? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 104 	<ol style="list-style-type: none"> Ask students to make a list of various moods they recognize in themselves or others. Discuss as a class why various moods are experienced. Lead students to the conclusion that having different moods is a normal part of life and is usually caused by some recognized condition or situation. For example, being with friends can often result in a happy mood; doing poorly on a test can result in a more subdued, worried or unhappy mood. Using the material in the text, and other materials, have students determine when moods can be a problem. Major depression and bipolar affective disorder can be debilitating and long lasting. Moreover, they may be caused by biological, rather than social, factors. Teach students to recognize when a mood disorder is present and to consider what to do about it.
<p>Topic</p> <ul style="list-style-type: none"> Schizophrenic Disorders <p>Issues</p> <ul style="list-style-type: none"> What is schizophrenia? What causes schizophrenia? How can it be dealt with? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 105 Teacher's Guide, Activity Sheet 5-4, p. 78 	<ol style="list-style-type: none"> Introduce the condition of schizophrenia by providing readings or videotapes that illustrate various symptoms of the disorder. Ask students to identify and record major symptoms. Indicate that there are several types of schizophrenia and that research continues to identify them. Discuss with students how and why this condition exists. Invite, or have students invite, a guest speaker such as a counselor from an organization (e.g., Friends of Schizophrenia) or a psychologist who deals with this disorder. Questions can be asked about current research into causes and treatments. Students may also question the guest about the nature of his/her work.
<p>Topics</p> <ul style="list-style-type: none"> Personality Disorders Substance Abuse <p>Issues</p> <ul style="list-style-type: none"> What are the causes, symptoms and treatments for these disorders? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 105 Teacher's Guide, Activity Sheet 5-5, p. 79 	<ol style="list-style-type: none"> Instruct students to investigate personality disorders, substance abuse or other disorders. Students may use the categories of causes, symptoms and treatments to organize their information. Have them present their findings to the class.

CHAPTER 5 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
Culminating Activities	1. Have students research one of the following: the history of treatments for mental illness, a particular disorder or a specific kind of treatment. Students should use their research to write a paper outlining the most recent findings (if applicable), issues and problems still being investigated and how these issues will change in the future.

CHAPTER 5 ACTIVITY NOTES

Figure 5–3 (p. 94)

Brainstorm as a class one list of activities for teenagers and one for adults. Compare and contrast the activities with students, estimating the amount of stress one may experience. Point out to students that teenagers are in a state of continual change, moving from childhood to adulthood.

Figure 5–4 (p. 96)

Some other alternatives for dealing with stress are writing in a journal, reading a book, finding quiet time alone, listening to music and taking a walk.

Skill Focus, Practise It (p. 97)

1. Point-form notes might include the following:
 - Causes of Stress—loss of important relationship, events that cause helplessness, long-term threat, catastrophic event, life transitions
 - Coping with Stress—stress cognitive appraisal: assessing the degree of stress and developing ways to deal with it; assessing whether stress is positive or negative (AM 22, Analyzing and Judging Information or Ideas)
2. Have students share information with each other and edit the points of information that they have recorded.

Activities (p. 97)

1. Selye's General Adaptation Syndrome has three stages: alarm, resistance and exhaustion. Alarm represents the initial acknowledgment of the threat, such as a new and difficult boss. Adrenaline is released due to a "fight or flight" response. Resistance means that one becomes

accustomed to the threat but still generates physical responses. For example, one continues to work but still feels nervous and stifled by the new boss's presence. Exhaustion results in mild to serious physical harm, such as constant headaches or sick leave from work.

2. Selye defined good stress or eustress as the small amount of adrenalin one feels during a positive situation, such as a big tournament or wedding. Figure 5-2 displays that a little stress is beneficial.
3. The two levels of stress cognitive appraisal are assessing the degree of stress and choosing a way to deal with the stress. For example, a student is worried about exams, resulting in insomnia. He evaluates this stress as serious. However, he has several ways to deal with it, such as visiting his doctor, studying with friends or trying new study habits that will allow him to relax more often.
4. People handle stress in different ways. Some people deal with stress negatively because they may not have learned how to act effectively in times of stress. Also, reactions to stress are influenced by personality, attitudes and experience. For example, the athletic student experiences excitement and eustress from gym class, whereas the shy, unfit student may feel nauseated to the point of skipping gym class.
5. Review the factors of one's emotional make-up: heredity, learning and maturity. Students may feel that children learn to be shy by observing their parents' behaviour. However, one must acknowledge that genetics may account for some behaviours.
6. Have students recall some of the examples from Figure 5-4: exercising, talking to friends, listening to music, reading or having quiet time.

7. **a)** Some examples of factors that cause stress are exams, homework, family, friends, jobs, money, relationships and chores. Students will order them according to the amount of importance they place on each item.
 - b)** Review some of the stress-releasing techniques from question 6. Each student will decide on the effectiveness of each method.
 - c)** Students will consider the suggestions and choose ones that apply to their lives.
8. **a)** Review the survey method from Chapter 1. Have students edit one another's questions. They may refer to factors mentioned in question 7a as part of their survey. (AM 3, Conducting a Sample Survey)
 - b)** Collected data must be organized and displayed in a well-constructed diagram or graph for easy comprehension. Students may want to compare results and conclude whether there is a common cause of stress among teens.
9. Follow the procedure above. Ask students to compare the parent results with the teen results and determine the similarities and differences.
10. **a)** Alcohol and drugs are temporary, negative methods of dealing with stress. Users are incapacitated for a short time, allowing them to forget about the stress. However, they eventually become sober and may find it more difficult to cope.
 - b)** Students may find that alcohol and drugs are ineffective because of their temporary nature. Also, people become addicted, finding themselves in even more serious and stressful circumstances. (AM 7, Writing a Paragraph)

Figure 5–5 (p. 99)

Today society understands more about the brain and human behaviour; therefore, people are more aware and accepting of mental disorders. However, there is still a stigma attached to mental illness.

Activities (p. 100)

1. **a)** The characteristics of abnormal behaviour are irrationality, personal suffering and interpersonal maladjustment.
- b)** Abnormal behaviour is not enough to indicate mental illness because what is considered

normal behaviour varies widely from person to person and from society to society.

2. In the past, people with disorders were thought to have evil spirits living in them and were treated harshly. However, scientists gradually realized that biological and environmental factors play a large role in the development of mental disorders. Drugs, counselling and hospitalization are presently prescribed.
3. Pinel allowed mentally ill patients to move about and communicate in the asylum, presenting the hope of reintegration into society. This was unusual because most scientists had believed that patients should be restrained and could not be helped.
4. Some examples are starting a physical fight, stealing and cheating on tests.
5. **a)** Students should visit the public library, consult a reference centre or search the Web for information. The profile can be organized into a timeline for easy reference. (AM 26, Conducting Independent Research)
- b)** Students should ensure that the questions are relevant, unbiased and clearly stated. (AM 4, Conducting an Interview)
- c)** Students in pairs can compile their interview questions and profiles from questions 5a and b and create a succinct, structured interview with answers.

Figure 5–6 (p. 101)

Students will state their opinion based on their support of either Freudian theory or Skinner's conditioned learning theory.

Figure 5–8 (p. 102)

Societal values that place an emphasis on "perfect" body image—conformity to an unrealistically thin body size—can pressure people into restricting food intake or over-exercising in order to shape their bodies into what is held up as the "ideal."

Society Matters, What Do You Think? (p. 103)

1. Discuss with students what the media portrays as being an ideal body. Present some visual examples from magazines. Imply that the media strongly influences the cultural trends in our society, including what we look like. Ask students to

rate how much influence the media has on how they view their bodies.

2. Some suggestions are using more appropriate and realistic images in the media, educating young people on the idealized nature of these images and encouraging young people to be realistic about their body image.

Activities (p. 105)

1. Freud believed that a phobia is a mind's defence against anxiety, and the object of the fear may bear no relationship to the real cause of the anxiety. He recommended finding and dealing with the real cause of the anxiety through psychotherapy. Skinner believed that a phobia was the result of a negative experience. He recommended behavioural conditioning and associating pleasant experiences with the object of the phobia.
2. Anxiety disorder is an anxiety that is severe and prolonged. Three examples are general anxiety disorder, phobias and obsessive-compulsive disorder.
3. Phobias are intense, irrational fears of specific objects or situations (e.g., claustrophobia). Obsessive-compulsive disorders are persistent, unwanted thoughts followed by a tendency to perform an act repeatedly (e.g., anorexia nervosa, whereby someone constantly thinks about weight and exercises repeatedly to burn calories).
4. Mood disorders are long-lasting and severe. They interfere with the ability to function, unlike the mood changes people experience every day.
5. Mental illness affects a large segment of the Canadian population. Many people are not being treated because they are afraid to seek help.
6. People with eating disorders, such as anorexia and bulimia, fixate on their bodies, their weight and what they eat to a point where their health is at risk and they can no longer function properly.
7. Major depression is prolonged, profound unhappiness accompanied by anxiety and despair. Bipolar affective disorder comprises both depression and a manic stage. The manic stage consists of aggressive, energetic and extremely happy behaviour followed by depression, which consists of sadness and withdrawal.

8. The inquiry model can be used to diagnose a mental disorder as follows:

- Question: What mental disorder does the person have?
- Hypothesis: This person has an obsessive-compulsive disorder.
- Data: People suffering from obsessive-compulsive disorders have persistent unwanted thoughts. Obsession may be followed by a compulsion to perform an act repeatedly. The person described is unable to sleep unless everything is organized. This person can't stand not completing something that needs to be done (e.g., wash, dry and iron a single shirt).
- Analyze data: obsession—everything must be organized; compulsion—must wash, dry and iron a single shirt
- Conclusion: This person displays the characteristics of someone with obsessive-compulsive disorder.

(AM 1, Conducting a Social Science Inquiry)

Activities (p. 109)

1. a) Some symptoms of schizophrenia are social withdrawal, disturbance of thought and perception, impaired motor activity and acting on emotions inappropriately. Some people suffer from hallucinations and hearing voices. Catatonic schizophrenics are commonly mute and rigid, staying in one position for long periods of time.

b) Researchers believe that schizophrenia has a genetic component and is a biological issue. They have found that drugs can alter the chemistry in the brain to curb the unwanted behaviours.
2. a) Psychopaths have no regard for the rights and well-being of others. They experience no remorse and have no insight into their own behaviour. They cannot maintain relationships for a significant amount of time.

b) Researchers believe that a disturbance in the brain may cause psychopathic behaviour, but they also believe that a particular environment can aggravate the situation.

3. Substance use is considered a dependency when repeated use of a substance causes one's actions to interfere with the ability to function normally at work and at home. The user gradually increases the amount he or she is using and will commit wrongful acts in order to secure the substance.

4. Roberta's personality disorder is severe because she continues to harm herself and others in different ways. She has not shown any remorse for her past actions and does not give any indication of changing her behaviour. Her symptoms have already harmed her family emotionally and financially. She could not function within the school system, and it is unlikely that she could work without causing harm to her peers.

5. a) The reasons people abuse substances are their predisposition to addiction, their way of coping with stress and the habits of peers with whom they associate. Students will choose the most compelling reasons depending on their point of view.
- b) It is possible that all the reasons could apply to one person if that person is suffering from stress, is more vulnerable to addiction and has friends who are substance abusers.

6. The following cases are diagnosed as

- bipolar affective disorder
- generalized anxiety disorder
- substance abuse
- personality disorder
- phobia
- schizophrenia
- personality disorder

7. a) Brainstorm with students a list of different substances that are commonly used by abusers. Some examples are alcohol, tobacco, cocaine, heroin, tranquilizers and sleeping pills. (AM 26, Conducting Independent Research)

b) Students will choose a substance and re-research the effects of that substance on users. Suggest that they use the inquiry model for researching this question. (AM 10, Writing a Social Science Report)

Looking Back, Activities (p. 110)

1. a) Students should include the following information in their timeline:

Time	Cause	Treatment
medieval	evil spirits	hole drilled in skull to release spirits; vomiting induced; "witches" burned at the stake
pre-1700	unknown	chained in asylums in subhuman conditions
1790	human problem	Pinel encouraged moving about and communicating in asylum
1890-1950	unconscious conflict; negative experience	Freud used psychotherapy; Skinner used conditioning
1950-	both nature/nurture	drugs, counselling, hospitalization

b) Future treatment may look more closely at the genetic make-up of a mentally ill person. Genetic modifications may be made in the womb to prevent a host of different mental problems. Also, the role of stress will become more important in diagnosing problems and will be researched more thoroughly.

2. Disorders such as schizophrenia seem to stem from malfunctioning in the brain and are a nature or biological issue. Mild disorders such as anxiety and phobias may be caused by environment and can be changed through conditioned learning.

3. Students should compile a list of the reactions and have two columns beside it, one for negative aspects and one for positive aspects. Instruct students to record in the appropriate column why each reaction is positive, negative or both. Student answers will vary. Invite students to share their analyses with the class.

4. The difference between an annoying habit and an obsessive-compulsive act is that the latter causes people to fixate on one detail and repeatedly attend to it to the point where they cannot function normally. Annoying habits do not usually interfere with the ability to function.

5. a) Ask students to think of their fears. Have students reflect on the fear and decide whether it stops them from completing their daily routines. Do they avoid places, people or situations because the object they fear may be there? Do they experience physical problems when thinking about the object or situation?
- b) Students may suggest that counselling, conditioned learning or confronting the object or situation may help alleviate the fear.
6. Students may refer to the various ways of dealing with stress as outlined in Activity 3. Some ways are exercise, talking with friends or writing in a journal.
7. Students should review the disorders listed in the text and choose one that has particular meaning or interest for them. Ensure that all disorders are being covered. Encourage students to consider disorders that have not been listed. Recall information about nature and nurture, and advise students to incorporate this into their research report. (AM 26, Conducting Independent Research; AM 10 Writing a Social Science Report)
8. Help students to prepare questions by providing information pamphlets or by discussing the 12-step program beforehand.

Test Answers (See Teacher's Guide, p. 74)

Part 1: Matching Terms

- 9 shows two extreme and opposite behaviours
- 6 used to determine one's stress level
- 4 shows no interest or concern
- 10 positive stress
- 8 unwarranted feelings of persecution
- 3 intense fear of certain objects
- 1 explains reactions to long-term stress
- 5 disorderly functioning of the mind
- 2 marked by distorted reality and disturbance of thoughts
- 7 sign of disgrace or discredit

Part 2: Short Answer

- The three stages in the General Adaptation Syndrome are alertness, resistance and exhaustion.
- Some major causes of stress are loss of a loved one, long-term illness, life transition, feeling of helplessness and trauma.
- Behaviour is characterized as abnormal by irrationality, personal suffering and interpersonal maladjustment.
- Five of the categories of mental illness are anxiety disorder, mood disorder, schizophrenic disorder, personality disorder and substance abuse.
- Depression is severe unhappiness and the inability to find pleasure. Bipolar affective disorder is manic behaviour (extreme excitement) followed by depression.

Part 3: Long Answer

- Roberta—personality disorder; she has no remorse, believes her behaviour is normal, steals, lies and does not conform to societal norms. The study refers to nature as the source. Students may suggest hospitalization and drugs as ways to change this behaviour.
- How Can Dieting Be Fatal?—eating disorder (obsessive-compulsive); anorexia and bulimia; nurture (media as source). Students may suggest counselling and hospitalization as ways to change the behaviour.
- Stage Fright Every Day—mild anxiety disorder (phobia); shy people cannot talk or enter social situations without extreme stress; nurture (parents model shyness). Students may suggest conditioning or counselling as ways to change the behaviour.

MENTAL ILLNESS AND MENTAL HEALTH

Part 1: Matching Terms

Match the terms with the definition by writing the appropriate number in the corresponding space.

- | | | |
|--------------------------------|-----|---|
| 1. General Adaptation Syndrome | ___ | shows two extreme and opposite behaviours |
| 2. schizophrenia | ___ | used to determine one's stress level |
| 3. phobia | ___ | shows no interest or concern |
| 4. apathetic | ___ | positive stress |
| 5. mental illness | ___ | unwarranted feelings of persecution |
| 6. stress cognitive appraisal | ___ | intense fear of certain objects |
| 7. stigma | ___ | explains reactions to long-term stress |
| 8. paranoia | ___ | disorderly functioning of the mind |
| 9. bipolar | ___ | marked by distorted reality and disturbance of thoughts |
| 10. eustress | ___ | sign of disgrace or discredit |

Part 2: Short Answer

Answer the following questions on a separate piece of paper.

1. What are the three stages in the General Adaptation Syndrome?
2. Name three of the major causes of stress.
3. How is behaviour characterized as abnormal?
4. List five of the categories of mental illness.
5. What is the difference between depression and bipolar affective disorder?

Part 3: Long Answer

Choose one of the following topics discussed in the text. Name and describe the disorder. State whether this behaviour is caused by nature, nurture or both. Explain two ways to change this abnormal behaviour.

- Roberta
- How Can Dieting Be Fatal?
- Stage Fright Every Day

Name: _____

Date: _____

CAUSES OF STRESS

Put a check mark beside the 5 to 10 stresses you feel most often or most keenly.

I am stressed because ...

- | | |
|---|--|
| <input type="checkbox"/> I have just left or am about to leave home. | <input type="checkbox"/> I am in a new relationship. |
| <input type="checkbox"/> I have just received a great award or honour. | <input type="checkbox"/> I fear dying. |
| <input type="checkbox"/> School is ending soon for me. | <input type="checkbox"/> I worry about the environment. |
| <input type="checkbox"/> I have no privacy at home. | <input type="checkbox"/> I fear getting hurt by others. |
| <input type="checkbox"/> Home is crowded. | <input type="checkbox"/> I fear failing. |
| <input type="checkbox"/> I don't have enough money. | <input type="checkbox"/> I have too much responsibility. |
| <input type="checkbox"/> Someone close to me has a drug or alcohol problem. | <input type="checkbox"/> I have too little responsibility. |
| <input type="checkbox"/> I have a drug or alcohol problem. | <input type="checkbox"/> I recently moved to a new school. |
| <input type="checkbox"/> My parents are separated or divorced. | <input type="checkbox"/> I never study enough for tests. |
| <input type="checkbox"/> My parent(s) is (are) absent. | <input type="checkbox"/> I don't get along with certain teachers. |
| <input type="checkbox"/> My parent is in a new relationship. | <input type="checkbox"/> School bores me. |
| <input type="checkbox"/> My parents have high expectations of me. | <input type="checkbox"/> My English skills are not good enough. |
| <input type="checkbox"/> Someone in my family is sick or dying. | <input type="checkbox"/> Teachers or students pick on me. |
| <input type="checkbox"/> I am new to Canada. | <input type="checkbox"/> I want to work but can't find a job. |
| <input type="checkbox"/> I recently moved into a new neighbourhood. | <input type="checkbox"/> I just started a new job. |
| <input type="checkbox"/> I hang around with a new crowd. | <input type="checkbox"/> Decisions are hard for me. |
| <input type="checkbox"/> I don't have enough friends. | <input type="checkbox"/> I get nervous when I try out for things (clubs, teams, etc.). |
| <input type="checkbox"/> I am not popular. | <input type="checkbox"/> I am embarrassed easily. |
| <input type="checkbox"/> I get nervous with members of the opposite sex. | <input type="checkbox"/> I don't like the way I look. |
| <input type="checkbox"/> I just broke up with my boyfriend or girlfriend | <input type="checkbox"/> School course work is tough right now. |
| <input type="checkbox"/> I don't belong. | <input type="checkbox"/> My part-time job is worrisome or taxing. |
| <input type="checkbox"/> Friends pressure me to do things I don't want to do. | <input type="checkbox"/> Other stresses (write these below). |

List two positive ways to deal with each stress identified.

MENTAL HEALTH

1. a) List at least five characteristics of mentally healthy people.

b) How can people change their lives so that they can improve their mental health? List five steps.

2. a) How would you know if a person was mentally ill?

b) What help is available for people with mental illness?

3. Is abnormal behaviour always a problem?

4. Under what conditions should a person be found “not guilty by reason of insanity”?

5. Can a person who is not a psychologist help someone with serious problems? Under what conditions? Explain.

6. a) Is it always good to be “normal”? Explain.

b) Under what circumstances would it be better to be “abnormal”?

7. What kinds of lifestyles, behaviours and thoughts contribute to good mental health?

Name: _____

Date: _____

TYPES OF MENTAL DISORDERS

Major Categories of Mental Disorders	Specific Forms of These Disorders	Symptoms or Characteristics

ANALYZING MENTAL DISORDERS

Causes of the Disorder:

- 1.
- 2.
- 3.

Name of Disorder:

Symptoms:

- 1.
- 2.
- 3.
- 4.

Treatments for the Disorder:

- 1.
- 2.
- 3.

6

Sociology, Socialization and Personality

In this chapter, sociology is the focus of study. Sociologists try to understand human social behaviour and the structures people build and organize. From early on in life, students are aware that they are part of groups such as the family, friendships, clubs and teams. They may have wondered how such groups function and what role they play in them. Sociology can help students understand these issues. This chapter will examine socialization, which is the process by which individuals become social beings, or part of their society.

CHAPTER 6 PLANNING CHART

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Introducing Sociology <p>Issues</p> <ul style="list-style-type: none"> What issues and topics are sociologists interested in? What are the main views of sociology? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 111 	<ol style="list-style-type: none"> Review the various social sciences, their major focus and how inquiry is done. From this overview, focus on the topics and methods of sociology for special investigation. Ask students to think about the society they live in and write down their thoughts in response to the following questions: What types of social interactions do you observe? How do you relate to others? What social forces shape your life? How could you find out more about the society you live in? Have students read about the various views of sociology. Then have them suggest why sociologists would take these positions in their inquiries.
<p>Topic</p> <ul style="list-style-type: none"> Sociological Inquiry <p>Issues</p> <ul style="list-style-type: none"> What questions do sociologists ask about their society? What processes and methods do sociologists use in their work? What ethical standards must sociologists follow? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 112 	<ol style="list-style-type: none"> Tell students to review the inquiry processes and the methodologies available to social scientists. Ask students to develop questions about a number of topics that sociologists might research. Each student will choose one of these questions and develop a hypothesis. For this question and hypothesis, the student will select the research design and method that would be most appropriate. Raise the issue of ethics in doing research. Ask, What kind of research is ethically acceptable? What kind should not be done? Have students compile two lists and give reasons for their selections. Have students read and discuss the American Sociological Association's Code of Ethics and compare it with their own lists. Ask why each part of the code is included.

CHAPTER 6 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Sociology and the Nature-Nurture Debate <p>Issues</p> <ul style="list-style-type: none"> What is socialization? Do we acquire our characteristics biologically (nature) or from experience (nurture)? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 116 	<ol style="list-style-type: none"> 1. Introduce the concepts of the individual and the society by raising questions such as the following: To what degree can an individual be unique and act as he or she wishes? To what degree do, and must, individuals interact with and become part of their society? How does this happen? Why is it important? 2. Raise the issue of nature versus nurture. Tell students that while many believe that an individual's development and behaviour are innate, others believe that they are learned through experience with others. Ask, What do you think? What evidence do you have? 3. Have students read the case study entitled The Eerie World of Reunited Twins. Ask, What observations are made in this case? What conclusions can be drawn?
<p>Topic</p> <ul style="list-style-type: none"> Socialization of Children <p>Issues</p> <ul style="list-style-type: none"> How important is socialization? What forces shape socialization? How does the socialization of children take place? What methods of socializing children are best? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 119 Teacher's Guide, Activity Sheet 6-1, p. 90 	<ol style="list-style-type: none"> 1. Have students read and discuss the case study entitled Isolated Children. Ask them to consider what happened in each case, what observations were made and what we can learn from each case. 2. Ask the students what they think are the most important social influences on their lives. Who are the most important people or other sources of ideas and behaviour? 3. Encourage students to read about and discuss socialization agents. Discuss what each agent contributes to the socialization of an individual. 4. Ask these questions: What methods would you use in raising your own children? How would you support and encourage their learning and development? How would you shape their thoughts and behaviour in socially acceptable ways? 5. Instruct students to interview parents, their own or others, to find out what methods they believe are important in raising children. Have students report their findings to the class.
<p>Topic</p> <ul style="list-style-type: none"> Child Abuse <p>Issues</p> <ul style="list-style-type: none"> Is corporal punishment acceptable in raising children? What is child abuse? Why do people abuse children? What should be done about child abuse? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 120 Teacher's Guide, Activity Sheets 6-2, p. 91, and 6-3, p. 92 	<ol style="list-style-type: none"> 1. Raise the issue of corporal punishment. Ask, Is it acceptable to spank children for misbehaviour? 2. Provide information about child abuse. Have students analyze the information according to the following categories: What is abuse and what kinds of abuse are there? Why do people abuse their children? What measures should be taken to deal with abuse? 3. Arrange for students to debate the following issue: Should it be illegal to spank children?

CHAPTER 6 PLANNING CHART (CONTINUED)

Topics, Issues and Resources	Suggested Strategies
<p>Topic</p> <ul style="list-style-type: none"> Gender Socialization <p>Issues</p> <ul style="list-style-type: none"> How are boys and girls socialized? Do these socialization patterns restrict individuals? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 124 	<ol style="list-style-type: none"> Discuss how young boys and girls are socialized. Ask the students to consider how they and their siblings are socialized, and whether they detect differences in the process between brothers and sisters. Have students discuss the impact of gender socialization on the adult lives of men and women. Does early socialization shape, or restrict, the adult potentials of either sex? Encourage students to read about the findings of sociologists in this area. Some students may want to do further research.
<p>Topic</p> <ul style="list-style-type: none"> Theories of Personality Development <p>Issues</p> <ul style="list-style-type: none"> What is personality? What different theories have been developed to explain personality development? What are the benefits of each theory? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 127 Teacher's Guide, Activity Sheet 6–4, p. 93 	<ol style="list-style-type: none"> Ask students to research various personality development theorists, such as Sigmund Freud, Jean Piaget, Charles Horton Cooley, George Herbert Mead, Erik Erikson, Benjamin Spock and others. In each case, have the student determine the following: major stages of development, suggested parenting methods for dealing with children and reaction to the theory. Have students report on each of these developmental theories to the class, and discuss and assess them. Invite students to draw their own conclusions about how they would want to raise their own children in order to see full development in all areas.
<p>Topic</p> <ul style="list-style-type: none"> Personality Types and Traits <p>Issues</p> <ul style="list-style-type: none"> What views of a healthy personality are there? What factors shape personality? How does personality change over time? <p>Resources</p> <ul style="list-style-type: none"> <i>Our Social World</i>, p. 130 	<ol style="list-style-type: none"> Raise the following questions: What is personality? What kinds of personality do you recognize? Where do we get our personalities? Have students read the section on personality and personality changes. Lead a discussion on the ways that personality changes over a lifetime and what factors influence such changes. Have students read Erik Erikson's account of personality development over a lifetime. Discuss the ways in which one can live one's life in order to develop to the fullest.
<p>Culminating Activities</p>	<ol style="list-style-type: none"> Have students research, through interviews or questionnaires, methods that parents feel are best for raising children. Suggest that students use questionnaires to survey the attitudes of a wide range of people about the use of corporal punishment. Ask students to research one of the following individuals to find out that person's views on child and personality development, and ways to maximize this development: Sigmund Freud, Erik Erikson, Charles Horton Cooley, George Herbert Mead, Jean Piaget, Benjamin Spock or another.

CHAPTER 6 ACTIVITY NOTES

Chapter Opener (p. 111)

Students may suggest several sources for the acquisition of skills and knowledge. Students should associate skills in early development with family and school, and more complex psychological skills with peer groups, workplaces and clubs or interest groups. Students will ascertain that we gain information on how to function in society from a variety of sources.

Figure 6–2 (p. 113)

The research method being used is participant observation. It is an appropriate method for this situation because it would allow the researcher to gain valuable information about and experiences with the group. (Since gorillas cannot speak, survey and interview methods would not work!) An experiment might also be appropriate.

Activities (p. 114)

1. Sociology is the study of relationships between people and the social structures they develop. Social psychology is the study of the individuals within their social and cultural setting.
2. Students should include the following characteristics:
 - Structural functionalism theory states that each segment of society serves a purpose. Individuals identify with their society, and social problems are temporary.
 - Conflict theory suggests that power is what holds a society together. People compete against each other, which can bring about positive change.
 - Symbolic interaction theory discusses how individuals learn about their culture and are internally motivated by what they have learned, not externally motivated by socioeconomic factors.
 - Feminist theory highlights gender inequality and the roles of men and women in different cultures. Feminist theorists believe that changes in women's status will yield positive results.
(AM 7, Writing a Paragraph)
3. The approaches are listed in order:
 - Structural functionalism—discusses the role of school in society

- Structural functionalism—defines the purpose of school in a particular segment
- Conflict theory—views economic classes as competing for power
- Symbolic interaction—focuses on people's understanding of their place in society
- Feminist sociology—makes specific reference to the status of women in society

4. Students should review the four approaches as stated in Activity 2. Their choice will depend on what view they support. Suggest that the information-based, fast-paced society in which we live has changed our gender roles and cultural characteristics but has also introduced another means of power: knowledge.
5. a) The steps of the inquiry model are identify a problem or question, develop a hypothesis, gather data, analyze the data and draw conclusions. The research methods listed in Chapter 1 are case study, experiment, observation, survey and interview.

b) The methods are listed in order:
 - interview or case study
 - survey
 - observation, interview or survey
 - survey
6. a) Whyte was unethical in conducting his research. Although he protected his subjects from harm, he did not respect their confidentiality, did not reveal his purpose as researcher and misused his role as researcher. (AM 7, Writing a Paragraph)

b) Researchers must submit their findings to an ethics committee. However, it is difficult to pinpoint impartiality in a researcher's body of work. (AM 13, Participating in a Debate)

Skill Focus, Practise It (p. 115)

The arrangement of the sentences should be as follows:

- Both sociologists and social psychologists seek to understand what happens in societies and why it happens.
- Why, for example, do people offer a toast at the beginning of a meal, shake hands with new acquaintances or teach children to say "please" and "thank you"?

- Why has the divorce rate changed? What factors govern individual and group behaviour? These are the kinds of questions that researchers from both social sciences ask.
- Although their research may involve the same topics, the subject is looked at from slightly different points of view.

Figure 6–3 (p. 116)

Sociologists believe that both nature and nurture play a part. Their abilities may be based on characteristics such as coordination or speed inherited from their parents, but their skills may also stem from the way they were raised (e.g., good work ethic, willingness to practise).

Activities (p. 118)

1. **a)** The Minnesota study displayed hard evidence that twins who were separated shared similar personality traits, supporting the argument that nature determines our behaviour.
 - b)** The end of the case study stated that some differences in attitudes and values were displayed, highlighting the role of nurture.
 - c)** The evidence was collected by the Minnesota Center for Adoption and Twin Research. The research yielded a wealth of hard, empirical data. The methods used were case studies.
 - d)** Some suggestions for further evidence might include the twins' chosen mates, their habitats, their diets and their children.
 - e)** The study of the identical twins supports the view that nature may explain some of our behaviours but nurture also plays an important role.
2. **a)** Three components necessary for normal development are physical affection, social contact and meeting basic needs, such as food and exercise.
 - b)** In the case study, the lack of these components resulted in the children's stunted growth in intelligence, physical development and emotional make-up.
 - c)** This study supports the idea that environment and socialization play a significant role in the early development of children.
3. **a)** Students will need to self-reflect and record the talents, personality traits and abilities they possess.

- b)** Ask students to list the characteristics of their parents and siblings. Have students draw parallels between these lists and their own.
- c)** Some students may conclude that they share many characteristics with their parents and siblings. However, a discussion should take place as to whether these similarities exist due to nature or nurture.

Figure 6–5 (p. 121)

- Children become aware of how they are viewed by others and behave accordingly.
- The peer group becomes the most important socializing agent in a person's teen years.
- Adults actively choose various socializing agents such as work.
- In later years, socialization may slow down, but it remains important.

Society Matters, What Do You Think? (p. 122)

1. Families are failing to socialize their children in positive ways because parents are working long hours and aren't available for their children. The pace of modern life is too fast and frustrating, and sometimes violence occurs in families.
2. Discuss the role of school and government in the matters of families. Emphasize that these organizations have an important role in socializing children but cannot and should not replace the parents as primary caregivers.
3. Have students contemplate the changes we are experiencing in our society: the transformation of the traditionally large family, who worked and spent a lot of time together, into the nuclear family, with both parents working; and the growing influence of the media. Debate whether these changes have helped or harmed how children learn to behave in society.

Figure 6–6 (p. 123)

One suggested difference may be a result of sibling rivalry. Children who take on the role of parents become more independent but treat their siblings differently, perhaps unequally. Instead of being socialized as peers, these siblings compete for power in the household. These children also develop care-giving skills at a much earlier age than other children.

Skill Focus, Practise It (p. 125)

Students can use the concept map shown as a basis for their own maps. They can add other related ideas, such as culture, the nature-nurture debate and child abuse. Brief details can be added to circled ideas. (AM 18, Organizing Ideas with a Concept Map)

Activities (p. 126)

1. **a)** Agents of socialization may include family, school, peers, culture, workplace, interest groups and clubs.

b) The agents of socialization are listed in order:
 - family, school
 - school, peers
 - family, school, peers
 - family, school
 - family, culture
 - workplace, school
 - family, peers, culture
 - family, peers, culture
2. Students should include the following in their concept maps:

Nature of the Problem—physical abuse, emotional abuse, neglect

Causes—cycle of violence, too high expectations

Consequences— isolation, physical harm or death, emotional trauma, becoming developmentally challenged

Dealing with Problem—involve social services, involve school, provide counselling, send children to a foster home

(AM 18, Organizing Ideas with a Concept Map)
3. Some suggestions are as follows:
 - Shenaz has not learned how to share. She must observe examples set by her family and school, and be discouraged from displaying inappropriate behaviour.
 - Paul has probably learned abuse from family. He needs counselling, a course in anger management and the services of a community nurse to help with the baby.
 - Lynette has learned as the eldest sibling to take on the parent role. She must be discouraged from fulfilling this role and encouraged to continue her studies.

4. Students should refer to Bettelheim's case study and his conclusions; Japanese parents encourage their children to think for themselves and act appropriately.
5. **a)** Students should review steps in Conducting Observation Research and Analyzing Data. Students should remember to be objective and thorough when collecting data and to select information that is valid and relevant to the problem.

b) Advise students to choose shows that focus on families and rearing children. With students, make a list of characteristics that may promote gender stereotypes such as clothes, domestic chores, leisure activities and academic goals. (AM 5, Conducting Observation Research)
6. **a)** Students should review the interview and survey methods. Remind students to word questions carefully in order to gain relevant information.

b) Students should use a cross-section of people for their sample population. Point out to students that parents may feel inhibited when answering their questionnaire due to the nature of the survey and the age of the researcher. This may be problematic and could affect the research. (AM 3, Conducting a Sample Survey; AM 4, Conducting an Interview)

c) Discuss with students whether their chosen discipline strategies are the same or different from those used by their parents and why.
7. **a)** Students should review how to gather and organize data and how to draw a concept map. Remind students that information included in the research should be accurate and relevant.

b) Review with students how to summarize information: read the article and pinpoint important information. Students will choose a course of action depending on their personal viewpoints and past experiences. (AM 14, Writing a Position Paper)

Figure 6–8 (p. 127)

The reversal of gender roles may increase choice by showing children that they can fulfill roles traditionally held by the opposite sex. For example, girls may strive to work in historically male-dominated

professions, while boys may welcome the opportunity to stay at home to care for children.

Figure 6–9 (p. 129)

The four stages shown, from top left, are concrete operational, pre-operational, sensorimotor and formal operational.

Figure 6–10 (p. 131)

Erikson called these stages “ psychosocial” because they involved both the individual’s behaviour (psychological) and his/her relationships with others (social).

Figure 6–11 (p. 132)

Students will probably discover that they have characteristics from all four quadrants depending on varying situations and moods. Discuss how characteristics that seem to be opposites can apply to one person. For example, is it possible to be considered both impulsive and careful?

Social Science Live (p. 133)

Some students may find that the test results contradict their perception of themselves. Discuss with students the nature of the questions asked: Were the answers too extreme? Did you feel that you could have circled both answers? Remind students that this assessment is just a rough estimate of where they fit on the extroversion scale. Suggest that students share their results with a friend—others often perceive us differently from the way we perceive ourselves.

Activities (p. 134)

1. See chart below.

Psychology	Key Ideas	
	Nurture	Nurture
Freud	personality comes from the unconscious mind	the child learns to control the id using the ego and superego
Piaget	child goes through stages of development	each stage is affected by the child’s social experiences
Cooley	none	identity is shaped by how we perceive how others view us
Mead	none	we go through stages of role taking; personality is shaped by interaction with others

2. Galen identified four types of personality: melancholic, choleric, phlegmatic and sanguine. Eysenck built on Galen’s types by adding the dimensions of extrovert/introvert and stable/unstable.

3. Rogers defined a set of characteristics of a healthy personality and focused on self-evaluation, whereas Cooley stated that people shape their personalities in accordance with how others view them.

4. a) The concept map should include the following characteristics of a healthy personality: such people like themselves, make decisions based on what is right for them, listen to others and try to understand them, trust their own experiences and accept the good and bad aspects of their own personality. (AM 18, Organizing Ideas with a Concept Map)

- b) Rogers and Maslow have very similar views of what defines a healthy personality. However, people who are self-actualized, as in Maslow’s theory, seem more connected to others than the people discussed in Rogers’ theory. As well, self-actualized people live by standards and are aware of culture and society. These views are similar to Erikson’s in that all three theories contend that while stages of growth are painful, they are necessary for fulfilling potential and developing a healthy personality.

5. a) The timeline should include these steps:

- Infancy/childhood: 0–11 years—relate to family; develop in order to take one’s place in society
- Adolescence: 11–18 years—develop personal identity
- Early adulthood: 18–25 years—learn to form close, lasting relationships and to commit to a career
- Middle adulthood: 25–50 years—gain a sense of accomplishment; may restructure life due to regret
- Late adulthood: 50 and over—retire; pursue projects missed in early life

- b) Students can review these stages and make changes accordingly. Suggest to students that they may want to alter the stage they are ex-

perceiving presently, or ask their parents for details about the stage that they are in.

6. Review Cooley's theory: people shape their behaviour according to how people view them. Students will decide on whether they support or disagree with Cooley. (AM 9, Writing a Response Paper)

7. The stages are listed in order:

- late adulthood
- early adulthood
- adolescence
- infancy
- childhood

8. a) Students should review the characteristics of Rogers' theory: healthy people like themselves, make decisions based on what is right for them, listen to others and try to understand them, trust their own experiences and accept the good and bad aspects of their personality. They should also review the characteristics of Maslow's theory: self-actualized people see things as they are, accept themselves, think independently, live by moral standards, etc. Students may need to reflect on their personality and may find that they do not have all the characteristics.

b) Students should review the steps on writing a paragraph: stating the main idea, providing details to support the idea and forming a concluding statement. (AM 7, Writing a Paragraph)

c) Students should recall their self-assessment scores and the evaluation. Discuss the difference between the two tasks and which is a more accurate account of one's personality.

9. Remind students to use the steps of the interview method in order to collect relevant and accurate data. Also, review Erikson's stages from the timeline in Activity 5a. (AM 4, Conducting an Interview)

10. Students should review the steps in using the observation method. They should determine what they are looking for during the observation and record information in great detail. (AM 5, Conducting Observation Research)

11. Brainstorm with the students some ideas for toys appropriate to Piaget's cognitive levels.

Encourage students to present a visual aid or model of the toy along with the rationale explaining its age appropriateness.

Looking Back, Activities (p. 135)

1. The concept map should include the following:

- Nature: Freud—unconscious mind defines personality; Piaget—cognitive stages of development; heredity defines some behaviours
- Nurture: agents of socialization—family, culture, school, friends, work and clubs; social experiences; isolates; cycle of violence in abuse

(AM 18, Organizing Ideas with a Concept Map)

2. Erikson believes that people must successfully meet the major tasks in one stage before proceeding to the next stage. Resolving the challenges at each stage leads to healthy personal development, which means that a person can make development happen. Erikson attaches age limits to each stage. However, one must be ready to proceed to next stage.

3. a) Some suggestions of forces that shape gender are family, school, friends, work, culture and media.

b) Students will probably choose an influence that is appropriate to their own experience.

4. Students should draw on situations with their own family and decide whether the birth order theory accurately reflects their experiences.

5. Discuss with students the elements of an essay: introduction, hypothesis, the body (which includes reasoning) and conclusion. Students should use a combination of personal experiences and information from the text to support their arguments. (AM 11, Writing an Essay)

6. Students should develop relevant questions that determine which behaviour is most valued. Point out to students that parents may feel inhibited when answering their questionnaire due to the nature of the survey and the age of the researcher. This may be problematic and could affect the research. (AM 3, Conducting a Sample Survey)

Test Answers (See Teacher's Guide, p. 89)

Part 1: Fill in the Blanks

1. structural functionalism
2. privacy, dignity
3. inherited
4. isolates
5. family
6. neglect
7. observation learning
8. sex

Part 2: Short Answer

1. Some agents of socialization are family, school, peers, workplace, clubs, interest groups, culture and media.
2. The term **cycle of violence** refers to the perpetual abuse of children by adults who have also suffered abuse as children.
3. Sex is determined at conception (nature), while gender is learned through socialization (nurture).

4. A "sense of self" is an awareness of what it is that makes one unique.
5. Piaget's four stages of cognitive development are sensorimotor, pre-operational, concrete operational and formal operational.

Part 3: Chart Completion

Sociological Approach	Researcher/Theorist	Description of Approach
structural functionalism	Emile Durkheim	individuals identify with society; every segment has a purpose
conflict theory	Karl Marx	people compete to gain power
symbolic interaction	Max Weber	individuals learn from their culture
feminist sociology	Dorothy Smith	awareness of inequality of women in society

SOCIOLOGY, SOCIALIZATION AND PERSONALITY

Part 1: Fill in the Blanks

Complete the sentences by inserting the most appropriate word.

1. Durkheim used the sociological approach called _____.
2. The Code of Ethics states that researchers should respect the _____ and _____ of their subjects.
3. The Minnesota twin study concluded that many characteristics are _____.
4. Children who are socially, physically and emotionally deprived are _____.
5. The chief agent of socialization in a person's life is the _____.
6. Failure to provide necessities of life is called _____.
7. Children pick up ideas and behaviour from their parents' example through _____.
8. The _____ of an individual is determined at conception.

Part 2: Short Answer

Answer the following questions on a separate piece of paper.

1. Name five agents of socialization.
2. Explain the term *cycle of violence*.
3. What is the difference between sex and gender?
4. What is a "sense of self"?
5. Name Piaget's four stages of cognitive development.

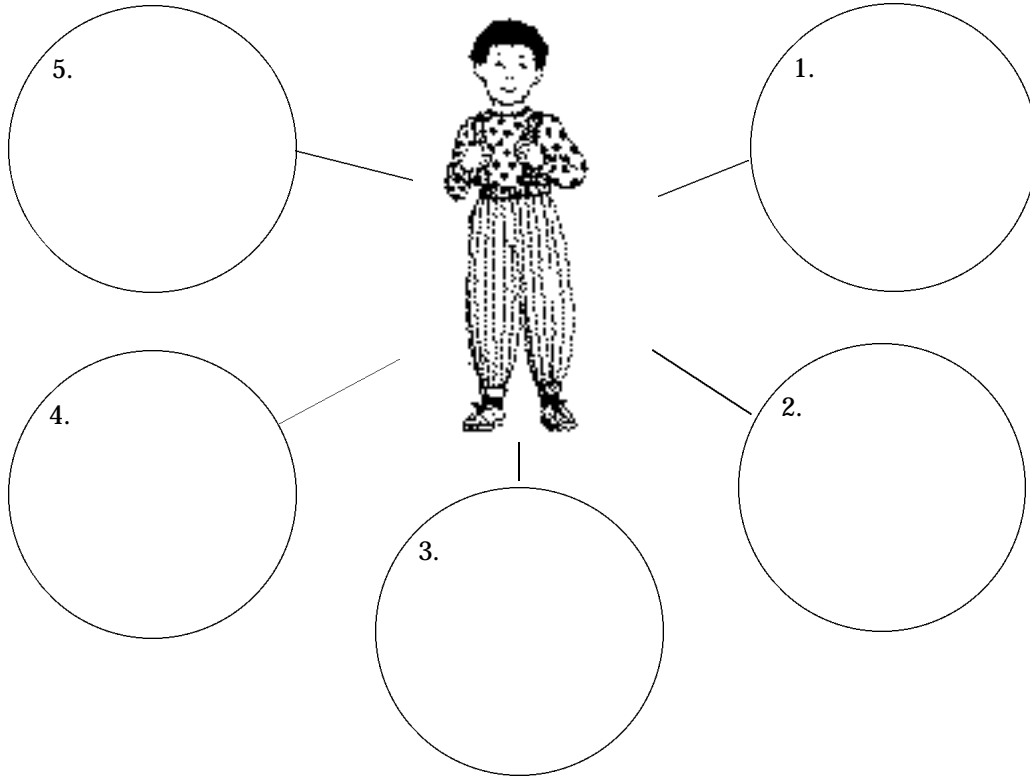
Part 3: Chart Completion

Complete the chart below listing four different approaches to sociology.

Sociological Approach	Researcher/Theorist	Description of Approach

SOCIALIZING INFLUENCES ON CHILDREN

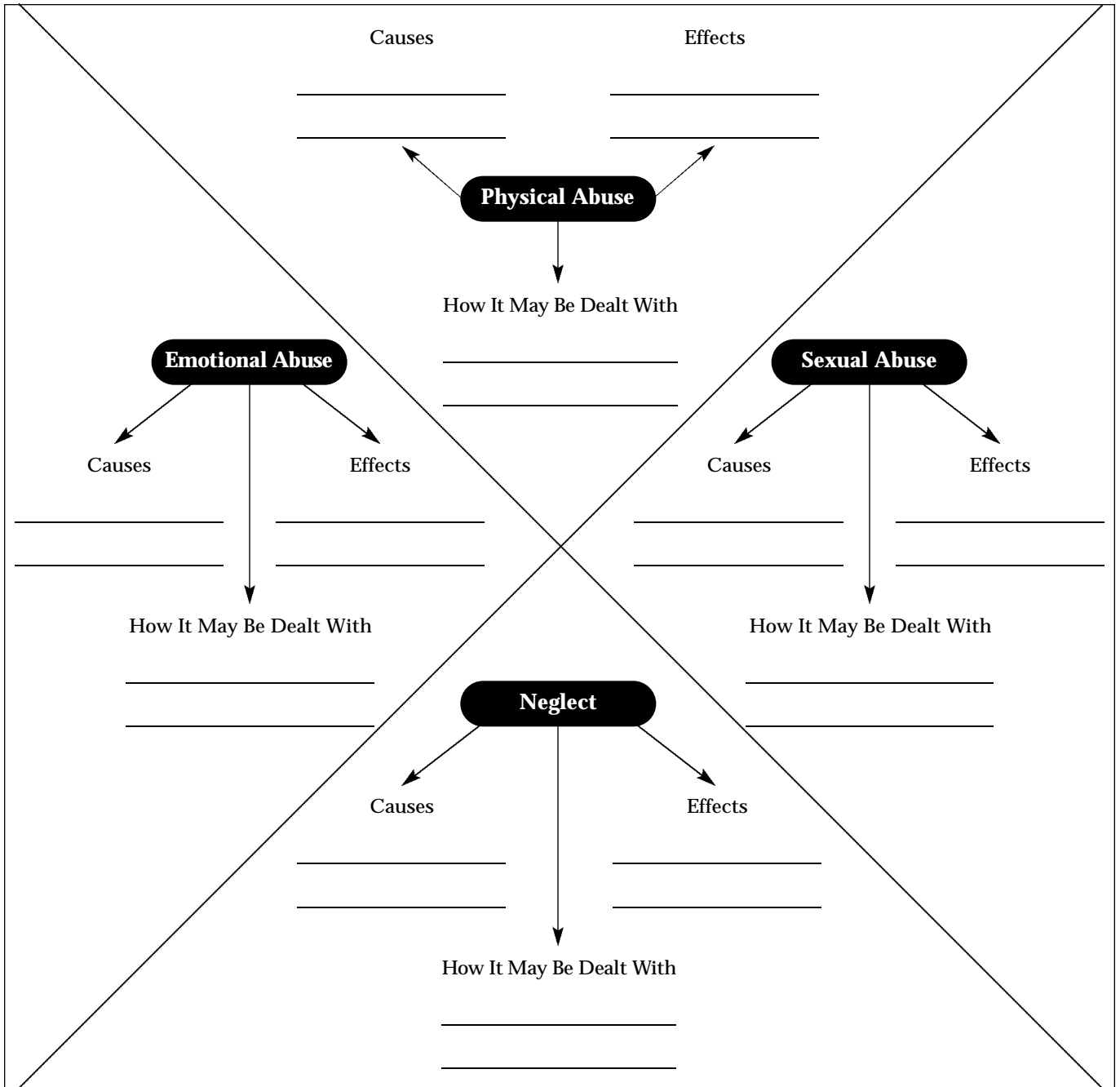
A. Draw a sketch or cartoon of five socializing influences on children.



B. For each influence explain a) what children learn from that influence, and b) how they learn it.

- 1. a) _____
b) _____
- 2. a) _____
b) _____
- 3. a) _____
b) _____
- 4. a) _____
b) _____
- 5. a) _____
b) _____

FORMS OF CHILD ABUSE



SHOULD IT BE ILLEGAL TO SPANK CHILDREN?

Issue Stated:

Position A:

Position B:



Arguments for Position A

Arguments for Position B

Conclusion Reached:

THEORIES OF PERSONALITY DEVELOPMENT
.....

Theorist	Major Elements of the Theory	Importance of Theory for Everyday Life
Sigmund Freud		
Jean Piaget		
Charles Horton Cooley		
Others		

