**True / False**

1. Creativity is inherently a cultural judgment. a. True

b. False

*ANSWER:* True

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.01 - Provide definitions of creativity.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Remembering

2. Creativity in young children is innate and not affected by practicing creative expression. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

3. Creativity is a fixed attribute and an individual's level of creativity is established at birth. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

4. Creativity often peaks at about 4 to 4½ years of age.

a. True

b. False

*ANSWER:* True

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

5. Most adults regain the levels of creativity they had as children. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

6. To support creativity, parents should encourage logical thinking rather than intuitive feeling. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.05 - Establishing reciprocal relationships with families

United States - NAEYC.07 - Families

*KEYWORDS:* Bloom's: Understanding

7. Howard Gardner (2006) questions the validity of creativity tests to measure and/or predict young children's creativity.

a. True

b. False

*ANSWER:* True

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.06 - Compare and contrast creativity with conformity and convergent thinking.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

8. Children with disabilities cannot be identified as gifted and talented. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

9. Howard Gardner believes that creativity is limited to the making of products. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

10. Parents of creative children encourage their independence. a. True

b. False

*ANSWER:* True

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Understanding

11. Processing is important for children only because it culminates in a finished product that validates its importance for children.

a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

12. All people show evidence of some degree of creativity. a. True

b. False

*ANSWER:* True

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

13. Encouraging children to conform to expected gender roles supports their development of creative thinking. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.04 - Identify obstacles to creativity.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

14. According to Howard Gardner, creativity is independent of cultural judgment. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.01 - Provide definitions of creativity.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Remembering

15. Processing does not need to culminate in a finished art product. a. True

b. False

*ANSWER:* True

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

16. Older children are more likely to spend greater amounts of time in creative processing. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

17. In a psychologically safe environment, children are encouraged to make their own choices and decision. a. True

b. False

*ANSWER:* True

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Understanding

18. Mixed-age grouping is not recommended in classes for gifted and talented children. a. True

b. False

*ANSWER:* False

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

**Multiple Choice**

19. Which of the following is *not* an acceptable definition for creativity?

a. the ability to see things in new ways

b. combining unrelated things into something new

c. using the information given to solve a problem or dilemma d. thinking unconventionally

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.01 - Provide definitions of creativity.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

20. According to Howard Gardner's definition of creativity:

a. an individual must be creative in one particular domain. b. an individual can be creative across all domains.

c. creativity can come in a once-in-a-lifetime burst.

d. creativity appears only in the development or fashioning of products.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.01 - Provide definitions of creativity.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

21. Which of the following is *not* an accepted explanation for creativity?

a. attitude b. genetics c. skill

d. set of environmental conditions

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Understanding

22. For young children, creativity is a special and different way of viewing the world in which there are no right or wrong answers, only possibilities. In this view, creativity is seen as a(n):

a. aptitude. b. skill.

c. knowledge base. d. attitude.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

23. Children demonstrate a creative attitude when they:

a. try out new ideas and different ways of doing things. b. push boundaries and explore possibilities.

c. manipulate and transform ideas and materials. d. all of the above

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

24. For young children, the creative process:

a. always results in a finished product.

b. only occurs in their work with art materials.

c. emphasizes making and doing rather than a completed project. d. is very different from the creative process for adults.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

25. Defining creativity only by finished products:

a. restricts creativity to a small core of gifted elite. b. excludes children.

c. both a and b

d. none of the above

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

26. When adults focus on creative products rather than creative process, which of the following may be an outcome?

a. Young children experience positive reinforcement for their efforts. b. Young children gradually develop a sociocentric perspective.

c. Young children have an opportunity to refine their skills and correct any mistakes.

d. Young children may abandon a creative process orientation to make products that please adults.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

27. Adults tend to value creative products or creative process for all of the following reasons *except*:

a. they are the essence of creativity.

b. a finished product often tells what the child did at school today. c. a finished product may justify the child's presence in the school.

d. a finished product can indicate a child's fine motor and perceptual skills.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Applying

28. Children demonstrate a creative attitude when they:

a. accept answers given by an adult source. b. follow adult directions.

c. take things apart and put them back together in different ways. d. focus on concrete objects in their environment.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

29. Creative children may demonstrate curiosity by all of the following *except*:

a. persistent and purposeful questioning. b. manipulation of objects.

c. passive observation.

d. active exploration of the environment.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Applying

30. In Torrance's theory of creativity, self-feeling is important for young children because:

a. self-direction permits the child to work alone. b. it encourages an egocentric perspective.

c. it gives the child self-confidence in following adult instructions. d. all of the above

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Remembering

31. All of the following are indicators of creativity in Torrance's theory *except*:

a. curiosity. b. tolerance.

c. redefinition. d. insight.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

32. Identifying one typical personality pattern for highly creative individuals may:

a. be impossible.

b. provide assistance in identifying these individuals. c. lead to understanding the nature of creativity.

d. all of the above

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.06 - Compare and contrast creativity with conformity and convergent thinking.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Analyzing

33. In order for children to create, they need:

a. specific directions as to the nature of the project.

b. opportunities to share their creative efforts with others.

c. a source of inspiration or an experiential background from which to draw. d. appropriate materials and a quiet work space.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Understanding

34. According to Healy, parents who produce creative children share all of the following characteristics *except* that they:

a. have full lives themselves and do not depend on their children to meet their emotional or achievement needs. b. tolerate divergent ideas and mistakes made "in the service of learning."

c. expose children to a broad range of artistic and intellectual pursuits. d. encourage academic and intellectual excellence.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.05 - Establishing reciprocal relationships with families

United States - NAEYC.07 - Families

*KEYWORDS:* Bloom's: Understanding

35. Creative children tend to be:

a. careful planners.

b. persistent with a long attention span.

c. oblivious to sensory stimuli with limited awareness of their environment. d. concerned with neatness and promptness.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Applying

36. Which of the following defines flexibility as an indicator of creativity, according to Torrance (1962)?

a. If one approach fails, a creative child will try a variety of different approaches. b. A creative child will ask persistent questions from a variety of perspectives.

c. A creative child is quick to see gaps in information, exceptions to rules, and contradictions in information. d. A creative child has surprising, uncommon, interesting ideas.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

37. During periods of stress or change, which trait can families model for their children to support creativity?

a. patience b. freedom

c. encouragement d. adaptability

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.05 - Establishing reciprocal relationships with families

United States - NAEYC.07 - Families

*KEYWORDS:* Bloom's: Analyzing

38. All of the following can be potential obstacles to creativity *except*:

a. parents.

b. environmental experiences. c. sex roles.

d. society, culture, and tradition.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.04 - Identify obstacles to creativity.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Understanding

39. Parents may provide obstacles to their children's creativity because:

a. they view creative behaviors as misbehaviors.

b. they need to be informed and educated about the nature of creativity. c. creative children often question adult logic and authority.

d. all of the above

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.04 - Identify obstacles to creativity.

*NATIONAL STANDARDS:* United States - DAP.05 - Establishing reciprocal relationships with families

United States - NAEYC.07 - Families

*KEYWORDS:* Bloom's: Applying

40. Stereotypical sex roles may provide obstacles to children's creativity by:

a. encouraging children's optimal development as individuals.

b. encouraging the involvement of boys in quiet expressive activities.

c. encouraging the involvement of girls in reactive manipulative experiences.

d. expecting boys to be active and independent and girls to be passive and dependent.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.04 - Identify obstacles to creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Understanding

41. Society, culture, and tradition may provide obstacles to children's creativity because they:

a. encourage children to break out of behavioral molds or patterns.

b. recognize the different agenda under which creative children may operate. c. dictate a certain set of behaviors, values, and attitudes for children.

d. encourage each child's individuality.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.04 - Identify obstacles to creativity.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Applying

42. Teachers can best help children celebrate creativity by all of the following *except*:

a. consolidating all creative thinking curriculum into a daily lesson. b. helping children identify creative heroes.

c. discussing the importance of creative products and inventions. d. sharing their own creativity with children.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

43. To be a creative partner in children's activities, teachers should do all of the following *except*:

a. make themselves available to enter children's creative worlds.

b. present a plot, sequence, and script for children to follow in their play. c. be a play partner who follows the children's lead.

d. provide materials and opportunities for children's creative play.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

44. Teachers facilitate children's creative expression by:

a. providing structured spaces for creative play.

b. limiting children's noise and movement during creative play.

c. arranging classroom furniture to meet the demands of the current activity. d. requiring neatness and order during creative play.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.09 - Physical environment

*KEYWORDS:* Bloom's: Applying

45. Which type of play material is more supportive of creative expression during play, and why?

a. Open-ended play materials are more supportive of creative expression because they have multiple rather than single outcomes.

b. Closed-ended play materials are more supportive of creative expression because they have single rather than multiple outcomes.

c. Open-ended play materials are more supportive of creative expression because they have single rather than multiple outcomes.

d. Closed-ended play materials are more supportive of creative expression because they have multiple rather than single outcomes.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

46. Providing appropriate toys and materials facilitate young children's creative expression by:

a. teaching them that each object has a specific purpose. b. discouraging children's experimentation with objects.

c. encouraging children to explore multiple options and various possibilities. d. requiring children to use them in the "right" way.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Applying

47. Providing a psychological climate conducive to creativity supports creativity by:

a. helping children to do things in a prescribed way.

b. providing teacher-directed activities to encourage skill development.

c. empowering children to act autonomously without fear of criticism or rejection. d. encouraging children to look to others for answers and solutions.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

48. To support children's creativity, teachers can weave creative activities and creative expression throughout the curriculum by:

a. developing 30-minute lessons on a regular schedule that require creative thinking. b. planning art and music activities to go with social studies lessons.

c. integrating creativity throughout all of the curriculum areas. d. none of the above

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Applying

49. Convergent thinking in a school setting includes all of the following *except*:

a. bodies of knowledge that we want all children to possess. b. brainstorming for possible solutions to a problem.

c. coming up with the one right answer.

d. complying, not challenging authority or questioning, and doing what is generally expected.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.06 - Compare and contrast creativity with conformity and convergent thinking.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

50. Which of the following best describes the relationship between IQ and creativity?

a. A high IQ is needed for creativity. b. Creativity requires a low IQ.

c. There is no relationship between IQ and creativity.

d. High scores on tests of creativity are not correlated with high scores on IQ tests.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Applying

51. In the classroom, teachers tend to prefer children who:

a. are highly intelligent and highly creative. b. are highly intelligent with low creativity.

c. have lower intelligence and low creativity. d. have lower intelligence and high creativity.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.06 - Compare and contrast creativity with conformity and convergent thinking.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

52. Which of the following best explains the relationship between creativity and gifted and talented children?

a. Gifted and talented children show high levels of creativity.

b. Creativity may or may not be a characteristic of children who are gifted and talented. c. Gifted and talented children show low levels of creativity.

d. Creativity is always a characteristic of children who are gifted and talented.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

53. Which of the following are generally *not* characteristics of gifted and talented children?

a. curious and inquisitive

b. unusually aware of their surroundings c. lack a sense of humor

d. think quickly and at higher, abstract levels

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Understanding

54. Programs and approaches that best meet the needs of gifted and talented children:

a. are individually paced and encourage divergent thinking. b. group children according to their abilities and potential.

c. provide focused instruction and experiences in a specific area, such as history or mathematics. d. address a great deal of content in a short period of time.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Applying

55. Which of the following is *not* one of Howard Gardner's criteria for identifying an intelligence? a. Each of the intelligences exists in exceptional people, including idiot savants and prodigies. b. Each of the intelligences is evident only in the human species.

c. Each of the intelligences can work without the others being present.

d. Each of the intelligences can be symbolized by its own unique symbol or set of symbols.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

56. Which of Gardner's multiple intelligences is most closely related to young children's engagement in art?

a. logical-mathematical b. musical-rhythmic

c. visual-spatial d. intrapersonal

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

57. Traditionally, schooling has focused on the:

a. interpersonal and intrapersonal intelligences.

b. logical-mathematical and naturalistic intelligences.

c. verbal-linguistic and logical-mathematical intelligences. d. verbal-linguistic and naturalistic intelligences.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

58. Brain research has told us all of the following *except*:

a. during the early years, the brain has the greatest capacity for change.

b. brain development hinges on a complex interplay between heredity and environment. c. after age six, new synapses or connections will not form in the brain.

d. the developing brain has the ability to explode with new synapses or connections.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

59. According to brain research, although traumatic experiences may significantly influence the behavior of adults:

a. they actually change the organizational framework for the brain of a young child. b. they have little or no impact on the brain of a young child.

c. we do not know how they may affect a young child.

d. positive experiences can reverse the damage in a young child.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

60. Even though learning occurs throughout an individual's lifetime, there are critical periods during which the brain:

a. is particularly efficient at creating neural pathways that facilitate specific kinds of learning. b. is vulnerable to damage by physical trauma.

c. cannot take in or process new information. d. none of the above

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

61. In order for the brain to develop fully, brain research tells us that young children need:

a. good nutrition, rest, and exercise.

b. early experiences in learning a second language.

c. a wide range of physical, cognitive, and socioemotional experiences during the early years. d. early opportunities to learn to play a musical instrument.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Applying

62. Which of the following is *not* a reason why some children are more creative than others?

a. Not all children have their creativity nurtured.

b. Enrichment opportunities are not available to all children.

c. Some children do not have an IQ high enough to demonstrate their creativity.

d. Not all schools offer programs in the arts to supplement their regular curriculum.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Applying

63. Teachers are increasingly concerned about the underrepresentation of which groups of children in gifted and talented programs?

a. children from low-income populations

b. children from diverse ethnic and cultural backgrounds c. bilingual children

d. all of the above

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

64. Identifying gifted and talented children can be challenging because:

a. we haven't developed good methods for identification. b. abilities don't develop until later in life.

c. their development across domains may be uneven.

d. young children cannot sustain their attention for accurate evaluation of their abilities.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

65. Synergy is defined as:

a. high-energy problem-solving.

b. the ability to find connections between seemingly unrelated things. c. the ability to separate complex entities into component parts.

d. small group work that is synchronized and sequential.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.01 - Provide definitions of creativity.

*NATIONAL STANDARDS:* United States - DAP.01 - Creating a caring community of learners

United States - NAEYC.01 - Relationships

*KEYWORDS:* Bloom's: Understanding

66. Which of the following is an example of serendipity in the creative process?

a. hypothesizing solutions to the problem of who will be the class's line leader today b. brainstorming a list of places to hide the treasure in a class treasure hunt

c. making a child-sized igloo out of plastic milk jugs

d. accidentally dripping water across the sky of a landscape painting and incorporating this effect as clouds

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Analyzing

67. Which is the most important in planning creative activities for young children?

a. The creative process is most important because this is when cognitive activity occurs.

b. The product is most important because it gives the child the opportunity to reflect on his/her efforts. c. The creative process and product are both equally important.

d. It depends on the materials used by the child.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Analyzing

68. Individuals reach a peak in their creative functioning:

a. during adolescence. b. in young adulthood. c. around third grade.

d. during early childhood.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

69. Environmental conditions that support creativity include:

a. people and objects. b. places.

c. experiences.

d. all of the above

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Applying

70. Parents that nurture creative children are likely to:

a. be very enmeshed in their children's lives.

b. involve their children in family decision-making. c. be overprotective of their children.

d. have intensive aspirations for their children.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.04 - Identify obstacles to creativity.

*NATIONAL STANDARDS:* United States - DAP.05 - Establishing reciprocal relationships with families

United States - NAEYC.07 - Families

*KEYWORDS:* Bloom's: Analyzing

71. Which of the following are considered open-ended materials?

a. unit blocks b. baby dolls

c. balance scales d. puzzles

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Applying

72. Which of the following are considered closed-ended materials?

a. crayons and paper b. puzzles

c. sand

d. modeling clay

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Applying

73. Which of the following questions does *not* encourage divergent thinking?

a. What do you think will happen next?

b. In what shapes can we find traffic signs?

c. How many ways could you use this tool?

d. What do you want to be when you grow up?

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.06 - Compare and contrast creativity with conformity and convergent thinking.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Analyzing

74. While process is the "how" of creativity, product is the:

a. "method."

b. "foundation." c. "what."

d. "who."

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

75. "Arting" is defined as:

a. the thinking and planning before work with materials begins. b. creating finished art products.

c. sharing your artwork with others. d. the process of doing art.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Understanding

76. Young children who are more focused on art products:

a. often have an idea of what they want to make before they begin. b. are focused on pleasing themselves rather than adults.

c. are usually disappointed with the outcome.

d. seldom repeat the same process more than once.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

77. The creative process usually begins with the child:

a. reworking a project.

b. choosing a specific approach to a project. c. discussing what to do.

d. exploring and playing with tools and materials.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Understanding

78. Which of the following are most likely to support children's creativity as they progress through elementary school?

a. a continued focus on the creative process

b. a supportive environment and opportunities to practice c. well-trained and enthusiastic teachers

d. art and music lessons

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Analyzing

79. Each region of the brain is made of a sophisticated network of:

a. cells, dendrites, and nerves.

b. nerves, cytoplasm, and hemoglobin.

c. cells, protoplasm, and electrical impulses. d. dendrites and hemispheres.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

80. Good early childhood curriculum will reinforce brain connections by:

a. encouraging children's social interactions.

b. providing extended opportunities for language and literacy.

c. engaging as many of the senses and intelligences as possible. d. encouraging play and active movement.

*ANSWER:* c

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Understanding

81. Brain research is a line of study documenting the:

a. physical development of the brain.

b. development of a child's intelligence. c. changes of brain function over time.

d. impact of early experiences on the architecture of the brain and their influence on adult capacities.

*ANSWER:* d

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Understanding

82. If a child receives little stimulation during early childhood:

a. synapses will sprout but the brain will make few connections.

b. synapses will not sprout and the brain will not make connections. c. synapses will not sprout and the brain will make connections.

d. synapses will sprout but the brain can't use them to make connections.

*ANSWER:* b

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

83. A critical period of development is defined as a:

a. window of opportunity for a specific area of development.

b. period of time in which minimal growth and development occurs.

c. period of time in which trauma occurs to the individual, significantly impeding development. d. period of adjustment to a disability.

*ANSWER:* a

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.08 - Discuss the implications of brain research.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Understanding

**Completion**

84. A child with intelligence is likely to excel in sports and movement activities.

*ANSWER:* bodily-kinesthetic

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Applying

85. A child who accurately identifies her own areas of strength and weakness may be strong in intelligence.

*ANSWER:* intrapersonal

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Applying

86. A child with intelligence will probably exhibit a strong sense of melody, rhythm, and beat.

*ANSWER:* musical-rhythmic

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Applying

87. Creative children need heroes.

*ANSWER:* creative

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.05 - Describe ways adults can facilitate children's creative expression.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

88. Mixed-age grouping is recommended, because a child who exhibits one or more gifts may not excel .

*ANSWER:* socially

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Remembering

**Subjective Short Answer**

89. List the six different ways to explain creativity.

*ANSWER:* attitude; process; product; skill; set of personality traits; set of environmental conditions

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.03 - Discuss the different explanations of creativity.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

90. List all eight of Howard Gardner's multiple intelligences.

*ANSWER:* bodily-kinesthetic; verbal-linguistic; logical-mathematical; interpersonal;

intrapersonal; musical-rhythmic; naturalist; visual-spatial

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.04 - Assessing children's development and learning

United States - NAEYC.04 - Assessment

*KEYWORDS:* Bloom's: Remembering

91. List the types of higher-level thinking involved in creativity.

*ANSWER:* observation; problem solving; discovery; analysis; hypothesizing; predicting; testing;

communicating

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.09 - Explain the relationship between creativity and child development.

*NATIONAL STANDARDS:* United States - DAP.03 - Planning curriculum to acheive important goals

United States - NAEYC.02 - Curriculum

*KEYWORDS:* Bloom's: Remembering

**Essay**

92. Explain why "arting" is more important than creating art products in the early years.

*ANSWER:* The response should reflect that arting is another term for processing. Processing is important because it allows children to develop physical knowledge and gain skill with materials and tools.

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.02 - Describe creativity as a process or a product.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Analyzing

93. Which of Gardner's multiple intelligences would be most important for a teacher of young children? Why?

*ANSWER:* The response should include the idea that teachers must draw upon all of the intelligences, but many focus on verbal/linguistic and/or interpersonal.

*LEARNING OBJECTIVES:* A&CD.FOX.15.01.07 - Discuss the relationship between creativity and intelligence.

*NATIONAL STANDARDS:* United States - DAP.02 - Teaching to enhance development and learning

United States - NAEYC.03 - Teaching

*KEYWORDS:* Bloom's: Analyzing