

Chapter 2: History: Exploring the Beginnings of Early Childhood Education**Test Bank**

1. _____ believed that education was the right of ordinary male offspring of the free citizens of the state and not just the right of the upper class.
 - a. Plato
 - *b. Aristotle
 - c. Socrates
 - d. Plutarch
 - e. Aries

2. _____ wrote about the need for a more humane treatment of children, an idea that was not necessarily upheld by the Greeks.
 - a. Aries
 - b. Plato
 - *c. Plutarch
 - d. Aristotle
 - e. Socrates

3. The _____ played a significant role in the history of early childhood education and the evolution of the concept of childhood.
 - a. philosophers
 - b. Renaissance
 - c. Greeks
 - *d. church
 - e. peasants

4. Who believed that in order for children to develop human nature and to be prepared for their life on earth, as well as for eternal life, they need to be educated?
 - a. Erasmus
 - b. Aristotle
 - c. Locke
 - d. Rousseau
 - *e. Comenius

5. In *The School of Infancy*, Comenius introduced the idea that home is
 - a. where the heart is.
 - *b. the first school.
 - c. a place for rest.

- d. a blank slate.
 - e. where you are loved.
6. _____ is associated with the idea of the tabula rasa (the view of the child's mind as a blank slate that is sensitive and responsive to instruction).
- *a. John Locke
 - b. Jean-Jacques Rousseau
 - c. John Amos Comenius
 - d. Johann Heinrich Pestalozzi
 - e. Friedrich Froebel
7. Who wrote books that were attacked and condemned by the church, leading him to fear for his life?
- a. John Locke
 - *b. Jean-Jacques Rousseau
 - c. John Amos Comenius
 - d. Johann Heinrich Pestalozzi
 - e. Friedrich Froebel
8. _____ established a new early childhood school, which would end up being named kindergarten.
- a. John Locke
 - b. Jean-Jacques Rousseau
 - c. John Amos Comenius
 - d. Johann Heinrich Pestalozzi
 - *e. Friedrich Froebel
9. CHOOSE ALL THAT APPLY. Froebel's kindergarten activities also included a collection of games, songs, and stories designed to promote children's
- *a. sensory development.
 - *b. physical development.
 - c. emotional development.
 - d. social development.
 - e. cognitive development.
10. In order to prevent children from becoming gravely ill, an open-air nursery school was opened by
- a. Maria Montessori.
 - b. Friedrich Froebel.
 - *c. Margaret McMillan.
 - d. Jean Piaget.

- e. Lev Vygotsky.
11. Margaret McMillan valued children's _____ and encouraged _____.
- *a. art; drawing
 - b. writing; reading
 - c. language; speaking
 - d. creativity; music
 - e. spontaneity; participation
12. Maria Montessori reported that children under 6 years of age had an astonishing power of the mind, which she called the
- a. creative mind.
 - b. active mind.
 - c. children's mind.
 - *d. absorbent mind.
 - e. spongy mind.
13. Which of the following is NOT one of Jean Piaget's stages of cognitive development?
- a. sensorimotor period
 - b. preoperational period
 - c. formal operational period
 - d. concrete operational period
 - *e. creative period
14. Vygotsky recognized that learning takes place within the context of
- a. family life.
 - *b. relationships.
 - c. play.
 - d. schooling.
 - e. creativity.
15. Whose educational philosophy touted the need to get rid of rote memorization in schools and replace it with a more child-centered approach?
- a. Jean Piaget
 - b. Maria Montessori
 - c. Margaret McMillan
 - *d. John Dewey
 - e. Lucy Sprague Mitchell

16. This person was known as a leader in the National Association for Nursery Schools, which is now known as the National Association for the Education of Young Children (NAEYC).

- a. Maria Montessori
- b. Lucy Sprague Mitchell
- c. Margaret McMillan
- *d. Abigail Adams Eliot
- e. Rachel McMillan

17. Erik Erikson developed five psychosocial crises that children progress through before reaching young adulthood. Which one occurs during the preschool years (3 to 6 years of age)?

- a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. industry versus inferiority
- d. identity versus role confusion
- *e. initiative versus guilt

18. Erik Erikson developed five psychosocial crises that children progress through before reaching young adulthood. Which one occurs first (infancy)?

- *a. trust versus mistrust
- b. autonomy versus shame and doubt
- c. industry versus inferiority
- d. identity versus role confusion
- e. initiative versus guilt

19. _____ believed that positive early experiences during the period of childhood shaped one's emotional development.

- a. Bloom
- *b. Maslow
- c. Erikson
- d. Piaget
- e. Dewey

20. The _____ allows children an opportunity to revisit basic ideas and concepts repeatedly.

- a. High/Scope curriculum
- b. creative curriculum
- *c. spiral curriculum
- d. Montessori curriculum
- e. Progressive curriculum

21. In the beginning of early childhood education in the United States, educators were not experienced. Who was the person who helped professionalize the field of early childhood education?

- a. Susan Elizabeth Blow
- *b. Patty Smith Hill
- c. Margarethe Meyer Schurz
- d. Elizabeth Palmer Peabody
- e. Mary Tyler Peabody Mann

22. During the Renaissance and Reformation periods, boys and girls were required to move toward a more personal relationship with God.

- *a. True
- b. False

23. Rousseau was among the first individuals to acknowledge that young children were not simply “miniature adults.”

- *a. True
- b. False

24. Maria Montessori created a specific type of school aimed at gifted children.

- a. True
- *b. False

25. When teachers would present the occupations to the children in Froebel’s kindergartens, this marked the birth of circle time.

- *a. True
- b. False

26. Montessori schools are very popular in the United States.

- a. True
- *b. False

27. Elizabeth Peabody established kindergartens in every state of the Union before she died in 1894.

- *a. True
- b. False

28. None of Friedrich Froebel's gifts or occupations are used today in kindergarten.

- a. True
- *b. False

29. The language spoken in the early kindergartens was English.

- a. True
- *b. False

30. The Bank Street College of Education served as a model for the design of subsequent early education programs in the country.

- *a. True
- b. False

31. Children learn best when they are involved in rote memorization activities.

- a. True
- *b. False

Type: E

32. What specifically from Margaret McMillan's work is evident in early childhood programs today?

- a. Emphasis on children's health, small group work, and parent involvement.

Type: E

33. Why does Pestalozzi represent a beginning point for early childhood education?

- a. He actually taught young children.

Type: E

34. What did Martin Luther do to get excommunicated from the church?

- a. Luther urged nobles, civil leaders, and laypeople to move away from the church and instead focus on a more personal road to God and salvation, which got Martin Luther into serious trouble with church authorities.

Type: E

35. Historically, the need for formal education was twofold. What were the reasons that civilizations felt a need for education?

a. First, to maintain more stable, orderly, and viable communities of men; and second, to assist humankind in its quest for becoming more self-actualized, to experience personal fulfillment, and to be more attuned to God.

Type: E

36. What are the two competing ideas regarding education at any level?

a. The importance of meeting the needs of the individual versus meeting the needs of society as a whole.

Type: E

37. Explain the three ideas Martin Luther proposed about education.

a. First, people needed to find their own way to God by reading the Bible for themselves. This idea presupposed the need for the population to be literate and led to Luther advocating for the education of the entire population, including girls as well as boys. Second, Martin Luther believed that all towns and villages should have schools and that these schools should be governed by the state and not by the church—thereby creating a system that would support the development of morality and increase the stability of the state, simultaneously. Thirdly, while Luther did stress the importance of religious instruction in schools, he promoted the idea that in order to ensure that educated people became good citizens, it was also important for schools to support children's intellectual, physical, emotional, and social development.

Type: E

38. As part of the kindergarten curriculum, Froebel developed a series of gifts and occupations. List and describe some of these gifts and occupations.

a. Froebel's Kindergarten Gifts included six soft, colored balls, a wooden sphere, cube, and cylinder, a large cube divided into eight smaller cubes, a large cube divided into eight oblong blocks, a large cube divided into 21 whole, six half, and 12 quarter cubes, a large cube divided into 18 whole oblongs: three divided lengthwise; three divided breadth-wise, quadrangle and triangle tablets for arranging figures, splints of various lengths, sticks for outlining figures, whole and half wire rings for outlining figures, and various materials for drawing, perforating, embroidering, paper cutting, weaving or braiding, paper folding, modeling, and interlacing. The occupations consisted of artifacts such as pencils, wood, sand, clay, straw, and sticks for construction purposes.

Type: E

39. Maria Montessori had a very specific pedagogical approach. List the ideas that were included in her pedagogy.

a. Montessori's pedagogy included the following: (a) encouraging teachers to observe and pay attention to children rather than children paying attention to the teacher; (b) allowing children to work at their own pace by providing a stimulating learning environment; (c) providing teaching materials that would allow children to use their imagination; and (d) allowing children to correct their own mistakes.

Type: E

40. Analyze Lev Vygotsky's concepts of the zone of proximal development and scaffolding.

a. The zone of proximal development (ZPD) is the difference between what children can do independently and what they can achieve with adult assistance and guidance. Related to the notion of the ZPD is the idea of scaffolding, which has often been used to help illustrate this concept. In much the same way as a scaffold extends the work of a builder or a painter, adults and peers extend the growth and learning of children through modeling, encouragement, discussion, joint participation, leading questions, and verbal prompts.

Type: E

41. Compare and contrast the opposing views of Friedrich Froebel and John Dewey.

a. Dewey diverged from the traditional perspective of early education as proposed by Froebel and reorganized the structure of the kindergarten classroom to emphasize a cooperative learning environment in which children actively participated in making decisions regarding daily learning activities. The Froebelian kindergarten focused on symbolism, play, unity, and imitation, while Dewey's approach emphasized experiences and methods that were more relevant to children's everyday existence. Dewey believed that teachers should use creative methods when instructing young children in order to better support children's independent problem-solving capabilities. Dewey's classroom was organized to allow children to direct the sequence of activities, while teachers supported their learning through the provision of learning experiences such as field trips, art, and music. Teachers fostered children's developing social skills through having children interact with their peers. Children's self-initiated activities promoted the internal motivation for them to learn more about formal subjects taught in school, such as reading, writing, and arithmetic. Froebel's kindergarten activities included a collection of games, songs, and stories designed to promote children's sensory and physical development. Teachers would often present the occupations to groups of children using hand motions and rhythmic songs. This marked the birth of what is now called "circle time" in many of today's early childhood programs. Overall, Froebel's kindergarten was designed to convey basic ideas about the unity of the world to young children.