Test Bank for Aging Society and the Life Course 5th Kunkel

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Instructor's Manual to Accompany

Aging, Society, and the Life Course

Fifth Edition

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Introduction

This guide is intended to help you as an instructor to integrate *Aging, Society, and the Life Course* into your existing pedagogy. Four distinct areas outline each chapter: "advanced organizers," "supplemental activities," "monitoring and assessing learning," and "extending and applying knowledge." These areas are organized to help students understand what they are going learn, improve student understanding of the major chapter concepts, assess students' grasp and retention of the material, and enable the students to extend and apply the major concepts to new problems. In addition, some exercises have been specifically designed to help students to stretch their imaginations and contemplate long-term future impacts of their current education. This manual introduces information in a hierarchical manner, encouraging basic understanding of the material initially, and building to synthesis of knowledge in subsequent exercises.

As an instructor, you will find that every section is made up of several questions/exercises. This has been done to give you the freedom to choose and/or combine questions/exercises that best fit your classroom requirements. You will also find that the majority of the questions/exercises in this manual align with the learning objectives mentioned at the beginning of each chapter in the text book, and also with the key terms provided at the end of every chapter. This has been done to ensure that instructors and students are both able to focus on the more important concepts of the overall content and reiterate them in the form of assignments and classroom discussions. In addition, you will find that while some questions require students to refer to their textbooks for answers, others will require them to use their imagination, research skills, interpersonal communication skills, and to apply their knowledge to real-life situations (presented in this guide as case study examples). This has been done to help students envision how their classroom-based theoretical knowledge may be translated into the "real world" when they eventually get there. And finally, you will find that many questions require students to research other countries for comparative information and understanding of the aging experience across cultures. This is aimed at increasing students' sensitivity to cultural diversity in order to equip them for an increasingly globalized world. The overall focus of this guide is more on understanding and application of knowledge rather than learning materials and definitions by rote for examinations. The guide has been designed keeping this goal in mind.

This guide is by no means exhaustive. Please feel free to adapt or alter the content as per your requirements. We hope that this guide will provide you with numerous options to make the study of aging a fun-filled experience for your students!

ADVANCE ORGANIZERS

The concept of advanced organizers, invented by Ausubel (1960),[1] is to organize the main ideas for a particular lesson such that students are able to transfer or apply what they know to what they are going to learn, thereby orienting them to the new material. This section of the guide

[1]Ausubel, D. P. (1960). The use of advance organizers in the learning and retention of meaningful verbal material. *Journal of Educational Psychology*, *51*, 267–272.

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is intended to present the broad, overarching concepts or "big ideas" that students will be exploring, identify what students already know, and develop links between the two.

Introductory Questions and Discussion

Each chapter begins with two or three questions that are intended to help students to begin thinking about the material based on what they already know—typically as it relates to their own lives. The goal of this section is to elicit and focus students' previous knowledge and experiences in a way that will enhance their receptivity and understanding of the content of the specific chapter. Instructors may choose to pose these questions in a number of different ways, from verbal introductions during class, to eliciting online responses through an educational teaching program that students can access from other locations.

These questions provide the basis for introducing each chapter. As is the case with any advanced organizer, the material presented is intended to introduce the major concepts *without* assuming any existing knowledge about the text. Following the introductory questions, a short summary is provided, helping isolate ways in which the questions posed link with content from other chapters. This introduction leads to an activity that expands upon the initial concepts.

Guiding Activities

Following the initial questions and introduction of the material, a guiding activity is proposed. These activities are intended to help students extend the major concepts to a deeper level of understanding. These in-class activities are intended to promote group learning and help students build confidence about the underlying concepts. These activities seek to help students become comfortable exploring what they already know about the material before they are formally introduced to it. In addition, they help students to become aware of other students' perceptions and experiences regarding the topic that is being studied.

SUPPLEMENTAL ACTIVITIES

The supplemental activities proposed for each chapter take a variety of forms, such as a brief research activity, a web exercise, critical reading of a journal article, or creating an individual project. These activities are very specific in nature and require students to fully engage with some topic-related material in order to answer questions. As the third activity in every chapter's sequence, the supplemental activity further narrows down the two former "general" activities. These activities provide depth to key elements and channel the students' thought processes so as to achieve specific learning outcomes. Instructors should use their own discretion about ways of integrating supplemental activities into their own lesson plans; some supplemental activities may be introductory in nature, while others may serve to assist with synthesis of the ideas presented in the text.

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MONITORING AND ASSESSING LEARNING

This section is primarily made up of multiple-choice, fill-in-the-blank, true-or-false, and case-study-related questions. Questions are categorized as "easy," "intermediate" or "advanced" based on the complexity of the content and the number of answer options. Since the text may be used in courses at different levels, the different formats provide flexibility to the instructor. Instructors are encouraged to choose questions for tests and quizzes prior to introducing the material, allowing the test materials to guide lesson presentations.

EXTENDING AND APPLYING KNOWLEDGE

At the conclusion of each chapter, several ideas have been proposed for essays, short papers, or research activity. These are related to the salient topics within each chapter, and provide an opportunity for students to synthesize their understanding of the relevant material. As with preceding sections, instructors have the choice to select the topics/exercises that they wish their students to address. Students may also be given more than one topic to choose from. This exercise should ideally be undertaken after the chapter has been taught so that students are able to apply their newly acquired knowledge to a range of issues in a meaningful way.

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CHAPTER 1

Aging and Society

ADVANCED ORGANIZER

The first step to understanding gerontology and aging might begin with three basic questions:

Introductory Questions and Discussion

- What is the study of aging?
- Why is it relevant today?
- What does aging have to do with you?

Understanding what is included in the study of aging is somewhat complicated, but understanding why aging is an important subject to study is much easier. This chapter introduces the major concepts about aging that will be covered in this book. Specifically, it illustrates ideas and concepts that will help your students understand the social context and social construction of aging. It begins teasing out the meaning of gerontology, and social gerontology in particular, exploring the way that aging is a part of everyone's life. Gerontology is more than just the study of old age; it seeks to uncover processes of growth and change from birth to death. Therefore, aging has to do with everyone regardless of chronological age! For students to begin exploring *what aging has to do with them*, have them consider whether their lives have been shaped by their age, or rather, how their age has been shaped by their lives. This might be reflected by the ways they are expected to act or behave, or possibly through the experiences they are expected to have had at this point in their lives. As you discuss these major points, help students consider the expectations associated with their age/life stage.

Guiding Questions and Class Discussion

Consider the way your life experience has been shaped by your age and how your age has been shaped by your life (e.g., are you "young" or "old" for your age?). With this in mind, do you think that when people reach old age they are much different from when they were young or even middle-aged? If so, how? If not, why not?

- **Action:** As a class discussion, invite students to describe specific older persons whom they know well (e.g., a grandparent, great-aunt, church friend, employer, etc.). Guide them to consider whether those people have stayed the same or changed over time. Let them describe which characteristics of that person seem appropriate for their chronological age, and which might seem unusual for their chronological age. Help the students begin to uncover the way that aging processes involve *both* change and stability through time, and how individual changes are influenced by social forces, historical changes, and shifts in what is expected of

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people at particular times in their lives. An example of this could be the use of technology by older adults. Some questions for students could include: Do older adults use the same technology that younger adults? Does age have something to do with any differences in the use of technology? Do you know of an older adult who is technologically advanced for his or her age? Do you view that person differently than another older adult who is not too technology savvy? [Note to instructors: Be aware that students will read about this topic later in the course (essay on E-Elders).]

SUPPLEMENTAL ACTIVITIES

In-Class Activity

To begin exploring the extent to which aging is a part of everyday life, have students get into groups of four and give each group a different *New York Times* article that describes a particular aspect of aging that has been described in the media. (For example, for one group, provide an article that describes a social policy designed to support older people; for another, an article on health and retirement; other recent topics might be found on the *NYT* blog, such as "A new old age"). Have each group read their article and answer the following questions in a small-group discussion:

- What are the main points of the article? What is being described?
- How does the issue or issues presented in your article impact an older adult you know personally?
- Why are aging/age-related issues being covered so extensively by the media today?
- What does the article predict/forecast for the (your) future?

After students answer the questions, have one person from each group describe the article and provide a summary of their discussion to share with the class. Help the group to summarize how aging touches not just older adults but everyone of any age, especially now that baby boomers are approaching and moving into retirement.

MONITORING AND ASSESSING LEARNING

Multiple Choice

Easy and Intermediate Level

1. Which of the following is true?
   a. Loss of cognitive functioning is an inevitable result of aging.
   b. Most people experience major personality changes late in life.
   c. Human development occurs only during the first half of life.
   d. Humans continue to develop and grow throughout their lives.

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2. Social aging refers to:
   a. The ways in which society helps shape the meanings and experiences of aging.
   b. The patterns of physical decline experienced by older people.
   c. The causal factors associated with personality changes as people age.
   d. Naturally occurring communities that are made up of predominately older people.

3. _____ is/are broad social categories that describe particular times of life involving new social roles.
   a. Generations
   b. Chronological age
   c. Life stages
   d. Ageism

4. Social gerontology is:
   a. A multidisciplinary field that includes research, policy, and practice information from all of the social sciences and the humanities
   b. A field of study that involves only sociological interpretations of age and aging
   c. A discipline that predominantly explores frailty and decline
   d. A field of study that highlights the importance of individual-level experiences of aging, viewing old age as the outcome of *exclusively* personal behaviors and actions over the life course

5. Exploration of aging at the "micro" and "macro" levels refers to:
   a. Old age as an extension of middle age
   b. The relationships between groups of people in different geographical areas, both in small towns and large cities
   c. Two different perspectives, using different lenses to understand aging at the individual and societal levels
   d. Categorizations of people born within a specific historical era or time period

6. Why is it important to consider diversity and heterogeneity of the older population?
   a. There is more variation among older people than among younger people.
   b. Diversity may be the cause for many of the problems facing the older population.
   c. There are energizing tensions in gerontology that stem from variations in physical and mental health issues facing the older population
   d. There is so little heterogeneity among the older population that it is difficult for gerontologists to examine these variations

7. According to the Age Discrimination in Employment Act, workers who are 40 years or older are defined as "older workers." This is a distinction based on:
   a. Physical aging
   b. Chronological age
   c. Social aging
   d. b and c only

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8. Mary is 38 years old and is experiencing premature graying of hair. Consequently, many of her acquaintances think she is older than she actually is. People's perception of Mary is based on:
   a. Physical aging
   b. Chronological age
   c. Social aging
   d. All of these, because at 38, Mary is old.

9. Discounted coffee for seniors at McDonald's and reserved seats for the elderly on public transportation are indicators of :
   a. Physical decline
   b. Social aging
   c. Functional age
   d. Personality changes

10. The demand for geriatricians and geriatric social workers, nurses, and health aides in the United States is on the rise. This is a consequence of:
   a. Societal aging
   b. Unsuccessful aging
   c. Physical aging
   d. None of these

11. The study of stress among a small group of dementia caregivers is an example of a _____ level study, while a study of effect of a policy on availability of dementia caregiver support is an example of a _____ level research.
   a. Macro, micro
   b. Micro, macro
   c. Social, physical
   d. Psychological, functional

Advanced Level

1. Rowe and Kahn introduced the concept of "successful aging," drawing distinctions between:
   a. Optimal aging
   b. Pathological aging
   c. Usual aging
   d. Unsuccessful aging
   e. a and c only
   f. a, b, and c only

2. The idea that something is socially constructed means that:
   a. Reality is created by interactions among humans.
   b. Reality is moderated by the influences of social structures.

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c. Reality is defined by scholars only.
d. Reality is based on psychological processes.
e. a and b only
f. All of the above

3. Scholars often categorize older people by:
   a. Hair color
   b. Chronological age
   c. Functional age
   d. Life stage
   e. b, c, and d only
   f. All of the above

4. Linton's work provided a foundation for understanding the concept of a life course. Which of the following did Linton introduce, explain, or explore?
   a. The process that connects age to social position
   b. The interconnectedness of role obligations and societal opportunities
   c. The life course as a progression of age grades
   d. Transitions from one age-sex category to the next
   e. b and c only
   f. All of the above

5. Sociological imagination includes the ability to:
   a. Shift perspectives
   b. Analyze an experience or an issue from many levels of analysis
   c. See the intersection of these many levels of mutual influence
   d. a and b only
   e. b and c only
   f. All of these

True/False

For each question, choose A if the statement is true or B if the statement is false.

1. Many scholars have proposed that chronological age is virtually meaningless.
2. Our society generally portrays aging positively, as can be noted in the images presented by the media.
3. The meanings, definitions, and experiences of aging vary across situations, cultures, and time.
4. The process of aging is generally consistent from one person to the next, and as a result, older people tend to be a lot alike.
5. Personality does not undergo profound changes in later life; most personality traits remain fairly stable from midlife onward.

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6. In trying to understand "successful aging," it is important to consider questions about how it is defined and measured, as well as who achieves it.
7. Physical changes in the body or physical aging is age-caused, not age-linked.
8. Much of the social meaning of aging is tied to accurate information about the effects of aging on physical and mental capabilities.
9. Economic, voting, and consumer behavior of different cohorts of older adults are likely to influence societal change.
10. Age artificially and unevenly limits the opportunities of people.
11. As older people become more numerous and visible, stereotypical attitudes and discriminatory practices against older people are more likely to be challenged.
12. While life stages roughly correspond to chronological age ranges, they are much more socially constructed and culturally based than chronological age.

EXTENDING AND APPLYING KNOWLEDGE

Essay/Short Paper Assignments—Options

Have students write a short response to the questions below. Their responses will both personalize the idea of aging and provide documentation for how the chapter impacted students' perceptions of older people. Consider returning this paper to students at the end of the course and have them examine their initial responses. See Chapter 12's Supplemental Activity for suggested follow-up to this assignment.

1. What do you think your old age will be like? Do think you will have a "good" old age or a "bad" old age? What do you think will determine "good" and "bad" old age? (This will help students reflect on the life course perspective.) What aspects of old age are you looking forward to, and what aspects are you concerned about?

2. Watch the AARP Mentor Up video (www.mentorup.org) and write a paragraph on what you think about the content and the message it conveys to younger generations.

3. How do you behave with your peers? How do you treat older people? Is there a difference in your behavior and interactions with the two groups? If so, why and in what way?

4. In your mind, who or what is an "older adult"?

5. Class Project: Have each student find five interesting photos/stories/inspiring articles/quotes about aging from another country/culture/religion. Have them put these together at the end of the semester to make a storybook about aging in different regions of the world.

(Note: This is a semester-long project. Students may be asked to make one contribution per month to keep the project going. At the end of the semester, the instructor or student volunteers could put all the contributions together based on world regions, an alphabetical list of countries, or even themes and types of contributions.)

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