

1. The least important thing to realize about creativity is that only very few people possess it.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

2. One definition of creativity is the process of bringing something new into being.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

3. Convergent thinking usually results in many answers or solutions to a question or problem.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Thought Processes and Creativity

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.

United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

4. Creativity involves the two processes of discovering and producing.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

5. Research on creativity has shown that the best motivations for creativity are structure and organization.

- a. True
- b. False

ANSWER: False

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

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KEYWORDS: Bloom's: Understanding

6. An example of "Capital C" creativity is the invention of the light bulb.

- a. True
- b. False

ANSWER: True

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

7. Creativity with older children involves more of an emphasis on the criteria of original *thinking*.

ANSWER: False - products solutions

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Creativity and Older Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.2 - List the ways in which children and teachers benefit from an environment in which creativity is encouraged.

KEYWORDS: Bloom's: Understanding

8. Children enjoy creativity and benefit from it in many ways, including:

- a. developing their potential to think.
- b. developing new skills.
- c. learning to seek the right answer to a problem.
- d. developing their potential to think and developing new skills.

ANSWER: d

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Importance of Creativity: Benefits for Teachers and Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.5 - Name five things a teacher can do to help children develop a willingness to express creativity.

NATIONAL STANDARDS: United States - DAP 2F3 - Teachers present novel experiences and introduce stimulating ideas, problems, experiences, or hypotheses.
United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Understanding

9. Some characteristics of creative children are that they are:

- a. easily discouraged and self-deprecatory.
- b. easily pleased.
- c. discontented.
- d. stubborn, discontented, and self-satisfied.

ANSWER: d

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Characteristics of Creative Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.4 - List several characteristics of creative children, including positive and negative aspects of each characteristic.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.
United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

10. A creative behavior is an act that is:
- performed only once by an individual.
 - valued only by the doer and not by others.
 - original for the individual on a one-time basis.
 - original for the individual and valued by that person or others.

ANSWER: d

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

11. Teachers can help children express their creativity by helping children:
- appreciate themselves for being able to follow rules.
 - learn to judge and accept their own feelings.
 - recognize that there is usually one best answer to a problem.
 - both appreciate themselves for being able to follow rules and learn to judge and accept their own feelings.

ANSWER: b

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Helping Children Express Creativity

LEARNING OBJECTIVES: CREA.MAYE.11.1.5 - Name five things a teacher can do to help children develop a willingness to express creativity.

NATIONAL STANDARDS: United States - DAP 2E1 - Teachers arrange meaningful experiences that are intellectually and creatively stimulating, invite exploration, and investigation, and engage in children's active, sustained involvement.

United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Applying

12. Some characteristics of a creative child are:
- determination, curiosity, and a willingness to take risks.
 - needs companionship for enrichment.
 - enjoys participation in general.
 - stubbornness, fear, and neatness.

ANSWER: a

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Characteristics of Creative Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.4 - List several characteristics of creative children, including positive and negative aspects of each characteristic.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.
United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

13. Teachers benefit from encouraging creativity in such ways as:
- being able to use a more standardized curriculum.
 - learning to recognize children for their unique skills.
 - being able to plan fewer lessons.
 - being able to turn the curriculum over to the children.

ANSWER: b

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Importance of Creativity; Benefits for Teachers and Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.2 - List the ways in which children and teachers benefit from an environment in which creativity is encouraged.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.
United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Understanding

14. Mrs. White was very disappointed when James began to use his Popsicle sticks for a car ramp instead of using them to make the holiday picture frame she had planned. On the basis of information on creativity in your text, Mrs. White:
- should not plan activities using dangerous objects such as Popsicle sticks.
 - has more concern for process than for product.
 - need not be concerned as long as James is happy and busy.
 - has more concern for product than for process and convergent thinking.

ANSWER: d

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Thought Processes and Creativity

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Applying

15. Children are being creative when they are:
- redefining situations, demonstrating stubbornness, and solving problems.
 - solving problems, being adventurous, and giving the correct answer.
 - solving problems, redefining situations, and demonstrating flexibility.
 - demonstrating flexibility, being rational, and solving problems.

ANSWER: c

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

16. Frequent evaluation:

- a. smothers creativity.
- b. keeps a child on task.
- c. helps improve performance.
- d. smothers creativity, keeps a child on task, and helps improve performance.

ANSWER: a

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Importance of Creativity: Benefits for Teachers and Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.4 - List several characteristics of creative children, including positive and negative aspects of each characteristic.

NATIONAL STANDARDS: United States - DAP 2F3 - Teachers present novel experiences and introduce stimulating ideas, problems, experiences, or hypotheses.
United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

17. Learning the “way things are done” is an example of:

- a. convergent thinking and an important part of creativity.
- b. divergent thinking and an important part of creativity.
- c. a part of creativity involving discovery.
- d. a part of creativity involving process and discovery.

ANSWER: a

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Thought Processes and Creativity

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

18. Creativity with older children involves:
- the generation of ideas and products.
 - the creation of ideas and products.
 - the creation of original products and original solutions
 - the creation of original ideas and products

ANSWER: c

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Creativity and Older Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

19. An example of creativity is:
- making a puppet out of a new kind of paper.
 - using paper for the first time to make bumps on a collage.
 - using red for a tree.
 - using pencils and crayons in her drawing.

ANSWER: b

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Applying

20. Creativity can be encouraged by helping children:
- feel joy in their creative productions.
 - develop perseverance.
 - learn to judge others' artworks.
 - feel joy in their creative productions and develop perseverance.

ANSWER: d

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Helping Children Express Creativity

LEARNING OBJECTIVES: CREA.MAYE.11.1.5 - Name five things a teacher can do to help children develop a willingness to express creativity.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.
United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Understanding

21. Creative children:
- possess many unlikable traits.
 - possess many likable traits.
 - can be frustrating to work with.
 - can be frustrating yet a joy to work with.

ANSWER: d

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Characteristics of Creative Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.4 - List several characteristics of creative children, including positive and negative aspects of each characteristic.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.
United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

22. The most important thing to realize about creativity is that:
- it involves both convergent and divergent thinking.
 - everyone possesses a certain amount of it.
 - it involves many kinds of thought processes.
 - it involves both convergent and divergent thinking, everyone possesses a certain amount of it, and it involves many kinds of thought processes.

ANSWER: b

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

23. According to Paul Torrance, creativity:
- does not always display itself through desirable behaviors.
 - involves teachers' and students' attitudes.
 - involves habits and environment.
 - involves habitats.

ANSWER: a

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Characteristics of Creative Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.4 - List several characteristics of creative children, including positive and negative aspects of each characteristic.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.

United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Understanding

24. According to Torrance, one way to enhance your creativity is to:

- a. read your favorite books.
- b. spend time with friends.
- c. go another way to school.
- d. increase acceptance.

ANSWER: d

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Characteristics of Creative Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.4 - List several characteristics of creative children, including positive and negative aspects of each characteristic.

NATIONAL STANDARDS: United States - DAP 2E1 - Teachers arrange meaningful experiences that are intellectually and creatively stimulating, invite exploration, and investigation, and engage in children's active, sustained involvement.

United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Understanding

25. According to Mayesky, one way to improve a school's creativity is:

- a. to help children realize that some problems have no easy answers.
- b. to reward children for being creative.
- c. to help children develop perseverance.
- d. all of the above.

ANSWER: d

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Helping Children Express Creativity

LEARNING OBJECTIVES: CREA.MAYE.11.1.5 - Name five things a teacher can do to help children develop a willingness to express creativity.

NATIONAL STANDARDS: United States - DAP 2E1 - Teachers arrange meaningful experiences that are intellectually and creatively stimulating, invite exploration, and investigation, and engage in children's active, sustained involvement.

United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

26. The first part of the creative process is:

- a. testing.
- b. evaluating.
- c. using learned skills.
- d. discovery.

ANSWER: d

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: The Creative Process

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - DAP 2F3 - Teachers present novel experiences and introduce stimulating ideas, problems, experiences, or hypotheses.
United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

27. Imagination is to creativity as:

- a. candy is to a diet.
- b. the motor is to an automobile.
- c. a comb to a bald man.
- d. coal is to an air conditioner.

ANSWER: b

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Importance of Creativity: Benefits for Teachers and Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.2 - List the ways in which children and teachers benefit from an environment in which creativity is encouraged.

NATIONAL STANDARDS: United States - DAP 2F3 - Teachers present novel experiences and introduce stimulating ideas, problems, experiences, or hypotheses.
United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Analyzing

28. Creativity has been present throughout history beginning with:

- a. nuclear power.
- b. prehistoric cave paintings.
- c. the steamboat.
- d. the wheel.

ANSWER: b

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Creativity Throughout History

LEARNING OBJECTIVES: CREA.MAYE.11.1.3 - Discuss the ways creativity has been expressed throughout history.

KEYWORDS: Bloom's: Understanding

29. _____ usually results in multiple answers or solutions to a question or problem.

ANSWER: Divergent thinking

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

30. _____ results in a single answer or solution to a problem.

ANSWER: Convergent thinking

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

31. Counting the number of fish in an aquarium is an example of _____ thinking.

ANSWER: convergent

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

32. Thinking of all the uses for a brick is an example of _____ thinking.

ANSWER: divergent

POINTS: 1

DIFFICULTY: Easy

REFERENCES: What is Creativity?

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Remembering

33. With older children, the criteria of creativity involve more of an emphasis on _____ or solutions.

ANSWER: original products

POINTS: 1

DIFFICULTY: Easy

REFERENCES: Creativity and Older Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.1 - Define Creativity. Compare and contrast the kinds of creativity.

NATIONAL STANDARDS: United States - NAEYC.01c - Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

KEYWORDS: Bloom's: Understanding

34. _____, a pioneer in the study of creativity, suggests that creativity is the ability to produce something novel, something with the stamp of uniqueness on it.

ANSWER: Paul Torrance

POINTS: 1

DIFFICULTY: Difficult

REFERENCES: Characteristics of Creative Children

LEARNING OBJECTIVES: CREA.MAYE.11.1.4 - List several characteristics of creative children, including positive and negative aspects of each characteristic.

NATIONAL STANDARDS: United States - DAP 2F5 - Teachers provide experiences for children to be genuinely successful and challenged.

United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Remembering

35. Creation stories passed on by _____ and _____ groups reflect a creative desire.

ANSWER: religious, cultural
cultural, religious

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Creativity Throughout History

LEARNING OBJECTIVES: CREA.MAYE.11.1.3 - Discuss the ways creativity has been expressed throughout history.

KEYWORDS: Bloom's: Understanding

36. List eight things that can be done for children to help them express natural creative tendencies.

ANSWER:

1. Help children accept change.
2. Help children realize that some problems have no easy answers.
3. Help children recognize that many problems have a number of possible answers.
4. Help children learn to judge and accept their own feelings.
5. Reward children for being creative.
6. Help children feel joy in their creative productions and in working through problems.
7. Help children appreciate themselves for being different.
8. Help children develop perseverance.

POINTS: 1

DIFFICULTY: Moderate

REFERENCES: Helping Children Express Creativity

LEARNING OBJECTIVES: CREA.MAYE.11.1.5 - Name five things a teacher can do to help children develop a willingness to express creativity.

NATIONAL STANDARDS: United States - DAP 2E1 - Teachers arrange meaningful experiences that are intellectually and creatively stimulating, invite exploration, and investigation, and engage in children's active, sustained involvement.
United States - NAEYC.01b - Knowing and understanding the multiple influences on early development and learning.

KEYWORDS: Bloom's: Remembering