Teacher Answer Key

Case Study

1. Erikson describes this stage as industry versus inferiority, where children build competence by finding areas in which effort produces visible improvement. Diego was on track to conclude he simply was not capable, which is inferiority, because ranking was the only feedback available and it told him effort would never move him to first.

2. School-age self-concept shifts from concrete description toward comparative judgment, which is why he moved from calling himself fast to naming an exact rank. That social comparison is developmentally normal, but it also means the child is deciding what kind of person they are from evidence, so the framing adults supply carries real weight.

Multiple Choice

1. C

2. A

3. D

Matching

1-B, 2-C, 3-E, 4-A, 5-D

Fill-in-the-Blank

1) inferiority, 2) 12, 3) classification

Short Answer (Sample Responses)

Q1: Concrete operational children reason logically and powerfully, but only about things they can see, handle, or clearly picture. Purely abstract and hypothetical reasoning is still out of reach, which is why a problem about actual apples is solvable while the identical problem stated in pure algebra is not.

Q2: Self-esteem in these years becomes domain-specific rather than global, so a child evaluates themselves separately in each area of their life. A child can gather strong evidence of academic competence and weak evidence of athletic competence at the same time, and both judgments can be accurate without contradicting each other.

Q3: Chronic short sleep in school-age children shows up as inattention, irritability, and academic difficulty, which are the same symptoms adults associate with attention or behavior disorders. Because sleep is rarely the first thing anyone asks

about, the underlying cause gets skipped while the visible symptoms get labeled as something else.