

Wild Child: The Revealing Story of Genie

How do people learn to speak a language?

1. One proposal, called the Behaviorist Hypothesis, holds that people learn language through their interactions with others, especially from hearing their parents speak.
2. Another proposed by Noam Chomsky, is that individuals are born with the rules for language ingrained in them. Thus, the ability to learn and use language reflects an essential feature of human design. Individuals then just need to master the specific words of the language into which they were born. This is called the Nativist, Hypothesis.
3. A third proposal, the Critical-Period Hypothesis, states that people must learn language within a critical period during early development if they are ever to comprehend and master the structure of language. How would you test each of these hypotheses? Which one(s) make most sense with respect to Genie? What arguments or examples can you give to prove or disprove each hypothesis? When would be the best time for anyone to learn a second language?

More than 50 wild children or "isolates" have been identified since the mid-1300s. Find out more about one of these children. What happened to the child? What were the circumstances of the child's upbringing? Compare and contrast the details of the story with Genie's experiences? How does the era in which the child lived affect the ways that people reacted to the child?

Here are the names of some of the wild children:

- Hesse wolf-child,
- the Irish sheep-child,
- Kaspar Hauser,
- the first Lithuanian bear-child,
- Peter of Hanover,
- the second Lithuanian bear-child,
- the Karpfen bear-girl Tomko of Zips,
- the Salzburg sow-girl,
- Clemens the Overdyke pig-child,
- Dina Sanichar of Sekandra,
- the Indian panther-child,
- the Justedal snow-hen,
- the Mauretanian gazelle-child,
- the Teheran ape-child,
- Lucas the South African Baboon-child,
- Edith of Ohio,
- wolf-boy of Kronstadt,
- bear-girl of Karpfen,
- Victor de l'Aveyron,
- Bear-Girl of Fraumark,
- Wolf-child of Sekandra,
- Duck-boy of Holland,
- Confined Child of Pennsylvania,
- John Ssebunya of Uganda.

Chapter 9: Intelligence and Psychological Testing

Independent Practice

1. List and describe the principal categories of psychological tests.
2. Explain the meaning of test reliability and how it is estimated.
3. Explain the three types of validity and how they are assessed.
4. Summarize the contributions of Galton, Binet, Terman, and Wechsler to the evolution of intelligence testing.
5. Explain the meaning of an individual's score on a modern intelligence test.
6. Discuss the reliability and validity of modern IQ test scores.
7. Discuss how well intelligence tests predict vocational success.
8. Summarize the empirical evidence that heredity affects intelligence.
9. Discuss estimates of the heritability of intelligence and their limitations.
10. Summarize evidence on biological correlates of intelligence.
11. Describe Sternberg's and Gardner's theories of intelligence and the concept of emotional intelligence.
12. Discuss the role of insight and divergent thinking in creativity.
13. Describe creativity tests and summarize how well they predict creative achievement.
14. Discuss associations between creativity and personality, intelligence, and mental illness.