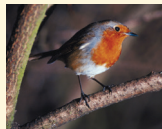


# Figure 10.1 Recalled Examples of Animals Similar to Robins and Ostriches

Novel Object



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Recalled Objects



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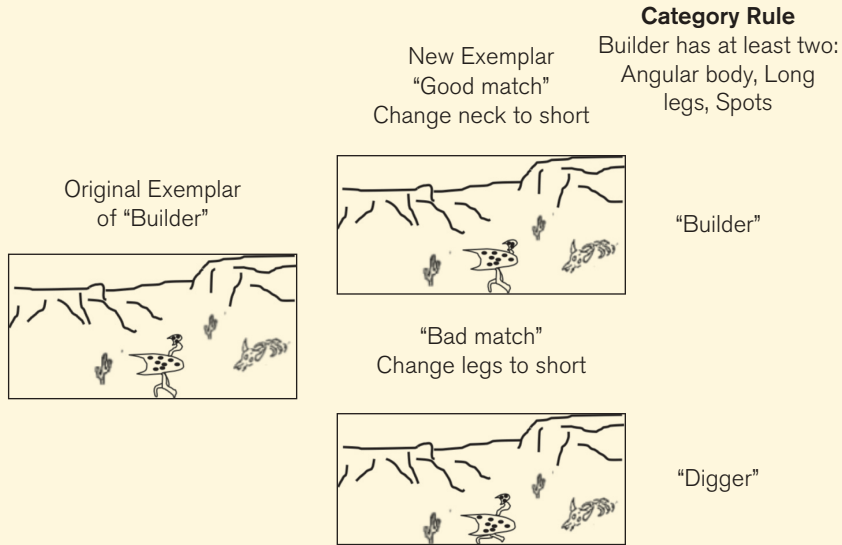


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**Figure 10.2** Examples of Stimuli Like Those Used in the Allen and Brooks (1991) Study

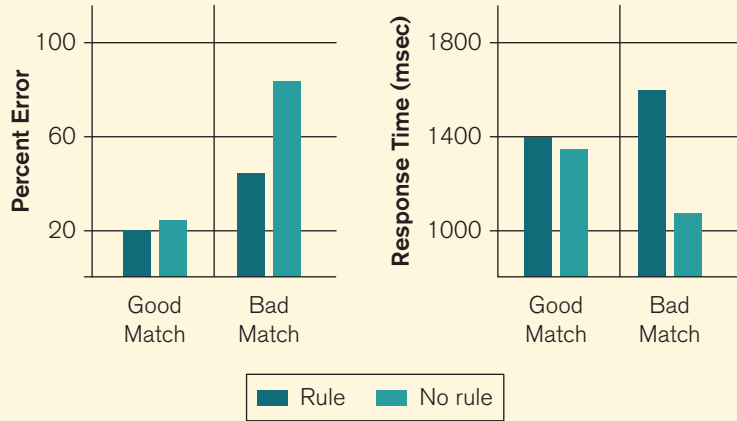
	<b>BODY SHAPE (0-CURVES, 1-ANGULAR)</b>	<b>LEG LENGTH (0-SHORT, 1-LONG)</b>	<b>SHADING (0-BLANK, 1-SPOTTED)</b>	<b>CATEGORY RULE BUILDER HAS AT LEAST TWO: ANGULAR BODY, LONG LEGS, SPOTS</b>
	0	1	1	Builder
	1	1	0	Builder
	0	0	1	Digger
	1	1	1	Builder
	1	0	0	Digger
	1	1	1	Builder
	0	0	0	Digger

## Figure 10.3 Examples of “Good” and “Bad” Matches Used in the Allen and Brooks (1991) Study



In both the good and bad match cases the new exemplars differed from the original by one feature. In the good match example, the neck length was changed, but because the character still has long legs and spots it remains a builder. In the bad match example, the legs were shortened, resulting in the character belonging to the digger category. Participants were better at categorizing the good matches than the bad matches.

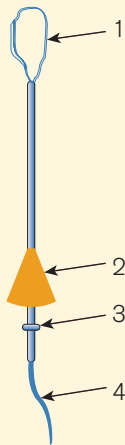
**Figure 10.4** Results of the Allen and Brooks (1991) Study



**Figure 10.5** Examples of Stimuli Used in the Lin and Murphy (1997) Study

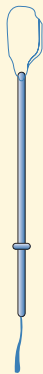
**Learning**

"TUK"

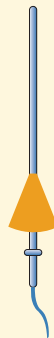


**Categorization**

Consistent A



Consistent B

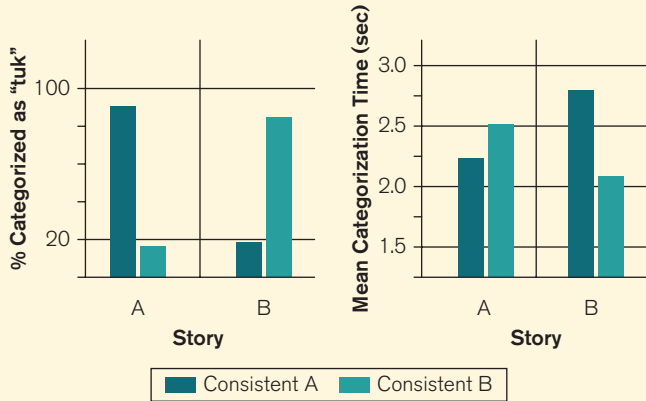


Control



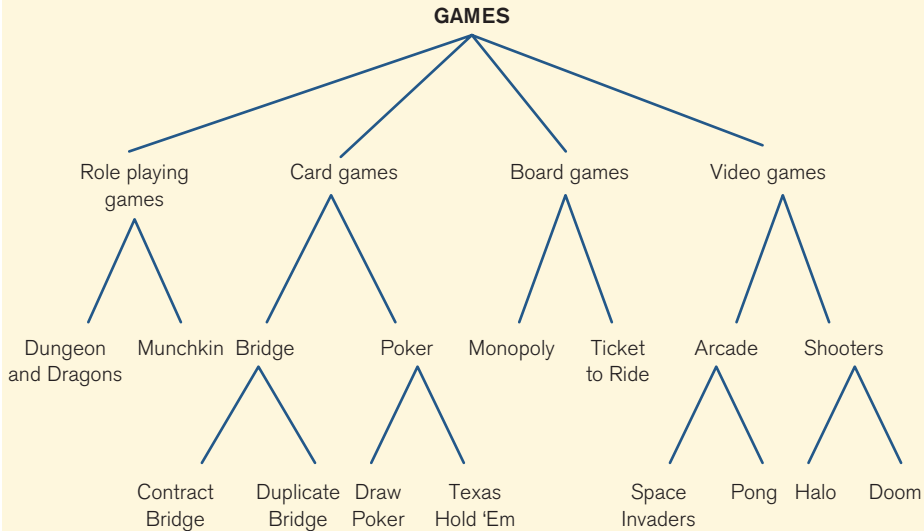
Participants were shown examples of this novel tool (a tuk) and provided one of two stories that explained the function of the tool's parts. Story A relayed that the tuk was a hunting tool consisting of a loop (Part 1) that could be hooked around the prey's neck, a guard to protect the hunter's hand (Part 2), a handle (Part 3), and a drawstring to pull the loop tight (Part 4). Story B explained that the tuk was used to spray pesticides; it consisted of a loop to hang the tuk for storage (Part 1), a bottle to hold the pesticide (Part 2), a control screw (Part 3) that could be opened or closed, and a hose through which the pesticide could flow (Part 4).

**Figure 10.6** Results From the Lin and Murphy (1997) Study

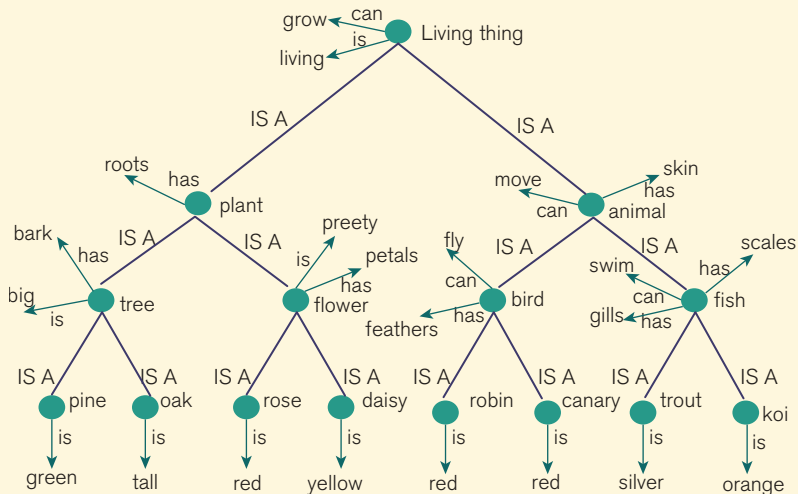


New exemplars functionally consistent with the presented cover story were categorized more quickly and accurately than those inconsistent with the given cover story.

**Figure 10.7** Simplified Hierarchy of “Games” Concept



**Figure 10.8** Simplified Version of Collins and Quillian's (1969) Taxonomic Hierarchy Model

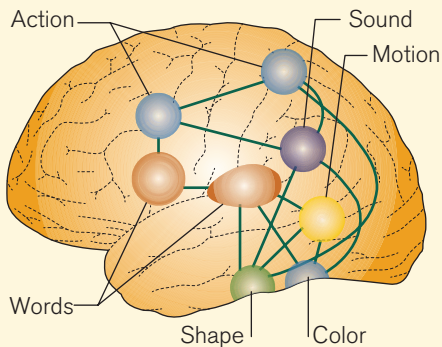


The green circles represent concepts and the green arrows represent "is a" relationships between concepts. The purple lines represent feature relationships of the concepts.

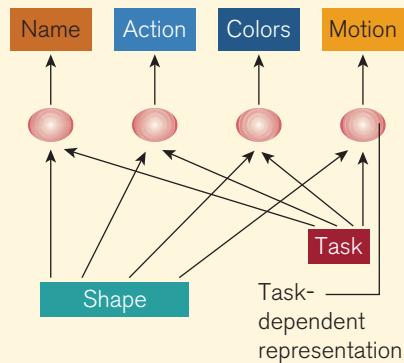


**Figure 10.9** Two Theoretical Approaches Described in Patterson et al. (2007)

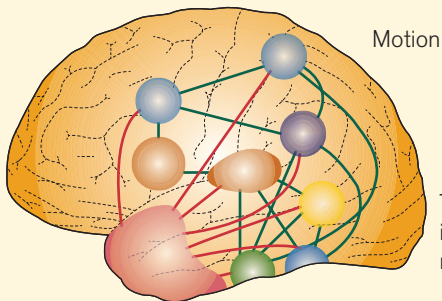
**(a) Distributed-only view**



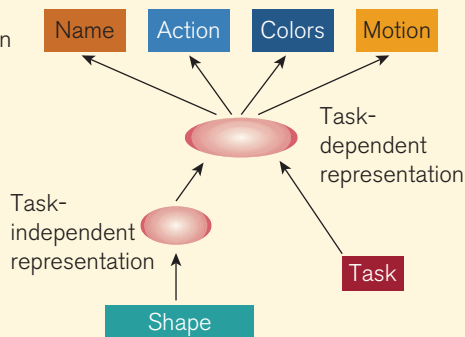
**Gating architecture**



**(b) Distributed-plus-hub view**

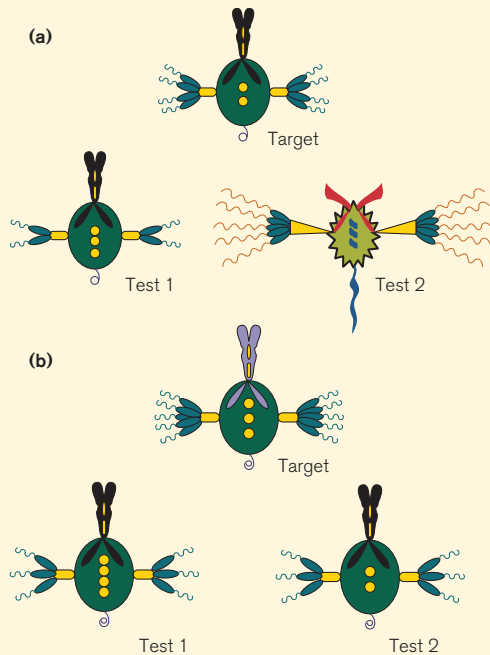


**Convergent architecture**



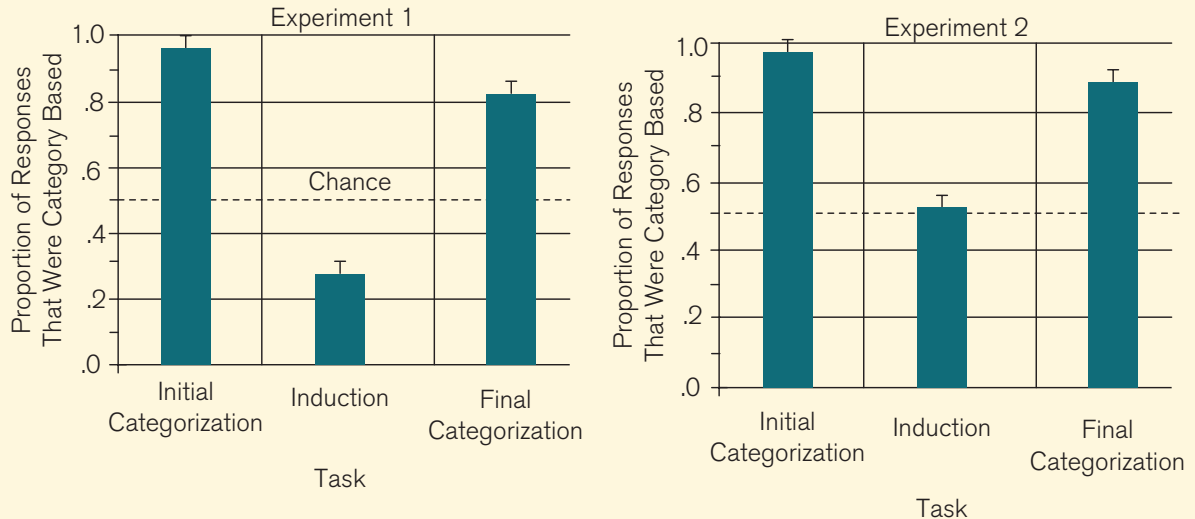
These approaches show how the conceptual system may be distributed across different areas of the brain. The top half shows the concepts as a network of connections. The bottom half shows the concepts as a separate bound convergence zone.

## Figure 10.10 Stimuli From the Sloutsky et al. (2007) Study



SOURCE: Figure 2, Sloutsky, V. M., Kloos, H., & Fisher, A. V. (2007). When looks are everything: Appearance similarity versus kind information in early induction. *Psychological Science*, 18, 179–185.

**Figure 10.11** Results From the Sloutsky et al. (2007) Study



The bars indicate the proportion of the responses that were categorically based.

SOURCE: Figure 3, Sloutsky, V. M., Kloos, H., & Fisher, A. V. (2007). When looks are everything: Appearance similarity versus kind information in early induction. *Psychological Science*, 18, 179–185.



**Photo 10.1** A dragon fruit.



Photo Researchers/Science Source/Getty Images

**Photo 10.2** Ludwig Wittgenstein



**Photo 10.3** A mother and her two daughters. Notice the family resemblance between the three.



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**Photo 10.4** Examples of the concept “chair.”



**Photo 10.5** People enjoying a game of poker.



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**Photo 10.6** Basic concepts activity.



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**Photo 10.7** A tapir.

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Hemera Technologies/PhotoObjects.net/  
Thinkstock



**Photo 10.8** A red apple and a brown apple.

**Table 10.1** Categories and Exemplars Used in Rosch and Mervis (1975)

Exemplars are listed from most typical to least typical. The bottom rows list the number of features common to the five most and least prototypical exemplars


		CATEGORY		
		FURNITURE	WEAPON	CLOTHING
<div>Most typical</div> <div></div> <div>Least typical</div>		Chair	Gun	Pants
		Sofa	Knife	Shirt
		Table	Sword	Dress
		Dresser	Bomb	Skirt
		Desk	Hand grenade	Jacket
		Bed	Spear	Coat
		Bookcase	Cannon	Sweater
		Footstool	Bow and arrow	Underpants
		Lamp	Club	Socks
		Piano	Tank	Pajamas
		Cushion	Teargas	Bathing suit
		Mirror	Whip	Shoes
		Rug	Icepick	Vest
		Radio	Fists	Tie
		Stove	Rocket	Mittens
		Clock	Poison	Hat
		Picture	Scissors	Apron
		Closet	Words	Purse
		Vase	Foot	Wristwatch
		Telephone	Screwdriver	Necklace
Number of features in common	5 most typical exemplars	13	9	21
	5 least typical exemplars	2	0	0

Table 10.2 Sample Feature Lists of the Concept “Game”

BRIDGE	BEYOND BALDERDASH	TICKET-TO- RIDE	YAHTZEE	PLAYING CATCH
Played for enjoyment	Played for enjoyment	Played for enjoyment	Played for enjoyment	Played for enjoyment
Pairs of players compete	Players compete for points	Players compete for points	Players compete for points	Uses a ball
Uses playing cards	Uses cards with targets to be elaborated upon	Uses a board with a map	Uses dice	Players take turns throwing and catching the ball
Play ends when a specified point total is reached	Players keep track of points by moving game pieces on a board	Uses cards with designated routes	Points are awarded for rolling specified dice outcomes	
Has two phases: bidding and playing		Players get points for creating train routes	Players take turns rolling the dice	
Points are awarded for number of tricks taken during the play, as a function of the bid	Play ends when a specified point total is reached	Players get extra points for completing routes designated on cards	Each turn consists of up to three rolls of the dice	
	Players vote for correct answer			
	Points awarded for correct answer	Player with the most points wins		
	Points awarded for other players voting for your answer	Players keep track of points by moving game pieces on a board		