

Teacher: Mr. Quaratella
Department/Course: Social Studies/Psychology

Date: March 2014 (Day 1)

IVB:

IVB-1.1 Characterize the difference between surface and deep (elaborate) processing.

IVB-1.2 Identify other factors that influence encoding.

IVB-2.1 Describe the operation of sensory memory.

IVB-2.2 Describe the operation of short-term memory and working memory.

IVB-2.3 Describe the operation of long-term memory.

IVB-4.1 Identify the brain structures most important to memory.

Learning Intention/Objective:

TSW Characterize the difference between shallow and deep (elaborate) processing and identify other factors that influence encoding.

TSW Describe the operation of declarative, nondeclarative, sensory, short-term and working, and long-term memory.

Essential Question:

What types of memory do we use in our daily lives and why is it important to differentiate between them?

Resources:

Promethean Board

25 Cloze Notes Packets

25 Select Response Worksheets

Warm-Up/Anticipatory Set:

What types of memory do you use daily?

This exercise is intended to raise awareness of our reliance on memory throughout our daily activities and to help students understand that memory takes many forms. This activity takes 10 to 15 minutes. The premise is that students enumerate the activities they did the day before that did not involve memory. Students may provide accurate but fairly limited responses (e.g., blinking, burping, seeing, breathing, sleeping, waking up). This is designed to be an informal pre-assessment to get a sense for what students remember about memory.

Lesson Learning Activities:

A) Warm-up activity: (see above) (10-15 minutes)

B) Cloze Notes on declarative and nondeclarative memory systems: This lecture will

introduce students to the major memory systems and the parts of the brain that control them. (30 minutes)

C) Classical Conditioning Activities: First, we will show how students have been classically conditioned with the Jaws activity. Next, we will watch a short clip from *The Office* that shows how Jim has classically conditioned Dwight. Finally, I will ask students to think of a situation in which they have been classically conditioned. I will give students the opportunity to group together and create a brief presentation on the subject. (30 minutes)

D) Matching Worksheet: I found an excellent matching worksheet that aligns with the lecture presented above made recently by some folks at the APA. *For a grade*, fill in the worksheet using the structured notes. You may work with a partner or alone. I will use these worksheets to determine if students filled in their notes or if anything was totally unclear in the lecture. Possibly have students write their own examples. (15 minutes)

Assessment (include scripted questions):

Explain how declarative and nondeclarative memory systems are different.

When do you use episodic memory?

Is one memory system more useful than another?

What is the effect of priming on recall?

Closure:

The worksheet above will be the closure activity. I will collect it and the Cloze notes to review students' performance during the class.