

**IVB:**

**IVB-1.2 Identify other factors that influence encoding.**

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

**IVB-3.1 Analyze the importance of retrieval cues in memory.**

**IVB-5.1 Identify factors that interfere with memory.**

**IVB-5.2 Describe the strategies for improving memory based on our understanding of 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.**

**TSW Describe the strategies for improving memory based on our understanding of memory and compare the processes that lead to inaccuracies in memory.**

**Essential Question:**

**How does our experience in the world (both immediate and distant) shape how we remember things?**

**Resources:**

**Promethean Board**

**25 Cloze notes sets**

**25 Blank sheets**

**Warm-Up/Anticipatory Set:**

**Why is chunking a good strategy for remembering phone numbers? Why is it easier to remember a friend's name than his/her phone number? (10 minutes)**

**Lesson Learning Activities:**

**Mental Cartography Activity: the purpose of this lesson is to teach students how the role of personal experiences influences their ability to draw a map from memory.**

**The lesson will begin with quickly showing students a political map of the world.**

**After viewing the map, students will be asked to draw the map from memory to the best of their ability, making sure to label three man made features and three natural features. After 10-12 minutes of working on their maps individually, students will have the opportunity to share their maps with a partner and discuss differences in drawn features and countries, while comparing them to real maps. The last part of class will consist of a whole group discussion with questions that will ask students to predict how a person from a different culture might draw their map, or how someone who was not primed with a world map. We will end the lesson with students constructing an essay explaining the difference between explicit and implicit memory, and how it played a role in this activity (45 minutes).**

**Concept Formation Activity:** the information processing model will be the focus of this concept formation lesson. We will identify the characteristics of the model, look at nonexamples of the concept, differentiate between examples and nonexamples, and finally we will form a definition of the concept of our own (45 minutes).

**Assessment (include scripted questions):**

**How accurate do you think your maps are?**

**How accurate do you think they should be?**

**In your map and your classmates' maps which places seemed to be included most? Why?**

**Which places and features were omitted from your mental maps? Why do you think? What observations and observations can you make?**

**Can you predict the mental map of a person who is not primed with a world map?**

**How about a person from a different culture?**

**What is the information processing model?**

**Closure:**

**Discussion: What do you think of the testing effect?**