

Teacher: Mr. Quaratella

Date: March 2014 (Day 4)

Department/Course: Social Studies/Psychology

SOL:

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

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.

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

Learning Intention/Objective:

TSW Analyze the importance of retrieval cues in memory and explain the role that interference plays in retrieval.

TSW Identify the brain structures most important to memory and relate difficulties created by reconstructive memory processes.

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 do we forget?

Resources:

Promethean Board

25 copies of Cloze notes

Warm-Up/Anticipatory Set:

Describe an action that uses shallow processing and an action that requires deep processing.

Lesson Learning Activities:

Cloze Notes: forgetting and interference. Formative assessment will occur as students follow along in the packet and with the “check for understanding” questions I will ask. I will here follow up on the phone number I asked them to remember the day before. (20 minutes)

Essay Assignment: Two students from each group are asked to leave the room while the rest listen to a paragraph long story. One student enters the room, and the others are to relay the story to the new student. A second student enters, and the first student relays the story to him/her, and so on. Three memory principles will become clear in this activity. 1) Students will level, 2) students will sharpen, and 3) false

assumptions will be made about the story.

Students will surely recognize the practical explanations for these three phenomena, but my essay assignment will ask them to write a letter to a friend of at least five sentences describing the psychological terminology behind the activity. The purpose of this activity is to help students connect real world issues to their academic basis. Ideally, they will be able to relate these concepts to their friends in an efficient way. This is the culminating activity in the unit. See the rubric below (45 minutes).

Following the essay assignment, we will review for the test tomorrow by playing Jeopardy. (Remainder of period)

Assessment (include scripted questions):

**What interferes with our ability to remember?
How do sharpening, leveling, and false assumptions affect our ability to remember events accurately?**

Closure:

Distribution of the Cloze notes and assignments they have accumulated over the unit so that they can study for their test the next class.

CATEGORY	4	3	2	1
Length	The letter is 5 or more sentences.	The letter is 4 sentences.	The letter is 3 sentences.	The letter is less than 2 sentences.
Concepts	Three psychology concepts were presented in a clear and organized fashion. It was easy to figure out what the letter was about.	Two psychology concepts were expressed in a pretty clear manner, but the organization could have been better.	One psychology concept was expressed, but was not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.

Leveling	Leveling is described as the story getting progressively shorter as some details are left out.	Leveling is described as the story getting less detailed.	Leveling is described as the story lacking all detail.	Leveling is inaccurately defined.
Sharpening	Letter describes sharpening as the process of highlighting specific details in memory AND that individuals recall different details.	Letter describes sharpening as the process of highlighting specific details in memory.	Letter describes sharpening as the process of highlighting all details in memory.	Sharpening is inaccurately defined.
False Assumptions	Letter notes that some details were inaccurate and explains that this is due to differences in individual schemas (false assumptions).	Letter notes that some details were inaccurate.	Letter does not note that some details were inaccurate.	Letter claims story was totally accurate.
Conclusion	Letter has a logical ending that explains why memory is a construction and not a recording.	Letter has a logical ending that explains why memory is not a recording.	Letter has a logical ending.	Letter has no conclusion.