The Concert Memory

How memories form, return, and change

SS24.P.10 "Explain the importance and processes of memory, including how information is encoded and stored, the use of mnemonic devices, and how schemas influence memory construction and retrieval. 10a Compare ways memories are stored in the brain..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details about encoding or storage, circle two details about retrieval or reconstruction, and write 1 beside the mnemonic example and 2 beside the schema example.

What Maya Remembers

1. At a school concert, Maya notices the drumbeat, the bright stage lights, and a friend waving from the front row. Attention helps her encode some of these sights and sounds, turning them into information her brain can use later. The hippocampus helps form a memory of this particular evening, an episodic memory. Over time, linked groups of neurons across the brain help store parts of that experience. Maya can also play a drum pattern without thinking through each movement. This practiced skill is a procedural memory, supported in part by brain systems that include the basal ganglia and cerebellum.

2. Before the show, Maya needs to remember four setup tasks: check cables, adjust stands, test microphones, and dim lights. She invents the phrase "Cats Always Tap Drums," using the first letter of each word to cue the tasks in order. This mnemonic adds an organized pattern while she encodes the list. Later, the phrase acts as a retrieval cue, helping her bring the tasks back to mind. A cue does not store a whole memory by itself, and recall can still fail. If Maya never paid attention to a task, the phrase may not help her remember it.

3. After the concert, Maya remembers seeing the principal at center stage. In fact, the principal stood near the exit. Maya's schema, a general expectation that school leaders appear onstage, may have shaped how she reconstructed the scene when she recalled it. A friend's confident claim that the principal introduced the band could strengthen this mistake, even if the claim is false. By contrast, hearing the opening drumbeat might help Maya retrieve accurate details about her own performance. Remembering is useful for learning and everyday decisions, but a vivid memory is not proof that every detail is correct.

2 ANSWER WITH EVIDENCE

Use the passage

1. How is Maya's memory of the concert different from her memory of how to play the drum pattern? Include how each type of memory is supported in the brain.

2. How does Maya's phrase help her both encode and retrieve the setup tasks?

3. How might Maya's schema have changed her memory of the principal? What detail in the passage shows that her memory is mistaken?

4. Compare how the friend's claim and the opening drumbeat might affect what Maya recalls.

3 YOUR TURN

Your own words

Invent a new situation in which someone learns a short sequence and later recalls an event from that day. In 4 to 5 sentences, explain a mnemonic for the sequence, distinguish an episodic memory from a procedural skill, and show how a schema could distort one recalled detail.

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PART 1 · READ AND MARK

Underline two details about encoding or storage, circle two details about retrieval or reconstruction, and write 1 beside the mnemonic example and 2 beside the schema example. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How is Maya's memory of the concert different from her memory of how to play the drum pattern? Include how each type of memory is supported in the brain.	**The concert is an episodic memory of a particular event that the hippocampus helps form. Playing the practiced pattern is a procedural memory, supported in part by systems including the basal ganglia and cerebellum.**
2	How does Maya's phrase help her both encode and retrieve the setup tasks?	**The phrase organizes the tasks by their first letters during encoding. Later, those letters cue her to recall the tasks in order.**
3	How might Maya's schema have changed her memory of the principal? What detail in the passage shows that her memory is mistaken?	**Her expectation that school leaders appear onstage may have led her to picture the principal at center stage. The principal actually stood near the exit.**
4	Compare how the friend's claim and the opening drumbeat might affect what Maya recalls.	**The friend's false claim could strengthen Maya's mistaken memory of the principal. The drumbeat could cue accurate details about Maya's own performance.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At a cooking class, I needed to wash, peel, and chop carrots. I used "Wild Penguins Cook" to encode the order and cue it later. My memory of the instructor handing me a carrot is episodic, while my practiced skill of safely chopping carrots is procedural. Because I expect chefs to wear tall hats, I later pictured the instructor in one. A class photo showed that the instructor wore no hat, so my schema had distorted that detail.

Accept other accurate descriptions of the brain systems involved in episodic and procedural memory. For Part 3, check that the mnemonic matches the sequence and that the schema explains a specific mistaken detail.