Memory Under Review

Compare stored skills and events, then test a remembered detail.

SS24.P.10a "Compare ways memories are stored in the brain, including episodic and procedural, and explain how information is retrieved, reconstructed, or misremembered."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail that shows memory for an event and circle one that shows memory for a practiced skill. Number the details that show a cue, a suggestion, and evidence used to check a memory.

What Jada Remembers

1. Your brain does not keep every experience as a perfect video. Episodic memory helps you recall a particular event, including its setting and sequence. Procedural memory supports practiced actions, such as tying a fishing knot without reciting each step. A reminder can help bring an event back to mind, while a familiar situation can prompt a practiced action. Recall also involves reconstruction: the brain combines stored pieces with expectations and later information. That process usually helps us make sense of events, but it can add details that were never there. Confidence alone does not prove a recollection is accurate.

2. At the school talent show, Jada ran the sound booth for the first time without notes. She adjusted the volume as performers changed microphones, using movements she had practiced for weeks. The next day, she struggled to recall the exact order of the acts. When she heard a recording of the final song, she pictured herself standing beside the booth's blue curtain and remembered an announcement that came just before the song. She could still move the controls smoothly, even though she could not say which performer had gone on third. Her friend Eli had watched from the back row.

3. Eli told Jada that the stage lights had gone dark during the final song. After hearing this, Jada began to picture the performers singing in darkness. She felt sure about the image, but a video from the audience showed the stage lights on throughout that song. The video cannot show exactly what Jada noticed or believed while she worked behind the curtain. It does, however, challenge her later picture of the stage. Eli's comment came before her new image, but that timing alone cannot prove exactly how the image formed. Jada must weigh her recollection against the available evidence.

2 ANSWER WITH EVIDENCE

Use the passage

1. Jada is asked to run the booth again and to name the third act from the talent show. Which task does the passage suggest she could do more easily? Explain using both types of memory.

2. How could the song recording help Jada remember the announcement without proving that every detail she recalls is exact?

3. How might Eli's comment have affected Jada's later picture of the stage? Use the order of events in the passage.

4. What can the audience video establish about Jada's later picture, and what can it not establish about her memory?

3 YOUR TURN

Your own words

Invent a situation different from Jada's and write five sentences. Include one episodic memory, one practiced action supported by procedural memory, a cue that brings back the event, a suggestion that might change the memory, and evidence you could use to check the suggested detail.

ANSWER KEY

Memory Under Review

HIGH SCHOOL · SS24.P.10a

PART 1 · READ AND MARK

Underline one detail that shows memory for an event and circle one that shows memory for a practiced skill. Number the details that show a cue, a suggestion, and evidence used to check a memory. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Jada is asked to run the booth again and to name the third act from the talent show. Which task does the passage suggest she could do more easily? Explain using both types of memory.	**Running the booth would likely be easier because her practiced control movements show procedural memory. Her difficulty naming the third act shows a gap in episodic memory for the show.**
2	How could the song recording help Jada remember the announcement without proving that every detail she recalls is exact?	**The song acts as a retrieval cue for an earlier event. Recall is reconstructed, so a detail brought to mind by the cue could still be inaccurate.**
3	How might Eli's comment have affected Jada's later picture of the stage? Use the order of events in the passage.	**Jada began picturing darkness after Eli said the lights went out. His suggestion may have become part of her reconstructed memory, though the passage cannot prove exactly how the image formed.**
4	What can the audience video establish about Jada's later picture, and what can it not establish about her memory?	**It shows that the stage lights stayed on during the final song, contradicting her later picture of darkness. It cannot establish what Jada noticed or believed while she worked behind the curtain.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At a weekend soccer game, I remember the moment our team scored and the crowd shouted, an episodic memory of one event. I can still tie my cleats quickly without thinking through each loop, which shows procedural memory. Hearing a whistle later brings back the moment just before the goal. A teammate insists that it was raining, and I start to picture wet grass even though I did not remember rain before. A full-game video shows a dry field throughout, so I would question the new detail rather than trust my confidence alone.

Accept reasonable inferences that distinguish memory for an event from a practiced skill and treat cues and suggestions as influences on recall, not proof. For the open task, check that the evidence addresses the suggested detail.