Where Memories Go

Trace three stages of memory during a trip through a train station.

P.4.3 "Differentiate between the three different stages of memory, including sensory, short-term, and long-term."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one phrase in each paragraph that shows how long information can last. Then write S, T, or L beside each paragraph to label sensory, short-term, or long-term memory.

Maya Catches a Train

1. At the crowded train station, Maya glances at the departure board while a chime sounds overhead. For an instant after she looks away, a trace of the bright letters seems to remain. The sound of the chime also lingers briefly after it stops. These fleeting records are sensory memory: they hold raw sights and sounds for a fraction of a second to a few seconds. Most of this information disappears without further attention. When Maya notices the platform number rather than every flicker on the board, attention selects some information for the next stage. Sensory memory captures more than she can deliberately report.

2. Maya reads "Platform 6" and keeps the number in mind as she walks past a kiosk. She repeats "six" silently so she will not lose it before reaching the stairs. This is short-term memory: a limited amount of information stays available for about 15 to 30 seconds without rehearsal. Without repeating the number or using it, she might forget it while trying to answer a new question. Repeating does not guarantee lasting learning; it mainly helps her maintain information right now. If she connects the number to something meaningful, that connection may help her store it for later.

3. Last year, Maya learned that the blue line stops near her grandmother's neighborhood. Today she recognizes the line name and recalls the route without seeing a map. That stored knowledge is long-term memory, which can hold information for days, years, or even a lifetime. It includes facts and personal experiences, although stored information is not always accurate or easy to retrieve. Her memory of the route did not start as a permanent copy of the station board. Instead, learning the route over several trips helped her store it. Now she can bring that earlier learning back into awareness when planning where to go.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why is the lingering trace of the board's letters an example of sensory memory rather than short-term memory?

2. Which stage holds "six" while Maya walks toward the stairs? How does repeating it help?

3. Why is Maya's knowledge of the blue line's route long-term memory rather than short-term memory?

4. Maya might forget the platform number while answering a new question but still recall the route near her grandmother's home. Which two stages does this contrast, and why might their results differ?

3 YOUR TURN

Your own words

Describe a new situation in four sentences that includes a fleeting sensory memory, a detail held in short-term memory, and something recalled from long-term memory. Identify each stage and explain how the memories differ in how long they can last.

Where Memories Go

PART 1 · READ AND MARK

Underline one phrase in each paragraph that shows how long information can last. Then write S, T, or L beside each paragraph to label sensory, short-term, or long-term memory. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why is the lingering trace of the board's letters an example of sensory memory rather than short-term memory?	**It is a fleeting record of a sight that lasts only an instant; Maya has not kept the letters in mind through attention.**
2	Which stage holds "six" while Maya walks toward the stairs? How does repeating it help?	**Short-term memory holds the number. Repeating it helps Maya keep it available longer than it would remain without rehearsal.**
3	Why is Maya's knowledge of the blue line's route long-term memory rather than short-term memory?	**She learned the route last year and can still recall it. Long-term memory can hold information for years, unlike short-term memory.**
4	Maya might forget the platform number while answering a new question but still recall the route near her grandmother's home. Which two stages does this contrast, and why might their results differ?	**The platform number is in short-term memory and may be lost when her attention shifts. The route is in long-term memory because she learned it over several trips.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

When I hear the school bell, its sound lingers briefly after it stops, a sensory memory. I hold room 12 in short-term memory while walking down the hall, but a distraction could make me lose it. I recall the route to the library that I learned last year, which is long-term memory. The sound lasts only moments, the room number needs active attention to stay available, and the learned route may remain for years.

For the marking job, accept the duration phrases in each paragraph and the labels S, T, and L in order. For the open task, accept any accurate new situation that distinguishes all three stages by duration.