Memory on Tour

Choose memory strategies that fit the task

P.4.5 "Evaluate various strategies that can be used to improve memory encoding and retrieval."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two ways Mara connects information, circle two ways she checks what she can recall, and number the strategies you think would be most useful on tour day. Use your marks to compare what each strategy can and cannot do.

A Tour Without a Script

1 At a neighborhood history center, Mara has to lead a short tour without reading a script. Her notes include the year a textile mill opened, the reason workers moved nearby, and a quote from a former worker. If she repeats the notes aloud in order, the words soon sound familiar, but she may not understand how the facts connect. Instead, she draws a cause-and-effect chain linking the mill's jobs to the new housing. She also makes a vivid mental image of a loom beside a calendar to connect the mill with its opening year. She still has to think through why families moved.

2 Mara has four days before the tour. She could reread her notes for an hour the night before, which would make them look easy to recognize. Instead, she studies briefly each day, then closes her notebook and tries to explain the chain and recall the date. When she misses the year, she checks her notes before trying again the next day. These short, spaced attempts require more effort than rereading, but they reveal gaps while there is still time to fix them. Without checking the source, however, a confidently repeated mistake might become part of her tour.

3 During practice, Mara always stands beside the same display case. On tour day, that room is closed, so she must speak in a different gallery. She could use the display case as a cue for remembering what comes next, but that cue would disappear if the location changes. She practices once in a plain hallway, using her cause-and-effect chain to guide the order instead. On the tour, she may summarize events in her own words, but she promises to quote the former worker exactly. Her note card contains the quotation as it appears in the recorded interview.

2 ANSWER WITH EVIDENCE

Use the passage

1. Mara remembers the mill's opening year but cannot explain the housing change. Which strategy from the passage would best address this gap, and why?

2. Why would rereading all the notes the night before be weaker than Mara's daily closed-notebook practice for finding mistakes?

3. If the tour moves to another gallery, which practice choice would make Mara less dependent on a location cue? Explain.

4. Why is a note card more suitable than a mental image when Mara gives the former worker's quotation?

3 YOUR TURN

Your own words

Choose a history or civics topic you are studying. In four or five sentences, plan one strategy to help you understand or organize it and one way to test your recall later; explain when each would help and how you would check for mistakes.

Memory on Tour

PART 1 · READ AND MARK

Underline two ways Mara connects information, circle two ways she checks what she can recall, and number the strategies you think would be most useful on tour day. Use your marks to compare what each strategy can and cannot do. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Mara remembers the mill's opening year but cannot explain the housing change. Which strategy from the passage would best address this gap, and why?	**The cause-and-effect chain would help her connect the mill's jobs to the new housing, rather than recall only the date.**
2	Why would rereading all the notes the night before be weaker than Mara's daily closed-notebook practice for finding mistakes?	**Rereading can make notes seem familiar without testing recall. Daily attempts reveal gaps early enough for Mara to check and correct them.**
3	If the tour moves to another gallery, which practice choice would make Mara less dependent on a location cue? Explain.	**Practicing in a plain hallway while using the cause-and-effect chain would help because the chain does not depend on the display case.**
4	Why is a note card more suitable than a mental image when Mara gives the former worker's quotation?	**The note card provides the exact words from the interview. A mental image may help Mara recall an idea but cannot reliably preserve the wording.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

For a lesson on Brown v. Board of Education, I would make a cause-and-effect chain connecting school segregation, the Supreme Court case, and the 1954 ruling. This would help me explain the ruling's significance instead of memorizing its name alone. Two days later, I would close my notes and explain the chain from memory to find gaps in my understanding. I would compare my explanation with our class source and correct any wrong dates or claims.

Accept other passage-based comparisons that explain what a strategy helps Mara remember and where it may fall short. For Your Turn, look for two distinct strategies, a reason for each, and a specific accuracy check.