**AP Psychology**

**Unit 6: Memory**

UNIT OBJECTIVES

1. Define memory, and explain how flashbulb memories differ from other memories.

2. Describe the three-stage processing model of memory, and explain how the contemporary model of working memory differs.

3. Contrast the two types of encoding (automatic processing vs. effortful processing), and discuss the next-in-line effect, the spacing effect, and the serial position effect.

4. Compare the benefits of visual, acoustic, and semantic encoding in remembering visual information, and describe a memory-enhancing strategy related to the self-reference effect.

5. Explain how encoding imagery aids effortful processing, and describe some memory-enhancing strategies that use visual encoding.

6. Discuss the use of chunking and hierarchies in effortful processing.

7. Contrast the duration and working capacity of short-term and long-term memory.

8. Describe the synaptic changes that accompany memory formation and storage.

9. Discuss some ways stress hormones can affect memory.

10. Distinguish between implicit and explicit memory, and identify the main brain structure associated with each.

11. Contrast the recall, recognition, and relearning measures of memory.

12. Explain how retrieval cues help us access stored memories, and describe the process or priming.

13. Cite ways that context can affect retrieval, and describe the internal states on retrieval.

14. Explain why we should value our ability to forget, and distinguish three general ways our memory fails us.

15. Discuss the role of encoding failure in forgetting.

16. Discuss the concept of storage decay, and describe Ebbinghaus’ forgetting curve.

17. Contrast proactive and retroactive interference, and explain how they cause retrieval failure.

18. Summarize Freud’s concept of repression, and state whether this view is reflected in current memory research.

19. Explain how misinformation and imagination can distort our memory of an event.

20. Describe source amnesia’s contribution to false memories, and list some differences and similarities between true and false memories.

21. Evaluate the arguments supporting and rejecting the position that very young children’s reports of abuse are reliable.

22. Explain how an understanding of memory can contribute to effective study techniques.

**\* \* \* Post-Test Homework: 317-321**

**Day One:** Monday, Dec. 16/ Tuesday, Dec. 17

Video: Memento

**Homework**: **Myers, pp. 321-327**

**Day Two:** Wednesday, Dec. 18 / Thursday, Dec. 19

Video: Finish Memento

Discussion: 3-Step Memory Model

Activities: Remembering the Seven Dwarves

The 12 Days of Christmas

**Homework: Myers, pp. 328-337**

**Day Three:** Friday, Dec. 20 / Monday, Jan. 6

Discussion: Flashbulb memories

Mnemonic Devices (method of loci)

Activities: Recalling U.S. Presidents

Visual vs. Auditory encoding

A shopping list

The Path of Leah’s Destruction

**Homework: Myers, pp. 338-343**

**Day Four:** Tuesday, Jan. 7 / Wednesday, Jan. 8

Discussion: Case studies of amazing memory

Episodic, Semantic, and Procedural Memory

Activities: Verbal Associations

Memory capacity, with chunking

Expertise and Retrieval rates

**Homework: Myers, pp. 343-351**

**Whole-chapter quiz next class**

**Day Five:** Thursday, Jan. 9 / Friday, Jan. 10

Quiz: Chapter 8 Quiz (open notes)

Discussion: Elizabeth Loftus’ research on the Misinformation Effect, recovered memories

Video Clips: Brain Games: “Remember This”

Activity: Deja Vu

**Homework: Study for Test 6**

**Day Six:** Monday, Jan. 13 / Tuesday, Jan. 14

**Test 6: 75 multiple-choice, one 15-point FRQ**