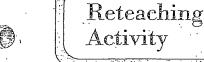
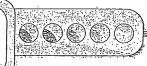
|        |       | <i>:</i> |        |       |  |
|--------|-------|----------|--------|-------|--|
| · Name | <br>· |          | _ Date | Class |  |



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Memory and Thought

## Terms and Concepts

Directions: Use the words from the word list to complete the following sentences.

| :: <sup>:</sup> | chunking   |                                | encoding        | and the grant of the said |                 | reconstructive       |    |  |  |  |
|-----------------|--|--------------------------------|-----------------|---------------------------|-----------------|----------------------|----|--|--|--|
|                 | confabulation  |                                | episodic n      | iemory                    |                 | storage              |    |  |  |  |
|                 | eidetic memory   |                                | interferen      | 2、4、34、7、7年7年7年7日4日,成時,   |                 |                      |    |  |  |  |
|                 | elaborate rehearsa   |                                | maintenar       | ice rehearsal             |                 |                      |    |  |  |  |
|                 |  |                                |                 |                           |                 |                      | شـ |  |  |  |
| 1.              | Theof time.  | process i                      | s the memory    | process that main         | itains inform   | ation over a period  | [  |  |  |  |
| 2.              | ual's experiences and  | _ memory has l<br>l attitudes. | been altered fr | om the original ex        | cperience bas   | sed on, an individ-  |    |  |  |  |
| 3.              | Repeating a telephor   | re number over                 | and over so th  | nat it will not be fo     | orgotten is a   | form of              |    |  |  |  |
| <b>4.</b>       |  | _ is rememberi                 | ng things that  | never occurred to         | fill in gaps in | ı our memories.      |    |  |  |  |
| 5.              | Connecting the first name of a person you just met with the name of a character in your favorite |                                |                 |                           |                 |                      |    |  |  |  |
|                 | television program is  | a form of                      |                 |                           | •               |                      |    |  |  |  |
|                 | Grouping several pie   |                                |                 | •                         |                 | r more information   | 1  |  |  |  |
| -               | is known as  |                                |                 |                           |                 |                      | ٠  |  |  |  |
| 7.              | children, but rarely fo  | ound in adults.                | is a fo         | rm of photograph          | ic memory fo    | ound in some         |    |  |  |  |
|                 |  |                                |                 |                           |                 |                      |    |  |  |  |
| <b>9,</b>       | The process ofmemories.  |                                | _ may cause pr  | evious or subsequ         | ıent memori     | es to block existing |    |  |  |  |
| 0.              | A person's memory o  | f sinking the wi               | nning shot for  | the school's bask         | etball team is  | s a(n)               |    |  |  |  |
|                 |  | •                              | ·               |                           |                 |                      |    |  |  |  |

## Working with Psychology

Directions: On a separate sheet of paper, develop a mnemonic device to help someone remember the following information.

11. Recognized breeds of hound dogs: Afghan hound, basset hound, black and tan coonhound, bloodhound, foxhound, greyhound, Ibizan hound, Irish wolfhound, elkhound, pharaoh hound, Scottish deerhound.

## Connecting information

Directions: Classify each item as representing either declarative memory or procedural memory. Write the type of long-term memory on the line.

- the meaning of the word psychology
- 13. He ability to tie one's shoes
- 14. reading the newspaper every morning at breakfast
- 15. what you were wearing on your first date
- 16. the ability to climb stairs
- your address and telephone number
- 18: a fear of snakes
- the plot of the movie you saw last week
- 20. the number of days in the current month

## Visualizing Information

Directions: Fill in each block with the reasons that we forget information and the ways that our memory can be improved.

