AP Psychology…Memory Book

Our memory and our brain are amazing! However, it does not record our lives like a book! You cannot go back to a previous chapter to retrieve memories accurately. Attention issues, prior knowledge, and memory decay all interfere with the actual memories that are stored. There are so many different parts to our memory that all work separately and together to help us experience and remember life.

Your task is to create a book highlighting key concepts for each aspect of memory: Encoding, Storage, & Retrieval. Your book should be like a “cliff notes” of memory and should walk me through these processes in an easy to understand manner. Have fun and be creative ☺ USE YOUR TIME WISELY!!!

Objective: To demonstrate your knowledge of memory, create an informative, creative, and visually appealing illustrated story.

Format: Poster Storyboard, children’s book, comic strip, or another format-I’m open to ideas.

Terms that must be covered: Encoding, storage, retrieval, sensory memory, short-term memory, long-term memory, declarative memory, procedural memory, episodic memory, semantic memory, rehearsal, mnemonic device (pick one), amnesia (pick one of the three), and interference (pick one of the two).

Terms that can be included for Extra Credit: photographic memory, flashbulb memory, extra types of mnemonic devices, amnesia, or interference

Other Requirements: You must have both text and pictures. The text needs to be original-no copying! Effort should be evident, and information should be concise and put in to easy to understand words and examples. You may work in partners or group of three. You have two in-class work days,

DUE DATE:

Rubric is on the back

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|  | 10 | 8-9 | 6-7 | >5 |
| Content: Accuracy | All content throughout the story is accurate. There are no factual errors. | Most of the content is accurate but there is one piece of information that is inaccurate. | The content is generally accurate, but a few pieces of information are inaccurate. | Content is typically confusing or contains more than two factual errors. |
| All terms included | All terms are depicted accurately, concisely, and in your own words in the project. | All terms are depicted but one or two may not be concise or clear or original. | Most of the terms are depicted, and most of the terms are clear and concise. | Incomplete project-many terms missing, or are described confusingly. |
| Graphics: Originality | Several of the graphics used on the poster reflect an exceptional degree of student creativity. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | The graphics are not original at all. |
| Attractiveness | The project is exceptionally attractive in terms of design, layout, and neatness. | The project is attractive in terms of design, layout and neatness. | The project is acceptably attractive though it may be a bit messy. | The project is distractingly messy or very poorly designed. It is not attractive. |
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |

Total: /50points

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