

RESTART

nonfiction connections



RESOURCE CONTENTS

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- Learn about the Science of Memory
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- Answer Keys for Informational Texts

TEXTS & ACTIVITIES

Informational Texts

- What Is Memory?
- Types of Memory
- Memory & the Brain
- Real-Life Amnesia
- The Malleability of Memories

Extension Activities

- Brain vs. Computer
- Working on Memory
- Mapping Memories
- A Medal to Remember
- Creating Collective Memories
- Neuroplasticity
- Text Connections
- Final Project: A Realistic Restart?

INFORMATIONAL TEXTS

Real-Life AMNESIA

Informational Text 4

Name:

➤ 5 Nonfiction Readings

➤ Educational Text Features

➤ Glossary of Key Vocabulary

➤ 2-3 Pages Per Reading

Everyone forgets. Forgetfulness is a part of being human. From phone numbers to an item at the grocery store or directions to a favorite restaurant, every person knows what it's like to forget. However, amnesia¹ is entirely different than those momentary lapses.² When a person suffers from a brain disease, head injury, or brain infection, amnesia may arise as a symptom. Think about it like this: if you have a cold, congestion is a symptom of that virus; just like amnesia can be a symptom of brain disease, head injury, or brain infection.

Amnesia Basics

There are two main types of amnesia. The first type, called **anterograde amnesia**, is when a person has difficulty learning new information. The second type, called **retrograde amnesia** is when an individual has difficulty remembering past events or previously known information. Yet, no matter the type of amnesia, it can be temporary, permanent (which is rare), or progressive, meaning its effects expand or increase over time.

Brain diseases, head injuries, and brain infections that cause damage to the area of the brain controlling emotions and memories can result in amnesia. Still, amnesia is mostly related to short-term memory processes for retaining new information. This means a person with amnesia might struggle to keep appointments, show up on time, or forget what to do in school. They also could have difficulty recalling old information, such as remembering important dates or the phone number of a friend. Amnesia can also cause false memories, or **confabulation**. Confabulation is when a memory is completely made up or a real memory is misplaced in time. All these effects can make a person confused or disoriented.³

Describe the Difference

Summarize anterograde amnesia:

Summarize retrograde amnesia:

What is the biggest difference between anterograde amnesia and retrograde amnesia?

INFORMATIONAL TEXTS

Amnesia & Memory

What can a person with amnesia do to recover their memories? Unfortunately, treatment is limited. Time is often the only form of rehabilitation.⁴ Brain training exercises and medicine have not proven to be effective for recovering a person's ability to remember. Still, those that suffer from amnesia can use compensatory⁵ strategies to help with memory recall. Luckily, these strategies are common and proven effective, even for those that do not have amnesia. Compensatory strategies are the use of memory devices to help make up for a lack of memory storage or an inability to retain or access memories. These devices include writing down a grocery list, taking notes in a notepad, or setting an alarm on a phone. You may even use these strategies yourself! Still, they are even more helpful for those coping⁶ with the effects of amnesia.

Despite the various struggles a person with amnesia encounters, scientists have determined that amnesia does not affect a person's intelligence, attention span, general knowledge, personality, or identity. Personality changes happen when the regions of the brain that control personality or behavior are damaged as well. Amnesia often finds itself into mainstream culture because authors, writers, and artists tend to use amnesia as part of a storyline to captivate⁷ audiences and develop characters. Yet, the reality of amnesia is anything but glamorous. It can be a debilitating⁸ and disorienting symptom that has long-reaching effects on a person's life and their memory.

DID YOU KNOW?

Most everyone experiences a phenomenon known as infantile amnesia.



→ Inability of adults to remember early episodic memories



→ Almost all people do not remember events prior to age 4

GLOSSARY OF TERMS

¹ Amnesia: a partial or total loss of memory

² Lapses: a temporary failure of concentration, memory, or judgment

³ Disoriented: confused and unable to think clearly

⁴ Rehabilitation: the action of restoring someone to health or normal life through training and therapy after imprisonment, addiction, or illness

⁵ Compensatory: reducing or offsetting the unpleasant or unwelcome effects of something

⁶ Coping: deal effectively with something difficult

⁷ Captivate: attract and hold the interest and attention of

⁸ Debilitating: making someone very weak and infirm

➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and Science Standards

➤ Critical Thinking Opportunities

INFORMATIONAL TEXTS

Informational Text Analysis A
Name: _____

Real-Life AMNESIA

TEXT FEATURES Directions: Fill out the following organizer, identifying the key features of the informational text.

Feature 2: Did You Know?

What is it? Name/describe the feature.

How does this feature contribute to your understanding of the whole article?

TERMS & VOCABULARY Directions: Define the key terms below by using context clues from the text.

| | |
|---------------------|--|
| Anterograde amnesia | |
| Retrograde amnesia | |
| Confabulation | |

Main Idea & Details Directions: Fill out the graphic organizer below in order to determine the main idea of the text.

Title: _____

| | | |
|---------------|---------------|---------------|
| Key Detail 1: | Key Detail 2: | Key Detail 3: |
| | | |

Main Idea: What is the article mostly about?

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➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

INFORMATIONAL TEXTS

Informational Text Analysis B

Name:

Real-Life AMNESIA

➤ 2 Formats to Allow for Differentiation

➤ Use for Centers or Rotation Model

➤ Pair with Novel – Cross-Text Connections

➤ Answer Key & Google Slides™ Links

1. What purpose does the first paragraph serve in the text? Why do you think the author includes it? Support with textual evidence.

2. Summarize the difference between anterograde amnesia and retrograde amnesia. What are the most common causes for amnesia? Support with details.

Informational Text Analysis B

Name:

Real-Life AMNESIA

1. What purpose does the first paragraph serve in the text? Why do you think the author includes it? Support with textual evidence.

Type response here

2. Summarize the difference between anterograde amnesia and retrograde amnesia. What are the most common causes for amnesia? Support with details.

Type response here

3. What are the effects of amnesia? How do these effects make daily life more challenging for a person suffering from amnesia? Explain at least three and support with details from the text.

Type response here

4. How is amnesia treated? What can a person with amnesia do to help them combat the effects of this symptom? Support with details from the text.

Type response here

EXTENSION ACTIVITIES

BRAIN VS. COMPUTER

Extension Activity 1

Name:

➤ 7 Extension Activities

➤ Variety of Materials – Research, Working Memory Games, Writing

➤ Engage with Different Activities

➤ Comprehension & Analysis Questions

Computers have been at the forefront of cutting-edge technology for decades. They're able to complete incredible tasks at record speed, leading many to ponder whether computers are, in fact, more sophisticated and capable than the human brain.

What Are *Your* Thoughts About The Abilities of Computers & The Human Brain?

Consider your own opinions about computers and the human brain. Do you believe computers are more capable and intelligent than human brains? Do you think computers are just better? Or are human brains better? In the chart below, write down your opinions about computers versus human brains.

| + Computer + How do you think the computer is better than human brains? | + Human Brain + How do you think the human brain is better than computers? |
|---|--|
| | |
| + Computer – vs. + Human Brain – Which do you think is superior – the computer or the human brain? Why? | |
| | |

EXTENSION ACTIVITIES

WORKING ON MEMORY

Extension Activity 2

Name: _____

➤ Allows for Differentiation

➤ Standards-Aligned – Informational & Science Texts

➤ Pair with Informational Texts

➤ Make Connections Between Texts

One characteristic of the human brain is that it can adapt and change. The brain is not fixed; it can continue to grow over time. A person can alter the structure of their brain to improve its function, especially when it comes to memories, by purposefully engaging in certain activities.

For this activity, you will participate in a series of games that are designed to help improve your working memory. While these games are certainly fun, they are also an excellent way to help recall information from working memory more accurately and efficiently.

Activity 1: Instant Replay

In Instant Replay, a slide or image will display on the screen. Your goal is to remember as many of the numbers, letters, or objects displayed on the screen. For each "round," write down what you remember seeing. Then, reflect on your experience.

| Round | Items You Recall | Total Items on Slide |
|-------|------------------|----------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

1. What did you find easy about the activity? What did you find difficult? How does the activity shape or change your understanding of working memory? Support with details.

EXTENSION ACTIVITIES

A Medal TO REMEMBER

Extension Activity 4

Name: _____

➤ Foster Rich Discussion

➤ Examination of Science of Memories, Amnesia

➤ Prompts Require Evidence-Based Responses

➤ Cross-Curricular Learning

As you learn from the "Medal of Honor" PowerPoint, complete the guided notes, tasks, and prompts below.


THE MEDAL OF HONOR IS CREATED

Directions: Complete the notes below.

| | |
|--------------|---|
| What? | The United States' highest award for _____ |
| Who? | Iowa Senator _____ introduced legislation on _____ to create "medals of honor" |
| When? | Medals honored enlisted seamen and marines (Navy) that demonstrated gallantry during the _____ |

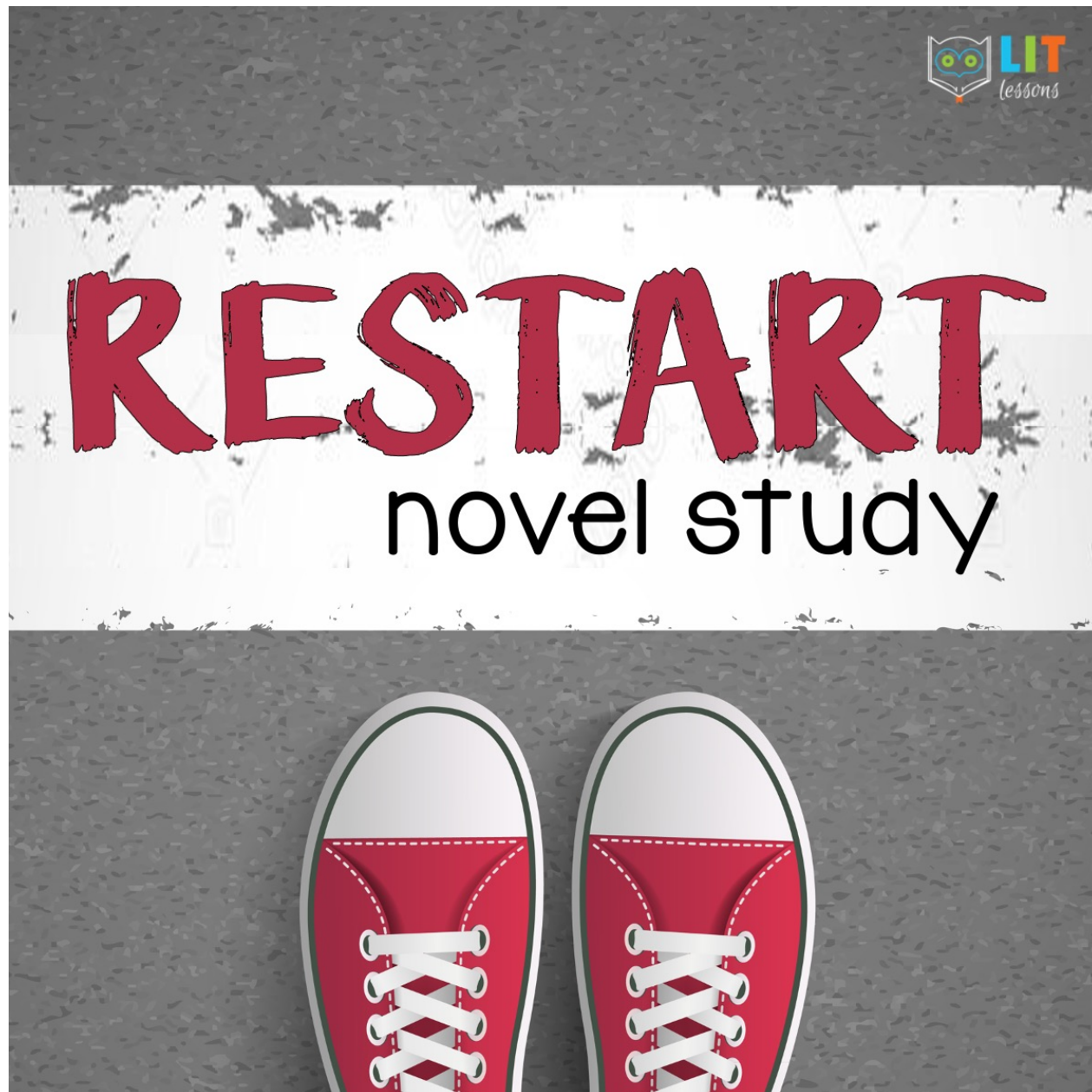
MEANING BEHIND THE MEDAL

Directions: Complete the notes below.

| | |
|--|--|
| Recipients of the Medal of Honor displayed the traits below when it mattered most: 1. _____ 2. _____ 3. _____ 4. _____ 5. Deep _____ of _____ 6. Desire to always do what is _____ | Think about it! → What do these traits mean to you?  _____ |
|--|--|

BUNDLE & SAVE

This resource is part of a comprehensive unit on *Restart!* Click the cover below to preview all the resources available.



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