

# MEMORY SERVES

## *Drawing Others Close*

AUG 25-SEPT 29, 2022

TOURS TAKE ABOUT 1 HOUR  
•  
ALIGNS WITH CURRICULUM STANDARDS  
•  
STUDENTS GET A FREE SKETCHBOOK  
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unoartgallery@unomaha.edu

# TEACHING ACTIVITY IDEAS 3

STUDENTS 7-12

## Memory

### STAGES OF MEMORY

#### PRIOR TO THE VISIT

Assign students to one of three research groups (Group A - encoding, Group B - storage, Group C - retrieval). Task each group to research one of the three stages of memory.

#### WHILE AT THE EXHIBIT

Put students in groups of three, with one student from each research group (Group A - encoding, Group B - storage, Group C - retrieval). Working in small groups of three, direct students to look for evidence/representation of each stage of memory as depicted in the art.

#### AFTER THE VISIT

Reconvene research groups. Have the groups discuss the findings of the small groups and follow this with a whole class discussion.

#### EXTENSION

Ask students how they might visually depict the stages of memory.

### TYPES OF MEMORY

#### PRIOR TO THE VISIT

Define flashbulb and episodic memory and identify student experiences that could be considered as such memories.

#### WHILE AT THE EXHIBIT

Have students look for evidence to answer the question - Would you characterize the art of Norman Gilbert as depicting flashbulb memory? Episodic memory? Prompt them to note the artwork that supports their answer as well as what specifically in the piece supports their claim.

#### AFTER THE VISIT

Discuss evidence students collected.

### DEMENTIA

#### PRIOR TO THE VISIT

Research dementia (risk factors, causes, related neurology, prevalence, types, etc.), current treatments, and options for care for a person with dementia.

#### WHILE AT THE EXHIBIT

Assign students to answer one or more of the following questions:

- What elements of the treatment for individuals with dementia that you researched are represented in the art included in the exhibit? How are they represented?
- What elements of the treatment of individuals with dementia are represented in the art that were not found in your research? How are they represented?
- What aspects of care for individuals with dementia that you researched are represented in the art included in the exhibit? How are they represented? How are they represented?
- What aspects of the care of individuals with dementia are represented in the art that were not found in your research? How are they represented?
- What aspects of the caregiver's perspective are communicated in the pictures?
- In Mark Gilbert's portraits, there are pictures of familial caregivers and professional healthcare workers. Describe what differences you perceive in these portraits.

#### AFTER THE VISIT

Reflect on the science and humanity of memory loss.

From the American Psychological Association -  
Teachers of Psychology in Secondary Schools

[Pervasive Role of Memory in Everyday Life](#)  
[Categorizing Different Types of Memory](#)

Teaching Activity Ideas were created in consultation with the Teacher Education Department in the UNO College of Education, Health, and Human Sciences.

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UNO Gerontology, UNO College of Arts and Sciences, UNO Medical Humanities  
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