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|  | Referring to the graphs, it is apparent that our experiment showed a correlation between our hypothesis and our results. We predicted that a person would loose a small percentage of memory after a period of sleep. Based on our survey, we proved our hypotheses is correct by calculating an average score of twelve out of a total of twenty. As we stated in our introduction, your brain does not completely shut-off during sleep. You are still able to process thoughts and create new memories perhaps replacing the old short term memories. Therefor in regards to our hypothesis, the test as well as our results led us to the conclusion that memory is lost during sleep. Our average percentage of memory loss turned out to be forty percent. So to answer the question of whether to stay up and cram for the math test or go to bed with what you've already memorized, the answer is that you should get your beauty sleep. This is because most of the short term memory will be lost by morning anyway.  Factors that may have contributed to effecting our results would be our small sample size and the variation of test subjects. It would have been ideal to have an extremely large sample size to generalize the effects of memory during sleep. Every human has different memory capabilities due to education, age, sex, and over all is hard to pinpoint as specific percent that applies to everyone, but with an average score, we could see basic patterns in the loss of memory overnight. The survey could have been improved by expanding the content of our test and making it more in depth.  Food For Thought  "Some results, however, do suggest that school does our memories no good. Socrates, who seemed to have avoided it and thus never wrote anything whatsoever down, once said (according to Plato, who did) "The discovery of the alphabet will create forgetfulness in the learner's soul, because they will not use their memories; they will trust to the external written character and not remember of themselves." Socrates, it seems, may have been correct. Ernest Frederick Dube, at work on his doctoral at Cornell University, compared the memories of illiterate children from rural villages in Botswana to those of literate African and American children. The children were told a long and detailed story and then asked to repeat the story back to the investigator, first immediately after telling, then one week and finally one month later. The African youngsters- all from a nontechnological society with a strong cultural background in traditional storytelling- beat the American children hands down. Even the lowest scoring of the African groups topped the American children. Within each group, the most intelligent children displayed the best memories and the illiterate children had the best memories of all. Culture and intelligence, Dube concluded, are determining factors for good memory; formal schooling isn't- and may even be a detriment."  (Excerpt taken from Committed to Memory by Rebecca Rupp) |

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