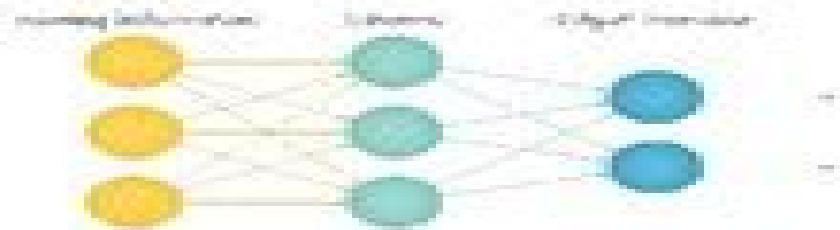


in both thinking and memory.

What does this diagram suggest about the extent to which schemas affect memory?



Bartlett (1932)

The aim of Bartlett's classic study was to investigate how the memory of a story is affected by previous knowledge. He wanted to see if cultural background and unfamiliarity with a text would lead to distortion of memory when the story was recalled. Bartlett's hypothesis was that memory is reconstructive and that people store and retrieve information according to expectations formed by cultural schemas.

Bartlett told participants a Native American legend called The War of the Ghosts. The participants were British; for them, the story was filled with unfamiliar names and concepts, and the style was foreign to them.

Bartlett allocated the participants to one of two conditions. One group was asked to use **repeated reproduction**, where participants heard the story and were told to reproduce it after a short time and then to do so again repeatedly over a period of days, weeks, months or years. The second group was told to use **serial reproduction**, in which they had to recall the story and repeat it to another person.

Bartlett found that there was no significant difference between the way that the groups recalled the story. Over time the story became shorter. Bartlett found that after six or seven reproductions, it was reduced to 150 words. The story also became more conventional - that is, it retained only those details that could be assimilated to the social and cultural background of the participants. For example, instead of "fording seals," participants remembered that the men in the story were fishing; the word "canoe" was changed to the word "boat."

Bartlett found that there were three patterns of distortion that took place. The story became more consistent with the participants' own cultural expectations - that is, details were unconsciously changed to fit the norms of British culture. The story also became shorter with each retelling as participants omitted information which was seen as not important. Finally, participants also tended to change the order of the story in

Using Schema Theory To Teach American History

Sabine Zange



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