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Misconceptions can impede learning and, therefore, must be identified and dispelled before more accurate perceptions can be acquired by the learner (Bransford et al. 2000). MISCONCEPTION ALERTS are embedded in the learning cycle and help teachers detect and change misconceptions about archaeology before moving on to new material.

Unit Organization

The Unit Organizational Flow Chart (page 9) shows the basic flow of the unit. The Unit Overview (pages 10-12) outlines the enduring understandings, essential questions, what students will do, what students will learn, and assessments for teachers.

The Common Core State Standards chart (located in Appendix 3) shows how each lesson fulfills standards in reading, writing, language, and speaking and listening for grades 4 and 5.

- **PREPARE FOR THE UNIT: *My Diet Diary*** – Instructions for preparing for the unit in advance.
- **WARM-UP LESSON: *Thinking Like an Archaeologist*** – Introduces archaeology and the environment the students will be studying and provides a way to identify misconceptions about archaeology.
- **LESSON ONE: *Mapping Your Food*** – Students explore the basic need for food and why available foods differ from one region to another. The “Outline of Learning” provides an overview of the unit for students and parents.
- **LESSON TWO: *Culture and Food*** – Students compare how people with different ways of getting food meet basic needs and learn that archaeologists study objects and sites to learn about cultures of the past.
- **LESSON THREE: *Observation, Inference and Evidence*** – Students observe objects and infer their use in an archaeological context and use evidence to answer a question about the past.
- **LESSON FOUR: *Context*** – Students learn the importance of context in the study of archaeology and apply context in decision-making about an archaeological site.
- **ASSESSMENT: *The Archaeology of Food*** – Students demonstrate their understanding of observation, inference, evidence, and context.
- **LESSON FIVE: *Environmental Archaeology*** – Students learn how archaeologists study animal and plant remains to understand what people ate at an archaeological site.
- **LESSON SIX: *Investigating the Archaeology of People and Ecosystems*** – Students complete an extensive investigation of an environmental region using archaeological and historical inquiry. Students write an essay describing what they learned and apply it to modern-day food incorporating concepts they studied.

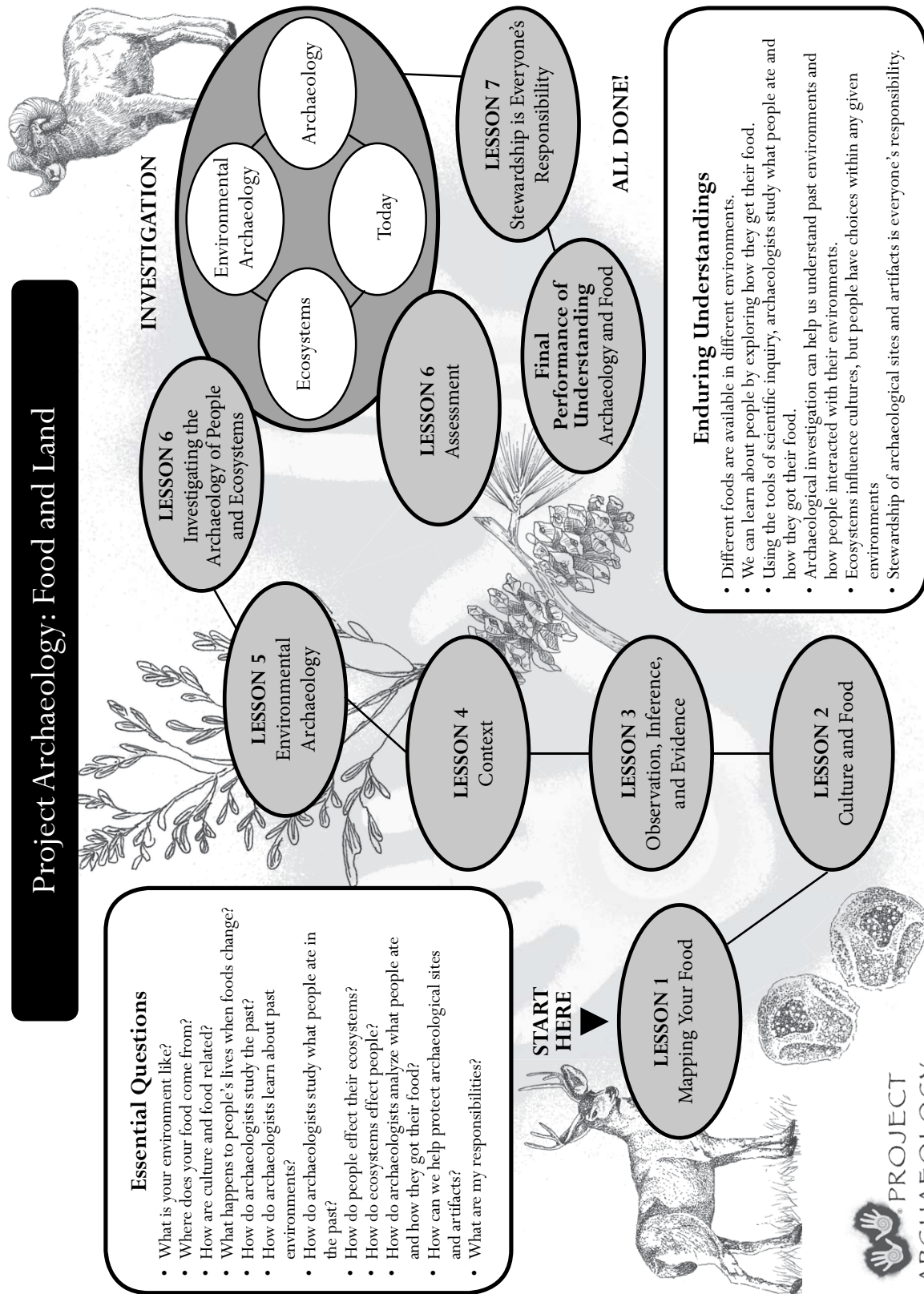


Figure 2. Unit Organizational Flow Chart