



# Teacher's Guide

Guide written by Sharon Langley

**Includes Discussion Questions, Classroom Activities, and Links to Resources**



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**BEFORE**

**YOU**

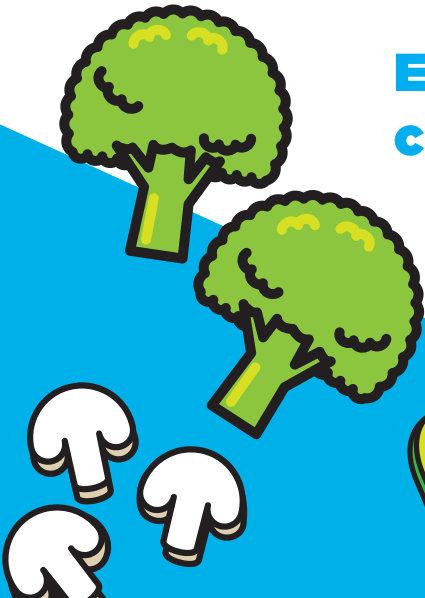
**READ**

**Pie!**

**Engage your imagination and consider the history of pizza.**

★ Have you ever thought about the history of pizza?

★ How long do you think people have been eating pizza?





# VOCABULARY

**cheese**

**crust**

**curds**

**fermentation**

**flatbread**

**franchise**

**globalization**

**glocalization**

**import**

**suburban**

**urban**

**yeast**



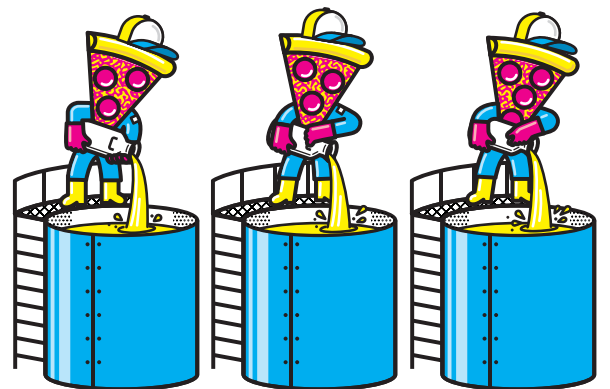


**A cheesemaker**  
makes mozzarella in a vat.

## AS YOU READ

**Wonder about and connect  
to your experiences with pizza.**

- ★ How have the ingredients to make pizza changed over time?
- ★ Is pizza a healthy food to eat? Why or why not?
- ★ How did commercials or ad campaigns encourage people to eat pizza?







**DROOLING**

**AFTER YOU READ**

**Reflect on and consider how pizza contributes to popular culture.**

- ★ What's the most popular pizza ingredient that you learned about?
- ★ What's the most unusual pizza ingredient that you discovered?



# LANGUAGE ARTS and SOCIAL STUDIES

## GEOGRAPHY

Using a world map, mark places that produce or eat pizza.

- ★ How many countries make some type of pizza?
- ★ What is the most unfamiliar place where people make pizza? What country or location surprised you?
- ★ Is there any place where people do not have pizza? Why do you think this might be?



Modern-day Naples

The ruins of Pompeii as it looks today.

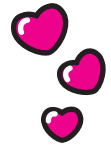


## POLLS and GRAPHS



There are so many types of pizza to love, eat, and count! Take a poll or two to learn about pizza favorites among friends and others.

- ★ What's your favorite shape for a piece of pizza: round, square, or triangular?
- ★ What toppings do you and other people like?
- ★ Design a poll to learn about other people's pizza preferences.
- ★ Ask people about:
  - their favorite shape for a pizza (or slice of pizza)
  - their favorite pizza toppings
  - their favorite type of pizza
- ★ Graph or chart the results.
- ★ What's the best way to represent the data?  
Table, tally chart, pictograph . . . or maybe a pie chart!
- ★ Share your results.





# SCIENCE

- ★ What scientific processes do both cheese and pizza crust have in common?

## **Fermentation!**

- ★ *How is cheese made?* Ferment the milk sugar, or lactose. Then, introduce an acid, like vinegar, which produces curds. Then, gather the curds together and squeeze into shapes.
- ★ *What makes pizza crust rise?* Yeast and the carbon dioxide it releases! The combination of flour, salt, and water form the basic ingredients for dough. A small amount of sugar is also included, which provides food for the yeast. As the yeast feeds on the sugar, carbon dioxide gas is released. Bubbles or small air pockets form in the dough. Kneading helps spread the bubbles evenly throughout the dough, producing an evenly risen crust. A more rustic crust may have larger, less even bubbles across it. Perform an experiment using yeast, warm water, and varying amounts of sugar.



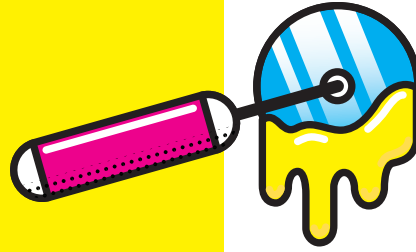
# VISUAL ART

- ★ How would you celebrate National Pizza Day or Pi Day?
- ★ Design a colorful poster to announce one or both special days. Make your poster interesting and visually appealing . . . try to incorporate as many types of pizza and/or as many pizza ingredients as you can. How could math be incorporated into your Pi Day poster? Give it some thought! Maybe you'll design a "pizza pi."





# STANDARDS



## ENGLISH LANGUAGE ARTS

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS4-1), (3-LS4-3), (3-LS4-4)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1)

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-2), (3-LS4-3), (3-LS4-4)

## MATHEMATICS

MP.2 Reason abstractly and quantitatively. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

MP.4 Model with mathematics. (3-LS4-1), (3-LS4-2), (3-LS4-3), (3-LS4-4)

MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2), (3-LS4-3)

## SOCIAL STUDIES

K-5 History/Social Science standards are integrated into the K-5 Reading Standards. See Reading Informational Text.

## SCIENCE and ENGINEERING PRACTICES

Structure and Properties of Matter

Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties. (2-PS1-1)





## Chemical Reactions

Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible and sometimes they are not. (2-PS1-4)

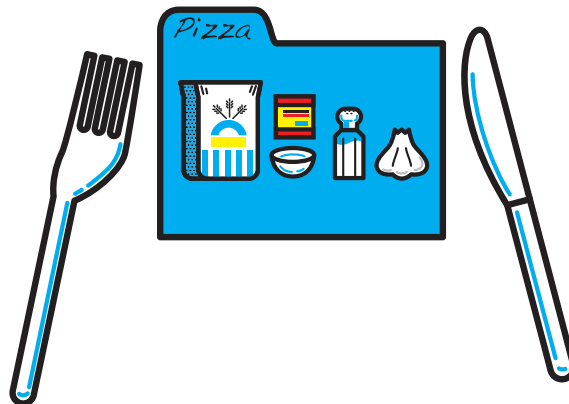
## Analyzing and Interpreting Data

Analyzing data in 3-5 builds on K-2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1)

## VISUAL ARTS

See National Core Arts Standards, which include Artistic Processes and Anchor Standards:

- Creating
- Presenting
- Responding
- Connecting



## HOW IT HAPPENED: PIZZA

### The Cool Stories and Facts Behind Every Slice

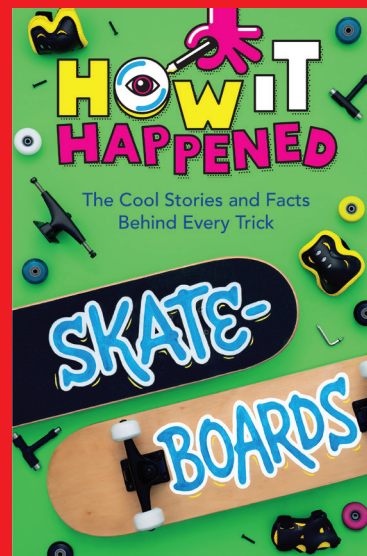
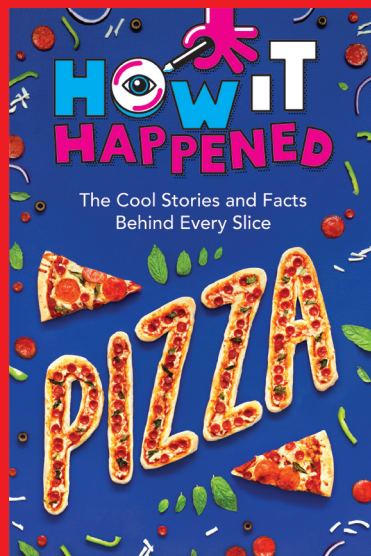
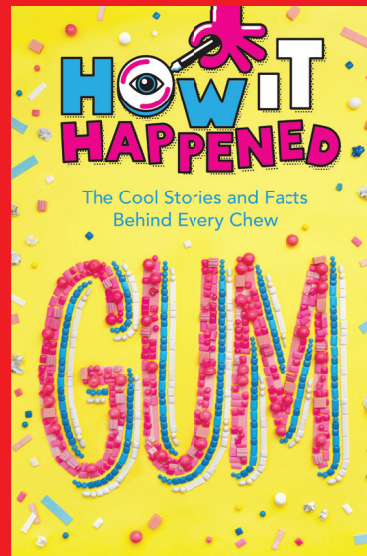
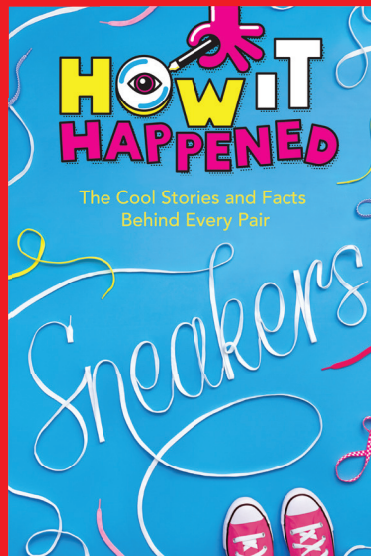
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