

## Patriotic Pizza

by Karin Gaspartich

- 1 Pizza is food fit for a queen. What if finishing your meal included eating your dinner plate?
- 2 Two thousand years ago, Greeks baked flat disks of bread and used the bread like a plate. They would first eat the food on top of the bread. Then they would eat the bread “plate.”
- 3 People started to put toppings on the flat bread before it went into the oven. This was an early form of today’s pizza.
- 4 In Italy, many centuries later, people also ate a form of pizza. It was considered food for the poor. Most people had flour, water, oil, and spices. They could use these ingredients to make a simple pizza.
- 5 Working-class people of Naples had short breaks for meals. They needed cheap food that they could eat quickly. Pizza made by local vendors<sup>1</sup> was a perfect solution. It could even be eaten without plates and forks.



### A Queen’s Favorite Pizza

- 6 In 1889, Queen Margherita and King Umberto I of Italy took a vacation in the seaside town of Naples, Italy. The queen saw people strolling outside eating pizza. She wanted to try some pizza for herself.
- 7 Raffaele Esposito was a popular pizza maker in town. He was chosen to make a pizza for the queen.

<sup>1</sup> vendors: persons who sell items



# Patriotic Pizza

## Sampler Item 2

**Standard:** 8 - Literature

**SPI:** 0301.8.6 - Determine the problem in a story and recognize its solution.

**CCSS:** 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.

**DOK:** 3

This item aligns to standard RI.3.3, as it requires the student to read an informational text, identify a problem from the text, and explain how the problem was solved. As the text describes historical events, by identifying a problem and explaining how the problem was solved the student describes the relationship between a series of historical events.

This item is best classified as a DOK level 2. It requires the student to comprehend and process the text. The student must infer the problem, which is not explicit in the text.



**Sample Response:**

Text-based explanations about the people's problem and its solution may include, but are not limited to:

- They needed cheap food that they could eat quickly.
- Pizza was made by local food vendors.

**Score Points:**

2 points	The response indicates <i>complete</i> understanding of the task. The student gives a problem and solution using information from the passage.
1 point	<p>The response indicates <i>partial</i> understanding of the task. The student gives a problem from the passage.</p> <p>OR</p> <p>The student gives an appropriate solution from the passage.</p>
0 points	<p>The response is inaccurate.</p> <p>OR</p> <p>The response is unable to score.</p> <p>A. Blank or Refusal</p> <p>B. Insufficient to score or illegible</p> <p>C. Off-Topic</p> <p>D. Predominantly in another language</p>

## Patriotic Pizza

### Item 4

Based on information in the passage, what was a problem for the working-class people of Naples?

Everyone left Europe so it was hard for them to  
sell pizza.

How did they solve this problem?

They moved to Europe.

#### Response #1

Score Point: 0

This response exhibits an inaccurate understanding of the task. The student attempts to explain a problem and its solution using information from the passage. However, the statements “Everyone left Europe so it was hard for them to sell pizza” and “They moved to Europe” demonstrate an inaccurate understanding of the text.

## Patriotic Pizza

### Item 4

Based on information in the passage, what was a problem for the working-class people of Naples?

They needed cheap  
food that they can  
eat quickly.

How did they solve this problem?

They made a  
solution that they could  
eat with plates and  
forks.

#### Response #2

#### Score Point: 1

This response exhibits a partial understanding of the task. Although the student correctly identifies the workers' problem ("They needed cheap food that They can eat quickly"), the offered solution is incorrect ("They made a souluion that they could eat with plates and forks").

## Patriotic Pizza

### Item 4

Based on information in the passage, what was a problem for the working-class people of Naples?

They had a very short lunch break and they needed cheap food that they could eat quickly.

How did they solve this problem?

They decided they would eat pizza because it was cheap food and they could eat it quickly.

### Response #3

Score Point: 2

This response exhibits a complete understanding of the task. The student briefly but thoroughly explains the central problem of the working-class people of Naples as expressed in the text ("They had a very short lunch break and they needed cheap food that they could eat quickly") and provides an accurate, text-based solution to this problem.