

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 vendors¹ 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.

¹ vendors: persons who sell items

- 8 Esposito wanted his pizza to be extra special. So he made a pizza using the colors of the Italian flag: red, green, and white. Red tomatoes, green basil (an herb), and white mozzarella cheese went on his patriotic pizza.
- 9 Esposito baked his creation, and it was delivered to the queen. She loved it. She sent a note of praise and thanks. Raffaele named it Pizza Margherita in honor of the queen. Soon everyone wanted to try it.
- 10 Around that time, workers began leaving Italy to live in America. Pizza bakers brought their talent and recipes with them. Gennaro Lombardi opened the first pizzeria in New York City in 1895. Early pizzerias had no chairs. People just went in, ordered their pizza, and left with it.
- 11 Pizza became popular with American workers, too. It was tasty and easy to eat on the go. Before long, pizza was one of the most popular foods in the United States.
- 12 Perhaps you could invent your very own pizza. Have fun... And finish your plate.

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DO NOT WRITE IN THIS AREA



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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.

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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.

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Item 4

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

They needed cheap
inexpensive 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").

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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.