Pizz-A-Thon Competition

**Description:**

We are dedicated to teaching kids about agriculture and where their food comes from. By doing this, we create a more educated workforce, some of which will go into the food industry and continue to feed America into the future.

Students will work in groups to research and develop a presentation about where their pizza ingredients come from. Classrooms will be provided a kit that includes materials about pork, dairy, beef, vegetables, and wheat. The program will run for four weeks. Please return the Pizz-A-Thon kit to our Linn County Farm Bureau office on Boyson Road or take it down to the school office for pickup. Communicate with Morgan Hibbs at [mhibbs@ifbf.org](mailto:mhibbs@ifbf.org) to coordinate.

**Grade:**

4th grade

**Time frame:**

Recommended unit layout

* Week 1: Pizz-A-thon introduction (video available on our website), review the rubric, and break the class into groups.
* Week 2: Research ingredient using publications in the kit or from the links on the resource document sent to students via email.
* Week 3: Students prepare presentation.
* Week 4: Finish and present presentations.

Optional pizza party! Idea: cracker pizza (Ritz cracker, sauce, cheese and pepperoni)

* Week 5: Return kit.

**Materials:**

Pizz-A-Thon kit

Access to computer or tablets

**Standards:**

Iowa Core

* 4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior and reproduction.
* SS.4.17: Create a geographic representation to illustrate how natural resources in an area affect the decisions people make.

### SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

### SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### 21.3–5.TL.2: Essential Concept and/or Skill: *Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area.*

National Agricultural Literacy Outcomes

* T2.3-5.c: Explain how the availability of soil nutrients affects plant growth and development.
* T1.3-5.d: Identify the major egro-systems in their community or region (e.g., hardwood forests, grasslands, desserts, etc.

**Pizz-A-Thon Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **0-5** | **5-10** | **10-15** |
| **Food comes from: Original source** | Group presentation shows incomplete understanding of where their toppings come from and includes less than half of their group member’s ingredients. | Group presentation shows understanding of where their toppings come from and includes information about half of the group member’s ingredients. | Group presentation shows complete understanding of where their toppings come from and includes information about all group member’s ingredients. |
| **How raised/processed** | Group presentation shows incomplete understanding of how their toppings were raised and processed and includes less than half of their group member’s ingredients. | Group presentation shows understanding of how their toppings were raised and processed and includes information about half of the group member’s ingredients. | Group presentation shows complete understanding of how their toppings were raised and processed and includes information about all group member’s ingredients. |
| **States produced** | Group presentation shows incomplete understanding of where their toppings are produced and includes less than half of their group member’s ingredients. | Group presentation shows understanding of where their toppings are produced and includes information about half of the group member’s ingredients. | Group presentation shows complete understanding of where their toppings are produced and includes information about all group member’s ingredients. |
| **MyPlate connection** | Group presentation shows incomplete understanding of how their toppings connect to the MyPlate and includes less than half of their group member’s ingredients. | Group presentation shows understanding of how their toppings connect to the MyPlate and includes information about half of the group member’s ingredients. | Group presentation shows complete understanding of how their toppings connect to the MyPlate and includes information about all group member’s ingredients. |

Total points \_\_\_\_\_\_\_\_\_/60

Judge’s comments:

Outstanding presenters: