

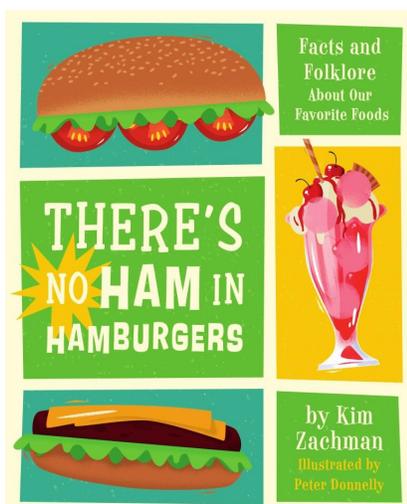
# EDUCATOR'S GUIDE

GRADE 6-8

## There's No Ham in Hamburgers: Facts and Folklore About Our Favorite Foods

By Kim Zachman

Illustrated by Peter Donnelly



### About the Book

Why is there no ham in hamburgers? How did we make ice cream before we could make ice? How did hot dogs get their name? From the origins of pizza to the invention of chicken fingers, *There's No Ham in Hamburgers* has all the ingredients for an entertaining and informative read about some of America's most popular foods. Packed with social studies and science side-bars, as well as experiments and recipes, this book is perfect fodder for the classroom. Recommended for grades 4-8.

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### About the Author

Kim Zachman was a freelance writer for 15 years with more than 125 articles published in magazines and newspapers. For seven years, she worked for Scholastic Book Fairs as a Field Support Representative sharing her passion for children's literature with media specialists and teachers in the Atlanta area. *There's No Ham in Hamburgers* combines her nonfiction writing experience with her desire to make reading and learning fun.

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# THERE'S NO HAM IN HAMBURGERS

## **Before Reading Activities**

Before reading *There's No Ham in Hamburgers*, it's important that students know the difference between fact and folklore because both are widely discussed in this book.

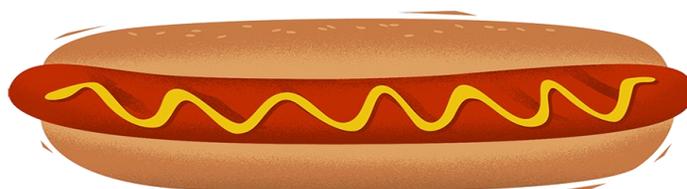
**KWL:** (Know-Want to know-Learned) KWL is a good way to find out what students know about the topic and tease out their questions. Have students draw three columns on a sheet of paper labeled: Know, Want to Know, Learned. Complete the first two columns before reading and follow up with the third column after or during reading.

**Organizing Maps:** Use the thinking maps to help students organize their ideas. Bubble Maps use adjectives to add descriptions to their writing. Double Bubble Maps and Venn Diagrams allow students to compare and contrast topics. Flow maps allow students to organize a timeline of topics. Circle Maps allow students to write and organize facts about a subject. Tree Maps allow students to create more descriptive sentences and facts.

**LINK:** (List-Inquire-Note-Know more about) Similar to KWL but works well for one topic or idea. The term "folklore" would be excellent for this activity. For the LINK activity, you give students three minutes to list what they know about a topic. Students pair up or get in groups and ask others what they know about a topic. Then they complete the Note category as they read, and complete Know More About when they finish the book.

**Anticipation Guide:** The history of our favorite foods takes us all over the world through some of the most outlandish stories. Not only can you assess students' knowledge, but you can pique their interest with a series of statements that they mark True or False. Here are a few suggestions:

- Hot dogs evolved from sausages.
- Chickens are related to the *Tyrannosaurus rex*.
- Dolley Madison was the first to serve ice cream at the White House.
- Dr. John Harvey Kellogg helped develop both cereals and cookies.
- Potato chips were able to be stored for long times when they were first invented.
- The creators of the Oreo copied it from another cookie.
- President Roosevelt served hot dogs to the royalty of England at a state dinner.
- Peanut butter was first presented to the public at the 1904 St. Louis World's Fair.



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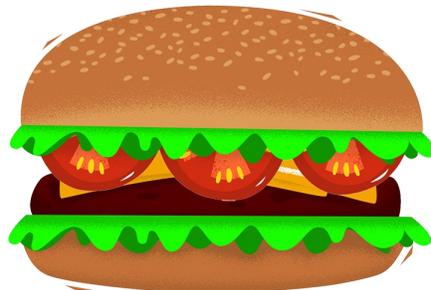
## Chapter Discussion Questions

### Chapter One: There's No Ham in Hamburgers

- How did Genghis Khan contribute to the creation of hamburgers?
- The hamburger that we know today was developed over three different continents. What countries were involved and what did they add to the hamburger?
- How is it possible that several people claimed to have created the first true hamburger?
- What toppings could be added to make a hamburger more nutritious? What toppings should be left off to make a healthy burger?
- Research the bacteria *E. coli*: What foods can you find it in? What are ways to prevent its spread?

### Chapter Two: One Potato, Two Potato

- In 1619, the people of Burgandy, France banned potatoes. Why? What information did they need to correct their beliefs?
- What world event finally brought French fries to the everyday person?
- Several inventions made making and selling potato chips easier. Which invention do you think was the most important for the chippers? Why?
- In *There's No Ham In Hamburgers*, we learn chips are crisp because the water molecules have been fried out of them. Frying is one way to remove water molecules. What are some other ways to remove water from food?



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## Chapter Three: Eatsa Some Pizza

- Who was the Margherita pizza named after? Why?
- Just like French fries, pizza gained popularity in America from one group. Why did this group have so much influence on what we eat?
- Describe your perfect pizza. Crust, toppings, cheese? Is there a topping that you absolutely hate?
- Get some yeast and make your own pizza dough. Make timed notes as the yeast develops. What do you observe? What has changed since you last observed the dough? How are those changes affecting your dough?

## Chapter Four: We All Scream For Ice Cream

- Ice in the desert! The Persians worked hard to create a system to keep ice from melting. Imagine you are in Alaska around the same time. You are trying to keep things from freezing. What materials would you need and how would you construct your non-freezer?
- Why was ice cream just for the rich when it was first invented? What invention allowed all people to enjoy ice cream?
- The 1904 St. Louis World's Fair was a huge spreader of new foods! This was before telephones, radio, TV, or internet. Why was this fair so important? If these items were being developed now, how do you think they'd get their name out there?
- Why is salt used when making ice cream? Explain that process.

## Chapter Five: A Hot Dog By Any Other Name

- The Roman Empire spread across three continents. They were a huge influence on many early inventions including sausages. While invasions were definitely one way that ideas and items can be spread, can you think of any other ways that inventions could get spread around a world with no modern electronics?
- Oscar Meyer was the first butcher that advertised his sausages which helped shoppers to trust the quality of his product. Are there certain brands that you trust? Why or why not?
- Hot dogs are an unusual meal for a queen and king. What are some other foods that you can't imagine a king or queen eating?

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## Chapter Six: Chickens Don't Have Fingers

- What made the ancient ancestor to the chicken so easy for humans to catch?
- What were a few of the reasons that chickens were not eaten by plantation owners in the colonial times?
- The 1920s and '30s brought about some big advances in chicken production. What do you think was the most important and why?
- In what ways are the *Tyrannosaurus rex* and chicken similar? How are they different?
- How did the Chicken McNugget revolutionize chicken eating in America?

## Chapter Seven: Peanut Butter Better

- How did hydrogenation change peanut butter's usefulness?
- Why was sliced bread such an amazing innovation?
- How did war help spread the peanut butter and jelly sandwich?
- The peanut is not a nut. It is a legume. What are some other legumes?

## Chapter Eight: Cuckoo For Cookies

- Ruth Wakefield sold her Tollhouse cookie recipe to Nestlé for how much? What else did she get?
- Which cookie would you like to be your official state cookie? Why?
- Many cookies are named because of their characteristics, for example gingersnaps and shortbread. Rename a cookie you enjoy by using its characteristics. Do you think this new name would help sell the cookie? Why or why not?
- Why did sugar use to be so expensive?



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## Chapter Nine: Must...Have...Chocolate

- What are some similarities between the harvesting of vanilla and the cacao tree?
- How did the Spanish take cacahuatl to the next level?
- How did Coenraad Van Houten change chocolate for us?
- Milton Hershey was a very selfless man. What were some ways that he helped his community?
- Why were M&Ms created? What problem did they solve?

## Chapter Ten: Cereal Wars

- Why did the Kelloggs start working so hard to develop cereals?
- What caused the Kellogg brothers to separate and become so angry with one another?
- Cereal companies used a number of persuasive techniques to sell their cereals. As you think back to when you first started eating cereal, what persuaded you to select a certain cereal? Are there certain cereals you've never tried? Why do you think you avoid those cereals?
- Why were cereals fortified? What diseases did they help prevent?



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## After Reading Activities

### Map Skills

Many of the foods in *There's No Ham for Hamburger* evolved over time and in different locations with each generation adding something to the previous incarnation until it finally became what we know now. Using Google Maps' Tour Builder feature, have students map the evolution of one product from its beginning until its current form. Students can then present their maps to the class. As students are listening to presentations, have them mark a map as others explain it. Each food might have its own symbol in the map key. Students can then analyze if there is a pattern to food development. Did one area make more of an impact on food than others? If so, why?

### Engineering Sketchnotes

There were many problems that cooks and entrepreneurs were challenged by in the development of their product. Reread your favorite chapters. As you read, sketch the development of the product. What problems did they encounter? How did they overcome those challenges?

### World Fairs

The 1904 St. Louis World's Fair had a major influence on food in America. It brought together people from all over the world and they went home with the foods that they discovered. Research other world fairs and discover other foods that made their debut at these mega-events. What other technologies and inventions were introduced at world fairs?



This educator's guide was developed by Spring Voltz, a librarian at Simpson Middle School in Marietta, GA. She obtained her Master's in Media, and her Specialist in Instructional Technology from University of West Georgia. Before her move into the learning commons seven years ago, Spring taught language arts and social teacher studies to some of the most middle-schooly middle schoolers ever, and she loved it.