

Early Italian Immigration to Canada	
Courses:	
Canadian History Since World War 1- CHC2D/P Strand B: Canada, 1914-1929	Food and Culture- HFC3M/E Strand B: Culture, Foods, and Food Practices

Time: 75 Minute Lesson

Sequence: #1

Curriculum Connections	
CHC2D/P Overall Expectations: B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identities, citizenship, and heritage in Canada.	
CHC2D/P Specific Expectations:	
B3.1	Explain how some individuals, groups, and/or organizations contributed to Canadian society and politics during this period and to the development of identities, citizenship, and/or heritage in Canada.
B3.4	Describe Canadian immigration policy during this period, and analyze immigration to Canada, with a focus on the different groups that came here and how they contributed to identities and heritage in Canada.
HFC3M/E Overall Expectations: B3. Culture and Food Habits: demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.	
HFC3M/E Specific Expectations:	
B3.1	Describe foods from other cultures that are available in Canada (e.g., samosa, sushi, pizza, fried rice, pita, nachos, tortillas, dhal, bannock).
B3.2	Describe responses by the food industry to consumer demand for greater diversity in food products (e.g., international aisles and greater variety of imported foods in grocery stores, exotic fruits and vegetables in the produce section, culture-specific grocery markets).

Learning Goals/ Success Criteria:

CHC2D/P:

1. I will be able to explain how Italian immigrants contributed to Canadian identity and heritage through labour and the development of family-run businesses in early 20th-century Windsor.
2. I will be able to describe Canadian immigration patterns and working conditions during the early 1900s, and explain how these factors influenced where immigrant communities settled.
3. I will be able to compare immigrant experiences in Windsor and Detroit, and analyse how different social and economic environments shaped cultural retention and assimilation.

HFC3M/E:

1. I will be able to describe how foods such as pizza reflect Italian cultural traditions and have become part of Canada's multicultural food landscape.

2. I will be able to explain how immigration and cultural diversity influence the preparation, serving, and sharing of food in Canadian communities.
3. I will be able to analyze how food businesses respond to cultural diversity and consumer demand by offering a wider variety of culturally specific foods.

Materials:

- Sticky notes
- Early Italian Immigration to Canada Slides
- Think-Pair-Share Images
- Early Italian Immigration to Canada- Webquest
- Chartpaper
- Markers

Action

Minds-On (10 minutes)

- Individually, students will write a short response on a sticky note to the following prompt:
 - What does pizza have to do with immigration history?
 - Students will place sticky notes on the board, and the teacher will read a selection aloud.
- Think-Pair-Share:



- In small groups, students will examine two provided images and discuss:
 - What do you notice?
 - Who is in the images?
 - What is the setting, and what are the people doing?

Mini-Lesson: (10 minutes)

- The teacher will provide a short overview of early Italian immigration to Canada.
 - Italian families migrated to Canada in the late 1800s and early 1900s for employment opportunities.
 - Jobs included railways, mining, grain elevators, and construction.
 - Work was seasonal, dangerous, and often poorly paid.
 - Many immigrants settled in Ontario, including Windsor, due to:
 - Proximity to Detroit
 - Growing automotive and construction industries
 - Community life developed through:
 - Family networks
 - Shared culture
 - Small businesses

Webquest: (25 minutes)

- In small groups, students will use the *Slice of Windsor* website and additional research where needed to complete the following sections:
 - Section 1: Italian Immigration to Canada
 - Identify 3 push factors (why leave Italy)
 - Identify 3 pull factors (why Canada/Windsor)

- Write 5 words describing working conditions
- Why was work temporary or unstable?
- Section 2: Early Italian Run Buisnesses
 - What role did restaurants play beyond food?
 - Why might families run businesses together?
- Section 3: Immigration in America Compared to Windsor
 - Why did Windsor maintain a stronger cultural identity?

Discussion Circle: (10 Minutes)

- Students will arrange in a circle and share their findings.
 - How does work influence culture?
 - Why do food traditions survive migration?
 - Why would pizza become part of identity?

Food as History Map: (15 minutes)

- Students will return to their groups and use chart paper to map their understanding.
- Students will create a concept map titled “Windsor Pizza and Italian Food Culture.”
- Students will add the corresponding branches and will need to add at least one fact for each branch:
 - Migration
 - Work conditions
 - Family businesses
 - Community spaces
 - Windsor vs Detroit
 - Identity formation

Consolidation: (5 minutes)

- Students will perform a gallery walk to see their peers
- Students should write on a sticky note something they learned and something they still wonder.

Assessment	
Assessment <i>as Learning</i>	Diagnostic: Sticky Note Prompt: <i>What does pizza have to do with immigration history?</i> → Checks prior knowledge and misconceptions. Think–Pair–Share (Images): → Assesses ability to interpret historical images and infer meaning.
	Formative: Mini-Lesson Questioning: → Checks understanding of key ideas (migration, work, settlement). Webquest Responses (Group Work): → Assesses understanding of push/pull factors, employment, and comparison of Windsor/Detroit. Discussion Circle: → Observes use of evidence and ability to connect immigration to culture. Concept Map (“Windsor Pizza and Italian Food Culture”): → Assesses ability to organize and connect ideas. Exit Ticket: → Measures learning and identifies remaining questions.