

Maintaining a Legacy	
Courses:	
Canadian History Since World War 1- CHC2D/P Strand D: Canada, 1945-1982	Food and Culture- HFC3M/E Strand B: Culture, Foods, and Food Practices

Time: 75 Minute Lesson

Sequence: #5

Curriculum Connections	
CHC2D/P Overall Expectations: D3. Identity, Citizenship, and Heritage: analyze how significant events, individuals, and groups, including Indigenous peoples, Québécois, and immigrants, contributed to the development of identities, citizenship, and heritage in Canada between 1945 and 1982	
CHC2D/P Specific Expectations:	
D3.1	Describe contributions of various individuals, groups, and/or organizations to Canadian society and politics during this period, and explain the significance of these contributions for the development of identities, citizenship, and/or heritage in Canada
D3.4	D3.5 Describe some key developments in immigration and in refugee and immigration policy in Canada during this period, and explain their significance for heritage and identities 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 Windsor-style pizza has been preserved as part of Windsor's cultural heritage through local businesses and community traditions.
2. I will analyze how Windsor-style pizza contributed to the development of a distinct local identity in Windsor and Essex County.
3. I will be able to assess the historical significance of Windsor-style pizza as a lasting legacy of immigrant entrepreneurship and cultural influence.

HFC3M/E:

1. I will be able to identify the ingredients, preparation methods, and characteristics that make Windsor-style

- pizza unique.
- I will be able to explain how food traditions are maintained and shared through family recipes, restaurants, and community food practices.
 - I will be able to apply my understanding of Windsor-style pizza by planning and creating a pizza that reflects the traditions of the Windsor pizza industry.

Materials:

- Slides
- Laptops
- Lab Prep Sheet
- Windsor-Style Pizza Reflection
- Easy Pizza Recipe or Volcano Pizza Recipe
- Alternative Windsor Pizza Page

Action

Minds-On Mini Lesson (10 minutes)

- The teacher will provide an overview of how the legacy of Windsor-style pizza has been maintained.
 - Antoninos Pizza
 - Recognition
 - Influence

Windsor Pizza Lab Prep

- In this summative task, students will work to create their own Windsor Pizza
 - If students are unable to create their own pizza, they can still complete the lab prep, do the alternative task, and reflection.
- Students will use the Easy Pizza recipe or the Volcano's Pizza recipe
- Students will fill out their lab prep questions and lab prep sheet
- Students can then work on their reflection. In the reflection, students will respond to the following prompt: How has pizza established an identity in Windsor? Students may use all prior activities and lesson materials to support their one-page reflection.

Alternative:

- If students are unable to make the pizza, they can use the pizza template page to “make” a Windsor-style pizza.
- Students will then complete a 2-3 page reflection essay.

Consolidation: (5 minutes)

- Students should hand in all prep work
- The teacher will provide an overview of expectations for the lab and reflection.

Assessment	
Assessment <i>as Learning</i>	Diagnostic: Mini-Lesson Discussion and Questioning → Assesses students' prior understanding of Windsor-style pizza, its legacy, and its role within Windsor's culture and community. Class Discussion During Overview of Antonino's, Recognition, and Influence

	→ Assesses students' ability to make connections between local businesses, community traditions, and cultural identity. Formative: Windsor Pizza Lab Preparation Sheet → Assesses students' ability to: • Identify the ingredients and characteristics of Windsor-style pizza. • Demonstrate understanding of the pizza-making process. • Connect Windsor-style pizza to traditions discussed throughout the unit. • Prepare for the summative lab activity. Teacher Observation During Lab Preparation → Assesses students' ability to: • Apply knowledge from previous lessons. • Make connections between food, heritage, and identity. • Engage in discussions about Windsor-style pizza and its legacy.
Assessment of Learning	Windsor Pizza Lab → Assesses students' ability to: • Apply their understanding of Windsor-style pizza through food preparation. • Demonstrate knowledge of traditional Windsor-style pizza ingredients and methods. • Follow preparation procedures effectively. • Create a pizza that reflects the traditions of the Windsor pizza industry. Alternative Windsor Pizza Design Task → Assesses students' ability to: • Demonstrate understanding of the characteristics of Windsor-style pizza. • Apply course knowledge to create a visual representation of a Windsor-style pizza. • Justify ingredient and preparation choices using evidence from the unit. Reflection: "How Has Pizza Established an Identity in Windsor?" → Assesses students' ability to: • Explain how Windsor-style pizza became part of Windsor's cultural identity. • Analyze how local businesses, community traditions, and immigrant influences contributed to Windsor's heritage. • Use evidence from lessons, activities, and course materials to support their ideas. • Communicate their understanding through a well-supported written reflection.

