

| Sticking to the Recipe                                                     |                                                                           |
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| <b>Courses:</b>                                                            |                                                                           |
| Canadian History Since World War 1- CHC2D/P<br>Strand D: Canada, 1945-1982 | Food and Culture- HFC3M/E<br>Strand B: Culture, Foods, and Food Practices |

**Time:** 75 Minute Lesson

**Sequence:** #4

| Curriculum Connections                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                |
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| <b>CHC2D/P Overall Expectations:</b><br><b>D3. Identity, Citizenship, and Heritage:</b> 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 |                                                                                                                                                                                                                                                                                |
| <b>CHC2D/P Specific Expectations:</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |
| <b>D3.1</b>                                                                                                                                                                                                                                                                                                       | 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                 |
| <b>D3.4</b>                                                                                                                                                                                                                                                                                                       | 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.                                                                                   |
| <b>HFC3M/E Overall Expectations:</b><br><b>B3. Culture and Food Habits:</b> demonstrate an understanding of the influence of culture on how people obtain, prepare, serve, and consume food.                                                                                                                      |                                                                                                                                                                                                                                                                                |
| <b>HFC3M/E Specific Expectations:</b>                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |
| <b>B3.1</b>                                                                                                                                                                                                                                                                                                       | Describe foods from other cultures that are available in Canada (e.g., samosa, sushi, pizza, fried rice, pita, nachos, tortillas, dhal, bannock).                                                                                                                              |
| <b>B3.2</b>                                                                                                                                                                                                                                                                                                       | 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 became part of Windsor's cultural identity.
2. I will be able to analyze why locally owned pizzerias remained successful despite competition from large pizza chains.
3. I will be able to compare how Windsor and Detroit preserved their regional pizza traditions.

#### HFC3M/E:

1. I will be able to describe the characteristics that make Windsor-style pizza unique.
2. I will be able to explain how consumer preferences influence food businesses.
3. I will be able to analyze how food traditions can be maintained in an increasingly globalized marketplace.

**Materials:**

- Sorting Cards
- Slides
- Laptops
- 6 chairs

**Action**Minds-On (10 minutes)

- Local or Chain Sort
  - Students will view a list of local and chain pizza companies; their task is to sort which ones are local and which are chain.
- Local vs Chain
  - Students will be asked the following question
    - If all pizzas cost the same, which would you choose and why?
  - Students will move to either side of the room and discuss why they prefer a local or a chain pizza.

Mini-Lesson: (5 minutes)

- The teacher will provide a short overview of the creation of the battle between local and chain pizza.
  - Comparison between local and chain pizzerias
  - The Pizza War

Middle Ground: (55 minutes)

- Research (35 minutes)
  - In this activity, students will divide into two sides. One side will argue that Windsor Pizza has created a distinct identity, and the other side will oppose this.
  - Students will use the “A Slice of Windsor Website.” and navigate to the “Sticking to the Recipe” tab.
- Students are also encouraged to use historical inquiry and research skills to conduct their own research.
- Middle Ground Discussion (20 minutes)
  - Students will then form a circle with 6 chairs in the middle
  - Students will be asked to come forward if they agree with the prompt (3 per group) and explain why. Then, students who disagree will come forward. (Groups will decide as a whole if they agree or disagree, and send their group representatives.
  - In this discussion, students will use any information they have gathered to support their claim.
  - Prompts (Prompts can be provided prior to aiding students' arguments):
    - The Windsor-style pizza industry has given Windsor an identity.
    - Chain pizza companies have changed Windsor's pizza landscape
    - Windsor maintained a pizza identity more successfully than Detroit
    - Pizza is not enough to represent cultural identity over time.

Consolidation: (5 minutes)

- Students will reflect on the middle ground activity as a class.
- Students should pull big ideas from the discussion and identify what they still wonder about.

| Assessment                    |                                                                                                                                                                                                                 |
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| Assessment <i>as Learning</i> | Diagnostic:<br><br><b>Local or Chain Sort Activity</b><br><br>→ Assesses students’ ability to distinguish between local and chain food businesses and identify prior understanding of food systems and cultural |

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|  | <p>familiarity.</p> <p><b>“If all pizzas cost the same…” Positioning Activity</b></p> <p>→ Assesses students’ initial thinking about consumer choice, cultural preference, and the role of local identity in food selection.</p> <hr/> <p>Formative:</p> <p><b>Middle Ground Research (Website Investigation)</b></p> <p>→ Assesses students’ ability to:</p> <ul style="list-style-type: none"> <li>• Locate and interpret evidence from the “Sticking to the Recipe” section of the A Slice of Windsor website</li> <li>• Distinguish between cultural identity, consumer behaviour, and globalization</li> <li>• Develop a position supported by historical and cultural evidence</li> </ul> <p><b>Teacher Observation During Research</b></p> <p>→ Assesses students’ ability to:</p> <ul style="list-style-type: none"> <li>• Engage in historical inquiry</li> <li>• Collaborate effectively in a group setting</li> <li>• Select relevant evidence to support an argument about culture and identity</li> </ul> <p><b>Middle Ground Circle Discussion (6-Chair Debate)</b></p> <p>→ Assesses students’ ability to:</p> <ul style="list-style-type: none"> <li>• Communicate ideas about cultural identity using historical evidence</li> <li>• Compare and evaluate perspectives on Windsor-style pizza as a cultural symbol</li> <li>• Analyze how globalization (chain restaurants) influences local food traditions</li> <li>• Explain how food reflects cultural identity, heritage, and community belonging</li> <li>• Compare Windsor and Detroit in terms of cultural preservation</li> </ul> <p><b>Class Reflection Discussion (“Big Ideas &amp; Wonderings”)</b></p> <p>→ Assesses students’ ability to:</p> <ul style="list-style-type: none"> <li>• Synthesize key ideas about food, culture, and identity</li> <li>• Identify major takeaways from peer discussion</li> <li>• Generate thoughtful questions about cultural preservation and globalization</li> </ul> |
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