

The Creation of Windsor Pizza	
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: #2

Curriculum Connections	
CHC2D/P Overall Expectations: D3. Identity, Citizenship, and Heritage: analyse 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 post-war Italian immigration contributed to the growth of Windsor's Italian community and cultural identity.
2. I will be able to analyse how entrepreneurs such as Eugenio Manza, Frank Gualtieri, and Tony Ciaravino contributed to Windsor's heritage through business development.
3. I will be able to assess how Windsor-style pizza became part of Windsor's local identity following World War II.

HFC3M/E:

1. I will be able to describe how Windsor-style pizza reflects Italian cultural traditions and adaptations in

- Canada.
- I will be able to explain how family-owned restaurants helped preserve and share cultural food traditions.
 - I will be able to analyze how consumer demand contributed to the growth and success of Windsor's pizza industry.

Materials:

- Paper
- White boards
- The Creation of Windsor Pizza Slides
- Laptop
- Exit Ticket

Action

Minds-On (15 minutes)

- Quick write:
 - Students individually write a short response to the following prompt:
 - “What makes food unique to a place?”
- Pizza Identification Activity
 - Students will view a series of images and try to guess the style of pizza using whiteboards
- Reflection- Student will review their response and then tie it to some of the pizza styles explored in the identification activity.

Mini-Lesson: (10 minutes)

- The teacher will provide a short overview of the creation of Windsor-style pizza
 - Post-war immigration
 - Volcano Pizzeria
 - Development of Windsor-style pizza
 - Importance of family businesses

Pizza Industry Timeline: (40 minutes)

- Students work in groups to create a timeline showing the development of Windsor-style pizza.
 - Students will use the “A Slice of Windsor” website to create their timeline.
 - Students should use the Early Immigration and the Creation of Windsor Pizza Tab
 - Students should:
 - The event and corresponding date
 - Why are the events important
 - A connection to immigration, business, or food culture.
 - Students should create their timeline using Prezi or another preferred platform

Consolidation: (10 minutes)

- Students will complete a 3-2-1 exit ticket
 - **3** things I learned about Windsor-style pizza
 - **2** ways immigration influenced Windsor's food culture
 - **1** reason Windsor-style pizza became part of Windsor's identity
- Students' responses should be detailed and specific

Assessment	
Assessment <i>as Learning</i>	Diagnostic: Quick Write: "What makes food unique to a place?" → Assesses students' prior understanding of food culture, regional food identities, and the relationship between food and community. Pizza Identification Activity → Assesses students' existing knowledge of different pizza styles and introduces

	the concept of regional food traditions. Formative: Reflection Activity → Assesses students' ability to connect their initial ideas about food identity to examples explored during the pizza identification activity. Timeline Planning and Research → Assesses students' ability to identify significant historical events, gather relevant information from the <i>A Slice of Windsor</i> website, and make connections between immigration, business development, and food culture. → Assesses students' ability to: • Sequence events chronologically • Explain historical significance • Connect events to immigration, business, and food culture • Demonstrate understanding of how Windsor-style pizza developed as part of Windsor's heritage Group Discussions During Timeline Creation → Observes collaboration, historical thinking, communication skills, and use of evidence from sources. → Assesses ability to organize and connect ideas. 3-2-1 Exit Ticket: →→ Assesses achievement of lesson learning goals related to:
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