

| <b>Windsor Pizzerias</b>                                                   |                                                                           |
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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:** #3

| <b>Curriculum Connections</b>                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                |
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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 immigrant entrepreneurs contributed to Windsor's identity and heritage.
2. I will be able to analyze how family-run businesses helped shape Windsor's pizza industry.
3. I will be able to assess the impact of businesses such as Capri, Arcata, Franco's, Armando's, and Naples on Windsor's cultural identity.

#### **HFC3M/E:**

1. I will be able to describe how Windsor-style pizza was preserved through family-owned businesses.
2. I will be able to explain how pizza businesses adapted to changing consumer needs.
3. I will be able to analyze how food businesses balance tradition and innovation.

**Materials:**

- Sorting Cards
- Heritage Council Package
- Laptops

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

- What makes a good business activity
  - Students are given attributes of a successful business, and they are tasked to rank the following:
    - Family support
    - Hard work
    - Quality products
    - Advertising
    - Good employees
    - Customer loyalty
    - Location

Mini-Lesson: (10 minutes)

- The teacher will provide a short overview of the creation of Windsor-style pizza.
  - Growth of Windsor pizza after Volcano's
  - Capri Pizzeria
  - Arcata Pizzeria
  - Franco's Pizza
  - Armando's Pizza
  - Naples Pizza

Windsor Pizza Heritage Council: (40 minutes)

- Students will divide into 5 groups, each assigned to one Windsor pizzeria
- Each group will use the "A Slice of Windsor" website to investigate one business.
- Students will create a profile on the business and use it to explain why their business is crucial to Windsor's heritage.

Consolidation: (15 minutes)

- Students will present their findings in a 2-minute mock Heritage Council meeting.
- Students will record notes on each company.
- Using their notes, students will vote which business best represents Windsor's pizza heritage
- Responses should include:
  - One historical fact
  - One example of family involvement
  - One example of business success

| Assessment                    |                                                                                                                                                                |
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| Assessment <i>as Learning</i> | Diagnostic:<br><br><b>Minds-On</b><br><br>→ Assesses students' prior understanding of factors that contribute to a business's impact on a community's heritage |
|                               | Formative:                                                                                                                                                     |

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|  | <p><b>Windsor Pizza Heritage Council</b></p> <p>→ Assesses students' ability to explain how immigrants contributed to Windsor's identity and heritage.</p> <p>→ Assesses students' analysis of how family-run businesses helped shape Windsor's pizza industry.</p> <p>→ Assesses students' ability to assess the impact of businesses such as Capri, Arcata, Franco's, Armando's, and Naples on Windsor's cultural identity.</p> <p>→ Assesses students' ability to use historical evidence to describe the role of family-owned businesses in preserving Windsor-style pizza, explain how pizzerias adapted to changing consumer demands, and analyze how businesses balanced tradition and innovation over time.</p> <p><b>Consolidation</b></p> <p>→ Assesses students' ability to make connections with big ideas at the end of the lesson.</p> |
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