

# DISCOVER YOUR STORY

THERE ARE STORIES ALL AROUND US, JUST WAITING FOR YOU TO TELL THEM. KEEP READING TO FIND OUT HOW YOU CAN TELL A STORY THAT MATTERS TO YOU — WATCH FOR LOTS OF TIPS FROM OTHER KIDS ALL ACROSS CANADA.

**What interests you?**

**What topic do you want to explore?**

**What story do you want to tell?**



>> **SALMA ABDELWAHAB** (Toronto, Ont.) wanted to learn more about her Muslim community, so she researched the Al-Rashid Mosque, the first mosque in Canada.

>> **CALLUM MCKIE** (St. Catharines, Ont.) lives near the site where the Battle of Queenston Heights took place. He wondered why General Isaac Brock's monument is so much bigger than the one for Shawnee Chief Tecumseh, even though both were important military leaders in the War of 1812.

>> **GURLEEN PANDHER** (Winnipeg, Man.) was curious about connections between the Sikh community in Canada and India.

>> **MIREILLE LEMOINE** (Ste-Agathe, Man.) often heard her family talk about Kazuo and Shizuko Miki. After being forced out of B.C. during the Second World War, the Japanese-Canadian couple came to work on Mireille's family's farm in Manitoba.

>> **OLIVIA FLEISCHER** (Edmonton, Alta.) was curious about Dr. Margaret Ann Armour, the person her school is named for.

>> **NITI GUPTA** (Moncton, N.B.) wanted to highlight the ways environmentalists, Elsipogtog First Nation and others came together to protest fracking for shale gas.

>> **NATHAN KELLY** (Wolfville, N.S.) wanted to learn more about his culture and teach his classmates about traditional Inuit games.



<< The Miki family and friends working on a farm in Ste-Agathe, Man.




>> Nunavut Sivuniqsavut students Bertrum Elatiak and Marcus Kokak demonstrate the high kick.




## Decide what matters

*AKA: Establish historical significance*

If something is **historically significant**, it was (and is) important. It caused a lot of change for a lot of people. It might also be a smaller piece that tells us something about a larger story.



PRACTISE THINKING ABOUT HISTORICAL SIGNIFICANCE. PICK THE THREE MOST IMPORTANT THINGS THAT HAVE HAPPENED IN YOUR LIFE. HOW DID YOU DECIDE WHAT TO INCLUDE?



Why was Curé Antoine Labelle important to Quebec's Laurentian region? **Charlotte Piochon** of Saint-Colomban, Que., discovered that Labelle earned the nickname "King of the North" by encouraging French Canadians to settle there instead of heading to the U.S.

What can one person's story show us about history? Otto Kruger, great-grandfather of Toronto's **Vivian Lamb**, was one of the hundreds of Germans who spent much of the Second World War at a prisoner of war camp in Bowmanville, Ont. After the war, he moved to Canada and worked for Boeing, fixing airplanes.



TRY LEARNING ABOUT YOUR  
TOPIC A LITTLE BEFORE  
STARTING YOUR PROJECT.

-Salma Abdelwahab

CHOOSE A TOPIC THAT YOU ARE CURIOUS  
ABOUT AND FIND ACTUAL PEOPLE TO  
TALK TO WHO HAVE THE KNOWLEDGE TO  
SHARE WITH YOU. -Nathan Kelly



FINDING A TOPIC THAT REALLY  
INTERESTS YOU WILL MOTIVATE  
YOU TO FINISH THE PROJECT.

-Amanda Berlove

## YOUR TURN!

ON YOUR WAY TO SCHOOL AND YOUR OTHER  
ACTIVITIES, PAY SPECIAL ATTENTION TO  
WHAT YOU SEE. COME UP WITH A LIST OF  
THINGS WHOSE HISTORY YOU'D LIKE TO KNOW  
MORE ABOUT — MAYBE IT'S A PERSON, AN  
EVENT, A PLACE, AN OBJECT, AN IDEA. VISIT  
[CANADASHISTORY.CA/WHATSTHESTORYTOPIC](https://canadahistory.ca/whatsthestorytopic)  
TO SHARE YOUR IDEAS.



# QUESTION YOUR STORY

TO TELL A GREAT STORY, YOU'LL NEED TO ANSWER LOTS OF LITTLE QUESTIONS...AND ONE BIG QUESTION.

You probably want to learn a bit more about your topic to begin.

Start with some questions that usually begin with

**who, what, when, where, why** and **how**

— using trustworthy books and websites. (Some of these little questions will give you basic facts — the year something happened, say, or a name or location. Some will lead you to bigger questions about how people felt, why they made a decision or what resulted from an event.) Now things get a bit more challenging — and fun — as you come up with your own Big Question! When you ask a Big Question, you get to come up with your own answer after you investigate lots of different ideas.

## Good Questions = Good Answers

WHEN YOU'RE EXPLORING A TOPIC IN HISTORY, YOU'LL GET BETTER RESULTS IF YOU ASK A BIG QUESTION THAT...

- ✓ relates to something that matters to you, your family, your community — even your nation
- ✓ has more than one possible answer
- ✓ can only be answered after you look at many different sources
- ✓ requires you to come to your own decision about what you've learned

**KEEP YOUR BIG QUESTION MANAGEABLE! A  
NARROWER TOPIC IS MORE INTERESTING AND  
EASIER TO RESEARCH THAN A HUGE ONE.**

In the 1950s, the Canadian government forced Inuit families from northern Quebec to move, breaking up families and leading to starvation for many. The government broke its promise to help them return if they were unhappy. Carved monuments in Grise Fiord and Resolute Bay, Nunavut, commemorate the relocation.

What was the High Arctic relocation?

Who created this monument?

What was the relocation's biggest impact on Inuit families?

Why was this monument created?

Should all Canadian students learn about this event?

What was the greatest factor that caused the government to apologize for the High Arctic relocation in 2010?



Which questions do you think are research questions (ones that will provide ideas or facts that other people have come up with) and which do you think are Big Questions (ones that only you can answer after looking at lots of different sources)?

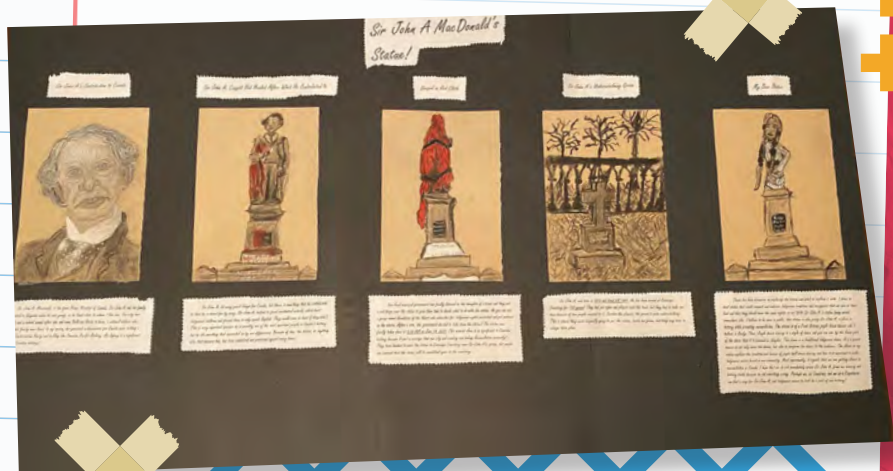
AS YOU LEARN MORE ABOUT THE PERSON OR EVENT YOU'RE INTERESTED IN, KEEP THESE IDEAS IN MIND TO HELP YOU COME UP WITH GOOD QUESTIONS ABOUT YOUR TOPIC.

## See it their way

*AKA: Take a historical perspective*

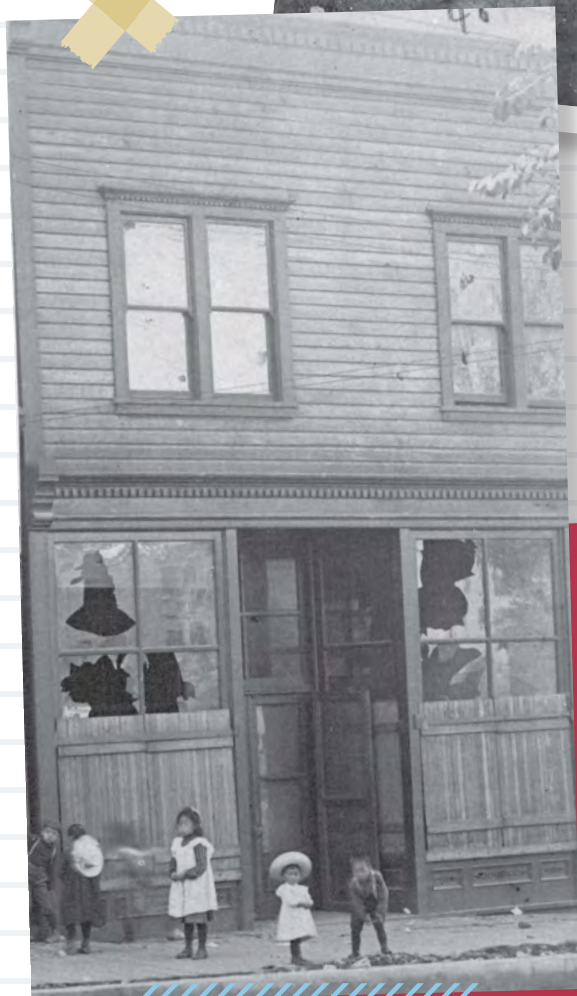
The views and actions of people in the past were shaped by **what their world was like** at the time. Trying to imagine yourself in that world can help you understand.

How did people in Sir John A. Macdonald's time think about Indigenous people? Is there a way to honour both? That's what **Kaede Fathers** asked when her city of Kingston, Ont., moved a statue of Macdonald out of a park and into the cemetery where he's buried.





>> These nurses serving overseas in the First World War were among the first Canadian women allowed to vote in a federal election.



<< Imagine what it was like for these kids in Vancouver in 1907. Thousands of people had just rampaged through Japanese and Chinese neighbourhoods because they wanted the government to stop letting Asian immigrants come to Canada.

# Look for impact

AKA: *Analyze cause and consequence*

When you're looking at something that happened in the past, remember that there's always a **reason** for it . . . and a **result**. Or maybe lots of both.

How was Canada involved in the secrecy and spying of the Cold War period of the 1950s and 60s? **Chloe St. Pierre** of St. Catharines, Ont., learned that the era had long-lasting impacts here and around the world.

What were the consequences of the *Indian Act*, residential schools and the Sixties Scoop, and how do they still affect Indigenous people today?

Cambridge, N.S.'s **Keyan MacLean** wrote a poem to explain that these events led to a loss of culture for many First Nations, Métis and Inuit people in Canada.

## CANADA AND THE COLD WAR

By Chloe St. Pierre



The Avro Arrow, which the Bomarc Missiles were supposed to replace.  
<https://www.theglobeandmail.com/arts/culture/arrow-50th-anniversary/article.html>

### NORAD



Bomarc Missiles equipped with nuclear warheads, though the Canadian government concealed that detail from the public.  
[https://www.wikiwand.com/en/BOM-1A\\_Bomarc](https://www.wikiwand.com/en/BOM-1A_Bomarc)



John Diefenbaker, who had deceived the public and tried to implement nuclear weapons into the Canadian military's defense.  
[https://art.wikiwand.com/en/John\\_Diefenbaker](https://art.wikiwand.com/en/John_Diefenbaker)

# Spot the differences (or not)

AKA: *Identify continuity and change*

From customs to attitudes to buildings, tools, beliefs and more, some things in Canada's past **stayed the same**. Some became **very different**.

**Jake Jeung** was born in South Korea and lives in Toronto with his family. How has the city's Koreatown changed over time? In looking at that question, he noticed that the shops there are different now, and that a new area is becoming more popular with younger Korean immigrants.

Is Canada different now from when it turned away the *Komagata Maru* in 1914? **Anupriya Duggal** and her family came to Winnipeg from India in 2016. She compared the incident to today and found that many immigrants to Canada still face challenges.

>> Some of the men who tried to come to Canada aboard the ship the *Komagata Maru*.



VANCOUVER PUBLIC LIBRARY / ALAMY



<<

Shops in Toronto's Koreatown.

## You be the judge

*AKA: Consider the ethics*

History continues to shape Canada and we can decide what was **good** and what was **bad** about the past. Even today, we have a responsibility to celebrate the good and try to right the wrongs.

What might happen if places called after Sir John A. Macdonald were renamed? **Matteo Garofalo** of Kingston, Ont., decided that because of the things Macdonald's government did that harmed Indigenous peoples, changing the names of places in the city named for Macdonald is an important way to show reconciliation.



>> Africville near Halifax had been home to Black families for more than a century when the city bulldozed it in 1964.

# Question Bank

HAVING TROUBLE THINKING OF A QUESTION? BORROW ONE FROM THE QUESTION BANK! JUST CHANGE THE WORDS IN DARKER PURPLE TO ANY TOPIC YOU'RE INTERESTED IN!

Did most people in Canada support participation in the First World War?

What event has led to the biggest change in my community?

Why should people in Canada know about the Royal Proclamation of 1763?

What was the biggest turning point for immigration to Canada since the 1880s?

What event had the greatest impact on Canada becoming a country in 1867?

What was the biggest impact of the Quiet Revolution that took place in Quebec during the 1960s?

Is Canada more similar or more different now than it was in the 1900s?

Should Tommy Douglas be celebrated as Canada's greatest Canadian?

## YOUR TURN!

THINK OF A TOPIC YOU ARE INTERESTED IN AND TRY MAKING YOUR OWN BIG QUESTION. KEEP IN MIND THE TIPS ON PAGE 6. GO TO [CANADASHISTORY.CA/WHATSTHESTORYQUESTIONS](https://canadashistory.ca/whatsthestoryquestions) TO SHARE YOUR BIG QUESTION AND SEE WHAT QUESTIONS OTHER KIDS IN CANADA HAVE!



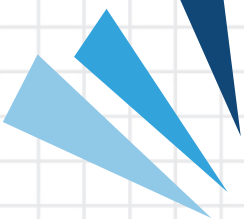
# EXPLORE YOUR STORY

YOU HAVE YOUR BIG QUESTION. MAKE SURE YOU FIND EVIDENCE THAT'S JUST AS GOOD SO YOU CAN COME UP WITH YOUR OWN IDEAS.

History is made up of stories, each of which is actually an **interpretation** about the past — a way of explaining it. Think of evidence as clues from the past that help us understand it better. A place you get **evidence** is a **source**. We learn about history from different sources of evidence.



A **PRIMARY SOURCE** IS SOMETHING ORIGINAL, CREATED BY SOMEONE DIRECTLY CONNECTED TO A HISTORICAL TIME, PLACE OR EVENT. THAT DOESN'T MEAN YOU CAN TRUST IT COMPLETELY (FOR INSTANCE, PEOPLE DON'T ALWAYS TELL THE TRUTH IN THINGS LIKE DIARIES AND LETTERS), BUT THEY OFTEN PROVIDE INTERESTING EVIDENCE. AN INTERVIEW YOU DO WITH SOMEONE WHO HAS FIRST-HAND KNOWLEDGE OF YOUR TOPIC IS A GREAT PRIMARY SOURCE.






>> **Adley Middleton Meakin** of Hubbards, N.S., wanted to learn about J.D. Shatford, who came from the same town, made a fortune and left much of it to help the people of Hubbards after he died. Adley interviewed several people, including some of Shatford's relatives.

<< **Théodore Dallaire** lives in Saint-Georges de Beauce, Que. He looked at original maps created by Samuel de Champlain to show how much the explorer added to Europeans' knowledge of the territory.

<< **Grace Colby** of Kingston, Ont., looked at maps and trustworthy websites to learn about nearby Fort Frontenac and the victories, defeats and ordinary events of its history as a trading post and military location.

>> Victoria's **Houtian Zhong** needed details for the play he wrote about a soldier's terrible experiences in the First World War. So he went straight to primary sources like the forms soldiers filled out when they wanted to join the military, known as attestation papers.



**ASK QUESTIONS ABOUT ANY SOURCES YOU USE. WHAT CAN YOU FIGURE OUT ABOUT WHO CREATED THEM AND WHY? HOW MUCH CAN YOU TRUST THEM? REMEMBER: SOURCES CAN DISAGREE OR BE WRONG. USE LOTS OF DIFFERENT SOURCES AND DOUBLE-CHECK (CORROBORATE) THE INFORMATION THEY GIVE YOU!**



# LOOK CLOSELY

Asking good questions about a source can help you answer your Big Question. Sometimes the answers are straightforward and other times they require you to make **inferences** — possible answers you get by making connections that aren't actually written or shown in the source. You can try it for yourself by asking questions about two sources from the same important event in Canadian history.

In 1967 Canada hosted a world exhibition called Expo 67 in Montreal, Quebec. It was an exciting year because it was also the 100th anniversary of Confederation (when Canada became a country). Expo 67 brought more than 50 million visitors from 60 countries to Canada. Lots of people from lots of different places had to work together to make it happen.

ON THE TOP OF THE NEXT PAGE IS THE COVER OF A PROGRAM FROM EXPO 67. BELOW IT IS A NEWSPAPER CARTOON FROM AROUND THAT TIME.





What do you notice?

Who created this source?

Who is the audience?

What is the message of this source?

What do you think the creator's perspective was?

Is this a source you can trust?



How do the sources present Expo 67 differently?

Which source is more reliable?

How can we use these sources as evidence?

What other questions do you have after looking at these sources?



A **SECONDARY SOURCE** IS ONE WHERE SOMEONE IS ADDING THEIR IDEAS ABOUT SOMETHING THEY WEREN'T INVOLVED WITH, LIKE A BOOK, MUSEUM EXHIBIT OR ONLINE ENCYCLOPEDIA.



**AVOID** USING FACTS FROM SOCIAL MEDIA AND WEBSITES THAT MIX IN STRONG OPINIONS

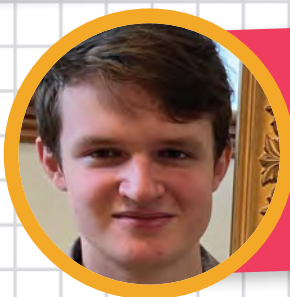
**PROCEED CAREFULLY** USING CROWD-SOURCED WEBSITES LIKE WIKIPEDIA, PERSONAL WEBSITES AND BLOGS, OR NEWS MEDIA

**GO AHEAD** AND USE FACTS FROM BOOKS, MUSEUMS OR ARCHIVES, OR WEBSITES, VIDEOS AND SOCIAL MEDIA FROM TRUSTWORTHY ORGANIZATIONS...BUT STILL **LOOK BOTH WAYS!**



**MAKE SURE YOUR RESEARCH IS WELL DONE. YOU SHOULD SPEND A LOT OF TIME RESEARCHING AND READING BOOKS ABOUT THE TOPIC. -Anupriya Duggal**

**FIRST-PERSON PERSPECTIVES (INTERVIEWS, LETTERS, ETC.) GAVE ME THE BEST INFORMATION. -Amanda Berlove**



**FOR MY RESEARCH, I LOOKED AT ORIGINAL IMAGES KEPT BY THE NATIONAL ARCHIVES OF QUEBEC. - Théodore Dallaire**

**CONTACTING THE MUSEUM STAFF WAS REALLY HELPFUL, AS THEY PROVIDED ME WITH PICTURES AND INFORMATION THAT WAS NOT READILY AVAILABLE. DON'T BE AFRAID TO REACH OUT TO EXPERTS. PEOPLE ARE OFTEN HAPPY TO SHARE WHAT THEY KNOW. -Emily Yu**



**THROUGHOUT YOUR PROJECT AND RESEARCH, BE CRITICAL ABOUT EVERY PIECE OF HISTORICAL EVIDENCE YOU GATHER. -Suhani Anguloori**



**CIRCLE THE PRIMARY SOURCES IN ONE COLOUR AND  
THE SECONDARY SOURCES IN ANOTHER.**

**CAN A SOURCE EVER BE BOTH?**

**(HINT: IT DEPENDS ON WHAT QUESTION YOU'RE ASKING...)**

Just because a source gets the **facts** right doesn't mean you have to agree with how it **interprets** those facts. Interpretations change over time as we learn more and our attitudes shift. Look at lots of interpretations to help you make up your mind about your Big Question.



## YOUR TURN!

WHAT TYPES OF SOURCES COULD YOU USE TO ANSWER YOUR BIG QUESTION? CHOOSE THREE AND SHARE THEM AT [CANADASHISTORY.CA/WHATSTHESTORYSOURCES](https://canadashistory.ca/whatsthestorysources). INCLUDE BOOK TITLES, WEBSITE URLS, MUSEUM NAMES, AND OTHER SPECIFIC DETAILS. THAT WAY OTHER KIDS ACROSS CANADA CAN USE YOUR GREAT SOURCES!

## PUTTING IT ALL TOGETHER

You used your curiosity. You came up with an interesting Big Question. You found great primary and secondary sources and examined them carefully. Now it's time to come up with your conclusions.

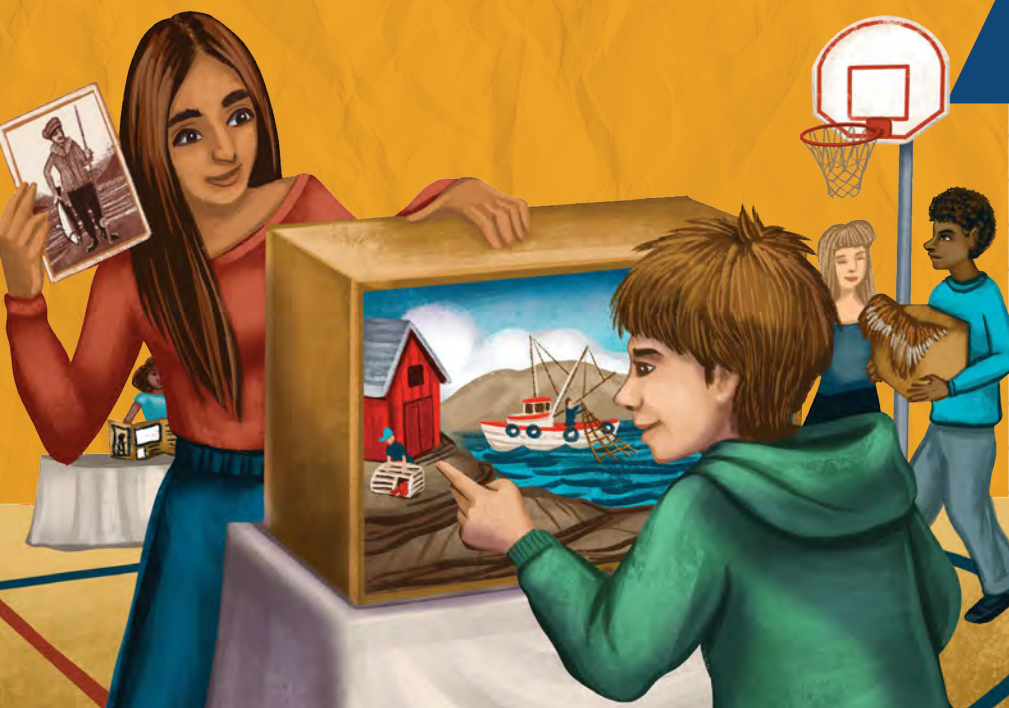
**TIP:** It's not about finding a single "right" answer. (There might be more than one!) It's about using evidence to come up with your answer.

GIVEN EVERYTHING YOU'VE LEARNED, HOW WOULD YOU ANSWER YOUR BIG QUESTION? WHAT STORY CAN YOU TELL?

# SHARE YOUR STORY

GET CREATIVE . . . AND HELP MAKE CHANGE!

How will you show other people what you've discovered? A poem, a video, a painting, a script, a display, a graphic novel, an essay, a presentation?



HERITAGE FAIRS ARE ONE OF THE BEST PLACES TO SHARE WHAT YOU'VE LEARNED AND EXPLAIN WHY IT MATTERS. ASK YOUR TEACHER IF THERE'S A HERITAGE FAIR IN YOUR AREA! VISIT [HERITAGEFAIRS.CA](http://HERITAGEFAIRS.CA) TO FIND OUT MORE.



# MAKE A DIFFERENCE

Now that you've done all that work, it's time to make it count! The past still affects our world today, so what you've learned may inspire you to speak out. With your new knowledge and understanding, you have the power to make a change in your community. Here are some ways other people – adults and kids – in Canada have used history to make important changes.

**Merna Forster** of Victoria, B.C., decided it was time Canada had a woman other than the Queen on its money. It took years, but finally, in 2018, a new \$10 bill featured Nova Scotia's Viola Desmond. ▶▶▶▶



Ottawa's Beechwood Cemetery used to celebrate two government employees who had helped create and oversee residential schools. After years of requests by Indigenous activist **Cindy Blackstock**, the cemetery finally changed those plaques. It also added a plaque honouring Dr. Peter Bryce, who tried to alert Canadians that Indigenous children were dying at the schools.



Students at **The Booker School** in Port Williams, N.S., knew Edward Cornwallis started the British settlement in Halifax. They also knew he promised cash to anyone who killed a Mi'kmaq. So what to do with his towering statue? They decided the best thing would be to put it at ground level, in a circle with statues representing French-speaking Acadians, the Mi'kmaq and Black people. They even presented their plan to Halifax City Council.



Grade 4 students from the **Stoney Nakoda Nation** in Alberta spent time with Elders to learn more about their families' stories and their community's past. Then they created sculptures of an ancestor and told the person's story at a public event.



Three Black students in Mississauga, Ont., realized there was almost nothing about Black people in the history they'd learned all through school. They sent emails, organized a petition, made presentations and more. Thanks to their hard work, their school, **Our Lady of Mount Carmel**, now offers a course on Black history in Canada.





# 5 REASONS WHY IT'S IMPORTANT TO TELL YOUR STORY

## 1. History helps us understand ourselves.

Edmonton's **Mila Nakonechny** admires the way James Jones uses his Notorious Cree Instagram and TikTok accounts to highlight issues affecting Indigenous communities. His work inspired Mila to explore her family history and create a collage of photos about how Indigenous cultures have changed over time.

## 2. History helps us understand today's problems.

For **Emily Yu** of Toronto, the small brick schoolhouse she visited on a school trip is more than just a historic site. Her essay on the Zion Schoolhouse shows the beginnings of free public education in Ontario, and reminds us of the value of learning and history to our communities.





### 3. History helps us understand the people and places around us.

**Amanda Berlove** explored Kensington Market in her city of Toronto, where immigrants and refugees from all over have started new lives. Amanda's video showed how Jewish families like hers, plus all kinds of others, found a home and helped build a truly diverse city that still welcomes newcomers.

### 4. History ensures the stories of the past are not forgotten.

Toronto's **Talia Angulo** wrote a short fiction story based on her grandfather's escape from Germany to Canada in 1939. With people who escaped the Holocaust aging and dying, she says, we have to keep telling their stories so we prevent such things from ever happening again.



### 5. History is super-interesting!

If you thought the Second World War happened far away, think again! **Maël Bacon** of Saint-Jérôme, Que., created a video to tell the amazing story of the Battle of the St. Lawrence, which saw German ships attacking Canada's Atlantic coast.

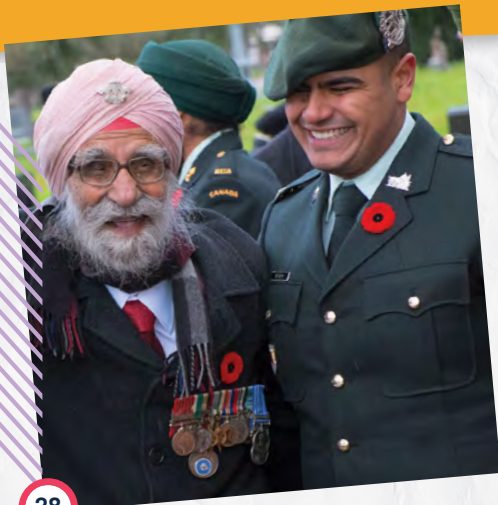


**EVERY STORY MATTERS.** HISTORIANS USED TO FOCUS MAINLY ON WHAT THEY CONSIDERED THE VERY IMPORTANT THINGS IN HISTORY. YOU KNOW — EXPLORERS, WARS, POLITICS. OF COURSE WE NEED TO UNDERSTAND THOSE THINGS, BUT THAT APPROACH LEFT A LOT OF PEOPLE AND THEIR EXPERIENCES OUT. NOW WE UNDERSTAND THAT CANADA'S STORY IS LIKE A GIANT, ENDLESS PUZZLE, MADE UP OF LOTS OF INDIVIDUAL STORIES . . . LIKE YOURS!

**Suhani Anguloori** of Woodbridge, Ont., put “traditional” ideas about Canada on trial, weighing them against the realities of those who have been too often left out of the bigger picture, such as LGBTQ+ folks and people from minority groups and religions.



YOUR COMMUNITY NEEDS TO HEAR WHAT YOU HAVE TO SAY. CANADA NEEDS TO KNOW YOUR STORY. START EXPLORING, AND YOU NEVER KNOW WHAT YOU'LL FIND. HAVE FUN!



Sikh Canadians served in the First World War while experiencing racism and unfair treatment, but their story isn't well known. **Prabhnoor Sidhu** of Prince George, B.C., made a video that celebrated these men's bravery and showed how it led to better lives for Sikhs like her own family.



# YOUR TURN!

NOW YOU'RE READY TO  
TELL YOUR STORY!



TO GET STARTED, VISIT  
[CANADASHISTORY.CA/  
HERITAGEFAIRPLANNER](https://canadahistory.ca/heritagefairplanner)



# THANK YOU FOR SHARING YOUR STORIES

## Canada's History Youth Committee

Basel Al Rashdan  
Asma Bedrouni  
Emma Cook  
Ethan Done  
Christine Jean-Julien  
Rémi Ouellette  
Carleigh Vervan  
Madeline Robaet  
Alison Xia

## #OurStoriesOurVoices National Contest Winners

Salma Abdelwahab  
Claudine Alary  
Talia Angulo  
Suhani Anguloori  
Maël Bacon  
Mariam Barakat  
Amanda Berlove  
Grace Colby  
Théodore Dallaire  
Anupriya Duggal  
Kaede Fathers  
Olivia Fleischer  
Mazvita Furayi  
Matteo Garfalo

Niti Gupta  
Jake Jeung  
Nathan Kelly  
Vivian Lamb  
Mireille Lemoine  
Adley Middleton Meakin  
Callum McKie  
Keyan MacLean  
Mila Nakonechny  
Gurleen Pandher  
Charlotte Piochon  
Prabhnoor Sidhu  
Chloe St. Pierre  
Chloe Wong  
Emily Yu  
Houtian Zhong

## The National Network of Heritage Fairs

**Alberta:** Northern Alberta Heritage Fair, Southern Alberta Heritage Fair, Edmonton Regional Heritage Fair, Calgary & Central Alberta Regional Heritage Fair **British Columbia:** Fraser Valley Regional Fair, Richmond Regional Heritage Fair, Kamloops Thompson Regional Fair, South Vancouver Island Regional Heritage Fair, Okanagan Regional Heritage Fair, Alberni Valley Museum Regional Heritage Fair, Delta/Surrey Regional Heritage Fair, Central BC Regional Heritage Fair, Vancouver Regional Heritage Fair, Northern Regional Fair Heritage Fair, BC Provincial Heritage Fair **Manitoba:** Red River Regional Heritage Fair **New Brunswick:** Anglophone School District – South, Anglophone School District – West, Anglophone School District – East, Anglophone School District – North, District Scolaire Francophone – Nord-Ouest, District Scolaire Francophone – Sud, District Scolaire Francophone – Nord-Est, Independent Schools, New Brunswick Provincial Showcase / Fête provinciale du Nouveau-Brunswick **Newfoundland and Labrador:** Vista Regional Heritage Fair, Avalon Regional Heritage Fair, Labrador Regional Heritage Fair, Central Regional Heritage Fair, Western Regional Heritage Fair, Burin Regional Heritage Fair **Northwest Territories:** NWT Territorial Showcase **Nova Scotia:** South Shore Regional Heritage Fair, Chignecto Central Regional Heritage Fair, Strait Regional Centre for Education Heritage Fair, Tri County Regional Heritage Fair, Annapolis Valley Regional Centre for Education Regional Heritage Fair, Cape Breton Victoria Regional Centre for Education Regional Heritage Fair, Conseil scolaire acadien provincial, Nova Scotia Provincial Heritage Fair **Nunavut:** Nasivvik High School Heritage Fair **Ontario:** Kichi Sibi Memories Heritage Fair, North Bay Regional Heritage Fair, Ottawa Regional Heritage Fair, York Region District School Board Heritage Fair, District School Board of Niagara Heritage Fair, Thames Valley Regional Heritage Fair, Kingston Regional Heritage Fair, Rainbow District School Board Regional Heritage Fair, Grey Roots Regional Fair, Perth Regional Heritage Fair, Durham Regional Heritage Fair, Niagara Catholic Regional Heritage Fair, Simcoe County Heritage Fair, Toronto District School Board Heritage Fair, Ontario Provincial Heritage Fair **Prince Edward Island:** PEI Provincial Heritage Fair **Quebec:** Fête du Patrimoine de la Polyvalente Bélanger, Fête du Patrimoine de la Polyvalente de Saint-Georges, Chefs d'œuvres d'apprentis **Saskatchewan:** Saskatoon Tribal Council Regional Heritage Fair, Saskatoon Regional Heritage Fair, Regina Regional Heritage Fair, Moose Jaw Regional Heritage Fair, Swift Current Regional Heritage Fair, Saskatchewan Provincial Heritage Fair **Yukon:** Yukon/Stikine Regional Heritage Fair





# TEACHERS!

**FIND MORE RESOURCES AND  
ACTIVITIES FOR YOUR CLASSROOM AT  
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CANADA'S

**HISTORY**

Stories behind  
the history

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# His story. Canada's history.

Basel Al Rashdan was ten years old when he and his family fled war-torn Syria for Canada. When he arrived in Charlottetown, he was greeted by cold weather – and a warm welcome.

Just four months later he took part in a provincial Heritage Fair, where he shared the story of his journey to Canada and made connections to his new home.

Basel is one of more than two million students who have benefitted from the Heritage Fairs program since its creation in 1993 by the Charles R. Bronfman Foundation. These young storytellers are curious and thoughtful, inspiring others to use the lessons of the past to forge a better path forward for all Canadians.

Explore their stories at:  
[CanadasHistory.ca/Youth](https://CanadasHistory.ca/Youth)

CANADA'S  
**HISTORY**

Stories behind  
the history