

# Toolkit Series 1: General Information

IT'S ALL ABOUT THE STORY!

**WHOO**  
wants to learn?



S A S K A T C H E W A N  
**HERITAGE FAIRS**



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**Contact information for Regional Heritage Fairs can be found on our website and by contacting our Education Coordinator.**



# LIVING HERITAGE – CAPTURING THE STORY!

**We** all have a story to tell. Our heritage is everything that we have had handed down to us from people of the past, and everything that we hand down to people in the future. What stories have your grandparents told you? What stories do you want to tell your grandchildren someday?

Everyone has a story unique to them: we are born in a certain place because of our parents, grandparents, and hundreds of others. What language do you speak at home? What is your favourite food? What is your favourite singer or sport? Why do you cheer for the Saskatchewan Roughriders? Why do you live where you do?


Have you ever wondered about what people were thinking in old photographs? What they were wearing, riding, using, or eating? What their names were?

Do you have questions about events that your parents, grandparents, aunts & uncles, teachers, or friends have talked about? Have you heard about events like the 150<sup>th</sup> anniversary of Canada and wondered what they mean to you? What do people mean when they talk about Canada being a multicultural nation that appreciates nature?

You can find out the answers to these questions by exploring a Heritage Fairs topic!

Saskatchewan has a rich and diverse history. Over thousands of years, our land and environment were shaped by climate, animals, and most recently humans. The First Nations peoples have called Saskatchewan home for millennia. In the past three hundred years, Saskatchewan has seen a growth in cultural diversity, beginning with the fur trade and on through many more waves of immigration, continuing to grow and change to this day.





Canada as a whole is a fascinating country to explore and is always changing. Our country has a rich history and prehistory, beginning prior to human arrival in North America and continuing with the First Nations peoples and on through European exploration, colonization by the French and the English, many wars, immigration from all over the world, and lots of social and technological change. This history has shaped our heritage and what it means to be Canadians.

Our history is exciting and we learn new things every year – even about people that lived long ago!

In a Heritage Fairs project, students research a heritage topic of their choice, present their story to their class, teachers, and community members, and get the chance to learn about a favourite subject, event, place, or family member. Students take on the role of teacher, taking what they discover and sharing it back to their families and community.



# ABOUT HERITAGE FAIRS

The Heritage Fairs program consists of three levels: local, regional, and provincial. Students participate in their local school or community and are then chosen to advance to a Regional Heritage Fair, run by a volunteer Committee under the direction of Heritage Saskatchewan. In 2014-15, there were four Regional Fairs: Saskatoon, Regina, Moose Jaw, and Swift Current. Students from as far away as Meadow Lake and Eston participated in Saskatoon, while students from all over southeastern Saskatchewan participated in Regina. While any Saskatchewan school is currently eligible to participate, Heritage Saskatchewan aims to expand the program to include regional fairs throughout the province. From the Regional Fairs, a total of approximately 40 students are chosen to participate in the Provincial Heritage Fair in Regina, which is run directly by Heritage Saskatchewan.

In 2014-15, 2433 students prepared a Heritage Fairs project, either in partners or individually. Of these, a total of 367 students were chosen to attend the Regional Heritage Fairs. Forty-two students were selected to represent their schools and regions at the Provincial Heritage Fair.

Any student in grades 4 through 8 in Saskatchewan is eligible to participate in the Heritage Fairs program.

Any teacher or homeschooling family can use Heritage Fairs to enhance their Social Studies, Science, Communication, or Language Arts classes. Heritage is wide-reaching and promotes citizenship, stewardship, and critical thinking. The lessons learned in creating a Heritage Fairs project can be applied to multiple school subjects and will be retained throughout the students' academic and professional careers. More than simply history, heritage encompasses all aspects of our lives. It makes us who we are.

Students from grade 4 through 8 choose their own topics in the classroom and develop a written report, a visual display and an oral presentation. Their independent research takes them deep into the topic and the challenge is picking the key points for their interpretation and telling their story.

Students are then evaluated on their research, presentation, and display, as well as their historical thinking skills for their respective grade level.



# FIND THE STORY!

## Research & Discover Your Topic


First, you have to find the story. What do you want to learn more about? What do you want to share with others?

Choose a Heritage Fairs topic that is interesting to you. Living Heritage applies to every aspect of our past, present, and future, whether it is our daily life or one-time events. Almost any topic is eligible, no matter how old or new it is.

Some suggestions of topics:

- Favourite sport or a sport that you/your family are involved with
- Local sports team
- Local musician(s) or artist(s)
- Favourite Canadian athlete, author, artist, actor, scientist, etc.
- Local historical event
- Major historical event that happened in Canada or is connected to Canada
- Government – national, provincial, local
- Daily life – old or new
- Personal and family history
- Historical trends
- Natural history and science, such as paleontology, archaeology, agriculture, mining, etc.





Once you select a topic, you need to research about it. There are lots of resources out there.

### Popular Sources:

- Books!
  - Whether fiction or non-fiction, books can be a great resource. Fiction can help tell a story, while non-fiction provides the facts.
  - Check out Heritage Saskatchewan's Book List at [www.heritagesask.ca/heritage-fair/research\\_resources](http://www.heritagesask.ca/heritage-fair/research_resources).
  
- Teachers and Librarians!
  - Teachers and librarians have lots of ideas of topics, and most importantly, they can help you narrow down your topic so that fit it into an essay and presentation. They can also help you find resources.
  
- Online!
  - Wikipedia is a great place to start, but not a good place to finish. Make sure to search several online sources, just as you would use more than one book. Wikipedia often has links to further reading.
  - Check out Heritage Saskatchewan's Online Resource List at [www.heritagesask.ca/heritage-fairs/research\\_resources](http://www.heritagesask.ca/heritage-fairs/research_resources).
  - Be careful about online sources – it is very easy to get published online.
  
- Family!
  - Parents, grandparents, great-grandparents, aunts, uncles, cousins...
  - Diaries and family histories, whether or not they are published, are great sources.



- Community!
  - Check out a local museum or archives.
  - Check out the local public library.
  - Talk to people in your community about your topic.

Some Resources You Might Not Have Known About:

- Provincial Archives of Saskatchewan ([www.saskarchives.com](http://www.saskarchives.com))
- Saskatchewan Council for Archives & Archivists ([www.scaa.sk.ca](http://www.scaa.sk.ca))
- Saskatchewan Archaeological Society ([www.saskarchsoc.ca](http://www.saskarchsoc.ca))
- Museums Association of Saskatchewan ([www.saskmuseums.org](http://www.saskmuseums.org))
- Multicultural Council of Saskatchewan ([www.mcos.ca](http://www.mcos.ca))
- Nature Saskatchewan ([www.naturesask.ca](http://www.naturesask.ca))
- Saskatchewan Organization for Heritage Languages ([www.heritagelanguages.sk.ca](http://www.heritagelanguages.sk.ca))
- Saskatchewan Sports Hall of Fame & Museum ([www.sasksportshalloffame.com](http://www.sasksportshalloffame.com))
- Saskatchewan Indian Cultural Centre ([www.sicc.sk.ca](http://www.sicc.sk.ca))
- Gabriel Dumont Institute ([www.gdins.org](http://www.gdins.org))
- Western Development Museum ([www.wdm.ca](http://www.wdm.ca))
- Royal Saskatchewan Museum ([www.royalsaskmuseum.ca](http://www.royalsaskmuseum.ca))
- Diefenbaker Canada Centre ([www.usask.ca/diefenbaker](http://www.usask.ca/diefenbaker))
- Saskatchewan Legislative Library ([www.legassembly.sk.ca/library](http://www.legassembly.sk.ca/library))
- Saskatchewan Science Centre ([www.sasksciencecentre.com](http://www.sasksciencecentre.com))
- Saskatchewan Public Libraries ([www.catalog.sasklibraries.ca](http://www.catalog.sasklibraries.ca))

However, there are also sources out there that are misleading, particularly online. Just because information is published (online or in print) does not make it true.

Be careful of what message and story that others are telling in the resources you find. Check several resources – the more they agree with each other, the greater the likelihood that the facts are true. We are always learning new things. Some resources are out of date, especially if your topic is recent. Check when a website was last updated and check when a book was published.





# TELL THE STORY!

## Create Your Presentation & Share Your Findings

Once you have done your research, you need to narrow down your topic to tell a concise story. What is the main question or statement about your topic that you want to share? What is the story that you want to tell?

All stories have a beginning, a middle, and an end. You will discover more about your topic than you can present in your Heritage Fairs project.

The most important thing you need to do in telling your story is **make your audience care about it**. Your topic might be something that judges know nothing about. On the other hand, you might be presenting a topic that the judges have studied a lot. It does not matter either way as long as you make them care about what you learned and your experience learning it.

How to make the audience – judges, visitors, parents, friends, teachers, etc. – care about your topic:

- Care about your topic yourself – pick something that you enjoy learning about!
- Smile and make lots of eye contact in your presentation.
- Show that you are enthusiastic about your project.
- Put lots of care and effort into your essay and your display.
- Tell the story rather than recite it. Respond to your audience's questions.
- Make your presentation easy to understand.
- Have fun with your project!



## The Presentation:

Your teacher will ask you to prepare an essay. This essay will then provide an outline for your presentation! You can also bring your essay as part of your Heritage Fairs presentation.

For your presentation, prepare to talk about your topic in 2-3 minutes. Judges may want to hear more, so it is most helpful to think of your presentation in three parts:

Example Topic: *My Family's Immigration to Canada*

### 1. The Main Story (2-3 minutes)

- This might be all that you get to present to the judges or to visitors at the Heritage Fair.
- What happened? Who did it happen to/who caused it? Where did it happen? How did it happen? Why did it happen? Why is/was it important?
- Example: *Talk about how your family immigrated to Canada. Who came from where? Why did they come to Canada? How did they get here? What happened to them when they got here? Why is this important to you?*

### 2. More About What It Means to Me (2-3 minutes)

- Judges will ask you questions about what you learned and your experience creating the project. This is where this will come in handy.
- Why is/was your topic important to you? Why do you think it is an important part of Canadian heritage? What were the most important things that you learned in doing this project?
- Example: *Why is your family's immigration story important to you? Why is it important to Canada? What does it reflect about Canada? What did you learn about your family? What did you learn about yourself?*



### 3. More Things I Learned (1-2 minutes)

- This is where you can tell judges, visitors, classmates, or family members more about what you learned.
- Funny stories? Interesting facts?
- Example: *A funny story about something that happened while your family was travelling to Canada, or when they first got here. Interesting facts about immigration to Canada. Interesting facts about your family's country of origin. A funny story about your research experience.*
- Note that you can include these in the Main Story as well!

### The Display:

Also important to your presentation is your display. You can use it as part of your presentation and it also shares your story when you are not there.

Displays should be colourful and attractive, easy to read, and provide information. Just from your display, visitors should be able to learn a lot about your project. You should also include a list of sources credits for your research and your photographs for easy viewing.

Displays consist of the following:

- A free-standing backboard
- Props and/or models
- Laptop/smartphone/tablet to display digital elements (these can be shut down or put away when the student is not present to conserve power and avoid theft)

Displays are limited to 4 feet in width. (A standard backboard is 3 feet wide.) There are no height requirements. Standard table sizes at the Regional and Provincial Fairs provide lots of room in front of the backboard for props and models.



Parents, friends, and family members are more than welcome to assist with the creation of the display, but most of the work should be done by the student. Displays do not have to be entirely homemade - toys such as LEGO, Polly Pockets, models, dolls, and action figures make great props! You can also use a laptop or tablet to display a computer model, such as Minecraft.

Creating a model, artwork, and other displays may not result in a winning project, but it will be memorable to visitors and should be a lot of fun for the student and their family!

Here are some examples of Heritage Fairs projects:



*Photo credit: Heritage Saskatchewan*

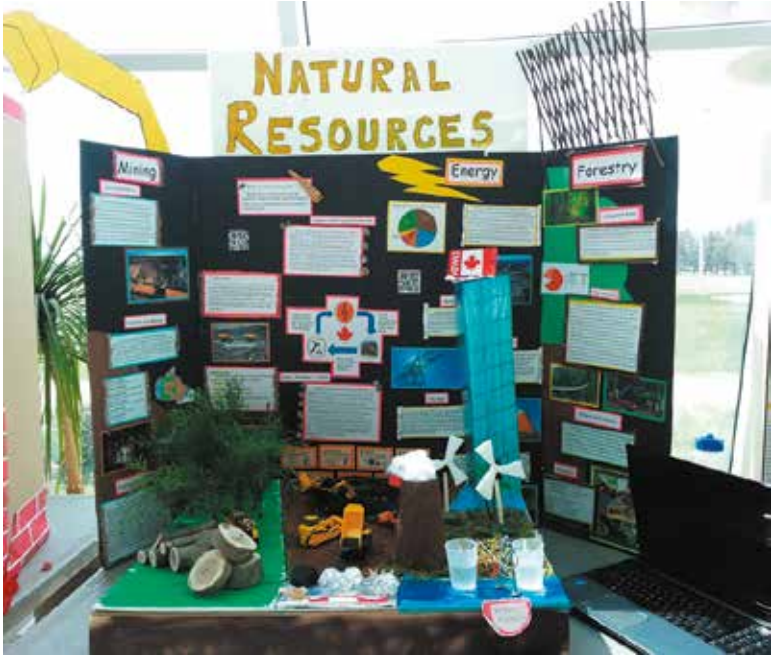
This is a simple Heritage Fairs project at the grades 4 & 5 level. It has a backboard and few props. Most of the information is on the backboard itself. It is very colourful and has a lot of primary sources - in this case, personal family photographs. However, the print is very small and the backboard looks lonely on the table.





Photo credit: Heritage Saskatchewan

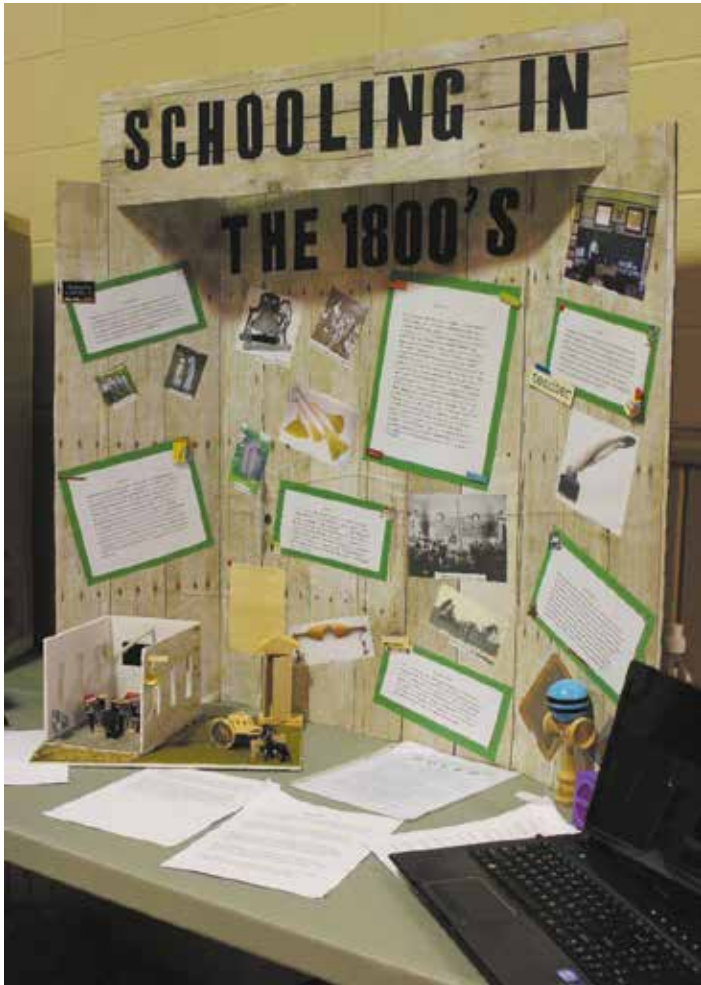
This is a standard Heritage Fairs project at the grades 4 & 5 level. In addition to the backboard, the student has included several props, including a reproduction of a historical document. The display is well-organized and includes cartoons to draw in viewers.



*Photo credit: Heritage Saskatchewan*

This is a complex Heritage Fairs project at the grades 7 & 8 level. In addition to the backboard, it includes several models and digital elements. It makes use of all the space allotted. The print is somewhat small, but contains a lot of different information and is well-organized.





*Photo credit: Heritage Saskatchewan*

This is a standard Heritage Fairs project at the grades 7 & 8 level. It includes a model, props, and a digital element. While older students are expected to display more research, the visual element is key. This is also an opportunity for fun and creativity.





## The Fairs

For their local fair, students present their project in 2-3 minutes. (“The Main Story” – see page 10) This introduces the topic and allows them to show the judges what they know. Judges then interview the students, asking why that subject was chosen, how they followed the research trail and what they learned in the process. (“More About What It Means to Me” – see page 10) In this way the judge gets a genuine feel for how much knowledge the students have absorbed.

At the school level, judges take the time to review the student’s written report. It will confirm originality, creativity and depth of research. At the Regional and Provincial levels, the student is evaluated on their presentation, communication, and historical thinking based on their display and interview alone. A sparkling presentation will not only impress the judges – it will give a student invaluable experience in public speaking.

At the Regional Heritage Fairs, students are also given the opportunity to participate in activities provided by host institutions (such as museums) and by local and provincial heritage organizations. These activities range from tours to games to crafts to special presentations wherein students will learn more about Saskatchewan heritage and research resources for future projects.

At the Provincial Heritage Fair, students present their projects to dignitaries – usually including the Lieutenant-Governor! They also get a chance to experience some of the heritage and civic institutions in Saskatchewan’s capital, such as Government House, the Legislative Building, the Royal Saskatchewan Museum, and the Saskatchewan Science Centre.





# CONNECT THE STORY

## Show What You Learned

### Teach Others How Your Topic Fits Into Canada's Heritage

As you can see from Section 2, equally important to the Main Story is how your topic fits into Canadian heritage and what you have learned from the project.

Depending on your topic, there may be a lot of resources that you find that have connected your topic to Canadian heritage. If so, do you agree with what these resources say? An example might be hockey. Lots of people refer to hockey as our national sport and talk about hockey as though it is the most important part of Canada. What do you think?

One of the best things about Heritage Fairs is that you get to decide for yourself what you believe based on what you find in your research. So regarding hockey, you may come across a lot of people who believe that it is very important, but you do not have to agree with them. Judges want to know why you agree or disagree. The most important thing to do is to make the judges – or anyone who views your project and hears your presentation – care about your story!

No matter what topic you choose, showing your audience how it connects to Canada's heritage is very important. Judges are looking for more than just what your project is about.

See next page for information about Historical Thinking.



# HERITAGE FAIRS

## Historical Thinking

Take part in a Heritage Fair! Develop a thirst for historical thinking.  
Discover more about your living heritage as a citizen of Canada.  
Tell us your story!



### HISTORICAL SIGNIFICANCE

*Connecting the past with the present & future - why is your topic important?*



### PRIMARY SOURCES

*First-hand observations & stories of events, people & society*



### CONTINUITY & CHANGE

*Making comparisons between the past & present*



### CAUSE & CONSEQUENCE

*How? Why? What actions, beliefs & situations led to this happening?*

### HISTORICAL PERSPECTIVES

*Why do we think like we do?  
Why did people in the past think like they did?*

### ETHICAL DIMENSION

*How did you decide that your topic is meaningful?  
How might other people feel about your topic?*



Connecting the Story also involves the following:

- Critical thinking: understanding and evaluating sources and your topic itself
- New knowledge: showing a passion for research and not being afraid to try something different
- Listening to and evaluating alternative perspectives and/or ideas on a topic
- Taking what you have learned and applying it to other situations
- Taking ownership of your research and your project: This is part of your contribution to Canadian heritage!

Remember that Living Heritage is about the past, present, and future. What is it about your topic that you think is most important for you now? What do you think it will mean in the future?



# AWARDS

## Awards:

For all awards, winners need to demonstrate the following:

- Solid research skills and efforts
- Knowledge of the history surrounding their chosen topic
- Creativity
- Good communication skills
- Storytelling ability
- Critical thinking

Furthermore, a particular focus is placed on the methodology the student uses to present their topic, specifically research, presentation, communication, and critical thinking.

At the Regional Heritage Fairs and at the Provincial Heritage Fair, the following awards are presented:

### **Archives Award**

#### ***Focus on Research***

*What are Archival or Primary Sources?* Archival sources (often called primary sources) give a first-hand account of a time in history, an event, a place, or a person. Lots of things can be primary sources: letters, emails, diaries, records from governments/churches/businesses, oral histories, recordings, photographs, videos, maps, blueprints, and recipes. *In contrast, a Secondary Source* is something created using primary sources, such as a book, movie, or a Heritage Fairs project!

### **Innovation Award**

#### ***Focus on Creativity & Critical Thinking***

*What is Creative or Innovative?* Examples of creative/innovative approaches include art projects, homemade props, songs, poems, plays, etc. Incorporating these elements to tell the story gives students a chance to develop or make use of artistic skills.



## Digital Award

### ***Focus on Creativity & Communication***

*What is Digital Technology?* Digital technology includes many things: slide shows, QR codes, interview clips, videos, recordings, websites, and blogs, to name a few. These can be incorporated into the backboard or be presented on a separate computer/ smartphone.

## Historical Thinking Award

### ***Focus on Critical Thinking & Research***

*What is Historical Thinking?* The six characteristics of historical thinking are establishing historical significance, using primary sources, identifying continuity and change, analyzing cause and consequence, taking historical perspectives, and understanding the ethical dimension of historical interpretations. See page 18 for more details.

At each Regional Heritage Fair, the following topical awards are also presented:

- Arts, Sports & Leisure Award
- Citizenship & Governance Award
- First Nations & Métis Heritage Award
- Genealogical Heritage Award
- Military Heritage Award
- Multicultural Heritage Award
- Natural Heritage Award
- Science & Technological Innovations Award

Other organizations may sponsor additional awards at the Regional level, either arranged through Heritage Saskatchewan or through local committees.



# FREQUENTLY ASKED QUESTIONS

## About Topics:

*Does the project have to be about family history, or about Saskatchewan?*  
No, it can be any topic about or relating to Canadian heritage. Students are encouraged to choose a topic that they enjoy and want to learn more about.

*Can the teacher assign specific topics?*

Absolutely, if the teacher is using Heritage Fairs for a class project to fulfil curriculum requirements. However, teachers are encouraged to let students select their own topics.

*How long ago did something have to happen, or how old does something have to be, before it is considered 'heritage'?*

Living Heritage is about the past, present, and future. It does not matter how old something is for it to be considered heritage.

*Are science topics acceptable?*

Absolutely. Science is part of our heritage.


*What about sports? Artists? Movies? Does it matter how famous someone is?*

All are acceptable topics, as long as they relate to Canada.

*I really want to study something that did not happen in Canada – can I still create a Heritage Fairs project?*

Discuss this with your teacher. Lots of events that happened in other countries have a Canadian connection. A good example would be wars that Canada has participated in. Also, some people move away from Canada for their careers, such as actors, but they still have a connection to Canada.





*My family is not from Canada. Can I talk about my family's heritage in another country?*

You yourself – and your family – are a connection to Canada! However, it is best to discuss your topic with your teacher. Your teacher can suggest ways to approach the topic to make sure that it will fall into the Heritage Fairs guidelines.

*What language can I use for my project?*

Currently, English, French, or a combination of English and French. This is due to judges needing to be fluent in a language in order to judge a project. However, with enough notice, judges can be found to judge projects in other languages. Discuss with your teacher if you want to use another language. Language preferences cannot be changed past the registration deadline for the Regional Fairs. Including words from another language in your project is acceptable as long as you explain their meaning.


### **About the Heritage Fairs Program:**

*Can students work in partners or groups?*

Partners are fine. Groups of three or more are discouraged. If a student is in grades 3 or 9 and partnered with a student in grades 4 or 8, that student is eligible to participate.

*Can students in grades 3 or 9 participate?*

If they are partnered with a student in an eligible grade, they can participate as though they were in grade 4 or 8. Otherwise, they may present at their local or school fair only. (Students of any grade can prepare a project and present it at their school fair at the discretion of their teachers.) The program used to include grade 9, but since grade 9 is considered high school in Saskatchewan, we have eliminated that grade at the competition level.



*Are essays required?*

Yes and no. Whether or not essays are required is up to the discretion of the teacher. The essay is an important tool for the students to present their research and is excellent for the classroom. However, at the Provincial level, the essay is not required. (At the Regional level, check with your Regional Heritage Fair Committee.) As long as students present their projects and document their sources, they should not need to provide an essay.

*Can a student participate independently?*

Absolutely. An independent student and their teacher/parent must make arrangements with their Regional Committee and their project must be judged, preferably at another school's fair, in order to meet entry requirements to a Regional Fair. Contact Heritage Saskatchewan or check out our website for further details on independent students.

*Does the whole class have to participate?*

This is up to individual teachers. Heritage Fairs is a great opportunity for students who may want to explore a topic more in depth than is being covered in the class.

*What does the teacher have to do?*

As much as they want! All that is necessary is that they provide support for their students and register them online. Teachers can also use this program as part of their classroom lessons.

*Is there a National Heritage Fair?*

Unfortunately, there is no longer a National Heritage Fair. Various provincial and national organizations are looking at alternatives. The Young Citizens program (see page 27) is one such initiative.



# FURTHER RESOURCES

## **Canadian Encyclopedia**

[www.thecanadianencyclopedia.com](http://www.thecanadianencyclopedia.com)

The authoritative on-line source for any topic related to Canada. This website includes a timeline of 6,000 significant Canadian events, most read articles and most recommended articles.

## **Encyclopedia of Saskatchewan**

[www.esask.uregina.ca/](http://www.esask.uregina.ca/)

A comprehensive on-line source about Saskatchewan.

## **Saskatchewan History Online**

[www.saskhistoryonline.ca/](http://www.saskhistoryonline.ca/)

A fully searchable digital library/museum/archive/gallery of collections from across Saskatchewan. This website may be particularly helpful if you have already selected a topic about Saskatchewan and are trying to find additional information.

## **Virtual Exhibits and Digital Projects**

[www.scaa.sk.ca/holdings/virtual\\_exhibits](http://www.scaa.sk.ca/holdings/virtual_exhibits)

The Saskatchewan Council for Archives and Archivists has developed a list of many possible project topics and primary sources from archives in Saskatchewan related to support these.

## **Saskatchewan Archival Information Network (SAIN)**

[www.sain.scaa.sk.ca/collections](http://www.sain.scaa.sk.ca/collections)

SAIN is a database of descriptions of archival material (original sources) held in Saskatchewan archives. There is a list of all archives in Saskatchewan including links to the archival information (original sources) available from these institutions.

## **Archives Canada**

[www.archivescanada.ca](http://www.archivescanada.ca)

Includes hundreds of virtual exhibits about Saskatchewan and Canadian history.

## **Virtual Museum of Canada**

[www.virtualmuseum.ca](http://www.virtualmuseum.ca)

A searchable database of virtual museums across Canada including Aboriginal Art, Culture and Traditions, Arts in Canada, Canada at War, Canadian Musical Traditions, Canadian Women, Science and Medicine, et cetera.

## **CBC/Radio Canada Archives**

[www.cbc.ca/archives](http://www.cbc.ca/archives)

The CBC/Radio Canada has collected thousands of CBC radio and television clips from the past seven decades into hundreds of topics that can be viewed or listened to on the website. Possible topics on Aboriginal issues include A Lost Heritage: Canada's Residential Schools, A Celebration of Aboriginal Heritage, What is Happening to the Family Farm, Eaton's: A Canadian Institution, Cars in Canada. Categories such as Agriculture, Banks, Business, Consumer Goods, Natural Resources

## **Canadian Historical Association**

[www.cha-shc.ca/english/cha-publications/historical-booklets.html#sthash.Z3blgEfd.dpbs](http://www.cha-shc.ca/english/cha-publications/historical-booklets.html#sthash.Z3blgEfd.dpbs)

The Canadian Historical Association developed a series of booklets which describe the experience of numerous ethnic groups. These booklets are archived on this website and include "Scots in Canada", "Portuguese in Canada", "Japanese in Canada", et cetera. This website also includes booklets about the development of Canadian provinces including "the making of the Maritime provinces", "Newfoundland: A History", et cetera.

## **Dictionary of Canadian Biography**

[www.biographi.ca/en/index.php](http://www.biographi.ca/en/index.php)

Available in both English and French, the Dictionary of Canadian Biography includes over 8500 biographies of individuals relating to Canadian history from 1000 to 1940. In addition, this website includes research resources and educational toolkits to promote historical thinking. There are also features on early explorers, Canada's Wartime Prime Ministers, the First World War, and the War of 1812.

The Dictionary of Canadian Biography is affiliated with and financed by an endowment to the University of Toronto and Laval University. They have new biographies posted weekly!

Other resources are available on our website at [www.heritagesask.ca/heritage-fair/research\\_resources](http://www.heritagesask.ca/heritage-fair/research_resources)

# YOUNG CITIZENS

## Canada's History Young Citizens Program

Heritage Saskatchewan is pleased to partner with Canada's History to deliver the Young Citizens program for a second year. In 2015, 16 students were chosen from their Regional Heritage Fairs to create four-minute videos about their Heritage Fairs topic.

These videos were submitted to Canada's History and from June 10th to July 5th, the public was given a chance to vote on their favourite videos from around the country. The judges then examined the results to determine the winners. The scores consisted of 50% voting results and 50% judges' marks.

Two winning students from each participating province and territory were selected to attend the 2nd Young Citizens Youth Forum in Ottawa in October 2015. They had a fun and unforgettable experience touring our nation's capital and meeting students from all across Canada.

Canada's History will continue to deliver the Young Citizens contest in 2016 and leading into Canada's 150<sup>th</sup> birthday in 2017.

### 2015 Young Citizens – Saskatchewan Winners:

- Mya Matthies, *Women at Work in the World Wars* (Caronport)
- Sanai Minor, *The First African-American Settlers in Saskatchewan* (Regina)
- **Honourable Mention:** Summer Okerstrom, *Castle Butte/Big Muddy Badlands* (Moose Jaw)

### 2014 Young Citizens – Saskatchewan Winners:

- Dylan Donald, *Chuckwagon Racing* (Regina)
- Ella Forrest, *My Oma's Story* (Regina)

For further information, see Canada's History's website ([www.canadashistory.ca/Kids/YoungCitizens?lang=en-CA](http://www.canadashistory.ca/Kids/YoungCitizens?lang=en-CA)).



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albums!



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