



Canada History Fund | Questionnaire

A – ORGANIZATIONAL INFORMATION

A1. Organization Name:

Canada History Society

A2. Organization’s published mandate and link to where it can be verified:

<https://canadahistorysociety.ca/about-us/>

A3. Describe how the organization satisfies the requirement of being an organization that has a mandate with a focus on Canadian history, civics, or public policy, and a demonstrated track record of successfully delivering programming nationally. If the applicant is a post-secondary educational institution, situate your work within the landscape of the Canadian history/civics/public policy sector(s):

The Canada History Society is a nationally focused organization with a clear mandate to promote and disseminate knowledge about Canadian history, civics, and public policy. This mandate is fulfilled through a variety of public-facing initiatives, including our primary website, CanadaHistory.com, as well as a network of companion sites, and a growing catalogue of original podcasts and video productions. Our work is rooted in presenting academically informed, engaging, and accessible content that explores the full breadth of Canada’s historical narrative—from pre-Confederation to contemporary policy issues—with an emphasis on inclusivity, regional diversity, Indigenous perspectives, and the evolution of civic life in Canada.

We have a demonstrated track record of delivering historical and civic programming on a national scale. Our website reaches audiences across Canada and internationally, offering rich, curated content such as biographies, timelines, primary sources, interpretive essays, and multimedia features. Our popular podcast series and documentary-style video productions bring Canadian history to life through expert interviews, storytelling, and thematic deep-dives into key figures and events. These resources are widely used by educators, students, researchers, and history enthusiasts. Additionally, we maintain active engagement with our audience through newsletters, social media, and interactive initiatives, encouraging the public to explore, question, and contribute to ongoing conversations about Canada’s past.

While we are not a post-secondary educational institution, we work in close collaboration with academic scholars, public historians, and educators to ensure that our programming reflects high standards of historical scholarship. Our work is uniquely situated at the intersection of academic history and public engagement, bridging the gap between the classroom and the broader public to ensure that Canadian history is accessible, meaningful, and nationally relevant. Through these efforts, the Canada History Society plays a vital role in fostering civic literacy, historical awareness, and informed dialogue across the country and beyond.

A4. Describe how the organization contributes to a diverse and inclusive Canada (e.g. examples of past work, staff experience, board of directors). Explain why the organization is well-positioned to deliver the proposed project:

The Canada History Society is a nationally focused organization with a clear mandate to promote Canadian history, civics, and public policy through high-quality, accessible, and academically grounded content. This mandate is realized through a range of public-facing platforms, most notably our primary website CanadaHistory.com, as well as a network of companion sites and a growing catalogue of original podcast and video productions. We are committed to making Canadian history relevant and engaging for both the general public and the educational community, presenting a wide spectrum of voices, regions, and historical experiences from across the country.

Our track record of delivering national programming is underscored by collaborations with leading historians and the development of compelling, educational media. Notably, we have featured the work of Dr. Barry Gough, one of Canada's most respected maritime and imperial historians. His extensive scholarship, including books such as "Pax Britannica: Ruling the Waves and Keeping the Peace Before Armageddon", "Juan de Fuca's Strait", and "Processing Meares Island", has informed and enriched our content. His contributions to our podcasts and essays exemplify our commitment to integrating expert historical analysis with public education.

We also highlight the work of Dr. Charles Maier, an internationally renowned historian and scholar of modern European and transnational history. His insights into nationalism, empire, and the structural evolution of states offer valuable comparative context for understanding Canada's own path to nationhood. His influence has helped us situate Canadian Confederation within broader global movements of political consolidation, identity formation, and statecraft—insights we have integrated into both our written and video content.

As further evidence of our capacity to plan and deliver academically rigorous yet engaging programming, we point to our most recent video series on British Columbia and Confederation. This series explores BC's economic crises, the political debates surrounding entry into Confederation, the promise of a transcontinental railway, and the broader imperial and Indigenous contexts. The series combines visual storytelling, archival research, and expert commentary to bring this crucial chapter of Canadian history to life for diverse audiences.

Additionally, our podcast series continues to grow in popularity, featuring in-depth episodes on topics ranging from the Charlottetown and Quebec Conferences to the legacies of Confederation in Western Canada. These episodes are crafted to meet both academic standards and public interest, making them ideal resources for classrooms, libraries, and individual learners.

Through these initiatives—rooted in collaboration with leading scholars, informed by academic literature, and delivered across multiple media platforms—the Canada History Society has demonstrated its ongoing capacity to deliver

educational programming of national significance. We proudly serve as a bridge between historical scholarship and public understanding, contributing meaningfully to civic education and historical literacy in Canada and beyond.

B – PROJECT: Project activities and significance in the history/civics/public policy sector(s) (*Maximum 2000 words*)

B1. Project Title:

Canada Confederation

B2. Describe the key activities of the proposed project.

The proposed project is centered around the production and national distribution of a high-quality ten-part video series on Canadian Confederation, designed to present the political, historical, social, and cultural forces that brought the British North American colonies together to form a united Dominion. This series will explore the critical events and negotiations that led to Confederation in 1867, such as the Charlottetown, Quebec, and London Conferences, while also examining the broader forces at play—political gridlock in the Province of Canada, economic pressures for intercolonial trade and infrastructure, external threats from the United States, and the British government’s desire to offload the administrative burden of its colonies. Each episode will feature engaging storytelling grounded in academic research, including expert commentary from renowned historians such as Barry Gough, whose published works have shaped the national historical conversation, and draw from comparative perspectives informed by global scholars like Charles Maier.

In addition to profiling key figures like John A. Macdonald, George-Étienne Cartier, and Charles Tupper, the series will critically examine the consequences of Confederation—not only for the uniting colonies, but also for Indigenous peoples who were excluded from negotiations, and for the evolving geopolitical landscape of North America. Special attention will be given to the regional narratives of provinces that joined after 1867, including British Columbia, Manitoba, and Newfoundland, as well as the legacy of Confederation on modern Canadian identity and federalism.

The video series will be professionally produced and distributed nationally through our flagship platform, CanadaHistory.com, as well as companion sites and our active social media channels including YouTube, Facebook, Instagram, and X (formerly Twitter). Each episode will be accompanied by educational support materials, including discussion guides, historical documents, and further reading lists, making it a valuable resource for schools, libraries, and civic institutions. The series will also be featured prominently across our podcast network, where audio excerpts and behind-the-scenes content will extend its reach and accessibility.

With a strong focus on academic integrity, public accessibility, and digital engagement, this project reinforces the Canada History Society’s mandate to bring informed, inclusive, and engaging Canadian history to the public and educational communities across the country and beyond. Through this ten-part video series, we aim to deepen understanding of Confederation, promote national dialogue, and offer a lasting resource for civic education.

B3. Describe how the project contributes to a diverse and inclusive Canada. What gaps or needs in the sector or community is this project designed to address?

Producing a video series on the creation of Canada through Confederation, and the eventual inclusion of British Columbia, the West, and the North, offers an important opportunity to explore the formation of a nation—both in terms of political union and social transformation. This series will trace the major steps leading from the regional concerns of the British North American colonies to the vision of a united Dominion in 1867, and the subsequent expansion across the continent. Through compelling visuals, narration, and expert insights, the series will examine the goals, debates, and decisions that shaped Canada’s emergence as a transcontinental state.

At the heart of Confederation were the ambitions of colonial leaders to resolve political gridlock, promote economic growth through internal trade, strengthen military security in light of American expansionism, and create a lasting national identity rooted in British institutions. Figures such as John A. Macdonald, George-Étienne Cartier, and Charles Tupper were motivated by a desire to stabilize their regions, encourage infrastructure development—especially the Intercolonial and transcontinental railways—and preserve cultural and religious interests within a federal system. At the societal level, many settlers and colonial citizens supported Confederation as a path to prosperity, stability, and participation in a grand project of continental unity under a constitutional monarchy.

As the new country expanded westward and northward, the impact on the people already living in these regions—particularly Indigenous nations—was significant. While not the primary focus of the Confederation movement, Indigenous communities were profoundly affected by it, as new policies and settlement patterns introduced lasting changes to their governance, land use, and way of life. The series will consider these impacts within the broader context of the era, recognizing that 19th-century assumptions about land, sovereignty, and civilization shaped the approach of both governments and settlers.

This historical journey will also explore how other groups—such as French Canadians, British settlers, Métis communities, and incoming immigrants—experienced and influenced the evolving national framework. By examining the aspirations, compromises, and practical needs that drove Confederation, this series will provide viewers with a nuanced understanding of how Canada emerged from a collection of colonies into a diverse, regionally distinct, and evolving nation. It will also reflect on how the foundational choices and debates of the 19th century continue to influence Canadian society and governance today.

B4. Enumerate the partners (financial and otherwise) involved in the project and if the partnership is new or existing.

Describe the nature of the partnership and how these partners will benefit from being involved in the project.

1. [Financial Partner] – New Partnership

- Nature of Partnership: Provides direct financial support through grants and sponsorships to sustain program delivery and outreach.
 - Benefits to Partner:
 - o Visibility through co-branding on educational materials and events.
 - o Demonstrated commitment to community development and learning.
 - o Positive alignment with corporate social responsibility (CSR) objectives.
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2. [Educational / Academic Partner] – Existing Partnership

- Nature of Partnership: Nature of Partnership: Work in collaboration with professors of history who contribute their expertise to the design and delivery of learning materials. They provide subject-matter knowledge, assist in peer review to ensure academic accuracy, and help extend distribution through their academic and professional networks.
 - Benefits to Partner:
 - o Enhanced reputation as a thought leader in the field.
 - o Providing academic, professional, and fact-based information to the general Canadian Society to instill a balanced and civic based bases of understanding Canada and Confederational evolution
 - o Strengthened outreach to communities, citizens and institutions.
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3. [Community / Non-Profit Partner] – New Partnership

- Nature of Partnership: Supports grassroots outreach, translation/adaptation of materials for diverse audiences, and direct engagement with target communities.
 - o Access to high-quality resources for their membership.
 - o Amplified impact through broader distribution channels.
 - o Strengthened credibility through association with a large-scale initiative.
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4. [Corporate / Technology Partner] – New Partnership

- Nature of Partnership: Supplies technical platforms (e.g., web hosting, analytics tools, video conferencing) and promotional support.
- Benefits to Partner:
 - o Opportunity to showcase their products in a high-profile educational project.
 - o Increased brand recognition among thousands of engaged learners.
 - o Direct association with innovation and knowledge-sharing.

C – REACH: Organization and project’s capacity to reach a wide and diverse audience (Maximum 1500 words)

C1. Who are the intended participants/clients/users of the project? How will this project reach diverse communities in Canada?

The intended participants, clients, and users of this project include a broad cross-section of Canadians—students, educators, lifelong learners, history enthusiasts, and members of the general public who are interested in gaining a deeper understanding of Canada’s formation and development as a nation. The video series is designed to be accessible, engaging, and informative for people of all ages and backgrounds, with particular attention paid to ensuring it reaches diverse communities across Canada, including Indigenous peoples, Francophones, new Canadians, and residents of rural, northern, and remote regions.

To achieve this, the series will be hosted and distributed nationally through our well-established websites—canadahistory.com, canadahistory.ca, and canadahistorysociety.ca—which serve as widely visited platforms for historical content and educational resources. These sites have a proven track record of reaching large and varied audiences across the country and internationally. In addition, the series will be featured across our social media platforms, including YouTube, Facebook, Instagram, and X (formerly Twitter), where we can tailor content to reach specific demographic groups and generate engagement through multimedia teasers, episode highlights, and interactive features.

A central component of our outreach strategy is to target educational institutions, including primary and secondary schools, post-secondary institutions, and adult learning programs. We will provide teachers with downloadable guides, lesson plans, and discussion questions tied to the curriculum, making the series a valuable classroom tool. By collaborating with school boards, educators, and educational networks, we aim to stimulate critical discussion among young Canadians, helping them understand the roots of Canadian federalism, the regional dynamics of Confederation, and how the country’s early choices continue to shape its present-day society.

We also intend to engage youth through digital-first storytelling, using short-form video content, social media campaigns, and podcast excerpts designed to spark interest and drive traffic to the full series. Special efforts will be made to ensure representation in the storytelling, both in terms of historical content and contemporary voices, to reflect the diverse realities of Canada’s population and encourage inclusive dialogue about our shared past.

In doing so, the project will not only inform but also invite participation, encouraging Canadians from all walks of life to reflect on the significance of Confederation and Canada’s evolving identity. By leveraging multiple digital platforms, targeted outreach, and educational integration, the project aims to ensure this history reaches every corner of the country, fostering greater historical awareness and civic understanding among current and future generations.

C2. What are the estimated figures for reach / distribution? (Number of participants reached, Google Analytics, number of learning materials produced, etc.)

Estimated Reach / Distribution

Number of Participants Reached (Direct & Indirect):

(250,000 – 300,000 (through events, campaigns, and outreach activities))

Google Analytics – Website & Online Learning Portal Traffic:

Unique Visitors: - 150,000 – 180,000

Page Views: - 400,000 – 500,000

Average Session Duration: - 3–4 minutes

Learning Materials Produced:

Online Modules & Courses: - 10–15

Guides / Toolkits / PDFs: - 5–10

Videos / Multimedia Resources: - 10–12

Total Learning Materials: - 25 - 37

Engagement Metrics:

Newsletter Subscribers / Mailing List Reach: - 10,000 – 15,000

Social Media Reach (all platforms combined): - 200,000 – 250,000

Average Engagement Rate: 5–7%

Workshops / Events (Virtual & In-person):

Sessions Hosted: - 10–20

Average Attendance per Session: - 300–500

Total Event Participation: - 3,000 – 5,000

C3. Explain how the project will be available to participants/clients/users in both official languages.

The project will be fully accessible to participants, clients, and users in both of Canada’s official languages—English and French. All elements of the video series will be produced with complete bilingual support, including narration, subtitles, and accompanying on-screen text. Viewers will have the option to watch each episode in either English or French, ensuring that the content is inclusive and accessible to audiences across the country, including Francophone communities in Quebec and other provinces.

In addition, all website placements—on canadahistory.com, canadahistory.ca, and canadahistorysociety.ca—will be available in both official languages. Users will be able to navigate, read, and engage with the content in their preferred language, including background materials, episode descriptions, and supplementary resources. This bilingual approach reflects our commitment to promoting Canadian history in a way that respects and reflects the linguistic duality of the country, and ensures that the series reaches and resonates with all Canadians, regardless of language.

C4. Describe the marketing and communications strategies for the proposed project.

The marketing and communications strategy for the proposed project is designed to ensure broad national reach, targeted audience engagement, and sustained visibility across multiple platforms. The core objective is to connect Canadians of all backgrounds—students, educators, history enthusiasts, and the general public—with the new video series on Confederation and Canada’s expansion westward and northward, using a combination of website placement, social media marketing, educational outreach, and media partnerships.

Website Placement

A cornerstone of our strategy is the prominent placement of the video series across our suite of established websites:

CanadaHistory.com

CanadaHistory.ca

CanadaHistorySociety.ca

These sites attract tens of thousands of unique visitors annually and serve as trusted destinations for historical content, research, and educational resources. The series will be featured on the homepages with dynamic banners, embedded video players, and dedicated landing pages for each episode. These pages will also include downloadable educational materials, background information, and suggested discussion topics to further engage users and encourage deeper exploration.

SEO optimization will ensure the series ranks highly on search engines for relevant terms (e.g., “Canadian Confederation,” “British Columbia 1871,” “Canada history series,” etc.), increasing organic traffic from researchers, educators, and students.

Social Media Placement

Social media will play a critical role in reaching diverse demographics, particularly young Canadians and mobile-first audiences. We will leverage the Canada History Society’s active presence on platforms such as:

- YouTube – The primary video distribution hub, featuring full episodes, trailers, and short-form clips optimized for easy sharing and mobile viewing.
- Facebook – Used to reach a broader, cross-generational audience with behind-the-scenes content, episode highlights, historical trivia, and discussion prompts.
- Instagram – Visually-driven posts and stories will feature key quotes, archival imagery, short video teasers, and calls to action.
- X (formerly Twitter) – Real-time engagement, historical facts, and thought-provoking discussion threads to promote each new episode and connect with educators, media, and cultural institutions.
- TikTok (optional expansion) – Short, punchy clips or summaries tailored for younger audiences, featuring engaging storytelling and key historical moments.

All content will be created in both English and French, with subtitles and captions for accessibility, and scheduled strategically to coincide with relevant anniversaries, educational seasons (e.g., back-to-school), and national observances (e.g., Canada Day, Indigenous Peoples Day).

Cross-Promotion and Partnerships

We will pursue partnerships with educational organizations, school boards, universities, libraries, and museums to promote the series through their networks and newsletters. Targeted outreach to media outlets, academic blogs, and Canadian history influencers will help amplify awareness.

We also plan to issue press releases and conduct media interviews with participating historians and creators to further promote the series and highlight its relevance to ongoing national conversations about history, identity, and reconciliation.

Email and Community Engagement

Existing newsletter subscribers across our websites will receive dedicated email campaigns featuring:

Series announcements

Episode releases

Educational content bundles

Invitations to online discussions or webinars

This approach keeps engaged users informed and encourages them to share the content with their networks.

By combining strong digital presence, bilingual content, and targeted outreach to educators and history-focused communities, our marketing and communications strategy ensures that the video series is widely accessible, educationally valuable, and culturally impactful—reaching audiences across Canada and beyond.

D – FINANCIAL AND MANAGEMENT CAPACITY: Organization’s ability to carry out the project

(Maximum 1000 words)

D1. Describe the organization’s financial and management capacity (e.g.: senior project staff, board members, special committees, private/public partners, organization chart, etc.).

The Canada History Society has a well-established financial and management structure with a proven track record of successfully planning, producing, and delivering high-quality, nationally relevant historical programming. Our capacity to execute projects of this scale is demonstrated by the successful completion of previous initiatives, including the recent British Columbia and Confederation video series, as well as our ongoing podcast catalogue covering a wide range of Canadian history topics, all of which have been produced and distributed through our dedicated platforms and media channels.

The Society is led by an experienced team of senior project staff, including producers, researchers, historians, and content developers who oversee every stage of project development—from concept planning and research to production, post-production, and national distribution. Oversight is provided by a committed Board of Directors composed of professionals with backgrounds in education, media, finance, and historical scholarship, ensuring sound governance and accountability.

The organization benefits from a flexible project management model that includes the creation of special advisory committees for key initiatives, composed of subject matter experts and academic advisors who contribute to content accuracy, narrative development, and interpretive integrity. We regularly collaborate with both public and private partners, including educators, institutions, cultural organizations, and individual scholars such as Dr. Barry Gough, Greg Scott, and Dr. Charles Maier, to strengthen the academic foundations and public engagement of our work.

Financially, the Society operates with a responsible and transparent budgeting process, maintaining strong internal controls and compliance with reporting obligations. Our long-standing digital presence—including canadahistory.com, canadahistory.ca, and canadahistorysociety.ca—demonstrates our ability to not only produce but also sustain, host, and promote large-scale historical content nationally.

In short, the Canada History Society possesses the professional expertise, administrative infrastructure, and financial management experience necessary to ensure the successful execution of this proposed project.

D2. Describe the organization’s contingency plan for this project if the full amount requested from the CHF is not received.

If the full amount requested from the Canada History Fund (CHF) is not received, the Canada History Society has a clear contingency plan in place to responsibly adapt the project while preserving its core educational and historical objectives. In such a scenario, we would implement a vastly scaled-back version of the video series, reducing the number of produced episodes from ten to a smaller, more focused selection—likely three to five key episodes—highlighting the most critical moments in the Confederation process, such as the 1867 union, British Columbia’s entry in 1871, and the westward expansion.

Production values would remain high, but scope, travel, and on-site filming would be limited to essential interviews and archival content, possibly relying more on voiceovers, animations, and existing materials. The accompanying educational resources and website integration would still be delivered but in a more concise format.

Alternatively, if even a scaled-down version proves unfeasible within the available funding, the organization would be prepared to postpone the project and seek additional funding from alternate sources—including private sponsors, public heritage grants, or philanthropic partners—with the goal of delivering the full scope of the project at a later date.

Throughout, we remain committed to maintaining the integrity of the project's content, bilingual accessibility, and national relevance, even in a limited or deferred form.



Canada History Fund | Annex A

CONFLICT OF INTEREST

To enhance public confidence in the integrity of public office holders and the public service, the government has issued the Conflict of Interest and Post-Employment Code for Public Office Holders. In order to ensure that safeguards are in place to prevent conflict of interest by former public office holders, applicants for contributions shall provide answers to the contributor on the following questions.

Do you presently employ, in your organization, a former public office holder who left the federal government in the last twelve months and who was at a senior manager level or above while in public office? (required)

Yes No

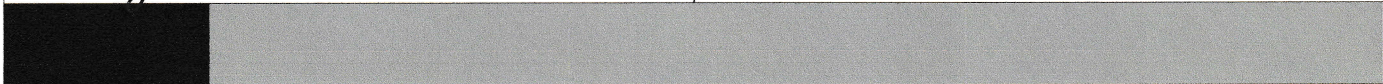
Organization Name (required)
Canada History Society

Name of the person designated to sign (required)
Greg Scott

Title (required)
Managing Director

Signature of the person designated to sign (required)

Date (YYYY-MM-DD)
2025-09-12





Canada History Fund | Annex B

SIGNING AUTHORITY

The present provides confirmation of the person(s) authorized by the organization to sign documents related to the current application, such as the funding application, contribution agreement, related reports or other documents. If the organization's Statutes and By-laws require two signatories, ensure that both names are listed.

The applicant's Board of Directors has confirmed that the following person(s), member(s) of the Board or staff member(s) of the organization's management, is (are) authorized signing authorities with regard to this funding application (General Application Form and Annex A) and an agreement with the Department of Canadian Heritage, and with regard to any related matters.

Name and title of the person(s) designated to sign:

Name (required)
Greg Scott

Title (required)
Managing Director

If the statutes and by-laws require two signatures at all times, please complete the following.

Not applicable Yes, is applicable

Name and title of the person designated to sign:

Name (required)

Title (required)

Canada History Fund | Annex C

CHECKLIST

To be eligible for funding, an application must be complete. Please use the checklist provided here to ensure that your application contains all the required documents and include this sheet with your application.

All applications must include:

- The Signed and Completed *General Application Form*
- The Completed *Canada History Fund Application Questionnaire*
- The Completed Budget (including other sources of funds: in-kind, etc.)
- A copy of the most recent audited financial statements for the organization for requests of greater than \$100,000 (with the exception of universities)
- A list of the current Board of Directors or Council members of your organization
- If the application involves a consortium of partners, also include letters of support from these partners. These letters should outline the different roles of the partner groups and attest to the fact that the applying organization is authorized to apply on their collective behalf
- The conflict of interest disclosure form signed – *Annex A*
- The signing authority form signed if the contact person for the project is not the President or the responsible member of the Board of Directors – *Annex B*

If you have not applied for funding from the Department of Canadian Heritage within the past 4 years, the application must also include:

- Proof of the legal status of the organization (patents letters, copies of not-for-profit registration and incorporation papers or proof of pending status)
- A copy of the by-laws (Constitution)
- A copy of the most recent annual report or any other publication that profiles the organization, such as a newsletter or brochure

Please submit your completed application package to: fhc-CHF@pch.gc.ca.