

**Canada in the Classroom**  
**Notes to Accompany PowerPoint Presentation**  
**(Given at the Canadian Consulate in Denver in September 2005)**  
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**Slide #1 – Canadian Studies in the U.S.**

This power point presentation will introduce you to Canadian Studies in the U.S. and to the rationale behind international education in the U.S. It will orient you to the Canadian Studies “community” and answer the question, “Why study Canada?” In addition, the presentation will provide a quick overview of Canadian-American history and the *Linking: Connecting Canadian History to the U.S.* curriculum modules available on the **K-12 STUDY CANADA** website.

**Slide #2 – Sputnik 1**

In 1957, at the height of the Cold War, the Soviet Union launched the first artificial satellite – Sputnik 1. Its launch kicked off the Space Race but, more important to this discussion, the U.S. responded by setting in place a reform movement in science and international education. Millions of dollars were immediately poured into scientific research and international education and the U.S. Department of Education’s International Programs were created. (The largest increase in funding in international programs since that time came after 9/11.) The U.S. defined international education as critical to global competitiveness and to the peaceful resolution of conflict. And, as our world shrinks in size, international studies is increasingly relevant.

**Slide #3 – Map with National Resource Centers**

One of the many federally-funded international programs are the Title VI programs whose mandate is to increase international studies content in teaching and research not only at the level of higher education, but also with the general public, business, media, the government, and for K-12 educators. There are over 100 National Resource Centers nationwide but *only two* National Resource Centers for the Study of Canada in the U.S. (although there are many Canadian Studies Centers at universities in the U.S., only two consortia have the mandate and staff expertise to support extensive outreach). These two consortia NRCs are there to provide educators with curriculum materials, training, and expertise in Canadian Studies.

**Slide #4 – Northeast National Resource Center**

The Northeast National Resource Center is a consortium of three universities – University of Maine, University of Vermont, and the State University of New York at Plattsburgh. Given the Northeast National Resource Center’s proximity to Québec and Atlantic Canada, the NRC offers institutes to both those locations for educators. (See their sites for institute and registration information.)

**Slide #5 - Northeast National Resource Center Publications**

*Teaching Canada* is published annually by the Northeast National Resource Center. It includes a number of articles by Canadian and American experts in the field and is written specifically for an American audience of K-12 teachers. The textbook, *O Canada*, is the only text written for American educators at the elementary level.

**Slide #6 – Northwest National Resource Center**

The Northwest National Resource Center is a consortium of two universities – Western Washington University and University of Washington. The STUDY CANADA Summer Institute for K-12 Educators has been offered for the past 27 years at WWU but, beginning in 2006, given the proximity of the NRC to the Canadian border, the program will be subtitled *The*

*British Columbia Experience: From the 5 Themes of Geography to the 2010 Olympics* and will be held in Vancouver and Whistler. (See <http://www.wvu.edu/depts/castudies/k12studycanada/scsi.shtml> for information.)

### **Slide #7 – Northwest National Resource Center Publications**

The Northwest National Resource Center bi-annually publishes *K-12 STUDY CANADA*, a curriculum development flyer that features a content piece suitable for teaching and accompanying resource guide. The Northwest NRC has also written a textbook specifically for American educators that is suitable for middle/high school use called, *Canada: Northern Neighbor (now offered in its 2nd Edition)*. It includes concise comparisons between systems of government in Canada and the U.S., geography, history, etc., and portions of the text are accessible online at:

[http://www.wvu.edu/depts/castudies/k12studycanada/northern\\_neighbor.shtml](http://www.wvu.edu/depts/castudies/k12studycanada/northern_neighbor.shtml).

### **Slide #8 - The World Today Series: Canada**

The only other publication written specifically for American educators/students is *The World Today Series: Canada*. It is updated annually and offers the most current information on Canada's government, politics, current events, etc.

### **Slide #9 – Canadian Studies Organizations**

These are Canadian Studies organizations in the U.S. and abroad that may offer further resources on Canada. While several are primarily intended to assist academic research on Canada, they sometimes offer resources or workshops for K-12 teachers.

### **Slide #10 – Canadian Government in the U.S.**

The Canadian Embassy and 19 Consulates in the U.S. exist to promote the Canada-US relationship. Much information on the Canada-U.S. relationship and current issues can be found on their websites. Also, the Canadian Consulate near you can be contacted to provide speakers or hold special events that teachers can take advantage of. Visit <http://www.dfait-maeci.gc.ca/can-am/washington/menu-en.asp>. There are also 6 Québec government offices in the U.S. with similar mandates to make resources available for you. Visit <http://www.mri.gouv.qc.ca/usa/en/>.

### **Slide #11 – Canadian Embassy and Consulates**

This map shows where the 19 Canadian Consulates are located.

### **Slide #12 – Why Study Canada in the US?**

*Why are there National Resource Centers for the Study of Canada and so many organizations dedicated to Canadian Studies in the U.S.? What is the value of bringing Canada into the classroom?* There is no better country that can be used to compare and contrast with the U.S. than Canada. Studying Canada allows our students to get to know themselves better as Americans, including their government, their social values, their ideologies, etc. via comparison. The two countries have parallel yet distinctly different histories that ultimately challenge students to critically evaluate values that shape American laws and policies. The following series of slides look at how our histories are interwoven.

### **Slide #13 – World Map**

First, in terms of landmass, Canada and the U.S. are the second and third largest countries in the world with the longest bi-national border. Both were inhabited some 12-24,000 years ago by Indians who made their way to North and South America via the Bering land bridge during the ice age. About 4,000 years ago both countries were peopled by the Eskimo or Inuit who came via the same route (only in boats or on ice flows as the land bridge was no longer there) and populated Alaska, Canada, and Greenland.

About 500 years ago Europeans from Portugal, Spain, England and France identified two new continents they had not previously been aware of and about a hundred years later, the English and French began to settle in the North America. The English-speaking people created the first permanent settlement in Jamestown in 1607 and the French the first permanent settlement in Québec City in 1608. Canada and the US were settled within a year of one another.

The patterns of settlement in the two countries from the Indians to the Eskimo/Inuit to the first Europeans were pretty much the same. And, in the 400 years since, hundreds of thousands of North Americans have migrated north and south of the border, due to various political circumstances, interweaving our histories and accounting for some of the largest migratory movements in the world.

#### **Slide #14 – Migrations North to Canada**

One of the first major migrations from South to North was the approximate 3,000 former slaves who moved North during the American Revolution for land and freedom. Later, during the War of 1812, another couple of thousand former slaves came North for the same reasons and, during the Underground Railroad movement in the 19<sup>th</sup> century, more than 30,000 African-Americans went North on the Underground Railway to flee slavery and find freedom.

#### **Slide #15 – Acadian Expulsion (Migration South to the US)**

France founded the first permanent settlement of New France in 1608 in Québec City. At the same time, another French settlement was taking place on farms by “Acadians” in the Atlantic Provinces, particularly Nova Scotia. Just before the American Revolution, and before England conquered New France, the British exiled about 30,000 Acadians out of the Maritimes by taking over their lands. A couple of thousand of these Acadians made their way to Louisiana, another French settlement, and are the ancestors of the Cajuns—“Cajun” being a derivative of “Acadian”.

#### **Slide #16 – United Empire Loyalist Migration North to Canada**

The British conquered New France in 1759 while, just a few years later, the American Revolution took place south of the “Canadian” border. Many Americans, wishing to stay loyal to the ground (“Tories” as they were called in the U.S.) made their way to what is now known as Canada. Some brought their slaves with them, while other African-Americans came on their own being promised free land. These 35,000-40,000 Americans—both white and black—are virtually the first English settlers in the new English colony of Canada.

#### **Slide #17 – Franco-Americans/“Draft Dodger” Migrations**

In the later part of the 19<sup>th</sup> century about 1 million French-Canadians migrated South of the border. The French were running out of farmland in Canada and wished to take advantage of the industrial revolution occurring in the U.S. and found factory jobs in New England. Today, 5 million Franco-Americans in New England trace their roots back to this migration.

And, most recently, somewhere between 50,000 and 100,000 Vietnam “draft dodgers” or conscientious objectors, depending on your perspective, left the U.S. for Canada to avoid going to war.

Given the incredible parallels in our histories, and the massive migrations of peoples back and forth across the border, our histories and peoples are well integrated. Given this, it is fascinating to note that despite the on-going cross-border “pollination”, each country has

developed a very distinct national identity, set of values, ideology, governance structure, etc.

The next series of slides will consider a few of these differences.

### **Slide #18 – Canada-U.S. Differences**

Read over this slide and note the many values/decisions/laws Canada has enacted that the U.S. has not and consider some of the ideological differences between the two countries.

When these differences are pointed out, students cannot simply say, 'sure, but it is because they are *foreign*.' By incorporating Canada into the classroom you will essentially challenge student thinking about those structures, policies, values that they take for granted and, in so doing, broaden their concepts of who they are as Americans.

### **Slide #19 – Cross-Border Issues**

These ideological differences also translate into very different approaches towards trade, management of natural resources, tariff laws, etc. and sometimes create tensions between the two countries that have to be dealt with by politicians, law makers and the public. For example, U.S. Congress is now making a decision about drilling in the Arctic National Wildlife Refuge – a decision Canada says challenges an earlier treaty made by the two countries regarding protection of the Porcupine Caribou that migrate across the Yukon-Alaska border. Also, for the last 20 years, the two countries have been battling about softwood lumber trade and whether or not Canadian softwood imports should be subject to tariff. And, just recently, Canadian beef was not allowed into the U.S. due to fear of "mad cow" disease.

If our students today do not have a solid sense of North American history and the very different societies into which each nation evolved, they will not be prepared in the future to effectively deal with critical cross-border issues. To better prepare our students to be successful professionals, civic leaders, and knowledgeable voting citizens, they must have, at the very least, a basic knowledge of Canada and its relationship with its northern neighbor.

### **Slide #20 – Circumpolar North**

There are also new concerns about the Circumpolar North that today's students must be prepared to address. Climate change and environmental impact in the North, the thawing of the Northwest Passage (a major potential trade route), and the growing efforts for self-determination by aboriginal people in the region are all causing the North to be the next critical arena in foreign affairs. In order to deal with emerging problems, students on both sides of the border must have a solid understanding of one another and the relationship between our two countries.

### **Slide #21 – Canada-U.S. Border**

Cross-border trade, travel, and migration have only increased in the last 50 years. Today at least 2 million people cross the border annually to work, visit, or shop. Canada and the U.S. are one another's largest trading partners with almost 90% of Canadian exports going to the U.S. and about 25% of U.S. exports going to Canada. Again, this trade relationship depends on the effective resolution of trade disputes and business leaders and politicians who understand the history, culture, and differences between our two nations.

### **Slide #22 – Linking Canada to the U.S.**

In binders that were distributed to you today (or on the K-12 STUDY CANADA website at <http://www.wvu.edu/depts/castudies/k12studycanada/>) there are a series of curriculum

modules with teaching content written specifically for American educators and students. The modules make many references to our shared histories and the following slides will introduce you to each of them.

### **Slide #23 – Map of World**

The first module in *Linking* is simply a list of geography points comparing Canada and the U.S. that set the countries in a context of world geography. This section also has several pages of statistics and information on Canadian geography such as the provinces and capitals, the landmass of each province/territory, the population of each, etc. These are extremely useful when creating fun comparative exercises with your students so that they can get “a picture” of Canada. All of these figures are from Wikipedia so that you can add information from your own state to use for comparison.

(A few geographic points of interest:

- Canada and the U.S. are the largest countries in the world after Russia, which is almost double their size.
- The U.S. has 50 states and Canada 10 provinces and 3 territories the newest being Nunavut.
- Victoria to St. John’s is about 5,000 miles or the same distance as St. John’s to Moscow. And Toronto (equal in latitude to northern California) is as far from the northern tip of Ellesmere Island as it is to Bogotá, Columbia.
- Nunavut is the largest province, state or territory with Alaska being the next largest in size; Prince Edward Island is the smallest province or territory in Canada but Rhode Island is less than a quarter the size of PEI.
- Washington DC is the capital of the U.S.; and Ottawa the capital of Canada.)

### **Slide #24 – Population: Canada vs California**

There are just over 30 million people in Canada and almost 300 million in the U.S. Canada’s population is smaller than that of California. About 75-80% of Canadians live within a hundred

miles of the Canada-US border with less than 1% living in the territories.

### **Slide #25 – Rideau Canal**

Canada boasts the longest skating rink in the world. The Rideau Canal, a canal about 120 miles in length, has about a 6 mile length of maintained ice rink used much like a sidewalk in winter for people to get to work.

### **Slide #26 – Symbols of Canada – The Beaver**

Next in the section on links in your binder (or accessible on the website) the three symbols of Canada are presented – the national animal, national anthem and flag. Symbols are an excellent way to see differences between the two countries at a glance and to get to know something of national values. Consider the difference between the beaver and the eagle as our two national animals....

*America has the majestic eagle; Russia the mighty bear, Great Britain gives equal time to the ferocious lions and stubborn bulldogs – we chose a rat. A health rat, I grant you. A clean living, outdoorsy, industrious and unusually clean rat – but a rat for all that.*

**(Arthur Black, *Ontario Living*, 1986)**

*Canadians and Americans want a lot of the same things, but the basic difference is that the United States was born of revolution and Canada was not... You also do not have this impulse to soar higher in terms of prosperity and power. Canada is one of the few countries that does not have some rapacious animal as its national animal. It*

*has a constructive animal, the beaver, which will not even bite your finger unless it is backed into a corner.*  
**(Tom Wolfe, *Maclean's*, 1987)**

The beaver became Canada's national animal in part due to the Canada-U.S. relationship. As you can see on this slide, the beaver is a critical part of Canadian identity and culture since Canada's founding had everything to do with its tremendous resources in beaver pelts. You can see here the beaver on the Canadian stamp, the nickel, the logo for Parks Canada and on business signage. In fact, the very first Canadian stamp was of a beaver (1851) – the first stamp in the world to have an animal on it.

The beaver became Canada's national animal, officially, in part due to events going on south of the border. Apparently New York was making plans to adopt the beaver as its state animal. When word got out to Canadians, there was a huge push to get the beaver passed in Parliament—in fact 10,000 letters were sent from Canadians to the government urging them to push the legislation through.

### **Slide #27 – The Beaver and Uncle Sam**

In this illustration the beaver represents Canada, victimized by the powerful U.S. And a sample of one of the letters from a Canadian to the government, urging the government to push through the legislation to make the beaver the official national animal of Canada, also illustrates this sentiment:

"It would be a sad day indeed when that noble creature – the Beaver falls victim to U.S. hands," read one letter, "not content with having depleted Canada of most of her resources, those damn Yanks are now after her beaver . . . I greatly admire your stand in defending that poor, helpless creature" (*The Canadian Beaver Book*).

Due to the incredible support of the Canadian public, Bill C-373 was put through again and passed in 1975. (The eagle became the national animal of the U.S. in 1782.)

### **Slide #28 –The US National Anthem & the War of 1812**

The national anthem also says much about our relationship. The American anthem was a poem written during the War of 1812 between Canada and the U.S. and so is a result of the relationship between the two countries. Sir Frances Key Scott, taken prisoner on a British ship during the war and in Fort Henry, was so delighted to wake up one morning and see the American flag still flying that he wrote a poem that later became the national anthem.

The Canadian national anthem wasn't inspired by quite such dramatic events. *O Canada*, the official national anthem, was adopted in 1980 and also written by a lawyer/poet. Prior to that, the unofficial national anthem was *The Maple Leaf Forever*. This was also written as a poem in 1867 when the country was founded. There was a patriotic contest and a school teacher, Alexander Muir, while walking with a friend in Toronto was discussing ideas for a theme for a poem to submit. A maple leaf fell on his friend's coat and when he couldn't shake it off he said, "that's it – write about our national symbol, the maple leaf!" Muir did and won the contest.

The *Star Spangled Banner* became the national anthem in 1931 and *O Canada* became the Canadian national anthem in 1980.

### **Slide #29 – The National Flag**

The U.S. adopted the Stars and Stripes as its flag in 1777. Canada has only had theirs since 1965. Before then, Canada used the British Union Jack. There was a major battle in Canada

to get a new flag called "The Great Flag debate." The country was torn between those who wanted to keep the Union Jack as a symbol on the new flag and those who wanted a distinct flag for Canada with no colonial symbolism. The Maple Leaf design won with flying colors—with the maple as a nice organic symbol signifying both French and English Canada.

### **Slide #30 – Systems of Government: Parliament vs Congress**

The first *Linking* module compares Canada to U.S. government. The module discusses how there are now four official federal parties in Canada while the U.S. has two and that the U.S. president and vice-president are voted in directly by the people whereas in Canada a party is voted in and the head of that party becomes the leader of government. Therefore, the prime minister is more an "equal among equals." The head of state in Canada is still the Queen as represented by the governor general.

The slide depicts a major difference between the two government structures. In Canada the governing party sits across from the official opposition. This creates a more contentious relationship than does the structure of Congress where all members sit where they wish (therefore more individually oriented versus party-oriented) and in a semi-circle. In fact, the distance between the governing party and the official opposition in Canada is, apparently, two and a half sword lengths so that one lunge alone will not have a life-threatening impact on one's opponent!

### **Slide #31 – The Mounties**

The Mounties are also a key symbol in Canada – the only police force in the world where its members are considered heroes – and, their history once again ties Canada to U.S. history.

In brief, at the end of the 19<sup>th</sup> Century, American wolfers came over the border and, while in Canada, massacred about a dozen Indians at Cypress Hills in the prairies. In response, and in an effort to protect the Indians from alcohol and other abuses imposed by the Americans, Prime Minister John A. Macdonald created a police force to bring law to the West. The Northwest Mounted Police did indeed not only protect the Indians but also the sovereignty of Canada by keeping an eye on the border.

Even their name was impacted by the Canada-U.S. relationship. Macdonald wanted to call the force the Mounted Rifles but when the U.S. heard this, they threatened to put an armed force along the border as the name sounded so military. Instead, he called them the Northwest Mounted Police which was later changed to the Royal Canadian Mounted Police by recognition of the King.

And, finally, it was Hollywood that made the Mounties famous.

### **Slide #32 – Early Exploration**

This *Linking* module doesn't have as much to do with the Canada-U.S. relationship as with parallels in the founding and settlement of the two countries. The module sums up not only the major explorers and their interesting contributions to settlement but also to the founding of tremendous resources that impacted how each country developed.

### **Slide #33 – Québec**

Québec history is very much tied to North American history. New France and the Thirteen Colonies were founded at the same time – within a year of each other – and yet the Thirteen Colonies had 2 million settlers at the time that Britain conquered New France while New France had only 60,000 settlers. Those 60,000 are the ancestors of the 7 million-plus Québécois today since virtually no more immigrants came from New France after the

Conquest. Today the Québec license plate reads, "*Je me souviens*" or "I remember" referring to the Conquest of New France in 1759.

### **Slide #34 – St. Pierre and Miquelon**

There are still two tiny remnants of New France in North America today that few students know about – St. Pierre and Miquelon. These two islands are about a 2-hour ferry ride from Newfoundland but are French – the license plates are French, the currency, the radio station, etc. St. Pierre and Miquelon are a curious reminder of the long and integrated history of the French in North America.

### **Slide #35 – Black History in Canada**

This module connects the history of Blacks in the U.S. to their history north of the border. As mentioned earlier in the presentation, there were three major historical events in North America that drew about 35,000 Blacks to Canada solidly linking our histories and peoples.

### **Slide #36 - Asian Pioneers in Canada**

This module discusses the Chinese, Japanese and South Asian immigration and migration movements in the Pacific Northwest and Western Canada. The Chinese first migrated to the U.S. where they assisted with services needed during the gold rush and completion of the railway. When the gold rush ended and the railway was complete, a head tax was imposed and many Chinese went to Canada to work in the same industries. The Japanese came to the West Coast of both countries to work as fishermen and in agriculture. Both countries interned thousands of Japanese during World War II. South Asian immigration was more prevalent in Canada because India was also a colony of Great Britain. One of the most well-known and vital stories in Canadian history is that of the Komagata Maru. Canada cleverly "allowed" the South Asians to come as immigrants but only if they could get to Canada by "continuous passage." However, there was no such thing as continuous sailing from India to Canada at the time. One clever Sikh did find such an opportunity and brought about 400 South Asians with him on the ship the Komagata Maru. Yet, when the ship arrived in Vancouver's port, the men were denied entry.

The story of Asian immigration and migration on the West Coast links the histories and racism of the two countries.

### **Slide #37 – Map of Canada**

The next module is about Great Bear Lake (see arrow at the top of the slide) and the mining of the uranium that was transported from Great Bear Lake to a processing plant outside Ottawa (see arrow to right) where it was then sent to the Hanford nuclear site in Washington State (see arrow to left). This uranium was then processed into the plutonium used to create the first atomic bomb, "Little Boy," which was detonated in 1945 on Hiroshima, killing tens of thousands of people. This event links Canada to both the U.S. and Japan.

In the 1990's, the Dene people mined and transported the uranium without knowing what it was they were mining. When they had health officials check into the high incidence of cancer in their community, they not only learned that the ore was radioactive uranium but also what it was used for. In the late 1990s, a small delegation of Dene went to Hiroshima to apologize to the Japanese people for the role they had played – though unwittingly – in the city's destruction.

### **Slide #38 - Inuit and the North**



Following the *Linking* modules are several essays on the North and Inuit. The first essay is an overview of the Inuit in Canada and the four land claims that have just been settled.

There are about 45,000 Inuit in Canada and about 150,000 in the world. The traditional homeland of the Inuit is north of the tree line or the point after which trees no longer grow. Most of us have heard of Nunavut, the new Inuit territory created in 1999. Northern Québec is home to the second largest number of Inuit in Canada – about 10,000 Inuit live in Nunavik in Northern Québec. Part of the Northwest Territories as well as Newfoundland and Labrador are also home to a significant number of Inuit.

### **Slide #39 – Inukshuk**

The Inukshuk is a key symbol in Canada's north and is featured on the flag of Nunavut and of the other political Inuit regions in Canada. The Inukshuk is the name of the rock formation made in the North. Throughout the ages, everywhere on Earth, people have built rock formations. The most famous, of course, is Stonehenge in England. But according to an inukshuk researcher, it is *only in Canada* that the rock formations are not an extension of the human ego – that is, to celebrate war, death, etc. – but are a practical, though revered, symbol for signage. The inuksuit (plural of inukshuk) are used to find one's way in the North. Just recently the inukshuk was selected as the official symbol for the 2010 Olympics in Vancouver/Whistler.

### **Slide #40 – Nunavik**

Most of us have heard about the creation of the Inuit territory of Nunavut but few know about a land claims settlement that was made as a result of the James Bay and Northern Québec Agreement in the mid-1970s with self-governance issues being settled in 2005. Nunavik has just created its own governance structure that will soon go into effect. The module outlines the history of this movement which is particularly fascinating to those studying Québec. Again, Québec is home to the second largest number of Inuit (not surprising since the top third of the province lies above tree line).

### **Slide #41 – Whaling**

This module also links the U.S. to Canada to the North. Whaling deserves considerable attention when studying the North as that is what drew the Inuit and outsiders – the Europeans and Americans – into an intense inter-dependent relationship in the last half of the 19<sup>th</sup> Century, when the U.S. and Europe were in dire need of whale oil to light street lamps and for other products. The bowhead whale of the eastern arctic supplied much of this demand. In this slide you can see the 12"-18" layer blubber from which the oil could be rendered. The large photo shows a port in Maine where hundreds of barrels of rendered oil have been delivered from the North.

### **Slide #42 – Whale Bone**

The bowhead whale was a tremendous resource for whalebone. Behind the man in the photo are bundles of whalebone (baleen) that hang in the mouth of the bowhead whale. Up to 700 can be harvested from one bowhead. These were then manufactured and used for corsets, the stays in umbrellas, fishing rods, etc. – all of the products we now use plastic or spring steel for.

The whaling industry in Canada's eastern Arctic played a huge role in the history of the North and its people.

### **Slide #43 – Inuktitut**

This module on the history of the Inuktitut language illustrates how Inuit language and culture are very much integrating themselves into modern culture. Inuktitut syllabics – seen

along the right side of the slide – were created by a missionary in Canada’s North who derived the markings from *Pittman Shorthand*. The syllabics are now very much a part of Inuit culture. Most recently Inuktitut was the language of an award-winning film, *Atanarjuat (The Fast Runner)* and Inuktitut names (from mythological creatures) were just selected for the new moons just discovered around Saturn. This is the first time a name outside of the Greco-Roman tradition has been selected for an object in the solar system.

**Conclusion:**

I hope that this presentation has assisted you in your effort to internationalize your curriculum. I hope that you now have a better understanding of the history of international education in the U.S.; a rationale for the study of Canada in the U.S.; and an introduction to the history of North American migrations and other facets of the connected histories and events between these two countries. I congratulate you for your efforts to prepare your students for an integrated perspective of the North America that they live in. By including Canada in your curriculum, your students will be better prepared to be the leaders and informed citizenry that North America needs now and in its future. *Merci!*