



MAPLE RIDGE
MUSEUM

& COMMUNITY ARCHIVES



History Analysis

Primary Sources

What is a primary source?

A primary source is a document produced by someone who experienced the events that they are describing or an artifact from a specific time period. A secondary source is an interpretation written or created by someone who was not present during the events they are describing. Decide if each following object or document is a primary or secondary source.

	Primary or Secondary?
1. Thomas Haney's Cane	_____
2. The Diary of Nelson Lougheed	_____
3. The daughter of one of the passengers of the Komagata Maru telling their story	_____
4. Katzie projectile points dug up during an archaeological dig	_____
5. The portrait of Mary Florence Haney	_____
6. Interviews with a frontline veteran about the home front war efforts during WWII	_____
7. The oral traditions of Indigenous Peoples	_____
8. A history textbook	_____
9. A reproduction of a Kwantlen stone bowl crafted using their traditional techniques	_____
10. A photograph of the students at the Japanese kindergarten	_____
11. Digitized ad from a copy of the gazette from 1958	_____
12. A speech given by the Reeve (mayor) of Maple Ridge	_____
13. A biography of a Japanese internment camp survivor written by their best friend	_____
14. An autobiography of a WWI soldier written in the 1970's	_____
15. A shopping list from 1951	_____
16. A bylaw passed by the Maple Ridge Municipal Council in 1902	_____

How do we analyze a primary source?

Put the following steps in the correct order

Note: There is no "correct" way to analyze a primary source, this is just the most common way.

- Argumentation Step # _____

What is the argument that the writer/speaker/photographer making? What message are they ultimately trying to get across? How are they making their argument?

- Biases Step # _____

Every text will have biases. Ask questions about the text like: What is the writer/speaker/photographer not saying? Who are they excluding from the text? What are their motivations? What beliefs do they hold that are influencing their argument?

- Context Step # _____

Add as much context around the text as possible. Ask questions like: What was going on when this text was written? What events are being eluded to in the text? Who are some of the notable people of the time? Who is in office?

- Synthesis and Analysis Step # _____

Sum up what the text is saying and analyze it for use in your own work. Ask questions like: What can I use this source for? How can I use this source? What is this a good source for? What is this a bad source for?

- Who? What? Where? When? Why? Step # _____

Ask questions about the text like : Who is speaking? Who is the audience? What kind of text is it? Where is this text being written/delivered? When was it written/delivered? Why was it written/delivered?

Your Turn!

Examine the primary source below and answer the questions on this page and the following page.
Note: There may be some questions that you are not able to answer and/or questions that you will need to search online for the answer.

Recipes to suit the HOUSOLDIER'S BUDGET



THE housewives of Canada are the "Housoldiers", serving the Nation truly and well by providing appetizing and nourishing meals that protect and preserve the health of their families.

The recipes presented in this booklet are planned for the preparation of tasty treats which will add variety and nourishment to your daily menus. The majority include only those ingredients which, at time of writing, were obtainable at your grocer's. The few which contain ingredients now difficult to obtain, are included as being of value for special occasions, or at times when the required ingredients are available.

CROWN BRAND CORN SYRUP

This delicious syrup is extremely easy to digest. It is rich in Maltose and Dextrose, vital food elements for strength and sturdy growth. "Crown Brand" has a delightful flavour which will make the foods you prepare with its aid still more delicious.

KARO

A rich golden corn syrup which can be used in the same way and proportions as outlined for "Crown Brand". Many housewives prefer its different and distinctive flavour.

LILY WHITE CORN SYRUP

A clear white syrup, especially recommended for use in making jellies or candies, where its clear white transparency is desirable. Also a delicious and wholesome table sweet.

BENSON'S CORN STARCH

CANADA CORN STARCH

Famous throughout Canada for the purity and high quality which ensures perfect smooth results. Most reliable for any purpose for which corn starch is used in the home.

MAZOLA

THE IDEAL SALAD OIL

Unexcelled for making mayonnaise or salad dressings. Mazola is unequalled for deep frying or sauteing. Most economical to use, as it does not transmit the flavour or odour of one food to another—and so can be used over and over again.

The CANADA STARCH COMPANY, LIMITED - Montreal - Toronto
Canada's oldest and largest Manufacturers of products made from corn.



This booklet has been prepared with the purpose of guiding Canadian housewives in the Preparation of nourishing and economical meals, within the possibilities of a restricted budget. Many of the recipes included herein call for the use of one or more of the essential foods listed in Canada's Official Food Rules.

It is suggested that, in order to buy wisely and to serve healthful and appetizing meals, you should follow carefully the current releases by the Provincial and Federal Government Departments on the subject. These, in addition to interesting and informative articles by food experts, will be found in the cooking sections of our newspapers and national magazines.

Jane Ashley

CANADA STARCH HOME SERVICE DEPARTMENT
March, 1943

KNOW CANADA'S FOOD RULES Eat these foods daily

- MILK**—Adults, one-half pint. Children: more than one pint. And some cheese.
- FRUITS**—One serving of tomatoes daily, or of a citrus fruit, or of tomato or citrus fruit juices, and one serving of other fruits, fresh, canned, or dried.
- VEGETABLES**—[In addition to potatoes, of which you need one serving daily]—Two servings daily of vegetables, preferably leafy green, or yellow, and frequently raw.
- CEREALS and BREAD**—One serving of a whole grain cereal and four to six slices of Canada-approved bread, brown or white.
- MEAT, FISH, EGGS, etc.**—One serving a day of meat, fish or meat substitutes. Liver, heart or kidney once a week. Eggs, at least three or four weekly.

PLUS ANY OTHER FOODS YOU WISH
**Join CANADA'S
FOOD FOR FITNESS CAMPAIGN**

CONTENTS OF THIS BOOKLET

For your convenience the recipes and general information presented are classified in the following divisions.

CAKES	Page 2	VARIETY in VEGETABLES	Page 17
FILLINGS and ICINGS	" 4	BEVERAGES	" 18
COOKIES	" 5	CANNING and PRESERVING	" 18
PASTRY and PIES	" 6	RENDERING, CLARIFYING and USING FATS	" 19
CROWN BRAND and LILY WHITE SYRUPS for INFANT FEEDING	" 3	LUNCH BOXES	" 20
HOT BREADS	" 8	SANDWICH FILLINGS	" 20
DESSERTS	" 9	LEFT-OVERS	" 20
SPECIAL DESSERT SAUCES	" 11	FOOD and KITCHEN HINTS	" 20
SALADS and SALAD DRESSINGS	" 12	FOOD SUBSTITUTIONS	" 21
HOT SUPPER DISHES	" 14	EQUIVALENTS in WEIGHTS and MEASUREMENTS	" 21

TIMELY RECIPES which will help replace foods not being canned in wartime: Old-Fashioned Baked Beans—p. 15; Spaghetti with Tomato Sauce—p. 16; Cream Soups (see Thin White Sauce—p. 16); Canadian Pea Soup—p. 15.

MEAT SUBSTITUTES—Fish, eggs, cheese and milk (and other foods which do not, however, contain protein of such high quality as these) may be served in a variety of forms to replace meat dishes. These should be served in satisfying quantities, or in various combinations, to make up for the amount of meat or fish replaced. See Recipes: Welsh Rarebit—p. 16; Spaghetti and Macaroni Dishes—p. 14-16; Cream Soups—p. 16; White Sauce (with eggs or cheese)—p. 16; Canadian Pea Soup—p. 15.

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- Who wrote this? _____
- Who is the audience? _____
- What kind of text is it? _____
- Where is this text being written? _____
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Your Turn! (Cont'd)

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- What events are being eluded to in the text?

- Who are some of the notable people of the time?

- What argument is the writer making?

- How are they making their argument?

- What are their motivations?

- What is the writer not saying?

- What beliefs might the writer hold that are influencing their argument?

- Who are they excluding from the text?

- What would this be a good source for?

- What would this be a bad source for?

- Assuming that you are doing a project about the home-front war efforts during WWII, how could you use this source?

Examine the primary source below and answer the questions on this page and the following page.
Note: There may be some questions that you are not able to answer and/or questions that you will need to search online for the answer.

<p>ENGLAND</p> <p>Om Ni önskar Eder en lantgård vänd Eder till</p> <p>CANADIAN NATIONAL RAILWAYS</p> <p>Departments of Colonization and Agriculture</p> <p>vilken har upprättats i syfte att giva råd och hjälp åt nybyggare</p> <p>Varför köpa ERFARNHET med tid och pengar, när denna byrås tjänster erbjudas Eder kostnads- fritt? Det är vår önskan att Ni skall bliiva en nöjd bafast jordbruk- are i västra Canada.</p> <p>IMMIGRANTEN ÄR I DAG XR I MORGON VÄNNEN OCH GRÄNNEN</p> <p>Vilt land eller upparbetade farmar vilka hvar inspekterats och som rekommenderas av våra egna män erbjudas till salu till låga priser och på låtta villkor.</p> <p>— För underrättelser rörande västra Canada, lantköp eller ar- betshjälp, besök eller tillskriv</p> <p>ROOM 100, UNION STATION, WINNIPEG</p> <p>Behåll detta kort omsorgsfullt till dess Ni är redo att taga upp land.</p>	<p>HUNGARY</p> <p>AKAR-E FARMOT VENNI?</p> <p>Ha igen, ugy forduljon bizalommal a CANADIAN NATIONAL RAILWAYS</p> <p>Departments of Colonization and Agriculture</p> <p>mely társaság azon célból, alakult, hogy az új telepeseknek tanácsadé, felvilágosításal szolgáljon esetleg megvédje a hiábavaló keltsegtől.</p> <p>Miért akar, TAPASZTALAT nél- kül, esetleg kérára és fölsőleges idő pazarlással farmot venni?</p> <p>A mi kívánságunk hogy önnök jó- otthona és állandó telepele legyen e Nyugat Canadának!</p> <p>A MAI BEVANDORLÓ, HOLNAP BARÁT ÉS SZOMSZÉD LESZ</p> <p>Ugy megmunkálattalan, valamint megmunkált földjeiket a társaság szakértője vizsgálta meg s ajánljuk az új telepeseknek igen könnyű törlesztés mellet.</p> <p>Urban utatítás A nyugatti Canada, Ország települet, vagy, Munkára vonatközölg hivjon vagy Irjön.</p> <p>ROOM 100, UNION STATION, WINNIPEG</p> <p>Addig is míg farm vételre el határozza magát ezt a kártyát—jól—örizze meg.</p>	<p>POLISH</p> <p>Kiedy Pan masz zamiar osiąść na roli, proszę odwiedzić</p> <p>CANADIAN NATIONAL RAILWAYS</p> <p>Departments of Colonization and Agriculture</p> <p>kiedy założono w celu informo- wania i wspierania nowych osad- ników.</p> <p>Poco tracić własny czas i pieni- ądze na zdobywie DOŚWIADCZE- NIA, kiedy Panu bezpłatnie ofia- rują tą usługę? Naszem życze- niam jest, żeby Pan został zado- wolonym, stałym osadnikiem w zachodniej Kanadzie.</p> <p>DZISIEJSZY IMIGRANT, TO JUTRZEJSZY PRZYJACIEL I SĄSIAD</p> <p>Nieuprawnione ziemię i zagospo- darrowane farmy, które nasi wła- śni ludzie oglądneli i polecieli, a na sprzedaż po umiarkowanych cenach i na wygodne spłaty.</p> <p>Po informacje odnośnie Zacho- dniej Kanady, warunków osied- lania się na ziemi, lub zyskania pracy zgłaszajcie się lub piszcie:</p> <p>ROOM 100, UNION STATION, WINNIPEG</p> <p>Proszę zachować starannie tą kartkę, aż się Pan zdecyduje kupić ziemię.</p>	<p>UKRAINIAN</p> <p>Коли Ви хочете осісти на фармі, зайдіть до:</p> <p>CANADIAN NATIONAL RAILWAYS</p> <p>Departments of Colonization and Agriculture</p> <p>які засновано в цілі несення поради й помочи новим поселенцям</p> <p>Пощо тратити час і гроші на здо- буття ДОСВІДУ, коли Вам пре- дакладають що обслугу безплатно? Нашим бажанням є, щоб Ви ста- ли вдоволенні, постійним посе- ленцем в західній Канаді.</p> <p>СЬОГОДНІШНИЙ ІМІГРАНТ СЕ ЗАВТРИШНИЙ ДРУГ І СУСІД</p> <p>Невироблені землі або загоспо- дарені фарми, оглянені й припо- ручені нашими власними люди- ми, є на продаж по низьких цінах і на догдли сплати.</p> <p>За інформаціями відносно Захі- дньої Канади, земель на поселення, або праці, голосіться або пишіть до:</p> <p>ROOM 100, UNION STATION, WINNIPEG</p> <p>Зачовайте старанно сю карточку, доки не рішиться набути землю.</p>	<p>RUSSIAN</p> <p>Если Ви желаете поселиться на ферме, заходите в</p> <p>CANADIAN NATIONAL RAILWAYS</p> <p>Departments of Colonization and Agriculture</p> <p>который отдел учрежден с цели- ю подачи совета и помощи но- вым колонистам.</p> <p>Почему терять время и денги для достижения опыта, если Вам пре- длагают эту услугу бесплатно? Наше искреннее желание заключа- ется в старании удовлетворить Вас и сделать Вас постоянным жителем западной Канады.</p> <p>СЬОГДНІШНИЙ ІМІГРАНТ— НАШ ЗАВТРИШНИЙ ДРУГ— І СУСІД</p> <p>Необработанные земли или обра- ботанные фармы — которые бы- ли осмотрены и рекомендованы нашими людьми — имеются у нас на продажу по низким ценам и на выгодных условиях.</p> <p>За інформаціями касателно За- падной Канади, землі на поселе- ння, или служби приходите или пишіте:</p> <p>ROOM 100, UNION STATION, WINNIPEG</p> <p>Постарайтесь, задержавши его, обяве- ние, пока не решитесь купить землю.</p>
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