



MAPLE RIDGE  
MUSEUM

& COMMUNITY ARCHIVES



**H**

**istory  
Analysis**

**Primary Sources  
Answer Key**

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

# 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 # 3

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 # 4

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 # 2

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 # 5

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 # 1

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. The important elements that help us answer the questions are underlined in red.

## Recipes to suit the HOUSOLDIER'S BUDGET



**T**HE 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

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.


### CANADA CORN STARCH

### 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.



**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**

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

### 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
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PASTRY and PIES . . . . .	" 6	RENDERING, CLARIFYING and USING FATS . . . . .	" 19
CROWN BRAND and LILY WHITE SYRUPS for INFANT FEEDING . . . . .	" 3	LUNCH BOXES . . . . .	" 20
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**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? This pamphlet was written and distributed by the Canada Starch Company. Jane Ashley.
- Who is the audience? The intended audience was Canadian housewives.
- What kind of text is it? This is the introduction to a cookbook about rationing.
- Where is this text being written? It was likely written in Montreal or Toronto.
- When was it written? March 1943
- Why was it written? For the purpose of guiding Canadian housewives prepare budget friendly meals.
- What was going on when this text was written?

Canada had been fighting in WWII for 4 years. Food rationing started in 1942. Meat rationing started in 1943. Women started to take over traditionally male jobs so they had less time for cooking. Provincial and Federal governments were creating propaganda with the aim to change Canadian Diets to help the war effort.

# Your Turn! (Cont'd)

Examine the primary source on the previous page and answer the questions on this 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.

- What events are being eluded to in the text?

"Housesoldiers" given the time period is a reference to the Second World War.

"Now difficult to obtain" is a reference to the rationing that was happening at the time.

"Canada's Food for Fitness Campaign"

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

William Lyon Mackenzie King - Prime Minister of Canada, William Culham Woodward - Premier of BC, George VI - The King of the UK and of the Commonwealth

- What argument is the writer making?

The writer is essentially making the argument that even though rationing is in place and many households have a limited budget, the housewives of Canada can still feed their families.

- How are they making their argument?

They are making this argument by providing the housewives of Canada a number of recipes that are made with inexpensive and readily available ingredients.

- What are their motivations?

Their motivations are likely to garner support for the rationing that was happening in Canada, raise moral on the home front and aid in the home front war effort.

- What is the writer not saying?

There is no explicit mention of why rationing is taking place, no explicit mention of the war, no mention of the many women who are entering the workforce at this time.

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

They likely hold the belief that everyone is responsible for helping the allies win the war, it is written by a Canadian Starch Company which means they have an interest in selling their products.

- Who are they excluding from the text?

The entire book is from the perspective of white Canadians and only taking into account their staple foods. It is excluding non-white families who would have different dietary restrictions and staples.

- What would this be a good source for?

The entire book would be a good source for how white families worked around the restrictions of rationing during the second world war. It could also be a good source for telling us what was rationed and what was normally available during this period.

- What would this be a bad source for?

The book would be a bad source for information about nutrition on the frontlines, for talking about women working in factories during this time, for talking about why food was being rationed and for talking about how non-white families handled the restrictions of food rationing.

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

This source could be used to talk about which ingredients were normally easily available to the general public during the years around 1943. Or to talk about the narrative that the government of Canada was using to promote the rationing of food.

# Your Turn! Part 2

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.

GERMAN	DUTCH	LOCATING NEW SETTLERS	Canadian National Railways	ENGLISH
<p>Wenn Sie ein Heim auf der Farm suchen, können Sie zu den</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></p> <p>Departments of Colonization and Agriculture</p> <p>die gegründet worden sind, um neuen Ansiedlern mit Rat und Tat zur Seite zu stehen.</p> <p>Wenn Sie Ihre eigene Erfahrung mit Ihrer eigenen Zeit und Geld erkaufen, wenn Ihnen diese Hilfe angeboten wird? Sie wünschen, daß Sie ein zufriedener, unabhängiger Ansiedler des westlichen Canada werden.</p> <p>Das Gewandbare; von heute ist morgen unser Freund und Nachbar.</p> <p>Reines Land oder fertige Farmen, welche von unsern eigenen Angehörigen besichtigt und empfohlen wurden, können mit zu niedrigen Preisen und günstigen Bedingungen anbieten.</p> <p>Wegen Auskunft über den Westen Canadas, über Landbesetzung oder Arbeitsmöglichkeiten spreche man vor oder schreibe an:</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Geben Sie diese Karte sorgfältig auf, bis Sie bereit sind, eine Farm zu kaufen.</p>	<p>Indien U van plan is een "Farm" te koop, wend U aan de</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></p> <p>Departments of Colonization and Agriculture</p> <p>dat opererik it met het doel, om pas-aangekomenen te adviseeren en te helpen</p> <p>Waarom zoudt U ERVARING met Uw eigen tyd en geld kooplen, indien U deze dienst gratis wordt aangeboden? Wy zouden U gaarne een welvarend inwoner van West-Canada zien worden.</p> <p><b>DE IMMIGRANT VAN HEDEN IS MORGEN ONZE VRIEND EN BUURMAN</b></p> <p>Prairie-landen en boerderyen, die door onze beambten zyn geïncorporeerd en door hen worden aanbevolen, worden nu tegen lage prijzen en gemakkele afbetalingen aangeboden.</p> <p>Voor inlichtingen over Westelyk Canada, vestiging of het vinden van werk, wend u tot</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Bewaard deze kennisgeving tot U bereid zyt land te kooplen.</p>	<p><b>LOCATING NEW SETTLERS</b></p> <p>On Good Farm Lands is Our Special Business</p> <p>Ask for Descriptions, Prices and Terms on Lands in all parts of Western Canada.</p> <p><b>YOUR TRAIN LEAVES WINNIPEG:</b></p> <p>For .....</p> <p>At .....</p>	<p><b>Canadian National Railways</b></p> <p>Departments of Colonization and Agriculture</p> <p><b>WINNIPEG</b> Room 100, Union Station</p> <p><b>SASKATOON</b> 126—21st Street, East</p> <p><b>EDMONTON</b> Corner Jasper and 100th Street</p> <p>Will help you to find a home in Western Canada</p> <p>Selected Farms Available in All Parts of MANITOBA, ALBERTA AND SASKATCHEWAN</p>	<p>When you look for a Farm Home, come to the</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></p> <p>Departments of Colonization and Agriculture</p> <p>which has been established to advise and assist new settlers.</p> <p>Why buy EXPERIENCE with your own time and money when this service is offered you free? It is our desire that you become a <u>satisfied permanent settler in Western Canada.</u></p> <p><b>THE IMMIGRANT OF TODAY IS THE FRIEND AND NEIGHBOR OF TOMORROW</b></p> <p>Unimproved lands or developed farms which have been inspected and recommended by our own men are offered for sale at low prices and on easy terms.</p> <p>For information about Western Canada, land settlement, or employment, call or write</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Keep this card carefully until you are ready to take up land.</p>

SWEDISH	HUNGARIAN	POLISH	UKRAINIAN	RUSSIAN
<p>Om Ni önskar Eder en lantgård vänd Eder till</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></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 ERFARENHET med tid och pengar, när denna byrås tjänster erbjudas Eder kostnadsfritt? Det är vår önskan att Ni skall bliva en nöjd bonafast jordbrukare i västra Canada.</p> <p><b>IMMIGRANTEN AV I DAG ÄR I MORGEN VÄNNEN OCH GRANNEN</b></p> <p>Vilt land eller upparbetade farmar vilka hava inspekterats och som rekommenderas av våra egna män erbjudas till salu till låga priser och på lätta villkor.</p> <p>För underättelser rörande västra Canada, landköp eller arbetshjälp, besök eller tillskriv</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Behåll detta kort omsorgfullt till dess Ni är redo att taga upp land.</p>	<p><b>AKARE FARMOT VENNI?</b></p> <p>Ha igen, ugy forduljon bizalommal a</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></p> <p>Departments of Colonization and Agriculture</p> <p>mely társaság azon célból, alakult, hogy az új telepeseknek tanácsot, felvilágosítással szolgáljon esetleg megvédeje a hiábavaló keltéségtől.</p> <p>Miért akar, TAPASZTALAT nélkül, esetleg kérára és fölösleges idő pazarlással farmot venni?</p> <p>A mi kívánságunk hogy önnök jó otthona et állandó telepece legyen e Nyugat Canadának!</p> <p><b>A MAI BEVÁNDORLÓ, HOLNAP BARÁT ES SZOMSZÉD LESZ</b></p> <p>Ugy megmunkólatlan, valamint megmunkált földeinket a társaság szakértője vizsgálta meg s ajánljuk az új telepeseknek igen könnyű törlesztés mellet.</p> <p>Utban utasítás A nyugatti Canada, Országú települet, vagy, Munkára vonatkozólag hívjon vagy Irjön.</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Addig is míg farm vételő el határozza magát ezt a kártyát—jel—örizze meg.</p>	<p>Kiedy Pan masz zamiar osiąść na roli, proszę odwiedzić</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></p> <p>Departments of Colonization and Agriculture</p> <p>jakie założono w celu informowania i wspierania nowych osadników.</p> <p>Poco tracić własny czas i pieniądze na zdobycie DŹWIADCZENIA, kiedy Panu bezpłatnie ofiarują tą usługę? Naszem życzeniem jest, żeby Pan został zadowolonym, stałym osadnikiem w zachodniej Kanadzie.</p> <p><b>DZISIEJSZY IMIGRANT, TO JUTRZEJSZY PRZYJACIEL I SĄSIAD</b></p> <p>Nieuprawione ziemie i zagospodarzone farmy, które nasi wspaniali ludzie oglądali i polecili, są na sprzedaż po niskich cenach i na wygodne spłaty.</p> <p>Po informację odnośnie Zachodniej Kanady, warunków osiedlenia się na ziemi, lub zyskania pracy zgłaszajcie się lub piszcie:</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Proszę zachować starannie tą kartkę, aż się Pan zdecyduje kupić ziemię.</p>	<p>Коли Ви хочете осісти на фермі, зайдіть до:</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></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 прокладають сю обслугу безплатно? Нашим бажанням є, щоби Ви стали вдоволеним, постійним поселенцем в західній Канаді.</p> <p><b>СЬОГОДНІШНИЙ ІМІГРАНТ СЕ ЗАВТРИШНІЙ ДРУГ І СУСІД</b></p> <p>Невироблені землі або заготовлені ферми, оглянені й припоручені нашими власними людьми, є на продаж по низьких цінах і на догідні сплати.</p> <p>За інформаціями відносно Західної Канади, земель на поселення, або праці, голосіться або пишіть до:</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Захуйте старанно сю карточку, доки не рішетеся набути землю.</p>	<p>Если Ви желаете поселиться на ферме, заходите в</p> <p><b>CANADIAN NATIONAL RAILWAYS</b></p> <p>Departments of Colonization and Agriculture</p> <p>который отдел учрежден с целью подачи совета и помощи новым колонистам.</p> <p>Почему терять время и деньги для достижения опыта, если Вам предлагают эту услугу бесплатно? Наше искреннее желание заключается в старании удовлетворить Вас и сделать Вас постоянным жителем западной Канады.</p> <p><b>СЕГОДНИШНИЙ ИМИГРАНТ—НАШ ЗАВТРИШНИЙ ДРУГ.</b></p> <p>Необработанные земли или обрабатываемые фермы — которые были осмотрены и рекомендованы нашими людьми — имеются у нас на продажу по низким ценам и на выгодных условиях.</p> <p>За информацией касательно Западной Канады, земли на поселение, или службы приходите или пишите:</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Постарайтесь задержать это объявление, пока не решитесь купить землю.</p>

- Who wrote this? It was written by the CNR and the departments of colonization and agriculture.
- Who is the audience? Perspective immigrants
- What kind of text is it? It is a pamphlet
- Where is this text being written? It was likely written in Winnipeg
- When was it written? The department of agriculture existed from 1917 to 1936 so sometime in there.
- Why was it written? To promote colonization in Western Canada.
- What was going on when this text was written?

The years the department of agriculture was active spans the end of First World War, the roaring 20's and the start of the great depression.

# Your Turn! (Part 2 Cont'd)

Examine the primary source on the previous page and answer the questions on this 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.

- What events are being eluded to in the text?

The third wave of immigration to Canada which occurred in the 1890's to 1920's.

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

Prime Ministers: Robert Borden (1917-1920), Arthur Meighen (1920-21, 1926), William Mackenzie King (1921-26, 1926-30, 1935-48) and R.B. Bennett (1930-35).

- What argument is the writer making?

The writer is making the argument for new immigrants to Canada to settle in Alberta, Manitoba or Saskatchewan.

- How are they making their argument?

They are making their argument by offering them undeveloped land or developed farms "at low prices and on easy terms."

- What are their motivations?

To strengthen Canada's claim of the Alberta, Manitoba and Saskatchewan and to provide land to new immigrants

- What is the writer not saying?

They're not saying where the lands are, who lived there before, what they were used for or how much they cost.

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

The writer(s) likely hold strong colonial beliefs. Likely they also hold the belief that the land was not being used "correctly" or "fully" by the Indigenous Peoples who lived on them.

- Who are they excluding from the text?

All of the languages are European languages so they are excluding immigrants who do not speak one of those languages. They are also speaking specifically to "new immigrants".

- What would this be a good source for?

This would be a good source for explaining some of the narratives surrounding colonialization and settlement in Western Canada during the early 1900's. It would also be a good source for the white centered policies of immigration of the time.

- What would this be a bad source for?

This would be a bad source for some of the racist immigration policies that were taking place at the time like the Chinese Immigration Act of 1923 and the Continuous Journey Regulation which limited the number of Asian immigrants allowed into Canada.

- Assuming that you are doing a project about the history of immigration in Canada, how could you use this source?

This source could be used to talk about how the government of Canada encouraged people to settle in Western Canada or it could be used to talk about the demographics that the Canadian government wanted to attract as immigrants from the 1910's to the 1930's.