

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	Primary
2.The Diary of Nelson Lougheed	Primary
3. The daughter of one of the passengers of the Komagata Maru telling their story	Secondary
4. Katzie projectile points dug up during an archaeological dig	Primary
5.The portrait of Mary Florence Haney	Primary
6. Interviews with a frontline veteran about the home front war efforts during WWII	Secondary
7. The oral traditions of Indigenous Peoples	Primary
8. A history textbook	Secondary
9.A reproduction of a Kwantlen stone bowl crafted using their traditional techniques	Secondary
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

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

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

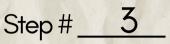
Add as much context around the text as possible. Ask questions like: What was going on when this text was written? What events are being eluded to in the text? Who are some of the notable people of the time? Who is in office?

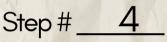
Synthesis and Analysis

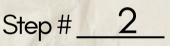
Sum up what the text is saying and analyze it for use in your own work. Ask questions like: What can I use this source for? How can I use this source? What is this a good source for? What is this a bad source for?

Who? What? Where? When? Why?

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?





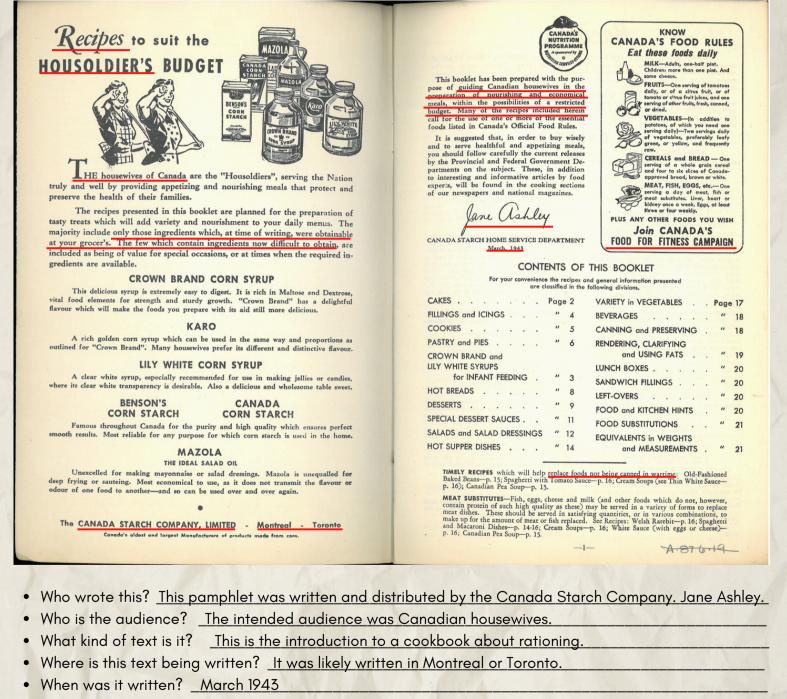


Step#___5

Step #_ 1

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



- 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.

Questions

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.

Examine the Primary 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.

LOCATING NEW

SETTLERS

On Good Farm Lands

is

Our Special Business

Ask for Descriptions, Prices and

Terms on Lands in all parts of

Western Canada.

YOUR TRAIN LEAVES

WINNIPEG:

GERMAN

Wenn Gie ein heim auf ber Farm fuchen, tommen Gie gu ben

CANADIAN NATIONAL Departments of Colonization and

Agriculture Die gegründet morben find, um meinen Mns

fiedlern mit Rat und Lat gur Geite gu Stohen

Barum wollen Sie Erfahrung mit Ihrer eigenen Zeit und Gelb erlaufen, wenn Hbirten diese Silfe umfanft angeboten wirb? Bir wönfichen, dag Sie ein aufrichener, händiger Anfiedler des weftlichen Canada merben

Der Einwanderer pon beute ift morgen unfer Freund und Rachbar.

Reues Sand ober fertige Farmen, welche bon unfern eigenen Angefellten beschätigt und empfollen furden, können vor niebrigent Breifen und ginftigen Be-bingungen anbreten.

Begen Austunft über ben Beften Canabas über Landbesiedlung oder Arbeitsmöglich-leiten spreche man vor ober schreibe an:

ROOM 100, UNION STATION, WINNIPEG

Seben Gie biefe Rarte forafältig mif, bis Sie bereit find, eine Farm au taufen,

Om Ni önskar Eder en lantgård vänd Eder till

CANADIAN NATIONAL RAILWAYS

Departments of Colonization and Agriculture

vilken har upprättats i syfte att giva råd och hjälp åt nybyggare

Varför köpa ERFARENHET med Varför kopa EKRAKENHER med tid och pengar, när denna byrås tjänster erbjudas Eder kostnads-fritt? Det är vår önskan att Ni skall bliva en nöjd bofast jordbru-kare i västra Canada.

IMMIGRANTEN AV I DAG ÄR I

MORGON VÄNNEN OCH

GRANNEN

WINNIPEG Behåll detta kort omsorgsfullt till dess Ni är redo att taga upp land.

SWEDISH

DUTCH

Indien U van plan is een "Farm" te koopen, wend U aan de CANADIAN NATIONAL RAILWAYS

Departments of Colonization and Agriculture

dat opgerikt it met het doel, om pas-aangekomenen te adviseeren en te helpen

Waarom zould U ERVARING met Uw eigen tyd en geld koopen, indien U deze dienst gratis wordt aange-boden? Wy zouden U gaarne een welvarend inwoner van West-Cana-da zien worden.

DE IMMIGRANT VAN HEDEN IS MORGEN ONZE VRIEND EN BUURMAN

Praivie-landen en boerderyen, die door onze beambten zyn geinspec-teerd en door hen worden aanbe-volen, worden nu tegen lage pryzen en gemakkelyke afbetalingen aange-boden.

Voor inlichtingen over Westelyk Canada, vestiging of het vinden van werk, wendt u tot

ROOM 100, UNION STATION, WINNIPEG

Bewaard deze kennisgeving tot U bereid zyt land to koopen.

AKAR-E FARMOT VENNI?

Ha igen, ugy forduljon bizalommal a

CANADIAN NATIONAL RAILWAYS

Departments of Colonization and Agriculture

mely társaság azon célból, alakult, hogy az uj telepeseknek tanáccsal, felvilágositással szolgáljonis esetleg megvédje a hiábavaló kçltségtől.

Miért akar, TAPASZTALAT nél-kül, esetleg kèrára és fölösleges idő pazarlással farmot venni?

HUNGARIAN

POLISH

For

Kiedy Pan masz zamiar osiąść na roli, proszę odwiedzić CANADIAN NATIONAL RAILWAYS

Departments of Colonization and Agriculture

jakie założono w celu informo-wania i wspierania, nowych osa-dników.

Poco tracić własny czas i pienią-dze na zdobycję DOSWIADGZE-NIA, kiedy Panu bezpłatnie ofia rują tą usługę? Naszem życze-niem jest, żeby Pan został zado-wolonym, stałym osadnikiem w zachodniej Kanadzie.

DZISIEJSZY IMIGRANT, T JUTRZEJSZY PRZYJACIEL I SĄSIAD

Nieuprawione ziemie i zagospodarzone farmy, które nasi włas-ni ludzie oglądnęli i polecili, są na sprzedaż po umiarkowanych cenach i na wygodne spłaty.

Po informacje odnośnie Zacho-dniej Kanady, warunków osied-lania się na ziemi, lub zyskania pracy zgłaszajcie się lub piszcie: ROOM 100, UNION STATION, WINNIPEG

Proszę zachować starannie ta kartkę, aż się Pan zdecyduje kupić ziemię.

Canadian National Railways Departments of Colonization and

> WINNIPEG Room 100, Union Station

SASKATOON 126-21st Street, East

EDMONTON Corner Jasper and 100th Street

Will help you to find a home in Western Canada

Selected Farms Available in All Parts of

> MANITOBA, ALBERTA AND SASKATCHEWAN

UKRAINIAN

Коли Ви хочете осісти на фармі, зайдіть до: CANADIAN NATIONAL RAILWAYS Departments of Coloni Agriculture

які засновано в ціли несення поради й помочи новим поселенцям

Пощо тратити час і гроші на здо буття ДОСВІДУ, коли Вам пред-кладають сю обслугу безплатно? Нашим бажаннем є, щоби Ви ста ли вдоволеним, постійним поселенцем в захілній Каналі.

сьогоднішний імігрант се ЗАВТРІШНИЙ ДРУГ І СУСІД Невироблені землі або загосподарені фарми, оглянені й припоручені нашими власними людьми, є на продаж по низьких цінах і на догідні сплати. За інформаціями відносно Західної Канади, земель на поселеннє,

або праці, голосіться або пишіть ло: ROOM 100, UNION STATION, WINNIPEG

Заховайте старанно сю карточку, доки не рішитеся набути землю.

ENGLISH

When you look for a Farm Home. come to the

CANADIAN NATIONAL RAILWAYS

Departments of Colonization and Agriculture

which has been established to advise and assist new settlers.

and assue new settlers. Why buy EXPERIENCE with your own time and money when this ser-vice is offered you free? It is our desire that you become a satisfied nermanent settler in Western. Canada.

THE IMMIGRANT OF TODAY IS THE FRIEND AND NEIGHBOR OF TOMORROW

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.

For information about Western Canada, land settlement, or employ-ment, call or write

BOOM 100, UNION STATION. WINNIPEG

Keep this card carefully until you are ready to take up land.

RUSSIAN Если Ви желаєте поседитися на

dapme, saxodure B CANADIAN NATIONAL RAILWAYS Departments of Colonization and Agriculture

который отдел учрежден с цели-ю подачи совета и помощи но-вым колонистам.

Почему терять время и денги для достижения опыта, если Вам предлагають эту услугу безплатно? Наше искренне желание заключа еться в старании удовлетворить Вас и сделать Вас постоянным жителем западной Канади СЕГОДНЯШНИЙ ИМИГРАНТ___

22 НАШ' ЗАВТРЕШНИЙ ДРУГ.

И СОСЕД Необработанныя земли или обра ботанныя фармы — каторыя би-ли осмотрены, і рекомендованы нашими людьми — имеются у нас на продажу по низким ценам и на вигодных условиях. За информациями касательно За падной Канади, земли на поселе-ние, или служби приходите или пишите: пишите:

ROOM 100, UNION STATION, WINNIPEG Постарайтесь звдержать его обявле-

ние, пока не решитеся купить землю.

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.

Vilt land eller upparbetade farmar vilka hava inspekterats och som rekommenderas av våra egna mån erbjudas till salu till låga priser och på lätta villkor. För underrättelser rörande västra Canada, landköp eller ar-betshjälp, besök eller tillskriv ROOM 100, UNION STATION,

ROOM 100, UNION STATION, WINNIPEG

Addig is mig farm vételre el határozza magát ezt a kártyát—jol—örizze meg.

A mi kivánságunk hogy őnnek jó otthona et álandó telepese legyen e Nyugat Canadának! A MAI BEVANDORLO, HOLNAP BARAT ÉS SZOMSZÉD LESZ

Ugy megmunkólatlan, valamint megmunkált földeinket a társaság szakértője vizsgálta meg s ajánljuk az uj telepesknek igen könnyű törlesztés mellet.

Utban utasitás A nyugatti Canada, Orsági települet, vagy, Munkára vonatkàzólag hivjón vagy Irjón.

Questions

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?

<u>The writer(s) likely hold strong colonial beliefs. Likely they also hold the belief that the land was not</u> 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 attracted as immigrants from the 1910's to the 1930's.