

# Maple Ridge **H**istory Analysis

## Primary Sources



MAPLE RIDGE  
MUSEUM  
& COMMUNITY ARCHIVES



# Introduction

This worksheet aims to teach students how to identify and read a primary source. Why are primary sources important? Primary sources can help students relate to events of the past in a personal way as well as foster a deeper understanding of history. What are Primary sources? A primary source is a first-hand or contemporary account of an event or topic, such as; diaries, personal journals, biographies, manuscripts, speeches, interviews, oral histories, government documents, photos, letters, posters, film, artifacts, documents, maps.

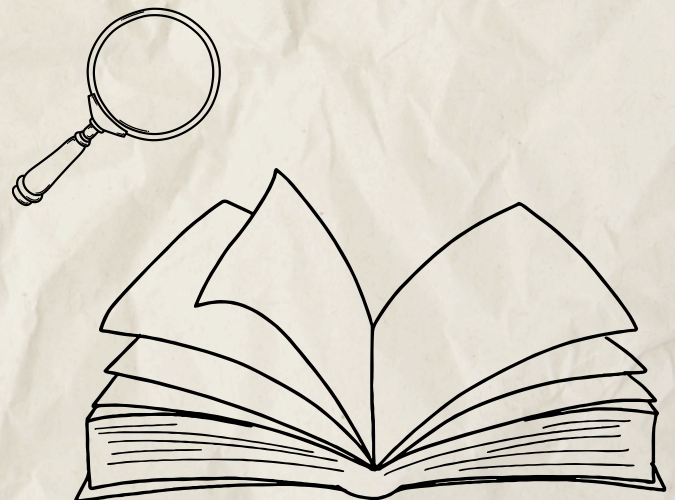
## Learning Outcomes

This worksheet is recommended for students in grades 7 - 10. The worksheet connects to many of the curricular competencies in English and Social Studies, including: "Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts" as well as "Identify what the creators of accounts, narratives, maps, or texts have determined is significant."

- Ability to recognize and read a primary source
- Critical thinking
- Interpretation
- Core Competencies: Communication, Thinking, Personal and Social
- Local History

## Instructions

Work through the worksheet in page order. Start at the "What is a Primary Source" page to establish an understanding before you start to examine the primary sources for yourself. You will be asked to examine Two primary sources in the worksheet and answer the corresponding questions. Then check your answers with the answer sheet.





# 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

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?

Step # \_\_\_\_\_

## 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?

Step # \_\_\_\_\_

## 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?

Step # \_\_\_\_\_

## 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?

Step # \_\_\_\_\_

## 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?

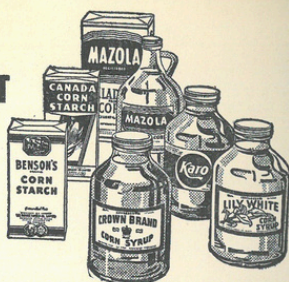
Step # \_\_\_\_\_



# 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.

## 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

### 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.



## 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
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.

- Who wrote this? \_\_\_\_\_
- Who is the audience? \_\_\_\_\_
- What kind of text is it? \_\_\_\_\_
- Where is this text being written? \_\_\_\_\_
- When was it written? \_\_\_\_\_
- Why was it written? \_\_\_\_\_
- What was going on when this text was written? \_\_\_\_\_



# 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?

---

---

- 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

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 mit einem Anbiederer, der seinen eigenen Zeit und Geld verkaufen, wenn Ihnen diese Hilfe umsonst angeboten wird? Bitte informieren, das Sie ein zufriedener, unabhängiger Ansiedler des westlichen Canada werden.</p> <p>Das ist ein Vorteil, den Sie nicht missen sollten.</p> <p>Wenn 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 opgerikt 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 geinspecteerd en door hen worden aanbevolen, worden nu tegen lage pryzen en gemakelyke afbetalingen aangeboden.</p> <p>Voor inlichtingen over Westelyk Canada, vestiging of het vinden van werk, wendt 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</p> <p><b>MANITOBA, ALBERTA AND SASKATCHEWAN</b></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 satisfied permanent settler in Western Canada.</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>
<p><b>SWEDISH</b></p> <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 bopast 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 underrättelser rörande västra Canada, landköp eller arbetshjälp, besök eller tillskriv</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Behåll detta kort omsorgsfullt till dess Ni är redo att taga upp land.</p>	<p><b>HUNGARIAN</b></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 keltségtől.</p> <p>Miért akar, TAPASZTALAT nélkül, esetleg kérésre és fölösleges idő pazarlással farmot venni?</p> <p>A mi kívánságunk hogy önnök jó otthona és állandó telepes legyen e Nyugat Canadának!</p> <p><b>A MAI BEVÁNDORLÓ, HOLNAP BARÁT ÉS SZOMSZÉD LESZ</b></p> <p>Ugy megmunkolatlan, valamint megmunkált földünket a társaság szakértője vizsgálta meg s ajánljuk az új telepeseknek igen könnyű törlesztés mellett.</p> <p>Utban utasítás A nyugatti Canada, Ország telepelet, vagy, Munkára vonatkozólag hívjon Irjón.</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Addig is míg farm vételre el határozza magát ezt a kártyát—jól—őrizze meg.</p>	<p><b>POLISH</b></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 DOŚWIADCZENIA, kiedy Panu bezpłatnie ofiarują tą usługę? Naszem życzeniem jest, żeby Pan został zadowolonym, stałym osadnikiem w zachodniej Kanadzie.</p> <p><b>DZISIEJSZY IMMIGRANT, TO JUTRZEJSZY PRZYJACIEL I SĄSIAD</b></p> <p>Nieuprawione ziemie i zagospodarzone farmy, które nasi właściciele oglądali i polecali, są na sprzedaż po umiarkowanych cenach i na wygodne spłaty.</p> <p>Po informacji ośnośnie 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><b>UKRAINIAN</b></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>Щоко тратити час і гроші на здобуття ДОСВІДУ, коли Вам прокладають сю обслугу безплатно? Нашим бажанням є, щоби Ви стали вдоволені, постійним поселенцем в західній Канаді.</p> <p><b>СЬОГОДНІШНИЙ ІМІГРАНТ СЕ ЗАВТРИШНІЙ ДРУГ І СУСІД</b></p> <p>Невироблені землі або зароспозарені 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 пишть до:</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Захуйте старанно сю карточку, доки не рішнетеся набути землю.</p>	<p><b>RUSSIAN</b></p> <p>Если Вы 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 предлагать эту услугу бесплатно? Наше искреннее желание заключать в старании удовлетворить Вас и сделать Вас постоянным жителем западной Канады.</p> <p><b>СЕГОДНШНИЙ ИМИГРАНТ—НАШ ЗАВТРЕШНИЙ 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 служб приходите или пишете:</p> <p><b>ROOM 100, UNION STATION, WINNIPEG</b></p> <p>Постарайтесь задержать это объявление, пока не решитесь купить землю.</p>

- Who wrote this? \_\_\_\_\_
- Who is the audience? \_\_\_\_\_
- What kind of text is it? \_\_\_\_\_
- Where is this text being written? \_\_\_\_\_
- When was it written? \_\_\_\_\_
- Why was it written? \_\_\_\_\_
- What was going on when this text was written? \_\_\_\_\_



# 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?

---

---

- 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?

---

---

---