Directions: After reading the background information and examining the source, answer the questions below.

Background Information: Prior to 1776, American colonies were part of the British Empire. However tensions increased between the colonies and Great Britain over British laws, taxation, and the presence of British troops and on July 4, 1776, the colonies issued the Declaration of Independence, outlining their reasons for separating from Britain.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

- He has refused his Assent to Laws, the most wholesome and necessary for the public good.
- …
- He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures."
- He has affected to render the Military independent of and superior to the Civil power.

Source: Jefferson, T. (1776, July 4). *The Declaration of Independence*. National Archives. https://www.archives.gov/founding-docs/declaration-transcript

Your Task: Which of the following are inferences and which are statements of fact?

○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	The Declaration accuses the British king of maintaining standing armies during peacetime without legislative consent.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	All colonists opposed having British soldiers stationed in North America.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	Many colonists were concerned about the presence of British military forces.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	The colonists believed that military authority should be subject to political oversight.

The Declaration of Independence, 1776

Teacher Guide

Suggested Answers

Statement	Classification	Explanation
The Declaration accuses the British king of maintaining standing armies during peacetime without legislative consent.	**Explicitly stated**	*The document directly identifies this as one of its grievances against King George III.*
All colonists opposed having British soldiers stationed in North America.	**Unsupported inference**	*The Declaration does not establish that all colonists shared this position. It represents the arguments of those who supported independence.*
Many colonists were concerned about the presence of British military forces.	**Reasonable inference**	*The inclusion of this grievance suggests that the presence of British troops was a significant concern among supporters of independence.*
The colonists believed that military authority should be subject to political oversight.	**Reasonable inference**	*The document criticizes the king for making the military independent of and superior to civil authority. This suggests that the authors believed military power should remain accountable to civilian government.*

Discussion and extension

1. Why did the authors include the presence of British troops among their grievances against the king? Students might suggest that the presence of a standing army represented a threat to colonial political rights and local self-government. Encourage them to connect the wording of the document to concerns about the use of military power.

2. Does the Declaration establish that all colonists opposed British military forces? No. The document was written to justify independence and presents the arguments of its authors. It does not represent the views of every colonist. Some colonists remained loyal to Britain, while others had different views about independence.

3. What additional sources could historians examine to understand colonial attitudes toward British troops? Students might suggest newspaper articles, personal correspondence, political pamphlets, petitions, or accounts from colonists who supported or opposed independence.

Teaching point

The Declaration of Independence is both a historical source and a political argument. It provides direct evidence of the grievances that supporters of independence presented against the British king. However, historians must be careful not to assume that the document represents the opinions of all colonists. Its authors had a particular political purpose: to justify independence.

Directions: After reading the background information and examining the source, answer the questions below.

Background Information: Prior to 1776, American colonies were part of the British Empire. By 1776, tensions had grown between the colonies and Great Britain over British laws, taxation, and the presence of British troops. On July 4, 1776, the colonies issued the Declaration of Independence, outlining their reasons for separating from Britain.



Source: Photographer unknown. (1931). *Montréal soup kitchen* [Photograph]. Library and Archives Canada. Reference no. a168131.

Your Task: Which of the following are inferences and which are statements of fact?

	Statement
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	Everyone in the photograph was unemployed.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	The photograph depicts a large group of people eating together at a soup kitchen.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	Some of the people photographed may have been experiencing financial hardship.

Photograph of a Montreal Soup Kitchen, 1931

Teacher Guide

Suggested answers

Statement	Classification	Explanation
The photograph depicts people eating together at a soup kitchen.	**Explicitly stated / depicted**	*Students can directly observe people gathered and receiving food.*
Some of the people photographed may have been experiencing financial hardship.	**Reasonable inference**	*The setting suggests that those receiving meals may have needed assistance, although the photograph cannot establish each person's circumstances.*
Everyone in the photograph was unemployed.	**Unsupported inference**	*The photograph provides no information about the employment status of everyone pictured.*
The photograph provides evidence that charitable food assistance was an important response to hardship during the Depression.	**Reasonable inference**	*The photograph documents one example of food assistance, although additional evidence would be needed to establish how widespread or important this response was.*

Discussion and extension

1. What can we learn about the experiences of people during the Great Depression **from this photograph?** Students might identify poverty, food insecurity, and the importance of charitable assistance. Encourage them to distinguish between what they can observe and what they are interpreting.

2. What can we reasonably infer about the people in the photograph? Students might infer that some individuals were experiencing financial hardship or needed assistance obtaining food. However, they cannot determine the circumstances of every person pictured.

3. What does this photograph not tell us about the Great Depression? The photograph does not establish how many Canadians experienced poverty, why particular individuals needed assistance, or how representative this soup kitchen was of experiences across Canada.

4. What additional sources would help us better understand the issue? Sudents might suggest unemployment statistics, government reports, newspaper articles, personal accounts, or records from charitable organizations.

Teaching point

A photograph can provide valuable evidence about people's experiences, but it does not tell us everything we might want to know. Historians must interpret what they observe while recognizing the limitations of the source. A single photograph can illustrate an experience, but additional evidence is needed to establish how widespread or representative that experience was.

Directions: After reading the background information and examining the source, answer the questions below.

Background Information: Following the Second World War, tensions between the United States and the Soviet Union led to the Cold War. Both countries developed increasingly powerful nuclear weapons, raising concerns about the possibility of nuclear war. This source is an excerpt from a record of a conversation between Canadian Prime Minister John Diefenbaker and American officials in 1961.

The Prime Minister commented that the Canadian position has been there should be no expansion in the number of countries producing nuclear weapons. In Canada there had been an upsurge of feeling against nuclear weapons generally; this movement was not limited to Communists and Leftwingers, but also included professors and many others. The Prime Minister then turned to the specific question of storage of nuclear weapons on Canadian soil. He said that at some time in the future this might be possible under some form of joint control. It was, however, politically impossible today. It just could not be done at this time.

Source: Memorandum of Conversation: NATO and Nuclear Weapons, May 17, 1961. U.S. Department of State, *Foreign Relations of the United States, 1961–1963*, Document 423.

Your Task: Which of the following are inferences and which are statements of fact?

○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	Diefenbaker told Kennedy that opposition to nuclear weapons in Canada extended beyond communists and left-wing groups.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	Most Canadians opposed nuclear weapons.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	Diefenbaker believed that public opinion made accepting nuclear weapons politically difficult.
○ Explicitly Stated ○ Reasonable Inference ○ Unsupported Inference	Diefenbaker was concerned that accepting nuclear weapons could damage his political position.

Diefenbaker, Kennedy, and Canada's Nuclear Weapon Debate,

Teacher Guide

Suggested answers

Statement	Classification	Explanation
Diefenbaker told Kennedy that opposition to nuclear weapons in Canada extended beyond communists and left-wing groups.	**Explicitly stated**	*The memorandum records Diefenbaker explaining that opposition included professors and many others, not just communists and left-wing groups.*
Most Canadians opposed nuclear weapons.	**Unsupported inference**	*The source describes an increase in opposition but does not establish that most Canadians held this position.*
Diefenbaker believed that public opinion made accepting nuclear weapons politically difficult.	**Reasonable inference**	*Diefenbaker described the proposal as politically impossible at the time, suggesting that public opposition was a significant obstacle.*
Diefenbaker was concerned that accepting nuclear weapons could damage his political position.	**Reasonable inference**	*His comments about the political difficulty of accepting nuclear weapons suggest concern about the political consequences of doing so.*

Discussion and extension

1. Why might opposition to nuclear weapons have extended beyond communists and left-wing groups? Students might suggest that concerns about nuclear war, the destruction caused by atomic weapons, and Canada's experience in the two World Wars could have contributed to opposition. The source itself identifies professors and others as part of the movement.

2. Does the source establish that most Canadians opposed nuclear weapons? No. Diefenbaker describes an increase in opposition and refers to the letters he received, but this does not establish how widespread opposition was across the Canadian population. Students should recognize the limitations of using a political leader's account of public opinion as evidence of what most Canadians believed.

3. Why might Diefenbaker have described accepting nuclear weapons as politically impossible? Students might infer that he faced pressure from members of the public, his Cabinet, and potentially other political groups. His comments suggest that public opinion presented a significant political challenge.

4. What additional sources could historians examine to better understand Canadian attitudes toward nuclear weapons? Students might suggest public opinion polls, newspaper editorials, letters to politicians, parliamentary debates, anti-nuclear protest records, and Cabinet documents.

Teaching point

This source provides evidence of Diefenbaker's understanding of Canadian opposition to nuclear weapons and the political challenges he faced in considering their storage in Canada. However, it is important to distinguish between what Diefenbaker reported about public opinion and what Canadians actually believed.