Think Like a Historian:

THE LAST 100 DAYS



EDUCATION GUIDE

A PROJECT OF HISTORICA CANADA | WITH SUPPORT FROM Canada

Message to Teachers

To mark the centennial of the Last Hundred Days of the First World War (August 8 to November 11, 1918), Historica Canada has created this education guide, designed to help educators and students think critically about primary sources as they learn about this period in Canadian history. The activities in this guide accompany the *Think Like a Historian: The Last Hundred Days* video series. Inspired by the framework developed by Dr. Peter Seixas and the Historical Thinking Project, *Think Like a Historian*: *The Last Hundred Days* complements senior elementary and secondary school curricula across Canada. This series invites students to deepen their understanding of the Last Hundred Days and its larger historical context and impact through primary source analysis. Analyzing primary sources offers students an opportunity to explore historical events from the perspective of those who lived them.

Teachers can complete the lessons in sequence or individually. Activity 1 provides a general overview of Canada and the First World War and is designed to offer background and context to the Last Hundred Days. Activity 2 encourages students to think critically about chronology as they assess how to divide the Last Hundred Days into time periods. Activity 3 invites students to identify aspects of continuity and change in the battles fought before and during the Last Hundred Days. Activities 4 and 5 ask students to analyze primary sources from soldiers at the front to better understand the perspectives of soldiers who fought in the Last Hundred Days campaign. They include learning activities to complement and further explore the William Metcalf and Claudius Corneloup videos. Activities 6 and 7 encourage students to consider the commemoration and legacy of the Last Hundred Days.

Accommodations for Special Education, ELL, and ESL students are included in these worksheets, and are identified as "modification."

The *Think Like a Historian* series is produced with the generous support of the Government of Canada. Historica Canada offers programs to learn, explore, and reflect on our history and what it means to be Canadian.

TEACHER TIP: TO SUCCESSFULLY COMPLETE THE FOLLOWING ACTIVITIES, IT IS RECOMMENDED THAT STUDENTS BE GIVEN THE OPPORTUNITY TO VIEW THE VIDEOS AS A CLASS OR INDIVIDUALLY A FEW TIMES BEFORE BEGINNING THE ACTIVITIES. TURNING ON SUBTITLES CAN HELP NEW LANGUAGE LEARNERS BETTER UNDERSTAND THE VIDEOS.

ON THE COVER:

Canadians passing through ruined Church in Cambrai. Advance east of Arras. 9 October 1918 (courtesy Library and Archives Canada/PA-003286).

Canadians entering Cambrai. Advance east of Arras (courtesy Library and Archives Canada/PA-003270).

"Canadians in a smashing advance -- Hindenburg line has been reached," The Globe, Toronto, Thursday, August 27, 1918.

"Allies further widen wedge in foe battle line," Calgary Daily Herald, Thursday, October 10, 1918.

"Great War Ended at 4 a.m. Today," The Morning Leader, Regina, Monday, November 11, 1918.

"Cambrai taken by Canadians -- Hun armies are in full flight," Manitoba Free Press, Thursday, October 10, 1918.

Introduction

On August 8, 1918, Allied forces began a series of major offensives on the Western Front. Despite suffering heavy casualties over the next three months, the Canadian Corps and other Allied forces won key battles at Amiens, Arras, the Drocourt-Quéant Line, the Canal du Nord, Cambrai, Valenciennes, and Mons. This period of successive Allied victories ultimately forced Germany's surrender, and contributed to the signing of the armistice on November 11 that ended the First World War. Historians often refer to the battles during this period as the Last Hundred Days or the Hundred Days Offensive. However, this period is sometimes referred to as Canada's Hundred Days because of the significant contribution and sacrifice that Canadian soldiers made to its success.

The *Think Like a Historian* films and this education guide explore the experiences and perspectives of those who fought by focusing on primary sources — physical artifacts created in the past that provide evidence about the question or topic being focused on. Primary sources include, but are not limited to: photographs, artwork, diaries and journals, letters, reports, objects and artifacts, and contemporary newspapers. Primary sources can be classified as accounts or traces. Primary source accounts are created by people who had direct access to the events being investigated to describe, explain, or "account" for events that occurred. There are many types of primary source accounts, including interviews, memoirs, and autobiographies. Traces are artifacts (objects) from the past that are left behind as the result of activities at the time. Although primary source traces are often purposefully created, they were not created to describe, explain, or assess a historical event, person, or development.

Primary source traces and accounts are both useful for historians. William Metcalf's Personnel Record and Claudius Corneloup's book provide fascinating insights into the battles of the Last Hundred Days. For example, the administrative documents (traces) included in Metcalf's Personnel Record provide important evidence for better understanding his experiences during the war. Through the analysis of these documents, we can better understand one soldier's experience of enlistment, medical history, training, transfers, promotions, injuries, finances, and more. Corneloup's account, entitled *The Epic of the 22nd French-Canadian Battalion*, offers evidence about the experiences and exploits of his fellow soldiers and provides a sense of their beliefs, feelings, attitudes, values, and emotions.

While these sources provide evidence that helps us better understand and interpret the past, they must be read carefully and with an inquisitive lens, remembering that records must not always be taken at face value. In the following learning activities, students are asked to analyze the language and value judgments present in primary sources to make observations and inferences about the source's creator, context, and purpose.

For a more comprehensive overview of the battles and the role of Canadian forces, please visit the Canada's Hundred Days Collection on *The Canadian Encyclopedia*.



Canadians advancing during the Battle of Amiens. French troops in foreground (courtesy Library and Archives Canada/PA-002925).

ONLINE RESOURCES

Visit thinklikeahistorian.ca to view all the videos in the series and download additional free, bilingual educational resources. Other free, bilingual educational resources are available on Historica Canada's **Education Portal** and on *The Canadian Encyclopedia*. The **Last Hundred Days Worksheet Package** supports this education guide and can be downloaded from the **Education Portal**.

- Historica Canada Education Portal
- *The Canadian Encyclopedia*
- The Historical Thinking Project
- The Critical Thinking Consortium
- Library and Archives Canada
- Canadian War Museum
- Personnel Records of the First World War Database



Canadian armoured cars going into action at the Battle of Amiens (courtesy Library and Archives Canada/PA-003016).

Section 1:
CANADA AND THE FIRST WORLD WAR

When Great Britain declared war on August 4, 1914, Canada was also officially at war because of its status as a British dominion. The First World War (1914–1918) saw Canadian soldiers, as part of the Allied forces, fight primarily along the Western Front in battles such as Ypres, St. Eloi, Mount Sorrel, the Somme, Vimy Ridge, Hill 70, and Passchendaele.[1] Other Canadians served in air and naval forces. While women did not serve in the armed forces, about 2,500 women served as nurses overseas. Approximately 620,000 Canadians served during the war and more than 60,000 died.[2] Canadians also made important contributions to the war effort on the home front. Farmers and factory workers increased production and women entered the labour force in record numbers. Other dramatic changes occurred, including increases in the role and size of government, rising rates of unionization, labour unrest, and women's suffrage. Tensions between French- and English-speaking Canadians — particularly in Québec — were worsened by the war, especially by the issue of conscription, which became law in 1917. While the war effort undoubtedly contributed to nation building, it also created deep divisions in Canadian society.

ACTIVITY 1: CANADA AT WAR – AT HOME AND ABROAD

Events in the past have historical significance if they created change that affected many people over time, or if they highlight larger issues in history or the present day. Historical significance is subjective: what is significant to one group may not be to another, and significance can change over time as the result of the discovery and interpretation of new evidence.

1. Have a class discussion and share what you already know about Canada's involvement in the First World War on both the home front and military front. Consider key places, developments, events, battles, and people, and any personal connections you may have to the war. What kinds of things are commonly remembered? What does this say about what people decide is worth learning when it comes to the First World War? How do we choose which events and people are most historically significant? If necessary, explore books or films about Canadian experiences in the war.
2. In small groups, select one of the significant First World War events, people, or developments found in the **Activity One Worksheet** in the **Last Hundred Days Worksheet Package** on the **Education Portal**. Read any pertinent sections about your chosen topic in the First World War Collection on *The Canadian Encyclopedia*, gather evidence about its historical significance, and record it in the **Historical Significance Criteria Chart** in the Worksheet.
3. Come together as a large group to discuss the most significant aspects of your topic. Create a five-minute presentation to give to your class. Be sure to demonstrate how and why your topic meets the criteria for historical significance.

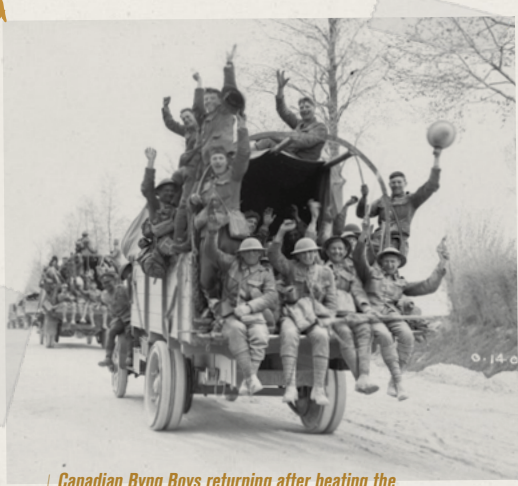
HISTORICAL SIGNIFICANCE CRITERIA

Prominence: Was the person or event recognized as significant at the time?

Consequences: What effect(s) did the person or event have?

Impact: How widespread was the person or event's impact? How long-lasting were the effects?

Revealing: What does the person or event reveal about the larger historical context or present-day issues? Does it inform our understanding of a historical issue or period?



Canadian Byng Boys returning after beating the Germans at Vimy Ridge (courtesy Library and Archives Canada/PA-001451).

Watch the Heritage Minutes for John McCrae, Winnipeg Falcons, Valour Road, Vimy Ridge, or Nursing Sisters on the Historica Canada website as well as *The Canadian Encyclopedia* videos for The Battle for Hill 70 and The Battle of Passchendaele.

[1] Note that Newfoundland was not part of Canada during the First World War. Soldiers from Newfoundland participated in the war independently from Canadian forces, though as part of the Allied efforts. Nevertheless, the casualty figures above include Newfoundland's soldiers.

[2] For more details on the number of Canadians and Newfoundlanders who served and died, see Tim Cook and William Stewart, "War Losses (Canada)," *International Encyclopedia of the First World War*, https://encyclopedia.1914-1918-online.net/article/war_losses_canada

Section 2:
THE BATTLES OF THE LAST HUNDRED DAYS

In August 1918, the Allies launched a series of major offensives in the hopes of ending the war. The Canadian Corps, an army made up of four divisions, spearheaded many of these assaults, and were among the major combatants who fought at the battles of Amiens (August 8–11), Arras (August 26–September 3), the Canal du Nord (September 27–October 1), Cambrai (October 8–9), and Valenciennes (November 1–2). The continuous string of military victories between August 8 and the signing of the armistice on November 11 became known as the Last Hundred Days campaign.



Map of the Battle of Amiens, from G.W.L. Nicholson, Canadian Expeditionary Force, 1914-1919 (courtesy Department of National Defence and Canadian Armed Forces/Directory of History and Heritage).

ACTIVITY 2: UNDERSTANDING TIME PERIODS

Historians classify the past into time periods to organize and make sense of it. A historical time period is usually marked by events at the beginning and end that are turning points, and events included within a time period have common characteristics.

1. In groups, visit the Veterans Affairs Canada website and read about the events of the Last Hundred Days. Use the following events as markers to think about time periods:
   a. Battle of Amiens (August 8–11)
   b. Second Bapaume (August 31–September 3)
   c. Battle of the Scarpe (August 26–30)
   d. Battle of the Drocourt-Quéant Line (Sept. 2–3)
   e. Canal du Nord (September 27–October 1)
   f. Battle of Cambrai (October 8–9)
   g. Battle of Courtrai (October 14–19)
   h. Battle of Valenciennes (November 1–2)
   i. Capture of Mons (November 11)
2. Using your research, divide the Last Hundred Days into at least three time periods. You may choose to have more than three periods.
3. For each time period, identify the starting event and ending event, the key characteristics of events in the time period (consider conditions, technology, and tactics, etc.), and give the time period a name.
4. Compare your periodization with other groups. What similarities and differences do you see in how they periodized the Last Hundred Days Campaign?

Modification: Have students explain their periodization through illustrations or a photo essay that represent different phases or major changes in the Last Hundred Days.

ACTIVITY 3: CHANGE AND CONTINUITY IN FIRST WORLD WAR BATTLES

1. View *Think Like a Historian: The Last Hundred Days* introduction video and read Evolution of Canada's Shock Troops on *The Canadian Encyclopedia*. Identify the three most important changes and three most important continuities between the Last Hundred Days and the rest of the war. Consider technology, tactics, environment, casualties, weapons, and the scope of destruction.
2. In pairs, compare the sets of photographs of Canadian soldiers and the battles in which they fought in the **Activity Three Worksheet** in the **Last Hundred Days Worksheets Package** on the **Education Portal**.

   What evidence can you identify in the photos that indicates that the nature of war (technology, tactics, environment, casualties, weapons, and the scope of destruction) has changed or has stayed the same as earlier in the war?

Tanks advancing down Amiens-Roye Road. Battle of Amiens. August, 1918 (courtesy Library and Archives Canada/PA-002946).



For insight into the impact of shelling, watch the silent film Canadians Advance Near Cambrai 3 on the National Film Board website.

22nd Battalion resting in a shell hole on their way to the front line. September 1917 (courtesy Library and Archives Canada/PA-002045).



5th Battalion, Canadian Mounted Rifles, on a tank. Amiens, August 1918 (courtesy Library and Archives Canada/PA-003053).



Section 3:
THE SOLDIERS OF THE LAST HUNDRED DAYS

Guiding Question: What can we learn about soldiers' experiences during the Last Hundred Days from primary sources?

How do we know what we know about the Last Hundred Days? Primary sources help us explore this important historical period and better understand what it might have been like on the front lines. What evidence do primary sources offer about the Last Hundred Days? What are the strengths and limitations of these sources?

TEACHER TIP: OFFER STUDENTS THE CHANCE TO WATCH THE VIDEOS MORE THAN ONCE.

ACTIVITY 4: INTERPRETING PERSPECTIVES IN PRIMARY SOURCES – *THE EPIC OF THE 22ND BATTALION*

To begin, watch and listen carefully to the *Think Like a Historian: The Epic of the 22nd Battalion* video. In a class discussion, invite students to share their thoughts about what we can learn about soldiers' experiences during the Last Hundred Days from primary sources. What does the video reveal about Corneloup's thoughts, feelings, and values regarding the Last Hundred Days? Use the **Primary Source Pyramid** in the **Last Hundred Days Worksheet Package** on the **Education Portal** to work through the following analysis.

Claudius Corneloup was born February 13, 1885 in Montreux-Vieux, a small town in the Alsace region of France. As a young man, he served for five years with the French Army in North Africa before immigrating to Québec. When the war broke out in 1914, he lived in Montréal where he worked as a florist and freelance journalist. In February 1915 Corneloup enlisted in the 22nd Battalion of the Canadian Expeditionary Force, and in July he was named a batman (sometimes referred to as an orderly), which granted him permission to keep a diary of the unit. After writing a letter that opposed conscription and was critical of his superior officers, Corneloup was court-martialed for insubordination.

Despite the court martial, Corneloup fought with the 22nd Battalion at many important battles and proved that he was a reliable soldier by winning both the Medal of Military Merit and the Distinguished Conduct Medal. He suffered several wounds, including damage to his vision from a gas attack at Cambrai during the Last Hundred Days. After the war, he returned to Québec where he published *L'Épopée du Vingt-Deuxième* (*The Epic of the 22nd Battalion*) in 1919 and a novel, *La Coccinelle du 22e*, in 1934. He died June 14, 1957.

Click **here** to read the entirety of Corneloup's book from *Bibliothèque et Archives nationales du Québec*. Note that it is available only in French.

A) 5WS

Read selected excerpts from *The Epic of the 22nd Battalion* in the **Activity Four Worksheet** in the **Last Hundred Days Worksheets Package** on the **Education Portal**. Look for clues to answer the who, what, when, where, and why of the account. Include relevant evidence from both the excerpts and *The Epic of the 22nd Battalion* video when completing the 5Ws.

1. In pairs, use the **5Ws Chart** in the **Last Hundred Days Worksheets Package** on the **Education Portal** to note your observations about the account:
   - What kind of document is it?
   - Who is the author/creator of the document? What can you infer about the author from the document?
   - When and where was it written?
   - Why was the document written/created? Who was the intended audience?
2. Using what you have learned from answering the 5Ws, assess the reliability of Corneloup's account.
3. Discuss your findings with the class.

B) CONTEXT

Knowing more about the historical context in which *The Epic of the 22nd Battalion* was written helps us better understand Corneloup's account and why he felt it was important to share French Canadians' experiences.

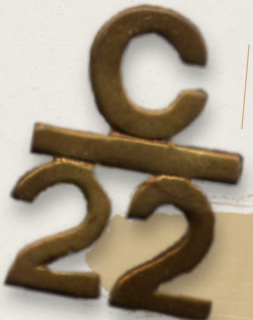
1. Read more about selected battles of the Last Hundred Days in the articles found in the **Canada's Hundred Days Collection** and **The "Van Doos" and the Great War** on *The Canadian Encyclopedia*. Consider the political and linguistic tensions on the home front by reading about it on the **Canadian War Museum** website or *The Canadian Encyclopedia* entries on **French-Canadian Nationalism** and **Conscription in Canada**.
2. What was happening on the military front? Note down five to seven of the 22nd Battalion's most significant contributions during the Last Hundred Days.
3. What was happening on the home front? Write down two to three points about how the war was seen in Québec, focusing on tensions about the war.

Modification: Provide printed copies of articles so students can underline information relating to the 22nd Battalion.

The 22nd Battalion was the only combat unit in the Canadian Expeditionary Force (CEF) whose official language was French. The 22nd Battalion was commonly referred to as the "Van Doos," an English adaptation from the French word *vingt-deux*, which means twenty-two.



Claudius Corneloup, from L'Épopée du Vingt-Deuxième (courtesy Bibliothèque et Archives nationales du Québec/http://numerique.banq.qc.ca/patrimoine/details/52327/1986825).



Cap Badge of the 22nd Battalion (courtesy Musée Royal 22e Régiment/ La Citadelle de Québec).



Title page of L'Épopée du Vingt-Deuxième (courtesy Bibliothèque et Archives nationales du Québec/http://numerique.banq.qc.ca/patrimoine/details/52327/1986825).

C) EXPLORING

Reread and analyze the selected excerpts from *The Epic of the 22nd Battalion* in the **Activity Four Worksheet** in the **Last Hundred Days Worksheets Package** on the **Education Portal**. A close reading is important to gain a deeper understanding of the soldiers' experiences during the Last Hundred Days.

1. In pairs, find and circle any words or phrases that express or reveal Corneloup's feelings, thoughts, or values.
2. Identify dominant themes and messages in Corneloup's account. What do these reveal about Corneloup's experience and perspective?

Modification: Explore objects and photographs available in the online exhibition for the First World War on the Canadian War Museum website. Select an image and briefly summarize how it captures one of the themes, messages, or details you identified in the excerpts from *The Epic of the 22nd Battalion*.

TEACHER TIP: CORNELOUP'S WRITING REQUIRES A HIGH READING LEVEL. YOU MAY WANT TO READ THROUGH THE EXCERPTS WITH YOUR CLASS.

D) REACHING CONCLUSIONS

Based on evidence from Corneloup's account, develop conclusions about the experiences of French-Canadian soldiers in the 22nd Battalion, and Corneloup's thoughts, feelings, and values regarding the Last Hundred Days.

1. Record your conclusions and evidence in the **Reaching Conclusions Chart** in the **Last Hundred Days Worksheets Package** on the **Education Portal**.
2. Discuss the following as a class:
   - As a source of evidence about the Last Hundred Days, what are the benefits and limitations of Corneloup's account?
   - What other kinds of sources would we want to look at to understand the Last Hundred Days or soldiers' experiences during this time?

E) FINDING PROOF

Compare Corneloup's account of the Last Hundred Days with a letter written by a soldier in the 22nd Battalion to assess the accuracy of Corneloup's descriptions.

1. In pairs, use the **Finding Proof Chart** in the **Last Hundred Days Worksheets Package** on the **Education Portal** to compare Corneloup's account with a letter written by Armand Thérien, a soldier in the 22nd Battalion. Identify the similarities and differences in Corneloup's account of the Last Hundred Days with Thérien's letter and record them in the chart.
2. As a class, discuss:
   - What are the most important similarities or differences?
   - Are there any inconsistencies in the accounts?
   - How has your thinking about the Last Hundred Days changed and how has it stayed the same after comparing soldiers' perspectives?
   - What questions do you still have?

Modification: Draft a letter or a series of short letters from Corneloup's perspective that describe his thoughts, feelings, perspectives, and values regarding key events during the Last Hundred Days.

William Henry Metcalf was born in Waite, Maine, USA. Metcalf was one of an estimated 40,000 Americans who enlisted with the Canadian Expeditionary Force during the First World War. He arrived on the Western Front in May 1915 and fought with the 16th Battalion. In 1917 he was awarded the Military Medal "for bravery in the Field," and was later awarded the medal a second time. Metcalf was awarded the Victoria Cross, the highest decoration awarded to troops serving in British Empire forces, for his "most conspicuous bravery, initiative, and devotion to duty in attack" at the Drocourt-Quéant Line. During that battle, he was wounded by a bullet, and recuperated in hospital for the rest of the war. He married an English nurse, Dorothy Winifred Holland, in 1919, and they returned to Maine after the war. Metcalf died on August 8, 1968, the 50th anniversary of the start of the Hundred Days offensive.

Metcalf's Personnel Record contains 59 pages. Selected excerpts and documents can be found in the Worksheets Package. Click **here** to access the full Personnel Record from Library and Archives Canada.

Note that the full document is available only in English, but excerpts for classroom use are provided in English and French in the Worksheets Package.

ACTIVITY 5: INTERPRETING PERSPECTIVES IN PRIMARY SOURCES – PERSONNEL RECORD

To begin, watch and listen to the *Think Like A Historian: Personnel Record* video. A Personnel Record, sometimes referred to as a Military Service File, is the collection of documents that outlines events and information regarding each Canadian Expeditionary Force member's service. It includes a variety of documents, including enlistment, training, medical and hospitalization history, finances, medals and titles, discipline, and discharge or notification of death.

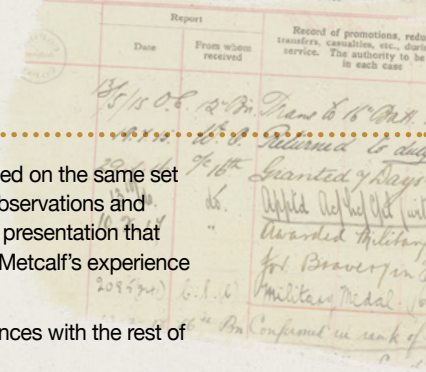
Excerpts from four sets of documents within Metcalf's Personnel Record are available in the **Activity Five Worksheet:** Hospital/Health, Casualty and Service, Awards, and Attestation Paper. These documents are found in the **Last Hundred Days Worksheets Package** on the **Education Portal**.

TEACHER TIP: HAVE STUDENTS COMPLETE ACTIVITY 2 BEFORE WORKING ON ACTIVITY 5.


ATTESTATION PAPER.
CANADIAN OVER-SEAS EXPEDITIONARY FORCE.
QUESTIONS TO BE PUT BEFORE ATTESTATION.
DECLARATION TO BE MADE BY MAN ON ATTEST

Left: Attestation Paper for William Henry Metcalf, Digitized Service File 6140-35 (courtesy Library and Archives Canada/http://central.bac-lac.gc.ca/.item/?op=pdf&app=CEF&id=6140-35).

Right: L/Cpl. W.H. Metcalf, V.C. (courtesy Canada Dept. of National Defence/Library and Archives Canada/PA-006712).



Service Form for William Henry Metcalf, Digitized Service File 6140-35 (courtesy Library and Archives Canada/http://central.bac-lac.gc.ca/.item/?op=pdf&app=CEF&id=6140-35).

A) 5Ws

In a small group, select one of the four sets of documents provided.

1. Use the **5Ws Chart** for primary source documents in the **Last Hundred Days Worksheets Package** on the **Education Portal** to record your observations about the 5Ws of the primary sources (who, what, when, where, and why). Include any relevant clues from your set of documents and from the Metcalf video.
   - What kind of document is it?
   - Who is the author/creator of the document? What can you infer about the author?
   - When and where was it created?
   - Why was it created? Who was the intended audience?
2. Join with other students who focused on the same set of documents and compare your observations and inferences. Prepare a brief informal presentation that discusses what you learned about Metcalf's experience from the document you analyzed.
3. Share your observations and inferences with the rest of the class.
4. As a class, discuss how the evidence you analyzed shaped your understanding of Metcalf's experience during the Last Hundred Days. Why it is important to collect evidence from more than one source before making conclusions about the past?

B) Context

Exploring the context of the Last Hundred Days helps us better understand the content in the Personnel Record.

1. With the class divided into five groups, review the events and people in the Veterans Affairs Canada website's pre-selected 20-day time periods from the Last Hundred Days. Alternatively, choose a different periodization based on your responses in Activity Two.
2. Highlight the three most significant people or events during your assigned 20-day time period.

C) Exploring

Analyze the Casualty and Service File document set from Metcalf's Personnel Record in the **Activity Five Worksheet** in the **Last Hundred Days Worksheets Package** on the **Education Portal**. A close reading of these documents is important for developing a deeper understanding of Metcalf's experience during the war and during the Last Hundred Days.

1. Join with another group and compare your findings. What information can we learn from decoding Metcalf's file? What does this tell us about the content of the file, and how can we use this information to learn about Metcalf's experience in the war?
2. In small groups, identify any terms, abbreviations, or difficult words in the documents that you don't understand. Use the Military Abbreviations used in Service Files website on Library and Archives Canada to determine what these terms mean.

D) Reaching Conclusions

Study the details of the Personnel Record as a whole to develop conclusions about Metcalf's wartime experience during the Last Hundred Days.

1. Record your conclusions and evidence in the **Reaching Conclusions Chart** in the **Last Hundred Days Worksheets Package** on the **Education Portal**.
2. As a class, discuss what we can learn about this soldier's experience during the Last Hundred Days from these primary sources. What does the source provide evidence about? What does it not provide evidence about? What else do you need to know to support your conclusions? What other kinds of sources need to be sought out to provide a fuller picture of the Last Hundred Days campaign?

E) Finding Proof

1. In pairs, use the **Finding Proof Chart** in the **Last Hundred Days Worksheets Package** on the **Education Portal** to compare your findings from Metcalf's Personnel Record with a letter written by Bertram Howard Cox, a soldier from the 59th Field Battery, Canadian Field Artillery, who also fought in the Last Hundred Days.
2. Identify the similarities and differences about how the Last Hundred Days is portrayed in Metcalf's Personnel Record and Cox's letter and record them in the chart.
3. As a class, discuss:
   - What are the most important similarities or differences?
   - Are there any inconsistencies?
   - How has your thinking about the Last Hundred Days changed and how has it stayed the same after comparing the primary sources?
   - What questions do you still have?

Extension: Select a local soldier's Personnel Record to research. If possible, investigate whether any local soldiers fought during the Last Hundred Days. Visit a local cenotaph in commemoration of the soldiers studied. Note: many cenotaphs list the war's main engagements, including the pivotal battles of the Last Hundred Days. They also often list the names of soldiers and nurses from the community who died during the war, and these might be a starting point for research.

Concluding Questions:

1. What happened to Metcalf and Corneloup immediately following the war? Review the Casualty and Service file section of the Personnel Records for William Metcalf and Claudius Corneloup to learn more.
2. What can we learn about soldiers' experiences during the Last Hundred Days from primary sources?

TEACHER TIP: IF READING PRIMARY SOURCES IS CHALLENGING FOR STUDENTS, YOU MAY WANT TO PROVIDE THEM WITH ACCESSIBLE SECONDARY SOURCES ABOUT THE LAST HUNDRED DAYS.

A wide variety of sources are available for comparative purposes. Consider selecting a Personnel Record from another soldier from the Personnel Records of the First World War database, or pick one of the sources found on the websites for Wartime Canada, The Memory Project, or the Canadian War Museum.



"VICTORY," Toronto Daily Star, Monday, November 11, 1918.

"PEACE," The Morning Leader, Regina, Monday, November 11, 1918.



Section 4: LEGACY OF THE LAST HUNDRED DAYS

Canadian soldiers made significant contributions to the Allied effort during the Last Hundred Days of the First World War. The Canadian Corps was the most powerful striking force available, and their actions on the battlefield helped the Allies achieve victory against Germany. Yet they paid a heavy price. Canadian casualties — including those killed, wounded, or taken prisoner — numbered 45,835 during this period. This was nearly 20 percent of the total Canadian casualties suffered during the war. The human toll was devastating, but more Canadians became invested in victory and in the meaning of those hundred days than at any comparable time in the war. The Last Hundred Days left behind a legacy of victory and of deliverance, and of Canada making a name on the international scene. Canada used its wartime accomplishments, especially its integral role in the Last Hundred Days, to usher in a movement for greater independence from Great Britain and push for greater national unity.



Canadians marching through the streets of Mons on the morning of 11 November 1918 (courtesy Library and Archives Canada/PA-003547).

ACTIVITY 6: CONSIDERING SIGNIFICANCE

Explore the way newspapers discussed the significance of the Last Hundred Days in 1919 and in 2018.

1. In pairs, read the article from 1919 and the editorial from 2018 in the **Activity Six Worksheet** in the **Last Hundred Days Worksheets Package** on the **Education Portal**. Identify the reasons why each author argued that the Last Hundred Days was a historically significant event.
2. Share your conclusions with another pair of students.
3. Using a Venn diagram, identify similarities and differences in how the significance of the Last Hundred Days is described in the 2018 editorial and in the 1919 article. Are the articles more similar or different in how they describe the significance of the campaign?

Extension: Identify the short- and long-term consequences of the First World War and the Last Hundred Days in one of the following areas: government and politics; the military; Canada in the international sphere; the economy and industry; social and cultural life; women and war. Remember to assess the magnitude, scope, and scale of their impact in both the short- and long-term.

ACTIVITY 7: LOOKING BACK – MEMORIALIZING THE LAST HUNDRED DAYS

Design a memorial or plan a commemoration event for the Last Hundred Days that highlights its historical significance.

1. In a small group, brainstorm different ways of remembering the Last Hundred Days. Consider specific examples of memorials for historical events or people that you already know about.
2. The ways that historical events, people, or developments are memorialized provide important evidence about their significance. Using the Vimy Foundation and Veterans Affairs Canada websites, investigate how the Battle of Vimy Ridge and the Last Hundred Days have been memorialized. Compare the language used to describe the battles, and the symbols, types, and styles of monuments used to commemorate them. Is the memorialization of Vimy Ridge and the Last Hundred Days more similar or more different?
3. Design a memorial or plan a commemoration event for the Last Hundred Days that highlights its historical significance. Your memorial should educate Canadians about the origins, key events, impact, and legacy of the Last Hundred Days. The artistic format of your memorial should be one that interests you, and you can be creative in the format it takes, including options such as a statue, plaque, stamp, poem, song, play, banner, or website tribute page. The memorial should meet the following criteria:
   - captures important figures and features that speaks to its lasting impact
   - sends a powerful message
   - is visually appealing
   - presents clear, accurate, and interesting writing/speaking, symbols, or images
4. Promote the remembrance of the Last Hundred Days at a school or community event by sharing the students' designs and plans in a curated display.

TEACHER TIP: OFFER STUDENTS THE OPPORTUNITY TO PAIR UP WITH A CLASSMATE TO PROVIDE FEEDBACK ABOUT EACH OTHER'S MEMORIALS. THE FEEDBACK SHOULD HIGHLIGHT BOTH POSITIVE ASPECTS AND AREAS FOR IMPROVEMENT BASED UPON THE CRITERIA ABOVE. ALLOW STUDENTS TIME TO REVISE AND REWORK THEIR DISPLAYS OR EVENT PLANS.

National War Memorial, Ottawa (Dreamstime.com/Adwo/91473198).



World War I Memorial, Smiths Falls, ON (Dreamstime.com/Matthew Benoit/44255811).



War memorial, Charlottetown (Dreamstime.com/Adwo/93543939).



Think Like a Historian:

THE LAST 100 DAYS

WORKSHEETS

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Activity #1 Worksheet:

Use this worksheet to support Activity 1 of *Think Like a Historian: The Last Hundred Days* Education Guide.

In small groups, select one of the following significant First World War events, people, or developments. Gather evidence about its historical significance and record it on the Historical Significance Criteria chart.

1. *Battle of Vimy Ridge*
2. *Battle of Passchendaele*
3. *Battle of Beaumont-Hamel*
4. *Battle for Hill 70*
5. *Battle of the Somme*
6. *Battle of Courcelette*
7. *Second Battle of Ypres*
8. *Nursing Sisters*
9. *Canadian Expeditionary Force*
10. *Canadian Command during the Great War*
11. *Evolution of Canada's Shock Troops*
12. *The Canadian Great War Soldier*
13. *Francis Pegahmagabow*
14. *John McCrae*
15. *Billy Bishop*
16. *Robert Borden*
17. *Union Government*
18. *Halifax Explosion*
19. *Women's Suffrage*
20. *Victory Loans*
21. *War Measures Act*
22. *Military Service Act*
23. *Conscription*
24. *Wartime Elections Act*
25. *Canadian Women and War*
26. *Internment*
27. *Canadian Children and the Great War*
28. *Henri Bourassa*
29. *Wilfrid Laurier*
30. *Arthur Currie*

Historical Significance Criteria Chart

Prominence: Was the person or event recognized as significant at the time? How so?	
Consequences: What effect(s) did the person or event have?	
Impact: How widespread was the person or event's impact? How long-lasting were the effects?	
Revealing: What does the person or event reveal about the larger historical context or present-day issues? Does it inform our understanding of a historical issue or period?	

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Activity #3 Worksheet:

Use this worksheet to support Activity 3 of *Think Like a Historian: The Last Hundred Days* Education Guide.

In pairs, compare the sets of photographs of Canadian soldiers and the battles in which they fought. What evidence can you identify in the photos that indicates that the nature of war (technology, tactics, environment, casualties, weapons, the scope of destruction, or anything else you notice) changed or stayed the same between the Last Hundred Days and earlier in the war?

Note: The photographs on the left are from before August 1918 while the photographs on the right are from after August 1918.



Canadian Troops in a Communication Trench. September 1916 (courtesy Library and Archives Canada/PA-000723).



Canadians moving over the battlefield towards Cambrai. Advance east of Arras. October 1918 (courtesy Library and Archives Canada/PA-003256).



German trenches demolished by artillery, showing German dead. July 1916 (courtesy Library and Archives Canada/PA-000128).



A Canadian Patrol going forward during the Battle of Valenciennes. November 1918 (courtesy Library and Archives Canada/PA-003379).



One of our guns stuck in the mud. Battle of Passchendaele. November 1917 (courtesy Library and Archives Canada/PA-002137).



Tanks advancing down Amiens-Roye Road. Battle of Amiens. August 1918 (courtesy Library and Archives Canada/PA-002946).



German prisoners doing stretcher work on Somme, November 1916 (courtesy Library and Archives Canada/PA-001039).



Tanks advancing. Prisoners bring in wounded wearing gas masks. Battle of Amiens. August 1918 (courtesy Library and Archives Canada/PA-002951).



Personnel of the 16th Canadian Machine Gun Company holding the line in shell holes during the Battle of Passchendaele. November 1917 (courtesy Library and Archives Canada/PA-002162).



Canadians passing through ruined Church in Cambrai. Advance east of Arras. 9 Oct. 1918 (courtesy Library and Archives Canada/PA-003286).



Pack horses transporting ammunition to the 20th Battery, Canadian Field Artillery. April 1917 (courtesy Library and Archives Canada/PA-001231).



Canadians and their supply wagons crossing a railway in the dry bed of the Canal du Nord. Advance East of Arras. September 1918 (courtesy Library and Archives Canada/PA-003285).

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Activity #4 Worksheet:

Use this worksheet to support Activity 4 of ***Think Like a Historian: The Last Hundred Days*** Education Guide.

Read the selected ten excerpts from Claudius Corneloup's *Epic of the 22nd Battalion* as a basis for the exercises in Activity 4.

Teacher Tip: These excerpts are written at a high reading level. You may want to read and unpack them with your class.

Click *here* to read the entirety of Corneloup's book from Bibliothèque et Archives nationales du Québec. Note that it is available only in French.

1. "It's not scholarly work that I offer to the readers who are interested in the 22nd Battalion (French-Canadian). Departing from all literary etiquette and banishing the style and lies of art, as well as all its artifices, neglecting the fake embellishment of great truths, I sought to free myself from adhering to these tragic events, always human, and to turn them into a simple composition of emotions rather than a work of science, written as my pen went, haphazardly, from one day to the next, appropriately, to offer to the humble, the grandfathers, the mothers, the women, the betrothed and the children of our soldiers who died for their country." (p.7)

2. "I wrote these pages for all of those who suffered, lived and cried in the trenches; I wrote for all the wounded that generously gave their blood, for all the friends and parents of the fallen; I wrote for those who dressed our wounds, who helped us, and for the holy souls who prayed for us." (p.7)

3. "A Battalion may go unnoticed; a Brigade attracts attention. In this movement of troops, there wasn't just a division, but the entire Canadians Corps […]

The excitement was extraordinary. On the roads and in the fields, Battalions were following Battalions; cavalry was massed along the wooded slopes; at the pawing and neighing of the horses, the heavy artillery, installed on powerful tractors, squeaked in the ruts; the tanks were rushing in, dull, muffled masses, roaring quietly; and, even further away, colourless spots, earth coloured, grouped in a heaving expanse, overflowing with men and supplies, buried in the twilight." (p.125)

4. "Our turn came at ten forty-five. In artillery formation, the soldiers of the 22nd passed over the 18th Battalion. The village was overrun. At that point, a German plane flew above us and signalled our presence with two flares. The instant became critical. We were bombarded with ten shells per second. We ran forward. A new threat. The German gunners, hidden behind trees and bushes, were offering a fierce resistance; they retreated methodically, causing losses as they went.

The tanks kept relentlessly at their task of destruction, sowing a diabolical terror. The advanced and returned, skirting around the enemy's positions, crushing them or forcing them to run, constantly followed by the phalanxes of Courcelette, Ypres, Vimy, Lens and Passchendaele, in unending lines." (p.128)

5. "The field [at Arras] was plowed between the two lines to such an extent that it looked like the beaten fields at Vimy. […]

Of the fringes of the two armies observing each other in the dark, ours had all the disadvantages. Sunken in a crypt, paralyzed, it seemed touched by some frightful darkness. Stuck and driven into marshy fields of an untrustworthy consistency, plowed by innumerable ruts with muddy landslides and subjected to rigorous observation, the army couldn't move without being noticed. The other, on the contrary, was solidly raised on a plateau fed by a profusion of roads that facilitated the transport of supplies, reinforcement, and, if needed, retreat. The other, the enemy army, was watching its prey, amassing its machine guns, marching its light 37 caliber canons. The army, feeling defeated, knows that soon enough it will have to abandon its hiding place, will have to flee, flee, distraught […] Retreating, yes, but inch by inch, defended fiercely." (p.138)

6. “[At the Battle of la Scarpe] Colonel Dubuc fell while leading his men; Major Vanier lost a leg; Majors Routier, Roy and Archambault, Captain Morgan, Lieutenants Lamothe and Lemieux; here’s the list of decorated men who were extinguished, all the glory of the past blazes in a bloody apotheosis. Captain Morgan, despite numerous desperate efforts, stayed in that miserable no man’s land for thirty-six hours.

Of the 22 officers that took part in this Homeric battle, not a single one was spared. Of the 600 shock troops, only 70 were able to muster. The conquered position was maintained. […]

And behind the lines, amongst the legions of the dead, inarticulate sounds rose to the heavens: souls in distress pleading for help; broken hearts abandoning the path of life; broken bodies who had suffered too much in this skin […]

When, at night, silence came again, a soft lament like the singing of a psalm flew up to the shining stars. It was a living painting, sublime, where all of war’s poetry reached its purest form: 300 of our wounded were dreaming, asleep in a bed of dew.” (p.139)

7. “The 22nd was sent to Croisilles, then to Fontaines and to Quéant, on the Hindenburg line. Subjected to the violence of aerial and long-range bombing, the 22nd kept going. Step by step, forced marches through this country covered in barbed wire, in torrential rains, through the mud and the holes, they followed the never-ending Canadian advances as a reserve force, waiting for back-up. Six hundred conscripts arrived. They are all full of good will. They are strong and vivacious young men. But they know nothing of war.

We might have thought there would be a silent hostility between the volunteers and the conscripts. The tragic events that took place in Québec, having resonated all over the world, had touched our prestige and tarnished our glory. But it was not the case. We forgot. We made them understand that it was not only in the interest or France and England that they had been called, but for Canada as well. The world could never have been at peace with the power of German militarism. We needed to crush it, to annihilate it, so that the world could be happily at home, soaking up the sun.” (p.141)

8. “More than four years have passed, and during those four years, the 22nd has grown a hundredfold, rising higher than the sublime and preserving the purest of military glories. During those four years, throughout the violence of the battles, it never ceded any ground, never retreated an inch.”

After Kemmel, Saint-Éloi, Zillebecke, Ypres, Courcelette, Régina, Angres, Neuville St Waast, Vimy, Lens, Passchendaële, Mercatel, Neuville-Vitasse, Amiens and the Somme, Chilly, Cherisy, Cambrai, Valenciennes and the thundering attacks of the Hainaut province, after the capture of Mons by Canadians troops on November 11, the very day of the armistice, after so much fighting and so many sacrifices done at these historic places, the famous Battalion, uniting its cry of joy with the peaceful hallelujah sung by an entire universe, reached the banks of the Rhine, moved by the noble sentiments of magnanimous victory.” (p.146)

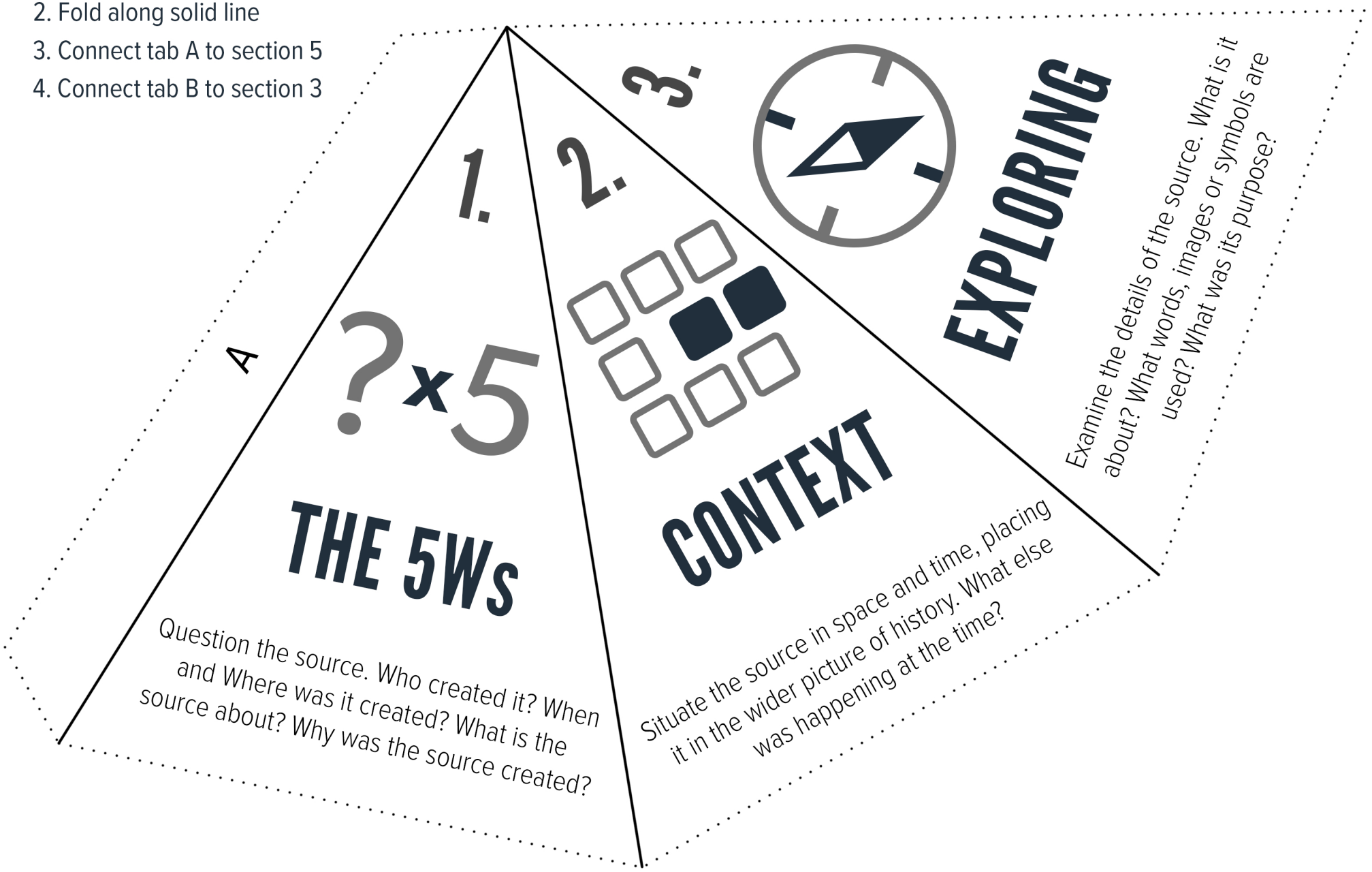
9. “We talked about the 22nd a lot. We will always keep on talking about it: its accomplishments are eternal; it is an epic poem from prologue to epilogue, but the marvels written therein will never match the sublimity of their actions.” (p.149)

10. “Forward, always forward, we march, guided by the star of impending peace and pushed by an invisible force. In the chaos of the hordes, the confusions and the entangled corpses, among the destroyed lands from which thousands of scattered objects emerge, along the canals swollen by the recent rains, under the breaches slashed by cannon fire, under the wrath of hail, under bursts of fire, under gunfire, we march, leaving behind us our dead and wounded.” (p.143-144)

3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

INSTRUCTIONS

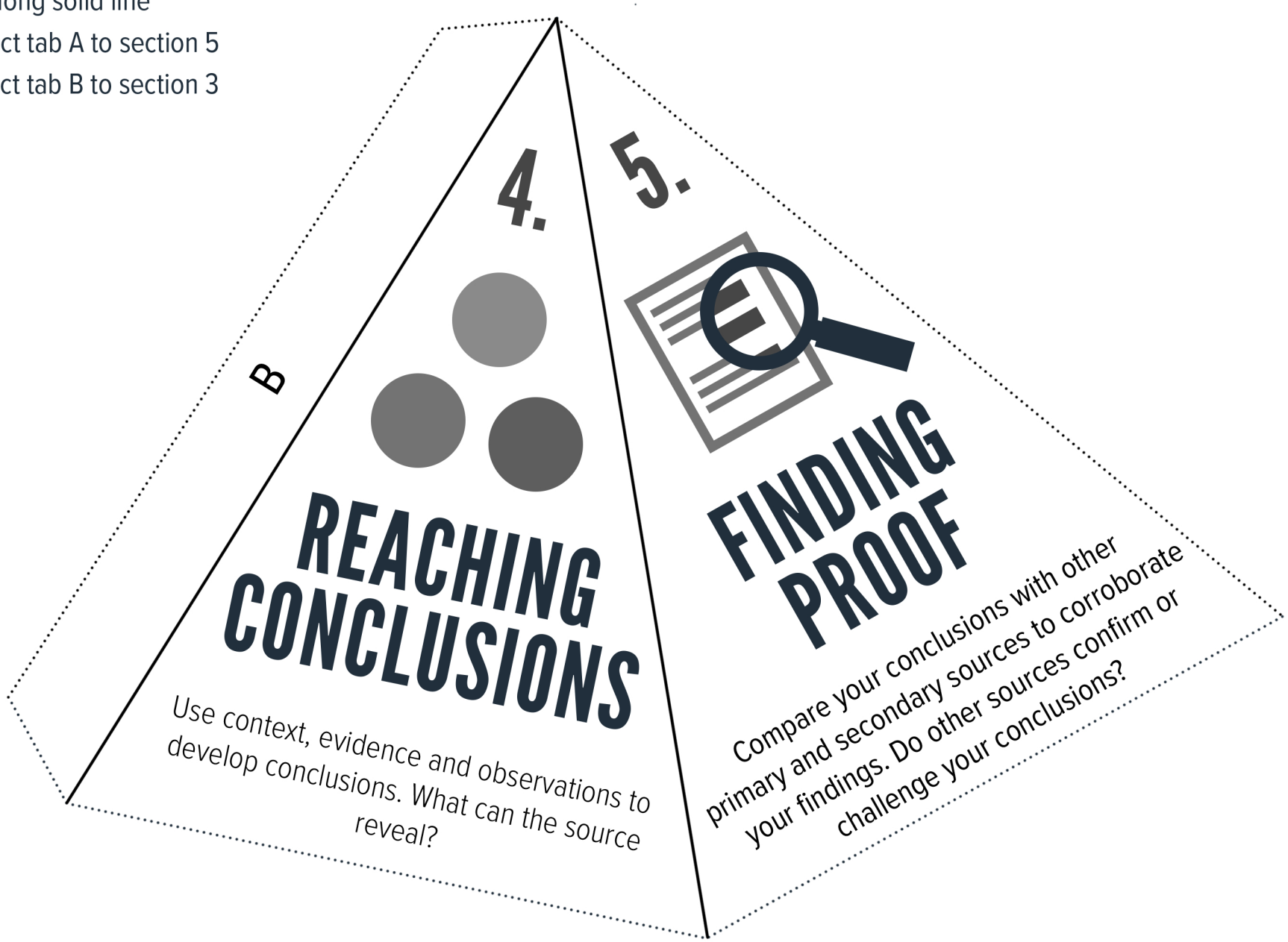
1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to section 5
4. Connect tab B to section 3



3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

INSTRUCTIONS

1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to section 5
4. Connect tab B to section 3
4. Connect tab B to section 3



THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Activity #4 Worksheet

Continued

Use this worksheet to support the 5Ws exercise in Activity 4 of *Think Like a Historian: The Last Hundred Days* Education Guide.

WHAT? What kind of document is it?	
WHO? Who is the author/ creator of the document? What can you infer about the author from the excerpts?	
WHEN AND WHERE? When and where was it written?	
WHY? Why was the document written/ created? Who was the intended audience?	

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Use this worksheet to support the Reaching Conclusions exercise in Activity 4 of *Think Like a Historian: The Last Hundred Days* Education Guide.

Based on evidence from Corneloup's account, develop conclusions about his thoughts, feelings, and values as well as the experiences of French-Canadian soldiers in the 22nd Battalion during the Last Hundred Days.

	Evidence	**Conclusions**
1.		
2.		
3.		
4.		
5.		

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Use this worksheet to support the Finding Proof exercise in Activity 4 of *Think Like a Historian: The Last Hundred Days* Education Guide.

In pairs, compare Corneloup's account with a letter written by Armand Thérien, a soldier in the 22nd Battalion (below). Identify the similarities and differences in Corneloup's account of the Last Hundred Days with Thérien's letter and record them in the chart.

Point of comparison	Similarities	Differences
1.		
2.		
3.		
4.		
5.		

August 26, 1918

At 3 am, we move towards our attack position as indicated by our officers. Following them, we exit the trenches at the gates of Arras, and we move toward a small railroad situated approximately 800 yards north of Arras. We end up about 500 yards from the Germans, and silence is necessary, as the smallest of noises could expose our attack plan. Every so often a German or Allied shell flies over our heads, whistling, trying to hit the other's artillery. All is silent; we are divided by sections… and by wave (of assault): we only hear the short, muffled voice of the Captain giving his orders; then a plane flies over, breaking the silence with the noise of its motor. Not a single gun shot: the fritzs [Germans] are not expecting an offensive.

The Captain hands out the rum. We wait for the signal; ten more minutes. We speak softly, share our thoughts.

An old French-Canadian soldier beside me tells me: "It's your first attack, that's why you are so cheerful; but I've seen many others, I know what it is." And he keeps going: "If you are wounded, throw your gun, your equipment, keep only your metal helmet and your gas mask, and go to the back; but don't get caught in the barrage fire, cause then you're dead." I don't know what it is, but I feel gay, brave; I hate the Germans and I want to kill them all (the effects of the rum).

"2 minutes," says the Captain. "We advance by 100 yards every 4 minutes, in a diagonal to the right." "Cheer up, boys, either we take our objective, or we die."

3 o'clock. A flare. 2 seconds. The barrage fire starts. Terrible bombardment. The Germans hesitate a minute, then start their own barrage fire. It's unbelievable. This is nothing but a beat, a lightning; 4 minutes. We move forward; 10 men fall around me, killed by our own artillery. What is happening? A mistake with the calculations? I don't know. Another type of flare. We are told to keep firing.

We march on. Shells explode all around us, over our heads; the bullets whistle in our ears. Men fall. Fear takes me; I want to be wounded, but I'm afraid of it; I'm scared, because I can't believe what is happening. You have to see it to understand it because it is unspeakable.

We move forward, in pain and suffering, getting stuck in the barbed wire, jumping in shell holes, etc., when (Lieutenant) Gendron, in charge of our wave, gives us the signal to stop because we are moving too fast. We stand by, and then get the signal to keep going. This action takes my fear away; I light myself a cigarette, too, and keep moving, Thérien! …

… That's where I am buried; a shell explodes five steps from me; I fall on my stomach and faint; and when I come to, my face and arms are exposed, my equipment has been removed and I feel in my neck an excruciating pain; who dug me up? I found out later it was my old friend, killed as he did that for me.

I get up. I'm dizzy. I touch my neck and feel a warmth I think is blood. I can go to the back, I fall; it starts raining again, I walk a few steps, fall in the barbed wire. I don't even know where the front is. I only hear one noise. I only see one light. I finally fall in a shell hole and, despite the noise of the canon, I am so tired that I fall asleep.

I don't know how long I slept. I touch my wound. It's only a bump. It's dawn; it's still raining. I stumble on the dead, I hear the moans of the wounded. I trip on another body. It's my Captain, with a bullet wound in each leg. I dress his wound. He sees the state I'm in and gives me another shot of rum. I see in the distance a group of our support men. I join them, I report to the [Lieutenant]. …

The [Lieutenant] keeps me with him. We empty the dug-outs, we kill about 30 Germans and take 84 prisoners. A section of my Regiment moves forward, I join them and arrive with them at Monchy; our objective. Nice little village surrounded by trenches…

Armand Thérien

Armand Thérien,
22nd Battalion (French-Canadian)

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

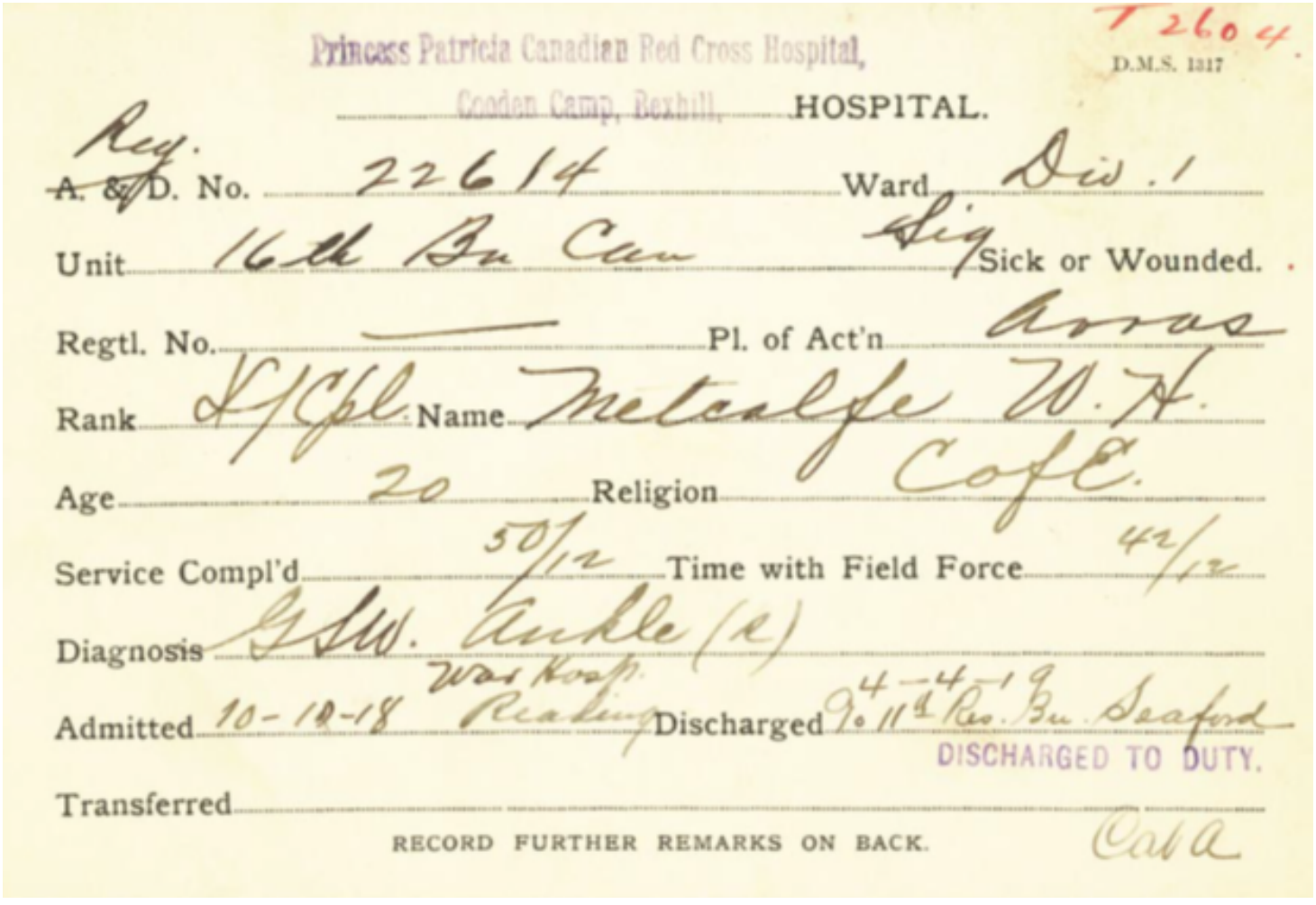
Activity #5 Worksheet:

Use this worksheet to support Activity 5 of *Think Like a Historian: The Last Hundred Days* Education Guide.

Read the selected excerpts from William Metcalf's Personnel Record as a basis for the exercises in Activity 5.

Click *here* to read William Metcalf's full Personnel Record from Library and Archives Canada.

1) HOSPITAL/HEALTH RECORDS



T 2604.

D.M.S. 1317

Princess Patricia Canadian Red Cross Hospital,

Cooden Camp, Bexhill, HOSPITAL.

Reg.

A. & D. No. 22614 Ward Div. 1

Unit 16th Bn Can Sig Sick or Wounded.

Regtl. No. — Pl. of Act'n Arras

Rank L/Cpl. Name Metcalfe W. H.

Age 20 Religion C of E.

Service Compl'd 5 yrs 1/2 Time with Field Force 4 yrs 1/2

Diagnosis G.S.W. Ankle (L)

Admitted 10-10-18 Was Hosp. Reading Discharged 9th 4-4-19 Res. Bn. Seaford

DISCHARGED TO DUTY.

Transferred

RECORD FURTHER REMARKS ON BACK. Can a

Regimental Number

Division

Battalion

Canada/Canadian

Place of Action

Princess Patricia Canadian Red Cross Hospital
Cooden Camp, Bexhill Hospital

T2604
D.M.S. 1317

Reg. No. 22614 Ward Div. 1

Unit 16th Bn Can Sig Sick or Wounded.

Regtl. No. -------- Pl. of Act'n Arras

Rank L/Cpl Name Metcalfe W.H.

Age 20 Religion C of E

Service Compl'd 50/12 Time with Field Force 42/12

Diagnosis GSW Ankle (R)

Admitted 10-12-18 War Hospital Reading Discharged 4-4-19 To 11th Res. Bn. Seaford

DISCHARGED TO DUTY

Transferred _____

RECORD FURTHER REMARKS ON BACK

Cat. A

Lance Corporal

Church of England/Anglican

Completed

Gun Shot Wound

Reading is a city in England where hospital was located

Reserve Battalion

ORIGINAL

22614

T823K F

— MEDICAL HISTORY SHEET —

SURNAME Metcalf CHRISTIAN NAME William H.

EXAMINED ON 26 Aug AT Valcartier APPVD. BY.

BIRTHPLACE—— TOWN Wade COUNTY Maine

A.H. Sutherland
Capt A.M.C.

APPARENT AGE 20

TRADE OR OCCUPATION Barber

HEIGHT 5' FEET 7 INCHES

CHEST 35" MINIMUM 2 MAXIMUM

9 SEP 1915

PHYSICAL DEVELOPEMENT Good

WHEN VACCINATED LAST 1912

Innocolated Aug 26/14
Sept 11/14

10.10.15 Vac 2 Ors.

10.12.15 Ft. Garrison
1-4-19 A/Major Capt

ENLISTED AT Fredericton NB ON Aug 13/14

AT

JOINED ON ENLISTMENT 71st Regt

TRANSFERRED TO 12th Battalion 22614 ✓

16 "

23 Sept. VALCARTIER.

EXAMINED OR DISCHARGED BY A MEDICAL BOARD.

No 22614

Entries in Red Ink made from Attestation Sheets R.M. Shaw for D.D.M.S.

JUL 16 1915

CANADIAN

Nelson
Bexhill

ORIGINAL

22614

T523 K/C -- MEDICAL HISTORY SHEET –

SURNAME Metcalf CHRISTIAN NAME William H.

EXAMINED ON 26 Aug AT Valcartier APPVD. BY.

BIRTHPLACE ----- TOWN Waite COUNTY Maine R.H. Sutherland

Capt AMC

APPARENT AGE 20

TRADE OR OCCUPATION Barber

HEIGHT 5 FEET 7 INCHES

CHEST 35 MINIMUM 2 MAXIMUM 9 SEP 1918

PHYSICAL DEVELOPMENT Good

WHEN VACCINATED LAST 1912

Innoculated Aug 26/14 10.10.18 SAB

Sept 11/14 2

10.12.18 A [*illegible*]

1-4-19 A [*illegible*] Capt

ENLISTED AT Fredericton N.B. ON Aug 15/14

AT

JOINED ON ENLISTMENT 71st Regt

TRANSFERRED TO 12th Battalion 22614

16 "

23 Sept VALCARTIER

EXAMINED OR DISCHARGED BY A MEDICAL BOARD.

Canadian

No. 22614

Entries in Red Ink made from Attestation Sheets

_____R.M. Shaw_____

JUL 16 1915 for D.D.M.S

Approved

Captain

Army Medical Centre

New Brunswick

Regiment

Deputy Director of Medical Services

MEDICAL EXAMINATION UPON LEAVING THE SERVICE OF OFFICERS AND OTHER RANKS WHO HAVE NO DISABILITY.

Officers and Other Ranks leaving the service for reasons other than medical unfitness are to be reported on this form. Where there is evidence of any undetermined or progressive disability, this form will not be used, but the case will be referred to a Medical Board for completion of M.F.B. 227.

No. 22614 Rank Corporal Surname Metcalf.
(Given name in full) William H.

Unit or Corps 18th Res. Birthplace Waite Maine.

(Examination of Officer or Other Rank (stripped) to be made by one Medical Officer.)

1. GENERAL DESCRIPTION:

Physique good Weight 154 lbs. Height 5 ft. 7 in. Colour of Eyes Brown.

Nutrition good

Pulse 80

Condition of arteries good

Vision Rt. 6/6 Left 6/6

Hearing (conversational voice) Rt. 2 ft.

Left 2 ft.

Identification marks, scars, or deformities.
(Give cause and date of origin.)
Three shell wounds above R ankle.
(G.S.W. France Sept 7/18

Opinion as to general health and physical condition good.

2. Has Officer or Other Rank ever suffered from, or has he now, any affection of the following systems? (Answer "Yes" or "No"). (Subjective evidence may be sufficient in certain cases.)

Nervous System no Genito Urinary System no Cardio-Vascular System no

Special Senses no Integumentary System no Respiratory System no

Disturbance of mentality no Muscular System no Digestive System no

Osseous and Joint System no Any other general condition no

3. If the answer to any part of Section 2 above is "Yes," here give full particulars, with cause and date of origin; and also a description of the present condition.

G.S.W. R. leg — Sept 7/18. good recovery.

MEDICAL EXAMINATION UPON LEAVING THE SERVICE OF OFFICERS AND OTHER RANKS WHO HAVE NO DISABILITY.

Officers and Other Ranks leaving the service for reasons other than medical unfitness are to be reported on this form. Where there is evidence of any undetermined or progressive disability, this form will not be used, but the case will be referred to a Medical Board for completion of M.F.B. 227.

No. 22614 Rank Corporal Surname Metcalf
(Given name in full)
William H
Unit or Corps 18th Res. Birthplace Waite Maine

(Examination of Officer or Other Rank (Stripped) to be made by one Medical Officer.)

1. GENERAL DESCRIPTION: Good

Physique Good Weight 154 lbs. Height 5 ft 7 " in Colour of Eyes Brown

Nutrition Good

Pulse 80

Condition of Arteries Good

Vision Rt. 6/6 Left 6/6

Hearing (Conversational voice) Rt. 2 ft.
Left 2 ft

Opinion as to general health and physical condition Good

Identification marks, scars, or deformities. (Give cause and date of origin.)

[*illegible*] bullet wound above R ankle

(GSW. France Sept /18)

2. Has Officer or Other Rank ever suffered from, or has he now, any affection of the following systems? (Answer "Yes" or "No"). (Subjective evidence may be sufficient in certain cases.)

Nervous System No Genito Urinary System No Cardio-Vascular System No
Special Senses No Integumentary System No Respiratory System No
Disturbance of mentality No Muscular System No Digestive System No
Osseous and Joint System No Any other general condition No

3. If the answer to any part of Section 2 above is "Yes," here give full particulars, with cause and date of origin; and also a description of the present condition.

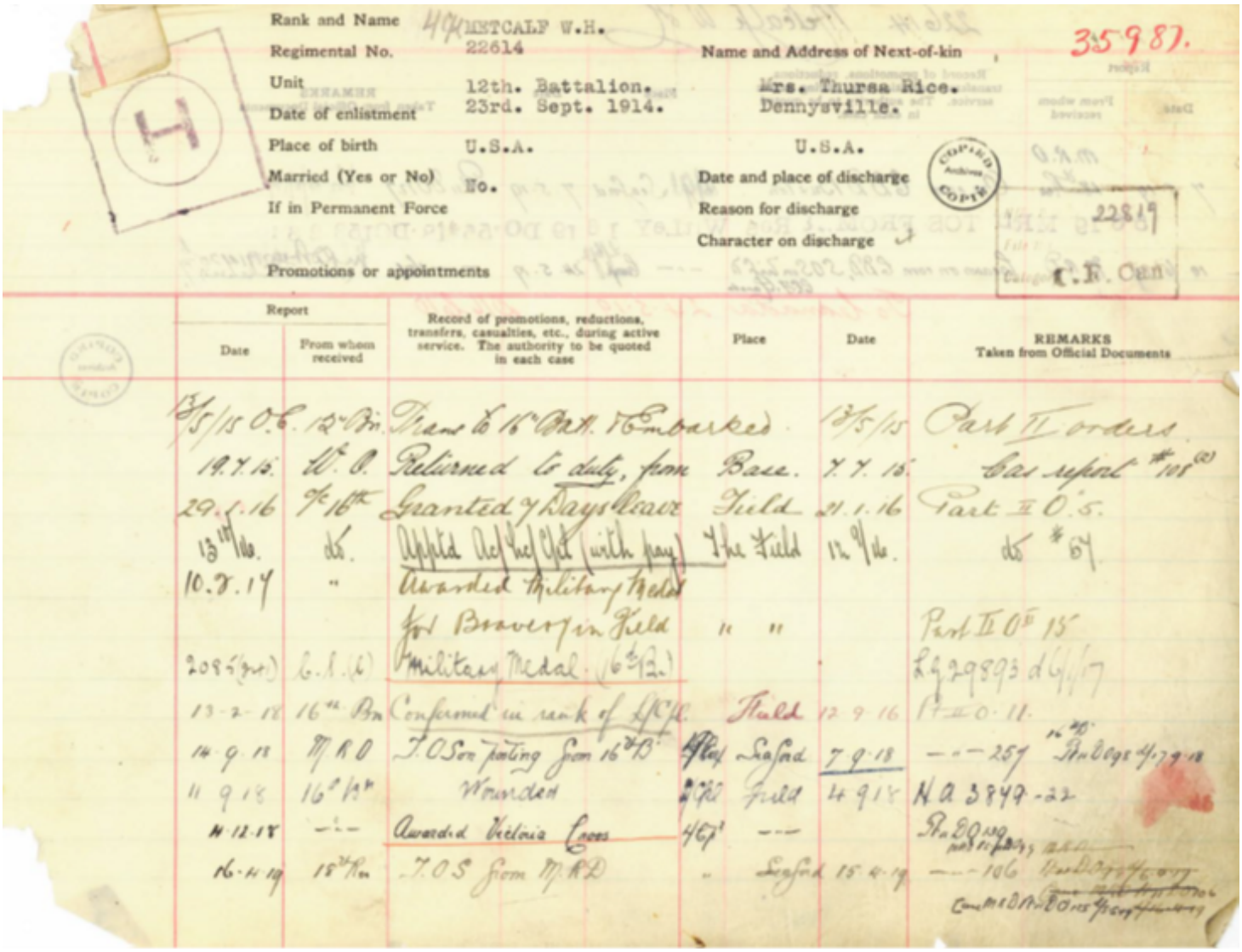
G.S.W. R. leg – Sep /18 Good recovery.

Right

Gun Shot Wound

2) CASUALTY AND SERVICE FILES

For information on how to read a Service Record or Casualty Form, visit: *http://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/Pages/read-service-record-casualty-form.aspx*



Rank and Name: METCALF W.H.
Regimental No.: 22614
Unit: 12th. Battalion.
Date of enlistment: 23rd. Sept. 1914.
Place of birth: U.S.A.
Married (Yes or No): No.
If in Permanent Force
Promotions or appointments

Name and Address of Next-of-kin: Mrs. Thursa Rice. Dennysville.
Date and place of discharge: U.S.A.
Reason for discharge
Character on discharge

35987.

Report: Date	Report: From whom received	Record of promotions, reductions, transfers, casualties, etc., during active service. The authority to be quoted in each case	Place	Date	REMARKS Taken from Official Documents
3/5/15	12th Bn.	Trans to 16th Bn. Embarked		3/5/15	Part II orders
19.7.15.	M.O.	Returned to duty, from	Base.	7.7.15.	Hospital #108
29.1.16	16th	Granted 7 Days Leave	Field	21.1.16	Part II O.S.
13/10/16.	do.	Appointed Actg/Cpl (with pay)	The Field	12.9/16.	do #64
10.7.17	"	Awarded Military Medal for Bravery in Field	" "		Part II O.S. 15
20-8-(illegible)	G.H.Q.	Military Medal (6-3-(illegible))			L29893 dG/C
13-2-18	16th Bn	Confirmed in rank of L/Cpl.	Field	12.9.16	Part II O. 11.
14-9-18	M.R.D	T.O.S on posting from 16th B.	Rly Siding	7.9.18	--- 257 16th Bn Regts 4.9.18
11.9.18	16th/13th	Wounded	[illegible] Field	4.9.18	H.A. 3847-22
14-12-18	---	Awarded Victoria Cross	46th	---	R.D.O. 139 pars 11 pages, and
16-4-19	18th Bn	T.O.S from M.R.D	"	Sig Sqd 15-4-19	--- 186 [illegible]

Officer Commanding
Battalion
Casualty
Ditto

35987

Rank and Name METCALF W.H.
Regimental No. 22614
Unit 12th. Battalion.
Date of enlistment 23rd. Sept. 1914
Place of birth U.S.A.
Married (Yes or No) No.
If in Permanent Force

Name and Address of Next-of-kin
Mrs. Thursa Rice.
Dennysville.
U.S.A
Date and place of discharge
Reason for discharge
Character on discharge

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22819
C.F. Can

Promotions or appointments

Report		Record of promotions, reductions, transfers, casualties, etc. during active service. The authority to be quoted in each case	Place	Date	REMARKS Taken from Official Documents
Date:	From whom received				
13/5/15	O.C. 12th Bn	Trans to 16th Batt. + Embarked		13/5/15	Part II Orders
19.7.15	W.O.	Returned to Duty, from	Base	7.7.15	Cas report #108 (2)
29.1.16	o/c 16th	Granted 7 Days leave	Field	21.1.16	Part II O. 5.
13/10/16	do.	Appl'd Act L/Cpl (with pay)	The Field	12 9/16	do. #57
10.2.17	"	Awarded Military Medal for Bravery in Field	" "		Part II OII 15
2085 (241)	C.S. (I)	Military Medal (16th Bn)			L.G. 29893 d 6/1/17
13-2-18	16th Bn	Confirmed in rank of L/Cpl.	Field	12-9-16	Pt II O. 11.
14.9.18	M.R.D.	T.O.S. Pooling from 16th B	L/Cpl Seaford	7.9.18	-- "---- 25 / 16th B BnD 098 L/1
11.9.18	16th Bn	Wounded	L/Cpl Field		H A 3849 - 22 Bn DO 139
4.12.18	----"----	Awarded Victoria Cross	L/Cpl ---"---	4 9 18	MRD 16-p 00 99
	18th Res.	T.O.S from M.R.D	" Seaford	15.4.19	-- "--- 106 Lanc MRDBnDO125 d/s 549

Applied [to be] Acting Lance Corporal
Commandant Staff
London Gazette
Taken on Strength
Battalion
Manitoba Regimental Depot

(9115)—Wt. W4862—540.—600,000.—9-14.—G. A. T. & S., Ltd. Forms B. 103.

Army Form B. 103.

Cash Account R.J. 101/Inf/16/10

Casualty Form—Active Service.

Regiment or Corps

Regimental No. 22614 Rank Pte Name Metcalf, W.H.

Enlisted (a) 23/8/14 Terms of Service (a) Service reckons from (a)

Date of promotion to present rank } Date of appointment to lance rank } Numerical position on roll of N.C.Os. }

Extended Re-engaged Qualification (b)

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Report Date	Report From whom received	Record of promotions, reductions, transfers, casualties, etc., during active service, as reported on Army Form B. 213, Army Form A. 36, or in other official documents. The authority to be quoted in each case.	Place	Date	Remarks taken from Army Form B. 213, Army Form A. 36, or other official documents.
23/5/15	Part 2 Orders	Joined in France & Taken on Strength	16th Bn	24/5/15	No 11 23/5/15
10/7/15	O.C. 16th Bn	Slightly wounded	Returned to duty	7/7/15	K4/7/16 Vol III 10/7/15
21/1/16	O.C. Bn	7 days leave		20.1.16	B213 21.1.16 No 5 29.2.16
29.9.16	O.C. Bn	appointed 2/Cpl to complete	Field	7.9.16	B213. 57 & 13-10-16
12-1-17.	O.C. Bn.	Granted 10 days leave.	"	24-12-16	B213 - Pt 2. O. " 4.291.17
12.1.17	"	Returned	"	6.1.17	B213
6-1-17	London Gazette	Awarded the MILITARY MEDAL for bravery in the Field.			29893-349/350 Pt. 11 Orders 15 D/- 12-2-17
4.8.17	O.C. Bn.	To 1st Army Signal School		22.7.17	
14.11.17	"	Rejoined Unit		2.9.17	K.R. 16/781/01
17.11.17	"	GRANTED 14 DAYS LEAVE			Pt. 11 No ... d/ ...
1.1.18	"	RETURNED FROM LEAVE		30.12.17	
19.1.18	"			16.1.18	B 213.
25.1.18	"	Recommended 15.1.18 for leave from 25.1.18 to 7.2.18	Dannetzing		07709 Pt 11 6/8/1918

(a) In the case of a man who has re-engaged for, or enlisted into Section D, Army Reserve, particulars of such re-engagement or enlistment will be entered.
(b) e.g., Signaller, Shoeing Smith, etc., etc., also special qualifications in technical Corps duties.

P.T.O.

Officer Commanding

Battalion

Acting Lance Corporal

(8915) – Wt. W4862 – 540. –600,000. – 9-14 – G.A.T.&S., Ltd. Forms B. 103/1. Cert. Correct Army Form B. 103

K.I. 101/Inf/16/10

Casualty Form – Active Service

Regiment or Corps _____

Regimental No. _ 22614 Rank Pte Name Metcalf, W.H.

Enlisted (a) _23/8/14_ Terms of Service (a) _____ Service reckons from (a) _____

Date of promotion to present rank } _____ Date of appointment to lance rank _____ Numerical position on roll of NCOs. } _____

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Extended _____ Re-engaged _____ Qualification (b) _____

Report		Record of promotions, reductions, transfers, casualties, etc. during active service. The authority to be quoted in each case	Place	Date	REMARKS Taken from Official Documents
Date	From whom received				
23/5/15	Part 2 Orders	Arrived in France + Taken on Strength	16th Bn	14/5/15	No. 11 23/5/15
10/7/15	O.C. 16th Bn	Slightly wounded	Returned to duty	7/7/15	K4 7/7/16 VOC III 10/7/15
21/1/16	OC Bn	7 days leave		20.1.16	B213 21/1/16 No. 5 29116 Bn 3 57 dy 13-10-16
29.9.16	OC Bn	Appointed A/L/Cpl to complete	Field	12.9.16	
12-1-17.	OC Bn	"			Bn 3
12.1.17	"	Returned	"	6.1.17	29893-349/350 Pt. 11 Orders 15 D/- 10-2-17
6-1-17	London Gazette				
4.8.17	OC Bn	To [?] Army Signal School		22-7-17	Bn 3
15.11.17	"	Rejoined Unit		2-9-17	K.I. 16/78501
5.1.18	"	GRANTED 14 DAYS LEAVE	U.K	30.12.17	Pt. 11 No. 3d 1918
19.1.18	"	RETURNED FROM LEAVE		16.1.18	B213
25.1.18		Reprimanded 18.1.18 over-staying leave from 6:30 am 14.1.18 to 6:30 am 15.1.18 forfeits 2 days pay by [*illegible*]			D2069 Pt. II O.8/1918

(a) In the case of a man who has re-engaged for, or enlisted into Section D, Army Reserve, particulars of such re-engagement or enlistment will be entered.

(b) e.g., Signaller, Shoeing Smith, etc., etc., also special qualifications in technical Corps duties. {P.T.O.

Army Form B. 103—13.
Part II.

(SERVICE AND CASUALTY FORM Part II).

Regiment or Corps _____ Regimental Number 77614

*Substantative Rank Cpl. Surname Metcalf Christian Names Wm Henry V.C. M.M. 4 Bar

*Acting Rank _____

(* To be entered in pencil to facilitate alteration.)

COMBED Archives COPY

To be folded on this line.

Nothing to be written in this margin.

(A) Report: Date.	(A) Report: From whom received.	(B) Authority for Part II. of Orders	(C) Record of promotions, appointments, reductions, casualties, transfers, postings, &c. All acting as well as substantive promotions to be shown, for method of entry of which see A.C.I. 1050 of 1917. Corps and unit to which transferred and posted to be invariably named.	(D) Place of casualty	(E) Date of promotion, reduction, reversion, casualty, &c.	(F) Remarks (initials of ...
8/5/19			Attached C.D.D. Buxton for return to Canada, Part 11 Order No. 10			
24/5/19			Ceases to be attached C.D.D. Buxton on proceeding to Canada, Part 11 Order No. 120			

Aldershot

CAPT.
For OFFICER COMMANDING
CANADIAN DISCHARGE DEPOT.

24.5.19. T. O. S. Quebec Depot Clearing Services Command
Part 11. Order No. 154 of 3.6.19.

5.6.19. S. O. S. Quebec Depot Clearing Services Command
Part 11. Order No. 154 of 3.6.19.

On being discharged
DEMOB'N

LIEUT
OFFICER IN CHARGE R...
CLEARING SERVICES COMMAND

Army W.6925—Pte.

Army Council Instruction
Corporal
William
Victoria Cross
Military Medal

Army Form B. 103-II.
PART II

(SERVICE AND CASUALTY FORM Part II).

Regiment or Corps _____ Regimental Number 22614

*Substantive Rank Cpl Surname Metcalf Christian Names Wm Henry V.C. M.M. +bar

*Acting Rank _____

(* To be entered in pencil to facilitate alterations.)

(A) Report		(B) Authority of Part II. of Orders	(C) Record of promotions, appointments, reductions, casualties, transfers, postings, &c. All acting as well as substantive promotions to be shown, for method of entry of which see A.C.I. 1816 of 1917. Corps and unit to which transferred and posted to be invariably named.	(D) Place of casualty	(E) Date of promotion, reduction, reversion, casualty, &c.	(F) Remarks and initials and rank of an [illegible]
Date	From whom received					
8/5/19			**Attached C.D.D. Buxton for return to Canada, Part II Order No. 10/**			
24/5/19			**Ceases to be attached C.D.D. Buxton on proceeding to Canada, Part II Order No. 20/**			
24.5.19			**T.O.S. Quebec Depot Clearing Services Command Part 11, Order No. 154 of 3.6.19**			
5.6.19			**S.O.S. Quebec Depot Clearing Services Command Part 11, Order No. 154 of 3.6.19**			

[*Illegible*] Lock CAPT.
For OFFICER COMMANDING
CANADIAN DISCHARGE DEPOT

_____ LIEUT

OFFICER IN CHARGE QUEBEC
CLEARING SERVICES COMMAND

On being discharged
DEMOB'N

Canadian Discharge Depot
Number
Taken on Strength
Struck off Strength
Demobilization
Lieutenant

3) AWARDS

Shee 2. Reference item 155.

BAR TO THE MILITARY MEDAL
Authority London Gazette.
#31142 Dated 24-1-1919.

DEED OF ACTION.

Covering the Award of the BAR TO THE MILITARY MEDAL.

"During the attack in front of AMIENS on August 8th, 1918, this N.C.O. behaved in a most splendid manner in charge of a signal section. With extraordinary perseverance and judgement he carried a telephone line forward with the first wave and upon arriving at the final objective, established a signal station which he maintained all day under heavy shell fire. He several times traversed the zone of immediate danger to keep his lines in repair. His fine conduct was responsible for keeping Headquarters in touch with the situation and thus contributing valuable assistance to the success of the action."

Sheet 2. **Reference Item 155.**

BAR TO THE MILITARY MEDAL
Authority London Gazette.
#31142 Dated 24-1-1919.

DEED OF ACTION.

Covering the Award of the BAR TO THE MILITARY MEDAL

"During the attack in front of AMIENS on August 8th, 1918, this N.C.O. behaved in a most splendid manner in charge of a signal section. With extraordinary perseverance and judgement he carried a telephone line forward with the first wave and upon arriving at the final objective, established a signal station which he maintained all day under heavy shell fire. He several times traversed the zone of immediate danger to keep his lines in repair. His fine conduct was responsible for keeping Headquarters in touch with the situation and thus contributing valuable assistance to the success of the actions."

Reference item 155.

#22614 Lance-Corporal METCLAF, William Henry
16th. Battalion, Canadian Infantry.

VICTORIA CROSS.
Authority London Gazette.
#31012 Dated 15-11-18.

DEED OF ACTION.

Covering the Award of the VICTORIA CROSS.

"For most conspicuous bravery, initiative, and devotion to duty in attack, when, the right flank of the Battalion being held up, he realized the situation and rushed forward under intense machine gun fire to a passing Tank on the left. With his signal flag he walked in front of the Tank, directing it along the trench in a perfect hail of bullets and bombs. The machine gun strong points were overcome, very heavy casualties were inflicted on the enemy, and a very critical situation was relieved. Later, although wounded, he continued to advance until ordered to get into a shell-hole and have his wounds dressed. His valour throughout was of the highest standard."

---------oOo---------

MILITARY MEDAL.
Authority London Gazette.
#29893 Dated 6-1-1917.

DEED OF ACTION.

Covering the Award of the MILITARY MEDAL.

"For conspicuous gallantry and devotion to duty near COURCELETTE on the 7th, 8th, and 9th October, 1916. On the night of October 7th word was brought to Battalion Headquarters, that a man was lying in a trench some distance away, bleeding to death, this N.C.O., a signaller, volunteered to go and bind up his wound, which he did, although the trench was under terrific shell fire and he was in great peril. During the next two days he repeatedly went over the heavily shelled area and repaired broken telephone wires, thus keeping up communication with Brigade, which was of immense value to the situation. During twenty months service in the field his conduct has been one of uniform bravery and cheerful devotion to duty."

Note the error in the original document

Reference Item 155.

#22614 Lance-Corporal METCLAF, William Henry
16th. Battalion, Canadian Infantry.

VICTORIA CROSS.
Authority London Gazette.
#31012 Dated 15-11-18.

DEED OF ACTION.

Covering the Award of the Victoria Cross.

"For most conspicuous bravery, initiative, and devotion to duty in attack, when, the right flank of the Battalion being held up, he realized the situation and rushed forward under intense machine gun fire to a passing Tank on the left. With his signal flag he walked in front on the Tank, directing it along the trench in a perfect hail of bullets and bombs. The machine gun strong points were overcome, very heavy casualties were inflicted on the enemy, and a very critical situation was relieved. Later, although wounded, he continued to advance until ordered to get until a shell-hole and have his wound dressed. His valour throughout was of the highest standard."

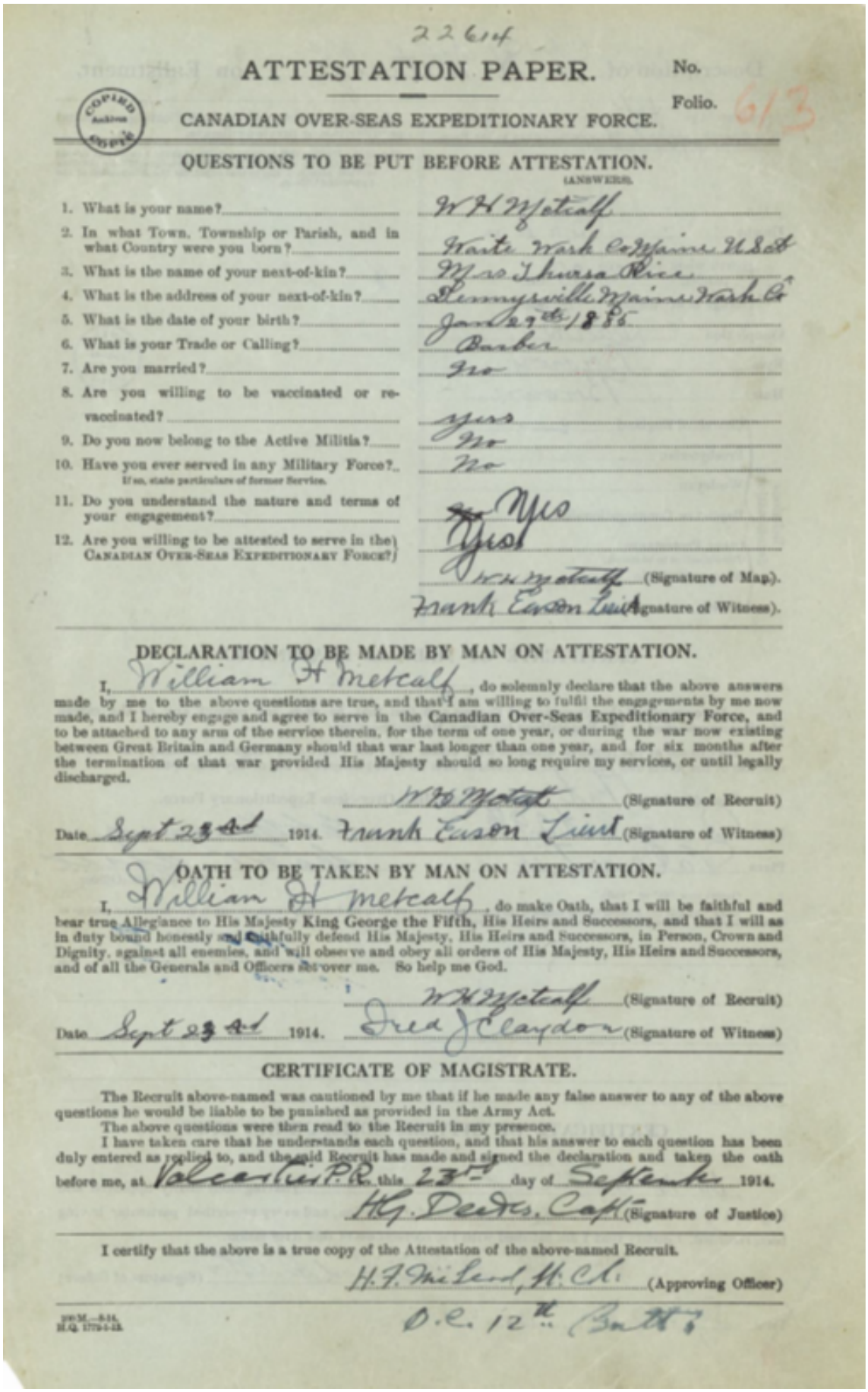
MILITARY MEDAL .
Authority London Gazette.
#29893 Dated 6-1-1917.

DEED OF ACTION.

Covering the Award of the MILITARY MEDAL.

"For conspicuous gallantry and devotion to duty near COURCELETTE on the 7th, 8th, and 9th of October, 1916. On the night of October 7th word was brought to Battalion Headquarters, that a man was lying in a trench some distance away, bleeding to death, this N.C.O., a signaller, volunteered to go and bind up his wound, which he did, although the trench was under terrific shell fire and he was in great peril. During the next two days he repeatedly went over the heavily shelled area and repaired broken telephone wires, thus keeping up communication with Brigade, which was of immense value to the situation. During twenty months service in the field his conduct has been one of uniform bravery and cheerful devotion to duty."

4) ATTESTATION PAPER



22614

ATTESTATION PAPER.

No.

Folio. 613

CANADIAN OVER-SEAS EXPEDITIONARY FORCE.

QUESTIONS TO BE PUT BEFORE ATTESTATION.

(ANSWERS).

1. What is your name? — W H Metcalf
2. In what Town, Township or Parish, and in what Country were you born? — Waite Wash Co Maine U S of A
3. What is the name of your next-of-kin? — Mrs Thursa Rice
4. What is the address of your next-of-kin? — Pennyville Maine Wash Co
5. What is the date of your birth? — Jan 27th 1886
6. What is your Trade or Calling? — Barber
7. Are you married? — No
8. Are you willing to be vaccinated or re-vaccinated? — yes
9. Do you now belong to the Active Militia? — No
10. Have you ever served in any Military Force? — No
    If so, state particulars of former Service.
11. Do you understand the nature and terms of your engagement? — ~~No~~ Yes
12. Are you willing to be attested to serve in the Canadian Over-Seas Expeditionary Force? — Yes

W H Metcalf (Signature of Man).

Frank Euson Lieut (Signature of Witness).

DECLARATION TO BE MADE BY MAN ON ATTESTATION.

I, William H metcalf, do solemnly declare that the above answers made by me to the above questions are true, and that I am willing to fulfil the engagements by me now made, and I hereby engage and agree to serve in the **Canadian Over-Seas Expeditionary Force**, and to be attached to any arm of the service therein, for the term of one year, or during the war now existing between Great Britain and Germany should that war last longer than one year, and for six months after the termination of that war provided His Majesty should so long require my services, or until legally discharged.

W H Metcalf (Signature of Recruit)

Date Sept 23 14 1914. Frank Euson Lieut (Signature of Witness)

OATH TO BE TAKEN BY MAN ON ATTESTATION.

I, William H metcalf, do make Oath, that I will be faithful and bear true Allegiance to His Majesty King George the Fifth, His Heirs and Successors, and that I will as in duty bound honestly and faithfully defend His Majesty, His Heirs and Successors, in Person, Crown and Dignity, against all enemies, and will observe and obey all orders of His Majesty, His Heirs and Successors, and of all the Generals and Officers set over me. So help me God.

W H Metcalf (Signature of Recruit)

Date Sept 23 14 1914. Fred J Claydon (Signature of Witness)

CERTIFICATE OF MAGISTRATE.

The Recruit above-named was cautioned by me that if he made any false answer to any of the above questions he would be liable to be punished as provided in the Army Act.

The above questions were then read to the Recruit in my presence.

I have taken care that he understands each question, and that his answer to each question has been duly entered as replied to, and the said Recruit has made and signed the declaration and taken the oath before me, at Valcartier P.Q. this 23rd day of September 1914.

H.G. Deeds, Capt (Signature of Justice)

I certify that the above is a true copy of the Attestation of the above-named Recruit.

H.F. Mitford, H.C.A. (Approving Officer)

O.C. 12th Battn

220 M.—8-14.
M.Q. 1179-1-13.

22614 No.

ATTESTATION PAPER. Folio.

CANADIAN OVER-SEAS EXPEDITIONARY FORCE

QUESTIONS TO BE PUT BEFORE ATTESTATION.

(ANSWERS).

1. What is your name? W.H. Metcalf
2. In what Town, Township or Parish and in what Country were you born? Waite, Wash. Co. Maine, USA
3. What is the name of your next-of-kin? Mrs. Thursa Rice
4. What is the address of your next-of-kin? Dennysville, Maine Wash. Co.
5. What is the date of your birth? Jan 29th 1885
6. What is your Trade or Calling? BARBER
7. Are you married? No
8. Are you willing to be vaccinated or re-vaccinated? Yes
9. Do you now belong to the Active Militia? No
10. Have you ever served in any Military Force? If so, state particulars of former Service. No
11. Do you understand the nature and terms of your engagement? Yes
12. Are you willing to be attested to serve in the CANADIAN OVER-SEAS EXPEDITIONARY FORCE? Yes

W.H. Metcalf (Signature of Map).

Frank Eason Lieut (Signature of Witness).

DECLARATION TO BE MADE BY MAN ON ATTESTATION.

I, William H. Metcalf, do solemnly declare that the above answers made by me to the above questions are true, and that I am willing to fulfil the engagements by me now made, and I hereby engage and agree to serve in the Canadian Over-Seas Expeditionary Force, and to be attached to any arm of the service therein for the term of one year, or during the war now existing between Great Britain and Germany should that war last longer than one year, and for six months after the termination of that war provided His Majesty should so long require my services, or until legally discharged.

W.H. Metcalf (Signature of Recruit)

Date Sept. 23rd 1914 Frank Eason Lieut (Signature of Witness)

OATH TO BE TAKEN BY MAN ON ATTESTATION.

I, William H. Metcalf, do make Oath, that I will be faithful and bear true Allegiance to His Majesty King George the Fifth, His Heirs and Successors, and that I will as in duty bound honestly and faithfully defend His Majesty, His Heirs and Successors, in Person, Crown and Dignity, against all enemies, and will observe and obey all orders of His Majesty, His Heirs and Successors, and of all the Generals and Officers set over me. So help me God.

W.H. Metcalf (Signature of Recruit)

Date Sept. 23rd 1914. Fred. J. Croyden (Signature of Witness)

CERTIFICATE OF MAGISTRATE.

The Recruit above-named was cautioned by me that if he made any false answer to any of the above questions he would be liable to be punished as provided in the Army Act.

The above questions were then read to the Recruit in my presence.

I have taken care that he understands each question, and that his answer to each question has been duly entered as replied to, and the said Recruit has made and signed the declaration and taken the oath before me, at Valcartier P.Q. this 23rd day of September 1914.

H.G. Deeks, Capt (Signature of Justice)

I certify that the above is a true copy of the Attestation of the above-named Recruit

100 M. –8-14. **O.C. 12th Batt.**

Captain
Officer Commanding

Lieutenant

Description of W. H. Metcalf on Enlistment.

Apparent Age 19 years ..... months.
(To be determined according to the instructions given in the Regulations for Army Medical Services.)

Height ..... 5 ft. 6 ins.

Chest measurement: Girth when fully expanded ..... 37 ins.
Range of expansion ..... 3 ins.

Complexion ..... Dark

Eyes ..... Brown

Hair ..... Brown

Religious denominations:
- Church of England ..... ✓
- Presbyterian .....
- Wesleyan .....
- Baptist or Congregationalist .....
- Other Protestants (Denomination to be stated.) .....
- Roman Catholic .....
- Jewish .....

Distinctive marks, and marks indicating congenital peculiarities or previous disease.

(Should the Medical Officer be of opinion that the recruit has served before, he will, unless the man acknowledges to any previous service, attach a slip to that effect, for the information of the Approving Officer).

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CERTIFICATE OF MEDICAL EXAMINATION.

I have examined the above-named Recruit and find that he does not present any of the causes of rejection specified in the Regulations for Army Medical Services.

He can see at the required distance with either eye; his heart and lungs are healthy; he has the free use of his joints and limbs, and he declares that he is not subject to fits of any description.

I consider him* Fit for the Canadian Over-Seas Expeditionary Force.

Date August 29th 1914. Lt. Young

Place Valcartier Capt. Adjt.

Medical Officer.

*Insert here "fit" or "unfit."

NOTE.—Should the Medical Officer consider the Recruit unfit, he will fill in the foregoing Certificate only in the case of those who have been attested, and will briefly state below the cause of unfitness:—

CERTIFICATE OF OFFICER COMMANDING UNIT.

W. H. Metcalf having been finally approved and inspected by me this day, and his Name, Age, Date of Attestation, and every prescribed particular having been recorded, I certify that I am satisfied with the correctness of this Attestation.

W. H. Metcalf Lieut. (Signature of Officer)

Date Sept. 28 1914.

Description of W.H. Metcalf on Enlistment.

Apparent Age 19 years _____ months.
(To be determined according to the instructions given in the Regulations for Army Medical Services.)

Height 5 ft 6 ins

Chest { Girth when fully expanded 37 ins
Range of expansion 3 ins.

Complexion Dark
Eyes Brown
Hair Brown

Religious Denomination {
Church of England _____
Presbyterian _____
Wesleyan _____
Baptist or Congregationalist__
Other Protestants _____
(Denomination to be stated.)
Roman Catholic _____
Jewish _____

Distinctive marks, and marks indicating peculiarities or previous disease.

(Should the Medical Officer be of opinion that the recruit has served before, he will, unless the man acknowledges to any previous service, attach a slip to that effect, for the information of the Approving Officer).

CERTIFICATE OF MEDICAL EXAMINATION.

I have examined the above-named Recruit and find that he does not present any of the causes of rejection specified in the Regulations for Army Medical Services.

He can see at the required distance with either eye; his heart and lungs are healthy; he has the free use of his joints and limbs and he declares that he is not subject to fits of any description.

I consider him * Fit for the **Canadian Over-Seas Expeditionary Force**.

Date August 29th 1914 Young

Place Valcartier 1914 [*Illegible*]
Medical Officer

*Insert here "fit" or "unfit."

NOTE. – Should the Medical Officer consider the Recruit unfit, he will fill in the foregoing Certificate only in the case of those who have been attested, and will briefly state below the cause of unfitness: -

CERTIFICATE OF OFFICER COMMANDING UNIT.

W.H. Metcalf having been finally approved and inspected by me this day, and by his Name, Age, Date of Attestation, and every prescribed particular having been recorded, I certify that I am satisfied with the correctness of this Attestation.

H.F. McLeod (Signature of Officer)

Date Sep 28 1914.

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Use this worksheet to support Activity 5 of *Think Like a Historian: The Last Hundred Days* Education Guide.

In a small group, answer the following questions for one of the four sets of documents above.

WHAT?	**What kind of document is it?**	
WHO?	**Who is the author/ creator of the document? What can you infer about the author?**	
WHEN AND WHERE?	**When and where was it created?**	
WHY?	**Why was it created? Who was the intended audience?**	

What further questions do you have?

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Use this worksheet to support the Reaching Conclusions exercise in Activity 5 of *Think Like a Historian: The Last Hundred Days* Education Guide.

As you study the details of the personnel record, develop conclusions about Metcalf's wartime experience during the Last Hundred Days based on evidence from his Military Service File.

	Evidence	**Conclusions**
1.		
2.		
3.		
4.		
5.		

THINK LIKE A HISTORIAN: THE LAST HUNDRED DAYS

Use this worksheet to support the Finding Proof exercise in Activity 5 of *Think Like a Historian: The Last Hundred Days* Education Guide.

In pairs, compare your findings from Metcalf's Personnel Record with a letter written by Bertram Howard Cox, a soldier from the 59th Field Battery, Canadian Field Artillery (below). Identify the similarities and differences about how the Last Hundred Days is portrayed in Metcalf's Personnel Record and Cox's letter and record them in the chart.

Point of comparison	Similarities	Differences
1.		
2.		
3..		
4.		
5..		

August 29th 1918

My dear Murrill, Herbert, and Carl, I've just got back from a great trip - souvenir hunting in the country that belonged to the Hun, a few days ago. It's great sport, going through his dug outs etc. etc. There's all kinds of stuff, but of course, the Infantry grab the best of it and they are always there ahead of us. I went into one of his dug outs, today, quite close to his original front line, about 50 ft. deep, fitted up as a forward dressing station. Bundles of bandages and dope to put in wounds etc. etc. All kinds of medical apparatus. Everything all along the trenches and dug outs is left just as it was when they heard the enemy coming. Am quite a distance away from the place, I wrote my last letter. We were rushed down here on short notice, to take part in another big offensive, which started at 3:00 AM on August 26th. It was carried out on the same principle as the battle of Aug. 8th (3rd. battle of the Somme), only this time the weather wasn't quite as good. Not bad enough to interfere with the advance, but kept drizzling all the time we were in action, which, of course, was in an open field. We didn't get any sleep for 3 nights, so at every opportunity, we'd flop on the ground, and rain or no rain, we were soon asleep. Terribly cold nights too, but none of us are any the worse for it. The days are very warm, but the nights never warm up. I very often go around without even a shirt on during the day, but have to wear a sweater, tunic and overcoat on guard at night. One thing about it, the lice haven't got a chance, these days, to bother us. There's no lying on the ground, rolling and tossing and scratching one's skin off. I'm asleep just as soon as I get under the blanket. The Canadians have suffered terrible losses during the last 3 days. Some companies have fought to the last man, but we have taken all our objectives. The Allies are certainly punching the enemy heavily, all along the Western Front. The news of the past month should be very encouraging to the people at home. The morale of the German troops must be very bad at the present time. The Infantry coming back from the line, tell us that they have never seen them give themselves up, as they have done lately. They throw their hands up and dance with joy. They are falling back so fast in front of us, here, that we have to take up new positions about every other day, or they are out of our range. Our new Major observed and controlled the fire of the Battery from the O.P. on the first day and he said it was the best shoot he had seen since he had been in France, and he has been over here, for 3 years. Gives him a good impression of the new bunch he has at his command. Please send this on to the others in NY. Haven't heard from Ella or self for a long time. Had letters from home a few days ago Write soon and love for Ella and the Kids, from your affectionate brother, Bertie.

PS August 30th Still Going Strong!

Source: Bertram Howard Cox, Letter to Murrill, Herbert, and Carl, 29 August 1918 (courtesy of the Canadian Letters and Images Project/ http://www.canadianletters.ca/content/document-41711?position=25&list=r7MeL5BO2st1Jv9cPgg2rD6PAUZVQRJVAWRw4qt7lA8).

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Activity #6 Worksheet:

Use this worksheet to support Activity 6 of ***Think Like a Historian: The Last Hundred Days*** Education Guide.

In pairs, read the article from 1919 and the editorial from 2018 (below). Identify the reasons why each author argued that the Last Hundred Days was a historically significant event.

Using a Venn Diagram, identify similarities and differences in how the significance of the Last Hundred Days is described in the 1919 article and in the 2018 editorial. Are the articles more similar or different in how they describe the significance of the campaign?

Last 100 Days of War Reviewed by Sir Arthur Currie

Article in *The Gazette*, Montreal, 20 August 1919, p. 6.

The last hundred days of the war, in which the Canadian Corps struck many heavy blows which finally brought about the collapse of the German military machine, came after the decision of the Supreme Allied War Council that only one more battle should be fought in 1918, Sir Arthur W. Currie, commander of the Canadian Corps and now inspector of Canadian forces, told an audience of 700 persons at today's Canadian Club luncheon in the Chateau Laurier.

"On August 1st, 1918," said General Currie, "the War Council had decided we would fight only one more battle, which was to be an effort to free the Paris-Amiens railway and gain the Amiens defence line. Then all the Allied forces in the west front would make their positions secure and wait until this spring for the American army to get there in strength. Then it was planned that we would finish the war."

However, said Sir Arthur, the attack on the Amiens line had resulted so splendidly that it was decided to push ahead, and the result was the collapse of the German defence system and the signing of the armistice on November 11.

Previous to the delivery of the great hammer blows planned by Marshal Foch, the Canadians had been held in reserve, and had held 35 miles of front, which was one-fifth of the entire British front and included ground than which there was no more tempting bait for the Boche, part of the great coal fields being within the ground held by the Canadian Corps.

ORGANIZATION AND SECRECY

Careful organization and great secrecy were among the factors vital to the Canadians' success, said the commander. So carefully had the movement of the Canadians in the first days of August, 1918, been covered up, that the King of the Belgians protested to Marshal Foch that the Canadians were about to deliver an attack in his country and he had not been advised of the fact. At the same time the British War Office was receiving complaints that the Canadian force was being divided up, some being sent to Belgium for an attack, while others went to another front.

The movements of the Canadian troops were so well covered that the Germans had no idea they were in the neighbourhood when the attack was launched, and so well were the enemy positions noted that the Canadian gunners opened fire creating a perfect barrage over the enemy trenches, without having to lose any time in registering the Boche positions. […]

There were days previous to August, 1918, said Sir Arthur in his address, when it was nothing but the rugged determination and will to win that carried officers and men through, but with the breach of the Hindenburg line at the hinge with the Quéant-Drocourt switch, things had changed and people in the Allied countries began to get new heart for the struggle. […]

ARTILLERY'S SPLENDID WORK

The Canadian artillery, said General Currie, had done its share during the final days. In the last three months of war the Canadians had fired 25 per cent of all the ammunition fired by the entire British army.

General Currie referred to the growth of respect of the Canadian forces from their arrival in France until the end of war. When the enemy had first used poisoning gas, General Smith-Dorrien had said to him that, knowing of the enemy tactics and the retirement of the troops to the left and right of the Canadians, he (General Smith-Dorrien) had foreseen the worst disaster in the annals of the British army.

When the news came back that the Canadians were holding, he could not believe it and had sent up again and again for news. The reputation made for doggedness was more than borne out by the Canadians in later years until in the end the Canadian Corps had come to be recognized as the hardest hitting force on the whole Allied front.

The different organization method, which made it possible to choose certain divisions for such work and the placing of the engineers and artillery of the corps had given the Canadians an advantage, said General Currie, and this factor was largely responsible for their success later. "I am glad to say," said the speaker, "that our citizen army fought against the greatest military machine the world ever produced, yet never lost a gun in four years; in the last two years never failed to take an objective, and there were some of our divisions which never allowed a hostile foot to enter their trenches. We never lost an inch of ground that we had once consolidated."

THE LAST HUNDRED DAYS

The hundred days from August 8, 1918 had seen remarkable successes, and General Currie said he would urge the Government to educate the people more in what that period meant to Canada. The Canadians had previously been held on Haig's reserve, ready to move wherever the Boche struck "and," said General Currie, "it was only a question then of how many more blows we could withstand."

Haig had said that in all the dark days, his remaining comfort was that he had the Canadians to fall back upon. The Canadian force had been used as the spearhead in the Amiens drive. We made the plan, set the time and the pace. The secrecy had been perfect, and the objective, the old Amiens line, was taken the first night. "That day we penetrated eight miles, the greatest penetration by any army in the war, and our victory had a wonderful effect. By August 13 we had penetrated 14,000 yards and reached the old Somme battlefield, which the Boche had left in 1916. The wire and machine gun emplacements were still there, and the ground was filled with enemy reserves."

General Currie said he had then advised that the Canadian be moved to assist the Third British Army driving from Bapaume, and after that army had later struck, the Canadians were called upon, and were the first to break the Hindenburg line. During the eight days the battle lasted, they pierced five systems of German trenches. He then told of Foch's hammer blow which resulted in the Canadians going in at Canal du Nord, Bourlon Wood and Cambrai and compared the battles there with Vimy. The Canadians in the last one hundred days had faced forty-seven different Boche divisions or more than a quarter of the enemy's forces on the western front. No force in the world, said General Currie, had played a greater part in finally ending the struggle and bringing the Boche to his knees.

TROOPS' WONDERFUL SPIRIT

The spirit of the troops even to the last had been such that the gunners and stretcher bearers worked through gas attacks without masks in order to give their comrades better support and assistance. Of the sixty-four Victoria Crosses won by Canadians during the war, thirty had been awarded for the last one hundred days. There was nothing they would not do to win. Of the men who lie buried in Flanders, Canada can best cherish their memory by doing her duty to those who were their dependents as the men had done their duty for Canada. […]

On this day 100 years ago, Canadian troops led the First World War's final charge

J.L. Granatstein, *Maclean's*, 7 August 2018.

"Every gun shot together," wrote Gunner Bertie Cox, "and the thing was off. I never heard anything like it in my life…We fired our first shot at 4:20 a.m. at 800 yards and in three hours, the enemy was out of our range (6,500 yards)."

It was the first of Canada's Hundred Days that ended the Great War. The attack at Amiens, France, set the Allies on the road to victory, and the Canadian Corps, led by Lt.-Gen. Sir Arthur Currie, was in the vanguard.

The Canadians had established a record as "shock troops" at Vimy Ridge, Hill 70 and Passchendaele and, whenever the Germans knew Currie was going to attack, they prepared for the worst. Getting the Corps to Amiens had to be accomplished in secret, and this was no simple task. From their positions near Arras, 65 km to the north, the 100,000 Canadians and all their equipment, trucks, guns, horses, food and ammunition had to be moved quietly at night by road, rail and on foot. Soldiers were ordered, "Keep your mouth shut!" Disinformation tactics were aimed to persuade the Germans that the Canadians would attack on the Arras front. The staff officers planning the Amiens attack had to draft their orders in a hurry.

Flanked by Australian and French formations, the Canadians went into action in the early morning, the infantry, accompanied by tanks, following the heavy artillery barrage closely, keeping pace as the gunfire moved ahead in one-kilometre increments.

The tanks, "creeping down the slope like huge great beetles," as Padre F.G. Scott wrote, played a critical role, shooting up German machine-gun posts. "Fortunately for us," Lance Cpl. Ken Foster of the 2nd Battalion said, "the tanks soon put them out of action, provided of course, that an anti-tank shell did not get them first. Without the tanks, I'm afraid it would have been a hopeless task."

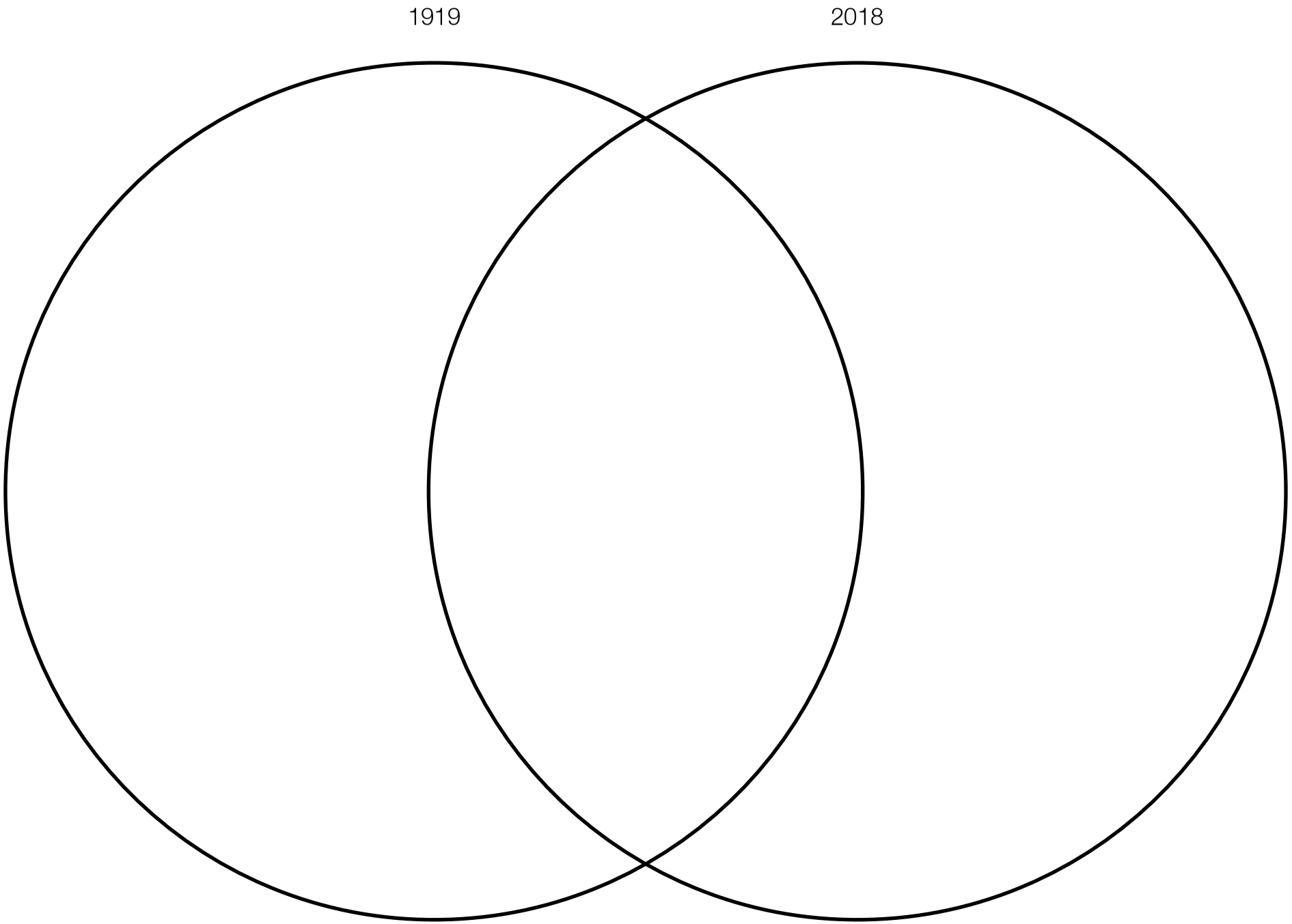
The Germans, stunned by the artillery barrage and the tanks, initially offered little resistance as the infantry advanced. Maj. Ian Sinclair of the 13th Battalion wrote that his unit cleared a wood but then faced heavy fire from a trench where "a large party of Huns held out, using rifle grenades and bombs effectively." Two Canadian mortars "assisted in quickly reducing the garrison, who put up white flags." By noon, John Scratcherd, a young artillery officer said, "it had developed into the kind of war that I have always dreamt about. Open country with no trenches or barbed wire, and no artillery fire; cavalry dashing all over the place rounding up the parties of Hun and armoured cars rushing about."

For the Allied soldiers who had fought the war in the trenches, open warfare really must have seemed like a dream. The hard slogging for small patches of shell-torn ground won at a very high cost had been replaced by rapid advances and combined arms warfare—infantry, artillery, armour, engineers rapidly bridging streams, good communications and the Royal Air Force overhead strafing enemy positions.

Open warfare did not mean fewer casualties—fighting in the face of machine guns inevitably took a heavy toll—but at least there were genuine gains. So much so that Gen. Erich Ludendorff, the Germans' chief strategist, called Aug. 8 "the black day." The Germans had launched huge attacks against the Allies between March and June, but now, after Amiens, there was no longer hope of resuming the offensive. The enemy now knew the war must be terminated.

Not yet, however. The Canadians continued the attack for the next several days, but German reinforcements of men and aircraft had been poured in, the Allied supply chain began to break down, and the costs for every metre of ground increased. Currie and the Australian Corps' Sir John Monash urged the British Expeditionary Force commander, Field Marshal Sir Douglas Haig, to halt the advance. Haig agreed, telling Currie that Amiens was "the finest operation of the war." The Canadian Corps soon returned to the Arras front to recuperate and ready for the next assault.

The attack at Amiens had been an extraordinary success, the Canadians going forward 13 km on the first day and gaining an additional 10 km before the attack came to a halt. But the toll had been heavy: 11,822 officers and men killed, wounded or taken prisoner. There were no easy victories in the First World War.


1919
2018



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