

Think Like a Historian.

THE LAST

100

DAYS

EDUCATION GUIDE

A PROJECT OF



WITH SUPPORT FROM



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.

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

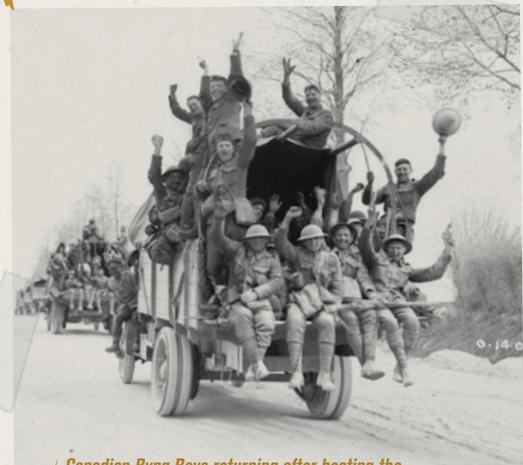
HISTORICAL SIGNIFICANCE CRITERIA

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?



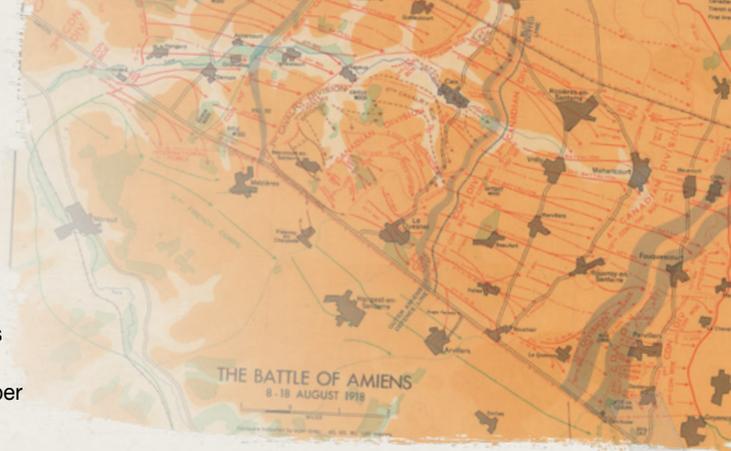
Canadian Byng Boys returning after beating the Germans at Vimy Ridge (courtesy Library and Archives Canada/PA-001451).

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](#).

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.

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.

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 22^e*, 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.

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).



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?

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.

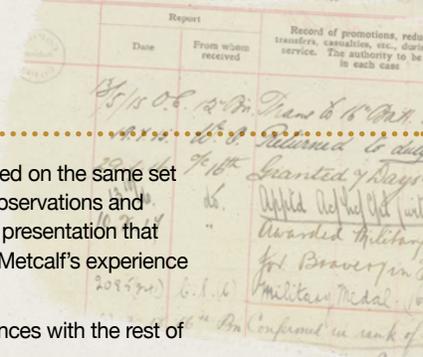
Left: Attestation Paper for William Henry Metcalf, Digitized Service File 6140-35 (courtesy Library and Archives Canada/<http://central.bac-lac.gc.ca/item/?op=pdf&app=CEF&id=6140-35>).

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

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

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*.





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 is it 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.

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?

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



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.

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

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



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

