

DUFFERIN REMEMBERS: VETERAN RESEARCH PROJECT

Grades 8-12



Sergeants of the original 164th Battalion Canadian Expeditionary Force.

Postcard, Sergeants of the Original 164th Battalion
Canadian Expeditionary Force, Dufferin County,
1914-1918, MoD Collection P-1262

This package includes:

- Project Guide for Educators
- Project Rubric
- Veteran Biography Example

VETERAN RESEARCH PROJECT - GUIDE FOR TEACHERS

Why Do This Project?

Researching Dufferin County Veteran's is a meaningful way to explore the history of the First or Second World War while immersing students in local history. It can help humanize the wars, which can be hard to relate to as they fade further into the past. Students quite often build an emotional connection to the Veteran they research, taking ownership over their story and seeking to pay their respects. Through this project, students will also have the opportunity to develop their writing skills and research skills, especially working with primary source material.

Getting Started:

Students do not necessarily need knowledge of the First or Second World War in order to complete this project, but it does help. It is recommended that students have at least a basic understanding key concepts or big ideas related to the conflicts (i.e. the factors that led to the outbreak of WWI or major battles that Canadians participated in).

Below is some information for you to share with students to introduce them to the project and its objectives. It is recommended that you review the student guide, research templates and rubric to become familiar with project steps and details.

Introducing Students to the Project:

Project objectives are outlined on the first page of the student guide and workbook. A project rubric is also included, which you may wish to review with students up-front.

The goal of this project is to conduct primary research on individuals from Dufferin County who served in the First or Second World Wars. Using the information collected from your research, you will write a biography to tell the story of a Veteran's life and war service. Veteran biographies will be published and/or presented to share in commemorating the service and sacrifice of military service personnel during the First and Second World Wars.

While sharing project objectives and benchmarks with students, it is recommended that you share and discuss the Veteran Biography Example (attached) taking note of the components (i.e. photos, maps, hyperlinks) and information sources (bibliography).

Giving the Project Purpose - Why Do We Remember?

The First and Second World Wars left their mark on Canada as a young nation, shaping the social, economic and political landscape. By extension, these conflicts left their mark on the people and communities that endured the hardships and challenges of war. Many of Dufferin County's men and women enlisted for service in combat and auxiliary roles, putting their lives on hold and risking their lives, to aid others and preserve freedom – something we can easily take for granted today.

You might find this quote useful to share with students:

"We must remember. If we do not, the sacrifice of those one hundred thousand Canadian lives will be meaningless. They died for us, for their homes and families and friends, for a collection of traditions they cherished and a future they believed in; they died for Canada. The meaning of their sacrifice rests with our collective national consciousness; our future is their monument."

~ Heather Robertson, *A Terrible Beauty, The Art of Canada at War*. Toronto, Lorimer, 1977.

More instructional material about the purpose and meaning of war remembrance can be found here: <https://www.veterans.gc.ca/eng/remembrance/history/a-day-of-remembrance>

Digital Resources You Will Need:

Students will be able to get the most out of their research if they have access to services such as [Ancestry.ca](https://www.ancestry.ca). If your school does not have an account, you should check with your local libraries. Other databases you will want to use include:

- Museum of Dufferin Archival Database - [Dufferin Genealogy](https://www.dufferin.ca/genealogy)
- Service Records for the First World War - <https://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/personnel-records/Pages/search.aspx>
- Service Records for the Second World War (War Dead Only) - <https://www.bac-lac.gc.ca/eng/discover/military-heritage/second-world-war/second-world-war-dead-1939-1947/Pages/search.aspx>
- Military abbreviations list - <http://www.bac-lac.gc.ca/eng/discover/military-heritage/Pages/military-abbreviations.aspx>

Print Resources You Will Need:

Relevant books, maps, photographs, etc. – there is a great deal of information online, but it cannot always take the place of a good book. Do not forget to check out local libraries or archives for these resources.

Tips for Educators:

- Students may require assistance accessing and reading primary documents, especially if they struggle with reading cursive writing.
- Students may need encouragement and assistance to access secondary source materials and reliable/credible sources that can help tell the story of their Veteran (i.e. Books on a battle that their Veteran participated in).
- Students should avoid relying entirely on digital or web-based materials.
- Consider utilizing resources beyond your school such as local libraries and archives to extend your research.
- Every case will be a little different as some students will be able to find more information than others. Gaps in information can often be filled with other historical information. For example, if a Veteran enlisted under the Military Service Act (MSA), but did not serve overseas in battle, the student could explore the history of the MSA.
- This project is as much about the journey as the destination. Students can learn a lot from the research and writing process. It can be rewarding for them to experience “teachable moments” as they go. It is a good idea to set a project schedule using the steps in the student guide to help keep them on track.

Veteran Research Project – Interdisciplinary Studies				
Category	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Knowledge/ Understanding Know and be able to explain details	Demonstrates limited knowledge and understanding of information collected Demonstrates understanding of terminology, abbreviations, and sourcing with limited effectiveness	Demonstrates some knowledge and understanding of information collected Demonstrates understanding of terminology, abbreviations, and sourcing with some effectiveness	Demonstrates considerable knowledge and understanding of information collected Demonstrates understanding of terminology, abbreviations, and sourcing with considerable effectiveness	Demonstrates thorough knowledge and understanding of information collected Demonstrates understanding of terminology, abbreviations, and sourcing with a high degree of effectiveness
Thinking/Inquiry Use information to further research Plan & strategize research to get the best results Draw conclusions from gathered information	Locates and interprets relevant primary and secondary resources (print and electronic) with limited effectiveness Uses critical-thinking skills with limited insight and effectiveness	Locates and interprets relevant primary and secondary resources (print and electronic) with some effectiveness Uses critical-thinking skills with some insight and effectiveness	Locates and interprets relevant primary and secondary resources (print and electronic) with considerable effectiveness Uses critical-thinking skills with considerable insight and effectiveness	Locates and interprets relevant primary and secondary resources (print and electronic) with a high degree of effectiveness Uses critical-thinking skills with a high degree of insight and effectiveness
Communication Neat and well-organized template & biography Includes appropriate supporting media – pictures & documents	Communicates information and ideas with limited clarity Uses language, symbols, media and technologies with limited effectiveness	Communicates information and ideas with some clarity Uses language, symbols, media and technologies with some effectiveness	Communicates information and ideas with considerable clarity Uses language, symbols, media and technologies with considerable effectiveness	Communicates information and ideas with a high degree of clarity Uses language/vocabulary, symbols, media, and technologies with a high degree of accuracy and effectiveness
Application Reference to supporting materials, synthesizing information from different sources Using templates, databases & following request protocols	Research template demonstrates limited use of recommended resources. Biography demonstrates limited use of resources and researched content Applies processes and technologies with limited effectiveness and creativity Finds connections with limited success	Research template demonstrates some use of recommended resources. Biography demonstrates some use of resources and researched content Applies processes and technologies with some effectiveness and creativity Finds connections with some success	Research template demonstrates considerable use of recommended resources. Biography demonstrates considerable use of resources and researched content Applies processes and technologies with considerable effectiveness and creativity Finds connections with considerable success	Research template demonstrated thorough use of recommended resources. Biography demonstrates advanced use of resources and researched content Applies processes and technologies with a high degree of effectiveness and creativity Finds connections with a high degree of success

VETERAN BIOGRAPHY
EXAMPLE

Sergeant Henry Hickey, 1893-1915

36th Regiment

4th Battalion Central Ontario Regiment, B Company, No. 7 Platoon

1st Cnd Division/1st Cnd Brigade, CEF



Courtesy Major G. R. N. Collins

SGT. HENRY W. HICKEY (K)

Recommended for the Victoria Cross

Source: William Perkins Bull. "From Brock to Currie: the military development and exploits of Canadians in general and of the men of Peel in particular, 1791 to 1930." Toronto 1935, pg. 430.

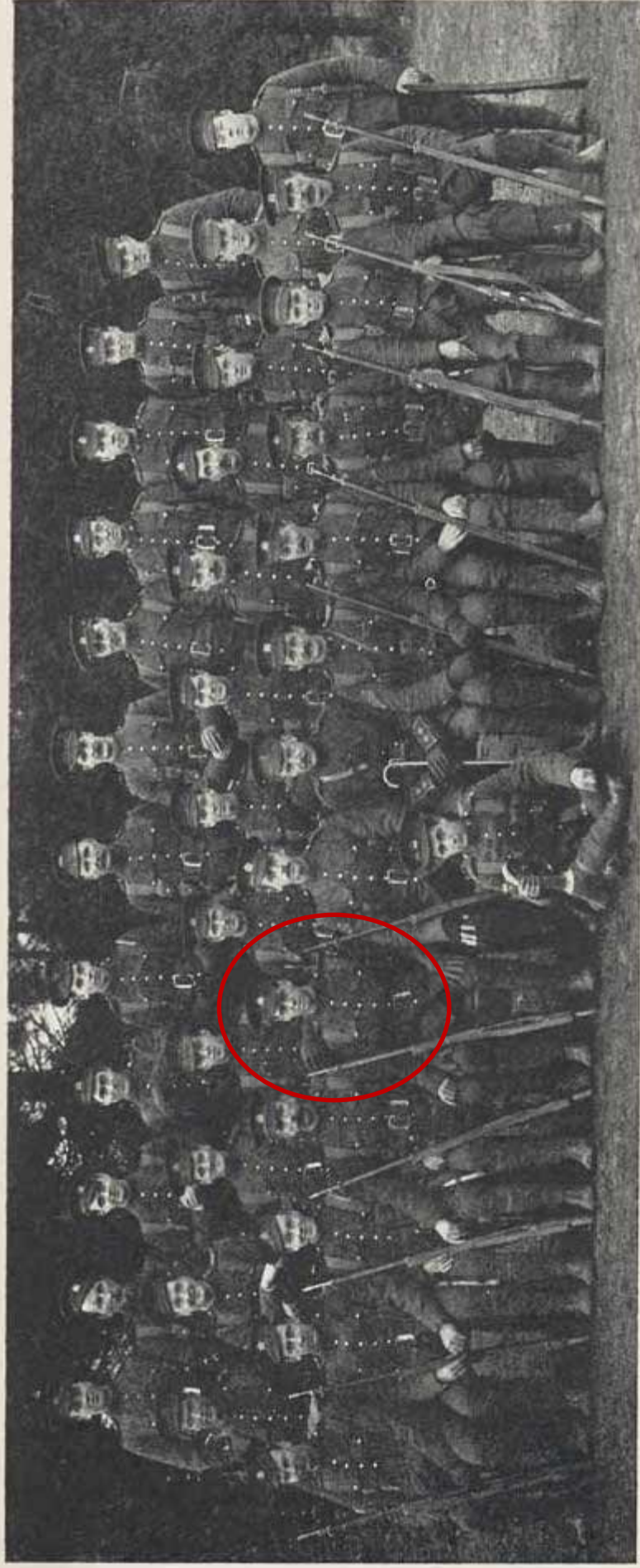
Also see on [Canadian Virtual War Memorial](#).

Henry Hickey was born May 16, 1893 to Elizabeth Lillias Hickey. His father, Thomas Hickey, a labourer, died when he was very young. Henry had an older sister, Ellen (born in 1890) and a younger brother, William (born 1896). The family appears to have struggled with poverty, but following the death of their husband and father, they were completely destitute. Henry spent the earliest years of his life going in and out of the [Woolwich Road Workhouse](#) in Greenwich, London. These facilities were meant to be a refuge for impoverished people, but were often brutal places to live—damp, dark, cold, crowded, and diseased.

In 1899, Henry was placed in [Brighton Road School, Sutton, Surrey](#). Here his living conditions were likely improved and he had a chance to receive an education. The key purpose of the school was to provide industrial training to pauper children in the hopes they would find work.

Henry was not at the school very long before being released into the care of the [Dr. Barnardo Homes](#), a philanthropic organization that took in destitute children and migrated them as indentured labour for farms in Canada. In the Spring of 1902, Henry was sent to Canada aboard a ship called the Dominion. Following his arrival in Canada, he would be sent to a distributing house in Toronto and eventually on to Albert E. Patterson's farm in Camlachie, Ontario (near Sarnia).

For 4-5 years, Henry also worked as a labourer on Peter Rawn's farm near Mono Mills (Lot 35, Concession 1, Albion Township) and in Laurel with Robert Tribble (E 1/2 Lot 12 Concession 2, Amaranth Township).



Courtesy Major G. R. N. Collins

No. 7 PLATOON, 4TH BATTALION C.E.F.

Top row: J. H. Doyley, M. G. McCanley, D.C.M. (K), H. Mallen (K), E. Robotham, N. Lindridge, M. Kearney, W. Hart (K), W. Jones, S. Bent, W. Mil-
len, J. Swain, G. Houston; second row: G. Patterson, E. C. Foy, Wm. Britcher, H. Barker, W. H. Maslin, H. H. Middleton, Joseph Carlton, L. Gunn, T.
Grieve, E. Spademan, P. W. Chambers, F. Robinson; third row: R. A. Morris, W. H. Farr, M. Morrison, J. Short, Cpl. H. W. Hickey (K), Sgt. G. W. Twigg,
Lt. W. T. Bleakley, Sgt. A. G. Scott, Cpl. E. J. Weeks, Cpl. J. Woodhouse, E. J. Bridgeman, W. G. Smith; bottom row: Bugler G. Cordoza (K)

Source: Brock to Currie: the military development and exploits of Canadians in general
and of the men of Peel in particular, 1791 to 1930, 1935, p. 345

Enlisting For Service

In September of 1914, just after the outbreak of the First World War, Henry (now age 21) enlisted with the Canadian Expeditionary Force (CEF) 36th Regiment. He is said to have been one of the first volunteers to enlist. At the time of his enlistment, he was living on Mono Road and working at the Cardwell Junction brick plant.

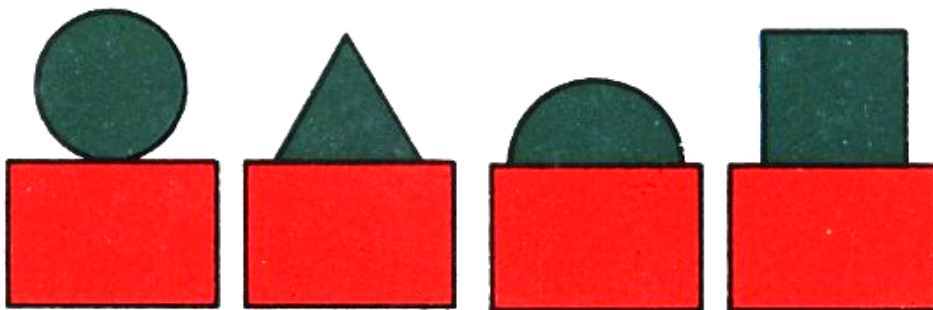
Henry was single, but at some point he was sending some of his pay to Mrs. Irene May Hickey, who is identified as his wife. No proof of their marriage has been found. His next-of-kin was listed as Walter Hickey of Honeywood, Ontario. Walter (actually William) was his younger brother, who was also sent to Canada by the Barnardo Homes in 1911. For a period of time, he worked for R. Herbert Jamieson in Honeywood, Mulmur Township.

The 36th received training at Valcartier camp in Quebec. Henry was assigned to the 4th Battalion and dispatched to England on October 3, 1914, and then shipped to France on February 9, 1915.



The 36th Peel Regiment marches in Toronto to board a train for Valcartier Training Camp in Quebec. About half of the 36th Peel and Dufferin recruits would end up in the 4th Battalion of the 1st Canadian Division.

Source: Peel Art Gallery, Museum and Archives.



The 1st Canadian Division went by the motto: *Agile, Versatile and Ready*. Their nickname was “The Old Red Patch” for the division symbols they wore on their uniforms (see left). The 4th Battalion (red patch with green square) assumed the nickname “the Mad Fourth”.

The Charge of the Mad Fourth

Henry entered the trenches of France with the 4th Battalion in March of 1915, in the area between Estaires and Armentieres. It was cold and windy with mixed rain and snow. Throughout the month, they experienced shelling and sniping.

At the beginning of April, the Battalion was relocated in preparation for the 2nd Battle of Ypres, Belgium. With little more than eight months training, the inexperienced 1st Canadian Division was about to be broken in.

On April 22, the Germans launched the first mass use of gas on the front lines, weakening Allied forces and resulting in a 6.5km gap in the front line.

As part of plans to plug the gap, the 4th Battalion was moved into the village of Vlamertinghe on April 21-22, then crossed a pontoon bridge at the Yser Canal (now Iperlee Kanaal) on April 23. Their orders were to advance towards the town of Pilkem.

Reaching a farm house on the road to Pilkem, forces were instructed to dig in. Officers were given orders that the Battalion was to close the middle of the gap by advancing, locating and engaging the enemy, and re-establishing communication with their flanks. The advance would take them across up-hill terrain (Mauser Ridge) in the fire of an entire division, and with practically no artillery support. Henry and the 7th Platoon were to provide immediate support to the first line.

As the 4th advanced in broad daylight they were in clear sight of the German forces, which opened fire with heavy artillery and machine gun fire. Many fell as soon as the advance began.

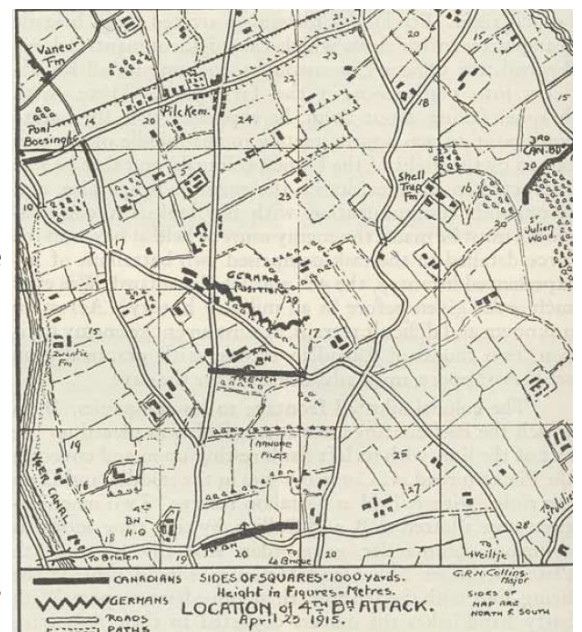
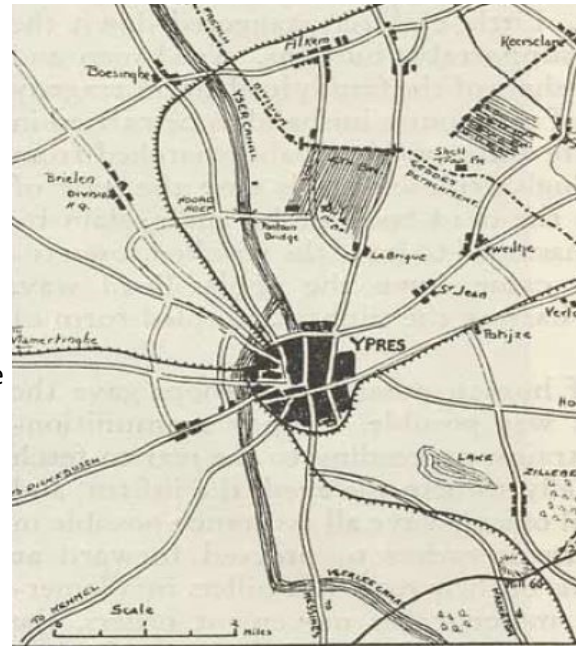
Reaching the crest of a slope, the Battalion was ordered to charge the forward slope. As soon as they began, concentrated machine gun fire greeted them. Those who reached the bottom flung themselves into a ditch filled with 4 feet (1.2 meters) of water.

From here, small dashes were made, taking advantage of shell holes and depressions for cover. With the enemy in sight, they opened fire, but the problematic Ross rifles began to overheat and jam. The final dash would be made with bayonets and hand-to-hand combat.

Henry survived the charge, but soon left the captured trench to aid his fellow soldiers who had fallen. Under heavy fire he dressed the wounds of five men and brought them to the captured trench. Private Edward J. Weeks wrote of his bravery in the battle to Captain John Graham and suggested he be awarded a Victoria Cross.

One of Henry's officers, Lieutenant Scott wrote a letter to Henry's mother, now remarried as Mrs. Davis. He stated that Henry was his "right hand" and "a most gallant soldier, always ready and willing to go anywhere, and do anything cheerfully and with a good heart."

On May 16, 1915, Henry was promoted to Sergeant. When the 2nd Battle of Ypres ended on May 25, Canada had lost 6,500 soldiers either killed, wounded or captured.





The 2nd Battle of Ypres, April 23

The 4th Battalion crossed the No. 4 Pontoon bridge of the Yser Canal at 4:10am. At 4:30am, the battalion was halted at a farm house where "the enemy were entrenched." Travel commenced under heavy machine gun and artillery fire towards the Mauser Ridge, near Fusillier at 5:25am.

Source: War Diary, 4th CDN Battalion

Map: Official History of Canadian Forces in the Great War 1914-1919, Aug 1914-Sept 1915, Vol. 1, Map 2

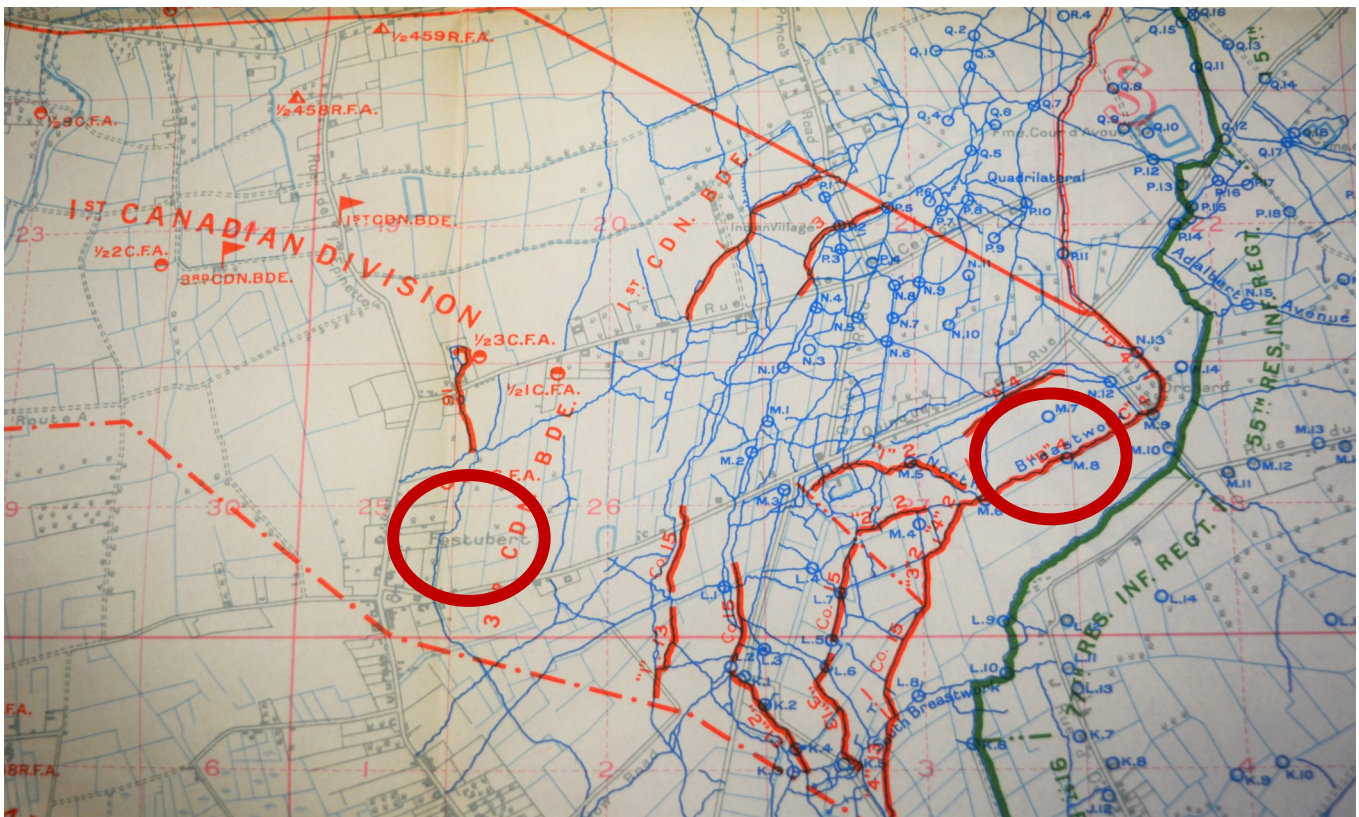
Festubert - May 1915

At the end of May 1915, the 4th Battalion was positioned in the trenches at Festubert (the Artois region of France). In a series of offensive attacks, the Allied forces attempted to break through German lines. The aim was to support the much larger French offensive to the South at Vimy Ridge.

The first phase of the attack was a 60-hour bombardment by 433 artillery pieces firing about 100,000 shells. Despite the heavy fire, the bombardment failed to damage enough of the German defenses. Waves of British forces had been forced to withdraw under heavy losses. While forces dug new trenches, the German army reinforced their position and brought up reinforcements. The attack was resumed May 20-25, with the Canadian Divisions in the lead. They were ordered to advance and capture Festubert. With poor maps, communication issues, miserable weather, defective rifles, and facing heavy shell and machine gun fire, it was certain death for thousands.

On May 27th, the 4th Battalion relieved the 3rd CEF from the reserve trenches. Over the next few days, they continued to receive heavy shell fire. Work parties were sent out at night to dig new trenches and help maintain communication lines.

The town was captured, but with heavy losses. More than 16,000 casualties were sustained in the attack at Festubert between May 15 and 25, 1915 for an advance of just 3 kilometers. Canadian forces incurred 2,468 casualties.



This map shows the position of the 4th Battalion on the Front Lines on May 31, 1915 at the end of the Battle of Festubert. Source: Official History of Canadian Forces in the Great War 1914-1919, Aug 1914-Sept 1915, Vol. 1 , Map 12

The Ultimate Sacrifice

On May 24th at Festubert, Henry volunteered to attempt the recovery of two trench mortars the battalion had been forced to abandon the day before. He crawled to the ditch and found the mortars. On the journey back, he came under heavy fire, but kept his cool. Upon delivering the trench mortars, he went out again and made his way to the support lines to guide parties safely to the fire trench (front line). His clear head and courage may have saved many lives that day.

Unfortunately, Henry's luck ran out. He was killed in action May 30th by a "chance shot." While his service record does not reveal how he died, news reported in local papers from letters received by witnesses and comrades suggests he was hit by a bullet in the neck and died shortly after. Two fellow soldiers took charge of his body and buried him a short distance behind the trenches. He was not reburied in a cemetery.

Henry was recommended for the Victoria Cross and a Distinguished Conduct Medal by his commanding officer, but awarded neither. Sgt. Henry Hickey is commemorated on the Vimy Memorial.

William Hickey (brother) also enlisted for service in the war with the 220th CEF Battalion. Sadly, William took ill with tonsillitis and appendicitis. Following an operation, he contracted pneumonia and died February 11, 1917 at Base Hospital in Toronto. He is buried in Prospect Cemetery.



Written by: Julie McNevin, Education Programmer, Museum of Dufferin

Bibliography and Suggested Reading



MUSEUM OF
DUFFERIN

Ancestry.ca. <https://www.ancestry.ca/>

- Henry Hickey
 - London, England Poor Law School District Registers (1852-1918)
 - London, England, Workhouse Admission and Discharge Records (1764-1930)
 - 1911 Census of Canada, Albion Township, Peel County (Age 18)
 - Find a Grave. <https://www.findagrave.com/memorial/56678689>
- William Hickey
- Elizabeth Liliias Hickey/Davis
- Thomas Hickey
- Ellen Hickey

British Home Children Registry. "Henry Hickey." <http://www.britishhomechildrenregistry.com/Person/bhcInfo/29261>

Bull, Wm. Perkins. From Brock to Currie: The Military Developments and Exploits of Canadians in General and of the Men of Peel in Particular, 1791 to 1930. The Perkins Bull Foundation: Toronto. 1935. <http://images.ourontario.ca/brampton/3085823/page/359?n=>

Canada's Great War Album. "Festubert: The Forgotten War (May 15-May 25, 1915)." <https://greatwaralbum.ca/Great-War-Album/Battle-Fronts/Festubert>

Canada's History. "The Great War—Battle of Ypres." <https://www.canadashistory.ca/explore/military-war/the-great-war-battle-of-ypres>

Canadiansoldiers.com. "Festubert, 1915." <https://www.canadiansoldiers.com/history/battlehonours/westernfront/festubert.htm>

Canadian War Museum. "Second Ypres." <https://www.warmuseum.ca/firstworldwar/history/battles-and-fighting/land-battles/second-ypres/>

Canadian War Museum. "Festubert." <https://www.warmuseum.ca/firstworldwar/history/battles-and-fighting/land-battles/festubert/>

Department of National Defense. Official History of Canadian Forces in the Great War 1914-1919, Aug 1914-Sept 1915, Volume 1, 1938.

Dufferin Genealogy. <http://geneology.dufferinmuseum.com>, "Henry Hickey" (Person Profile)

- Orangeville Banner, September 3, 1914
- Orangeville Banner, June 17, 1915
- Orangeville Banner, June 24, 1915
- Orangeville Banner, July 1, 1915
- Orangeville Sun, July 1, 1915
- Orangeville Banner, July 8, 1915
- Orangeville Banner, October 14, 1915
- Orangeville Banner, October 21, 1915

Gibson, William Lorraine. Records of the Fourth Canadian Infantry Battalion in the Great War, 1914-1918. 1924 <https://archive.org/details/records00gibsuoft/page/246>

Iarocci, Andrew. "The 'Mad Fourth': The 4th Canadian Infantry Battalion at war, 1914-1916." 2001. <https://scholars.wlu.ca/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1036&context=etd>

Library and Archives Canada, Home Children, 1869-1932: Home Children Guide. "Barnardo's Homes." <https://www.bac-lac.gc.ca/eng/discover/immigration/immigration-records/home-children-1869-1930/home-children-guide/Pages/barnardo-homes.aspx>

Library and Archives Canada, Home Children 1869-1932, Immigration Records, Henry W. Hickey (162512) <http://www.bac-lac.gc.ca/eng/discover/immigration/immigration-records/home-children-1869-1930/immigration-records/Pages/item.aspx?IdNumber=162512>

Library and Archives Canada, Personnel Records of the First World War, Henry Hickey (11202) <http://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/personnel-records/Pages/item.aspx?IdNumber=469518>

Library and Archives Canada. Trench Journal of the 4th Battalion CEF. "Dead Horse Corner Gazette." http://collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&rec_nbr=4167941&lang=eng&rec_nbr_list=4167942,4167941,3357220,4168299,4168289,4168292,4168284,2004849,2005934,3302135

Library and Archives Canada. War Diary of the 4th Battalion CEF, <https://www.bac-lac.gc.ca/eng/discover/military-heritage/first-world-war/Pages/war-diaries.aspx>

London Gazette. December 31, 1915. Supplement 29422, page 66 <https://www.thegazette.co.uk/London/issue/29422/supplement/66>

Lorne Scots Museum Blog. "Percy Chambers: Soldier and Pilot." <http://lornesmuseum.blogspot.com/2018/04/percy-chambers-soldier-and-pilot.html>

McWilliams, J. and R.J. Steel. Gas! The Battle for Ypres, 1915. Vanwell Publishing Limited: St. Catharines, On. 1985.

The Great War 1914-1918. "The Second Battle of Ypres, 1915." <https://www.warmuseum.ca/firstworldwar/history/battles-and-fighting/land-battles/festubert/>

The Long, Long Trail: Researching Soldiers of the British Army in the Great War of 1914-1919. "The Battle of Festubert." <https://www.longlongtrail.co.uk/battles/battles-of-the-western-front-in-france-and-flanders/the-battle-of-festubert/>

The Workhouse: The Story of an Institution. "South Metropolitan School District." <http://www.workhouses.org.uk/SouthMetSD/>

The Workhouse: The Story of an Institution. "Greenwich, Kent, London." <http://www.workhouses.org.uk/Greenwich/>

Veterans Affairs Canada: Canadian Virtual War Memorial. <https://www.veterans.gc.ca/eng/remembrance/memorials/canadian-virtual-war-memorial/detail/1569200?Henry%20Hickey>

Weber, Ken. In the Hills Magazine. "August 1914: The First Goodbyes." <https://www.inthehills.ca/2016/09/august-1914-first-goodbyes/>