



## Worthy of Attention?

*This MysteryQuest examines aspects of Jerome's life - his discovery, his condition, the unknown circumstances surrounding him, and the local Acadians' responses to him. Students learn to evaluate the contributions of each dimension to his enduring significance as a Maritime legend.*

*A critical thinking challenge to accompany*

**Great Unsolved Mysteries in Canadian History**  
**Jerome: The Mystery Man of Baie Sainte-Marie**

<http://www.mysteryquests.ca/quests/26/indexen.html>

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*based on an approach developed by The Critical Thinking Consortium (TC<sup>2</sup>)*  
[www.tc2.ca](http://www.tc2.ca)

**Ages**  
14–16

**Courses**  
Canadian history, social studies

**Key Topics**

- historical significance
- attitudes and conditions in 19<sup>th</sup> century rural Nova Scotia

## Critical Challenges

- Find evidence to support the significance of four dimensions of Jerome's life.
- Determine which aspect of Jerome's life contributed most to his enduring significance as a Maritime legend.

## Broad Understanding

- Students will learn that historical significance is based on the prominence of an event or person at the time, notable consequences, and subsequent profile.

## Requisite Tools



### Background knowledge

- knowledge of the condition of Jerome's life and people's reactions to him



### Criteria for judgment

- criteria for historical significance (e.g., prominence, notable consequences, subsequent profile)



### Critical thinking vocabulary

- historical significance



### Thinking strategies

- data chart
- rank ordering



### Habits of mind

## Independent Study

This lesson can be used as a self-directed activity by having students individually or in pairs work their way through the guided instructions and support material found at <http://www.mysteryquests.ca/quests/26/indexen.html>.

## Whole Class Activities

On the following pages are suggested modifications of the self-guided procedures found on the MysteryQuest website for use with a class of students. For convenience, each item of support material and each set of procedures are linked to the relevant suggestions for whole class instruction.

## **Suggested Activities**

### **Set the context**

- Invite students to choose four prominent events in their own lives (e.g., going to elementary school, moving to a new city, meeting a best friend, and taking up a hobby) and explain in writing why they selected them. Invite students to decide which one seems to be the most significant historical event in their life. As a class, identify similarities in the events and reasons for their significance. Focus the discussion on what it means to say an event is historically significant.
- Using [Step 2: Learn about the concept of historical significance](#) as a guide, introduce the three suggested criteria for historical significance. Ask students to revisit the four events in their lives and think about their prominence at the time, their consequences, and the subsequent profile of each event. Based on these factors, ask students to consider whether some events seem more or less significant than they had previously thought.
- Use [Introduction](#) to set the context for students' investigation of what was historically significant about Jerome's life. You may want to download and display [drawings and pictures](#) of Jerome, his home, and his community.

### **Discuss the challenge**

- Organize students into groups of four. Use [The Task](#) as a guide to explain that each group will collectively analyze documents related to four dimensions of Jerome's life.

### **Learn about Jerome's life**

- Using [Step 1: Learn about Jerome's life](#) as a guide, distribute copies of the recommended newspaper article. Ask students to read it individually or with a partner. Create and post a timeline of the important events.
- You may want to direct students to other links on the site to learn more about Jerome's discovery, daily life, and death.

### **Look for evidence**

- Using [Step 3: Look for evidence of possible significance](#) as a guide, explain the procedure for gathering information about the significance of the four dimensions of Jerome's life.
- Distribute a copy of all the documents related to the four dimensions to each group – these documents are listed in [Step 3](#). Assign each group member to one dimension of Jerome's life.

- Distribute a copy of [Finding Evidence of Significance](#) to each student. Explain that students are to record information from each of their assigned documents that relate to the significance of their assigned dimension.
- Invite group members to share their information with other group members. Encourage students to record the key facts from each dimension onto their own copy of the chart.

### **Rank the dimensions in order of significance**

- Using [Step 4: Rank-order the dimensions](#) as a guide, explain the procedure for ranking and justifying the students' conclusions about the significance of each dimension.
- Distribute a copy of [Ranking the Significance](#) to each student.
- Debrief the challenge using a “Four Corners” strategy. Post each of the dimensions in a different corner of the classroom. Invite students to move to the “dimension” (or corner) that they ranked #1 and discuss the reasons for their ranking with their corner companions. Invite representatives from each corner to present the main justifications for their ranking.

### **Evaluation**

- Use the rubric [Assessing Historical Significance](#) to evaluate students' collection of evidence and ranking of each dimension of Jerome's life.

### **Extension**

- Invite students to work individually or as a class to pursue the suggested activities listed in [Extension](#).