**Lesson Cycle (Gradual Release of Responsibility)**

**Lesson Title/Topic: Being a Crime Scene Investigator**

**Standards: TEKS 127.3 (c) (1) (B) -** Explore the 16 career clusters

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| **Lesson Objectives:** | **Assessment:** |
| Students will research and identify current or emerging occupations with 80% level of proficiency. | Students will complete their own individual fingerprint showing specific pattern. |

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| **Materials:** pencil, white notecards, magnifying glass, laminated fingerprint instruction guide, laminated fingerprint pattern chart, tri-fold with CSI background information, wet wipes, paper towels, fingerprint matching game |
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| **The teacher will:** | **The student will:** |
| **Focus:**   * A tri-fold board will be set up. The tri-fold board will list the following questions:  1. Who is a Crime Scene Investigator? 2. Do you need to go to college to be a Crime Scene Investigator? 3. What is the average salary for a Crime Scene Investigator? 4. What types of evidence can a Crime Scene Investigator find? | * Explore the board and look at the pictures on the board. |
| **Teacher Input (I Do):**   * Using tri-fold, discuss and answer each question.  1. Who is a Crime Scene Investigator?      1. What type of education is needed to become a Crime Scene Investigator? 2. What is the average salary of a Crime Scene Investigator? 3. What types of evidence can a Crime Scene Investigator find?  * Allow students to partner up and view 3D virtual our of forensic laboratory videos. | * Participate in discussion providing opinions and feedback when prompted.  1. People who collect and examine evidence present at crime scenes. 2. 4 year College or University   (forensic science, criminal justice, biology)   1. $30,000 - $65,000 annually 2. Examples include:   \*Biological evidence (blood, bodily fluids, hair)  \*Print evidence (fingerprints, palm prints, foot prints)  \*Track evidence (footwear, tire tracks)  \*Digital records (cell phone, internet, email)  \*Tool and tool mark evidence  \*Drug evidence  \*Firearm evidence   * Watch short videos. |
| **Guided Practice (We Do):**   * Explain to students they will take their own fingerprints and analyze them. * Explain how NO two fingerprints are alike. * Provide full instructions before handing out supplies. Use “How to make a fingerprint” 5 step guideline as reference. After explaining, lay these instructions out on table for students to reference. (Scribble solid square area, rub thumb in area, apply tape over thumb, remove tape with fingerprint image and stick it to note card) * Hand out 1 white note card, 1 pencil, scotch tape and 1 magnifying glass to each student. * Allow them to make a fingerprint. Guide to ensure they are making good, quality, legible prints. * Let students use magnifying glass to view detailed curves and lines of their own prints. * Encourage them to compare their print to their shoulder buddy’s print.   (How are they different?) | * Listen and wait for full instructions. * Make fingerprints. * Use magnifying glass. * Compare with shoulder buddy. |
| **Independent Practice (You Do):**   * Explain fingerprint pattern chart * Hand out fingerprint pattern chart to each student. (This is a laminated chart showing 9 different fingerprint patterns.) * Tell students to determine which pattern their own fingerprint is and write on their card. | * Listen to instruction * Find fingerprint pattern. * Trade cards with shoulder buddy and categorize their fingerprint too. |
| **Closure:**  Pose questions to students:   1. Why are Crime Scene Investigators important? 2. What would happen to society of CSI’s did not exist? | Discuss their thoughts and scenarios.   1. They are part of a team that help   establish what happened and identify  the person responsible for the crime.   1. Innocent people could possibly be held responsible for a crime they did not commit. Guilty people could possibly remain at large and continue committing crimes. Families might possibly live without knowing what happened to their loved ones and not get closure. |

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| ***Bloom’s Level(s):***  Analysis:  “Compare fingerprint with shoulder buddy”  “Analyze fingerprint curve patterns”  “Why are crime scene investigators important” | ***Technology Integration***  3D Virtual tour of forensic laboratories:  <http://kidsahead.com/external/activity/6> |
| ***Extension:***  Fingerprint match-up exercise. Compare fingerprints and determine patterns that match. Students can work in partners or teams. | ***Reteach:***  Focus more on the fingerprint pattern chart. Go over each pattern slowly, in detail. Get a fingerprint sample from 1 student and place on projector. As class, analysis the curves and determine which pattern is shown on student’s fingerprint. Repeat with a few more sample fingerprints until students are grasping how to compare and analyze. |

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| **Accommodations / Modifications:**  Gifted/Talented – Students may work together to design a one-page wonder about crime scene evidence.  Learning Disability – Students can use additional references such as websites and text books. Students will be provided with additional time to complete.  Speech - Students will be allowed to write answers instead of participating in class discussions.  ESL – Students will receive a handout with CSI career information. Handout will include career summary, images and vocabulary with definitions.  Bilingual – Students can work in partners to complete their assignment. | **References:** |