The activity that this project focused on was teaching students how to use their deductive reasoning skills to “catch a criminal.”

**Curriculum/State Standards**

NYS Standards
Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity.

**Key Idea 1:**
The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.

**Overview**
In this activity students went through 7 stations to use various forensic techniques to determine the guilty party in a murder investigation. Students looked at things such as fingerprints, shoe prints, answering machine messages, handwriting analysis and stomach analysis.

**Objectives**
The students will use their skills of inquiry to determine the culprit.
The students will learn the role of forensic scientists in law enforcement.
The students will analyze simulated fingerprint and handwriting samples, personal effects and answering messages. The students will evaluate evidence to make a determination of guilt.

**Materials**
Anatomy of Death Crime Scene Kit (Vega Science), goggles, place to play a CD (computer or CD player)

**Readiness Activity**
The activity was introduced by having a conversation with the students about crime scene shows that the students may watch on TV. This piqued the interest of the students as well as revealed facts about the students, such as those whose parents are police officers who have been at real crime scenes.

**Strategies/Activities**
Seven separate areas are needed around the room. Some of the stations require students to read information typed on a sheet. I photocopied these sheets so that each student could have their own copies to read. In addition, as I plan to use this activity yearly, I laminated the materials so that they would last. I broke my class up into 6 groups of 3 or 4 even though there were 7 stations. This allowed a group that finished to move on to another station without having to wait for another group to finish. This was especially helpful since each station takes a different amount of time to complete.

**Culminating Activity**
At the conclusion of the activity, students make their decision about who they would arrest and which suspect was the criminal.

**Evaluation Method**
Each student had a Detective Log that came with the kit that they filled out.

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**THIS WINNING PROJECT IDEA SUBMITTED BY:**

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along the way. Each question was reviewed with the class. I did not collect this as a grade, but it could easily be collected if a grade is desired. In addition to this, informal evaluations were done by the teacher walking around the room while the students were completing the stations. The teacher observed what the students were doing and asked questions to ensure that students understood the purpose of the station.