

Subject: Science

Grade: Grade 7-8

Topic: To introduce the concept that the Scientific Method is used on a day to day basis by some whom we may not perceive as scientists, such as forensic investigators.



Content: Brief history on the evolution of forensics as background in preparation Investigation of forensic investigators Vocabulary: Scientific Method, forensic science/medicine, Fingerprint, DNA, Malpighian Layer, forensic evidence, Thin Layer Chromatography

<b>Goals:</b>	Students will be able to understand the background in the history and evolution of forensic science. Students will be able to focus on the practical experience in forensic investigation. Lesson to span two class periods.
<b>Objectives:</b>	Given vocabulary about forensic science, student will demonstrate mastery of the vocabulary by acquiring 100% on a test. Given the history and development of forensic science, students will demonstrate this knowledge by listing key dates and levels of technological development in this field. Given a review of social interaction skills, students will perform a short skit demonstrating 90% accuracy through this demonstration.
<b>Materials:</b>	Transparencies, hand-outs, time lines, vocabulary list, overhead projector, cellophane tape, pencil and paper.
<b>Introduction:</b>	Essential Question:  How does the Scientific Method impact us in everyday life?  1. In two or three sentences describe the scientific Method, and discuss its relevance to a forensic investigation.  2. Report on the origin of the word forensic, i.e. its root in Latin.
<b>Development:</b>	Explain to the students that they are going to perform a lab practical in forensic investigation with a mock crime scene, but beforehand they will need to acquire some background in the history of forensics.

<b>Practice:</b>	Handout on history of forensics to be read in class individually and as a group highlighting important terms, definitions and facts. 5 minute lecture with overhead transparency.
<b>Accommodations:</b>	Differentiated instruction will be implemented during unit assessment. Students will work with partners if assistance is needed.
<b>Checking For Understanding:</b>	Students will write their definitions on the board, oral quizzing on important dates and facts.
<b>Closure:</b>	Reminder of assignment, ask question: What was the most interesting item you learned in today's lesson?
<b>Evaluation:</b>	Through a survey on closure the teacher will hopefully get an idea of not only the level of interest but the aptitude of the different individuals. This will help the teacher when forming groups of investigators for the practical demonstration.
<b>Teacher Reflections:</b>	Where students able to relate to this lesson? Was it interesting to them? Should teacher get a forensic expert to visit the class when this lesson is completed?

**Author Credit:** William Rupp