Best teaching practices

By: Allison Moyel
Crime Scene Sketch Lab
Adapted from “Crime Scene Investigations-Real Life Science Labs for Grades 6-12” by Pam Walker and Elaine Wood
Lab Objectives

• To have students become familiar with writing lab reports in a lab book
• To draw a rough, and final sketch of a crime scene
• To present and explain the crime scene to other students in the class
How to write lab reports

I found a wonderful worksheet on the web that I used to help students with the correct format of writing lab reports

http://bsapp.com/forensics_illustrated/forensic_worksheets/WRITING_LAB_REPORTS_in_a_lab_book.doc
CRIME SCENE SKETCH LAB

- Rough Sketch (1 ½ block periods)
- Final Sketch (1 block period)
- Student Presentations (1/2 block period)
Rough Sketch

Groups of 3-4 students enter the crime scene room. They are told not to disturb any evidence and that they will have to produce a rough sketch of the crime scene and will not be able to return after they are finished.
Rough Sketch (con’t)

- Identify all items that are physical evidence
- Use a metric tape to determine length and width of the room
- Determine which walls are North, East, South, & West
- Select 2 Fixed Points in the room that are close to 1 of the pieces of physical evidence
Rough Sketch (con’t)

- Measure the distance (cm) from one of the objects to the first fixed point. Record the name of the object and its location and distance from fixed points in the data table.

- Repeat for all pieces of physical evidence in the room.
Rough Sketch (con’t)

- Indicate North on the sketch
- Draw all doors and windows in their locations
- Use squares and circles to indicate different objects in the room
- Label each piece of physical evidence with a letter and make a legend
- Draw dashed lines from each object to the fixed points and indicate actual distances on the sketch
Final Sketch

- Draw with black ink or marker on posterboard or 11 X 14 manilla paper
- Draw to scale: 1 cm = 40 cm of space
- Label North on drawing and indicate the length and width of the room
- Draw squares and circles that represent physical evidence
Final Sketch (con’t)

- Have the lines from the two fixed points in proportion to the rest of the drawing
- The drawing should include all information from the rough sketch
Presentation to Class

- Students are required to present their final sketch to the class.
- They have to present all of the evidence they observed and what they actually think happened at the scene.
- After everyone presents, we have a discussion about what really happened!
## Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
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</thead>
<tbody>
<tr>
<td>Rough sketch completed</td>
<td>25</td>
<td></td>
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<tr>
<td>Final sketch:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neat</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Drawn to scale</td>
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<td></td>
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<tr>
<td>Evidence labeled</td>
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<td></td>
</tr>
<tr>
<td>North labeled</td>
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<tr>
<td>Objects in drawing proportional</td>
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<td></td>
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<tr>
<td>Based on rough sketch</td>
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<td></td>
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<tr>
<td>Presentation of sketch</td>
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<tr>
<td>Postlab-questions</td>
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Credits
