

Mystery Festival

Stage 1 – Desired Results	
<p>Established Goals of the Unit:</p> <ul style="list-style-type: none"> • Understand the difference between evidence and inference • Make real world connections with forensic science • Utilize deductive reasoning • Explore the mystery genre through literature • Write mystery stories using appropriate literary devices 	
<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Inferences are based upon evidence. • Science can be used to uncover evidence. • Mysteries incorporate literary devices unique to the genre. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is the difference between evidence and inference? • How does forensic science utilize physical evidence to solve mysteries? • What literary devices are used in the mystery genre?
<p>Knowledge: <i>Students will know that...</i></p> <ul style="list-style-type: none"> • Forensic science techniques for analyzing clues • The literary devices used in the mystery genre 	<p>Do: <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Conduct tests to analyze clues • Collect and analyze data • Make inferences • Solve mysteries • Write mysteries • Work collaboratively to solve mysteries
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Group activities • Science labs • Reading responses and discussion • Written stories 	<p>Other evidence:</p> <ul style="list-style-type: none"> • Student notebooks • Teacher observations • Student explanations

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Stage3 – Learning Plan

Learning activities (cognitive, affective, psychomotor):

- Forensic Science Labs, fingerprint, hair, and ink analysis
- Read and discuss mysteries
- Write mysteries

RESOURCES:

- GEMS Mystery Festival
- Various literature

NJCCS:

9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.1.4.A.1

9.1.8.A.1

9.1.8.A.2

9.1.4.B.1

9.1.8.B.1

9.1.8.D.2

5.1 Science Practices All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

5.1.8.A.3

Literacy.W.5.1a – Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

Mystery Festival**5th Grade Science Quest Timeline of Events****September**

- Team Building Activities – Students participate in various team-building activities aimed at building cooperation, teamwork, understanding, and respect.

October/November

- Critical and Lateral Thinking Puzzles/Games
 - Crossed/Uncrossed
 - Magic Watch
 - “I” Know
 - Johnny Whoops
 - Question Game
 - 9 Magazines
 - Mystery Numbers
 - Critical Thinking Puzzles - Silly Sally Summers, Flip Flop, Trying Triangles, Flipping Pairs, Trapezoid Trap, Coin Moves, Bagel for Five, Slip Sliding, Criss-Crossed.

December

- Minute Mysteries – (lateral thinking puzzles) The object is for students to unravel the mystery, based on very limited and somewhat ambiguous clues. Given a scenario, students deduce what has happened by asking question that can only be answered yes, no, maybe, or not relevant. There is no limit to the number of questions that can be asked.

January**MYSTERY FESTIVAL**

- Observation Activities
 - Sharp Eyes
 - Find the Change
 - Mystery Stories
 - Composite Drawing

February

- Footprint Activities
 - Classifying Shoeprints
 - Find that Print
 - Footprint Concentration
 - Footprint Mysteries

March

- Scene of the Crime – Students discover the scene of the crime, then look for, and record clues.
- The Story – Background information on the crime and scene are presented. The suspects are introduced, and their alibis heard. This information is used to re-examine the crime scene clues

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April

- Crime Lab Stations A – Students conduct tests on five pieces of evidence at separate stations.
- Crime Lab Stations B – Students conduct five additional tests on pieces of evidence.
- Solving the Mystery – Students compile the evidence and results of the lab tests along with suspects' statements and crime scene information to develop their case.

May/June

- Writing the crime story
- Complete Who Done It worksheet
- Write the crime story (cont.)
- Detective Report, Newspaper Story, or Suspect Point of View
- Presents stories to the class
- Class Vote