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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Law, Public Safety, Corrections, and Security |
| **Course Name** | Law Enforcement I |
| **Lesson/Unit Title** | Crime Scene Search |
| **TEKS Student Expectations** | **130.336. (c) Knowledge and skills**  (16) The student employs procedures to protect, document, and process a crime scene. The student is expected to:  (A) demonstrate how to lift and preserve developed latent prints from a simulated crime scene; and  (B) demonstrate how to photograph, sketch, search, collect, document, and protect the crime scene area for further investigation. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:  1. Discuss the reasons for conducting a good crime scene search.  2. Identify the different crime scene search methods and when they are  3. Conduct crime scene searches indoors and outdoors with the most effective search methods.  4. Create a crime scene scenario for other students to participate in. |
| **Rationale** | A big part of a police officer’s job is responding to crimes and crime scenes. It is crucial that evidence is found, protected, and properly collected to help find who committed the crimes and/or so it can be used in court for the criminal conviction of the suspect(s). |
| **Duration of Lesson** | The lesson should take 2-3 hours. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | Items that can be used as evidence for the students to find in a crime scene search. |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | It would be good to have discussed different types of crimes so the students would know what kind of evidence they would be looking for depending on the crime they are responding to. |
| **Direct Instruction \*** | I. Why Conduct a Crime Scene Search?  A. To gather and process further evidence from the area in which the crime occurred  B. We frequently think about fingerprints, but CSI and other shows have demonstrated that they are but a small part of the evidence  II. Steps in Processing the Scene  A. Surveying the scene  B. Photographs and sketches  C. Measurements & mapping  D. Recording the location of evidence and documenting  E. Searching for fingerprints and other evidence  III. Indoor vs. Outdoor Search  A. Greater coverage  B. More than one searcher  C. Evidence may be more fragile  D. Don’t forget to look up!  E. Don’t bring evidence with you  F. Night and day considerations  IV. Strip Method – useful in larger, outdoor areas but also inside. Quick to implement and simple to use and can be done by a single person inside or out.  V. Spiral Method – this circular method is most effective in an indoor or small area, since as the circle gets bigger, evidence may be overlooked.  VI. Wheel Method – rarely used anymore, where searchers begin at the center and move outward. The number of people searching at the beginning can cause evidence to be ruined.  VII. Grid Method  A. This is one of the best for detailed searching of large areas. This method can be modified depending on the number of searchers and the area covered  B. When done correctly, each area will be searched twice  VIII. Zone Method – most often used indoors, this method divides the search area into sections or squares and a separate officer is designated to search a given section  IX. Evidence Locations  A. Near the crime scene  B. Points of entry or exit  C. Route of escape  D. Clothing  E. Where weapons are found  F. Vehicles  X. Evidence Removal  A. Be sure and document any evidence locations, through either diagram or photograph, or both  B. Handle evidence appropriately (you may be asked who picked it up and what was done with it)  XI. Evidence Tampering  A. Intentional or unintentional  B. This can occur intentionally or, more often than not, unintentionally when another officer or outside person leaves items at the scene or damages evidence. Regardless of who the person is, they need to be removed from the scene. If it is a superior officer, you need to report this to the crime scene commander |
| **Guided Practice \*** |  |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * The instructor will list different types of locations as crime scenes (a bedroom, a park, etc.) and have the students choose which search method would be the best for that location. Use the Individual Work Rubric for assessment. * The instructor or students can set up crime scenes indoors and outdoors, and have the students practice using the different search methods to find evidence. The instructor may want to make each item in the crime scene worth a certain amount of points in order to give a grade for the activity. |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \*** | The students can be separated into groups of 3 or 4. Half of the groups can set up crime scene scenarios for the other groups to work and vice versa. The students can take the opportunity to be creative in their crime scenes and acting. The Group Evaluation Rubric and Peer Evaluation Rubric may be used for assessment. |
| **References/Resources/**  **Teacher Preparation** | * ISBN: 0942728750, Practical Criminal Investigation, Manuel S. Peña * ISBN: 084931691X, Techniques of Crime Scene Investigation, Barry A. J. Fisher * ISBN: 0849333032, Practical Homicide Investigation, Vernon J. Geberth Manual for Police of New York State |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | I. Key Cognitive Skills  C. Problem solving  1. Analyze a situation to identify a problem to be solved.  2. Develop and apply multiple strategies to solve a problem. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Students will research infamous cases where the suspect was found not guilty of a crime because of police error at the crime scene. Use the Research Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)