

True Forensic Crime Stories

Introduction

Gripping true-crime stories are a perfect way to investigate how the tools and techniques of forensic science help detectives solve crimes. The engaging text and photos in the *True Forensic Crime Stories* series grab readers' attention and keep them involved. Each book contains details about real crimes and the science behind the forensics that cracked the case. As students read, they use critical-thinking skills, such as comparing and contrasting, identifying sequence, determining cause-and-effect relationships, and making inferences.

National Standards

This series supports Science, Social Studies, and Language Arts. Go to www.enslowclassroom.com and/or www.enslow.com and click on the "View State Correlations" tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Included in this teacher's guide are activities linking to Reading/Language Arts, Math, Science, and Social Studies. The activities, and a reproducible handout, require readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide offers a reproducible assessment tool covering comprehension, vocabulary, and inference.

Guided Reading Level: X

Reproducible for Educational Use Only

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Where to Find More Information about Titles in this Series:

Visit www.enslowclassroom.com and/or www.enslow.com to search for other titles and series, as well as download the teacher's guides for other titles in this series:

<u>Titles in this series</u>	<u>Library Edition ISBN</u>	<u>Paperback Edition ISBN</u>
Bones <i>Dead People DO Tell Tales</i>	978-0-7660-3669-7	978-1-59845-363-8
Cybercrime <i>Data Trails DO Tell Tales</i>	978-0-7660-3668-0	978-1-59845-361-4
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Gun Crimes <i>Dead People DO Tell Tales</i>	978-0-7660-3763-2	978-1-59845-365-2
Trace Evidence <i>Dead People DO Tell Tales</i>	978-0-7660-3664-2	978-1-59845-347-8

Titles in this series can be purchased through all major vendors or directly from:

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Teacher's Guide for [Gun Crimes: Dead People DO Tell Tales](#)

A single bullet, its casing, or its trajectory tells a lot to trained firearm investigators. The evidence shows where the shooter was standing, if it indeed came from a given gun, and more. In this book, readers discover the techniques developed and used by firearms investigators to solve crimes, from early situations like the St. Valentine's Day Massacre to present day war crimes.

Before Reading

Remind students that good readers preview a book to find out what they might learn and what they already know about the subject. Allow time for read to the title, study the cover photo, and browse pages to note the chapter headings, photos, captions, sidebars, diagram, map, Chapter Notes, Glossary, and Index. Ask volunteers to predict what they will learn from the book. Then have students make Anticipation Guides, using the questions below or ones students suggest. Explain that after reading, students will return to see if they still agree or disagree.

Anticipation Guide Statements	Agree	Disagree
There are more gun crimes every year.		
A bullet always goes straight to wherever you aim it.		
A small wound, like a shot in the wrist, can never kill you.		

During Reading

Review with students that visualizing is the process of creating pictures in your mind as you read. You look for words that describe people, places, and events and try to picture what's going on in your head. Forming mental images helps you better understand and remember what you read. Add that each picture stirs an emotional response, or feeling. Have students use stickies as they read to note words and/or phrases that help them visualize, and to write or sketch their emotional response to each image.

After Reading

Have students revisit their Anticipation Guides. Ask: *Did you change your opinion about any statement? If so, what changed your mind?* Encourage students to cite information in the text that convinced them to change their minds. To elicit personal responses to the book, encourage students to share their sticky notes/sketches. Did everyone visualize the same things? Prompt further discussion with questions, such as: *What was the most interesting fact you learned from this book? Did any information in the book surprise you? Why? Do you think anyone over the age of 18 should be able to buy a gun? Why or why not?*

Use the Reading/Language Arts, Math, Science, and Social Studies activities on the next page. Make copies of the Handout and Assessment pages that follow for students to do in class or as homework. **Answers: Handout**—Across 6. assassination, 8. out, 11. gauge, 12. eat, 14. caliber, 16. bullets, 18. groove, 21. extractor, 23. gunpowder, 24. striations. *Down* 1. shoots, 2. ricochet, 3. ballistics, 4. rifle, 5. angle, 6. automatic, 7. shot, 9. magazine, 10. cartridge, 13. cylinder, 15. barrel, 17. primer, 19. target, 20. weapon, 22. open. **Assessment**—1. C, 2. B, 3. D, 4. A, 5. C, 6. B, 7. D, 8. A, 9. A, 10. D.

Curriculum Links

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts Activity:

Revisit pages 66-67 and review that an *infographic* (**information graphic**) is visuals and short text set apart from the main text, often in a two-page spread. It highlights information related to the main text and enhances readers' understanding by giving more details that are specific. Ask: *How does this infographic relate to the main text?* (The chapter is about exploding bullets and the infographic [s close-ups and specific details about bullets and the damage they do.)

Challenge groups of students to research and create an infographic for another interesting fact relating to material in the book. Remind them to cite facts and illustrations properly.

Math Activity:

Refer to the crime scene photo on page 88 and discuss the importance of knowing the position of each piece of evidence, then ask: *What do you think investigators did before the invention of the camera?* Clarify that they made drawings to scale, showing real objects with accurate sizes reduced by a given amount. For example, using a scale of 1:10, objects drawn on graph paper where 1 square = 1 foot would be 10 times bigger in the real world. Let students work in teams to measure the classroom and the objects in it, then position them on graph paper to scale. You may choose to have students carry out this task at home, drawing their bedrooms to scale.

Science Activities:

1. Remind students that a bullet travels in a straight line until it meets something, then bounces off in another direction. Add that light travels the same way. Ask a volunteer to help you model how to change the trajectory of light so that it hits a given target. Draw a bulls-eye on paper and hang it on a wall 3 feet from your desk. Stick two small mirrors in clay and stand them on the desk with one mirror at a right angle to the other. Shine a flashlight at one mirror, and then move the light so it reflects in the other mirror. Continue moving the light at different angles until it bounces off and hits the target. Let students repeat the activity.
2. Return to page 66 and point out that a bullet's shape affects its speed. Let students test whether a balloon's shape affects its speed. Tie one end of a string to the back of a chair and pull the other end through a plastic straw. Tie that end to a chair across the room. Make sure the string is tight and that the straw remains on it by the first chair. Next, ask a volunteer to blow up a round balloon and just pinch, not tie, the end, then tape the balloon to the straw. Give another volunteer a stopwatch. On your signal, have the one volunteer release the balloon while the other times the flight until the balloon stops at the end of the string or when totally deflated. Repeat the process with new volunteers and different balloons, such as long and pointed or short and pointed. Discuss the results.

Social Studies Activity:

Review that a timeline shows the sequence of events in the order in which they happened. Detectives use timelines to see the relationships between events that happened before, during, and after a crime. Challenge students to use information from the book about the Son of Sam or the Beltway Snipers to create timelines, showing events from the first attack to the shooters' convictions. Encourage students to illustrate the timelines and to share them with the class.

Assessment

Circle the letter that best completes the statement or answers the question.

1. Ammunition for handguns and rifles has all the parts **EXCEPT** _____.
 - A. gunpowder
 - B. primer
 - C. hammer
 - D. shell
2. The most important marks left on a bullet by a gun are striations and barium nitrate.
 - A. True
 - B. False
3. Which introduced the world to the basic methods for firearms identification?
 - A. Sacco and Vanzetti trial
 - B. Warren Commission
 - C. Son of Sam trial
 - D. St. Valentine's Day Massacre
4. A bullet that is "pristine" _____.
 - A. is completely intact
 - B. has never been used
 - C. is fragmented
 - D. the original gun in the chamber
5. Which is the meaning of *caliber* as used in this book?
 - A. ability
 - B. talent
 - C. diameter
 - D. quality
6. A *cartridge* is a pile, or ridge, of dirt where shopping carts are stored.
 - A. True
 - B. False
7. What does a *helixometer* do?
 - A. measures the Sun's heat
 - B. looks inside the skull
 - C. measures drug resistance
 - D. looks inside a gun barrel
8. The author implies that the capture of the Beltway killers took longer because _____.
 - A. eyewitnesses gave the police false leads
 - B. the police ran out of money
 - C. the killers moved to another state
 - D. the firearm experts made a mistake
9. There is a national database with pictures of all bullets and casings collected from crime scenes.
 - A. True
 - B. False
10. The author infers which of the following about firearm experts?
 - A. They must be at least 30 years of age.
 - B. They must have a Ph.D.
 - C. They must be unmarried.
 - D. They must have good computer skills.