

# Joan of Arc

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History's Mysteries—Solve the Crime of the Time



### **About the author**

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# WELCOME TO JOAN OF ARC!

In this hands-on investigative activity, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. Students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts. A PowerPoint® presentation includes an introduction to the task, a coroner's report, and several types of sources from the "crime scene." Students then fill out a "forensic report" graphic organizer, hypothesize how the event took place, and conclude by reading a "Mystery Solved" handout that provides historical background on the "crime." Optional extension activities include having students create a "breaking news" TV report, write a front-page newspaper article, or compose a "news alert" text message. Grades 6–12.



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## Purpose and Overview

### Activity Introduction

Welcome to *History's Mysteries: Solve the Crime of the Time*. Included are investigative case files that cover some of the main areas of world history standards-based curriculum. The central purpose of these files is to spark interest and excitement in students for further study of a given unit.

A History Mystery is rooted in having students act like a criminalist whose job is to gather, analyze, and interpret forensic evidence. Real-life criminalists are skilled in studying everyday items, examining bullets, and analyzing documents. Likewise, in a history class a teacher's job is to help students develop critical thinking skills also based in gathering, analyzing and interpreting data.

In this hands-on investigative activity, students are given an authentic task—to think like criminalists and review mock forensic files of a historical event. Each file contains primary and secondary source replica/realia that students analyze in order to hypothesize how a given event took place.

This activity works best as an introduction to a world history unit, but it may also be used as a way to review before a DBQ based assessment at the end of a unit. Students are motivated to solve each Mystery both with accuracy and speed as the first student/team to do so correctly wins a "Criminalist of the Year" nameplate for classroom display.

### How does a History Mystery work?

Students are given the task of reviewing a historical event case file and filling out a Forensic Report. Once this initial step is completed, students then read a **Mystery Solved: Press Release** that reveals all the accurate details of the real life History Mystery.

Each *History's Mysteries Case File* review and **Forensic Report** are completed in a single (60 minute) class session. The follow up **Mystery Solved: Press Release** reading and follow up activities (**Front Page News, Breaking News Report, or Text Message News Alert**) can take another half to full one hour class period.

Each unit comes with reproducible student analysis sheets, teacher directions, student directions, CD-ROM that allows students to view the files on a computer (or the entire class with an LCD projector).



#### Teaching tip

For more scaffolding and challenge to the activity, you can also add a step where students work on a **Front Page News Article, Breaking News Report, or a Text Message News Alert** in which students further synthesize what they believed took place in either an essay, short skit, or short summary form (for better language mastery, beginner or advanced writing skills, ELL and/or AP Students).

## Daily Directions

### Two Day Activity

#### Materials

- Computers, LCD projector.
- Reproducible copies of:
  - the **Forensic Report**
  - the **Criminalist of the Year Plaque**
  - the **Criminalist of the Year Name Plates**
  - the **Mystery Solved: Press Release**

#### Direction Notes

A day before you begin the activity, we must prepare for it by doing the following:

- Determine which method for displaying the case files works best for you (set of computers LCD projector printed out slides, etc.)
- Pull out the reproducible copies of the **Forensic Report** and **Student Directions** to make enough copies of them for class.
- Pull out the reproducible copies of the **Criminalist of the Year Plaque** and the **Criminalist of the Year Name Plates**.
- Pull out a reproducible copy of the **Mystery Solved: Press Release**, for the given case file, and make enough copies of them for class.

#### Teaching tip

Make one copy of the **Criminalist of the Year Plaque** and the **Criminalist of the Year Name Plates** each for every class that you have.



# Daily Directions

## Activity Day 1

### Materials

- Copies of the **Forensic Report**
- **Case File**

### Direction Notes

1. Pass out **Forensic Report** sheets to students.
2. Then depending on which method of case file viewing you are choosing, following the directions below.

**LCD projector**—Walk students through the directions and the case file by flipping through the slides.

**Individual computer use**—Walk students through how to flip through each page of the file as a class and then walk along the room to make sure students are on task and filling out the Forensic Report correctly.



Whole class



Individual



Whole class

## Daily Directions

### Activity Day 2

#### Materials

- Copies of ***Mystery Solved: Press Release***

#### Direction Notes

1. Ask the class if anyone would like to share their theory of what happened and why or what the motive behind the actions were.
2. After a couple of students have shared out ideas, explain that the real life historical event will be explained today as you start a new unit of study.
3. Pass out the ***Mystery Solved: Press Release*** and read it aloud in class. Begin class discussion.

### Day 2 (3) Activity—Alternative

#### Materials

- Copies of:
  - ***Breaking News Report***or
  - ***Front Page News***or
  - ***Text Message News Alert***

Follow the “Activity Day 2” directions above and then...

4. Pass out *Breaking News Report*/*Front Page News*/*Text Message News Alert*.
5. Read the directions from the top of the *given* sheet assignment aloud and have students begin the assignment.



Read or say





# STUDENT DIRECTIONS






In order to solve a History Mystery you will need to have the following:

- A **Forensic Report**
- A **Mystery File**
- A pen or pencil
- And an Open Mind

Let's review all the sections of the **Forensic Report** and the **Case File** so that you are familiar with all the areas of the file and what you need to do.

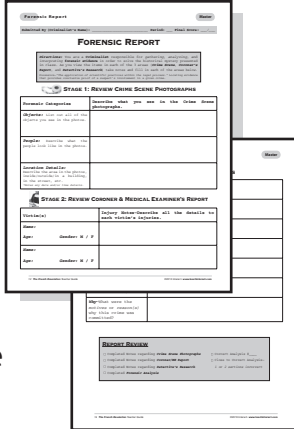
## Case File Sections:

Each section will be labeled using a special symbol to distinguish each area or office it came from.

<b>Crime Scene</b>		If you are looking at notes and photos about the <b>Crime Scene</b> , they will be marked with the symbol of a <b>body outline and caution tape</b> .
<b>Coroner's Report</b>		If you are looking at documents and photos with specific information about the victim's body, then these are part of the <b>Coroner's Report</b> and they will be marked with the symbol of the <b>tagged feet</b> .
<b>Detective's Research</b>		And if you are looking at notes, documents, and/or photos from the <b>Detective's Research</b> , they will be marked with the symbol of the <b>investigators badge</b> .

## How do I fill out the *Forensics Report*?

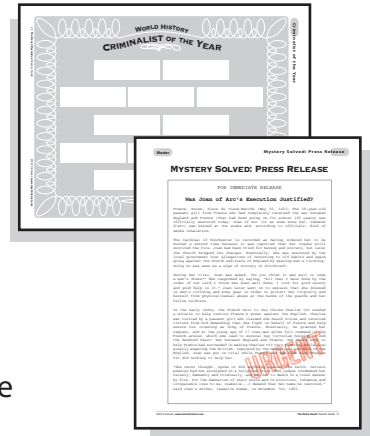
- After you view the items in each of the three areas (**Crime Scene**, **Coroner's Report**, and **Detective's Research**) take notes and fill in each of the areas on the **Forensic Report**.
- Pay close attention to which office is reporting information and *match the symbols on your file with the symbol on your report* when you writing in your information.
- For example, if you see the symbol for the **Crime Scene** office on the top of the file page you may use that information to answer the questions about the **Crime Scene** in your **Forensics Report**.



The image shows a sample 'Forensic Report' form. It is divided into two main stages. Stage 1 is titled 'Review Crime Scene Photographs' and includes fields for 'Investigator's Organization', 'Investigator's Name', 'Investigator's Title', 'Investigator's Phone Number', 'Investigator's Email Address', 'Investigator's Date', 'Investigator's Time', 'Investigator's Location', 'Investigator's Office', 'Investigator's Department', 'Investigator's Division', 'Investigator's Unit', 'Investigator's Shift', 'Investigator's Status', 'Investigator's Notes', 'Investigator's Signature', and 'Investigator's Date'. Stage 2 is titled 'Review Coroner & Medical Examiner's Report' and includes fields for 'Investigator's Organization', 'Investigator's Name', 'Investigator's Title', 'Investigator's Phone Number', 'Investigator's Email Address', 'Investigator's Date', 'Investigator's Time', 'Investigator's Location', 'Investigator's Office', 'Investigator's Department', 'Investigator's Division', 'Investigator's Unit', 'Investigator's Shift', 'Investigator's Status', 'Investigator's Notes', 'Investigator's Signature', and 'Investigator's Date'. There is also a 'Report Review' section at the bottom.

## How does this activity end?

- Once you have completed review the entire file and have filled out all of the sections of the **Forensics Report**, look over your answers before you turn it in to your teacher.
- The first student (or team) who is the most accurate with their analysis for this History's Mystery will become the **"Criminalist of the Month"** and receive a name plate on the class plaque.
- Finally, once the entire class has turned in their reports, you will read a **Mystery Solved: Press Release** that will tell you the background behind the case you just finished reviewing.



Keep in mind that as you review the items in the file, you are acting as if you are a **Criminalist** responsible for *gathering, analyzing, and interpreting* forensic evidence. These actions are key to helping you solve the historical mystery presented in class.

# GOOD LUCK!