

# Social Studies Project Plan on Crime

## **Class Description**

The grade 6/7 class contains 29 students with a majority of students of South Asian descent and a few Caucasian students. Students of particular interest include one boy who is on the autism spectrum and has a part time EA and a few Level 4 ELL students.

## **Rationale**

We allowed students to choose any topic they wanted to learn about so that it would be engaging. The majority of the class wanted to learn about criminology. We scratched the surface of a variety of topics related to criminology so that students could learn about many different aspects of criminology as opposed to going in depth on one topic. The benefit of teaching this topic is to introduce students to the reality of criminal behaviour and the ramifications of engaging in such activities, which may discourage them to partake in them.

<b>LESSON PLAN 1</b>	
<b>THEME: Intro to Crimes Part 1</b>	
<b>Rationale: (Why this lesson at this time)</b> This lesson will start with a fun “hook” to get students excited about the topic. K/W/L chart for us to determine how much the students know/don’t know and if they have any questions.	
<b>Curriculum Competencies/ Big Ideas</b> ELA 6/7: Exploring and sharing multiple perspectives extends our thinking (BI). Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens (BI). Exchange ideas and viewpoints to build shared understanding and extend thinking (CC).	
<b>Learning Intention</b> To get students thinking about criminology. To collaboratively work with their peers to write a story about a certain crime. To reflect on what they already know and their experiences.	

<p><b>Learning Standards in Student Language</b> I can explore and share my own knowledge about crime with my peers by writing a story with them.</p>	
<p><b>Enacted Learning (relevance, real experience)</b> Working hands on with the contents of the mystery bag and using their knowledge of crime to write a short story, using their own personal experiences or what they have learned through their family and friends about crime.</p>	
<p><b>Assessment (evidence of learning)</b> Ability to collaboratively write a cohesive paragraph/story. Ability to distinguish what they know, what they would like to know, and later, what they have learned after today's lesson.</p>	
<p><b>Lesson Hook:</b> Evidence Bag Activity: bag of pieces of evidence from a "crime scene".</p>	
<p><b>Teacher, Student Activity/Response</b></p> <p>Evidence Bag Activity: Explain instructions of the evidence bag activity. "Take a pencil with you". Number students off into ~ 5 groups of 6. Help them get organized into their groups and give each group an evidence bag and a 5W worksheet.  <a href="http://4.bp.blogspot.com/-21U6iK9zSw4/UR8DbzMDMLI/AAAAAAAAAB00/WxlwhJBcThA/s400/untitled.jpg">http://4.bp.blogspot.com/-21U6iK9zSw4/UR8DbzMDMLI/AAAAAAAAAB00/WxlwhJBcThA/s400/untitled.jpg</a></p> <p>Students examine contents of the bag of "evidence" and collaboratively write a paragraph/short story about the possible crime, including the 5W's. After students have written the story, get them to choose one person to be the reader. The reader keeps the story in their desk until the next lesson.</p> <p>Brain Break: Keep It Up Balloon Game Square Breathing</p> <p>K/W/L: Get students to take out a piece of paper and make a K/W/L chart. Have them individually fill out the Know and Wonder columns only. Use popsicle sticks to get students to share some of what they wrote. Tell students to keep their K/W/L charts for next lesson.</p>	<p>Time</p> <p>20min</p> <p>5min</p> <p>10min</p>

<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b>  Vocabulary Worksheet  <a href="http://www.allthingstopics.com/uploads/2/3/2/9/23290220/az-crime.pdf">http://www.allthingstopics.com/uploads/2/3/2/9/23290220/az-crime.pdf</a></p>	
<p><b>Lesson Closure</b>  Ask students: What did you like about this lesson? Was it easy/hard to write a crime story?</p>	Time 5min
<p><b>Transition:</b>  Tell students to save their K/W/L chart and short stories for next lesson.</p>	Time 1min

<b>LESSON PLAN 2</b>	
<p><b>THEME: Intro to Crimes Part 2</b></p>	
<p><b>Rationale: (Why this lesson at this time)</b>  This lesson will introduce students to different types of crime and crime-related vocabulary and apply what they learn to their short stories.</p>	
<p><b>Curriculum Competencies/ Big Ideas</b>  BI: Economic self-interest can be significant cause of conflict among peoples and governments.  CC: use Social Studies inquiry processes and skills to--ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.</p>	
<p><b>Learning Intention</b>  Crime related vocabulary and concepts. Apply it to their own short stories and closing game.</p>	

<p><b>Learning Standards in Student Language</b>  I can determine which crime is presented in each story.  I can define crime-related vocabulary words.</p>	
<p><b>Enacted Learning (relevance, real experience)</b>  Relate what they learned about crimes to their stories.</p>	
<p><b>Assessment (evidence of learning)</b>  Play Jeopardy to test what the students have learned or complete worksheet that review the concepts.</p>	
<p><b>Lesson Hook:</b>  <a href="https://www.youtube.com/watch?v=q8g3WnBhOnc">https://www.youtube.com/watch?v=q8g3WnBhOnc</a></p>	Time 3min
<p><b>Teacher, Student Activity/Response</b></p> <p>Introduce different types of crime and crime-related concepts on Google Slides.</p> <p>Brain Break: YMCA song</p> <p>Think-Pair-Share: Ask each reader, one at a time, to read aloud their group's story. Have students talk with their neighbours to determine which type of crime it is and why. Use popsicle sticks to choose students to respond out loud.</p> <p>Jeopardy or a worksheet about concepts</p>	Time 15-20 min 4min 10min 10min
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b></p> <p><a href="http://bogglesworldesl.com/files/Crimesearch.jpg">http://bogglesworldesl.com/files/Crimesearch.jpg</a></p>	
<p><b>Lesson Closure</b></p> <p>Fill out "Learn" column of K/W/L  Ask if anyone is still unclear about any concepts or if they have any questions.</p>	Time 3min

<p><b>Transition:</b> Hand in K/W/L charts and stories.</p>	
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<p><b>LESSON PLAN 3</b></p>	
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<p><b>THEME Intro to Crime Scene Investigation</b></p>	
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<p><b>Rationale: (Why this lesson at this time)</b> Last week we taught crime so this week we will deepen their understanding about how investigation of a crime scene helps to determine the crime.</p>	
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<p><b>Curriculum Competencies/ Big Ideas</b> BI: Complex tasks may require multiple tools and technologies CC: Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task</p>	
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<p><b>Learning Intention</b> Think critically about available materials and how to use them to obtain fingerprints</p>	
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<p><b>Learning Standards in Student Language</b> I can think critically about how to use the materials provided to get my fingerprints and then determine which type of fingerprint I have</p>	
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<p><b>Enacted Learning (relevance, real experience)</b> Critically evaluating materials to determine how to get desired results. Examining their own fingerprints</p>	
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<p><b>Assessment (evidence of learning)</b> Successful completion of fingerprint activity. Ability to determine their type of fingerprint.</p>	
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<p><b>Materials:</b>  Fingerprint collection sheet  Group 1 - pens, pencils, white paper, clear tape  Group 2 - paintbrushes, cocoa powder, lotion, clear tape, white paper</p>	
<p><b>Teacher, Student Activity/Response</b></p> <p>Lecture on Investigation</p> <p>Fingerprint Activity (2 activities)  (students must determine which tools to use to get the required result)</p> <ol style="list-style-type: none"> <li>1. colour a dark smudge on a paper with pen. Press fingertip onto smudge then onto sticky side of clear tape. Put strip of tape on white paper. Label each finger you use (P-pinky, R-ring, M-middle, I-index, T-thumb).</li> <li>2. Put small amount of lotion on your hand. Press fingerprint on desk(?). Use a paintbrush to dust cocoa powder on the fingerprint mark. Put strip of clear tape on fingerprint then lift and place it on white paper. <ul style="list-style-type: none"> <li>• Determine which of the three types of fingerprints you have (loops, whorls, arches)</li> <li>• Look around at other people's fingerprints and compare with yours.</li> </ul> </li> </ol>	<p>Time</p> <p>15min</p> <p>25min</p>
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b>  <a href="http://bogglesworldesl.com/files/Crimesearch.jpg">http://bogglesworldesl.com/files/Crimesearch.jpg</a></p>	
<p><b>Lesson Closure</b>  Clean up</p>	<p>Time</p> <p>5min</p>

Name: \_\_\_\_\_

## Fingerprint Collection

Activity 1 (place fingerprint evidence in this section)

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Activity 2 (place fingerprint evidence in this section)

Answer these questions

What type of fingerprint do you have? Do most of your peers have the same type?

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Which of these two types of fingerprint collection would an investigator use when collecting invisible fingerprints? Why?

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<b>LESSON PLAN 4</b>	
<b>THEME: Explanations for Criminal Behaviour</b>	
<b>Rationale: (Why this lesson at this time)</b> For most criminals, there is always a reason for why they commit a crime. In this lesson, we will explore some of the many explanations to why people commit crime.	
<b>Curriculum Competencies/ Big Ideas</b> BI: Economic self-interest can be a significant cause of conflict among peoples and governments CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations	
<b>Learning Intention</b> To think critically about why people commit crime by taking in their perspectives.	
<b>Learning Standards in Student Language</b> I can take the perspective of others in order to understand their motivation to commit crime.	
<b>Enacted Learning (relevance, real experience)</b> Applying their pre-existing knowledge and new knowledge to scenarios in order to gain a better perspective to why crime may be committed	

<p><b>Assessment (evidence of learning)</b> Being able to apply some of the theories they have learned to scenarios/case studies.</p>	
<p><b>Lesson Hook:</b> Youtube Video-People commit crime for a reason</p>	<p>Time 3mins</p>
<p><b>Teacher, Student Activity/Response</b></p> <ol style="list-style-type: none"> <li>1. Lecture on some explanations to why people commit crimes <ol style="list-style-type: none"> <li>a. Get students to share some examples</li> </ol> </li> <li>2. Brain break: Silent Ball</li> <li>3. Divide class into groups of 5-6. Hand out scenario/case study to each group. Get them to read their scenario and think back to some of the explanations for criminal behavior and determine some of the reasons why they committed crime. Summary of theories will remain on screen to help them.</li> <li>4. Get each group to share with the class.</li> </ol>	<p>Time 15 mins</p> <p>5 mins</p> <p>15 mins</p> <p>5 mins</p>
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b> Worksheets--Word Search &amp; Matching</p>	
<p><b>Lesson Closure</b> Discuss how not everyone in these situations/circumstances commit crime and being in these situations/circumstance is not an excuse to commit crime. There are other factors that prevent them from committing crime, which will be discussed next lesson.</p>	<p>Time 5 mins</p>

<p><b>LESSON PLAN 5</b></p>	
<p><b>THEME: Canada's Justice System</b></p>	

<p><b>Rationale: (Why this lesson at this time)</b>          To introduce students to the history of Canada’s Justice System, the different types of courts in Canada and to learn the steps involved in trying a criminal in Canada.</p>	
<p><b>Curriculum Competencies/ Big Ideas</b>          BI: Increasingly complex societies required new systems of laws and government.          CC: Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</p>	
<p><b>Learning Intention</b>          To understand the origins of Canada’s justice system.          To be able to differentiate between the different levels of the justice system in Canada          To simulate a trial in the Canadian Court System.</p>	
<p><b>Learning Standards in Student Language</b>          I can mention the origins of Canada’s justice system.          I can organize the different levels of Canada’s court system on the worksheet.          I can play my role in a mock trial appropriately.</p>	
<p><b>Enacted Learning (relevance, real experience)</b>          Mock trial based on Canada’s Justice System</p>	
<p><b>Assessment (evidence of learning)</b>          Students are able to complete the worksheet on Canada’s Court System.          Students play their role in the mock trial appropriately</p>	
<p><b>Lesson Hook:</b>          Purpose and history of Canada’s Justice System          Think-Pair-Share about purpose of having a justice system</p>	<p>Time 5min</p>
<p><b>Teacher, Student Activity/Response</b>          Explain different levels of Canada’s court system</p> <ul style="list-style-type: none"> <li>• Students fill out this sheet individually after the lesson</li> <li>• <a href="http://www.lawlessons.ca/sites/default/files/handouts/Handout-4-3-2.pdf">http://www.lawlessons.ca/sites/default/files/handouts/Handout-4-3-2.pdf</a></li> </ul>	<p>Time 15min</p>

<p>Mock Trial*</p> <ul style="list-style-type: none"> <li>• The prosecutor says the alleged crime</li> <li>• the witnesses give their evidence</li> <li>• the accused cross-examines the witnesses</li> <li>• the prosecutor cross-examines the accused</li> <li>• the accused makes closing arguments</li> <li>• the witnesses make closing arguments</li> <li>• the jury decides</li> <li>• the judge gives the verdict</li> </ul>	<p>(entire lesson in pm)</p>
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b> Worksheets--Word Search &amp; Matching</p>	
<p><b>Lesson Closure</b>  Kahoot game</p>	<p>Time  10min</p>

\*The Mock Trial is recorded in both lesson 5 and 6 because it is the activity that ties together both lessons.

<p><b>LESSON PLAN 6</b></p>	
<p><b>THEME: Consequences &amp; Punishments</b></p>	
<p style="background-color: #cccccc;"> </p>	
<p><b>Rationale: (Why this lesson at this time)</b> This lesson aims to develop and enhance the students' understanding of crime in a democratic society, distinguishing crime and its causes, the consequences of crime, the effects and influence of crime on those directly and indirectly involved and the resulting wider social impacts</p>	

<p><b>Curriculum Competencies/ Big Ideas</b></p> <p>CC: Develop a plan of action to address a selected problem or issue.  CC: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)  CC: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (Ethical judgment)</p>	
<p><b>Learning Intention</b></p> <p>To learn that actions have consequences and how they can impact both people and the environment. Students are able to think critically about crime and its effects. Students are expected to have evolved their understanding of the justice systems and become more aware of circumstances surrounding crime and how punishment is issued accordingly.</p>	
<p><b>Learning Standards in Student Language</b></p> <p>I understand that actions have consequences and a person may be disciplined for actions committed outside of societal norms.</p>	
<p><b>Enacted Learning (relevance, real experience)</b></p> <p>Able to select appropriate punishment for criminal in a mock trial  Participating in a mock trial</p>	
<p><b>Assessment (evidence of learning)</b></p> <p>Able to correctly answer Kahoot questions.  Able to select appropriate punishment for a criminal and the crime they have committed in a mock trial.</p>	
<p><b>Lesson Hook:</b></p> <p><a href="https://www.youtube.com/watch?v=b2mAJehsIGA">https://www.youtube.com/watch?v=b2mAJehsIGA</a> (0:00-1:23)</p>	<p>Time  2min</p>
<p><b>Teacher, Student Activity/Response</b></p> <ul style="list-style-type: none"> <li>• Lesson on Consequence and Punishment of Crime</li> <li>• <a href="http://study.com/academy/lesson/consequences-of-committing-a-crime.html">http://study.com/academy/lesson/consequences-of-committing-a-crime.html</a></li> <li>• The students will be given ipads or laptops in which they will be instructed to login to Kahoot. Questions will be presented on screen and students are expected to participate by answering them from their digital devices</li> </ul>	<p>Time  15 mins  15 mins  30-40 mins</p>

<ul style="list-style-type: none"> <li>• Mock Trial</li> </ul> <p>If time: Instruct the class to work in pairs to create a dialogue between a police officer and either a victim or someone alleged to have committed an offence. Ask the group to be as creative as they like--there are no restrictions or rules on exactly how the dialogue plays out as long as it meets the theme of a crime having taken place. Once complete, have any volunteering pairs present their dialogue to the rest of the class.</p>	(entire class in the pm)
<p><b>Plan for Early Finishers/ Adaptations or Modifications for Individual Students</b> Worksheets--Word Search &amp; Matching</p>	
<p><b>Lesson Closure</b> What did you think of the mock trial? What did you find difficult/easy?</p>	Time 5min

<b>LESSON PLAN 7</b>	
<b>THEME: Policing</b>	
<p><b>Rationale: (Why this lesson at this time)</b> Introducing the class to policing and the role it plays in criminology. Designed to be a fun closing to the unit.</p>	
<p><b>Curriculum Competencies/ Big Ideas</b> BI: Increasingly complex societies required new systems of laws and government. CC: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective) BI (Career Education): Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family, and community; Leadership represents good planning, goal-setting, and collaboration; New experiences, both within and outside of school, expand our career skill set and options. CC (Career Education): Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world</p>	

<p><b>Learning Intention</b>          To understand the day-to-day activities of a police officer in our community          To understand the role and importance of police officers in our community</p>	
<p><b>Learning Standards in Student Language</b>          I can describe what a police officer does on an average day in our community.          I can describe the role and importance of a police officer in our community.</p>	
<p><b>Enacted Learning (relevance, real experience)</b>          Speak face-to-face with a police officer in our community.          Examine police officer's equipment, police car, etc.          Ask questions about policing.</p>	
<p><b>Assessment (evidence of learning)</b>          Correctly answer questions in a game of Kahoot</p>	
<p><b>Lesson Hook:</b>          Introduction of Officer Hilliard</p>	<p>Time          1min</p>
<p><b>Teacher, Student Activity/Response</b></p> <ol style="list-style-type: none"> <li>1. Officer Hilliard speaks about his job as a police officer, shows students his equipment and police car. Students ask questions.</li> <li>2. Kahoot game (if time)</li> </ol>	<p>Time          30min          10min</p>
<p><b>Adaptations for if Officer has to Leave During Class</b>          Finish "Learn" part of KWL chart</p>	
<p><b>Lesson Closure</b>          Final wrap up of unit. Discuss 2 stars and a wish for feedback for teachers.</p>	<p>Time          10min</p>

**Resource Critique**

The resources we used for these lessons included various vocabulary worksheets for early finishers (which we did not end up needing) and YouTube videos to aid our teaching and to create some variety in the lessons. The links to each resource are found in the respective lesson plan.

The worksheet resources are relevant to the lesson because they provide different ways to learn and memorize the vocabulary words presented to the students throughout the lessons. Some examples were crosswords, alphabet fill-ins and word searches, which all were found on [Teacherspayteachers.com](http://Teacherspayteachers.com). The YouTube videos supplemented our lessons or were used as a lesson hook. The benefit of using YouTube videos is that it provides a new and interesting way for students to learn the material or for them to review it. One caution of using YouTube videos for these lessons was to ensure that they spoke about the Canadian Justice System, not the US Justice System.