

**HighWire**  
MAGAZINE

# CRIME INVESTIGATIONS



**Tools of  
the Trade**  
Fighting crime  
with technology

**The Aztec  
Twins**  
A two-minute mystery

**Fighting  
Border Crime**  
Customs officers  
on the job

**Volume 9, Issue 2 Teacher Guide**

 Learning Media®

ISBN-13: 978-0-17-635843-3  
ISBN-10: 0-17-635843-9



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High Wire Magazine – Crime Investigations Teacher Guide

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Developed in collaboration with  
Learning Media Limited

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Distributed by Learning Media Limited  
Box 3293, Wellington, New Zealand

[www.learningmedia.co.nz](http://www.learningmedia.co.nz)

ISBN-13: 978-0-17-635843-3  
ISBN-10: 0-17-635843-9

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# Crime Investigations

## Teacher Guide

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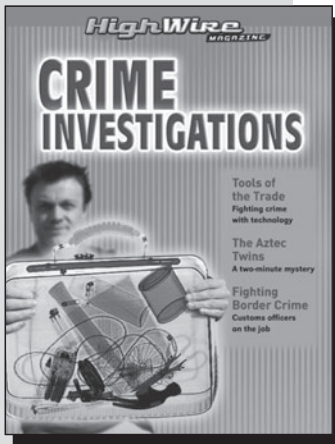
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



# Crime Investigations

## Key Reading Strategy: *Making Inferences*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Making Inferences. Opportunities to practice this strategy are indicated by the symbol ★. For more information about this strategy, see page 6. **Assessment Master 9**, in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** science, social studies, technology

## Introducing the Magazine

### Setting the Scene

Tell the students that they will have learned a great deal about criminal investigation by the time they have finished reading this issue. To help set the scene for the magazine's theme, ask questions such as the following:

- When you hear the term “crime investigations,” what is the first thing that comes to mind?
- Where have you seen or heard of criminal investigations?

### Making Connections

Explain to the students that this magazine looks at different ways of investigating crime, including tools of the trade, historical and current. Ask questions such as the following:

- What do you know about investigating crime?
- What different government agencies investigate crime?
- Which professions are involved in solving crime?

Point out that people have written about crime for a very long time. Ask questions such as the following:

- What authors do you know who specialize in writing about crime?
- Do they write fiction or nonfiction?
- Do you have a favorite? Who? Why?

## Lesson Focus

Making inferences  
Making judgments

## About This Selection

This selection explains how specialists in forensics and biometrics can solve crimes and examines the complex technology that police use to find criminals.

## Word Talk

Glossary words: *proverb, forensic scientists, DNA profiling, alibi, unique, iris, distinguish, anthropologist, Persian, surveillance, pathologist, infrared, invaded*

Other vocabulary:

*technology, fibers, ultimate, sample, fragments, barcode, chemicals, electric currents, biometrics, traits, fingerprints, classifying, bugs, GPS*

## Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.

# Tools of the Trade

page 2

## Before Reading

### Anticipation Guide

Make copies of the Anticipation Guide, **BLM 1**, to present the students with a set of statements related to the theme of the selection that they will agree or disagree with. These statements could relate to the role of technology in fighting crime.

### New Vocabulary

This selection has quite a few words that might be new to the students. Identify the words the students might find difficult, explain the words, then have them write explanations that are meaningful for them and create corresponding visuals.

## During Reading

### Double-Entry Journal

★While the students read this selection, have them record their ideas in a Double-Entry Journal. Have them head one column “Words from the text” and the other “I infer.” Encourage them to focus on reading between the lines to try to understand the messages the article is aiming to get across.

### Guided Reading

Have the students read pages 2 to 6 independently. Ask:

- What does a forensic scientist do?
- What has made solving crime easier and faster?
- What other advantages would databases have over the old cold searches the police had to do?

Have the students read page 7 independently. Discuss how they feel about the possibility that cameras are following them when they are shopping, going to the movies, or walking down the street. Does this make them feel safe and protected, or do they feel that their privacy is being invaded?

Ask the students to read to the end of the selection. ★Page 9 offers another possible topic for a class debate or discussion around the issue of fingerprint databases. Do they threaten peoples’ right to privacy? This is a good opportunity to practice making inferences, using language such as “Based on what I have read, I now realize that ...” or “I think ... because ...”

### **Text Reformulation**

Text reformulation is simply transforming a text into another type of text, for example, from a newspaper article into a poem.

### **Extra Help**

Have the students pause after reading each section to reflect on the information.

## **After Reading**

### **Text Reformulation**

The students could:

- write an ad for a security company
- develop a scale to rate the effectiveness of each piece of technology discussed in the selection
- write a brief letter to the editor, raising concerns about the effect technology has on an individual's privacy.

## Key Reading Strategy: Making Inferences

Another way of expressing “making inferences” is “reading between the lines.” It is something we do every day as we interact with other people. It is important in reading because an author cannot possibly spell everything out and still keep the writing interesting.

### Reading and Discussing the Page

Model the process of Making Inferences.

Ask a student to read the introductory paragraph aloud. This will help the students to make a connection with the definition of making inferences. Discuss some other situations where common responses could be different from what a person is thinking or feeling. Ask:

- What does reading between the lines mean?
- When do we read between the lines?
- Why do authors leave us to read between the lines?

Have another student volunteer to read aloud the box headed “Did You Ever Wonder?” Then have the students read page 11 on their own. Have them work in pairs or small groups to come up with a sentence that requires an inference to be made. Use the example “He was pale and sweaty when he arrived at the house” to give them the idea. Have each group share their statement with the class to practice making inferences.

Have the students discuss their responses to “Think about how your experience with other mysteries helped you to solve this one.”

Distribute copies of **BLM 2**, Making Inferences, for students to use individually in making inferences from “The Case of the Missing Cars.”

# The Aztec Twins

page 12

## Lesson Focus

Making inferences

### About This Selection

A police investigator is called to a museum in the middle of the night after a theft. Readers are asked to look at the clues to figure out how he solves the mystery.

### Word Talk

Glossary words: *curator*, *spluttering*

Other vocabulary:

*sacrificed*, *figure*, *priceless*, *wringing*, *description*

### Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.



### Teaching Tip

Record the features of a mystery on chart paper for future reference at a time when students may want to attempt to write their own mystery story.



### Reflection and Metacognition

Have the students discuss specific parts of the selection where they were able to make inferences.



### Assessment Tip

Look for students who display an understanding of the material that shows that they have seen beyond the obvious. This could include reading between the lines or picking up on subtle clues, such as references to facial expression or tone of language.

## Before Reading

### Plot Features

Discuss the features of a mystery story with the students. Ask questions such as the following:

➤ Is there a formula for writing a mystery? What is it?

As a class, develop a hypothetical chain of events to show a possible order of a plot line (for example, the commission of a crime, reporting of a crime, police investigation, clues collected, solving the crime, and consequences).

### Probable Passage

Make copies of the Probable Passage, **BLM 3**. Ask the students to use the list of words from the story to write a probable passage.

### Metaphors

Refer to the sentence “They’re the jewel in the crown of the museum.” Tell the students that the curator is talking about a pair of statues called the Aztec Twins. Ask for ideas about what this phrase means. If the students don’t know, ask them to keep it in mind and return to discuss it after everyone has read the story. This is an opportunity to explain metaphors.

## During Reading

### Making Inferences

Model how to infer what is meant from the text, using the example from page 12, “You sound like you’re talking in three different languages – and I don’t speak any of them.” Discuss what the author really means by this and how she is working to build tension in the story line.

### Think Aloud

Have the students read pages 12 to 15 independently and then Think Aloud to share their thoughts about the clues with a partner.

### Graphic Organizers

The students could create a T-chart to track the examples of dialogue and their corresponding inference from each one.

## After Reading

### Text Reformulation

The students could:

- retell the story from the perspective of the criminal
- create a storyboard that depicts each part of the story
- write a chain of events or timeline for the story.

## Lesson Focus

Making inferences  
Questioning  
Making judgments

## About This Selection

In this mystery, a wealthy businessman claims to have been robbed. The detective solves the crime, but readers must figure out how she does it.

## Word Talk

Glossary words: *pantry*,  
*fraud*  
Other vocabulary: *pronto*



## Teaching Tip

Note those students who have used inference from the first two pages of the text to help them generate their questions. Use some as examples to highlight this connection.



## Reflection and Metacognition

Ask the students to reflect on how using what they read and what they already knew helped them to make an inference about what might have happened.

# The Case of the Missing Cars

page 16

## Before Reading

### Making Connections

Ask the students whether any of them or their families have ever been burgled. Ask questions such as the following:

- How did it feel?
- What did you or your parents/family do?
- Is there an accepted procedure for reporting a burglary?
- Did the police come? What did they do/ask?
- Was anything recovered?

### Questioning

As an introduction to the selection, read the passage on page 16 and the top half of page 17 aloud.

Have the students generate as many questions as they can to solve this crime.

Ask questions such as the following:

- How would it be possible to steal ten cars?
- What would be involved in such a huge theft?

### Graphic Organizers

★Ask the students to sort out what they know and what they infer by creating a T-chart of the information about Charles Collins.

## During Reading

### Guided Reading

Have the students read to the end of page 18. Ask questions such as the following:

- Why do you think the author has used the phrase “strangely empty”?
- Can you explain why a man who is “a bit of a loner” would live in a forty-room mansion?

Have the students look at the sentence beginning “You could start by ...”

Ask questions such as the following:

- Is this realistic? Would a police officer really speak this way to a person she’d never met?

After they’ve read Mr. Collins’s explanation of events, ask:

- ★Does his explanation ring true?



### Assessment Tip

Look for students who display an understanding of the material that shows that they have seen beyond the obvious. This could include reading between the lines or picking up on subtle clues, such as references to facial expression or tone of language.

### Somebody Wanted But So

Students choose a character from the text and create a sentence saying what the character wanted, what stands in the character's way, and how the conflict is resolved.

## Rereading

Have the students practice rereading, looking for something different each time. After reading the selection for the first time, they could write a single sentence about the story. The second time, they could record the clues. The third time, they could write their answer to the question on page 19 (before looking at the text answer).

## Making Inferences

Write on the board:

- I think ... because ...
- Based on what I have read, I realize that ...
- The evidence that supports my thinking is ...
- I can now conclude that ...

Have the students use these sentence stems to read between the lines and decide what they think.

## After Reading

The students could:

- do a Somebody Wanted But So
- create a chain of events of the story
- refer to "Tools of the Trade" and note which tools would have been helpful to catch the thief.

## Lesson Focus

Making connections  
Text features

## About This Selection

This article investigates the different levels of security at land, air, and sea borders and the methods of fighting the different types of border crime.

## Word Talk

Glossary words:

*undefended, ports of entry*

Other vocabulary: *border controls, high-risk items, passport, checkpoints, patrolled, smuggling, endangered animals, forged documents, immigrate*



## Reflection and Metacognition

Ask the students how the strategy of making notes helped them to focus on the specific parts of the text that were most important. Discuss whether it was helpful and if so, why.

# Fighting Border Crime

page 20

## Before Reading

### Making Connections

Have the students make a list of items they think would be problematic at border crossings. Encourage them to share their ideas.

### Text Features

As a class, brainstorm the reasons why countries take border security so seriously. Then use visuals and titles to make a list of the kinds of crimes that occur at border control centers and the tools being used to stop them.

## During Reading

### Marking the Text

Have the students read pages 20 and 21, using sticky notes or a bookmark to note any words that are unfamiliar, interesting, or causing confusion. Discuss these when they have finished their reading. Remind them to use the glossary to check on the meanings of the words in bold.

### Shared Reading

Using a Shared Reading approach, read pages 22 and 23, encouraging the students to mark the text with sticky notes as they go to record any thoughts or questions they have about the information. Discuss these before continuing to read.

### Taking Notes

Ask the students to read to the end of the article independently. Encourage them to make notes on a separate sheet of paper as they do this. Suggest that they use headings and subheadings to organize the information they record and that they note only key words rather than copying word for word from the passage. This will help them to jot down the information quickly without being too concerned with detail. Also suggest that they write their notes in their own words so that they will understand what they wrote when they read it back later.

## After Reading

### Text Reformulation

The students could reformulate the text:

- as a poster to warn travelers at an airport
- as a newspaper article about border crime.

### Creative/Aesthetic Response

Encourage the students to pretend that they are Customs and Border Patrol Officers and to write a journal entry about a day on the job.

## Lesson Focus

Making connections  
Questioning

## About This Selection

An expert dog handler answers frequently asked questions about detector dogs, which are trained to use their keen senses of smell to help solve crimes.

## Word Talk

Vocabulary: *detector dogs, trace, attention, handler, gunpowder, cocaine, retrievers*

# Ask an Expert: Canine Crime Fighters

page 26

## Before Reading

### Prior Knowledge

Discuss what the students already know about the role of dogs in fighting crime. Ask questions such as the following:

- Do you know why police officers and Customs and Border Patrol Officers use dogs?
- Are dogs used in any other areas of criminal investigation?
- Are particular breeds of dog used more often as sniffer dogs? Why?

### K-W-L Chart

Have the students start a K-W-L chart, filling in the “Know” column and making a start on the “Wonder” column.

## During Reading

### Double-Entry Journal

Ask the students to make a Double-Entry Journal as they read, heading the columns with “Words from text” and “Why they are important.” This will also help them to fill out their K-W-L chart.

## After Reading

### K-W-L Chart

Have the students complete the K-W-L charts they began before reading.

### Creative/Aesthetic Response

The students could:

- make an information poster about detector dogs
- write a diary entry from the point of view of either the handler or the dog in training
- use the information from their K-W-L chart to write an acrostic poem.

# Graphic Organizer

## Featured Graphic Organizer: Maps and Graphs

Explain that maps and graphs are an effective way of presenting information in a clear, succinct way. Encourage discussion about them by asking questions such as the following:

- What sorts of information do we get from maps?
- How do we decide what type of graph to use when we want to record information?
- What do you personally use maps for?

### Reading and Discussing the Page

Have the students read the text at the top of page 28. When they have finished, have them look closely at the map. Point out the following characteristics:

- The major cities are marked in a bold font and with a black and white dot.
- The major border crossings are marked with a number and an orange dot.
- Green denotes land.
- Blue denotes water.
- A white line shows the border between the two countries.
- The box at the bottom of the page is a key, or legend, giving the names of the border crossings.

Have the students look at a map of North America in an atlas and jot down the additional information that the map provides.

Ask the students to look at page 29, read the text and, in groups, discuss why they think New York, Florida, and Washington are so popular.

Have the students use **BLM 4**, Making a Map, to create a map of their own, including a key.

## Lesson Focus

Making connections  
Text features

## About This Selection

This graphic text shows a labeled X-ray image of a dangerous suitcase and describes the things X-ray machine operators look for when scanning luggage.

## Word Talk

Vocabulary: *hazardous, ivory, extinction, ammunition, weapons, aerosol cans, unusual*

# Fighting Crime with Rays

page 30

## Before Reading

### Making Connections

Tell the students that they will be reading a graphic text called “Fighting Crime with Rays.” Ask questions such as the following:

- What is a graphic text?
- What sort of information would you expect to get from this text?
- Have you ever put your luggage through an X-ray machine in an airport and been pulled aside because something in your bag had a suspicious shape? What was this experience like?
- What things are you not allowed to take on a plane? Why?

## During Reading

### Shared Reading

Read the text on page 30 aloud, with the students following along in their own texts. Now ask them to look carefully at the illustration on page 31 and read the text independently. Ask questions such as the following:

- Was any of this information new to you? Which information?
- What is the purpose of the bullet points in the light blue banner at the top of the page?
- What sort of unusual electrical items might they mean?
- What sort of person would be suited to a job like this? Why?

## After Reading

### Research

The students could find out what is involved in becoming a customs officer.

### Text Reformulation

Encourage the students to create a different graphic text, representing the important information (using the notes they made while reading the text) about airport security procedures.

## Featured Project: Find Out More

This project gives students an opportunity to carry out research in various ways.

Read the introductory paragraph at the top of page 32 aloud. You may choose to have the class answer some or all of the questions, or simply use them as an aid to help the students to come up with their own ideas.

You'll need to check up on their knowledge of research techniques to ensure that they are getting as much as possible out of the project. Discuss the use of key words and search words to help them research effectively on the Internet.

Talk about the best sort of questions to use in an interview (closed questions and open-ended questions, depending on the sort of response they are after).

Discuss different types of graphs and the purpose of each. Discuss which type the students think is most suitable for displaying the kind of information they are being asked for here.

For the section entitled "Make a Difference," brainstorm a list of the types of crime that may be of concern to the students and the community. Use one of these crimes to model how it could be developed into a public awareness campaign before the students attempt to develop their own poster.

Encourage the students to create a poster as part of their "Making a Difference" campaign, using **BLM 5**, Make a Difference, to plan it.

# Anticipation Guide

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- What to do:
- Before reading “Tools of the Trade” (*Crime Investigations*, page 2–8), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
  - Read the article, then look back at the statements. Have you changed your ideas? Write your new response in the final column.

Response before reading	Statement	Response after reading
	“Crime leaves a trail like a water beetle: like a snail it leaves its shine.”	
	DNA results are guaranteed to match only one person.	
	Surveillance technology and databases are unnecessary threats to the privacy of law-abiding citizens.	
	The loss of privacy is a small price to pay for keeping our communities safe from crime.	
	The use of technology means that criminals will eventually stop breaking the law.	

# Making Inferences

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

- What to do:
- Think about what you already know about mysteries.
  - Read “The Case of the Missing Cars” on page 16 (*Crime Investigations*). Watch for words or sentences that seem to imply information that is not actually stated. Match this with what you already know.
  - Complete the table below.

<p><b>The text says ...</b> (Words, phrases, ideas, images that stand out when I read this text.)</p>
<p><b>I know ...</b> (What I already know about this topic. What is my experience in a similar situation?)</p>
<p><b>And so ...</b> (I conclude, think, predict.)</p>



# Making a Map

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- What to do:
- Draw a map of two countries that border one another.
  - Use the Internet or maps to find out where the border crossings are.
  - Mark the border crossings and major cities on your map.
  - Draw each symbol you have used, and write what it stands for in the key (or legend).

**Title:** \_\_\_\_\_



**Key:**



# Make a Difference

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

What to do:

- Think of a crime that concerns you.
- Design a poster to help raise awareness of an issue related to law enforcement.
- Use the grid below to plan your campaign.

<b>R</b>	What's your role as the writer/designer of the poster?
<b>A</b>	Audience (Who do you want to read your poster?)
<b>F</b>	Format (What format will you use for the poster?)
<b>T</b>	Topic (What is your poster's main message?)

Now design your poster.