Fingerprinting

Fingerprints are impressions made by the ridges on the skin. When you touch an object you usually leave an impression of the ridge pattern on your fingers. This is what we call a fingerprint. A fingerprint is unique to you because no one else has the same fingerprints as you! Forensic scientists use this unique feature to figure out who touched which objects.

As forensic scientists, your group will take each other’s fingerprints. Here are the materials you will need: sharpened pencils, magnifying glass, transparent tape, a scratch piece of paper and a white piece of cardstock.

What to do:
1. Rub the lead of the pencil on the scratch paper until you create a small dark area.
2. Press and rub one of your fingers in the small dark area.
3. Place your dusted finger on the sticky side of the transparent tape.
4. Take the tape with the fingerprint on it and tape it to the white piece of cardstock.
5. Label the fingerprint so you now which finger you printed.
6. Repeat steps #2 – 5 for each of your fingers.
7. Now use your magnifying glass to look closely at your fingerprints.
8. Compare your fingerprints with your fellow scientists.

What did you notice about your fingerprints?

____________________________________________________________________________________

____________________________________________________________________________________

How do fingerprints help us identify a person?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Footprints

Investigators use footprints as clues in identifying or eliminating suspects of a crime. Footprints tell us a lot of information about the person who made the prints.

In your group you will investigate and match the footprints you or your classmates have made. Here is what you will need: plaster of Paris, water, hair spray.

What to do:
1. Divide your group in half.
2. One half of the group (the criminals) will go outside and make footprints in soft soil. Some of the footprints should be with shoes on and some without shoes.
3. The other half (the investigators) will stay in the classroom to prepare the plaster of Paris. Simply mix the plaster of Paris with water. Make sure to keep the mixture thick so that the impressions can pick up small details.
4. The investigators should then go out and find the criminal’s foot prints. Follow these steps for each footprint you find: a) spray the inside of the footprint with hair spray so that the soil stays in place, b) pour some of the plaster of Paris into each footprint, c) allow it to set and take out when dry.
5. The investigators should then try to match the footprints to the criminals.

What did you discover about footprints? Was it easy to match the footprint to the “criminal”?  

_____________________________________________________________________
_____________________________________________________________________

How can footprints help you identify a particular shoe?

_____________________________________________________________________
_____________________________________________________________________
Teeth Impressions

Teeth impressions are often used to help identify people. If you have ever visited a dentist, he or she has probably taken x-rays of your teeth. These x-rays are part of your dental records. Dental records are very helpful in crime investigations.

As forensic scientists, your group is going to take teeth impressions to discover who took a bite out of the chocolate bar! Here is what you will need to complete this activity: scissors, Styrofoam plates, markers.

What to do:
1. Cut the Styrofoam plate into 6 equal wedges.
2. Stack two wedges together. Cut an inch off the pointy end.
3. Place the stacked wedges as far into your mouth as possible.
4. Bite down hard on the wedges and remove them.
5. Label the wedges “Top teeth” and “Bottom teeth”.
6. Take a close look at the teeth impressions.

What do you notice about the teeth impressions? Do you see spaces, missing teeth, chips, etc.?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Now one person in your group will need to step outside. Then one person from your group should bite down on the thick chocolate, without taking a bite. Can the person who went outside identify who took the bite based on your dental records (Styrofoam wedges)? Write your observations on the back side of this page.
Interviews

Investigators and reporters will often interview people who have witnessed an event in order to obtain information about the event. The questions they ask are very important because it can help them to gather detailed information or even solve a crime.

As investigators, your group will need to formulate some interview questions. You will travel back in time in order to interview Roman citizens and/or soldiers who may have been the last to see the Ninth Legion. Think carefully about the types of questions you would ask. Avoid questions that can be answered with one word answers, such as yes and no. Your goal is to obtain as many clues as possible in order to find the whereabouts of the Ninth Legion.

Write your questions here:
1. _______________________________________________________________________

____________________________________________________________________

2. _______________________________________________________________________

____________________________________________________________________

3. _______________________________________________________________________

____________________________________________________________________

4. _______________________________________________________________________

____________________________________________________________________

5. _______________________________________________________________________

____________________________________________________________________
Session One  
Ticket to Leave

Name: __________________________  Date: ______________________

Write three things that you learned today about the Roman army and the Ninth Legion.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

Name one way that today’s Roman army is different from the Roman army in ancient times.

1. ________________________________________________________________
In the same order as you completed each investigation, describe what your group did to get evidence. Use complete sentences.

1. ______________________________________________________________________
   ______________________________________________________________________

2. ______________________________________________________________________
   ______________________________________________________________________

3. ______________________________________________________________________
   ______________________________________________________________________

4. ______________________________________________________________________
   ______________________________________________________________________
### Forensic Activities Written Argument Scoring Guide

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>Small Group (Self-evaluation)</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written argument included the mystery surrounding the Ninth Legion and the reason for the forensic activities.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written argument included reasons for or against the use of each of the four forensic activities to solve the mystery.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written argument included data or evidence from the forensic activities to support reasoning.</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written argument included the key vocabulary words*.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written argument had correct grammar and mechanics.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written argument included visuals to help communicate information.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points Possible**

<table>
<thead>
<tr>
<th>Small Group</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

*Key vocabulary words*: legion, legionary, empire, emperor, forensics, impression, and interview
## Oral Presentation Scoring Guide

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
<th>Score</th>
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<tbody>
<tr>
<td>Students show appropriate posture for an oral presentation.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Students speak clearly and are audible.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Students speak at an understandable pace.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Students engage the audience.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Students each take responsibility for part of the presentation.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>15</td>
<td></td>
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