

Lesson: Where's My Money?
Time for Lesson: Approx. 20 minutes
Grade Level: 9-12

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Developed: 6-22-04
Area: Intro. Course, Chemistry, or
Biology

Background:

This lesson requires students to use logic and research to determine the guilty party in a crime. This lesson can be done using one computer and a projector but is better suited for having students working in teams on individual computers. This lesson could be used any time when working with microscopes or wanting to introduce the idea of looking at things at the microscopic level.

State Requirements:

KY Learner Goal:

6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

Academic Expectations:

[Academic Expectation 1.1](#)

Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

[Academic Expectation 1.10](#)

Students organize information through development and use of classification rules and systems.

[Academic Expectation 2.1](#)

Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

[Academic Expectation 6.3](#)

Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Program of Studies

S-HS-SI-3

Students will use equipment (e.g., microscopes, lasers), tools (e.g., beakers), techniques (e.g., microscope skills), technology (e.g., computers), and mathematics to improve scientific investigations and communications.

S-HS-AC-9

Students will analyze the role science plays in everyday life and compare different careers in science.

Procedures:

Have students to access the Where's My Money? Presentation. Explain to them that they are the detectives trying to solve this crime. They can navigate through the presentation for nearly all of the needed information. Each page is linked. To move on to the next page, use the links. **DO NOT JUST CLICK** or you will be taken to some other spot in the presentation. Explain to them that they can access the internet or other research sources to get further detail on any of the materials in the presentation (gelatin, naphthalene...). Also, distribute the **Student Data Sheet** that is to be completed as they work through the investigation.

You, the teacher, have access to the answer key in the Teacher's Guide file.

Student Assessment:

The assessment of the students is based on their completed Data Sheet.

Qst 1. Worth 3 pts. 1 pt for each person.

Qst 2. Worth 3 pts. 1 pt for each person.

Qst 3. Worth 1 pt.

Qst 4. Worth 1 pt.

Qst 5. Worth 1 pt.

Qst 6. Worth 6 pts. They should have a valid explanation of why they chose whom they did as being guilty. This part of the lesson is somewhat subjective so you may choose to grade on a paper per paper basis.

Total: 15 pts. This is the basic point value. Feel free to scale this up to fit your needs.

Return to [Teacher's Guide](#).