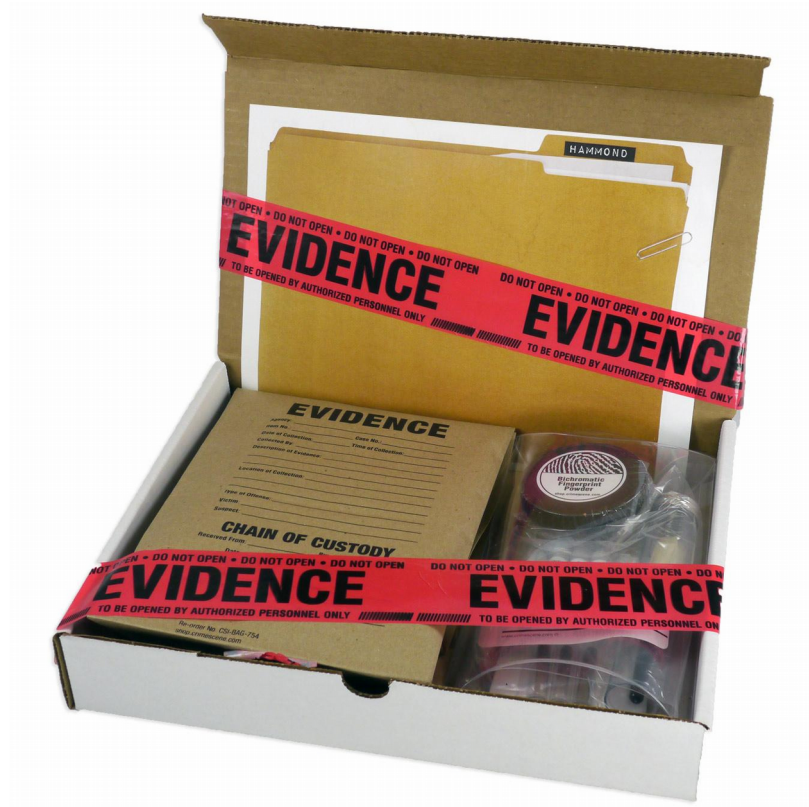


The Missy Hammond Case Lesson Plans



By Tobey Reed

Introduction

I have been teaching high school for almost 20 years and just recently I transitioned from a history teacher to teaching full time as a Criminal Justice Instructor in the CTE (Career Technical Education) department at our high school. This opportunity was a wonderful change that allowed me to rejuvenate my career and really dive deeply into a topic that I was very familiar with, but I have never taught.

This program is a three year program, where I have students from 10th grade through 12th grade. It is a wonderful opportunity to really get to know them as well as get to dive deeply into the curriculum. For the 10th Grade Level I class I to a trimester on Law Enforcement, a trimester on trial courts and a trimester on corrections.

For the law enforcement trimester one of the topics I cover is basic forensics. While shopping for supplies one day I stumbled across shop.crimescene.com and I was looking around at all of the wonderful items that I can't afford, but would love to have, when I came across this forensic classroom kit Forensic Science Kit. It was in my price range so I figured I would order it and see what it was and maybe it would be useful.

When I got it, I opened it up and thought it might be useful. Then I accessed all of the forensic reports and the interviews with all of the people and the possibilities got opened up. I thought of a professional development session I went to a few years ago that involved playing a game where you made a move and then had to go to the front of the room and talk to the person in charge. They then gave you the result of your move and you had to come back and work with your group on what to do next. It was really engaging and the time flew by.

I decided that after doing the introduction to forensics and ensuring that they had a basic understanding they could then use this kit to do a full investigation. I printed up all of the documents (that took a while) and I made two copies. Then I broke those copies into three binders per group. One for biographies and press clippings, one for witness interviews, and one for physical evidence and police reports. Then I assigned the students into two groups with the idea that they would compete to see who could solve the murder first.

We then organized the groups and I gave both of them the initial police report, the initial press clipping, and the biography of Missy Hammond. Then from that point on, they had to ask for

anything. For example, in the bio of Missy Hammond it says she dated a man named Kevin Travers. Based on this the group might ask if we interviewed Kevin Travers. I would then give them the first interview. The two groups then collected a lot of the evidence (although neither group got all of it). Then after a few days of investigation and discussion they came to a conclusion based on probable cause of who did the crime. They then wrote out a warrant for the arrest of....

Then we took it a step further and we then decided to have a trial for the accused. We then spent about a month in two groups, a prosecution group and a defense group. We worked on opening statements, direct examination, cross examination, objections, rules of evidence closing statements and so on. We had a local Assistant District Attorney come in and help with the prosecution team and a local defense attorney come in and help with the defense. Then we scheduled time in the local district court to hold our trial. An Assistant District Attorney was scheduled to be our judge and we were allowed to use one of the courtrooms for the day. My students were very excited to argue in a real courtroom in front of a "judge". The actual district court judge came up and spoke to them afterwards about their work.

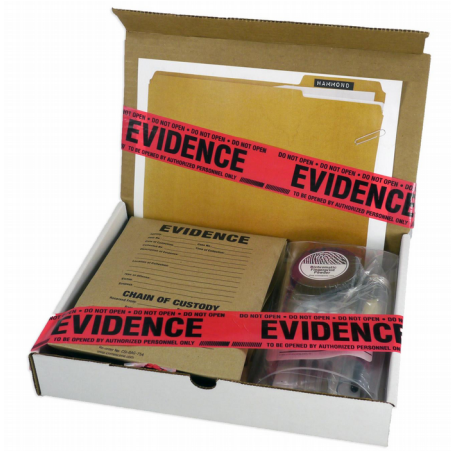
It was such an engaging and fun few months that I had to contact the company and let them know how excited the kids were to see if they arrested and convicted the right person. At that time, Tom (mastermind of crimescene.com) asked me to type up my lesson plans so that you can get a sense of how this might be used.

This is not to be taken as the only way, just one way. You can get ideas from this or you can take certain aspects or you can do it just as presented. You know your classes and your kids. You know best what supports work with them and when to let them run. I did this with a class of 22 10th graders for 65 minute classes. You might have more or less students, more or less time, and different grades. Adapt and take what works for you and discard the rest. I am confident that you can take my ideas and make them way better. This is but one path. If you come up with something good, please share it. I hope you have as much fun using this kit as I did.

Best,

Tobey Reed
Attleboro High School
Attleboro, MA
treed@attleboroschools.com

Lesson Objective



Lesson Objective:

The Missy Hammond Case - The Investigation

Purpose

Mastery Objective: Students will analyze various pieces of evidence for the purpose of determining who killed Missy Hammond.

The goal of this lesson is to learn to do an investigation that includes various pieces of forensic and testimonial evidence.

Equipment Required

- [The Forensic Science Kit](http://shop.crimescene.com) CSI-56 from shop.crimescene.com
- Eight (8) 1" three-ring binders
- White board markers

Time Frame

Approximately 5 60-min classes but it can be lengthened or shortened to your needs.

Lesson Preparation

The purpose of this lesson is to do an investigation. The science kit contains everything you need to know to solve the murder of Missy Hammond, a local hairdresser.

The Forensic Science kit contains the following:

- Bios of the various people involved in this crime.
- Witness interviews of various people involved in the crime (some people have more than one interview).
- News clippings about the murder.
- Police reports, lab reports, phone records and other pieces of 'evidence'
- A fingerprint that needs to be processed
- Fingerprint Brush, Fingerprint Powder, Fingerprint Lifting Tape,
- Forenstix Blood Test,
- Blood Evidence (sterilized, non-human).
- A sealed envelope with the results

The first thing is to know the material. Read it over and make sure that you have general sense of what the material is.

Then I would recommend making two copies of all of the printed material. The material should be organized in the following way:

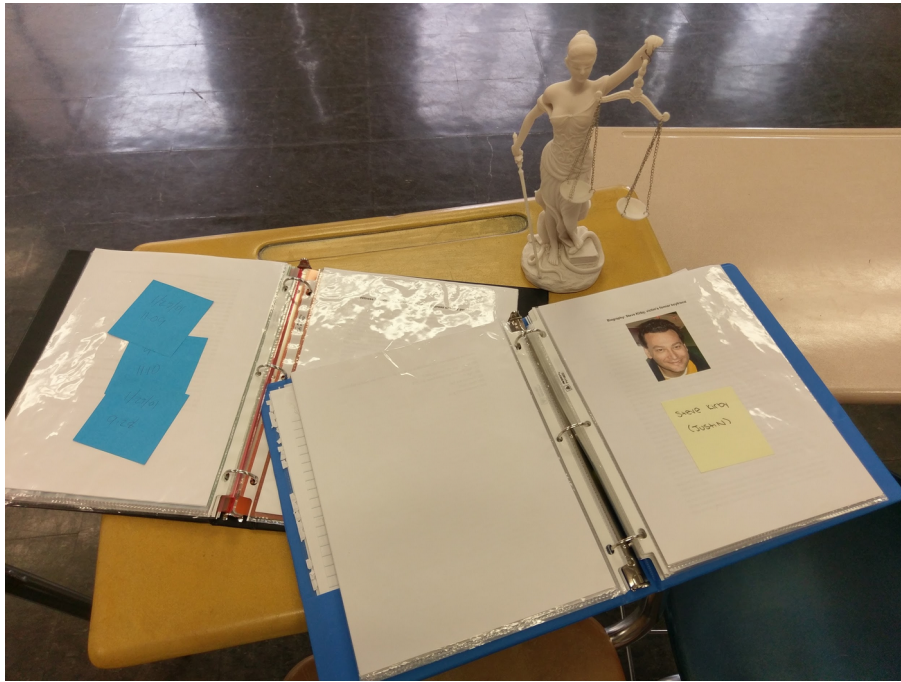
- One binder for all of the biographies of the various people involved in this case.
- One binder for all of the witness interviews, these are arranged in chronological order for people who have more than one interview.
- One binder for all other evidence: police incident reports, lab reports, search inventories, etc.

HINT: I found it easier to put each piece of information into a clear sleeves that would then be in the three-ring binder. I would not allow students to write on the evidence so I could reuse it next year. I did allow them to use post-it notes to put on the outside of the sleeve.

Make two copies of each binder so that you have the material available for each team. Once you have two sets of binders, you should also have a blank binder for each team that can be called "The Murder Book."

If you have the ability, you can have two windows or whiteboards and two whiteboard markers available so that each team has their "Murder Board" where they can write down some theories or connections. Two bulletin boards would work as well, if you also have string and tacks.

EVIDENCE BINDERS



MURDER BOARD



DAY 1: Assigning Roles & Defining Collaboration

Warm Up Activity (1 Day) 60 min

The warm up is on collaboration. Two questions are posed on the board: “What is an example or characteristic of good collaboration?” And “What is an example or characteristic of bad collaboration?” You can have the students brainstorm this for a minute or two and then elicit responses.

Some items that should come out of this are things such as:

- Communication
- Leadership
- Everyone does their part
- Mutual respect
- Shared ideas

You can then go over what these look like from an evaluative point of view. What would I, as the teacher, see if I were to observe “leadership” or “respect”?

Lesson Activities

Explain the idea that you are about to do an intensive investigation. You will break the class up into two groups. You can choose the best way to break the class up into groups for your particular situation.

Each group is then responsible for coming up with the following roles:

- 1 Lieutenant
- 2 Sergeants

The rest of the team split evenly between forensics detectives and interview squad. (See the sample [worksheet](#) at the end of this lesson)

Roles:

- **Lieutenant** — They are in charge of this case. They are the only people who can report to the teacher to request materials. They are then to dictate to the sergeants what to do with their squad. The lieutenant can also reassign people as needed. For example, if the interview squad needs an extra person, the lieutenant can tell the sergeant to reassign someone.
- **Sergeants** — They are in charge of their squad. They can assign specific tasks (e.g., “You look at the following piece of information”) and follow up with ensuring that the students understand. They report to the Lieutenant.

- **Forensic Detectives** — These are the people who primarily look at the various pieces of evidence that come from the lab and the search inventories. They are the ones who would work in the lab and not in the field. They need to answer and talk to the sergeant in charge of their squad.
- **Interview Detectives** — They are the ones who would work in the field and interview witnesses. They will look at the various witness interviews that have been collected. They need to answer and talk to the sergeant in charge of their squad.

Wrap Up

Collect the worksheet that defines who is doing what in each group and ensure that everyone has a role.

Day 2: The Investigation Begins!

Warm Up

Have the students arrange the desks into two distinct areas that they can work in. This is a competition to see who can solve the crime first.

Lesson Activities

Explain to the two groups that this is a competition to see who can solve the murder first and accurately. Show the three binders and explain that one is for background, one is for interviews and one is for evidence. Explain that you will be giving each group three initial documents: The Initial Incident Report, the Bio of Missy Hammond and the Press Clipping from the newspaper article. From that point on, you will only give information if the Lieutenant asks for it. For example, if the LT approaches you and asks “Do we have background on Jonah Dale?,” you would then give that to them and they can add it to their Murder Book. You will not give them anything without them asking for it up front. Only the lieutenant can ask you for information.

Give both lieutenant’s the initial three documents and let them go.

They should be asking for a lot of the biographies at this point as they gather background information. Give each group the copy from their set of information to them so that they can add it to their big binder. They can take notes on post-it notes or notecards and add them to the plastic sleeve but they can not write on the papers themselves.

They are allowed to write/add to their Murder Board as well.

Monitor the class during this activity. Walk around, ask questions.

Wrap Up

Pull both Lieutenants out of the room into the hall and ask them what went well and what they can work on.

If they had off-task students, remind them that this is about collaboration as well.

- How can they get people on task?
- How did they utilize the sargeants?
- How did they disseminate information?

Day 3: The Hunt Is On!

Warm Up

Remind them that more than one person can look over a piece of evidence. They can team up or pass it around. They do not have to all work on the same thing at once, but they all have to know what is happening.

Have them do a quick roll-call meeting where the LT goes over the job for the day and assigns people to do different things.

Lesson Activities

At this point, they should be on their way. Today they will most likely be into the interviews. Remind them that there might be follow-up interviews.

If they need prompting, you can decide to release the medical examiner's initial report or search inventory report to the Lieutenants without them asking.

Monitor the room and touch base with the Lieutenants about any off-task behavior. Give out any more information as asked for.

Wrap Up

Have the Lieutenants conduct a quick discussion about where they are as a group and what they need to do to continue.

Day 4: Narrowing the Field

Warm Up

Define Probable Cause on the board. Explain that in order to arrest someone you need to have probable cause and that needs to be articulated to the courts. You will remind the groups that as they narrow their focus they should be looking for Means, Motive, and Opportunity.

Have them do a quick roll-call meeting where the LT goes over the job for the day and assigns people to do different things.

Lesson Activities

Initially, meet with the two lieutenants. Remind them that they can start having people double up on the important pieces of information.

If they haven't asked for the lab reports for DNA and other physical evidence, you can give those to them and just tell them that the lab returned the results.

Then have the groups continue to look for evidence that backs up their suspect list and helps to narrow it down.

Forensic Evidence

At this point, one group might ask for the fingerprint evidence. If they do, then have them as a group dust the print on the slide provided and have them compare it to the known fingerprints.

A group might ask for the results of the blood tests. If they do, have them test the blood samples.

If the groups do not come to this request on their own, you can persuade them or just tell them and have them do the tests. At this point in the investigation, the tests will be helpful.

Wrap Up

Have the teams submit to you, through the lieutenants, a list of possible suspects. Tell them that tomorrow is their last day (if you want it to be) and that they will have to do their best tomorrow to narrow it down to someone.

Day 5: Arrest!

Warm Up

Remind the groups that they are to do their best to create an airtight case against someone. They are to be able to establish Probable Cause to elicit an arrest. A DA is going to want to know what you have on them.

Have them do a quick roll-call meeting where the LT goes over the job for the day and assigns people to do different things.

Lesson Activities

The groups are to work to narrow down to a specific suspect. They should write down all of the potential evidence that they have against them.

What are the weaknesses that they have in their case? They should address those as well.

The lieutenants are responsible for turning in a list of the evidence they have against the person as well as a filled out Arrest Warrant.

You can use the Federal Arrest Warrant found [here](#) (PDF) as a template. It is also linked to at the end of this in the appendix.

Wrap Up

Have them turn in their final filled out arrest warrant and their list of evidence.

Tip: If this takes four days or six days, just adapt as needed. Different classes with different sizes with different backgrounds will adjust the time needed to do this entire activity. Use this as a rough outline and not a specific step-by-step guide.

Tip: If the two groups come up with the same person to arrest, then we are done. Arrest them.

If they don't then you can have a quick classroom debate on who to arrest and why. Both parties must come to a consensus, and if that isn't possible, then come to a majority rules vote. If someone feels strongly that the person that is arrested is innocent, then if you do the trial, make them defense.

The End....Or Is It?

Purpose

Mastery Objective: Students will synthesize the material from the investigation into a legal case against the accused or a defense of the accused.

The goal of these lessons is to learn to do a mock trial. The students will use the information that they got from the investigation as evidence and various witnesses to testify for the purpose of convicting someone for the murder of Missy Hammond.

Equipment Required

- [The Forensic Science Kit](http://shop.crimescene.com) CSI-56 from shop.crimescene.com
- Eight (8) 1" three-ring binders
- White board markers

Time Frame

This is as flexible as you want to make it. Depending on the time you have available as well as what you need them to learn. I have seen this done over 40 days and as quickly as a week or so.

Lesson Preparation

The purpose of this lesson is to do a trial. The science kit contains everything you need to know to convict the killer of Missy Hammond, a local hairdresser.

You will need space to set up a courtroom, alternatively you could contact your local district court and ask permission to have the trial in their courthouse.

If you were to choose this extension activity, you would need to break the students into two groups, a prosecution team and a defense team, each with three to six lawyers (recommended). This will depend on the number of students you have in your class. Then the remaining students can be witnesses. Give them the material from the Hammond case, and they have to choose witnesses for each side out of the potential witnesses from the material.

Once they have their witness list, they will then come up with a theory and a theme for the case. The theory is the explanation of what happened, and the theme is the one-sentence catchphrase that will drive their case.

The next step is to develop their direct examination questions. Each lawyer should work with a witness and develop a list of direct examination questions.

After that, they should check their questions against possible objections.

Then they will create cross examination questions for the other team's witnesses. They will have to check them against possible objections as well.

Then they should write their opening and closing arguments. You can give a mini-lesson on how to construct an argument if you wish.

You should introduce rules of evidence if you want to get that detailed. Otherwise, you can have them practice (in different locations if possible so they don't hear each other's argument). If you can contact a local attorney to come in and help them, that would be a great community connection.

Then when you have determined that they have had enough practice, you should schedule the trial.

Then go for it. After they have finished, if you haven't already opened the information with the solution, do so and see if you, in fact, arrested and tried the right person.

Appendix A: Group Organizer

Team 1: Yorknapatawpha County Sheriff's Department: Homicide Squad

Lieutenant: The Lt's job is to be the team leader. They are to report to me. They are to coordinate all of their team to ensure that they are working and communicating.

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Sergeant: The Sgt's job is to report to the Lt for their information and to communicate with the Lt what they have found. They should also look for direction from the Lt. They should also be the point of contact between the two parts of the case. They should talk to each other.

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Detectives on Interview Squad:

Crime Scene Evidence Specialists:

Team 2: Yoknapatawpha County Sheriff's Department: Homicide Squad

Lieutenant: The Lt's job is to be the team leader. They are to report to me. They are to coordinate all of their team to ensure that they are working and communicating.

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Sergeant: The Sgt's job is to report to the Lt for their information and to communicate with the Lt what they have found. They should also look for direction from the Lt. They should also be the point of contact between the two parts of the case. They should talk to each other.

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Detectives on Interview Squad:

Crime Scene Evidence Specialists:

Appendix B: Warrant

For a PDF of a Federal Arrest Warrant,+ please go to:

<http://www.uscourts.gov/sites/default/files/ao442.pdf>

Or scan this QR Code to go directly to the site.

