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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections, & Security |
| **Course Name** | Criminal Investigation |
| **Lesson/Unit Title** | Taking Fingerprints - Tenprint |
| **TEKS Student Expectations** | **130.338. (c) Knowledge and Skills** (10) The student analyzes collected fingerprints or impressions from a simulated crime scene. The student is expected to: (A) compare the three major fingerprint patterns of arches, loops, and whorls and their respective subclasses; (B) identify minutiae of fingerprints, including bifurcations, ending ridges, islands, dots, short ridges, and enclosures;(C) distinguish among patent, plastic, and latent impressions |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:1. Understand the factors affecting fingerprints.
2. Obtain quality fingerprint impressions of another person.
3. Compare the three major fingerprint patterns of arches, loops, and whorls, and their respective subclasses.
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| **Rationale** | Correctional officers are sometimes expected to obtain fingerprints of suspects for fingerprint comparison. |
| **Duration of Lesson** | 2-6 hours |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Taking Fingerprints (Tenprint) computer-based presentation
* Tenprint cards
* Fingerprint ink pad (or ink and a slab)
* Hand soap
* Computer
* Internet access
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Read and discuss the following case study: John Dillinger: Fingerprint Obliteration, <http://www.crimemuseum.org/blog/john-dillinger-fingerprint-obliteration/>. Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | 1. Review: Purposes of prints
	1. Solving crimes
	2. Identity confirmation (passport, cashing checks, etc.)
	3. Determining the identity of the deceased
	4. Entrance control for buildings and rooms
	5. Clearance for employment
2. Factors Affecting Fingerprints
	1. Negative Factors
		1. Allowing the subject to “print themselves”
		2. Excessive pressure on the finger leaves black stains on the paper
		3. Not enough pressure results in hard-to-read prints
		4. Perspiration or wet fingers leave spots on the print
		5. Sickness and disease
	2. Positive factors
		1. Confidence during the social interactions
		2. Improvement with practice
3. Required Supplies
	1. Ink pad, or ink and roller
	2. Tenprint card (purchased or self-made)
	3. Area for printing, or stand (purchased)
	4. Hand soap and clean-up supplies
4. How to Take Prints
	1. Step 1: Communicate
		1. Begin by telling the subject that you are going to take their prints, and to relax their hand and let you do all the work.
		2. When they try to do it with you, stop, advise them again, and ask them to let you control their hands. Stop and reiterate this as necessary.
	2. Step 2: Rolled Prints
		1. If you are using an ink slab and roller, roll just enough ink on the slab to leave a fine, almost transparent layer.
		2. Roll each finger from the radial bone side (thumb) to the ulnar bone side (little finger) on the ink pad or ink slab.
		3. Roll fingers, one by one, onto the Tenprint card, without pressing down. Your rolled prints should be wide and not resemble typical finger sizes.
	3. Step 3: Plain Impressions
		1. For the plain impressions, ink them from the top down until the fingers lay flat.
		2. Do the left fingers and then the right fingers.
		3. Ink the thumbs.
		4. Clean up.
	4. Step 4: Clean-Up
		1. Soap MUST be rubbed in well before applying water.
		2. The Tenprint card MUST be moved away to prevent damage.
5. Special Situations
	1. Amputations
	2. Bandaged Fingers or Hands
	3. Scars
	4. Deformities
	5. Worn Fingerprints
	6. Extra Fingers
	7. Webbed Fingers
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| **Guided Practice \*** | Discuss, Prepare, and Classify FingerprintsReview as a class the information and the steps described in “Taking Legible Fingerprints” on the FBI website. Following the steps on the FBI website take a quality Tenprint of yourself and classify each fingerprint on the Tenprint card. Next, prepare a quality Tenprint of another person and classify each fingerprint on the Tenprint card.As a group exercise, ask the students to divide themselves into pattern groups. Do it by the pattern on one finger or their thumbs. Have them estimate how many have each pattern and critique each other. Use the Taking Fingerprints Tenprint Checklist for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** |  |
| **Lesson Closure** |  |
| **Summative/End of Lesson Assessment \***  | * Taking Fingerprints Tenprint Checklist
* Discussion Rubric
* Individual Work Rubric

**Accommodations for Learning:** Differences For reinforcement, students will identify different fingerprint patterns and subgroups. Use the Individual Work Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | Federal Bureau of InvestigationJohn Dillinger: Fingerprint Obliteration <http://www.crimemuseum.org/blog/john-dillinger-fingerprint-obliteration/> |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | I. Key Cognitive SkillsC. Problem solving* 1. Analyze a situation to identify a problem to be solved.
	2. Develop and apply multiple strategies to solve a problem.

D. Academic Behaviors* 1. Strive for accuracy and precision.
	2. Persevere to complete and master tasks.
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| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | For enrichment, students will identify numerous points of identification present on each fingerprint on the Tenprint card. Use the Individual Work Rubric for assessment. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)