

# Watergate

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History's Mysteries—Solve the Crime of the Time



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# WELCOME TO WATERGATE!

In this hands-on investigative activity, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. Students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a blood-spattered uniform), poring over photographs, analyzing documents, and reading maps and charts. A PowerPoint® presentation includes an introduction to the task, a coroner's report, and several types of sources from the "crime scene." Students then fill out a "forensic report" graphic organizer, hypothesize how the event took place, and conclude by reading a "Mystery Solved" handout that provides historical background on the "crime." Optional extension activities include having students create a "breaking news" TV report, write a front-page newspaper article, or compose a "news alert" text message. Grades 6–12.





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## Purpose and Overview

### Activity Introduction

Welcome to *History's Mysteries: Solve the Crime of the Time*. Included are investigative case files that cover some of the main areas of world history standards-based curriculum. The central purpose of these files is to spark interest and excitement in students for further study of a given unit.

A History Mystery is rooted in having students act like a criminalist whose job is to gather, analyze, and interpret forensic evidence. Real-life criminalists are skilled in studying everyday items, examining bullets, and analyzing documents. Likewise, in a history class a teacher's job is to help students develop critical thinking skills also based in gathering, analyzing and interpreting data.

In this hands-on investigative activity, students are given an authentic task—to think like criminalists and review mock forensic files of a historical event. Each file contains primary and secondary source replica/realia that students analyze in order to hypothesize how a given event took place.

This activity works best as an introduction to a world history unit, but it may also be used as a way to review before a DBQ based assessment at the end of a unit. Students are motivated to solve each Mystery both with accuracy and speed as the first student/team to do so correctly wins a "Criminalist of the Year" nameplate for classroom display.

### How does a History Mystery work?

Students are given the task of reviewing a historical event case file and filling out a Forensic Report. Once this initial step is completed, students then read a ***Mystery Solved: Press Release*** that reveals all the accurate details of the real life History Mystery.

Each *History's Mysteries Case File* review and ***Forensic Report*** are completed in a single (60 minute) class session. The follow up ***Mystery Solved: Press Release*** reading and follow up activities (***Front Page News, Breaking News Report, or Text Message News Alert***) can take another half to full one hour class period.

Each unit comes with reproducible student analysis sheets, teacher directions, student directions, CD-ROM that allows students to view the files on a computer (or the entire class with an LCD projector).



#### Teaching tip

For more scaffolding and challenge to the activity, you can also add a step where students work on a ***Front Page News Article, Breaking News Report, or a Text Message News Alert*** in which students further synthesize what they believed took place in either an essay, short skit, or short summary form (for better language mastery, beginner or advanced writing skills, ELL and/or AP Students).

## Daily Directions

### *Two Day Activity*

#### **Materials**

- Computers, LCD projector.
- Reproducible copies of:
  - the **Forensic Report**
  - the **Criminalist of the Year Plaque**
  - the **Criminalist of the Year Name Plates**
  - the **Mystery Solved: Press Release**

#### **Direction Notes**

A day before you begin the activity, we must prepare for it by doing the following:

- Determine which method for displaying the case files works best for you (set of computers LCD projector printed out slides, etc.)
- Pull out the reproducible copies of the **Forensic Report** and **Student Directions** to make enough copies of them for class.
- Pull out the reproducible copies of the **Criminalist of the Year Plaque** and the **Criminalist of the Year Name Plates**.
- Pull out a reproducible copy of the **Mystery Solved: Press Release**, for the given case file, and make enough copies of them for class.

#### **Teaching tip**

Make one copy of the **Criminalist of the Year Plaque** and the **Criminalist of the Year Name Plates** each for every class that you have.





# Daily Directions

## Activity Day 1

### Materials

- Copies of the **Forensic Report**
- **Case File**

### Direction Notes

1. Pass out **Forensic Report** sheets to students.
2. Then depending on which method of case file viewing you are choosing, following the directions below.

**LCD projector**—Walk students through the directions and the case file by flipping through the slides.

**Individual computer use**—Walk students through how to flip through each page of the file as a class and then walk along the room to make sure students are on task and filling out the Forensic Report correctly.



Whole class



Individual

**Forensic Report**

Submitted by (Student/Teacher's Name): \_\_\_\_\_ Period: \_\_\_\_\_ Place: \_\_\_\_\_

**FORENSIC REPORT**

**Directions:** You are a **Forensic Analyst** responsible for gathering, analyzing, and documenting **Forensic Evidence** in order to solve the following mystery presented to you. At the top of the form, in each of the three areas (**Crime Scene**, **Witness Report**, and **Investigator's Research**), take notes and fill in each of the three boxes. Remember: the objective of forensic practice is to solve the mystery. Working evidence from previous evidence presented in a report's document, in a given case.

**STAGE 1: REVIEW CRIME SCENE PHOTOGRAPHS**

Forensic Categories	Describe what you see in the Crime Scene photographs.
<b>Objects:</b> List out all of the objects you see in the photos.	
<b>People:</b> Describe what the people look like in the photos.	
<b>Sensory Details:</b> Describe the area in the photos. What is the setting, in the street, etc. How do you feel the scene?	

**STAGE 2: REVIEW POLICE REPORT**

<b>Accident Report:</b> Describe what happened.	
<b>Accident Report:</b> Describe who was involved.	
<b>Accident Report:</b> What type of accident was it?	

**Report Review**

<input type="checkbox"/> Completed notes regarding <b>Crime Scene Photographs</b> <input type="checkbox"/> Completed notes regarding <b>Witness Report</b> <input type="checkbox"/> Completed <b>Investigator's Research</b>	<input type="checkbox"/> Correctly Analyze &... <input type="checkbox"/> Close to Correct Analyze- <input type="checkbox"/> 1 or 2 sections incorrect
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Whole class

## Daily Directions

### Activity Day 2

#### Materials

- Copies of ***Mystery Solved: Press Release***

#### Direction Notes

1. Ask the class if anyone would like to share their theory of what happened and why or what the motive behind the actions were.
2. After a couple of students have shared out ideas, explain that the real life historical event will be explained today as you start a new unit of study.
3. Pass out the ***Mystery Solved: Press Release*** and read it aloud in class. Begin class discussion.

### Day 2 (3) Activity—Alternative

#### Materials

- Copies of:
  - ***Breaking News Report***or
  - ***Front Page News***or
  - ***Text Message News Alert***

Follow the “Activity Day 2” directions above and then...

4. Pass out *Breaking News Report*/*Front Page News*/*Text Message News Alert*.
5. Read the directions from the top of the *given* sheet assignment aloud and have students begin the assignment.



Read or say



# STUDENT DIRECTIONS






In order to solve a History Mystery you will need to have the following:

- A **Forensic Report**
- A **Mystery File**
- A pen or pencil
- And an Open Mind

Let's review all the sections of the **Forensic Report** and the **Case File** so that you are familiar with all the areas of the file and what you need to do.

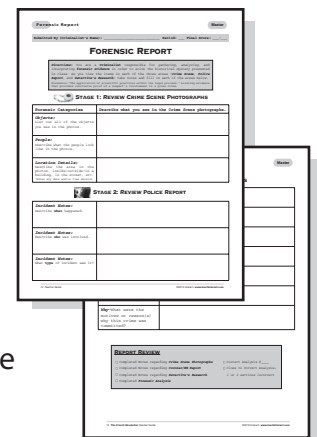
## Case File Sections:

Each section will be labeled using a special symbol to distinguish each area or office it came from.

<b>Crime Scene</b>		If you are looking at notes and photos about the <b>Crime Scene</b> , they will be marked with the symbol of a <i>body outline and caution tape</i> .
<b>Police Report</b>		If you are looking at documents and photos with specific information about the victim's body, then these are part of the <b>Police Report</b> and they will be marked with a photo of a police officer writing a report
<b>Detective's Research</b>		And if you are looking at notes, documents, and/or photos from the <b>Detective's Research</b> , they will be marked with the symbol of the investigator's badge.

## How do I fill out the **Forensics Report**?

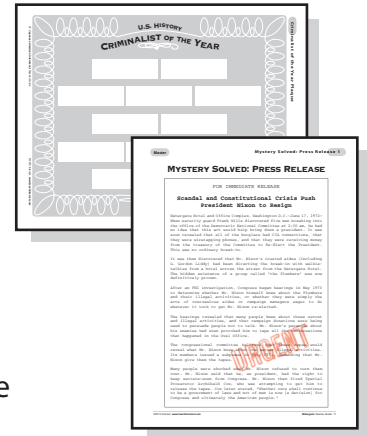
- After you view the items in each of the three areas (**Crime Scene**, **Police Report**, and **Detective's Research**) take notes and fill in each of the areas on the **Forensic Report**.
- Pay close attention to which office is reporting information and *match the symbols on your file with the symbol on your report* when you writing in your information.
- For example, if you see the symbol for the **Crime Scene** office on the top of the file page you may use that information to answer the questions about the **Crime Scene** in your **Forensics Report**.



The image shows a sample 'Forensic Report' form. It has a header section with 'Forensic Report' and 'Case File' tabs. Below that, there are three main sections: 'Stage 1: Review Crime Scene Information', 'Stage 2: Review Police Report', and 'Stage 3: Review Detective's Research'. Each section contains a table with columns for 'Symbol', 'Description', and 'Notes'. The 'Crime Scene' section includes a table with columns for 'Symbol', 'Description', and 'Notes'. The 'Police Report' section includes a table with columns for 'Symbol', 'Description', and 'Notes'. The 'Detective's Research' section includes a table with columns for 'Symbol', 'Description', and 'Notes'. There is also a 'Report Review' section at the bottom with a table for 'Report Review'.

## How does this activity end?

- Once you have completed review the entire file and have filled out all of the sections of the **Forensics Report**, look over your answers before you turn it in to your teacher.
- The first student (or team) who is the most accurate with their analysis for this History's Mystery will become the **"Criminalist of the Month"** and receive a name plate on the class plaque.
- Finally, once the entire class has turned in their reports, you will read a **Mystery Solved: Press Release** that will tell you the background behind the case you just finished reviewing.



Keep in mind that as you review the items in the file, you are acting as if you are a **Criminalist** responsible for *gathering, analyzing, and interpreting* forensic evidence. These actions are key to helping you solve the historical mystery presented in class.

# GOOD LUCK!

# MYSTERY SOLVED: PRESS RELEASE

FOR IMMEDIATE RELEASE

## **Scandal and Constitutional Crisis Push President Nixon to Resign**

Watergate Hotel and Office Complex, Washington D.C.—June 17, 1972—When security guard Frank Wills discovered five men breaking into the office of the Democratic National Committee at 2:30 am, he had no idea that this act would help bring down a president. It was soon revealed that all of the burglars had CIA connections, that they were wiretapping phones, and that they were receiving money from the treasury of the Committee to Re-Elect the President. This was no ordinary break-in.

It was then discovered that Mr. Nixon's trusted aides (including G. Gordon Liddy) had been directing the break-in with walkie-talkies from a hotel across the street from the Watergate Hotel. The hidden existence of a group called "the Plumbers" was now definitively proven.

After an FBI investigation, Congress began hearings in May 1973 to determine whether Mr. Nixon himself knew about the Plumbers and their illegal activities, or whether they were simply the acts of overzealous aides or campaign managers eager to do whatever it took to get Mr. Nixon re-elected.

The hearings revealed that many people knew about these secret and illegal activities, and that campaign donations were being used to persuade people not to talk. Mr. Nixon's paranoia about his enemies had even provoked him to tape all the conversations that happened in the Oval Office.

The congressional committee believed that these tapes would reveal what Mr. Nixon knew about the secret illegal activities. Its members issued a subpoena in July 1973, demanding that Mr. Nixon give them the tapes.

Many people were shocked when Mr. Nixon refused to turn them over. Mr. Nixon said that he, as president, had the right to keep secrets—even from Congress. Mr. Nixon then fired Special Prosecutor Archibald Cox, who was attempting to get him to release the tapes. Cox later stated, "Whether ours shall continue to be a government of laws and not of men is now [a decision] for Congress and ultimately the American people."

In April 1974, Mr. Nixon turned over transcripts but not the tapes. Many people wondered what would happen if one branch of government refused to accept the authority of the other two branches of government: If the president didn't have to listen to Congress, would that mean the U.S. had become a dictatorship? Were there no longer checks and no balances? Mr. Nixon's lawyers even compared him to King Louis of France when arguing against turning over the tapes.

The country was in suspense until July 1974, when the Supreme Court ruled unanimously that Nixon had to hand over the actual tapes because he had no official "executive privilege" to defy a congressional committee. However, the tapes he turned in had a crucial 18½ minutes missing—they had been erased.

In July 1974, Congress began impeachment proceedings against the president, saying that Mr. Nixon had obstructed justice. On August 8, 1974, President Richard M. Nixon became the first president to resign. Vice President Gerald R. Ford became president, even though he himself had not been elected as Vice President. (Mr. Ford had been a congressman and was appointed Vice President when Nixon's elected Vice President, Spiro Agnew, resigned over tax evasion charges.)

Mr. Ford immediately granted Mr. Nixon a full and unconditional pardon for all crimes, less than two months after Mr. Nixon's resignation.

Submitted By (Criminalist's Name): \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# FORENSIC REPORT

**Directions:** You are a **Criminalist** responsible for *gathering, analyzing, and interpreting forensic evidence* in order to solve the historical mystery presented in class. As you view the items in each of the three areas (**Crime Scene**, **Police Report**, and **Detective's Research**) take notes and fill in each of the areas below.

Forensics—"The application of scientific practices within the legal process." Locating evidence that provides conclusive proof of a suspect's involvement in a given crime.



## STAGE 1: REVIEW CRIME SCENE PHOTOGRAPHS

Forensic Categories	Describe what you see in the Crime Scene photographs.
<b>Objects:</b> List out all of the objects you see in the photos.	
<b>People:</b> Describe what the people look like in the photos.	
<b>Location Details:</b> Describe the area in the photos, inside/outside/in a building, in the street, etc. <i>*Notes any date and/or time details.</i>	



## STAGE 2: REVIEW POLICE REPORT

<b>Incident Notes:</b> Describe <b>what</b> happened.	
<b>Incident Notes:</b> Describe <b>who</b> was involved.	
<b>Incident Notes:</b> What <b>type</b> of incident was it?	



### STAGE 3: REVIEW DETECTIVE'S RESEARCH

*Your Notes—Write down any and all information that you feel may be relevant or useful later to fill out Stage 4 of your report.*





## STAGE 4: FORENSIC ANALYSIS

<b>What</b> crime took place?	
<b>Who</b> is responsible for the crime? ( <i>Perpetrators.</i> )	
<b>Who</b> were the <i>victims</i> or <i>targets</i> of the action?	
<b>Where</b> did the crime take place?	
<b>When</b> did the crime happen? ( <i>Time/exact date when available.</i> )	
<b>How</b> was the crime committed? ( <i>How was the crime carried out?</i> )	
<b>Why</b> —What were the <i>motives</i> or <i>reason(s)</i> why this crime was committed?	

### REPORT REVIEW

- |   |   |
|---|---|
| <input type="checkbox"/> Completed notes regarding <b>Crime Scene Photographs</b> | <input type="checkbox"/> Correct Analysis #_____    |
| <input type="checkbox"/> Completed notes regarding <b>Coroner/ME Report</b>       | <input type="checkbox"/> Close to Correct Analysis— |
| <input type="checkbox"/> Completed notes regarding <b>Detective's Research</b>    | <i>1 or 2 sections incorrect</i>                    |
| <input type="checkbox"/> Completed <b>Forensic Analysis</b>                       |   |

Texting Person's Name: \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# TEXT MESSAGE NEWS ALERT

(Summary)

**Directions:** In this activity you are acting as if you have been given the task of sharing what you just learned in class with all of your closest friends and family members via a text message. Use the basic information from the **Mystery Solved: Press Release** and your **Forensic Report** to fill out the information below.

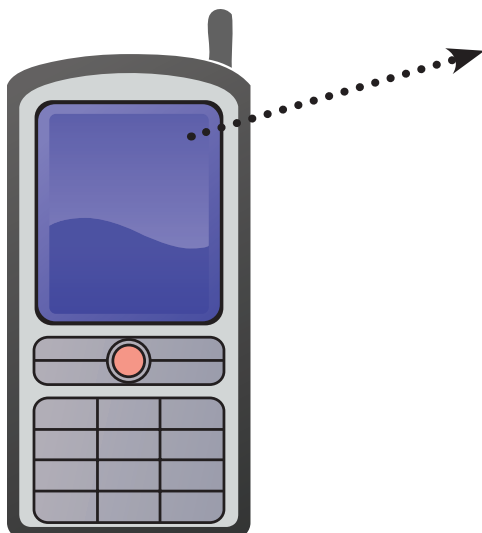
**Step I.** What information do you think is most important to share? (List 3 main ideas below)

1.

2.


3.

**Step II.** Now using 17 words or less, write in the screen on the right what your news alert text message would be about the event you just learned about in class.



# FRONT PAGE NEWS

**Directions:** You are now a newspaper journalist who has been given the front page article writing assignment. Take the basic information from the **Mystery Solved: Press Release** and write a news article about the event. Be sure to come up with a creative headline to catch the readers attention and to draw or cut and paste an image to accompany the article.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Box Reserved for Newspaper Editor Commentary

Newspaper Editor Notes On Article Presented:

Reporting Group Members (Each Person's Name): \_\_\_\_\_

Period: \_\_\_\_\_

# BREAKING NEWS REPORT

(Short Skit)

**Directions:** In this activity you are acting as if you are a television news station reporting on the information and crime you recently reviewed. Use the basic information from the **Mystery Solved: Press Release** and your Forensic Report to fill out the information below. Once you are finished filling this out please have your teacher review this sheet before you begin rehearsing your news report skit.

1. Television station you are reporting for: Channel \_\_\_\_\_

2. "On Location" reporter: \_\_\_\_\_

(This is one person reporting back to the news studio.)

3. "In Studio" anchor reporters: \_\_\_\_\_ & \_\_\_\_\_

(These are two individuals who will introduce the skit and introduce us to the "On Location" reporter for the report.)

4. Where is the "On Location" news report taking place?

"We are here live at: ☐ the courthouse ☐ the local police station ☐ the local History Museum ☐ the local school ☐ coroner's office ☐ other: \_\_\_\_\_, where it was recently discover that \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

We found some people who would talk to us about this event and this is what they had to say.

5. You must speak with at least two different people during your report.

Interview #1: (Name) \_\_\_\_\_ (Occupation) \_\_\_\_\_

• What information will they share?

Interview #1: (Name) \_\_\_\_\_ (Occupation) \_\_\_\_\_

• What information will they share?

Submitted By (Criminalist's Name): \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# CRIMINALIST THEORY

(Graphic Organizer)

**Directions:** You are a **Criminalist** responsible for creating a written summary of what you believe took place during the presented crime. Using your **Forensic Report**, write a short descriptive story of what you think happened noting what **Area** helps to prove your ideas.

Plot the crime, what do you think happened? Draw the sequence of events below:

```
graph LR; R1_1[ ] --> R1_2[ ]; R1_2 --> R1_3[ ]; R1_3 --> R2_1[ ]; R2_1 --> R2_2[ ]; R2_2 --> R2_3[ ]; R2_3 --> R3_1[ ]; R3_1 --> R3_2[ ]; R3_2 --> R3_3[ ]; R3_3 --> Summary[ ]
```

Submitted By (Criminalist's Name): \_\_\_\_\_ Period: \_\_\_\_ Final Score: \_\_\_\_/\_\_\_\_

# CRIMINALIST THEORY

(Essay)

**Directions:** You are a **Criminalist** responsible for creating a written summary of what you believe took place during the presented crime. Using your **Forensic Report**, write a short descriptive story of what you think happened noting what Area helps to prove your ideas. Write a short story of what you think happened leading up to, during, and as a result of this crime. Be sure to note what **Area** helps to support your ideas.

For example, "The photograph of the abandoned glove (from the **Crime Scene Area**) is an excellent piece of evidence to help support my theory that the perpetrator was trying to cover his tracks and not get caught."

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]



# CRIMINALIST OF THE YEAR

# CRIMINALIST OF THE YEAR NAME PLATES

**Directions:** Type in or write in the names and dates of your top student criminalists who will be honored on the plaque.

**NAME:**  
**MONTH:**

**NAME:**  
**MONTH:**

**NAME:**  
**MONTH:**

**NAME:**  
**MONTH:**

**NAME:**  
**MONTH:**

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**MONTH:**

# TEACHER FEEDBACK FORM

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***We enjoy receiving photos or videos of our units in action!***  
***Please use the release form on the following page.***

Your name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

E-mail: \_\_\_\_\_

Interact unit: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# RELEASE FORM FOR PHOTOGRAPHIC IMAGES

## ***To Teachers:***

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

## ***To Parents:***

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of student: \_\_\_\_\_ (print)

Age of student: \_\_\_\_\_ (print)

Parent or guardian: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address:

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Phone: \_\_\_\_\_

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