

Multiliteracies Project: Murder We Wrote  
A QR Code Murder Mystery

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## Murder We Wrote

### **Make your own murder mystery - Grade 11, Creative Writing**

#### **Day 1 - Digital Scavenger Hunt**

- QR codes planted
- Lead around, students have options
- Could have dead ends and endings
- Meet at end and make notes

#### **Important Instructions for the Hunt:**

- Split the class into four groups. Bigger classes can have more groups if necessary just have the two similar groups flip a coin to see which will take a five minute head start so the groups don't travel together.
- Each group is given a character name. They are **not** told if they are the murder, etc. They only get the character name.
  - Alicia, Kenneth, Alex, Matilda
- Each group is given a QR code for their characters to get them started
  - Group Kenneth is to be sent to the library to find the code to get started
  - Group Alex is to be sent to the Yearbook/Digital Tech room to find the code to get started
  - Group Matilda is to be sent to the cafeteria to find the code to get started.
  - Group Alicia is to stay in the classroom for their code to get started.
- Only one student is required to have a phone on them. They must have a QR code scanner. These can be downloaded for free. They are to work as a team to make decisions.
- Students scan the codes in the order they are lead to them. They must follow the instructions that each code provides. **Codes are labeled for the characters so students do not accidentally switch story lines.**
- They are to track their steps with the provided handout.
- They are to be as least disruptive as possible or they will be removed from the activity.
- They can only scan the codes they wish to use. They cannot scan both options unless the code tells them that explicitly.
- They are not to communicate with other groups if they run into them.
- Once they reach the end, they are to return to the classroom.

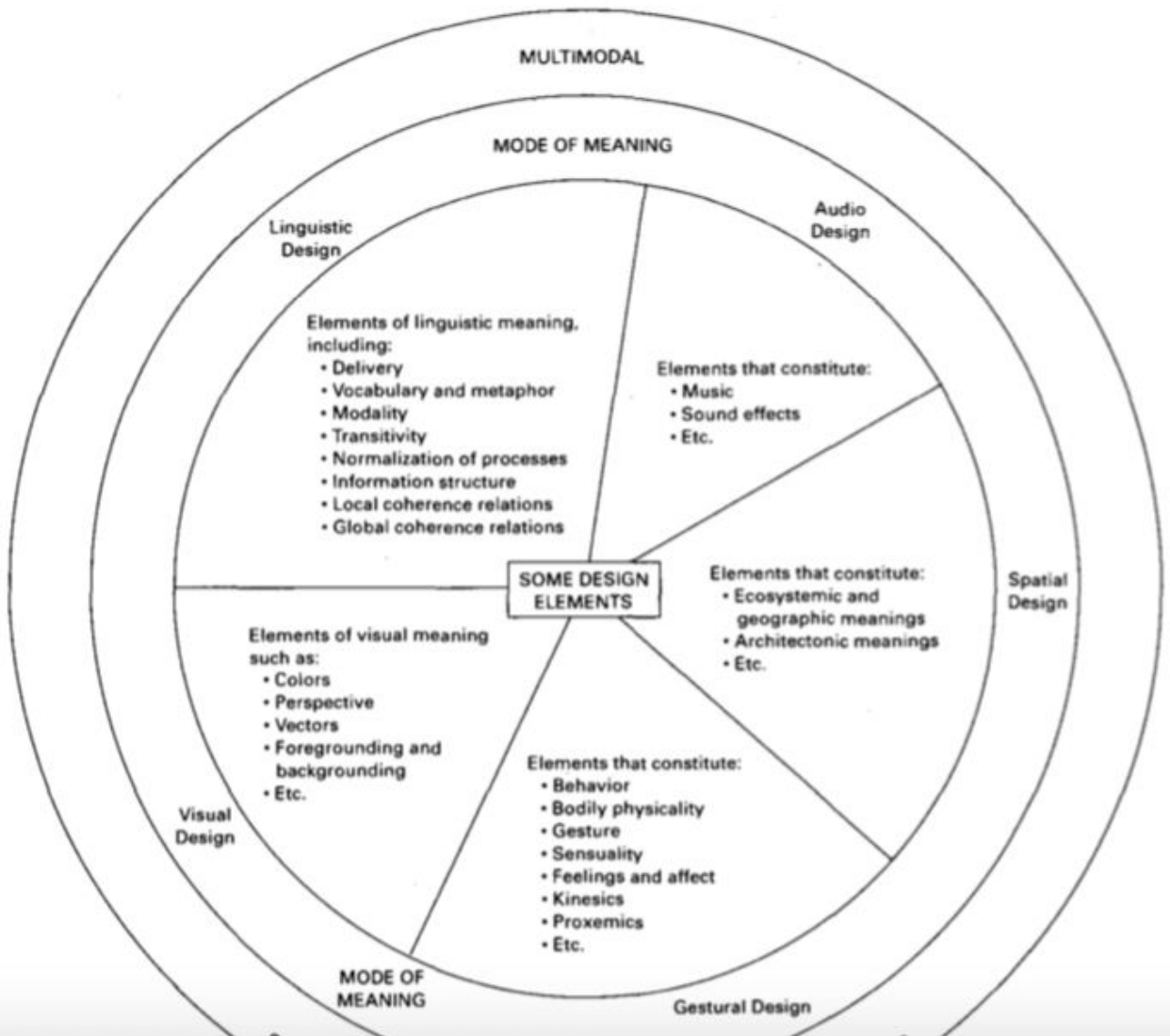
#### **Day 2 - Write Story and peer review**

- Based on the adventure they took the day before in groups, students will be creating their own murder mystery short stories using all the information accumulated.

#### **Day 3 - Creative Presentation**

- Working periods on this

*Multiliteracies: Metalanguages to Describe and Interpret the Design Elements of Different Modes of Meaning*



## STORYSCAPES - TEACHER COPY

### Murderer: Kenneth

1. [Students are sent to the library and handed the script of their biography]  
Your girlfriend is the most important thing in the world to you. You would do anything for her and she wants to be Prom Queen this year. You are going to make it happen. Being captain of the science team means that you are good at thinking out strategies and putting them into motion. This is exactly why you've stayed after school on a Friday. You have a plan. It's time to get it done. You know exactly how to challenge the people stopping your girlfriend from winning Prom queen. They will be easy to convince. You can be very motivational. You know your best friend hangs around the cafeteria around this time so you decide to stop in to chat before moving forward with you plans for this evening. It's not time just yet anyway.
2. [Students travel to the cafeteria for their first QR code]  
Your friend is sitting alone. They're not doing homework. INo surprise; they're scrolling the internet instead. Over their shoulder you read one about English classes that reminds you about a paper you have due. You've been putting it off because your English teacher is crazy...You plop down on the seat next to your friend. "You figure out what you are going to do about this Prom Queen problem?" They ask you, not looking up from the computer. "Yep, I'm taking care of it tonight." After your quick visit, it's time to make sure the front of the school is locked up and that you're safe for the real fun to begin.



3. [Students travel to the front door for their QR code; **two options here**]  
Once you're certain that the front door is locked. You feel much better about hanging around the school. Everything is going according to the plan you laid out. There are just a few more things you hope fall into place.



4. [Option One - travel to a stairwell - leads to DEAD END]

You hear footsteps trailing behind you but you refuse to be caught so close to the conclusion of your master plan. You quickly duck into the closest stairwell to hide until the person passes you.



[QR in stairwell - DEAD END] But now you have to return to the last place you were to take a new path.



5. [Option Two - travel to math classroom - CORRECT CHOICE]

You hear some footsteps coming down the hallway so you run off to the math room, away from the footsteps to escape.



[QR on math door] It's time for you to head to the gym for some supplies.



6. [Students travel to the gym for their QR code; **two options here**]

The gym is dark and empty. You are completely alone. All the excuses you came up with to sneak in are unnecessary. You head to the equipment room. You're going to need a sturdy tool for what you have in mind, something with some weight and strength behind it. Two options come into view. Which of the two will you pick?



7. [Option One - on equipment/office door - Badminton Racket - CORRECT CHOICE]  
You grab two rackets and take a lap around the school, practicing your swing. You have to be certain it's a good one. You can't mess this up. \*Please leave all equipment in the gym\*  
After your full lap around the school, you decide it's time to head to the drama room where you can start working on a solid alibi for being in the school tonight.



8. [Option Two - on equipment/office door - Hockey stick]  
Now you feel properly prepared for a fun "hockey game." It's time to head down the hallway to the closed hallway door and check to see if everyone is in place.



[QR on corridor door - MAIN - STUDENTS MUST SCAN THIS ONE]

You miscalculate your path and run into a dead end. Luckily, you believe that your hockey stick will be hard enough to force it open. You can give one of your ideas a try or turn back and try a different tool.



[Option One - on corridor door]

Your stick breaks in half and is now useless to you so you must return to the gym to find a new tool to use. [STUDENTS WILL CHOOSE OTHER OPTION ON EQUIPMENT ROOM DOOR]



[Option Two - on corridor door]

The door flies open on your second attempt and you can continue on your way to the drama room to set your alibi in motion.



9. [Students will travel to the drama room/stage for their QR code]

This year's play is Little Shop of Horrors. Alex is standing off the stage. You asked him to meet you. You offer him a racket. It's better to have two people with weapons, in case. You see Alicia wander into the room and on stage. Seeing the sound equipment, you quickly play the creepiest song from the play. Alicia jumps screaming, spilling a container of fake blood all over herself. She runs away as quickly. She doesn't turn so she doesn't see you, but two people are standing in the doorway. They see you and Alex. This is exactly what you wanted. It's time you head to the art room.



10. [Students will travel to the art room for their QR code on the door]

You arrive to the Art room and get ready to wait. The room is full of the very thing you don't want to see, it reminds you why you are doing this. The prom decorations are scattered everywhere. You head inside.



11. [Students will have to enter the art room for their QR code]

A few moments later, someone enters and you hear a small voice call out, "Mrs. Smelt?" No one answers her. "Hello, Alicia" You say in an even tone. You step forward to see the person you've been waiting for, Alicia. "I've been waiting for you," you say. "My girlfriend is supposed to be Prom Queen. Not you. Now I have to eliminate the competition. First you, then Keesha, and then my sweet girlfriend will be in the spotlight and win," you tell her. She looks around for something to defend herself with but you get to her first, weapon in hand.



[Option One - inside art classroom]

If you honestly took a lap around the school with the racket.

Your task complete, you flee to the main office and the only remaining unlocked door. You know you must be careful to avoid the cameras and be very quiet to escape.



[Option Two - inside art classroom]

If you decided to skip practicing your swing.

You managed to complete your task. Alicia has become your first victim. Maybe you don't have to deal with Keesha before your girlfriend wins Prom Queen. After all, this was a lot of work. Just as you think this, the art room door swings open. The principal and Mrs. Smelt stroll in just in time to see you dropping the murder weapon. You've been caught. You know instantly there is no escaping this now. It's over. They grab you and drag you to your main classroom and keep you there while they call the police.



12. [Students travel to the main office for their QR code]

You think you are in the clear, at least for now. You have succeeded. You even have an alibi.

Alex had a racket and was in the drama room too. You know that a witness saw you together. It was a cruel little prank but you can both deny being there. They won't come after both of you. Return to the classroom and pretend nothing happened to keep your cover.





**Victim - Alicia**

1. [Students receive first QR code in the English classroom]

You decide to stay after school on a Friday for extra help in Math class. It's 4pm, you're outside of Mrs. Smelt's English class waiting for her to arrive. No one is around and you wonder if you got the date wrong, but you check your email and confirm it is right. As you wait your sense of unease grows and right as you're about to give up and leave, the lights flicker. Once. Twice. And then shut off completely. You decide to walk down the hall, afraid to be left alone. Left or Right? (Left is one QR, right is a different one).



1

2. [Option One - LEFT QR]

You fumble your way into the Janitors closet and wind up doing the tango with the mop. Go back to room 238 and choose a different path.



2

3. [Option Two - RIGHT QR]

You remember that the Drama club sometimes meets on Fridays to rehearse for their upcoming play, Little Shop of Horrors, and decide to make your way down there.



3

4. [Students travel to the drama room for their QR code]

You make your way through piles of props including: some dental tools, a mannequin with Audrey's outfit, and four pouches of what looks like fake blood. You pick up a bag to examine it. While doing so, music abruptly starts playing (Suppertime from LSOH soundtrack). You scream and pop the bag of fake blood you're holding, which drenches your shirt, and run out of there as fast as you can. Do you run to the Gym or the Cafeteria? (QR for each)



4

5. [Option One - Gym QR]

You reach the doors of the gym, the lights are actually on. You see two people dancing under strobe lights. You try to open the door, but it's locked and they can't hear you pound on the door. You stand there for a few moments watching, but decide to head to the Cafeteria instead hoping Lunch Lady Judy is there cleaning up from today's "Chili Surprise".



5

6. [Option Two - Cafeteria QR]

You enter the cafeteria. Lunch Lady Judy is there dumping some brown sludge into a garbage. You approach her. She looks up and asks what you're doing in the school after hours. You explain what has happened to you so far and ask if she's seen Mrs. Smelt. Lunch Lady Judy looks at you and bursts out laughing, not believing a word you say. Tears are falling from her eyes as she tells you Mrs. Smelt was last seen in the Art Room. You turn and wave goodbye, with a last look at Lunch Lady Judy bent over laughing. You decide on your way to the Art Room to stop off at the girl's bathroom.



6

7. [Students travel to girl's bathroom]

You enter the bathroom. Inside you notice the mirrors are covered with paint, spelling out: "Alicia is dead." You stand there, terrified. You hear a noise coming from the last stall. It's Carmen, a fellow classmate in your Math class. You ask her if she wrote that on the mirrors. She answers, "No, but I heard there's someone out to get you because you were nominated for Prom Queen". Carmen leaves, and you take a moment to think. You decide it's either the most popular girl in school, Keesha, Cheerleader Captain, or Kenneth, President of the Science Club, who's girlfriend wasn't nominated. You have to choose between seeking out Keesha in the Cheerleading Office, room 152 or Kenneth in the Chemistry Lab, room 137.



7



8

8. [Students travel to cheerleading office]

The door is open, you peek inside and Keesha is sitting at a desk. You've known Keesha since the first grade, the two of you used to make mud pies together, but an incident in grade nine has turned you into mortal enemies. She gives you a dirty look when she sees you. You decide to cut to the chase and ask her if she wrote what was on the bathroom mirrors. She replies, "I saw it. It wasn't me. I may hate you for what happened in grade nine, but clearly someone hates you more. How you got nominated for Prom Queen is beyond me." You decide she's telling the truth and head to the Chemistry Lab.



9

9. [QR Code at chemistry lab]

You walk into the chemistry lab and see a single lamp glowing in the back corner. You walk over to investigate and see a couple beakers full of glowing liquid, a pen, and a notebook. Kenneth is nowhere in site. You open the notebook; inside are pictures of you - walking down the hall, walking home, in class, talking to friends... There are notes along the margins with little facts about you and your timetable. The more you read, the more scared you become. You turn around and head towards the door. You decide to head to the Main Office to use their phone to call the Police.



10

10. [Students travel to the main office for QR code]

You enter the office and pick up the phone. The line is dead. At this point your heart is pounding and your knees are shaking. You rack your brain for what to do and remember that Lunch Lady Judy said Mrs. Smelt was last seen in the Art Room. You whip the office door open and run to the Art room hoping you run into someone along the way to help you.



11

11. [Students travel to the art room for QR code]

You arrive to the Art room and the door is open and you walk inside. “Mrs. Smelt?” you call. No one answers. In the center of the room stands a figure though and your voice catches. “Hello Alicia” It says. The figure stands up. It’s Kenneth. “I’ve been waiting for you,” he says. “My girlfriend is supposed to be Prom Queen. Not you. Now I have to eliminate the competition. First you, then Keesha, and then my sweet girlfriend will be in the spotlight and win,” he tells you. You look around for something to defend yourself. You see a paintbrush, a smock, and a roll of paper. Which do you choose?



12

12. [Same QR for all three options (paintbrush, smock, and roll of paper)]

You dive to defend yourself, but Kenneth is too quick. You catch the light glinting off something metal in his hand. It’s one of the dental tools you saw in the Drama room. The room starts spinning and then goes dark...



13

## Witness - Matilda

1. [Students travel of the Cafeteria for first QR code]

You lost track of time doing your homework in the cafeteria. But the truth is you fell asleep reading...again. You noticed someone walk in. He pulled out his laptop and started laughing hysterically at whatever he was looking at. Not one for confrontation, you pack up your things and leave the cafeteria. Where do you decide to go? [library; the gym]



**1**

2. [Option One - Students travel to the gym for QR code]

You walk into the gym thinking you can hide out in the bleachers, but student council is in there prepping for something, perhaps a dance. Student body president Delilah looks up and sneers at you, "Get out!" You turn and make a beeline to the library. Once there, you add your interaction to your "school notebook" which is actually a book you put all of your observations and interactions with people into...especially those that are rude to you. Delilah is in there a bit, so is Alicia - it must be such a struggle being "popular."



**2**

3. [Option Two - Students travel to the library for QR code]

On the way to the library you pass Kenneth, the captain of the science team, he is always nice to you in classes. "Hi Kenneth!" you say as he breezes past you, seeming to not notice your presence at all. That's okay, you are normally quiet, so it was out of your character. You get to work and in no time at all, finish all of your homework. You get up to leave through the front doors.



**3**

4. [Students travel to the front door for QR code]

You push on the door to exit the building and it does not budge. The doors are locked! And worse yet, you are locked inside! You turn and start speed walking down the hallway - do you go to the drama room and potentially interrupt rehearsal OR do you go to the science room where Kenneth might be working?



4

5. [Option One - Students travel science room for QR code]

DEAD END - the door is locked, the lights are off, and there is no sign of anyone being in the room. Kenneth must have headed home after you saw him. You turn to head to the drama room.



5

6. [Option Two - Students travel to the drama room for QR code]

The drama club is normally still rehearsing for their upcoming musical. You thought you saw a glimpse of someone hiding in the stairwell, but you don't stop to investigate. You hear music coming from inside. You open the door slightly at the same time that someone begins screaming - it was Alicia! It looked like she was covered in blood! You also see Kenneth and Alex standing there with badminton rackets laughing hysterically. You quietly slip out of the room and make more notes about what you saw. While making notes you wander your way to the main office.



6

7. [Students travel to the main office for QR code]

The doors are locked, but the light is still on - Mr. Jergens, the principal, might still be here. You knock on the door hoping to speak with him - he should know that students are wreaking havoc and that no one can leave! You wait expectantly, but no one comes to the door. Other teachers may still be here, or even Lunch Lady Judy. You turn and beeline to the cafeteria.



7

8. [Students travel back to the cafeteria for QR code]

Lunch Lady Judy is still there cleaning up from today's lunch, and she is laughing hysterically, her back to you. You make a note of this too - she was often miserable so laughing was entirely out of character. "Lunch Lady Judy, are you alright?" you ask quietly. She was laughing so loudly she did not even hear you. You decide to leave her be. Do you look for Mr. Filch the custodian, or try to break out of the back doors?



8

9. [Option 1 - students travel to back doors]

DEAD END - These doors are never opened for any reason. You have no chance at opening them with your lack of "brute strength." You sigh and turn to find Mr. Filch.



9



10. [Option Two - Students travel to the janitor's closet for QR code]

You walk in and step right into a bucket of cold, dirty water. A dust mop also decides to fall and attack you at this very moment. You are now covered in dust and one shoe is drenched in water you dare not look at. You head to the girls bathroom.



**10**

11. [Students to the girls bathroom for QR code]

You walk into the bathroom and see “Alicia is dead” written in red on the mirrors. Your mouth gapes in shock. You also see red hand prints all over the sinks...what is happening you wonder. You pick the dust out of your hair and open the door. You see Alicia hurry past you towards the art room and follow quietly.



**11**

12. [Students travel to the art room for final QR code]

You hear voices as you enter the art room - one is Alicia's, the other is Kenneth's! “My girlfriend is supposed to be Prom Queen. Not you. Now I have to eliminate the competition. First you, then Keesha, and then my sweet girlfriend will be in the spotlight and win,” you hear Kenneth tell Alicia. You stand in the doorway quietly watching the scene unfold. Kenneth stands overtop of Alicia's body and he turns to look in your direction - you run away before he sees you, and try to find anybody who will listen!



**12**

## Framed - Alex

1. [Students travel to the digital tech/yearbook classroom for first QR code]

Alex is the Yearbook editor for the school. He is very friendly but he seems to spend just a little too much time in the Yearbook classroom. He is best friends with Kenneth, the captain of the science team. You are working diligently on the Yearbook when you hear something down the hallway and get a little scared. You wonder who or what that could be and decide to check it out.



2. [Students travel to the hallway for their next QR code]

As you walk down the hallways you see that there is some fabric or something all bundled up on the ground. As you get closer, you realize it's just a sweater. You decide to bring it to the Lost-and-Found in the office. As you're walking towards the office, you are looking everywhere for where that noise could have come from. There's no one in sight.



3. [Students travel to the main office for QR code]

Classically, the office is closed since it is after hours. You leave the sweater folded nicely on the chair beside the office door. Just down the hall, you see that the lights are on to Mrs. Smelt's room (the Art room) and decide to just say hi.



4. [Students travel to the art classroom for QR code]

You walk into the Art classroom but no one is there but the prom decorations are scattered everywhere. You thought it was a little weird but remember what Mrs. Smelt always said when you took her class, “Art is messy before it looks good.” You realize that you want a snack from the Cafeteria.



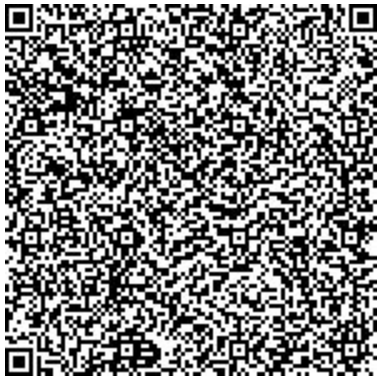
5. [Students travel to the cafeteria for QR code]

Lunch Lady Judy was still there cleaning the cafeteria from lunch. Since you are always working late on the Yearbook, she lets you get food from the cafeteria for free if she is there. You warm up some leftover fries in the microwave. While you are waiting for the fries to heat up, you grab some ketchup from the fridge but the lid wasn't put on properly so it sprays all over your hands, face and the front of your shirt. Lunch Lady Judy just cackles at the mess you made.



6. [Students travel to the girls washroom for QR code]

You ditch the fries and go to the washroom to get cleaned up. You can still hear Lunch Lady Judy laughing as you walk down the hallway. While you are getting all the ketchup off you, you make a huge mess of it all over the sink and the paper towel dispenser. You try to clean it up but apologize in your head to the janitor, Mr. Filch, that he'll have to clean this up later. As you are leaving the washroom, you run into Kenneth and he asks why you were in the girls' washroom. You didn't even realize; you were just trying to get the ketchup off you. Kenneth asks if you want to head to the drama room with him. Or you could go see if Mr. Filch is actually around to let him know about the mess you made in the girls' washroom.



7. [Option One - Janitor's office]

You decide to be a good person to find Mr. Filch. You turn the door handle to the Janitor's office just to find it locked. Dead end. Head back to the girls' washroom.



8. [Option Two - Drama Room]

You decide to go along with Kenneth and take an even longer break from the Yearbook. The drama kids are gone for the day after rehearsing for Little Shop of Horrors. Kenneth said he had to go grab something and to meet him stage left of the drama room. He comes back with another badminton racket. You think this is super random but shrug it off. You both notice a girl you've had class with, Alicia, come in the other door of the drama room. She's looking through the bins full of props for something. Kenneth decides to play a joke on her and blasts music from LSOH to scare her. She was holding a bag of fake blood and it popped all over her. You and Kenneth start laughing hysterically. You decide to go to your locker to see if have an extra shirt since yours is still stained red.



9. [Students travel to the locker]

When you arrive at your locker, you see that it is ajar and the lock is broken off. You start to panic a little and rummage through your locker to see if anything is missing. Nothing seems to be missing. You forget about your ketchup-stained shirt and toss the badminton racket Kenneth gave you in your locker. You're really scared--why would anyone want to go through your locker? You run to see if Lunch Lady Judy was still here to see if she could help you. She would be heading home about now so you run to the parking lot.



10. [Students travel to door to Parking Lot]

When you get to the door that goes to the Parking Lot, you find that it is locked. You decide that this is getting too much and just want to go home. You go to the side door that leads to where you are parked on the street.



11. [Students travel to side door]

As you are leaving, there is a police officer standing there and seemed to be waiting for someone. You make it three steps out of the door and the police officer is telling you to raise your hands above your head and turn around. As he is handcuffing you, he is telling you that you are under arrest for the murder of Alicia. And now you wonder if you're being arrested for a crime you didn't commit or for the colour of your skin.



**Teacher Resource - QR Codes to be placed around the school:**

**KENNETH 1 - STORY TO BE HANDED TO STUDENTS IN LIBRARY AND LEAD THEM TO FIRST QR CODE. THESE QR CODES CAN BE CUT OUT AND PLACED AROUND THE SCHOOL TO FOLLOW THE MURDER MYSTERY CREATED.**



2



3



4



4 result



5



5 result



6



7



8



8.1



8.2



8.3



9



10



11



11.1



11.2



12





**ALEX QR CODES - CAN BE CUT OUT AND PLACED AROUND THE SCHOOL FOR STUDENTS FOLLOWING ALEX'S STORYLINE:**



1



2



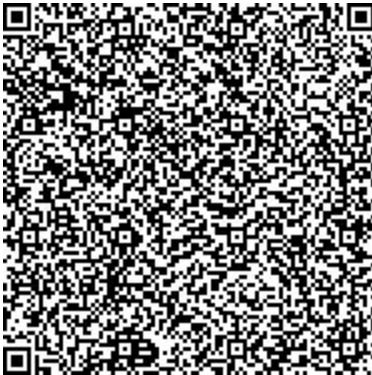
3



4



5



6



7



8



9



10



11

## ENGLISH LESSON PLAN - ENG3U

**Date:** TBD

**Title of the Lesson:** Murder We Wrote

**Unit of Study:** Creative Writing

**Background Information:**

- No background information is required; this is an introduction lesson for creative writing/murder mystery

**Assessment:**

- Diagnostic: Completed QR Murder Mystery handout
- Formative: Planning, rough drafts, and edited murder mystery story
- Summative: Completed murder mystery story

**Overall Curriculum Expectations:**

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience.
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

**Oral Communication**

- 1.2 Select and use the most appropriate active listening strategies when participating in a range of situations.
- 1.8 Identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power.

**Writing**

- 1.1 Identify the topic, purpose, and audience for a variety of writing tasks.
- 1.2 Generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate.
- 1.4 Identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing.
- 2.2 Establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing.
- 2.3 Use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience.
- 2.4 Write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas.
- 2.6 Revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies.
- 3.1 Use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors.
- 3.3 Use punctuation correctly and effectively to communicate their intended meaning.
- 3.5 Regularly proofread and correct their writing.

4.1 Explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps they can take to improve their skills.

**Learning Expectations:**

1. Understand the components of a short story and how to utilize them in their own (Character, plot, etc).
2. Use self and peer editing tools to enhance and finesse their short stories.

**Lesson: 90 minutes**

1. 10 minutes - Short lecture about the components of a short story (ie. setting, plot, etc.) until a third party runs into the classroom exclaiming “There’s been a murder!”?
2. 20-30 minutes - QR Murder Mystery Scavenger Game. Students will be divided into four groups and given one storyline in the Murder Mystery (they will not know what role their character plays until the end). Students will travel around the school following the QR codes they scan until they reach the end of the story.  
Scavenger hunt instructions, rules, and handout are all attached.
3. 5-10 minutes - Each group presents a summary of their storyline and which character they played.
4. Remainder of class: Each student works on the rough outline of their short murder mystery story.

**SCAFFOLDING ACTIVITIES:**

**Creative Writing:**

- Students can continue from this lesson to write a murder mystery in their groups (handout attached). This will be based loosely on the murder mystery scavenger hunt.
- There will be a peer review period for these stories (handout attached).
- Both the peer review and completed story will be handed in for assessment.
- This mini-unit could take five class periods.

**Social Justice:**

- There can be a discussion and research about the injustice of being falsely accused of crimes. What impact does this have on the individual? On all those involved? On the community? How does the appearance or background of a person (intersectionality) relate to this problem? Etc.

**HOMEWORK:**

- Work on the rough draft of their Murder Mystery story.

**MATERIALS:**

- Electronic device with an app to read QR codes or the like.
- Hand out for QR Murder Scavenger Hunt
- Paper & pen or chromebook to start a rough draft of their Murder Mystery story.
- Assignment Guidelines & Rubric
- QR codes already in place

**Modifications:**

Any IEP modifications will be followed.

# Murder Mystery Activity Rubric

Name: \_\_\_\_\_

Total Points: \_\_\_\_\_

<p style="text-align: center;"><b><u>Concerns</u></b> Areas that need work (3 Points or Below)</p>	<p style="text-align: center;"><b><u>Criteria</u></b> Standards for this performance</p>	<p style="text-align: center;"><b><u>Advanced</u></b> Evidence of Exceeding Standards (4 Points or Above)</p>
	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>● Shows a thorough understanding of the Murder Mystery process</li> <li>● Touches on all key aspects of a murder mystery</li> <li>● Clearly and concisely relays information to the audience</li> </ul>	
	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>● Displays a high level of creativity in regard to the group created murder mystery</li> <li>● Written story is engaging and all relevant aspects about characters, plot, and setting are considered and engaged with</li> <li>● All group members participate equally</li> </ul>	
	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>● Satisfies page requirement (3 pages)</li> <li>● Grammatically correct with little to no mechanical errors</li> </ul>	
	<p><b>End Commentary</b></p> <ul style="list-style-type: none"> <li>● Group fully participated in the murder mystery QR code hunt</li> </ul>	

ENG3U  
CREATIVE WRITING

NAME: \_\_\_\_\_

# Murder Mystery QR Story Handout

USE THIS HANDOUT TO TRACK YOUR STORYLINE

Main Character (the storyline you're following):  
Description:

Supporting Characters:

1.  
Description
2.  
Description
3.  
Description
4.  
Description
5.  
Description

Main Setting:  
Supporting Settings:

Plot (Exposition, Rising Action, Climax, Falling Action, Denouement):

Conflict:

Summary of Experience:

Additional Thoughts:





# MURDER MYSTERY

## INSTRUCTIONS

1. In your groups, you will receive a character name. You could either be **Alicia, Kenneth, Alex, or Matilda.**
2. One person will need to carry their phone or tablet with a QR code reader. To begin the assignment, you will be provided a QR code and your group will work together to try and solve the murder mystery.
3. Once you know what your first step is (you have completed the first QR code), you will follow the steps and scan the codes as you are led to them.
4. **Codes are labeled for specific characters - please make sure you are sticking to your own story line!**
5. No spoilers, please! Don't exchange information with other groups.
6. Once you are finished, please return to the classroom for further instruction.

**\*\* Make sure you track your steps with the handout! \*\***

Be respectful of the classes going on around you - if anyone gets too disruptive, they will be asked to go back to the classroom.



# MURDER MYSTERY

## TRACK YOUR INVESTIGATION

In the space below, reflect on your experience. What happened? Did your group work together well? What could have worked better? Provide any additional thoughts about the murder mystery you just participated in.

CRIME SCENE CRIME SCENE

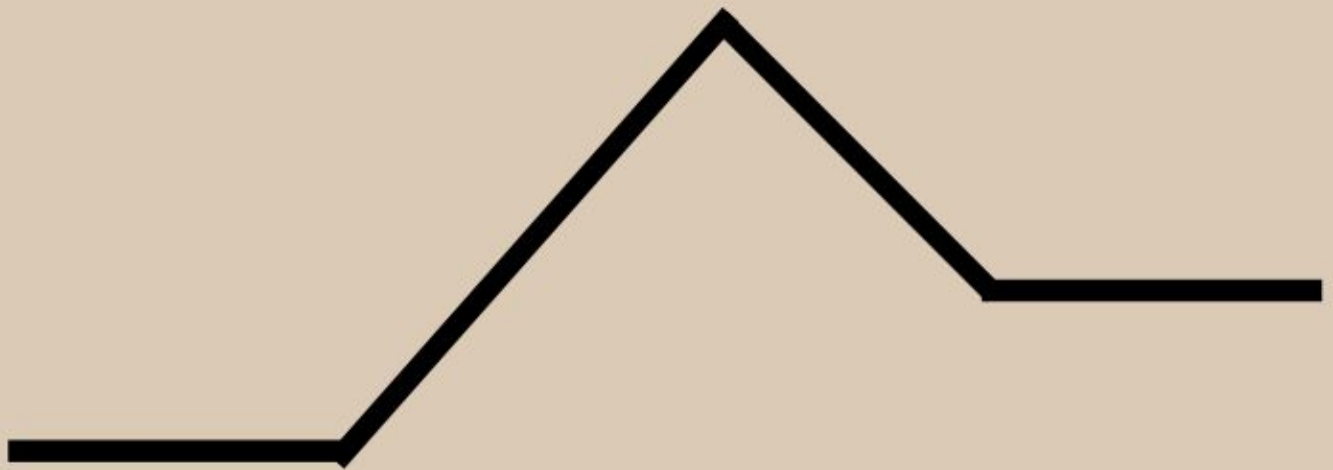




# MURDER MYSTERY

## TRACK YOUR INVESTIGATION

On the graph below, plot out your story. What is the **exposition**, **rising action**, **climax**, **falling action**, and **denouement** of the story?



CRIME SCENE CRIME SCENE



# MURDER MYSTERY

TRACK YOUR INVESTIGATION

Characters

Descriptions

CRIME SCENE

CRIME SCENE



# MURDER MYSTERY

## CREATING YOUR STORY

Now that you've completed our murder mystery, it is time to create your own! Based on your experience and what you learned, you will create your own story using the same principles as the murder mystery you just participated in.

### SUCCESS CRITERIA:

1. Everyone will create their own story.
2. Make sure there are no spelling or grammar mistakes!
3. Be as creative as you want - the more outlandish, the better! Just make sure you make meaningful connections between each "clue" you provide.
4. Make sure you hand in all your rough work with the final assignment. That includes all the "Track Your Progress" worksheets you completed during the murder mystery.
5. Your final story should be approximately 3-4 pages, double spaced, in length.
6. Create a cover for your story! This can be hand-drawn or completed digitally. Make sure the cover is relevant to your story. You might even want to incorporate a few clues!



# MURDER MYSTERY

## PEER REVIEW

Below, please provide two "star" comments (things the group did well on) and one "wish" comment (constructive feedback on how the group could improve their story). You will have a chance to discuss your stories together after the initial edit.

