# CHAPTER 12 SELF-CHECK

## Be a Crimebuster

*Match each word in Column A with the its definition in Column B. Write the letter of the correct definition on the line in Column A.*

Column A

_____ 1. citizen's arrest

_____ 2. police report

_____ 3. crimebuster

_____ 4. crime stoppers

_____ 5. high-crime area

_____ 6. stranger

_____ 7. witness to a crime

_____ 8. police emergency number

_____ 9. scam

_____ 10. crime pattern

Column B

a. The regular, predictable repetition of crime or of the way crime happens usually in a certain area.

b. A person who saw or can give a first-hand account of a crime.

c. The number to call in a crime emergency (911).

d. An obtaining of money illegally by deceiving the public.

e. A person who is not an acquaintance.

f. A neighborhood that has a higher crime rate than is the average.

g. An organization in the United States and in Canada that rewards citizens who help to solve crimes.

h. An ordinary citizen who helps to prevent or to solve a crime.

i. An arrest made by someone who is not a police officer.

j. A legal record of the crime; written proof that it was told to the police.

## Be a Crimebuster

| WRITING ACTIVITY | *Suppose you witnessed a crime being committed. It is important to report a crime as quickly and completely as possible. Read each item below. Write your answers in complete sentences.* |

1. List five things the police would probably want to know about any suspects you saw or heard.

   _____

   _____

2. List three things you might be able to tell the police about any car or truck that was used.

   _____

   _____

3. List two other things the police would want to know about the crime. _____

   _____

   _____

4. Who are you going to call in the case of a crime emergency?

   Write the phone number to call the police: _____

   Write the phone number to call for an ambulance: _____

5. List anything else you could do to help a victim. _____

   _____

   _____

| COLLABORATIVE LEARNING ACTIVITY | *Form pairs. Working with your partner, complete this activity. If time allows, present your team's work to the class.* |

*How good is your memory? Would you make a good witness?*

- Look out the window for about 30 seconds (half a minute). Pay attention to people, buildings, and things going on.
- After 30 seconds, try these two memory games: First, make up three questions for your partner. For example, you could ask how many people were at the bus stop, or what kind of car drove by. Second, think of a person or building you both remember. Share with your partner as many details as you can.
- Compare and contrast your descriptions—things that were the same and things that were different.
- Draw conclusions about how people remember and how you can practice to improve your memory.

Name/Date: _____

## News Article Summary

Who wrote the article: _____

Title of the Article: _____

When did the events in the article occur?

Where did the events occur?

List all that are named in the article with their titles if given:

What was the article about?

Why is this article important?

What did you learn from the article?