Each student took this preassessement on inductive and deductive reasoning online:

http://global.oup.com/us/companion.websites/9780199846313/student/chapter1/quizzes/post-quiz/1e/

I recorded their score to compare later. Students also completed this self-evaluation:

http://www.strath.ac.uk/careers/skills/peopleskills/teamworkcollaborationskills/

I recorded scores to compare later as well.

One day a week we worked on our Crime Scene Detective Theft Unit and the other day we read one of *The Adventures of Sherlock Holmes.* Our crime scene unit entailed learning some basics and then each student becoming an expert on a topic and then teaching the class about it. In 6th grade the topics taught were: blood analysis, ballistics, bombs, and DNA. In my 7th/8th grade group the topics covered were: fingerprints, ballistics, DNA, and etymology. I have attached the pages we used for this along with the rubric for scoring their presentations and their note outlines.

After reading each adventure we had a class discussion in which I lead. Students received participation points for the discussions. There was one day I missed due to a family funeral so I left some questions for them to answer and they were graded. I attached that sheet as well.

After reading all 12 Adventures students were asked to select an essay topic to write about. I have attached the directions and the rubric used to score them.

A local man who is on the local police force along with the county homicide task force and the crime scene unit came and spoke to students near the beginning of December. He was very informative and answered a lot of questions that students had about the job that he does.

To wrap up our unit we attended the 221B Baker Street Escape Room at Union Station.

During the unit students also played the 221B Baker Street Game (they found this very difficult), completed a hands on breakout in the classroom about area and perimeter (both groups were successful), and played the Escape the Room: Mystery at the StarGazer's Manor Board Game (one group was successful).

On December 14th we went to the 221B Baker Street room at Union Station's Escape Room. Our group of 8 students and 2 adults broke out with a little less than 3 minutes left!

Growth on the inductive and deductive reasoning quiz was 58% and growth on the Likert scales' average was 42%.

We achieved our main goals of improving or inductive and deductive reasoning and improving our ability to cooperatively work together.

My students thoroughly enjoyed this unit and are eager to learn more! They have stated that this is their favorite unit they have done thus far and some of them have been with me for the last 3 years. I will do this unit again in 3 years when I have a new set of middle school students to work with. I am so excited to have stumbled upon this grant. It has not only had a huge impact on my students but also on the staff in our district. I have presented the breakout scenarios to both the elementary and middle school staffs and they have been using them in their classrooms. I even did a collaborative breakout

with one of the fourth grade math teachers. The higher level thinking skills are being used that we are always striving for them to get to and they are having fun.