

Case Histories\Map Problems

Name of Search	Type	Major Learning Point for Find
1. Hopewell search	Urban	Reflex tasking, canvass
2. Fluvanna	Rural	Reflex tasking
3. Greendale	Rural	Reflex
4. Clairmont	Rural	Extended searching
5. Virginia Beach	Urban	Investigation
6. Shenandoah	Wilderness	Reflex
7. Quinque	Rural	Reflex
8. Farmville	Suburban	Reflex
9. Harper's Ferry	Rural	Complex
10. Richmond	Urban	Complex

Map Problem Instructions:

Several different instructional strategies may be used to present the map problems. The problems may be presented as a group exercise. The instructor should inform the class they will be responsible for collecting investigative information and deploying resources. Information is collected by asking additional questions with the answers provided by the instructor. Resources are deployed by a student stating exactly where to send the resource. The students should respond to the affect; "search the residence" the instructor would respond "nothing found." Either the overhead should be shown or the initial map passed out to the group. The instructor should read the initial description. The class should then be asked to either ask investigative or deployment questions. The instructor may also elect to break the class into groups. Each group should determine investigative questions it wishes to ask. After all groups are allowed the opportunity to ask questions each group should write on their group maps where they wish to deploy resources.

Additional Comments: All the selected searches occurred between 1986-89. This passage of time was selected to insure a frank discussion is possible, since the statute of limitations has passed for any lawsuits. However, several changes in the SAR community have occurred. Development of higher standards for tracking dogs and mantrackers is a relatively new development. For this reason on many of the searches mantrackers and tracking dogs were not available at the time. Students at the completion of this course should request the deployment of these resources. However, in the interest of fairness, the students should be told "the resource is not available" versus making up bogus clues or trails.

Additional Resources: The color found on USGS topographic maps may be useful to students. If the instructor wishes to make a color overhead from the original topographic map the name of the USGS topographic map is provided. Alternatively, permanent color acetate markers may be used on the black/white copy to highlight water features, roads, fences, etc.