

THE CONDUCTIVITY CASE MYSTERY

NO PREP

Gamify your students' learning with this interactive and engaging Mystery Activity.

The Conductivity Case Mystery

Part 1 – Mission Briefing & Case Overview
Name: _____ Date: _____

Case File #521 – The Conductivity Case Mystery
Science students across several classrooms are reporting a strange observation during an electricity investigation. When a simple circuit tester was placed into different liquids, some liquids allowed electricity to flow and turn on a small light, while other liquids did not.

In some tests, salt water made the light glow brightly, while distilled water did not light the bulb at all. In other cases, vinegar caused a dim glow, and sugar water did not conduct even though the sugar “disappeared” after mixing.

Students observed that the amount of conductivity seemed to depend on what was dissolved in the liquid and whether the solution contained particles that could carry electric charge. Scientists suspect that this may be related to ions in solution. Ions are charged particles that can move through a liquid and allow electricity to flow.

Conductivity investigations include:

- Comparing distilled water, tap water, and salt water
- Testing acids like vinegar and lemon juice
- Comparing sugar solutions to salt solutions
- Observing differences in bright vs dim conductivity
- Connecting conductivity to charged particles in a solution

No single observation fully explains why some liquids conduct electricity.

You are a science detective assigned to investigate this chemistry mystery.

Your Mission

- Explain why some liquids conduct electricity and others do not
- Identify what kinds of dissolved substances create conductivity
- Describe what happens to particles in conductive solutions
- Propose an explanation for the results observed in the case

The underlying conductivity depends on what you discover.

Liquid Conduct Electricity?
If you are a detective, then answer the following:
What factors affect conductivity?
What substances make a liquid conductive while others do not?

Teach With Fergy



SCROLL
to take a look inside!

**DETECTIVE FILE ON CHEMICAL
REACTIONS IN OUR LIVES**

★ A complete student case file with guided worksheets for every step of the investigation.

★ 10 detailed evidence cards based on real *conductivity* research and real-world examples that include images, graphs, and text.

★ A full teacher answer key AND marking rubric with sample responses.

What You Get

NO-PREP. JUST PRINT TO GO!

Full investigation breakdown

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Conductivity investigations include:

- Comparing distilled water, tap water, and lemon juice
- Testing acids like vinegar and lemon juice
- Comparing sugar solutions to salt solution
- Observing differences in bright vs dim glow
- Connecting conductivity to charged particles

No single observation fully explains why some liquids conduct electricity better than others.

Part 3 – Evidence Log
For each Evidence Card, answer the questions below in 1–2 sentences in the columns provided. Use the evidence to support your answers.

1. Summarize the evidence in your own words.
2. Choose the one category that best fits each piece of evidence.
3. What question does this evidence raise for you?

Example Evidence Log Entry (Model response only)
This evidence suggests a cause because dissolved salt separates into ions that can charge through the water.

Part 4 – Suspect List: Why Do Some Liquids Conduct Electricity?
Rank the suspects from 1 (most responsible) to 5 (least responsible). Rank can only be used once.

Suspect | **Rank** | **Why You Ranked It This Way**

Temperature of the liquid
Dissolved ions carrying charge
Water molecules moving freely
Neutral molecules that do not form ions
Metal pieces in the liquid

Evidence Card 4 – Vinegar Dim Glow
Vinegar caused a dim glow, which became slightly brighter when the vinegar was diluted with water.

Evidence Card 5 – Tap Water vs Distilled Water
Tap water produced a faint glow compared to distilled water, which produced none.

Evidence Card 6 – Baking Soda Solution
A baking soda solution produced a medium glow and left a slightly slippery feel on the container.

Interpretation & Recording Data

10 Evidence Cards to Determine Culprit

HOW THIS ACTIVITY HELPS YOU

- Saves prep time with a fully structured, print-and-go investigations.
- Drives high engagement while still meeting academic goals as students are interested in what they're doing.
- Builds deep understanding with **real-world relevance** as the students analyze real evidence, make connections, and using CER to explain everyday chemistry.

10-PART INVESTIGATION

Students:

1. Step into the role of a Science Detective.
2. Examine real scientific evidence from around the world.
3. Track the hidden pathways of **conductivity** and how it's an example of everyday chemistry.
4. Interrogate suspects (liquid temperature, dissolved ions, etc.) and identify the main culprits.
5. Build a scientific case using Claim-Evidence-Reasoning.
6. Propose real solutions that matter.

★★★★★ The added images and graphs enhanced the activity. My students were engaged and motivated during the case study, and it was an effective introduction to the topics. - Mystery Resource Buyer

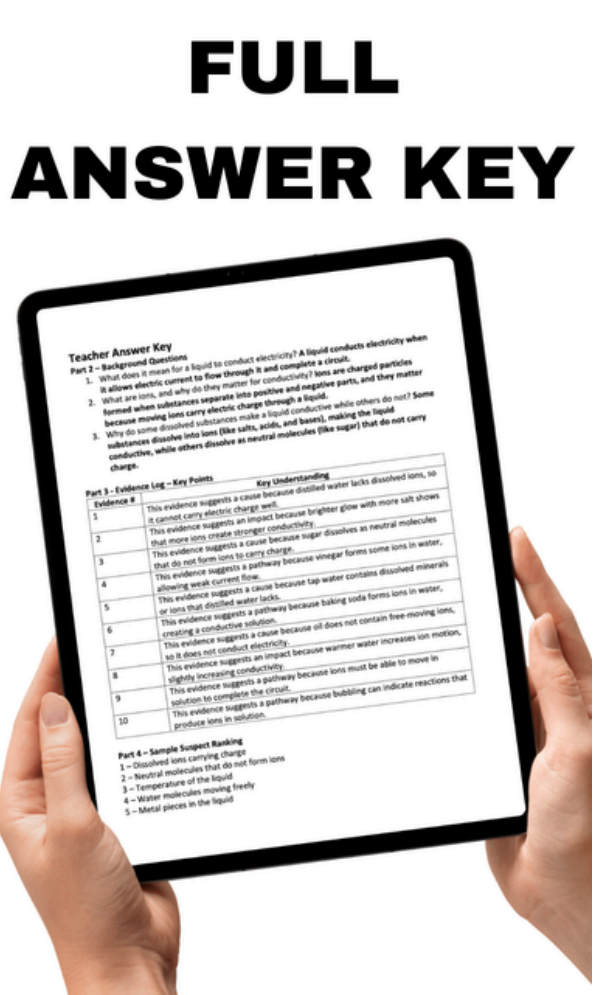
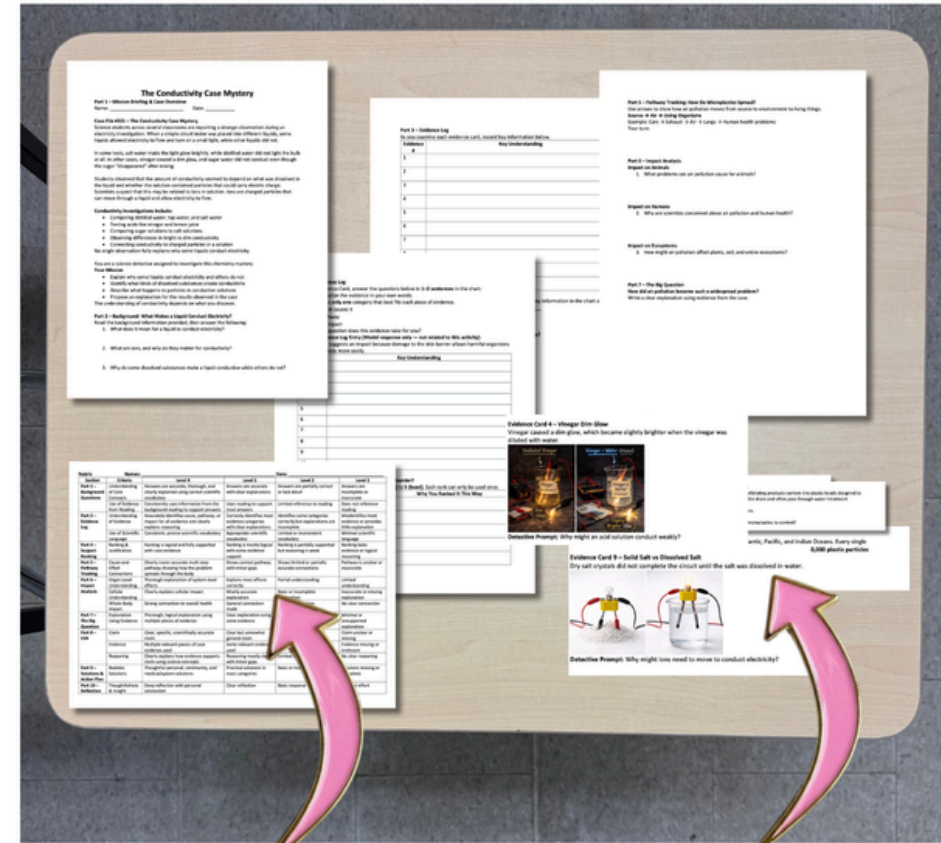
HOW THIS MYSTERY WILL HELP YOU



- Prep-FREE and fully editable Mystery Investigation - just print/upload and assign with no materials.
- **Evidence Cards** can be printed with and without images or projected on board.
- Engages every learner through hands-on, high-interest mystery investigations that boost motivation and participation.
- **Builds essential skills** such as graph interpretation, problem-solving, teamwork, creativity, and communication.

What Will Your Students Learn?

FULLY EDITABLE AND READY-TO-GO INVESTIGATION



“★★★★★ This is very well crafted and it great to use for a subplan but also when I am in-class with students. They enjoy the detective layer of the work and it kept the students engaged. - Mystery Resource Buyer”

- ✔ What it means for a liquid to conduct electricity
- ✔ How electric current completes a circuit
- ✔ What ions are and why they matter
- ✔ Why salts, acids, and bases form ions in water
- ✔ Why sugar dissolves but does not conduct
- ✔ Why distilled water conducts poorly
- ✔ How ion concentration affects brightness
- ✔ How temperature affects particle motion
- ✔ How to use Claim–Evidence–Reasoning (CER) to support scientific explanations
- ✔ How chemistry connects to real-world applications

Part 1 & 2

The Conductivity Case Mystery

Part 1 – Mission Briefing & Case Overview

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In some tests, salt water made the light glow brightly, while distilled water did not light the bulb at all. In other cases, vinegar caused a dim glow, and sugar water did not conduct even though the sugar “disappeared” after mixing.

Students observed that the amount of conductivity seemed to depend on what was dissolved in the liquid and whether the solution contained particles that could carry electric charge. Scientists suspect that this may be related to ions in solution. Ions are charged particles that can move through a liquid and allow electricity to flow.

Conductivity investigations include:

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No single observation fully explains why some liquids conduct electricity.

You are a science detective assigned to investigate this chemistry mystery.

Your Mission

- Explain why some liquids conduct electricity and others do not
- Identify what kinds of dissolved substances create conductivity
- Describe what happens to particles in conductive solutions
- Propose an explanation for the results observed in the case

The understanding of conductivity depends on what you discover.

Part 2 – Background: What Makes a Liquid Conduct Electricity?

Read the background information provided, then answer the following:

1. What does it mean for a liquid to conduct electricity?
2. What are ions, and why do they matter for conductivity?
3. Why do some dissolved substances make a liquid conductive while others do not?

Part 1 – Mission Briefing & Case Overview

Students take on the role of science detectives and are introduced to the everyday chemistry of *liquids that conduct electricity*.

Part 2 – Background: Understanding Why Some Liquids Conduct Electricity

Students read a short background passage and answer guiding questions to build foundational understanding before analyzing evidence.

Part 3 & 4

Part 3 – Evidence Log

Students begin examining the evidence cards and record key information, observations, and insights in their evidence log.

Part 3 – Evidence Log

For each Evidence Card, answer the questions below in 1–2 sentences in the chart.

1. Summarize the evidence in your own words.
2. Choose the one category that best fits each piece of evidence.
☐ Cause
☐ Pathway
☐ Impact
3. What question does this evidence raise for you?

Example Evidence Log Entry (Model response only)

This evidence suggests a cause because dissolved salt separates into ions that can carry electric charge through the water.

Evidence #	Key Understanding
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Part 4 – Suspect List: Why Do Some Liquids Conduct Electricity?

Rank the suspects from 1 (most responsible) to 5 (least responsible). Each rank can only be used once.

Suspect	Rank	Why You Ranked It This Way
Temperature of the liquid		
Dissolved ions carrying charge		
Water molecules moving freely		
Neutral molecules that do not form ions		
Metal pieces in the liquid		

Evidence Card 8 – Temperature Change

Warm salt water caused a slightly brighter glow than cold salt water, same salt amount.

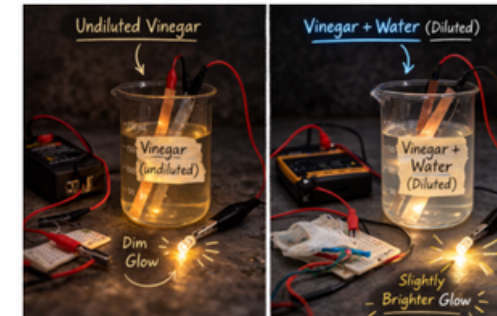
Water Temperature (°C)	Electrical Conductivity (mS/cm)	Relative Bulb Brightness
5°C (Cold)	42 mS/cm	Bright
15°C	47 mS/cm	Bright–Very Bright
25°C (Room Temp)	53 mS/cm	Very Bright
35°C (Warm)	59 mS/cm	Slightly Brighter

mS/cm tells us how easily electricity can flow. The higher the number, the better the liquid conducts electricity.

Detective Prompt: How might temperature affect electrical conductivity?

Evidence Card 4 – Vinegar Dim Glow

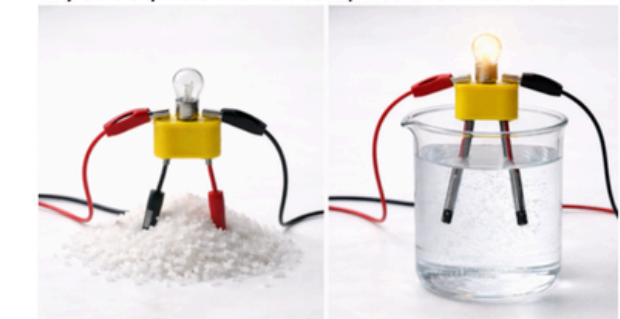
Vinegar caused a dim glow, which became slightly brighter when the vinegar was diluted with water.



Detective Prompt: Why might an acid solution conduct weakly?

Evidence Card 9 – Solid Salt vs Dissolved Salt

Dry salt crystals did not complete the circuit until the salt was dissolved in water.



Detective Prompt: Why might ions need to move to conduct electricity?

Part 4 – Evidence Analysis

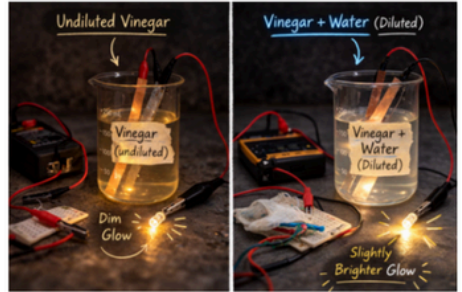
Students summarize each piece of evidence, identify what it reveals about which substances **conduct electricity**, and generate questions, building critical thinking and reasoning skills.

EVIDENCE CARDS

- All Evidence Cards come in two versions - *With images and graphs and Without* and can be printed or projected as needed. Note: Both contain data tables.
- Students analyze each Evidence Card and record the following in their **Evidence Log**
 1. Summarize the evidence in their own words.
 2. Determine what this evidence suggests
 - ❑ What causes it
 - ❑ Pathway
 - ❑ Its impact on particles and systems
 3. Explain what question(s) this evidence raises for them?

Images
&
Graphs

Evidence Card 4 – Vinegar Dim Glow
Vinegar caused a dim glow, which became slightly brighter when the vinegar was diluted with water.

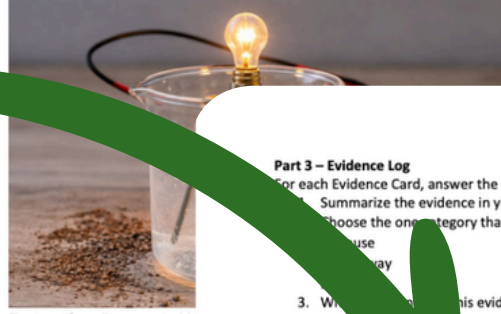


Detective Prompt: Why might an acid solution conduct weakly?

Evidence Card 5 – Tap Water vs Distilled Water
Tap water produced a faint glow compared to distilled water, which produced none.

Detective Prompt: What might tap water contain that distilled water does not?

Evidence Card 6 – Baking Soda Solution
A baking soda solution produced a medium glow and left a slightly slippery feel on the container.



Detective Prompt: Why might a basic solution conduct better than an acid solution?

Part 3 – Evidence Log
For each Evidence Card, answer the questions below in 1–2 sentences in the chart. Summarize the evidence in your own words. Choose the one category that best fits each piece of evidence.

	Category
1. What is the evidence?	
2. What is the question(s) this evidence raises for you?	
3. What is the answer(s) to the question(s) this evidence raises for you?	

Example Evidence: Soap helped break apart grease so it could mix with water. **Model response (only):** Soap helped break apart grease so it could mix with water.

	Key Understanding
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Part 4 – Suspect List: What Is Making the Cleaning Work?
Rank the suspects from 1 (most responsible) to 5 (least responsible). Each rank can only be used once.

Suspect	Rank	Why You Ranked It This Way
Measurement/observation error		
Disinfectants that kill microorganisms		
Surfactants that lift and carry away grease		
Acids or bases that react with certain messes		
Physical scrubbing and friction		

Evidence Card 6 – Disinfectant Effect
After a disinfectant wipe was used on a desk surface, a “germ indicator” test showed fewer signs of microorganisms than before cleaning.

Trial	Condition	Microbial Count (CFU per plate)
1	Before Cleaning	185
1	After Disinfectant	22
2	Before Cleaning	203
2	After Disinfectant	18
3	Before Cleaning	176
3	After Disinfectant	25
4	Before Cleaning	194
4	After Disinfectant	21
5	Before Cleaning	188
5	After Disinfectant	19

Detective Prompt: How is disinfecting different from removing visible dirt?

Evidence Card 7 – Warm Water Works Faster
Residue came off faster with warm soapy water than with cold soapy water.

Detective Prompt: How might temperature affect particle motion and cleaning?

Evidence Card 8 – Strong Smell Reduced
The odor from a lunch container decreased after washing and then improved more after using a disinfecting rinse.

Detective Prompt: What might be causing odors that cleaning removes?

Evidence Card 9 – Hard Water Comparison
With hard water, the soap made fewer suds and the surface felt harder to rinse clean than with soft water.

Detective Prompt: What might minerals in water do to soap performance?

Evidence Card 10 – Safety Label Clue
Some cleaners warned “do not mix with other products” and required ventilation during use.

Detective Prompt: What does this suggest about chemicals and reactions in cleaning?

Text
Only

Part 5-7

Part 5 – Pathway Tracking: How Does Electricity Travel Through a Liquid?

Use arrows to show how electrical energy moves in a liquid.

Power source → Circuit completed → Charged particles move in liquid → Current flows → Bulb lights

Example:

Battery → Wires → Salt water → Ions move → Current flows → Bulb glows

Your Turn: Choose one tested liquid from the case and trace what happened.

Part 6 – Impact Analysis

Impact on Particles

What happens to particles in a liquid when it conducts electricity?

Impact on the System

What happens to the circuit when a liquid contains moving charged particles?

Impact on Measurements

Why might one liquid make the bulb bright while another makes it dim?

Part 7 – The Big Question

Why do some liquids conduct electricity while others do not, even when both appear clear and fully dissolved? Use evidence from the case to explain how particle type and movement affect conductivity.

Part 5 – Suspect List

Students rank possible issues, defend their choices, and determine which suspect is most responsible for the problem.

Part 6 – Pathway Tracking

Students why certain *liquids conduct electricity* and why some do not.

Part 7 – Impact Analysis

Students analyze how *conducting liquids* are affected by everyday chemistry using evidence from the case to support their answers.

Part 8-10

Part 8 – Claim–Evidence–Reasoning (CER)

Claim

What is the main reason some liquids conducted electricity in this case?

Evidence

1.

2.

Reasoning

Explain how your evidence supports your claim.

Part 9 – Solutions & Action Plan

Personal Actions

Classroom Actions

Scientific / Experimental Actions

Part 10 – Reflection

One thing that surprised me in this case was:

One change I would make after learning this information is:

Part 8 – The Big Question

Students synthesize all their learning to explain the main cause of the problem in this case.

Part 9 – Claim-Evidence-Reasoning (CER)

Students write a structured scientific argument, making a claim, supporting it with evidence, and explaining their reasoning.

Part 10 – Reflection and Solutions

Students propose realistic actions at the personal, school/community, and scientific/environmental system levels, moving from awareness to problem-solving.

Full Teacher Answer Key

Teacher Answer Key

Part 2 – Background Questions

1. What does it mean for a liquid to conduct electricity? A liquid allows electric current to flow through it and complete a circuit.
2. What are ions, and why do they matter for conductivity? Ions are charged particles formed when substances separate into positive and negative parts. Many salts, acids, and bases form ions in water. For example, table salt separates into positively and negatively charged ions in water. These ions are free to move through the liquid. When the electrodes of a conductivity tester are placed into salt water, the moving ions carry electric charge between the electrodes, allowing the bulb to glow.
3. Why do some dissolved substances make a liquid conductive, while others dissolve as neutral molecules? Some substances dissolve into ions (like salts, acids, and bases), which are free to move and carry charge. Others dissolve as neutral molecules, which cannot carry charge.

Part 3 - Evidence Log – Key Points

Evidence #	Key Understanding
1	This evidence suggests a cause because distilled water does not carry electric charge well.
2	This evidence suggests an impact because brackish water conducts better than distilled water, indicating that more ions create stronger conductivity.
3	This evidence suggests a cause because sugar water does not conduct electricity, showing that substances that do not form ions cannot carry charge.
4	This evidence suggests a pathway because vinegar conducts electricity, showing that ions are present to carry charge.
5	This evidence suggests a cause because tap water conducts electricity, while distilled water lacks free ions.
6	This evidence suggests a pathway because salt water conducts electricity, showing that ions are present to carry charge.
7	This evidence suggests a cause because oil does not conduct electricity, showing that neutral molecules cannot carry charge.
8	This evidence suggests an impact because warm water conducts better than cold water, showing that temperature affects ion movement.
9	This evidence suggests a pathway because ion solutions conduct electricity, showing that ions are present to carry charge.
10	This evidence suggests a pathway because butyric acid conducts electricity, showing that it forms ions in solution.

Part 4 – Sample Suspect Ranking

- 1 – Dissolved ions carrying charge
- 2 – Neutral molecules that do not form ions
- 3 – Temperature of the liquid
- 4 – Water molecules moving freely
- 5 – Metal pieces in the liquid

Part 5 – Pathway Tracking

Battery → Wires → Salt dissolves into ions in water → Ions move and carry charge → Current flows → Bulb lights

Part 6 – Impact Analysis

Impact on Particles: In a conductive liquid, dissolved substances separate into ions that can move freely and carry electric charge through the solution.
Impact on the System: When ions move through the liquid, they complete the circuit, allowing electric current to flow from the power source through the tester.
Impact on Measurements: A brighter bulb means more current is flowing, which happens when there are more ions or when ions can move more easily.

Part 7 – The Big Question

Some liquids conduct electricity because they contain free-moving ions. Solutions like salt water and vinegar contain ions that can carry charge. Liquids like distilled water and oil do not conduct electricity because they lack free ions or contain neutral particles that cannot carry charge.

Part 8 – Claim–Evidence–Reasoning

Claim: Liquids conduct electricity because they contain free-moving ions that can carry charge through the liquid.

Evidence:

1. Salt water made the bulb glow brightly and became brighter with more salt.
2. Sugar water did not light the bulb even though the sugar dissolved.

Reasoning:

Salt dissolves into ions that can move through water and carry electric charge, completing the circuit and lighting the bulb. Sugar dissolves as neutral molecules and does not form ions, so it cannot carry charge. This explains why some solutions conduct while others do not.

Part 9 – Solution

Personal Action

Handle electrical equipment safely.

Classroom

Use low-voltage power sources.

Identify safety hazards.

Use appropriate equipment.

Measure conductivity.

Record data.

Share findings.

Reflect on learning.

Communicate results.

Collaborate with peers.

Seek feedback.

Present findings.

Discuss results.

Draw conclusions.

Apply knowledge.

Transfer learning.

Engage in inquiry.

Part 10 – Reflection

Part 10 – Reflection

One thing I learned

I learned that some liquids conduct electricity better than others.

One change I would make

I would make sure to use safety equipment.

I would make sure to record data carefully.

I would make sure to share findings with my group.

I would make sure to reflect on my learning.

I would make sure to communicate my results.

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I would make sure to share findings.

I would make sure to reflect on learning.

I would make sure to communicate results.

I would make sure to collaborate with peers.

I would make sure to seek feedback.

I would make sure to present findings.

I would make sure to discuss results.

I would make sure to draw conclusions.

I would make sure to apply knowledge.

I would make sure to transfer learning.

I would make sure to engage in inquiry.

I would make sure to handle electrical equipment safely.

I would make sure to use low-voltage power sources.

I would make sure to identify safety hazards.

I would make sure to use appropriate equipment.

I would make sure to measure conductivity.

I would make sure to record data.

I would make sure to share findings.

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THE OZONE LAYER MYSTERY

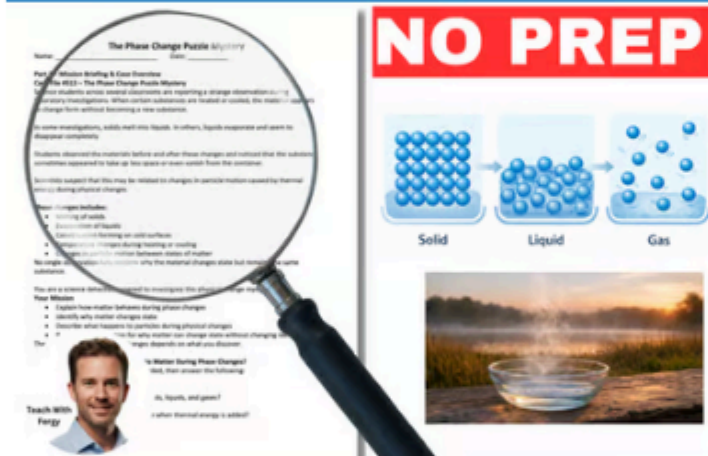
NO PREP



DETECTIVE FILE ON CHEMICAL REACTIONS IN OUR LIVES

THE PHASE CHANGE PUZZLE MYSTERY

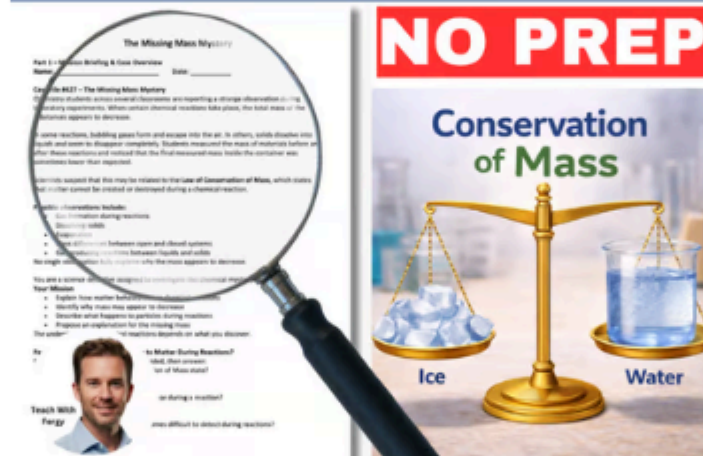
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THE MISSING MASS MYSTERY

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THE SOLUBILITY SURPRISE MYSTERY

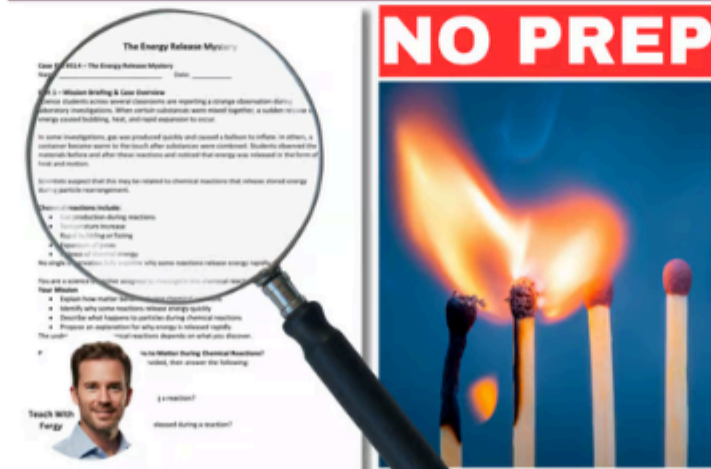
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DETECTIVE FILE ON CHEMICAL REACTIONS IN OUR LIVES

THE ENERGY RELEASE MYSTERY

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