

## Rationale

To communicate the difficulties in planning cities and habitat conservation, students will debate paths forward.

## Objectives

1. Students understand the affects of range reduction on a population
2. Students communicate the difficulties in habitat conservation and human development

## Aligned Standards

NGSS: Asking Questions, Defining Problems and Analyzing Data and Using Mathematics; Causation and Scale and Stability, Change  
LS 4.D: Condor ranges vary in distance to human cities or structures and affect the relationships between condors and humans.  
LS2.C: The condor’s environment changes as humans affect the environment both positively and negatively.  
ETS1.A: Available land and materials limit solutions to condor-human relationship difficulties. Proposals for solutions should arise.

## Time

One-day lesson  
Teaching time: one hour (approximately)

## Vocabulary

habitat  
range

## Materials

Poster Post-Its®

## Tech Integration

Maps illustrating historic range and current range in Maps photo library  
Tejon Mountain Village photo library  
Google Maps or Google Earth

## PROCEDURE – DAY 1

### IMAGES (10 minutes)

Open Google Maps or Google Earth and find Fillmore, Hopper Mountain, Bitter Creek, and Tejon Ranch on the map. Project the two images of Tejon Ranch and Tejon Mountain Village from the Geography photo library and discuss location, habitat conservation, and city planning.

### EXPLORE (30 minutes)

Choose the most appropriate level articles for the class from the Geography E resource library on the Online portal. Distribute articles and focus on how organizations must work together to build communities in the condor habitat. (Go further than the gridlock of Side A vs. Side B.) Expand to the complex nature of the many perspectives involved in getting things done. Have small groups of students read articles together and summarize, “Where do people agree on this issue?” and “Where do they disagree?” Summarize major plot points of the Tejon Mountain Village situation.

### PLAY (20 minutes)

Have students work in groups of three to represent some of the groups involved with the TMV decision-making. Include the Tejon Ranch Co., U.S. Fish & Wildlife Service, Future TMV homeowners, Audubon California, etc. Hold a dialogue between the groups, facilitating each group’s goals and suggestions.

## Before you begin

Look through the available articles on the Tejon Mountain Village, and select a few to use depending on your class.

## What to do

The difficulties in habitat preservation include many different perspectives that belong to individuals and organizations. Nevertheless, different groups and partners work together or around each other in community development.

### Images

Direct the students to a projection of Google Maps or Google Earth. Challenge students to locate Fillmore, Hopper, Bitter Creek, Tejon Ranch, the 5 freeway, etc. Then project the two images of Tejon Ranch and Tejon Mountain Village from the Geography photo library. Discuss the location, habitat conservation, and city planning by asking students: “What type of geographical landforms are in this area?” “Is the proposed area to develop within the range of the condor?” “Is this an area where a community of homes could be developed?” “Describe the habitat of the condor.” “What do you think the community called ‘Tejon Mountain Village’ could look like?” “What do you think it would take to plan a city?” “What type of research would need to be conducted?” Discuss different perspectives as they come up.

### Explore

Choose the most appropriate level and number of articles for the class. Distribute the articles to students in pairs. Reiterate how organizations work together to build communities in habitats such as the condors’. Have small groups or pairs read the articles together and answer: “Where do people agree on this issue?” “Where do they disagree?” Have the students summarize the major plot points of the Tejon Mountain Village. As they work on summarizing the plot points, bring the class back together as a whole and summarize the plot points on the front board as a class.

### Play

Divide the class again in pairs or small groups (not in the same group as before). Have students work in groups to represent some of the groups involved in the TMV decision-making. Include the Tejon Ranch Co., U.S. Fish & Wildlife Service, Future TMV homeowners, Audubon California, etc. Give the groups about 5 minutes to discuss the perspective they are taking on as a specific group. Walk around and facilitate group discussion to keep them focused on discovering their point of view. Answer questions as necessary.

Perform a town hall styled meeting where students hold a dialogue about the TMV situation. Facilitate a speaker from each group to point out goals and suggestions from their perspective. Insert personal stories belonging to the “Future TMV homeowners” group. Have students respond to each other’s statements and suggestions.

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ELL MODIFICATION:  
Provide instruction on how the informational text is structured.  
Outline some of the clues within journalistic writing.

ELL MODIFICATION:  
Have the students create subtitles for each paragraph in the article.

ELL MODIFICATION/  
OPTIONAL EXTENSION :  
Create a KWL Chart with three columns for lists of information that students “Know,” “Want to know,” and “What they have Learned.”