

### **Lesson Plan 3: GIS Activity 2 - What are they doing up there?**

Unit Question: What role does the California condor play in the California ecosystem, and how do changes in the ecosystem impact condors over time?

Science and Engineering Practices:

- Building and using models
- Analyzing and Interpreting Data

Teacher Prep: Have google earth application downloaded on student computers/tablets. Have the GPS data\* shared, or ready to share with students.

\*GPS Data from FWS Park Ranger: hoppermountain@fws.gov

**Lesson:** *(Two class periods)*

#### **1. Warm up: [Condor chick nest cam clips](#)**

- Have students write what they wonder on post it notes for the question board

#### **2. Re-watch the Anchor video** of the Condor Feeding Frenzy Video [\(1\)](#)

- Class discussion: Lead students to think of foraging, searching for food.
- Next lesson is building the Hopper Mountain food web

#### **3. Using a GIS – Google Earth (Week 2 Data)**

- Guiding Question: As condor biologists using a GIS, what patterns do we begin to recognize? What is a condor doing most of the time? Why?
- Have students use their [GIS Datasheets](#)
- Have them collect data for their assigned condor for Week 2.
- Teacher will enter the student's data into the [Teacher Database](#). Or have a student representative from each group enter the data into the Teacher Database.
- After the activity, have students write 1-2 additional questions that they have (based on what they observed from the GIS activity) on Post-Its. Have students add their questions to the question board.