CONDOR COUNTRY II GEOGRAPHY B

Rationale

Recreating the landscape of condor territory, students will understand the natural habitat of the condors and be aware of the differences between nesting and foraging territory.

Objectives

1. Students identify and represent landforms in condor habitat
2. Students understand the necessary resources for condors

Aligned Standards

NGSS: Communicating Information; Systems LS2.C: Condor nest sites and local landforms supply resources, which affect condor reproduction and survival.

Time

Day 2 of two-day lesson Teaching time: one hour (approximately)

Vocabulary

habitat
nesting
foraging

Materials

Images of nest sites
Clay or paper for habitat representation
If paper theater: scissors, tape/glue, pencils/crayons
Templates if necessary

Tech Integration

Maps photo library
Nest Sites photo library
Google Maps and Google Earth

PROCEDURE – DAY 2

IMAGES (10 minutes)
Facilitate a student review of nest site images from the previous lesson in class-encompassing PowerPoint format or individually via tablet.

CREATE (40 minutes)
Distribute materials for habitat illustration (clay or paper, depending on materials). Students are required to show the following in their habitat: 1. A nest site, 2. Water source, 3. A perch. Students display and explain their habitat in small groups.

Variation: create condor or carrion characters glued on Popsicle® sticks. Add these to the theater.

CONNECT, EXTEND, CHALLENGE
THINKING ROUTINE:
"This routine works well with the
whole class, in small groups or
individually. Keep a visible record
of students' ideas. In small groups,
ask students to share some of their
thoughts and begin a collection of
ideas in each of the three categories.
You will have students write their
individual responses on post-it notes
and add them to a class chart on
the board. Keep students' visible
thinking alive over time: Continually
add new ideas to the lists and revisit
the ideas and questions on the
chart as students' understanding
around a topic develops."

Before you begin

Prepare to project photos of landforms and nest sites from the corre-
sponding photo libraries. Gather materials for condor theaters: land-form
and tree-line templates, glue, colored paper, card stock, scissors, etc.

What to do

Connect, Extend, Challenge
"This routine helps students make connections between new ideas and prior
knowledge. It also encourages them to take stock of ongoing questions, puz-
zles, and difficulties as they reflect on what they are learning."

On the board or on an easel, create 3 columns and label them "Connect," "Extend," and
"Challenge." When the class is ready, ask them to reflect on the previous lesson about
the condor's habitat. You might choose to project an image to refresh their memories.

CONNECT: How are the ideas and information about land-
forms CONNECTED to what you already knew?
EXTEND: What new ideas did you get that EXTENDED or pushed your thinking in new directions?
CHALLENGE: What is still CHALLENGING or confusing for you to get your
mind around? What questions, wonderings, or puzzles do you now have?"

Students can record their responses in their observation journals or write them
on post-it notes to put under each column. Ask for volunteers to share one or all
of their responses. If a student is challenged or confused about a concept, pro-
vide additional information to clarify or suggest that further research be con-
ducted. This may be a good opportunity for an individualized learning project.

Once the discussion has concluded, tell the class that they will be creating a 3-D theater to
demonstrate what a nest site looks like. This will be done with cardboard, construction paper,
and various colors of card stock. Before passing out materials, first display the finished project
at the front of the room, holding up materials while describing each step. You can go through
the process a second time with the class following along to ensure a successful outcome.

1. Take 2 sheets of construction paper, each 7 inches square. Use a
   ruler to divide them into ten ¾ inch lines. Fold along the lines to
   make two accordion shapes for the sides of your theater.
2. Glue the accordion shapes to the 4 inch sides of the card-
   board base. Your theater is complete.
3. To create the nest site scene, have students choose a sheet of card stock for back-
   ground color (white or blue works well). They may choose to add details that they
   may find in the sky at a nest site, such as other condors, predators, or the sun/
   clouds. These details should be very small and faint as they are far from the site
   itself. Slide this sheet into the rear of theater between the accordion folds.
4. The remaining card stock sheets will be for different features of the habitat. Have
   the students choose a color for the mountains. Placing it landscape (9 inches across
   the bottom), near the top of the sheet, draw the mountaintop and cut it out with
   scissors. Using markers or paints, add details to the mountain, such as crevices and
   cavities where the nests may be found. A featured nest site should be indicated.

5. Choose a color to represent trees, foliage, or rocks that might act as a perch near the nest site. This can be done by drawing out the perch and surrounding shrubs, lower than the mountaintop, and cutting across with scissors. Keep in mind that all card stock should maintain a width of 9 inches.
6. Another color should be chosen for the base of the mountain, indicating a water source. Cut along this one about 2 inches from the bottom so it drops to the lowest level of the theater.
7. Place cards into the theater in order to create a 3-D effect of the Condor's habitat.

When everyone is finished, have the students place their theaters on their desks and allow them to individually share the features they included.

OPTIONAL EXTENSION: For steps 4 and 5, use given templates for mountains and tree line.

OPTIONAL EXTENSION: You may choose to have students create a frame for the front of their theater that resembles rocks or shrubs.
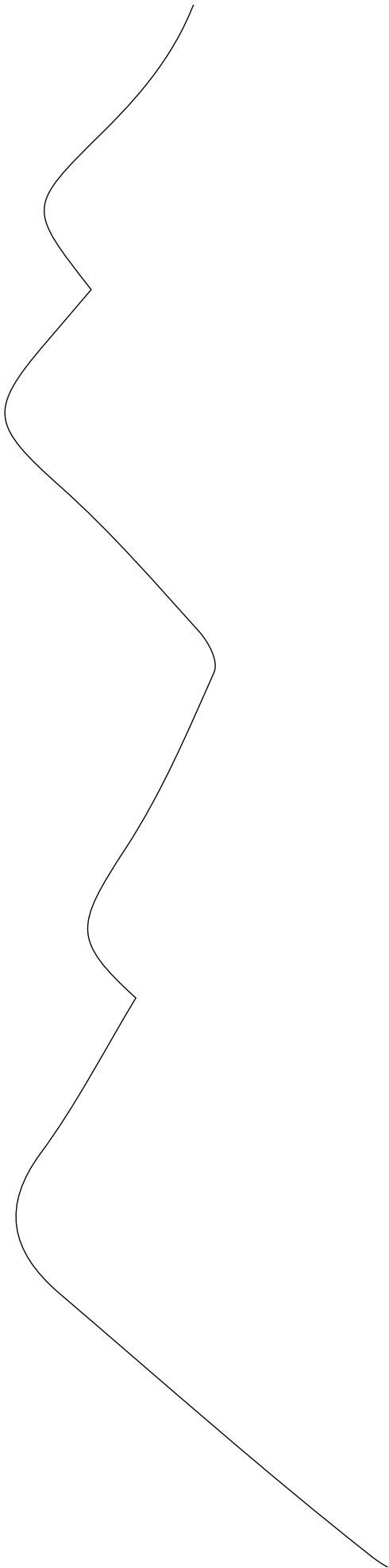
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Optional Mountain & Tree line