

Lesson Plan: What's on the Menu?

Grade/Level	Middle school
Time Allotment	1-2 class periods
Content Area(s)	Life science, Food chains, Energy flow

Objectives

Students will use prey items collected from a Bald Eagle nest to describe that energy in an animal's food was once energy from the sun. In the process, they will learn about ecosystem interactions, energy, and dynamics.

Curricular Connections

5-PS 3-1: Use models to describe that energy in animal's food was once energy from the sun.

LS1: From Molecules to Organism's Structures and Processes

LS1.C: Food provides animals with materials they need for body repair and grow

LS 2. Ecosystem: Interactions, Energy and Dynamics

Instructional Materials

- Prey logs and information from the Decorah North Nest. Teachers may also use information from the Fort St. Vrain nest in Platteville, CO for this lesson.
- Drawing paper and pencils

Resources

- Basic Bald Eagle information, including diet: <u>https://www.allaboutbirds.org/guide/Bald_Eagle/lifehistory</u>
- Slideshow with basic information about the North Nest: <u>https://bit.ly/2y0l6sL</u>
- North Nest prey table (included at the end of this lesson plan)

- Prey blog on the North Nest <u>https://www.raptorresource.org/2018/08/09/whats-on-the-menu-at-the-decorah-north-nest/</u>
- Live stream: <u>https://www.raptorresource.org/birdcams/decorah-north-nest/</u>

Background Knowledge

Basic information about the North Nest and its inhabitants will help teachers and students understand the local prey base. The live stream provides a look at the North Nest territory.

Opener

Ask the following questions:

- What is the typical diet of a bald eagle?
- What might be included in the diet of the Decorah North eagles?

Procedure/Method/Activity

Read through the blog and look at the items listed in the prey table.

Assessment

The bald eagle is considered a bird of prey and is a majestic symbol for the United States.

- 1. Write about your understanding of the term "bird of prey".
 - Describe this "bird of prey" based on its diet using any/all of these terms that apply: carnivore, predator, omnivore, herbivore, scavenger. Include an explanation in your 3-sentence summary.
- 2. Draw and label 2 possible food chains for this habitat. Begin each food chain with the sun and have 4 steps in each chain.

Extension

- How are the terms "cycle" and "flow" different? Define matter and energy and identify matter and energy in your food chain.
 - Which one of these statements do you agree with?
 - Only energy cycles through an ecosystem
 - Only matter cycles through an ecosystem.
 - Both matter and energy cycle through an ecosystem.
 - Neither matter nor energy cycles through an ecosystem
 - Explain your thinking.

Feathered (19)	Finned (246)
 Unknown birds (6) Chicken and parts (4) Coot (2) Duck (1) Gosling (2) Grouse or Pheasant (3) Turkey or Goose (1) 	 Trout (144) Sucker (44) Fish pieces (58)
 Furred (47) Deer – Heads (4) Legs or sections (12) Groundhog or Muskrat (2) Opossum (2) Rabbit (8) Raccoon and pieces (11) Squirrel (6) Field Mice or Voles (4) 	 Reptiles (2) Turtles (2) Miscellaneous (125) Cow Placenta (37) Mystery Meat or Unidentified Food Objects (48) Animal legs/feet (4) Pink/Red Innards (24) Bony Meat (12)
from the North Nest with prey inforn	ifferent prey bases? Compare prey information nation from the Xcel Energy Fort St. Vrain nest: 17/09/11/whats-on-the-menu-at-fort-st-vrain/

What's on the Menu? Observations from Decorah North