

## Rationale

In order to put condors in their context over time, students will create a chronology with visual cues.

## Aligned Standards

LS4.D: Our city has not always looked as it does now. Different groups of people have lived in the area and have affected the habitat and organisms in various ways. (3-LS4-4)

## Vocabulary

symbol  
rancho  
chumash  
naturalist

## Materials

Pocket paper, symbols sheet, art supplies including crayons, scissors, markers, etc.

## Objectives

1. Students comprehend the proposed chronology
2. Students identify the (overlapping) time periods based on visual markers

## Time

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

## PROCEDURE – DAY 1

### CREATE (30 minutes)

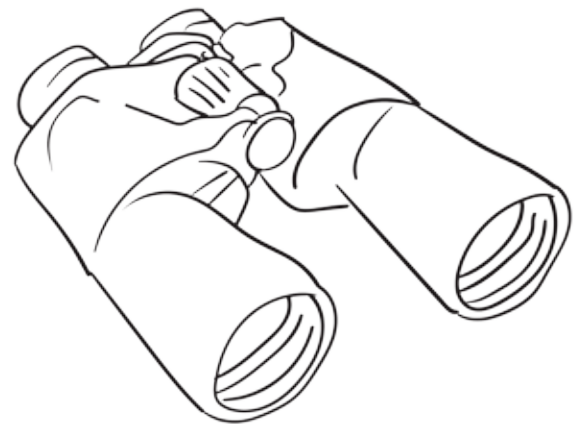
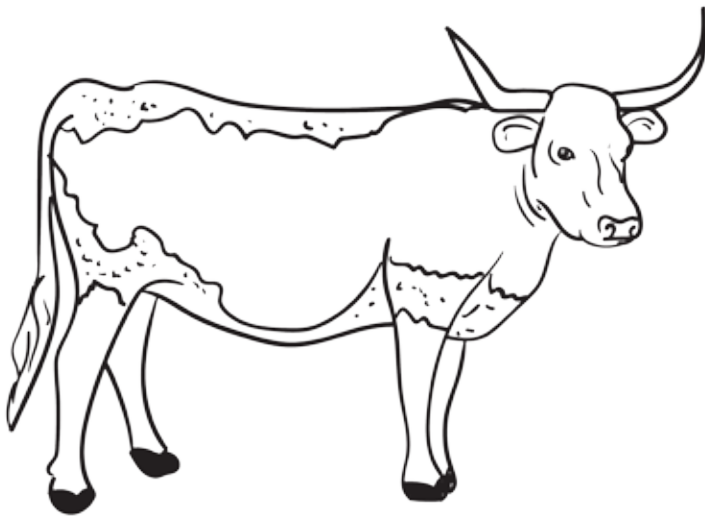
Distribute material to students and explain the project. Each student will create a document with 5 pockets. Each student will be given symbols representing each time period: Chumash, Spanish Colonial, Rancho, Mappers and Miners, Early Naturalists and Biologists, and Conservation.

### DATA (20 minutes)

The students will put the symbols in sequential order based on what they already know. (Make sure they can support their claims.) Discuss and reorganize in correct sequential order.

### JOURNAL (20 minutes)

Students create a KWL about the time periods.



## Before you begin

Print out a page with the six chronology symbols for each student.  
Prep art supplies such as crayons, glue, scissors, markers, etc.

## What to do

Over time, people have played various roles in affecting the environment. As people with evolving ideas, innovations, and economics, these groups of people have passed through our land and significantly altered it. History will reveal the importance of our daily decisions and how it will ultimately shape our future. With this in mind, students will need to understand the historical context of local people groups.

### Chalk Talk

Chalk Talk is a form of introspectively prompting conversation and sharing knowledge.

Before the class enters the room, place 6 large sheets of blank paper in various flat locations around the room (poster-sized if possible, on the floor or tabletops). At the top or center of each sheet, write one of the 6 “tribes” we will be learning about and draw a box or circle around it. Glue the symbol provided next to the word as well. Place a box of markers at each sheet. Also write the 6 Tribe names (in English and Spanish) on the board for the class to see.

As the students enter the room, ask them not to touch the paper or markers spread around the room. Explain that they are going to be used for an activity called “Chalk Talk.” The purpose of Chalk Talk is to learn what others think or know about an idea or word. The words we are considering today are: 1. Chumash, 2. Spanish Colonial, 3. Rancho, 4. Mappers and Miners, 5. Naturalists and Biologists, 6. Conservation. Before anyone says anything about these words, we are going to do our activity in silence. There is to be no talking out loud, only talking on paper! Tell the class that you will split them up into 6 groups and send each group to a different sheet of paper. On that paper, each person is to take a marker and respond to the word or words that are on it. They can write what they think it is, what they know it is, something it reminds them of, or even draw a picture of what they think it is. As a hint, a symbol will already be on the page. Their comments and drawings need to be appropriate and will be discussed as a class. They do not need to write their names. After 3 minutes, you will ring a bell and the groups will rotate. This time, they will examine the previous groups’ comments and drawings. They can respond with stars if they see something they like or agree with. They can also use question marks if they have a question about it. Then they will add their own comments and drawings. This will continue until all 6 groups have visited all 6 sheets of paper.

While this is taking place (about 20 minutes of silent communication and rotating) make sure to walk around and read the comments that are being written. You should have a good idea of what the class knows by the time they are done.

When the time is up, tape or tack the 6 sheets up on easels or on the board so everyone can see them. Identify the interesting comments and highlight the accurate ones. The focus should not be on the outcome of this activity, but on the process. Now that everyone has had an opportunity to think about each tribe, they will be creating a graphic timeline foldable with the same symbols used on the chalk talk posters.

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

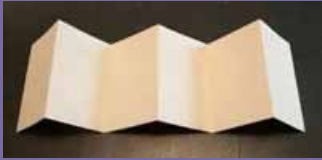
**CHALK TALK:**  
This exercise allows students to share thoughts and ideas without communicating verbally. This provides a safe venue for each student to express him or her self and receive positive feedback or questioning.

**ELL MODIFICATION:**  
Translate the Tribe names in Spanish and write them underneath the English words on the poster.

Strategically pair students heterogeneously or balance the groups to have fairly equal ability.



### OPTIONAL EXTENSION:



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### ELL MODIFICATION:

By using images on our foldable, ELL students are able to have visual access to the content.

#### Create

Pass out 11x17 sized construction paper and the sheet with six symbols to each student. Demonstrate how to create our graphic organizer foldable by holding your paper up in front of the class. You will be creating 6 horizontal pockets. Fold the paper horizontally “hot-dog style” with about an inch showing at the top. Then fold in half, one side over vertically “hamburger-style.” Fold again, vertically, into thirds. When you open up the vertical folds, you should have 6 pockets. Use these creases to fold again, this time accordion-style.

#### Data

Ask the class to look at their 6 symbols and infer which one came first. Give them a few minutes to place all 6 images in the order they think they occurred, one on each section of their foldable with the corresponding tribe card. Tell the class that we will be going over the timeline together, and to make adjustments to their images as needed.

Talk through the timeline and how each tribe came onto the land and why. Show a clear connection between the tribes and how the transition from one to the next occurred.

Explain how the Chumash lived in the area for hundreds of years. Many of their walkways linked the area we call Fillmore to other areas along the coast—highways follow these paths today. Chumash peoples encountered Spanish Colonials that came up the coast. The colonials brought new animals like sheep and cattle into the area.

As the Spanish Colonials transitioned out of California, the land was divided into Ranchos governed by Mexico. Sheep and cattle grazed these massive areas of land. During the time of the Spanish Colonials and Ranchos and continuing after both, mappers and explorers traveled through California seeking information on plants, water, resources, and more. Some of these explorers were Spanish, some were Russians, and some were even sent by the government of the United States.

A little later on, some people interested in researching nature in California, called Naturalists, traveled through California. All of these groups affected the land they traveled on both in positive and negative ways. It is important to know that California and Fillmore did not look the exact way they do today. Descendants of each group live still in many areas of California today.

As the Condor Recovery Program developed, the term and title “Conservation” became more frequently used. Conservation includes the idea of protecting, preserving, and conserving all the plants and animals in a given area, instead of limiting the focus to one particular species (i.e. “Save the [insert animal here]!”).

Walk around and make sure that all students have their images and tribe cards in order. Once checked, the students can glue their images to the foldable pocket and insert the tribe card in the slot behind it. If there is extra time, they may color the images. They will be using this foldable for the upcoming lessons.