

**Rationale**

In order to understand and develop the symbolism attached to condors, students will identify problems, research, and create new symbols or add to symbols in use.

**Objectives**

1. Students identify problems with current condor stereotypes
2. Students research and learn what types of symbols are known and in use relating to condors
3. Students understand the meaning and use of symbols

**Aligned Standards**

RI.3.7: Students use images of condors and eagles and logos to demonstrate understanding of symbols.

**Time**

Day 1 and day 2 of two-day lesson  
Teaching time: one hour (approximately)

**Vocabulary**

symbolism  
preserve

**Materials**

Article for birds in Chumash culture: <http://www.sbnature.org/crc/334.html>

**PROCEDURE – DAY 1 & 2****DAY 1****EXPLORE (30 minutes)**

Use images of the bald eagle to begin a conversation about what ideas we attach to animals (or what they as a symbol represent). The conversation should be extended to condors: what do they as a symbol represent? How has it changed? What problems are associated with that symbol? How might it be beneficial to the condor? (Variation: create a Venn diagram of the bald eagle vs. condor symbols.)

**DATA (30 minutes)**

Students research where the condor symbol is used (companies, government agencies, etc). At home, they interview family and friends about what ideas the condor represents.

**DAY 2**

**CREATE (40 minutes)** – Divide the class into small groups. Students are to create and distribute a new symbol or plan how to counteract a negative symbol (i.e. Create a new company brand or mascot for a school).

**TAKE HOME INTERVIEW:**

Interview your family and friends to find out what they think about the symbolism of the California condor!

**LIST THE NAMES OF THE PEOPLE YOU ARE INTERVIEWING:**

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**QUESTIONS:**

**WHAT IDEAS OR IMAGES DO YOU THINK OF WHEN I SAY "CONDOR?"**

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**HOW DID YOU LEARN ABOUT CONDORS?**

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## Before you begin

Prepare to project images of the Bald eagle and the California condor.

## What to do

### Introducing the Lesson – Day 1

In society, we are largely influenced by notions that are generally accepted, or perceived by the majority of people. We might not even know why these notions exist, or from where they originated. It is important to think independently of these ideas and create our own ideas based on evaluating different perspectives.

### Explore

On a flip chart, draw a Venn Diagram. Label one side “Bald Eagle” and leave the other side blank for now.

Project an image of a bald eagle toward the front of the room. Ask the class to raise their hands if they know what it is. Once a student has correctly identified it, ask him/her how they know and where they have seen it before. Then ask the entire class to think of words or feelings they associate with this image. List these words under “Bald Eagle” on the Venn Diagram. Then explain that any image that represents something to a group of people is called a “symbol.” A bald eagle is a symbol of liberty, patriotism, and pride because that is what our society has coined it as. Can they think of any other animals that have symbolism? (Smokey the Bear=forests, bats=vampires, etc.)

Now project an image of the condor from any photo library. Ask the students to think of words associated with the condor (according to society). How would most people respond to this bird? What do they think it represents? Label the other side of the Venn Diagram “condor” and list these words.

Are there any commonalities between the representation of a condor and a Bald Eagle? List them in the center of the Venn Diagram. There may not be many, but some students might suggest that both are symbols of hope or success. Encourage these responses! Use the remaining class time to project images of condors that have been used as mascots or in other institutions. Examples include the Condor Express boat in the Santa Barbara harbor, the Condor airline, Condor Systems tech company, etc.

### Data

At home or outside of class, students interview friends and family about what they think of condors. How would they describe them, and what image do they have of them? How can we create a new image if the one they currently have is a negative one?

### Continuing the Lesson – Day 2

Discuss information gathered from the out of class interviews. Divide the students into groups to create artwork for a new symbol or ideas to counteract a negative symbol of the condor.

Day 1 and day 2 of two-day lesson  
Teaching time: one hour  
(approximately)



**OPTIONAL EXTENSION:**  
Have images prepared of other animals or logos that you think the students identify with.



**OPTIONAL EXTENSION:**  
If possible, have students research on their own and share what they have learned.



**OPTIONAL EXTENSION:**  
Discuss the symbolism of condors in Chumash culture. Considering visiting [www.sbnature.org/crc/334.html](http://www.sbnature.org/crc/334.html) to learn more about symbolism and birds in Chumash culture.