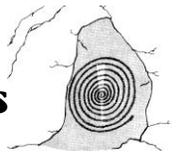


Lesson Plan Fifteen: Field Trip Planning and Activities



Students learn about the lives of present-day or Ancestral Pueblo people through a field trip to Bandelier or another related site, and participate in a “game show” to heighten their awareness of the need to take care of sites they visit.



Location: field trip to Ancestral Pueblo site(s) and/or present-day Pueblo, and work in classroom

Suggested group size: individuals, small groups, whole class

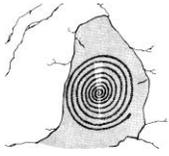
Subjects: history, social studies, archeology, art

Concepts covered: cultural sensitivity, historic preservation, personal responsibility for fragile sites, cultural continuity

Written by: Chris Judson, Bandelier National Monument; Pre-Visit Activity 1 was adapted from the Point Reyes National Seashore Curriculum Guide; and the worksheet, “What I Discovered on Our Ancestral Pueblo Field Trip”, was adapted from the “Save Our History” Educator’s Manual from the History Channel

Last updated: 2/2007

Student outcomes: At the end of this activity, students will have investigated the lives of Ancestral Pueblo and/or present-day Pueblo people through field trip activities and classroom work. Through the use of an activity in the format of a game show, students will have learned proper etiquette for visiting a National Monument or other cultural site, and ways they can contribute to preserving archeological sites and the natural environment.



EDUCATIONAL STANDARDS

New Mexico State Standards

Art

Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.

Visual Arts

Grade K-4

A. Participate in the process of making art to understand the elements of art: line, shape, form, color, and texture.

1. Identify and/or make art using different materials (such as watercolor, tempera, clay, etc.).

Grade 5-8

B. Explore and understand the use of art materials and techniques by culturally diverse artists locally and globally.

Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.

Visual arts

Grade K-4

A. Explore and understand works of art based on self, family, community and the world.

1. Identify similarities and differences in the ideas, customs and art of others

2. Create art that reflects a particular period within a specific culture.

B. Recognize historical and cultural themes, trends, and styles in various works of art.

2. Create art that reflects a particular period within a specific culture.

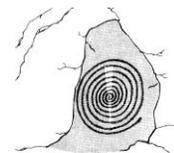
Language Arts

K-4 Benchmark I-D: Acquire reading strategies

Grade 4

5. Increase vocabulary through reading, listening, and interacting

K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function



Grade 4

4. Compose fiction, non-fiction, poetry, and drama using self-selected and/or assigned topics and forms.

Social Studies

Strand: History

K-4 Benchmark I-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Grade 4

1. Identify important issues, events, and individuals from New Mexico pre-history to the present.

K-4 Benchmark I-C: World: Students will identify and describe similar historical characteristics of the United States and its neighboring countries.

Grade 4

1. Explain how historical events, people, and culture influence the present-day Canada, Mexico, and the United States (e.g., food, art, shelter, language).

K-4 Benchmark III-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

Grade 4

1. Describe how cultures change.
3. Describe types and patterns of settlements

NATIONAL STANDARDS

History

Topic 1 Living and Working Together in Families and Communities, now and long ago

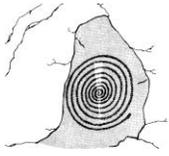
Standard 1A, Grades K-4: The student understands family life now and in the recent past; family life in various places long ago

Standard 1B Grades K-4: The student understands the different ways people of diverse racial, religious, and ethnic groups, and of various national origins, have transmitted their beliefs and values

Standard 2 Grades K-4: The history of students' own local community and how communities in North America varied long ago

2A: The student understands the history of his or her local community





Grade K-4: Describe local community life long ago, including jobs, schooling, transportation, communication, religious observances, and recreation (obtain historical data)

Topic 2: The History of Students' Own State or Region

Standard 3 K-4: The people, events, problems, and ideas that created the history of their state

3A: The student understands the history of indigenous peoples who first lived in his or her state or region

Grade K-4: Draw upon data in paintings and artifacts to hypothesize about the culture of the early Hawaiians or native Americans who are known to have lived in the state or region, e.g., the Anasazi of the Southwest, the Makah of the Northwest coast, the Eskimos/Inupiat of Alaska, the Creeks of the Southeast, the Mississippians (Cahokia) or the Mound Builders (Formulate historical questions)

Grade 3-4: Compare and contrast how Native American or Hawaiian life today differs from the life of these same groups over 100 years ago (Compare and contrast differing sets of ideas)

Grade K-4: Examine local architecture and landscape to compare changes in function and appearance over time. (draw upon visual data)

Standard 6A: The student understands folklore and other cultural contributions from various regions of the United States and how they help to form a national heritage

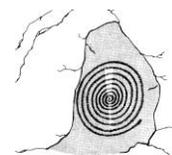
Social Studies

I. Culture

Middle Grades

- a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns

- c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture

**English Language Arts**

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

Health

Standard 5: Knows essential concepts and practices concerning injury prevention and safety

Level II Grades 3-5

1. Knows safety rules and practices to be used in home, school, and community settings.

MATERIALS

For information on present-day Pueblo life:

Books: *“Pueblo Girls”*, *“Pueblo Boy”*, *“Children of the Clay”*
(complete information in “Resources” section below)

For Previsit Activity 1 (for field trip to Bandelier):

Trailguide, “Meet the Ancestral Pueblo People” copied for each student, teacher, and chaperone (note: teachers and chaperones should get the “teacher” version, which has the answers provided)

Material for covers. If the students will be using clipboards, covers can be made of paper, construction paper, etc; otherwise provide something rigid, like cardboard, at least for the back cover

Markers, pencils, crayons, etc for decorating covers

3-hole punch

Materials for fastening pages to cover: string and twigs, tape such as book or shipping tape, heavy-duty staples, or metal fasteners

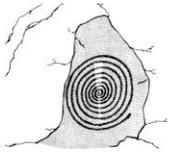
Pencil on a string for each student

Plastic pencil sharpener and several extra pencils for each group leader to have on field trip

For Previsit Activity 2:

Flipchart sheets and pens





VOCABULARY

Ancestral Pueblo people: Pueblo people before the coming of the Spanish in the 1500s; formerly termed Anasazi, a label unacceptable to many present-day Pueblo people.

Pueblo: Spanish word for village, often used to mean a community of Native American people with particular customs, including farming, weaving, and making pottery, and their settlement. There are presently 19 pueblos in New Mexico, plus the Hopis in Arizona and Isleta del Sur outside of El Paso, Texas.

Trailguide: a booklet containing information on things of interest seen along trails, particularly in parks such as Bandelier.

LESSON BACKGROUND: TRIP PREPARATION

Bandelier (including Tsankawi):

If you are planning a field trip to Bandelier, Activity 1 below relates to the self-guiding trailguide available in this curriculum guide for students to use at the park. The Main Loop Trail at Bandelier begins at the Visitor Center and leads up through the Ancestral Pueblo dwellings in Frijoles Canyon. There are signs to help people find their way, but none that explain the dwellings and other sites. Instead, there are numbered markers; the guidebook contains information on each point. The park offers a booklet for the general public, but this trailguide is designed especially for students. It includes not only information on the sites, but also illustrations of the life of the people and questions on the things the students are seeing and learning. The student guidebook is written at approximately a 4th grade reading level, but has been used successfully with classes at other levels. A version for grades 3rd and below is also available. If planning to go to the Tsankawi section of Bandelier, look for the Tsankawi trailguide at the end of this lesson, and the other activities should apply as well there as they do for visiting the Frijoles Canyon area.

Other Sites:

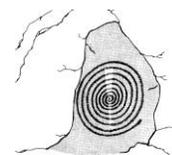
If it is not practical to go to Bandelier but you wish to make a field trip to a site related to Ancestral Pueblo people, other possibilities might include:

Museums in New Mexico:

Museum of Indian Arts and Culture, Santa Fe, New Mexico
710 Camino Lejo, Santa Fe, NM 87501 505-827-6463 www.miaclab.org

Millicent Rogers Museum, 1504 Millicent Rogers Rd, Taos, NM 87571
505-758-2462 www.millicentrogers.com





Indian Pueblo Cultural Center, Albuquerque, New Mexico
2401 12th St, Albuquerque, NM 87104 1-800-766-4405 www.indianpueblo.org

Maxwell Museum of Anthropology, Albuquerque, New Mexico
University of New Mexico, Albuquerque, NM 505-277-4405
www.unm.edu/~Maxwell

Florence Hawley Ellis Anthropology Museum, Ghost Ranch Conference Center,
Abiquiu, NM HC 77 Box 11, Abiquiu, NM 87510 505-685-4333
www.ghostranch.org

New Mexico State Monuments related to the Ancestral Pueblo people :

- Jemez State Monument (Jemez Springs) (www/nmmonuments.org)
- Coronado State Monument (Bernalillo) (www.nmmonuments.org)

National Park Service areas pertaining to the Ancestral Pueblo people and related groups: (websites for all National Park areas can be found at: www.nps.gov)

In New Mexico:

Aztec Ruins National Monument (Aztec) (www.nps.gov/azru)

Chaco Culture National Historical Park (Nageezi) (www.nps.gov/chcu)

El Morro National Monument (Grants) (www.nps.gov/elmo)

Gila Cliff Dwellings National Monument (Silver City) (www.nps.gov/gicl)

Pecos National Historical Park (Pecos) (www.nps.gov/peco)

Petroglyph National Monument (Albuquerque) (www.nps.gov/petr)

Salinas Pueblos National Monument (Mountainair) (www.nps.gov/sapu)

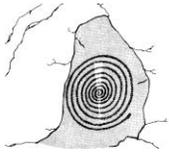
In Arizona:

Canyon de Chelly National Monument (Chinle) (www.nps.gov/cach)

Montezuma's Castle and Well National Monuments (Camp Verde)
(www.nps.gov/moca)

Navajo National Monument (Tonalea) (www.nps.gov/nava)





Tonto National Monument (Roosevelt) (www.nps.gov/tont)
Tusayan at Grand Canyon National Park (www.nps.gov/grca)

Tuzigoot National Monument (Camp Verde)(www.nps.gov/tuzi)

In Colorado:

Hovenweep National Monument (Cortez) (www.nps.gov/hove)

Mesa Verde National Park (Cortez) (www.nps.gov/meve)

Also, outside of New Mexico:

Anasazi Heritage Center, 27501 Highway 184, Dolores, CO, 81323
www.co.blm.gov/ahc

Museum of Northern Arizona, 3101 N Ft. Valley Rd, Flagstaff, AZ 86001
928-774-5213 www.musnaz.org

Southwest Museum, 234 Museum Dr, Los Angeles, CA 90065
323-221-2164 www.southwestmuseum.org

Besh-Be-Gowah Archeological Park, Globe, AZ, 928-425-0320

Edge of the Cedars State Park, Blanding, UT, 435-678-2238
www.utah.com/stateparks/edge_of_cedars.htm

Homolovi State Park, Winslow, AZ, homolovi@pr.state.az.us
www.pr.state.az/park.htm/homolovi/html

Lost City in Overton, NV, 702-397-2193

Ute Tribal Park, Towaoc, CO 1-970-749-1452
www.utemountainute.com/tribalpark.htm

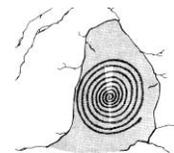
Present-day Pueblos:

for Pueblo Governors' Offices phone numbers, look in
www.state.nm.us/oia/triballist.html/

IDEAS FOR PLANNING A GREAT FIELD TRIP

As part of your planning to visit any of these locations, remember to:

- contact the proper office at the institution to make reservations
- find out if they have materials for use by classes before or during visits
- check on practical matters you will need to handle ahead
- find out what rules the group will need to observe



IMPORTANT: Arrange for plenty of active, assertive, interested chaperones and inform them as to what responsibilities you expect them to handle. Be sure they know that they must keep their group of students with them throughout the trip, do the planned educational activities along the trail with them, and be responsible for their safety and behavior.

If the place you're visiting doesn't provide one, consider developing a worksheet or scavenger hunt to focus students' attention. For ideas, look through the questions in the worksheet "What I Discovered on Our Ancestral Pueblo Field Trip", and the lists of potential questions for worksheets or "look-and-leave-it hunts" found at the end of this lesson plan. These questions could be used to make a worksheet to use on the trip or for a review when the students return to the classroom. There are many more question ideas than you will want to use, so customize the worksheet or review to fit your students' experiences and your goals for their field trip. Alternatively or additionally, especially if you are planning a trip to a present-day pueblo, you may want to have the class come up with questions about things they are interested in or curious about.

Whether your class is going to Bandelier or another Ancestral Pueblo site, have them use the newspaper in this curriculum guide, "Pueblo People Past and Present", and the associated activity. Also, have students visit the institution's website for an overview, or obtain brochures and other written/visual materials about the site.

If you possibly can, go to the site on your own before the class visit. If possible, work with site staff to arrange challenging activities during the visit. When you visit the site with your class, make quietly enthusiastic use of exhibits, trails, museum, guidebook, introductory talk or movie, etc, available there.

PRE- AND POST-EVALUATION

Pre-Evaluation:

Ask the students if any of them have been to Bandelier (or another site you are planning to visit). If any have, or if they have looked at the location's website or done other research, use a flipchart to make a list of everything the class members know about the site you'll visit, especially including information on the people related to the site and questions they have about it.

Post-Evaluation:

After the field trip and related activities, have the class go over the flipchart list and see if there are things they would add, subtract, or change, and if they have found answers to their questions.



PROCEDURES—ACTIVITIES TO CHOOSE FROM:

Preparation for field trip

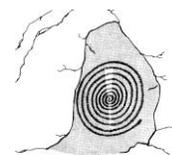
Activity 1: Preparing the trailguide or worksheet. In this curriculum guide, find the student and leader versions of the trailguide, “Meet The Ancestral Pueblo People—Main Loop Trail, Bandelier National Monument” or, if going to Tsankawi, “Take a Journey Back in Time” or the worksheet you have prepared. Photocopy as many as you need of each (if possible, do them double-sided and on recycled paper). Note: there is no student version of the trailguide for students 3rd grade and below, and no teacher version, of the Tsankawi guide.

- Have students create front and back covers for their trailguides, then bind the covers to the pages. Depending on the materials being used, you could punch the covers and pages and fasten with string or metal fasteners, or staple along the spine if you have a heavy-duty stapler. Covers are essential if students aren’t using clipboards.
- Have students decorate the covers with drawings of things they expect to see on their field trip. Be sure that the first thing put on the front cover is the name of the student, teacher, and school (in case one is left behind it could be returned.)
- Have each student fasten one end of a string to a sharpened pencil and tie the other end of the string through a hole in the trailguide cover.
- Be sure to take the trailguides for both students and leaders when you go on your field trip. Classes may want to have the students do all the work there, or do some there and some back in class, or answer questions verbally at the park and then do the writing in class. If the last, pencils and hard covers or clipboards wouldn’t be necessary. If students will be writing at the park, equip each group leader with extra pencils and a small sharpener.

To make full use of the trailguides, you may want to:

- Add extra sheets of blank or lined paper at the back of the trailguide for students to use for other activities while studying the Ancestral Pueblo people.
- After the field trip, save completed trailguides to share with parents at Open House.
- Make a display in the classroom or in a public space in the school. Have the class decide on a title and write captions to explain their field trip and the contents of their trailguides to other students. Consider having students draw pictures of themselves on the field trip as an addition to the display. If you took photos, include them too.

If the class or the school has a newspaper or website, consider posting materials from the trailguides.



Activity 2: Safety and Stewardship Challenge Game (found after worksheet materials and before Bandelier trailguides, later in of this lesson plan)

This fun, fast-paced, competitive game-show-type activity is designed to help the students think about how they can have a field trip during which they act safely and take good care of the resources they're visiting, and also reasons why preservation of the resources is important. The only materials needed are a chalkboard or flipchart. The rules and questions are found at the end of this lesson plan. If you are going to a site other than Bandelier, consider modifying this activity for the location you'll be visiting.

RESOURCES

Newspaper in this curriculum guide: *"Pueblo People: Past and Present"*

Packet on the Bandelier website, www.nps.gov/band, or by calling the park Group Reservation Office, (505) 672-3861 x534

Student Activity, *"Safety and Stewardship Challenge"*
located at the end of this lesson plan

Student worksheet: *"What I Discovered on Our Ancestral Pueblo Field Trip"*
located at end of this lesson plan

Teacher resource sheet of possible worksheet questions,
located at end of this lesson plan

Teacher resource sheet of possible *"Look-and-Leave-It Hunt"* questions,
located at end of this lesson plan

For visiting main section of Bandelier: Teacher/chaperone and student versions of trailguide, *"Guide to the Main Loop Trail"* for 4th grade and up, or teacher/chaperone version of the edition for grades 3rd and below - or -

For visiting Tsankawi: Teacher/chaperone version of *"Take A Journey Back in Time"*

Books:

Gustafson, Sarah, *Exploring Bandelier National Monument*, Western National Parks Association, 1997 (ISBN 1-87785-653-4)

Keegan, Marcia, *Pueblo Boy, Growing Up in Two Worlds*. Cobblehill Books, Dutton, New York, 1991 (ISBN 0-525-65060-1) ****

Keegan, Marcia, *Pueblo Girls, Growing Up in Two Worlds*. Clear Light Publishers, Santa Fe, NM, 1999 (ISBN 1-57416) ***





Swentzel, Rina, *Children of Clay, A Family of Pueblo Potters*. Lerner Publications, Minneapolis, MN, 1992 (ISBN 0-8225-9627-X) ***

** Available for loan from Bandelier, (505) 672-3861 x 517

**** Out of print at this writing; limited number available for loan from Bandelier, or may be available through interlibrary loan

Web Resources:

Bandelier website: www.nps.gov/band

Bandelier museum collections website: www.cr.nps.gov/museum/exhibits/band or go to the Bandelier website and click on the "Collections" icon

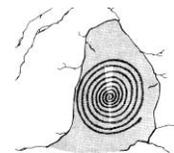
POSSIBLE QUESTIONS TO CHOOSE FOR A WORKSHEET for visiting Ancestral Pueblo sites other than Bandelier:

The People Put yourself in the place of an Ancestral Pueblo person living here

- How would you get food? Water? Clothing? Shelter? As a farmer, how would you get water for your crops?
- Name three ways you would get food, and three foods you would eat.
- What would you be afraid of?
- If you found yourself living in those days, name three things you would miss from now, and three things you would enjoy about your life as an Ancestral Pueblo person.
- If you were looking for a new home for your family, and you came to this site, would it be a good place to move to? Name three good things and three possible problems.
- Do you see any wild plants you could use? Name at least three, and at least one use for each one. Remember not to remove or damage any part of any plant.
- Name at least three differences between the home you live in now and the home you would live in if you were an Ancestral Pueblo person.

The Site

- Who owns this site?
- Put yourself in the place of one of the people who care for this site, and:
 - Tell what rules there would have to be for groups coming to visit.



- Tell what you could do to prevent litter, prevent people from going off the trail, and help students learn about the ancient people who lived here.
- Tell how you would explain: why pets are not allowed on trails; why people can't pick any flowers, collect any rocks, or take home any wildlife.

Draw

- Imagine how things looked at this site long ago. Then draw:
The kind of house you would live in
A picture of yourself as an Ancestral Pueblo person here, doing something you would have been doing on a day like today. Include lots of details.
- Look very closely at something near you (a plant, an insect - something natural and interesting) and draw it, or part of it, with lots of details.

Wildlife

Remember that at most parks, all native creatures are protected by law. Enjoy them but let them live undisturbed.

- Name at least four kinds of animals with four legs, four kinds with six legs, two kinds with two legs, and one kind with eight legs that would live here.
 - What would these creatures eat? Where would they have their homes?
- Figure out at least two reasons why people shouldn't feed the wildlife.
- If you were an animal that lives here, how would it hurt you if someone left litter on the ground?
- Pick an animal that lives here, and tell the story of a day and a night, or a winter, spring, summer, and fall, in its life.

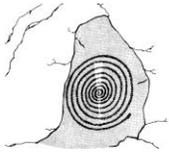
A food chain tells how animals and other things are connected by the energy they get from each other. Usually they get this energy by eating each other. A simple food chain might be: GRASS - RABBIT - HAWK

- Think of at least three other food chains that would happen here. See how long you can make your chains. Be careful to be sure that they make sense.
- Can you think of any living thing in the world that isn't part of at least one food chain?
- Can you make a chain that doesn't end? (Hint: scavengers and decomposers.)

Take a Minute

- What do you smell in the air? How many different fragrances do you notice?
- What do you hear, besides people? What different sounds can you recognize? Can you see any of the birds you hear singing?





- How many different shades of green can you notice? How many shades of brown? Is all of the sky the same color of blue? Are all the clouds the same color?

CONCLUDING

- What did you see today that was new to you?
- Name two things you did to help keep the site a beautiful place to visit. Name three or more things you do at home to keep the earth a good place for all creatures (including humans!) to live.
- What was your favorite part of the field trip (not counting lunch!)?
- What did you find out today that you would like to learn more about?
- Name at least three new words that you learned today about the Ancestral Pueblo people, and tell what they mean; or name three ideas that you have talked about in class that you saw for real today.

Possible questions to choose from for a “LOOK-AND-LEAVE-IT HUNT”

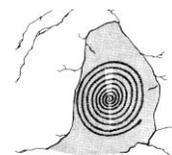
In the Museum:

- An old pot that is shaped like a modern one
- A photograph showing people doing something the same way the Ancestral Pueblo people would have done it in the old days.
- Something in an old home that is like something in your home
- Two ways the people kept warm
- Three things they used to make meals
- Two farming tools and one hunting tool
- A tool made of obsidian

On the trail:

Look for something that the Ancestral Pueblo people could have used for:

- Making “bricks” for their houses
- Making roof beams for their houses



Think of an animal around here that:

- The people could have used for food
- The people could have used for skins for clothes
- The people could have used for bones for tools.
- Sleeps all through the winter
- Is out and running around all through the winter

Look for something that:

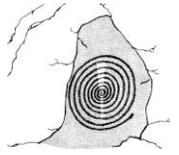
- Is older than you
- Is younger than you
- Is the largest non-living thing that you can find here
- Every creature needs to survive
- Doesn't belong here
- Is extra-special that you want to tell the group about

Think about it:

- If you had the chance to spend a year living as an Ancestral Pueblo person in the old days, name three things you would miss from nowadays
- Name three things you would like better in the old days
- What would be your favorite things to do in those days?

Look around and see if you see: (*don't pick anything!*)

- A plant that is evergreen
- A tree that has short needles in groups of two
- An evergreen that doesn't have needles or leaves
- Something you have never seen before
- Two pine cones that look just alike
- Good habitats for three different kinds of animals



c) It was used for :

5. Some things I learned that I thought were interesting: (at least two)

6. Some things I learned that surprised me:

7. Something I still wonder about the Ancestral Pueblo people:

8. I believe it is important to take care of places where people lived long ago because:

9. These are some things I can do to preserve places where Ancestral Pueblo people used to live: (at least two)

10. Here is a drawing of me doing something I would have enjoyed doing if I lived in those days:



Safety and Stewardship Challenge

Divide the class into teams. If the class can work as large teams, divide it into two. Each team will need a spokesperson and a team name. Answers will come from the entire group. Spokespersons can change throughout the game.

If the class is likely to get too boisterous, students can still be divided into teams, but answers will come from individuals on each team. Each person on each team will be assigned a number. Team A and Team B will each have a #1, #2, etc; the numbers can be chosen randomly, perhaps from a hat. Then the students answer the questions in the order of their numbers.

Draw this challenge grid and scorecard on a flipchart or chalkboard. There are four categories, with questions of rising value. As a finale, there is a final challenge question.

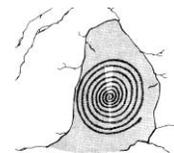
Safety and Stewardship Challenge

Category #1 Take Care of Yourself	Category #2 Minimize Your Impact	Category #3 Trail Etiquette	Category #4 National Parks
1 point	1 point	1 point	1 point
2 points	2 points	2 points	2 points
3 points	3 points	3 points	3 points
4 points	4 points	4 points	4 points

Choose game show hosts

Teacher can be responsible for asking all of the questions - or -

- Four students will become “Challenge Hosts’. Each student receives the questions for a specific category and will ask them according to their point value.
- Host should record each team’s points where everyone can see them, such as on the grid.



Rules of the game

- A coin flip will determine which team goes first.
- The game will end when a predetermined time runs out or when all questions have been answered.
- The teams will decide which category and value of question will be asked.
- Spokespersons or individuals will stand on either side of the bell, with one hand behind their backs.
- After the question is asked, the first team to have an answer will ring the bell and respond. If it is correct, the team receives the full point value.
- If it is incorrect, the other team gets a chance. If the second team also gets it wrong, the first team can try again for one less point.
- When brainstorming answers, students should whisper, or the other team may hear their answer.
- When all of the categories are complete (or five minutes before a predetermined “game over” time) class will go into “Final Challenge”. Each team decides on how many of their points to wager, listens to the question and writes down their answer on a sheet of paper. When the time is up, they reveal their answer.
- At the end of the game, the team with the most point “wins”, but everyone wins if your visit to Bandelier National monument is safe for themselves and the resources.

Challenge Questions:

Category 1: Take Care of Yourself

1 point

Always remember to stay with your group because:

- A. you don't want your adult leader to get lost
- B. you don't want to get lost
- C. you'll have more fun and learn more if you're with your group
- D. nobody wants to spend the whole day looking for you instead of enjoying walking on the trail and learning about the Ancestral Pueblo people
- E. All of the above





2 points

Two of these make sense:

- A. Wear sunscreen, sunglasses, and a hat even if it is cloudy.
- B. Carry earplugs in case you don't like to hear birds singing
- C. Have at least one extra pencil.

3 points

If you see a squirrel that looks like it wants you to feed it, you should:

- A. Pick it up and hug it, to be sure it will bite you and give you fleas
- B. Climb up in a tree to find nuts for it, since squirrels don't know how to find their own food
- C. Enjoy looking at it, but remember that people food is bad for it and if you get too close it might bite you or its fleas might jump onto you.

4 points

The best way to dress for your field trip is:

- A. Don't look out the window that morning before you come; who cares if it is snowing and you are wearing shorts?
- B. You want to look good for your field trip, so be sure to wear uncomfortable shoes and fancy clothes that you can't get dirty.
- C. Dress in layers so if it gets hotter you can take off a sweater, or if it gets colder you can put on a jacket, and wear shoes that will feel good even after you walk a mile or two.

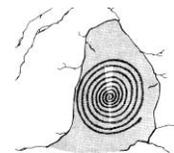
Category #2: Minimize Your Impact

1 point

When visiting Bandelier, you should stay on the trail at all times because:

- A. You can walk on the trail all day long and not damage anything
- B. If you climb or stand on the walls of the archeological sites, a wall could fall down and mash you flat as a pancake. And you'd be embarrassed, too.
- C. If you climb on the cliffs, the rock is so soft it could break, you could fall and get hurt, and you'd miss the rest of the field trip
- D. If you walk off the trail, you might step on a little plant that is just starting to grow, and then the deer might not have enough to eat

- E. All of the above



2 points

It's okay to take home just one rock, or just one flower, or just one leaf from Bandelier:

- A. No it isn't. Over 300,000 people visit Bandelier every year, and if everyone took even one, there'd be none left
- B. No it isn't. Every rock, flower, and leaf is important to the bugs, birds, and other things that live here.
- C. It's only OK if you take it home in your memory or your camera.
- D. All of the above

3 points

It's okay to leave litter or garbage in Bandelier:

- A. After all, it's only fair, because the deer and squirrels leave candy wrappers and soda cans in your house all the time.
- B. As long as you put it out in the open where somebody else can pick it up, since you're too lazy to put it in the trashcan.
- C. Only if you put it in a recycle can or a trash can

4 points

Along the trail you will see petroglyphs, drawings that the Ancestral Pueblo people carved into the cliffs. Which one is true?

- A. If it was OK for the Ancestral Pueblo people to carve pictures on the cliffs, then it's OK for me to carve a drawing or my name on the cliffs or rocks.
- B. I shouldn't carve on the cliffs or rocks, but it is OK for me to leave graffiti on the buildings or restrooms.
- C. The only thing I should write on is my trailguide/workbook. Then I can be proud of the things I write.
- D. It is only OK to deface other people's property if you spell everything right.

Category #3: Trail Etiquette

1 point

While you are in the park, you should talk quietly for all these reasons except:

- A. The canyon walls are stone and loud noises echo, and other visitors came here because they wanted to hear you yelling





- B. If you only talk quietly, you have a better chance to see deer and other wildlife
- C. If you talk quietly, you can hear all the birds singing, the sound of the stream, and the wind in the trees.
- D. If you talk quietly, other people can also hear the birds singing, the sound of the stream, and the wind in the trees.

2 points

When you are going up the trail, you should walk, not run, because:

- A. The trail is asphalt, and you can really skin your knees and elbows (and maybe your nose, too) if you fall
- B. If you run you might accidentally step on a stinkbug - and boy, do they stink!
- C. If you walk, you will see more neat things like birds and lizards
- D. All of the above

3 points

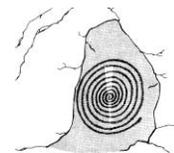
When you are coming down one of the ladders, you should always face the ladder because:

- A. If you go down with your back to the ladder, you have a better chance of stepping on the person on the ladder below you.
- B. If you go down with your back to the ladder, when you slip you will enjoy falling all the way to the bottom.
- C. It's much safer to face the ladder because your hands and feet have a better grip on the rungs

4 points

If there are people ahead of you on the trail and they are walking more slowly than your group, you should:

- A. Flash your headlights to let them know that you want to pass
- B. Run right by them and, if possible, run into them and step on their feet on the way by
- C. Make rude remarks about them
- D. Wait until there is a wide space in the trail and ask courteously if they will let your group pass.



5 points

If there are other people coming down the trail as you are going up, you should:

- A. Get your group into single file so the other people can go by; then they will know that students from your school are really great people
- B. Refuse to move over, and make them break the rules and damage the park by going off the trail
- C. Break the rules and damage the park by going off the trail yourself.

Category #4 National Parks and Monuments

1 point

The National Park Service is in charge of the National Park System. There are lots of names for the different kinds of parks, like National Monuments, National Historic Sites, National Seashores, and National Battlefields. Which of the following is not part of the National Park Service?

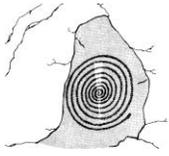
- A. Bandelier National Monument
- B. Yellowstone National Park
- C. Disneyland
- D. Carlsbad Caverns National Park

2 points

I should treat every National Park and Monument carefully and respectfully because:

- A. It belongs to everyone, including me, and I'm always careful with special things that belong to me
- B. Wild plants, animals, and birds need a good environment to live in, and I enjoy seeing them healthy and strong
- C. Someday I'd like to bring my grandchildren here and have them enjoy it as much as I have
- D. There's only one Bandelier, and the Ancestral Pueblo people can't come back and make their homes again if someone damages them.
- E. All of the above





3 points

Which of the following is something that rangers don't do:

- A. Protect the plants and animals
- B. Make mean rules so visitors can't enjoy being at the park
- C. Rescue people who are lost and give first aid to people who are hurt
- D. Give people lots of good information about the park

4 points

In order to take care of the parks, the National Park Service has people who do many different kinds of jobs. If you wanted to work in the National Parks when you grow up, you could do any of these jobs except:

- A. Plumber
- B. Computer specialist
- C. Mountain climber
- D. Thief

Final Challenge

Each group decides how many of their points to wager that they will get this question right.

Question:

Stewardship means to care for things or places that are special. National Parks need every visitor to be a good steward and take good care of them. Name two ways that Bandelier is special, and two ways that you can be a good steward when you visit there.

Possible Answers:

It is special because: Ancestral Pueblo people lived here, there are archeological sites, there are cliff dwellings, animals live here, birds live here, it is made of volcanic rock, there are trees and/or flowers, it is beautiful, it is in the mountains, etc.

I can be a good steward by: staying on the trail, not feeding the animals, not picking the flowers, not collecting things, not littering, being courteous to other visitors, not making graffiti, talking quietly, etc)