

CHAPTER FIVE

Beyond the Scenery

The National Park Service and
Colorado's Other Land Management Agencies

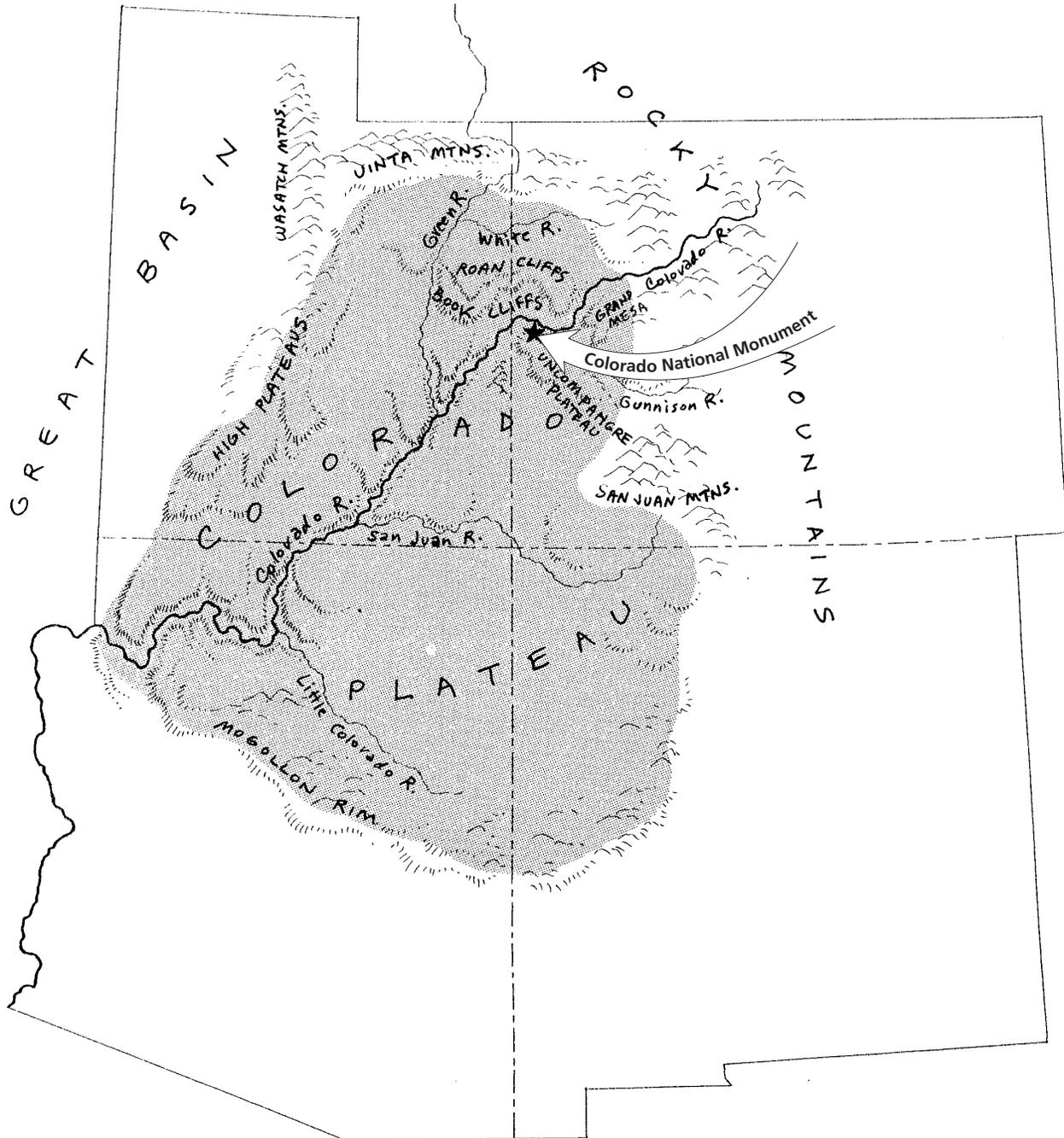


Photo from *Through the Eyes of the Children*
by Diane Hirschinger Gallegos and Tope Elementary Students

Colorado Plateau



Colorado National Monument is part of the geologic province called the Colorado Plateau.



Who Manages Our Public Lands?



Colorado has an abundance of scenic places within its borders. Alpine meadows and deep canyons stand out against rolling grasslands and plains. Sagebrush deserts are balanced out by miles of rivers, streams, lakes, and reservoirs. Bustling cities and towns contrast with wilderness areas, forests, parks, and wildlife refuges. Unique geology and paleontology are plentiful. Historic mining and cultural sites are widespread. Behind this scenery are numerous private and public organizations that seek to care for and protect the diverse resources within the state. They also make it possible for the public to enjoy these places safely and comfortably.

The Nature Conservancy, the Trust for Public Land, and the Colorado Coalition of Land Trusts are some of the private groups successfully managing thousands of acres of land in Colorado. Through donations of ranch land, river bottoms, grasslands, forests, wetlands, and other types of open space, they seek to preserve habitat that plants, animals, and natural communities need in order to survive, and to sustain the diversity of life on Earth. With tools such as cooperative agreements and conservation easements, these groups actively work with individual landowners who seek to protect unique or important tracts of land on behalf of wildlife or plantlife.

Within the public sector, the number of organizations seems to burgeon forth. Most cities and towns host parks and recreation departments that operate city parks, recreation facilities, and trail systems. The State of Colorado oversees state parks, school trust lands, and wildlife areas. Nationally, the Bureau of Land Management and the United States Forest Service are responsible for administering millions of acres of federally owned range and forest lands, as well as coping with the public's demand for increased recreational opportunities.

Who Manages Our Public Lands?



The other federal agency that protects some of the most unique marvels in the country — and in the world—is the National Park Service. Here in Colorado, there are:

- ~ Cliff dwellings and ancient pueblos at Mesa Verde National Park, a World Heritage Site;
- ~ High peaks and glacial valleys at Rocky Mountain National Park;
- ~ Awe-inspiring collections of ancient bones at Dinosaur National Monument;
- ~ Shifting sands and tall dunes at Great Sand Dunes National Park;
- ~ Remarkably preserved plant and insect fossils at Florissant Fossil Beds National Monument;
- ~ Historic military and trading posts at Bent's Old Fort National Historic Site;
- ~ Canyons and rushing waters at Black Canyon of the Gunnison National Park;
- ~ Sparkling waters of Curecanti National Recreation Area.

Last, but certainly not least, is Colorado National Monument, a geologic gem in this spectacular collection of national parks, monuments, recreation areas, historic and cultural sites, battlefields, memorials, wild and scenic riverways, lakes and seashores.

Many people are familiar with the words “national park”. Images of wonders from national parks adorn books, calendars, and magazines. Advertisements for cars, clothes, cameras, and outdoor equipment spotlight national parkland settings to enhance product sales. Countless movies, from westerns to “Thelma and Louise” to “Close Encounters of the Third Kind”, utilize these sites as backdrops to or elements of the plot. In spite of all this exposure, few people actually know the history of the National Park Service and the principles on which it was founded.

This chapter of the *Adventures in Colorado National Monument: Teacher's Guide and Activities* goes beyond the scenery to focus on both the past and the present of this venerable and visionary institution. The treasures managed by the National Park Service give insight into the dreams and hopes of our fledgling nation that were bound with the commitment to preserve some of the unique wild places that were discovered in our westward expansion. Issues faced by the National Park Service today exemplify the challenges of land and resource management, recreation, preservation, and environmental protection faced around the globe. It also offers a useful introduction to other city, state, and federal land management agencies.

The National Park Service

Origins and Issues



- ◆ **Hot Springs**
- ◆ **Giant Sequoias**
- ◆ **Geysers**
- ◆ **Waterfalls**
- ◆ **Canyons**
- ◆ **Caves**
- ◆ **Volcanoes**
- ◆ **Alpine Tundra**
- ◆ **Beaches**
- ◆ **Grasslands**
- ◆ **Mountains**
- ◆ **Forts**
- ◆ **Battlefields**
- ◆ **Cliff Dwellings**
- ◆ **Fossil Beds**

These are just a few of the unique and scenic resources across the country that have been preserved and protected as national parks, monuments, and historic sites.

Formally established in 1916, the National Park Service has roots that go back to the very beginnings of the United States. In its history are ethics, issues, and questions that touch deep values and involve complex challenges for the future.

America's Wonderlands

When America was young, its connections to the “Old World” were still strong. Many people felt the culture and history of Europe was superior to that of the “new world.” As westward explorations and expansion revealed marvels in the wilderness, attitudes began to change. A sense of pride, worth, and patriotism took hold. In America’s natural places were scenic wonderlands that inspired and awed: the waterfalls and rock domes of Yosemite Valley; the groves of giant sequoias of the Sierra Nevada; the mud pots and geysers of Yellowstone; and the canyons of the Colorado and Green Rivers. The combination of breathtaking landscapes with seemingly unlimited economic opportunities lured citizens across the country with hope and possibility in their hearts.

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Origins and Issues



Origins

As tales of the grandeur, the vastness, and the uniqueness of these lands spread, so did the desire to make money off of these areas of scenic splendor. Stories of the unparalleled beauty of Yosemite Valley and its waterfalls sparked interest in what else America's public lands might contain. An exhibit of bark stripped from one of the largest sequoia trees in the Calaveras Grove stirred public controversy as much as curiosity. The result was that in 1864, Congress took its first steps toward protecting natural wonders within the "public domain". It set aside eight square miles of Yosemite Valley and the nearby Mariposa Grove of giant sequoias as a preserve to be administered by the State of California. As such, Yosemite was "for all citizens 'to be held for public use, resort, and recreation...and be held inalienable for all time.'"

In the Heart of Yellowstone

More and more people came west, and lands were settled and divided. Questions of ownership, property rights, and values came to the forefront. Who had the right to purchase and settle? Was it those with plenty of money and influence, or were small homesteaders and immigrants going to have a chance as well? Did any one person or corporation have the right to profit from the amazing sights and natural phenomena that were found? Or should these wonders be owned by everyone in the national interest? Topics such as these were discussed around a campfire deep in the heart of Yellowstone in 1870. A small group of explorers and army personnel, known as the Washburn-Langford-Doane expedition, contemplated the geysers, mud pots, boiling and bubbling hot springs, and deep canyon cut by the Yellowstone River. Of their venture into the vast wilds of that region, Lieutenant Gustavus Doane wrote: "As a country for sightseers, it is without parallel; as a field for scientific research, it promises great results;...it is probably the greatest laboratory that nature furnishes on the surface of the globe." What lay before these adventurers was so remarkable that they considered it worthy of becoming a treasure of the nation as a whole, instead of being controlled by an individual, corporation, or group. Efforts to forge the first "national park" thus began.

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Origins and Issues



The First National Park: Yellowstone

The idea of protecting areas with unique resources and scenery within the public domain gathered more support. Letters, speeches, and eloquent persuasions by the Yellowstone explorers and others across the country culminated in Congressional action. In 1872, two million acres of public lands were withdrawn from settlement and development, and given the special federal designation of Yellowstone National Park. The lands were set aside for preservation, maintained in their “natural condition”, and retained as “public park, or pleasure grounds, for the benefit and enjoyment of all the people”. Such legislation and public involvement heralded a new era of governmental action to find value beyond that of economics within the land.

In the years that followed, other wonders were set aside as national parks. These included Mackinac Island in Michigan (now a state park); Sequoia and General Grant (now Kings Canyon National Park) in California; Mount Rainier in Washington; Crater Lake in Oregon; Wind Cave in South Dakota; and Mesa Verde in Colorado. Yosemite was formally transferred from state administration to national parks in 1906. In all instances, large tracts of land with outstanding scenic or remarkable cultural features in their landscapes were set aside by the government to become part of the national heritage. Commercial use of timber, minerals, grass, and water was prohibited, as the lands were to be owned by the nation as a whole, and the resources conserved for the good of everyone. Yet, in spite of their new legal status as national parks, the parks were given little money, staff, or equipment for development or protection. The next stage in the debate about the value and importance of federally managed lands began.

The Antiquities Act of 1906 and the First National Monuments

Further explorations of western lands revealed the cliff dwellings and archeologic ruins in the canyons and mesas of the desert southwest. Congress was inspired to pass the Antiquities Act of 1906. This legislation was significant for two reasons. First, it prohibited any person from the “appropriation, excavation, injury, or destruction of any historic or prehistoric ruin or monument or any object of antiquity on lands owned or controlled by the Government of the United States, without permission of the department with jurisdiction over those lands.” Countless prehistoric sites, historic buildings, and other cultural locales benefited from protection under this act. Even today, it continues to be a very important piece of legislation.

A second and equally important facet of the Antiquities Act gave the President of the United States the executive authority to declare national monuments on existing federal lands. National monuments were distinct from national parks in that they were established to conserve areas or structures of historic, scientific, or national interest without going through the Congressional legislative process. Instead, the President alone could proclaim an area of existing public land to be significant enough to warrant this special federal protection. Thus, the first national monument to be created was Devils Tower, a fluted column of volcanic rock rising nearly 1000 feet above the Wyoming desert. Muir Woods, El Morro, Chaco Culture, and Petrified Forest National Monuments followed, a redwood grove, a rock inscribed in 1605, the ruins of an ancestral Puebloan community, and a fossilized forest respectively.

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Colorado National Monument was added to the growing group of national monuments on May 24, 1911. President William H. Taft designated it because “the extraordinary examples of erosion are of great scientific interest, and it appears that the public interest would be promoted by reserving these natural formations as a national monument, together with as much public land as may be necessary for proper protection thereof.”

The Formalization of the National Park Service

As the number of parks and monuments expanded across the United States, the need to allocate funds for their maintenance and preservation also grew. Although public interest in parks steadily increased, the sites were still cared for and protected by limited staff, with little coordination between areas. Colorado National Monument, for example, had a single custodian to undertake and coordinate development of trails, roads, camp and picnic grounds, and facilities on many acres. In addition, different federal agencies, with diverse philosophies and goals, oversaw the parks. While the Department of the Interior managed some parks, the Department of Agriculture (United States Forest Service) and the Department of War administered others. To protect resources, confront poachers, fight forest fires, and improve road access, larger parks, such as Yellowstone, utilized manpower from the military. For a number of years, Yosemite and Sequoia both had superintendents who were army officers.

With divergent images of what constituted a national park, and differing philosophies of management, many sites faced new challenges and ethical dilemmas. Should resources in parks be given an economic value in the name of progress? What reason was there to protect park resources when they could be put to “use” by corporations and developers? What was going to serve the largest number of people in the best way? Timber was at issue in the Pacific Northwest. Grazing rights were the focus around Yosemite. The right to water caused the biggest debate of all. Should rivers be tapped for irrigation, power, and domestic use, or allowed to run free? This conflict reached an apex in 1913 when Congress permitted the damming of Hetch Hetchy Valley near Yosemite. Discussions about the value of park resources, to utilize or to preserve them, reflect the mixture of attitudes about who has the rights to ownership and development of park assets across the country. The passage of time has not resolved these issues. Similar challenges still exist in the park system today, most notably around Yellowstone, Redwood, and Everglades National Parks, many Alaska national parks, and in the newly created Grand Staircase-Escalante National Monument in Utah.

In 1916, Congress established the National Park Service as an administrative bureau within the Department of Interior. This new agency was given sole responsibility for parks nationwide. Its mission was to manage the existing 35 parks and monuments (as well as any others that were created in the future), to take over operation of parks and monuments from other departments, to obtain funding for the park development and use, and to create policies for overseeing these treasured national lands.

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Origins and Issues



Further, the agency was mandated to “conserve the scenery and the natural and historic objects and wildlife therein, and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations.” For over 80 years, this vision has directed the actions of the National Park Service.

Now, over 380 sites across the country have been set aside as “outstanding or rare examples of geologic landforms or biotic areas, places of exceptional ecologic or geologic diversity, sites with a concentrated population of rare plant or animal species or unusually abundant fossil deposits, or an outstandingly unique scenic or cultural value” for the benefit and enjoyment of the public. Besides national parks and national monuments, national historic sites, national recreation areas, national seashores, national lakeshores, national scenic trails, wild and scenic rivers, battlefields, and memorial parks have been preserved from coast to coast. Not only are photographers, artists, poets, writers, and adventurers enriched by visiting these places, but people of all ages, heritages, and interests seek out parks for relaxation, learning, and inspiration. America’s commitment to conserve its memorable scenery and history has stimulated other nations to protect their natural and cultural wonders as well.

No Park is an Island

Many other issues and challenges face the National Park Service. In the last thirty years, environmental awareness has grown around the globe. Recognition of the diversity and interconnectedness of life has skyrocketed. As a result, managers must carefully assess resources within their parks, as well as view them in the context of natural systems that often extend miles beyond park boundaries. Rather than simply preserving the scenic values of individual parks, a new vision of national parks as part of larger plant, wildlife, and human communities is evolving.

Forest fire management policies demonstrate this challenge. At Sequoia National Park, forest fires represent an enormous threat to the towering big trees. What, then, is the role of fire in a national park? Should there be policies of complete suppression? Or can small, carefully monitored fires eradicate forest debris and lower-growing plant species, that might cause really hot, destructive fires if left unburned? Scientific investigation of fire ecology brought about policy changes in the mid-1970’s whereby fire was viewed as having a valuable role in keeping ecosystems healthy. Fires caused naturally, such as by lightning, were permitted to burn as a means of ecologic restoration and revegetation. Fires caused by humans; fires threatening historic or other structures; or fires in areas of irreplaceable resources, were to be suppressed. In some areas, controlled burns, set by firefighters themselves when weather and other conditions were right, were found to improve habitat for sequoias, as well as other plants, animals, and humans.

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However, in the summer of 1988, when fires swept from Yellowstone National Park into lands outside, the region, both physically and economically, was threatened. In this case, Yellowstone did not stand alone; it was part of a broader community of private and public interests. Existing National Park Service fire fighting policies were disputed by area residents directly affected by the smoke and destruction, as well as by those who questioned the impacts of fire upon park resources. Ultimately, Park Service fire management tactics were vindicated, but fire and park officials could no longer view their actions within the park as ending at the park boundary fences. Instead, they had to work with neighbors, and with the public as a whole, to improve communication, and to educate about the positive role of fire in natural ecosystems.

Fences and boundary markers cannot contain other outside threats to the so-called “natural condition” of the parks. Plant species that do not originate in the environment can be introduced and thrive. At Colorado National Monument, tamarisk, a ten to fifteen foot high shrub, grows in many drainages and canyon bottoms. In spite of its abundance, tamarisk is not a native species. Introduced in the 1800’s, it has spread rapidly throughout the west. Growing in dense, almost impenetrable thickets, it can out-compete willows, cottonwoods, and other water-loving native vegetation. In order to protect plants indigenous to the Colorado National Monument, the National Park Service has had to develop programs to eradicate it within its borders.

Non-native wildlife, threatened and endangered species, water and air pollution, acid rain: there are many other threats to the national park system. No park is an island unto itself. It is very much a part of our global ecosystem, and very much a part of all of us.

Now and Into the Future

The number of new parks to be included in the National Park Service may not increase in the next decades, but the issues facing the existing national treasures seems to grow exponentially. As the agency moves into the twenty-first century, environmental awareness forces park managers to look more carefully and scientifically at their scenic and cultural resources. The rights of private citizens, state, local, and federal governments to and in these nationally protected lands continues to be negotiated. The fluctuating demand for the economic value of timber, oil, gas, and water influences development pressures on parks. How are the needs of the nation best served — by extraction or by conservation of resources? Assuring the original mandate of the National Park Service, that lands be conserved “unimpaired...for future generations” may be one of the highest hurdles to be achieved.

How much our parklands are valued and in turn visited may be the ultimate challenge to the National Park Service. Coping with the tremendous number of park visitors desiring a memorable experience, as well as expecting safe, comfortable and accessible conditions, requires personnel, facilities, and money that are in short supply. Another hurdle is how to safeguard irreplaceable cultural, historic, natural, and scenic features from impacts of this high visitation. As people build homes and industries adjacent to parks, as our populations grow, and as more and more people come to parks for recreation and enjoyment, park habitats are increasingly impacted. Whether it be from littering, trail erosion, cryptobiotic soil crust destruction, development of accommodations for park visitors, or simply overcrowding on trails and campsites, disturbances to natural resources in the parks grow daily. It seems that in our love of parks and experiences we have in them, we visitors are degrading the places we value most. It behooves all of us to tread lightly and thoughtfully in our national parks, and to remember that these magnificent places belong not only to us, but to “future generations” of Americans who will also want to experience them to the fullest.

Behind the Scenery

Colorado's Other Parks and Refuges



Colorado is well known for its scenic beauty. People come from all over the world to visit its Rocky Mountains, grand lakes, rushing rivers, and historic cliff dwellings and mines. Many private organizations as well as city, state, and federal agencies seek to cultivate and preserve the state's landscape and natural resources. While some work on behalf of wildlife and plants, others strive to create accessible recreation acceptable for people of all ages and abilities. Still others have a mission to promote multiple uses of land, including logging, mineral development, grazing and recreation. Because these groups manage diverse lands, with different guidelines, park users are faced with an array of regulations. What is acceptable in one location is not permitted in another. In order to be responsible visitors, both children and adults need to become familiar with the unique land use plan for the park that they are visiting.

Private Organizations

The Nature Conservancy, the Trust for Public Land, the Colorado Coalition of Land Trusts, and the Mesa County Land Conservancy are some of the private groups successfully managing thousands of acres of land in Colorado. Through donations of ranch land, river bottoms, grasslands, forests, wetlands, and other types of open space, they seek to preserve habitat that plants, animals, and natural communities need in order to survive, and to sustain the diversity of life on Earth. With tools such as cooperative agreements and conservation easements, these groups actively work with individual landowners seeking to protect unique or important tracts of land on behalf of wildlife or plant life. Because most of the lands are held privately, special arrangements must be made for the public to visit them.

City Parks

Most cities have at least one piece of land set aside as parkland within their boundaries. Centrally located open spaces have been part of the design of villages and clusterings of homes since ancient times. Remnants of public areas are found worldwide, including plazas in cliff dwellings in America, circular cities in Turkey, and gardens in Japan. One of the first American city parks was established in the 1850's in New York City. This one square mile of land, known as Central Park, gave local residents land for recreation, and a place to escape the bustle of city life. Today, open spaces for public recreation are a key element in the development of urban areas.

Behind the Scenery

Colorado's Other Parks and Refuges



Easy access to recreational opportunities is a characteristic of city parks. Grand Junction has thirty-four city parks within a short distance of most residents. The Grand Junction Parks and Recreation Department manages and maintains these areas, together with more specialized sites, such as soccer and baseball fields, skateboard and rollerblade parks, hockey rinks, basketball and volleyball courts, and lighted tennis courts. Emerson, Pomona, Hawthorne and Columbine are some of the parks with picnic facilities and children's playground equipment. Lincoln Park offers golf and an outdoor swimming pool, while Blue Heron and Watson Island have trail systems for bicycling, jogging, walking, even bird watching and fishing. The diversity and quantity of city parks makes Grand Junction a pleasant place to live and work.

State Lands

While city parks exist within neighborhoods and are easily reached, lands owned by the State of Colorado may be near urban areas or in more remote settings. Three types of land are managed by the state for the benefit of its residents: state school trust lands, state parks, and state wildlife areas. Each one has a unique mission that directs the way it is operated and how it is used by the public.

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State School Trust Lands

State school trust lands are the oldest, but least known, of the land management agencies. Beginning with the General Land Ordinance in the 1780's, and continuing until Alaska became a state in 1959, the United States Congress granted statehood with certain conditions. One requirement was that specific sections of land be set aside as "state school lands". These were to be held in trust for the benefit of schools within each state. When Colorado achieved statehood in 1876, its enabling legislation from Congress authorized that "sections 16 and 36 in every township...are granted to the state for support of common schools. These two sections shall be disposed of only at public sale...the proceeds to constitute a permanent school fund, the interest of which to be expended in the support of common schools."

Today, the Colorado State Land Board administers both the state school trust lands and the funds that they generate. The state owns 2.8 million surface acres, and over 4 million mineral acres. Many of these properties are leased out to a variety of individuals and companies. Fees charged for use of these properties bring in revenue for the state. For example, rights of way; oil, gas, coal and other mineral development; agricultural uses; forest product sales; grazing rentals; and periodic sale of the lands, all generate income. These monies are distributed annually into other trusts that are managed for schools, the Colorado State University system, and the University of Colorado. In addition, public buildings, penitentiaries and state parks also benefit. Thus, thanks to far-sighted Congressional mandates, State of Colorado owned lands have many uses, one of which is to bring in funds that ultimately go to public education, public parks, and public facilities.

Behind the Scenery

Colorado's Other Parks and Refuges



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State Parks

State parks are perhaps the best known and most appreciated of the state land management agencies. The concept of state parks began in 1921 with a gathering of conservationists, politicians, and state officials from around the country. Calling themselves the National Conference of State Parks, these visionaries urged that state, county, and local governments acquire land and water to develop for public recreation, as well as for wildlife habitat. The result of their efforts, together with those who financed, acquired, designed, and constructed the facilities, was the creation of parkland in each state. One reason for the state parks was, and still is, to help people to get away from the congestion and flurry of cities, and into greater contact with nature. Now a multitude of recreational opportunities are offered in the state parks, including biking, boating, camping, fishing, hiking, picnicking, wildlife observation, and other leisure pursuits in the out-of-doors.

Established in 1957, Colorado's state park system operates parks for the benefit of public recreation. Today, over 40 parks encompass 160,000 acres of land, and 46,000 acres of surface water statewide. Many locations were originally reservoirs created for water storage, agricultural irrigation, flood control, or hydroelectric power generation. The Department of Parks and Outdoor Recreation (DPOR) acquired lands around these waters, and developed them for another use — recreation. Now, boat houses, marinas, picnic areas, campgrounds, fishing piers, beaches, hiking and biking trails, and many more facilities exist alongside these reservoirs. The concept of multiple use of resources for the public good has been highly successful, with over twelve million people reportedly using the state park system annually.

In the Grand Junction area are Vega State Park, Highline State Park, and the Colorado River State Park, which encompasses Island Acres, Corn Lake, Connected Lakes and Fruita. Revenues for development and maintenance of the Colorado State Parks come from several sources. Some are generated by the State School Trust Lands; other funds come from taxes, fees, Great Outdoors Colorado, and the Colorado State Parks Foundation.

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Wildlife Areas

The Colorado Division of Wildlife (DOW) is another of the state's land management agencies that benefits not only Colorado's human population, but its plant and animal life too. It oversees lands principally for wildlife and habitat, and secondarily for recreational purposes. Over 350 State Wildlife Areas totaling over 650,000 acres within the state are operated with the slogan, "For Wildlife, For People." The scope of DOW lands is impressive, supporting a wide variety of birds, reptiles, amphibians, insects, spiders, and mammals. Included are large tracts of habitat for elk and big game, as well as smaller sites where fish are hatched and reared for stocking. Some DOW sites close seasonally to allow wildlife to breed, nest, raise their young, or be protected from human interactions. At other times, the lands are open for public recreation, hunting and fishing use. More and more opportunities for wildlife watching are available for those interested in nature observation.

Behind the Scenery

Colorado's Other Parks and Refuges



In contrast to other government agencies funded entirely by taxes, 76% of DOW revenue comes from fees for fishing and licenses for hunting. The remaining income is from fines and penalties, and taxes on the sale of sporting goods. While Great Outdoors Colorado contributes approximately 3% of the budget, the Non-game Checkoff on Colorado State Income Tax forms contributes a mere 1%. DOW expenses include fish hatcheries, stocking of fish in reservoirs and streams, management of wildlife and habitat, endangered species protection, and efforts by the DOW to be a steward of the state's wildlife resources now and in the future. State Wildlife Areas in Mesa County are Horsethief, Loma Boat Launch, Plateau Creek, Walker, and West Lake.

Thus, the state of Colorado has a broad spectrum of land management agencies that work behind the scenery to care for natural resources and to serve its residents.

Federally Managed Lands

Management of millions of acres of open space across the United States is divided up among many federal agencies: the United States Forest Service (USFS), the Bureau of Land Management (BLM), the National Park Service (NPS), the Bureau of Indian Affairs (BIA), the Bureau of Reclamation, the United States Fish and Wildlife Service, the Department of Energy, and the military. Almost every state in the country has parcels of land that belong to the United States Government. Three land management agencies, the Forest Service, the Bureau of Land Management, and the National Park Service, will be discussed here, because they oversee significant public lands in Mesa County.

With so much land across the western United States under federal control, land management by government agencies is a highly charged topic to many people.

Moreover, the roots of the controversy go back to the very beginning of the United States. From the late 1700s to the late 1800s, the nation was low on funds, but had more than enough land as "public domain." Much of this land was wilderness, unexplored, and untouched by humans. To raise money, and make new homes available to citizens, the government encouraged the sale of tracts into private hands for settlement. Huge sections were sold to individuals and corporations for grazing, timber, mineral, and agricultural development. As a result, the government disposed of over two-thirds of its 1.8 billion acres of land into private or state ownership and management in a remarkably short period of time.

By the late 1800s, western lands were nearly divided up. Competition for public lands grew. Fraud, monopoly, and speculation created tumult in the General Land Office. Degradation, pollution, and over-consumption of water, timber and grasslands increased. These conditions generated interest in conservation and regulation of the remaining public land resources. Protection of Hot Springs, Arkansas from development; preservation of Yosemite as a state park in California; and designation of Yellowstone as a "public park, or pleasure ground, for the benefit and enjoyment of the people," set the scene for the federal government to take on the new role as caretaker of valuable or irreplaceable resources, instead of being a distributor.

Behind the Scenery

Colorado's Other Parks and Refuges



In 1891, to protect rapidly diminishing timber lands, Congress authorized the first forest “reserves” and the establishment of a Department of Forestry (later Forest Service) within the Department of Agriculture. Momentum to set aside timber reserves grew as President Theodore Roosevelt stated his desire to see public lands developed with the “highest use for the greatest good”. As a result, Congress granted him the authority to withdraw public land from settlement temporarily, without congressional action, while its most appropriate use was determined. By 1934, when the famed Taylor Grazing Act was approved, the first grazing districts, overseen by the Department of Interior, were formed on unclaimed and unsettled federal land. Thus, the disposal of land into private ownership began to end, and the government’s role as a land manager expanded. The removal of land from settlement and possible development created dissension. The seeds of controversy over private versus public rights to federal land ownership and management were also sown.

In response to opposition to the growing federal forest reserves, Congress created revenue-sharing programs between the states and the forests. A portion of the funds from timber sales was to help pay for construction of roads, trails, and schools, a program that continues to this day. The two World Wars and their aftermath triggered huge demands for timber and mineral production. At the same time, citizens began to seek increased outdoor recreational opportunities. The rights of states, corporations, individuals, as well as the federal government, to control what happened on public lands, and to benefit by any resources on it, caused much debate. Juggling diverse demands on publicly owned lands was not easy — nor will it ever be. Still, it led to a necessary streamlining of policies and organization, much of which is still in effect.

Today, the federal government has distinct missions for its three largest land management agencies. While boundaries may meet, uses and regulations change depending on which side of the fence one is standing.

The United States Forest Service, a division of the Department of Agriculture, oversees millions of acres of lands under the guidelines of multiple use and sustained yield. One acceptable use of the land is economic. This means that natural resources are managed as a farmer would crops: to be grown and cared for to guarantee harvest and availability for human use for the long term. Thus, because people need wood for construction and other uses, logging of selected areas of timber by contractors, and seasonal wood cutting by individuals with a permit, are acceptable. Drilling for oil and gas, and mining for coal is allowed in order to meet the demand for fossil fuels. The market for beef, lamb, and wool warrants use of forest meadows and grasslands for grazing, while interest in hunting for deer and elk results in fall hunting seasons on forest lands. The need for water for irrigation, flood control, and power dictates damming of streams and rivers.

Another significant “use” of forest lands is recreation. The public’s interest in opportunities for camping, hiking, picnicking, fishing, hunting, skiing, snowmobiling, and boating has led to developments to meet these needs. Visitors to the national forests enjoy a wealth of activities, both active and quiet, in forests across the country. In this region, the Grand Mesa, Uncompahgre, Gunnison, White River, Manti-LaSal, and San Juan National Forests all offer outstanding recreational opportunities, as well as permit a variety of other more economically based uses on their lands.

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Colorado's Other Parks and Refuges



The concept of “multiple use and sustained yield” evolved from utilitarian roots, and the United States citizenry has benefited enormously from it. With increasing environmental awareness, and appreciation for the need for large, unbroken tracts of forest for plant and animal life, controversy over limits on the uses, and over-uses, of the nation’s forests grows. As with so many land use questions, there is no simple or easy answer, and certainly the debate will continue over “appropriate use” of the resources.

The Bureau of Land Management (formerly the Grazing Service) is a land management agency within the Department of Interior. Together with the U. S. Forest Service, it is estimated to administer over 80% of federal lands. It is in charge of over 270 million acres of land, which it also manages and leases for sustained yield and multiple use. Many of its parcels are from the federal government’s original “public domain”, being too remote, harsh, inaccessible, or uninhabitable to have been settled or designated as national forest or park land. Grazing, oil and gas exploration, coal mining, and other extractive ventures may be found on its lands. Recreational visits to BLM land are increasing as people seek more solitary and remote adventures than can be found in some of the nation’s forests and parks. As discoveries of the lesser known beauties and resources on BLM lands are made, these lands will experience more recreational use by the public. Because some of these lands are less regulated than national park lands, the need to protect them also grows. In this region, Big Dominguez, Miracle Rock, Lower Dolores Falls, and Mud Springs Recreation Areas are all managed by the Bureau of Land Management, as are vast tracts of land in south and eastern Utah.

The National Park Service, another division of the Department of Interior, manages hundreds of national parks, monuments, recreation areas, historic and cultural sites, battlefields, memorials, park and riverways, lake and seashores across the country. In contrast to the Forest Service and the Bureau of Land Management, its mandate is to preserve and protect lands of “national significance” into the future. Its mission is to “conserve the scenery and the natural and historic objects and wildlife therein, and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations.”

Whereas a tree in the national forests represents potential economic value, that same tree on National Park land would live, die, decay, and recycle its energy and nutrients back into the environment unhampered by human intervention.

Colorado hosts a surprising number of the National Park Service units. These include Colorado National Monument, Rocky Mountain National Park, Mesa Verde National Park, Dinosaur National Monument, Black Canyon of the Gunnison National Park, Curencati National Recreation Area, Great Sand Dunes National Park, Hovenweep National Monument, and Bent’s Old Fort Historic Site. Arches and Canyonlands National Parks, Rainbow Bridge National Monument, and Aztec Ruins National Cultural Site are all nearby as well.

Together, and day by day, city, state, and federal land management agencies work beyond the scenery, creating opportunities for public recreation, and stewarding the nation’s resources and lands into the future.

These Lands Are Your Lands



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Age Level

5th through 8th grades.

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Purpose of the Activity

The purpose of “These Lands Are Your Lands” is twofold. First, students learn about the diversity of parks, monuments, historic and other sites that are preserved across the country by looking at maps of the United States. Next, they test their knowledge about federal lands and regulations in a national parks quiz. Two optional exercises are also included in this activity. In one, students are challenged to create and plan their own national parks. In the other, the class writes imaginary letters to Congress proposing their “parks” for inclusion within the National Park Service. These four elements fit together to form an interactive curriculum about a federal agency that has great meaning and importance across the nation.

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Amount of Time Required

One to three hours are needed for this activity. Because there are four individual sections to this exercise, they can be done separately or together over several classroom periods. Since each activity builds on the other, an entire morning could potentially be devoted to “These Lands”.

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Best Location

Classroom.

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Materials Needed

- ❑ Atlases of the United States, on which national parks, monuments, historic and cultural sites, and recreation areas are shown. They do not have to be new to be useful in this activity. A brand widely available is the “Rand McNally Road Atlas”. One atlas for every two to three students is recommended.
- ❑ Copies of Worksheets #1 and #2 — for each student.
- ❑ Copies of “Teacher Answer Guide” that accompanies each worksheet in this activity — for the teacher’s reference.
- ❑ Copies of “Beyond the Scenery” and “The National Park Service: Origins and Issues” from the background information section of this chapter — for the teacher’s use.

For the optional activities, a pencil and several blank sheets of paper are needed for each team of students.

These Lands Are Your Lands



Background Information

“These Lands Are Your Lands” is composed of two main activities and two optional ones. Each section builds upon information and knowledge gained previously. The parts are also structured to stand on their own. There are sites to locate, discoveries to make, questions to answer, and issues to consider. “Worksheets” for students and “Answer Guides” for teachers provide challenges, information, and guidelines for study. Thus, the teacher may follow the activity through step-by-step, or craft a lesson plan from the separate elements to meet his or her curriculum needs. A brief description of each part of “These Lands Are Your Lands” follows.

Part One: Atlas Scavenger Hunt

Part One of “These Lands Are Your Lands” is a scavenger hunt about the national park system. Students use atlases of the United States to find a variety of National Park Service sites around the country. From Hawaii and Alaska, to Wisconsin and North Carolina, students seek out places that are well known, as well as others that are more challenging to locate. That so many places around the country have been protected because of their scenic, cultural, or historic value is impressive for children. Discovering the diversity of parks and their wide range of settings is fun and informative for them. This scavenger hunt leads into the next part of the activity which takes a more in-depth look at the National Park Service.

Part Two: These Lands Are Your Lands

Part Two of “These Lands Are Your Lands” is a quiz about the National Park Service. Students must find the answers to a range of questions, from who owns the national parks, to how do national parks and monuments differ, to what regulations do users of the national parks need to know. Contrasts between national parks and national forests are also considered. Material in this segment gives students and teachers alike a better understanding of and appreciation for the many kinds of parks and open space around our country.

Part Three: Make Your Own Park

Part Three, “Make Your Own Park”, is optional, and intended for grades seven and eight. In it, students work in teams to develop and plan out parks of their own. These sites may be real or imaginary, but they must have features so unique or special that they can be considered for federal protection and preservation as national parks or monuments. A worksheet helps the teams to outline the reasons that their particular sites meet criteria for this designation. Another component of Part Three is planning for the development of their parkland, from acquiring it to opening it up to the public.

Part Four: Write Your Congress

Part Four, the other optional component of the “These Lands Are Your Lands”, asks students to write an imaginary letter to Congress proposing their lands for inclusion in the National Park Service. Even though their “parks” are not real, through this exercise, children parallel the process by which national parks and monuments are actually created.

Creation of Colorado National Monument

For example, Colorado National Monument was the vision of a number of Grand Valley residents, including the legendary John Otto. In the canyons, monoliths, and geologic features of the neighboring mesa, these people saw a place so marvelous and rare that it should be preserved for generations of people to learn from and visit. They petitioned and wrote to Congress, sent letters to the newspaper, and raised funds in order to reach their goal of making the land a national park. It was no small undertaking. Getting such a designation required vision, leadership, commitment, perseverance, and enthusiasm in the face of the challenges of the political process. In this case, however, the United States Congress did not act to create a new national park.

In 1911, President William H. Taft did act. He utilized executive powers granted to him under the Antiquities Act of 1906 to protect the lands as a national monument. In his Presidential Proclamation, he stated: “The extraordinary examples of erosion are of great scientific interest, and it appears that the public interest would be promoted by reserving these natural formations as a National Monument, together with as much public land as may be necessary for the proper protection thereof.”

Curriculum Standards

Thus, the four parts of “Make Your Own Parks” not only teach students about the National Park Service as a whole, but they give a first-hand look into the complexity and challenges of land use planners. Through this activity, the class is introduced to the remarkable diversity of lands that have been preserved nationwide. In addition, by writing imaginary letters to Congress, students learn lessons about the democratic process, and about how to “exercise their rights and responsibilities of participating in civic life”. The latter is a Social Studies (Civics) Curriculum Standard for grades 5 through 8.

Please note that “These Lands Are Your Lands” culminates with the two optional activities. Because of the analysis and writing required in these activities, they are recommended for older students in grades 7 and 8 only.

These Lands Are Your Lands

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In order to make “These Lands Are Your Lands” go smoothly for the class, the teacher needs to read and be familiar with the Background Information about the National Park Service and other land management agencies provided in this chapter. She or he should make a brief presentation to the class about what the National Park Service is and does. How it is similar and different from city parks, state parks, the United States Forest Service, and the Bureau of Land Management should also be included. Because this discussion is most effective when personalized, the teacher should tell a story about his or her own experience in a national park, or get students to share their adventures in one.

Lastly, the “Make Your Own Park” segment helps teachers and students to appreciate more fully their rights and responsibilities as park users. With Colorado National Monument; Black Canyon of the Gunnison National Park; Curencanti National Recreation Area; the Uncompahgre, Grand Mesa, and Gunnison National Forests; Bureau of Land Management lands; as well as numerous state and local parks nearby, area residents need to be familiar with the mandates and rules by which these different sites operate. Where hunting and fishing may be acceptable on some state lands, and seasonally in the national forests and Bureau of Land Management lands, such activities are not permitted in the national monuments. Similarly, taking rocks, fossils, or plants home, or cutting firewood, may be allowed on private lands, yet regulations strictly forbid such activities in the National Park Service. Visitors need to understand that as the agencies have different definitions, so, too, do they have different rules and regulations.

Definitions

The following definitions will be helpful in completing the four activities in “Make Your Own Park”.

What is a National Park?

National Parks have two important features.

1 First, they are large areas of land that have been set aside for preservation specifically to “conserve the scenery and the natural and historic objects and wildlife therein, and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations.” These words were written by Frederick Law Olmsted, Jr., a noted landscape architect of the late 19th century. His concept of conservation of scenery, that it should not be diminished in value, quality, or condition into the future, became a key component of the National Park Service Organic Act of 1916.

2 Secondly, a national park is created by an act of Congress. Both the House of Representatives and the Senate have to agree that an existing piece of government owned land is worthy of being set aside, by being so unique or special as to be preserved in the national interest. The process of making a national park begins with a group of citizens and organizations proposing a site for inclusion in the national park system. After Congressional subcommittees study their idea, legislation to create a park is developed. With its passage by both the House and Senate, the new national park is created.

Examples of well known national parks are: Yosemite, Yellowstone, Grand Canyon, Everglades, Rocky Mountain, and Mesa Verde National Parks.

What is a National Monument?

A national monument differs from a national park in size, purpose, and origin. First, a national monument is often (but not always) smaller than a national park. Usually it is a landmark or site that, first, is on federal land, and second, has significant enough scientific or historic value to be protected for future generations to learn from and enjoy. National monuments are amazingly diverse. They include: birthplaces and homes of important national figures (George Washington, Booker T. Washington); historic sites (Pecos, Bandelier, Effigy Mounds, Aztec Ruins); unique plant, topographic, or geologic landscapes (Devil’s Tower, White Sands, Pinnacles, Dinosaur, Jewel Cave, Saguaro); and important national symbols, such as the Statue of Liberty.

Where national parks require an act of Congress for creation, national monuments may be set up by Presidential Proclamation alone. Under the Antiquities Act of 1906, the President of the United States was given the executive authority to declare an area to be significant enough to warrant federal protection. Thus, many places of unique scenic, cultural, historic, and geologic importance and interest have been added to the national park system through presidential rather than congressional action. Grand Staircase-Escalante National Monument in southwestern Utah is one of the more recent national monuments. It was established in 1995 by President Bill Clinton.

Both national parks and national monuments are part of the National Park Service, and are open to the public to visit 365 days a year. Both receive federal funding each year from Congress. In recent years, entrance fees charged by individual sites have been returned to those same sites for internal use.

Comparison of National Parks and National Forests

The National Park Service Compared With the United States Forest Service

The National Park Service is often confused with another federal land management agency, the United States Forest Service. Although the National Park Service emerged out of the U.S. Forest Service it is a division of the Department of the Interior, whereas the U.S. Forest Service is a part of the Department of Agriculture. Another difference is that the two agencies are managed for different purposes: the National Park Service for protection and preservation of land “unimpaired into the future”, and the U.S. Forest Service for “multiple use and sustained yield”. Where mining, timber sales and logging, wood cutting, grazing, and hunting are acceptable on U.S. Forest Service lands, minerals remain unexplored and untouched, trees fall and decay in situ, and wildlife is hunted with binoculars, not guns, on National Park Service lands. The words of Robert S. Yard explain this concept well: “Our national park system is a national museum. Its purpose is to preserve forever...certain areas of extraordinary scenic magnificence in a condition of primitive nature...Recreation is not distinctive of the system. The function which alone distinguishes the national parks...is the museum function made possible only by the parks’ complete conservation...Except to make way for roads, trails, hotels, and camps sufficient to permit the people to live there awhile and contemplate the unaltered works of nature, no tree, shrub, or wildflower is cut, no stream or lakeshore is disturbed, no bird or animal is destroyed.” (Note: More information about these two agencies is available in the “Behind the Scenery—Colorado’s Other Parks” and “National Park Service: Origins and Issues” found in the Background Information section of this chapter.)

These Lands Are Your Lands



Conclusion

“These Lands Are Your Lands” is an activity that gives students and teachers alike the opportunity to look behind the scenery of their national parks to understand why and how they were created. Not only is this an exploration of civics, but it is a valuable lesson in how to explore more appreciatively nearby Colorado National Monument. Worksheets help to focus the students on the national parks as a whole, and to highlight differences between national parks and national forests. In Parts Three and Four, older students can explore what actually constitutes a national park, and how to plan to preserve its resources while making the land accessible to the visitor.

Step-by-Step Instructions for the Activity

Preparations

- 1 Send students home with a note asking if parents have any atlases of the United States that could be used in the classroom for a few days. Explain that the atlases need to be detailed enough that national parks, monuments, and historic sites are listed. Brands where each state is on a separate page are especially helpful in this activity. Rand McNally and other publishers often produce these annually. For classroom purposes they do not have to be new. Depending on the response, check other sources, such as other teachers in the school, friends, and family. Some people may be willing to make a donation of their atlas to the school. Other options for finding maps include the school library, the public library, the local Chamber of Commerce, or local bookstores.
- 2 Plan for one atlas for every two students, but three students can work together if need be. Any more students per atlas would be too many.
- 3 As the atlases come in, make sure that the name of the owner is clearly marked on each one.
- 4 About a week ahead of time, tell the class that they will be studying about their national parks. Ask them to think about an experience or adventure that they have had in a national park, national forest, state park, state wildlife area, or city park. They can even bring to class a photo of themselves in a park. If they do not have a photo, ask them to draw a picture to share their experience. Some students may be interested in writing short accounts of experiences they had in parks. These can be put together as a group book or class bulletin board about parks.
- 5 Make copies of Worksheet #1: “Atlas Scavenger Hunt” and Worksheet #2: “These Lands Are Your Lands” quiz for each student.

6 Lastly, the teacher should review all the background information provided in this chapter about parks, and use it as a basis for discussion. The focus should be on what the National Park Service is and does. How it is similar and different from city parks, state parks, the United States Forest Service, and the Bureau of Land Management should also be included. Because this discussion is most effective when personalized, ask students about their experiences in parks. Questions like the ones that follow will be helpful in this dialogue.

- ~ How many of you have visited a local park in the Grand Junction/Fruita area?
- ~ How many people have a city park near their home?
- ~ What is your favorite thing to do in the city park?
- ~ How often do you visit your city park?
- ~ Who has visited a national park before?
- ~ Can you name any national parks, even if you have not ever been to one?
- ~ Who has visited the most national parks in the class?
- ~ How many students have gone to Colorado National Monument before?
- ~ What is a difference between your city park and a national park? Observations might include size, facilities (soccer fields and swimming pools versus picnic grounds and open space), and how the city park has mowed grass and playgrounds whereas the national park is mostly natural. Also noteworthy is who you see in the parks, local residents and neighbors as compared to people from all over the country and the world at national parks.
- ~ What is different about the rules between local and national parks? The teacher should make special note of how pets are not as welcome in national parks, and collecting of plants and animals is not permitted there either.
- ~ Who has been to a national forest before?
- ~ What are some of the differences between it and city and national parks? Naming a few national forests may be helpful to get the discussion going.

Questions such as these will help to spark interest in your discussion about the different kinds of parks.

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7 Challenge students to identify whether a place that the teacher names is a city park, state park, national forest, national park or national monument. A few suggestions to work from are:

- ~ Yellowstone (National Park)
- ~ Grand Mesa (National Forest)
- ~ Lincoln Park (City Park)
- ~ Mesa Verde (National Park)
- ~ Black Canyon of the Gunnison (National Park)
- ~ Highline (State Park)
- ~ Colorado River (State Park)
- ~ Blue Heron (City Park)
- ~ Colorado (National Monument)
- ~ White River (National Forest)
- ~ Uncompahgre (National Forest)
- ~ Canyon View (City Park)
- ~ Emerson (City Park)

Then challenge the students to think of a national, state, or city park for you to identify. Students really like trying to stump the teacher.

8 You may want to prepare some definitions of parks using the materials provided in the Background Information section of this activity and the background information for teachers section that accompanies this chapter. Younger students may benefit by copying down the definitions after you write them on the chalkboard. Older students can take notes as you speak.

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9 Discuss with the group what some rules for national parks are. On one column of the chalkboard, record what the students think the rules for park users are. In another column, list the regulations for national parks as shown on the Colorado National Monument map.

- ~ National parks belong to everyone.
- ~ Do not collect or disturb any rock, fossil, plant, or artifact.
- ~ Wildlife may not be hunted, trapped, or injured.
- ~ Do not feed any wild animal.
- ~ Pets must be leashed or otherwise physically restrained at all times. They are not permitted in public buildings, or with hikers on trails.
- ~ Firearms must be sealed, cased, broken down, or otherwise packed to prevent their use.
- ~ Camping and picnicking are allowed only in designated sites, or with a special permit.
- ~ All vehicles must stay on roads.

These Lands Are Your Lands



How to Do the Activity

- 1** Plan to use one class period for the introductory discussion of parks and the Worksheet #1: “Atlas Scavenger Hunt”. If you prefer, you can have the discussion on one day and do the worksheets on another. The structure for this activity is very flexible.
- 2** Introduce “These Lands Are Your Lands” with a discussion about parks. To get an idea of how much students know about them already, ask the group to answer a selection of questions that you have developed from the information given in the Background Information and Preparation sections above.
- 3** After you complete the discussion about the city parks, state parks, national forests, and national parks, make sure that your group has comprehended the differences between them. You can test how much they know by asking them to identify which of the local parks you name is city, state, or nationally owned and operated. Suggested questions are given in the Background Information section above.
- 4** Either as a group, or working from the information provided with this activity, establish some definitions of parks. Also record what some of the rules in national parks are.
- 5** Divide the class into teams of two (or three if need be). Give an atlas to each group, and Worksheet #1: “Atlas Scavenger Hunt” to each person. Teams will work together to find the answers to the questions on the sheet, but each individual needs to turn in their own work.
- 6** As the groups work, the teacher should float from one team to the next to assist with any questions that come up. The “Answer Guide” given with the worksheet should assist with any difficulties or questions that arise.
- 7** After the teams complete the activity, they may continue on to Worksheet #2: “These Lands Are Your Lands”. Alternatively, Worksheet #2 may be done as a separate activity, or done on a different day. The teacher’s “Answer Guide” will again assist with any questions that might come up.

These Lands Are Your Lands



Extensions

Part Three of “These Lands Are Your Lands” is optional. Called “Make Your Own Park”, students work in teams to develop and plan parks of their own. The sites they chose may be real or imaginary, but they must have features so unique or special that they can be considered for federal protection and preservation as national parks or monuments. Worksheet #3 accompanies this activity, and helps the teams to outline the reasons that their particular sites meet criteria for this designation. Another component of Part Three is planning for the development of their parkland, from acquiring it to opening it up to the public.

To begin, students should think of the most scenic, remarkable, or interesting piece of land they can imagine. This is their ideal place, something magical and marvelous to them. It can be a real location, or one that is imagined. In either case, the students should write down specific features that make it unique and significant to them. After composing that list, they then consider its location in the United States. Next, the team must draw a map of their site. Finally, the students must address the following questions:

- ~ Who owns the land right now? (National parks have usually been created on existing federal land. If a site is on private land, how could it be arranged with the owner to have it become federal land?)
- ~ What are the physical features on the property? (Streams, lakes, rivers, springs, wetlands, cliffs, canyons, hills, forests, deserts, meadows, etc.)
- ~ What are the special resources that are worthy of federal protection and preservation? (Rocks, geology, caves, rivers, rare plants or animals, remarkable scenery, historic structures, etc.)
- ~ What kind of work would be necessary to make the land safe and accessible to people? Is it fenced off and are the boundaries clearly marked? Where will water, power, sewer, and other utilities come from?
- ~ What kind of services will be necessary for visitors to the site? Is there drinkable water nearby? Where will roads, trails, bathrooms, Visitor Centers, picnic areas, campgrounds be placed?
- ~ How will you get money to pay for all of these things? (Keep in mind your site is to be of national significance and people from all over the country will want to come to see it.)

After completing these questions, students will have a much better concept of the complex work needed to create and manage a park. Hopefully, they will also appreciate the important job that park and land use planners have in making sure that a piece of land is developed for the general public to use and enjoy, while also protecting the natural resources on the land.

Part Four is another optional exercise. In it, students compose imaginary letters to their Congressional Representatives and United States Senators proposing their lands for inclusion in the National Park Service. Why action should be taken to preserve and protect the land must be clearly stated.

Atlas Scavenger Hunt: Worksheet #1



Directions: Use an atlas to hunt for the answers to the following questions about parks and forests around the country. Then write down your discoveries in the space provided.

1) The first national park was created in 1872 in the state of Wyoming. It covered over two million acres, and is still one of the largest and best known of our parks. What is it?

2) In the state of Washington, find a large national park.

3) Find a national recreation area in the state of Utah.

4) On the coast of North Carolina, find a national seashore.

5) Locate a national lakeshore in the state of Wisconsin.

6) Name two national memorials in Washington D.C.

7) In southeastern Pennsylvania is a national military park. What is it called?

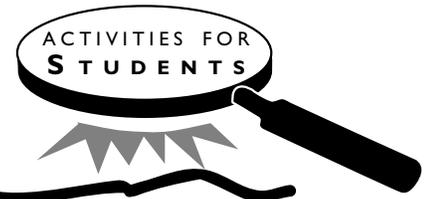
8) Can you find a national preserve in the state of Alaska?

9) What is the name of a national park or a national monument in the state of Texas?

10) Find two national parks in the state of California.

11) Find a national park or a national memorial in the state of Hawaii.

Atlas Scavenger Hunt: Worksheet #1



12) How many national parks can you locate in the state of Colorado? _____

What are their names? _____

13) In the southeastern part of Colorado is a national historic site. What is it?

(Hint: It is near the town of La Junta.) _____

14) There are four national monuments in the state of Colorado. Can you name three of them?

15) How many national forests can you find in the state of Colorado? _____

Name one. _____

16) Find two state parks near Grand Junction.

17) What is the name of a city park that you like to visit?

18) Do you know of any other countries in the world that have national park systems?

Atlas Scavenger Hunt: Answer Guide to Worksheet #1



- 1) Yellowstone became our first national park in 1872. While Congress set aside Yosemite Valley as a land grant to the state of California in 1864, it did not become a national park until 1890.
- 2) Three national parks in the state of Washington are: Olympic, Mount Rainier, and North Cascades.
- 3) Glen Canyon National Recreation Area is in Utah.
- 4) The national seashores in North Carolina are Cape Hatteras and Cape Lookout.
- 5) The national lakeshore in Wisconsin is Apostle Islands.
- 6) The Vietnam Veterans Memorial, the Lincoln Memorial, the Jefferson Memorial, the Theodore Roosevelt Memorial are all found in Washington D.C.
- 7) Gettysburg National Military Park is found near Gettysburg, Pennsylvania.
- 8) There are a number of sites in Alaska referred to as national parks and preserves. They include: Denali, Glacier Bay, Katmai, Lake Clark, and Wrangell-St. Elias.
- 9) Big Bend and Guadalupe Mountains are two National Parks in Texas. Alibates Flint Quarries and Chamizal are two national monuments in Texas.
- 10) Yosemite, Kings Canyon, Sequoia, Redwood, Lassen, Death Valley, Joshua Tree, Mojave and Channel Islands are all national parks in California.
- 11) Hawaii Volcanoes (on the island of Hawaii) and Haleakala (on Maui) are national parks in Hawaii. The U.S.S. Arizona Memorial (on Oahu) is the national memorial.
- 12) There are four national parks in Colorado: Rocky Mountain, Mesa Verde, Great Sand Dunes and Black Canyon of the Gunnison.
- 13) Bent's Old Fort National Historic Site is just east of La Junta, Colorado.
- 14) There are four national monuments in Colorado, including: Colorado and Florissant Fossil Beds. Dinosaur and Hovenweep/Yucca House are on the Colorado-Utah border with portions in each state.
- 15) There are 11 units of the U.S. Forest Service in Colorado. They are the Arapahoe, Grand Mesa, Gunnison, Pike, Rio Grande, Roosevelt, Routt, San Isabel, San Juan, Uncompahgre, and White River National Forests.
- 16) Close to Grand Junction are Colorado River State Park: Fruita, Island Acres, and Connected Lakes; Highline; Rifle Falls; Rifle Gap; and Sweitzer Lakes State Parks.
- 17) Some parks in the City of Grand Junction are: Canyon View, Columbine, Desert Vista, Duck Pond/Orchard Mesa, Emerson, Hawthorne, Lilac, Lincoln, Melrose, Pineridge, Riverside, Sherwood, Spring Valley, St. Mary's, and Veterans Memorial Parks. Look in the telephone book for more listings.
- 18) Kenya, Botswana, Zaire, Ethiopia, Tanzania, Malawi, Chile, Peru, Ecuador, Argentina, Guatemala, Panama, Costa Rica, Nepal, India, Australia and New Zealand are some of the countries around the world that have national park systems, in part inspired, organized and trained by our own National Park Service.

These Lands Are Your Lands: Worksheet #2



Directions: These questions are about the different kinds of parks and open spaces nationwide and locally. Write down your answers in the space provided.

1) Who owns the national parks?

2) Where does the money for the parks come from?

3) Can national parks be sold or developed for different uses?

4) Who takes care of the national parks?

5) Fill in the Blanks. A national park is created by an act of _____.

A national monument is created by _____.

Both sites have _____ scenery or landmarks that are of _____ importance or interest.

6) What are some rules that you should remember when visiting a national park?

1. _____

2. _____

3. _____

7) Think of two things that MAY happen in national forests that cannot be done in national parks?

1. _____

2. _____

8) Can you name another federal agency besides the National Park Service that manages land in the United States?

9) What other national park, monument, or other site in the national park system have you visited, or would you like to visit?

10) What do you think makes your park so special? Can you think of a reason why it has been set aside for protection in the National Park Service?

These Lands Are Your Lands: Answer Guide to Worksheet #2



Note to the teacher: This activity leaves room for a variety of answers from students. The ones given here are for the teacher to use as a guide for assisting the class, should they need help.

1) Who owns the national parks?

You do! The parks belong to everyone in the nation.

2) Where does the money for the parks come from?

Money for parks comes from the federal budget (taxes paid by people in this country) and from entrance fees charged at some parks.

3) Can national parks be sold or developed for different uses?

No. The parks were created to “conserve the scenery and the natural and historic objects and wildlife therein, and to provide for the enjoyment of the same in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations.” These words were written by Frederick Law Olmsted, Jr., a noted landscape architect of the late 19th century. His concept of conservation of scenery so that it is not diminished in value, quality, or condition into the future became a key component of the National Park Service Organic Act of 1916.

In other words, lands and resources in the national parks may not be sold or developed specifically because they are to be preserved and protected for people now and in the future to enjoy.

4) Who takes care of the national parks?

The National Park Service takes care of the day to day management and care of the parks. Park visitors — like all of us! — also have a responsibility to take care of the lands by cleaning up after ourselves, not littering, staying on trails, and abiding by park regulations.

5) A national park is created by an act of Congress. A national monument is created by Presidential Proclamation. Both types of land have outstanding or unique scenery or landmarks that are of national importance or interest.

6) What are some rules that you should remember when visiting a national park?

- ~ National parks belong to everyone.
- ~ Do not collect or disturb any rock, fossil, plant, or artifact.
- ~ Wildlife may not be hunted, trapped, or injured.
- ~ Do not feed any wild animal.
- ~ Pets must be leashed or otherwise physically restrained at all times. They are not permitted in public buildings, or with hikers on trails.
- ~ Firearms must be sealed, cased, broken down, or otherwise packed to prevent their use.
- ~ Camping and picnicking are allowed only in designated sites, or with a special permit.
- ~ All vehicles must stay on roads.

These Lands Are Your Lands: Answer Guide to Worksheet #2



7) Things that MAY happen in a national forest that may not happen in a national park are:

- ~ Cutting trees for firewood or timber sale.
- ~ Hunting or fishing with licenses at certain times of the year.
- ~ Rock collecting for personal use by individuals who have obtained a permit.
- ~ Mining for gold or silver.
- ~ Drilling for oil or gas.
- ~ Grazing of animals is generally be permitted in national forests.
- ~ Dogs may be taken on a trail or in the backcountry.

8) Two other land management agencies in the federal government are the United States Forest Service and the Bureau of Land Management. The Bureau of Indian Affairs and the United States Fish and Wildlife Service are two other agencies that students may know.

Questions 9 and 10 have more individualized answers.

Make Your Own Park: Worksheet #3

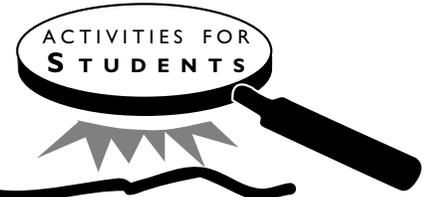


Directions: In this exercise, you are going to invent a place that is so special that it is worthy of becoming a national park. Take your time, and answer the questions to help guide you through the process.

1) Think for a few moments about a place that you would like to visit, or have visited in the past. Use the space below to write down what it is, and make some notes for yourself about what makes it such a special place for you. You want to think about the features of the land that make your place interesting and significant to you. (Examples: waterfalls, hot springs, geysers, mountain meadows, canyons, rock forms, historic buildings, etc.)

2) Now invent a place of your own that is just as memorable, and just as special, (if not more so!) than the first place you described. This site can be anywhere in the United States, and can look any way that you would like it to. It can contain anything natural or humanmade that you would like to see in it. When you have an idea of what your special place would look like, make some notes about its rare or unique qualities in the space below. This is in preparation for your planning to develop this site into a national park.

Make Your Own Park: Worksheet #3



Answer the questions below to help develop your land as a park.

1) What does your land have on it that makes it special? List three different things that make it unique or unusual.

A) _____

B) _____

C) _____

2) Where is the land located in the United States? Who owns the land right now?

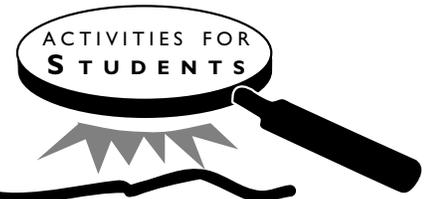
(Note: National parks have usually been created on existing federal land. If your site is on private land, how could it be arranged with the owner to have it become federal land?)

3) Making an inventory of what is on the property is part of a landuse or park planner's job. List the physical features of your property. Include streams, lakes, rivers, springs, wetlands, cliffs, canyons, hills, forests, deserts, beaches, meadows, etc.

You may want to make a small map of the site on the back of this sheet to help you locate all the resources on your land.

4) What are the special features of your land that are worthy of federal protection and preservation as a national park? For example, are there rocks, geology, caves, rivers, rare plants or animals, remarkable scenery, historic structures, or anything else that makes your property stand out?

Make Your Own Park: Worksheet #3



5) What kind of work is needed to turn the land into a park? List below what needs to be done to make the land safe and accessible to people. Examples are: Does the land need to be fenced off? Are the boundaries clearly marked? What about signs to tell people where they are?

6) What kind of services will be necessary for visitors to come to the site? List four essential things that park visitors will need while they are at your site.

7) Where will roads, trails, bathrooms, Visitor Centers, picnic areas, campgrounds be located? On a separate piece of paper, draw a map of your site and locate these things on it.

8) How will you get money to pay for all of the things that need to be done to your site to make it accessible and safe for people to visit? (Keep in mind your site is to be of national significance and people from all over the country will want to come to see it.)

Can you guess how much how much money it will cost to develop your park?

9) How many people do you think you will need to operate your park. List who they are and what they would do at your park.

These Lands Are Your Lands



CONTENT STANDARDS	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<p>Language Arts</p> 		<p>Standard 1 Reading Obj. 5.04 5.13 Writing Obj. 5.07 Reference Obj. 5.04 5.06 Thinking Obj. 3-5.18 Standard 3 5.05 5.06 5.12 Standard 4 Reading Obj. 5.11 Listening Obj. 5.02 5.03 5.08 Thinking Obj. 3-5.01 3-5.04 3-5.15 3-5.17 Standard 5 5.01 5.23 5.06 5.07</p>	<p>Standard 1 6.20 6.22 6.25 6.32 6.37 Standard 3 6.01 6.06 6.07 Standard 4 6.04 6.09 6.27 6.34</p>	<p>Standard 1 7.15 7.19 7.22 7.26 Standard 3 7.01 7.06 7.08 Standard 4 7.12 7.24 7.26 7.28 7.35</p>	<p>Standard 1 8.11 8.14 8.17 8.32 8.33 8.34 Standard 3 8.01 8.02 8.06 Standard 4 8.20 8.23</p>
<p>Math</p> 		<p>Standard 2 5.2.1 5.2.3 Standard 4 5.4.1 Standard 5 5.5.2 5.5.3</p>	<p>Standard 2 6.2.1 6.2.3 Standard 4 6.4.1 Standard 5 6.5.2 6.5.3</p>	<p>Standard 2 7.2.1 7.2.3 Standard 4 7.4.1 Standard 5 6.5.2 6.5.3</p>	<p>Standard 2 8.2.1 8.2.3 Standard 4 8.4.1 Standard 5 8.5.1 8.5.3</p>
<p>Science</p> 		<p>Standard 1 1.03 1.04 1.05 1.06 1.07 1.08 Standard 2 2.11 Standard 5 5.02 5.04</p>	<p>Standard 1 6.1.03 6.1.04 6.1.05 6.1.06 6.1.07 6.1.08 6.1.12 Standard 2 6.2.01 Standard 5 6.5.02</p>	<p>Standard 1 7.1.03 7.1.04 7.1.05 7.1.06 7.1.07 7.1.08 7.1.12 Standard 2 7.2.01 Standard 3 7.3.01</p>	<p>Standard 1 8.1.03 8.1.04 8.1.05 8.1.06 8.1.07 8.1.08 8.1.12 Standard 2 8.2.01 Standard 3 8.3.03</p>

These Lands Are Your Lands



CONTENT STANDARDS	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
<p>Science</p> 		<p>Standard 5 5.04</p>	<p>Standard 5 5.03 5.04</p>	<p>Standard 5 7.5.02 7.5.03</p>	<p>Standard 5 8.5.02 8.5.03</p>
<p>Social Studies</p> 		<p>Geography Standard 1 5.18</p> <p>Standard 3 5.05</p> <p>Standard 4 5.18 5.38</p>	<p>Geography Standard 1 6.16 6.19</p> <p>Standard 2 6.21 6.22</p> <p>Standard 4 6.35 6.36 6.37 6.38 6.40</p>	<p>Civics Standard 4 7.11 7.14 7.15</p> <p>Economics Standard 1 7.18 7.19</p> <p>Geography Standard 1 7.23 7.24 7.25 7.26 7.27 7.28 7.33</p> <p>Standard 2 7.35 7.36</p> <p>Standard 4 7.59 7.60 7.62 7.63</p>	<p>Geography Standard 1 8.11 8.12 8.14 8.15 8.16</p> <p>Standard 2 8.18 8.19</p> <p>Standard 4 8.40 8.41 8.43 8.44 8.45 8.46</p>

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