

Fort Davis

National Historic Site

National Park Service
U.S. Department of the Interior



Curriculum Materials Grades 2-5

Stewardship:

Preserving and Protecting the Resources of Fort Davis National Historic Site



Click to jump to these links

- Section 1 [Introduction](#)
- Section 2 [Stewardship](#)
- Section 3 [Be a Junior Ranger](#)

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Curriculum Materials Grades 2-5

Teacher Notes: Stewardship – Protecting Resources

Topic: Stewardship – Protecting the Resources of Fort Davis National Historic Site

Objectives and Standards: Texas Essential Knowledge and Skills (TEKS)

<http://www.tea.state.tx.us/teks>

Grade 2	Grade 3	Grade 4	Grade 5
Social Studies 113.4 b 2 B b 6 B,C b 7 B b 8 A,B,C,D b 11 B b 16 B b 17 B b 19 A,B	Social Studies 113.5 b 2 B b 4 C b 7 A,C b 8 B b 11B	Social Studies 113.6 b 5 A b 6 A b 7 B, C b 8 A,B,C,D b 9 A,B,C b 13 B,C b 24 A,B	Social Studies 113.7 b 5 A b 6 A b 7 B b 8 A,B,D b 9 A,B,C b 14 B,C
Language Arts 110.4 b 6 B b 7 B b 8 C,D b 10 B b 14 D	Language Arts 110.5 B 7 B b 8 C,D b 10 B b 14 D	Language Arts 110.6 b 7 B b 8 B,C,D,H b 9 A b 10 B b 11 B b 17 B b 19 F	Language Arts 110.7 b 7 A b 8 C,H b 10 B b 11 A,B b 13 D b 19 F b 21 B b 23 B
Mathematics 111.14 b 3 A,B	Mathematics 111.15 b 3 A,B	Mathematics 111.16 b 3 A	Mathematics 111.17 b 3 A b 9 A
			Science 112.7 b 5 A,B b 11 A,C
Tech. Applications 126.2 b 1 B b 2 A b 7A,B	Tech. Applications 126.3 b 1 B, E b 2 A b 5 A b 7 A,B,C b 8 A,B	Tech. Applications 126.3 b 1 B, E b 2 A b 5 A b 7 A,B,C b 8 A,B	Tech. Applications 126.3 b 1 B, E b 2 A b 5 A b 7 A,B,C b 8 A,B

Materials Needed

Stewardship – Protecting the Resources of Fort Davis National Historic Site Curriculum Guide

Computer access with Internet link

Printer to print out various activity sheets

Scissors to cut out some activity sheets

Lesson Activities:

Historic Readings/Background Information:

The objective of the *Stewardship – Protecting the Resources of Fort Davis National Historic Site Curriculum* is to help young students develop an awareness of the need to become **stewards** of our National Parks and other nationally significant treasures. Future generations are dependent on the present generation if they also are to benefit from the rich geographic-geologic and historic features we enjoy today. (Special focus is on the *Fort Davis National Historic Site*.) The included lessons and activities draw from the [Texas Essential Knowledge and Skills \(TEKS\)](#) requirements for grades 2nd – 5th in the areas of: social studies, language arts, mathematics, science, and technology applications.

Activities and Projects:

- I. Introduction
 - a. Geographic-geologic or Historic? Activity
 - b. Venn Diagramming Activity
 - c. Letter-Writing Activity
- II. Stewardship at Fort Davis
 - a. Decoding Activity
 - b. Context Clues Activity
 - c. Emily's Room Activity
- III. Become a Junior Park Ranger

SECTION 1 - INTRODUCTION

Many National Park Service Areas hold geographic-geologic wonders of nature (i.e. Big Bend, Yellowstone Death Valley, Crater Lake, etc...). Other National Park Service Areas are settings where significant historical events took place (i.e. Fort Davis, Appomattox, Independence Hall, Alcatraz, Abraham Lincoln Birthplace, etc...). Most have both natural and historical features, but emphasize one. All National Park Service Units are protected by laws that prohibit farming, logging, mining, building, and other actions that might cause damage.

The goal of the following introductory activities is to develop a better understanding and greater appreciation for the beauty and diversity of our National Parks.

Print out activity worksheets.

Stewardship activities will follow in Section 2.

Geographic or Historic? Activity

Accessing the website of *Fort Davis National Site* at <http://www.nps.gov/foda/index.htm>, students will read to determine if the primary focus of the *Fort Davis National Historic Site* is geographic-geologic, historic, or maybe both. (Obviously, in the case of *Fort Davis National Historic Site* the name will give away the category.) They will hunt for geographic-geologic features and historic features that interest them, list personal reasons for wanting to visit, and brainstorm reasons to protect.

Venn Diagramming Activity

Accessing the entire National Parks Website at <http://www.nps.gov/> students will explore and pay close attention to the geographic-geologic and historic features of National Parks other than Fort Davis. Using a Venn diagram, they will categorize the primary focus of several chosen parks as geographic-geologic, historic, or maybe both.

Letter-Writing Activity

Students will fill-in-blanks on a letter template to request a brochure from one of the many National Park Sites. The goals are dual – to improve business letter-writing skills, and teach names for the parts of a letter and envelope. Students who complete this activity may anticipate receiving return mail from the National Park Site of their choosing within approximately two weeks. This should make the Parks and the Internet more alive.

SECTION 2 - STEWARDSHIP AND OUR NATIONAL PARKS

In the Introductory activities, students looked for, differentiated between, and hopefully appreciated the awesome geographic-geologic and historic features of *Fort Davis National Historic Site* and several other National Park sites of their choosing. Being aware of how we use and protect our National Parks is becoming increasingly difficult as greater numbers of people visit the parks each year. The focus of this section on the *Stewardship – Protecting the Resources of Fort Davis National Historic Site Curriculum* is to clarify the meaning of *stewardship* and to develop an interest in safeguarding present National Park Service Areas (especially the *Fort Davis National Historic Site*).

Decoding Activity

We have a succinct word for “taking the responsibility to protect our land, its resources, and treasures” – *stewardship*. In this activity, the students will decode the letters in this word by first computing the answers to addition and subtraction problems to uncover the word *stewardship*.

Context Clues Activity

After the students have decoded the word *stewardship* in the previous activity, they will be asked to use context clues to find related words and their meanings.

Emily’s Room Activity

Students will first read a fictitious scenario about one student’s misbehavior (Emily the Collector) while on a field trip at *Fort Davis National Historic Site*. They will examine a photograph of the student’s room to find evidence of her misdeeds. As the students discover the evidence, they will list its exact location by describing the ordered pairs from the grid.

More advanced students (4th – 5th graders) will write a letter to Emily the Collector including points that may help her realize her misdeeds and their consequences, then suggest ways to pay back.

SECTION 3 – BE A JUNIOR PARK RANGER

Learn and Earn Activity

If students like nature, are interested in exploring, and believe *stewardship* is important – they may want to join an organization that calls young people to join National Park Service employees in taking the responsibility to protect our land, its resources, and treasures. Almost all National Parks have Junior Ranger Programs for children. Students complete a series of activities when they visit a National Park Service Area, confirm their answers with a park ranger, and receive an official Junior

Ranger patch and Junior Ranger certificate. Some parks have online versions of the required activities. For a list of National Parks that offer Junior Ranger Programs link to: www.nps.gov/learn/juniorranger.htm . There is a second website for students who are unable to visit the National Parks: www.nps.gov/webrangers.htm. Here, children can access fun Junior Ranger programs online and print out a Junior Ranger Certificate upon completion.

Fort Davis National Historic Site has a Junior Ranger program which encourages students to become stewards of the rich geographic-geologic and historic treasures of the park: <http://www.nps.gov/foda/>, the click “For Kids.”

Programs like the Junior Ranger Program are a giant step in which today’s youth may advance a new age of stewardship and preservation of our National Parks. Other organizations that also promote stewardship are:

- Girl Scout Programs and Badges
 - Environmental Health Badge
 - “Youth Conservation Programs”
 - http://www.girlscouts.org/news/stories/2005/gs_promotes.asp
 - “Elliott Wildlife Values Project (EWVP)”
 - http://www.girlscouts.org/program/program_opportunities/environment/
 - “Linking Girls to the Land Through National Public Lands Day”
 - http://www.npld.com/about/partners/girl_scouts.cfm
 - Boy Scout Programs and Awards
 - “Venturing Ranger Award”
 - <http://www.scouting.org/venturing/awards/>
 - “Leave No Trace”
 - <http://www.scouting.org/boyscouts/resources/21-105>
 - Center for Wildlife Information
 - “National Be Bear Aware & Wildlife Stewardship Campaign”
 - <http://www.bebearaware.org/youthnfnfb.htm>
-

ANSWERS - Decoding Activity Levels 2nd – 5th Grades

We have a succinct word for “taking the responsibility to protect our land, its resources, and treasures.” Can you discover it below?

1st – Solve the following addition and subtraction problems.

2nd – Write the letter from each box and match with the number below to decode the mystery word. The first problem was done for you.

Pay careful attention to operation signs!

T $\begin{array}{r} 16 \\ + 7 \\ \hline 23 \end{array}$	W $\begin{array}{r} 16 \\ - 7 \\ \hline 9 \end{array}$	E $\begin{array}{r} 42 \\ + 18 \\ \hline 60 \end{array}$	A $\begin{array}{r} 42 \\ - 18 \\ \hline 24 \end{array}$	S $\begin{array}{r} 60 \\ + 54 \\ \hline 114 \end{array}$
D $\begin{array}{r} 60 \\ - 54 \\ \hline 6 \end{array}$	R $\begin{array}{r} 211 \\ + 199 \\ \hline 410 \end{array}$	H $\begin{array}{r} 211 \\ - 199 \\ \hline 12 \end{array}$	P $\begin{array}{r} 2000 \\ + 1899 \\ \hline 3899 \end{array}$	I $\begin{array}{r} 2000 \\ - 1899 \\ \hline 101 \end{array}$

S	T	E	W	A	R	D	S	H	I	P
114	23	60	9	24	410	6	114	12	101	3899

ANSWERS - Context Clues Activity Levels 3rd – 5th Grades

Fort Davis: Yesterday and Today



Maybe this format is easier!

Safeguard	To save or care for
National Historic Site	A place that recognizes important national places, persons, and events
Structures	Buildings
Foundations	Supports on which something rests
Vegetation	Plant life
Archeological Specimens	Fossil or relics from the past that were left by ancient peoples
Geology	Science that deals with the history of the earth and rocks
Responsibilities	Being accountable or answerable; a sense of duty
Pottery Shard	A piece of a pot or jar
Souvenir	Keepsake to remind you of something or somewhere
Graffiti	Writing or drawing made on a public surface
Guardians	Protectors

ANSWERS PART 1 - Emily-the-Collector Activity Levels 2nd – 3rd



1. (B 1) Emily teasing lizard
2. (B 9) Emily playing on soldiers' bunks
3. (F 4) Shed snake skin
4. (J 1) Bird eggs in a nest
5. (J 2) Live lizard
6. (J 9) Rocks and pebbles
7. (J 10) Old pottery shard (piece)
8. (F 9) Flowers Emily picked
9. (E 9) Desert fern Emily picked
10. (E 10) Feather

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Curriculum Materials Grades 2-5

Student Activity: Stewardship –
Geographic-Geologic or Historic Worksheet

Geographic-Geologic or Historic? Activity Worksheet

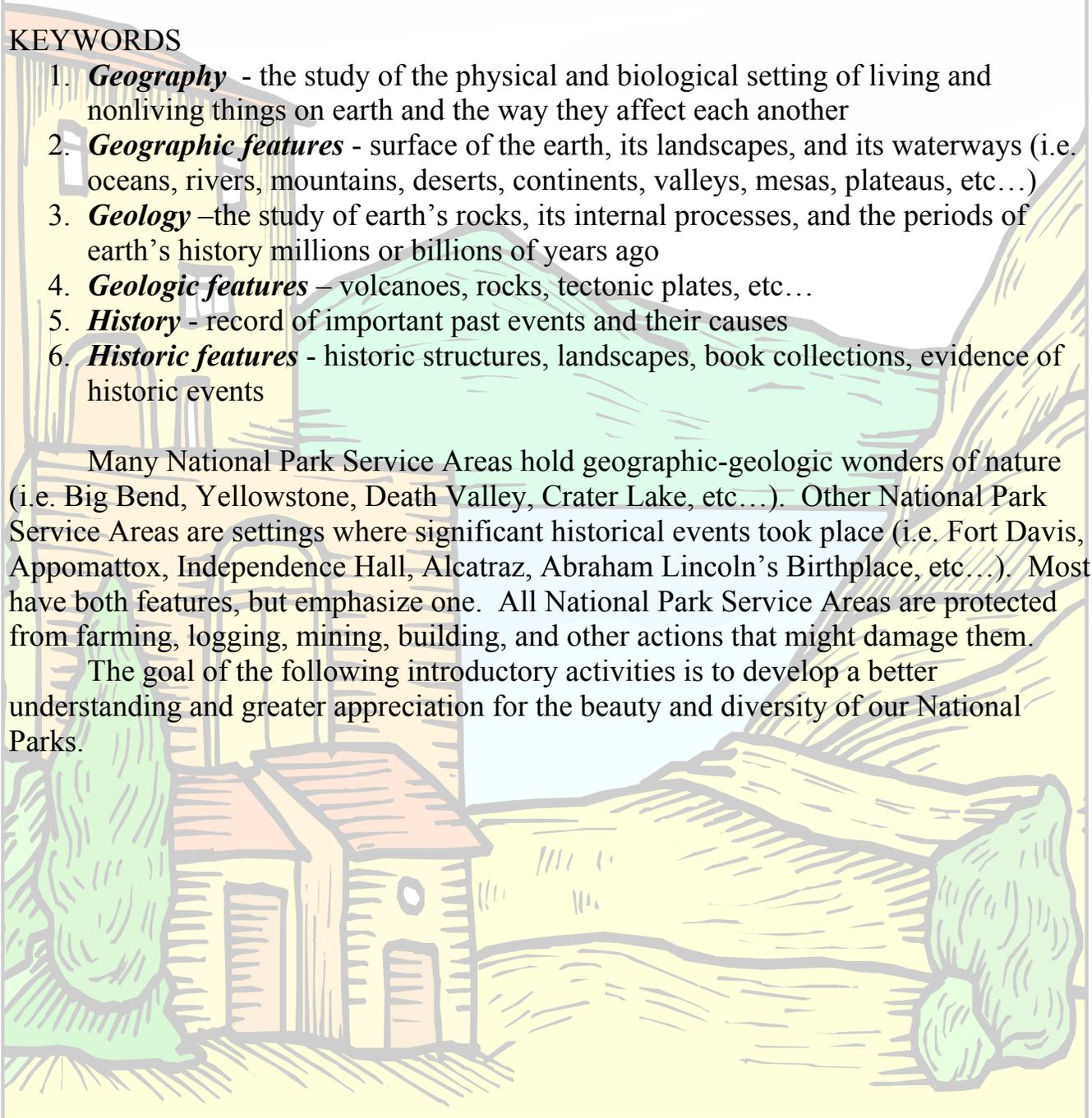
Levels 4th – 5th Grades

KEYWORDS

1. **Geography** - the study of the physical and biological setting of living and nonliving things on earth and the way they affect each another
2. **Geographic features** - surface of the earth, its landscapes, and its waterways (i.e. oceans, rivers, mountains, deserts, continents, valleys, mesas, plateaus, etc...)
3. **Geology** –the study of earth’s rocks, its internal processes, and the periods of earth’s history millions or billions of years ago
4. **Geologic features** – volcanoes, rocks, tectonic plates, etc...
5. **History** - record of important past events and their causes
6. **Historic features** - historic structures, landscapes, book collections, evidence of historic events

Many National Park Service Areas hold geographic-geologic wonders of nature (i.e. Big Bend, Yellowstone, Death Valley, Crater Lake, etc...). Other National Park Service Areas are settings where significant historical events took place (i.e. Fort Davis, Appomattox, Independence Hall, Alcatraz, Abraham Lincoln’s Birthplace, etc...). Most have both features, but emphasize one. All National Park Service Areas are protected from farming, logging, mining, building, and other actions that might damage them.

The goal of the following introductory activities is to develop a better understanding and greater appreciation for the beauty and diversity of our National Parks.



1st - Access the *Fort Davis National Historic Web Site* at:

<http://www.nps.gov/foda/index.htm>

Read to decide if you think this park is more noted for its geography-geology, history, or maybe both.

2nd – List three geographic-geologic features that interest you the most.

- 1.
- 2.
- 3.

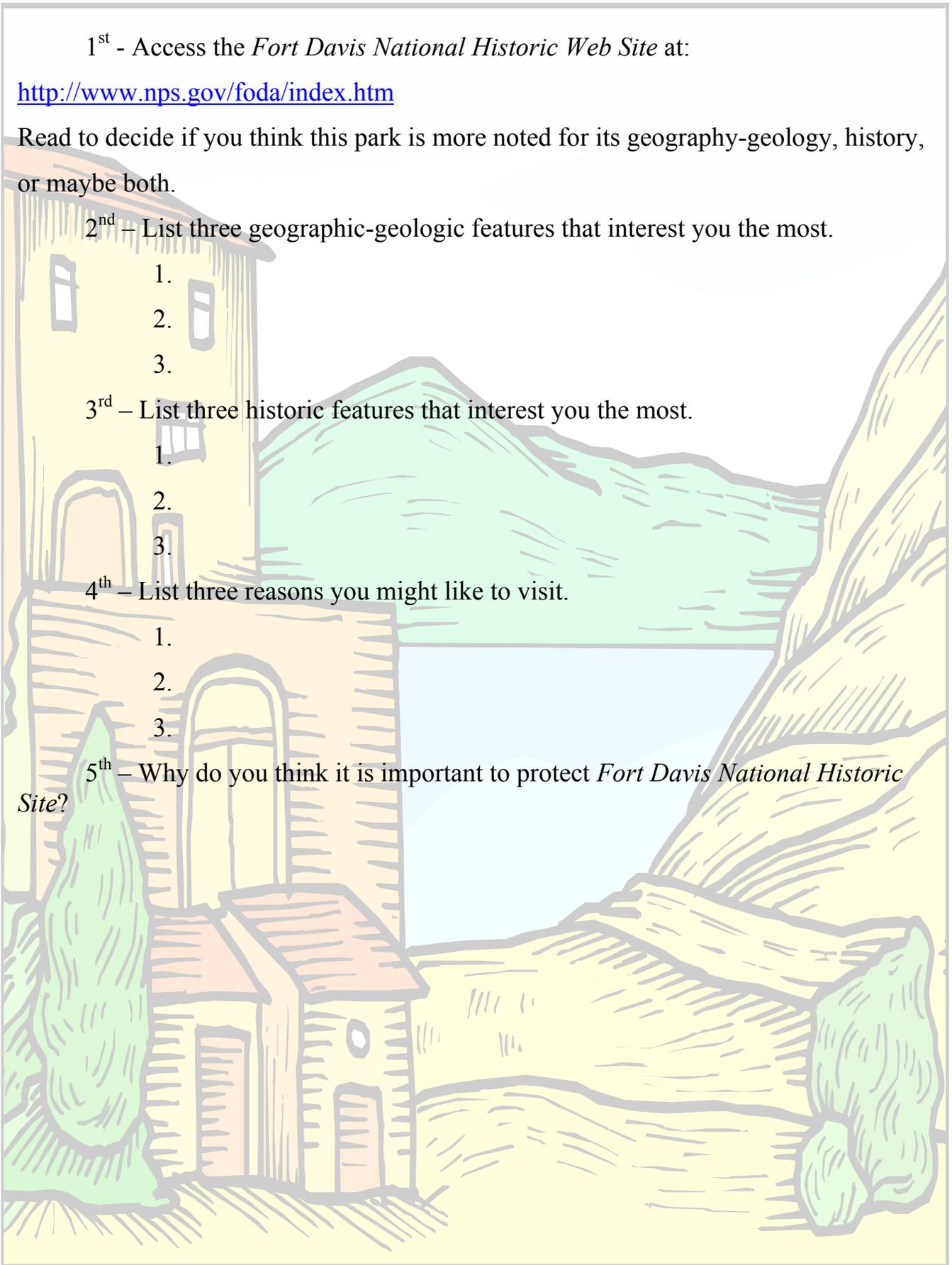
3rd – List three historic features that interest you the most.

- 1.
- 2.
- 3.

4th – List three reasons you might like to visit.

- 1.
- 2.
- 3.

5th – Why do you think it is important to protect *Fort Davis National Historic Site*?



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Curriculum Materials Grades 2-5

Student Activity: Stewardship –
Venn Diagram Activity Worksheet

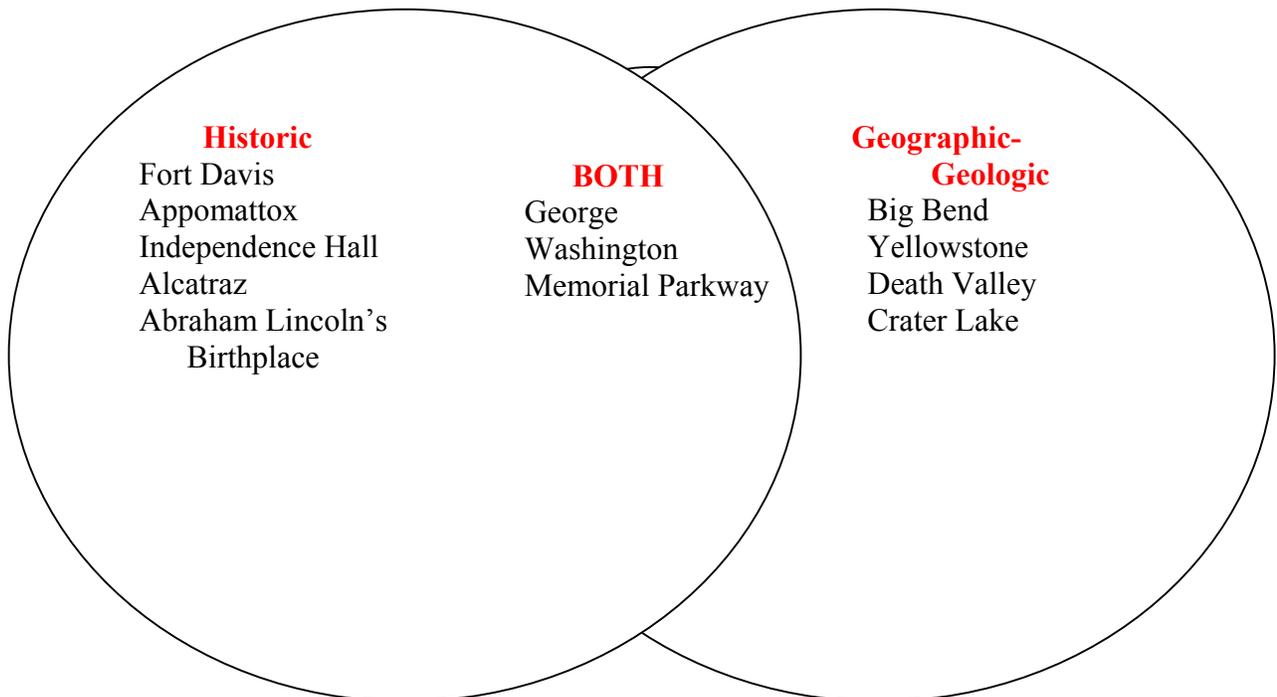
Venn Diagram Activity Worksheet

Levels 3rd – 5th Grades

1st – Access the National Parks Website at <http://www.nps.gov/>.

2nd – Explore online any national parks that interest you. Pay close attention to the geographic-geologic and historic features of each. Print the Venn diagram below and categorize your favorite parks. If a park holds more of a geographic interest, write its name in the geographic section. If a park holds more of a historic interest, write its name in the historic section. You may find a National Park that fits in both categories. If so, write its name in the center section of the Venn diagram.

SAMPLE



Fort Davis

National Historic Site

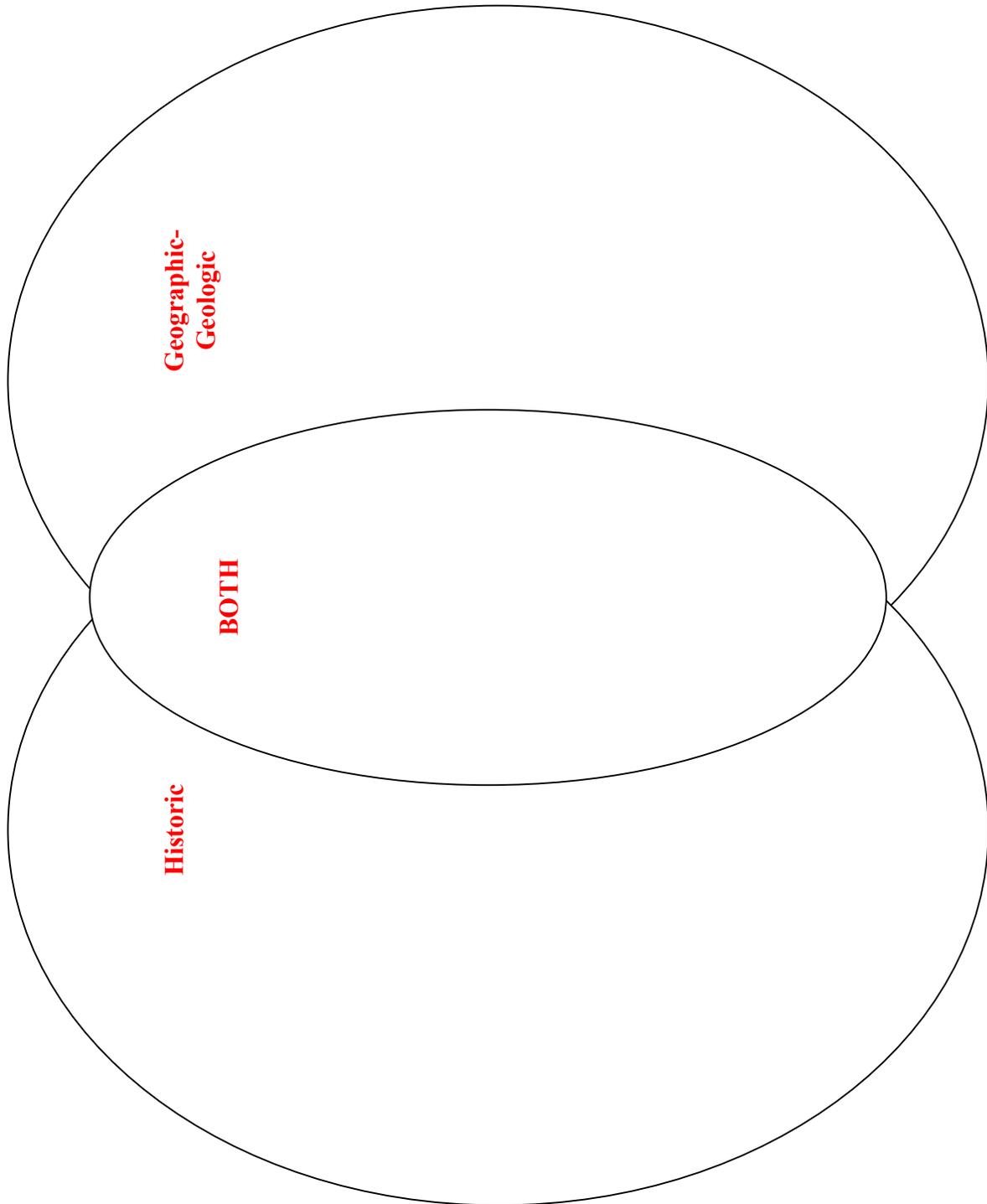
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Curriculum Materials Grades 2-5

Student Activity: Stewardship –
Venn Diagram Activity Worksheet

National Parks Venn Diagram



<h1 style="margin: 0;">Fort Davis</h1> <h2 style="margin: 0;">National Historic Site</h2>	<p>National Park Service U.S. Department of the Interior</p>	
Curriculum Materials Grades 2-5		Student Activity: Stewardship – Letter Writing Activity Worksheet

Letter-Writing Activity Worksheet

Levels 2nd – 3rd

1st - Fill in the blanks in the following letter to request a brochure for one of the National Park Sites you would like to receive more information. Mail it in an envelope like the one formatted below.

The brochure will offer a map, a summary of the history of Fort Davis, photographs, and other valuable information about the site. You may improve your business letter-writing skills and learn the names for the parts of a letter and envelope.

		HEADING
	_____ _____ _____	<input style="width: 90%; border: 1px solid black;" type="text" value="← YOUR Street"/>
		<input style="width: 90%; border: 1px solid black;" type="text" value="← YOUR City, State, Zip"/>
		<input style="width: 90%; border: 1px solid black;" type="text" value="← Today's date"/>
	Superintendent _____ _____ _____	
Inside Address → Find addresses at: http://data2.itc.nps.gov/parksearch/atoz.cfm	Dear Park Rangers: After accessing your Web site, I have become very interested in the Fort Davis National Historic Site. I would appreciate it if you could you please mail me a brochure of the park. Thank you.	
Salutation →	Sincerely, _____ _____	<input style="width: 90%; border: 1px solid black;" type="text" value="← Complimentary Close"/>
Body Text →		<input style="width: 90%; border: 1px solid black;" type="text" value="← Add your signature"/>
		<input style="width: 90%; border: 1px solid black;" type="text" value="← Print your name"/>

Letter-Writing Activity Worksheet Continued

2nd – Use the following format to create your own envelope. HINT: Open the flap before you address the envelope or you may write the address upside down.

↓

Your street number and name
Your city, state, ZIP

Use same address as **Inside Address**
on your letter:
<http://data2.itc.nps.gov/parksearch/atoz.cfm>

Delivery Address

↓

Superintendent
Park's Name
Park's street address or P.O. Box
Park's city, state, ZIP

Place
STAMP
Here!

3rd – Anticipate a response within two weeks!



Anyone here
waiting for a letter
from the _____
National Park??

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Student Activity: Stewardship –
Decoding Activity Worksheet

Decoding Activity

Levels 2nd – 5th Grades

We have a succinct word for “taking the responsibility to protect our land, its resources, and treasures.” Can you discover it below?

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T

114	23	60	9	24	410	6	114	12	101	3899
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Student Activity: Stewardship –
Context Clues Activity Worksheet

Context Clues Activity

Levels 3rd – 5th Grades

What do you think you would do if you came across an unfamiliar word while reading? To keep reading is one good solution. WHY? Many times the words around the unknown word (or the *context*) will give you a hint to the meaning. The illustrations may also offer clues.

1st - READ the following paragraph. Pay close attention to the highlighted words.

2nd - Try to use the surrounding words and illustrations to discover the meaning.

REMEMBER, all the words relate to *stewardship* which means “**taking the responsibility to protect our land, its resources, and treasures.**”

3rd – Print out this worksheet and draw a line to match each word to its meaning.





Fort Davis: Yesterday and Today

In the mid 1800s one of the primary roles of Fort Davis troops was to **safeguard** emigrants, merchants, freighters, mail coaches, and other travelers on the 600-mile stretch of road between San Antonio and El Paso. Since Fort Davis was authorized as a **National Historic Site** in 1961, the primary role of the rangers is still one of safeguarding. Preserving the **structures**, **foundations**, **vegetation**, animals, insects, **archeological specimens**, and **geology** of the park is one of their primary, present-day responsibilities.

Many people do not place much value on a **pottery shard**, cactus plant, wild flower, or a broken arrowhead. Without thinking, people may pocket one and take it home as a **souvenir**. Climbing or balancing on the foundation of one of the old buildings may seem like a fun challenge. To disfigure a mountain with **graffiti** may seem like a way to record your own life story. However, all these activities rob future visitors to *Fort Davis National Historic Site* of essential bits of history. Every **structure**, **foundation**, piece of **vegetation**, animal, insect, and **archeological specimen** helps to form an intricate puzzle of the park's past history. Today's youth have the responsibility of becoming **guardians** of every tiny bit of this puzzle.



Using the article clues, draw a line to match each word to its meaning.

Safeguard	• Plant life
National Historic Site	• A place that recognizes important national places, persons, and events
Structures	• Buildings
Foundations	• To save or care for
Vegetation	• Supports on which something rests
Archeological Specimens	• Writing or drawing made on a public surface
Geology	• Fossil or relics from the past that were left by early people
Responsibilities	• Protectors
Pottery Shard	• Science that deals with the history of the earth and rocks
Souvenir	• Being accountable or answerable; a sense of duty
Graffiti	• A piece of a pot or jar
Guardians	• Keepsake to remind you of something or somewhere

Fort Davis National Historic Site	National Park Service U.S. Department of the Interior	
Curriculum Materials Grades 2-5		Student Activity: Stewardship – Emily the Collector Activity

PART 1 - Emily-the-Collector Activity

Levels 2nd – 3rd

1st – Read the following scenario.

Emily the Collector (a fictitious character) recently visited the *Fort Davis National Historic Site* with her 4th grade class. She left with several specimens that should have remained in the park. Now these historic treasures will not be available for future visitors. Emily the Collector’s classmates also took photos of other misbehavior while at the park.

2nd – Your job is to find the evidence of Emily-the-Collector’s misdeeds in the picture of her bedroom below. As you find evidence, list the ordered pairs in the depository at the park’s exit.

<p>1st - Find the object located closest to the ordered pairs marked with a red dot ●</p> <p>2nd - Name each object after you place them in the depository below</p> <p>The first item done for you</p> <ol style="list-style-type: none"> 1. (B 1) 2. (B 9) 3. (F 4) 4. (J 1) 5. (J 2) 6. (J 9) 7. (J 10) 8. (F 9) 9. (E 9) 10. (E 10) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">A</td> <td colspan="2" rowspan="3"> </td> <td colspan="4" rowspan="3"> </td> <td colspan="4" rowspan="3"> </td> </tr> <tr> <td style="text-align: center;">B</td> </tr> <tr> <td style="text-align: center;">C</td> </tr> <tr> <td style="text-align: center;">D</td> <td colspan="10" rowspan="7"> </td> </tr> <tr> <td style="text-align: center;">E</td> </tr> <tr> <td style="text-align: center;">F</td> </tr> <tr> <td style="text-align: center;">G</td> </tr> <tr> <td style="text-align: center;">H</td> </tr> <tr> <td style="text-align: center;">I</td> </tr> <tr> <td style="text-align: center;">J</td> </tr> </table>		1	2	3	4	5	6	7	8	9	10	A											B	C	D											E	F	G	H	I	J
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- | | |
|-------------------------------|------------------|
| 1. (B 1) Emily teasing lizard | 6. (J 9) _____ |
| 2. (B 9) _____ | 7. (J 10) _____ |
| 3. (F 4) _____ | 8. (F 9) _____ |
| 4. (J 1) _____ | 9. (E 9) _____ |
| 5. (J 2) _____ | 10. (E 10) _____ |

*** Did you realize there is a severe punishment for removing objects from National Parks?**

\$5000 fine + up to six months in jail!

PART 2 - Emily-the-Collector Activity Levels 4th – 5th

3rd – Re-read the following scenario.

Emily the Collector (a fictitious character) recently visited *Fort Davis National Historic Site* with her 4th grade class. She left with several specimens that should have remained in the park. Now these historic treasures will not be available for future visitors. Emily the Collector’s classmates also took photos of other misbehavior while at the park.

Write a letter to Emily the Collector. You might want to include some of the following points:

- Explain her misdeeds
- Review the [rules of the park](#)
- Clarify that the objects she stole are gone forever
- Tell her that future visitors will not see what she stole
- Describe the fine for stealing from a National Park Service Area
- Suggest ways for Emily to pay back – volunteering to work at the park, reading information online about *stewardship*, joining the [Junior Ranger Program](#)

REMEMBER: there is a severe punishment for removing objects from National Park Service Areas

\$5000 fine + up to six months in jail!

Good Stewardship Quotes

“As soils are depleted, human health, vitality and intelligence go with them.” **Louis Bromfield**

“We did not weave the web of life; we are merely a strand in it. Whatever we do to the web, we do to ourselves.” **Chief Seattle**

“The earth is given as a common for men to labor and live in.” **Thomas Jefferson**

“Conservation is ethically sound. It is rooted in our love of the land, our respect for the rights of others, our devotion to the rule of law.” **Lyndon Baines Johnson**