

# Bandelier National Monument



## Junior/Deputy Ranger Booklet



**For All Ages**

Name: \_\_\_\_\_

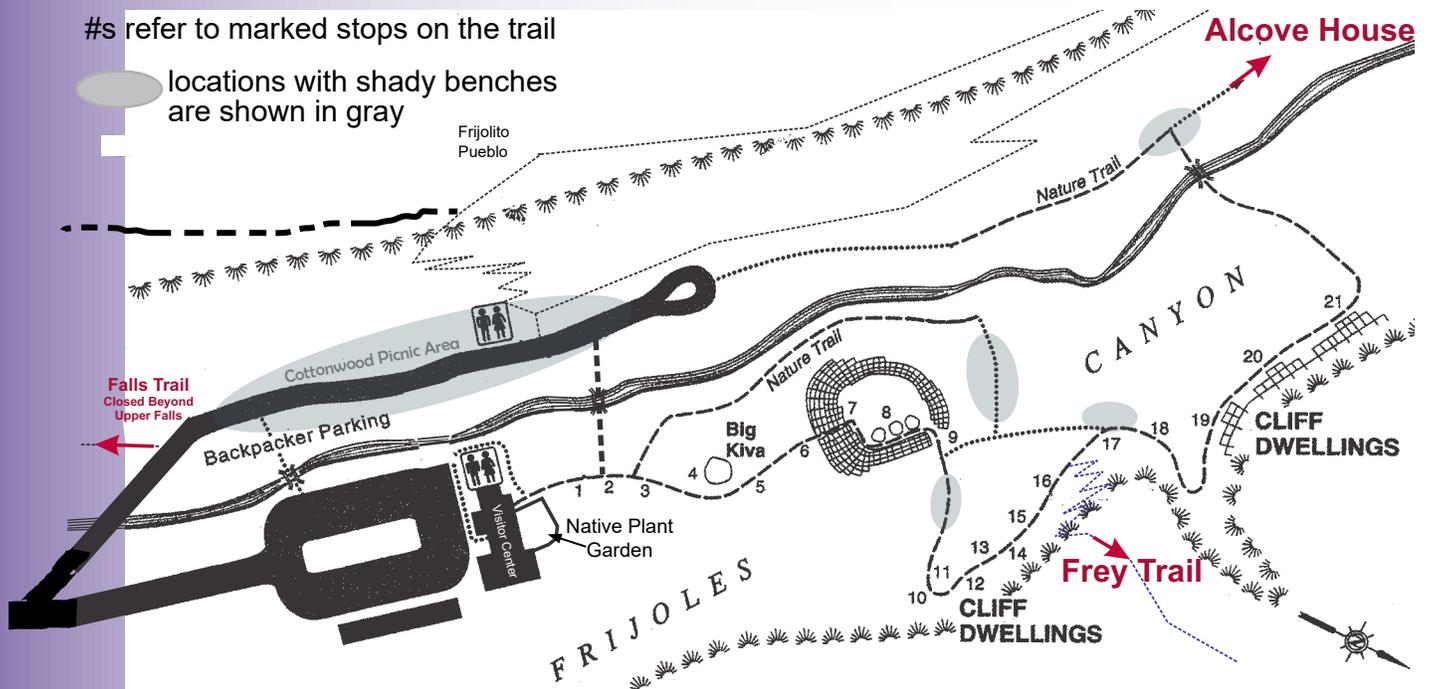




# Map & Directions



Activities in this booklet should be done while you are hiking the Main Loop trail. Look on the map for a shady location with a bench to complete your next activity.



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# HOW TO BECOME A Bandelier Junior/Deputy Ranger:

Complete the **4** activities for your age group + everyone must complete the Respect and Protect Activity on Page 4:

1st grade and under complete the **green** pages

2nd - 3rd grade complete the **red** pages

4th - 6th grade complete the **blue** pages

7th grade and up complete the **yellow** pages.

You can replace any activity with an activity from a higher age group but not a lower one.

Return to the visitor center and give this booklet to a Ranger to complete your challenge.

Make sure to bring the following items on your exploration:

- **water**

- **snacks**

- **sunscreen**

- **weather appropriate clothing.**

**Please refer to the map (on opposite page) and find the shady places with benches on the trail to complete your activities.**

**DON'T FORGET:** water, sunscreen, weather appropriate clothing and **SNACKS!!!**





# RESPECT and PROTECT

Fill in the blanks!



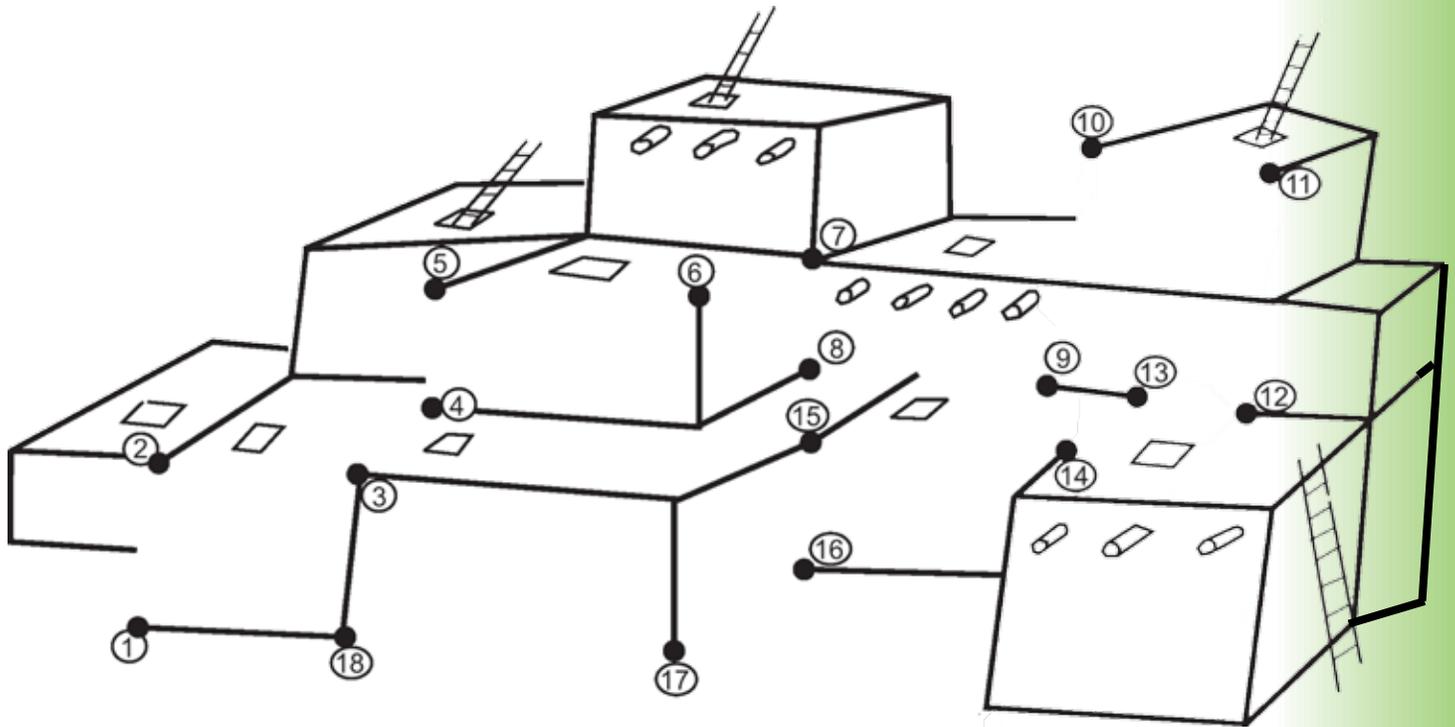
This activity is very important. Everyone must complete it before starting on your challenge in the rest of the park. We suggest that you go to the back porch to do this activity.

1. Stay on the \_\_\_\_\_.
2. Climb only on the \_\_\_\_\_.
3. Look for \_\_\_\_\_ to pick up.
4. Do not \_\_\_\_\_ or \_\_\_\_\_ the animals.
5. Leave rocks, pine cones, lizards and anything else that \_\_\_\_\_ here in its \_\_\_\_\_.
6. Respect the other visitors by speaking in a \_\_\_\_\_ voice.



# Talus House Dot to Dot

Connect the dots to see the homes that used to be in front of the cave.



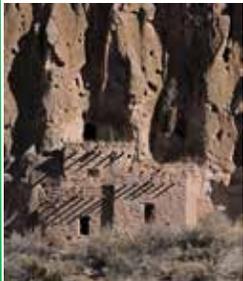
Hey you! I know you are busy looking up at the cliffs and everything, but don't forget about me down here. While you are exploring the scenery, please stay on the trail. Otherwise, you may be stepping on my home, or my tail. Yikes!





# Bandelier Bingo

During your visit, put an X or a line through the things you see or hear. 4 in a row or a diagonal is a bingo!

	 Squirrel	 Butterfly	Bird 
Pinecone 		 Spider	 Deer
 Flower	 Cliff Dwelling		Village 
 Flying Insect	Ladder 	Lizard 	

Empty squares are FREE, fill them in with a drawing of something that you see.



# Native Plant Uses - Matching Activity

Do this activity in the native plant garden behind the visitor center. Plant uses are written on signs. Draw a line to connect the plant to its use.

## Prickly Pear



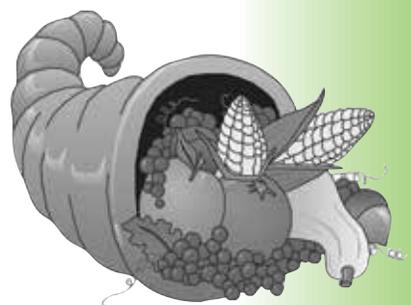
## Soap



## Three Leaf Sumac



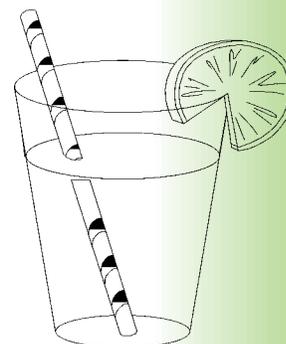
## Food



## Yucca



## Drink





# Wildlife Signs

Be sure to look for wildlife, or signs of their presence, along the trail. Draw a line between the animal and its sign. Then, fill in the blanks.

raven

Abert's squirrel

nuthatch

black bear

mule deer



foot

chewed cones

feather

antlers

nest

I am a small mammal that lives in the ponderosa pine trees. I eat branches and seeds. People sometimes think I look like a rabbit because of my hairy ears.

Who am I? \_\_\_\_\_

I am a large furry black mammal that can climb trees. I eat berries, bugs and roots. I come to Frijoles Canyon to drink water from the creek.

Who am I? \_\_\_\_\_

I am a noisy black bird that says, "CAW! CAW!" See me in the sky or look for my black feathers on the ground.

Who am I? \_\_\_\_\_

I am a medium-sized mammal with hooves. If I am a buck, I regrow antlers every year. Look for me and my tracks at Bandelier.

Who am I? \_\_\_\_\_

I am a small bird. I eat seeds and fruit. Look for me walking up and down the trunks of trees.

Who am I? \_\_\_\_\_



# Find a Ponderosa Pine

When you are on your way back to the visitor center, stop where you see tall evergreens. Look at the trees.

**Check the boxes that apply to your tree. If you check 3 or more, it's a ponderosa!**



This tree's bark looks like a jigsaw puzzle, and has shades of color from yellow to dark brown.



This tree has long needles that grow in bunches of three, and big pine cones.

Beneath this tree, I see chewed up pinecones, signs that a squirrel has been enjoying the delicious seeds inside.



This tree is tall and skinny.

Now stand close to the tree and smell the bark.

What does it smell like? \_\_\_\_\_





# Interview with a Ranger

Find a Ranger in the park to interview. Ask them the following questions, and record your answers here.

**Question:** What is your name? How long have you been a Park Ranger?

**Answer:** \_\_\_\_\_  
\_\_\_\_\_

**Question:** Why do you think your job is important? Why do you enjoy it?

**Answer:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Question:** \_\_\_\_\_?

**Answer:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

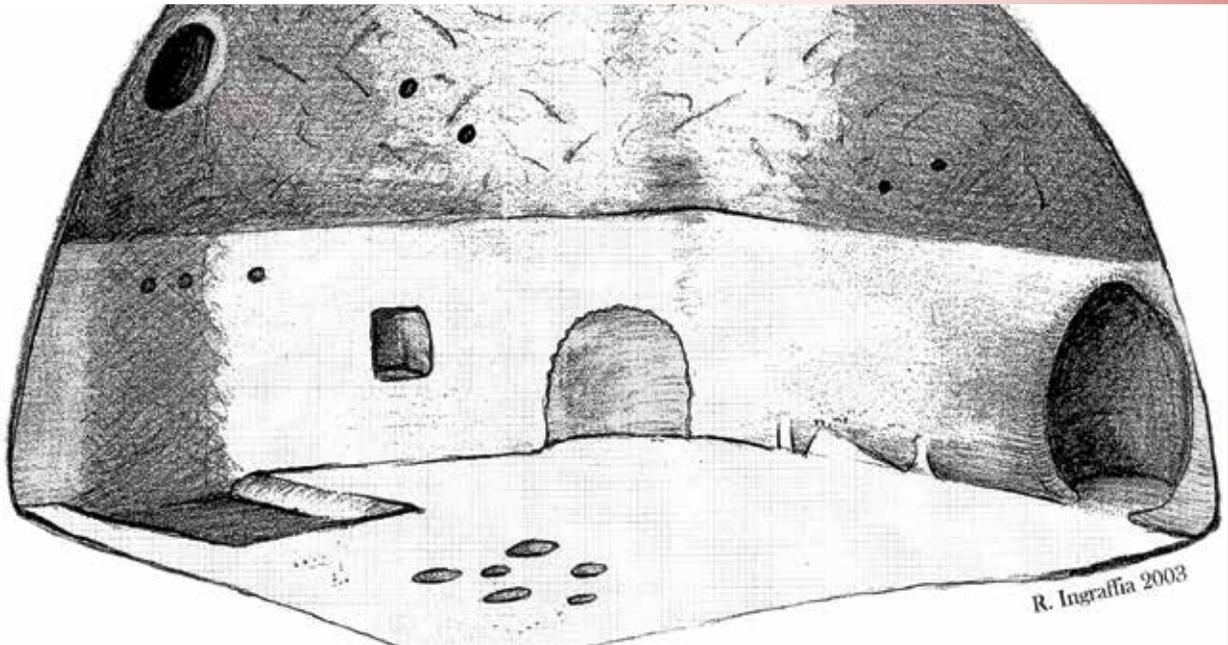


# Inside a Cavate Home

At stop #14, climb the ladder into the cavate. Once inside, sit to the side and notice everything around you. Where would you do the following activities if this were your home 600 years ago?

**BUILD a fire, STORE food in pots, SLEEP**

Draw or write your answers onto the image here:



Would you like to live in this cavate? Why or why not?

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Please stay on the trail. I may be waiting if you don't.

What would you miss from your life today?

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# Why do we Protect and Respect?

In this activity, you are going to answer that question. Draw or describe the effects these changes would have on Bandelier.

Help us stay healthy. Please do not feed us!



If each park visitor fed a squirrel . . .

X 300,000 visitors

. . . what would happen?

If each park visitor collected rocks or pottery sherds. . .



X 300,000 visitors

. . . what would happen?

If each park visitor walked off the path . . .



X 300,000 visitors

. . . what would happen?

If each park visitor wrote on a wall. . .



X 300,000 visitors

. . . what would happen?



# Think Like an Archeologist

As you see the structures along the main loop trail, be very observant. If your group has a trail guide, read it to learn more about these structures in Ancestral Pueblo times. Now think like an archeologist. What questions would you ask about each of the structures? Write 2 questions about each.

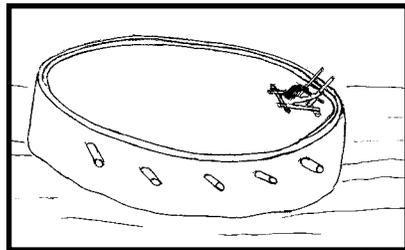
Stop #s are marked on posts next to the trail.



### BEFORE

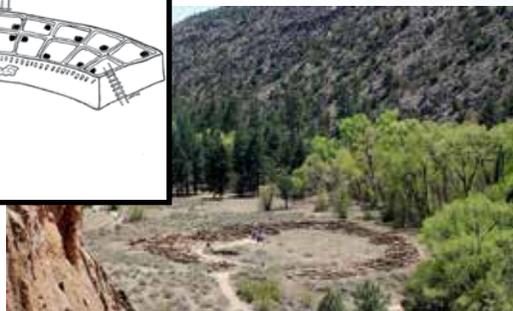
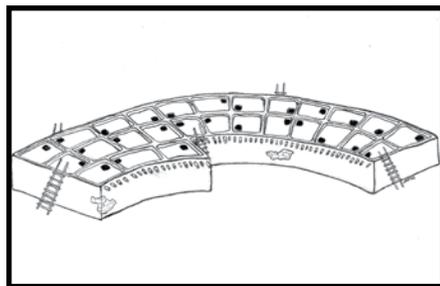
### NOW

### QUESTIONS



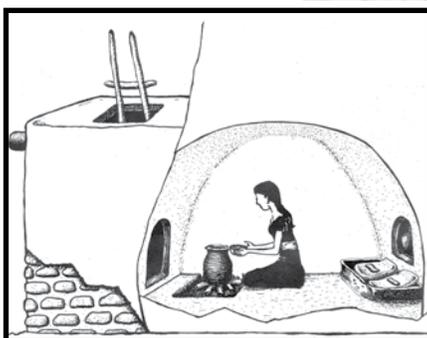
STOP #4: Big Kiva

- 1) \_\_\_\_\_
- \_\_\_\_\_
- 2) \_\_\_\_\_
- \_\_\_\_\_



STOP #7: Tyuonyi

- 1) \_\_\_\_\_
- \_\_\_\_\_
- 2) \_\_\_\_\_
- \_\_\_\_\_



STOP #11: Cavates

- 1) \_\_\_\_\_
- \_\_\_\_\_
- 2) \_\_\_\_\_
- \_\_\_\_\_

How would you get answers to your questions? \_\_\_\_\_



# Bandelier Diamante

For this activity, you are going to write a special kind of poem, called a diamante, about your experience at Bandelier. Follow the directions below.

Diamante poems are shaped like a diamond. They are 7 lines long, and have a special pattern. Just fill in the blanks below with the type of word written beneath the blank.

EXAMPLE:

Abert's  
unique, energetic  
eating, running, climbing  
fur, gray, tail, ears  
digging, foraging, nibbling  
cute, squirrely  
squirrel

A *noun* is a person, place or thing.

A *participle* is an action word that ends in ING.



\_\_\_\_\_ (noun)

\_\_\_\_\_ (adjective), \_\_\_\_\_ (adjective)

\_\_\_\_\_ (participle), \_\_\_\_\_ (participle), \_\_\_\_\_ (participle)

\_\_\_\_\_ (noun), \_\_\_\_\_ (noun), \_\_\_\_\_ (noun), \_\_\_\_\_ (noun)

\_\_\_\_\_ (participle), \_\_\_\_\_ (participle), \_\_\_\_\_ (participle)

\_\_\_\_\_ (adjective), \_\_\_\_\_ (adjective)

\_\_\_\_\_ (noun)

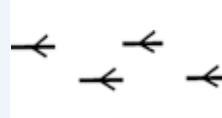
An *adjective* is a word that tells about a noun.





# What happened here?

Each animal here is pictured next to its tracks. In the box below, draw a story using the tracks and other signs of one or more of these animals.



Using words this time, tell the story of what happened here:

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Don't forget to look for tracks and signs of wildlife throughout your entire visit!



# Alien Invasion

Introduction of alien (non-native exotic species) plants onto our public lands is threatening the survival of native plants like the ones you see in this garden. Alien plants take up space or drink scarce water and push the native plants out. Musk thistle and mullein are two examples of aliens causing problems at Bandelier.

## NATIVES

## ALIENS

cholla



Four-winged saltbush

VS.

yucca



Three-leaf sumac



mullein and musk thistle



prickly pear



How do you think these plants were introduced into the park?

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What could you do to get rid of them?

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# Be a Park Superintendent

Imagine you are the superintendent of Bandelier, which means you would oversee and manage this whole park. Your job would be to make a decision about how to protect this special place for future generations. Choose one or more of these issues and propose a solution:



- Conservation Issues:
- Theft of pottery sherds
  - Graffiti in cavates and on cliffs
  - Poaching wildlife
  - Feeding wildlife
  - Dogs off leash
  - Hiking off designated trails
  - Illegal campfires



Your issue(s) of choice:

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Your solution(s):

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# Reintroduce Native Species?

When the Ancestral Pueblo people lived in Bandelier many animals lived here that are not found here today. Either their habitats have changed too much, like many of the fish in the Rio Grande, or they were hunted out of the area. Many of these species are listed below.

Read them, then decide:

Which species do you think could be reintroduced? Why?



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What can you do to help keep other species from disappearing from their original habitat or completely from the earth?

I am a Jemez Mountain Salamander. I live only in the mixed conifer forests of the Jemez Mountains. I am endangered because of logging, road construction, disease and mining.

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# NPS: An Inside Look

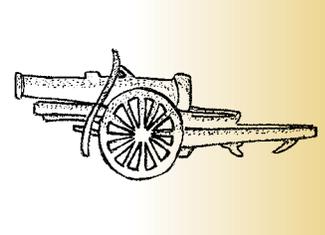
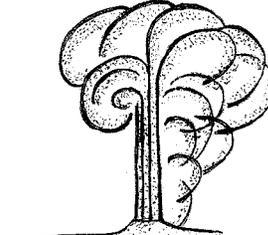
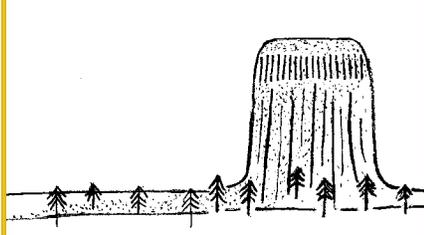
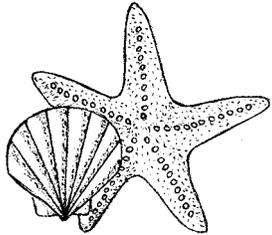
For this activity, you will be thinking about the National Park Service as a whole, beyond your experience at Bandelier. There are over 380 units in the National Park Service (NPS), each established for different reasons.

National Seashores

National Monuments

National Parks

Battlefields



What is your favorite NPS area? Why?

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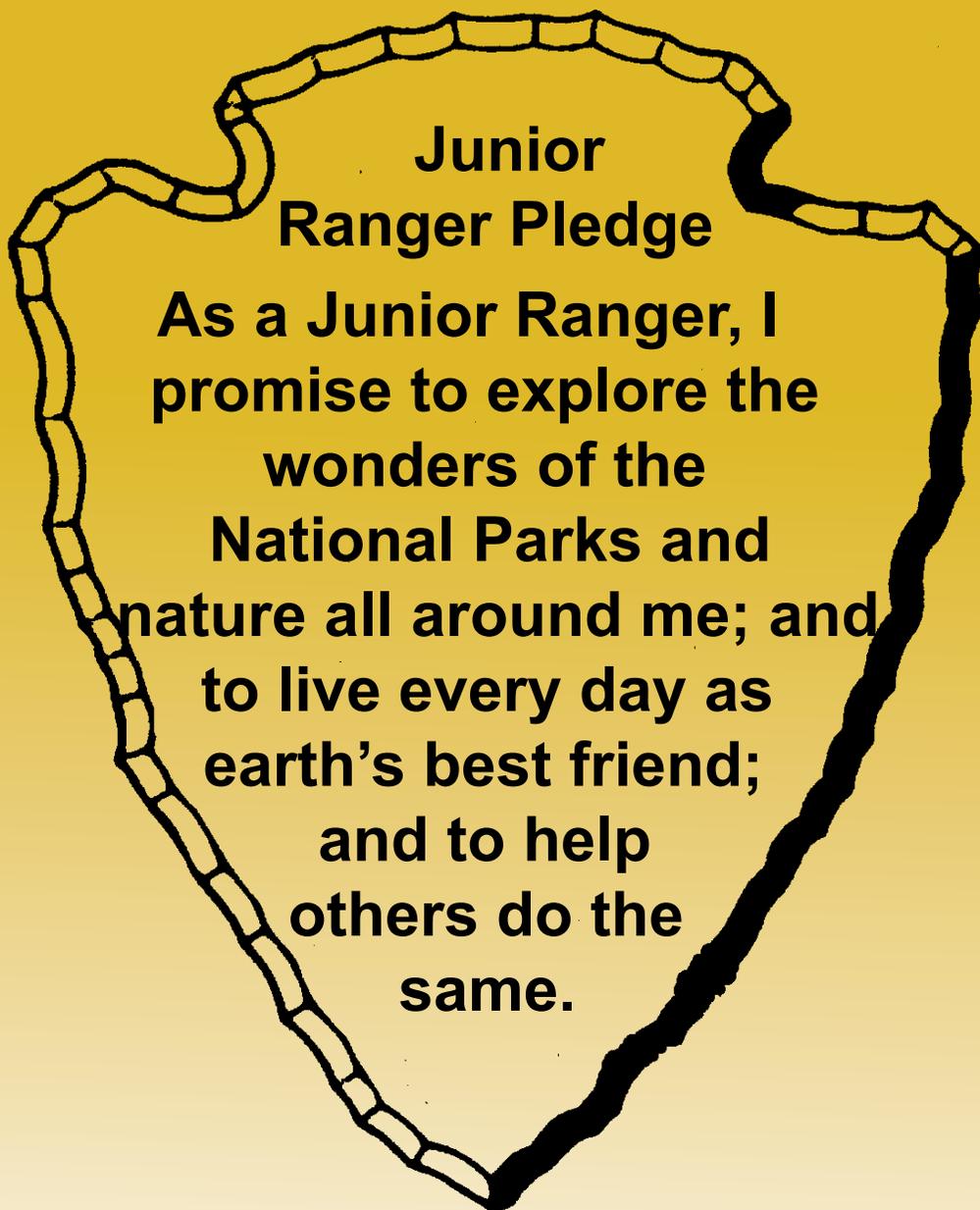
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Why is it important to protect these special places as part of a national park system?

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**To learn more about the online NPS Junior Ranger program, visit [www.nps.gov/webrangers](http://www.nps.gov/webrangers).**

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