MWAC
Midwest Archeological Center

National Park Service
U.S. Department of the Interior

JUNIOR RANGER ARCHEOLOGY PROGRAM

Midwest Archeological Center
Lincoln NE
www.nps.gov/history/mwac

DEAR JUNIOR RANGER CANDIDATE:

The Junior Ranger Archeology Program is a way for you to EXPLORE archeology and the Midwest Archeological Center. LEARN to think like an archeologist. Think of ways you can help PROTECT cultural resources. Look at the age groups on the next page and see how many activities you should complete to earn a Junior Ranger Badge. Complete as much of each activity as you can.

How to become a Junior Ranger

- Fill in your name, address and age below.
- Complete the number of activities in this booklet listed for your age.
- Mail entire booklet to:

Education Coordinator
Midwest Archeological Center
Federal Building Room 474
100 Centennial Mall North
Lincoln, NE 68508-3803

(Your booklet will be returned to you, along with a Junior Ranger badge and certificate.)

Explore, Learn, Protect

Name:_____

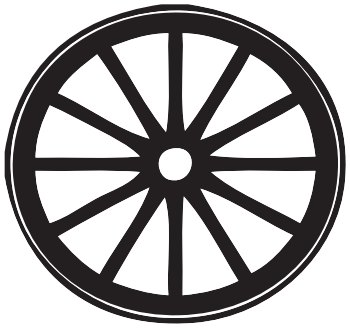
Address:_____

_____

Age:_____

Junior Ranger Pledge: As a Junior Ranger, I will share what I have learned with others. I promise to continue to explore the archeological and cultural heritage sites in our National Parks and within my city, state and nation, and help protect them so future generations can enjoy them.

MIDWEST ARCHEOLOGICAL CENTER: JUNIOR RANGER ARCHEOLOGY PROGRAM



Pioneer Wagon Wheel Ages 6-8

In the 1840s, early settlers crossing the Great Plains used wagons to carry supplies and their belongings to their new homesteads in the West. Complete at least 6 activities in this booklet that have this symbol.

Hopewell Ceramic Pot Ages 9-11

About 3,000 years ago, Native Americans made ceramic pots to store and cook food. They formed and decorated their pots in many different ways. Complete at least 8 activities in this booklet that have this symbol, plus one "Dig Deeper" challenge.

Paleo-Indian Spear Point Ages 12 and up

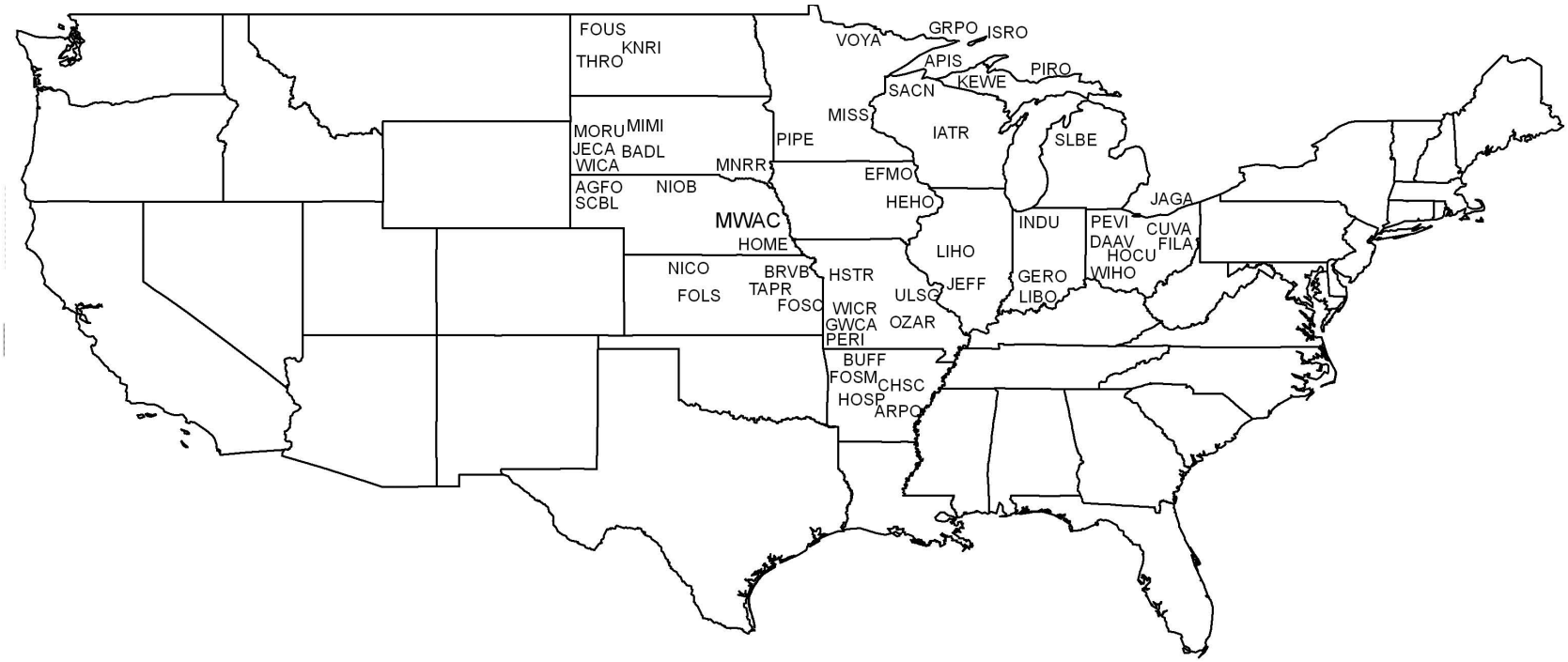
About 13,000 years ago, Native Americans made spear points to help them hunt very large game like mammoths. Other stone tools were made and used for thousands of years. Complete at least 9 activities in this booklet that have this symbol, plus any 2 "Dig Deeper" challenges.

Extra Challenge:

Use a green crayon or color pencil and put a line on the Timeline (on page 11), showing when each of the above artifacts was used. Don't forget to put the name of the artifact next to the line.

THE MIDWEST ARCHEOLOGICAL CENTER

Archeologists at the Midwest Archeological Center preserve, protect, study, and interpret cultural resources at more than 50 national parks throughout the Midwest. They help the parks figure out the best way to protect and preserve our heritage. By studying and interpreting archeology within the parks, we can better understand the past.



Find your state and color it in. If you have been to a National Park, put a ♦ to show where you have been and write in the name of the park. Explore a few of the parks you would like to visit online using the park's four letter acronym (listed on the back cover). Go to http://www.nps.gov/_ _ _ _. For example, to visit the Midwest Archeological Center's web page, go to http://ww.nps.gov/mwac.

MWAC WORD SEARCH

Read the paragraph and find the underlined words in the word search below.

The **Midwest** Archeological Center (MWAC) is an office of the National Park Service. **Archeologists** at MWAC study, **interpret,** and preserve archeological **sites** in national parks throughout the Midwest.

Archeologists study **artifacts** left behind by people in the past. An artifact is anything that has been made or used by someone. The artifacts are clues to help the archeologists imagine how people in the past lived. Archeologists need all the clues from a site to understand what happened there. **Looters** are people that illegally dig up artifacts or destroy other clues at archeological sites. You can help archeologists preserve sites by leaving artifacts where you find them.

Some artifacts are 10,000 years old, and others can be just one hundred years old. Some archeologists study projectile **points** and others study **pottery**. They can also study historic sites such as homesteads or other historic settlements.

Archeologists use shovels and **trowels** to carefully **excavate** sites. They **record** detailed information about sites by mapping all artifacts using a tape measure and other tools. A screen is used to sift through the soil to find small artifacts like buttons or beads.

Archeologists only excavate a site if it might be destroyed by construction or by natural causes, like erosion. Archeologists protect and **preserve** archeological sites so that people in the future can learn from and enjoy them.

S R D F G V L O O T E R S B A
V E B H E R Y J K Y U T F G R
P C A K E X C A V A T E J K T
Q O J R D F P R E S E R V E I
W R E R C G B H J F H L Y I F
I D U G B H M E E O T L U G A
P E O I N T E R P R E T L K C
O B T W E R Q O G I U H J M T
I J I P U H B T L F C E S I S
N N U Y O J M I L O R E Q D Z
T E D C R T F V R G G B T W H
S W S A F T T J K R E I H E L
P K I T R O W E L S R T S S Z
K L H Y L F O I R F H I F T G
P S I T E S L Y D Y K U K H S

TOOL MATCH-UP

Match the tool with how it is used by archeologists. Read the MWAC Word Search text on page 4 for clues.

to clean dirt off artifacts during excavation

to carefully excavate (dig) small areas around artifacts

to sift through soil to find small artifacts

to carefully excavate larger areas

to help measure and record the location of artifacts

to take notes and record information

WHAT DO ARCHEOLOGISTS STUDY?

Circle the things that archeologists study. Put an X through the things that archeologists do not study. Read the MWAC Word Search text on page 4 for clues.

Explain why archeologists don't study the things you drew an X through.

LANDMARKS

Beginning in the early 1830s, settlers used Scotts Bluff as a landmark during their journey through Nebraska on their way westward. In 1919, President Woodrow Wilson officially preserved this natural landform and the surrounding area as a national monument to commemorate the Oregon Trail. Scotts Bluff was not only used by those on the Oregon Trail. Several passes around the monument were also used by those traveling on the California, Mormon, and Pony Express Trails.

Scotts Bluff in 1932 (Courtesy of National Park Service Historic Photograph Collection). Go to http://www.nps.gov/scbl to read more about this landmark.

Archeologists have found evidence of Native Americans living near Scotts Bluff 8,000 years before these travelers journeyed west through Nebraska. They left behind stone tools and other artifacts that give archeologists clues about their lives. Stone tools, burned animal bones, and fire pits tell us that Native Americans hunted and ate meals here. The nearby North Platte River supplied them with water.

A landmark is a man made or natural feature that is used by explorers and travelers to help find their way through an area.

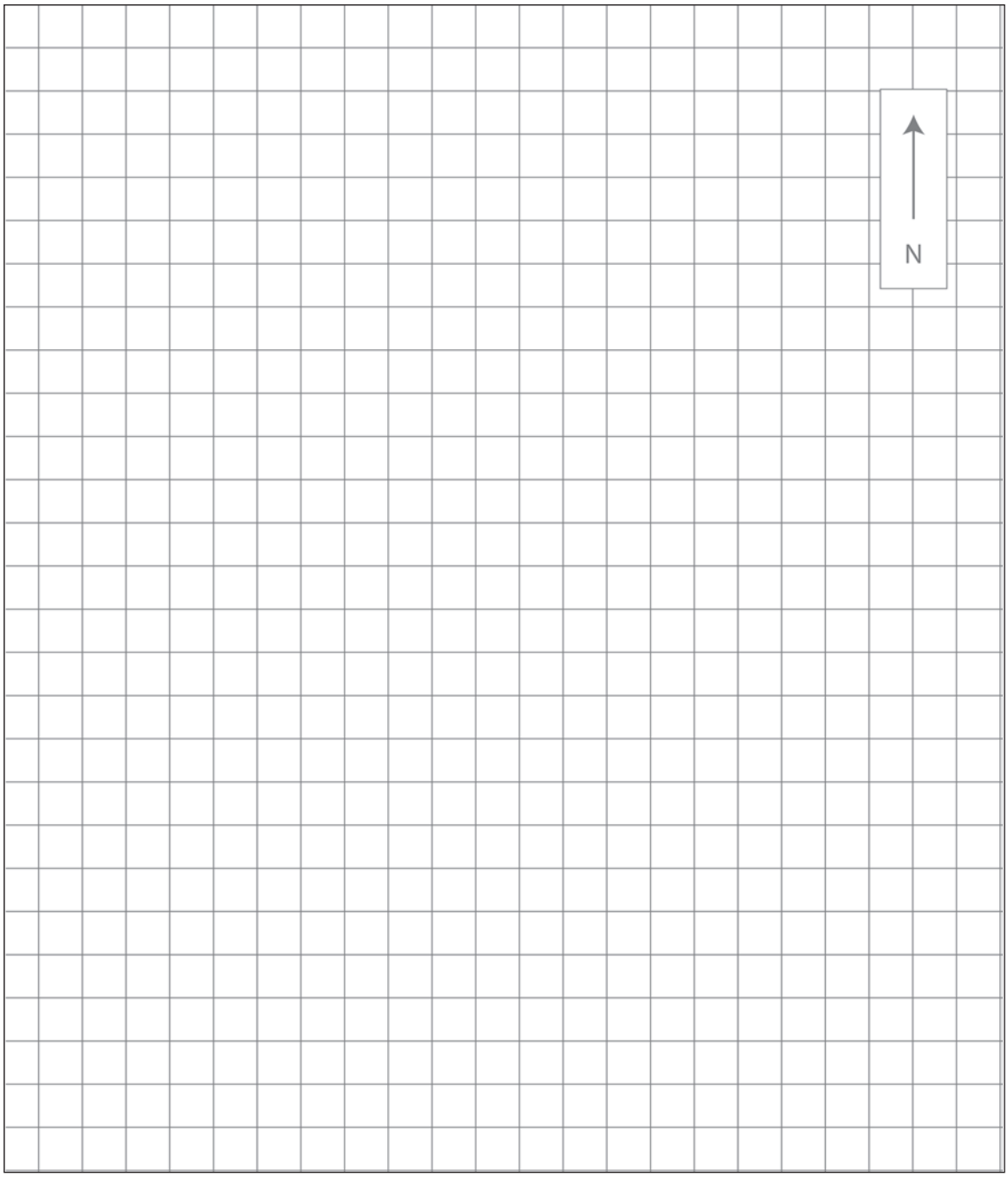
Scotts Bluff was named for Hiram Scott, an early fur trader who often traveled between St. Louis, Missouri and Salt Lake City, Utah. Like many early travelers, Hiram Scott used this bluff as a landmark to help guide his way. It is believed that he died in 1828 near the landmark while traveling through the area.

Why do you think Scotts Bluff was used as a landmark? Do you use landmarks when you travel?

'Mitchell Pass' painted by William Henry Jackson (Courtesy of Scotts Bluff National Monument, National Park Service).

Landmark Map

Use the space below to draw a map from your house to your school, or some other place you know the way to. Use landmarks such as signs, churches, stores, buildings, roads, parks, trees and rivers to help show the way. Be sure to label the landmarks.



When making a map, it is important to include a key or legend to explain the symbols or pictures drawn on the map. It is also important to draw a compass rose, or arrows showing the directions (north, south, east, west) on the map to make sure others using the map travel in the correct direction.

ARTIFACT ANALYSIS

Archeologists study artifacts from hundreds or even thousands of years ago. The artifacts they discover are often broken. Archeologists must examine the artifacts to discover who made them and how they may have been used. Look at the pictures of the artifacts below. Pick one artifact and circle it. Answer the questions to help you analyze the artifact.

What material do you think it is made of (stone, wood, bone, metal, glass, plastic, clay, paper, leather, cotton)?

Describe the artifact. What shape is it? What color is it? What texture does it have (what does it feel like)?

Is the artifact whole, or is it a piece that broke off something larger?

How might it have been made?

When do you think it was made?

Who do you think made it?

What do you think it was used for? Was it used as a tool to help with a task or was it used for decoration?

Can you answer all these questions with the artifact's picture alone? Which ones need more information? What other information would you need to answer these questions?

PUTTING THE PIECES TOGETHER

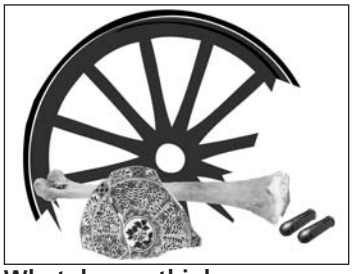
Looking at only one artifact is like looking at one puzzle piece and trying to imagine the entire picture. Archeologists study artifacts to learn about the past. Archeologists also look at groups of artifacts, called assemblages, that are found close together to help learn about activities that may have occurred in an area. Think of different activities that you do everyday. Now think of the objects you use with those activities. If an archeologist in the future found those objects, they would be able to figure out what activities you did.

Look at the pictures of assemblages below and try to figure out what happened in the past.

Assemblage #1

What do you think happened here in the past?

Assemblage #2



What do you think happened here in the past?

Assemblage #3

What do you think happened here in the past?

Some people collect artifacts from archeological sites, which makes it difficult for archeologists to figure out what happened in the past. How would your interpretation change if someone took all the stone tools from Assemblage #3 above? Would you still see the whole picture?

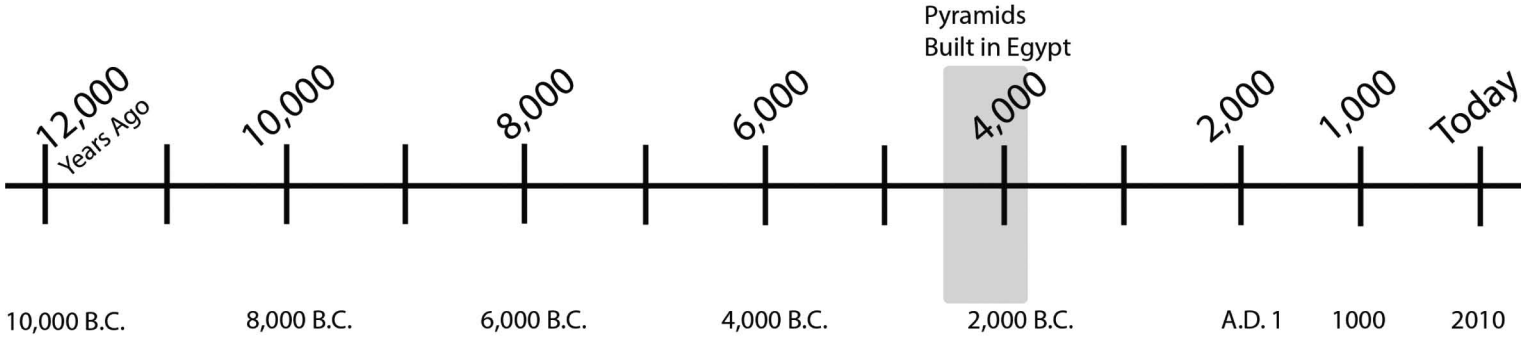
Here are some things that you can do to help archeologists preserve archeological sites:

- Take only pictures, leave only footprints.
- Look at artifacts where you find them and leave them behind for others to see.
- Tell your family and friends about preservation.
- Tell a park ranger if you see someone taking artifacts from a park.

Can you think of other things you can do to help?

TIMELINE

Timelines are a good way to show the order of events in the past. Put the events below in order on the timeline. Place the letter by the event in the correct spot on the timeline.



A. When you were born

B. Columbus' Voyage 1492

C. Daniel Freeman became the first homesteader 1863

D. The bow and arrow was used by Native Americans, starting 1,000 years ago

E. Pottery became widely used by Native Americans living in Nebraska, starting 2,000 years ago

F. Native Americans were living near Scotts Bluff, starting around 8,000 years ago

G. Hopewell Culture people began making earthworks in Ohio, starting about 2,200 years ago

What does the timeline show us?

The letters **B.C.** and **A.D.** are used to divide time into two periods. The letters **B.C.** (or "before Christ") are used for the time before Christ was born. The letters **A.D.** are Latin for *Anno Domini* (which means "in the year of our Lord") and are used to show the years since Christ's birth. We can also use the term **years ago** to count years backwards, starting from today. The year 2,000 B.C. was about 4,000 years ago, and the year A.D. 500 was about 1,500 years ago.

MAKE YOUR OWN SITE

Have an adult help you find a special place in your yard, a park, at school or some other place that will be safe to use and will not cause hazards for others. Collect 20 sticks or rocks and put them in this place. Be sure to ask an adult for help.

Arrange the rocks and sticks any way you want. Then draw a map on this page showing where they are and how they are arranged. Don't forget to include landmarks like trees and fences in your map to help you find this place later. Use a compass to draw arrows showing the cardinal directions (north, south, east, west). Go to page 8 for more information about making maps.

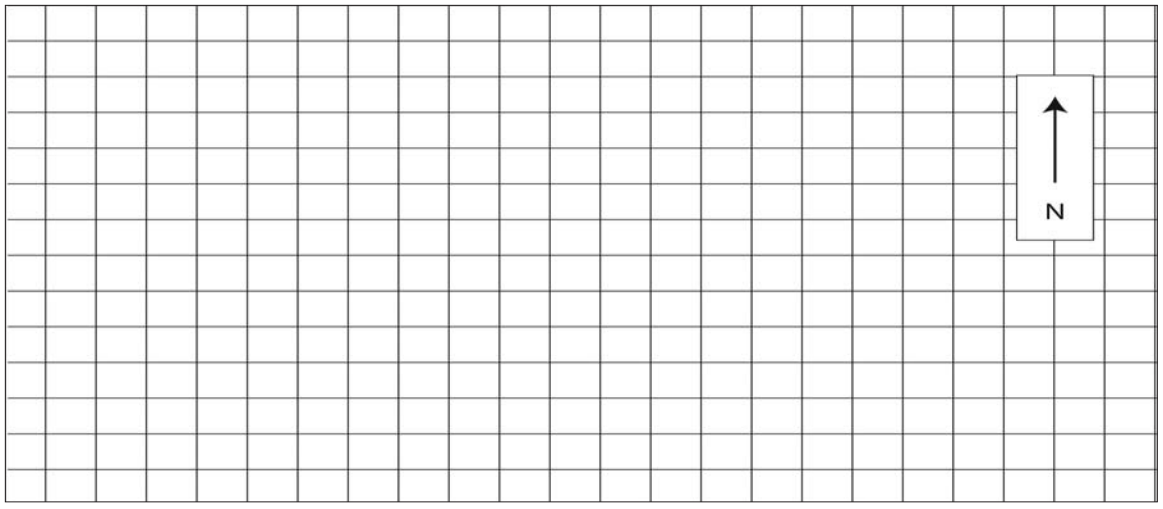
Go back to this place in two weeks and look at your site. Has anything changed?

How did it change? What might have caused this?

Archeologists investigate sites that are thousands of years old. Do you think all the artifacts are in the same place they were left thousands of years ago? Why or why not?

Examples of rock formations in Wyoming

Draw Your Map Here



(From 'Archaeology for Kids: Uncovering the Mysteries of Our Past' by Richard Panchyk, Chicago Review Press, 2001.)

STRATIGRAPHY: READING BETWEEN THE LINES

The original location of each artifact is a very important clue to help determine who made the artifact, when they made it and how it was used. When an archeologist records an artifact's location, they also record how deep the artifact was and the type of soil it was found in. Each layer of soil and artifacts is called a **stratum**. A stratum might be made of trash that someone left behind or from digging a hole and filling it in. A stratum might also be a layer of bricks from an old building that got destroyed. Multiple layers, called **strata**, give archeologists clues about the age of the site and the order in which things happened in the past. **Stratigraphy** is the study of the layers of earth and everything found in those layers, including the artifacts.

Archeologists can determine what activities happened in an area by investigating stratigraphy. As you read the story below, look at the stratigraphy and try to match the activities with the correct strata.

10,000 years ago: A Native American family butchered bison here, and left behind most of the bones. Two stone spear points were accidentally left behind.

8,000 years ago: A large flood washed in a layer of sand over the bison bones and spear point.

3,000 years ago: Several Native American families lived here during the summer. While they stayed here, they collected seeds and used large stones to grind the seeds.

500 years ago: A large storm blew in a layer of soil that covered the whole area.

160 years ago: A pioneer wagon stopped here overnight on the way to California. Someone broke a plate and left it behind. They also had to repair a broken wagon wheel.

Now pretend that someone took the pieces of broken plate because they thought they were neat. If an archeologist investigated this area, how would this change the story of what happened here?

Draw Your Stratigraphy

Think of some of the activities you and your family do, like meals, parties and homework. Now think of the artifacts, or trash, left behind after each activity. Use the space below to draw your own stratigraphy. Write a story to tell us what you and your family did. Don't forget to label your artifacts.

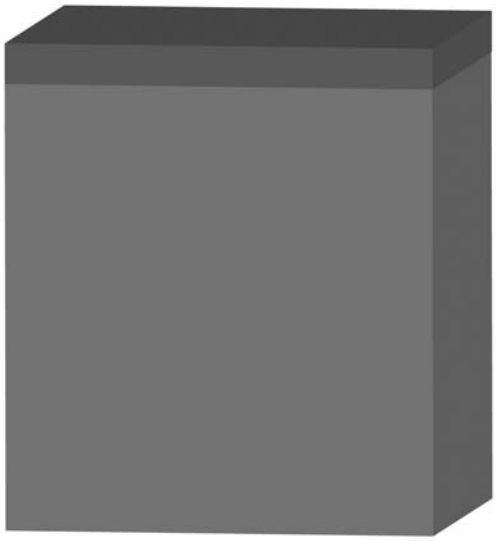
Will the oldest layer be on top or on the bottom? Why?

Where will the most recent artifacts be found? Why?

If someone mixed up your layers would we still get the same story? What would happen if someone stole some of the pieces of trash? Would we still get the same story?

My Stratigraphy

My Story



The Freeman Family and their brick house

HOMESTEAD NATIONAL MONUMENT

On January 1, 1863, Daniel Freeman became the first person to claim land under the Homestead Act. The Homestead Act gave land to US citizens for free. In 1865, Daniel moved to Nebraska with his wife Agnes. They had eight children while living on their homestead.

According to written records, the Freemans lived in a squatter's cabin from 1865 through 1867 that was already on their land. A **squatter** is someone who does not own the land, but lives there anyway. There are no records about who the original occupants of the squatter's cabin were. The Freeman's first daughter was born in that cabin. In 1867, they built a log cabin and lived in it for nine years. Other houses and farm buildings were built on the land, some were made of brick and others were made of wood. Most of the buildings have been torn down or destroyed.

Even though the buildings have been destroyed and today you can no longer see them, archeology can be used to find the original location of the houses and farm buildings. Archeologists carefully search for artifacts that are left behind after buildings are gone. The archeologists record the different kinds of artifacts and where they were found. The artifacts give the archeologists clues about where the buildings were and about the people who lived in them.

What are some artifacts that you would find where a house was? How would they be different from artifacts you would find where a barn used to be?

1948 Excavations at the Freeman Cabin Site

DIG DEEPER: THINK LIKE AN ARCHEOLOGIST

Archeologists wanted to investigate parts of the park to find the original location of the squatter's cabin that the Freemans lived in for three years,

1948 Second trench through possible squatter's cabin area, with a burned area (pile of rocks in the trench). Can you find the piece of a cast iron pot that is sticking out of the right trench wall?

and they also wanted to find the original location of the Freeman cabin the family built in 1867. In 1948, long after the buildings had been destroyed, two of Daniel and Agnes' children told archeologists where they thought the squatter's cabin had been located. They said it was in in an area near a stream that floods often.

The archeologists investigated this area by digging a long trench through the area to try to find evidence of the cabin. A small buckle and a piece of china were found on the surface of the ground. No other artifacts were found in the trench.

A second location was investigated about 70 feet away from the first area. Archeologists found large stones that might have been used for a foundation of a building, but no building had been recorded here on old maps. Nearby, they also found an area that had been burned, and had pieces of an iron pot, shattered glass and a handle of a fork or spoon. The archeologists could not determine if either of these areas was indeed the original location of the squatter's cabin. The exact location of the squatter's cabin still remains a mystery.

If the squatter's cabin had been destroyed long ago, what evidence do you think the archeologists were looking for to help them locate where the cabin was?

Why do you think archeologists could not find evidence of the squatter's cabin?

How else could you use archeology to find the real location of the squatter's cabin?

To learn more about Homestead National Monument and the Freemans, go to http://www.nps.gov/home.

THE FREEMAN SCHOOL

The Freeman School at Homestead National Monument was used from 1872 to 1967. The school only had one room. All the students from every grade met in the same room and were taught by the same teacher. The school was also used for church meetings and community events.

Teacher and students at the Freeman School in 1917.

Sometimes archeologists use old photographs to learn about the past. Look at the photographs of the Freeman School. Compare these photographs to your classroom and school.

List three things that are different from your school.

1)

2)

3)

List three things that are the same as your school.

1)

2)

3)

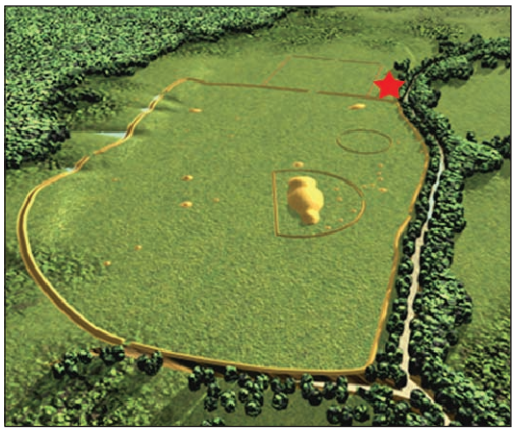
HOPEWELL CULTURE NATIONAL HISTORICAL PARK

The Hopewell Culture was a group of Native Americans that lived between 200 B.C. and A.D. 500, and shared common beliefs and ways of life. They often built large earth walls, called earthworks, that formed circles, squares, and other shapes.

The Hopewell also constructed large mounds of earth. Some of these mounds were used to bury the dead and others were used for ceremonies. The Hopewell people traded with other Native American groups from all over North America. The center of the Hopewell world was in Ohio, but they had contacts as far away as Michigan, North Carolina, Wyoming, and Florida. At Hopewell sites, archeologists have found artifacts made from raw materials like copper, mica, obsidian, and shells from these distant places.

These people did not call themselves Hopewell. They were named after Mordecai Hopewell, who owned the land where one of the large archeological sites was found.

The Hopewell did not leave behind a written record of their lives. Archeologists study the artifacts they left behind to learn about them. Most of the research has been on Hopewell ceremonies and the large earthworks, but these earthworks do not contain much information about the everyday activities of the Hopewell. Recent studies have focused on habitation sites (places where people lived) to learn more about the daily lives of the Hopewell people. (*To learn more about current research, read the Hopewell Newsletter at http://www.nps.gov/history/mwac/hopewell/index.html*.)



Computer recreation of what the Hopewell site earthworks would have looked like from the air. Courtesy of University of Cincinnati/CERHAS.

In archeology, "culture" is a term used for a group of people that used the same artifacts and lived similar lifestyles in the same time period and region.

DIG DEEPER: THINK LIKE AN ARCHEOLOGIST

The Hopewell site, located in Ohio, contains a large earth wall that surrounds about 111 acres (an area big enough to hold over 80 football fields). There are other earthworks and mounds within the outer walls of this site. Look at the picture on page 18 to see the shapes of these earthworks. By looking at the types of artifacts, archeologists know the Hopewell conducted ceremonies and buried their dead here. Archeologists have determined that this site was used for hundreds of years by the Hopewell people. Just as clothing styles are different today than they were in the past, the decorations used on pottery changed throughout time.

Solving the Mystery

Like most large earthwork sites in Ohio, the Hopewell site has puzzled archeologists for almost one hundred years. The mystery behind the Hopewell site is that it does not contain much evidence of the daily activities of the Hopewell people. If thousands of Hopewell people came to the earthworks over hundreds of years, where did these people live while they visited this special place? The Riverbank site may help answer this question. It is located just outside the Hopewell earthworks (find the star on the aerial view on page 18) and was excavated by archeologists who wanted to find out more about the daily lives of the Hopewell people. How could you use archeology to figure out if the Hopewell people made camp at the Riverbank site while they visited the earthworks?

What activities would the Hopewell people do everyday? (Hint: What are some things that you do everyday?)

What evidence or artifacts would be left behind from those activities?

If the Hopewell people lived at the Riverbank site while they visited the earthworks, what evidence of their daily lives would archeologists find?

Use a blue crayon or color pencil and draw a circle around the years that the Hopewell Culture lived on the Timeline on page 11.

HOPEWELL POTTERY

Pottery was widely used by Native Americans starting about 3,000 years ago. It was mainly used for cooking and storing food. They collected clay sometimes found near rivers and streams. Sand, crushed shell or rock was mixed with the clay to prevent the pot from cracking when it was later fired. Next, they formed the clay into the shape of a pot. Once the pot was formed, they used sticks, shells, paddles wrapped with string or fabric, and other objects to make designs and decorations. The pots were hardened in a large fire so they would not break easily.

Decorative styles and container shapes changed throughout time. Archeologists can use these shapes and styles to help determine how old an archeological site is. Usually, pottery vessels are found broken. If they find enough pieces of the same pot, an archeologist might be able to put the pot back together to see the whole shape of the pot.

This pot came from the Riverbank site (see page 19). This pot has four feet on the bottom to hold it up.

What do you think this pot may have been used for?

When archeologists find pottery, what does it tell us about the people who made it?

Design your own pot

Draw a pot below with your own design. What could the pot have been used for? What does the decoration mean? What would archeologists in the future learn about you if they found this pot?

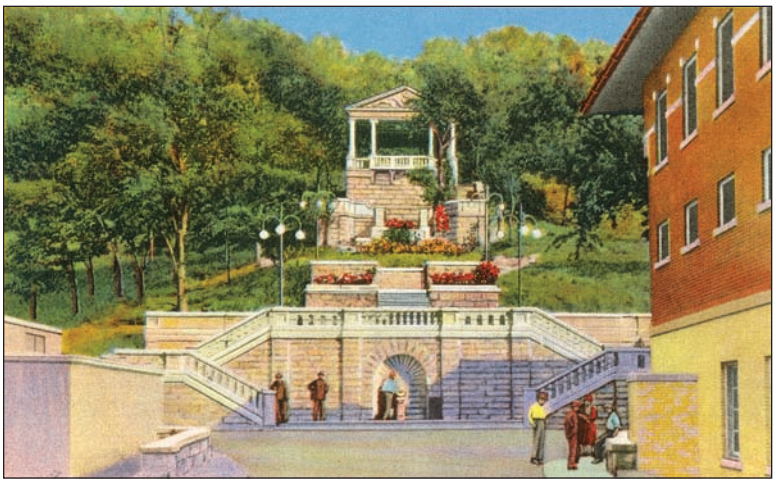
It's easy to make your own pot. All you need is air-dry clay (from any craft store) and twigs, shells or any other "tools" found in your yard or neighborhood. Be sure to ask an adult for help. Roll the clay into long snake-like strips. Coil the strips into the shape of a bowl or pot. Smooth out the sides with your hands. Rub a little water on your pot to help mold the clay if it cracks or dries too quickly. Create designs on your pot with the things you have gathered. You can also use your fingers to create designs. Let your pot dry for a few days. Don't forget to cover your table or work surface with old newspapers so it doesn't get dirty.

HOT SPRINGS NATIONAL PARK

Hot Springs National Park, located in Arkansas, was set aside by President Andrew Jackson in 1832 to protect the springs and to make them available for everyone to enjoy. The hot springs have been used as healing baths to treat many illnesses and for relaxation. Many bathhouses were built and rebuilt over the years. Since the beginning, the park and the bathhouses have changed a lot.

Below are pictures of the how the entrance to the park looked in the 1890s (top image) and how it looks today (bottom image).

List three things that have changed since this picture was drawn.



1)

2)

3)

List three things that are still the same.

1)

2)

3)

SAVING THE BATHHOUSES

Hot Springs National Park's land was used long before it became a park. Archeologists have found evidence that Native Americans used this area for at least the last 3,000 years. Native Americans came to Hot Springs to gather stone to make into tools and to use the hot springs. European travelers passed through this area as early as 1541. The first settlers came to live in Hot Springs in 1807.

Early bathhouses were simple and most were made of wood. Several fires destroyed many of the bathhouses. Once a building was destroyed, a new bathhouse was often built in the same spot. Later, brick, iron, concrete, and marble were used when building the bathhouses. After the bathhouses stopped being used, the buildings started to deteriorate. The park wanted to restore, or stabilize, and preserve the old bathhouses.

Stabilizing the bathhouses would mean disturbing the ground outside the buildings and inside the basements of the bathhouses. Any artifacts or old sections of previous structures built in these locations would be destroyed. Before they could repair the bathhouses, archeologists had to investigate the areas in and around the buildings.

Using records and old photographs, maps were made to show the location of the bathhouses. The maps also showed the location of the old bathhouses and buildings that no longer existed. Archeologists used these maps to help find areas where part of old buildings might be hiding under the current bathhouses.

Investigations at the Ozark Bathhouse

Before the Ozark Bathhouse could be restored, archeologists needed to investigate the areas in and around the bathhouse to record any important archeological information that might be lost during the stabilization project.

In the 1870s, before the Ozark Bathhouse existed, the Weir and George's Iron and Magnesia Bathhouse was built. Not much is known about this bathhouse. In 1878, a fire destroyed nearly all the bathhouses, including the Weir and George's Iron and Magnesia Bathhouse. The first Ozark Bathhouse was built two years later in this same spot. The bathhouse was rebuilt in 1922.

During the archeological investigation in the basement of the Ozark Bathhouse, burned areas were discovered from the 1878 fire. Pieces of floor tiles from the first Ozark Bathhouse were also found. Archeologists also found old walls and doorways of buildings that had been built in the same location long ago.

The Ozark Bathhouse in 1880. Go to http://www.nps.gov/hosp to see how the bathhouse looks today.

What other artifacts might the archeologists find in their investigations?

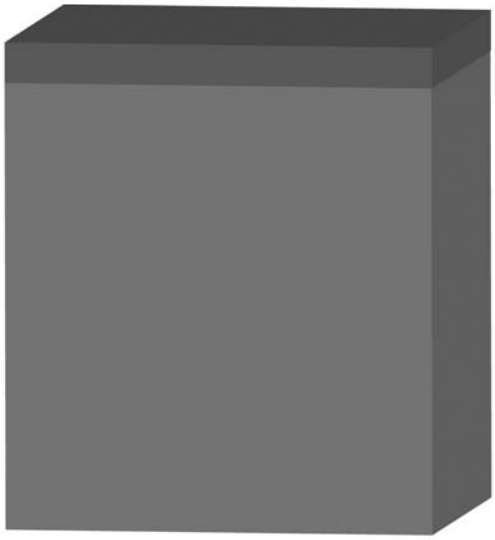
Use a red crayon or color pencil and put an X on the Timeline (page 11) when the fire burned down the bathhouses at Hot Springs.

Basement investigations at the Ozark Bathhouse.

DIG DEEPER: THINK LIKE AN ARCHEOLOGIST

Use the space below to draw the stratigraphy below the Ozark Bathhouse. Don't forget to label each layer (Look back at page 13 for help). Be sure to include the following layers in your drawing:

- The Weir and George's Iron and Magnesia Bathhouse foundation
- Burned rubble from the fire of 1878
- Foundation from the first Ozark Bathhouse
- The second Ozark Bathhouse



CONGRATULATIONS!

You have now completed the Midwest Archeological Center's Junior Ranger Archeology Book! By completing the activities in this book, you have:

- EXPLORED archeological resources in the National Park Service
- LEARNED how to think like an archeologist
- Discovered why it is important to PROTECT archeological sites

What I have learned...

Use the space below to complete each statement

One thing I learned about archeology is...

One activity that was the most fun or interesting was... (Include why you thought it was fun.)

One thing I still want to learn about archeology is...

To receive your Junior Ranger badge and certificate, mail this entire booklet to the address on the first page. Don't forget to fill in your name, age and address.

Agate Fossil Beds National Monument (AGFO)
Apostle Islands National Lakeshore (APIS)
Arkansas Post National Memorial (ARPO)
Badlands National Park (BADL)
Brown v. Board of Education National Historic Site (BVRB)
Buffalo National River (BUFF)
Cuyahoga Valley National Park (CUVA)
Dayton Aviation Heritage National Historical Park (DAAV)
Effigy Mounds National Monument (EFMO)
First Ladies National Historic Site (FILA)
Fort Larned National Historic Site (FOLS)
Fort Scott National Historic Site (FOSC)
Fort Smith National Historic Site (FOSM)
Fort Union Trading Post National Historic Site (FOUS)
George Rogers Clark National Historical Park (GERO)
George Washington Carver National Monument (GWCA)
Grand Portage National Monument (GRPO)
Harry S. Truman National Historic Site (HSTR)
Herbert Hoover National Historic Site (HEHO)
Homestead National Monument of America (HOME)
Hopewell Culture National Historical Park (HOCU)
Hot Springs National Park (HOSP)
Ice Age National Scenic Trail (IATR)
Indiana Dunes National Lakeshore (INDU)
Isle Royale National Park (ISRO)
James A. Garfield National Historic Site (JAGA)
Jefferson National Expansion Memorial (JEFF)
Jewel Cave National Monument (JECA)
Keweenaw National Historical Park (KEWE)
Knife River Indian Villages National Historic Site (KNRI)
Lincoln Boyhood National Memorial (LIBO)
Lincoln Home National Historic Site (LIHO)
Little Rock Central High School National Historic Site (CHSC)
Minuteman Missile National Historic Site (MIMI)
Mississippi National River and Recreation Area (MISS)
Missouri National Recreational River (MNRR)
Mount Rushmore National Memorial (MORU)
Nicodemus National Historic Site (NICO)
Niobrara National Scenic River (NIOB)
Ozark National Scenic Riverways (OZAR)
Pea Ridge National Military Park (PERI)
Perry's Victory and International Peace Memorial (PEVI)
Pictured Rocks National Lakeshore (PIRO)
Pipestone National Monument (PIPE)
Saint Croix National Scenic Riverway (SACN)
Scotts Bluff National Monument (SCBL)
Sleeping Bear Dunes National Lakeshore (SLBE)
Tallgrass Prairie National Preserve (TAPR)
Theodore Roosevelt National Park (THRO)
Ulysses S. Grant National Historic Site (ULSG)
Voyageurs National Park (VOYA)
William Howard Taft National Historic Site (WIHO)
Wilson's Creek National Battlefield (WICR)
Wind Cave National Park (WICA)