Grand Canyon Human History

TRAVELIN’ TRUNK
Teacher’s Guide
Grand Canyon Association
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Edited by Todd R. Berger
Designed by Ron Short

The Grand Canyon Association (GCA) would like to thank teachers Amanda Arndt, Greg Beatty, Mary De Stefano, Bill De Stefano, Sara Detrick, Marcie Hutchinson, Mary Landahl, Diana Laufenberg, and Joan Miller for their work in revising the Human History Travelin’ Trunk. We also thank Arizona State University (ASU) for their assistance in the revision process. In 2006, GCA entered into a partnership with ASU entitled “Interpreting America’s Historic Places: Nature, Culture, and History at the Grand Canyon” to develop a variety of educational materials including an interactive website and DVD, audio tours, educational brochures, and the “Travelin’ Trunks.” The project is funded in part by a generous grant from the National Endowment for the Humanities (NEH) and is led by ASU history professors Paul Hirt and Linda Sargent Wood.
Dear Colleague in Education,

The Grand Canyon is one of the most identifiable and remarkable landscapes on earth and the most internationally recognized symbol of nature in North America. But this grand natural wonder is also, importantly, a cultural landscape. It has been lived in, traveled through, feared, marveled at, exploited for profit, and utilized for education and inspiration by an incredibly diverse array of people over a very long time. The national park, which presently protects this stunning landscape, is an artifact of contemporary times and reflects a distinct set of values about the relationship between nature and culture. But those values and the manner in which they have been expressed are not static. The park itself, its boundaries and management policies, its meaning and significance to Americans, its caretakers, residents, and visitors have all evolved in fascinating ways during the past 100 years.

This trunk you now have before you is the result of a project titled “Interpreting America’s Historic Places: Nature, Culture, and History at the Grand Canyon.” The project is a partnership between Arizona State University and the Grand Canyon Association launched in 2006 and funded in part by a generous grant from the National Endowment for the Humanities (NEH). We are developing a variety of educational materials including an interactive website and DVD, audio tours, educational brochures, and the “Travelin’ Trunks” which have been packed with curriculum and classroom materials for elementary and secondary teachers and students.

We are pleased that you are taking part in the Grand Canyon Association’s Travelin’ Trunk program. We hope it helps you teach your students more about Grand Canyon’s nature, culture, and history. A key goal of our 2008 revision of the Human History Trunk was to build in significant flexibility to each of the units/lessons presented. We want you to be able to select from among the items offered here to meet the needs of your particular educational setting. We also invite you to visit our Grand Canyon website for more information, interactive tools, and curriculum materials at http://www.asu.edu/clas/grandcanyonhistory/.

We could not have produced this trunk without the aid of many. First, we offer a special thanks to our teacher experts around the state of Arizona who coupled their knowledge of teaching and learning with their insights about the Canyon to develop rich lessons. This includes Amanda Arndt, Greg Beatty, Mary De Stefano, Bill De Stefano, Sara Detrick, Marcie Hutchinson, Mary Landahl, Diana Laufenberg, and Joan Miller. We met as a team at the Grand Canyon and in numerous work sessions. Thanks to the Delbert Bighorse family for the field trip to their beautiful place by Grand Canyon. All of us appreciated seeing their part of the Navajo nation and hearing their stories. We also enjoyed the fry bread and Navajo tea! We extend our appreciation as well to the Grand Canyon Association and Grand Canyon National Park for providing information and reviewing the lessons for accuracy and clarity. Thanks especially to Helen Ranney, SuZan Pearce, Jill Hough, Todd Berger, Ron Short, and Jan Balsom. We also thank Gretchen Markiewicz, Professional Development Coordinator for Flagstaff Unified School District, for her careful read of the lessons. Finally, our gratitude goes to the teachers who piloted these lessons and offered valuable comments to improve them: Heather Davis, Elaine Jones, Amy Mahoney, Billy McAdams, Melissa Gonzales, Laura O’Meara, and Liz Taufa.

All of us hope the format of our presentation is user-friendly and supports meaningful lessons and efficient classroom planning. We appreciate your specific comments and feedback on the enclosed evaluation form.

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August 2009

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TRAVELIN’ TRUNK LESSON:
Why National Parks?

DURATION: varies

LOCATION: classroom

KEY VOCABULARY: national park, mission, protection, preservation

TRUNK MATERIALS: Arizona map (maps CD), Views of National Parks DVD

ADDITIONAL MATERIALS AND EQUIPMENT (NOT SUPPLIED): U.S. map, DVD player, computer, LCD projector, screen, Extension Activities Materials

ARIZONA SCIENCE STANDARDS: S1: C1, C2, C3, C4

LEARNING OBJECTIVES: Students will be able to:
1. Locate Grand Canyon National Park on a U.S. and/or Arizona map.
2. Explain the reasons national parks exist.

BACKGROUND: Grand Canyon was first given federal protection as a forest reserve in 1893. It later became a national monument. In 1919 it was made a national park, only three years after the creation of the National Park Service. The National Park Service is an agency of the Department of the Interior that oversees more than eighty million acres of public land in the United States.

The mission of all national parks and monuments is the same:

To conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.

NATIONAL PARK SERVICE, ORGANIC ACT, 1916

Grand Canyon National Park protects 1,904 square miles (1.2 million acres), including the canyon and parts of the plateaus on both the North and South rims. Almost five million visitors come from all over the world to enjoy Grand Canyon each year. Prior to the creation of Grand Canyon National Park, many people came to the canyon with dreams and schemes for making their fortunes. One of the things tried was mining. Copper, asbestos, uranium, and even bat guano were mined through a variety of methods. Tourist camps and hotels were built both in the canyon and on the rim. Building a railroad through the canyon was also entertained but never accomplished.

SUGGESTED PROCEDURE: Ask students the following questions:
1. Who has been to a national park? Which park or parks?
2. What was the coolest thing you saw there?
3. How was the national park different from other parks or attractions that you have visited? Using a map of the United States, ask students to locate the Southwest, then Arizona. Explain that Grand Canyon National Park is located in the northern part of Arizona.
4. Why do we have national parks? What is their mission? (Clarify as needed.)
Explain to students that the materials and activities in the trunk are for their enjoyment and learning. It is hoped that as they increase their knowledge and appreciation of Grand Canyon National Park, they will also focus on the beautiful and interesting places near their homes that are worth visiting and protecting.

EVALUATIONS:
Ask students to imagine what Grand Canyon might be like if it were not protected as a national park. What might have been built there, and what might it be like to visit, if you even could visit?! Note for your students that if it were not a national park, it might end up as private land, closed to some or all of the public.

EXTENSION ACTIVITIES:
1. Create a National Park – see following page
2. Ask students to think of a feature or a nearby area that they feel would be worthy of preserving as a park. Have them explain why (either verbally or in writing). What would be the benefits of this area becoming a park?
3. As time permits, or as a follow-up to trunk use, have students design a park for the feature or nearby area and draw a map of it with a key to show the layout. Would this park preserve and protect the area or feature? Would it provide for the enjoyment of visitors without destroying what made it special in the first place?

RESOURCES:
http://www.nps.gov
EXTENSION ACTIVITY:
Create a National Park

SCHOOL SUBJECTS: history, English, science

GRADE LEVEL: fourth through eighth grades, adaptable for other grades

LESSON OBJECTIVES: The students will understand the purpose and characteristics of a national park, some of the issues facing the management of parks, and the different ecosystems national parks protect.

MATERIALS (NOT SUPPLIED):
• large white paper, colored paper, markers and/or crayons, glue, paint and brushes, clay or Play-Doh, tape, scissors, and other art supplies
• recycled materials (egg/milk cartons, cardboard, lids, small boxes, string, rubber bands, foil, magazines, cereal boxes, paper cups, plastic containers, Popsicle sticks, etc.)
• small toys such as plastic animals, people, buildings, trees, etc.
• natural materials collected outside such as leaves, sticks, rocks, etc.

BACKGROUND: What is a national park?
National parks are places that represent America’s beauty, wildlife, history, and people. They also represent our heritage. They protect fragile or unique ecosystems, wildlife habitat, human-made or natural structures, waterways, and riparian zones. Each park has one or more of these features, which is why it is protected.

The National Park System includes parks, monuments, preserves, reserves, lakeshores, seashores, wild and scenic rivers, scenic trails, historic sites, military parks, battlefields, memorials, and recreation areas. Congress sets aside these areas so that the best of America’s scenery, history, memory, nature, and wilderness is protected for future generations.

As noted in the lesson, the National Park Service is an agency within the Department of the Interior, created by Congress on August 25, 1916, to fulfill the mission of its Organic Act, which states:

*The Service thus established shall promote and regulate the use of the Federal areas known as national parks, monuments, and reservations . . . which purpose is to conserve the scenery and the natural historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.*

The National Park Service charges rangers with managing our parks for recreation, education, and preservation. For recreation, parks must offer certain facilities and activities, such as campgrounds, hiking trails, overlooks, tours (boat, horse, walking, etc.), lodges, and restaurants. Educational efforts by the park service include visitor centers, museums, ranger-led programs, outdoor signs and exhibits, and informational pamphlets, maps, and guides. Furthermore, rangers must be able to interpret the park’s features and answer questions on a variety of subjects, including problems facing the park and how to enjoy the park without getting hurt or harming resources. Finally, for preservation, rangers must set and enforce rules. These rules have two purposes: to protect the visitor and to protect the park’s resources. Rules ensure that everyone has a safe and pleasurable visit, and that resources are protected for future visitors to enjoy.
PROCEDURE:

1. Have students bring in brochures, other literature, or photos from national parks they have visited. Students can also write to national parks to request information. To find the names and addresses of national parks, visit the National Park Service Web site at http://www.nps.gov. You might also check your school library for books on national parks.

2. Discuss the purpose of parks, their characteristics, and the different features they protect (i.e., the ecosystem, natural landscapes, and/or human-made structures, etc.). Discuss the differences between parks managed by the National Park Service and parks managed by other agencies or organizations. Ask if anyone has been to a national park and, if so, which one? What did they see? What was the park protecting? Discuss the reasons for creating a national park. Who owns them?

3. Explain that the students will create their own national park. Have them think about what they would like to see/protect in their national park. Write the Organic Act on the board and have the students decipher its meaning. Is it possible to conserve resources unimpaired while still providing for their enjoyment by the public? Brainstorm how park managers can protect park resources and provide for people to visit parks without damaging those resources.

4. Have students work as individuals or in teams to create their own national parks. Students should carefully study the literature and other material they collected from real national parks. Encourage them to be as creative as school or home resources will allow. They can simply draw their park on butcher paper, create a three-dimensional park on cardboard using natural and recycled materials, or come up with other ideas.

5. Start by having the students design the natural and/or cultural features of their national park. Remind them that the features in their park must be special enough to the entire nation to justify its becoming a national park. Have them use their imagination when designing their park resources. For instance, sticks can be used for an old-growth forest, blue cellophane can make a river, rocks can become a mountain range or a prehistoric dwelling, and small toys from home can represent wildlife or historic features, such as battlefields or buildings.

6. Have them think about what park visitors will need when they visit their national park and what might be needed to protect the natural and cultural resources of their park. Again, let their imaginations guide them in developing trails, lodges, visitor centers, museums, restaurants, viewpoints, signs, entrance stations, souvenir and book shops, medical facilities, maintenance facilities, staff housing and offices, campgrounds, transportation facilities (roads, parking lots, buses, etc.), and more.
7. Students will need to design a brochure highlighting the features of their national park and what it has to offer. Include a map, safety messages, park rules, fees charged (if any), tours, and ranger programs offered. Draw pictures of the park or use clippings from old magazines.

8. Students can then become the rangers, taking the class on a “national park tour” and explaining the features and services provided. Encourage students to ask the presenters thoughtful questions.

9. After everyone has had a chance to present their park, the class can discuss what they learned. Here are some discussion ideas:

   - What was their favorite resource and/or national park and why?
   - Did all the parks have resources important enough to be protected nationally?
   - Did each national park have enough facilities to accommodate visitors?
   - How were the natural and cultural resources protected?
   - Were educational programs offered? What was their purpose?
   - How much would it cost to manage their national park? Where would this money come from? What would the money be used for? Should an entrance fee be charged? Who should or shouldn’t have to pay?
   - What should be done with the trash and sewage generated by people living in, working in, and visiting their national park?
   - Who should manage the lodges, souvenir and book shops, and restaurants? What limitations, if any, should be put on those who provide these types of facilities?
   - What would happen to your national park if . . . (Try some different scenarios such as if a large wildfire or other natural disaster occurred, a city grew around the park boundaries, air pollution increased, too many people came to visit, no one came to visit, there were no rules, there were no rangers, there were no facilities, there were too many facilities, people didn’t think the park was important, etc.)
   - What would they change about their national park?

This extension activity was adapted from Create a Park, Everglades National Park.
TRAVELIN’ TRUNK LESSON:
Student-Created Grand Canyon Folders

DURATION: varies, but up to two periods of forty-five minutes each

LOCATION: classroom

KEY VOCABULARY: national park, mission, protection, preservation, rim, grandeur

TRUNK MATERIALS: laminated panoramic poster of Grand Canyon; Rim to River: The Grand Canyon DVD; The Grandeur of Grand Canyon PowerPoint presentation; laminated U.S. map (maps CD); topographic Arizona map showing the Colorado River and elevations (maps CD); Grand Canyon river map (maps CD); Grand Canyon National Park map with both North and South rims (maps CD); laminated example of a completed Grand Canyon folder; laminated photos of Grand Canyon

ADDITIONAL MATERIALS / EQUIPMENT (NOT SUPPLIED): glue or glue sticks, scissors, color pencils, crayons, a manila folder for each student, DVD player, computer, LCD projector, screen

ENDURING UNDERSTANDING (BIG IDEA): Even though Grand Canyon came under the protection of the United States government in 1893, when it became a national park in 1919, more organized efforts to preserve this natural masterpiece became possible.

ESSENTIAL QUESTIONS: When Grand Canyon became a national park in 1919, many more people were able to come and enjoy it. Where is Grand Canyon National Park located? What are the major natural and human-created features of the park? What is the purpose of all national parks?

LEARNING OBJECTIVES: The students will be able to:
1. Locate Grand Canyon on United States and Arizona maps.
2. Explain the reasons why national parks exist.
3. Identify the North and South rims and inner canyon (if time permits).

BACKGROUND: American Indians have lived in and around Grand Canyon for thousands of years. In the sixteenth century, Spanish explorers encountered the canyon but moved on in search of gold. Other early European explorers perceived the canyon as a big hole to be best avoided. Civil War veteran John Wesley Powell and an intrepid group of adventurers successfully navigated the Colorado River through Grand Canyon in 1869 for the purposes of mapping the largely unknown area and conducting scientific exploration. After Powell’s expedition, others came to the canyon with dreams and schemes for making their fortunes. One of the things tried was mining. Bat guano, copper, asbestos, and uranium were mined through a variety of methods. Tourist camps and hotels were built both in the canyon and on its rims. Building a railroad through the canyon was also entertained but never pursued.

Grand Canyon was first given federal protection as a forest reserve in 1893. It became a national monument in 1908. In 1919, the federal government designated it a national park, only three years after the creation of the National Park Service. The National Park Service is an agency of the Department of the Interior that oversees more than eighty million acres of public land in the United States.
The mission of all national parks and monuments is the same:

*The Service thus established shall promote and regulate the use of the Federal areas known as national parks, monuments, and reservations . . . which purpose is to conserve the scenery and the natural historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.*

National Park Service, Organic Act, 1916

Grand Canyon National Park protects 1,904 square miles (1.2 million acres), including the canyon and plateaus on both the North and South rims. Almost five million visitors come from all over the world to enjoy the Grand Canyon every year.

**SUGGESTED PROCEDURE:**

Students create their own Grand Canyon folder in this lesson that may be used not only to locate the park geographically, but also to hold materials created in other trunk lessons. The first portion of this lesson repeats and builds upon the Why National Parks? lesson. The latter portion of this lesson directs students in the creation of their personal Grand Canyon folder. (If the Why National Parks? lesson was used, begin with line item 5.)

Discuss the following questions with students:

1. Who has been to a park recently? What park?
2. What was special about the park? What did you do there?
3. Who has been to a national park? Which park?
4. How was a national park different from other parks or attractions that you have visited?
5. Explain that the purpose of creating a national park is to preserve and protect the beauty, nature, and history of a place so that visitors for many generations can enjoy the park in the same way.
6. Explain that students will be making a personal Grand Canyon folder locating the canyon within the United States. The folder may be used to keep information concerning the canyon that is gathered in future lessons. Pass out a manila folder to each student. Show students how to fold the folder to create two front flaps (see example).
7. Using a large map of the United States that all students can see, ask students to locate the Southwest and then Arizona. Pass out the map of the United States and ask students to locate their state and color it in. Then help students locate and color in the state of Arizona. Have students glue the map of the United States on the back of their folder.
8. Pass out the map of Arizona. Explain that Grand Canyon National
Park is located in the northwestern part of Arizona. Explore with students the path of the Colorado River and the elevation ranges throughout Arizona. Students may color the river blue. Have students roughly draw the perimeter of Grand Canyon National Park. Have students glue the map of Arizona to the front of their folder. Then have them cut the map so that the folds can be opened (see example).

9. Explain that the materials and activities in the trunk are for their enjoyment and learning. As they increase their knowledge and appreciation of Grand Canyon National Park, they will add materials to the inside of their folder. You may have them write down things they have learned about the canyon on the inside of the folder at the conclusion of each lesson.

10. If desired and time permits, maps of the river and of the North and South rims may be added to the student’s folders. Explain to students that the South Rim of the canyon is where most people view and experience the canyon. Although very beautiful, the North Rim has not been developed to the same degree as the South Rim and is often inaccessible by car during winter months. The inner canyon is described as anything below the North and South rims. People take guided river trips down the Colorado River in large rafts and must be careful of the white-water rapids (see example).

11. Either following or while completing these activities, view the DVD Rim to River: The Grand Canyon or the presentation The Grandeur of Grand Canyon. If technological resources are not available, share the trunk photos of Grand Canyon with students.

EVALUATIONS:
Ask students to imagine what Grand Canyon might be like if it were not protected as a national park. What might have been built there? What might it be like to visit?

EXTENSIONS:
1. Ask students to think of a feature or an area nearby that would be worthy of preserving as a park. Have them explain why they chose that area either verbally or in writing. This item may be included in their Grand Canyon folder.

2. Using the laminated poster of the canyon, have students cut out pictures of fast food eateries, malls, homes, apartments, and other examples of human life and activity. Using removable tape, have students tape photos to the poster where they feel the examples might be needed. After adding the photos, have students describe what they observe has happened to canyon views. Discuss the need for governmental protection so that future generations can continue to enjoy the beauty of the canyon.

3. If you wish to incorporate mathematic standards into the lesson,
use a piece of string and an Arizona map with a scale of miles, and work with students to measure various lengths relating to the canyon. Include the length of the Colorado River through the canyon, the perimeter of the canyon, and the boundaries of the national park.

STANDARDS:

Arizona Social Studies Standards
S4: C1 Grade 4—PO7; Grade 5—PO4; Grade 6—PO4

Arizona Reading Standards
S3: C1 Grade 4—PO6; Grade 5—PO6; Grade 6—PO7

Arizona Writing Standards (if extension was used):
S3: C2 Grade 4—PO1; Grade 5—PO1; Grade 6—PO1
Colorado River Basin (center) with North Rim inset (above) and South Rim inset (below)
TRAVELIN’ TRUNK LESSON:
Growth of Grand Canyon Tourism

DURATION: fifty- to sixty-minute lesson

LOCATION: classroom

KEY VOCABULARY: tourists, tourism, promotions, brochures, destination, concessioner, infer, quadrant

TRUNK MATERIALS: laminated photograph of El Tovar Hotel, laminated photo of first train arriving at the canyon, National Park Profile, “Bright Angel History Room” brochure, Living at the Edge, photo analysis worksheet (worksheets and handouts CD), “The Harvey Way” handout (worksheets and handouts CD), Growth of Grand Canyon Tourism PowerPoint

ADDITIONAL MATERIALS AND EQUIPMENT (NOT SUPPLIED): computer/laptop, digital projector, projection screen; optional: magnifiers (one per three students)

ENDURING UNDERSTANDING (BIG IDEA): The development of comforts and services for a growing number of tourists made it possible for millions of people to visit Grand Canyon.

ESSENTIAL QUESTION: How did the Santa Fe Railway and the Fred Harvey Company play a major role in the evolving tourist industry at Grand Canyon?

LEARNING OBJECTIVES: Students will be able to:
1. Analyze primary documents to better understand the roles of the Fred Harvey Company and the Santa Fe Railway.
2. Create a line graph showing the growth of visitors to Grand Canyon.

BACKGROUND:
The Fred Harvey Company

Born in 1835, Fred Harvey, an English immigrant, arrived in New York City at the age of fifteen with just a few dollars in his pocket. After working in the restaurant business, Harvey became a railroad employee, experiencing first-hand the unsanitary conditions and poor food that travelers faced. In 1876, Harvey offered his services to the Santa Fe Railway as a provider of restaurants serving superior food at fair prices along the Santa Fe Railway line. The basic agreement was that Harvey would provide food, management, and equipment, while the railroad would provide free transportation for food, water, and employees, as well as the building housing the restaurant.

In 1889, Harvey signed a more formal contract bestowing exclusive rights to manage and operate the eating houses, lunch stands, and hotel facilities at any of the Santa Fe Railway stops west of the Missouri River. Coal, water, ice, and other supplies would be transported by the railroad, and any profits would be Harvey’s. By this time, a Harvey House could be found every one hundred miles along the railway. Some of the locations where the restaurants and hotels were found included Topeka, Kansas; Los Angeles; Amarillo, Texas; Deming, New Mexico; and Winslow, Arizona. “Meals by Fred Harvey” became an advertising slogan used by the Santa Fe Railway. The railroad’s profits grew with increased ticket sales.
In the years before World War I, the American West became a tourist destination for Europeans and rich Americans who sought the adventures offered by a trip to the Wild West. Tourism became a major industry. The railroads continued to build the tourism industry by offering travelers auto tours to visit American Indian reservations and other nearby points of interest. The trains offered Pullman cars that had luxury accommodations, but more hotels were needed at major national attractions such as Grand Canyon.

Fred Harvey and the Santa Fe Railway’s Development of Tourism at Grand Canyon

The Santa Fe Railway’s main line passed through Williams, Arizona. Using old mining tracks purchased by the Santa Fe Railway, the company built a rail line from Williams to the edge of the canyon. In 1901 the first train arrived at Grand Canyon. Development designed to accommodate more tourists began in 1903 with the construction of the El Tovar Hotel, a luxury property completed in 1905.

Bolstered by Santa Fe executive, Edward Ripley, promotions for Grand Canyon began with travel brochures, advertisements, and news stories. Ripley then purchased a spectacular painting of the canyon by artist Thomas Moran. Thousands of lithographs of Moran’s painting were given to schools, hotels, homes, offices, and railroad stations. These lithographs stirred the imaginations and curiosities of Americans, many of whom followed the trains to see the magnificent canyon.

When Grand Canyon was designated a national park in 1919, the Fred Harvey Company was named the park’s official concessioner. The tourist traffic to Grand Canyon by train or car increased from forty-four thousand in 1919 to two hundred thousand in 1929 and more than three hundred thousand in the mid-1930s.

The Harvey Girls

Mr. Harvey first hired men to wait on his guests. However, after a major disruption by waiters in which restaurant equipment was destroyed, Harvey decided to hire women. Because many people considered the West a lawless and unsafe place, and food service an undesirable occupation for respectable young women, Harvey initially experienced difficulty in hiring women. Thus, Harvey advertised, seeking intelligent, single women between the ages of eighteen and thirty from solid families. Harvey assured applicants’ parents that he would set up strict rules ensuring employees’ reputations (see “The Harvey Way” handout).

Some of the women who applied were looking for new opportunities and the chance to travel. Others sought the income. With room and
board provided and a wage of $17 a month, plus tips, many young women from Midwestern farm families were able to send money home, and, in some instances, save money for further education.

SUGGESTED PROCEDURE:

1. Ask students the following questions:
   - Who has taken a vacation recently?
   - Where did you go?
   - How did you hear about your destination? (TV, newspaper, Internet, friends, book, letter, magazine, phone, other)
   - How did you travel to your destination?

2. Tell students the following:

   Today we’re going to take a look at the beginning of tourism in the “Wild West.” Our story of tourism at Grand Canyon can’t be told without looking at the influence of one man: Fred Harvey. Harvey was an English immigrant whose business provided quality food and lodging to travelers on the Santa Fe Railway. In 1919 he became the official concessioner who provided food and rooms to tourists visiting Grand Canyon National Park. As more tourists came to the canyon, Harvey built more hotels and restaurants at Grand Canyon, including El Tovar Hotel, Bright Angel Lodge, and Phantom Ranch. He provided gourmet food at a fair price and encouraged visitors to choose the Santa Fe Railway as their means of travel.

3. Share the PowerPoint presentation Growth of Grand Canyon Tourism

4. Have students identify the date when the Santa Fe Railway first arrived at Grand Canyon (1901). Pass out “The Harvey Way” handout. In groups of three, or using pair-and-share, have students discuss what they think life was like in 1901. It may be helpful to list appropriate subject areas on the board, including clothing, travel, cost of living, leisure, work, school, and other areas you wish them to consider. Particularly, have them discuss what it was like for the Harvey Girls working for the Fred Harvey Company.

5. Pass out the photo analysis worksheet (one to each student). Review the different sections of the handout and then, using one of the photos either in the PowerPoint Growth of Grand Canyon Tourism, or in the binder, complete the photo analysis sheet as a group activity. Have one group examine the pamphlet “Bright Angel History Room” and contrast it with the photographs.

6. Using the information on the numbers of visitors to Grand Canyon (National Park Profile), create a line graph. Discuss issues arising from increased tourism to Grand Canyon, including the impact on the canyon itself.
TRAVELIN’ TRUNK LESSON
Growth of Grand Canyon Tourism

EVALUATIONS (ASSESSMENTS): Ask students to write:

1. One paragraph explaining why and how the Santa Fe Railway and the Fred Harvey Company promoted Grand Canyon
2. One paragraph explaining the impact more tourists had, and have, on Grand Canyon and the people who live nearby

If students made Grand Canyon folders in a previous lesson, have them place these paragraphs in their folders.

EXTENSION ACTIVITIES:

1. Pass out additional photo analysis worksheets and have students, either individually or working in groups, analyze other pictures or documents included in the PowerPoint Growth of Grand Canyon Tourism or in the binder.

TECH NOTES:
The PowerPoint Growth of Grand Canyon Tourism accompanies this lesson. Materials included in the PowerPoint are included in the binder if this technology is not available to you.

STANDARDS:
Arizona Social Studies Standards
S1:C7 Grade 4—PO2
S5: C2 Grade 5—PO3
S1:C1 Grade 6—PO7

Arizona Reading Standards
S1:C1 Grade 4—PO8; Grade 5—PO8; Grade 6—PO9

Arizona Writing Standards
S3: C2 Grade 4—PO2; Grade 5—PO2; Grade 6—PO2
Photo Analysis Worksheet

Step 1. Observation
A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

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Step 2. Inference
Based on what you have observed above, list three things that you might infer from this photograph.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Step 3. Questions
A. What questions does this photograph raise in your mind?
______________________________________________________________________________
______________________________________________________________________________

B. Where could you find answers to these questions?
______________________________________________________________________________
The Harvey Way
Harvey Girls’ Rules

- No makeup
- No jewelry
- No stains on uniforms at any time
- No dust anywhere
- Mandatory hair up in buns or hairnets
- All silver continually polished
- Orange juice freshly squeezed
- Coffee must be fresh
- Napkins must be precisely folded
- Tables must be precisely set
- Always be courteous to patrons
- Never converse with patrons
- Never flirt with patrons
- Mandatory residence in dormitories
- No men in dormitory rooms ever
- Must keep dormitory rooms spotless
- Must obey 10:00 PM curfew
- During the course of the contract, no marriage
TRAVELIN’ TRUNK LESSON:
What Is Grand about Grand Canyon?

DURATION: forty-five- to sixty-minute lesson, although elements may be appropriately skipped to shorten the length of the lesson

LOCATION: classroom

KEY VOCABULARY: historic, grand, chasm, abyss, yucca, gully, petroglyph, pictograph

TRUNK MATERIALS: laminated poster of Grand Canyon; laminated map of Grand Canyon; I See Something Grand; Rim to River: The Grand Canyon DVD; Grand Canyon National Park Flash Cards; The Grand Canyon National Park Coloring Book; example Venn diagram (worksheets and handouts CD); “What is Grand about Grand Canyon?” worksheet (worksheets and handouts CD)

ADDITIONAL MATERIALS AND EQUIPMENT (NOT SUPPLIED): butcher paper (for the extension activity), DVD player, LCD projector, computer

ENDURING UNDERSTANDING (BIG IDEA): Upon first seeing Grand Canyon, most people stand in awe. Once they know more about the many unique features of the canyon, their awe grows to deep respect for this wondrous natural creation.

ESSENTIAL QUESTIONS: What important characteristics help define the canyon as grand?

LEARNING OBJECTIVES: The students will be able to:
1. Name at least five things found at Grand Canyon (other than rock layers).
2. Describe different reasons why people are attracted to Grand Canyon.

BACKGROUND:
Scientists measure the canyon along the course of the Colorado River at the bottom of the canyon. By that standard, Grand Canyon is 277 river miles long. Width and depth vary from place to place, but at Grand Canyon Village on the South Rim the canyon is about ten air miles wide and one vertical mile deep. Early visitors assigned names to interesting rock formations. Although the canyon is best known for the beauty of the rock layers exposed there, many other aspects contribute to making it a unique and special place. These features include plants, animals, historic buildings, trails, and the famous Colorado River. Many people have tried to describe Grand Canyon and their reactions to it through photography, paintings, drawings, stories, and music. Standing at the rim, one often hears the reactions of visitors. The canyon has been called many things, including “The Big Ditch.”

Grand Canyon was first given federal protection as a forest reserve in 1893. President Theodore Roosevelt declared it a national monument in 1908. In 1919 it was made a national park, only three years after the creation of the National Park Service. The National Park Service is an agency of the Department of the Interior that oversees more than eighty million acres of public land in the United States. The mission of all national parks and monuments is the same:

To conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.

NATIONAL PARK SERVICE, ORGANIC ACT, 1916
Grand Canyon National Park protects 1,904 square miles, (1.2 million acres) including the canyon and plateaus on both the North and South rims. Almost five million visitors come from all over the world to enjoy the Grand Canyon every year.

**SUGGESTED PROCEDURE:**

1. Ask students to define the word “grand.” What makes something grand? What are some things students describe as grand?
2. Create a list of questions students have about Grand Canyon. Read *I See Something Grand*. Discuss which of their questions were answered in the book.
3. Introduce the idea that the canyon is more than rocks and a hole in the ground. As *I See Something Grand* suggests, the canyon is home to a variety of plants, animals, and people.
4. Depending upon the time available, pass out some or all of the Grand Canyon National Park flash cards. Each card has either a letter of the alphabet or a number on it as well as pictures and words about things found at Grand Canyon. Allow students time to look at the cards and read the back of the cards. Proceed by calling out alphabet letters and numbers and having students share something on their card with their classmates. Or, have students line up in alphabetical/numerical order and share something from their card. If you wish, keep a master list of things named. If possible and desired, display the cards in the classroom.
5. Time permitting, view the video (or a portion thereof) *Rim to River: The Grand Canyon*. (The video is forty-nine minutes long in its entirety.) See if the video answers any more student questions.
6. Have students complete the “What is Grand about Grand Canyon” worksheet. If students made a Grand Canyon folder in the lesson *Student-Created Grand Canyon Folders*, have them place the worksheet in their folder.

**EVALUATIONS (ASSESSMENTS):** If desired, use the “What is Grand about Grand Canyon” worksheet as a means to evaluate students.

**EXTENSION ACTIVITIES:**

1. Create a Venn diagram comparing a park in your area and Grand Canyon (see example sheet).
2. Using butcher paper, create a backdrop canyon mural. Students will add things that are a part of Grand Canyon. Students might color or paint directly on the mural or color, cut, and glue pieces to it. If you wish, copy pages from *The Grand Canyon National Park Coloring Book* and use them for this project.
3. Begin a Grand Canyon word wall. Add vocabulary words, names of plants and animals that live in the canyon, and adjectives describing the canyon on your word wall.

**TECH NOTES:**
If you do not have a DVD player or a computer that plays DVDs in your classroom, the PowerPoint presentation *The Grandeur of the Grand Canyon* contains a number of pictures of the canyon and river. Laminated copies of pictures of the canyon are included in the trunk materials with the Student-Created Grand Canyon Folders lesson.

**STANDARDS:**
Arizona Social Studies Standards
S1:C1 Grade 4—PO3; Grade 5—PO4; Grade 6—PO4
Arizona Reading Standards
S3: C1 Grade 4—PO8; Grade 5—PO8; Grade 6—PO9
Arizona Writing Standards
S2: C4 Grade 4—PO1, Grade 5—PO1; Grade 6—PO1
What Is Grand about Grand Canyon?

1. Name five different things found at Grand Canyon.
   __________________________  __________________________  __________________________
   __________________________  __________________________

2. Name some of the animals that live at Grand Canyon.
   __________________________  __________________________  __________________________
   __________________________  __________________________  __________________________

3. List and define one new word you’ve learned in talking about Grand Canyon.
   New Word: __________________________
   Definition: __________________________
   __________________________
   __________________________
   __________________________

4. List your two favorite adjectives that describe the canyon.
   __________________________  __________________________

5. What question do you have about the canyon?
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
Venn Diagram

**Grand Canyon**
dry climate, hotels, federally owned, river rafting

trees, trails, rangers, camping, deer, scenic views

**Tilden Park**
wet climate, near a big city, county-owned, no rivers, only creeks
TRAVELIN’ TRUNK LESSON:
How Long Is the Human Timeline of Grand Canyon?

DURATION: thirty- to forty-five-minute lesson

LOCATION: classroom

KEY VOCABULARY: Paleo-Indians, Archaic peoples, basketmaker, ancestral Pueblo peoples (formerly termed Anasazi), American Indians, explorers, exploiters, adventurers, pioneers, Folsom point, Clovis point, nomad

TRUNK MATERIALS: Exploring the Grand Canyon; Living at the Edge; laminated timeline card sets

ENDURING UNDERSTANDING (BIG IDEA): Grand Canyon was already very old when the first humans arrived thousands of years ago. These were small groups of people whose use of this area had little impact on the canyon compared to that caused by the millions who have come to Grand Canyon during the past one hundred years.

ESSENTIAL QUESTIONS: How have humans used the canyon over time?

LEARNING OBJECTIVES: The students will be able to:
1. Create and interpret a visual representation of some of the events in human history that have occurred at Grand Canyon.
2. Give examples of archaic, pioneer-period, and contemporary human activities at the canyon.

BACKGROUND:
Geologic history revealed at Grand Canyon goes back millions of years. Human presence is quite recent by comparison. It is believed that the first people to travel through the Grand Canyon area were nomads looking for food. A Clovis point fragment and a Folsom point have both been found at Grand Canyon, showing evidence of early human activity dating back more than ten thousand years. Paleo-Indians were followed by Archaic peoples. Some of the artifacts left by these people include pottery, split-twig figurines, baskets, and yucca-fiber sandals.

In more recent times, other groups of American Indians arrived in the area. Although they borrowed from each other, they maintained separate tribes. Next there were the explorers, exploiters, adventurers, and settlers who arrived with a variety of plans in mind. They left behind a colorful history.

SUGGESTED PROCEDURE:
1. Depending on your area of emphasis and time restrictions, select a few key dates and events to be placed on a timeline, or use all dates given. If you do not use all the dates provided, remove those dates from the individual sets of laminated timeline cards.
2. Explain that although people have lived at the canyon for thousands of years, most of the human activity on record at Grand Canyon has occurred during the past 150 years. Discuss who may have lived at the canyon long ago, how they survived, and ways in which they used the canyon. Explore what students believe concerning changes in the use of the canyon over time.
3. Have students work in groups placing the chronological date and clue with its photograph. There are sufficient clues in the wording of the cards and visual clues in the pictures to make appropriate pairings. Ensure that students create the timeline in chronological order. When all groups are done, have students share their findings, discussing each picture and event. Using double-sided tape or magnets, you may place a classroom timeline on a whiteboard.

4. Discuss what the timeline tells us about how humans have used Grand Canyon and how that use has changed over time. How might humans use the canyon in the future?

EVALUATIONS (ASSESSMENTS):
Ask students, “If you could go back in time in a time machine to Grand Canyon, which date would you choose and why?” Students write their responses on a separate sheet of paper and include them in their Grand Canyon folders (made in the Student-Created Grand Canyon Folders lesson).

EXTENSION ACTIVITIES:
1. Add additional events and evidence of human history in the canyon. See Exploring the Grand Canyon (pages 120–123) for further suggestions of dates to add.

2. Students may create a living timeline of the canyon by creating costumes or artifacts appropriate for each event discussed.

STANDARDS:
Arizona Social Studies Standards
S1: C2 Grade 4—PO1; Grade 6—PO3
S1: C3 Grade 5—PO1

Arizona Reading Standards
S3: C1 Grade 4—PO6; Grade 5—PO6; Grade 6—PO7

Arizona Writing Standards
S3: C2 Grade 4—PO1; Grade 5—PO1; Grade 6—PO1
1540

While searching for the fabled Seven Cities of Gold, Garcia Lopez de Cardenas, a Spanish soldier, becomes the first European known to reach what is now called Grand Canyon.

1905

El Tovar Hotel is completed at the edge of the canyon. This modern facility encouraged tourism at Grand Canyon.
1901

The Santa Fe Railway begins service between Williams and the South Rim. Grand Canyon Village begins to take shape.

1919

Grand Canyon becomes a national park. More than forty-four thousand people visit during the year.
1869

Major John Wesley Powell, a geologist and explorer, launches an expedition to explore the canyon by floating down the Colorado River. Major Powell liked to sit in a chair tied to his boat!

1902

Photographers Ellsworth and Emery Kolb set up their studio on Grand Canyon's South Rim. They were known for taking daring photographs at the canyon.
2000 B.C.E.
Early hunting and gathering people leave rock art and split-twigs in caves as they follow game animals.

0–700 C.E.
Small groups of people begin building villages in and around Grand Canyon. These people are known as ancestral Pueblo peoples (formerly Anasazi). Only the ruins of their villages remain.
The Hopi village of Oraibi is established. Oraibi may be the oldest continuously inhabited settlement in the United States. Oraibi consists of a large complex of adobe buildings.
1891

Louis Boucher, known as “the Hermit,” discovers copper near the Colorado River. He builds a trail from the rim to his mine and constructs tourist cabins near the river over a period of many years. What might his equipment have looked like?

1974

Summer shuttle-bus service begins in order to get rid of traffic jams on the South Rim.
TRAVELIN’ TRUNK LESSON:

Early Artifacts of Grand Canyon Peoples

DURATION: varies depending upon activities chosen, up to two fifty-minute lessons

LOCATION: classroom

KEY VOCABULARY: artifact, petroglyph, pictograph, potsherds, yucca, split-twig figurines, archaeologist, ancestral Puebloan people (formerly known as Anasazi)

TRUNK MATERIALS: 101 Questions About Ancient Indians of the Southwest (pages 20–29); Exploring the Grand Canyon (Chapter 2); Living at the Edge; Artifacts of Grand Canyon PowerPoint presentation; laminated photos of Ancient Artifacts, split-twig figurine sample; a set of large twist ties; directions for making split-twig figurines

ADDITIONAL MATERIALS AND EQUIPMENT (NOT SUPPLIED): One large red clay pot broken into pieces (one piece for each student), several small broken pots, small squares of sandpaper (one per student), small pieces of sandstone (one per student), charcoal pieces, brown paper bags, small pebbles for scratching images (one per student), glue

ENDURING UNDERSTANDING (BIG IDEA): The human history of Grand Canyon includes peoples of many previous centuries whose ways of life can be seen as snapshots expressed in the artifacts they left behind.

ESSENTIAL QUESTIONS: What evidence do we find that early people interacted with nature and each other at Grand Canyon?

LEARNING OBJECTIVES: The students will be able to:

1. List five examples of evidence left behind by early inhabitants of Grand Canyon.
2. Explain how artifacts help us understand when, where, and how these early people lived at Grand Canyon.

BACKGROUND:

People have lived at Grand Canyon more or less continuously for at least four thousand years, with evidence of human activity in the area going back almost twelve thousand years. The earliest people in Grand Canyon survived by hunting wild game and gathering and foraging wild plant foods. Later in time, they became farmers and used Grand Canyon to grow corn, squash, beans, and cotton. These early people left no written history that would help us understand their culture, but they did leave artifacts such as Clovis and Folsom spear points, split-twig figurines, yucca fiber sandals, baskets, pottery, petroglyphs etched on rock walls, and pictographs painted on rocks. These artifacts (objects from the past) are often found in ancient houses and other places where people lived, worked, traded, traveled, and celebrated their lives. Small pieces of broken pottery called “potsherds” are found scattered on the ground in and around the canyon. Sometimes partial or whole pots are found.

A large Clovis spear point, the oldest artifact found in the Grand Canyon region, was used to hunt large game animals such as mammoth, mountain goats, and musk ox almost twelve thousand years ago. Also found at Grand Canyon, the Folsom point provides more direct evidence of human activity in the canyon during that
time. Clovis and Folsom points were first found embedded in the bones of large extinct ice age mammals in New Mexico and Arizona. In Grand Canyon, these spear points were found in the area of the canyon that provides a natural travel route in and out.

Early humans carved, pecked, and painted art onto rocks and cliffs. Figures carved or pecked into rock are called petroglyphs. Designs painted on rocks with pigment are called pictographs. Archaeologists do not know the meaning of the hundreds of different designs of petroglyphs and pictographs found in Grand Canyon, but their purpose was most likely to tell a story, for religious representation, to mark trails, or to leave a message. Descendants of ancient cultures currently living in and around Grand Canyon interpret petroglyphs and pictographs as the footprints and stories of their ancestors.

Split-twig figurines are among the most interesting artifacts of early humans in the canyon. Made from a single strip of willow soaked in water, the wood strips were split lengthwise and then bent and twisted into the shapes of animals. Split-twig figurines have been found covered with stacked rocks in the back of caves in the canyon. Although their real purpose and meaning remains a mystery, most scientists believe that they were part of a ceremony or celebration related to a successful hunt. (See *Exploring the Grand Canyon* pages 24–25 and *Living at the Edge* pages 9–13 for more information.)

Ancient houses, artifacts, petroglyphs, and pictographs are rare, delicate, and irreplaceable. It is every visitor’s responsibility to help preserve these important pieces of history. It is illegal to remove any objects from Grand Canyon. Should you find a canyon artifact, take a photograph of it, write down its precise location, and contact a park ranger immediately. Under no circumstances should you disturb or move an artifact. You’ve begun your career as an archaeologist!

**SUGGESTED PROCEDURE:**

1. Define and discuss the term “artifact” with students. Artifacts are objects that humans leave behind. Sometimes artifacts represent objects that are left behind on purpose; other times objects are left unintentionally. Sometimes artifacts represent someone else’s “trash.” They are certainly our treasures because of what they can tell us about how people used to live. What will be the artifacts of our time?

Split-twig figurines such as this one have been found in several Grand Canyon caves.
2. Show the *Artifacts of Grand Canyon* PowerPoint presentation. If you do not have the technological capability to show the presentation, share pictures of ancient artifacts with the class. Discuss each item and what it may have been used for and/or what it represented to early peoples.

3. Depending upon the time and materials available, choose one or more of the activities below enabling students to create their own “artifacts.”

**ACTIVITIES:**

1. **Split-twig figurines:** Pass out materials and directions for making figurines. Using long twist ties, proceed with making split-twig figurines. (GCA has these directions.)

2. **Pictograph/Petroglyph Activity 1:** (Use sandpaper squares.) Using the pictures of petroglyphs in the presentation or trunk, have students draw a design with pencil or chalk on their sandpaper squares. Next, students should paint over their design with tempera or acrylic paints.

3. **Pictograph/Petroglyph Activity 2:** (Alternate project; use large paper bags.) Tear the bags into appropriate-size pieces. Crumple paper bag piece and then open up again. Using charcoal or black crayon, have students draw a pictograph design on paper.

4. **Pictograph/Petroglyph Activity 3:** (Use small pieces of sandstone.) Ask students to pencil a petroglyph design on their rock pieces. Give each student a small pebble and ask them to scratch out their design on the sandstone.

5. **Potsherds:** Take broken pottery pieces and have students use paint or markers to imprint ancestral Puebloan pottery designs on their sherds.

6. **Archaeological Re-creation:** Bring in broken pots and have students work in groups to piece together their “artifact.” Do they have all the pieces? How might the pot have been used?

**EVALUATIONS (ASSESSMENTS):**

Ask students to write a paragraph sharing what they have learned about the ancient peoples who lived in and around the canyon and their cultures. Place these paragraphs in the Grand Canyon folders, if they were previously made.
EXTENSION ACTIVITY:
1. Using self-hardening clay, students can create a small pot and add designs.

STANDARDS:
Arizona Social Studies Standards
S1:C2 Grade 4—PO1; Grade 6—PO3
S1:C3 Grade 5—PO1
Arizona Writing Standards
WO4: S2C6 PO1, PO2, PO3, PO7, PO8
WO4: S3C2 PO1, PO2, PO3
WO4: S1C5 PO4
WO4: S2C1 PO1, PO2, PO3
WO4: S2C2 PO3, PO6

Pot found at Unkar Delta in Grand Canyon National Park
TRAVELIN’ TRUNK LESSON:

Architect Mary Colter and Grand Canyon

DURATION: two fifty-minute lessons

LOCATION: classroom

KEY VOCABULARY: rustic architecture, structure, primitive, terrace, accommodations, philosophy, legacy

TRUNK MATERIALS: Mary Colter: Builder Upon the Red Earth; “Mary Colter: Who Was She?” worksheet (worksheets and handouts CD); “Getting to Know Mary Colter” worksheet answer key (worksheets and handouts CD); Mary Colter and Grand Canyon PowerPoint presentation; laminated photographs of Colter and her work at Grand Canyon

ADDITIONAL MATERIALS AND EQUIPMENT (NOT SUPPLIED): lined paper, writing instruments, LCD projector, screen, computer with Internet access and PowerPoint software, encyclopedias

ENDURING UNDERSTANDING (BIG IDEA): Mary Colter, working on behalf of the Fred Harvey Company, designed buildings with distinctive styles that express a varied human presence at Grand Canyon. Colter herself, as a female professional, represents progressive women in America during the early twentieth century.

ESSENTIAL QUESTIONS:
1. How did Colter and the Fred Harvey Company establish a variety of structures to serve the needs of a growing number of tourists?
2. In what ways did Colter represent progressive women during the early twentieth century?

LEARNING OBJECTIVES: The students will be able to:
1. Describe Colter in a detailed paragraph.
2. Describe Colter’s influence at Grand Canyon by listing the structures she designed and how they set her work apart from the work of others.

BACKGROUND:
Mary Colter left her legacy at Grand Canyon as an architect with a style and philosophy that became a model for all national park structures. The style became known as National Park Rustic. Many of the structures Colter designed and built for the Santa Fe Railway and the Fred Harvey Company have been torn down. The largest number of her buildings that are still standing can be found at Grand Canyon.

Colter was born in Pittsburgh, Pennsylvania, in 1869. At age eleven her family moved to St. Paul, Minnesota. In 1886, at age seventeen, Colter moved to San Francisco to attend the California School of Design. After graduating in 1890, Colter returned to St. Paul to teach mechanical drawing. Colter worked with the Fred Harvey Company from 1902 until her retirement in 1949 at the age of eighty. She died on January 8, 1958, at the age of eighty-eight.

Colter might not be so well known had she not gone to work for Fred Harvey. In the early nineteen hundreds, travel by rail provided a more comfortable means for people to tour the Southwest. Fred Harvey saw the
need for providing more services to his already successful restaurants and hotels, known as Harvey Houses.

In 1905, Harvey opened El Tovar Hotel, the premier hotel and restaurant at the canyon’s rim. Harvey had Colter, an employee since 1902, decorate the interior.

Colter’s second project for the Fred Harvey Company at Grand Canyon was designing and building Hopi House, which sits directly across from El Tovar Hotel. Colter wanted to create a building that both represented the history of the area and fit in with the scenery and landscape of Grand Canyon. Since the Hopi had lived in the area for centuries, Colter designed a structure that resembled the stone buildings found in Oraibi, a village on one of the Hopi mesas. Hopi House features stonework, rough tree limbs, terraces, and ladders. Two rare fixtures within the structure include a sand painting and a Hopi ceremonial altar. American Indian items decorate the interior, inviting tourists to come in, browse, and purchase a memento of the canyon.

Colter’s next Grand Canyon projects were Lookout Studio, a structure on the South Rim near the head of Bright Angel Trail, and a rest stop eight miles west of El Tovar Hotel, known as Hermits Rest. Both buildings opened in 1914. Colter constructed Hermits Rest of haphazardly placed boulders and timbers to resemble an old mountain man’s dwelling. The interior of the building includes a large stone fireplace. Hand-hewn posts support a porch that extends to the edge of the canyon. When some railroad men suggested the building appeared too rustic, Colter retorted, “You can’t imagine what it cost to make it look this old.” Near Kolb Studio and overlooking the canyon, Lookout Studio provides a spot from which tourists can view and photograph the canyon.

Colter’s next project included designing cabins of natural stone and a dining/recreation hall at the bottom of the canyon. Known as
Phantom Ranch, these facilities provide accommodations for tourists hiking or riding mules to the canyon floor. In 1932, Colter designed a seventy-foot-high tower called the Watchtower. Located approximately twenty-five miles east of Grand Canyon Village at the highest point on the South Rim, the structure is thirty feet in diameter at its base. Resembling ruins of nearby ancient watchtowers, the structure’s steel frame is concealed by a native-stone exterior. Winding stairs lead visitors to the top of the tower for spectacular views. Fred Kabotie, a Hopi artist, painted images representing Hopi legends on the interior of the tower.

Colter also designed Bright Angel Lodge, a moderately priced lodging facility on the South Rim. Consisting of a main building surrounded by individual cabins, the Bright Angel buildings resemble other South Rim historic structures. The focal point in the lobby of the main lodge is a large fireplace designed to show the geologic strata in the canyon. Two thousand people attended a barbecue celebrating the opening of Bright Angel Lodge on June 22, 1935.

Working in a time before women were permitted to vote and when male employees rarely accepted direction from women, Colter’s career as an architect for the Fred Harvey Company proved remarkable. Her strong personality and architectural skill enabled her to leave an incredible legacy of unique structures—many of which can still be enjoyed at Grand Canyon.

**SUGGESTED PROCEDURE:**

1. Depending upon technological resources available in your classroom, either hold up pictures of Colter and the buildings she worked on at Grand Canyon or share the PowerPoint presentation *Mary Colter and Grand Canyon*. Some teachers have made overheads of the pictures, if that is the technology you have available and prefer to use.

2. If unable to share the PowerPoint, share some of the Background Information with your students. After reading, ask students to share any words they think might describe Colter. (There might not be many.)

3. Pass out the “Mary Colter: Who Was She?” worksheet. This worksheet includes a list of adjectives and other words that have been used over the years to describe Mary Colter. Reinforce the idea that Colter was a senior employee with a company at a time when women weren’t allowed to vote and men didn’t often work with, or for, women. Colter learned to work in this man’s world by asserting herself. As a result, she was sometimes described in unflattering terms. Ask students to look up the meaning of any unknown words on the worksheet. Then have students fold a sheet of lined paper in half. At the top of one side, write “Flattering.” At the top of the other side of the sheet, write “Unflattering.” Then have the class discuss and decide on which side to place each word.
on the worksheet. (This will most likely conclude the first lesson.)

4. Using the “Getting to Know Mary Colter” worksheets, have students work independently to locate as many answers as they can in a twenty- to thirty-minute time frame. Resources may include *Mary Jane Colter: Builder Upon the Red Earth*, encyclopedias, Internet searches, and the Web site http://www.npr.org/programs/specials/architecture/0011.colter.html. Other Web sites are listed in the section Tech Notes. Please note that several of the questions on the worksheet relate to Colter’s life beyond her work at Grand Canyon. These questions encourage students to go beyond the material presented.

5. After time is called on step 4, give students roughly twenty minutes to circulate around the room, comparing answers and helping one another complete the worksheet. Have students place their initials by the answers that they provide to another student. Encourage students by asking, “Who knows Mary Colter best?”

**EVALUATIONS (ASSESSMENTS):**
Ask students to pretend that they work with Colter. Then ask them to write a letter to their family describing Mary, her work, and their relationship.

**EXTENSION ACTIVITIES:**

1. Using visual images of the canyon, ask students to design or build a structure (http://www.nps.gov/archive/grca/photos/colter/index.htm) and describe how it would be used. What materials would they use to construct their building? How would it fit into the landscape?

2. Using pictures of other buildings at the canyon, compare and contrast Colter’s architectural style with that of other architects who constructed buildings at the canyon.

**STANDARDS:**

Arizona Social Studies Standards  
S1:C1 Grade 4—PO3; Grade 5—PO4  
S1:C1 Grade 6—PO1

Arizona Reading Standards  
S3:C1 Grade 4—PO1; Grade 5—PO1; Grade 6—PO1

Arizona Writing Standards  
S3:C3 Grade 4—PO2; Grade 5—PO2; Grade 6—PO
<table>
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<tr>
<th>Trait</th>
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<tr>
<td>impatient</td>
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<td>intractable</td>
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<td></td>
<td>stylish</td>
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<td></td>
<td>respected</td>
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</table>
Getting to Know Mary Colter Questions

1. What was Colter’s first job with the Fred Harvey Company?

2. How did Colter’s personality bring her added recognition?

3. Name three structures Colter designed at Grand Canyon.

4. How did the beginning of World War I in 1917 affect tourism at Grand Canyon?

5. What project did Colter create at the bottom of the canyon?

6. Who was Colter’s adopted family?

7. What were the Indian Detours that Fred Harvey offered?

8. What project did Colter direct from a wheelchair after a crash in a taxi in Kansas City?

9. What was Colter’s philosophy about the buildings she created?

10. What is the frame of the Watchtower made of?

11. Who was Fred Kabotie and what was his connection to Colter?

12. What is the height of the Watchtower?

13. What project did Colter complete the same year as Hermit’s Rest?

14. Describe the buildings at Phantom Ranch.

15. When did Colter’s career begin with the Fred Harvey Company and the Santa Fe Railway and when did she retire?
Getting to Know Mary Colter Answer Key

1. She decorated the interior of El Tovar Hotel at Grand Canyon.

2. She possessed a strong personality, as well as a giant talent in her field of architecture. Fred Harvey knew he could trust her to do the job.

3. Bright Angel Lodge, Hermit’s Rest, Phantom Ranch, Watchtower, Lookout Studio, Hopi House

4. From December 1917 to 1920, President Wilson nationalized the rail system to assist the transportation of war materials. This halted passenger train service and cut back tourism.

5. Phantom Ranch

6. Arthur Arkin, a student from St. Paul, and his family

7. Side trips to interesting locations within driving distance of railroad stops.

8. Remodeling La Fonda Hotel.

9. They should grow out of the setting and share the history and style of their location.

10. Steel framework with a concrete foundation.

11. A Hopi artist who painted the murals in the Watchtower, as well as a musician and guide at the canyon.

12. The height of the tower is 70 feet. The height above sea level is 7,522 feet.

13. She completed Lookout Studio.

14. There are small cabins, a large dining room, and a recreation hall.

15. Her career began in 1901 and ended in 1946 when she retired.
TRAVELIN’ TRUNK LESSON:
Artists and the Canyon

DURATION: Part 1: forty- to fifty-minute lesson; Part 2: forty- to fifty-minute art project. The two lessons can be effectively combined into one.

LOCATION: classroom

KEY VOCABULARY: improvisation, composition, Ferde Grofe

TRUNK MATERIALS: Grand Canyon Suite CD, laminated poster of Grand Canyon, laminated photos of Grand Canyon, The Grandeur of Grand Canyon PowerPoint presentation

ADDITIONAL MATERIALS AND EQUIPMENT (NOT SUPPLIED): 11” x 14” or 8½” x 11” paper for each student; color pencils, crayons, or markers; CD player; computer; LCD projector; screen; (if you wish, Arizona Highways magazines purchased from a local used bookstore)

ENDURING UNDERSTANDING (BIG IDEA): Throughout history, people arriving at Grand Canyon have been awestruck by the enormous vistas before them. Trying to describe the magnificence of the canyon and one’s reaction to it is not easy. Artists of all media have attempted to capture the grandeur in words, music, photography, or on canvas.

ESSENTIAL QUESTIONS:
1. Listening to Ferde Grofe’s Grand Canyon Suite, what is the role of specific places, such as Grand Canyon, in shaping music?
2. What features or qualities draw artists to the canyon?
3. How does their work affect the naturalness of the park? (Higher-level question, which may require prompting.)

LEARNING OBJECTIVES: The students will be able to:
1. Identify Grand Canyon Suite and its composer, Ferde Grofe.
2. Discover their own feelings while listening to the music alone and then listening to the music while viewing pictures of the canyon.
3. Create an artistic piece celebrating the canyon.

BACKGROUND:
Ferde Grofe was born in New York City in 1892. As a child, Grofe and his family moved to Los Angeles. Both of his parents were musicians, and he received early musical training. Believing that they had a sufficient number of musicians in the family, Grofe’s parents encouraged him to try other professions. After brief stints as a bank clerk, printer, and bookbinder, Grofe decided his calling was in the musical field. As a teenager, Grofe studied composition with a variety of teachers. Grofe first heard jazz while playing piano in nightclubs. Eventually, he was able to use his talent for arranging music to organize improvisational jazz numbers. Grofe has been called the “father of jazz instrumentation.”
In 1926, on his last extended visit to Arizona, Grofe suddenly had the urge to put his feelings about Grand Canyon and its splendor into music. Grofe explained, “I saw color, but I heard it, too.” His most famous piece, *Grand Canyon Suite*, has been described as a classical-jazz piece. He divided the piece into five parts, titled “Sunrise,” “Painted Desert,” “On the Trail,” “Sunset,” and “Cloudburst.”

Grofe once described his first experience at the canyon as “sunrise with chirping birds and nature coming to life.” When he couldn’t find words to explain his feelings, he turned to music. He used woodwinds to create bird sounds, trumpets to imitate chirping crickets, coconut shells for burro hooves clomping down a trail, and thundersheets for cloudbursts. He finished the first movement, “Sunrise,” in 1929. The world premiere of *Grand Canyon Suite* occurred on November 22, 1931, in Chicago. Musically acclaimed, the composition has been performed by orchestras around the world. In his later years, Grofe taught at the Julliard School of Music. He died in 1972.

**Suggested Procedure:**

1. Play a part of *Grand Canyon Suite* without telling students what they are hearing. Ask them to describe what they picture as they listen. Have them jot down their ideas in words or draw a sketch to go with the music.

2. Explain that this piece was written by a musical composer named Ferde Grofe in 1931 in an attempt to express his experience of the canyon. Ask your students to explain other ways artists might express their emotions about the canyon (paintings, photos, poems, stories, movies). As we interact with these artistic expressions, we come away with our own sense of the canyon.

3. Play more of *Grand Canyon Suite* while showing the PowerPoint *The Grandeur of Grand Canyon*. If PowerPoint is not available to you, share pictures of the canyon from the trunk or direct attention to the laminated poster of the canyon. Ask students to express new feelings they have about the canyon. If you’ve made a Grand Canyon word wall, continue to add new descriptive words to the wall.

4. The art portion of this lesson may be done in a variety of ways. If resources are limited and if you wish, have students make their own drawing of the canyon based on a poster or picture displayed in the classroom. If you have pictures of the canyon available, perhaps from old *Arizona Highways* magazines, cut these pictures in half and glue one half to art paper or white card stock (one per student).

5. Ask students to look carefully at the detail and colors and finish the other half of the picture using color pencils, markers, or crayons.
Or, if producing their own work from a picture in the classroom, they may choose to complete their drawing (see example in trunk).

**EVALUATIONS (ASSESSMENTS):**
1. How would the students choose to share their feelings about the canyon—what media would they use?
2. With whom would they share their work?
3. If choosing music, what style would they choose? What instruments?
4. If choosing art, what media? Sculpture? Oil paints? Watercolors?
5. If choosing photography, would they photograph humans? scenes? use color or black-and-white film?
6. What time of year would they like to visit the canyon? What time of year would they like to present the canyon in their artwork?

**EXTENSION ACTIVITIES:**
1. Ask students to write poetry about the canyon. Haikus work well. This is a great opportunity to use the Grand Canyon word wall, if you’ve created one.
2. Have students research the art of Thomas Moran and how his art affected the development of the canyon.
3. If you have other art materials available, enable students to use them to create representations of the canyon.

**TECH NOTES:**
The PowerPoint *The Grandeur of Grand Canyon* correlates with this lesson and may be shown as students create their art. There is also a DVD of *Grand Canyon Suite* that may be available at your local library, should you wish to use this media with your students. A copy is also available for purchase through the Grand Canyon Association at [http://www.grandcanyon.org](http://www.grandcanyon.org).

**STANDARDS:**
Arizona Social Studies Standards
S1:C3 Grade 4—PO1; S1:C1 Grade 5—PO4; Grade 6—PO7
Arizona Writing Standards
Waluthma, a noted Havasupai leader, 1907
TRAVELIN’ TRUNK LESSON:
American Indians at Grand Canyon Today

DURATION: thirty- to forty-five-minute lesson

LOCATION: classroom

KEY VOCABULARY: American Indian tribes, Hopi, Navajo, Havasupai

TRUNK MATERIALS: We Are Still Here PowerPoint presentation, laminated Grand Canyon map

ADDITIONAL MATERIALS AND EQUIPMENT (NOT SUPPLIED): butcher paper (for the extension activity), DVD player, LCD projector, computer

ENDURING UNDERSTANDING (BIG IDEA): American Indians did not disappear from Grand Canyon when European Americans moved west or when the United States established the national park. They still live and work in the area.

ESSENTIAL QUESTIONS:
1. What American Indian tribes still live at Grand Canyon?
2. What do American Indians think of the canyon?
3. What do American Indians do at or around the canyon?

LEARNING OBJECTIVES: The students will be able to:
1. Name at least three American Indian tribes at Grand Canyon.
2. Identify American Indian tribal locations on a map.
3. Describe different reasons why American Indians live at Grand Canyon today.
4. Express orally and in writing an understanding of some of the beliefs that American Indians have about the canyon.

BACKGROUND:
Many American Indian tribes lived in and used Grand Canyon prior to contact with European and American explorers. The tribes thought about and used the canyon in different ways. American Indians continued to live and work in the area after it became a national park in 1919. Many of these indigenous peoples thought about the canyon lands differently than Euro-Americans and had different names for places. For instance, Euro-Americans call a mountain near Grand Canyon Red Butte, whereas the Havasupai word for the mountain translates to “clenched fist mountain.” Some Euro-Americans think this mountain would be a good place for mining. Many Havasupai think that the peak has religious significance. Because they see it as a sacred spot, they object to mining it for its resources. While American Indians have maintained many of their traditional ways and look at some things differently than Euro-Americans, they have also adopted some Euro-American ideas and practices. Some American Indians, for example, now work at Grand Canyon National Park as
American Indians at Grand Canyon Today

SUGGESTED PROCEDURE:
1. Introduce the idea that American Indians still live at and around Grand Canyon. They did not disappear when white settlers moved west or when the United States created a national park.
2. Ask students to name American Indian tribes that they know and point out on a map where the tribe is located. If students made a Grand Canyon folder in the lesson Student-Created Grand Canyon Folders, have them mark the map on their folders.
3. Create a list of questions students have about American Indians at Grand Canyon.
4. Watch the PowerPoint as a class.
5. Allow for student questions and discussions while viewing the PowerPoint.
6. Have students summarize verbally and in writing how they think American Indians view the canyon landscape. Have students give at least one reason to support their thoughts.
7. Have students draw a picture of a place or a person relating to one of the American Indian tribes.

EVALUATIONS (ASSESSMENTS):
Use student verbal and written expressions to check for understanding. Evaluate whether students understand where American Indians live around Grand Canyon National Park and what they think about the land. Evaluate whether students understand that American Indians still live and work at Grand Canyon. Assess student skills for expressing a clear idea and backing that idea with supporting reasons.

EXTENSION ACTIVITIES:
Create a map on one wall with the butcher paper and label the tribes. If you have access to Arizona Highways magazines or other appropriate sources, have students locate pictures of people from the various American Indian tribes at or around the canyon and attach the pictures to the location on the map.

TECH NOTES:
The PowerPoint presentation We Are Still Here may be shown to the
class with a projector or on individual computer screens.

**STANDARDS:**

Arizona Social Studies Standards  
S1:C1 Grade 4—PO1, PO3, PO4; Grade 5—PO1, PO5; Grade 6—PO2, PO8  
S1:C2 Grade 4—PO2, Grade 6—PO3  
S1:C5 Grade 4—PO4, Grade 5—PO2  
S1:C10 Grade 4—PO4  

Arizona Reading Standards  
S3: C1 Grade 4—PO4, PO6, PO8; Grade 5—PO5, PO6, PO8; Grade 6—PO5, PO8, PO9  

Arizona Writing Standards  
S2: C1 Grade 4—PO1, PO3; Grade 5—PO1, PO3; Grade 6—PO1, PO3
## Vocabulary List

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>abyss</td>
<td>a very deep pit or gulf</td>
</tr>
<tr>
<td>accommodations</td>
<td>lodging, a place where people stay when they are away from their permanent home</td>
</tr>
<tr>
<td>adventurers</td>
<td>people who seek new and different experiences</td>
</tr>
<tr>
<td>American Indians</td>
<td>peoples native to the Americas</td>
</tr>
<tr>
<td>ancestral Puebloan</td>
<td>an ancient American Indian culture centered in the Southwest United States, noted for its distinctive pottery and construction of adobe homes known as pueblos</td>
</tr>
<tr>
<td>archaeologist</td>
<td>a person who studies ancient times from remains of art, implements, and other items</td>
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<tr>
<td>Archaic peoples</td>
<td>peoples of the U.S. Southwest, who emerged about 8,500 years ago and lived before the ancestral Puebloan peoples</td>
</tr>
<tr>
<td>artifact</td>
<td>objects left behind</td>
</tr>
<tr>
<td>basketmaker</td>
<td>person who makes baskets; another name given to the peoples of the Southwest</td>
</tr>
<tr>
<td>brochures</td>
<td>pamphlets or small booklets</td>
</tr>
<tr>
<td>chasm</td>
<td>deep hole or gorge</td>
</tr>
<tr>
<td>Clovis point</td>
<td>a spear point made by peoples approximately eleven thousand years ago</td>
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<tr>
<td>composition</td>
<td>a musical work</td>
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<tr>
<td>concessioner</td>
<td>a business person or company responsible for providing food and lodging within the national park</td>
</tr>
<tr>
<td>destination</td>
<td>a place to which one is going</td>
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<tr>
<td>exploiters</td>
<td>people who make use of something for their own ends</td>
</tr>
<tr>
<td>explorers</td>
<td>people who go and examine an area or a country</td>
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<tr>
<td>Folsom point</td>
<td>a distinctive style of spear point. It is concave on both sides, with a raised ridge.</td>
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<td>grandeur</td>
<td>greatness</td>
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<tr>
<td>Grofe, Ferde</td>
<td>(1892–1972) an American composer who wrote <em>The Grand Canyon Suite</em></td>
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<tr>
<td>gully</td>
<td>a groove worn by water</td>
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<tr>
<td>historic</td>
<td>important in the past</td>
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<tr>
<td>improvisation</td>
<td>something created in the moment or spontaneously, such as a work of art or music</td>
</tr>
<tr>
<td>infer</td>
<td>to conclude, figure out using the information available</td>
</tr>
<tr>
<td>legacy</td>
<td>something handed down to those who follow</td>
</tr>
</tbody>
</table>
mission  a special job or task
national park  a section of land or a historic site set aside by the government for protection and public use
nomad  a member of a tribe or a single person who wanders around instead of living in one place
Paleo-Indians  nomadic peoples who roamed and lived in the area prior to Archaic peoples and those we now call American Indians
petroglyph  pictures on rocks made by carving or pecking into the rock
philosophy  a set of ideas or a system of theories on the way things are; the pursuit of wisdom
pictograph  pictures on rocks that were painted with some kind of pigment
pioneers  the first settlers in a new region or area (when speaking of Grand Canyon, we are referring to the settlers who were part of the exploration and settlement of the Western United States). We know that American Indians were here long before Euro-American pioneers arrived.
potsherds  broken pieces of pottery
primitive  of an early kind
promotion  something made to sell or advertise an item or place
protection  the act of guarding or keeping something safe from harm, attack, or injury
rim  the edge of a canyon
rustic architecture  a type of building construction found at Grand Canyon. It reflects the natural surrounding and utilizes natural materials.
split-twig figurine  figures of deer or mountain sheep made from twigs that have been soaked, split, and wrapped. Believed to have been used by indigenous peoples in ceremonies for successful hunting.
structure  a building
terrace  a raised, level place often cut out of a hill
tourism  the business of caring for the needs and wants of people traveling for pleasure
tourists  people who travel to a place for pleasure or enjoyment
yucca  a fibrous desert plant that grows in the canyon and on the rim. Fibers were used for making
baskets and sandals. Some parts are edible, and the roots are used to make soap and shampoo.

RESOURCES AND INFORMATION:

Academic Standards

LESSON: STUDENT-CREATED GRAND CANYON FOLDERS

Social Studies Standards
S4: C1 Grade 4—PO7, PO6; Grade 5—PO4; Grade 6—PO4
If extension was used: S4: C5 Grade 4—PO3; Grade 6—PO2

Reading Standards
S3: C1 Grade 4—PO6; Grade 5—PO6; Grade 6—PO7

Writing Standards
If extension was used: S3: C2 Grade 4—PO1; Grade 5—PO1; Grade 6—PO1

LESSON: WHAT IS GRAND ABOUT GRAND CANYON?

Social Studies Standards
S1: C1 Grade 4—PO3; Grade 5—PO4; Grade 6—PO4
S4: C2 Grade 4—PO5

Reading Standards
S3: C1 Grade 4—PO8; Grade 5—PO8; Grade 6—PO9

Writing Standards
S2: C4 Grade 4—PO1; Grade 5—PO1; Grade 6—PO1

LESSON: HOW LONG IS THE HUMAN TIMELINE OF GRAND CANYON?

Social Studies Standards
S1: C1 Grade 4—PO1, PO4; Grade 5—PO1, PO2, PO5; Grade 6—PO3
S1: C2 Grade 4—PO1, PO2; Grade 6—PO3
S1: C3 Grade 4—PO1, PO3; Grade 5—PO1, PO2, PO7
S1: C5 Grade 4—PO2, PO4; Grade 5—PO2
S4: C4 Grade 5—PO2

Reading Standard
S3: C1 Grade 4—PO6; Grade 5—PO6; Grade 6—PO7

Writing Standards
S3: C2 Grade 4—PO1; Grade 5—PO1; Grade 6—PO1

LESSON: EARLY ARTIFACTS OF GRAND CANYON PEOPLES

Social Studies Standards
S1: C1 Grade 4—PO4; Grade 5—PO5; Grade 6—PO4, PO8
S1: C2 Grade 4—PO1, PO2; Grade 6—PO1, PO3
S1: C3 Grade 5—PO1
LESSON: GROWTH OF GRAND CANYON TOURISM
Social Studies Standards
S1: C1 Grade 4—PO1, PO2; Grade 5—PO1, PO3, PO4;
Grade 6—PO1, PO4, PO5
S1: C7 Grade 4—PO2
S4: C1 Grade 4—PO7
S4: C4 Grade 4—PO1, PO3, PO5
S5: C2 Grade 5—PO3
S1: C1 Grade 6—PO7
Reading Standards
S1: C1 Grade 4—PO8; Grade 5—PO8; Grade 6—PO9
Writing Standards
S3: C2 Grade 4—PO2; Grade 5—PO2; Grade 6—PO2

LESSON: ARCHITECT MARY JANE COLTER AND GRAND CANYON
Social Studies Standards
S1: C1 Grade 4—PO3; Grade 5—PO4; Grade 6—PO1
S4: C4 Grade 4—PO3
Reading Standards
S3: C1 Grade 4—PO1; Grade 5—PO1; Grade 5—PO1
Writing Standards
S3: C3 Grade 4—PO2; Grade 5—PO2; Grade 6—PO2

LESSON: ARTISTS AND THE CANYON
Social Studies Standards
S1: C1 Grade 4—PO3; Grade 5—PO4; Grade 6—PO7
Reading Standards
S3: C3 Grade 4—PO3; Grade 5—PO3; Grade 6—PO4
Writing Standards
S3: C2 Grade 4—PO2; Grade 5—PO2; Grade 6—PO2

LESSON: AMERICAN INDIANS AT GRAND CANYON TODAY
Arizona Social Studies Standards
S1: C1 Grade 4—PO1, PO3, PO4; Grade 5—PO1, PO5;
Grade 6—PO2, PO8
S1: C2 Grade 4—PO2, Grade 6—PO3
S1: C5 Grade 4—PO4, Grade 5—PO2
S1: C10 Grade 4—PO4
Arizona Reading Standards
S3: C1 Grade 4—PO4, PO6, PO8; Grade 5—PO5, PO6, PO8;
Grade 6—PO5, PO8, PO9
RESOURCES AND INFORMATION:
Grand Canyon History Trunk Inventory

**AUDIO/VIDEO**
- *Artifacts of Grand Canyon* (PowerPoint presentation on CD)
- *Grand Canyon Suite* (CD)
- *Growth of Grand Canyon Tourism* (PowerPoint presentation on CD)
- *Mary Colter and Grand Canyon* (PowerPoint presentation on CD)
- *Rim to River: The Grand Canyon* (DVD)
- *The Grandeur of Grand Canyon* (PowerPoint presentation on CD)
- *Views of National Parks* (DVD)
- *We are Still Here* (PowerPoint presentation on CD)

**BOOKS**
- *101 Questions About Ancient Indians of the Southwest*
- *Exploring the Grand Canyon*
- *I See Something Grand*
- *Living at the Edge: Explorers, Exploiters, and Settlers of the Grand Canyon Region*
- *Mary Colter: Builder Upon the Red Earth*
- *The Grand Canyon National Park Coloring Book*
- *The Harvey Girls: The Women Who Civilized the West*

**CONSUMABLES**
- Large twist ties

**MAPS (INCLUDED IN TEACHER’S GUIDE AND RESOURCE CD)**
- Arizona map
- Grand Canyon National Park map (NPS)
- Grand Canyon North Rim map (NPS)
- Grand Canyon South Rim map (NPS)
- Grand Canyon river map
- Laminated United States map (Arizona Geographic Alliance)

**PAMPHLETS**
- “Bright Angel History Room” (Xanterra)

**PHOTOS (INCLUDED IN TEACHER’S GUIDE AND RESOURCE CD)**
- Laminated photos of early artifacts (various sources)
- Laminated photo of El Tovar Hotel (NPS)
- Laminated photos of Grand Canyon (NPS)
- Laminated photo of Santa Fe Railway train (NPS)
- Laminated photos of Colter and her work at Grand Canyon
- Laminated photo of first train arriving at the canyon

**POSTERS**
- Laminated panoramic poster of Grand Canyon (NPS)

**WORKSHEETS AND HANDOUTS (INCLUDED IN TEACHER’S GUIDE AND RESOURCE CD)**
- Example of Venn diagram
- “Getting to Know Mary Colter” worksheet
- “Getting to Know Mary Colter” worksheet answer key
- “Mary Colter: Who Was She?” worksheet
- Photo analysis worksheet (National Archives; also available at http://www.archives.gov/education/lessons/worksheets/photo.html)
- “The Harvey Way” handout
- “What is Grand About Grand Canyon?” review handout

**OTHER**
- Directions for making split-twig figurines
- Example of Student-Created Grand Canyon folder
- Grand Canyon National Park flash cards
- Laminated timeline card sets
- National Park Profile (NPS)
Arizona Writing Standards
S2: C1 Grade 4—PO1, PO3; Grade 5—PO1, PO3; Grade 6—PO1, PO3

RESOURCES AND INFORMATION:

Related Web Sites

**Grand Canyon National Park**
This is the entry portal to the National Park Service’s Web site.
http://www.nps.gov/grca/

**Grand Canyon Association**
Information on educational opportunities and materials can be found here, as well as information pertinent to the *Travelin’ Trunk* program.
http://www.grandcanyon.org/

**Interpreting America’s Historic Places: Nature, Culture, and History at the Grand Canyon**
This Human History Trunk and Web site have been created through the Nature, Culture, and History at the Grand Canyon grant project. The lessons can be accessed through the Web site. Additional materials, including maps, biographies, stories, and art and architectural information may be found here. This site was funded, in part, by a National Endowment for the Humanities “We the People” grant. The NEH is not responsible for its content.
http://www.asu.edu/clas/grandcanyonhistory/

**Southwest Crossroads: Cultures and Histories of the American Southwest**
Created by the School for Advanced Research on the Human Experience and Project Crossroads, this Web site features many stories and artifacts of the diverse peoples who have lived in the American Southwest. This site was funded, in part, by a National Endowment for the Humanities “We the People” grant. The
RESOURCES AND INFORMATION:

Packing and Shipping

PACKING:
Please reassemble the trunk contents as you found them. Double-check to be certain all "pieces" are repacked by using the Trunk Inventory. This will ensure that the next user will have all they need, and will save the time and trouble of tracking down missing pieces. If pieces have been lost or damaged, please notify us so that we may replace them.

SHIPPING:
Please carefully read the following return shipping instructions.

The return shipping fee is already paid!! Use the enclosed return shipping label to ship the trunk back to us via UPS Ground.

Note: If your school has regularly scheduled UPS shipping and receiving service, arrange for the trunk to go to your school's pickup/drop-off location for UPS.

Note: If your school does not have regularly scheduled UPS service, you must take the trunk box to an authorized UPS location such as The UPS Store or Mail Boxes Etc., or give the labeled box to any UPS driver. To find the nearest authorized UPS location, call UPS at: (800) 742-5877, or visit their Web site at http://www.ups.com.

If you have any questions regarding return shipping procedures, please call the Grand Canyon Association toll-free at: (800) 858-2808, ext. 7142.

If you have not sent your shipping fee, please send a check for one of the following amounts, depending on your location:
- $20 for Arizona
- $30 for states bordering Arizona
- $45 for all other states

SEND CHECK TO:
GCA/Travelin’ Trunks
PO Box 399
Grand Canyon, AZ 86023-0399

QUESTIONS:
If you have questions or problems, please contact us!
Grand Canyon Association
(800) 858-2808, ext. 7142
E-mail: outreach@grandcanyon.org
RESOURCES AND INFORMATION:

Evaluation Form

Evaluation forms are provided to help us improve existing and future educational outreach endeavors. We appreciate you taking a few moments to complete and return this form.

School/Group Name: ______________________________  City: ______________________________

Name of Trunk Used: ________________________________________________________________

1. How many students used the trunk? __________

2. How many teachers used the trunk? __________

3. Have you used GCA Travelin’ Trunks in the past? __________

4. Are you planning to use a trunk next school year? __________

5. How did you pay for the shipping fee?
   School funds: _________  Personal funds: _________  Parent group: _________  Other: _________

6. Please check items that were used:
   [ ] teacher guide
   [ ] lesson plans
   [ ] extension activities
   [ ] DVDs
   [ ] CDs
   [ ] CD-ROM
   [ ] books
   [ ] posters
   [ ] PowerPoint CD
   [ ] other (please be specific): __________________________________________________________

7. Favorite activity? _________________________________________________________________

8. Please rate your overall experience with the trunk by checking below:
   [ ] excellent  [ ] good  [ ] good, but needs improvement  [ ] poor

Additional Comments:
_________________________________________________________________________________
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