

Grand Canyon



National Park Service
U.S. Department of the Interior
Grand Canyon National Park



Get the Whole Family
in on the Adventure!

The National Park Service cares for special places
saved by the American people so that all may
experience our heritage.



*The Junior Ranger program is made possible through generous
support from the Grand Canyon Association and your entrance fees.*

Condor photo: C. Parish, The Peregrine Fund
Large cover photo by Mike Quinn
Printed on recycled paper with soy ink 3/18

 Cut or tear along dotted line, apply postage stamp, and mail.



SOUTH RIM

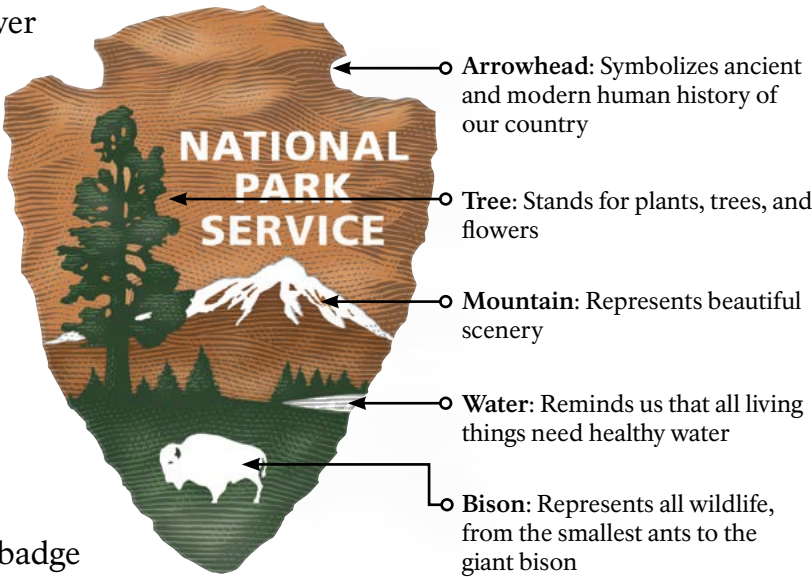
Junior Ranger Activity Book

for ages 4 and up



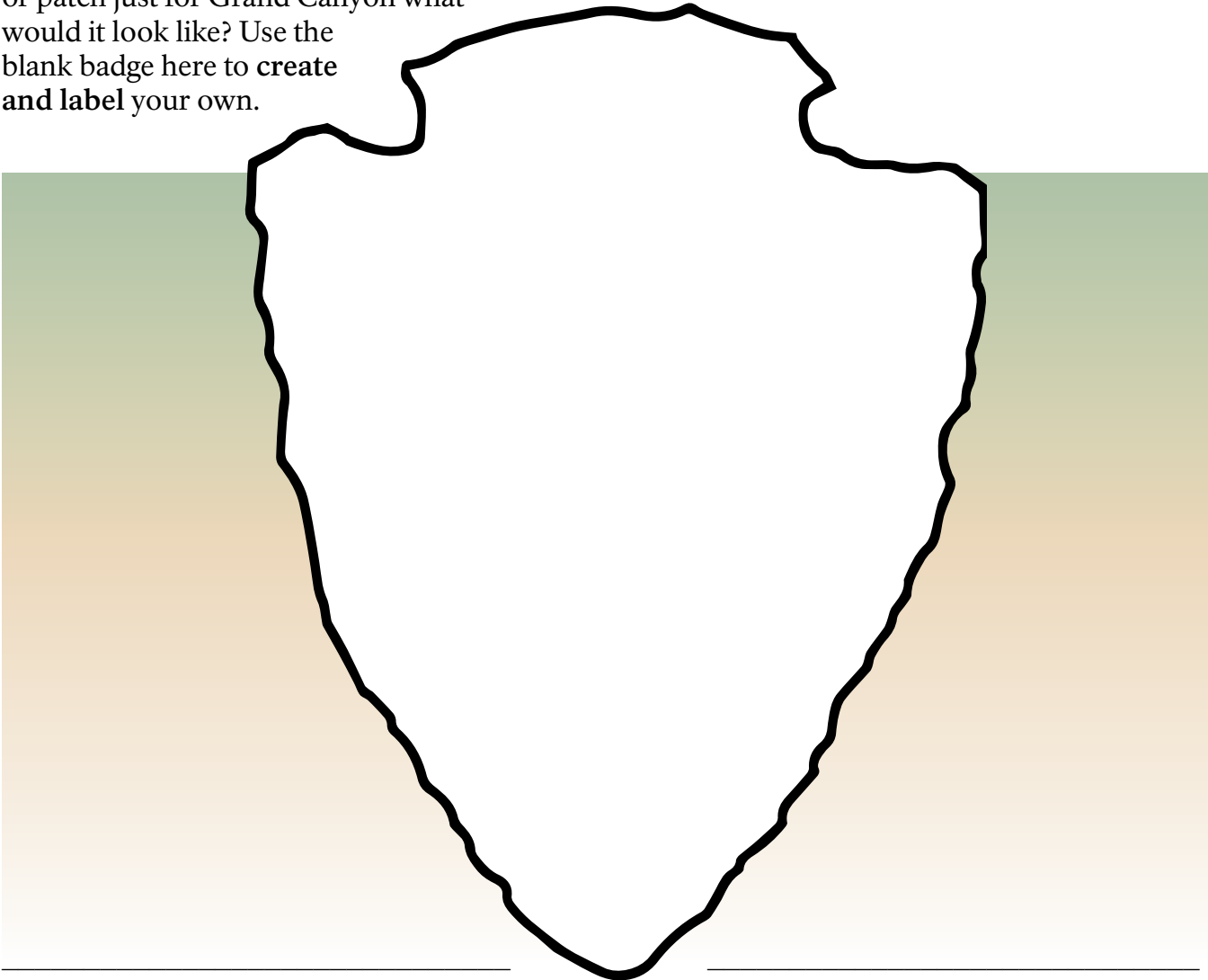
Welcome to Grand Canyon National Park!

The National Park Service manages over 400 special places in the United States. Here is the National Park Service arrowhead emblem. Each symbol on the emblem represents a feature protected and enjoyed in national park sites. Seek out a park ranger or national park building during your visit and take a closer look at the arrowhead emblem. Learn more about the symbols here.



Design Your Own

If you were going to design your own badge or patch just for Grand Canyon what would it look like? Use the blank badge here to create and label your own.



Your First Name

Your Last Name

Junior Ranger

This certifies that

has completed all activities for the

and is granted the title of



Junior Ranger for the South Rim of Grand Canyon National Park

Junior Ranger pledge: I promise to discover all I can about Grand Canyon National Park and to share my discoveries with others. I pledge to enjoy and protect Grand Canyon and all national parks and to be a friend to my planet Earth.

Junior Ranger Signature

Park Ranger Signature

Date



Congratulations on becoming a Junior Ranger! When you get home continue to explore the rocks, plants, animals, and human story of Grand Canyon by visiting www.nps.gov/grca

Rainbow over O'Neill Butte. South Rim of Grand Canyon National Park, Arizona. Photo courtesy of Mike Buchheit.

Do not write below this line.

Begin Your Journey

Use this booklet to learn about the park. Upon completion, you will be a Grand Canyon Junior Ranger ready to help take care of the park and pass on your knowledge. This is a great privilege and responsibility.

To earn your badge and certificate, *complete requirements one, two, and three below.*

1. **Complete** one of the following:

- ☐ I attended a park ranger program called: _____

One thing I learned: _____

Park ranger signature: _____

~OR~

- ☐ I watched the park film, *Grand Canyon: A Journey of Wonder*.

One thing I learned: _____

2. **Complete four activities** in your age group. Look for the symbols below at the top of the following pages

- ☐  **Raven: Ages 4–7**
Large and black, ravens tumble and soar over the canyon as they ride the warm air currents.

- ☐  **Coyote: Ages 8–10**
Called "song dogs," coyotes howl and yip to communicate with each other.

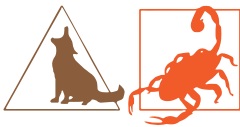
- ☐  **Scorpion: Ages 11 and up**
Scorpions' crab-like pincers and needle-like stingers on their tails make them ideal hunters.

3. **Finish** it up!

- ☐ Return this booklet to Grand Canyon Visitor Center, Verkamp's Visitor Center, or Tusayan Museum to review it with a park ranger or staff member and receive your badge.

Welcome

Step back in time to find and explore Grand Canyon’s historic buildings at the South Rim. *Visit* one of the structures below and *complete the following* activities.



1. **Circle** the building you visited.

Kolb Studio

Bright Angel Lodge

El Tovar Hotel

Verkamp's Visitor Center

Yavapai Geology Museum

Desert View Watchtower

Hermit's Rest

Lookout Studio

Hopi House

Train Depot

Tusayan Museum

*See Pocket Map for building locations

2. **Check** off the materials this building is made from?

Check all that apply

☐brick☐wood☐rock☐glass☐mud☐logs☐metal☐pebbles

3. **Draw** a picture of your favorite part of the building.

4. **Describe** how your life would be different if you lived here long ago.

Canyon Bingo



Use your detective skills to *look for*, but not collect, what is pictured below. Each picture features something interesting found at Grand Canyon National Park. *Check off* four in a row. You might even see them all.

 prickly plant	 something soft	 park ranger	 train
 animal tracks	 squirrel	 something colorful	 special animal
 a home	 a smell you like	 draw your own	 raven
 lizard	 mule deer	 shuttle bus	 fossil

Warming Up Your Senses



You use five senses to explore your environment: sight, hearing, smell, touch, and taste. *Use* four senses today. Do not taste what you do not know unless it is in your lunch!

1. **Sit quietly** in the forest or on the canyon rim. Look, listen, smell, and feel to help you **complete** the following sentences.

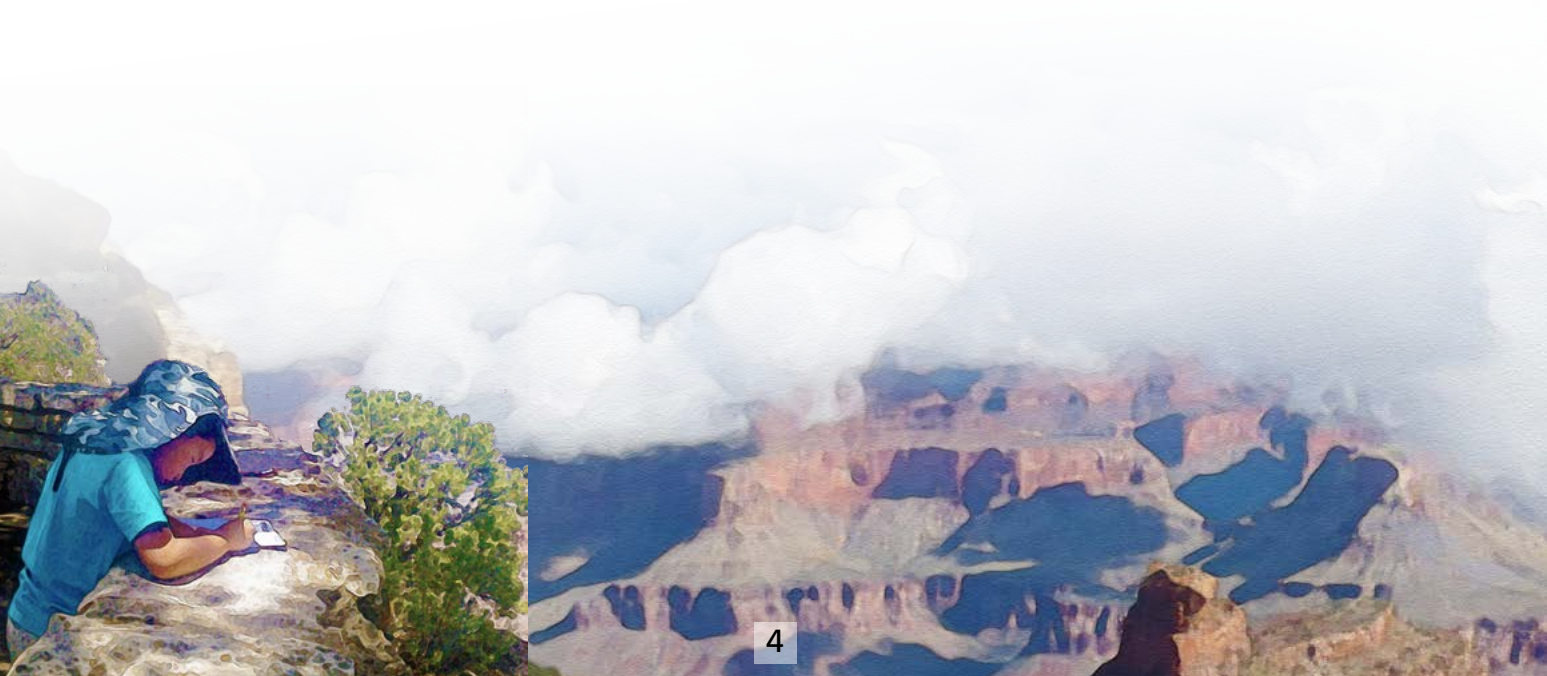
The colors of the canyon look:

The air smells:

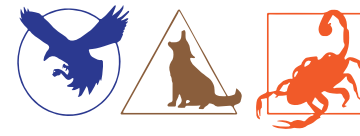
The wind sounds:

The weather feels:

2. **Write** or **draw** how YOU feel today at Grand Canyon.



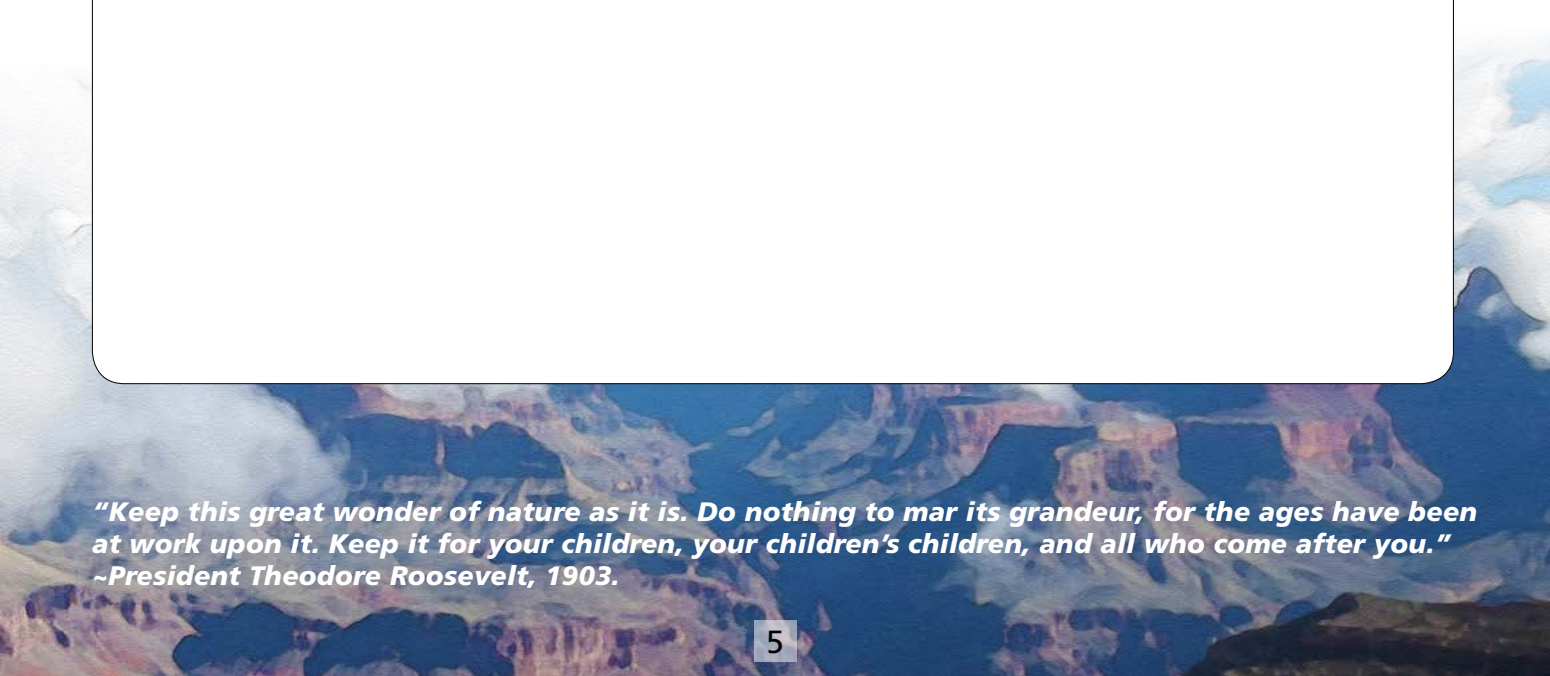
A Magical Canyon



Many artists experience magic at Grand Canyon. They attempt to capture its beauty in essays, paintings, books, photographs, and sculptures that you can *view* at Kolb and Lookout studios.

- Do** one of the following:
- ☐ **Record** a short video—up to 30-seconds—about your Grand Canyon experience.
~OR~
 - ☐ **Sit quietly** in a “magic spot” by yourself for 10 minutes. **Draw** a picture or **write** a short story or poem that reflects your feelings about your magic spot at Grand Canyon.

“Keep this great wonder of nature as it is. Do nothing to mar its grandeur, for the ages have been at work upon it. Keep it for your children, your children’s children, and all who come after you.”
~President Theodore Roosevelt, 1903.



Find a Rock



Geologists study rocks to learn how the Earth formed and how it changes over time. *Be* a geologist and *study* rocks at Grand Canyon.

1. **Draw** your favorite rock.

Many people have looked out at these rocks and been inspired to name them.
Name your rock _____

2. **Find** different colored rocks. Look on the ground and out across the canyon. **Circle** the colors of the rocks you see.

brown

red

pink

orange

green

blue

black

yellow

white

other colors _____

3. **Check off** the types of rocks you see while exploring the park.

☐ a smooth rock

☐ a rock as small as your fingernail

☐ a flat rock

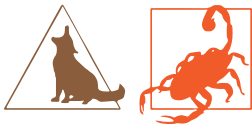
☐ a round rock

☐ a rock bigger than you

☐ a rough rock

Please leave rocks where you find them so tomorrow’s visitors can experience them too.

Plants—Habitat Superheroes



Grand Canyon features forest, desert, and river habitats from elevations over 8,000 feet (2,440 m) to less than 2,000 feet (610 m) above sea level. From the canyon rim to the Colorado River below, Grand Canyon provides habitats for plants and animals similar to those found from Canada to Mexico.

Grand Canyon plants and animals adapt to each of these habitats. Similar to superpowers, adaptations offer tools for plants and animals to survive. *Imagine* the superpowers all 1,750 plant species possess at the canyon!

1. **Explore** the forest along the rim of Grand Canyon. Look for areas on the Rim Trail where there are no buildings.
2. **Draw** two plants that look very different. What adaptations (or superpowers) do each possess to help them survive?

One superpower of this plant

One superpower of this plant

Find A Living Canyon, the park’s ecology brochure, at Grand Canyon Visitor Center.

Stratigraphic Column

When hiking through many layers of Grand Canyon, paleontologists find fossils. These plants and animals turned into rock show us how climate change altered ecosystems throughout time. Now it is your turn to *study and explore* the stratigraphy, or layers, of this amazing place.

Ravens: **Draw** the creatures that became fossils in the box to the right.
Coyotes and Scorpions: **Draw** the creature and use the key to **decode** the name for each layer.

Ancient Environments



KEY

- 1 = c
- 2 = j
- 3 = a
- 4 = n
- 5 = g
- 6 = r
- 7 = p
- 8 = u
- 9 = o
- 10 = k
- 11 = v
- 12 = f
- 13 = h
- 14 = y

- 15 = w
- 16 = m
- 17 = e
- 18 = q
- 19 = s
- 20 = d
- 21 = x

- 23 = t
- 22 = z
- 24 = b
- 25 = l
- 26 = i



Please leave fossils, like this trilobite, where you find them, so future kids can see them too.



Draw here

Shark

Lizard

Dragonfly

Sea shell

Trilobite

When you get home pull this page out of your book and decorate a wall in your room with it. Are there fossils near your home?

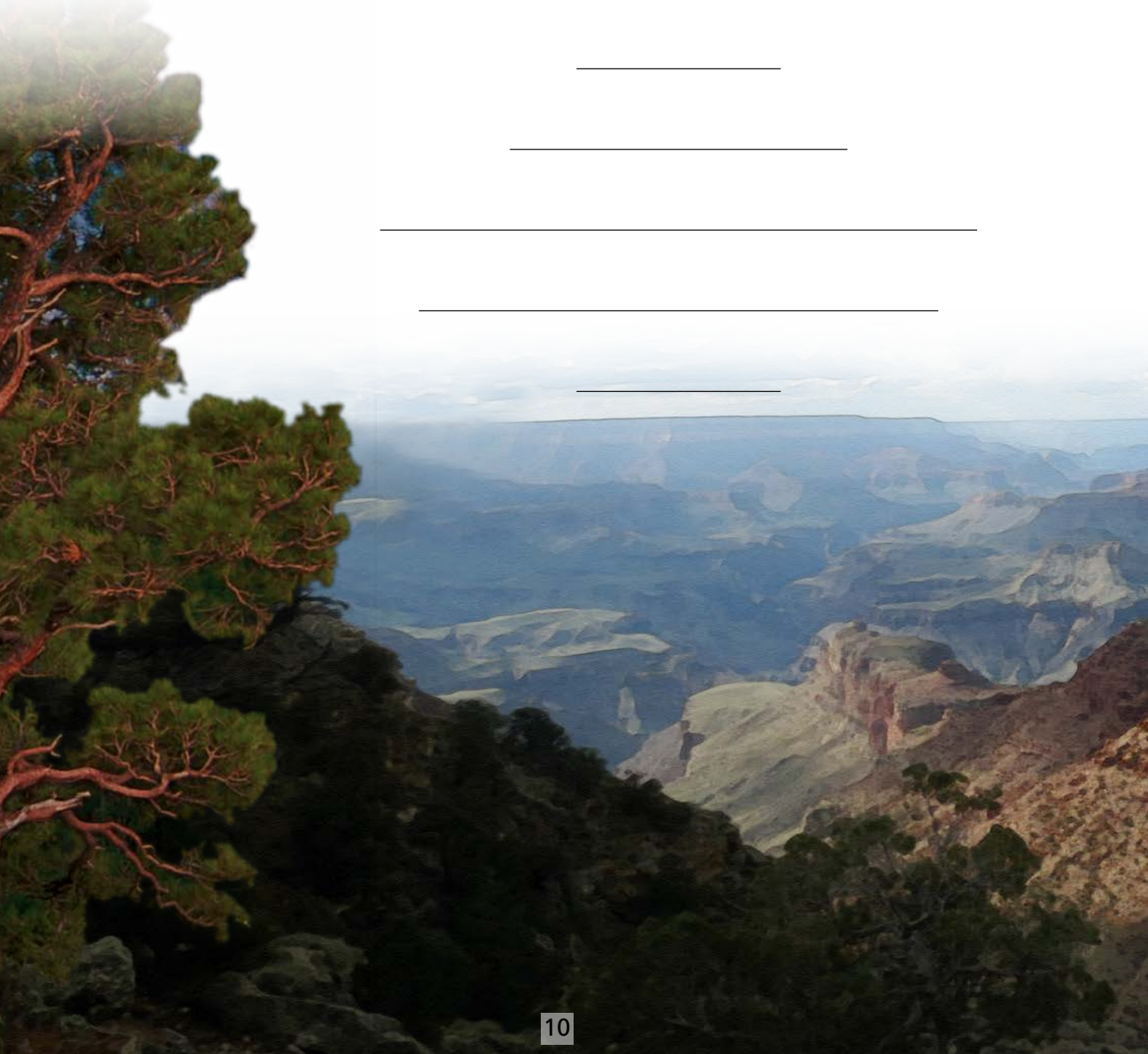
Cinquain Lane



Think of what you would like to remember most about your visit to Grand Canyon. *Write* a poem about it called a “cinquain” using the following format:

Example
ponderosa pine
tall, majestic
growing, soaring, climbing,
likes to grow seeds
tree

- Line 1: One word or phrase to name the subject (noun)
- Line 2: Two words to describe it (adjectives)
- Line 3: Three words of action about it (verbs)
- Line 4: Four-word phrase about it
- Line 5: Another word that names the subject (noun)



Haiku Corner



Haiku is a traditional Japanese form of poetry about nature. Unlike some forms of poetry, haiku does not rhyme. Think of what you would like to remember most about your visit to Grand Canyon. *Write* a poem about it using the “haiku” format.

- Line 1: 5 syllables (or “beats”)
- Line 2: 7 syllables
- Line 3: 5 syllables

Example
soaring speck of brown
the hawk disappears into
daybreak’s morning light



Grand Canyon offers many opportunities to explore and experience its wild beauty.

Wildlife Detective Journal

You are a wildlife detective. Your mission: to *observe* the presence, signs, and behavior of wildlife. Be on the lookout, day and night, for fast- and slow-moving, camouflaged, or high-flying animals. *Find* clues animals have been in the area. *Look* for tracks, nests, holes, scat (poop), chewed pinecones, bent grass, or feathers.

Record your animal sightings in the space below. You may not be able to fill in all the lines right away, so keep detecting during your stay at Grand Canyon.

Wildlife Sightings

Animal: _____

Where sighted: _____

Time of day/night: _____

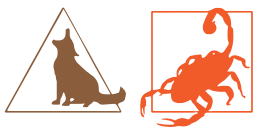
Animal behavior: _____

Animal: _____

Where sighted: _____

Time of day/night: _____

Animal behavior: _____



Hunting for Clues

Wow, so many animals live here! You might not get to see the animal itself. In the spaces below *record* the tracks, scat, and other signs (fur, feathers, chewed pinecones, etc.) of animals you find in the park.

Observation one

1. What did you find?

☐ tracks

☐ scat

☐ other signs
2. Draw what you found below.
3. Guess what animal(s) left this: _____
4. Based on what you found:
- ☐ there was one animal

☐ there were lots of animals

Observation two

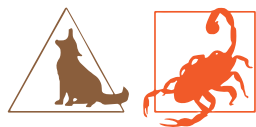
1. Record something you heard.

☐ birdcall

☐ chirping

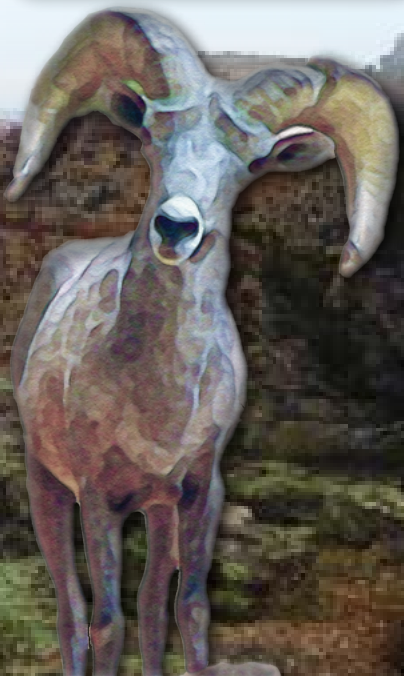
☐ crackling twigs

☐ other
2. Compare what you heard here to what you normally hear at home: _____



TRACKS

Squirrel	
Rabbit	
Ringtail	
Raccoon	
Mule deer	
Elk	
Coyote	
Bobcat	



Pictographs and Petroglyphs

Many ancient people created painted or etched images on the rocks of Grand Canyon to record daily life activities and journeys. Many represent objects from the natural world, like stars and animals. The Traditionally Associated Tribes of Grand Canyon still make connections to the past through these rock writings.



Pictographs: images painted on rocks or cliffs



Petroglyphs: images pecked or scratched on rocks or cliffs

1. **Draw** your own pictograph, recording the story of your visit to Grand Canyon.

2. **Describe** what it means.

Never write on real rocks in national parks—they are protected. For examples of recreated rock writings visit Desert View Watchtower.

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Stories from Long Ago

We recognize the past by the objects ancient people left behind. American Indians remember their ancestors through stories told over generations. The ancestral people of Grand Canyon left a rich archaeological record park rangers use to learn about their lives.

Pottery is a common object found at archaeological sites. Ancient people used plain pottery for cooking and storing things and decorated pottery for special occasions and trade.



1. American Indians today offered the following explanations for the patterns shown here: flowing water, wind, and lightning. **Write** what story you think this design might be explaining?

2. **Describe** how would you use this piece of pottery.



3. **Draw** a piece of pottery describing your visit here or a design symbolizing something important to you.



Artifacts like these are cared for at Grand Canyon museum collections and displayed at Tusayan Museum.

Prehistoric Artifacts

Archaeologists found these 2–4,000 year-old artifacts in Grand Canyon caves.



What animal could this be?

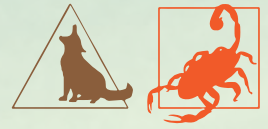
Prehistoric people relied on hunting to provide meat for food.



How would you use this?

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What Makes This Canyon Special?



Without reading the story, fill in each blank with the word or phrase described. Then read the whole story to your group. Do not forget to pause for laughter.

My _____ Grand Canyon Story: Like nowhere else on _____, Grand Canyon's layers and
adjective a planet
colors let me see into _____ environments of Earth's geologic past. My favorite fossil
word meaning old
was a _____ because it was so _____.
a fossil you saw adjective or descriptive phrase

My explorations of historic buildings sent me _____ through time, much like
verb ending in 'ing'
the archaeologists and historians that study _____ artifacts at Grand Canyon. At
adjective
_____, I will never forget feeling _____.
historic building you visited a feeling

I ventured around Grand Canyon like a National Park Service biologist and discovered the
South Rim is home to _____, _____, _____ and _____,
adjective a Grand Canyon animal a color a color Grand Canyon bird
and _____, _____ or _____, each of these creatures
a word for small adjective a grand canyon insect adjective adjective
is connected with the plants, each other, and Grand Canyon.

With my _____ _____ junior ranger badge, I will now protect and help the park just like
adjective adjective
the _____ park rangers. I will help the canyon by _____. I will also
adjective one way to help the park
look for places near my home where I can do the same. When I get back to my _____ family
adjective
and _____ friends, I will tell this story with a _____ on my face.
adjective noun