



Common Sense Guidelines for Educational Groups

It is the mission of the National Park Service to preserve and protect Pecos National Historical Park for the enjoyment of present and future generations. To help with the preservation of this area, please share these Common Sense Guidelines with your group *before* your visit to the park. We expect you to read and discuss these guidelines with both your class and with the adult chaperones who will be on your field trip. Impress upon everyone that Pecos NHP is a unique and ancient place and needs to be treated with care.

We are all responsible for the care of the park. When introducing the guidelines to your class it is helpful to write each one on the chalkboard and list 'examples' of what that guideline really means.

- ☺ **Stay on the trail**
 - Remember, the ranger (if one is available) goes first
 - Watch for dangers such as snakes and cactus spines
 - Wandering off trail can result in damage of the park's resources
 - Do not climb on walls, they are fragile
- ☺ **Always think safety – for yourself and others**
 - Please do not run
 - Keep a safe distance from the edge of exposed kivas
 - Be careful when climbing ladders
- ☺ **Respect and care for all things**
 - Nothing can be removed from the park, leave it for others to enjoy
- ☺ **Keep actions and sounds from disturbing others**
 - Keep your voice down
 - No horseplay or rowdiness
 - Keep your hands and feet to yourself
- ☺ **Be cooperative and stick with your leader**
 - Stay with your group, please do not wander off
 - Listen to your teacher, leader or ranger
 - Pay attention and participate appropriately in discussions
 - Raise your hand when you have a question or comment

☺ **HAVE FUN!**

(NOTE: Teachers you can copy these sheets to bring on the field trip for students to fill out.)

Pecos National Historical Park

Education Program Questions Option 1

1. Describe some major characteristics of Pecos Pueblo people.
2. Describe some major characteristics of the Plains people.
3. Describe how the Pecos people used Glorieta Pass to their economic advantage.
4. Name two water sources for Pecos Pueblo.
5. What were the major agricultural products grown at Pecos Pueblo?
6. What items would you bring to trade at a Pecos trade fair if you were from the plains?
7. What items might you trade at Pecos trade fairs if you lived at Pecos Pueblo?
8. Name three features of a kiva and describe their function.
9. Who was the key archeologist at Pecos? Where did he focus his work, and what did he find there?
10. What did the Spanish bring that changed Native American lives?

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Education Program Questions Option 2

1. How do we know the things we know about the people of Pecos Pueblo?
2. How would you describe the life of the Pecos people before the arrival of the Spanish colonists?
3. Name one benefit the Spanish missionaries brought to the Pueblo people; what did they receive from them?
4. The last few survivors of the once mighty Pecos Pueblo left in 1838. Why were there so few, where did they go and what has happened to them since?
5. What are "pit houses"? Who lived in them, when and why? Are there any in the park?
6. Mules or oxen? Which are better for hauling the heavy freight wagons from Missouri to New Mexico?
7. Kozlowski and "Pigeon" were two foreigners whose names are used in sites at each end of the park. Who were these people, and what did they do and when?

8. Why do so many visitors from the 1920's to 1980's have such good memories of the Forked Lightning Ranch? Why is the Ranch House worth preserving?

9. Why are the Arrowhead, Forked Lightning, Square, Hill House, Shin Po and Rowe ruins important? What do we know about them?

10. Throughout much of the 1700s trade fairs involving Spanish, pueblo and nomadic Indians took place at Pecos pueblo. Name two things that were traded by whom and what for?