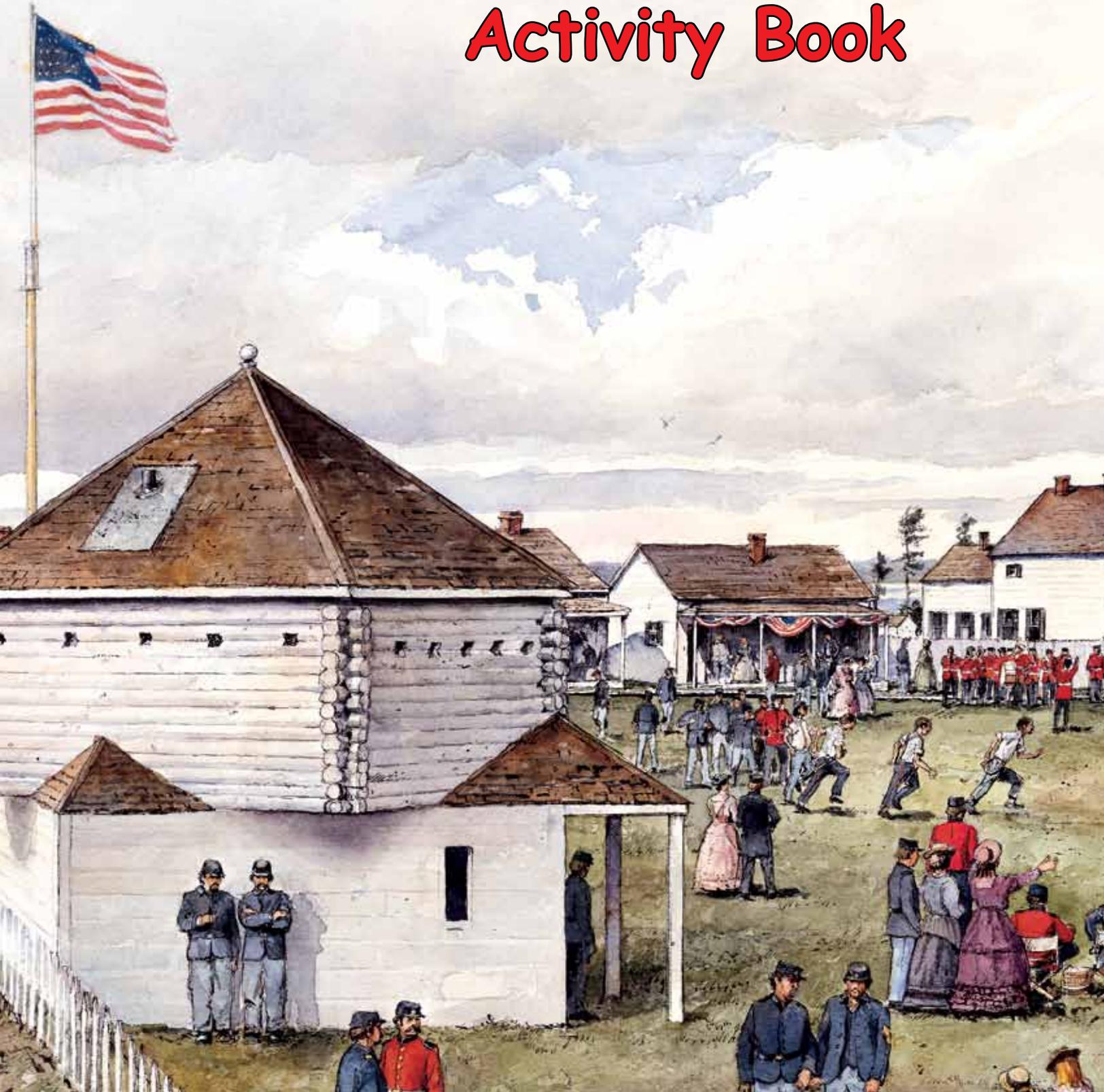


San Juan Island

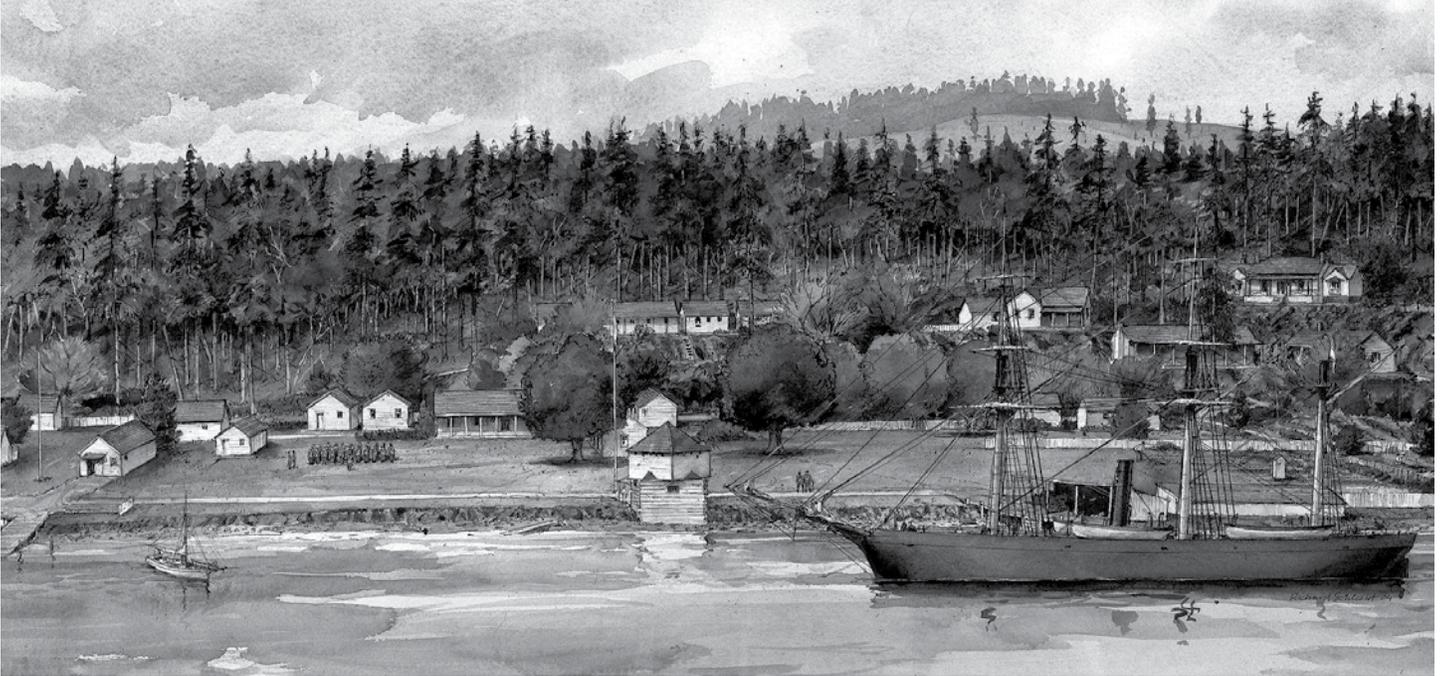
National Park Service
U.S. Department of the Interior
San Juan Island National Historical Park



Junior Ranger Activity Book



San Juan Island National Historical Park was established by Congress in 1966. It was created to preserve and interpret American and English camps and to honor the historical events that occurred from 1853 - 1872. This park also illustrates how war can be averted and peace maintained through positive actions by individuals and governments.



The mission of the National Park Service is to preserve the natural and cultural resources for the enjoyment, education and inspiration of this and future generations. To learn more about America's National Parks visit www.nps.gov.

Contact Information
San Juan Island
National Historical Park
P.O. Box 429
Friday Harbor, WA 98250
(360) 378-2902/2240
www.nps.gov/sajh



Welcome to San Juan Island National Historical Park!

Thank you for your interest in becoming a Junior Ranger.
In this program, you will have a chance to pursue the Junior Ranger Motto:

Explore, Learn, Protect!

To become a Junior Ranger:

- Pick up an official park guide and newspaper.
- Watch the video.
- Attend a ranger-led activity or park program, or take a hike in the park. Write what you did here: _____
- Take the Junior Ranger quiz at the back of the book.
- Show your completed Junior Ranger Activity Book to a ranger at the visitor center to receive your badge and certificate.

**Complete the same number of
activities as your age.**

Note to parents: You are encouraged to join your child as she or he pursues the activities in this book. Don't worry about answering all of the questions correctly. Appreciation of a national park starts with becoming aware of the beauty, diversity and stories within the park you are visiting. Share your feelings as you explore the park. Your enthusiasm is contagious!



The symbol marking the page numbers represents the peaceful occupation of the island by the two great nations involved in the Pig War.



The Pig War

The Pig War is really a story about peace. When pioneers first came to the San Juan Islands, both American and British settlers thought the land belonged to their country. The confusion came from a treaty written earlier that did not specify which of the two water channels would be the Canadian /U.S. border. In _____, a British pig dug up and ate some _____ an American settler had planted. The American and British settlers started to quarrel about who owned the land on which they lived. In their anger, they called for _____ and warships to be brought to the island. While the crisis was being resolved, the British set up their camp on the northern end while the Americans stayed on the _____ tip of the island.

During the 12 years of _____ the island, neither side fired a shot; in fact they often had parties and horse races together. To solve this dispute, the two countries asked the ruler of Germany to be the _____. In 1872, he decided the _____ belonged to the United States. In the end, the dispute was settled peacefully through diplomacy and arbitration, leaving the two camps to be preserved by the National Park Service.

Place the following words in the Pig War story.

Potatoes

Sharing

Arbitrator – look at the next page

Southern

1859

San Juan Islands

Soldiers

Directions:

*After reading the story,
trace the strait decided by
Germany as the Canadian/
U.S. border.*

*Then dot the strait the British
wanted as the border.*

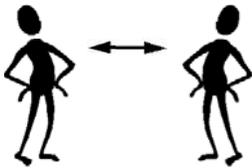


Creating Peace

San Juan Island National Historical Park was created to celebrate the peaceful settlement of an American-British disagreement over the Canadian/U.S. water boundary. Three ways to settle disagreements peacefully are:

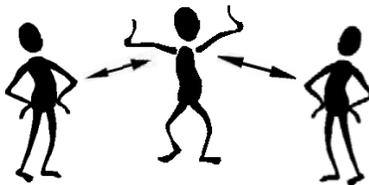
Negotiation

Two parties involved in a conflict come up with an agreeable solution between themselves.



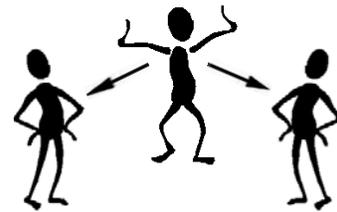
Mediation

A third party helps the two parties involved in a conflict come up with an agreeable solution.



Arbitration

Two parties involved in a conflict select a third party to solve their disagreement.



Referring to the Pig War story on the previous page, which of the above conflict resolution methods was used to resolve the boundary dispute?

What country was involved in its resolution?

Imagine your sister is always taking the TV remote and watching her favorite shows. When you ask her for the remote so you can change the channel, she does not want to share it with you. You tell her that this makes you very upset. *How can you use each of the above methods to solve this disagreement peacefully?*

You can use **negotiation** by:

You can use **mediation** by:

You can use **arbitration** by:

1860 Uniforms

Both the American and British soldiers wore uniforms. Each was unique to their country. They carried everything they needed on them, which included items for their duties as soldiers as well as everyday life.

Draw a line matching what the soldiers are wearing to its name.

American Uniform

The uniform worn by the Americans was mostly blue, which was considered the national color.

Bed roll

Forage cap

Canteen

Belt plate

Cap box

Brogan shoe

Rifle

Bayonet



British Uniform

The British wore a scarlet coat with brass buttons and navy blue pants.

Bayonet

Pack

Shako cap

Brass buttons

Cap box

Union locket buckle

Cartridge box

Rifle



Food

Compare the different daily food of the Native Americans, American soldiers and British soldiers. Do you see any similarities? Which diet looks the best to you? Do you eat any of the same foods? *Fill in what you eat regularly.*

NATIVE AMERICANS	AMERICAN SOLDIERS	BRITISH SOLDIERS	YOU
Salmon	Beef	Fresh meat	_____
Deer	Pork	Vegetables	_____
Elk	Hardtack	Biscuits	_____
Camas bulbs	Cornmeal	Oatmeal	_____
Berries	Beans	Chocolate	_____
Nuts	Coffee	Tea	_____

When you get home, try making hardtack, which was the main food of the American soldiers. The hardtack will be soft at first, but will become hard after a day or two. Be careful — if you leave it in wooden barrels like the soldiers did, you may even get to eat some weevils for extra protein.



Hardtack Recipe

- 5 cups flour
- 1 tablespoon baking powder
- 1 tablespoon salt
- 1 ¼ cups of water

Preheat oven to 450 degrees Fahrenheit. Mix ingredients in a bowl until it is a stiff, elastic dough but not dry or sticky. Roll dough about ½ inch thick onto a greased cookie sheet. With a bread knife, divide the dough into 3x3 squares and poke a grid of holes with a nail. Bake in oven for 20 minutes or until lightly browned. Let cool.

Archaeology

Many things used today are derived from items used hundreds, even thousands of years ago. *Trace archaeological history by filling in the empty blanks, using the word list below.*

PREHISTORIC	HISTORIC	MODERN
Canoe	Clipper ship	
Writing stick		Ballpoint pen
	Oil lamp	Electric lamp
None		Contact lenses
Bentwood box	Cast iron pot	
	Bullet	Missile
Twig		Dental floss
Small shell	Glass bead	
	Hemp rope	Nylon rope
Hole in ground		Flush toilet
Kelp bulb		Bottled water
Digging stick	Metal shovel	

Word List:

Backhoe	Ivory toothbrush
Camas	Spectacles
Ferry	Sinew
Quill	Water pitcher
Plastic bead	Stone
Tree	Torch
Chamber pot	Teflon pan
Indian corn	Computer
Kelp stalks	Arrow



Tree Rings



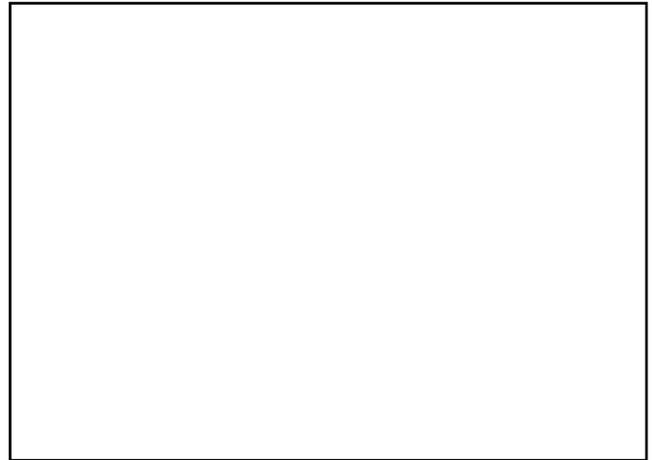
You can tell how old a tree is by looking at the rings of the cross section. A cross section is a big round slice from the trunk of a fallen tree. Each ring is one year of a tree's life. The rings have different thickness depending on the amount of rainfall that year. Also, you can see when a tree survived a fire by looking for pitch.

Take a look at the Douglas Fir cross section at American Camp that fell down in the big winter storm of 2006.

How old was it when it fell down? _____

What year did it start growing? _____

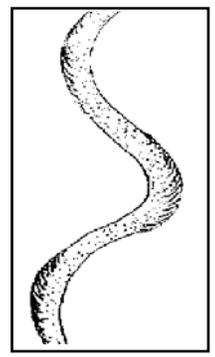
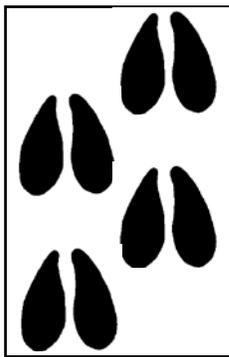
Now, draw a cross section of a tree showing your age.



Animal Tracks

There are many animals that live on San Juan Island, and each has its own unique footprint. *Draw a line matching the tracks to the animal.*

- Deer Deer mouse Great blue heron Garter snake River otter



Prairie Restoration

American Camp is made up mostly of prairie. Non-native plants, like thistle and Himalayan blackberry, have crowded out many of the native grasses and wildflowers such as camas and buttercup that used to be very common. Native Americans burned parts of the prairie to promote the growth of camas, a bulb they used for food. Today a prescribed fire is a way to help remove exotic plants and prepare the site for growth of native species. Seeds collected from remaining native wildflowers and grasses are planted in the burnt area in the fall. By spring the new seedlings appear, and within a couple of years the restored native prairie should be well established.

Help restore the American Camp prairie by numbering the following pictures in order.

___ **Burning**



___ **Black aftermath**



___ **Planting**



___ **New growth**



___ **Recovered**

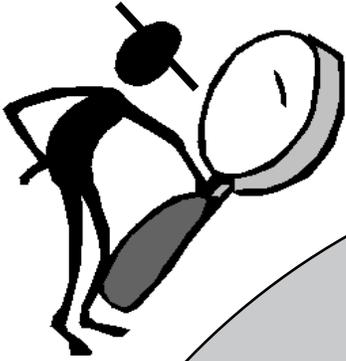


___ **Non-native prairie**



Use Your Senses

When you are out on the water or hiking down a trail, your senses are telling you about your surroundings. Today, take a moment to sit down and look, smell, feel and listen to your surroundings. We left out taste 'cause you probably don't want to taste the sand! *Write down some examples for each of the senses.*

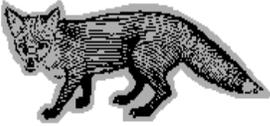


Sight	Smell
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Touch	Sound
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

BINGO

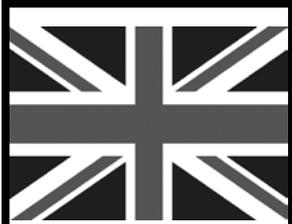
American Camp

Explore American Camp to find at least five objects that create horizontal, vertical or diagonal rows.

				
Wild flowers	Driftwood	Pickett portrait	Robert's rock	Lagoon
				
Butterfly	Bald eagle	Shells	Snowcapped mountains	Parade grounds
				
Redoubt	Flag pole	FREE	Slug	Brass button
				
Laundress quarters	Cone	Officer quarters	Doug fir slice	Crockery bottle
				
Arrowhead	Bone harpoon points	Deer	Canteen	Fox

English Camp

Explore English Camp to find at least five objects that create horizontal, vertical or diagonal rows.



Union flag



Block house



Osprey nest



Bigleaf maple



Pear trees



Bald eagle



Dinghy dock



Juniper tree



Shell midden



Madrona tree



Hospital



Deer



FREE



Sea bird



Oregon Territory Map



Fern



Cistern



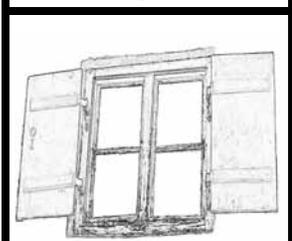
Stone stairway



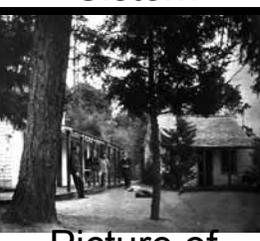
Iron bed



Guss island



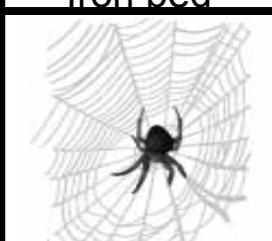
Shutters



Picture of officer's house



Formal garden



Spider



Fireplace

Life Zones

A habitat is home to a plant or animal. It provides the food, water, shelter and space a species needs to survive. At San Juan Island National Historical Park, there are many different habitats that make up diverse life zones. Each life zone is home to a variety of plants and animals.

American Camp

Along the southern edge of American Camp is the Strait of Juan de Fuca. This deep waterway supports a wide variety of fish and large mammals, such as the Orca. On the shoreline is the intertidal zone. This is where many crustaceans including barnacles and crabs live. Above the intertidal zone is the prairie. It is a large, open grassland with very few trees. There are many wildflowers such as the purple camas and chocolate lilies, along with multi-colored butterflies.

Label the life zones in the picture.



Name these plants and animals and then place them in the correct life zone.

I live in a white protective shell and stay on the rocks. I use my feathery legs to gather food. When water is low, inside I go. Who am I? _____

I am a large, black and white mammal, and I love to dive in deep salt water looking for fish. I travel long distances with my family and friends in a pod. Who am I? _____

I have a tall purple flower that blooms in the spring, and my leaves look like grass. The Native Americans harvested my bulb to eat which is similar to a potato. Who am I? _____

English Camp

English Camp has a different set of life zones. Mudflats revealed during low tide are where marine vegetation, shellfish and small fish flourish. Low wave action and silt deposits from streams draining into Garrison Bay create a muddy bottom that eel grass loves. Above the mudflats on the lower edge of Young Hill is an open woodland made up of Garry oak and Pacific madrone trees scattered on a wildflower prairie. You may see a bluebird here. Above the Garry oak stand is a coniferous forest containing Douglas fir, hemlock and cedar trees. This cool, moist forest provides a good environment for other plants like ferns and moss.

Label the life zones in the picture.



Name these plants and animals and then place them in the correct life zone.

I am a short spreading plant that grows on rocks and the north side of trees. I like moisture and I am usually bright green. Who am I? _____

I live in thick beds in muddy areas. My long, thin green leaves rise from a spreading underground stem and provide shelter for small fish and crabs.

Who am I? _____

I am blue and live in nests in tree cavities. You will see me in wooded grassy areas looking for insects to eat. Who am I? _____

Maze



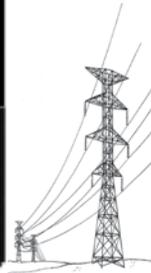
Watch for dangers
on your way!



In January, bald eagles migrate from their winter fishing grounds on the Fraser River in Canada to San Juan Island. *Can you help the eagle find its way?*



San Juan
Island



Each spring, Western bluebirds return to San Juan Island from their winter grounds in southern California. *Can you track the bluebird's migration path?*

Create Your Own Emblem

The arrowhead is the emblem of the National Park Service. It can be found in many different places around the San Juan Island National Historical Park. Park Rangers even have one on their shirts! The buffalo symbolizes all of the wildlife, and the trees, all of the plants. The mountains represent the land, and the arrowhead itself, the history. If you were going to make your own emblem for San Juan Island National Historical Park, what would it look like? Would it be in the shape of an arrowhead or something different?



Draw your own emblem for San Juan Island NHP below. Remember to include something to represent the wildlife, plants, land and history. If you think there should be something more, add that too!

National Park Service

National parks are created by the American people to preserve our history and culture and protect some of the most amazing natural wonders on earth. Parks are meant to be enjoyed by generations to come as well as today. Today there are nearly 400 National Parks in the nation. The numbers below represent the number of NPS sites in each state or territory.

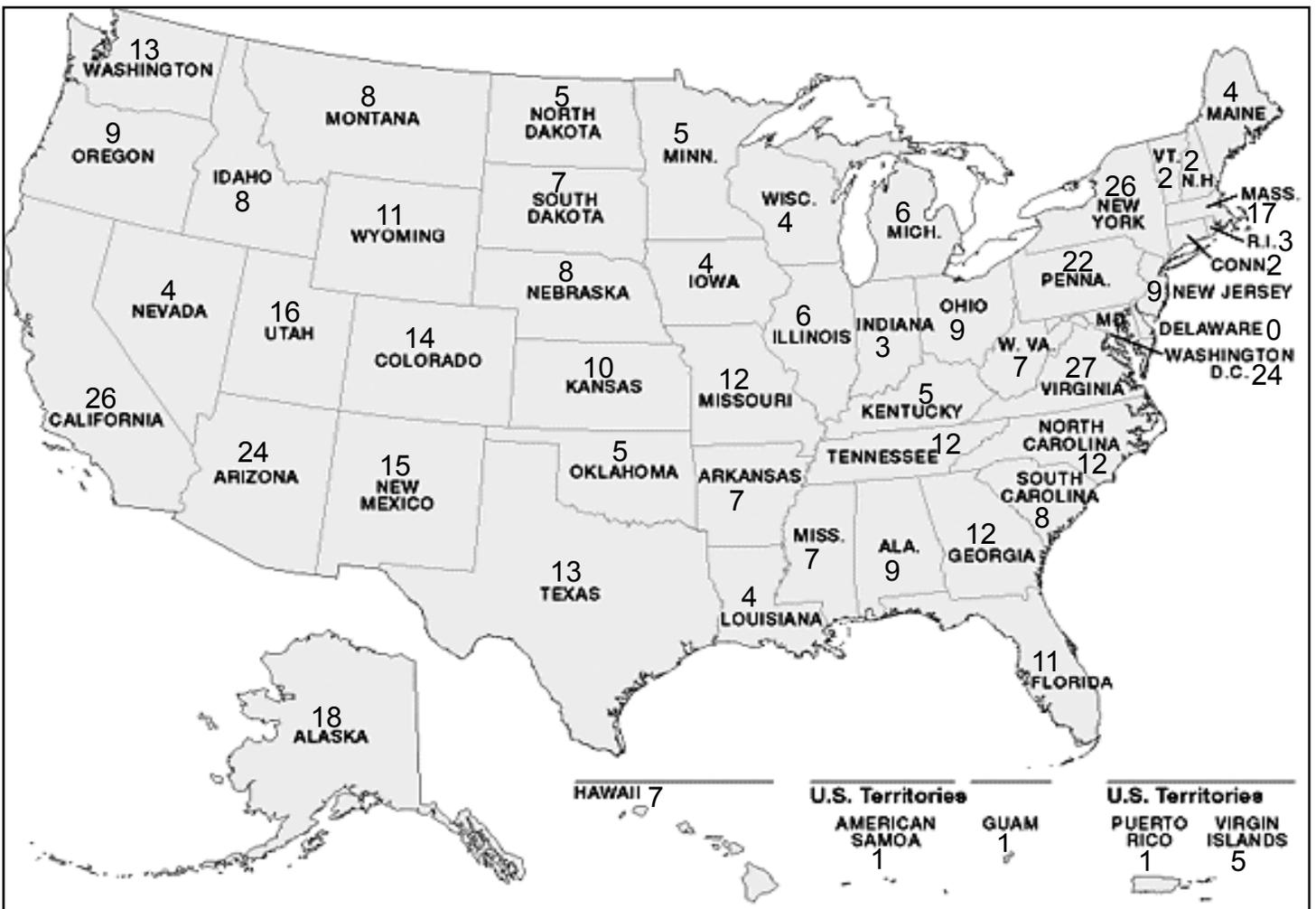
What state are you from?

How many National Parks do you have in your state?

What are some other parks that you have visited?



Shade the states and territories that you have visited.



Junior Ranger Quiz



When you see wildlife in the park, you should:

- A. Feed it so it will come closer.
- B. Enjoy watching it from a distance.
- C. Chase it to see how fast it can run.

I can help take care of San Juan Island NHP by:

- A. Picking up litter.
- B. Staying on trails.
- C. Both.

If you see an interesting rock, arrowhead or old bottle, you should:

- A. Take it home.
- B. Throw it in the water.
- C. Leave it where it is.

What is something new you learned?

What was one of your favorite places you visited in the park?

Junior Ranger Pledge

As a Junior Ranger, I, _____,
promise to be curious and learn as much as I can about my
National Park; protect and preserve the landscape; and help
keep the air, land and water clean. I will share what I have
learned about National Parks with others and will continue to
explore these national treasures.

San Juan Island National Historical Park



For all who see this, be it known that

_____ Name

*has achieved all requisites for becoming a
Junior Ranger. Congratulations!*

_____ Park Ranger

_____ Date

