

# *Grand Canyon National Park*



## **Human History Lesson Plans**

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## Oral History Interview

<b>Grand Canyon Focus:</b>	Reiterate importance of history in our own lives
<b>School Subject:</b>	History, Genealogy
<b>Grade Level:</b>	any grade
<b>AZ Standards Addressed:</b>	Social Studies: 1SS-F2 PO1, 1SS-E8 PO3 Language Arts: W-F1 PO1, PO3, PO4, PO5, PO6, PO7; W-F5 PO1, PO2, PO3; W-E4 PO1, PO2; Standard 3

### **Lesson Overview**

Students will interview an older person and present their findings orally or in writing.

### **Lesson Objective**

The goal is for students to discover some of their own history. This activity also helps students build bridges between generations in their own lives. When we learn about human history, we learn more about ourselves.

### **Materials**

- a sheet of paper with questions for the interview written on it
- a pen or pencil
- each student will interview an older family member or friend

### **Procedure**

1. Each student will interview someone they know who is at least four times the student's age (the older, the better). A great person to interview is someone from a senior citizen center or other places where elderly persons are likely to be found. In class, prepare at least ten questions for that interview.

Some ideas for questions:

- What was the happiest moment of your life?
- What was the most important thing that ever happened to you?
- What do you remember about when you were (the student's age)?
- What major local, state, national and/or world events have happened during your lifetime?
- Have you been to any National Parks? Which ones? Which was your favorite and why?
- How has life changed since you were a kid?
- If the person has lived in the area a long time, ask about how things have changed in the area over time.
- How have things changed for women/minorities in your lifetime?
- How have natural resources been important to you?
- How do you think the management of natural resources has changed over time?
- How do you think values have changed in your lifetime? How have your values changed?
- Who have been your favorite political leaders and why?
- What was the economy like when you were a kid...a teen....in your 20s, 30s....etc.?
- What was fashionable when you were a kid...teen...in your 20s, 30s...etc.?
- If you could pass along one thought of wisdom based on your life, what would it be?
- Encourage the students to ask the interviewee to share old photos.

-Have them ask the interviewee to walk around with the student, showing them items that were not available when they were a kid and discussing what was used in place of those items (example: a microwave, computer, cell phone, DVDs, etc.).

2. Have students present some of their findings in class or write a biography of the person interviewed.

## *History Detectives*

<b>Grand Canyon Focus:</b>	Practice paying more attention to historic evidence around us
<b>School Subject:</b>	History
<b>Grade Level:</b>	4 <sup>th</sup> -8 <sup>th</sup>
<b>AZ Standards Addressed:</b>	Social Studies: 1SS-F2 PO1, PO3; 1SS-E3 PO1, PO2; 3SS-E1 PO2, PO4 Language Arts: W-F1 PO1, PO3, PO4, PO5, PO6, PO7; W-F3 PO2; W-E2 PO2 (4-5) PO2 (6-8) Visual Arts: Standard 1

### **Lesson Overview**

Students use a variety of source material to study the history of selected areas.

### **Lesson Objective**

Students will understand how to use a variety of sources to arrive at a historical picture of a particular area.

### **Materials**

- old photos and/or objects
- paper for drawing
- colored pencils, pencils and/or crayons
- journals or paper for writing
- local map
- coins
- fat crayon, pencil and/or artist's charcoal
- cameras and film (optional)
- rubber cement
- cardboard or poster board
- sharp knife or single-edge razor blade
- local library with historic newspapers on microfiche
- copies of old catalogs (pre-1970s)

### **Procedures**

1. Take the students on a walking tour of your school (especially if it is an older school) or town (especially if you have an historic district). Another idea would be to visit an antique shop or history museum. Hunt for old structures or objects that are either very old, not being used anymore, or are being used for something other than what they were originally intended. You can also have the students bring old items or photos of old structures from home for this activity. Have the students try to guess the original use of the item or structure. Have the students draw the object or structure and write or tell a story in which we learn what the item tells us about the lives of the people who used it.
2. While on your walking tour (or looking at a local map in class), notice if the names of streets, buildings, or geographical features in your community tell you anything about your area's past. For instance, there may be a lot of Spanish names in communities of the southwest because this area of the country once belonged to Mexico. The influence of the original inhabitants of an area, the native peoples, may also be evident. Perhaps there are names of historically well known

members of the community. Schools are often named for local people who made a contribution to education for example.

3. Another idea for a walking tour is to find the oldest section of your town. Notice where this section of town is located and have the students try to figure out why the town may have started at that location. Is it near water or easy access to transportation? Have the students make a rough map as they walk. Look for and record anything with a date such as dates on buildings, cement sidewalks, lampposts, fences, fire hydrants, railings, or manhole covers. Where possible, have the students do rubbings of these dates as well as historic designs, historic plaques, and commemorative markers. (Practice rubbings ahead of time in class by putting a piece of paper on a coin and rubbing the paper with the side of a fat crayon, fat lead pencil or artist's charcoal until the details of the coin show on the paper.). On your maps, record the types of businesses you find and any clues about ethnicities. Railroad stations are also good places to explore. Based on the clues the students find, have them try to figure out when the town began and why. To find out more, check the city clerk's office for early maps of the town.
4. Here's another walking tour idea for the oldest section of town. Have teams of students select old buildings that appeal to them. It works best if each team selects a building next to another team's so that an entire block of buildings get recorded. Students then sketch or photograph each side of the building from exactly the same distance away each time (to keep each side in scale with the others). If you can't get to all sides, just use a copy of the opposite side. If sketching, sketch the pictures large enough to fill up an 8.5 x 11 piece of paper. If photographing, you may need to have the pictures enlarged. Take note of the building's roof for later re-creation in the classroom. Back in the classroom, use rubber cement to glue each sketch or photo to cardboard or poster board. Cut out each picture with a sharp knife or single-edged razor blade (depending on the age and carefulness of your students, you may want adults to help with this part of the activity). Make hinges out of cardboard scraps and use them to glue all sides of the building together to make a 3-D miniature of the original building. Make a roof from cardboard or poster board, using a similar color to the original roof, and glue that on the top. Students can even draw shingles or other features on the roof if needed. Use the rough map you made earlier (see 3) to re-create the oldest section of town. If time permits before or after the ranger program, do the same activity with the historic buildings at Grand Canyon. Re-create Grand Canyon's historic village back in your classroom.
5. Go to the local library and have students look at the oldest newspapers they have (they will probably be stored on microfiche) or choose a decade and look at a newspaper from that decade. Have the students answer questions and/or write a story about life during that time period. Some topics to include might be fashion, the economy, politics, regional or national events, world events, values, humor, sports, attitudes toward natural resources, attitudes toward women and minorities, attitudes towards other countries, popular leisure activities, etc. One idea for a story could include having the students imagine going "back in time" to the era they read about and write a fictional story about what their week might be like. Have the students share their findings and/or stories with the class. After visiting Grand Canyon, have the students imagine going "back in time" to visit one of the historic characters or re-live an event or era that occurred at Grand Canyon. The student's can write a letter to a friend or family member describing their imaginary adventure.
6. While at the library, make copies of ads from the oldest newspaper or catalog you can find (make sure its old enough that prices have changed dramatically). You might also be able to find

old catalogs to buy and/or copy at thrift shops, museums, or antique stores. Cover up the prices with a taped-on flap of paper and play "The History Auction Game". Have students take turns trying to auction one of the items for sale by showing its picture to the class and describing its many attributes. The rest of the class bids on the item. The student to bid closest to the original sales price gets to "buy" the item. After all items are "sold", the student who was able to "buy" the most items wins the game.

7. The library is also a good place to explore the local history section. Special collections might also have information about your community's history.
8. Visit a local cemetery, the older the better (note: some cultures may not be comfortable with this activity). If any ancestors are buried there, have the students use information off the tombstones to determine maiden names of female family members and dates of family member lifetimes. Make a rubbing or draw a picture of artwork found on tombstones. Much information about history can be gathered from tombstones. Here are some ideas of things to look for:
  - Battles or wars
  - A large number of children's tombstones from a particular time period may tell us something about how hard it was for children to survive during that time.
  - A large number of tombstones from the same year or two might reveal a medical epidemic.
  - A large number of tombstones from the same date may reveal a big accident or natural catastrophe such as a flood, tornado, heat wave, freeze, or earthquake.
  - If there is only one cemetery in your town, try to roughly determine the population of the community on a given year based on who was alive during that year. Keep in mind that some people may still be living and some may be buried elsewhere. Those numbers will not be included in your "cemetery census" which is why it is just a rough census. Your census can also tell you something about occupations, nationalities, and immigration patterns.

### **Extension**

If time permits before or after your ranger program, visit the cemetery at Grand Canyon National Park (next to the Shrine of The Ages building) and practice similar activities.

## *Split Twig Figurines*

<b>Grand Canyon Focus:</b>	Learn about split-twig figurines and their importance.
<b>School Subject:</b>	History, Archaeology
<b>Grade Level:</b>	any grade level
<b>AZ Standards Addressed:</b>	Social Studies: 1SS-E2 PO1, PO2 Visual Arts: Standard 1

### **Lesson Overview**

Students will make a replica of a hunter-gatherer split-twig figurine.

### **Lesson Objective**

Students will create and learn about a specific artifact to Grand Canyon that relates to survival of hunter-gatherer societies.

### **Materials**

- several pipe cleaners twisted together or one 3-foot piece of wire for each student

### **Background Information**

Split-twig figurines made of willow or cottonwood twigs have been found well-preserved in caves below the rim at Grand Canyon. The figurines were made by shaping and wrapping willow or cottonwood twigs into likenesses of deer or bighorn sheep. Figurines have also been found across Nevada and in parts of Utah. They may have been used as charms, or used in pre-hunting rituals, by the hunter-gatherers who created them. Using radiocarbon dating, these figurines have been dated to approximately 4,000 years old, making them one of the oldest artifacts related to human history at Grand Canyon!

### **Procedure**

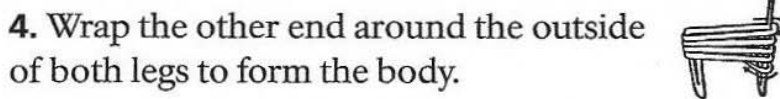
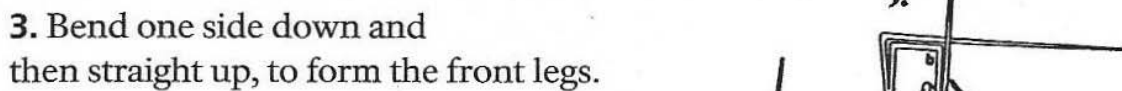
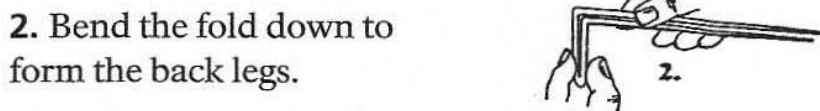
You can make your own split-twig figurine using several pipe cleaners twisted together or one 3-foot piece of wire.

1. Pass out wire or pipe cleaners to every student. Use the diagram on the next page to help instruct the class how to construct a split-twig figurine.
2. Discuss the importance of this artifact. What does it tell us about people of the past? Can you think of anything else that people have made which is 4,000 years old? What is the oldest thing in your family? Your community? Help your students realize how rare and special such an ancient artifact is.

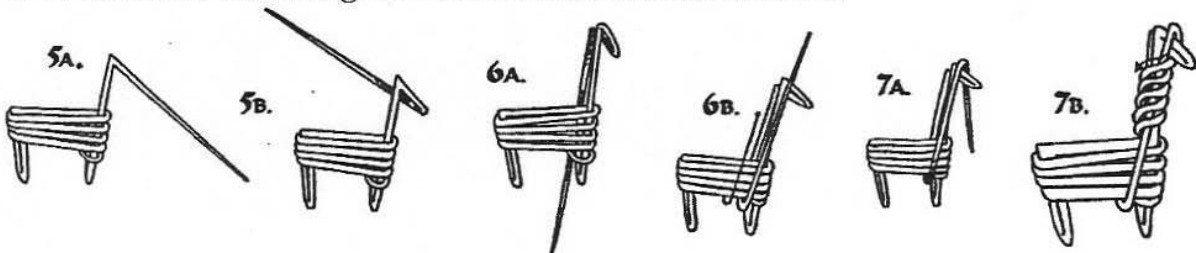
# An Activity to try

Humans have been living in and around Grand Canyon for at least 10,000 years. Split-twig figurine artifacts (items made and used by ancient people) have been found in caves in the canyon. These figurines were made of twigs from willow and cottonwood trees. They were shaped to look like desert bighorn sheep or mule deer and may have been used for good luck charms before a hunt or for religious ceremonies. See real split-twig figurines 3000-4000 years old at the Tusayan Museum!

You can make your own split-twig figurine using several pipe cleaners twisted together or one 3-foot piece of wire. Follow the steps and diagrams below.



5-7. Use the remaining end to form the head and neck.





## **Rock Art**

<b>Grand Canyon Focus:</b>	Learning about rock art and its significance; using rock art as an effective communication tool
<b>School Subject:</b>	History, Art
<b>Grade Level:</b>	4 <sup>th</sup> through 6 <sup>th</sup> grade
<b>AZ Standards Addressed:</b>	Social Studies: 1SS-E2 PO1 Visual Arts: Standard 1

### **Lesson Overview**

Students will simulate making ancient petroglyphs and pictographs.

### **Lesson Objectives**

Students will be able to:

1. Explain the difference between petroglyphs and pictographs
2. Offer explanations why petroglyphs and pictographs were made and their meanings
3. Experience challenges of creating rock art

### **Materials**

For petroglyphs:

- drawing paper cut into 4"x4" or 5"x7" pieces
- crayons
- paperclips or small nails
- newspaper

For pictographs:

- paper bags
- charcoal sticks or colored chalk

### **Background**

Rock art was carved, pecked, or painted on rocks at Grand Canyon and other places throughout the world by people long ago. Figures that were carved or pecked into rock are known as petroglyphs, while those painted with pigment on rocks are called pictographs. Rock art may have been created for religious ceremonies, to tell a story, mark a trail, or leave a message. Some symbols represent animals and people, while others are mysterious in their meanings. Rock art provides important clues of people who lived long ago.

### **Procedure**

Briefly share some background information about petroglyphs and pictographs. You might even see some during your Grand Canyon visit! Explain to the students they will create petroglyphs and pictographs, and convey a message or story of their Grand Canyon visit in the rock art they create.

For petroglyph activity:

1. Cover work area with newspaper.
2. Using earth-tone reds and browns, color heavily over entire paper.
3. Using black crayon, color over the red and brown layer.
4. Using the end of a straightened paperclip or a small nail, gently scratch designs into the crayon layer. The designs should tell a story about one or more aspects of the student's visit to Grand Canyon.
5. When completed, students exchange their work and try to figure out what story the petroglyphs are conveying.

For pictograph activity:

1. Cover work area with newspaper
2. If using large paper bags, tear into appropriate size
3. Crumple the paper bags, then smooth out.
4. Using charcoal or colored chalk, draw pictograph designs on the bag.
5. When completed, have each student briefly describe their designs and what they mean. Hang them on the wall and have an 'art gallery' showing!

## *Human History Timeline Activity*

<b>Grand Canyon Focus:</b>	Local, state and national people, cultures and events as they pertain to the human history of Grand Canyon
<b>School Subject:</b>	History
<b>Grade Level:</b>	4 <sup>th</sup> through 6 <sup>th</sup> grade
<b>Standards Addressed:</b>	Social Studies: 1SS-F1 PO2; 1SS-F3 PO1, PO2, PO3; 1SS-E1 PO1; 1SS-E2 PO2, PO3; 1SS-E3 PO2; 1SS-E4 PO1, PO4; 1SS-E8 PO2

### **Lesson Overview**

Students present their character, culture or human history event in chronological order and place event cards along a relative timeline.

### **Lesson Objectives**

Students will be able to:

1. Place historical characters, cultures and events in sequential order
2. Name several people, cultures and events of importance to the development of Arizona and Grand Canyon
3. Explain how Grand Canyon can be used as a model to study the development of Arizona and the West.

### **Materials**

- time cards
- rope
- paper clips or other material to connect time cards to the rope

### **Procedure**

Create a timeline with rope. Determine how long you want the rope to be. Remember we're covering 14,000 years of human history. The longer the timeline, the better. Here are some suggestions:

- a 14 foot rope means 1 foot = 1,000 years
- a 56 foot rope means 1 foot = 250 years
- 1,200 foot running track mean 1 foot = 10 years

Begin the activity by cutting the Timeline Cards on the following pages into strips so that each character, culture or event is separated. Pass out the timeline strips and give the kids a chance to read about their historical element. Explain that they all are holding a valuable piece of history that helped shape Grand Canyon, Arizona, and the West.

**"Bolded"** characters, cultures, and events apply directly to Grand Canyon history; all others are important events, included to give students perspective on when the others took place in history. You may want to hand out only **"bolded"** cards, and have the others already placed on the timeline.

Discuss the process of chronology and sequential order and their importance as organizational tools. Tell the students they are creating a human history timeline and they must interact with one another to establish the proper order. Start the activity by calling for the first and oldest character, culture, or event. When the player with the **"Paleo-Indian"** strip realizes it is their strip being called for, they come to the front of the class and read their card in detail. The student will then attach the card to the rope at the correct, relative location. Ask the class to look at their

cards and determine who follows the Paleo-Indians. Continue this process until every participant has had an opportunity to play and the timeline is in sequence and complete.

### **Follow-up Questions**

1. Where are most of the events and why is this?
2. How does the development of Grand Canyon represent the process of growth in Arizona and the West?
3. Why don't we have more knowledge of the blank areas on the timeline? How can we find out more about these time period?
4. What time would you most like to visit along the timeline and why?

### **Extensions**

1. Give students their roles in advance. Have students research their role and come to class prepared to really act out their roles. Encourage them to come in costume and use props.
2. Have students do further research on their role and write a paper about that subject.

### **Timeline Cards**

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#### **14,000-9,000 years ago: Paleo-Indian**

I followed the big game animals south from Canada. The climate was warming as the last ice age ended. Our people were sophisticated hunters and lived life on the go, traveling in small bands from camp to camp. Our spear points were found in Clovis, New Mexico with the bones of now-extinct mammoths. Therefore, archaeologists call our people "Clovis".

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#### **9,000-3,000 years ago: The Archaic Period**

I was part of a nomadic hunting tribe traveling through the region. I left behind clues about my way of life such as pictographs, projectile points, pieces of sandals, stone tools and split-twig figurines.

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(Times were changing as agriculture became a larger part of the local people's lifestyle)

#### **3,000-1,300 years ago: The Basketmakers**

I hunted bighorn sheep and harvest pinyon nuts but also grow corn. I traded for goods outside the region and was known for well made baskets. Our families lived in rock shelters and pit-houses. We had cradle boards for our young children and beautiful woven bags. We could weave with such skill that our baskets were watertight.

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#### **1,300-800 years ago: Ancestral Puebloans**

I was part of an extended community where many families lived and worked together. We raised crops such as corn, squash and beans, as well as collected wild foods and hunt game. We were excellent potters and made beautiful ceramic vessels for trade and household use. We lived mostly in above-ground pueblos and turned many pit-houses into religious kivas. Our people traded extensively with other tribes.

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(A major drought about 800 years ago is thought to have forced many lifestyle changes for the people living in Arizona)

**800 years ago - present: Cerbat/Pai**

We came from the Mohave Desert region to the western end of Grand Canyon and became the dominant tribe along the south rim. We are direct ancestors of the Havasupai and Hualapai Indians that still call the canyon home. You can still find the low rock walls we constructed along game trails to ambush bighorn sheep as well as the roasting pits we used to prepare a main staple food, agave. We traded meat, hides and mineral paints for Hopi and Mohave pottery and woven goods.

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**800 years ago - present: Southern Paiute**

Our people came into the canyon country as hunter-gatherers from Southern Utah. It is difficult to find the difference between our camp sites and the Cerbat locations if you just look at the artifacts. Generally, we coexisted with the Cerbat people but we lived on the North side of the river. Rock pictographs were an important form of expression for us. Many of these "Story Rocks" can be found along the river and in the side canyons.

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1492: Columbus "discovers" the New World  
Spain begins conquest of The Americas

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**1520's: Cortes commissions Coronado Expeditions**

I was part of a group of soldiers and explorers who entered the southwest to claim land for Spain and to search for The Seven Lost Cities of Gold (Cibola). We also established missions and fortifications, many of which you can still visit today.

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**1540: Spanish Conquistadores first Europeans to record seeing Grand Canyon**

I am Lt. Cardenas, one of the first Europeans to view the Grand Canyon. We viewed the great chasm as a major obstacle and hindrance to our expedition. We thought it would take three days to get across to the North Rim. Roughly three days later, we still had not arrived at the 300-foot-wide river we had thought was only 6 feet wide. Distaught and dismayed, we turned back. What appeared to be easy to cross from above was instead virtually impossible; rocks which looked as tall as a man proved to be taller than the mighty Tower of Seville - which is called la Giralda and is about 200 feet tall.

**1820's: Fur trappers and Traders**

I am Bill Williams, a trailblazing loner ranging over much of the West, befriending Native Americans, and braving the wilds. Tough, self-reliant frontiersmen and I were in search of beaver along the untamed Colorado River, as well as deer and rabbits along the snowy slopes of the North Rim and the surrounding areas.

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1832: Hot Springs Reservation, Arkansas (now Hot Springs National Park)  
First time Federal land was set aside and protected for public use.

**1848: Mexican American War**

Most of Arizona was given to the U.S. at the end of the war. Grand Canyon becomes U.S. Territory (also gold was discovered in CA near Sutter's Mill).

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**1853: Gadsden Purchase**

The rest of Arizona became part of United States

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**1857: U.S. Military explores Grand Canyon**

I am Lt. Joseph Ives. I led a steamboat up from the mouth of the Colorado River (Gulf of CA) to map and secure routes and determine how far the river was navigable. The "undiscovered country" proved insurmountable as the boat was smashed against rocks 350 miles into the expedition. After continuing to explore on foot and horseback, my impression was that "...this region is altogether valueless... after entering it there is only one thing to do...leave! Ours has been the first and will doubtless be the last party of whites to visit this profitless locality... the lower Colorado River along the greater portion of its lonely and majestic way shall be forever unvisited and undisturbed."

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**1863: Arizona became a territory of the U.S.**

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**1864: During the American Civil War**

Abraham Lincoln, in the midst of national conflict and struggle, provides federal protection for Yosemite Valley, granted to the state of California, indicating a national interest in preserving national treasures.

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**1869: The Powell Expedition**

I am John Wesley Powell, a one-armed Civil War veteran. I and my expedition party were the first known people to boat through Grand Canyon on the Colorado River. When I started my expedition, the maps of this region were blank. I helped the world realize the wonder of the canyon region. As a geologist, I realized "all about me are interesting geological records. The book is open, and I can read as I run."

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**1872: Yellowstone National Park (in northwestern Wyoming)**

The U.S. and the world's first National Park is established.

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**Early 1880's: Atchison Topeka and Santa Fe Railroad was built across Arizona**

I was a conductor steamin' along down a lonely track. My train was bringing goods and materials from the east quickly and cheaply to California. Aboard with me were businessmen, explorers, prospectors, and a few wealthy tourists from the East. The train was very important to the development of the western part of the country. Many new little towns such as Winslow, Flagstaff, and Williams owe their origins to the railroad.

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**1883: John Hance**

I was a trapper turned prospector turned story teller. I settled here with my family and developed a "hotel/ranch" along what would eventually become the South Rim of Grand Canyon National Park. I entertained the earliest Grand Canyon tourists with memorable "tall tale" stories. For instance, on one occasion, the canyon was clouded over. No matter, I strapped on my snowshoes and commenced on walking across the clouds. About half-way through, a clearing appeared and I was stranded! Luckily the clouds came back in and I was able to continue to the other side.

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**Mid 1880's: William (Wallace) and Ada Bass**

I was a railroader, carpenter, rancher, miner, turned trail guide; setting up camp at what would become Havasupai Point and the South Rim of Grand Canyon National Park. I would take you along a rustic trail I constructed, down into the canyon on my trusty mules. I also had a camp set up within the canyon. On one of these trips, I met up with my future wife, Ada.

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**Mid 1880's: Ada Bass**

I was a classy school teacher and violinist from New York. I was one of the first white woman to visit the Grand Canyon and, while there, met my husband William. We fell in love and I became the first woman to raise a family on the South Rim of Grand Canyon.

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**Late 1880's: Peter Berry**

I am Pete Berry. I began my venture to Grand Canyon area as a hopeful prospector. Unfortunately, like many other miners, I found most mines consumed more money than they produced. I would soon progress into owning and operating the Grandview Hotel. In 1897, my hotel was the first tourist destination along what would become the South Rim of Grand Canyon National Park.

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**Late 1880's: Ralph Henry Cameron**

I came to the canyon as a prospector and saw ample rewards in the South Rim development. I helped establish the Bright Angel Toll Road, now known as the Bright Angel Trail. Between 1901 and 1903 I established Indian Garden Camp in the canyon and a hotel on the rim of the canyon. I was a fierce competitor with other hotel owners and later gained power and influence as a congressman and senator. I would need this power to battle against the Sante Fe Railroad and the National Park Service who wanted my land and trails.

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1890: United States Bureau of the Census declares the Frontier at an end

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**Early 1890's: Louis Boucher**

Although friendly, I am known as "the Hermit" due to my choice to live in seclusion near Dripping Springs. Far from the village, I stayed out of the power struggles my friends Pete Berry and Ralph Cameron were involved with. I set up a copper mine that produced very little. When I wasn't working in the mine, I tended my garden and 75 fruit trees. I eventually followed the course of many other prospectors and began promoting my camps, trails and guide services to visitors. There are more Grand Canyon places named after me than anyone else.

1893: President Benjamin Harrison proclaims Grand Canyon Forest Reserve

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**Mid 1890's: William (Buckey) O'Neill**

I was raised in Missouri and received my law degree in Washington, D.C. I came to Arizona as a reporter, and later became a judge, superintendent of schools and sheriff. I was drawn to the canyon as a prospector. Faced with the expenses and difficulties associated with mining, I began establishing my political prowess by establishing land claims and dealing with Arizona state businesses. My cabin still stands in its original place and is the longest continually-standing structure on the South Rim of Grand Canyon.

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**1896: Bright Angel Hotel and Tent Cabins** are erected by James Wilber Thurber, sold to Martin Buggeln in 1901, and then replaced by the Bright Angel Lodge in the mid-1930s. Grand Canyon Village begins to develop.

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**1901: Grand Canyon Railway arrives at the South Rim.**

A 16-hour, \$20.00 stage coach ride from Flagstaff or Williams became a 3-hour, \$3.95 train ride. Grand Canyon Village and the South Rim area's visitation would increase in a short time from hundreds per year to tens of thousands per year.

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**1901: Theodore (Teddy) Roosevelt becomes President of the United States**

I visited Grand Canyon South Rim in 1903 and was immediately filled with awe and inspiration. At a speech I said, "Do nothing to mar its wonderful grandeur, leave it as it is, keep it for your children, your children's children, and all who come after you as the one great sight which every American should see."

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**1903: Kolb Brothers arrive at Grand Canyon**

I'm Emery and I'm Ellsworth, and we're the Kolb Brothers. We came to Grand Canyon to develop a photography studio and take pictures of mule riders going down the Bright Angel Trail. We set up camp along the rim near our buddy Ralph Cameron and began building our studio.

**Ellsworth:** I came here in 1901 and chopped wood to make money. When my brother came out the following year, we started our studio at the canyon. My brother and I had many excellent adventures in the canyon from rock climbing to white water boating, but business tensions between us caused me to leave in 1913.

**Emery:** In 1905, a few years into my work as a photographer and guide, I fell in love with Blanch Bender, a former Harvey Girl. Two years later we had Edith, our only child. I kept in good shape by running in and out of the canyon to get fresh water for our film development- sometimes I ran over 25 miles a day. I remained at the canyon until my death in 1976, leaving behind thousands of photographs for historians to look through.

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**1905 (a): El Tovar Hotel opens with Fred Harvey Company providing visitor services**

I am Fred Harvey and beginning in 1883 revolutionized visitor services at restaurants and hotels along the Sante Fe railway, pushing the idea of a good meal and a clean room at a fair and honest price. I hired educated, wholesome young women as "Harvey Girls" to work at my establishments.

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**1905 (b): Francis Schwedler**

I joined the Fred Harvey Company when I was 18 years old. I was looking for adventure and wanted to get away from my hometown in Michigan. By becoming a Harvey Girl, I got a chance to explore the West and start an exciting new life.

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**1905 (c): Mary Elizabeth Jane Colter begins working at Grand Canyon**

Born in Pittsburgh, Pennsylvania, but considering St. Paul, Minnesota my true home, I began down the career path of school teaching and interior decoration. After studying architectural design in San Francisco, California, I eventually found myself with the Fred Harvey Company. My buildings were influential throughout the entire Southwest and I had a hand in designing eight structures at Grand Canyon. This was a time when a woman couldn't even be called an architect and many of the workmen resented being bossed around by a woman.

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**1906: Portions of what would become Grand Canyon National Park declared a Game Reserve.**

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**1908: Grand Canyon National Monument established by President Teddy Roosevelt.**

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1912: February 14: Arizona Territory becomes 48th state.

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1916: August 25: National Park Service was created and given the responsibility to "conserve the scenery, the natural and historic objects and the wildlife therein; and to provide for the enjoyment of the same, in such a manner and by such means as will leave them unimpaired for the enjoyment of future generations."

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**1919: February 26: Grand Canyon National Park established.**

44,000 people visit the park.

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**Mid 1920's:**

Automobiles begin replacing the train as preferred transportation to the park.

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1929: The stock market crashes and the Great Depression begins.

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**1933: Civilian Conservation Corps (CCC)**

My name is Billy Gwynn Jr. Times were really rough back home in Pennsylvania, with no work to be found, the stock market crashing in '29 and the Great Depression in full swing. President Franklin Delano Roosevelt (FDR) just created the CCC. This program gave me a job; I could work out in the

canyon, benefit my government, nation and public lands, gain work skills and an education, and send money to my struggling family back home.

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**1936: Hoover Dam completed and Lake Mead created**

Water is life. The Southwest didn't have enough of it, and FDR's reclamation projects looked to solve the problem by building Hoover Dam downstream of Grand Canyon. I'm Emelio, a farmer trying to make a living in the arid fields of Arizona. Having a reliable source to irrigate my crops changed everything. I could now grow a variety of crops and provide food for a growing state.

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**1955: Almost 1,000,000 people visit the park and river running gains popularity**

I'm Georgie White and I was the first woman to start a river-running business. I established rafting methods still in use on today's trips. I pioneered the use of surplus World War II rubber rafts, which helped turn an elite adventure sport into a recreational past time accessible to the general public.

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**1963: Glen Canyon Dam completed and Lake Powell created**

I am an influential conservationist by the name of Aldo Leopold. The idea of another dam along the Colorado River corridor disturbed me. My friends and I stopped the dam from going in near Dinosaur National Monument, an act which was said to be the first great victory for preservation in this century. However, public pressure for more water in Arizona and the Southwest allowed Glen Canyon dam to be built upstream of Grand Canyon.

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**Late 1960's:** Almost 2,000,000 people visit the park, air travel becomes more prominent, and Americans begins to recognize the value of protecting our air, water and national public lands.

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**1975:** President Gerald Ford doubles the size of Grand Canyon National Park and brings it to its current size of 1.2 million acres

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**1985: Nearly 3,000,000 people visit the park and the Central Arizona Project begins**

My name is John and I'm a pipe fitter. I got covered with dust every day, driving my truck along a remote dirt road to my worksite where I helped build a water line 200 miles long. I was proud to be bringing more water from the Colorado River to the major cities of Phoenix and Tucson. The Project ended in 1991 and I moved on to maintaining the canals.

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**Mid 1990's:** Grand Canyon National Park formulates in-depth General Management Plan to accommodate the Mission of the Park Service and the needs of over 4,000,000 annual visitors.

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**Today:** Grand Canyon National Park is a World Heritage Site, one of the seven natural wonders of the world, and one of the crown jewels of the National Park System, receiving over 4.5 million visitors annually. Arizona alone has over 20 areas managed by the National Park Service and receives billions of dollars from the tourists visiting the parks.