



Ask A Ranger

K-12th Grade

Preparing for your Distance Learning Program





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Welcome and Need to Know Information

Dear Teacher,

This packet contains all the information you will need to prepare your students for a “Ask a Ranger” Distance Learning program with Glacier National Park.

The lesson plans and resources on pages 5-7 should answer most questions about program logistics, objectives, and schedules.

The rest of the lessons are meant to prepare students for the concepts and vocabulary highlighted during the program. Each activity can serve as a pre-visit introduction or a post-visit assessment/extension.

Be sure to confirm the date(s) and times for your Distance Learning program (received via email) are correct. There is no cost for this program.



The education ranger assigned to your group will email you before the program to arrange for a test call and answer any questions. You can also reach them at 406-888-7899.

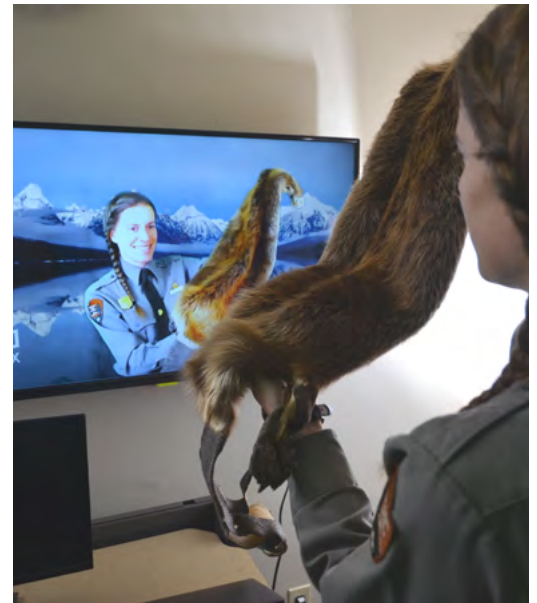
Finally, this project and many other critical projects would not be possible without your donations to the Glacier Conservancy.

Glacier National Park
Education Staff

What is Distance Learning?

Glacier National Park protects some of our nation’s greatest treasures, and hosts nearly 3 million visitors a year. While its pristine location in the mountains of Northwest Montana provides spectacular scenery, it also proves tricky to visit; often requiring a long drive or flight.

Glacier’s Distance Learning Program strives to bring the experience and learning opportunities of this special place to classrooms around the country, providing interactive, curriculum based education programs to students of any age!





Background on Glacier National Park

Established in 1910, Glacier National Park is located in northwest Montana and is often referred to as the jewel of the Crown of the Continent ecosystem. Known to Native Americans as the “Shining Mountains” and the “Backbone of the World”, Glacier National Park preserves more than a million acres of forests, alpine meadows, lakes, rugged peaks, and glacial-carved valleys in the Northern Rocky Mountains. Its diverse habitats are home to nearly 70 species of mammals including the grizzly bear, wolverine, gray wolf, and lynx. Over 270 species of birds visit or reside in the park, including such varied species as harlequin ducks, dippers, and golden eagles. The landscape is a hiker’s paradise that is traversed by more than 740 miles of maintained trails. Glacier’s location at the headwaters of the Pacific, Atlantic and Hudson Bay drainages, in addition to its climate influences, have given rise to an incredible variety of plants and animals.

The park is named for its prominent glacier-carved terrain and remnant glaciers descended from the ice ages of 10,000 years past. Bedrock and deposited materials exposed by receding glaciers tell a story of ancient seas, geologic faults, and uplifting. The result of these combined forces is some of the most spectacular scenery on the planet.

In 1932, Glacier National Park and Canada’s Waterton Lakes National Park, adjacent to Glacier’s northern border, were designated Waterton-Glacier International Peace Park. This designation celebrates the longstanding peace and friendship between the two nations. Both parks have since been designated International Biosphere Reserves and together were recognized in 1995 as a World Heritage Site.





Program Information

Lesson Overview

When you think of Glacier National Park, you might imagine hiking a mountain peak, sliding down an icy glacier, or watching majestic wild animals in their natural habitat. In this program, students have the chance to ask rangers from Glacier National Park about the amazing places, events, and sights that make Glacier special. During this learner-led program, students explore what it is like to live in one of our countries most beautiful places, and they can also ask about daily life experiences that make working for a national park inspiring.

This program is flexible by design. If your class is studying specific topics, such as glaciers, adaptations of wildlife, habitats, or the human history of Glacier National Park and the area, please let us know in advance. We can tailor the program and add sections to reflect those topics.

The last half of the program can be an in-depth dive into a specific subject, or it can remain as an informal question and answer time.

Essential Questions

How do National Parks serve the people of the US?
What Makes Glacier National Park special?
What role do people have in protecting the natural environment?

Vocabulary

Preserve, Protect, Career, Mission

Vocabulary will vary for each program based on student questions.

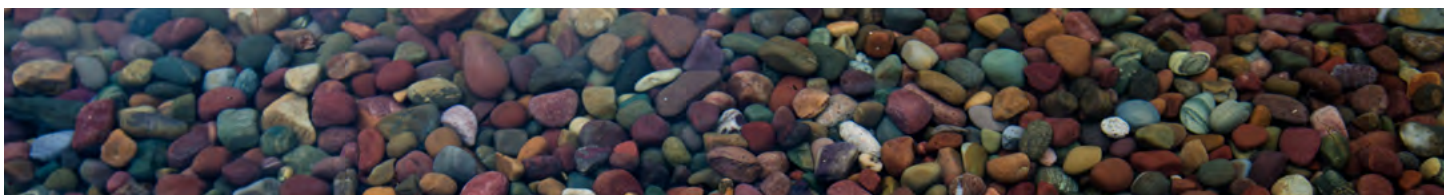
Next Generation Science Standards

5-ESS3-1 Earth and Human Activity: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

MS-ESS3-3 Earth and Human Activity: Apply scientific principles to design a method for monitoring and minimizing human impacts on the environment.

Lesson Objectives

At the end of this program, students will be able to:
Explain what national parks are and what they protect.
Describe the types of jobs you can have with the National Park Service.
Compare and contrast Glacier National Park with where they live.





Suggested Lesson Sequence

Pre-Program Lesson Read “A day in the life of a Park Ranger.” As a class, come up with 5-10 questions to ask the ranger during your program.

During the Program 45-60 minute question and answer session with a ranger.

Post-Program Lesson Write a report on careers in the NPS.



Pre-Program Lesson

A Day in the Life of a Park Ranger

Time 60 minutes

Materials [Visit this link to our website to download the PDF needed for the lesson.](#)

Procedure Student reading: Have each student read “A Day in the Life of a Park Ranger” found at the link above.
Submit class questions: Have students collectively identify 5-10 questions that they want to ask the ranger as part of the session. Please submit these questions via email to GlacierNPSEducation@gmail.com at least one week in advance of the program.
Check computer setup: This is a good time to make sure your computer setup is functioning optimally. Contact the education staff if you have any questions and ensure that you are scheduled for a required pre-conference connection test.

During the Distance Learning Program

Ask A Ranger

Time 45-60 minutes

Getting Ready Student Volunteers: Students will interact with the ranger during the program, but the ranger will rely on you to call on students directly.

Establish video conference connection: Prior to the program, you and the ranger will decide who is hosting the program. If you are the host, please email the connection link at least 15 minutes ahead of time. If the ranger is hosting, we will email a connection link at least 15 minutes prior to the program. Make sure your connection is up and running before beginning the session with the education ranger.



During the Distance Learning Program (continued)

Procedure

Orient your students:

Before connecting, show students the set-up and go over any standards of behavior that students should follow during the session. Remind them that the ranger may not be able to see everyone in the classroom, so they should look to you as an intermediary when they want to make a comment or ask a question.

Connect with Glacier:

At the designated time, use video conferencing software to connect with the education staff. The program is designed for 45-60 minutes, but can go a little longer if students have questions and you have time.

Let the communication begin!

Please be available to the education staff during the entire length of the program. At the end of the program be ready to help facilitate questions.

After the program:

Take some time after the program for students to discuss and provide feedback about their experience. Let them know that if they have further questions for the education staff, they can contact us at:
glac_education@nps.gov



Post-Program Lesson

Why National Parks?

Time

60 minutes

Materials

Pencil, paper, computer.

Procedure

Write a report:

Have students write a short report on one career with the National Park Service that they are interested in.

Have a discussion:

Lead a brief discussion on the role of the National Park Service in protecting the nations natural, cultural, and historic resources. What makes Glacier National Park special and worth protecting?