

# **Project Completion Report**

## **Rocky Mountains Cooperative Ecosystem Studies Unit (RM-CESU)**

**Project Title:** Grand Teton National Park's No Jr. Rangers Left Behind!

**Project Code :** USURM-54 J1242087006

**Type of Project :** Technical Assistance and education

**Funding Agency:** National Park Service

**Partner University:** Utah State University

**NPS Agreement Technical Representative:**

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**Principal Investigator:**

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Start Date of Project: Jan 1, 2008

End Date of Project: September 30, 2010

**Funding Amount:** \$5000

### **Project Summary**

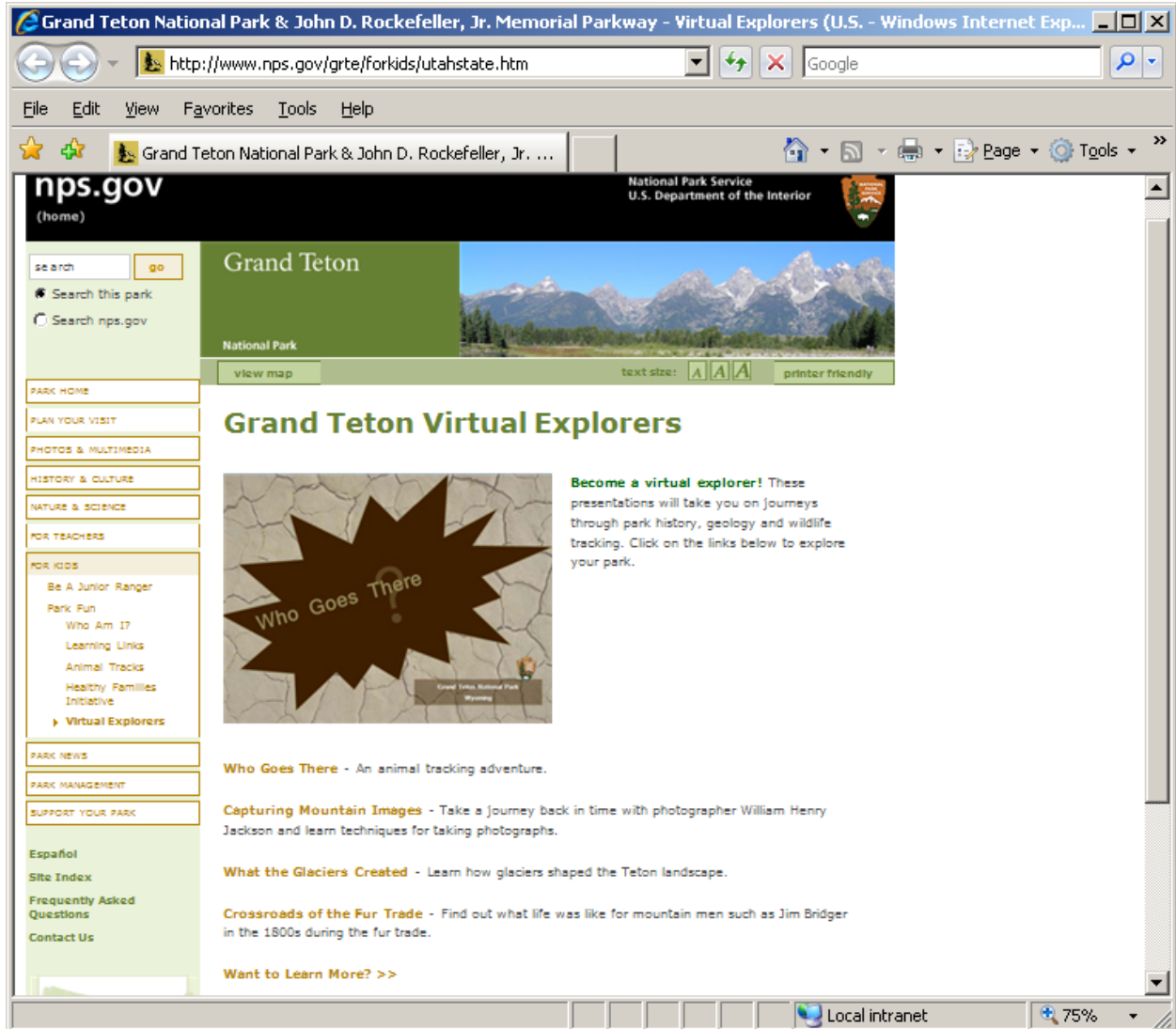
**For more information, see: [Nps.gov/grte/forkids/utahstate.htm](http://Nps.gov/grte/forkids/utahstate.htm)**

The goal was to develop online activities targeted at web-based Junior Rangers to expand connections with the park to a broader audience than on-site visitors. Utah State University's Environmental Education (EE) Class visited Grand Teton National Park in the spring of 2008 to familiarize themselves with the park's natural and cultural history by park staff. Students researched, wrote, and designed on-line EE park-based activities to spur interest in learning more about park themes and expand interest in participating in the park's Junior Ranger by creating online Jr. Ranger-type of activities. Students determined topic areas with the guidance of park staff and identified cognitive objectives for their activities. They researched park cultural and natural history through print, electronic and in person resources.

Students then drafted powerpoint programs and presented their Junior Ranger Activities to park staff and USU personnel in late April, 2008. Six electronic EE powerpoint activities based on the park's cultural or natural history were presented. Topics include Teton Valley Mountain Men, Trail Etiquette, Tracking and Wildlife interactions, Mapping GTNP and Landscape Features, William Henry Jackson (early photographer) and Glacial Topography. The four top quality activities were selected to be edited and prepared for inclusion on the park's official

website. After editing work by both the USU instruction and park staff, the powerpoint activities are no online.

### Park Website Screenshot:



Screenshot from the [Who Goes There](#) - An animal tracking adventure.

Be a wildlife tracker!  
Measure the track.  
Take a picture.  
Sketch it. Look closely  
for more clues about  
this park animal.

A BEAR Walks There!

Bears may appear cuddly, but bear up! Their claws are long, sharp and attached to powerful paws.

Bears walk on the sides of their feet. This is called plantigrade. Humans, cats, rabbits and horses are other plantigrade animals found in the park. However, not!

5 toes on each foot...

4-footed animals are called quadrupeds...

3 parts to look for include claws, toes and pad.

2 bear tracks, are found in the park's bark and gravel.

1 toe, the smallest inner toe, does not always show up in the track.

Click and drag each animal to their track.

Screenshots from "[What the Glaciers Created](#) - Learn how glaciers shaped the Teton landscape."

Teton Fault Zone

Block tilted upward

Block tilted downward

The Teton Range we see today was built by two main processes. First, massive blocks tilted up and down along the Teton fault.

U-shaped Canyons

U-shaped canyons form as the glacier flows.

As they flow, glaciers easily pluck rock and use them to scour and smooth the land underneath.

Glaciers take V-shaped river canyons and widen the bottom while creating steeper sides.

The shape results in a wider valley

Cascade Canyon, just west of Jenny Lake, is a popular hike. Park visitors enjoy abundant wildflowers, wildlife and striking views into the higher, more remote peaks.

The programs are a wonderful addition to the park's website, which had very little to offer to young web explorers.

**Number of students participating in this project: undergraduates, graduate students, degrees conferred.** 10 students. Additional contacts with students, children and web users everywhere due to the online nature of the program.

**Lessons Learned from this project.**

The most important lesson learned from this project was about the use of college students and their relatively short-term class time limiting the success to complete the in-depth quality product envisioned by the park. Luckily with the EE USU instructor's efforts to clean-up and correct the student's initial efforts, as well as park staff time to review various drafts, the end products are a success. Similar future projects should remember that due to the students multiple commitments to completing other school projects as well as this project, the need to build in an option for editing work to be completed outside of a one semester course is critical.