

Sieur de Monts Stewards- Program Planner

We are looking forward to your visit to Acadia National Park, which will provide your students with a special opportunity to visit various trails and the new Nature Center exhibit to explore the topic of human change in the environment. This program takes place along easy to moderate hiking paths with some uneven terrain.

Please meet your ranger at prearranged time at Sieur de Monts in Acadia National Park. Please call the Education Office at 288-8823 if you would like more detailed directions. The program **is four hours long**. Plan a bathroom break just before departing school. Thompson Island picnic area at the head of Mount Desert Island has multiple toilets available for schools traveling a distance. If you have any questions about the program in advance, please call the education office at 288-8823, and/or 288-8825 on the day of the program. If you will be more than 15 minutes late, please call the Visitor Center at 288-8832 so that they can contact the ranger by radio.

Program Schedule (timing and sequence may vary):

- 9:00 Welcome, Logistics, Safety, Introduction
- 9:15 Hike path to the Tarn, glacial and sedimentary studies, map activity
- 10:30 Nature Center exhibits and group presentations
- 11:30 Lunch outside Nature Center
- 11:45 Walk the Jesup Path boardwalk or Homans and Emery Paths, ecosystem changes and/or iNaturalist observations
- 12:50 Conclusion, walk back to parking area
- 1:00 Buses depart

Plan to Bring

Chaperones: Plan early! Acadia requires a chaperone for every ten students. Extra chaperones are welcome.

Food and Water: No food is available at Sieur de Monts. Each student needs to bring a snack, lunch, and water in a resealable container.

Clothing: Good supportive shoes are essential – no flip-flops. The ground in areas will be rocky and uneven. Wear layered clothing.

Nametags: Students and adults need name tags. A piece of masking tape with name in marker is sufficient.

Signed photo release forms: Please send photo releases home with students for parent signatures.

Teachers' Responsibilities

- **Adherence to school procedures** such as permission slips, insurance, transportation, etc.
- **Recruit chaperones** and inform them of their responsibilities. Please photocopy and distribute the chaperone handout.
- **Preparing students** to follow low-impact (Leave No Trace) practices.
- Minimize disturbance to the ground and the forest when hiking off trail.
- Respect each other and other visitors. Listen to nature and use quiet voices
- **Supervise students** and help them stay focused while on the program.
- **Notify trip participants** about the recommendation to check for ticks after visiting the park. Tick numbers here have risen in recent years. Here is a link a Maine Tick/Lyme Disease Information Sheet for your reference: www.maine.gov/dhhs/mecdc/infectious-disease/epi/vector-borne/posters/documents/tick-id-card.pdf
- Ensuring that **safe practices** are followed throughout.

Classroom Activities (Request PDF)

- Ecological Handprint

Learning Standards:

From the Next Generation Science Standards

MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

From the Common Core

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Program Goals:

- To increase students' knowledge of climate change and related questions/research.
- To increase students' awareness of how humans can cause change in their environment.
- To create a sense of community stewardship towards the park's resources and students' local environment.

Program Objectives:

- Students will be able to:
- Read/analyze a climate change-related exhibit and pull out key information to share.
- Present a specific piece of climate change information to peers in a group setting.
- Analyze and identify differences between different topographical maps.
- Describe the formation and history (natural, human) of The Tarn.
- Make predictions based on current data about what this area may look like in the future.
- Ask questions based on close observations in nature.
- Name two things that can personally be done to combat climate change.
- Name two ways NPS staff are helping to protect Acadia's natural resources.

Online resources:

Acadia's Teacher Resources: www.nps.gov/acad/forteachers

WebRangers: www.nps.gov/webrangers

Map of Acadia: www.nps.gov/acad/planyourvisit/maps.htm