



LESSON 5

I Saw It on the 6 O’Clock News

BIG IDEAS

- Forests are renewable resources. They can be used and regenerated at regular intervals. The complexity of the forest ecosystem and intensity of disturbance affect the rate of renewal. (Subconcept 3)
- Forest management is the use of techniques (e.g., planting, harvesting) to promote, conserve, or alter forests to meet desired outcomes. (Subconcept 34)

OBJECTIVES

Upon completion of this lesson, students will be able to:

- Define the term “renewable resource.”
- Describe how humans promoted regrowth and renewability of Wisconsin’s forests.
- Discuss the key players involved in replanting Wisconsin’s forests.
- Indicate how forest product needs were met while the forest regenerated.

SUBJECT AREAS

Arts, Language Arts, Social Studies

LESSON/ACTIVITY TIME

- Total Lesson Time: 115 minutes
- Time Breakdown:
 - Introduction.....15 minutes
 - Activity 140 minutes
 - Activity 255 minutes
 - Conclusion.....5 minutes

TEACHING SITE

Classroom

FIELD ENHANCEMENT CONNECTIONS

This lesson ties closely with Field Enhancement 1, *Unlocking a Forest’s Past*.

NUTSHELL

In this lesson, students learn about 150 years of events in Wisconsin that have led to the forests of today. They participate in a live newscast from the past by conducting interviews or being interviewed. After watching the newscast, the class organizes the news events into a timeline and draws pictures to represent these events.

BACKGROUND INFORMATION

As the first wave of settlers arrived in Wisconsin in the early 1800s, forests covered an estimated 63 to 86 percent of the state. As the number of settlers increased, the demand for resources likewise increased. By the end of the Civil War, logging became an important part of Wisconsin’s economy. By 1893, Wisconsin had become the world leader in lumber production.



The growth of the logging industry did not come without costs to Wisconsin’s forests. An 1898 study conducted by the federal government found that only 13 percent of the volume of red and white pine present in Wisconsin in 1850 still existed. Eight million acres of the estimated 17 million acres of original forest had been cut. Fire ran rampant across the landscape as logging slash (treetops, branches) dried and kindled fires. As a result, millions of acres of forest and thousands of human lives were lost to fire. As farmers worked to clear the remains of logging, they too started many fires that had large costs to remaining forests and human life.

(Continued on page 98.)




MATERIALS LIST


FOR EACH STUDENT

- One section from Student Pages  **1A-G**, *I Saw It on the 6 O'Clock News Student Scripts*
- Copy of Student Page  **3**, *I Saw It on the 6 O'Clock News Information Page*


FOR THE CLASS


- Chalk/marker board
- Table
- Chair
- Copy of Student Page  **2**, *Segment Title Cards*
- Clothing, hats, props (optional)


FOR THE TEACHER

- Six pieces of green construction paper
- Five pieces of brown construction paper
- Three pieces of yellow construction paper
- Rope or string – 50 feet
- Copy of Teacher Pages  **1A-G**, *I Saw It on the 6 O'Clock News Teacher Script*

TEACHER PREPARATION

- Cut six pine trees approximately 8" tall from green construction paper.
- Cut five tree stumps approximately 4" tall from brown construction paper.
- Label three sheets of yellow paper with the word "Prairie" on one side and "Farms" on the other.
- Outline the shape of Wisconsin on the floor in the front of the classroom with rope or string. The state should be about six to eight feet from north to south.
- Make two copies of Student Pages  **1A-G**, *I Saw It on the 6 O'Clock News Student Scripts*. Cut apart each interview segment. There are 26 student parts in the newscast script.

Give each pair of students a copy of the same segment to rehearse. Make one copy Teacher Pages  **1A-G**, *I Saw It on the 6 O'Clock News Teacher Script* for yourself.

- Write the order of the interviews on the board. (1. Bud Basswood and Tim Cruise; 2. Blossom Bloomer and Ole Hasbeen; 3. Clay Crop and Hans Rockpicker; 4. Sally Controversy and Forest Proponent; 5. Nat Forest and John Treebark; 6. Mildred Hardtimes and Kenny Nowork; 7. Sonya Sawyer and Buster Foreman; 8. Twiggy Spud and Steve Greenthumb; 9. Julie Yesterday and Donna Roadalong; 10. Susie Spark and Smokey Bear; 11. Ellie Elm and Citizen Sad; 12. Tree A. Ward and Val N. Teer; 13. Tony Oak and Cindy Info)
- Cut apart Student Page  **2**, *Segment Title Cards*
- List the following years on the board, with a line behind them to record data: 1845, 1860, 1875, 1890, 1905, 1920.
- Draw a graph on the board with the Y-axis labeled 1 to 6 (1, 2, 3, 4, 5, 6) and the X-axis labeled 1845 to 1920 in 15-year increments (1845, 1860, 1875, 1890, 1905, 1920).
- Set up a table with a chair to be used by the news anchor.
- On a bulletin board or on the wall, make a timeline starting with 1848 and ending with 2004. Make sure there is room under the timeline for students to post pictures they draw for the events.



VOCABULARY

Abandon: To leave behind or give up.

Civilian Conservation Corps (CCC): A program during the Depression that provided jobs for men out of work and that worked on projects to improve our forests.

Great Depression: A period in history when the economy was bad and many people were without jobs.

Nursery: A place where trees are grown from seeds so that they can be planted later in another location.

Renewable Resource: A resource that has the ability to regenerate, grow back, or produce more.

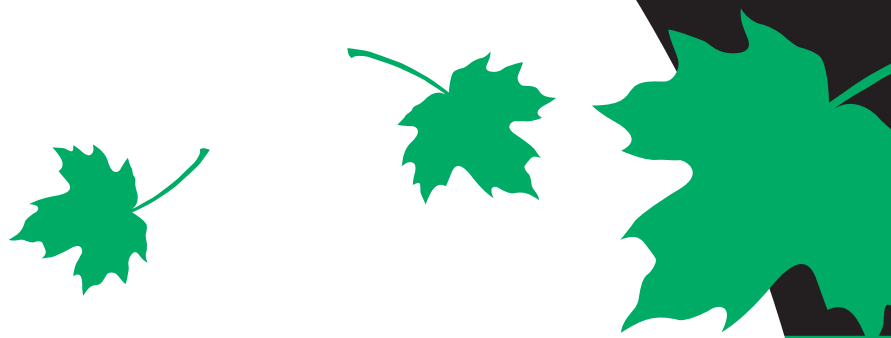
Slash: Branches, leaves, and twigs left after cutting down a tree.

(Continued from page 96.)

The degradation of Wisconsin's forests did not go unnoticed. E. M. Griffith was hired in 1904 as the first Wisconsin State Forester. He worked to establish state-owned forest preserves, construct the first state tree **nursery**, and implement fire control strategies. Griffith ran into opposition from county governments, who contended that the loss of state properties from the tax roll hurt the counties. These folks took the state to court over the state ownership of land. In 1915, the Wisconsin Supreme Court declared the purchase of forested land by the state unconstitutional. As a result, forestry in Wisconsin came to a halt until 1924 when the citizens of Wisconsin amended the constitution through a referendum to allow the use of state funds for the acquisition, development, and conservation of forest resources.

By the 1920s, farmland in the northwoods was being **abandoned** daily and left as tax delinquent. Counties were faced with the problem of what to do with this land. In 1928, Marinette County decided to replant their lands with trees and soon other counties followed suit, creating county forests. That year, the federal government started buying lands to replant as forests. In 1933, this land became part of one of two national forests created in Wisconsin that year.

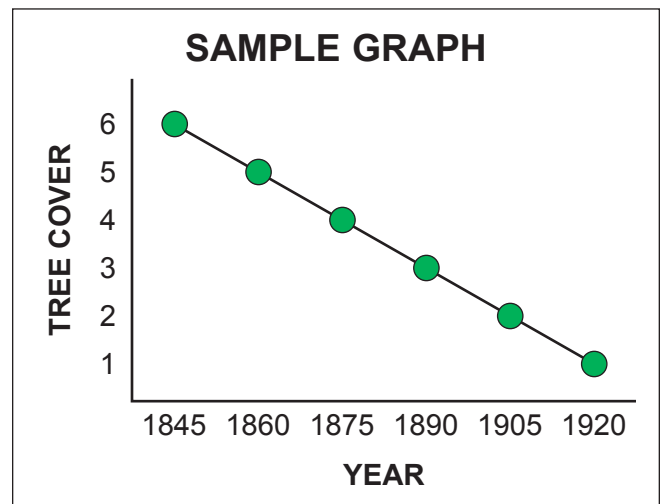
Nineteen twenty-nine was the beginning of the **Great Depression**. Timing could not have been better as it related to replanting all of these forests. Five days after his 1933 inauguration, Roosevelt met with the secretaries of Agriculture, the Interior, and War to outline his proposed conservation relief measure. The proposed **Civilian Conservation Corps (CCC)** would recruit 250,000 unemployed young men to work on federal and state-owned land for “the prevention of forest fires, floods, and soil erosion; and plant, pest and disease control.” In his message to Congress, Roosevelt declared that the CCC would “conserve our precious national resources” and “pay dividends to the present and future generations.” “More important,” he added, “we can take a vast army of the unemployed out into healthful surroundings. We can eliminate, to some extent at least, the threat that enforced idleness brings to spiritual and moral stability.” To work they went, 75,000 strong in Wisconsin. Seventy-five camps were built around the state to house the men. The program lasted until 1942. During this nine-year period, CCC workers contributed much to the forests of Wisconsin; they planted trees; helped protect them from fire, disease, and insects; and built campgrounds and parks.

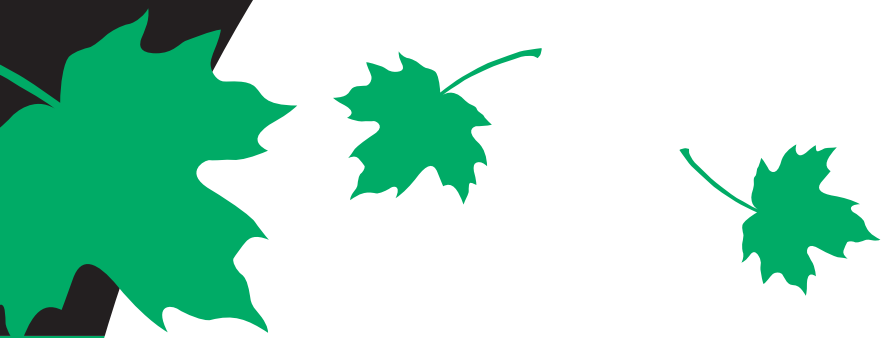


Many of the forests we have today didn't re-establish by themselves. After the cutover, countless human and monetary resources were utilized to return our forests to their splendor. Our public forests are managed by a variety of agencies including the Wisconsin Department of Natural Resources (WDNR) - Division of Forestry, the U.S. Forest Service, county foresters, and private consulting foresters. Not all forests are public, though. Today, 57 percent of our forests are owned by private, nonindustrial landowners and another 11 percent by the forest products industry. The WDNR - Division of Forestry provides assistance to private landowners with the management of their properties. Together, the effort continues to sustain our forests for future generations.

PROCEDURE INTRODUCTION

1. Begin by reviewing with your students how Wisconsin's forests have changed over time. Ask 10 volunteers to come to the front of the room. Ask nine of them to stand inside the state of Wisconsin that you have laid out on the floor. Ask the tenth person to be the recorder of information on the board.
2. Tell the class that these students represent all the land cover of Wisconsin. In other words, what was growing on the land in 1845. Give six students the pine trees that you cut from construction paper. Give the other three the yellow sheets with "Prairie" written on the side facing the class. The students with the prairie signs should stand in the southern one-third of Wisconsin. Tell students that as the first European settlers arrived in Wisconsin two-thirds of the state was covered with forests. The remainder was covered with grasslands called prairies.
3. Ask students what happened to Wisconsin's forests and prairies after settlers started to arrive. (*The forests were logged, the prairies were plowed for farms, and both were removed from the landscape.*) Tell them that the students standing in front of the room are about to show them how this changed the state. Ask a student to slowly count out loud by fives, starting with the year 1845 and ending with 1920. Every 15 years, beginning with 1860, remove one of the six trees from the students and replace it with one of the tree stumps. Also turn over one of the prairie signs so that it reads "farms." (**NOTE:** All prairie signs will be turned over by 1890.) Each time you remove a tree, have the student recorder count the remaining trees on that date and record them on the board.
4. Have the students remain standing with their tree stumps, tree, and farm props. Invite several students up to the board to plot a line graph from your data. Once dots have been placed above all of the dates, connect them with a line. Tell the students that the graph represents what happened to the forested land cover in Wisconsin during this time period.






5. Ask the students how the land cover in Wisconsin changed. (*Forests were logged for lumber. Prairies were plowed up and turned into farms.*) Ask the students what happened to the land after it was logged. (*People tried to farm it.*) Was this good land for farming? (*No, much of it was not.*) Ask what happened to the land after farmers who moved off the land abandoned it. (*The counties got the land because the farmer who owed the tax on the land couldn't pay it.*)
6. Tell students that although this land wasn't good for farming, nature proved that it was good for growing something. Ask them what could grow on this land. (*Trees, forests.*) Forests are a **renewable resource**. Lead a discussion about renewable resources.
 - What does renew mean? (*To make something new again, to restore something as it was.*)
 - What is a resource? (*Something humans use for food, water, products, etc.*)
 - So why is a forest a renewable resource? (*Because it can regrow naturally or with the help of humans and continue to provide for us.*)
 - What are some examples of other renewable resources? (*Water, soil, animals, plants.*)
 - Some resources are referred to as nonrenewable resources. What would that mean? (*The resource doesn't replenish itself.*)
 - What are some examples of nonrenewable resources? (*Oil, metals like copper and iron.*)
7. Tell students that during the early 1900s, many people and the government worked very hard to renew the forests of Wisconsin.

Ask a student to again count slowly by fives starting with 1920. Each time the student advances by five years, replace a tree stump with a tree. By 1950, you will have all of the forests replanted. Tell your students that during this lesson, they will explore some of the events that happened during this time period that contributed to the renewing of our forests. Your students can now sit back in their seats.


ACTIVITY 1

1. Ask your class how many of them have ever watched the news. Tell them that today they are going to do their own newscast. Some students will be news reporters and the rest will be people with a story that is on the news. This is a special newscast because it isn't about the happenings during that day like regular newscasts. Instead, these reporters are time travelers. They can go back in time and report on things in history, while they are happening.
2. Assign all students a role of either a reporter or the individuals the reporters will interview. Point out that the order each group will speak in is listed on the board. If you have more students than roles, have the remaining students work together to develop a commercial that they can do during the newscast. The commercial should be about Wisconsin's forests. Give each reporter and associated interview candidate a portion of Student Pages **1A-G**, *I Saw It on the 6 O'Clock News Student Scripts* to read and practice. Ask them to think how these people might act and have them take on the role of the people in their interviews. If you have clothing, hats, and props, let students pick items to further portray their characters. Give students 10 minutes to prepare.



3. Hand out a copy of Student Page  3, *I Saw It on the 6 O'Clock News Information Page* to each student. Explain that they have one additional role during this activity. They are also historians. Their job is to write down the important information during the newscast for each of the news segments. Tell them that you will also play a role. You will be the news anchor, Maple Woods. You will introduce and conclude each segment. The information that they record will be repeated several times during that segment. They need to listen and fill in the blanks on their worksheet as they watch the newscast. Go over the student page with the class and discuss the types of information to include. (Who each person interviewed was, the year of the interview, and what the interview was about.)
4. Start the newscast. As the teacher, you will serve as the news anchor. Read from your news script like a real anchor, introduce, and conclude each segment. Have students come up to the front of the room for their interview segments. Students can use the script for their segments too. Keep the show moving at a consistent pace.

ACTIVITY 2

1. Upon concluding the newscast, tell students that you want them to create a timeline. Their job is to help you put the events in the order they happened and with the approximate dates. If they listened to the segments and took notes, they should be able to complete this assignment. Ask for volunteers to come up to the front. Give the volunteer one of the cards from Student Page  2, *Segment Title Cards* and have them place the card on the timeline where they think it belongs. As they are placed, ask the class if they believe the cards are in the right location. Continue having volunteers come up and place the cards on the timeline until all cards have been placed.
2. Once all the cards are in the appropriate places, assign each student to one of the segments (preferably different than the one they were reporter/interviewee for). Tell students that now they are the cameramen and camerawomen. Their job is to draw a picture that represents the segment they have been assigned. This can be given as homework or done in class. Once they have finished, collect the drawings and post them on the timeline.

CONCLUSION

Review with students the meaning of the term renewable resource. (*A resource that renews itself.*) Ask what happens if humans utilize a resource faster than it can renew itself. (*The resource will get used up and not be able to renew itself.*) Tell the students that this is what happened to our forests. We cut them down faster than they could regrow. Review with the students the main events on the timeline, pointing them out on the timeline. Ask the students what they feel were the key things needed to allow the re-establishment of our forests. (*Tree seedlings to plant, people to plant them, people to protect forests from fire, and money to pay for all of these efforts. They would have regenerated on their own, but it would have taken longer.*) Ask them to speculate what would have happened had any of these resources not been available. (*It would not have been possible for our forests to recover as soon as they did.*) Remind the students that Wisconsin's forests helped to build the state and the growing nation by providing lumber. Ask them where they think the lumber came from that continued to build buildings in Wisconsin once we had cut down our forests. (*We had to import our lumber from other states, primarily in the west.*) Tell them that in the next lesson they will learn about Wisconsin's forests today and all the things they provide us.



CAREERS

The career profile in this lesson is about Chris Klahn, Forest Ranger, Wisconsin Department of Natural Resources. Career Profile 3E.FR is found on page 103. A careers lesson that uses this information begins on page 140.

SUMMATIVE ASSESSMENT

Have your students develop a list of the resources that would be needed for planting a garden or landscaping at school. This should include such things as seeds, plants, trees, tools to plant, people to help, and money to buy the items needed.

REFERENCES

Civilian Conservation Corps. World Wide Web: www.cccalumni.org/index.html

Curtis, J. T. (1959). The Vegetation of Wisconsin. Madison, WI: The University of Wisconsin Press.

Finan, A. S. (Ed). (2000). Wisconsin's Forests at the Millennium: an Assessment. Madison, WI: Wisconsin Department of Natural Resources. PUB-FR-161 2000.

Golden, R. et al. (2002). The Changing of the Land. Amherst Junction, WI: Central Wisconsin Environmental Station.

Smokey's Vault. Smokeybear.com. World Wide Web: www.smokeybear.com

RECOMMENDED RESOURCES

●●● WEBSITE ●●●

Wisconsin Historical Society
www.wisconsinhistory.org

Under the kids' link, students can find a timeline with Wisconsin history stories and pictures.

●●● VIDEO ●●●

Forest Story: Restoring Wisconsin's Treasure by Wisconsin Department of Natural Resources (May 2000). This 25-minute video overviews Wisconsin's forest history since the cutover era. Learn what happened after the trees were cut, who the key players were, laws and regulations that led to reforestation, and about the emergence of forestry as a profession. To obtain a copy, contact Kirsten Held at the WDNR: (608) 264-6036 or heldk@dnr.state.wi.us



Chris carries water in a can on his back to help control wildfires.

CHRIS, FOREST RANGER

Meet Chris Klahn. Chris is a

Forest Ranger, which means it is his job to help put out wildfires. Wildfires are fires that aren't planned and burn in forests, grasslands, and marshes. Chris works for the Wisconsin Department of Natural Resources. Besides fighting fires, Chris also works to prevent wildfires by teaching people when it's safe to burn brush. Sometimes Chris has to write people tickets when they break the laws about burning. He also helps people manage their forests by writing plans and giving them information about planting and harvesting trees. Chris also visits schools with Smokey Bear to teach students about preventing wildfires.

In order for Chris to be a Forest Ranger, he went to college and got a degree in Natural Resources. He also is a certified Law Enforcement Officer, just like a policeman, so he can enforce laws and protect people. Chris has taken special classes in wildland firefighting so he knows a lot about how to fight wildfires. Chris also volunteers for his local fire department. He teaches other firefighters at a local technical college, too. Sometimes Chris might be called to go to other states when they have really big fires and need extra help to put them out.

Chris says his favorite part of his job is, "Putting out wildland fires!" He says his job is challenging, and he likes to face a dangerous situation knowing he has the training to stop the fire safely.

Forest rangers do a lot of different things. Chris says that if you would like a job like his, you should study science, English, and computers now to start to get ready.

I SAW IT ON THE 6 O’CLOCK NEWS TEACHER SCRIPT

MAPLE WOODS: Live from Wisconsin, it’s the 6 o’clock news. Hi everyone, I’m Maple Woods. Tonight’s top stories come from Wisconsin’s forests. You may have spent some time in one. They are a great place to hike, camp, hunt, or just relax. Did you know that Wisconsin’s forests haven’t always looked like they do today? It seems that by the 1920s most of the forests in Wisconsin had either been cut down or burned by fires. Tonight’s top stories will tell us what they looked like, what happened to them, and how they got to look as they do today. Bud Basswood has the latest on what our forests looked like as Wisconsin became a state.

BUD BASSWOOD: Thanks, Maple. Well, the big party is over. Wisconsin has just become a state. It’s 1848. Wisconsin is covered with trees. These forests are coming in handy. Why, the forests are helping build the state. They provide lumber, jobs, and money for Wisconsin. I’m standing here under one of the big white pines. Tim Cruise is with me today. Tim works for the lumber company. His job is to walk the land and determine how many white pines there are to cut down for lumber. Tim, what can you tell us about these forests?

TIM CRUISE: What can I say, Bud? There are one heck of a lot of trees here. These forests are endless. Last summer I walked for two months and never ran out of trees. I did run from a bear once, though. White pine’s the main tree I am looking for. There are lots of other trees that we don’t cut. Down in the swamps the trees are so thick, it is dark and scary. I done run into more than one bear in there. My guess is we’ll never run out of pine in these woods.

BUD BASSWOOD: Well, Maple, as you can see there are a heck of a lot of trees out here. Lumber is becoming a big business, but it looks like there are plenty of trees.

MAPLE WOODS: Thanks, Bud. Sounds like the forests of Wisconsin in 1848 were something else. Somehow, 50 to 70 years later though, it appears maybe Tim Cruise may have been wrong. Blossom Bloomer is on location in northern Wisconsin. Blossom, what’s happened to the forest behind you?

BLOSSOM BLOOMER: Unbelievable site, not a tree for as far as one can see. Well, it’s 1905 and there is nothing but stumps in the background. There once was a great forest that stood here, but it was cut down some years ago. Ole Hasbeen lives down the road. He was a lumberjack who cut down the trees on this very spot. Ole, what happened to the forest that once stood here?

OLE HASBEEN: Yah, Blossom, I cut the trees. Yah, there was a forest here. Me and the other boys cut it down. You betcha. I think it was about 1895, by golly, when we cut the big white pines. Yah, those trees were something. They were so big. Ya know, when a tree fell over, the whole ground shook. Yah, you betcha it looked different around here once they were gone. Just stumps, some trees, and piles of treetops left behind. We called that stuff slash. When that slash got dry, it burned real easy. I seen fire just jump from tree to tree that was left. That’s what killed the trees we didn’t cut down.

I SAW IT ON THE 6 O’CLOCK NEWS TEACHER SCRIPT

BLOSSOM BLOOMER: As one stands here today, it is hard to believe a forest once grew here. Maple, this land doesn’t look like it is worth much.

MAPLE WOODS: Thanks, Blossom, for that great report. Well, it seems some folks thought the land had value. Shortly after the turn of the century, much of this cleared land was sold for farmland. People came from all over the U.S. and Europe to try their hand at making a living from the soil. Clay Crop is standing by with the latest on this story.

CLAY CROP: Maple, it’s 1925 and there has been a lot of activity here in the Northwoods. Many a family has moved here over the last 25 years to try their luck at farming. Some are doing well. Others are calling it quits. Seems the soils aren’t great in many areas. I’m at the Hans Rockpicker farm. They are packing their possessions in their wagon as we speak. Hans, why are you moving?

HANS ROCKPICKER: We have had enough. My family has worked this darn land for the last 10 years. Busted our knuckles and for what? First it was pulling the stumps, then moving all the stones. When we finally got some land cleared, fire spread from down the road and burned our log house. We rebuilt our house. What a waste. This sand is too dry. Shoot, nothing grows well here. If it weren’t for winter work in the woods, Betsy Sue and the kids would have starved to death. We figure if the farm can’t make it, we should just as well work at something else.

CLAY CROP: Maple, it’s a sad story. Hans tells me that many of his neighbors have already quit farming. I asked him what they plan to do with the land. He said, what can you do with it? No one wants to buy it. We are just leaving it behind. The county will take it when we don’t pay our taxes.

MAPLE WOODS: A sad story indeed, Clay. It seems that by the early 1930s, much of the land in some areas of northern Wisconsin was becoming tax delinquent. That means that people didn’t pay their property taxes on the land. Counties suddenly were faced with the problem of what to do with all the land they were getting. Sally Controversy is standing by live at a county board meeting in Marinette County. What’s going on at the meeting?

SALLY CONTROVERSY: Well, Maple, it’s 1933. It has been wild here at the courthouse. The county board has just voted to take this land and replant it with trees. This has been a hot debate. Many people think this is downright crazy. Some remember all the work done to get rid of the trees. Others feel that all this land is good for is growing trees. Standing here with me is Forest Proponent. Forest is supportive of this idea of replanting the forest.

I SAW IT ON THE 6 O’CLOCK NEWS TEACHER SCRIPT

FOREST PROPONENT: Sally, I don’t care what some people say. This is the best thing for the land. What is the county supposed to do with the land? If we replant it with trees, eventually the county can sell the trees. That will help fund other things in the county. One thing, by gosh, we know for sure is that this used to be forest. With a little help, it will be again. My guess is this will catch on with other counties too. What else are they going to do with this land?

SALLY CONTROVERSY: Well, you heard it, Maple. This county land is going to be replanted. From now on, this land will be called county forest. Wonder how long before other counties do the same?

MAPLE WOODS: Thanks, Sally. Well, it wasn’t long before other counties did just that. They created their own county forests. Counties in several areas of Wisconsin also had an opportunity to sell land to the State of Wisconsin and to the U.S. Government. Nat Forest is on hand with a story on what the U.S. Forest Service has been up to.

NAT FOREST: Maple, the U.S. Forest Service has been buying land from the counties since 1928. It’s now 1933, and today they have announced the creation of two national forests in Wisconsin. They will be called the Nicolet National Forest and the Chequamegon National Forest. The goal for these two forests is to provide forest resources for the nation. John Treebark is a neighbor of the Nicolet National Forest.

JOHN TREEBARK: By gum, I don’t know what to think of this. Folks worked mighty hard turning that spot into farmland. Seems crazy that the government is going to plant trees again. For heaven’s sake, who do they think is going to replant all this land? I suppose if they can get everything planted, it will be good. Lumber companies moved out near 20 years ago. Maybe someday we will have big timber again and jobs. Right now a lot of our lumber is being shipped in from out West. You know, places like Montana and Idaho.

NAT FOREST: Maple, the locals do not know what to make of this, but it sounds like the Forest Service has a big job ahead of it replanting all of the trees.

MAPLE WOODS: Wow, Nat, that does sound like a big job, and remember, the counties are replanting at the same time. On a related story, the U.S. economy has recently suffered a great blow. What is being termed as the Great Depression has left many without a job or money to take care of themselves. Mildred Hardtimes is standing by with a story on a program that is getting America back to work.

MILDRED HARDTIMES: Maple, this line that I am standing in is for a job with a new program sponsored by the U.S. government. It’s 1933, and President Franklin Roosevelt’s new work program is causing quite a stir. The program is called the Civilian Conservation Corps or the CCC. Kenny Nowork is one of those in line. Kenny, what’s all the excitement about?

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KENNY NOWORK: This here line is a job line. They are promising us a job for waiting in this line. I will soon be able to buy the beans for the family. A job, a job, a job! I can’t wait to get back to work. CCC crews are being formed to help take care of our natural resources.

MILDRED HARDTIMES: Maple, spirits are running high. With the chance for a job, everyone here has great hope.

MAPLE WOODS: Well, Mildred, perhaps the CCC can get right to work planting all those trees. This truly sounds like a great program. Our next story looks further at this new program. Sonya Sawyer is on location at a CCC Camp near Three Lakes. Sonya, there seems to be a lot of activity there.

SONYA SAWYER: Well, Maple, breakfast just ended and the men are heading out to plant trees. There are a lot of men here, and I hear they are getting a lot of work done. Standing with me is Buster Foreman. Buster is one of the crew bosses. Buster, what can you tell us about this new program?

BUSTER FOREMAN: By golly, Sonya, we are putting America back to work. Here in Wisconsin we have 75 camps. We will be employing about 75,000 men. All have been without a job. Timing seems to be right. We have lots of work waiting for us. Why, we got a whole forest that needs to be replanted. Dang fires need a-fighting too.

SONYA SAWYER: Maple, Buster said some crews will be creating park buildings and trails. Others will be working to improve the forests. Everyone seems to be staying very busy around here.

MAPLE WOODS: Things do look busy around there. On a related story, the CCC and others are busy planting trees. Do you wonder just where all these tree seedlings come from? Twiggy Spud is on location in Woodruff.

TWIGGY SPUD: Thanks, Maple. I am standing in one of the places where many of the tree seedlings are grown. The Trout Lake Nursery was started in 1911 to provide trees for replanting. In those days people thought the state was nuts. All the work that people did to clear the land, why would someone want to plant trees? By the 1930s, Trout Lake was not the only nursery. The State had other nurseries and so did the U.S. Forest Service. Standing here with me is Steve Greenthumb. Steve works here at the nursery. Steve, what can you tell me about these trees?

STEVE GREENTHUMB: Well, Twiggy, you are looking at young red pines. These trees are two years old and will be planted in the next few years. We plant a bunch of seeds in rows. With a little watering and weeding during the summer months, by gosh, we grow trees. Next spring we will dig the trees old enough to plant. Those boys in the field will be planting them. You know, it is going to take a lot of trees.

I SAW IT ON THE 6 O’CLOCK NEWS TEACHER SCRIPT

TWIGGY SPUD: Wow, that is a lot of trees in one small area. Maple, as you can see, nurseries can produce a lot of trees in just a few years.

MAPLE WOODS: Well, Twiggy, now we know where all the trees came from. Those CCC men have quite a job ahead of them. Looks like the forests are on their way back. On a related story, there is a place in Eagle River working with private landowners. Julie Yesterday has the story.

JULIE YESTERDAY: I am standing here at a very special place. This place is called Trees For Tomorrow. It is 1944, and nine paper mills have come together to organize this program. The purpose of this program is to show landowners that they can make money by planting their land with trees and taking care of their forests. Donna Roadalong is here with her husband at a workshop for landowners. Donna, what takes place here at Trees For Tomorrow?

DONNA ROADALONG: Well, Julie, they have been teaching us a lot of stuff. Things like how to grow trees on our property. We didn’t know how to get started, but now we are ready to replant our property. You wouldn’t believe it. They have a great program called the 2-for-1 Plan. They will give two seedlings to people for every one tree they cut down. They have taught us that forests are a renewable resource, and with our help we will have forest products for years to come.

JULIE YESTERDAY: Maple, this is quite a place. They have their own professional foresters here and are helping a lot of people.

MAPLE WOODS: Wow, everyone is helping to replant. What a big job that must have been. Now all we need to do is keep forest fires under control, and it looks like our forests are coming back. Speaking of fire, this past week the U.S. Forest Service unveiled its new mascot. Susie Spark has the latest story.

SUSIE SPARK: That is right, Maple. It is 1944, and World War II continues. As part of the war effort, we at home have to guard our natural resources. Seems there is a new bear in the woods doing just that. He wears a forest ranger hat and blue jeans. His name is Smokey Bear.

SMOKEY BEAR: Say, Susie, do you know that care will prevent nine out of 10 fires? It’s true. Careless people who don’t put out their campfires, cigarettes, and matches cause many fires. Only you can prevent forest fires! That’s why I carry a bucket and shovel sometimes.

SUSIE SPARK: Smokey, I bet you will become a big star someday. You are cute! Maple, this bear knows his stuff.

I SAW IT ON THE 6 O’CLOCK NEWS TEACHER SCRIPT

MAPLE WOODS: Who would have imagined a bear could know so much? I think you are right Susie. Smokey seems to have a special attraction. I bet the kids will love him. Speaking of lovable things, many citizens of Wisconsin are saying goodbye to something they have loved for a long time. It seems that the beautiful elm trees that frequently line the streets of our towns are falling victim to a terrible disease. We go now to Ellie Elm who has more on this story in Milwaukee, Wisconsin. Ellie?

ELLIE ELM: That’s right, Maple. Dutch elm disease has rapidly taken many trees victim in this community and in communities throughout the country. In spite of valiant efforts to save these trees, the disease continues to win this battle. People like Citizen Sad have grown fond of the trees and find it difficult to say goodbye. Citizen, could you share more about what you have experienced here in Milwaukee?

CITIZEN SAD: It has been a sad journey, Ellie. It all began in 1956 when Dutch elm disease was found in several of our street trees. The city did everything it could to save the trees. They even reduced the police and fire budgets to pay for the fight. We have sprayed pesticides and injected toxins. But nothing has worked. Now when I look at our city streets, I just want to cry.

ELLIE ELM: I can understand why you feel that way, Citizen. It is now 1967, and this year alone, the city has lost 19,000 trees. Maple, this is certainly a story with a sad ending.

MAPLE WOODS: The city streets just aren’t the same without those beautiful elms, Ellie. But there may still be a happy ending to this story. The National Arbor Day Foundation has come up with a plan to promote healthy community forests. Tree A. Ward is standing by with more on this important story.

TREE A. WARD: Maple, I am standing on a beautifully tree-lined street here in Madison, Wisconsin. It is 1989, and our state capital just became one of 39 Wisconsin cities to be named a Tree City USA. One of the people who helped make that possible is here with me. Val N. Teer has dedicated many hours of her personal time caring for Madison’s urban trees. Val, what does it mean that Madison is now a Tree City USA?

VAL N. TEER: In 1976, the National Arbor Day Foundation began recognizing communities that care about their urban forests. In that first year, five Wisconsin communities and 37 others nationwide were recognized. The Tree City USA program promotes the benefits of trees and encourages people to support healthy urban forests. I volunteer because I value the beautiful trees in our city.

TREE A. WARD: That’s fantastic, Val! As I understand, cities in the Tree City USA program celebrate Arbor Day, keep track of tree planting, care and removal, and set money aside to take care of urban trees. Maple, I am sure it took a lot of cooperation to get all those pieces in place.



I SAW IT ON THE 6 O’CLOCK NEWS TEACHER SCRIPT

MAPLE WOODS: Thanks, Tree. And congratulations to Madison and to all the other cities that have been recognized. It appears a lot of people have played a role in replanting and bringing our forests back today. The Wisconsin Department of Natural Resources - Division of Forestry has played a key role in this effort. Tony Oak is standing by with a report.

TONY OAK: Maple, although not mentioned much yet in this newscast, the Wisconsin DNR - Division of Forestry has played a key role in replanting and managing of our forests. The Division of Forestry is preparing to celebrate 100 years of forestry in Wisconsin in 2004. I have with me Cindy Info, a spokesperson for the Division. Cindy, tell us about the role Wisconsin foresters have played over the last 100 years.

CINDY INFO: Sure, Tony. Foresters who work for the state have worked hard since 1904 to re-establish and take care of Wisconsin’s forests. During this time, the state purchased lands and set them aside as state forests. We have built several nurseries over the years. Currently we have three state nurseries that produce about 20 million seedlings a year. We have staff that fight fires. Our foresters provide help to landowners too.

TONY OAK: You are right, Cindy. The Division of Forestry has played a big role in making our forests as they are today. Maple, without the efforts of this group, I don’t think we would have the forests we have today.

MAPLE WOODS: Tony, it looks like the Division of Forestry has done a huge job helping to provide the forests we have today. As we look to the future, my guess is their job will continue to be extremely important as we sustain our forests for the future. As part of that future, forests will provide for each of us. Our forests will continue to be important for the lumber they provide, the places we recreate, and things like the air we breathe. Well, that about wraps up the news for tonight. Thanks to the hard work of countless people, Wisconsin’s great forests are once again great. I’m Maple Woods, good night.

I SAW IT ON THE 6 O’CLOCK NEWS STUDENT SCRIPTS

BUD BASSWOOD: Thanks, Maple. Well, the big party is over. Wisconsin has just become a state. It’s 1848. Wisconsin is covered with trees. These forests are coming in handy. Why, the forests are helping build the state. They provide lumber, jobs, and money for Wisconsin. I’m standing here under one of the big white pines. Tim Cruise is with me today. Tim works for the lumber company. His job is to walk the land and determine how many white pines there are to cut down for lumber. Tim, what can you tell us about these forests?

TIM CRUISE: What can I say, Bud? There are one heck of a lot of trees here. These forests are endless. Last summer I walked for two months and never ran out of trees. I did run from a bear once, though. White pine’s the main tree I am looking for. There are lots of other trees that we don’t cut. Down in the swamps the trees are so thick, it is dark and scary. I done run into more than one bear in there. My guess is we’ll never run out of pine in these woods.

BUD BASSWOOD: Well, Maple, as you can see there are a heck of a lot of trees out here. Lumber is becoming a big business, but it looks like there are plenty of trees.

BLOSSOM BLOOMER: Unbelievable site, not a tree for as far as one can see. Well, it’s 1905 and there is nothing but stumps in the background. There once was a great forest that stood here, but it was cut down some years ago. Ole Hasbeen lives down the road. He was a lumberjack who cut down the trees on this very spot. Ole, what happened to the forest that once stood here?

OLE HASBEEN: Yah, Blossom, I cut the trees. Yah, there was a forest here. Me and the other boys cut it down. You betcha. I think it was about 1895, by golly, when we cut the big white pines. Yah, those trees were something. They were so big. Ya know, when a tree fell over, the whole ground shook. Yah, you betcha it looked different around here once they were gone. Just stumps, some trees, and piles of treetops left behind. We called that stuff slash. When that slash got dry, it burned real easy. I seen fire just jump from tree to tree that was left. That’s what killed the trees we didn’t cut down.

BLOSSOM BLOOMER: As one stands here today, it is hard to believe a forest once grew here. Maple, this land doesn’t look like it is worth much.

I SAW IT ON THE 6 O’CLOCK NEWS STUDENT SCRIPTS

CLAY CROP: Maple, it’s 1925 and there has been a lot of activity here in the Northwoods. Many a family has moved here over the last 25 years to try their luck at farming. Some are doing well. Others are calling it quits. Seems the soils aren’t great in many areas. I’m at the Hans Rockpicker farm. They are packing their possessions in their wagon as we speak. Hans, why are you moving?

HANS ROCKPICKER: We have had enough. My family has worked this darn land for the last 10 years. Busted our knuckles and for what? First it was pulling the stumps, then moving all the stones. When we finally got some land cleared, fire spread from down the road and burned our log house. We rebuilt our house. What a waste. This sand is too dry. Shoot, nothing grows well here. If it weren’t for winter work in the woods, Betsy Sue and the kids would have starved to death. We figure if the farm can’t make it, we should just as well work at something else.

CLAY CROP: Maple, it’s a sad story. Hans tells me that many of his neighbors have already quit farming. I asked him what they plan to do with the land. He said, what can you do with it? No one wants to buy it. We are just leaving it behind. The county will take it when we don’t pay our taxes.

SALLY CONTROVERSY: Well, Maple, it’s 1933. It has been wild here at the courthouse. The county board has just voted to take this land and replant it with trees. This has been a hot debate. Many people think this is downright crazy. Some remember all the work done to get rid of the trees. Others feel that all this land is good for is growing trees. Standing here with me is Forest Proponent. Forest is supportive of this idea of replanting the forest.

FOREST PROPONENT: Sally, I don’t care what some people say. This is the best thing for the land. What is the county supposed to do with the land? If we replant it with trees, eventually the county can sell the trees. That will help fund other things in the county. One thing, by gosh, we know for sure is that this used to be forest. With a little help, it will be again. My guess is this will catch on with other counties too. What else are they going to do with this land?

SALLY CONTROVERSY: Well, you heard it, Maple. This county land is going to be replanted. From now on, this land will be called county forest. Wonder how long before other counties do the same?

I SAW IT ON THE 6 O’CLOCK NEWS STUDENT SCRIPTS

NAT FOREST: Maple, the U.S. Forest Service has been buying land from the counties since 1928. It’s now 1933, and today they have announced the creation of two national forests in Wisconsin. They will be called the Nicolet National Forest and the Chequamegon National Forest. The goal for these two forests is to provide forest resources for the nation. John Treebark is a neighbor of the Nicolet National Forest.

JOHN TREEBARK: By gum, I don’t know what to think of this. Folks worked mighty hard turning that spot into farmland. Seems crazy that the government is going to plant trees again. For heaven’s sake, who do they think is going to replant all this land? I suppose if they can get everything planted, it will be good. Lumber companies moved out near 20 years ago. Maybe someday we will have big timber again and jobs. Right now a lot of our lumber is being shipped in from out West. You know, places like Montana and Idaho.

NAT FOREST: Maple, the locals do not know what to make of this, but it sounds like the Forest Service has a big job ahead of it replanting all of the trees.

MILDRED HARDTIMES: Maple, this line that I am standing in is for a job with a new program sponsored by the U.S. government. It’s 1933, and President Franklin Roosevelt’s new work program is causing quite a stir. The program is called the Civilian Conservation Corps or the CCC. Kenny Nowork is one of those in line. Kenny, what’s all the excitement about?

KENNY NOWORK: This here line is a job line. They are promising us a job for waiting in this line. I will soon be able to buy the beans for the family. A job, a job, a job! I can’t wait to get back to work. CCC crews are being formed to help take care of our natural resources.

MILDRED HARDTIMES: Maple, spirits are running high. With the chance for a job, everyone here has great hope.

I SAW IT ON THE 6 O’CLOCK NEWS STUDENT SCRIPTS

SONYA SAWYER: Well, Maple, breakfast just ended and the men are heading out to plant trees. There are a lot of men here, and I hear they are getting a lot of work done. Standing with me is Buster Foreman. Buster is one of the crew bosses. Buster, what can you tell us about this new program?

BUSTER FOREMAN: By golly, Sonya, we are putting America back to work. Here in Wisconsin we have 75 camps. We will be employing about 75,000 men. All have been without a job. Timing seems to be right. We have lots of work waiting for us. Why, we got a whole forest that needs to be replanted. Dang fires need a-fighting too.

SONYA SAWYER: Maple, Buster said some crews will be creating park buildings and trails. Others will be working to improve the forests. Everyone seems to be staying very busy around here.

TWIGGY SPUD: Thanks, Maple. I am standing in one of the places where many of the tree seedlings are grown. The Trout Lake Nursery was started in 1911 to provide trees for replanting. In those days people thought the state was nuts. All the work that people did to clear the land, why would someone want to plant trees? By the 1930s, Trout Lake was not the only nursery. The State had other nurseries and so did the U.S. Forest Service. Standing here with me is Steve Greenthumb. Steve works here at the nursery. Steve, what can you tell me about these trees?

STEVE GREENTHUMB: Well, Twiggy, you are looking at young red pines. These trees are two years old and will be planted in the next few years. We plant a bunch of seeds in rows. With a little watering and weeding during the summer months, by gosh, we grow trees. Next spring we will dig the trees old enough to plant. Those boys in the field will be planting them. You know, it is going to take a lot of trees.

TWIGGY SPUD: Wow, that is a lot of trees in one small area. Maple, as you can see, nurseries can produce a lot of trees in just a few years.

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CINDY INFO: Sure, Tony. Foresters who work for the state have worked hard since 1904 to re-establish and take care of Wisconsin's forests. During this time, the state purchased lands and set them aside as state forests. We have built several nurseries over the years. Currently we have three state nurseries that produce about 20 million seedlings a year. We have staff that fight fires. Our foresters provide help to landowners too.

TONY OAK: You are right Cindy. The Division of Forestry has played a big role in making our forests as they are today. Maple, without the efforts of this group, I don't think we would have the forests we have today.

SEGMENT TITLE CARDS

ENDLESS FORESTS

Wisconsin Becomes a State

BUSY LUMBERJACKS

Cutting the Forest

WE QUIT

Farmers Abandon the Land

VOTE TO PLANT TREES

County Forests Begin

UNCLE SAM BUYS LAND

Two National Forests Started

LET'S GO TO WORK

Civilian Conservation Corp

BABY TREES

First Nursery at Trout Lake

TWO FOR ONE

Trees For Tomorrow
Assists Landowners

NEW BEAR IN THE WOODS

Smokey Bear Starts to Work

THE FIGHT FOR THE ELM

Dutch Elm Disease Takes
Many Victims

CITY TREES CELEBRATED

The National Arbor Day Foundation
Promotes Urban Forests

WE'VE BEEN HERE ALL ALONG

Wisconsin Division of Forestry
Plays Key Role

I SAW IT ON THE 6 O’CLOCK NEWS INFORMATION PAGE

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5	John Treebark			
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