

# Lesson 5: I Saw It on the News

## NUTSHELL

*In this lesson, students learn about over 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.*

### ENDURING UNDERSTANDINGS

- 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.
- Forest management is the use of techniques (e.g., planting, harvesting) to promote, conserve or alter forests to meet desired outcomes.

### ESSENTIAL QUESTIONS

- How did people promote the regrowth of Wisconsin’s forests while still meeting forest product needs?
- How can we meet forest product needs and sustain Wisconsin’s forests for future generations?

### 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

Act 31, Arts, Language Arts, Social Studies

### LESSON/ACTIVITY TIME

**Total Lesson Time:** 120 minutes

- Introduction .....15 minutes
- Activity 1 .....40 minutes
- Activity 2 .....55 minutes
- Conclusion .....10 minutes

### STANDARDS CONNECTIONS

Standards for this lesson can be viewed online at the LEAF website ([leafprogram.org](http://leafprogram.org)).

### BACKGROUND INFORMATION

As the first wave of settlers arrived in what is now Wisconsin in the early 1800s, forests covered an estimated 63-86% of the state. The forests had been cared for, sustained, and used by First Nation people living there for generations. 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% 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 fires with large costs to remaining forests and human life.

The degradation of Wisconsin's forests did not go unnoticed. E. M. Griffith was hired in 1904 as Wisconsin's first State Forester. He worked to establish state-owned forest preserves, constructed the first state tree **nursery**, and implemented 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.

1929 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, 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. 75 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. 29% of Wisconsin's forests are owned by public entities including local/county forests (14%), National Forests (8%) and State Forests/lands (7%). Our public forests are managed by a variety of agencies including the Wisconsin DNR, U.S. Forest Service, county foresters, and private consulting foresters. American Indian tribes own about 2% of Wisconsin Forests. Tribal forests are managed by their own tribal natural resource departments, forestry departments, conservation departments, or environmental departments. Not all forests are public or owned by tribes though. Today, 58% of our forests are owned by private, nonindustrial landowners and another 9% by the forest products industry. The Wisconsin DNR provides assistance to private landowners with the management of their properties. Together, the effort continues to sustain our forests for future generations.

**"The clearest way into  
the universe is  
through a forest wilderness."**


★ John Muir ★

## MATERIALS LIST


### For Each Student

- Copy of one or two segments of script from Student Pages  **1A-J**, *I Saw it on the News Student Script* (Segments 1-16)
- Copy of Student Page  **3**, *I Saw it on the News Information Page*

### For the Class

- Board or way to display information (e.g., chalkboard, whiteboard, smart board)
- Table and chair for News Anchor (Maple Woods – teacher role)
- Location for student reporters to present the newscast (could be sitting or standing)
- Copy of Student Page  **2**, *I Saw it on the News Segment Title Cards*
- Clothing, hats, props (optional)

### For the Teacher

- Google resources to support this lesson can be found at [uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides](http://uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides)
- Copy of Teacher Pages  **1A-J**, *I Saw it on the News Teacher Script*
- Six pieces of green construction paper cut into pine trees about 8" tall
- Five pieces of brown construction paper cut into tree stumps about 4" tall
- Three sheets of yellow construction paper labeled with the word “prairie” on one side and “farms” on the other side
- Printable trees, stumps, prairies, and farms are located in the Google resource: *Lesson 5 Printables*
- 50 feet of rope or string formed into the outline of the shape of Wisconsin on the floor in the front of the classroom

## 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 10th person to be the recorder of information on the table (where you display it).
2. Tell the class that these students represent all the land cover of Wisconsin in 1845. 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. Count up the trees (there should be six).

Have the student volunteer record that number next to the 1845 in the table. Ask a student who is not in the front to slowly count out loud by fives, starting with the year 1845 and ending with 1920. Every 15 years, have the student pause, 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 in the table.

## MATERIALS LIST

### Teacher Preparation

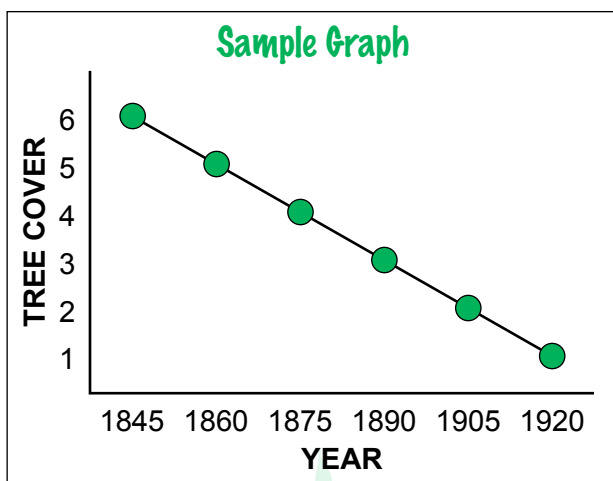
- Cut or print six pine trees
- Cut or print five tree stumps
- Label three sheets of yellow paper with the word “Prairie” on one side and “Farms” on the other, or print three double-sided Prairie Farm pages.
- Outline the shape of Wisconsin on the floor in the front of the classroom with rope or string. The state should be about 6'-8' north to south.
- Make two copies of each segment (three copies of Segment 2) from Student Pages **1A-J, I Saw it on the News Student Script**. Cut apart each interview segment. There are 33 student parts in the newscast script.
- Give each pair of students a copy of the same segment to rehearse. Make one copy of Teacher Pages **1A-J, I Saw it on the News Teacher Script** for yourself.
- Display the Order of Interviews from the Google resource: *Lesson 5\_I Saw it on the News\_Slideshow*, or write the order of the interviews on the board.
  - Segment 1: Manny Evergreen, Nokomis
  - Segment 2: Lotta Hardwoods, Ininaatig, Louis
  - Segment 3: Bud Basswood, Tim Cruise
  - Segment 4: Greta Firestorm, Reverend Peter Pernin
  - Segment 5: Blossom Bloomer, Ole Hasbeen
  - Segment 6: Clay Crop, Hans Rockpicker
  - Segment 7: Marisol Controversy, Forest Proponent
  - Segment 8: Nat Forest, Tyrone Treebark
  - Segment 9: Mildred Hardtimes, Kenny Nowork
  - Segment 10: Sua Sawyer, Buster Foreman
  - Segment 11: Twiggy Spud, Aaron Greenthumb
  - Segment 12: Elena Yesterday, Kali Roadalong
  - Segment 13: Emma Spark, Smokey Bear
  - Segment 14: Ellie Elm, Citizen Sad
  - Segment 15: Tree A. Ward, Val N. Teer
  - Segment 16: Tony Oak, Chen Info
- Print and cut apart Student Page **2, I Saw it on the News Segment Title Cards**
- List the following years somewhere in the room (on a poster board, whiteboard, chalk board, or display the Years Table from the Google resource: *Lesson 5\_I Saw it on the News\_Slideshow*) with space behind them to record data: 1845, 1860, 1875, 1890, 1905, and 1920.
- Draw a graph where students can see it with the y-axis labeled 1 to 6 (1, 2, 3, 4, 5 and 6) and the x-axis labeled 1845 to 1920 in 15-year increments (1845, 1860, 1875, 1890, 1905 and 1920). Look at slide three the example graph from the Google resource: *Lesson 5\_I Saw it on the News\_Slideshow*.
- Set up a space to be used by the news anchor and student reporters.
- Somewhere in the room, make a timeline starting with 1504 and ending with 2004. Make sure there is room around the timeline for students to post pictures they draw for the events.

**“The best time to plant a tree was 20 years ago.  
The second best time is now.”**

★ Chinese Proverb ★



4. Have the students remain standing with their tree stumps, tree and farm props. Encourage all students to plot a line graph from your data. Once dots have been placed above all 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, tribal nations, and the U.S. 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 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 return to their seats.

**"I propose to create a  
Civilian Conservation Corps  
to be used in simple work...  
More important, however,  
than the material gains  
will be the moral and spiritual  
value of such work."**

★ Franklin D. Roosevelt ★  
March 21, 1933

## Activity 1

1. Ask your class how many of them have ever watched the news or heard a news report. 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 (or two) of either a reporter or the individuals the reporters will interview. Point out that the order each group will speak in is posted (on a smart board, whiteboard or chalkboard). Give each reporter and associated interview candidate their segment script from Student Pages **1A-J, I Saw it on the News Student Script** 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 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 important information during the newscast for each of the news segments. Tell them to listen carefully to the entire newscast. Tell them that you will also play a role. You will be the news anchor, Maple Woods. You will introduce and conclude each segment. 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, I Saw it on the News 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 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 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 students that Wisconsin's forests helped to build the state and 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 profiles for this lesson are about Paul Koll, Tribal Forester, Stockbridge-Munsee Community Band of Mohican Indians and Kristina Wells, Forester, Wisconsin Department of Natural Resources. The profiles can be found on pages 160 and 161. A careers lesson that uses this information begins on page 222.

## SUMMATIVE ASSESSMENT

Have students develop a list of the resources needed to start a school forest or plant trees for an arboretum at school. Their lists should include such things as seeds, plants, trees, tools to plant, people to help, and money to buy needed items.

## 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.

**“We must protect  
the forests for our children,  
grandchildren and children  
yet to be born.  
We must protect the forests  
for those who can’t  
speak for themselves  
such as the birds, animals, fish  
and trees.”**

★ Qwatsinas (Hereditary Chief Edward Moody), Nuxalt Nation ★

## SOURCES

### Books/Articles

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

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

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

### Websites

Civilian Conservation Corps. [www.cccalumni.org/index.html](http://www.cccalumni.org/index.html).

Peshtigo Fire Museum. *The Story of the Peshtigo Fire*. [www.peshtigofiremuseum.com/fire](http://www.peshtigofiremuseum.com/fire).

Smokey's Vault. [www.smokeybear.com](http://www.smokeybear.com).

Thorton, Denise. *Looking back at the History of Wisconsin's Forests*. My Wisconsin Woods, Ask the Expert, Forest Farming, News. September 30, 2022. [mywisconsinwoods.org/2022/09/30/looking-back-at-the-history-of-wisconsin-forests/#:~:text=The%20History%20of%20Forestry%20in,1%25\)%20of%20timberland%20remained](http://mywisconsinwoods.org/2022/09/30/looking-back-at-the-history-of-wisconsin-forests/#:~:text=The%20History%20of%20Forestry%20in,1%25)%20of%20timberland%20remained).

Wisconsin Department of Natural Resources. *Long List of 'Firsts' For Wisconsin Forestry – Work through the decades forms foundation for today*. Wisconsin Natural Resources Magazine. Spring 2021 Issue. [dnr.wisconsin.gov/wnrmag/2021/Spring/Timeline](http://dnr.wisconsin.gov/wnrmag/2021/Spring/Timeline).

## RECOMMENDED RESOURCES

### Google Resources

Additional resources to support this lesson have been created in Google format. They may be accessed on the LEAF website at: [uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides](http://uwsp.edu/wcee/wcee/leaf/leaf-curriculum/k-12-forestry-lesson-guides).

## Wisconsin Forest Tales

Pferdehirt, Julia. *Chapter 5: Writing Home* and *Chapter 7: The Elm Street Tree House Club, Wisconsin Forest Tales* (P. Harden, Illus.) with input from Frechette, J., Hoffman, M. and the Menominee History Committee (University of Wisconsin-Stevens Point, Stevens Point, WI: Natural Resource Foundation of Wisconsin, LEAF - Wisconsin's K-12 Forestry Education Program, and Wisconsin DNR. Black Earth: Trails Custom Publishing, 2004.

In Chapter 5, readers continue to follow the journey of Will, from Chapter 4. Will's family couldn't make it work farming the cutover so Will joined the Civilian Conservation Corps where he learned to plant trees and fight fires while earning money to help support his family. In Chapter 7, readers learn about the struggles Jimmy and Doug Butler encounter when the tree they want to build a treehouse in has Dutch elm disease. Print copies of the book are available to check out through LEAF ([leafprogram.org](http://leafprogram.org)) and a classroom set is included in the LEAF 4th Grade Kit ([uwsp.edu/wcee/wceekits](http://uwsp.edu/wcee/wceekits)). All Wisconsin educators can request a complimentary copy from the LEAF program as well by emailing [leaf@uwsp.edu](mailto:leaf@uwsp.edu). Online PDFs of Chapters 5 and 7 can be found on the DNR website [dnr.wisconsin.gov/education/WisconsinForest Tales](http://dnr.wisconsin.gov/education/WisconsinForestTales). (NOTE: If you haven't already read Chapter 3: Calling Papa Home (Peshtigo Fire) or Chapter 4: Dreaming Of Wisconsin (Farming the Cutover), those chapters work well with this lesson.)

**“Until you dig a hole, you plant a tree, you water it and make it survive, you haven't done a thing. You are just talking.”**

★ Wangari Maathai ★



## Career Profile

### Paul Koll, Forest Manager

Meet Paul Koll – a forest manager for Stockbridge-Munsee Community Band of Mohican Indians. His main responsibility is to take care of the forests on land owned by the tribe. His goal is to keep the forests healthy for the next 150 years or more, which is called sustainable forest management. He creates a sustainable management plan for the Mohican Forest and shares it with the tribe’s forestry committee. The plan includes goals for making the forest more diverse, which means having trees of different ages and species. Diverse forests are usually healthier than forests that are not diverse. The plan also includes which trees should be planted and how to protect trees from invasive species or other threats.

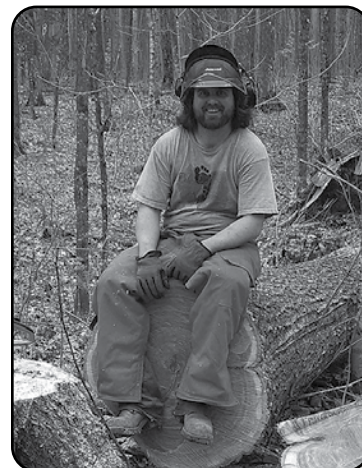
Paul’s job is quite big. He understands and follows many rules and writes many reports. He works with various people from the tribe, Bureau of Indian Affairs, U.S. Forest Service, Wisconsin DNR, and other organizations to do his job well. Paul also decides which trees should be cut down to improve the health of the Mohican Forest. He mentioned that they never cut down trees just to make money. However, when trees need to be cut down, Paul works hard to make as much money for the Stockbridge-Munsee Mohican Nation as he can.

To become a forest manager, Paul went to college at the University of Wisconsin-Stevens Point and earned a degree in

Forest Ecosystem Restoration and Management. He also received training as a wildland firefighter and participated in ecology clubs. Paul earned his master’s degree from Michigan Tech. Paul was hired by the tribe to be a forester and later became the forest manager.

Paul always enjoyed being outdoors as a kid and had an interest in wildlife, bugs, and ecosystems. He thought about the “big picture” and how to restore nature if something happened to it. Paul appreciates the opportunity to work with the tribe, their vision of sustainability, and the goal to do what is best for forests 150 years from now. He enjoys working with experts in the field and tribal members who want to know more about the Mohican Forest.

If you are interested in tribal forestry, Paul recommends taking forestry classes to learn about plants and trees, how to read the land, and how to mark timber.



**Paul Koll**

## Career Profile

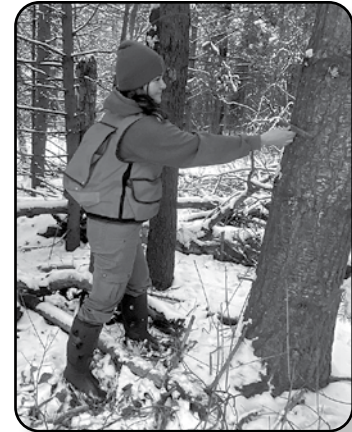
### Kristina Wells, Forester

Meet Kristina Wells – a forester for the Wisconsin Department of Natural Resources. Her job is to take care of forests so they are healthy, productive, and good habitats for wildlife now and in the future (sustainable forest management). Kristina also operates heavy equipment to build roads and trails in the forest, and uses other equipment to help put out wildfires.

Kristina works with many different people. Sometimes she helps partners in the county manage forests. She also works with loggers and uses paint to mark the trees they should cut. Kristina also conducts timber cruises (counts trees and determines how much money they are worth), and sets up timber sales. Kristina visits schools to teach students about working in and caring for forests. Kristina cares a lot about safety when using chainsaws, so she helps teach classes and mentors (helps) people who work with her. Sometimes Kristina is asked to help clean up after storms or other natural disasters, and also volunteers for local search and rescue missions to find people who are missing.

Kristina grew up in rural Wisconsin. She loved being outside and spending time with animals. Her mom took her to state parks where they would go on long walks in the woods. Kristina also spent a lot of time with her brother hunting, fishing, and exploring the land around them. Because

Kristina loved being outdoors so much, she knew that a job related to nature would be a perfect fit for her. To become a forester, Kristina



**Kristina Wells**

went to college and earned a degree in Forestry (Forest Science) where she learned all about forests. She also received special training to become a wildland firefighter.

Kristina loves her job because she gets to work outside and teach others about taking care of forests. Kristina must work when it is really hot and really cold. Some days there are lots of bugs or hills to climb which can be challenging, but this doesn't bother Kristina. She likes that every day is different, and that she gets to experience many new places.

Being a forester involves doing many different things. Kristina said if you want to be a forester like her, you should take science classes like biology and other classes that focus on plants. She also said it helps if you like math, can communicate well, and have strong computer skills.

# I SAW IT ON THE NEWS TEACHER SCRIPT

## Segment 1: Forest Generations

**Characters:** Manny Evergreen, Nokomis

**MAPLE WOODS:** Breaking news from Wisconsin! 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? 10,000 years ago the forests in what is now Wisconsin seemed endless and were abundant with wildlife. Tonight's top stories will tell us what the forests used to look like, what happened to them, and how they grew to look as they do today. Manny Evergreen has the latest on what our forests looked like thousands of years ago.

**MANNY EVERGREEN:** Thanks, Maple. It's 1504 and I am in what is now northern Wisconsin with forests surrounding me as far as I can see. I am standing here next to a beautiful hemlock with Nokomis, or Grandmother. Nokomis is a Menominee elder whose family has been living in these here forests for many generations. Nokomis knows all about these forests. Nokomis, what can you tell us about them?

**NOKOMIS:** Well, Manny, we have a wonderful relationship with the beings in these forests. They have provided the Menominee and our neighbors, like the Ho-Chunk, with food, shelter, tools, clothing, medicines, and other gifts for thousands of years. These forests will continue to provide for many generations because we only take what we need and always use everything we take.

**MANNY EVERGREEN:** Well, that's great, Nokomis. Seems like the forests do a lot for the Menominee. Is there anything the Menominee do to help the forests out?

**NOKOMIS:** Most of the time everything is in balance but sometimes plants or trees get crowded and struggle to grow in parts of the forest. When this happens, we set small fires. The fires burn the grasses and plants to create space for trees and berries to grow. The burned grasses provide nutrients for the trees and berries which are important foods, not just for the Menominee, but for a lot of birds and animals too.

**MANNY EVERGREEN:** Well, I'll be. I never would have thought to use fire to help a forest grow! Thanks for sharing, Nokomis. Maple, it is pretty incredible to think that these trees have been here for thousands of years, and that the Menominee know how to keep them growing for many more years to come!

**MAPLE WOODS:** Thanks, Manny, that is incredible! Word has it, Europeans have heard about these forests and are making their way to the area, I wonder if that could change things?

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## Segment 2: Forest Traditions

**Characters:** Lotta Hardwoods, Ininaatig, Louis

**MAPLE WOODS:** Lotta Hardwoods is standing by just across the bay from Madeline Island with Zhingwaak, a young Ojibwe man who has lived in the area for many generations and Louis who has just arrived from France. Lotta, what do these two young men have to say today?

**LOTTA HARDWOODS:** Well, Maple, it's 1727 and Ininaatig has been telling me about how his family moves throughout the forests during different seasons. It is quite interesting. Ininaatig, could you share what you were telling me about the sugar bush?

# I SAW IT ON THE NEWS TEACHER SCRIPT

**ININAATIG:** Yes, my family, like many Ojibwe families, travel to the sugar bush during the Snowcrust Moon – when the days start to get warm, but the nights are still cold. During this moon and the next, the Sugaring Moon, sap starts to run in the maple trees. The first thing we do is make an offering of tobacco to give thanks and then we get to work. We use wooden spiles to tap the trees. Once the trees are tapped, sap drips into baskets made of birch bark. We collect the sap and build fires to boil water out of the sap and turn it into syrup and sugar. We do this by placing it in wet birch bark baskets above the fire and adding red hot rocks to it. After a while, the water boils out of the sap and leaves behind syrup and sugar. The trees provide us with this food after the long winter which makes sugaring the best time of year!

**LOTTA HARDWOODS:** Thanks for sharing, Ininaatig. And Maple, he is not lying. Ininaatig shared some maple sugar with me, and it is a tasty treat for sure! Let's check in with Louis now and see what brought him to these parts and if he has tried some maple sugar. Louis, what can you tell us about why you are here?

**LOUIS:** I have come to this area from my homeland in France in search of furs. The journey to get here was long and hard but worth it. The people I have met, like Ininaatig, have been helpful and good to trade with. The forests are the richest I have seen and should provide me with many furs that I can sell.

**LOTTA HARDWOODS:** And have you had a chance to try some Maple Sugar, Louis?

**LOUIS:** Sure have, Maple, a mighty fine treat!

**MAPLE WOODS:** Thanks, Lotta. The more I hear about these forests, the more I think I need to see them!

## Segment 3: Endless Forests

**Characters:** Bud Basswood, Tim Cruise

**MAPLE WOODS:** We have heard a bit about what the forests looked like long ago and as Europeans started to arrive. Bud Basswood has the latest on what our forests looked like a few years later 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 are something else. Yet somehow, 50 to 70 years later though, it appears maybe Tim Cruise may have been wrong. I do wonder how all this has changed things for the Menominee and Ojibwe and other tribes in what is now Wisconsin. Bud, can you tell me anything about that?



# I SAW IT ON THE NEWS TEACHER SCRIPT

**BUD BASSWOOD:** Well, Maple, a lot has changed for the Menominee, Ojibwe, and other tribes in what is now Wisconsin. The U.S. government signed treaties with many nations. Both the Menominee and Ojibwe were given reservations to live on in Wisconsin but ceded a great deal of land to the United States. Their reservations are very small compared to the land they used to live on. And, the Ho-Chunk and Potawatomi, they're being forced to leave Wisconsin and move to reservations in other states. I can't imagine they'll find the land there to be as good as the land they are used to in Wisconsin.

**MAPLE WOODS:** I imagine you are right, Bud.

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## Segment 4: Peshtigo Fire

**Characters:** Greta Firestorm, Reverend Peter Pernin

**MAPLE WOODS: BREAKING NEWS...**While all eyes have been on the great fire that burned in Chicago, we have learned there has been an even more deadly fire around Peshtigo, Wisconsin. It is estimated that over 1,500 people have died in the fire and that number will climb even higher. Greta Firestorm is on location in Peshtigo with eyewitness, Reverend Peter Pernin.

**GRETA FIRESTORM:** Thanks, Maple. Three days ago, on October 8, 1871, the deadliest fire in the history of the United States blazed through this area. As you can see behind me there is nothing but two buildings left in the town of Peshtigo and there are thousands who are injured and homeless. People said that fires had been burning in the area for weeks. They say some were started by lumberjacks who were clearing brush and slash, others by farmers who were removing stumps from land, and some by sparks from trains passing by. To make matters worse, this area had a very dry spring and summer and the winds were picking up. Reverend Pernin, can you describe what it was like just before the fire?

**REVEREND PETER PERNIN:** Well Greta, you could see fires smoldering on the edges of town for weeks and the air was full of smoke. Some days it was so smoky I had to use a lantern in the daylight! The day of the fire the winds were blowing hard from the west. Off in the distance, I could hear a sound, it was like a roar. Most of the townsfolk felt uneasy.

**GRETA FIRESTORM:** And when the fire broke out, what was it like then?

**REVEREND PETER PERNIN:** It's hard to talk about. It was like a storm of fire burning everything in its path. Since the town was made up of wood, and even our roads were sawdust, everything burned. Many people, like me, ran to the river. It was chaos! Sparks and flames were everywhere burning our clothing, skin, and hair. The air hurt our lungs – it was hot and full of ashes, cinders, smoke, dust, and sand. Many of us made it to the river but some were afraid to go in because they didn't know how to swim. I tried to get as many into the river as I could. We were not even safe in the river though. The fire was strong and jumped across the river, so it kept burning our heads. We had to keep splashing water on our heads. And it was crowded – not just with people but horses and cows too. I am thankful for the river though. The people living out near the sugar bush, they had no place to go. I am sure they have all passed on.

**GRETA FIRESTORM:** My deepest sympathy, Reverend, to you and everyone who has experienced this tragic event. Maple, I have no words.

**MAPLE WOODS:** Thank you, both. Such a tragic event and so much loss. It is going to take a long time for people and the forests to recover here.

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*Teacher Page*

# I SAW IT ON THE NEWS TEACHER SCRIPT

## Segment 5: Busy Lumberjacks

Characters: Blossom Bloomer, Ole Hasbeen

**MAPLE WOODS:** 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 down them trees. Yah, there was a whole forest here. Me and the other jacks, we cut it down. 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 some fires jump from tree to tree if there were any trees left. Fire'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. Earlier today, I spoke to a member of the Ojibwe Nation who said that the same has happened across each of the Ojibwe reservations too. They are angry that their forests have been lost and say they have been cheated out of money by the lumber barrens. But, even more, they are sad because there are no longer birch trees for making baskets and sugar bushes for harvesting maple sugar. I think it is a sad time for anyone living in this neck of the woods.

**MAPLE WOODS:** Thanks, Blossom. It is a sad story there. I did, however, hear about a glimmer of hope during all these clearcuts. Turns out, the Menominee fought to be able to manage their forest. Under the guidance of Chief Oshkosh, they have only harvested the mature trees, sick trees, and trees that have fallen, and left all others to grow. As a result, their forests are rich and beautiful. They set up a small sawmill at Keshana Falls to process the lumber they cut, and the lumber is used on the reservation or sold to make money for the reservation.

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## Segment 6: We Quit

Characters: Clay Crop, Hans Rockpicker

**MAPLE WOODS:** Well, it seems some folks thought all the clearcut 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?

## I SAW IT ON THE NEWS TEACHER SCRIPT

**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, I spoke with someone on the Lac Courte Oreilles Reservation yesterday and he said many people living on the Ojibwe reservations are struggling. There are no forests, no jobs, and no way to provide for their families. He is trying his best to make it on the reservation, but he knows others who are thinking about moving to the city to find work.

On a more positive note, in speaking with a member of the Menominee Nation, I learned that in 1908 they built another sawmill and were able to use it to harvest a lot of timber that blew down in a storm. This sawmill is located in Neopit and is doing well. Seems the Menominee were wise to focus on forestry and not farming, and their idea of harvesting trees in a way that also supports a healthy forest is working!

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### Segment 7: Vote to Plant Trees

Characters: Marisol Controversy, Forest Proponent

**MAPLE WOODS:** 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. **Marisol Controversy is standing by live at a county board meeting in Marinette County. What's going on at the meeting?**

**MARISOL 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:** Marisol, 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?

**MARISOL 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 it will be before other counties do the same?

**MAPLE WOODS:** Thanks, Marisol. In additional news, it has been reported that numerous parcels of reservation land have also become tax delinquent and the U.S. government is taking ownership of that land as well. Your report makes me wonder if that will also be replanted as forest?

# I SAW IT ON THE NEWS TEACHER SCRIPT

## Segment 8: Government Buys Land

Characters: Nat Forest, Tyrone Treebark

**MAPLE WOODS:** 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 (Nic-o-lay) National Forest and the Chequamegon (Shwam-eh-gon) National Forest. The goal for these two forests is to provide forest resources for the nation. Tyrone Treebark is a neighbor of the Nicolet National Forest.

**TYRONE 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 U.S. 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 nearly 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 U.S. 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.

## Segment 9: Let's Go to Work - Part 1

Characters: Mildred Hardtimes, Kenny Nowork

**MAPLE WOODS:** 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?

**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. I hear that in Wisconsin, we will be planting lots of trees. Not sure if I'll be working in the national forest, state park, county park or even on a reservation. I am ready to help wherever they send me!

**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.



# I SAW IT ON THE NEWS TEACHER SCRIPT

## Segment 10: Let's Go to Work - Part 2

Characters: Sua Sawyer, Buster Foreman

**MAPLE WOODS:** Our next story looks further at this new program. Sua Sawyer is on location at a CCC camp near Three Lakes. Sua, there seems to be a lot of activity there.

**SUA 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, Sua, 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.

**SUA 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.

## Segment 11: Baby Trees

Characters: Twiggy Spud, Aaron Greenthumb

**MAPLE WOODS:** 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 Aaron Greenthumb. Aaron works here at the nursery. Aaron, what can you tell me about these trees?

**AARON 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.

**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.

# I SAW IT ON THE NEWS TEACHER SCRIPT

## Segment 1 2: Two for One

Characters: Elena Yesterday, Kali Roadalong

**MAPLE WOODS:** On a related story, there is a place in Eagle River working with private landowners. Elena Yesterday has the story.

**ELENA 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. Kali Roadalong is here with her husband at a workshop for landowners. Kali, what takes place here at Trees for Tomorrow?

**KALI ROADALONG:** Well, Elena, 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.

**ELENA 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.

## Segment 1 3: New Bear in the Woods

Characters: Emma Spark, Smokey Bear

**MAPLE WOODS:** 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. Emma Spark has the latest story.

**EMMA SPARK:** That is right, Maple. It is 1944, and World War II continues. As part of the war effort, we at home must 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, Emma, do you know that people start 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.

**EMMA SPARK:** Smokey, I bet you will become a big star someday. You sure are a handsome bear! Maple, this bear knows his stuff.

**MAPLE WOODS:** Who would have imagined a bear could know so much? I think you are right Emma. Smokey seems to have a special attraction. I bet the kids will love him.

# I SAW IT ON THE NEWS TEACHER SCRIPT

## Segment 14: The Fight for Elm

Characters: Ellie Elm, Citizen Sad

**MAPLE WOODS:** 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.

## Segment 15: City Trees Celebrated

Characters: Tree A. Ward, Val N. Teer

**MAPLE WOODS:** 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.

**MAPLE WOODS:** Thanks, Tree. And congratulations to Madison and to all the other cities that have been recognized.

# I SAW IT ON THE NEWS TEACHER SCRIPT

## Segment 16: We've Been Here All Along

Characters: Tony Oak, Chen Info

**MAPLE WOODS:** It appears a lot of people have played a role in replanting and bringing our forests back today. The Wisconsin DNR 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 has played a key role in replanting and managing our forests. The Wisconsin DNR celebrated 100 years of forestry in Wisconsin in 2004. I have with me Chen Info, a spokesperson for the Wisconsin DNR. Chen, tell us about the role Wisconsin foresters have played over the last 100 years.

**CHEN 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, Chen. The Wisconsin DNR has played a big role in making our forests as they are today. Chen, do you know if there are similar departments in tribal governments that are taking care of Wisconsin's forests?

**CHEN INFO:** Sure are, Tony! Wisconsin has 12 tribal nations who have their own natural resource departments that help take care of their forests and lands. Some nations even have their own division of forestry and foresters who make sure their forests will be healthy for many generations in the future.

**TONY OAK:** That's incredible, Chen. Maple, without the efforts of these departments, I don't think we would have the forests we have today.

**MAPLE WOODS:** Tony, it looks like the Wisconsin DNR and all these other departments have done a huge job helping to provide the forests we have today. My guess is their job will continue to be extremely important as we sustain our forests for the future. Our forests will continue to be important for the animals who live here, the lumber they provide, the places we recreate, and things like the air we breathe. Well, that about wraps up our news. Thanks to the hard work of countless people, Wisconsin's great forests are once again great. I'm Maple Woods, signing off.



# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 1: FOREST GENERATIONS

**MAPLE WOODS: (TEACHER)**

**MANNY EVERGREEN:** Thanks, Maple. It's 1504 and I am in what is now northern Wisconsin with forests surrounding me as far as I can see. I am standing here next to a beautiful hemlock with Nokomis, or Grandmother. Nokomis is a Menominee elder whose family has been living in these here forests for many generations. Nokomis knows all about these forests. Nokomis, what can you tell us about them?

**NOKOMIS:** Well, Manny, we have a wonderful relationship with the beings in these forests. They have provided the Menominee and our neighbors, like the Ho-Chunk, with food, shelter, tools, clothing, medicines, and other gifts for thousands of years. These forests will continue to provide for many generations because we only take what we need and always use everything we take.

**MANNY EVERGREEN:** Well, that's great, Nokomis. Seems like the forests do a lot for the Menominee. Is there anything the Menominee do to help the forests out?

**NOKOMIS:** Most of the time everything is in balance but sometimes plants or trees get crowded and struggle to grow in parts of the forest. When this happens, we set small fires. The fires burn the grasses and plants to create space for trees and berries to grow. The burned grasses provide nutrients for the trees and berries which are important foods, not just for the Menominee, but for a lot of birds and animals too.

**MANNY EVERGREEN:** Well, I'll be. I never would have thought to use fire to help a forest grow! Thanks for sharing, Nokomis. Maple, it is pretty incredible to think that these trees have been here for thousands of years, and that the Menominee know how to keep them growing for many more years to come!

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 2: FOREST TRADITIONS

**MAPLE WOODS: (TEACHER)**

**LOTTA HARDWOODS:** Well, Maple, it's 1727 and Ininaatig has been telling me about how his family moves throughout the forests during different seasons. It is quite interesting. Ininaatig, could you share what you were telling me about the sugar bush?

**ININAATIG:** Yes, my family, like many Ojibwe families, travel to the sugar bush during the Snowcrust Moon – when the days start to get warm, but the nights are still cold. During this moon and the next, the Sugaring Moon, sap starts to run in the maple trees. The first thing we do is make an offering of tobacco to give thanks and then we get to work. We use wooden spiles to tap the trees. Once the trees are tapped, sap drips into baskets made of birch bark. We collect the sap and build fires to boil water out of the sap and turn it into syrup and sugar. We do this by placing it in wet birch bark baskets above the fire and adding red hot rocks to it. After a while, the water boils out of the sap and leaves behind syrup and sugar. The trees provide us with this food after the long winter which makes sugaring the best time of year!

**LOTTA HARDWOODS:** Thanks for sharing, Ininaatig. And Maple, he is not lying, Ininaatig shared some maple sugar with me, and it is a tasty treat for sure! Let's check in with Louis now and see what brought him to these parts and if he has tried some maple sugar. Louis, what can you tell us about why you are here?

**LOUIS:** I have come to this area from my homeland in France in search of furs. The journey to get here was long and hard but worth it. The people I have met, like Ininaatig, have been helpful and good to trade with. The forests are the richest I have seen and should provide me with many furs that I can sell.

**LOTTA HARDWOODS:** And have you had a chance to try some Maple Sugar, Louis?

**LOUIS:** Sure have, Maple, a mighty fine treat!

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 3: ENDLESS FORESTS

**MAPLE WOODS: (TEACHER)**

**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: (Teacher)**

**BUD BASSWOOD:** Well, Maple, a lot has changed for the Menominee, Ojibwe, and other tribes in what is now Wisconsin. The U.S. government signed treaties with many nations. Both the Menominee and Ojibwe were given reservations to live on in Wisconsin but ceded a great deal of land to the United States. Their reservations are very small compared to the land they used to live on. And, the Ho-Chunk and Potawatomi, they're being forced to leave Wisconsin and move to reservations in other states. I can't imagine they'll find the land there to be as good as the land they are used to in Wisconsin.

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 4: PESHTIGO FIRE

**MAPLE WOODS: (TEACHER)**

**GRETA FIRESTORM:** Thanks, Maple. Three days ago, on October 8, 1871, the deadliest fire in the history of the United States blazed through this area. As you can see behind me there is nothing but two buildings left in the town of Peshtigo and there are thousands who are injured and homeless. People said that fires had been burning in the area for weeks. They say some were started by lumberjacks who were clearing brush and slash, others by farmers who were removing stumps from land, and some by sparks from trains passing by. To make matters worse, this area had a very dry spring and summer and the winds were picking up. Reverend Pernin, can you describe what it was like just before the fire?

**REVEREND PETER PERNIN:** Well Greta, you could see fires smoldering on the edges of town for weeks and the air was full of smoke. Some days it was so smoky I had to use a lantern in the daylight! The day of the fire the winds were blowing hard from the west. Off in the distance, I could hear a sound, it was like a roar. Most of the townsfolk felt uneasy.

**GRETA FIRESTORM:** And when the fire broke out, what was it like then?

**REVEREND PETER PERNIN:** It's hard to talk about. It was like a storm of fire burning everything in its path. Since the town was made up of wood, and even our roads were sawdust, everything burned. Many people, like me, ran to the river. It was chaos! Sparks and flames were everywhere burning our clothing, skin, and hair. The air hurt our lungs – it was hot and full of ashes, cinders, smoke, dust, and sand. Many of us made it to the river but some were afraid to go in because they didn't know how to swim. I tried to get as many into the river as I could. We were not even safe in the river though. The fire was strong and jumped across the river, so it kept burning our heads. We had to keep splashing water on our heads. And it was crowded – not just with people but horses and cows too. I am thankful for the river though. The people living out near the sugar bush, they had no place to go. I am sure they have all passed on.

**GRETA FIRESTORM:** My deepest sympathy, Reverend, to you and everyone who has experienced this tragic event. Maple, I have no words.

**MAPLE WOODS: (TEACHER)**



# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 5: BUSY LUMBERJACKS

**MAPLE WOODS: (TEACHER)**

**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 down them trees. Yah, there was a whole forest here. Me and the other jacks, we cut it down. 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 some fires jump from tree to tree if there were any trees left. Fire'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. Earlier today, I spoke to a member of the Ojibwe Nation who said that the same has happened across each of the Ojibwe reservations too. They are angry that their forests have been lost and say they have been cheated out of money by the lumber barrens. But, even more, they are sad because there are no longer birch trees for making baskets and sugar bushes for harvesting maple sugar. I think it is a sad time for anyone living in this neck of the woods.

**MAPLE WOODS: (TEACHER)**

## SEGMENT 9: LET'S GO TO WORK - PART 1

**MAPLE WOODS: (TEACHER)**

**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. I hear that in Wisconsin, we will be planting lots of trees. Not sure if I'll be working in the national forest, state park, county park or even on a reservation. I am ready to help wherever they send me!

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

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 6: WE QUIT

**MAPLE WOODS: (TEACHER)**

**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: (TEACHER)**

## SEGMENT 11: BABY TREES

**MAPLE WOODS: (TEACHER)**

**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 Aaron Greenthumb. Aaron works here at the nursery. Aaron, what can you tell me about these trees?

**AARON 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.

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 7: VOTE TO PLANT TREES

**MAPLE WOODS: (TEACHER)**

**MARISOL 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:** Marisol, 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?

**MARISOL 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 it will be before other counties do the same?

**MAPLE WOODS: (TEACHER)**

## SEGMENT 8: GOVERNMENT BUYS LAND

**MAPLE WOODS: (TEACHER)**

**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 (Nic-o-lay) National Forest and the Chequamegon (Shwam-eh-gon) National Forest. The goal for these two forests is to provide forest resources for the nation. Tyrone Treebark is a neighbor of the Nicolet National Forest.

**TYRONE 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 U.S. 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 nearly 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 U.S. Forest Service has a big job ahead of it replanting all of the trees.

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 10: LET'S GO TO WORK - PART 2

**MAPLE WOODS: (TEACHER)**

**SUA 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, Sua, 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.

**SUA 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: (TEACHER)**

## SEGMENT 12: TWO FOR ONE

**MAPLE WOODS: (TEACHER)**

**ELENA 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. Kali Roadalong is here with her husband at a workshop for landowners. Kali, what takes place here at Trees for Tomorrow?

**KALI ROADALONG:** Well, Elena, 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.

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

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 13: NEW BEAR IN THE WOODS

**MAPLE WOODS: (TEACHER)**

**EMMA SPARK:** That is right, Maple. It is 1944, and World War II continues. As part of the war effort, we at home must 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, Emma, do you know that people start 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.

**EMMA SPARK:** Smokey, I bet you will become a big star someday. You sure are a handsome bear! Maple, this bear knows his stuff.

**MAPLE WOODS: (TEACHER)**

## SEGMENT 16: WE'VE BEEN HERE ALL ALONG

**MAPLE WOODS: (TEACHER)**

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

**CHEN 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, Chen. The Wisconsin DNR has played a big role in making our forests as they are today. Chen, do you know if there are similar departments in tribal governments that are taking care of Wisconsin's forests?

**CHEN INFO:** Sure are, Tony! Wisconsin has 12 tribal nations who have their own natural resource departments that help take care of their forests and lands. Some nations even have their own division of forestry and foresters who make sure their forests will be healthy for many generations in the future.

**TONY OAK:** That's incredible, Chen. Maple, without the efforts of these departments, I don't think we would have the forests we have today.

**MAPLE WOODS: (TEACHER)**

# I SAW IT ON THE NEWS STUDENT SCRIPT

## SEGMENT 14: THE FIGHT FOR ELM

**MAPLE WOODS: (TEACHER)**

**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: (TEACHER)**

## SEGMENT 15: CITY TREES CELEBRATED

**MAPLE WOODS: (TEACHER)**

**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.

**MAPLE WOODS: (TEACHER)**



## I SAW IT ON THE NEWS SEGMENT TITLE CARDS

### **Forest Generations**

Earliest Forest Management

### **Forest Traditions**

Maple Sugaring

### **Endless Forests**

Wisconsin Becomes a State

### **Peshtigo Fire**

United State's Deadliest Fire

### **Busy Lumberjacks**

Cutting the Forest

### **We Quit**

Farmers Abandon the Land

### **Government Buys Land**

Two National Forests Started

### **Let's Go to Work**

Civilian Conservation Corps

### **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 Elm**

Dutch Elm Disease Takes Many Victims

### **City Trees Celebrated**

National Arbor Day Foundation  
Promotes Urban Forests

### **We've Been Here All Along**

Wisconsin DNR and  
Tribal Natural Resource Departments  
Play a Key Role

## I SAW IT ON THE NEWS INFORMATION PAGE

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4	Reverend Peter Pernin			
5	Ole Hasbeen			
6	Clay Crop			
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8	Tyrone Treebark			
9	Kenny Nowack			
10	Buster Foreman			
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