

## Student Quiz/Constructed Response Essay Contest

All students must answer the eight (8) chapter questions (5 points each) and complete the constructed response (60 points).

**Constructed Response Directions:** Read the passages from the story “*Roosevelt, Burroughs and the Trip That Saved Nature*” then write a constructed response.

	<p>Select passages from “<b>Roosevelt, Burroughs and the Trip That Saved Nature,</b>”  <b>Chapter Five – Conservation and Preservation</b>          by Mike Peterson</p> <p>For President Roosevelt, “conservation” was the very most important. The country was growing, and needed farms to feed people, and timber, metal and coal to build and fuel the nation.</p> <p>“Conservation” meant making wise decisions about how to use our natural resources to get those things.</p> <p>“I recognize the right and duty of this generation to develop and use the nature resources of our land;” he said in a speech, “but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”</p> <p>A farmer would be a poor father if he ruined the farmland he should one day pass on to his children, the President said. The nation must also take good care of its natural resources and, like the farmer, make a living, but also make good choices for the future.</p>
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One of the places where plume hunters were killing birds was on Pelican Island in Florida, and a group of bird lovers came to visit Roosevelt at the White House. They wanted more protection for the island’s birds, but worried that it would take too long to pass a law, and that some in Congress would object to the idea.

Roosevelt listened carefully, then turned to one of his advisors.

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“Is there any law that will prevent me from declaring Pelican Island a Federal Bird Reservation?” he asked. The island was already owned by the government, so the advisor answered that there was nothing standing in Roosevelt’s way.

“Very well then,” Roosevelt said, “I so declare it!”

Pelican Island became the nation’s first national wildlife refuge. Later, Roosevelt would “so declare it” 50 more times to protect birds with national refuges.

Portion of **“Roosevelt, Burroughs and the Trip That Saved Nature,”**  
**Chapter Eight – The People’s Country**  
by Mike Peterson

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In Grand Island, Nebraska, he praised the success of the government’s efforts to grow more trees on the open plains. “I knew, of course, that over 200,000 acres of forest land had been planted in Nebraska, but to know a thing is one thing and to see it is another,” he told the people, and reminded them that Sterling Morton had founded Arbor Day in their own state.

Thanks to Arbor Day, he said, millions of children and adults were taught “the wisdom of trying to plant trees where they do not exist, and trying to preserve them for the public use where they do exist.”

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In Santa Fe, New Mexico, he spoke of the importance of healthy forests and good irrigation projects to create farms and cattle ranches, not just for the farmers and ranchers of 1903, but for their children and grandchildren.

Then, in the Arizona Territory, Theodore Roosevelt got his first glimpse of the Grand Canyon, which was not yet a national park. He begged the people of Arizona to protect it from the mining

40	<p>companies and from those who wanted to build hotels and resorts on its rim.</p> <p>“Leave it as it is. You cannot improve on it,” Roosevelt said. “What you can do is to keep it for your children, your children’s children, and for all who come after you, as one of the great sights which every American, if he can travel at all, should see.”</p>
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**CONSTRUCTED RESPONSE:** Balancing conservation and preservation of nature has been and continues to be important to our communities, our nation and the world. Both passages from chapters “Conservation and Preservation” and “The People’s Country,” discuss Roosevelt’s thoughts and actions concerning nature. Discuss ways Theodore Roosevelt thought or acted as either a conservationist or preservationist. Do you think he was more of a conservationist or preservationist and why?

In your response, be sure to

- explain whether Mike Peterson, the story’s author, thinks conservation or preservation is more important to Roosevelt
- explain whether you agree or disagree with the author’s point of view
- discuss Theodore Roosevelt’s beliefs about nature as portrayed in both passages
- use examples from both chapters to support your response

Check your writing for correct spelling, grammar, capitalization, and punctuation.

*See judging rubrics for more details on how points will be determined.*

## Rules

1. To enter, each student can answer the attached quiz *or* go online and complete the student quiz/constructed response found at <http://survey.constantcontact.com/survey/a07e8ri95s0hq58uuwy/start> Quiz Tip: It may be faster and easier for a student to preview the quiz questions and pre-write and edit his or her essay response offline, then copy and paste or type the response online when finished.
2. This student evaluation is made up of eight (8) questions, one for each chapter of the serial story, "*Roosevelt, Burroughs and the Trip That Saved Nature,*" and one constructed response question. The chapter questions are worth 5 points each. The constructed response is worth a total of 60 points, for a total of 100 points.
3. Students can go back and change answers until they hit the final submission button. There is no time limit. However, Constant Contact or internet connection issues may disrupt your submission. The first complete attempt is the one that will be considered for submission to the contest.
4. The constructed response must be no more than 200 words (or approximately 1000 characters) long. Students are expected to use proper English. Spelling and punctuation count. Use of texting shorthand or emoticons will result in disqualification. Students should type their constructed response first into a word processing program and paste it into the constructed response portion of this quiz to avoid a technical glitch from wiping out their work. If completing the quiz/constructed response on paper, the constructed response may be typed into a computer, printed out and attached to the paper quiz.
5. Two top entries will be selected for each participating newspaper. There will be up to 6 regional winners from across the state. After state winners have been determined, the names of all winners will announced via a press release to all daily newspapers across New York State. Judges decisions are final.
6. Winners will be notified by phone or email through their school.

7. Employees of the local newspaper and their immediate family members are not eligible to win.
8. Each entry must be the sole product of the student's work. The student's name and complete contact information **MUST** be entered at the time of submission to be eligible. This information includes:
  - a. Newspaper used to follow the story (either in-print or online)
  - b. Student's full name
  - c. Student's grade
  - d. School name (If home schooled type home)
  - e. School address (If home schooled provide home address)
  - f. Teacher's name
  - g. Teacher's email address or school phone number (to notify student winners)
9. Students must be in grades 4, 5, 6, 7 or 8. Students may enter by mail or through any internet connection available to them but **MUST** include the above contact information.
10. Mailed entries must be received by Friday, May 9, 2014 and mailed to NYNPA, *Roosevelt, Burroughs Contest Entry*, 252 Hudson Avenue, Albany, NY 12210-1802. Entries completed online at <http://survey.constantcontact.com/survey/a07e8ri95s0hq58uuwy/start> must be submitted no later than Friday, May 9, 2014 at 4:00 pm. All entries must include answers to the eight (8) chapter questions and the contact information listed under Rule 9.
11. If you have any questions regarding this project please email Mary Miller at [mmiller@nynpa.com](mailto:mmiller@nynpa.com).

# Student Quiz/Constructed response

All students must answer questions one (1) through eight (8) and write a constructed response. Please circle the correct answer. (5 points each)

1. Where were the two friends traveling from?

- New York City
- Cheyenne, Wyoming
- Washington, D.C.
- The Grand Canyon

2. True or false: Henry Ford gave Theodore Roosevelt an automobile.

- True
- False

3. In Chapter Three, The Nature-Loving City Boy, the author stated that as a young boy Theodore Roosevelt suffered from...

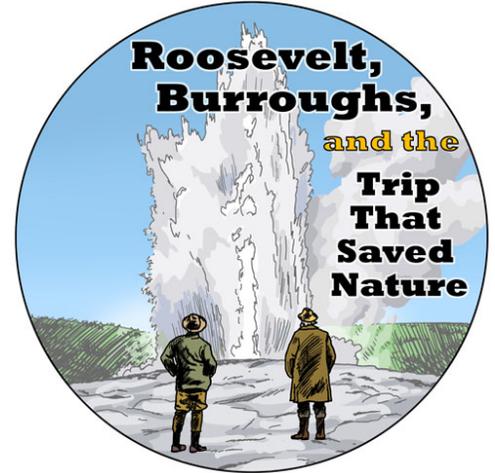
- polio
- asthma
- tuberculosis
- chicken pox

4. Which of the following statements is true about Yellowstone National Park?

- President Ulysses Grant signed the law that made Yellowstone a national park in 1872
- Yellowstone National Park was first a state park
- Railroad lines run through Yellowstone National Park
- Hunting has always been permitted in Yellowstone National Park

5. Why did President Roosevelt declare Pelican Island a national wildlife refuge?

- To stop people from cutting down all the trees there
- To protect birds from plume hunters
- To stop people from making ugly hats for women
- To save the manatees



6. True or False: Teddy bears were created as a reaction to a cartoon making fun of President Roosevelt's unsuccessful hunting trip.

True

False

7. What created the arch of snow and ice Roosevelt and Burroughs observed during their visit at Yellowstone?

a clever fox

a pack of dogs

wind and water

clever coyotes

8. What did Roosevelt want the people of the Arizona Territory to protect from mining companies and resort builders?

Arbor Day

Mesa Verde

Yosemite Valley

The Grand Canyon

**Continue onto the next page to read the selected texts and complete the constructed response.**

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by Mike Peterson

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“I recognize the right and duty of this generation to develop and use the nature resources of our land;” he said in a speech, “but I do not recognize the right to waste them, or to rob, by wasteful use, the generations that come after us.”

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A farmer would be a poor father if he ruined the farmland he should one day pass on to his children, the President said. The nation must also take good care of its natural resources and, like the farmer, make a living, but also make good choices for the future.

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