

Curriculum Guide

by Mike Peterson

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Foreword

The importance of the trip that Theodore Roosevelt and John Burroughs took to Yellowstone National Park in 1903 is not that it created a sudden change in knowledge, laws or attitudes. Rather, it is a highpoint in a process that was already under way, and that would continue afterwards.

That's how most of history works, after all.

For example, it makes a fun narrative to suggest that Columbus sailed off into an unknown world that most people thought was flat, but, if you look into it, you find that educated people knew the world was round and he certainly wasn't the only person looking to see what was out there.

Columbus's voyages were important, but it is incorrect to think that they suddenly opened the world's eyes to everything that lay beyond the horizon; in fact, the knowledge that the lands he had explored were part of a new world developed fairly slowly.

It's often said that "truth is stranger than fiction," because fiction is required to make sense and truth is not. Fiction is compact and logical, while reality is often a bit slippery and seemingly disorganized. In the real world, it can take a long time for an idea to take hold, or for discoveries to become part of our lives and culture.

One of the challenges in teaching history is helping students make sense of what can seem like a haystack of random facts. We've tried to combine facts about the trip itself with information about related topics and developments to help them see the trip for what it was: Two good friends who cared about nature having an opportunity to spend time together studying a unique ecosystem, and to draw the public's attention to our environment.

It was a trip that is hailed as a landmark in the effort to change the way America viewed its natural resources.

A handwritten signature in black ink, appearing to read "Mike", with a stylized, cursive script.

Using this guide

Look through the activities at the beginning and end of this guide and plan which ones you will use and at what point you will introduce them. It is also recommended that you look over the information in each chapter guide, both to plan your testing of knowledge within that chapter and to provide background for your own teaching of it.

But please don't take it all so seriously!

This series is intended to be interesting and fun as well as educational. All questions and writing prompts are intended for modification and adaptation to your classroom and ability levels. Let them be fun!

The graphic organizers and other items in the back of the guide can be used with multiple chapters.

Each chapter includes questions for literal and inferential meaning to guide discussion and measure comprehension.

The prompts in the “In Your Own Words” section of each chapter can serve to suggest topics for discussion, journal entries or writing exercises.

Using Primary Resources

The newspaper articles and other items in this guide may appear too small to read.

However, in the guide's original PDF format, you can magnify them into larger, readily legible versions.

“In the News” activities are suggested to draw contemporary parallels and to help students develop critical analysis skills. They can be used with the print, on-line or e-edition version of your newspapers.

Primary documents provide background information and historical references and may also be jumping off points for independent research.

Resources include websites to support your teaching. You can use these as backgrounders on your own or to help create SmartBoard and similar layouts to use as teaching aids.

The standards checklist serves as a document to record the standards met throughout the unit. By noting when you have applied a particular standard, you can track the balance of your emphasis on the many ways in which standards can be applied throughout this story and guide.

Have a (virtual) author visit in your classroom!

Your students can comment and ask questions about each chapter!

<http://www.weeklystorybook.com/yellowstone1903>

There is a blog for this serial where your students can comment or ask questions in a safe environment.

I check it often and answer questions or explain things they comment about. It's helpful if they leave a first name and school so I know who I'm answering, but **no personal information is shared and no comments appear until I've seen and approved them.**

Want a more personal interaction? If you would like to set up a Skype interview, email me at author@teachup.com and we can talk about holding a live on-line presentation for your students.

Please take advantage of these opportunities!

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Sources and resources

While this account draws from several resources, the most valuable single source was Douglas Brinkley's "The Wilderness Warrior: Theodore Roosevelt and the Crusade for America," (*Harper-Collins, 2009*), a lengthy (*940 pages in the paperback edition*) but quite readable study of Roosevelt as conservationist.

On-line resources that were valuable in preparing this series and that would be entertaining and useful for further study included these: (*Note that all links in this guide are interactive.*)

Theodore Roosevelt Center

<http://www.theodorerooseveltcenter.org>

The site is full of useful information and illustrations including photographs and cartoons.

This section would be particularly valuable for teachers:

<http://www.theodorerooseveltcenter.org/Learn-About-TR/Themes/Conservation.aspx>

Theodore Roosevelt Association

Another site full of fascinating information and resources about TR

<http://www.theodore-roosevelt.com/>

Wyoming State Historical Society

article on Roosevelt in Wyoming

<http://www.nyohistory.org/encyclopedia/president-theodore-roosevelts-1903-visit-wyoming>

This article on the Laramie to Cheyenne horseback trip may also be of interest:

<http://www.nyohistory.org/field-trips/president-theodore-roosevelts-1903-horseback-travel-route>

Camping and Tramping with Roosevelt

John Burroughs' account of the trip is entertaining and not hard reading

<http://www.gutenberg.org/ebooks/33053>

Outdoor Pastimes of an American Hunter

A chapter of Roosevelt's 1908 books is about the Yellowstone trip

<https://archive.org/details/outdoorpastimes04roosgoog>

Roosevelt's Autobiography

Lively, readable account of his life with much about his love of nature

<http://www.gutenberg.org/ebooks/3335>

The Books of John Burroughs

Burroughs' writing, though incredibly popular in a day when young readers routinely read James Fenimore Cooper and Robert Louis Stevenson, may be a little complex for modern students. Have a look before you assign it.

<http://onlinebooks.library.upenn.edu/webbin/book/lookupname?key=Burroughs%2C%20John%2C%201837-1921>

Burroughs and Ted Roosevelt Jr.

This 1901 article from Harper's may be a more suitable sample of Burroughs and mentions

Ted Roosevelt, Jr., who was visiting him at the time of the events described.

<http://www.unz.org/Pub/Harpers-1901oct-00785>

Open Space



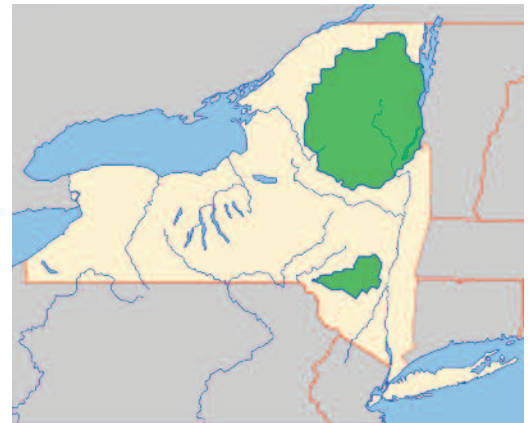
Yellowstone National Park is 2,221,766 acres in size, larger than the states of Rhode Island and Delaware combined! Most of those acres -- 96% -- are in Wyoming, with 1% in Idaho and 3% in Montana.

That's pretty big, but it's not the biggest park in the lower 48 states. At just over 6 million acres, the biggest park has enough room not just for Yellowstone to fit inside it, but with room to spare for Yosemite, Glacier, Grand Canyon and the Great Smokies national parks as well.

That's the Adirondack State Park in Northern New York State, and comparing the two is not just about size. It's also about history, and about how the land is used.

The Adirondacks became a park about a dozen years after Congress made Yellowstone our first national park, but there was a difference right from the start: Yellowstone was a hunting and fishing area for many of the Indians who lived in the region, but only one band of Shoshone had homes in what became the park, which they were forced to leave.

But there were already roads, railroad lines and small towns in the Adirondacks before it became a park, so rules about preservation had to be drawn up with them in mind. Still, it's very rural: The Adirondack Park today contains 20 percent of the land in New York State, but less than one percent of its population.



By contrast, the rules in Yellowstone were made by balancing the need to preserve the wild places while allowing tourists to enjoy the wonders of the park. Although popular spots like Old Faithful can be crowded with tourists, there are other places that remain nearly the same as they were in 1870.

Here's something else that's the same between Wyoming and New York: Their biggest parks are not their only parks.

That other patch of green on the map of New York is the Catskill Park, in the hilly forests where John Burroughs lived as a boy. You can see where he lived as a child here <http://woodchucklodge.org/john-burroughs>, and the place just outside the Catskill Mountains, on the banks of the Hudson River, where he built Slabsides, here: http://research.amnh.org/burroughs/slabsides_sanct.html

And Roosevelt may have been born in New York City, here <http://www.nps.gov/thrb/index.htm>, but you can visit the home he built in the countryside outside the city here: <http://www.nps.gov/sabi/index.htm>

As for Wyoming, much of that state is rural, some of it the wide-open spaces of cowboy stories, but it also has six other National Parks besides Yellowstone, which you can see here <http://www.nps.gov/state/ny>, as well as the nation's first national monument, Devil's Tower, seen here: <http://www.nps.gov/deto>

There is open land and natural beauty throughout our nation. In this series, we'll explore the topic of why that is still true today.

Individual or Small Group Research Project

During his presidency, Theodore Roosevelt established 51 Federal Bird Reservations, 4 National Game Preserves, 150 National Forests, 5 National Parks, and 18 National Monuments and set aside a total of 230 million acres of land for the public.

On the next page is a map showing the National Parks and National Monuments that are part of Roosevelt's enduring legacy to America's natural heritage.

However, as time has passed, some of those parks and monuments have changed status.

For example, Roosevelt had wanted to make Grand Canyon a national park, but could not get the support he needed in congress, so he declared it a national monument. Later, it gained the status he had originally envisioned.

Have your students, as individuals or in small groups, choose one of the parks or monuments on the list and research it. Because they are listed here by original name and status, tracking some of them down will be a challenge, while others will be quite easy.

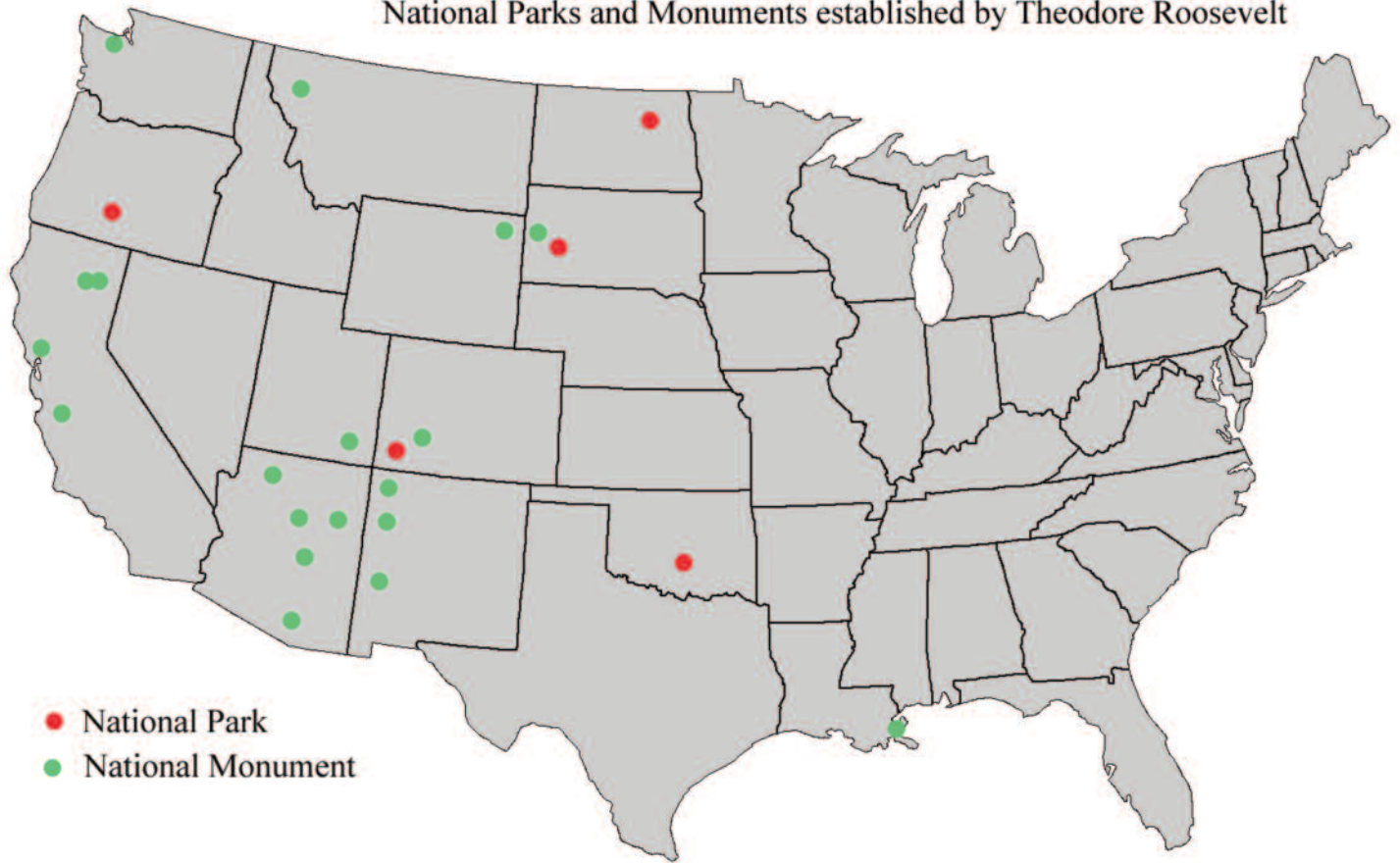
The simplest report format would be to ask students to locate the subject of their project on this map and give a brief oral presentation about it, including what you would see if you visited it. If it has changed since Roosevelt's day, tell about that change. But this is an easy project to extend, beginning with asking for a more formal written report.

Map Skills Extension: If we were to visit the subject of your project, how far would we have to travel? What might be the best way for us to get there? What else might we see on the way?

STEM Skills Extension: Create your presentation in PowerPoint or a similar graphic format.

Note: The map on the next page can be expanded on your computer screen to a more useable size.

National Parks and Monuments established by Theodore Roosevelt



National Parks

Crater Lake National Park (OR) - 1902
 Wind Cave National Park (SD)- 1903
 Sullys Hill (in ND)- 1904
 Platt National Park (OK) - 1906
 Mesa Verde National Park (CO) - 1906

National Monuments

Devil's Tower - 1906
 El Morro - 1906
 Montezuma Castle - 1906
 Petrified Forest - 1906
 Chaco Canyon - 1907
 Lassen Peak - 1907

Cinder Cone - 1907

Gila Cliff Dwellings - 1907

Tonto - 1907

Muir Woods - 1908

Grand Canyon - 1908

Pinnacles - 1908

Jewel Cave - 1908

Natural Bridges - 1908

Lewis & Clark (MT) - 1908

Tumacacori - 1908

Wheeler (Colorado) - 1908

Mount Olympus - 1909

Chalmette Monument and Grounds - 1907

Constructing a Timeline

Here are some events in the lives of Theodore Roosevelt and John Burroughs. Use this information to construct a timeline to help you study this series. Choose the items you think are most important or interesting.

After the series has been completed, look at your timeline. Are there items you left out that you now feel should have been there? Did you include items you now feel you didn't need to?

April 3, 1837 -- John Burroughs born, Roxbury, NY	Nov 8, 1898 -- Roosevelt elected governor of NY
October 27, 1858 -- Theodore Roosevelt born, NYC	1899 -- Burroughs joins scientific expedition to Alaska
1860 -- Burroughs' first article published	Nov 6, 1900 -- Roosevelt elected VP
1864 -- Burroughs moves to DC to work for Treasury, meets Walt Whitman	Sept 14, 1901 -- Roosevelt becomes President (<i>serves until 1909</i>)
1872 -- Yellowstone created first national park	May 22, 1902 -- Crater Lake Nat'l Park established
1874 -- Burroughs builds home at Esopus, NY	June 17, 1902 -- Newlands Reclamation Act
November 1881 -- Roosevelt elected to NYS Assembly (<i>serves until 1884</i>)	1903 -- Burroughs' article on "Nature Fakers" appears in the Atlantic Monthly
1882 -- Roosevelt publishes first book, "The Naval War of 1812"	March 14, 1903 -- Pelican Island becomes first of 51 bird reservations established by Roosevelt
1883 -- Roosevelt goes to Dakotas	1903 -- Roosevelt and Burroughs travel to Yellowstone
1887 -- Roosevelt and Grinnell found the Boone and Crockett Club	Feb 1, 1905 -- National Forest Service established
March 7, 1889 -- Roosevelt and Burroughs meet at Fellowship Club, NY	June 2, 1905 -- Wichita Forest is first federal game preserve established by Roosevelt
May 7, 1889 -- Roosevelt moves to DC to be US Civil Service Commissioner	June 8, 1906 -- Antiquities Act -- Devil's Tower is named the first of 18 National Monuments
1890 -- Roosevelt visits Yellowstone for two weeks with his wife and sister	June 11, 1906 -- Forest Homestead Act
1894 -- Cleveland signs preservation of Yellowstone act	March, 1909 -- Roosevelt leaves White House
1895 -- Burroughs buys additional land, builds Slabsides	1916 -- National Park Service created
May, 1898 -- Roosevelt enlists and forms the 1st US Volunteer Cavalry Regiment ("Rough Riders") to fight in the Spanish-American War	January 6, 1919 -- Roosevelt dies at home in NY (60)
	March 29, 1921 -- Burroughs dies, on a train headed home

Knowing newspapers

Front page

Typically the front page covers the most important news. The decision of what to put on Page One is made during meetings. The most important news is located above the fold in broadsheet newspapers (papers that are folded horizontally). The front page of a newspaper contains information such as the name of the paper, its year of origin, the date and often an index.

Classified Advertisements

These ads are within the classified section and are listed by categories (classifications) such as homes for sales, automobiles, help wanted, lost and found, etc. They are brief and contain information such as telephone numbers, cost, salary, etc.

Editorial Page

An editorial page usually contains an editorial, other opinion pieces, letters from readers and an editorial cartoon.

Editorial

Editorials are written using fact and opinion. They represent the view of an editorial board rather than one person and provide commentary and opinion on issues, debates and events. Editorials appear on the editorial page, but, unlike columns, do not give the writer's name, because they represent the entire newspaper and not just one person.

Editorial/Political Cartoons — Editorial or Political cartoons are graphic illustrations that provide commentary on an issue through the use of elements such as symbols.

Web Site Resource

<http://nieonline.com/aaec/cftc.cfm>

This site offers lesson plans for using editorial and political cartoons as teaching tools.

Display/Retail Advertisements

These are ads for goods and services. They are located throughout the newspaper. These advertisements contain pertinent information such as telephone numbers, store hours, sale prices and location of the business or organization. Ads may contain graphic illustrations and/or photographs. They vary in size and shape.

Sports Section

Usually the sports stories found in this section are written using descriptive language and literary styles such as simile, metaphors, etc.

Opinion Columns

Opinion columns are written by individuals and may not represent the views of the editorial board. The opinions expressed in the columns are those of the individual column writer.

Feature Writing

Feature articles are written pieces that are not considered hard news. They may be timely if written as a review or highlighting an upcoming event or production but they are usually stories that do not contain "breaking news." Features stories are often human interest articles and sometimes are strictly informational and process oriented. For example, a story about home improvements may include a how-to section.

Headlines

Headlines tell what the story is about. They use big letters and just a few words so readers can decide quickly if they are interested in the stories and want to read them.

Inverted Pyramid Writing Style

The inverted pyramid style of writing involves writing the most essential details and information at the top and less important details in later paragraphs. The questions answered are often referred to as the 5 W's and How — what, who, when, where, why and how.

Obituaries

An obituary is a notice placed by a funeral home to announce someone's death. Until recently, obituaries were considered news and, at most newspapers, subject to the same rules as any news stories. Each newspaper had its own style (rules) about things like what terms could be used, how many surviving relatives could be listed and whether or not hobbies and interests could be mentioned. Today, many papers consider obituaries a type of ad. Families pay to have obits in the paper, but, in return, they can make them much more personal than in the days when they were "news items."

e-Edition

An e-Edition or Electronic edition is an exact copy of the newspaper on-line, so that the reader goes page by page as if reading the paper edition, with all the content of the print edition as well as all the advertisements and other elements. E-editions provide readers with the ease of use of a computer without sacrificing any of the newspaper's content.

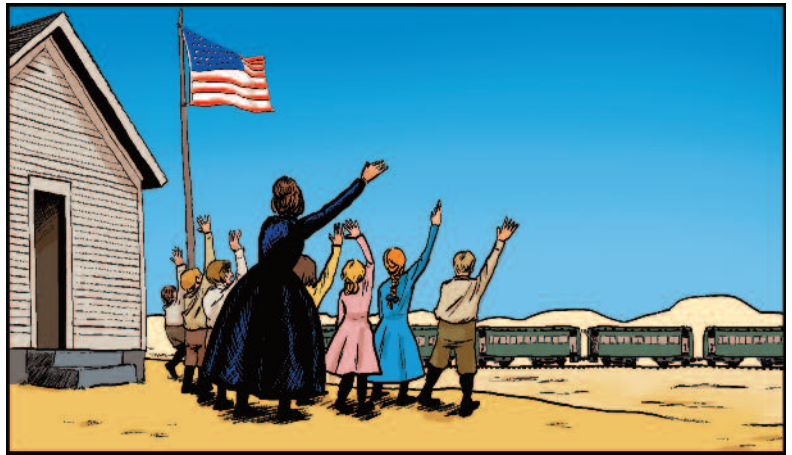
Newspaper Background Information

Here are two sites with lesson plans for teaching about and with newspapers.

http://www.frankwbaker.com/messages_and_meanings.htm

http://www.educationworld.com/a_lesson/lesson/lesson139.shtml

Chapter One: An Historic Trip



Vocabulary

Knowing what these words mean will help you enjoy the chapter

converse slum photojournalist cramped autobiography
conserve Assembly erosion poacher conservation

Facts and Details: Literal Meaning

1. Who ran out to the back of the railroad car?
2. Who was he waving to?
3. Why was John Burroughs not surprised that the president went to wave to the children?
4. Where were Burroughs and Roosevelt going?
5. What did the two friends have in common?

What's Going On? Reading Comprehension

1. How old was Theodore Roosevelt at the time of this chapter? Give an exact number of years.
2. Why did Roosevelt give copies of Burroughs' books to poor children?
3. What two jobs did Roosevelt have that helped him preserve nature in New York?
4. How does the author tell us that even nature experts did not know everything needed to save nature?

In your own words...

This chapter talks about the importance of education in helping to preserve our natural resources. What are some of the things you already know about the environment that help you understand the need to use natural resources carefully?

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/yellowstone1903>

Primary resources

On March 21, 1903, "The San Francisco Call" had a story about Roosevelt's plans to rough it in Yellowstone. Then, on April 1, "The Butte Inter-Mountain" told about his train. But either the Montana reporter misunderstood or Burroughs changed his plans. He went from Yellowstone to Spokane, and didn't visit St. Louis with the President.

SOLDIERS' FARE FOR ROOSEVELT

**While in Yellowstone
He Will Share Their
Rations.**

**Cabins of the Patrol Will
Serve as His Shelter
at Nighttime.**

FORT YELLOWSTONE, NATIONAL PARK, Mont., March 20.—According to Major Pitcher, most of President Roosevelt's two weeks of rest and recreation in the Yellowstone National Park will be spent in the little cabins of the soldiers, surrounded by deep snowdrifts. In fact, the President of the United States will share the simple fare of his soldiers. Localities where the President will rest are exceedingly wild. Elk, deer and bear can be seen within a minute's walk from the military cabins. The snow barely commences to melt in April, and a greater part of the trips of the President to various points of interest will have to be made on snowshoes.

Major Pitcher's advices are that the President's special will remain at Livingston, and not at Cinnabar, as first announced, and that, accompanied only by Dr. Rixey, the surgeon general of the navy, and John Burroughs, the famous naturalist and poet, the President will enter the park for his long stay there, emerging only on April 24.

He will travel, so Major Pitcher is informed, to all the chief points of interest. To do this he will go part of the way on horseback and trails will be broken for him through the snow for that purpose, but there are long stretches, miles in length, where he can go only on snowshoes. Major Pitcher has been directed to have two sets of snowshoes in readiness in a sleigh, one for the President and one for Burroughs, so it is inferred that Dr. Rixey will go only part of the way.

A very limited number of soldiers, two or three, will accompany the party as orderlies and messengers. Through men and through relays at the various patrol stations the President will be kept in daily communication with the remainder of his party. A telegraph line will be stretched into the Presidential train at Livingston, where an executive office, directed by

Secretary Loeb, will be established. The Presidential party will fare exactly as do the soldiers who patrol the reserve. The President will get no better shelter than the little cabins erected for the shelter of the patrolling troopers. Each little cabin contains a bunk, a stove, a supply of fuel, some bacon, beans, coffee, tea and a few other necessities.

PASADENA, March 20.—Los Angeles and Pasadena are quarreling over the President. Roosevelt promised to come here on May 8 at 10:30 o'clock to remain two hours. Yesterday the Los Angeles Chamber of Commerce telegraphed him to change his itinerary so as to reach Los Angeles at that time, cutting Pasadena out. To-day the Pasadena reception committee telegraphed the President that they would expect him at the hour he appointed.

John D. Rockefeller, accompanied by Mrs. Rockefeller and Dr. H. F. Biggar, left to-day for a visit to the Grand Canyon in the Colorado. They expect to remain over Sunday.

OAKLAND, March 20.—It has been settled that President Roosevelt will be the guest of Oakland and Berkeley on May 14. Edwin Stearns, secretary of the Oakland Board of Trade, conferred to-day with the San Francisco committee, the result being that all of the day selected will be at the disposal of the east side cities after 9 o'clock in the morning, when the President will unveil the Manila Bay monument in Union Square, San Francisco. It is expected that the President will be Oakland's guest in the morning and will visit Berkeley and the University of California during the afternoon.

TRAIN ON WHICH HE WILL BE HERE

**Special Arranged for Trip of
President Is Handsome—
All in Readiness.**

**MANNED BY A PICKED
CREW OF TRAINMEN**

Conductor William Johnson, Who Has Been With the President Before, Is to Be in Charge—John Burroughs Will Accompany Roosevelt as Far as St. Louis—Trip to Be Nine Weeks.

BY ASSOCIATED PRESS.

Washington, April 1.—The special train on which the president will leave here today for his western trip will be furnished by the Pennsylvania road and will be one of the finest ever run out of Washington. It has been especially decorated and equipped for the trip. It will consist of six cars, manned by a picked crew, with Conductor William Johnson, who has been with the president on many trips, in charge.

Spencer Murray will be in charge of the president's car, which will be the private car Elysian. It has a parlor and observation compartment, three state sleeping rooms, a dining room, two sleeper sections, a kitchen, and sections for servants.

The other cars of the train will be the Trax, a compartment sleeper; the Sengel, a section sleeper; the Saint James, a diner; the Atlantic, a combination buffet and baggage car and a baggage car.

The trip will commence from April 1 and continue nine weeks and three days. During that time the president will travel about 14,000 miles.

John Burroughs, the poet-naturalist of New York, arrived here yesterday. He will accompany President Roosevelt until he arrives at St. Louis, after completing the tour of Yellowstone park with him. From St. Louis Mr. Burroughs will return to New York.

In the News

Travel is faster these days and it's easier today for politicians to go see what is happening in other parts of this country and in other parts of the world. Find a story in the newspaper (you might have to look at more than one day's issue) about a politician who is visiting somewhere. What is the purpose of the trip?

Answer Key

Facts and Details

1. Theodore Roosevelt
2. A teacher and her students
3. He had already seen how much Roosevelt liked people.
4. Yellowstone National Park
5. They loved nature.

Reading Comprehension

1. 44
2. So they could learn about nature.
3. He was in the Assembly and he was governor.
4. He says Burroughs and Roosevelt had much to learn.

Chapter Two: A Best-Selling Nature Writer

Vocabulary

*Knowing what these words mean will help
you enjoy the chapter*

course (v.) detain beechen
limpid Treasury notwithstanding
interval deceptive



Facts and Details: Literal Meaning

1. What state was John Burroughs from?
2. What did he like to write about?
3. What city did John Burroughs live in after he left home?
4. What did he name his cabin?
5. Who were some famous people he knew?

What's Going On? Reading Comprehension

1. What are some ways you can tell that John Burroughs preferred living in the country?
2. Why did Burroughs move away from his boyhood home?
3. John Burroughs makes a joke, saying "The robin hops about freely upon the grass, notwithstanding the keeper's large-lettered warning." What was he suggesting that the sign said?
4. What does the last sentence in the chapter tell you about Theodore Roosevelt?

In your own words...

In John Burroughs time, people read in order to learn about faraway places, because there were no movies or televisions to show them these things. What is a far away place you've learned about that you would like to visit? Write a brief essay telling about it, about why you would like to go there, and about how you learned about it.



Primary resources

THREE GREAT AMERICANS AT PLAY



Thos. A. Edison, John Burroughs (in center) and, at right, Henry Ford, photographed at Edison's winter home in Ft. Myers, Fla.

Famous face

Burroughs enjoyed the quiet of his cabin at Slabsides (*upper left*) but he also was a celebrity, and, besides being a friend of Roosevelt, he also enjoyed the company of Thomas Edison and Henry Ford, as the photo above, from the March 23, 1914 Daybook of Chicago, shows.

In the News

We often think of film, TV and sports stars as "famous," but there are other people who appear in the news from time to time. Look through today's paper for examples of people who are famous for reasons other than acting, music or sports.

JOHN BURROUGHS COMING

He Will Accompany the President on His Trip.

New York Sun Special Service.

New York, March 16.—President Roosevelt has selected John Burroughs, America's famous poet-naturalist, to be his companion on his contemplated trip to the Yellowstone national park and its vicinity. Mr. Burroughs has inferred from correspondence with the president that the start will be made the last of this month or very early in April.

"The public is mistaken about the president's real object in going to the Yellowstone park region," Mr. Burroughs said. "It is not for the purpose merely of hunting big game. Indeed, the president has written me that very likely he will not take a shot at any wild animal. His object is to look over the ground to see what steps can be taken by the government for the better preservation of the big game of the west."

GUEST OF JOHN BURROUGHS.

President Roosevelt Makes a Quiet Trip on the Sylph.

OYSTER BAY, L. I., July 10.—President Roosevelt is the guest today of John Burroughs, the poet-naturalist, at West Park, Ulster county, N. Y.

Accompanied by Mrs. Roosevelt the President left Sagamore Hill about 9 o'clock last night, boarded the naval yacht Sylph and started for West Park. So carefully guarded were the plans for the trip that not even the officers of the secret service were informed. None of the officers accompanied the President.

The President expected to land at West Park early this morning and pass the time with Mr. Burroughs until 2 o'clock this afternoon. The return trip to Sagamore Hill will be made without stop.

POUGHKEEPSIE, N. Y., July 10.—President and Mrs. Roosevelt passed Poughkeepsie on the Sylph at 8:30 o'clock this morning.

OYSTER BAY, July 10.—King Edward of England, after proposing the health of President Roosevelt at the banquet in Buckingham Palace, which he gave last night to Admiral Cotton and the officers of the American squadron now at Portsmouth, indited while sitting at the banquet board a message of friendship to the President. The cablegram was received here, and is as follows:

"LONDON, July 9, 1903.

"The President, Oyster Bay, N. Y.:

"I have the great pleasure in entertaining Admiral Cotton and the captains of his squadron, and have just proposed your health with every feeling of cordiality and friendship.

(Signed)

"EDWARD R."

A reply will be sent by President Roosevelt upon his return to Sagamore Hill.

The Minneapolis Journal announces Burroughs' coming in its March 16, 1903 edition, above. At right, a few months after the trip to Yellowstone, the President and Mrs. Roosevelt came to Slabsides for a visit, announced in Washington's Evening Star of July 10.

Answer Key

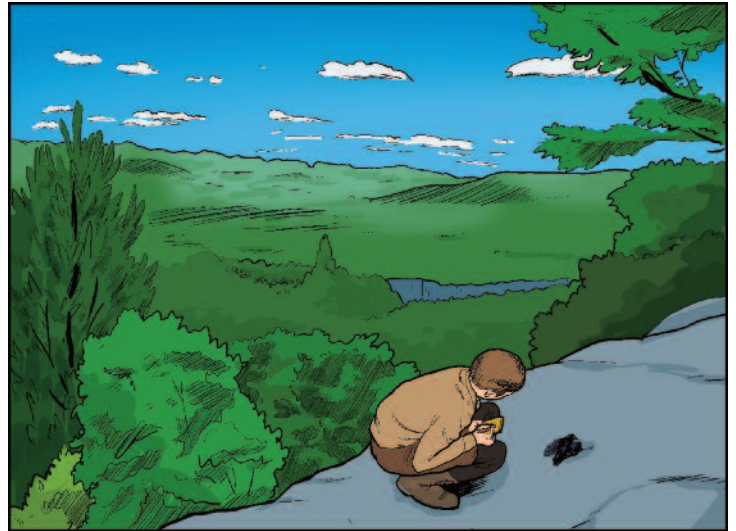
Facts and Details

1. New York
2. Nature
3. Washington, DC
4. Slabsides
5. Edison, Ford, Roosevelt

Reading Comprehension (answers will vary)

1. He moved back, he wrote about nature, he wrote about his childhood, he spent time in an isolated cabin, etc.
2. For an education; to earn a living
3. "Keep Off The Grass"
4. Roosevelt must have known about nature, and Burroughs must have liked him very much

Chapter Three: The Nature-Loving City Boy



Vocabulary

Knowing what these words mean will help you enjoy the chapter

stall exhibit taxidermy spectacles legislator dude brigade cavalry assassinate

Facts and Details: Literal Meaning

1. What nickname did Theodore Roosevelt prefer?
2. What was the first exhibit in the “Roosevelt Museum of Natural History”?
3. What disease did Roosevelt suffer from as a child?
4. Where did he live for a time when he left New York?
5. How did Roosevelt become President of the United States?

What’s Going On? Reading Comprehension

1. How do you know that Theodore Roosevelt was a curious child?
2. Why did he begin shooting animals?
3. How did finding out he needed glasses solve a question that had been bothering him?
4. How was Roosevelt able to show his love of nature as an adult?
5. How can you tell that Roosevelt was a good listener, even when he was upset?

In your own words...

Even though Roosevelt was a city person, he made real friends among the cowboys. Write a brief essay explaining why you think the rough, hard-working cowboys liked and respected Roosevelt.

What could young people learn from his example?

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/yellowstone1903>

Primary resources



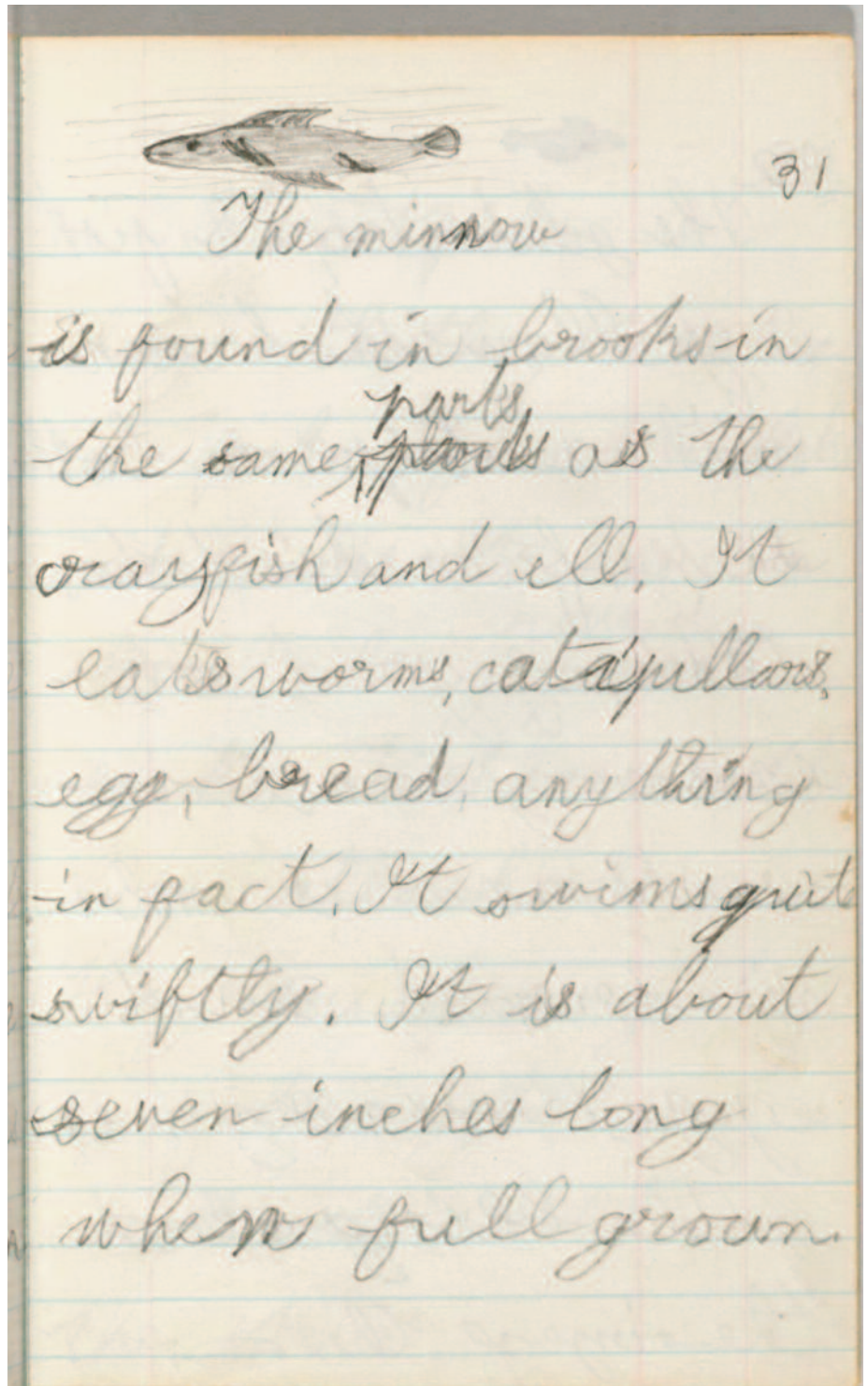
Theodore Roosevelt, and a page from his notebook, when he was 11.

("ell" is probably "eel.")

Both illustrations: Theodore Roosevelt Collection, Houghton Library, Harvard University.

In the News

Roosevelt insisted that game wardens in the Adirondacks should be real woodsmen who were familiar with the forests and knew how to camp, hunt and fish. Look through today's paper for examples of jobs where it is important for a person to have experience in order to be able to do the job right. What type of actual experience do you think is necessary for each job?



Answer Key

Facts and Details

1. TR
2. A seal's skull
3. asthma
4. The Dakotas
5. He was vice-president and the president died (was killed).

Reading Comprehension (answers will vary)

1. He investigated animals and worked hard to learn skills that

helped him learn more about them.

2. Without fast photography, it was the only way to study their bodies in detail.

3. He understood why his friends were better hunters: He couldn't see the animals!

4. He helped save the environment; he went to the Dakotas

5. He went to argue with the editor but admitted he was wrong and they became good friends.

Chapter Four: The First National Park



Vocabulary

Knowing what these words and phrases mean will help you enjoy the chapter

debate timber territory federal occupied cultivated gorge solitude

Facts and Details: Literal Meaning

1. When did Yellowstone become America's first national park?
2. What other famous city park was made a few years before Yellowstone became a park?
3. What club helped pass strict laws to stop poachers in Yellowstone National Park?
4. What was the name of the Army officer in charge of Yellowstone in 1903?
5. Why did Roosevelt want to keep trains out of Yellowstone?

What's Going On? Reading Comprehension

1. Why was it important to Congress that Yellowstone not be good farming or timberland?
2. Why did Congress not just make Yellowstone a state park like they had Yosemite?
3. Why did Roosevelt order all the reporters and his extra staff to stay outside the park?
4. Why did John Burroughs ride in a coach instead of on horseback?

In your own words...

In the first chapter, we saw how much Roosevelt loved meeting people. Now we see him wanting very much to be left alone. Write a brief essay, based on your own experience, about why someone would want to be around lots of people sometimes and to be alone some other times.

Primary resource

RULES AND REGULATIONS 539 OF THE **Yellowstone National Park.**

DEPARTMENT OF THE INTERIOR,

WASHINGTON, D. C., May 4, 1881

1. The cutting or spoliation of timber within the Park is strictly forbidden by law. Also the removing of mineral deposits, natural curiosities or wonders, or the displacement of the same from their natural condition.

2. Permission to use the necessary timber for purposes of fuel and such temporary buildings as may be required for shelter and like uses, and for the collection of such specimens of natural curiosities as can be removed without injury to the natural features or beauty of the grounds, must be obtained from the Superintendent; and must be subject at all times to his supervision and control.

3. Fires shall only be kindled when actually necessary, and shall be immediately extinguished when no longer required. Under no circumstances must they be left burning when the place where they have been kindled shall be vacated by the party requiring their use.

4. Hunting, trapping and fishing, except for purposes of procuring food for visitors or actual residents, are prohibited by law; and no sales of game or fish taken inside the Park shall be made for purposes of profit within its boundaries or elsewhere.

5. No person will be permitted to reside permanently within the Park without permission from the Department of the Interior: and any person residing therein, except under lease, as provided in Section 2475 of the Revised Statutes, shall vacate the premises within thirty days after being notified in writing so to do by the person in charge; notice to be served upon him in person or left at his place of residence.

6. THE SALE OF INTOXICATING LIQUORS IS STRICTLY PROHIBITED.

7. All persons trespassing within the domain of said Park, or violating any of the foregoing rules, will be summarily removed therefrom by the Superintendent and his authorized employees, who are, by direction of the Secretary of the Interior, specially designated to carry into effect all necessary regulations for the protection and preservation of the Park, as required by the statute; which expressly provides that the same "shall be under the exclusive control of the Secretary of the Interior, whose duty it shall be to make and publish such rules and regulations as he shall deem necessary or proper;" and who, "generally, shall be authorized to take all such measures as shall be necessary or proper to fully carry out the object and purposes of this act."

Resistance to the authority of the Superintendent, or repetition of any offense against the foregoing regulations, shall subject the outfits of such offenders and all prohibited articles to seizure, at the discretion of the Superintendent or his assistant in charge.

APPROVED:

S. J. KIRKWOOD,
SECRETARY.

P. W. NORRIS,
SUPERINTENDENT.

The regulations of Yellowstone National Park in 1881. Note that the only punishment for violation is to be forced to leave, with possible seizure of equipment.

The Army later requested help in enforcing the law, and, in 1894, the Boone and Crockett Club helped persuade Congress pass stricter punishments to stop poaching in Yellowstone.

In the News

Look for a story in today's newspaper in which somebody has broken a regulation or law and in which the story tells the possible fine or punishment. Do the consequences seem too harsh, not harsh enough or just right? Explain your answer.

Answer Key

Facts and Details

1. March 1, 1872
2. Central Park
3. Boone and Crockett Club
4. Major John Pitcher
5. They were too noisy and smoky.

Reading Comprehension (answers will vary)

1. They thought that made it worthless.
2. The area included Wyoming, Montana and Idaho.
3. He wanted some peace and quiet.
4. He was older and not as flexible or fit as a young man

Chapter Five: Conservation and Preservation

Vocabulary

*Knowing what these words mean will help you
enjoy the chapter*

preserve declare artifact
antiquities



Facts and Details: Literal Meaning

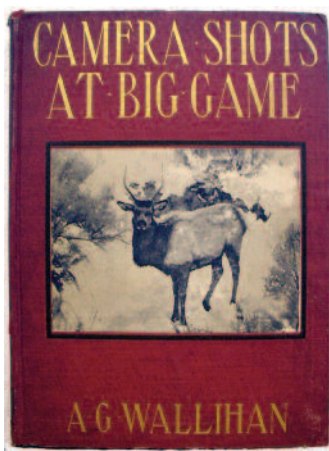
1. What is the environmental approach that makes the best use of natural resources?
2. What is the environmental approach that tries not to change natural resources?
3. Why did Roosevelt hate hats with fancy plumes?
4. Where was the first national wildlife refuge in America?
5. With whom did Roosevelt go camping in California?

What's Going On? Reading Comprehension

1. What occupation did Roosevelt use as an example of a person who would not waste resources?
2. What type of building project was Roosevelt in favor of that a preservationist would be against?
3. Why did Roosevelt declare Pelican Island a refuge instead of asking Congress to make it a law?
4. Why was Roosevelt eager to try to make Grand Canyon a national park?
5. What was important about Mesa Verde that made Roosevelt want to protect it?

In your own words...

Do you consider yourself a conservationist, a preservationist, or a little bit of both? Write an essay explaining the reason for your answer and, if you said “a little bit of both,” explain how much of each you feel you are.



Primary resource

From Roosevelt's Introduction to "Camera Shots At Big Game," by AG Wallihan

Mr. Wallihan is not only a good photographer, but a lover of nature and of the wild life of the wilderness. His pictures and his descriptions are good in themselves as records of a fascinating form of life which is passing away. Moreover, they should act as spurs to all of us to try to see that this life does not wholly vanish. It will be a real misfortune if our wild animals disappear from mountain, plain and forest, to be found only, if at all, in great game preserves. It is to the interest of all of us to see that there is ample and real protection for our game as for our woodlands. A true democracy, really alive to its opportunities, will insist upon such game preservation, for it is to the interest of our people as a whole. More and more, as it becomes necessary to preserve the game, let us hope that the camera will largely supplant the rifle. It is an excellent thing to have a nation proficient in marksmanship, and it is highly undesirable that the rifle should be wholly laid by. But the shot is, after all, only a small part of the free life of the wilderness.

The chief attractions lie in the physical hardihood for which the life calls, the sense of limitless freedom which it brings, and the remoteness and wild charm and beauty of primitive nature. All of this we get exactly as much in hunting with the camera as in hunting with the rifle; and of the two, the former is the kind of sport which calls for the higher degree of skill, patience, resolution and knowledge of the life history of the animal sought.

-- Theodore Roosevelt, May 31, 1901

Clashing over Hetch Hetchy



One of the most famous clashes between preservation and conservation came after the 1906 San Francisco earthquake and fire.

It was felt that the lack of a good water supply for the growing city had been part of why the fire had been so

destructive, and James Garfield, Roosevelt's Secretary of the Interior, proposed building a dam to turn the Hetch Hetchy Valley, just north of Yosemite, into a reservoir for the city.

Hetch Hetchy was part of Yosemite National Park, and Muir asked Roosevelt to stop the proposal, but the president did not. Muir continued to fight against the project for several years after Roosevelt was no longer president, and was heartbroken when, in 1913, Congress voted to remove the valley from the protection of the national park system and allow the dam to be built.

This moment, when the needs of a growing city were allowed to win out over the desire to preserve natural beauty, is bitterly remembered by preservationists as a time when their conservationist friends betrayed them.

In the News

Major building projects these days have to be approved before they can begin building. Look through today's paper for stories about new building projects and for legal ads that tell about projects or changes in how land is going to be used.

Answer Key

Facts and Details

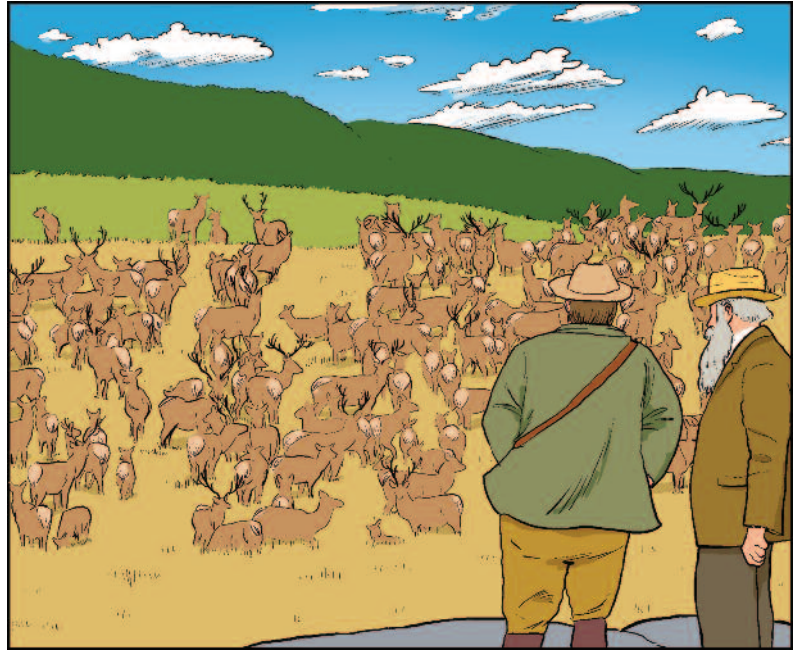
1. Conservation
2. Preservation
3. They were made from endangered birds.
4. Pelican Island, Florida
5. John Muir

Reading Comprehension

1. A farmer
2. Building a dam (reservoir)
3. They might take too long or refuse to do it at all.
4. People were already building things there and planning mines.
5. It was an ancient site that we could learn about, but it was being ruined by souvenir hunters and people who wanted to sell the artifacts.

Illustrations from open sources

Chapter Six: The Circle of Life



Vocabulary

Knowing what these words mean will help you enjoy the chapter

predator slain sportsmanlike grazing

Facts and Details: Literal Meaning

1. What activity did Roosevelt decide not to do on the trip?
2. Who wrote to John Burroughs and asked him to get Roosevelt not to hunt?
3. Who else didn't want Roosevelt to hunt on the trip?
4. What toy was invented because of a hunting trip Roosevelt was on?

What's Going On? Reading Comprehension

1. Why did Roosevelt think killing cougars was helpful?
2. How did Burroughs feel about killing cougars?
3. What did Roosevelt see that made him start to think that killing predators was a bad idea?

In your own words...

Even though Roosevelt and Burroughs saw things in Yellowstone that made them begin to think differently about predator control, they didn't change their minds right away. Write an essay about something that happened to you that made you begin to think differently about something. Did it make you change right away, or was it more gradual?

Primary resources

In this front-page cartoon from the weekly magazine, “Puck,” for April 15, 1903, a mother bear reassures her son and daughter that the president is only going on “A Harmless Tour.”

“Don’t be alarmed, children. This is not a shooting trip.” (*Library of Congress*)

Below, the 1902 Clifford Berryman cartoon that launched a popular toy. (*The real bear was not a cute little cub as Berryman drew it.*)



ANOTHER DAY AND NO BEAR FOR TEDDY

SMEDES, Miss., Nov. 17.—The bears in the swamp country around the president's camp on the Little Sunflower seem to have effected a successful combination to prevent the president from having a single shot at one of them on the expedition. The only one the dogs started today fled in a northeasterly direction at the first cry of alarm, and did not stop running until he reached the canebrush, about nine miles from camp. There he was overtaken by Mr. Dougall, one of the managers of the Smede plantation, who killed him at seventy paces. The party, who had started this morning in the rain with Holt Collier, did not hear the dogs after they first struck the trail.

The president takes his ill luck good-naturedly. He says it is simply the fortune of the chase, and that he will have a last try tomorrow.

The bear killed today weighed 225 pounds. Judge Dickinson is the only other member of the party except Mr. Dougall who has fired a shot. The judge missed a swamp deer at 100 yards.

It blew up colder today, and the rain, which began last night, ceased falling shortly before noon.

The presidential party will break camp shortly before dark tomorrow. The special train will leave here during the night and will arrive at Memphis about 9:30 o'clock Wednesday morning.

Salt Lake Herald, Nov. 18, 1902

In the News

There is affectionate teasing and there is a way of mocking a prominent person that is not affectionate. These cartoons, and the news story, seem affectionate. Look at the editorial page of today's paper for examples of comments that are either affectionate teasing or hostile mockery. How can you tell one from the other? (*How much does it depend on how you feel about the person about whom the jokes and comments are being made?*)

Answer Key

Facts and Details

1. Hunting
2. A woman from Vermont
3. Elihu Root
4. The teddy bear

Reading Comprehension

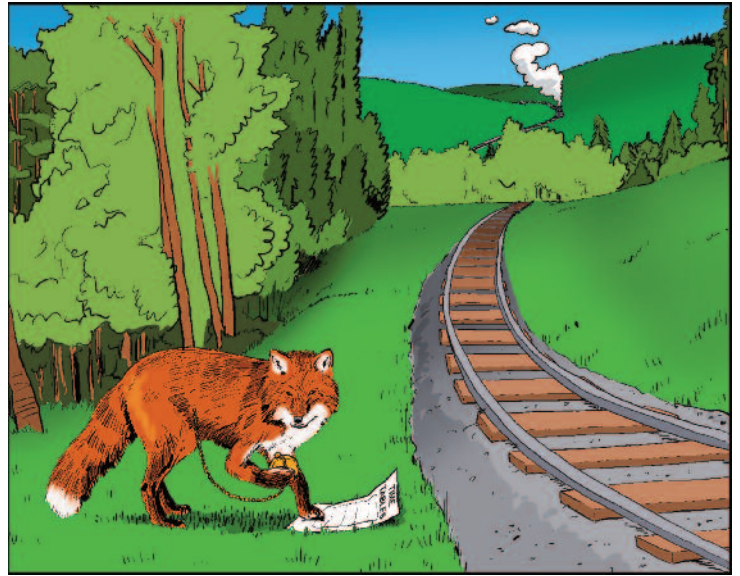
1. He thought they killed too many elk and deer.
2. He agreed with Roosevelt that it was necessary.
3. He saw the deer and elk were more plentiful with hunting stopped; he saw that the elk were starving and that predators were not killing as many as were dying of natural causes.

Chapter Seven: The Nature Fakers

Vocabulary

*Knowing what these words mean will help
you enjoy the chapter*

botany zoology instinct timetable
pastime unpardonable entitled



Facts and Details: Literal Meaning

1. What were writers called who made up things about animals?
2. What did John Burroughs do to make people think about the problem of nature fakers?
3. Did Theodore Roosevelt agree with Burroughs about the problem?
4. What two books did Roosevelt use as examples of fun fiction with animal characters?
5. What did Roosevelt say was “an outrage”?

What’s Going On? Reading Comprehension

1. Why did Burroughs and Roosevelt object to nature fakers?
2. What joke did Roosevelt make about nature fakers while they were in Yellowstone?
3. Why did Roosevelt say “The Jungle Book” was all right for kids to read?
4. What harm did Roosevelt think could happen if kids read books by nature fakers?

In your own words...

Nature fakers made up untrue stories to amuse readers and sell books. Today, there are shows on television that make up facts and tell lies in order to entertain people. How do you feel about this modern kind of “nature faker”? Give examples and explain your opinion.

You can ask questions or add comments at our blog! <http://www.weeklystorybook.com/yellowstone1903>

Primary resources

The complete text of Burroughs' "Nature Fakers" article:

<http://books.google.com/books?id=bZAGAQAIAAJ&pg=PA298#v=onepage&q&f=false>

Roosevelt's article

<http://www.theodore-roosevelt.com/images/research/speeches/naturefakers.pdf>

An excerpt from
"Real and Sham
Natural History"

by
John Burroughs
Atlantic Monthly
March 1903

fore him? There are no stories of animal intelligence and cunning on record, that I am aware of, that match his. Gilbert White, Charles St. John, Waterton, Wallace, Darwin, Jefferies, and others in England, — all expert students and observers; Bates in South America, Audubon roaming the whole country, Thoreau in New England, John Muir in the mountains of California and in the wilds of Alaska have nothing to report that comes within gunshot of what appear to be Mr. Thompson Seton's daily experiences. Such dogs, wolves, foxes, rabbits, mustangs, crows, as he has known, it is safe to say, no other person in the world has ever known. Fact and fiction are so deftly blended in his work that only a real woodsman can separate them. For instance, take his story of the fox. Every hunter knows that the fox, when pursued by the hound, will often resort to devices that look like cunning tricks to confuse and mislead the dog. How far these devices are the result of calculation we do not know, but hunters generally look upon them as such. Thus a fox hotly pursued will run through a flock of sheep. This dodge probably delays the hound a little, but it does not often enable the fox to shake him. Mr. Thompson Seton goes several better, and makes his fox jump upon the back of a sheep and ride several hundred yards. Of course no fox ever did that. Again, the fox will sometimes take to the railroad track, and walk upon the rail, doubtless with the vague notion of eluding his pursuers. Mr. Thompson Seton makes his fox so very foxy that he deliberately lures the hounds upon a long trestle where he knows they will be just in time to meet and be killed by a passing train, as they are. The presumption is that the fox had a watch and a time-table about his person. But such are the ways of romancers. The

An excerpt from
"Nature Fakers"

by
Theodore Roosevelt
Everybody's Magazine
September 1907

Like the White Queen in "Through the Looking-Glass," these writers can easily believe three impossible things before breakfast; and they do not mind in the least if the impossibilities are mutually contradictory. Thus, one story relates how a wolf with one bite reaches the heart of a bull caribou, or a moose, or a horse—a feat which, of course, has been mechanically impossible of performance by any land carnivore since the death of the last saber-toothed tiger. But the next story will cheerfully describe a doubtful contest between the wolf and a lynx or a bulldog, in which the latter survives twenty slashing bites. Now of course a wolf that could bite into the heart of a horse would swallow a bulldog or a lynx like a pill.

In one story, a wolf is portrayed as guiding home some lost children, in a spirit of thoughtful kindness; let the overtrusting individual who has girded up his loins to believe this think of the way he would receive the statement of some small farmer's boy that when lost he was guided home by a coon, a possum, or a woodchuck. Again, one of these story-book wolves, when starving, catches a red squirrel, which he takes round as a present to propitiate a bigger wolf. If any man seriously thinks a starving wolf would act in this manner, let him study hounds when feeding, even when they are not starving.

The animals are alternately portrayed as actuated by motives of exalted humanitarianism, and as possessed of demoniac prowess and insight into motive. In one story the fisher figures in the latter capacity. A fisher is a big marten, the size of a fox. This particular story-book fisher, when pursued by hunters on snow-shoes, kills a buck by a bite in the throat, and leaves the carcass as a bribe to the hunters, hoping thereby to distract attention from himself! Now, foxes are continually hunted; they are far more clever than fishers. What rational man would pay heed to a story that a fox when hunted killed a good-sized calf by a bite in the throat, and left it as a bribe to the hounds and hunters, to persuade them to leave him alone? One story is just as possible as the other.

In another story, the salmon is the hero. The writer begins by blunders about the young salmon which a ten minutes' visit to any government fish hatchery would have enabled him to avoid; and as a climax, describes how the salmon goes up a fall by flopping from ledge to ledge of a cliff, under circumstances which make the feat about as probable as that the fish would use a stepladder. As soon as these writers get into the wilderness, they develop preternatural powers of observation, and, as Mr. Shiras says, become themselves "invisible and odorless," so that the shyest wild creatures permit any closeness of intimacy on their part; in one recent story about a beaver colony, the alternative to the above proposition is that the beavers were both blind and without sense of smell.

Yet these same writers, who see such marvelous things as soon as they go into the woods, are incapable of observing aright the most ordinary facts when at home. One of their stories relates how the eyes of frogs shine at night in the wilderness; the author apparently ignoring the fact that frog-ponds are common in less remote places, and are not inhabited by blazing-eyed frogs. Two of our most

From Ernest Thompson Seton's
"Wild Animals I Have Known"



After half an hour there was a great out cry among the dogs, and by their straight-away tonguing through the far wood I knew they were chasing Vix. Away up north they went in the direction of the railway and

their noise faded from hearing. Next morning the hound had not come back. We soon knew why. Foxes long ago learned what a railroad is; they soon devised several ways of turning it to account. One way is when hunted to walk the rails for a long distance just before a train comes. The scent, always poor on iron, is destroyed by the train and there is always a chance of hounds being killed by the engine. But another way more sure, but harder to play, is to lead the hounds straight to a high trestle just ahead of the train, so that the engine overtakes them on it and they are surely dashed to destruction.

This trick was skilfully played, and down below we found the mangled remains of old Ranger and learned that Vix was already wreaking her revenge.

In the News

Look for stories in the news that are not important but are there to entertain the readers. Do they present "facts" you think are really opinions or might not be true?

Answer Key

Facts and Details

1. Nature fakers
2. He wrote an article about it.
3. Yes
4. The Jungle Book, Aesops Fables
5. Using nature fakers' books in schools.

Reading Comprehension (answers will vary)

1. They felt it was important for people to understand nature
2. That coyotes built a bridge while the nature fakers watched.
3. Everybody would know the stories were made up.
4. They would learn things that were not true; they might not believe the truth about nature.

Chapter Eight: The People's Country

Vocabulary

*Knowing what these words and terms mean will help
you enjoy the chapter*

perpetuity centennial
Louisiana Purchase Arbor Day
irrigation



Facts and Details: Literal Meaning

1. Where did John Burroughs go after the friends were done visiting Yellowstone?
2. Who gave a speech at the entrance to Yellowstone National Park?
3. Why did Roosevelt go to St. Louis?
4. What special day did Roosevelt talk about at Grand Island, Nebraska?
5. What advice did Roosevelt give the people of Arizona about the Grand Canyon?

What's Going On? Reading Comprehension

1. What did Roosevelt thank the people at the park entrance for?
2. What does the term "bully pulpit" mean?
3. How did his speech in Santa Fe differ from his speech at the Grand Canyon?
4. What was the main purpose of Roosevelt's trip?

In your own words...

Roosevelt hoped that his trip to Yellowstone with John Burroughs and then throughout the west would make the American people think about the environment more than they had before. Has reading about this trip made you think more about our natural resources and the environment? Write a brief essay about what you think about these topics, and explain how you came to feel that way.

Primary resources

Roosevelt thanks his Yellowstone hostess, and the citizens of Cheyenne

One of these letters was written to the wife of Maj. John Pitcher, superintendent at Yellowstone National Park. The other was written to committee members in Cheyenne. How are the two letters different in tone? One letter was typed, the other was hand-written. Which one do you think that good manners demanded be hand-written?

Grand Island, Neb.,
April 27, 1903

My dear Mrs. Pitcher:

I must send you just a line to say what a delightful fortnight I had, and how deeply I appreciate your generous hospitality. You made me feel so much at home that I even kept forgetting what a bother I must be! I had written to Mrs. Roosevelt all about your kindness, and I had to tell her also what a little darling Katie was. As for the Major, he simply did everything that any human being could do to make me enjoy myself, and he succeeded to the full.

When you meet Mr. Child won't you tell him for me how much I appreciate all his courtesy and consideration? With renewed thanks and heartiest and warmest regard to the Major, believe me,

Faithfully yours,
Theodore Roosevelt

Mrs. John Pitcher
Fort Yellowstone, Wyoming

Cheyenne Wyoming,
June 1, 1903

Gentlemen:

As the committee representing the Cheyenne citizens I wish, through you, to thank them most heartily for the very handsome saddle and bridle. I accept them with great pleasure and shall always treasure them as a reminder, not only of the good wishes of my friends in Cheyenne, but of the delightful 60-mile ride on which I broke the saddle in.

With heartiest thanks,
Sincerely yours,
Theodore Roosevelt

Messrs. J.F. Schmitt,
Daniel McUlvann
Cheyenne, Wyo.

In the News

Theodore Roosevelt made many speeches during his trip, and, while some were about other political matters, many were about the environment. Look in today's paper for a story about someone making a special effort to persuade people to agree with his or her position. How effective did it seem to be?

Answer Key

Facts and Details

1. Washington state, and then home.
2. Theodore Roosevelt
3. It was the start of the World's Fair (Lewis & Clark centennial)
4. Arbor Day
5. Leave it alone

Reading Comprehension

1. Helping to make the park successful.
2. A position where you make speeches and people will hear you.
3. He spoke about using natural resources rather than preserving them.
4. To make people think about the environment and our natural resources.

Roosevelt and Burroughs Word Search

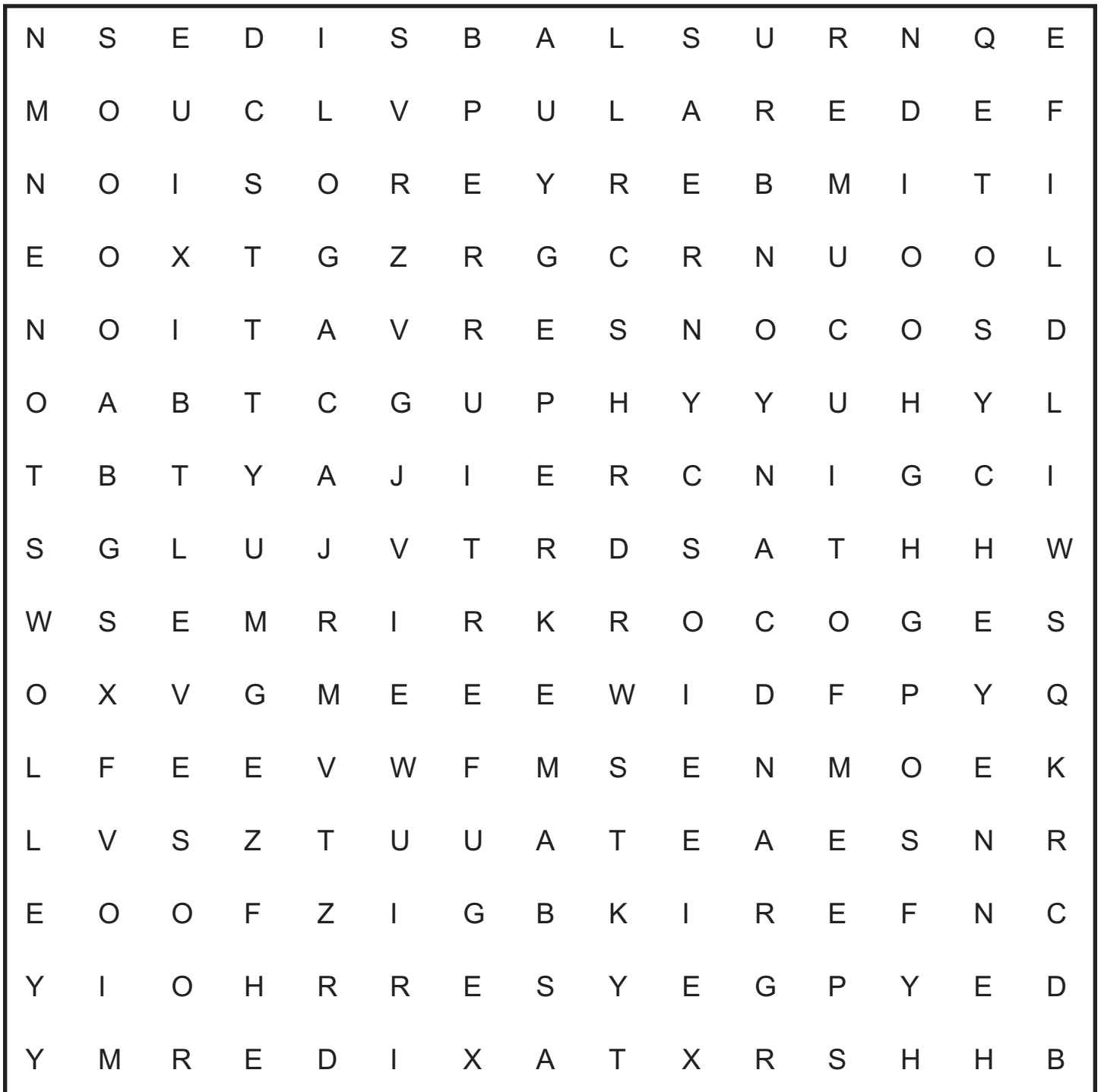
These words are hidden in this puzzle. Can you find them all?

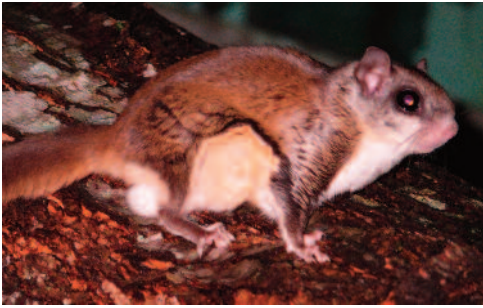
Roosevelt
Burroughs
Yellowstone
Conservation
Preservation

Slabsides
poacher
geyser
Muir
Yosemite

timber
Grand Canyon
Cheyenne
irrigation
nature faker

erosion
taxidermy
federal
wildlife
refuge





Primary Resources: Two sides to every story

Five years after their trip to Yellowstone, John Burroughs visited Roosevelt at a cabin in Pine Knot, Virginia, that served as the president's retreat. They spent the days hiking and birdwatching, but one of the nights brought its own adventure with nature. Here are their versions of what happened.)

In an interview with Clifford Johnson, in the book “John Burroughs Talks,” Burroughs remembered:

In my room upstairs was a flying squirrel's nest, a mass of stuff on a beam. It consisted mostly of dry grass and bark. There were young ones in it which were old enough to begin to cut up. They went thrashing round the room and running over things after I'd gone to bed and kept me awake nearly all the first night. When morning came I asked the hired man to help me put 'em out. But that didn't suit the President. 'I like the idea of having these wild creatures in the house,' he declared. 'Take 'em into my room.'

“He assisted in the moving, and one of them bit his hand. The blood ran down, but he said, 'Oh, I don't mind that!' and he hung on to the squirrel.

Roosevelt described the event in a letter to his son, Archie, 14, who was away at boarding school:

White House, May 10, 1908.

Dearest Archie:

Mother and I had great fun at Pine Knot. Mr. Burroughs, whom I call Oom John, was with us and we greatly enjoyed having him. But one night he fell into great disgrace! The flying squirrels that were there last Christmas had raised a brood, having built a large nest inside of the room in which you used to sleep and in which John Burroughs slept. Of course they held high carnival at night-time. Mother and I do not mind them at all, and indeed rather like to hear them scrambling about, and then as a sequel to a sudden frantic fight between two of them, hearing or seeing one little fellow come plump down to the floor and scuttle off again to the wall. But one night they waked up John Burroughs and he spent a misguided hour hunting for the nest, and when he found it took it down and caught two of the young squirrels and put them in a basket. The next day under Mother's direction I took them out, getting my fingers somewhat bitten in the process, and loosed them in our room, where we had previously put back the nest. I do not think John Burroughs profited by his misconduct, because the squirrels were more active than ever that night both in his room and ours, the disturbance in their family affairs having evidently made them restless!



Discussion prompt:

Do Burroughs and Roosevelt disagree about what happened? How would you describe the differences between the two versions? What are some adjectives that you might apply to each version of the story?

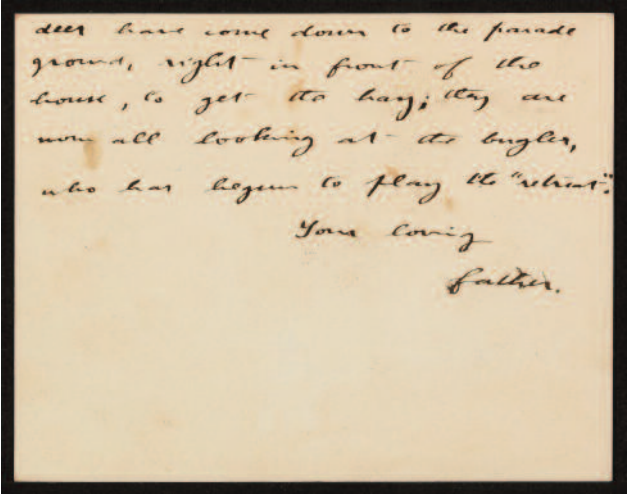
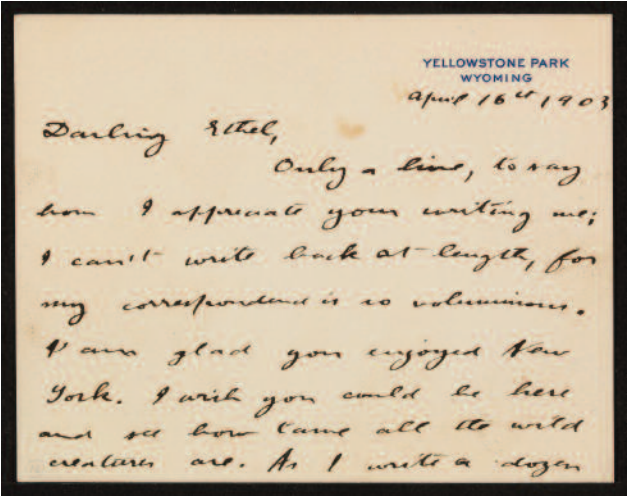
Why does Roosevelt say Burroughs “fell into great disgrace”? Was he serious, or was he joking?

What clue is there in the president's letter to suggest that Archie has visited Pine Knot?

The Roosevelt Family, 1903

From left to right: Quentin, Theodore Sr., Theodore Jr., Archie, Alice, Kermit, Edith (Mrs. Roosevelt), and Ethel.

At right, on June 13, The St. Landry Clarion of Opelousas, La., featured a full report on the trip once President Roosevelt was back in Washington.



Above, Roosevelt took a few minutes from catching up with his paperwork to write a note to his 11-year-old daughter, Ethel, from Yellowstone on April 16.

"Darling Ethel:
"Only a line to say that I appreciate your writing me; I can't write back at length, for my correspondence is voluminous. I am glad you liked New York. I wish you could be here and see how tame all the wild creatures are. As I write, a dozen deer have come down to the parade ground, right in front of the house, to get the hay; they are now all looking at the bugler, who has begun to play the retreat."

"Your loving Father"

Houghton Library, Harvard University; Theodore Roosevelt Digital Library.
Dickinson State University

PRESIDENT'S TRIP OVER; AGAIN IN WASHINGTON

THE PRESIDENT'S TRIP.

Number of days.....	56
Number of miles traveled.....	13,905
Number of speeches made to date (estimated).....	285
Total number of speeches on trip (estimated).....	400
Number of States and Territories visited.....	25
Number of towns and cities visited.....	147
Number of railroad lines used.....	24
Trip began at Washington 9:05 a. m., April 1.	
Trip ends at Washington, June 5, 7:05 p. m.	

President Roosevelt finished his ten weeks' tour of the West June 5 at 7 p. m., at which hour his special train arrived at the Pennsylvania station at Washington. Nothing in the way of a demonstration had been planned and there was no formal reception. Mr. Roosevelt will find much less work awaiting him than might be imagined from the length of his absence from the White House. All important communications have been forwarded to him, and by means of the telegraph and mail he has kept right up with his official duties.

On the Tuesday following his return the President goes to Cleveland, N. J., to attend the wedding of Senator Tamm's daughter on June 16. He is to speak at the National Summer festival at Baltimore on June 15, and he next day he will attend the University of Virginia commencement exercises at Charlottesville.

It has not been decided when the President will go to Oyster Bay for the summer, but he probably will go before the end of June. Mrs. Roosevelt and the children have arranged to move to their summer home about June 15, and it is thought the President will soon follow them. Never before has a President of the United States made a "swing 'round in circles" like the tour of President Roosevelt. During the trip, which will last fifty days, he covered upward of 14,000 miles, and addressed upward of 3,000,000 people.

It has been a remarkable trip in many ways. To begin with, the work done out by Mr. Roosevelt was not that of an ordinary man, but of a man who has been through it. When President Nicholas Murray Butler of Columbia University, left the President out a fortnight ago, he estimated that Mr. Roosevelt had made about 10 speeches up to that time. A study of the itinerary shows that before he turned to Washington the total reached about 400.

Another remarkable phase of the tour is the fact that twice the President of the United States has been out from the world—for two weeks. He was in Yellowstone Park and Terminus for two days, while in the saddle. Only once before has a President of this country had himself. President Cleveland had that distinction, and there was excuse for it. He went to Deer Park, Maryland, his honeymoon, and only his most intimate friends knew where to find him.

The other trips which President Roosevelt has made have been attended by accidents. When he was in Connecticut last summer he narrowly escaped death in a trolley collision. Later, when he was on a tour, he was compelled to abandon it in Indianapolis because of an abscess which developed on his leg. But his trip has marred Mr. Roosevelt's tour, although he narrowly escaped injury in the Yellowstone, when a selective revolver cartridge exploded while he was shooting at a mark, and a piece struck him over the eye.

Together President Roosevelt had the most magnificent time on his trip. He left Washington on April 1. To Chicago he made his first stop of

any length and his first formal speech. He said:

"I believe in the Monroe doctrine with all my heart and soul, but I would infinitely prefer to see it abandoned than to see us put it forward and bluster about it and yet fail to build up the fighting strength which alone in the last resort can make us respected by any strong foreign power whose interest it may happen to be to violate it."

At Milwaukee he spoke on the trust question and at St. Paul on the tariff.

Minneapolis claimed him for part of a day and then he started for South Dakota. There the President felt at home. Jamestown, Bismarck, Mandan, Medora were familiar places to him, especially Medora, where he made his home eighteen years ago, when he owned a ranch there. The cowboys and all his old friends turned out to greet him. But he didn't have much time for conversation, because he had to make speeches. To an old friend he said that he would give a hundred dollars for an hour's chat.

made as many speeches. Denver was the next important stop. It was about this time that the President began to foregather with former Rough Riders. It was at Pueblo that Mr. Roosevelt deserted the train to take breakfast with cowboys. He saw a cook wagon drawn up near the train and he hustled forth in a hurry, showing that he knew the ways of a camp breakfast. He liked that breakfast, and the cowboys were amazed at his skill in spearing pieces of steak and the amount of coffee he consumed.

The sacrifices that the former colonel of the Rough Riders made to meet his old comrades were amazing. Whenever he heard they were waiting to see him he would remain up to any hour, no matter how tired he was. The reunions gave him the keenest pleasure. At Santa Fe and Albuquerque there were cowboy sports, of which he never seemed to tire, and at Albuquerque he acted as godfather for Theodore Roosevelt Amlo, whose father was a surgeon in the Rough Riders.

He had a day in the Grand Canyon



A Recent Picture of the President.

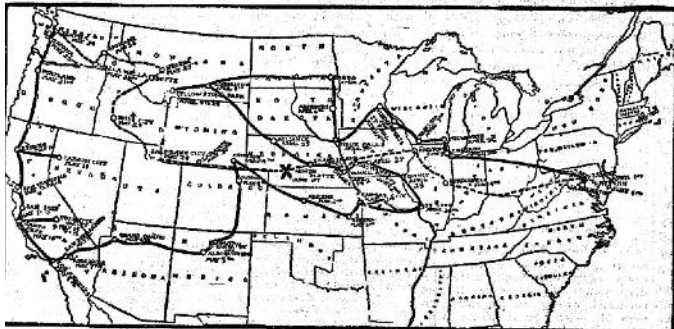
Mr. Roosevelt on April 9 entered Yellowstone Park for two happy weeks. Accompanied by John Burroughs and a small escort the President cut himself off from the world, lived in tents and enjoyed communion with nature. He traveled over the deep snow on skis, he remained in the open for hours studying the ways of wild things, little birds and big beasts, but not a shot did he fire at a living thing. He made twenty mile tramps through the wild land and rode a big cavalry horse for hours. He loafed around the camp fire and listened to the talk of the old days.

The President came forth from the Yellowstone on April 22, bronzed, overflowing with good spirits and immensely strengthened and refreshed by his outing. He quickly he quitted the park and started on the dash for St. Louis, where he arrived on April 29. There he was the guest of President Francis, of the World's Fair, as was also former President Cleveland. Both took part in the dedication exercises. He put in part of a day in Kansas City, and then passed into Kansas, where in one day he stopped at eighteen towns and

and the glory of it filled him with delight. From the desert and the sage brush he passed into the land of flowers. California greeted him with open arms. At San Francisco he was the guest of M. H. De Young. He had a strenuous time there, and he was ready for the four days in the Yosemite valley, two of which he passed with John Muir and a woodsman high up on the mountain, where they all slept in the open, wrapped in their blankets. The big trees filled him with amazement and he indignantly ordered the cards defacing one of them to be removed.

The President then crossed the state line in Nevada, where Gov. Sparks compared him to Andrew Jackson, and called him "Young Hickory." After a trip through Oregon and Washington he turned his face eastward.

He passed Sunday in Cheyenne. He again traveled across Nebraska and on Tuesday entered Iowa. Wednesday and Thursday he was in Illinois, where he made eighteen stops in one day. Friday he traveled through Pennsylvania, reaching Washington at 7:05 p. m.



Map Showing President Roosevelt's Remarkable Western Trip.

Roosevelt and John Muir at Yosemite with Bridal Veil Falls in the background, and a letter Roosevelt wrote from Sacramento, with letters of introduction to help Muir on a scientific expedition he was taking around the world.



Sacramento, Calif.
May 19, 1903

My dear Mr. Muir:

I enclose the three letters. I trust I need not tell you, my dear sir, how were the days in the Yosemite I owed to you, and how greatly I appreciate them. I shall never forget our three camps; the first in the solemn temple of the giant sequoias; the next in the snow storm among the silver firs near the brink of the cliff; and the third on the floor of the Yosemite, in the open valley fronting the stupendous mass of El Capitan with the falls thundering in the distance on either hand.

Good luck go with you always,
Faithfully yours,
Theodore Roosevelt

John Muir, Esq.
care of Charles S. Sargent
Jamaica Plains, Mass.
Enclosures

A Quartet of Campers—Ford, Edison, Burroughs and Firestone

WHEN four men go camping, and those four men have names that are household words, the party is likely to create a stir in a comparatively small town. Mr. W. Dickey, writing in "The Springfield Union," describes the entry of such a party into the Massachusetts town. "Leaving from like millionaires and possessors of a quality proportion of the brains of America than the 200 persons who crowded the Worthington Street carriages as who craned necks from passing automobiles, Henry Ford's camping party of famous men stopped in Springfield for about thirty minutes this morning and departed, leaving a wake of envy behind. "There were a few business details which members of the group attended to during their brief stay here. Thomas A. Edison, huddled back in the corners of a huge touring car with an enormous parking space tied on behind and named himself by ignoring the crowd and reading the morning newspaper. "Henry Ford went into the Worthington Hotel, better, alas, bought a share, tipped the barber, went with John Burroughs to the Western Union Telegraph office and filed a personal message, glanced at a map and then clambered back into the car. John Burroughs, famous naturalist, looking like a hermit, took a stroll along Main Street, came back to the Worthington and waited for his friend Henry, and then went to the telegraph office, where he likewise sent a telegram.

In Five Automobiles

"The only man in the distinguished party who gave a thought to business was H. S. Firestone. He visited his branch office, looked at the road maps with Ford and Burroughs, and a few

minutes conversed with Mr. Edison and then, joined them in the corners of the big machine. The party came in five automobiles. It included several secretaries as well as H. S. Firestone, Jr. The autos ranged from Mr. Edison's huge touring car—not a Ford—down to the latest self-storing breakfast car, equipped as a kitchen car, appeared like a cigarette case—small and was driven by a Japanese valet. There was another Ford loaded down with tin pans, kettles, boxes and other camping paraphernalia.

"Beside a corps of chauffeurs, the party included J. C. Kingford, secretary to Mr. Ford, and Samuel Ott, secretary to Mr. Edison.

"When passersby became aware of the distinguished character of the visit, electricity and the transformation of was engaged in reading the editorial

to Mr. Ford, and Samuel Ott, secretary to Mr. Edison.

"The crowd of had acquired a morning newspaper and the distinguished character of the visit, electricity and the transformation of was engaged in reading the editorial

to Mr. Ford, and Samuel Ott, secretary to Mr. Edison.

Ford Gets Shaved

"Mr. Edison disposed of, search was begun for Mr. Ford. It led to the Worthington barber shop. The automobile magnate, transience maker, Senatorial candidate and central figure of a million-dollar deal, cut was being sent up to the queen's taste by John Bell, minister to American financial royalty, for Mr. Bell was also shaved by John D. Burroughs.

Business and Mr. Burroughs was on a short article by himself. However, Mr. Burroughs finished his work in time to be at the door to meet Mr. Ford when he emerged from the barber shop.

"The picture by which Mr. Ford paid for his shave was interesting because it gave a chance to see how a multimillionaire spends his money. Apparently there was little danger of any of the members of the party being short of funds before the conclusion of the trip.

"The manufacturer produced a gold sized map of hills and pulled out a \$5 note. He handed this to the proprietor, received the change, gave Mr. Bell a gratuity, almost unknown, but which was received with a smile, counted what was left and put it in his pocket.

"He stopped in the corridor for a brief chat with Mr. Burroughs, spoke about a telegram 1000 words long, and together they started up the stairs, a somewhat inconspicuous looking pair but perfectly able to make their way about in a throng unaided.

"Mr. Ford was the best tailored figure in the party, with the exception of Mr. Firestone. The auto manufacturer wore a dark brown suit with a pilot's back and walked about with a slight bow and a look of a man who had given him a coat of brick red tan.

"On the other hand, Mr. Burroughs wore a cashmere described as nondescript. He had on a disreputable looking cap and a pair of his long gray hair curled beneath it in a wary fashion. The pockets of his coat were bulging with property, character unknown, but possibly specimens he picked up on the tour, and he was dressed from shoes to cap in a uniform designed to withstand the rough and ready character of camp life."



John Burroughs

Thomas A. Edison
Enjoying Briggs' cartoon on the Sporting Page of The Tribune

Henry Ford

New York Tribune, August 24, 1919

“Roosevelt and Burroughs” Vocabulary Acquisition Graphic Organizer

Use this sheet to record new vocabulary you learn while reading the story.

The diagram is a graphic organizer for vocabulary acquisition. At the center is a circle labeled Target Word. Five lines radiate from this central circle to five rectangular boxes: Suffixes (top), Root (s) (top-left), Prefixes (bottom-left), Related Words (Words with same root) (bottom-left), and Definition (bottom-right). A diagonal line runs from the top-right corner of the Synonym (similar meaning) box to the bottom-left corner of the Antonym (opposite meaning) box. A thick black arrow points from the bottom of the central circle to the Definition box. Below the central circle, the word Directions is followed by four numbered instructions.

Suffixes

Root (s)

Prefixes

Target Word

Synonym (similar meaning)

Antonym (opposite meaning)

Definition

Directions

1. Place target word in middle and use dictionary to record definition.
Ex. accept
2. List root, prefix and suffix. (Prefix = ac, which means at or toward; Root = cept, which means to grasp, take, or seize)
3. List synonym (permit) and antonym (decline).
4. Review meaning of prefix and suffix and list related words.
Ex. according, acclimate

Related Words
(Words with same root)

Jeopardy Sheet

Create your own Jeopardy answers and questions.

Cut out squares, assign values and play with a partner.

The answer is .
The question is

Value \$

The answer is
The question is

Value \$

The answer is .
The question is

Value \$

The answer is
The question is

Value \$

The answer is .
The question is

Value \$

The answer is .
The question is

Value \$

The answer is
The question is

Value \$

The answer is
The question is

Value \$

Note-Taking Recording Sheet

Recorder's Name _____

Chapter Title _____

People mentioned in this chapter _____

Main Event/Action _____

Special terms or interesting words in this chapter _____

Some feelings I had while I read this chapter _____

Self-Monitor Checklist for Group Discussion

In today's discussion, I would give myself the following rating:

1. Excellent 2. Good 3. Needs Improvement 4. Did not do

- _____ I completed the note-taking recording sheet.
- _____ I used the recording sheet during discussion.
- _____ I contributed to the discussion meaningfully.
- _____ I listened while others contributed to discussion.
- _____ I learned while preparing notes.
- _____ I learned during group discussion.
- _____ I enjoyed the group discussion.

Using this series to achieve standards

“Roosevelt, Burroughs and the Trip That Saved Nature” offers a variety of teaching opportunities, and our questions for each chapter are deliberately uniform and basic, in order to allow teachers the choice of what standards and goals they want to emphasize and when.

For example, the first section of questions, **“Facts and Details,”** can be used as a simple check to make sure students understand the basics of what they have read. To that end, you can simply require a simple answer of a few words.

If you are concurrently working on grammar and writing structure, you may wish to require that answers be expressed in the form of complete sentences.

You should also, when time permits, require students to furnish evidence from the text to support their responses.

This additional requirement becomes more important in the second set of questions, **“What’s Going On?”**, which calls for inferences from the text.

The more open-ended **“In Your Own Words”** questions are, obviously, designed as writing prompts, but can also be topics for classroom discussion, particularly in settings where more perceptive students can be asked to justify their responses, allowing less advanced readers to see how their classmates are able to analyze the text.

Since some “In Your Own Words” questions are designed to have students probe the text for deeper inferences and others are designed to prompt students to apply the themes of the story to experiences in their own lives, you will want to scan these questions ahead of time to see which ones match the goals you may have in mind.

The **“In the News”** questions can be used to achieve goals regarding informational text, as well as standards that call for comparison of texts.

“Primary Resources” are offered as a bonus to make the history more immediate and to help students see how initial reports are, as the saying goes, “the first draft of history,” so that they can see our own contemporary news in that light. Analysis of this informational text can be used to boost overall analytical skills. But these things are also offered because they’re fun, and that should definitely be part of your instructional strategy!

Tracking individual standards

This matrix is based on the Common Core State Standards for English Language Arts, which can be downloaded at <http://www.corestandards.org/the-standards/english-language-arts-standards>.

After creating your lesson plan for each chapter, note the standards by circling that chapter number opposite the standard so you can track those which may still need to be addressed. These are summaries of the standards; consult the actual document itself to see the specific elements for literature and informational text in a particular grade level.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1	2	3
4	5	6
7	8	

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

1	2	3
4	5	6
7	8	

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

1	2	3
4	5	6
7	8	

Craft and structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

1	2	3
4	5	6
7	8	

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (*e.g., a section, chapter or scene*) relate to each other and the whole.

1	2	3
4	5	6
7	8	

6. Assess how point of view or purpose shapes the content and style of a text.

1	2	3
4	5	6
7	8	

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

1	2	3
4	5	6
7	8	

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

1	2	3
4	5	6
7	8	

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

1	2	3
4	5	6
7	8	

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

1	2	3
4	5	6
7	8	