

TAH Lesson Plan Format

Class: U.S. History II

Unit: Theodore Roosevelt and Conservation

Grade Level: Grade 11 College Prep

Standards:

U.S. II.8, Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.

E. President Theodore Roosevelt.

Topic: Theodore Roosevelt and Conservation.

Statement of Purpose: This lesson is designed to help students understand the importance of land conservation and the role that Theodore Roosevelt played in it. The student will evaluate how land conservation affects us in today's world.

Learning Objectives:

- Students will explain personal experiences in conservation areas throughout the United States.
- Students will analyze the need to conserve public lands at the beginning of the 20th Century.
- Students will understand the role that President Theodore Roosevelt had in land conservation during the first decade of the 20th Century.

Schedule: Materials, Time-transitions, and timing parts of the lesson.

Time: 48 minute block.

Introduction:

1. "At the Bell"- "Have you ever visited a National Park, if so, where, and what was your impression?" (10 minutes)

Activity:

2. I will present a power point accompanied with lecture explaining the need for conservation as a result of immigration, urbanization, and industrialization. I will present the actions and theories of President Theodore Roosevelt. (15 minutes)
3. Students will break into groups of four and read and discuss the *Antiquities Act of 1906* and the reason why it is an important part of our history. (15 minutes)

Conclusion:

4. I will conclude the lesson by restating the significance of the *Antiquities Act of 1906* and then asking each of the groups their response to the reading of the document. (8 minutes)

Assessment: Student assessment will take place through student responses to the “At the Bell” question as well as group discussions in relation to their analysis of the *Antiquities Act of 1906*. The students will also be assessed with the result of the homework assignment included in the chapter section of the textbook.

References:

1. *The Americans*, Gerald A. Danzer, J. Jorge Klor de Alva, Nancy Woloch, and Louis E. Wilson. McDougal Little Inc. Evanston, IL. 2003.
2. *American Antiquities Act 1906*, An Act For The Preservation Of American Antiquities, approved on June 8, 1906 (34 Stat. 225).

Materials:

1. Blackboard.
2. PowerPoint.
3. Handout of *Antiquities Act 1906*.

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Statement of Purpose: This lesson is designed to help students understand the importance of land conservation and the role that Theodore Roosevelt played in it. The student will evaluate how land conservation affects us in today's world.

Learning Objectives:

- Students will analyze the need to conserve public lands at the beginning of the 20th Century.
- Students will understand the role that President Theodore Roosevelt had in land conservation during the first decade of the 20th Century.
- Students will analyze Theodore Roosevelt's Seventh Annual Message to Congress dated December 3, 1907 entitled *The Conservation Of Natural Resources*.

Schedule: Materials, Time-transitions, and timing parts of the lesson.

Time: 40 minute block.

Introduction:

5. "At the Bell"- "Please give three reasons why conservation is important to the future of the United States?" (10 minutes)

Activity:

6. Students will break into groups of four and read the primary source document *The Conservation of Natural Resources*. (10 minutes)
7. Students will then discuss in their groups what President Roosevelt's arguments are in this document and if they are in support of what is said or against what is said and the reasons behind their conclusion. (15 minutes)

Conclusion:

8. I will conclude the lesson by summarizing the overall conclusion of the student groups and comparing it to conservation in the United States today. (5 minutes)

Assessment: Student assessment will take place through student responses to the “At the Bell” question as well as group discussions in relation to their analysis of the *The Conservation of Natural Resources* primary source document. The students will also be assessed with the result of the homework assignment included in the chapter section of the textbook.

References:

3. *The Americans*, Gerald A. Danzer, J. Jorge Klor de Alva, Nancy Woloch, and Louis E. Wilson. McDougal Little Inc. Evanston, IL. 2003.
4. *The Conservation of Natural Resources*. Theodore Roosevelt. Seventh Annual Message to Congress. December 3, 1907.

Materials:

4. Blackboard.
5. Handout of *The Conservation of Natural Resources*.

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E. President Theodore Roosevelt.

Topic: Theodore Roosevelt and Conservation.

Statement of Purpose: This lesson is designed to help students understand the importance of land conservation and the role that Theodore Roosevelt played in it. The student will evaluate how land conservation affects us in today's world.

Learning Objectives:

- Students will analyze the need to conserve public lands at the beginning of the 20th Century.
- Students will understand the role that President Theodore Roosevelt had in land conservation during the first decade of the 20th Century.
- Students will evaluate, discuss, and present information researched using the Internet in regards to four of the seven conservation conferences and commissions established by President Theodore Roosevelt. The four they will analyze are *The Inland Waterways Commission (1907)*, *The Conference of Governors (1908)*, *The National Conservation Commission (1908)*, *The Country Life Commission (1908)*.

Schedule: Materials, Time-transitions, and timing parts of the lesson.

Time: 72 minute block.

Introduction:

9. "At the Bell"- "If you were in charge of conservation in Worcester County, what actions would you take and how would you go about doing it?" (15 minutes)

Activity:

10. The class will be broken into four groups. Each group will be assigned to research a particular Commission and/or Conference established by Theodore Roosevelt. (10 minutes)

11. Students will then go to the computer lab to conduct the research. The students will be instructed to answer two objective questions: *What was the purpose of the Commission/Conference and What were the results?* (25 minutes)

12. Students will then return to the classroom and discuss their findings in their assigned groups and draw to a conclusion to the two objective questions. (10 minutes)

Conclusion:

13. Students will then present their conclusions to the rest of the class. (10 minutes)

14. I will then summarize the how Theodore Roosevelt went about gathering information and getting people involved with the theory of conservation. (2 minutes)

Assessment: Student assessment will take place through student responses to the “At the Bell” question as well as group discussions in relation to their research in the computer lab as well as the presentation of their conclusion to the rest of the class. The students will also be assessed with the result of the homework assignment included in the chapter section of the textbook.

References:

- 5.** *The Americans*, Gerald A. Danzer, J. Jorge Klor de Alva, Nancy Woloch, and Louis E. Wilson. McDougal Little Inc. Evanston, Il. 2003.

Materials:

- 6.** Blackboard.
- 7.** Use of the computer lab to access the Internet.

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Standards:

U.S. II.8, Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.

E. President Theodore Roosevelt.

Topic: Massachusetts Conservation.

Statement of Purpose: This lesson is designed to help students understand the importance of land conservation and the role that Massachusetts played in it. The student will evaluate how land conservation affects us in today's world.

Learning Objectives:

- Students will analyze the need to conserve public lands at the beginning of the 20th Century.
- Students will understand how the Commonwealth of Massachusetts got involved in conservation at the turn of the 20th Century.
- Students will analyze the importance of Mount Greylock being the first state reservation in the history of Massachusetts.

Schedule: Materials, Time-transitions, and timing parts of the lesson.

Time: 40 minute block.

Introduction:

15. "At the Bell"- "Can you name at least two Massachusetts State Reservations or state historical sites?" (5 minutes)

Activity:

16. Students will read and analyze the history of the Division of State Parks and Recreation for Massachusetts. (15 minutes)
17. Students will then develop a *timeline* in regards to the history of conservation in Massachusetts. (15 minutes)

Conclusion:

4. I will conclude the lesson by informing the students of the agenda for the field trip to the Mt. Greylock Reservation the next day. (5 minutes)

Assessment: Student assessment will take place through the accuracy of each timeline designed by the student.

References:

1. Website for the History of State Parks and Recreation in Massachusetts.
<http://www.mass.gov/dcr/sphistory.htm>.

Materials:

8. Blackboard.
9. Handout of *The History of State Parks and Recreation of Massachusetts*.

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Standards:

U.S. II.8, Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.

E. President Theodore Roosevelt.

Topic: Massachusetts Conservation.

Statement of Purpose: This lesson is designed to help students understand the importance of land conservation and the role that Massachusetts played in it. The student will evaluate how land conservation affects us in today's world.

Learning Objectives:

- Students will analyze the need to conserve public lands at the beginning of the 20th Century.
- Students will understand how the Commonwealth of Massachusetts got involved in conservation at the turn of the 20th Century.
- Students will analyze the importance of Mount Greylock being the first state reservation in the history of Massachusetts.
- Students will experience first hand the importance of conservation by going to the Mount Greylock Reservation.

Schedule: Materials, Time-transitions, and timing parts of the lesson.

Time: 7 Hours.

Introduction:

1. (Allowing 1 hour and 30 minutes travel time) Upon arrival I will recap the previous day's lesson by restating the history of conservation in Massachusetts. (10 minutes)

Activity:

18. Students will be broken into groups with chaperones who plan on hiking the mountain. Students not wanting to hike will remain on the bus with chaperones and will be driven to the summit via the summit road. (2 hours)
19. Upon everyone's arrival at the summit, students will be given lunch. (1hour)

20. Presentation by a Park Ranger on the history of Mount Greylock and the plants and animals found on the mountain. (1 hour)

Conclusion:

21. I will conclude the lesson by having students discuss their experience with other classmates. (1 hour 30 minutes)

Assessment: Student assessment will take place when an essay quiz will be given the next class period.

References:

1. The Mount Greylock State Park Service.

Materials:

- 10.** Chaperones.
- 11.** Bus and driver.
- 12.** Lunches for students.
- 13.** Park Ranger for presentation.
- 14.** Nature.

Division of State Parks and Recreation **History**

The Commonwealth of Massachusetts possesses a magnificent heritage of lakes and rivers, forests and fields, mountains and beaches. It also has a valuable legacy of parks and park systems, many of them designed by the great landscape architect, Frederick Law Olmsted. This combination of natural and man-made areas, give the Commonwealth an exceptional range of recreational opportunities. It is a heritage few other states can rival.

This outdoor heritage is one of the principal components of tourism, the second largest industry in Massachusetts. It is also one of the main factors influencing businesses to locate in the Commonwealth, bringing economic strength and stability. It is important to preserve and enhance this legacy, both to benefit current residents and to ensure that future generations can also enjoy the resources and can continue to benefit economically from their use.

The attractiveness of these features creates a problem as well as an opportunity. Because people want to be near the water or in the forest or on the beach, these resources begin to disappear as houses and roads are constructed. This development is charming on a small scale, as the many picturesque villages of New England illustrate. However, when it runs out of control, it destroys the very character that attracted growth and development in the first place.

The development of land in the Commonwealth must be carefully balanced with the preservation of its unique character. The importance of preserving open space, or undeveloped land, must be weighed along with the need of cities and towns to strengthen their economic position by encouraging business and residential growth. It must be a matter of determining where to develop and where to preserve, rather than choosing between development and **conservation**.

Massachusetts has a long tradition of balancing land use with land **conservation**. Between 1630 and 1640, the Massachusetts Bay Colony passed several ordinances, which ensured continued public access to the tidelands and to great ponds for hunting, fishing and navigating. Thus the importance of certain land areas and waterways to the well being of the general public was recognized long before there was a threat of heavy population.

Over the next 200 years, the forests of New England were gradually cleared for agricultural production as the population grew. Two rather unrelated events may have prevented these forests from being cut down entirely. In 1849, the discovery of gold in California drew thousands of families away from New England and ten years later the Civil War drew nearly every able-bodied farmer into the Army. Many of those who survived the war decided to begin a new life in more fertile regions and never returned to their stony New England fields.

This wholesale abandonment of farming resulted in the growth of new forests, mostly Eastern white pine and American chestnut, on some one million acres in Massachusetts.

At the same time, the expansion of many industries relying on forest products created a tremendous increase in the amount of timber needed for building and manufacturing through out the nation.

By the 1890's, the health and existence of Massachusetts' forests was threatened. "Cut and run" logging practices were destroying thousands of acres of land. For example, loggers had stripped the trees off the east face of Mt. Greylock and had plans to cut the north face. In addition to damaging the appearance of the state's highest peak, this caused serious erosion and landslides.

Fires ignited largely by the sparks of locomotives on the flourishing railroad system, and serious infestations of gypsy moths and chestnut blight also threatened the forests.

At that time the state had no power to buy and administer public lands. Charles W. Eliot, landscape architect and son of the former president of Harvard University, saw the tremendous need to preserve and manage land through public ownership. Due to his efforts, the Legislature created the Trustees of Public Reservations (now the Trustees of Reservations) in 1891 and the Metropolitan Parks District (now Metropolitan District Commission) in 1892.

In 1898, the Legislature authorized the creation of the Mt. Greylock State Reservation and the first public land for the purpose of forest preservation, were acquired. Started with a gift of 400 acres, by 1900 the reservation had doubled in size.

As unprincipled logging, fire, and blight devastated more and more land, the Massachusetts Legislature enacted the Reforestation Act of 1908. Owners of woodlands could deed their land to the Commonwealth for 10 years. The forest was replanted during that time and the owner could then reclaim the land for the price of reforestation. If not reclaimed, the state kept the land. By 1928, Massachusetts acquired more land than it could then efficiently administer and it abandoned the program.

In 1914, the Legislature appropriated \$90,000 to acquire wastelands for reforestation, provided not more than \$5.00 per acre be spent. By 1930, 115,000 acres of wasted and burned land had been bought and replanted with seedlings from state nurseries. This program, with the long-term objective of sustained yield of marketable timber, resulted in the sale of 6 million board feet for \$100,000 between 1940 and 1954.

This early period of public land **conservation** had as its primary goals timber production, water **conservation** and the restoration of wildlife. Recreation was confined to small areas and general public access was limited because there were not enough state foresters to manage these extensive lands and provide safe public facilities.

By 1918, the **conservation** ethic was so thoroughly ingrained in the mind of the public that when a major revision of the State Constitution was proposed, it included an unequivocal call for resource protection. Article 49 states:

*The **conservation**, development and utilization of the agricultural, mineral, forest, water and other natural resources of the Commonwealth are public uses...*

The Twenties brought a period of unparalleled economic growth and land development. The unrestrained nature of this development prompted the Governor to appoint a special commission to study the needs and uses of open spaces. Under the leadership of Charles Eliot, the nephew of Charles W. Eliot, this commission drew up an Open Space Plan for the Commonwealth which warned that rapid, unplanned urban and suburban expansion would cause the destruction of the forests, fields, rivers and lakes that gave Massachusetts its special character.

The main purpose of the Commission was to preserve beautiful and historic places in a time of economic expansion. At the time of this planning, the major task was to convince the people of the need to preserve the scenic character of the Commonwealth when as yet there was little to illustrate the coming crisis.

The Commission developed a plan that would accommodate growth and development while also preserving significant tracts of land. This plan called for the acquisition of large land areas throughout the state as well as a major greenbelt around the Boston Metropolitan area, the Bay Circuit. This plan was refined in 1933 by the Trustees of Public Reservations, who specified individual parcels of land, whereas the Eliot plan had only generally delineated areas of concern.

A turning point for Massachusetts state forests came in 1933, when in response to the severe unemployment of the Depression, President Franklin D. Roosevelt created the Civilian **Conservation** Corps (CCC) providing for forest improvement and natural resource development by men and boys and paid \$1.00 per day. The CCC continued for 15 years, and at its height, 10,000 men and boys lived in 51 camps and worked on over 170,000 acres of land in Massachusetts. CCC roads and recreation facilities in the state forests and parks, allowed for broader public use of public land.

Since that time, the Trustees and the **Department** of Environmental Management, as well as other agencies and organizations, have acquired many of the parcels mentioned in the Trustees' 1933 plan and have set them aside for public use. The Massachusetts State Forests and Parks system now encompasses more than 285,000 acres.

***NOTE:** In April 1998, the Harvard Forest Press published a hard cover history of the forests of Massachusetts in commemoration of the Centennial Celebration of the Massachusetts State Forests and Parks System. Charles H.W. Foster edits the volume, written by a variety of authors. It includes a chapter on the **history** of the Massachusetts state forestry programs, as well as forest ecology, economics and the Commonwealth's contribution to the national forest **conservation** movement and other topics.*

MT. GREYLOCK STATE RESERVATION

It all began on June 20, 1898, when the legislature approved the establishment of Greylock State Reservation as the first land acquired by the state for the purpose of forest preservation.

Mt. Greylock, at 3,491 feet is the state's tallest peak with the only sub-alpine environment in Massachusetts. It has drawn nature lovers, scientific observers and outdoor recreation enthusiasts to its slopes for centuries. It has also inspired some of the greatest American writers and artists, among them Henry David Thoreau, Herman Melville, Nathaniel Hawthorne, Edith Wharton, William Cullen Bryant and Thomas Cole. Long before European settlers set eyes on it, Native Americans of the Mahican Tribe traveled through the valley beside and hunted around the slopes of the mountain.

In 1739 as the settlement of the Massachusetts Bay Colony pushed further west, a survey party including Ephraim Williams Sr. created two townships at the foot of "Grand Hoosuc." By the mid-1700s, after the resolution of ongoing territorial conflicts with France, English settlers began to move into this wild northeast part of the colony. By 1800 open farmland extended from the valleys up onto the rugged mountain slopes

But during the 19th century, rapid and unregulated industrial development targeted the mountain's natural resources: the forests. Logging and charcoal-making operations stripped the mountain of mature timber, cutting new roads, destroying the mountain's character and leaving its slopes barren. A disastrous fire and a number of landslides in the 1880s heightened awareness of Mt. Greylock's uncertain future and inspired local citizens to action.

Determined to save Mt. Greylock, a group of Berkshire County businessmen formed and incorporated the Greylock Park Association (GPA) in 1885 and purchased 400 acres at the summit and ridge. With 42 shareholders and an 11-member Board of Directors, the Association was one of the first private land **conservation** organizations in Massachusetts.

Focused on protecting the summit from further encroachment through recreational use, the GPA built a new road from the Notch to the summit. In 1889 a new iron summit tower replaced the second of two wooden structures built in 1831 and 1840 by Williams College faculty and students for scientific observation. Tolls and admission fees for the road and the tower financed the Association's efforts, but the costs of maintaining the facility surpassed their means. Without funding, the Association turned to the Commonwealth for assistance.

In the winter of 1897-98, a petition was brought before the Massachusetts Legislature for the purchase of Greylock as a State Reservation. Environmental organizations, which lobbied hard for passage of the legislation, included the Massachusetts Forest Association (now the Environmental League of Massachusetts), the Trustees of Reservations and the Appalachian Mountain Club. After two hearings, on June 20, 1898 the Legislature passed

a law (Chapter 543 of the Acts of 1898) creating the Greylock State Reservation and appropriating \$25,000 for the purchase of additional acreage.

Initially, whereas the state provided the funds for land acquisition to the reservation, Berkshire County government was required to fund the management and operating expenses of the reservation. This was facilitated through a three person, governor-appointed board, the Greylock Reservation Commissioners, whose primary concern was **conservation**. In June 1898, Prof. John Bascom, Francis W. Rockwell and Alfred B. Mole were appointed the first commissioners; William H. Sperry eventually replaced Alfred B. Mole. Additional land purchases by the state and later improvements through the Civilian **Conservation** Corps (CCC) between 1933-41 transformed the reservation into a successful and very popular recreational facility.

Today, Mt. Greylock State Reservation encompasses more than 12,500 acres of mountain, forest, valleys and streams spread across six different towns in northwestern Berkshire County (North Adams, Adams, Cheshire, Lanesborough, Williamstown and New Ashford). It features a unique collection of CCC-era buildings as well as the Veterans War Memorial Tower, a glowing beacon on the northern Berkshire horizon. A portion of the Appalachian Trail, a 2,100 mile footpath running from Maine to Georgia, crosses the summit. The once popular Thunderbolt Ski Trail, site of the U.S. Eastern Amateur Ski Association Championships in 1938 and 1940, is now a well-used hiking trail.

On June 20, 1998 a centennial celebration ceremony honored the 100th year anniversary the creation of the State Reservation and the State Forest and Park system. The summit was formally rededicated highlighting the restoration of the War Memorial Tower, renovation work on the summit's historical structures, new landscaping and site improvements, interpretive signs and most significantly, based on its distinctive cultural and recreation **history**, designation to the National Register of Historic Places as the Mount Greylock Summit Historic District.

Now entering its second century of land stewardship, the Commonwealth, through the **Department of Conservation** and Recreation is committed to preserving the vision of John Bascom, who in 1906 dedicated the mountain, "*...Greylock, our daily pleasure, our constant symbol, our ever renewed inspiration, for all who have fellowship with Nature.*"

Mount Greylock State Reservation was the first forest preserve in the system of Massachusetts State Parks and Recreation Division, which now encompasses more than 285,000 acres--one in every 17 acres of the Commonwealth.

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AMERICAN ANTIQUITIES ACT

1906

ANTIQUITIES ACT, 1906

AN ACT FOR THE PRESERVATION OF AMERICAN ANTIQUITIES,

Approved June 8, 1906 (34 Stat. 225)

Be it enacted by the Senate and House of Representatives of the United States of America, in Congress assembled, That any person who shall appropriate, excavate, injure, or destroy any historic or prehistoric ruin or monument, or any object of antiquity, situated on lands owned or controlled by the Government of the United States, without the permission of the Secretary of the department of the government having jurisdiction over the lands on which said antiquities are situated, shall, upon conviction, be fined in a sum of not more than five hundred dollars or be imprisoned for a period of not more than ninety days, or shall suffer both fine and imprisonment, at the discretion of the court. (U.S.C., title 16, sec. 433.)

SEC. 2. That the President of the United States is hereby authorized, in his discretion, to declare by public proclamation historic landmarks, historic and prehistoric structures, and other objects of historic or scientific interest that are situated upon the lands owned or controlled by the Government of the United States to be national monuments, and may reserve as a part thereof parcels of land, the limits of which in all cases shall be confined to the smallest area compatible with the proper care and management of the objects to be protected: Provided, That when such objects are situated upon land covered by a bona fide unperfected claim or held in private ownership, the tracts, or so much thereof as may be necessary for the proper care and management of the object, may be relinquished to the Government, and the Secretary of the Interior is hereby authorized to accept the relinquishment of such tracts in behalf of the Government of the United States. (U.S.C., title 16, sec. 431.)

SEC. 3. That permits for the examination of ruins, the excavation of archaeological sites, and the gathering of objects of antiquity upon the lands under their respective jurisdictions may be granted by the Secretaries of the Interior, Agriculture, and War to institutions which they may deem properly qualified to conduct such examination, excavation, or gathering, subject to such rules and regulations as they may prescribe: Provided, That the examinations, excavations, and gatherings are undertaken for the benefit of reputable museums, universities, colleges, or other recognized scientific or educational institutions, with a view to increasing the knowledge of such objects, and that the gatherings shall be made for permanent preservation in public museums. (U.S.C., title 16, sec. 432.)

SEC. 4. That the Secretaries of the departments aforesaid shall make and publish from time to time uniform rules and regulations for the purpose of carrying out the provisions of this act. (U.S.C., title 16, sec. 432.)

THE CONSERVATION OF NATURAL RESOURCES

From Theodore Roosevelt's Seventh Annual Message to Congress
Dec. 3, 1907

To the Senate and House of Representatives:

. . . The conservation of our natural resources and their proper use constitute the fundamental problem which underlies almost every other problem of our national life. . .
..As a nation we not only enjoy a wonderful measure of present prosperity but if this prosperity is used aright it is an earnest of future success such as no other nation will have. The reward of foresight for this nation is great and easily foretold. But there must be the look ahead, there must be a realization of the fact that to waste, to destroy, our natural resources, to skin and exhaust the land instead of using it so as to increase its usefulness, will result in undermining in the days of our children the very prosperity which we ought by right to hand down to them amplified and developed. For the last few years, through several agencies, the government has been endeavoring to get our people to look ahead and to substitute a planned and orderly development of our resources in place of a haphazard striving for immediate profit. Our great river systems should be developed as national water highways, the Mississippi, with its tributaries, standing first in importance, and the Columbia second, although there are many others of importance on the Pacific, the Atlantic, and the Gulf slopes. The National Government should undertake this work, and I hope a beginning will be made in the present Congress; and the greatest of all our rivers, the Mississippi, should receive special attention. From the Great Lakes to the mouth of the Mississippi there should be a deep waterway, with deep waterways leading from it to the East and the West. Such a waterway would practically mean the extension of our coastline into the very heart of our country. It would be of incalculable benefit to our people. If begun at once it can be carried through in time appreciably to relieve the congestion of our great freight-carrying lines of railroads. The work should be systematically and continuously carried forward in accordance with some well-conceived plan. The main streams should be improved to the highest point of efficiency before the improvement of the branches is attempted; and the work should be kept free from every taint of recklessness or jobbery. The inland waterways which lie just back of the whole Eastern and Southern coasts should likewise be developed. Moreover, the development of our waterways involves many other important water problems, all of which should be considered as part of the same general scheme. The government dams should be used to produce hundreds of thousands of horse-power as an incident to improving navigation; for the annual value of the unused water-powered of the United States perhaps exceeds the annual value of the products of all our mines. As an incident to creating the deep waterways down the Mississippi, the government should build along its whole lower length levees which, taken together with the control of the headwaters, will at once and forever put a complete stop to all threat of floods in the immensely fertile delta region. The territory lying adjacent to the Mississippi along its lower course will thereby become one of the most prosperous and populous, as it already is one of the most fertile, farming regions in all the world. I have appointed an inland waterways commission to study and outline a comprehensive scheme of development along all the lines indicated. Later I shall lay its report before the Congress.

Irrigation should be far more extensively developed than at present, not only in the States of the great plains and the Rocky Mountains, but in many others, as, for instance, in large portions of the South Atlantic and Gulf States, where it should go hand in hand with the reclamation of swampland. The Federal Government should seriously devote itself to this task, realizing that utilization of waterways and water-power, forestry, irrigation, and the reclamation of lands threatened with overflow, are all interdependent parts of the same problem. The work of the Reclamation Service in developing the larger opportunities of the Western half of our country for irrigation is more important than almost any other movement. The constant purpose of the government in connection with the Reclamation Service has been to use the water resources of the public lands for the ultimate greatest good of the greatest number; in other words, to put upon the land permanent home-makers, to use and develop it for themselves and for their children and children's children. . . .

The effort of the government to deal with the public land has been based upon the same principle as that of the Reclamation Service. The land law system which was designed to meet the needs of the fertile and well-watered regions of the Middle West has largely broken down when applied to the drier regions of the great plains, the mountains, and much of the Pacific slope, where a farm of 160 acres is inadequate for self-support. . . . Three years ago a public-lands commission was appointed to scrutinize the law, and defects, and recommend a remedy. Their examination specifically showed the existence of great fraud upon the public domain, and their recommendations for changes in the law were made with the design of conserving the natural resources of every part of the public lands by putting it to its best use. Especial attention was called to the prevention of settlement by the passage of great areas of public land into the hands of a few men, and to the enormous waste caused by unrestricted grazing upon the open range. The recommendations of the Public-Lands Commission are sound, for they are especially in the interest of the actual home-maker; and where the small home-maker cannot at present utilize the land they provide that the government shall keep control of it so that it may not be monopolized by a few men. The Congress has not yet acted upon these recommendations, but they are so just and proper, so essential to our national welfare, that I feel confident, if the Congress will take time to consider them, that they will ultimately be adopted.

Some such legislation as that proposed is essential in order to preserve the great stretches of public grazing-land which are unfit for cultivation under present methods and are valuable only for the forage which they supply. These stretches amount in all to some 300,000,000 acres, and are open to the free grazing of cattle, sheep, horses, and goats, without restriction. Such a system, or lack of system, means that the range is not so much used as wasted by abuse. As the West settles, the range becomes more and more overgrazed. Much of it cannot be used to advantage unless it is fenced, for fencing is the only way by which to keep in check the owners of nomad flocks which roam hither and thither, utterly destroying the pastures and leaving a waste behind so that their presence is incompatible with the presence of home-makers. The existing fences are all illegal. . . . All these fences, those that are hurtful and those that are beneficial, are alike illegal and must come down. But it is an outrage that the law should necessitate such action on the

part of the Administration. The unlawful fencing of public lands for private grazing must be stopped, but the necessity which occasioned it must be provided for. The Federal Government should have control of the range, whether by permit or lease, as local necessities may determine. Such control could secure the great benefit of legitimate fencing, while at the same time securing and promoting the settlement of the country. . . . The government should part with its title only to the actual home-maker, not to the profit-maker who does not care to make a home. Our prime object is to secure the rights and guard the interests of the small ranchman, the man who ploughs and pitches hay for himself. It is this small ranchman, this actual settler and home-maker, who in the long run is most hurt by permitting thefts of the public land in whatever form.

Optimism is a good characteristic, but if carried to an excess it becomes foolishness. We are prone to speak of the resources of this country as inexhaustible; this is not so. The mineral wealth of the country, the coal, iron, oil, gas, and the like, does not reproduce itself, and therefore is certain to be exhausted ultimately; and wastefulness in dealing with it today means that our descendants will feel the exhaustion a generation or two before they otherwise would. But there are certain other forms of waste which could be entirely stopped—the waste of soil by washing, for instance, which is among the most dangerous of all wastes now in progress in the United States, is easily preventible, so that this present enormous loss of fertility is entirely unnecessary. The preservation or replacement of the forests is one of the most important means of preventing this loss. We have made a beginning in forest preservation, but . . . so rapid has been the rate of exhaustion of timber in the United States in the past, and so rapidly is the remainder being exhausted, that the country is unquestionably on the verge of a timber famine which will be felt in every household in the land. . . . The present annual consumption of lumber is certainly three times as great as the annual growth; and if the consumption and growth continue unchanged, practically all our lumber will be exhausted in another generation, while long before the limit to complete exhaustion is reached the growing scarcity will make itself felt in many blighting ways upon our national welfare. About twenty per cent of our forested territory is now reserved in national forests, but these do not include the most valuable timberlands, and in any event the proportion is too small to expect that the reserves can accomplish more than a mitigation of the trouble which is ahead for the nation. . . . We should acquire in the Appalachian and White Mountain regions all the forest-lands that it is possible to acquire for the use of the nation. These lands, because they form a national asset, are as emphatically national as the rivers which they feed, and which flow through so many States before they reach the ocean. .

Name _____
Block _____

U.S. History I C.P. 202
Date _____

Essay Quiz: 30 Points Possible
Conservation and President Theodore Roosevelt

Directions: Using what you have learned in regards to Theodore Roosevelt and land conservation, please write an essay explaining what caused the need for conservation in the early 20th Century, the role that President Roosevelt played in this movement, and give examples how it effected our society then and today.

Rubric:

Historical Content- 20 points

Must provide adequate and accurate historical information in responding to for-mentioned objectives.

Essay Structure- 10 points

Essay must include an introduction, body, and conclusion.