Zaner-Bloser

NEXT GENERATION ASSESSMENT PRACTICE

English Language Arts / Literacy

Student Edition

Grade 6

Argument

STRATEGIES FOR writers

Name _____ Date _____

PART I: Close Reading

Your Task

You will examine three sources about unrestrained logging and conservation. Then you will answer three questions about what you have learned. In Part 2, you will write an argument essay about whether or not you think people should be allowed to cut down entire forests.

Steps to Follow

In order to plan and write your argument essay, you will do all of the following:

1. Examine three sources.
2. Make notes about the information from the sources.
3. Answer three questions about the sources.

Directions for Beginning

You will have 35 minutes to complete Part I. You will now examine three sources. Take notes because you may want to refer to them while writing your argument essay. You can re-examine any of the sources as often as you like. Answer the questions in the spaces provided.

"Bringin' in the Drive"

Snow is melting. White water swells rivers into raging torrents. The log drive is on!

For more than one hundred years along Maine's navigable rivers, spring meant one thing—the river drive. Men herded millions of long logs downriver on the spring runoff—racing toward sawmills. America wanted wood, and Maine had it.

In the mid-1800s, Bangor, Maine, was one of the world's busiest shipping ports for lumber. Almost two million logs came down the Penobscot River in1872—more than ever before! And all those logs were driven downriver by a few hundred daring, skillful men.

Log driving was one of the most dangerous jobs in America at that time. Rushing water forced huge logs, 16 feet and longer, to twist and bob violently in the river. Men drove those long logs from dawn to dark, seven days a week. Local farmers, Irish immigrants, French Canadians, and Penobscot Indians worked together to force those stubborn "sticks" over rapids and falls, through narrow channels, and around bends. Some rivers were more than 150 miles long.

All winter, woodsmen cut trees and stacked huge piles of logs along the banks of streams. Since logs from many tributaries would be mixed together on the main river, loggers "branded" their logs by notching them with identifying symbols or letters. At the end of the drive, just upriver from sawmills, logs would be separated by those marks at places called *sorting booms.*

It took a lot of water to move logs. Men built dams to trap the melted snow that rushed down mountain streams every spring. At the right moment, the men opened the gates to flush logs down over miles of rocky and shallow riverbeds.

When the drive boss hollered "Roll 'em!" river drivers donned their "calked" boots, grabbed their cant dogs, and started rolling those logs into the water.

Steel spikes, or *calks,* in the soles of their boots kept drivers from slipping on logs. A *cant dog* was a pole with a spike and a hook on the end for prying and rolling logs. It was often called a *peavey,* after Joseph Peavey, the Maine blacksmith who invented it. To prod logs along, 16-foot-long pike poles were used. A *pike pole* was longer than a peavey, with a tip and a small pick on the end.

Once logs were headed downstream, rivermen were stationed along the shore, poking and pushing any logs that got caught on boulders or sandbars.

All day they worked in numbing cold, icy water up over their boot tops. If they slacked off for even a moment, the

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drive boss would yell, "Keep those sticks movin'!" Logs had to reach the sawmills while there was enough water, or the drive would be "hung" until the next spring.

Once the logs reached the main river, drivers were transported downriver in French-style boats, called *bateaux* (baa-TOES). Expert boatmen maneuvered these long riverboats among logs and around boulders. They put men ashore wherever logs needed prodding.

A few bateaux carried the "wangan" (food, tents, and other supplies). The crew camped along the riverbank, moving downriver every few days. The cook and his helper, the *cookee,* prepared huge amounts of food—biscuits, ham, potatoes, hard-boiled eggs, and always baked beans. River drivers ate breakfast at 4 A.M., a "first" and "second" lunch, and supper when the day's work was done. After supper, the men flopped onto beds of spruce boughs, which kept them off the frozen ground. One riverman remembered, "Many times I slept with my drivin' boots on, because if you took them off, they would freeze and you couldn't get them on the next mornin'."

The river crew's most grueling chore was "sackin' the rear," their term for retrieving logs stuck on rocks and riverbanks when the main drive passed. They had to shove all those logs back into the flowing water.

Log jams were the most dangerous. Sometimes jams blocked the entire river for half a mile.

Men had to walk out onto the tangled mass and pick at logs for days, sometimes weeks, to free a jam. The drive boss warned, "When she goes, she'll go tearin'." When the log jam finally let loose, men scrambled for shore. Some didn't make it.

The most daring drivers rode logs down through the rapids. They came to be known as Bangor Tigers. If all else failed to break a log jam, the drive boss blasted it with dynamite. Logs went flying into the air, and water spurted up to the treetops.

Death on the river was quick. Some rivermen were caught between logs or swept downriver by the current. Others drowned when bateaux capsized in rough rapids. They were buried onshore, or their boots were hung on a tree at the river's edge.

Finally, by late summer, logs reached the sorting booms. The drive was in. Long-log drives began to give way to pulpwood drives of 4-foot logs in the early twentieth century.

By 1950, long-log drives had all but disappeared. Maine's whitewater men had played an important part in the history of our country. They "drove" the lumber that helped build America.

What were two benefits and one danger of logging in mid-1800s Maine? Support your answer with evidence from the article.

From
Midnight Forests

Had it not been for conservationists in the early twentieth century, the National Forests would not exist today. One of the conservationists was Gifford Pinchot, who is regarded as the father of the conservation movement.

At L'Ecole Nationale Forestiere, Pinchot learned that Europeans, who had once nearly destroyed their forests, had now developed ways to cut some trees and keep others growing. He learned how improper logging that removed all the trees left behind soil without any vegetation to hold it in place. When rains later washed the valuable soil away, nothing could grow in the logged area.

Pinchot also studied ways of preparing land for the planting of new trees, a forestry practice called silviculture. He learned how to survey land and make maps, and how wildlife depends on the forest for food and shelter.

After a year Pinchot came home, eager and full of big ideas about saving America's forests. He came back just in time. The population of the United States was growing by leaps and bounds. People needed huge amounts of wood for buildings, railroad ties, fuel, furniture, paper, and even pencils. To meet that need, lumber companies were quickly destroying the forests in many areas, cutting down every tree and leaving bare, ugly hillsides behind.

Pinchot spent time in the woods whenever he could. He learned more about logging by talking with lumberjacks. "Awestruck and silent," he slept under the stars at the Grand Canyon. He rode his horse through the giant sequoias of California and ran like a boy under Yosemite Falls. He even traded stories with the great naturalist John Muir.

Finally, as the first American citizen trained in forestry, Pinchot was ready to start giving out advice. Unfortunately, not many people wished to hear it. Wealthy lumbermen wanted to keep cutting trees as fast as possible, so they could make money as quickly as possible. Forest lovers wanted to save every tree and stop loggers from cutting entirely. Neither group wanted to compromise.

Pinchot believed that "trees could be cut and the forests preserved, at one and the same time." He was determined to show the country how this could be done.

A wealthy southerner named George Vanderbilt hired Pinchot to take care of the forest on his huge Biltmore Estate in North Carolina. Pinchot took notes, drew maps, and told

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the loggers there that they would have to change their ways. He said they could no longer cut all the trees and leave behind a big mess. Pinchot showed them how to thin out the small trees so they had more room to grow, and to make sure that bigger trees fell where they wouldn't hurt anything.

Pinchot's approach worked. The grumbling loggers made money, and the forest remained healthy. When people began to notice Pinchot's success, they invited him to make speeches. Punching the air with his fist, he said that if trees were cut properly, soil erosion could be controlled and society's demand for wood could be met without destroying the forests.

In 1898, Secretary of Agriculture James Wilson appointed Pinchot to lead the federal government's tiny forestry department in Washington, D.C. At the time, the department merely gave out information. The forests were actually controlled by the Land Department. Pinchot wanted forests and foresters together in the Department of Agriculture, with himself in charge.

In Washington, he met powerful people. One, the governor of New York, invited him to a friendly boxing match. Pinchot promptly flattened the stout governor with a roundhouse to the chin. The two men became good friends, and the governor, Theodore Roosevelt, was soon elected Vice President of the United States. When an assassin shot President William McKinley in 1901, Roosevelt became the president.

Pinchot and Roosevelt had much in common. Both knew a lot about the West, loved the outdoors, and liked to hunt and fish. They worked hard and played hard. With Pinchot in tow, the new president delighted in hiding from his bodyguards. They also swam together in the Potomac River, sometimes taking important and dignified people along with them. Once, when Pinchot returned soaking wet to his parents' home in Washington, D.C., the maid scolded him. "You've been out with that president!" she accused.

In 1905, with Roosevelt's help, Pinchot managed to get all federal forests put under his control. He quickly reorganized his department and renamed it the Forest Service, saying it had to serve "the greatest good of the greatest number in the long run."

What problem did Gifford Pinchot want to solve and how did he propose to solve it? Include at least four facts to support your answer.

"Growing Trees for Kenya: The Story of Wangari Maathai"

Growing up in a family of peasant farmers in the highlands of Kenya, Wangari Maathai (Wahn-GAHR-ee Mah-TIE) often fetched water from a nearby stream. She would stop to play among the clumps of bright-green arrowroot leaves and enjoy sips of cool, pure water. She loved to reach out for the strands of frogs' eggs that drifted by. Later, she watched as thousands of tadpoles wriggled through the clear water.

An excellent student, Wangari graduated with honors from an all-girl high school run by Catholic missionaries and was awarded a full scholarship by the leader of the local Catholic church. It was a rare achievement for a Kenyan girl to attend college in the United States.

Wangari left her rural village and traveled to Mount St. Scholastica College in Atchison, Kansas. She completed degrees in biology in the United States before returning home to become the first woman in East and Central Africa to earn a doctorate.

When Wangari returned in the mid-1960s, most of Kenya's forests had vanished. The land was parched and barren. The government had cleared it to grow coffee and tea to sell to other countries. Instead of growing food to eat, farmers now grew crops for the government. This made life difficult for the villagers, especially the women and children.

Kenyan women raised the crops, gathered firewood to cook, and fed their families. Many walked 19 miles several times a week in search of firewood. Without it, their children were forced to eat foods that didn't require cooking. This caused widespread malnutrition.

Wangari, now Dr. Maathai, a strong, energetic woman with a broad smile and sparkling eyes, decided to restore the forests by planting trees—millions of them. She was dedicated to improving the lives of her people.

Since trees mature in three to four years in the tropical climate of Kenya, Dr. Maathai thought planting seedlings was the best way to provide villagers with firewood for cooking and fruit to eat and sell. Village women could feed their children and earn small amounts of money by raising seedlings.

On Earth Day 1977, Dr. Maathai and several followers planted seven trees in her backyard and founded the Green Belt Movement. "The Earth was naked," she said. "For me, the mission was to try to cover it with green."

When Dr. Maathai asked the Department of Forestry for 15 million seedlings, they laughed.

Government officials often considered rural women ignorant. But even though these officials believed trained

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foresters were needed, they gave Dr. Maathai and the Green Belt Movement as many seedlings as they wanted. The women and children planted them so quickly that before long the government withdrew its offer of free seedlings.

The Green Belt Movement continued to spread across Kenya as thousands of rural women and children collected seeds and started their own nurseries. Tree-planting projects at hundreds of schools across Kenya became an important part of the Green Belt Movement. The children fetched seedlings from the nurseries, planted them on school grounds, and tended them as part of their school day.

Keeping seedlings alive in the dark-red, sun-baked earth wasn't easy. To give the baby trees a fighting chance, some children collected soda bottles from trash piles, filled them with water, turned them upside down, and planted them in the earth next to each seedling.

Dr. Maathai also led some of the women in protests against the government's destruction of the forests. In 1989, the women learned that the government was going to destroy the only public park left in the capital city of Nairobi. Government officials planned to cut down most of the trees to make way for construction of a 62-story skyscraper. When the women gathered in the park to protest, they were beaten by police.

Dr. Maathai has been threatened, beaten, and jailed many times by the Kenyan government for protesting the destruction of public forests.

But she never stopped.

"My skin is thick, like an elephant's. The more they abused . . . me, the more they hardened me," she said.

More than 100,000 Kenyans have joined the Green Belt Movement, and more than 6,000 groups in villages across Kenya operate their own nurseries. Schoolyards, farms, and church compounds are now green with millions of trees.

Green Belt Movement programs have spread across Africa and around the world. Green belts can be found in U.S. inner cities and Haiti. More than 30 million trees have been planted worldwide.

In 2004, Dr. Maathai won the Nobel Peace Prize for her work. She is convinced that "When we plant trees, we plant the seeds of peace and seeds of hope." She urges young people around the world not to waste natural resources and to treat them with respect.

Today, green belts cover portions of Kenya's barren landscape, and fewer villagers go hungry. But Dr. Maathai believes there is still much to do. When asked, "What's next?" she replied, "More trees. I will grow more trees."

What was the goal of the Green Belt Movement? Provide three examples from the article that show how Dr. Maathai and her followers worked to meet this goal.

PART 2: Writing to Multiple Sources

You will now have 70 minutes to review your notes and sources, plan, draft, and revise an argument essay. You may use your notes and refer to the sources. You may also refer to the answers you wrote to questions in Part I, but you cannot change those answers. Now read your assignment and the information about how your argument essay will be scored; then begin your work.

Your Assignment

Write an argument essay to be published in the school newspaper. Evaluate whether or not you think people should be allowed to cut down entire forests to meet the worldwide demand for wood products. Make a strong claim and support that claim with valid reasoning. Give at least two reasons why making wood available is desirable. Describe at least two possible long-term results of cutting down trees. Explain if you would have been more likely to support the Kenyan government or the Green Belt Movement in the 1970s and why.

Argument Essay Scoring

Your argument essay will be scored on the following criteria:

1. **Statement of purpose/focus and organization**—How well did you clearly state your claim on the topic and maintain your focus? How well did your ideas flow logically from the introduction to conclusion using effective transitions? How well did you stay on topic throughout the argument?

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Argument Essay Scoring (continued)

2. **Elaboration of evidence**—How well did you provide evidence from the sources to support your opinions? How well did you elaborate with specific information from the sources you reviewed? How well did you effectively express ideas using precise language that was appropriate for your audience and purpose?
3. **Conventions**—How well did you follow the rules of usage, punctuation, capitalization, and spelling?

Now begin work on your argument essay. Manage your time carefully so that you can

- plan your argument essay.
- write your argument essay.
- revise and edit for a final draft.

Spell check is available to you.

Type your response in the space provided on the following page. Write as much as you need to fulfill the requirements of the task. You are not limited by the size of the response area on the screen.

Type your response below.

Go to the next page if you need more space.

Continue your response below.

