

# ARBOR WEEK



in  
**LOUISIANA**



# ARBOR WEEK IN LOUISIANA

A Teacher's Guide to Tree Planting  
Ceremonies During Arbor Week.

*Prepared by*

LOUISIANA DEPARTMENT OF AGRICULTURE & FORESTRY  
OFFICE OF FORESTRY  
Post Office Box 1628  
Baton Rouge, Louisiana 70821



This public document was published at a total cost of \$1297.95. Five thousand copies of this public document were published in this first printing at a cost of \$1297.95. Total cost of all printings, including reprints is \$1297.95. This document was published for the Louisiana Department of Agriculture & Forestry, Office of Forestry, P.O. Box 1628, Baton Rouge, LA 70821-1628 by Division of Administration, State Printing Office under authority of R.S. 56:1492 to be used as a basic information source for teachers for holding tree planting ceremonies on Arbor Day. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

All facilities, programs, and services of the Louisiana Department of Agriculture and Forestry are available to all persons. Discrimination is prohibited and should be reported to the Commissioner of Agriculture and Forestry.

## *Table of Contents*

---

	<i>Page Number</i>
What Is Arbor Day? .....	4
Choosing a Tree .....	5
Transplanting Wild Stock .....	6
Planning for an Arbor Week Ceremony .....	7
Arbor Week Ceremony .....	8
Songs and Poems for Arbor Week .....	9
Lesson Plan No. 1, Why Trees Are Important .....	11
Lesson Plan No. 2, The Physiology of a Tree .....	14
How a Tree Grows .....	15
Lesson Plan No. 3, The Identification of Common Deciduous and Coniferous Trees in the Area .....	17
Louisiana Forest Types (map) .....	18
Lesson Plan No. 4, Landscaping Features of Trees and Shrubs .....	19
Lesson Plan No. 5, Planting a Tree .....	20
Lesson Plan No. 6, Forest Products All Around Us .....	22
Lesson Plan No. 7, Expanding Sensory Perception .....	23
Suggested Arbor Week Activities .....	26
How High Is Your Tree-Q? .....	30
Louisiana Office of Forestry District Map .....	32



## Foreword

---

The purpose of this booklet is to provide teachers, civic club leaders and youth leaders with basic information for holding tree planting ceremonies on Arbor Day.

With the constantly increasing public demands on Louisiana's forest resources, it is vital that our youth and adults develop a greater knowledge and appreciation of the important role trees play in our everyday lives.

Our youth deserve to know how the forest affects them in their daily lives and the importance of conserving or wisely using this renewable resource to ensure the benefits that trees provide will continue.

In Louisiana, as elsewhere, our forests provide wildlife habitat; a place for recreation and communion with nature; protection of our watersheds, thus cleaner water and control of soil erosion; and cleaner air.

Our forests are renewable resources which also make possible a thriving forest industry, which in turn provides the paper, lumber, and hundreds of other wood products that make our lives better. In fact, though it surprises many people, trees are Louisiana's No. 1 crop in terms of final impact on the Nation's economy.

SILVERBELL



## *What is Arbor Day?*

---

Arbor Day is an annual tree-planting day observed throughout the Nation to mark the special day. Ceremonial trees and shrubs are planted by schools, civic clubs and youth organizations. The purpose of this observance is to foster ideals of conservation so that our forests will always be plentiful and our surroundings beautiful.

The first Arbor Day was celebrated in Nebraska on April 10, 1872. The idea was conceived by J. Sterling Morton, then a member of the State Board of Agriculture.

The idea spread to other states until it became nationwide. In Louisiana, the Governor issues a proclamation each year designating Arbor Day and calling for its celebration. It is usually celebrated on the third Friday in January.

In 1922 Louisiana's legislature passed Act 90, Section 14 . . .

The State and Parish boards of public education are directed to provide for proper courses of instruction by textbooks, or lectures, on the general subject of forestry in all the public schools of this state; and they are further directed to provide for the celebration of Arbor Day by all public schools, on which day ornamental and shade trees, flowers, etc. are to be placed where practical on the grounds surrounding all public school-houses.



BALDCYPRESS

To this end, the State Department of Education and the Louisiana Office of Forestry have cooperated very closely in the production and use of forestry educational materials.

## Choosing A Tree

---

### SHADE AND ORNAMENTAL EVERGREEN TREES

Magnolia	Slash pine
American holly	Loblolly pine
Live oak	Spruce pine
Yaupon	Redbay, Sweetbay
Red cedar	Laurel cherry

### SHADE AND ORNAMENTAL DECIDUOUS TREES

White oak	Yellow poplar, tuliptree
Cow oak	Hackberry
Cherrybark oak	Sycamore
Southern red oak	Redbud
Shumard oak	Flowering dogwood
Winged elm	Green ash
*Chinese elm ( <i>Ulmus parvifolia</i> )	Sawtooth oak
American elm	Water oak
Basswood	Baldcypress
Red maple	River birch

### TREES ATTRACTIVE TO BIRDS AND OTHER WILDLIFE

Black cherry	Elderberry
Red mulberry	Persimmon
Parsley hawthorne	American holly
Blackgum	Pecan
Camphor	Silverbell
Yaupon	Wax myrtle
Chinese tallow	American beech

### FLOWERING TREES

Dogwood	Parsley hawthorne
Redbud	Sourwood
Crepe myrtle	Sassafras
Southern magnolia	Fringe tree
Golden raintree	Taiwan cherry
Tree huckleberry	Bradford flowering pear
Black locust	Silverbell

\*Not to be confused with Siberian elm (*Ulmus pumila*).

## *Transplanting Wild Stock*

---

1. Select species four to six months in advance of transplanting and root prune to reduce the chance of shock in transplanting. This may be done by severing the roots with a shovel. For a tree one inch in diameter at the ground, sever the roots at a distance of six inches from the tree and a depth of 12 inches—for a tree two inches in diameter, the distance should be 12 inches and a depth of 12 inches.
2. Lift and transplant only during the dormant season (December 1 to March 1).
3. Wrap the ball of dirt with burlap or some other protective covering.
4. The planting hole should be dug two feet wider than the root ball.
5. Place the tree in the hole and fill with original soil.
6. Water the tree thoroughly so that no air pockets remain in the soil (when bubbling stops).
7. Cover the root area with two to three inches of mulch (straw, leaves, bark, wood chips, etc.) to reduce water evaporation and competition from lawn grass and to increase the growth rate of the seedling.
8. Properly stake the tree to prevent wind damage until the tree is well established (two years).



## *Planning for An Arbor Week Ceremony*

---

First, discuss the history of Arbor Day with the students. Contact your school principal, and explain your plans for an Arbor Day ceremony. Suggest an area where a tree could be planted to enhance the beauty of the school, and stress the educational aspect of the ceremony. Civic officials and the local newspaper editor and radio and television station managers might also be included in your planting ceremony.

SWEETBAY



Contact your local Louisiana Office of Forestry field representative, county agent, nurseryman or horticulturist. These persons can help you choose a tree that will grow well in your area and on the specific site you have chosen on the school grounds. The specialist can also advise you on how to prepare your planting site.

To obtain a tree for planting, check with the local Chamber of Commerce or local businesses for a donated tree. The Office of Forestry has a limited number of one-year-old bare-root seedlings available for Arbor Day plantings.

Have the students help prepare the planting site. The hole must be dug and water must be available before the ceremony.

Each student may be asked to bring a small amount of soil from home. This soil is deposited in the hole during the planting. A list of the members of the class and the participating teachers could be placed in a small glass bottle and placed among the roots of the tree when it is planted.

## Arbor Week Ceremony

- Welcome by school principal and/or civic official.
- Brief history of Arbor Day read by one or more students.
- Songs and poems.
- Benefits trees provide.
- Planting of tree. (Students file by and deposit their soil samples into the hole; then bottle with names of students is placed in the root area.)
- Planting and watering of tree is completed.
- Tree seedlings distributed to students with instructions for planting at home. (Optional).



Remember, a young tree needs special care, especially just after it has been planted. The class could "adopt" the tree, taking turns throughout the summer and following year mulching the tree and watering it once a week or so when there is no rain.

This will impress upon students that trees must not only be planted but also must be cared for if we want to successfully renew this important resource in our communities and rural areas.

## Songs and Poems for Arbor Week

---

### WHY WE KEEP ARBOR DAY

*(For seven children)*

*First:*  
Trees of the fragrant forest,  
With leaves of green unfurled,  
Through summer's heat, through  
winter's cold,  
What do you do for our world?

*Second:*  
Our green leaves catch the raindrops,  
That fall with soothing sound,  
Then drop slowly, slowly down,  
Tis better for the ground.

*Third:*  
When rushing down the hillside,  
A mighty freshet forms,  
Our giant trunks and spreading roots  
Defend our happy homes.

*Fourth:*  
From burning heat in summer,  
We offer cool retreat,  
Protect the land in winter's storm  
From cold, and wind and sleet.

*Fifth:*  
Our falling leaves in autumn,  
By breezes turned and tossed,  
Will make a deep sponge carpet warm  
Which saves the ground from frost.

*Sixth:*  
We give you pulp for paper,  
Our fuel gives you heat;  
We furnish lumber for your homes,  
And nuts and fruits to eat.

*Seventh:*  
With strong and graceful outline,  
With branches green and bare,  
We fill the land all through the year  
With beauty everywhere.

*All:*  
So—Listen from the forest  
Each on a message sends  
To children, on this Arbor Day  
We trees are your best friends.

### WHAT DO WE PLANT?

What do we plant when we plant a tree?  
We plant the ship, which will cross the  
sea.  
We plant the mast to carry the sails;  
We plant the planks to withstand the  
gales—  
The keel, the keelson, and beam and knee;  
We plant the ship when we plant the tree.

What do we plant when we plant the tree?  
We plant the house for you and me.  
We plant the rafters, the shingles, the  
floors,  
We plant the studding, the lath, the doors,  
The joists and siding, all parts that be;  
We plant a house when we plant the tree.

What do we plant when we plant the tree?  
A thousand things that we daily see;  
We plant the spire that out-towers the  
crag,  
We plant the staff for our country's flag,  
We plant the shade, from the hot sun free;  
We plant all these when we plant a tree.

### TREES

I think that I shall never see  
A poem as lovely as a tree,  
A tree whose hungry mouth is pressed  
Against the earth's sweet flowing breast;  
A tree that looks at God all day  
And lifts her leafy arms to pray;  
A tree that may in summer wear  
A nest of robins in her hair;  
Upon whose bosom snow has lain;  
Who intimately lives with rain.  
Poems are made by fools like me,  
But only God can make a tree.  
—Joyce Kilmer



## Songs and Poems for Arbor Week—continued

---

### A HYMN FOR ARBOR DAY

(Tune of "America")

God save this tree we plant!  
And to all nature grant  
Sunshine and rain.  
Let not its branches fade,  
Save it from axe and spade,  
Save it for joyful shade—  
Guarding the plain.

When it is ripe to fall,  
Neighbored by trees as tall,  
Shape it for good,  
Shape it to bench and stool,  
Shape it to square and rule,  
Shape it for home and school,  
God bless the wood.

Lord of the earth and sea,  
Prosper our planted tree,  
Save with Thy might.  
Save us from indolence,  
Waste and improvidence,  
And in Thy excellence,  
Lead us aright.  
—Henry Hanby Hay

### ARBOR DAY

"Tree Planting Day" they called it in  
Nebraska long ago.  
Now we call it Arbor Day, and  
Oh, I love it so!  
I love to plant a growing thing—  
A tree, a shrub, a vine—  
And know it will for years and years  
Keep growing there, a sign  
To children who come after me  
That someone thought of them,  
And left behind a living friend  
More precious than a gem.  
—Betty Foust Smith

### TREES

Trees are the kindest things I know,  
They do no harm, they simply grow,  
And spread a shade for sleepy cows,  
And gather birds among the boughs  
They give us fruit in leaves above,  
And wood to make our houses of,  
And leaves to burn on Halloween  
And in the spring new buds of green.

They are the first when day's begun,  
To touch the beams of morning sun.  
They are the last to hold the light,  
When evening changes into night,  
And when the moon floats on the sky,  
They hum a drowsy lullaby,  
Of sleepy children long ago—  
Trees are the kindest things I know.  
—Anonymous



### TREES

The Oak is called the King of Trees,  
The Aspen quivers in the breeze,  
The Poplar grows up straight and tall,  
The Pear tree spreads along the wall,  
The Sycamore gives pleasant shade,  
The Willow droops in watery glade,  
The Fir tree useful timber gives,  
The Beech amid the forest lives.  
—Sara Coleridge



The following are examples of lesson plans that may be used for the purpose of making students aware of the importance of our forest resources.

---

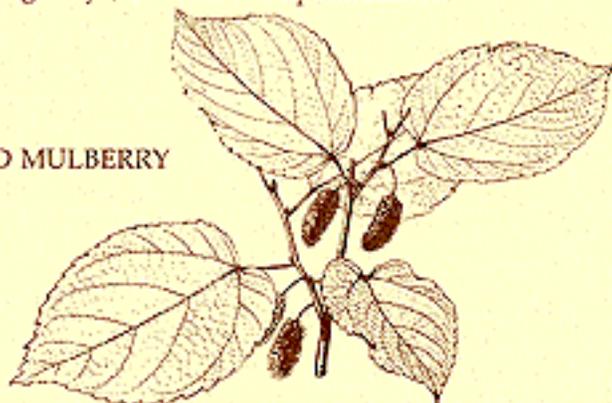
### **Lesson Plan No. 1 *Why Trees Are Important***

---

**Objective:** To show students the many benefits that trees provide in the urban and forest communities.

- Forests provide material for lumber, plywood, paper and other products made from wood.
- Forests prevent erosion of the soil and reduce surface runoff more than any other type of vegetative cover. Several related and interacting factors prevent the dislodgment and movement of soil particles during periods of rainfall and increase the absorptive capacities of the soil so that runoff is reduced.
- Forests enhance watersheds by regulating streamflow and providing for more and better storage of water underground for domestic and municipal uses. Trees afford more time for precipitation to filter through the system and enter either storage pools or the sub-surface streams so that streamflow is more constant than where surface runoff permits a rapid rushing into the drainageways, streams or impoundments.

RED MULBERRY



- Forests provide the habitat (food and cover) for a myriad of wildlife species. Big and small game animals, many kinds of song birds, various rodents, a variety of invertebrates, and a host of plain "varmits" and "critters" abound in forests.
- Forests provide forage for domestic grazing animals.

- Forests serve as a prime source of outdoor recreation—hunting, fishing, camping, picnicking, hiking and plain enjoyment of nature.
- Trees save fuel in winter. They deflect winds so that the winds rise above houses, and thus slow the loss of heat. This can save as much as 30 percent of the fuel cost for a house in open areas and 10 percent of the fuel cost even for a house in a city where nearby buildings also deflect winds.



AMERICAN HOLLY

- Trees, by their shadows, cool buildings (especially attics and upper floors), walks, roads, recreational areas, bus stops, parking lots, etc. They make summer heat tolerable where there is no mechanical air-conditioning. Yet when winter comes, the foliage falls from deciduous trees, letting sunlight through to warm houses when they need warmth.
- In summer trees cool the air itself, because many calories of heat are used by evaporation of water from leaves during transpiration. This cooling is most effective in cities, where cooled air does not rapidly blow away. Shade is also most needed in cities, where fewer breezes cool our skins.
- Trees reduce glare which can be unbearable to the eyes, as well as harmful. In cities, glare is multiplied by reflection from buildings and windows.
- Trees decrease stress by giving peace of mind. The tree stands calmly, day by day, despite all vicissitudes. It does not hurry or worry. It reminds us of our relationship to total nature. It makes us look far beyond our momentary and contrived troubles.
- Trees also give us wooden boards from which people can build dwellings without access to materials like steel or reinforced concrete. Hammer, saw, nails, and willingness to work are all that are needed. People also make many of their own wooden tools from trees.

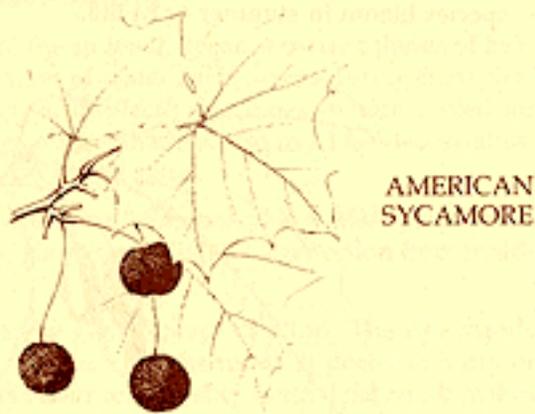
- Trees and shrubs, especially evergreens, absorb noise. Intense noise, 130 decibels as in a jet plane takeoff, is painful; lower levels gradually cause permanent hearing loss; constant sound of highway traffic does physical harm by raising blood pressure; irritations and interruptions from noise lead to sad human interactions. Trees and shrubs provide noise absorption for those who do not have enough land to insulate themselves from noise sources with distance.
- Trees screen views. They can hide a particular spot, like a junkyard, or generally screen whole areas, softening rigid outlines of rectangular buildings and obscuring damages in old buildings in cities.
- Trees (and other green plants) remove excess carbon dioxide from air (building carbon into their wood) and release into the air the oxygen we breathe. This process helps most in cities where industry and automobiles dump the largest amounts of noxious fumes, and where other plants may be few.
- Trees provide beauty equivalent to flower gardens but require less open space (trees do need some space for air and water to reach their roots). Trees do not require the weeding that gardens do. A single tree can have 10,000 flowers in spring; it can have beauty of leaf form and leaf color in summer; it can have dramatic foliage color in autumn; it can show characteristic bark color and texture, as well as branching patterns, in winter. Some tree species bloom in summer or in fall.

TUPELO-GUM



- Trees give inspiration. They have been subjects of prose and poetry. They are used for metaphors and similes in great literature. They are subjects of paintings in every culture.

- Trees clean the air. Soot and other particles adhere to moist leaves, especially those with natural plant hairs, and then are carried down to earth during rainfall.
- Trees are memorials of history. They commemorate famous occasions, or are beloved for our recollections of parents and grandparents. Trees have been used to memorialize the fallen in war, and as symbols to protest against social wrongs or the inhumanities of humanity.
- Trees heighten religious perceptions. Venerated individual trees or tree species occur in Christian, Judaic, Hindu, Buddhist, and other religious traditions. Early human religious awakenings on many continents were related to the idea of spirits in trees.
- Trees also provide a form of self-expression for many people. Carving and whittling are famous American pastimes which sometimes reach high levels of artistry—even without formal tutoring. The beauty of wood grain and of wood colors can be available to everyone, in polished furniture and sculpture, for example.
- Trees, even if they die from an accident or a disease that has crippled their serviceability for boards or carvings, give us fuel to keep us warm and to cook our food. This will become more important as fossil fuels become more expensive.



For these and other reasons, the people love trees, and they love and respect those who plant and care for them. Each one of us benefits to the same degree from the shade trees we stand under. Whoever serves the trees serves humanity. Whoever plants a shade tree is planting for future generations and is testifying to faith in humanity and to love of all other people.

---

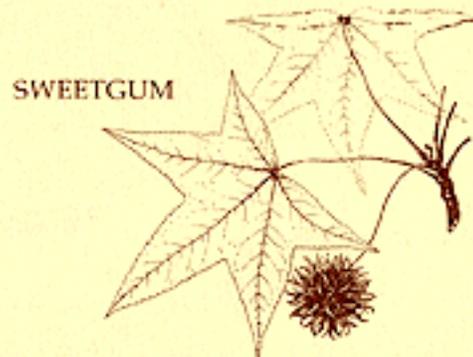
## Lesson Plan No. 2 *The Physiology of a Tree*

---

Objective: To provide students with information concerning the parts of a tree (root, trunk, crown), the purposes they serve, and how a tree grows.

### 1. Parts of a Tree

- a. Roots provide stabilization, take in nutrients and water.
- b. Trunk provides stability, protection (bark), medium for intake of nutrients.
- c. Crown (foliage and branches); leaves transpire water into the air, thereby providing moisture to the air and reducing the temperature surrounding the tree. A large tree can transpire several hundred gallons of water each day through its leaves. For example, a beech tree transpires up to 200 gallons of water daily. This water helps provide tolerable temperatures on a hot summer day in an area with many trees. Dense foliage provides shade. The foliage very often has a hairy growth that catches dust, smoke, and grit from other pollution sources. The foliage also absorbs sound, especially a lush, full tree with many leaves.

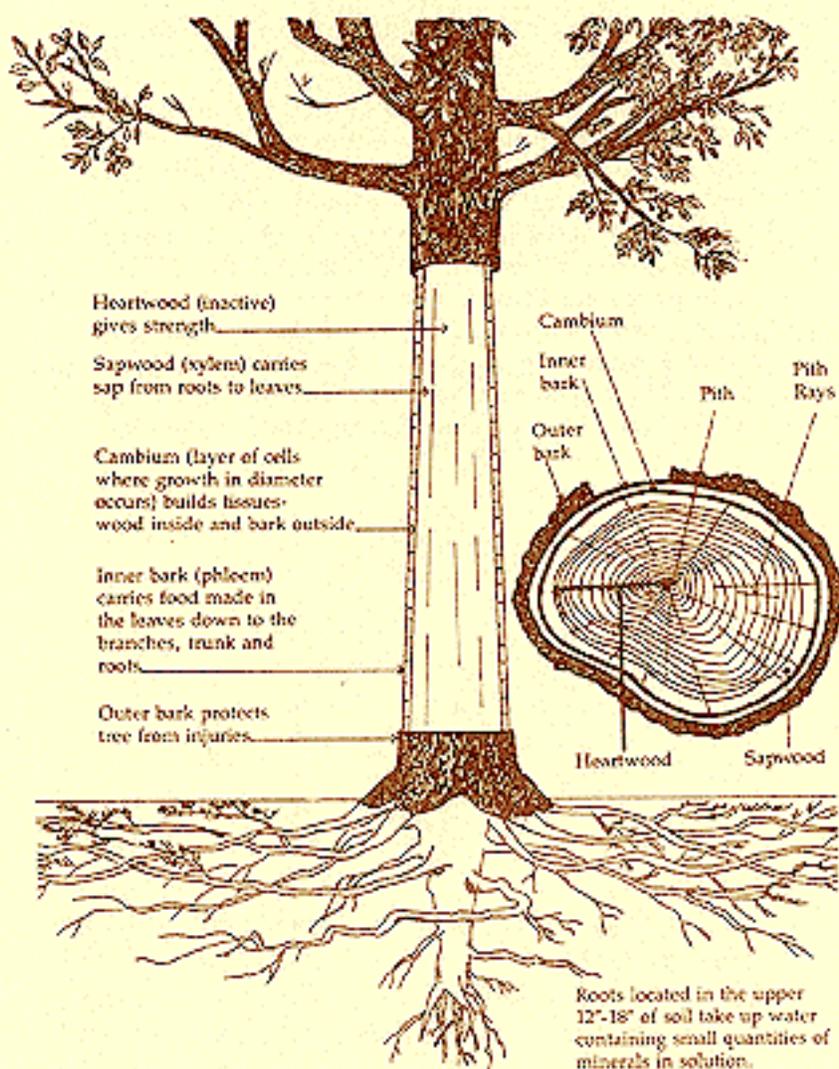


- d. Growth rings are the layers of wood produced in successive growing seasons.
  - (1) Spring wood is the light-colored ring. This ring is usually bigger because of the greater amount of water available during spring.

## HOW A TREE GROWS

Trees increase each year in height and spread of branches by adding on a new growth of twigs.

Leaves make food for the tree by combining carbon dioxide from the air and water from the soil in the presence of sunlight. This process is called photosynthesis.

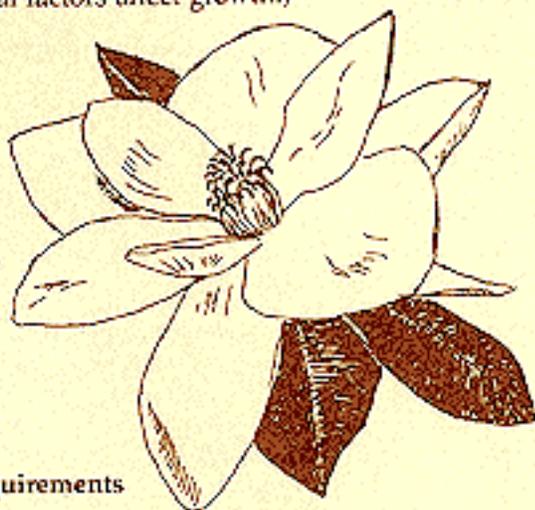


- (2) Summer wood is the dark-colored ring. This ring is usually smaller because much less water is available in summer than in spring. The summer wood is denser, therefore appears darker.

Much can be learned about the tree's history from its rings. Drought, fire, disease, crowding, and thinning can be deduced by looking at the rings of a tree.

(Cross sections of trees can be provided to each classroom for examination by students to determine how various environmental factors affect growth.)

SOUTHERN  
MAGNOLIA



## 2. Growth Requirements

- Soil.** Soil is composed of humus (decaying animal and vegetable matter), sand, clay, minerals, air and water. Soil serves as a storehouse for plant nutrients, as a habitat for microorganisms, and as a reservoir of water for the tree's growth.
- Moisture.** Trees depend on the water contained in the soil. Water is necessary for the cells in the leaves to produce food for the tree. Water is also necessary to dissolve soil nutrients necessary for tree growth.
- Sunlight.** All plants need light to grow. Light is essential for photosynthesis (the process of producing food in the presence of light).
- Correct temperature.** Temperature requirements are not the same for all trees. Many trees will not grow in hot climates (for example, birches), while other trees will not grow in cold climates (palms).

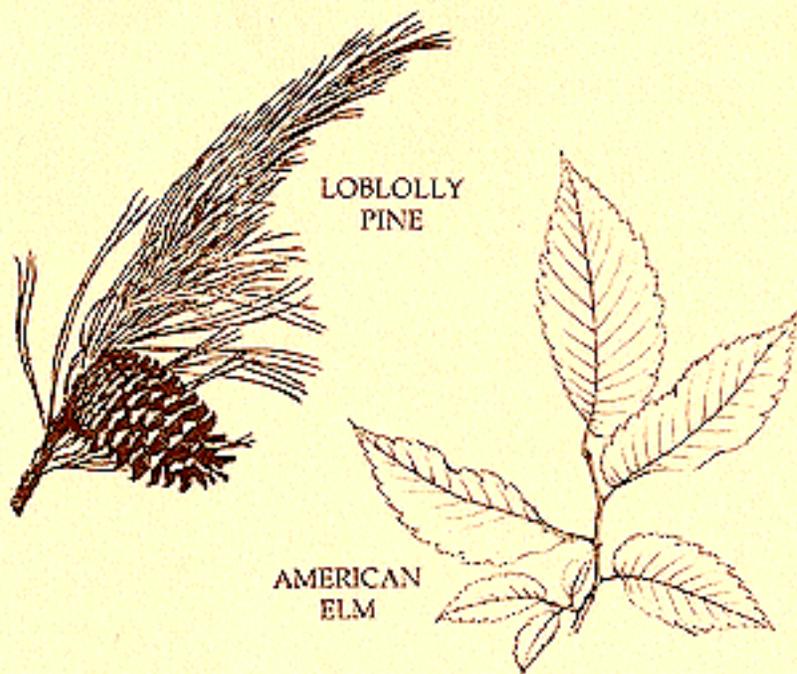
---

**Lesson Plan No. 3** *The Identification of Common  
Deciduous and Coniferous Trees In  
the Area* ●

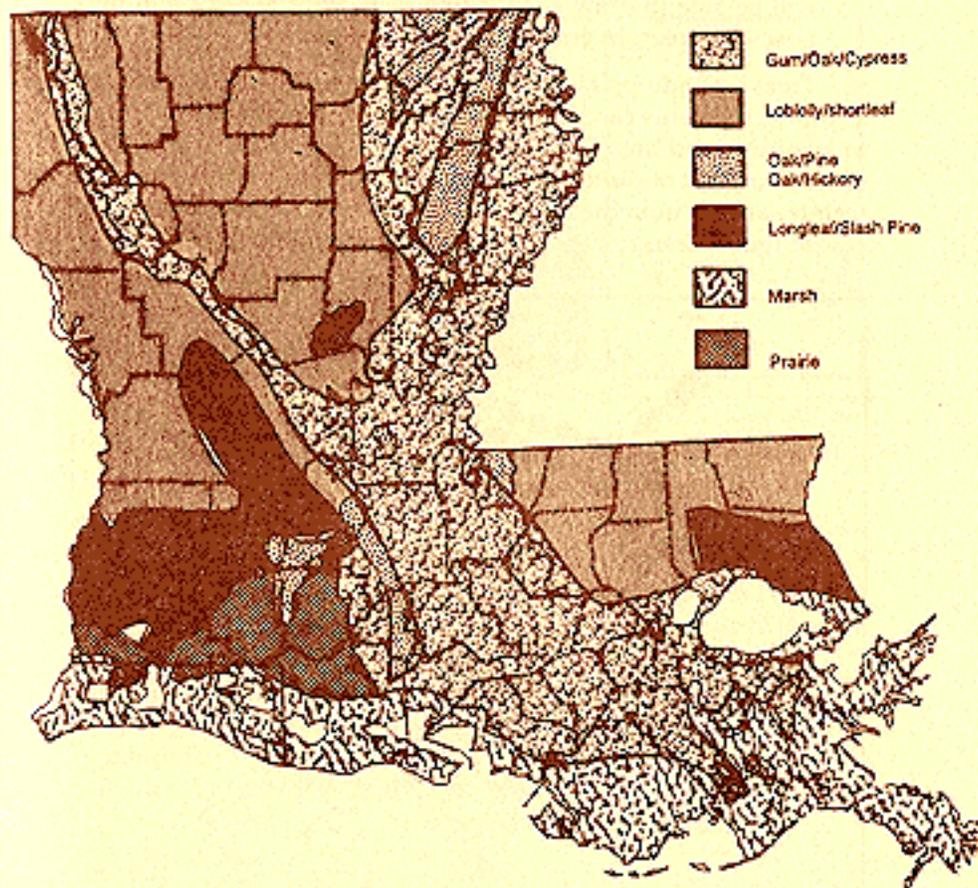
---

**Objective:** To encourage exploration of the environment around the school and to teach students methods used in tree identification. Students will be able to identify six common trees in their school yard.

1. **Deciduous.** Broad-leaved trees that shed their leaves in the fall.
  - a. Common ones in the area are red maple, white oak, red oak, wild black cherry, elm, pecan.
  - b. Deciduous trees are easily recognized by their fruit (acorns, maple "wings," berries, catkins).
2. **Coniferous.** Cone-bearing trees that keep their needles all year.
  - a. Common ones found in this area are spruce pine, loblolly pine, red cedar, slash pine.
  - b. Coniferous trees have waxy needles which prevent evaporation; they carry on photosynthesis year round.



## LOUISIANA FOREST TYPES



This is a generalized map showing basic forest type regions. In these regions the predominant forest type is indicated. A forest type grows where conditions are most favorable. For a reforestation program, it is well to favor the predominant forest type. When in doubt, consult your forester.

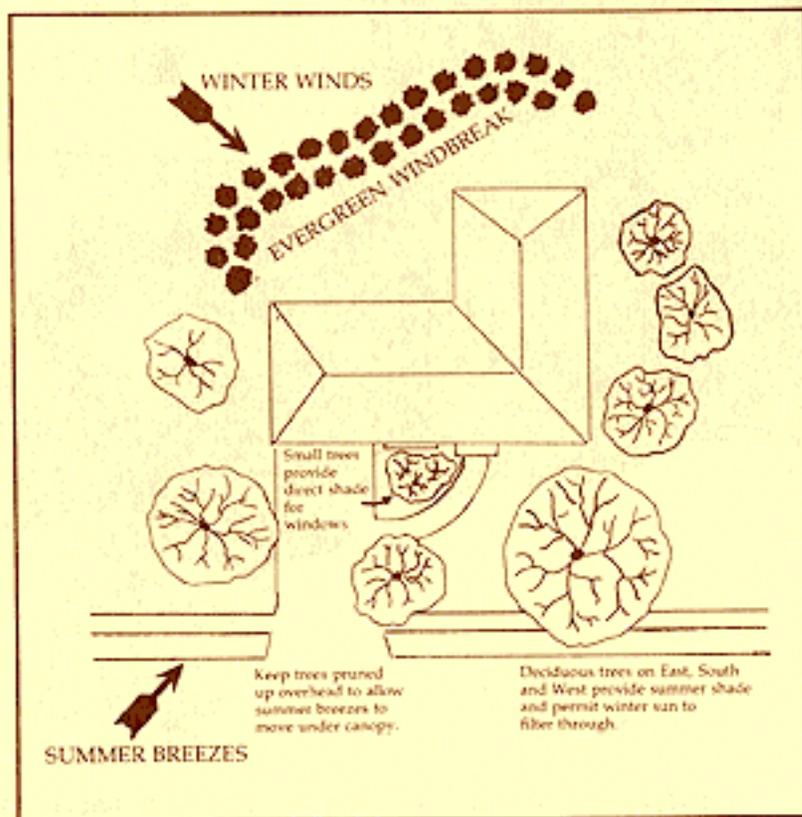
---

## Lesson Plan No. 4 *Landscaping Features of Trees and Shrubs*

---

Objective: To point out basic concepts of landscaping. Students will be able to draw a landscape plan, with reasons and purposes for tree placement shown in the plan.

Trees provide privacy, barrier zones, beauty and diversity to any area. Students can design a landscape for their school. Things to keep in mind are: The eventual size of the tree or shrub; tree shape; purpose of putting each plant in a certain place; each tree's maintenance requirements; tree's ability to grow well where it is placed (good drainage, poor drainage, acidity, shade, etc.).



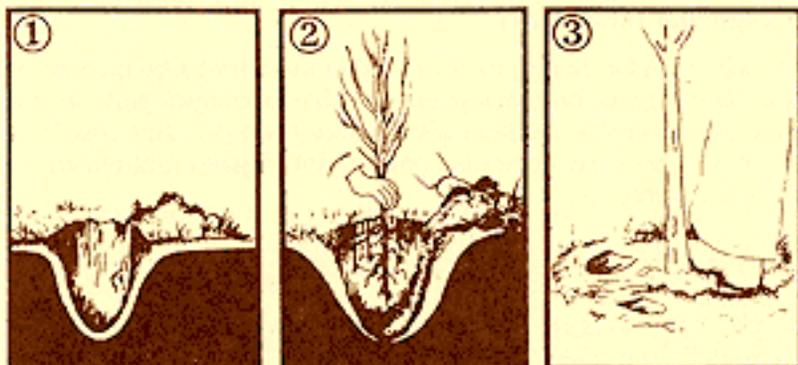
Each student can make a basic map of the school grounds and draw in trees and shrubs that they feel are appropriate.

---

## Lesson Plan No. 5 *Planting a Tree*

---

Objective: To teach each student the requirements for planting and caring for a tree.



① Dig a hole, wider than seems necessary, so the roots can spread without crowding. Remove any grass within a three-foot circular area.

② Plant the tree the same depth as it stood in the nursery without crowding the roots. Partially fill hole and pack the soil firmly around lower roots. Do not add soil amendments, especially peat or bark.

③ Shove in the remaining soil and pack firmly with heel. Water the tree thoroughly so that all air pockets are removed (when bubbling stops).

### Care After Planting

1. Stake the tree using a 2 x 2 placed next to the tree with a piece of loosely tied twine. This will protect the tree from wind damage and mower damage. Stake should remain in place until the tree is well established (two years).
2. Cover the planting area with mulch (such as pine bark, leaves, pine straw or compost) to control grass and to conserve moisture.
3. Water the tree thoroughly once a week when there is no rainfall.
4. Prevent mechanical damage, especially from mowers.

### Places to Avoid When Planting Trees

1. Under power or telephone lines (plant trees at least 50 feet from overhead lines).
2. Close to a house or building—may damage siding, clog gutters or loosen roofing.
3. Close to sidewalks, driveways—roots may cause them to lift and break. Allow a minimum of 10 feet from these objects.
4. Close to sewer lines—shallow rooted trees will often clog sewers, causing damage and costly repairs.
5. Close to home foundations—allow a minimum of 30 feet from foundations.

---

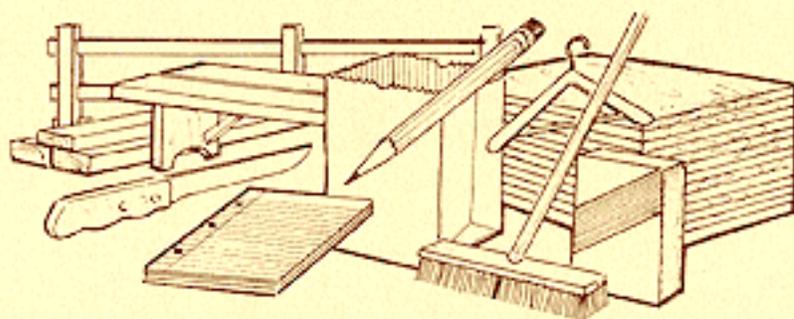
## Lesson Plan No. 6 *Forest Products All Around Us*

---

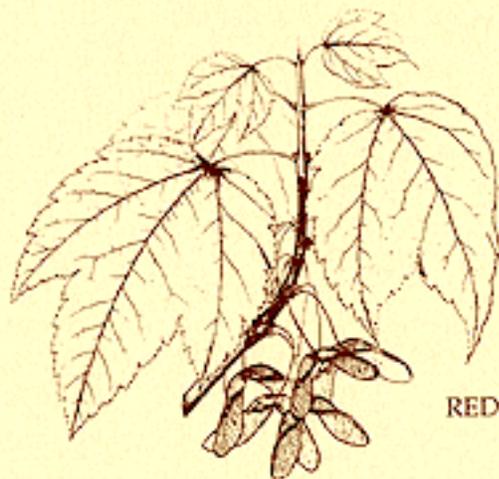
Objective: Students will be able to list ways in which the American life-style depends upon forest products.

### Background Information

The forest industry, like every other industry based on a major natural resource, provides goods which are integral parts of our country's economy and life-style. In turn, the continuing supply of those integral parts depends upon the intelligent management of the forest resource.



Management options and policies ultimately are influenced by consumer demand for products and services. The activities outlined here explore our dependence on forest products in the hope that the result will be more intelligent consumer choices and practices.



RED MAPLE

---

## Lesson Plan No. 7 *Expanding Sensory Perception*

---

**Objective:** Students will become more aware of their senses and be able to describe how the use of one's senses may increase one's appreciation and understanding of the environment.

Blindfold students, a few at a time, and have them feel the bark of different trees. You may want to take the students for a walk in a park, leading them carefully to different trees that have different bark textures.

Have students feel the textures of leaves and needles from trees. This can be done either in the classroom with a collection or outside in a natural setting.

Repeat this exercise without blindfolds. See if the students can identify trees, leaves, and needles they felt while blindfolded.

### **Variation A**

Take students to a place where there are several varieties of trees in close proximity. Have all students, except one, close their eyes. Then have the student whose eyes are open describe an object using any or all of his or her senses. When the description is finished, have the remainder of the class open their eyes and attempt to identify the object described.

### **Variation B**

During a walk outside, ask your students to find a plant and to describe its color, how it feels, how it smells, and how it sounds. As added motivation, see who can find the fuzziest leaf, the greenest leaf, the biggest plant. (Do they know that trees are plants?)

DOGWOOD



### Variation C

If a wooded area is nearby, take students on a walk through the woods during and/or immediately after a rainfall. Ask them to describe the effects of the rain or snow on the entire forest as well as on individual plants and animals. Encourage students to use as many of their senses as possible: How do the woods smell? How do they sound? Does it feel different to walk here now than it did before?



### Variation D

During a short walk outside, ask students to pick up a handful of soil. Ask the students to describe, either orally, in writing or through dramatic interpretation, its smell, its colors and what they can find in it, such as sand, stones, leaves, worms and insects.

### Variation E

1. **Sight.** Take students on a walk in a local forest area or park. Have them record shapes, patterns or designs they see using a pencil or crayon.

In class, have students cut various geometric shapes (triangles, squares, rectangles, etc.). Take these shapes on a walk and ask students to match them with similar patterns in nature.

On a walk through a wooded area, ask students to create their own color shade, such as green, grey, brown.

2. **Sound.** Take students on a walk. Ask them to record on cassette tape the sounds they like; the sounds they don't like; animal sounds they know; animal sounds they don't know; human-made sounds and natural sounds. Play the recordings in class and ask students to identify the sounds.

Have the students imitate forest sounds (rustling leaves, wind in trees, thunder, rushing water, bird calls).

3. **Smell.** Collect small blocks of aromatic woods such as cedar, pine, and camphor. Ask students to smell each block as you tell them its name. When they can identify correctly each block by sight and smell, blindfold them. Have students try to identify the woods using only their sense of smell. (NOTE: You can make some woods more aromatic by wetting them. As a general rule, coniferous woods (softwoods) are more aromatic than deciduous woods (hardwoods). Good sources for the blocks are local furniture makers, building contractors, lumberyards or the high school woodworking shop.



RIVER BIRCH

## *Suggested Arbor Week Activities*

---

### **Activity 1**

Ask students to use their time on the way to school tomorrow to look for things which are new, such as recently constructed buildings, materials in trucks enroute to stores or factories, products in store windows and the like.

In class, each student should list the new things he or she observed which use wood or wood fiber. Then the class should compile a master list. Item by item, have the class discuss:

1. What would happen if suddenly this product were unavailable?
2. Would this product's disappearance affect any of the essentials necessary for survival as, for example, food or shelter? What things are truly necessary for survival?
3. Is the product's current use wasteful? Why? Should the use be eliminated? What would be the impact if it were?
4. Could we find a substitute for this forest product? Is the substitute made from a renewable, or a non-renewable raw material? What would be the environmental and economic impact of the substitute?

### **Activity 2**

Allow 15 minutes for each student to list ways he or she uses paper and other forest products within a specified time period, such as a year. Students then should draw a line through items on their lists they believe are least important to them and circle three items they consider essential or most important. Next to each of the three top priority items, the student should write down a product or material which could replace it. For example, instead of using paper to record thoughts, cassette tapes could be substituted.

Lead a class discussion on the comparative merits of the alternatives proposed:

1. What environmental and economic factors are involved?
2. Does the substitute serve the same purpose as efficiently and as cheaply?

3. Is the substitute made from a renewable, or a non-renewable raw material?
4. To produce the substitute, will more, or less energy be required than was required to produce the original forest product?

### Activity 3

Ask your students to brainstorm a list of forest-product uses in these areas of home living:

1. Kitchen (cutting board, knife handles and ?).
2. Interior (furniture, shutters, coat hangers and ?).
3. Maintenance (broom handle, vacuum cleaner bags and ?).
4. Food (vanilla, nuts, wild game and ?).
5. Exterior (fence post, picnic table and ?).

Divide the class into small groups and ask the students to use the list for discussion to answer these questions:

1. Which of the items listed are necessary for human survival?
2. Which of the items are wasteful and which reflect sound conservation practices? What criteria do you use to make this judgment? Which of the wasteful products are you willing to eliminate or find a substitute for? What would be the environmental and economic impact on our society if everyone avoided the wasteful products?
3. Look at the items you decided were essential. Using existing technology, are there materials available which could be substituted for the forest products used? What are the environmental and economic trade-offs involved in the substitution? Do you think the substitute material would serve as well or as efficiently as the forest product?

(Variation) Ask your students to brainstorm a list of environmental factors affected by the forest. This list might include such things as water quality, air quality and landscape aesthetics.

Each student should choose one item from the list and create a poster advertising its value to mankind, other organisms, and/or the biosphere.

Posters should be displayed and discussed for their graphic merits and for their accuracy.

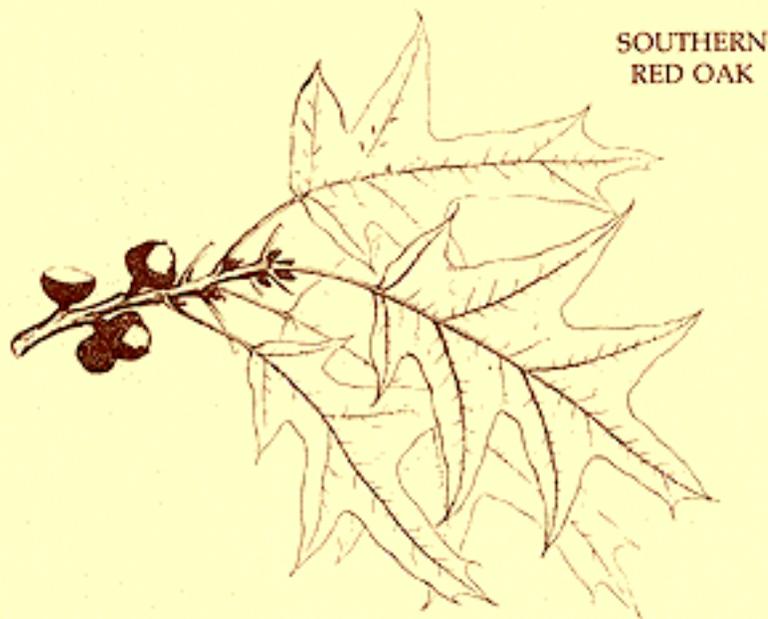
**ADDITIONAL ACTIVITIES FOR ARBOR WEEK MAY  
INCLUDE:**

**Adopt-A-Tree.** Observe a specific tree throughout the seasons of the year. Make class trips to visit the adopted tree(s). Is it alive? How can you tell? Does it have an odor? Are there living things that need it for survival? Man? Insects? Other animals? How old is the tree? How do you suppose it got there? Has it been given the attention it needs?

**English Assignment.** Brainstorm from ten to fifteen adjectives that can be used to describe a tree. These words can be used to write a poem.

**Leaf Hunt.** Have students collect many different leaves from around the school yard. (Avoid stripping trees of their leaves; use the ones on the ground). Bring the leaves inside. How many can you identify?

**Brown-Bagging It.** Have half the students collect tree-related items (for example: pine cones, acorns, maple "wings," crabapples). Place items in individual paper bags. Pass bags around to the other half of the class who must try to identify objects by feeling them.



**Leaf Prints.** Take class on a walk to collect leaves. Place a piece of paper over each leaf and color paper with a crayon. The leaves shape and veins will become apparent. A booklet can be made to display the various types of leaves. (Variation: press leaves between wax paper).

**How Many Tree Families Are In Your Neighborhood?** Explore the school grounds or a nearby area and identify the various species of trees. How many different kinds can you find? Why are they so different? Why are some so similar?

**Parks and Open Space.** Obtain a map of your town. Have students plot all the parks, open spaces, and public lands on the map. Is there enough open space in your town for its present population? Are there enough trees and "green" spaces? Will there be sufficient open park land in your town for the population in the year 2000? Describe the origin of the parks. Should your town be setting aside additional park lands for future generations? Why do we need parks, trees and open space?

**Tree Cookies.** Obtain a large cross section—a "tree cookie"—of a tree. Have the students count the annual rings to determine the age of the tree. How old was the tree when the school was built? When the students were born? When the last president was elected? What significant historical events happened in the United States during the life of that tree.

**Crossword Puzzles.** Have two classrooms develop crossword puzzles using the names of parts of a tree (roots, trunk, crown, leaves, etc.). Exchange crossword puzzles with other classrooms.

**Your Ancestors Are From Europe Too?** Have students research the history of several trees. Where is the origin of that particular tree species? Is it mentioned in Greek mythology? Are there any fairy tales about trees? Any interesting folklore? (Paul Bunyan, Johnny Appleseed, etc.)

**Posters.** Have a poster contest with TREES as the theme. Display them in your library and municipal buildings.



## How High Is Your Tree-Q?

---

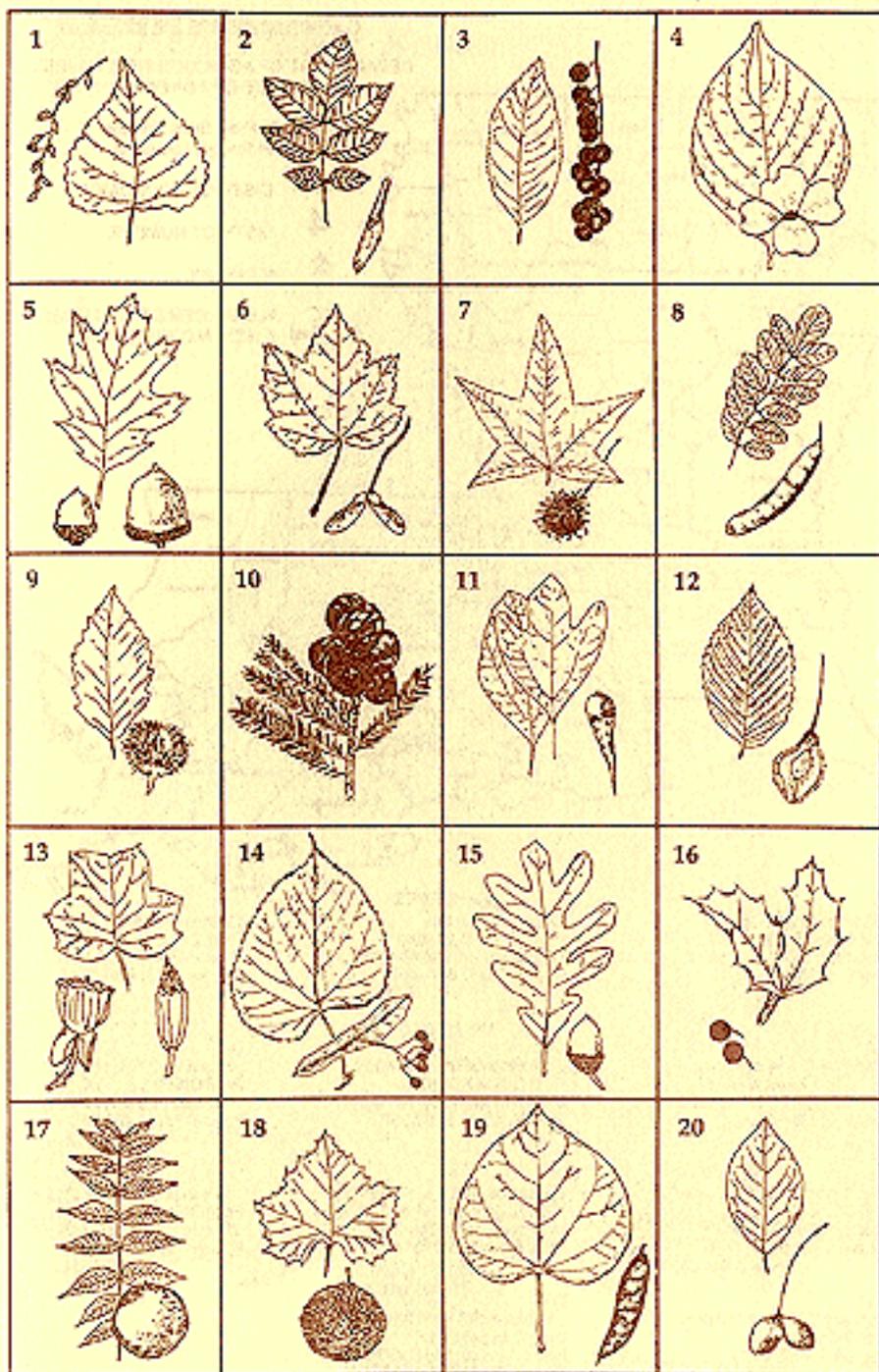
Shown are the leaf shapes of 20 common hardwood species. How many can you identify?

Score yourself as follows: 18-20 correct, you must be part woodpecker. 15-17, a real woodsman. 10-14, you need to get out in the field (make that forest!) more. 1-9, study "Knowing Your Trees" ash-iduously.

### TREES SHOWN:

American beech _____	Dogwood _____
Cottonwood _____	Basswood _____
American elm _____	Redbud _____
American sycamore _____	Red maple _____
Sweetgum _____	Red oak _____
Black cherry _____	Sassafras _____
Blackgum _____	Baldcypress _____
Black locust _____	Tuliptree _____
Black walnut _____	White ash _____
American holly _____	White oak _____

Answers to the above questions: American beech-1; American elm-12; American sycamore-18; Sweetgum-7; Black cherry-3; Black gum-20; Black locust-8; Black walnut-17; American holly-16; Dogwood-4; Basswood-14; Redbud-19; Red maple-6; Red oak-5; Sassafras-11; Baldcypress-10; Tuliptree-13; White ash-2; White oak-15.



**NURSERIES and DISTRICTS**

DEPARTMENT OF AGRICULTURE & FORESTRY  
OFFICE OF FORESTRY

Paul D. Frey, State Forester  
Baton Rouge, Louisiana



**NURSERIES**

Beaugard Nursery  
Post Office Drawer 935  
DeRidder, LA 70634-5509  
Phone: (318) 463-5509  
462-2711

Columbia Nursery  
Post Office Box 1388  
Columbia, LA 71418-1388  
Phone: (318) 649-7463  
649-7501

Oberlin Nursery  
Post Office Box N  
Oberlin, LA 70655-1913  
Phone: (318) 639-2911

**DISTRICTS**

D-1  
Louisiana Office of Forestry  
47078 N. Morrison Blvd.  
Hammond, LA 70401-7309  
Phone: (504) 543-4057

D-4  
Louisiana Office of Forestry  
Post Office Box 550  
Minden, LA 71058-0550  
Phone: (318) 371-3007

D-7  
Louisiana Office of Forestry  
Post Office Box 337  
DeRidder, LA 70634-0337  
Phone: (318) 463-7801  
463-4324

D-2  
Louisiana Office of Forestry  
Post Office Box 459  
Oberlin, LA 70655-0459  
Phone: (318) 639-4978  
639-2930

D-5  
Louisiana Office of Forestry  
122 St. John St., Rm. 329  
Monroe, LA 71201-7338  
Phone: (318) 362-3141

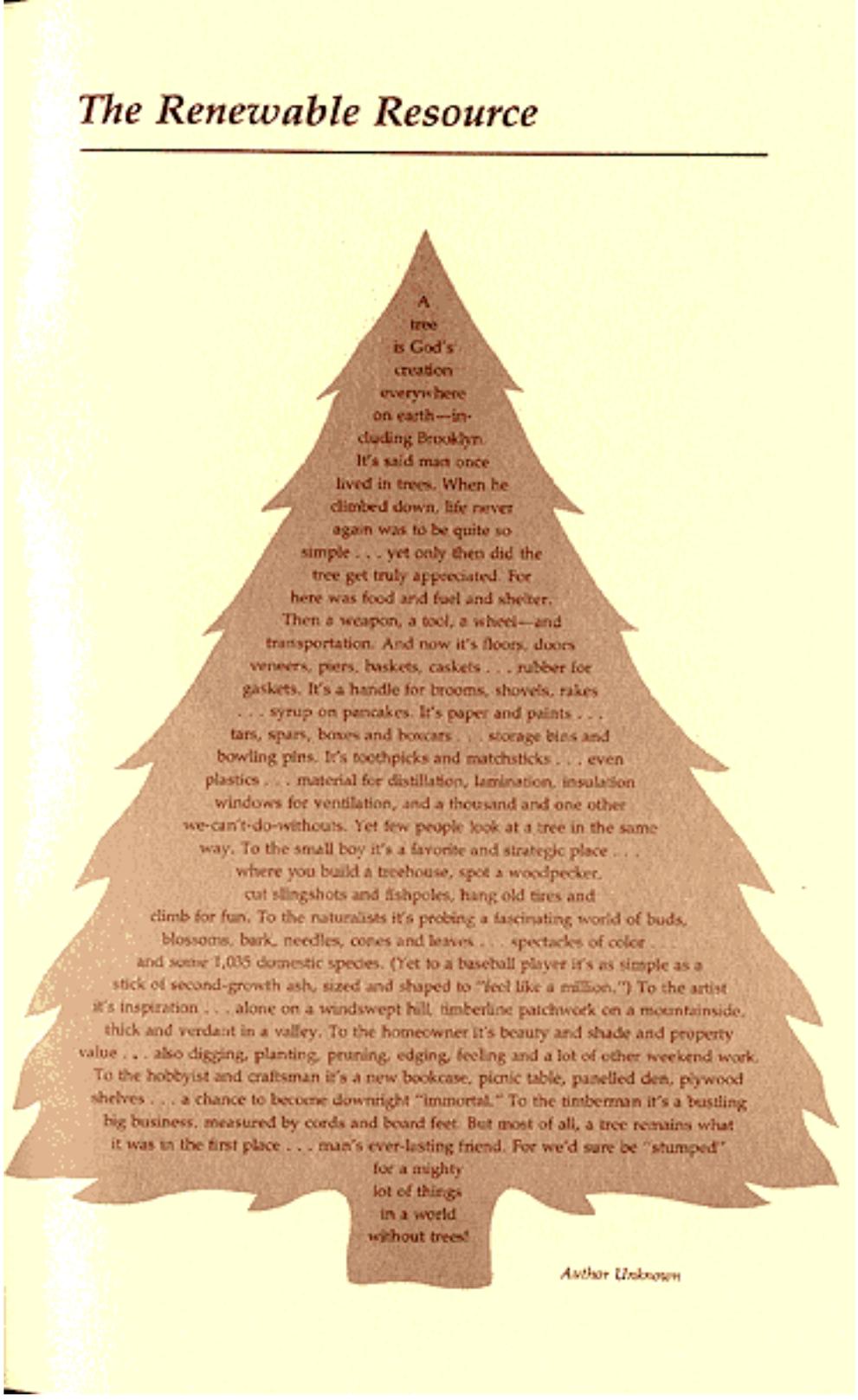
D-10  
Louisiana Office of Forestry  
Post Office Box 8  
Clinton, LA 70722-0008  
Phone: (504) 683-5862  
683-5488

D-3  
Louisiana Office of Forestry  
Post Office Box 578  
Olla, LA 71465-0578  
Phone: (318) 465-5218  
465-3572

D-6  
Louisiana Office of Forestry  
Post Office Box 137  
Natchitoches, LA 71458-0137  
Phone: (318) 357-3126

## *The Renewable Resource*

---

A large silhouette of a tree, filled with text. The text is arranged in a column that follows the shape of the tree's trunk and branches. The text describes the various uses of trees in human life, from food and shelter to tools and art. It concludes with a reflection on the tree's role as a friend and a resource in a world without trees.

A tree is God's creation everywhere on earth—including Brooklyn. It's said man once lived in trees. When he climbed down, life never again was to be quite so simple . . . yet only then did the tree get truly appreciated. For here was food and fuel and shelter. Then a weapon, a tool, a wheel—and transportation. And now it's floors, doors veneers, piers, baskets, caskets . . . rubber for gaskets. It's a handle for brooms, shovels, rakes . . . syrup on pancakes. It's paper and paints . . . tars, spars, boxes and boxes . . . storage bins and bowling pins. It's toothpicks and matchsticks . . . even plastics . . . material for distillation, lamination, insulation windows for ventilation, and a thousand and one other we-can't-do-withouts. Yet few people look at a tree in the same way. To the small boy it's a favorite and strategic place . . . where you build a treehouse, spot a woodpecker, cut slingshots and fishpoles, hang old tires and climb for fun. To the naturalists it's probing a fascinating world of buds, blossoms, bark, needles, cones and leaves . . . spectacles of color . . . and some 1,035 domestic species. (Yet to a baseball player it's as simple as a stick of second-growth ash, sized and shaped to "feel like a million.") To the artist it's inspiration . . . alone on a windswept hill, timberline patchwork on a mountainside, thick and verdant in a valley. To the homeowner it's beauty and shade and property value . . . also digging, planting, pruning, edging, feeding and a lot of other weekend work. To the hobbyist and craftsman it's a new bookcase, picnic table, panelled den, plywood shelves . . . a chance to become downright "immortal." To the timberman it's a bustling big business, measured by cords and board feet. But most of all, a tree remains what it was in the first place . . . man's ever-lasting friend. For we'd sure be "stumped" for a mighty lot of things in a world without trees!

*Author Unknown*