



Tree Investigators!

Explore your neighborhood trees

Meet the Trees!

Grade Level

1st - 5th grade

Time Frame

1.5 hours

Curriculum Areas

Language arts, math, science, art

The Project

What kind of trees do you see every day? Are there any special trees at your school? In your yard? At your community centers? Students will start the process of identifying key differences between tree species that are commonly found around Portland. This project equips students with knowledge and vocabulary to think about the trees they see every day, start to identify different species, and think about what makes a tree special.

Learning Objectives

Introduce different tree species

Develop new vocabulary

Gain familiarity with the trees in the vicinity

Develop ability to make comparisons

Utilize creativity in drawing and description

Develop skills in collecting data and thinking analytically

Increase observation of daily landscapes

Increase independent thinking

Teacher Preparation

Arrange permission to go outside, potentially to a local park. Make copies of attached materials for each student. Extra copies of leaf cards could be used so there are plenty for the students to play Bingo and Go Fish with.

Materials to Print: word search, Compare the Trees!, Leaf card templates, and Tringo!

Materials

Clipboards, crayons or colored pencils, rulers and string for measuring, scissors, pencils and erasers.

Procedure:

This project begins by discussing as a class or in groups what types of trees students already know, and places where they see trees around the city and in their neighborhood. Brainstorm words and concepts related to trees and encourage students to articulate descriptions of trees they see every day, or special trees that they remember. Use word search before or after brainstorming session to either introduce new vocabulary or to reinforce vocabulary from brainstorming.

After initial brainstorm and discussion, students will go outside and choose two trees to compare. These can be trees in the school yard, nearby park, or street trees. Students will use "Compare Trees!" template to collect data on the trees they are comparing. They should gather as many details as possible about the trees through description, measuring, and drawing of each tree element. Boxes are provided on the back for students to draw a larger picture of the entire tree. For the tree drawing, students should be encouraged to include elements of the surrounding landscape. Are there cars parked near the tree? Is it on a playground? Are people sitting under it? After collecting the information, students can talk in groups about what their findings are. They should discuss the differences between their trees in groups. If students picked the same trees to compare, did they notice different things than their classmates?

Back in the classroom students will color, label and cut out the leaf card template to create leaf cards and match the name of the tree with the leaf. They may need hints to figure out the correct names for each leaf. After they have correctly matched the name with the tree they can use the cards collectively for games like Memory, Go Fish, and Bingo (Tringo).



Trees!

T	O	V	R	I	T	U	N	G	N	I	W	H	S
M	S	W	L	O	F	E	F	R	I	A	P	F	H
O	S	E	L	E	N	O	R	D	A	M	S	L	A
N	D	W	R	M	A	H	N	O	E	A	E	F	D
K	Y	O	L	O	O	V	K	K	U	V	Q	O	E
E	N	A	U	N	F	E	E	A	O	O	U	E	O
Y	E	R	E	G	K	L	D	S	O	O	O	E	E
P	E	U	W	B	L	P	D	M	W	M	I	E	G
U	R	S	I	A	E	A	L	I	E	T	A	F	R
Z	G	T	L	R	A	M	S	A	E	L	O	R	K
Z	R	A	L	K	G	E	K	F	R	W	O	O	D
L	E	K	O	O	G	L	L	S	I	E	P	A	E
E	V	Y	W	H	C	E	E	B	D	R	O	E	O
G	E	R	K	E	L	M	O	Z	D	E	Q	S	O

WILLOW
OAK
WINGNUT
DOUGLAS FIR
ELM
MADRONE
WOOD
SEQUOIA
BARK
SHADE
MONKEY PUZZLE
KATSURA
EVERGREEN
FOREST
LEAVES
MAPLE
BEECH



Tringo!



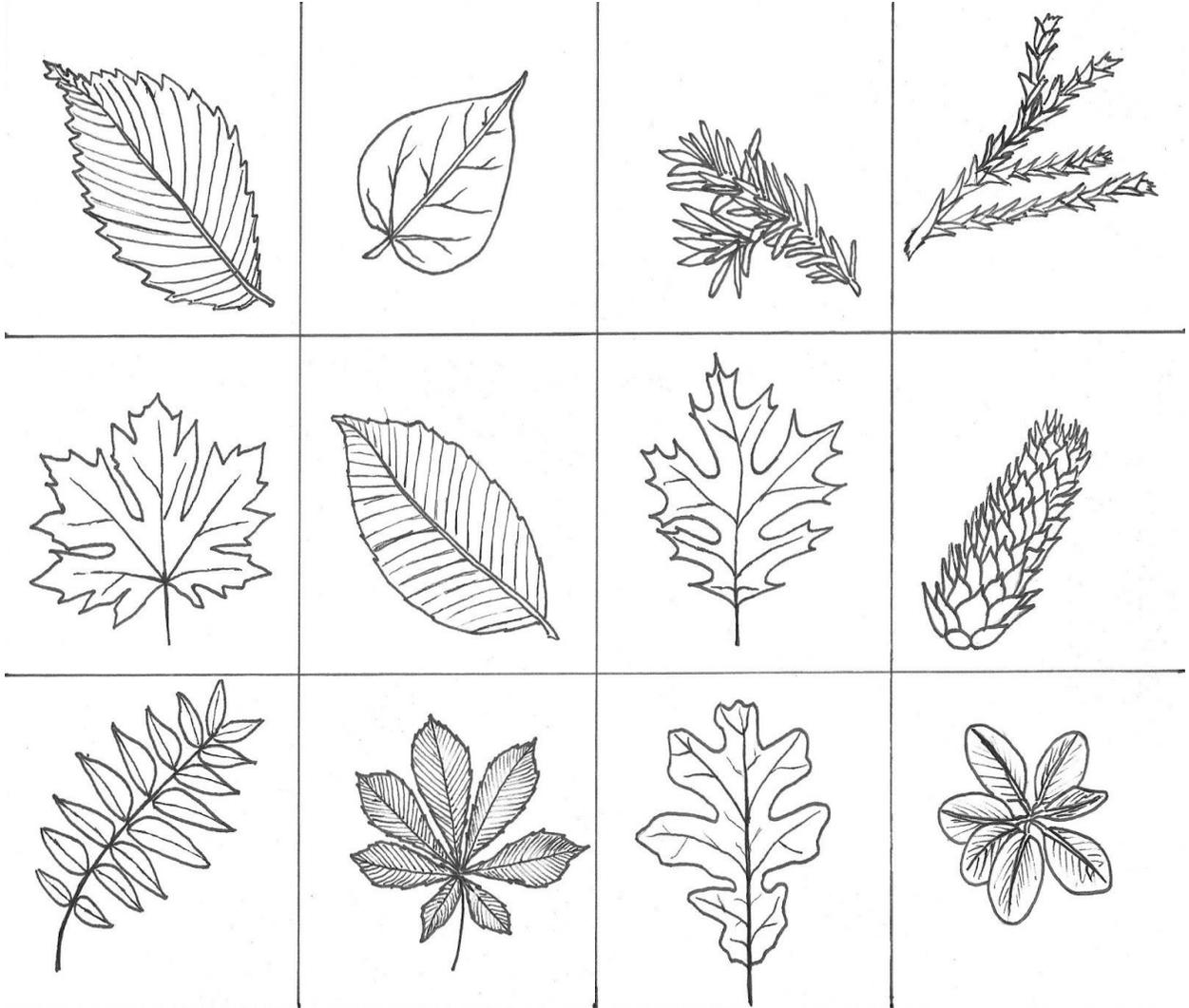
Compare Trees!

	Tree 1	Tree 2
Leaves		
Trunk		
Branches		
Size		
Roots		



Compare Trees! (cont'd)

Draw your trees below



Giant Sequoia

Douglas Fir

Southern Catalpa

English Elm

Monkey Puzzle

Northern Red Oak

European Beech

Big Leaf Maple

Pacific Madrone

Oregon White Oak

Horse Chestnut

Black Walnut



Histortrees!

Grade Level

1st - 5th grade

Time Frame

1 - 2 hours

Curriculum Areas

Social studies, history, art, language arts, reading comprehension

The Project

Think about the trees we saw in the first activity. Who planted those trees? What did the neighborhood look like when those trees were planted? How has it changed? The City of Portland's Parks and Recreation Heritage Tree Program protects trees that are special for their "age size, type, historical associations and horticultural value." Do you know any trees that fit this description? This project will introduce historical knowledge and the concept of heritage trees.

Learning Objectives

Develop of historical knowledge and thinking

Increase observation of local landscape

Increase ability to think about changes over time

Gain familiarity with heritage trees across the city

Develop of new vocabulary

Teacher Preparation

Introduce students to the Heritage Tree Program. Become familiar with the reading activity and instructions for the Portland Heritage Tree Quest board game. **Materials to Print:** Heritage Tree word search, coloring pages, reading/comprehension activity, Portland Heritage Tree Quest game board and cards.

Materials

Scissors, pencils, crayons, or markers.

Procedure

This lesson begins with another brainstorming session. Ask the students to think about the trees they compared in the "Meet the Trees"

activities. Ask them how old they think those trees are. When do they think they were planted? Who do they think planted them? What do they think the neighborhood looked like when they were planted? Were there cars or did people ride around on horses? Were the roads paved yet? Can they imagine what Portland looked like 100 years ago? 200 years ago? Tell the students that they are going to be learning about heritage trees. Ask them if anyone knows what a Heritage Tree is. Ask them if they know what heritage is. Some words related to heritage are: tradition, history, historic meaning, or 'handed down from the past.' These words and phrases may help the students understand that heritage is something with historical value or historical meaning. Inform the students that there are hundreds of heritage trees in Portland. Can they think of any reason why a tree would become a heritage tree? Hint: A heritage tree is a tree that is special for its age size, type, historical associations and horticultural value. Ask the students if they have seen a tree in their neighborhood that fits that description (it doesn't have to be a heritage tree). To reinforce some of the new vocabulary they learned in this brainstorming session, an optional word search is included.

There are two coloring pages in this section of heritage trees. Have the students pick one (or do both). They can color and read about the tree to get an idea of what a heritage tree looks like and places they might be able to see one.

Complete the reading and comprehension activity before starting the Portland Heritage Tree Quest Board Game. The younger students may need help with some of the reading questions. If this is a mixed aged class, pair older students with the younger students so the older students can be "teachers."

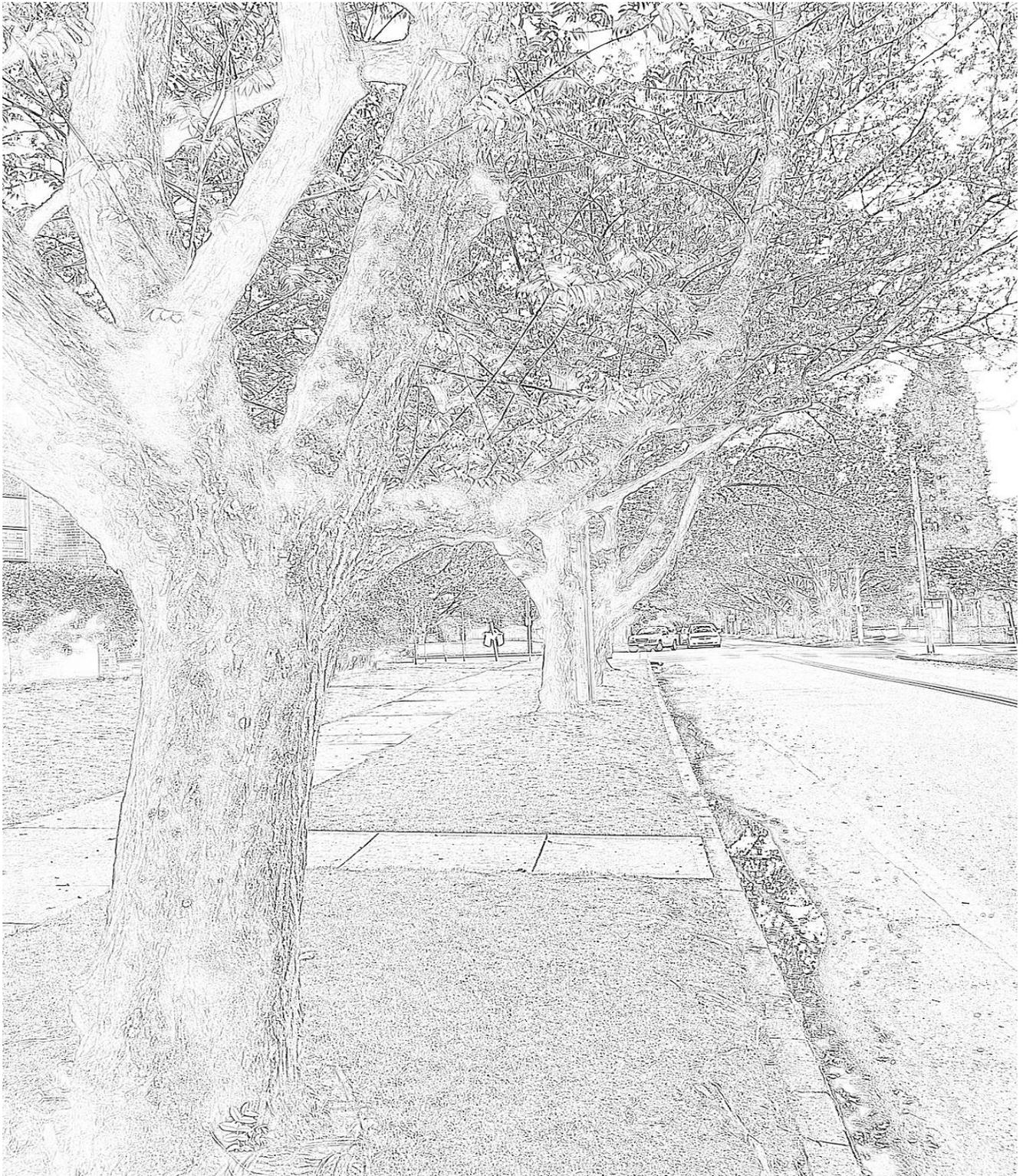
Finally, play the game! Instructions are included below.



Heritage Trees

D	E	A	S	R	M	O	D	T	A	A	R	N	E
I	D	H	I	S	T	O	R	I	E	S	N	O	N
H	E	E	O	N	P	I	S	S	H	D	T	E	I
T	E	T	A	R	O	O	O	M	A	U	I	T	T
S	R	R	A	M	T	H	D	O	I	P	A	H	N
L	D	A	I	N	E	I	R	O	T	N	A	I	G
S	O	A	D	T	I	A	C	T	S	I	N	S	I
T	P	M	E	I	A	M	N	U	M	R	R	T	T
A	T	E	T	G	T	G	O	I	L	G	R	O	P
O	I	R	C	O	E	I	E	N	N	T	D	R	D
U	O	I	U	I	P	N	O	A	E	G	U	Y	L
N	E	T	O	A	A	L	T	N	C	C	O	R	O
T	H	I	D	H	R	L	U	E	N	T	L	G	E
I	D	E	T	C	E	T	O	R	P	A	R	O	G

PAST
PROTECTED
HERITAGE
HORTICULTURE
SPECIAL
TRADITION
STORIES
MEANING
OLD
HISTORY
GIANT
NOMINATE



Heritage Trees #80-88: The Caucasian Wingnuts at 15th and Knott are a close relative of the Walnut. They are a rare tree in Portland. They stand in front of Augustana Lutheran Church, which was built in the Irvington neighborhood in 1949. The church was not allowed to move in for many years because this neighborhood was strictly residential. That means only houses could be built in the neighborhood and no businesses were allowed. Neighbors didn't want the building in their neighborhood. Eventually the church was accepted, and today it holds an important position in the community, alongside the Wingnut. The Wingnut is a good example of a tree that can help replace older trees that die from disease.



Heritage Tree #235 is a Butternut on the grounds of the Charles Jordan Community Center in North Portland's Portsmouth neighborhood. The tree towers over the single story wing of the community center with its 54 foot height and 65 foot spread. Its gnarled trunk, just over 11 feet in circumference, is a sign of the maturity of this 75-year-old tree. The community center building was originally built in 1942 as administration building with cafeteria and gymnasium for workers at World War II shipyards. The temporary housing units were removed in 1953, and its administration building became the University Park Community Center. In 2005, the Community Center was renovated and in 2012 renamed for Charles Jordan, Portland's first African-American City Commissioner and former Parks and Recreation Director.



Historic Trees of Portland by Neighborhood

Mt. Scott

Black Walnut (Juglans nigra): Heritage tree #31 is a 90-foot-tall walnut that is almost a hundred years old. Walnuts were a popular tree to plant in early Portland and many people put them around their homes. Because of the favorable growing conditions in Oregon, walnuts were also planted in orchards, becoming a valuable crop for pioneer farmers. In 1907, to celebrate Washington's Birthday, the school superintendent O.M. Plummer donated 100 lbs of his own Black Walnuts to be planted at schools throughout Portland and the State, many of these trees are still thriving.

Sellwood

European Copper Beech (Fagus sylvatica 'Atropunicea'): This old Beech tree, heritage tree #16, was planted in 1892 by Jasper E. Young as a gift to his fiancé Anna Louise Schuyler. Jasper was the manager of Sellwood Lumber and Manufacturing Mill. The Young's moved out of the house in 1916, but the Beech continued to grow into the large landmark it is today.

Foster-Powell

Pacific Madrone (Arbutus menziesii): Tree number 324 lies in the front yard of the woman who planted it back in 1957, after finding a seedling during a camping trip to the Olympic Peninsula. Madrones are native to the Pacific Northwest and were used by Native Americans for their berries and hard wood. While they can be found throughout the forests of the northwest coast, Madrones are not common in

Portland, and this is the only example in the Heritage tree program.

Powellhurst

Douglas Fir (Pseudotsuga menziesii): Located in Powell Butte Nature Park, Tree number 260 is an exceptionally old Douglas fir that has stood for 300 years, making it twice as old as Portland. Although Portland lost most of its trees in its early years to clear land for building, the trees on Powell Butte were left to help protect a dairy farm at its top, and keep the cows from wandering off. When the city purchased it, they turned it into a park, preserving the trees for years to come.

Lents

Oregon White Oak (Quercus Garryana): This huge oak, tree number 272, also probably predates the city, and sits at the end of a street with the neighborhood built around it. Oregon White Oaks were very common in the Willamette Valley when Native Americans inhabited the area, as the oak's acorns often were able to survive the fires they regularly set to clear the brush and encourage these oak forests.

Brooklyn

Northern Red Oak (Quercus Rubra): These two trees, #175 and #176, were planted in Powell Park when the park was designed in the early 1920's. Between 1900 and 1925 most of the schools in Portland today were built, and near many of them parks were built as well for the neighborhood. These trees were part of an early effort by Portlanders to create a beautiful city with many parks and trees that would help balance all of the buildings and streets.



Portsmouth

Butternut (Juglans cinerea): Heritage tree #235 was planted 75 years ago at the beginning of World War Two outside of the Charles Jordan Community Center. The community center and the neighborhood were built in the early 1940's to provide housing for the thousands of workers who had moved to Portland to work in the shipyards and other heavy industries supporting the war effort. After the war, this neighborhood and others helped Portland grow into the city it is today.

St. John's

Common Horse Chestnut (Aesculus hippocastanum): This ancient Horse Chestnut, tree #322, is potentially older than the neighborhood around it. The early St. John's neighborhood was remote and made it difficult to commute, leading to the construction of the St. Johns bridge in 1931, and below it Cathedral Park which lies just a block away from the Horse Chestnut.

Mt. Tabor

Giant Sequoia (Sequoiadendron giganteum): Tree #152 is a Giant Sequoia sitting atop Mt. Tabor in southeast Portland. The tree was most likely planted there when the ancient dormant volcano was turned into a park in the early 1900's. Before this the land had belonged mainly

to the Prettyman family, descendants of Dr. Perry Prettyman who had settled the land in the 1850's. Portland's east side had very few settlers until after the Great Burn of 1846; a fire which cleared most of the land from Mt. Scott all the way to the Columbia River.

Laurelhurst

Monkey Puzzle (Araucaria araucana): This heritage tree, #236, is one of the most striking types of trees in Portland with its scaly, cactus-like leaves. Also known as the Chilean Pine, the Monkey Puzzle was a popular tree to plant in Portland in the late 1800's. Seedlings of this tree were given away at the 1905 Lewis & Clark Centennial Exposition, and while this tree sits on a house built a few years later in 1911, it is possible that it and many others around the city came from the Exposition.

Nob Hill

English Elm (Ulmus minor): This English elm, tree #36, dates from the 1890's, and is older than most of the houses surrounding it. It is the only Elm on the street to have survived the 1962 Columbus Day Storm. Elms were a very popular tree to plant in early Portland to provide shade, and today many of the older Elms which succumb to Dutch Elm Disease are replaced with resistant varieties to carry on the tradition which started in New England of Elm-shaded streets.



What did you find out?

1. Which kind of tree was planted in schools across Portland?
2. Which tree was planted in 1892 by Jasper E. Young as a gift to his fiancé Anna Louise Schuyler?
3. How old is the English Elm Tree #36?
4. Which Portland Park is an ancient volcano?
5. Which tree has acorns that can survive hot fires?
6. When were most of the schools in Portland built?
7. What year was the Charles Jordan Community Center building built?
8. Which tree came from a seedling in the Olympic Peninsula?
9. Which tree is twice as old as Portland? How old is it?
10. Which country did the Monkey Puzzle tree originally come from?



Portland Heritage Tree Quest

A game for teams of two or more players, with each team ideally having two or three members.

Objective: The team wins the game when they have answered questions correctly and placed at least one tree cards in each of six rows and three columns. Here's an example of a winning scorecard:

Start: Place the board, scorecard, and tree cards (answer side down) where all players can see them. Use a small object for each player to use as token to move about the board. The youngest player on the team chooses the transit stop (yellow square with blue outline) where all teammates will place their tokens and begin play. The youngest player has the first turn, followed by the player to that person's left, and so on.

Each player may perform five actions during a turn. Actions are:

- Ride: Move along a purple MAX or orange bus line to the next transit stop (yellow square with blue outline).
- Walk: Move to a Heritage Tree location (green octagon) from the closest transit stop. Or, move from a Heritage Tree location to the nearest transit stop, or to another nearby Heritage Tree if it's closer than the nearest transit stop.
- Answer: at a Heritage Tree location, have a teammate find the matching tree card and read the question on the back.

If the answer is correct, the tree card is placed on the Scorecard over the rectangle for the Heritage Tree's species. If the player has not used all five actions for this turn, the player's turn continues.

If the answer is incorrect, the player's turn ends (the player can answer the same question to start the next turn).

Players continue to take turns until the team wins the game, or until time runs out.

	M 324 Madrone ✓	
		GS 152 Giant Sequoia ✓
Bnt 235 Butternut ✓		
DF 260 Douglas Fir ✓		
		BgM 295 Big leaf Maple ✓
	CW 80- 88 Caucasian Wingnut ✓	

BGM 295	Big leaf Maple	EB 54	European Beech	M 324	Madrone	OWO 19	Oregon White Oak	Pcn 194 195	Pecan
Bnt 235	Butternut	EB 312	European Beech	MP 236 237	Monkey Puzzle	OWO 179	Oregon White Oak	BW 31	Black Walnut
CH 322	Common Horsechestnut	EE 26	English Elm	MP 273	Monkey Puzzle	OWO 198	Oregon White Oak	SL 317	Silver Linden
CW 80- 88	Caucasian Wingnut	EE 36	English Elm	NRO 175	Northern Red Oak	OWO 259	Oregon White Oak	SO 238	Scarlet Oak
DF 260	Douglas Fir	GS 152	Giant Sequoia	NRO 274	Northern Red Oak	OWO 272	Oregon White Oak	WW 70	Weeping Willow
EB 16		Kat 160	Katsura						



<p>True or False: Portland's Pecan trees are popular because they produce many delicious Pecans.</p> <p>False, Pecan trees do not produce nuts in Portland's climate.</p>	<p>True or False: One of the oldest White Oaks in the city, this tree is probably 150 years old.</p> <p>True</p>	<p>True or False: This Madrone was planted by a young woman who brought the seedling back from a camping trip on the Olympic Peninsula in Washington State.</p> <p>True</p>	<p>True or False: This European Beech tree is older than the Portland State Library which surrounds it on three sides.</p> <p>True</p>	<p>True or False: This Bigleaf Maple was planted in honor of General Joseph Lane, first Territorial Governor.</p> <p>True</p>
<p>True or False: Black Walnut wood is excellent for building and woodworking.</p> <p>True</p>	<p>True or False: This native Oregon White Oak is between 200 and 300 years old.</p> <p>True</p>	<p>True or False: Monkey Puzzle trees have been known to live 250 years; these are about 100 years old.</p> <p>True</p>	<p>True or False: Early Europeans wrote on the wood and bark of beech trees, before the invention of paper.</p> <p>True</p>	<p>True or False: This Butternut tree is next to the Charles Jordan Community Center, a building originally built as part of housing for shipyard workers in 1942.</p> <p>True</p>
<p>True or False: The land for Peninsula Park was donated in 1909 by businesswoman Elizabeth Smith.</p> <p>True</p>	<p>True or False: The bluff on which this native Oregon White Oak resides dates back to the Missoula floods.</p> <p>True</p>	<p>True or False: This Monkey Puzzle tree was probably planted about 100 years ago, when the houses near it were built.</p> <p>True</p>	<p>True or False: This English Elm was planted about the time of the Revolutionary War.</p> <p>False, it was planted about the time of the Civil War, nearly 90 years later.</p>	<p>True or False: This Common Horseshesnut was about 70 years old when the nearby St. Johns Bridge was completed in 1931.</p> <p>True</p>
<p>True or False: Scarlet Oak trees are quite common in Portland.</p> <p>False, they are rare here, more commonly found in Southeastern United States.</p>	<p>True or False: This tree overlooks Swan Island, which was the site of Portland's first airport.</p> <p>True</p>	<p>True or False: Oak trees greatly benefit the environment; they reduce carbon dioxide, improve air quality and process stormwater.</p> <p>True</p>	<p>True or False: This English Elm was the only tree on the North side of Flanders to survive the 1962 Columbus Day Storm.</p> <p>True</p>	<p>True or False: The versatile and hardy Caucasian Wingnut makes an excellent street tree.</p> <p>True</p>
<p>True or False: Weeping Willows are thought to have originated in China, but modern plants are most likely hybrids.</p> <p>True</p>	<p>True or False: This tree was standing when Oliver Lent laid out the streets for the town of Lent, now Portland's Lents neighborhood.</p> <p>True</p>	<p>True or False: Northern Red Oaks are native to the Pacific Northwest.</p> <p>False, they are native to Eastern and Central United States.</p>	<p>True or False: This Mount Tabor Park Giant Sequoia is believed to be over 100 years old.</p> <p>True</p>	<p>True or False: The Douglas Fir is named for Stephen Douglas, who ran for US President in 1860 against Abraham Lincoln.</p> <p>False, named for David Douglas, a Scottish botanist.</p>
			<p>True or False: This Laurelhurst Park Katsura is one of the largest and oldest in Portland, believed to have been planted in the 1950s.</p> <p>True</p>	<p>True or False: This European Beech was planted in 1892, by Jasper Young for his soon-to-be wife, Anna Schuyler.</p> <p>True</p>





Portland Heritage Tree Quest Scorecard



EB 16 54 312	European Beech	M 324	Madrone	CH 322	Common Horsechestnut
BW 31	Black Walnut	EE 26 36	English Elm	GS 152	Giant Sequoia
Bnt 235	Butternut	WW 70	Weeping Willow	MP 236 237 273	Monkey Puzzle
DF 260	Douglas Fir	OWO 19 179 198 259 272	Oregon White Oak	SO 238	Scarlet Oak
NRO 175 274	Northern Red Oak	Kat 160	Katsura	BgM 295	Big leaf Maple
SL 317	Silver Linden	CW 80- 88	Caucasian Wingnut	Pcn 194 195	Pecan

Let's go for a walk!

Grade Level

1st - 5th grade

Time Frame

2 - 3 hours total

Curriculum Areas

Geography, science, math, social studies, art

Teacher Preparation

Arrange permission for walking field trip. Make copies of attached materials for each student. **Materials to Print:** Mental Map template, Checklist, Graph Template.

Materials

Clipboards, crayons or colored pencils, rulers and string for measuring, scissors, pencils and erasers.

The Project

Sometimes the best way to experience and understand a landscape is to take a walk through it. In this project, students will draw a map of the neighborhood and follow it to explore the patterns that exist in their local environment. Students will look for patterns on where trees are planted, how they are cared for, and think about what kind of historical development led to those patterns. Students will think about the role of trees in an urban environment and consider the ways in which trees create a sense of place.

Learning Objectives

Increase observation of local landscape

Gain understanding of trees' roles in an urban environment

Gain knowledge of map making including concepts in scale, direction, and visual representation

Develop of new vocabulary

Develop skills in collecting data and thinking analytically

Develop awareness of the difference between individual perception of landscape and actual existing landscape

Develop pride of place

Procedure

This activity begins by brainstorming as a class all of the things we see in our neighborhoods. Try to have two sections on the brainstorming board with one side for places (streets, yards, parking lots, parks) and another side for things (pets, houses, stop signs, cars). Explain to the students the concept of landmarks and ask them if they can think of any famous landmarks around Portland. Discuss what makes a landmark special. Can they think of any trees they have seen that function as landmarks? Next, students will each draw a map of the neighborhood where the class will be walking. Discuss directions with students; show them what a north arrow might look like in a map, and discuss how street names in Portland always start with a direction (N, NE, SE, NW, SW). Help them understand where they are in Portland and think about landmarks that help them find direction (i.e. Mt Hood is a landmark for east). The map does not have to be accurate or to scale, it should be entirely the student's own idea of what they think the neighborhood looks like.

Students should be encouraged to include landmarks they are familiar with; the school, the community center, any special buildings, parks, or trees. The maps can include descriptions, street names, doodles and drawings, or they can be a simple overview.

Next, each student (or pair of students) will start the walking tour checklist. Their job in the classroom is to fill out the "I think I will see" column.

Students can use ideas from the brainstorming session and their mental maps to fill out the column. Attach the checklists to a clipboard and go out for the planned walk. The teacher should plan the walk ahead of time, either in the neighborhood around the school or community center, or along a route specifically with heritage trees. Along the walk, students should fill out the rest of the checklist, adding in where the item was seen (in the street, on the sidewalk, in a yard, park). They should use tallies to mark each time the item was seen. If it is possible to include a heritage tree in the walk, download the heritage tree information from

<https://www.portlandoregon.gov/parks/article/524137> for additional tree information to talk about with the students at the tree.

Back at the classroom, students will make graphs of what they saw on the walk. They can use the graphing worksheet in this section, or they can create their own graph. Students can answer the questions with the graph in groups or individually. An additional suggested activity for this project is to draw another map of the neighborhood and compare it with the first

map they made. If the student prefers not to draw a whole new map, they can edit their original map to include new landmarks and street names that they may have learned about. How did their perception of the neighborhood change? Were there landmarks that could be added to the new map? Did they learn some street names that they didn't know before?



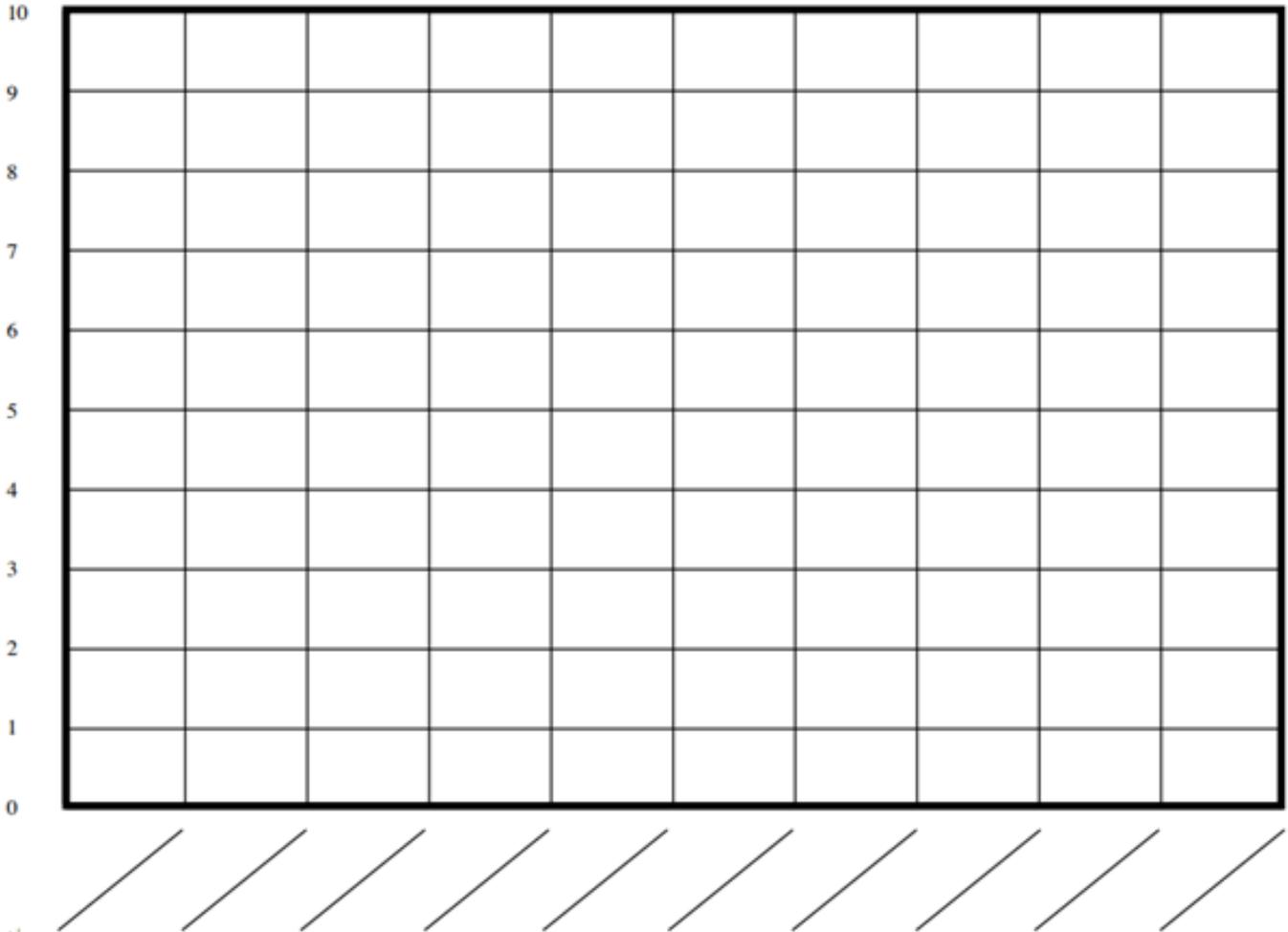
Map Title:



BAR GRAPH

Name _____

Date _____



What did you see the most of?

What did you see the least of?

Where did you see the most trees? On the street sides or in people's yards?

What was something NOT on your list that you saw a lot of?

Look at your friends' graphs; how are they different or the same?

Explore Heritage Trees with your Family!

If you would like to learn more about Portland history through Heritage Trees, visit <https://www.pdx.edu/history/heritage-trees> where you can find Heritage Tree trading cards, a walking tour guide, podcasts, and maps of heritage trees in Portland.

Do you have any heritage trees near your home? We recommend visiting a couple! Here is a list of Heritage Trees in that might be in your neighborhood! If you don't see a tree in your area on this list, check this interactive map and zoom in on your neighborhood:

<https://www.portlandoregon.gov/parks/41049>

North Portland	
Oregon white oak	1815 N Humboldt (private, front yard)
English elm	4124 N Mississippi Ave (private, front yard)
Weeping willow	4045 N Missouri Ave (private, side yard)
Oregon white oak	7654 N Crawford (private, rear yard, school)
Southern catalpa	5533 N Maryland Ave (right of way)
Oregon white oak	7654 N Crawford (private, rear yard, school)
Scarlet oak	3922 N Overlook Blvd (private, front yard)
Oregon white oak	South of 3969 N Overlook Terrace (private lot)
Horsechestnut	8710 N. Willamette Blvd (right of way)
Butternut	9009 N Foss Ave (Charles Jordan Community Center)
Silver linden	408 N Rosa Parks Way (right of way)
European beech	4073 N Gantenbein Ave (private, front yard)
Northern red oak	5340 N Interstate Ave (PP&R, Patton Square Park)
White Oak	9107 N. Richmond Ave
White Oak	5000 N Willamette Blvd
Black walnut	2830 N Williams Ave
Scarlet oak	3922 N Overlook Blvd
Gray (Digger) pine	4074 N Massachusetts Ave
Monkey Puzzle	446 NE Fargo St

Northeast Portland	
Monkey puzzle	446 NE Fargo (private, front yard)
Caucasian wingnut	1408 NE Knott (right of way)
Monkey puzzle	419 NE Hazelfern Pl (private, front yard)
Monkey puzzle	415 NE Laurelhurst Pl (private, front yard)
Tulip	1403 NE Weidler
Horsechestnut	1465 NE Going
Tulip	4807 NW 10th Ave
Spanish Chestnut	828 NE Prescott St
English Walnut	5941 NE 45th Ave
European white elm	3331 NE Hancock St
American Persimmon	6440 NE 36th Ave
Japanese Larch	4626 NE 37th Ave
Cryptomeria	6232 NE Stanton St
European beech	10115 NE Thompson St
Douglas-fir	13931 NE Glisan St

Southeast Portland	
Giant sequoia	6325 SE Division (PP&R, Mt Tabor Park)
Bigleaf maple	Lone Fir Pioneer Cemetery (Metro)
Oregon white oak	5559 SE 109th Ave (right of way)
Madrone	8018 SE Bush St (right-of-way)
Douglas-fir	Powell Butte Nature Park (Portland Water Bureau)
European beech	1579 SE Nehalem (private, front yard)
Katsura	SE 39th & Oak (PP&R, Laurelhurst Park)
Pecan	SE 47th & Steele (PP&R)
Northern red oak	SE Powell Blvd (PP&R, Powell Park)
Japanese pagoda	6436 SE Morrison St

A smartphone app can guide you to twenty different Heritage Trees! Check out the Heritage Tree Geocache Series, created by Portland State University History students! Download the Geocaching app and accelerate your exploration of Portland's historic trees and parks.

<http://www.publichistorypdx.org/2017/07/01/heritage-tree-geocaching/>



The City of Portland's Parks and Recreation Heritage Tree Program protects trees that are special for their "age size, type, historical associations and horticultural value." Do you know any trees that fit this description? Any member of the community (that's you!) can nominate a tree. For detailed information on how heritage trees are nominated and cared for, check this link:

<https://www.portlandoregon.gov/parks/article/524137>

For the Heritage Tree nomination form, click here:

<https://www.portlandoregon.gov/parks/article/293314>