*The aims of these sheets are to:*
- *relate wood type to tree species*
- *relate specific uses of timber to tree species*
- *widen children's knowledge of tree species*
- *introduce and explain concepts of hardwoods and softwoods*

## The answers to the questions on the activity sheets are:

**4A...**  Pine – telegraph poles, fencing, building construction, furniture
Oak – furniture, fencing, garden furniture, building construction
Teak – garden furniture, furniture
Ash – hockey sticks, tool handles, wheel spokes, furniture
Sycamore – bowls, kitchen utensils
Spruce – writing paper, building construction, packaging

**4B...**
1. Douglas Fir - SOFTWOOD
2. Sitka spruce - SOFTWOOD
3. Oak - HARDWOOD
4. Beech - HARDWOOD
5. European larch - SOFTWOOD
6. Ash - HARDWOOD
7. Horse chestnut - HARDWOOD
8. Field maple - HARDWOOD

## ACTIVITY 1

There are obviously many other tree types which provide timber for a very wide range of uses. The following sheets provide a resource bank for teachers showing a much wider range of trees than used in the children's activity sheets. Some of the uses are historical but could provide an interesting basis for discussion, i.e. why certain trees were/are used for specific purposes, e.g. particular qualities of the wood, availability and access, aesthetic properties of the wood, home grown timber rather than imported.

The children can be grouped and each group devise an advert, for either television or radio, to "sell" a particular tree highlighting its qualities, properties and uses. This could involve posters, slogans, models, script, for example, and could be performed, taped or filmed.

## THESE TREES HELP US IN THE FOLLOWING WAYS:

**OAK**
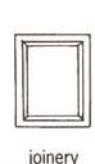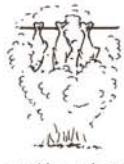
ships | smoking salmon | timber framed buildings | joinery | furniture | wheel spokes

**ASH**
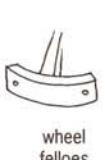
framework of early vehicles | tool handles | tennis rackets & hockey sticks | wheel felloes | bentwood furniture

**BEECH**
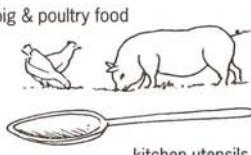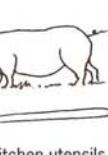
pig & poultry food | kitchen utensils | toy blocks | piano frames | brush handles | grain shovel

**BIRCH**
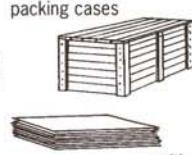
packing cases | bobbins | writing paper | charcoal | smoking hams | aircraft | besom brooms
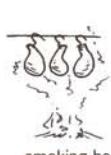
**HAZEL**
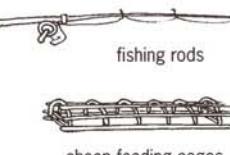
walking sticks | fishing rods | sheep hurdles | charcoal | sheep feeding cages | thatching spars | nuts
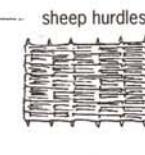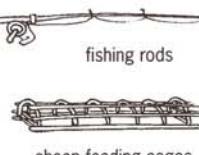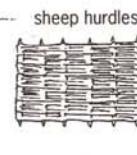
**SWEET CHESTNUT**
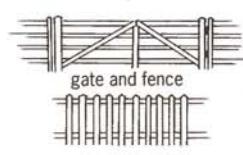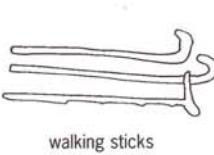
gate and fence | walking sticks | chestnuts | post and rail
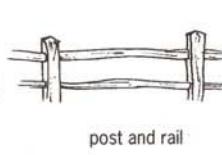
**HAWTHORN**
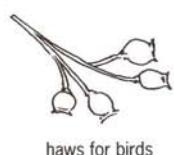
haws for birds | hedges | walking sticks | rake teeth
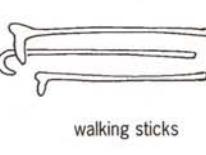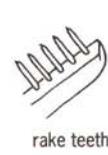
**MERANTI**
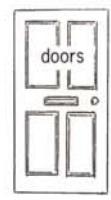
window frames | doors | shop fittings | banisters | plywood | lorry bottoms
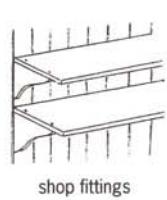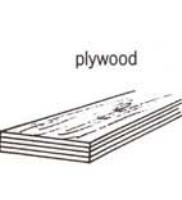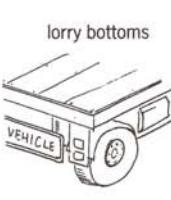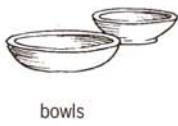
**ELM**
bowls
Windsor chair seats
dock piles, sea defences
coffins
wheel hubs
pumps

**HORNBEAM**
wooden screws
pulleys
piano keys
mallets
golf club heads
cogs

**SYCAMORE**
violins
love spoons
decorative boxes
bowls
weavers' shuttles
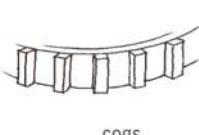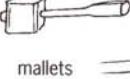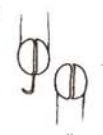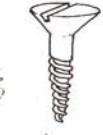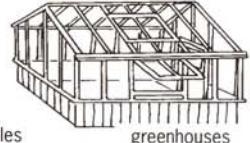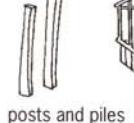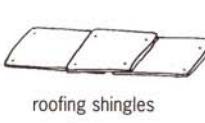
**WESTERN RED CEDAR**
seed boxes
roofing shingles
garden buildings
posts and piles
greenhouses
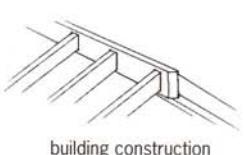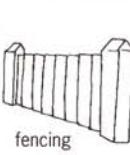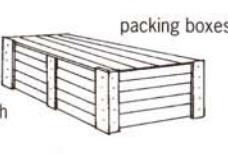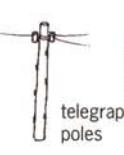
**CORSICAN PINE**
telegraph poles
packing boxes
fencing
chipboard
building construction

**JAPANESE LARCH**
boat planking
railway sleepers
post and rail
garden furniture
pulp
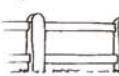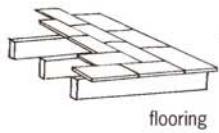
**DOUGLAS FIR**
flooring
plywood
chemical vats
joinery
flagpoles
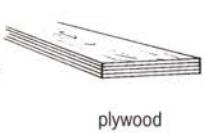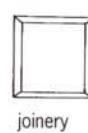
**MAHOGANY**
elegant chairs
carvings
boats
violins
windows
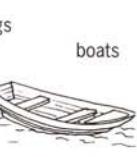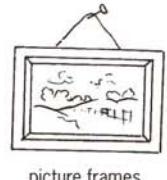
**RAMIN**
picture frames
billiard cues
tool handles
broom handles
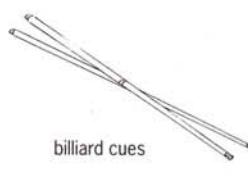
## ACTIVITY 2

Wooden objects or pictures of wooden objects can be brought into school to create a display. If appropriate, bring some wooden objects typically used by other cultures.

The children themselves may have ideas or objects to lend. These can be grouped according to the tree of origin.

The children could then look for constants, e.g. texture, grain, colour, and discuss their relationship to usage.