



URBAN TOUR GROUP LIFE IN THE CITY TOUR INFORMATION



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URBAN TOUR GROUP

SUGGESTED TOUR ACTIVITIES

BACKGROUND INFORMATION: The quantity of appropriate places to visit and things to see is almost unlimited and it is not possible to see everything. The guide will choose the best route for this tour. Attached are some vocabulary words, emergency procedures and information about some "probable" stops. If the students are familiar with these, it will enhance their tour.

SUGGESTED TOUR ACTIVITIES

- What are the expected behaviors for downtown Portland? How are expectations different inside buildings, on the sidewalk, and/or a church?
- Why do people go downtown, i.e., to work, live, attend cultural events, shop?
- How have people changed the city environment? What problems can arise from these changes? How are people working to protect our city environment?
- What is a landmark? How does something become a landmark? Why are landmarks important? What landmarks might we see on our tour?
- During the tour students will be asked to use their senses to discover the vitality of our city. Make a list of things you expect to see, hear, smell, feel, etc.
- How do we know people care about our city? What might you see on the tour that tells you people care about our city?
- It takes many workers to maintain our city. Make a list of jobs you think are needed to take care of our city. Look for them on the tour.
- What is an ethnic group? Which of these are represented in our schools? neighborhood? city?
- Make a list of questions that reflect things you are curious about that might be answered on the tour.
- Visit: www.portlandonline.com for more information and links to other sites.
- Compare where you live with downtown Portland. What is similar? What is different?
- What landmarks did you visit on the tour? Students may be interested in learning more about these or other landmarks. Help students find resources for needed information. Information gathered may be shared with the class through oral presentations or collaborating to make a "Landmark Guide Book" or posters.
- List the sounds, sights, smells and feel of the city. You might focus on similes and/or descriptive words and allow students to write poems.
- Design a poster or create a slogan that will tell others that you are proud of our city.
- Look at the list of questions from pre-tour activity. Did you find the answers to your questions? Do you have any new questions? How will you proceed to find answers to your questions?
- Look at the list of jobs that you made during pre-tour activities. Do you have any new jobs to add to the list? Make a collaborative book, "Taking Care of Our City".
- Many cultural groups have contributed to the growth of our city. Together, have the children write a group story about what they have learned.

- List highlights of your tour. Have children work individually or in small groups to illustrate and write about something from the list. Compile the information into a class book. Could one group make a map to be included?
- Using photographs taken during the tour or post-tour CD's have students write captions or descriptions. This provides students with the opportunity to use expository, descriptive and/or narrative writing.
- Have students identify and describe their favorite site or landmark in their thank you notes to their guides.

EMERGENCY PROCEDURES FOR ACCIDENT OR ILLNESS

GENERAL GUIDELINES

To insure the safety of tour participants the following procedures will be followed in case of emergency by the Urban Tour Group guides:

- If a student or adult becomes seriously injured and needs immediate attention or cannot be moved, call 911, the teacher on his/her cell phone and the school.
- If a student or adult becomes ill or for lesser problems that need resolution before the tour can be completed, call the teacher on his/her cell phone.
- The chaperone may be left with the students if a guide must seek other guides to assist with an emergency. UTG guides are asked not to be alone with students.
- Depending on the severity of an emergency and the time, two tour groups may be combined and complete the tour together or head to the final destination.
- Notify the teacher as soon as possible and keep her/him informed of developments.

EARTHQUAKE EMERGENCY PROCEDURES

Your guides have received instruction in responding to earthquakes in the downtown area. In general, they follow four steps in any emergency, but especially earthquakes. They include (1) stop while shaking; (2) quickly assess the surroundings; (3) protect the children and self; and (4) then reunite.

Please provide a list of students to each chaperone to facilitate accounting of all students in the event of an earthquake. Detailed earthquake emergency procedures are available on the Urban Tour Group website.

MEETING PLACES IN THE EVENT OF AN EARTHQUAKE

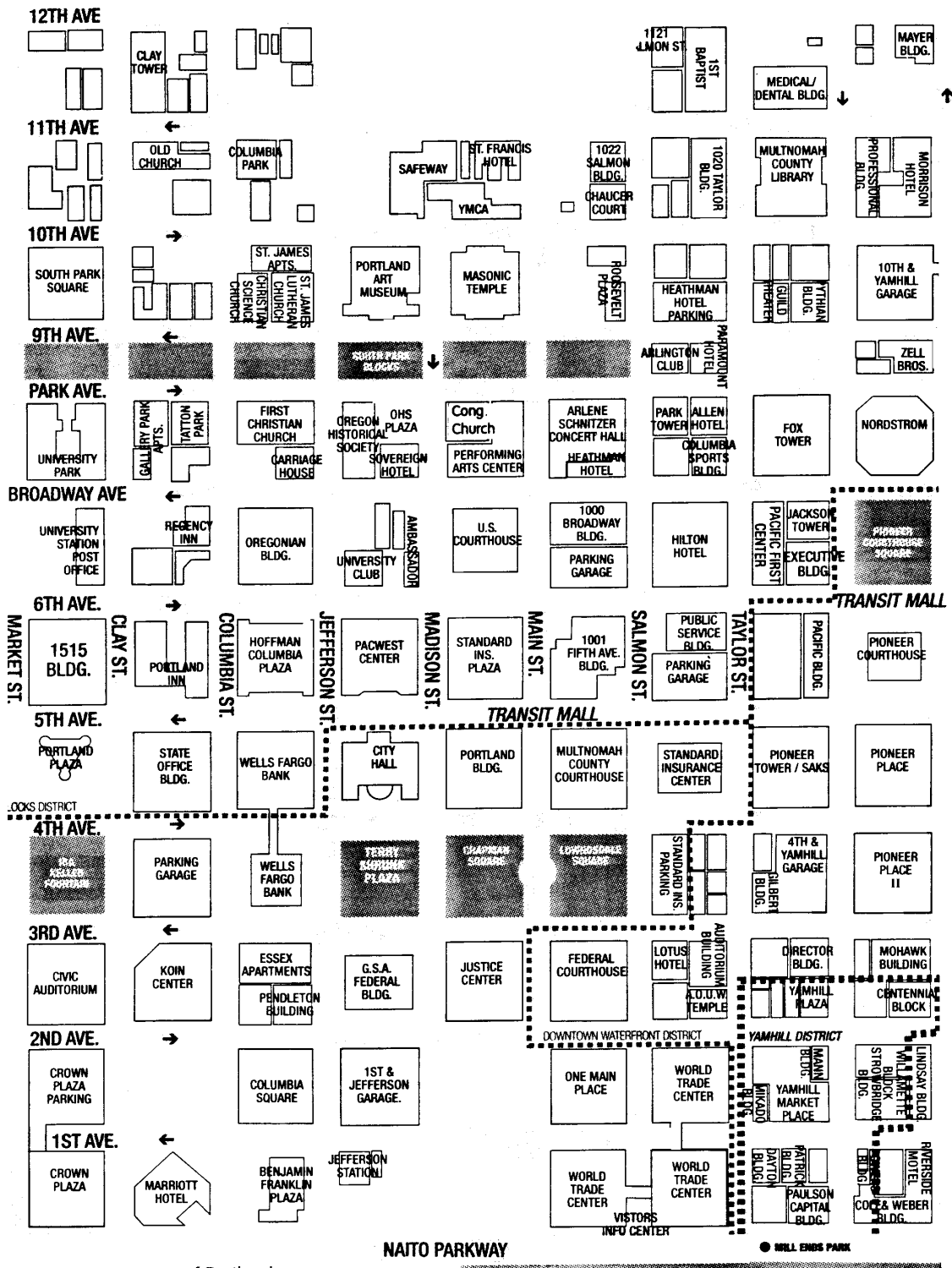
Make every attempt to reunite with the whole group. If members of the group are missing, and safety allows, a guide may be dispatched to the other designated meeting place to account for the entire group.

Early City: Your ultimate destination is Fire Station #1. Head for open ground, staying as far away from buildings as possible, as many are brick and not re-enforced. Do not use Waterfront Park. Depending on where you are on the tour, gather at the courtyard of the Chinese Garden or the intersection of 3rd, Ash and Ankeny, by the Embassy Suites Hotel. Regroup and as safety allows proceed to the Skidmore Fountain.

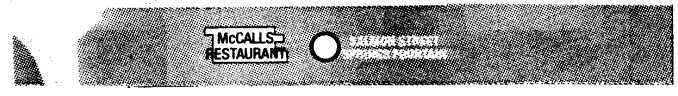
Building a City: Your ultimate destination is Pioneer Courthouse Square. However, if at the beginning part of the tour, head for the south plaza of Big Pink or the intersection of 3rd, Ash and Ankeny, by the Embassy Suites Hotel. Regroup and as safety allows, proceed to Pioneer Courthouse Square via the transit mall. Be aware of buildings with ornamentation. Think falling debris.

Life in the City: Your ultimate destination is Pioneer Courthouse Square. Depending on where you are on the tour, gather in the South Park Blocks or in the Chapman-Lownsdale Plaza. Regroup and as safety allows proceed to Pioneer Courthouse Square. Most of the city's taller buildings have been either built or retrofitted to be earthquake proof. The buildings most likely will sway, but that is the desired effect.

If a student is unable to evacuate with the group, have the chaperone stay with the child. Because it is the only way to safeguard the majority of the group, the Guide will proceed with the balance of the group to the meeting place and seek emergency help for the student.



Map courtesy of Portland Development Commission 1998



TOUR SITES

(Arranged in order of usual tour route)

Oregon Historical Society
Washington Ellipse (courtyard on SW Park)
Trompe L'oeil Mural
C.M. Bishop Courtyard

Portland Art Museum
Masonic Temple Block (Art Museum Mark Building)

South Park Blocks
Canyon Road (Plank Road)
Rough Rider and Lincoln Statues
Shemanski Fountain
Farrell Sycamore Tree
Benson Fountain (Benson Bubbler)

First Congregational Church
Portland Center for the Performing Arts (New Theater Building)
Arlene Schnitzer Concert Hall, Antoinette Hatfield Hall, The Keller Auditorium

Heathman Hotel
United Carriage Building/Columbia Sportswear Company
Hilton Hotel
1000 Broadway Building
Gus Solomon U.S. Courthouse
Pacwest Center
Standard Plaza (Standard Insurance Building)
1001 S.W. Fifth Avenue Building (formerly Security Pacific Bank)
Multnomah County Courthouse
Portland Building
Portlandia

Portland City Hall
Wells Fargo Center (formerly First Interstate Bank)
Edith Green and Wendell Wyatt Federal Building

Plaza Blocks
Terry Schunk Plaza
Chapman Square (The Women's Park)
Lownsdale Square (The Men's Park)
Promised Land
Thompson Elk Fountain

Mark O. Hatfield U.S. Courthouse
Justice Center
Police Museum

World Trade Center

TOUR VOCABULARY

agriculture: Agriculture is the process of cultivating the soil, producing crops and raising livestock useful to man. Agricultural products such as grains, orchard products, and livestock were important to the growth of the shipping industry in early Portland.

basalt: Basalt is a hard, dense, dark volcanic rock that often has a glassy appearance. It is used in constructing buildings and some of the first roads. Some basalt is mined in the Columbia River Gorge and some arrived in early sailing ships where it was used as ballast.

bronze: Bronze is a reddish-brown metal composed of a combination of metals – copper and tin or copper and other metals. Bronze is often used in works of art such as the sculptures of Abraham Lincoln and Theodore Roosevelt found in the Park Blocks. Bronze is also used in the construction of tools, percussion instruments, and the manufacturing of bearings, springs, and electrical connectors

cogwheel: A cog is one of a series of teeth on the outer edge of a wheel. Cogs are made to fit between the cogs of another wheel so that one wheel can cause the other to turn. Wheels with cogs are used to run machinery. A cogwheel is included in the seal of Portland.

commerce: Commerce is the buying and selling of goods. On a large scale commerce exists between cities, states and nations. Wood, grains, and furs played a major role in the Portland's early commerce.

copper: Copper is a reddish-brown metal that is soft and easy to shape. It is an excellent conductor of heat and electricity and is widely used for electrical wiring. Portlandia is made of sheets of copper about the thickness of a dime.

Folly Bollards: Folly Bollards are whimsical sculptures modeled on the jester's bauble. These "wise fools" embody the free spirit of characters in popular theater traditions of different cultures.

granite: Granite is a common, coarse-grained, light-colored, hard igneous rock (see science content). It is used in monuments and for buildings. *Peace Chant*, 1885, located in the Park Blocks, is a granite sculpture by Steve Gillman. The sculpture of Theodore Roosevelt, also in the Park Blocks, stands atop a 32-foot base of California granite.

National Register of Historic Places: A list, which recognizes historic sites or buildings that have significance to the nation.

marble: Marble is a hard, smooth stone. It may be white, pink, yellow or black with streaks of different colors. Impurities in the minerals produce the variations in color. It is often used in buildings and sculptures. The statue of Abraham Lincoln in the Park Blocks, stands on a 4-foot square marble-mounting base.

philanthropist: A philanthropist is a person who helps other people by giving his or her money or time to good causes.

seaport: A seaport is a port or harbor or city that has facilities for seagoing ships.

terra cotta: Terra cotta means, literally, "Burnt earth". Architectural terra cotta is used as a decorative facing for buildings. Statuary and garden accessories can also be made of terra cotta. Terra cotta is made from fine-grained clay mixed with grog. Grog consists of ground-up bits of already fired clay (such as bricks, sewer tile and fine china) and is added to give body and to reduce shrinkage. Blocks of architectural terra cotta are formed by hand-pressing the clay into plaster molds. Masons lay terra cotta blocks.

trompe l'oeil: Trompe l'oeil is a French word that means, "trick of the eye." It is a style of painting that creates an optical illusion of objects existing in three dimensions.

PARK BLOCKS

In the beginning, the "blocks" (called the "boulevard" at the time) were a gathering place for townspeople and for traders who came from nearby farms to the city to load their goods onto seagoing vessels, which were moored at our port on the Willamette. It was a "drag strip" for young men who raced their horses along the boulevard, and later they told stories of their exploits to any who would listen.

The area became so popular that a group of city businessmen conceived the idea of providing the city with a row of 27 park blocks extending the length of the city. Early city founders, William W. Chapman, Daniel H. Lownsdale, Benjamin Stark, Captain John H. Couch and Stephen Coffin decided to set aside the area as a permanent series of park blocks.

Although the original idea of twenty-seven park blocks was not achieved, what does exist is a monument to the civic-thinking of Portland's early founders. It was planted with grass, shrubs, flowers and with young elms. On surrounding property large homes, churches, schools, apartments, cottages, small businesses and a men's club were being built. The blocks became a place to promenade, ride, visit, picnic and relax. Later fountains, statues and playgrounds were added.

The park blocks now number nineteen, thirteen "South Park Blocks" and six "North Park Blocks". The "outdoor living room" effect of the blocks appeals to a real cross section of the population and one is liable to see students, joggers, the elderly, businessmen, tourists and numerous types of "street people" mingling with one another.

The **Simon Benson Fountain and Plaza** is located across from the Arlington Club. The plaza was dedicated in June 1959. Simon Benson was a successful lumberman and generous philanthropist. The plaza is made of red brick and contains one of the original Benson fountains designed by A.E. Doyle. Legend has it that Simon Benson commissioned the fountains to provide an alternate form of drink for his loggers. A plaque with Mr. Benson's likeness on it along with some biographical information is attached to the south wall of the plaza.

In 1927, a prominent Jewish businessman, Joseph Shemanski, gave to the city the **Shemanski Fountain**. It is a monument to the memory of Mrs. Shemanski. The sculpture of "Rebecca at the Well" is a symbol of kindness to strangers and animals. Three small basins were installed at the base of this edifice for "dogs and other pets". The cast stone structure is today deteriorating due to air pollution.

Dr. Henry Waldo Coe gave the statue of Abraham Lincoln to the city. It is 10 feet high and is made from cast bronze. The artist portrayed the figure in a sad pose because he wanted it to look like the President during the Civil War years. It stands on a 4-foot square granite mounting base.

Dr. Henry Waldo Coe gave the Theodore "Teddy" Roosevelt statue, "The Roosevelt Equestrian", to the city in 1922. The statue was sculptured in Palo Alto, California and brought to Portland by sea. It is cast bronze atop a 32-foot base of California granite. It weighs 3 tons and is 23 feet high.

The granite sculpture, **Peace Chant**, located in the "Peace Plaza" was dedicated to "the cause of peace at the urging of "Generations for Peace" and the people of Portland". The block on which this sculpture stands is the "first known peace memorial in the state of Oregon".

RELATED ACTIVITIES:

- Using a map of the City of Portland, find the location of the Park Blocks. Also locate the Simon Benson Fountain and Plaza, the Shemanski Fountain, the statues of Abraham Lincoln and Theodore "Teddy" Roosevelt, and the Peace Plaza.
- Individual students, or the class together, may wish to find more information about the Park founders: Chapman, Coffin, Couch, Lownsdale, and Stark.

FIRST CONGREGATIONAL CHURCH

In 1895, the First Congregational Church, located on the northeast corner of Southwest Park and Madison Street, was completed. This location was originally in the heart of the best residential portion of the city. It was designed to catch the eye of anyone approaching the city by river or rail. It is constructed of basalt and sandstone.

At the time of its completion, there were three or four towers on the church. One was 175 feet above the street (this one is still standing), and the others were 100 feet above the street. The smaller towers were taken down in 1940. All the towers were made of sheet metal.

The existing tower houses the 1,500 pound bell that was ordered from Troy, New York. Today the church bell is rung twice prior to each service: once thirty minutes prior and once just before the start of the service. The bell is also rung for all funerals, weddings and for any other special occasions.

The original windows in the church were made with rose-colored glass. Later, the Povey Brothers, who were members of the church, created the stained glass windows. All were done as memorials.

Since its original completion, three additional structures have been added. It was entered in the National Register of Historic Places in 1975.

RELATED ACTIVITIES:

- A number of churches are located along the Park Blocks. Help children find appropriate historical information about them and about how they are used today. Respect for the diversity of our citizens and an awareness of the changes that have occurred over time can be an outgrowth of activities as this.
- What other buildings in Portland are in the National Register of Historic Places? What is unique about them? Use a city map to locate them.
- Investigate the art of stained glass.

PORTLANDIA

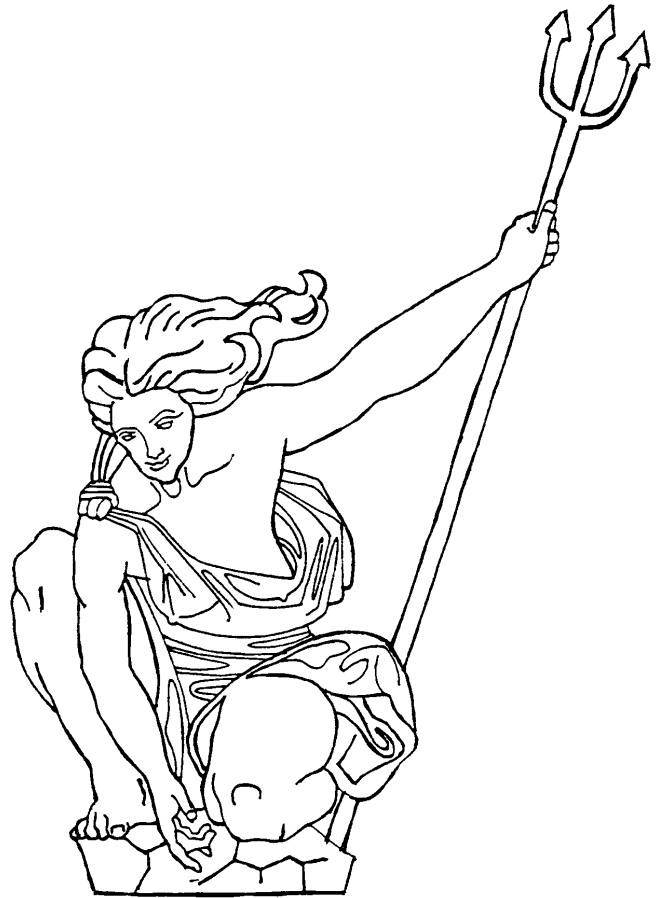
The hammered copper sculpture, *Portlandia*, is located above the main entrance of the Portland Building on Southwest Fifth Avenue between Southwest Madison and Main Streets. The sculpture, by Washington, D.C. sculptor, Raymond J. Kaskey, is made from sheets of copper about the thickness of a dime. It took 50 to 100 blows of the hammer per square inch to hammer it into shape. It is supported inside by a complex steel armature. The face of the sculpture is that of his wife, Sherry. The sculpture represents The Lady of Commerce which is the symbol of our city and is part of our city seal. The kneeling figure, including the trident, is 38 feet high and weighs 13,000 pounds. She is 1/3 the size of the Statue of Liberty which is the only larger statue of this kind in the nation. Mr. Kaskey spent three years creating this sculpture.

Mr. Kaskey built the pieces for his sculpture in his Maryland studio and then assembled the sculpture in a shipyard warehouse on Swan Island. The day *Portlandia* was moved into place, thousands of Portlanders were on hand, cheering. She was hauled along the Willamette River on a barge, then pulled in stately grace through downtown to the Portland Building and hoisted by giant cranes to her ledge. The public dedication on October 8, 1985 attracted more than 10,000 Portlanders.

Portlandia was so popular that the city's daily newspaper, *The Oregonian*, ran a poetry contest and nearly 1,000 amateur and professional poets responded. There is a plaque across from the statue on which the winning "ode" is inscribed, along with a brief history of the event.

RELATED ACTIVITIES:

- How heavy is 6 1/2 tons? Let students brainstorm things that they think might weigh 6 1/2 tons. Let them research their ideas. Make a chart: "Portlandia weighs about the same as....."
- Help students make a list of Portland's various sculptures. In partners or small groups, help students to gather information about the sculptures (materials used, name of sculptor, year completed, where located). Each group can present information they have found to the class. Using a Portland map, how many of the sculptures can you locate?
- Collect pictures of various sculptures from around the world. Compare them to Portland's sculptures. How are they the same? How are they different?
- Design an original sculpture. Write a brief paragraph about it such as might be found in a tourist guidebook.



PORTLAND CITY HALL

The Portland City Hall is located between S.W. Madison and Jefferson and Fourth and Fifth Avenues. The Portland City Hall was renovated and restored under mandated landmark preservation guidelines in 1996 and reopened in 1998. The main entrance on Fourth Avenue was restored as the “front door” and the Fifth Avenue entrance is now secondary. One of the most dramatic changes was restoring the Council Chambers to its original charm. The wood panels that were covering the windows were removed and the balcony was reconstructed in its original 1895 design. The Council meetings are held on Wednesday and Thursday where the business of the city takes place. The Mayor’s office is located on the third floor.

On the first floor are more than 700 old photographs of Portland and an archival collection of artworks can be found throughout the building. In the Council Chambers is a mural that depicts the development of Portland from pre-settlement to modern time. There is a Time Capsule located in the floor of the lobby and it is to be opened in the year 2098.

RELATED ACTIVITIES:

- Talk about the business of the City and what would take place at City Hall. Where do citizens take their concerns about neighborhood problems, etc.? What are some of the responsibilities of the Mayor of a city?
- Many buildings in Portland have been restored. Compare some of the differences between new and old buildings.
- What is a Time Capsule and what might they contain?

THE MARK O. HATFIELD U.S. COURTHOUSE

The Mark Hatfield U.S. Courthouse is located at 1000 SW Salmon Street. It was completed in 1997 and houses 16 courtrooms, including a special proceedings court where citizens are sworn in and the largest trials are held. The building was the first structure completed under the U.S. government’s new “Design For Excellence Program”. The building is described as “sculptural” and its appearance varies when viewed from different sides.

There are water features in the Main Lobby, tapestries on the 16th floor and historic quotations and original text inscribed in stone throughout the Courthouse. On the 9th floor there is a roof garden, that includes a collection of small, and medium scale cast bronze animals. The humorous, whimsical quality of the three sculpture vignettes in the garden provides an antidote to Courthouse tensions.

RELATED ACTIVITIES:

- Discuss what happens in a Federal Courthouse. What might it feel like to be sworn in as a new citizen of the United States?
- What might they see from the 16th floor of the building? Talk about the river, bridges and other city landmarks.
- Discuss how the new government buildings might differ in looks from the old buildings.