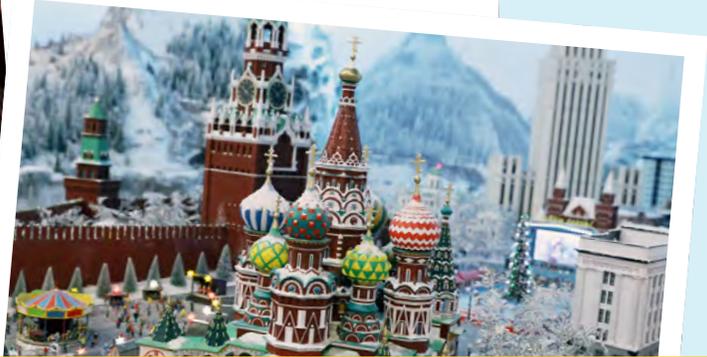


GULLIVER'S GATE a big little world



Educator's Guide

Grades 3 – 5





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GULLIVER'S GATE **a big little world**

Goals of This Guide

This Educator's Guide has been created to introduce students to the educational opportunities of Gulliver's Gate and to give them greater appreciation and understanding of what they will see, feel and learn by visiting.

It has been designed to help them appreciate the themes of world history and culture on display and connect them to academic topics they are studying. It seeks to hone their skills of observation and strengthen their critical thinking by analyzing what they see. It asks them to explore how different cultures have addressed similar challenges and to compare their solutions. And it encourages them to recognize always how engineering, innovation and technology have shaped communities around the world.

Most of all, it seeks to promote a feeling of belonging and inclusion for students who visit Gulliver's Gate. For everyone is a player in human history, everyone has a role to play, and everyone has a story to tell.



Introduction

At Gulliver's Gate, a world of learning unfolds in a way you have never seen before. It's a world of cultures and geography, government and economics, and the values that built great and lasting civilizations. And it is all created in miniature, drawing audiences into the connections of heritage and daily life to create a sense of belonging.

Gulliver's Gate is one of the largest collections of miniatures in the world, and it brings the world to life with animation and detail. Covering 50,000 square feet of space in the heart of New York City, it takes visitors to 5 continents, 40 countries and more than 25 of the world's most spectacular cities.

With 21st century technology, it makes history fresh and heritage inclusive. It brings natural and man-made landmarks vividly to life. It tells the stories of individuals interacting with others in their jobs and lives in cultures around the world.

By presenting the world at 1/87th its actual size, it makes those stories more accessible and engaging than they would be in real life. In a miniature world, grand buildings and natural resources can be seen on a scale that shows their significance to their environments. Transportation systems can be shown for the vital connections they provide. Achievements of architecture and engineering can be seen up close and in artistic detail.

At the same time, Gulliver's Gate demonstrates the importance of Science, Technology, Engineering, Arts and Math, the STEAM subjects that shape our world and will define the future for today's students. Its engineering challenges are revealed in cutaway displays that examine the systems that make the trains move, the airplanes fly, and the cars navigate traffic on city streets. A transparent control room shows how computers keep the display moving and in sync, and the tech experts are available to answer questions. So are the craftspeople who have created this miniature world, in an open area showing them at work.

Gulliver's Gate is both a small world and a large one. It reveals the wonder of human achievement on a scale students can relate to. It provides endless opportunities for discovery, and countless avenues for inquiry.

**It is an experience in which learning
is literally around every corner.**

How to Use This Guide

The student activities in this Educator’s Guide have been created to support the New York State Next Generation English Language Arts Learning Standards (ELA) and the social studies practices outlined in the New York State K-12 Social Studies Framework (SSF). The guide contains self-contained learning units that may be presented as single lessons or as a series of lessons, before, during or after a visit to Gulliver’s Gate. Each unit contains interpretive text highlighting an aspect of the attraction. This text may be presented by the teacher as a lesson or read together as a class. Each unit also contains learning activities that will further students’ understanding of Gulliver’s Gate, the world it depicts and how that connects to students’ lives and learning. Teachers may choose to have activities done by all members of the class, or divide the class into teams with each team focusing on a different topic.

Education Standards and Practices for This Guide

ELA Standards

The ELA standards listed are for Grade 4, but may also serve students in Grades 3 and 5.

- | | |
|--|---|
| 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. | 4W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. |
| 4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. | 4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic. |
| 4W2a: Introduce a topic clearly and organize related information in paragraphs and sections. | 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. |
| 4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. | 4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. |
| 4W2c: Use precise language and content-specific vocabulary. | 4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for the audience. |
| 4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |

SSF Social Studies Practices

The Social Studies practices listed are for Grade 3 but also may serve students in Grades 4 and 5.

- | | |
|--|--|
| 3A1: Develop questions about a world community. | 3D2: Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans). |
| 3A2: Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs). | 3D3: Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community. |
| 3A6: Create an understanding of the past by using primary and secondary sources. | 3D5: Describe how human activities alter places and regions. |
| 3B5: Recognize continuity and change over periods of time. | 3E2: Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services. |
| 3C4: Recognize the relationship between geography, economics, and history in world communities. | |

Learn About the History of Cities

At Gulliver's Gate, visitors can view exhibits featuring more than 25 of the world's greatest cities. From New York City to Moscow to Beijing, they represent a variety of cultures and origins and some of the greatest human achievements in history.

So why and how did people come to live together in what we now call cities?

To answer that we have to go way back in time. For tens of thousands of years, early humans lived in small family groups traveling from place to place as they hunted animals and gathered plants for food. Then around 10,000 years ago, people learned to plant and grow crops in one location year after year. They no longer had to move and could settle down in one place. Most of those early places were near clean water, with rich soil and a good climate for growing.

With farmers supplying the food, more and more people came to live in communities near the growing areas. And when farmers learned ways to preserve and store food that they didn't eat right away, communities grew even more.

Soon, communities discovered that not every person had to work on the farms, and other occupations were born. People became traders, or bakers, or makers of clothes. Others focused on running the communities, or protecting them from outsiders.

Population centers grew along trade routes, often by rivers and seacoasts where goods could easily be transported. Some cities became business or religious locations; others became centers for politics and government.

In fact, as cities became stronger, they became capitals for empires that controlled great areas of land and thousands of people. The Roman Empire that came to power 2,000 years ago was based in Rome, Italy, but controlled territory from Great Britain in the north to Africa in the south.

Cities also attracted the talents of people breaking new ground in the arts, sciences, innovation and invention. They became centers for culture and learning. And they became homes for factories, warehouses, transportation centers and the businesses that support them.

In the exhibits of Gulliver's Gate, visitors quickly see the many benefits cities provide to people. In New York City alone, there are office towers and museums, working highways and bridges, places to learn and places to have fun.

In every display, the importance of cities is explored to the smallest detail.



Students will have the opportunity to see more than 25 of the world's greatest cities.



The Cities of Gulliver's Gate

More than 25 of the world's greatest cities are featured in the exhibits of Gulliver's Gate. From New York City, to Russia's capital of Moscow to the Chinese capital of Beijing, they represent some of the greatest human achievements in history. They also provide a wide variety of benefits for the people who visit or live there. The activities on this page explore the achievements and benefits of cities.

ELA Standards: 4SL1, 4W6, 4R7, 4W7, 4W4. SSF Practices: 3A1, 3A2.



See if you can locate these features in the exhibit.

BEFORE YOU VISIT

The exhibits of Gulliver's Gate put a spotlight on benefits that cities provide to people. Before you visit, talk as a class about what these benefits might be. Then in teams or alone, visit the Gulliver's Gate website www.gulliversgate.com. Use the *Discover* pull-down menu at the top to find descriptions and photos of different exhibits on display.

Use the spaces below to list some benefits you see that the cities provide people. The benefits can be places to see, things to do or ways to work or get around. Compare lists as a class and discuss. Then look for the items you listed when you visit Gulliver's Gate.

Benefits from Cities:

WHEN/AFTER YOU VISIT

Throughout history, cities have brought people together. At first it was because farmers had learned to grow food in one place year after year. Soon, however, communities discovered that not every person had to work on the farms, and other occupations were born. Jobs and occupations are still major reasons people live in cities.

As you move through the exhibits of Gulliver's Gate, look closely at the people who are shown going about their lives. How many jobs or occupations can you find? Make a list on the lines below. Discuss with classmates which jobs are the most interesting or unusual to you. When you return to class, use your list to create a series of comic strips showing people "Working in the City."

Jobs/Occupations:

Learn About Geography

The cities and communities shown in the Gulliver's Gate exhibit didn't just pop up by themselves. They were planned, built, supported and expanded by people who chose to live in each location. But why did they choose these particular spots? In most cases, the answer is geography.

Geography is the study of land, water, natural features, climate and resources. But it is much more than that. It is the study of how and where people live, how they interact with the natural world and how they develop or change it.

Geography has shaped and directed the course of human civilizations and continues to do so today. Geography still influences where development takes place. Changes in geography, particularly with regard to climate or natural resources, still can determine which communities succeed, and which don't.

The Gulliver's Gate exhibit features some of the most spectacular and important natural features in the world, and the cities and communities that grew up around them. Landmarks like Niagara Falls in western New York State, the Matterhorn mountain in Switzerland and Iguazú Falls in South America are easy to spot. But if you look closely at any major city shown in the exhibit, you will see natural features that contributed to the decision to build the city there.

New York City, for example, is built next to the Hudson River and New York Harbor – waterways that helped bring the first settlers to the area, transport goods and services and provide water for industries and neighborhoods. Cities of ancient Greece were built near Aegean and Ionian Seas, which opened up worlds of trade and travel. Paris, France and London, England are located on rivers that provided transportation and access to farming areas outside the city limits. Natural features remain important to cities and other communities because they contribute to the quality of life for people who live there.

Man-made features also are part of the geography. The "built environment" of highways, bridges, skyscrapers and public spaces are as much a part of a city's geography today as mountains, open fields and forests were to earlier communities.

The working Panama Canal showcased in the Latin America display of Gulliver's Gate is a man-made river that connects the Atlantic and Pacific Oceans with a series of locks that raise and lower water levels. The Chords Bridge in Jerusalem was designed to enhance the skyline.

In the past, geography shaped
the way humans lived in their environment—
now humans shape the geography.



Students will have the opportunity discover natural and man-made features of the world's geography.



The Geography of Gulliver's Gate

Geography is the study of land, water, natural features, climate and resources. But it is much more than that. It is the study of how and where people live, how they interact with the natural world and how they develop or change it. The activities on this page examine how geography has shaped cities and civilizations — and how it continues to do so.

ELA Standards: 4SL1, 4W6, 4R7, 4W7. SSF Practices: 3D2, 3D3, 3A2, 3D5.



See if you can locate these features in the exhibit.

BEFORE YOU VISIT

Geography shapes how communities come to be — and how they change. Geography is on display in nearly every exhibit at Gulliver's Gate in both natural and man-made features that make up the "built environment" of communities. Before visiting Gulliver's Gate, have a class discussion about the geography features you can find in your community and why they are important. Then view the photos and videos on the Gulliver's Gate website at www.gulliversgate.com, or find and view videos of Gulliver's Gate online.

In the spaces below, make a list of four natural features you see and why they are important to their communities. Then make a list of four man-made features you see and why they are important to their communities. Which do you think are most important?

Natural Features:

Man-made Features:

Most Important:

WHEN YOU VISIT

Geography is much more than the study of land, water, natural features, climate and resources. It is the study of how and where people live and how they interact with the natural world. When you visit Gulliver's Gate, make a list of ways you see people connect and interact with the natural world. With classmates or friends, discuss the benefits people get by interacting with the natural world in these ways.

Talk about which interaction looks to be the most fun to you and which place you would most like to visit.

Connecting with the Natural World

Learn About Architecture

Architecture shapes the spaces we live and work in — and shapes how we feel about them. To do that, it combines both art and science. The art influences how structures look and make us feel, and the science determines how they are planned, built, supported and operated.

The architecture we see around us in buildings, monuments, bridges, airports, stadiums, businesses and homes involves all five of the important STEAM subjects students study today — Science, Technology, Engineering, Arts and Math. The best architecture combines the lessons of these subjects to create structures that are both beautiful to look at and effective fulfilling their purpose.

The miniature world of Gulliver's Gate features some of the most spectacular architecture ever created. It includes ancient landmarks like Egypt's pyramids, the Great Wall of China and the Inca mountain city of Machu Picchu in Peru. It spotlights classical masterpieces like the Parthenon in Greece and the Colosseum in Rome. And it includes signature structures of nations around the world, from the Empire State Building in New York, to the Eiffel Tower in France, to London Bridge in England, to the Kremlin in Russia.

As visitors to Gulliver's Gate will quickly see, there is no one way to “do” architecture.

In every place and every era, architects use the materials and techniques of their time to build structures that are both useful and memorable. Their work often reflects the culture of their community, ideas of what is considered beautiful in their time and, in some cases, the aspirations of great leaders or governments.

For much of history, architects were limited in what they could do by the building materials available locally, the geography and natural features of their location and what was known — or not yet known — about engineering and building construction. It was not until the late 1800s that innovations in iron and steel making made it possible for architects and engineers to build tall “skyscraper” buildings around iron and steel frames.

With advances in technology, computers now play a bigger and bigger role helping architects achieve imaginative designs, as well as great heights. Such buildings, like memorable buildings of the past, are a source of pride for their communities and nations.

**The structures we build not only show our skills —
they show how we see ourselves,
and how we want our communities to be seen.**



Students will have the opportunity to discover various architectural forms in the exhibit.



The Architecture of Gulliver's Gate

From earliest times through today, architecture has shaped and defined our communities. Structures ranging from public buildings to private homes reflect cultural and community values, while monuments and public spaces show civic pride and how a community sees itself. The activities on this page examine how architecture expresses the culture, image and personality of communities.

ELA Standards: 4W7,4R7,4W2b, 4W4,4W2c. SSF: 3A2, 3A6.



See if you can locate these features in the exhibit.

WHEN YOU VISIT

Gulliver's Gate showcases the architecture of 40 countries and more than 25 cities around the world. The displays for each region were created by craftspeople from that region to accurately reflect the culture, traditions and values of people who live there. As you move through the miniature world of Gulliver's Gate, make note of the buildings, landscapes and activities the model makers chose to show in three cities or scenes.

In the spaces below, write how those choices reflect the cultural traditions or values of the people who live there. Use the back of this sheet or another piece of paper if you need more room.

No. 1: _____	No.2: _____	No.3: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

AFTER YOU VISIT

The architecture of every community shapes the way people think of it and creates an image of how it is viewed. After you have visited Gulliver's Gate, think about the architecture of a modern community shown in the exhibit and that of an older community shown in the exhibit.

For each, write a list of adjectives expressing the image you have of the community, based on the architecture. Use the adjectives you list to write a short poem, rap or rhyme about the image of each community.

Modern Community: _____	Older Community: _____
_____	_____
_____	_____
_____	_____
_____	_____

Learn About Culture & Attractions

When you visit any city in the world, there is much to see and do. Cities have attractions that range from art museums, to sports teams, to music halls, to historic sites. What you see, hear and experience reflects the culture of the people who live there. It also reflects the culture of people who lived hundreds, or even thousands, of years before.

So what is culture? It is more than just the physical attractions of a place. It also includes history, traditions, language, food, clothing, religion, jobs and ideas of what is right or wrong behavior. Culture is the "way of life" of a community.

In the exhibits of Gulliver's Gate, visitors can take a tour of different cultures found around the world. They can see how people work, what they do for fun, the colors they like and the buildings they have created.

Buildings, monuments and other structures always play a big role showing the culture of a community. In the exhibits of Gulliver's Gate, visitors can see great modern examples like the Petronas Towers of Malaysia and the skyscrapers of New York City — and ancient attractions like the Parthenon in Greece, the Colosseum of Rome, and the Great Pyramids of Egypt.

There also are structures that reflect the importance of religion in cultures around the world, including St. Basil's Cathedral in Russia, the al-Masjid al-Haram Mosque in Mecca and the Western Wall in Jerusalem. And in every exhibit there are buildings that reflect the day-to-day values and interests of the people who live there.

In New York City, for example, visitors can see Madison Square Garden, home to both sports and music attractions. In Russia they can see the Volkov Theater, which has been producing great actors and actresses since the 1750s. And in South America there are both ancient temples and modern factories.

The exhibits of Gulliver's Gate show how culture is always changing. It changes because communities change, as people move from place to place over time. In cities like New York and London, immigrants from all over the world have changed local culture by creating neighborhoods like London's Notting Hill and New York's Chinatown that reflect their homelands.

The New York model of the Statue of Liberty symbolizes how these residents combine their traditions with those of others to re-invent the culture of communities. They add new traditions to the old, like a museum adding to its collection.

In fact, the entire exhibit of Gulliver's Gate is a kind of museum, showing the many cultures of the world.



Students will have the opportunity to explore many types of cultural attractions.



Attractions & Culture of Gulliver's Gate

Culture is more than just the physical attractions of a place. It also includes such things as history, traditions, activities, food, clothing, jobs and ideas of what is right or wrong behavior. The activities on this page explore how the exhibits at Gulliver's Gate represent different cultures from around the world.

ELA Standards: 4W6, 4W7, 4SL1. SSF Practices: 3A1, 3A2, 3C4, 3D3.



See if you can locate these features in the exhibit.

WHEN YOU VISIT

City planners often look for ways to get people to visit or live in their community. They welcome visitors because they spend money on sightseeing, entertainment, food and souvenirs. They want new residents because they buy homes, rent apartments and provide money for businesses and government services.

As you move through the exhibits of Gulliver's Gate, look for places or activities that would attract visitors or future residents. Use the spaces below to make a list. For each one, state why it would appeal to a visitor or a future resident (or both). When you return to class, compare lists and discuss.

Attraction	Why Visitor?	Why Resident?

WHEN/AFTER YOU VISIT

Culture is more than the physical attractions of a community. It also includes such things as history, traditions and activities that have gone on for years.

As you tour the exhibits of Gulliver's Gate, use the spaces below to list things you see that reflect the history or traditions of different communities. For each, write why it is important to the culture of the community. When you return to class, repeat the activity for your own community. List things that you would show in an exhibit to reflect your community's history or traditions. Share and discuss as a class.

Learn About Transportation

In the exhibits of Gulliver's Gate, things are constantly in motion, much the way the world is in real life. Autos, ships, trains and planes move miniature people from place to place. Elevators and ski lifts move people up and down in buildings and on mountain slopes.

The exhibits are also full of examples of ways people have moved their possessions and products — from human muscle, to animals, to water and wind power, to the combustion engine used in cars.

Movement of anything from one place to another is transportation. Throughout history humans have moved things by land, water and air (and now also by pipelines, cables and space). To do that, they need vehicles, infrastructure and systems of operation.

As the exhibits of Gulliver's Gate show, vehicles can be as simple as a sled or a wheelbarrow, or as complicated as a high-speed train or airliner. Visitors can see many working models of familiar vehicles like cars, buses, trains, planes and ships. But there also are older or less common ones — a cog railway on Mt. Washington in New England, a troika three-horse sleigh in Russia or the Roosevelt Island Tramway in New York City.

Infrastructure is everything that supports the movement of vehicles and materials — roads, railways, canals, pipelines, airports and other man-made structures. In the Gulliver's exhibits visitors can see train stations like Grand Central in New York and the Metro Station in Moscow, Russia, and roadways ranging from the Champs-Élysées in France to the Autobahn in Germany. There also are docks and marinas that serve freight and fishing fleets and pipelines that transport fuel and water to people in cities.

The running of vehicles and infrastructure requires a system of operations. In most cities and communities operations are either publicly run by government agencies or privately run by businesses, non-public organizations or individual people. The exhibits of Gulliver's Gate include examples of all kinds of operations, from private cars and taxis to publicly run subways, buses and airports.

Transportation systems for food, building materials and consumer goods make it possible for people to live in large modern communities. Transportation helps cities to grow, as families move from place to place. And it makes communities diverse, interesting and successful.

Transportation is the lifeline for modern cities and communities.



Students will have a close-up view of many modes of transportation.



Transportation in Gulliver's Gate

Transportation has played an important role in human history. It has allowed people to settle new areas, move from place to place and produce and deliver products and materials. It has allowed communities to grow and become more diverse. The activities on this page examine how transportation is the lifeline for cities and communities.

ELA Standards: 4R7, 4W6, 4SL1. SSF Practices: 3A2, 3C4.



See if you can locate these features in the exhibit.

WHEN YOU VISIT

Transportation makes it possible for communities to grow and succeed. Throughout history humans have moved themselves, their possessions and their products by land, water and air and now they also move things by pipelines, cables and even space vehicles.

As you go through the exhibits of Gulliver's Gate, look for different methods of transportation. List them in the spaces below and discuss how important each is or was to its community.

Land	Air	Water	Cable	Pipeline

WHEN YOU VISIT

There are many ways to power transportation. Early humans provided their own power with their legs and muscles. They then learned to use animals to carry heavier loads. Later, the use of winds allowed them to power sailing ships to all parts of the world. Eventually steam and gasoline engines led to modern cars, trains, ships and airplanes. Every type of transportation power has advantages and disadvantages.

When you visit Gulliver's Gate, use the spaces below to list examples that you see. For each, list its advantages and disadvantages.

Type:	Advantage:	Disadvantage:
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Learn About Technology



The exhibits of Gulliver's Gate would not be possible without technology. Nor would the cities, buildings, systems and vehicles on display in miniature size. Technology makes our lives possible, and at Gulliver's Gate visitors can see it at work in all its forms. They can see working canal locks, moving vehicles, windmills and farm machinery. They can go behind the scenes to see the computers and mechanics that keep everything running. And in the details of the exhibits, they can see how technology was developed through history and how it is used today.

So what is technology? Most simply, technology is the use of knowledge and skills to solve problems. It includes the tools, machines and devices that make our lives and work easier. But it is also the knowledge, processes and techniques that make it possible to create those devices.

The earliest forms of technology had a simple goal: survival. Developing stone tools and learning to use fire made it possible for prehistoric humans to collect and prepare food, make clothing, build shelters, survive the weather and defend themselves from attack. Early examples of such tools can be seen in such Gulliver's Gate exhibits as the Lenape Village in New York City, the Great Pyramids in Egypt and Stonehenge in England.

Learning to use metals like copper, tin and iron led to better tools for hunting, farming and warfare. The development of steel allowed architects to design skyscraper buildings like the Empire State Building in New York and the Petronas Towers in Asia. And it was a technology invention by Elisha Otis that made those landmarks possible — the elevator.

Today technology is used in almost every career field. In the Gulliver's Gate exhibits, visitors can see it used for communication (signs, TV towers), transportation (vehicles, ski lifts, cable cars, airplanes), power generation (windmills, hydroelectric dams, water-powered mills) and defense (Great Wall of China, castles, the Kremlin in Russia). And of course computer technology is evident in running all the exhibits.

Computer technology is the fastest growing field among careers today. It uses all of the 21st century STEAM skills — Science, Technology, Engineering, Arts and Math — and it is transforming the way people live, work and play.

Technology has always done that. From the earliest tools and cave paintings to modern video games, it has allowed people to work, succeed, express their imagination and find pleasure in life.

Technology leads to the future
but has deep roots in the past.

Students will have the opportunity to discover the technology behind the exhibit.



The Technology of Gulliver's Gate

Technology makes our lives possible, and it always has. In the exhibits of Gulliver's Gate, visitors can see it at work in all its forms, now and in the past. They can see working canal locks, moving vehicles, windmills and farm machinery. And they can go behind the scenes to see the computers and mechanics that keep everything running. The activities below explore how technology affects people's lives.

ELA Standards: 4W6, 4W7, 4SL1. SSF Practices: 3A2, 3A6, 3B5, 3C4.



See if you can locate these features in the exhibit.

WHEN YOU VISIT

People have used technology to solve problems since the first tool makers. For much of history technology was used for survival — getting food, clothing and shelter. Over time, breakthroughs in technology improved the way people work, live, communicate and entertain themselves.

As you go through the exhibits of Gulliver's Gate, use the spaces below to list ways that technology has improved how people live, work, get around, communicate and entertain themselves. When you return to class, discuss how each improvement has been a positive thing — and if there are any negative side-effects.

Live:

Work:

Get Around:

Communicate:

Entertainment:

WHEN/AFTER YOU VISIT

Technology is always changing, and that changes the way people live and work. At Gulliver's Gate a number of exhibits show scenes from earlier times that reveal the kinds of technology used.

As you go through the displays, use the spaces below make a list of things that are no longer used. For each, list things that were developed to replace them. When you return to class, discuss things you use that make life easier or more enjoyable. How hard would it be to replace them? What products would be needed?

No Longer Used:

What Replaced It:



Nature & Natural Resources in Gulliver's Gate

Nature played a great role in the creation of cities, communities and nations around the world. As visitors to Gulliver's Gate can see, people often chose where to live based on the natural resources and features that were there. Rivers, forests, fields and harbors all could determine where people wanted to live. Nature still plays a role in the lives of communities and nations by offering green spaces, recreation and a feeling of pride for impressive features like mountains, cliffs or waterfalls. The activities on this page explore the benefits nature provides to communities and the people who live in them.

ELA Standards: 4W7, 4W2, 4W2a, 4W2b, 4W3. SSF Practices: 3A1, 3D3, 3E2.



See if you can locate these features in the exhibit.

WHEN/AFTER YOU VISIT

The Gulliver's Gate exhibit features some of the most spectacular natural features in the world. But if you look closely at any city shown in the exhibit, you will see natural areas within or nearby that benefit people. From the snowy forests of Russia to the stacked farm fields of China, nature still is important to people around the world.

When you visit Gulliver's Gate, look for all the ways nature benefits people. Make a list in the spaces below. When you return to class, use information in the list to write a paragraph telling different ways nature benefits people. Write a second paragraph telling what ways nature benefits you the most.

Natural Areas:

Ways Nature Benefits People:

WHEN/AFTER YOU VISIT

In many places, animals, birds and wildlife are an important part of community life. As you go through the exhibits of Gulliver's Gate, look closely for animals, birds or wildlife.

Make a list in the spaces below and talk with classmates about ways you think the animals are important to the people in the different communities. When you return to class, use information you have gathered to write a short creative story showing how people live or act with animals, birds, or nature. Give your story a creative title.

Animals in Gulliver's Gate:
