

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

# Educator's Guide



**Grades  
6 – 8**



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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 7, but may also serve students in Grades 6 and 8.

- |   |   |
|---|---|
| 7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences.  | 7W5: Draw evidence from literary or informational texts to support analysis, reflection and research.   |
| 7W1b: Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.  | 7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation. |
| 7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.                          | 7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.       |
| 7W2b: Develop a topic with relevant facts, definitions, concrete details, quotations or other information and examples; include formatting, graphics and multimedia when useful to aid comprehension. | 7SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.   |
| 7W2c: Use precise language and content-specific vocabulary to explain a topic.  | 7SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear enunciation.              |
| 7W2f: Establish and maintain a style appropriate to the writing task.   | 7SL5: Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.  |
| 7W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.   | 7L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| 7W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience.  |   |

#### Grade 7 Social Studies Practices

The Social Studies practices listed are for Grades 7 and 9 but also may serve students in Grades 6 and 8.

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|---|--|
| 7A2: Identify, select and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). | 7D2: 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) and describe the relationship between human activities and the environment. |
| 7A3: Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.                        | 7E1: Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.                            |
| 7A5: Make inferences and draw general conclusions from evidence.  | 9A1: Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.                                   |
| 7B3: Identify causes and effects, using examples from current events, grade-level content, and historical events.   | 9D3: Identify, analyze and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth’s physical features and processes.    |
| 7C5: Connect historical developments to specific circumstances of time and place and to broader regional, national or global processes.   |  |

# Learn About the Origin of Cities



It may seem illogical, but we have farmers to thank for the cities of the world. Cities today seem far removed from the open lands in the country where farmers grow food, but if people had not learned to farm, there would be no cities.

There would be no New York City, no Moscow in Russia, no Beijing in China or any other of the more than 25 cities of the world featured in the exhibits of Gulliver's Gate. Farming made cities possible.



Before people learned to farm, they were hunters and gatherers, which meant they were constantly moving from place to place to find animals and plants to eat. About 10,000 years ago, however, people discovered they could plant their own crops, rather than searching for them growing wild. That meant they could stay in one place all year round. It also meant that more people could live together in villages, because the farmers provided the food.



**Over time, the villages grew into towns, and still later into cities.** People learned that not every person needed to work on the farmland, and new occupations developed. People began to specialize, with some people making clothing, others building homes, others trading goods to other communities. Trade allowed cities to grow in both size and power.

Cities also became cultural centers, with people gifted in arts like painting, music or architecture coming together to support each other. They also became centers for new ideas in science, philosophy and other fields.

**Cities today remain cultural, intellectual and business centers.** They are home to universities and museums, factories and office towers. And as they've done from the beginning, they provide support and opportunities for people who live or work in them.

In the exhibits of Gulliver's Gate, visitors can see some of the world's greatest cities. No two are alike, but their history and cultural origins are evident in every display.

They can be seen in great historical buildings like the Colosseum in ancient Rome, the Parthenon in Greece and the Forbidden City in China. They can be seen in the natural features that first attracted people, like the rivers in London or Paris or the mountains of Switzerland. They can be seen in the way streets were designed and laid out, as in Old Jerusalem or Machu Picchu in Peru.

**In every exhibit, visitors can see how cities grew from their origins and became places of culture and achievement.**

*Students will have the opportunity to explore many cities in the exhibit.*



# The Cities of Gulliver's Gate

In the exhibits of Gulliver's Gate, visitors can see more than 25 of the world's greatest cities. No two are alike, but together they represent some of the greatest achievements in history. From their origins as farm communities, cities have become cultural, intellectual and business centers around the world. The activities on this page explore how history and culture have shaped modern cities.

ELA Standards: 7SL1, 7W6, 7W5, 7W7. SSF Practices: 7A2, 7C5, 7D2, 9D3.



*See if you can locate these features in the exhibit.*

## BEFORE YOU VISIT

Evidence of the origins of cities can be found in even the most modern communities. Natural features, historical buildings and even the layout of streets all give clues about how cities came to be. Before you visit Gulliver's Gate, have a class discussion about things you might see that would provide clues to how cities were founded or grew. Then view the photos and videos on the Gulliver's Gate website at [www.gulliversgate.com](http://www.gulliversgate.com) or find and view videos of Gulliver's Gate posted online.

**In the spaces below, make a list of five things you see that give clues about the history and origin of the cities pictured. Which do you think are most important?**

### The History and Origins of Cities

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## WHEN YOU VISIT

Natural features like rivers, harbors or farmland were tremendously important determining where cities were founded and how they grew. Today, man-made features that make up the "built environment" determine how cities grow and succeed. When you visit Gulliver's Gate, be alert to man-made features that drive or contribute to the success of cities and other communities.

**In the spaces below, list significant man-made features and state how each contributes to the success of the city.**

**Driver of Success:** \_\_\_\_\_

**Why It Is Important:** \_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____

# Learn About Engineering

Careers in engineering are among the most popular — and high paying — in the world today. They are essential for any construction project, and affect almost every aspect of the growth of cities and smaller communities.

Engineering jobs are so important today that they account for 9 of the 10 highest median starting salaries in the United States, according to a 2017 report in U.S. News. There are many specialty fields in engineering, led by the four main branches of civil engineering, electrical engineering, mechanical engineering and chemical engineering. All rely heavily on science and math to design and operate their projects.

Civil engineering focuses on the design and construction of public and private structures and includes the sub-fields of urban engineering and environmental engineering. Electrical engineering creates such things broadcast systems, computer systems, telecommunications and control systems. Mechanical engineering focuses on physical or mechanical systems such as energy grids and transportation. Chemical engineering deals with chemical processes used in manufacturing and fields like oil refining.

**The work of engineers can be seen in any major city or community project.** Engineers make sure that buildings, bridges, roads and tunnels are strong and stable. Engineers make sure that electrical, computer, water and sewage systems work effectively and efficiently. Engineers make sure that the designs of architects for buildings, monuments or other structures will hold up to the stress and wear of everyday use and the natural environment.

**In every exhibit at Gulliver's Gate, engineering is center stage.** It not only is evident in the real-world design of the structures shown from around the world — it is evident in the creation of miniature versions of those structures. It is especially evident in the creation of live-action miniatures such as an operating airport, moving railroads and a true-to-life replica of the lock system that changes water levels in the Panama Canal. And it is essential to the design and operation of the interactive features throughout Gulliver's Gate, which are activated by the Visitors Key each person gets when entering.

The Visitor's Key triggers everything from the Macy's Thanksgiving Parade, to skiers on a mountain slope, to the playing of the French national anthem — and they are all controlled from a computer control room visible to the public. The engineering behind the systems controlling the airport and various railroads also is on view through cutaways that allow visitors to see how things operate "behind the scenes."

From start to finish, Gulliver's Gate shows the impact engineering has on the real world — and also on the world in miniature.



*Students will have the opportunity to discover miniature versions of structures from around the world.*



# The Engineering at Gulliver's Gate

In every exhibit at Gulliver's Gate, engineering is featured in all its forms. It not only is evident in the real-world design of the structures shown from around the world — it is evident in the creation of miniature versions of those structures. Engineering uses science and math to design or develop buildings, highways, bridges, machines, electrical and water systems and manufacturing processes. The activities on this page explore how engineering affects the growth of cities and smaller communities.

ELA Standards: 7R1, 7W1b, 7W2, 7W6. SSF: 7A2, 7A5, 9A1.



*See if you can locate these features in the exhibit.*

## WHEN YOU VISIT

Engineers are problem solvers. They use science and math to find solutions to challenges involved with the design of buildings, systems and other structures. They determine the best ways to build their projects and the most effective ways to operate them.

**When you visit Gulliver's Gate, take note of buildings, systems or other structures that stand out. Pick two and use the spaces below to write out challenges faced by engineers for each structure and the solutions developed to meet those challenges.**

### Challenge/Solution No. 1

### Challenge/Solution No. 2

## WHEN YOU VISIT

At Gulliver's Gate, engineering can be seen at work in the live-action miniatures such as an operating airport, moving railroads and a true-to-life replica of the Panama Canal. It also is evident in the interactive features activated by the Visitors Key in the exhibits of cities and regions.

**As you go through the exhibits, pick one live-action feature that you like and one interactive Visitors Key feature you like. Ask guides or staff members how each feature was made to work. Then write out why you like how engineering was used to make each feature interesting and effective. Use the back of this sheet if you need more room or want to list additional features you like. Talk about which interaction looks to be the most fun to you and which place you would most like to visit.**

### Live-Action Feature

### Interactive Feature

# Learn About Economics

When you study economics, you study the importance of resources, prices, businesses, jobs and government policies on the overall well-being of communities. The field of economics covers big issues affecting whole nations and small issues affecting individual people and families. It shows how we are all connected through financial activities.

**Economics examines how societies use the limited resources available to them.** To do that, it scientifically studies the production, distribution, use and consumption of goods and services. Four factors are the key to the economics of every community: Land, labor, capital and entrepreneurship. Together these are called the “factors of production” and they are considered the building blocks for any economy.

**So what are these factors of production?** Land is not just the land itself, but any resources that come from the land, such as water, minerals, oil or gas. Labor is the work done by people to produce goods and services. Capital is not money (as you might think), but the machinery, tools and buildings people use. Entrepreneurship is the vision and ability to use land, labor and capital in new ways to achieve economic goals.

In all these things, economics is about the choices people make, and in every community it affects life at every level. It shapes the decisions families make about how to use their money and what products or services to use it on. If they want a new car, should they buy or lease for the best price? What is the best interest rate on a credit card? Can they afford a new TV or go on vacation?

**Government leaders also have to think about economics.** How will they get the money they need to operate? What services can they provide with the money they have? Where can they get the best price for the equipment and materials they need? Should they borrow money, or raise taxes?

In the miniature world of Gulliver’s Gate, economics is on display in every exhibit. It can be seen in the factories producing goods, in the railroads and canals that distribute them and in the stores that sell them. It can be seen in the soaring skyscrapers built by businesses and in the individual sales or purchases made by people on the street. It can be seen in the way communities have used their resources to create parks, museums, airports or bridges to help people succeed and have a higher quality of life.

Economics demonstrates that people's lives are not lived alone, but through the connections they have with others.

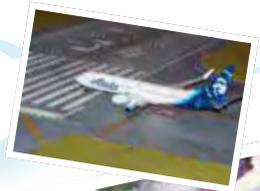


*Students will have the opportunity to discover various key features in the exhibit.*



# Economics in Gulliver's Gate

In the miniature world of Gulliver's Gate, economics is on display in every exhibit. It can be seen in the factories producing goods, in the railroads and canals that distribute them and in the stores that sell them. It can be seen in how people use their resources and the choices they make with them. The activities on this page explore how economics affects communities in large and small ways.



See if you can locate these features in the exhibit.

ELA Standards: 7W6, 7W2. SSF Practices: 7A2, 7A5, 7E1, 9A1.

## BEFORE YOU VISIT

Economics is about the choices people make when using limited resources. These resources can be natural resources like oil, gas or farmland, or personal resources like skills, wages or other forms of income. Before you visit Gulliver's Gate, have a class discussion about choices that families and communities make about using the resources they have for personal purchases or public projects. Then visit the Gulliver's Gate website at [www.gulliversgate.com](http://www.gulliversgate.com). Study the photos and videos showing models of cities and communities around the world. Pick two that reflect a choice that a person, business or government made for using resources.

Use the spaces below to write why the choice was made, and what benefit resulted.

No. 1: \_\_\_\_\_

No.2: \_\_\_\_\_

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## WHEN YOU VISIT

Four factors are the key to the economics of every community: Land, labor, capital and entrepreneurship. Together these are called the "factors of production," and they are considered the building blocks for any economy. As you begin your visit to Gulliver's Gate, review what each of the four "factors of production" involves. Then find examples of each as you move through the exhibits of cities and regions from around the world.

In the spaces below list examples of each and how they contribute to the economic success of the region.

**Land** (natural resources)

**Capital** (machinery, buildings, structures, systems)

**Labor** (the work people do)

**Entrepreneurship** (people creating businesses)

## Learn About Culture



*Students will have the opportunity to discover various cultural features in the exhibit.*

When people talk about culture, they often think it only involves the fine arts like painting, sculpture, theater or classical music. Or they think of modern “popular” culture like movies, television, hip-hop or rock. But culture is much more than these creative fields, and it has a much greater impact on cities, communities and nations.

In its broad sense, the culture of a community is a mix of history and heritage, traditions and attitudes, character and personality. It is how people think of themselves, and the things that hold them together. It is the “way of life” of a community, whether that community is a city, a nation, a business or a sports team.

**Culture gives people a sense of identity and belonging.** It involves behaviors, beliefs and values as well as activities and shared experiences. It is also something that is passed along from generation to generation, sometimes by communication and sometimes by quiet example.

Every place in the world has its own culture, and sometimes several cultures. Many cultures are based on ethnic background or language. Others are based on jobs, industries or national boundaries. Still others have their roots in food or clothing, native crafts or musical traditions.

Though cultures are grounded in history, they can change over time. Shifts in population or attitudes can change the overall culture of a group or place. Cultures evolve as people do.

**The exhibits of Gulliver's Gate are a showcase of cultures from around the world.** And they were designed carefully to reflect those cultures. To ensure accuracy and sensitivity, each continent in the exhibit had its own design team of artists from the region. These artists and craftspeople chose what to represent, and how, to best reflect local cultures.

As a result, dancers do the tango in Argentina. The Macy's parade moves through New York. Don Quixote does battle with a windmill in Italy. And the peak of Mount Olympus rumbles with thunder to honor the ancient gods of Greece.

People stroll the banks of the Seine river in Paris and listen to the French national anthem, *La Marseillaise*. London Bridge goes up and down. And tourists snap photos of the Loch Ness monster in Scotland.

Each of these details helps define the culture of its place. Some are from the present. Some reflect the past. Some are fictional or based on myths.

**Each detail contributes to a sense of belonging.  
Each reflects a way of life.**



# The Cultures in Gulliver's Gate

Culture is much more than creative fields like painting or music. The culture of a community is a mix of history and heritage, traditions and attitudes, character and personality. It is a community's "way of life" and gives people a sense of belonging. The activities on this page explore how the culture of different communities is reflected in the displays of Gulliver's Gate.

ELA Standards: 7W6, 7W2, 7W2c, 7SL1. SSF Practices: 7A2, 7A5, 9A1.



*See if you can locate these features in the exhibit.*

## WHEN YOU VISIT

The culture of a community can be expressed in many ways. It can be seen in the style of its buildings, in the clothes people wear, in the jobs they do and the things they do for fun. It can be seen in the monuments they erect, in religious institutions and in parks and open spaces.

**As you go through the exhibits of Gulliver's Gate, use the spaces below to list things you see that reflect the culture of different communities. Next to each write what it reveals about the culture it is part of.**

### Cultural Items

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### Their Significance

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## AFTER YOU VISIT

Culture gives people a sense of identity and belonging. It involves behaviors, beliefs and values as well as activities and shared experiences.

**As you tour the exhibits of Gulliver's Gate, look for activities and experiences that bring people together and give them a shared sense of identity. List them in the spaces below. When you return to your classroom, use your list to write a paragraph or short essay on the "Things That Bring Us Together." Share essays as a class and discuss.**

### Shared Activities or Experiences

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## Learn About Innovation



Human history would be far different without innovation. Innovation is the creative force that drives new inventions, new ideas and new ways of doing things. Innovation has given us new products, homes and whole communities. It re-invents us year after year.

**Innovation is about new things, but it is not a new concept.** The ancient Mayans were innovative in their science and cities. The Egyptians were innovators with the pyramids. Chinese innovations ranged from the Great Wall to writing paper to fireworks.



The exhibits of Gulliver's Gate are packed with innovation. From monuments to buildings to railroads, they feature some of the most important innovations people have ever created. And Gulliver's Gate itself is a huge innovation — the biggest and most high-tech display of miniatures in the world.



The exhibits of Gulliver's Gate demonstrate how innovators have had lasting impact on the world from ancient times through today. The Stonehenge monument in England continues to impress visitors with its size and symmetry more than 4,500 years after it was built. In Greece, the Parthenon temple remains the best example of classical Greek architecture after 2,500 years. In Italy, the 2,000-year-old Roman Colosseum stadium demonstrates the breakthrough use of arches in public construction.

**In more recent times innovators have had great impact on how people live and work.** The development of freight railroads like those seen throughout Gulliver's Gate made it possible to transport products quickly and efficiently over great distances. The creation of commuter rail systems like the model on display at New York's Grand Central Station made it possible for people live in suburbs while still working in cities. The innovations of air travel and airports like the working model at Gulliver's Gate made national and world travel fast and easy.

Innovations are not just about work, however. They also affect how people use their free time and have fun. From ski lifts of Russia and New England, to the Eiffel Tower in France to the London Eye Ferris Wheel in England, innovations have given people new things to do, new places to visit and new ways to enjoy them.

**Innovations also can help people remember important events in their lives.** To remember the terrorist attack on the twin towers of the World Trade Center, New York created a memorial that featured waterfalls flowing into squares that recall the foundations of the two buildings.

**Innovations change lives and  
make lasting impressions.**

*Students will have the opportunity to discover a variety of innovations in the exhibit.*



# The Innovation of Gulliver's Gate

The word “innovation” is based on the ancient Latin word “innovare,” which means “to renew or change.” Innovation is the creative force that drives new inventions, new ideas and new ways of doing things. It has given us new products, new tools and new ways to have fun. The activities on this page explore how innovation affects our lives, in both large ways and small.

ELA Standards: 7W6, 7W7, 7R1, 7W2. SSF Practices: 7A2, 7A3, 7A5.



*See if you can locate these features in the exhibit.*

## WHEN YOU VISIT

The exhibits of Gulliver's Gate are packed with innovation. From monuments to buildings to the ways people work and get around, they feature some of the most important innovations people have ever created.

**As you go through the displays of Gulliver's Gate use the spaces below to list items that catch your eye and interest you. For each item, write one innovation that helped make it possible.**

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## WHEN/AFTER YOU VISIT

Two of the greatest innovations in the Gulliver's Gate exhibits are the miniature working airport and the miniature Panama Canal in Latin America. Each required the designers to figure out ways to do things so that the displays would appear true to life.

**When you visit Gulliver's Gate, use the spaces below to list innovation challenges faced by the designers of these exhibits. When you return to your classroom, use what you observed to write a short paper comparing how the designers addressed the challenges they faced, and how successful they were.**

### Working Airport

### Panama Canal

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# Learn About Diversity



*Students will have the opportunity to explore cultural differences and diversity.*

Gulliver's Gate celebrates cultural diversity around the world — and the diversity within each continent, nation, city or community. In its miniature exhibits, it not only showcases the physical differences of cities and regions; it reveals the differences in customs, traditions, activities and lifestyles.

Understanding cultural diversity is a little like opening one of those Russian egg sets in which eggs are packed inside each other, one after another. Each continent, region, nation or community has a culture, but there are also other cultures packed inside. That's a lot of diversity with 195 nations and seven continents in the world. But from A to Z — or Afghanistan to Zimbabwe — it is a source of strength, innovation and creativity.

**Cultural diversity is sometimes referred to as multi-culturalism.** By either name, it reflects the differences between nations, groups or communities, but it also respects and values those differences. Cultural differences include such things as language, race, religion, gender, age and ethnic background. But they also include customs, heritage, ways of doing things and feelings about what is right or wrong, normal or abnormal.

Recognizing and learning from cultural differences gives people new perspectives on how to do things and helps disprove stereotypes and biases about different groups. It acknowledges the contributions people of different backgrounds make, and empowers them to make even greater contributions. It makes every community stronger, more aware and more engaged. And it shows that engagement leads to achievement that benefits everyone.

**Cultural diversity is on display in every exhibit of Gulliver's Gate.** It is evident in the monuments and religious centers of Jerusalem in the Middle East, a holy city to the three major religions of Judaism, Christianity and Islam. It is seen in the mix of races and ethnicities on the sidewalks of New York, and in the traditions and businesses of ethnic neighborhoods like Chinatown and Little Italy.

It is heard in the musical styles of the performers onstage at a concert in London, England, and in the proud sounds of the French national anthem in the city of Paris. It is seen in the forest villages near Iguazu Falls in Argentina, the mountainside neighborhoods of Chile and the ruins of the Incas and the Mayans. It is displayed in the mystery of the Forbidden City in China, the excitement of winter sports in Russia and the grandeur of the Taj Mahal in India.

There is almost no limit to the cultural diversity to be seen at Gulliver's Gate. In exhibits covering 50,000 square feet, there is always more to see, and more to learn.

**Diversity is everywhere, ready to enrich everyone.**



# The Diversity of Gulliver's Gate

Gulliver's Gate celebrates cultural diversity around the world — and the diversity within each continent, nation, city or community. It not only showcases the physical differences of cities and regions; it reveals the differences in customs, traditions, activities and lifestyles. The activities on this page examine how diversity can be found everywhere, and can enrich everyone.

ELA Standards: 7W6, 7W2, 7SL1, 7SL4, 7SL5. SSF Practices: 7A2, 7A3, 7A5.



*See if you can locate these features in the exhibit.*

## BEFORE YOU VISIT

Cultural diversity is on display in every exhibit of Gulliver's Gate. Before you visit, take a preview tour of the displays by visiting the Gulliver's Gate website online at [www.gulliversgate.com](http://www.gulliversgate.com). Click on the "Discover" tab and explore the photo galleries and descriptions of the different exhibits.

Use the spaces below to describe two examples of cultural diversity you would like to see and why. When you visit the exhibits, discuss how seeing them in person compared to your expectations from what you saw and read on the website.

### Example No. 1

### Example No. 2

## WHEN/AFTER YOU VISIT

In any nation or community, cultural diversity is not just evident in the appearance of buildings and public spaces. It also is evident in customs, traditions, activities and lifestyles. As you move through the exhibits, be alert to examples of cultural diversity that are not expressed through buildings or other structures. In the spaces below, list examples of customs, traditions, activities and lifestyles you see that reflect cultural diversity.

When you return to your classroom, use your notes and additional research to prepare a multi-media presentation on one or more of these traditions to show how they reflect diversity and what that means to their community. Use the Internet or other resources to pick images for your presentation and present to the class.

### Customs, Traditions, Activities, Lifestyle

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# Learn About Storytelling



*Students will have the opportunity to explore a variety of interactions and stories.*

From Egypt's ancient Pyramids, to the domes of Russia's Kremlin, to the gleaming skyscrapers of China and Malaysia, the exhibits of Gulliver's Gate tell a story of human achievement. The exhibits also tell a more personal human story. In every display, small details reveal how the interactions between people shape the lives they live — and influence their quality of life.

**People may not visit great buildings or landmarks every day, but they interact with others over and over.** Some of those interactions are funny, some are sad, some are frustrating, some annoying. But each of these interactions tells a story — about the individuals involved, the circumstances of a situation, the "way of life" of a neighborhood or culture. As an old TV show said, there are "a million stories" in every city or community. You just have to look for them.

For students visiting Gulliver's Gate, finding and communicating those stories is a great way to build visual learning skills. It gives them a fresh way to "closely read" what they see, to observe details and evidence that are important to a situation, and to use those details in speaking or writing.

**That's because reading does not just involve words in 21st century learning.** It involves "visual texts" as well — things students look at and can learn from. The term usually applies to photos, movies, charts or illustrations, but in today's classrooms, it also includes "diverse media and formats," including dioramas. In that light, Gulliver's Gate is a vast, 50,000-square-foot "visual text." And approaching it that way gives students a fresh way to build skills for observation and visual learning.

**There is much to see, and as many stories as there are figures.** What is Spiderman doing on New York's Brooklyn Bridge? Who caused the accident on the West Side Highway? Why is a man walking a bear on the steps of the stock exchange in Old St. Petersburg in Russia? And who just arrived in the motorcade at Russia's Kremlin complex?

There are moments of celebration, as when New York firemen high-five each other after rescuing a cat. There are moments of kindness, as when police help a woman who dropped her purse on the subway tracks.

**And there are stories of pure intrigue:** Why do the monks have to use a rope elevator to get into their monastery in Greece? What did the tourists think when they saw the elusive Loch Ness Monster in Scotland? Why are people climbing the bell tower Dormition Abbey in Israel?

Students visiting Gulliver's Gate can answer some of these questions by closely observing each scene and gathering evidence that puts the situation in context. In some cases they'll gain understanding or appreciation by asking their own questions. And in some situations, they'll just have to use their imaginations and make their own connections. In every interaction they see, they'll be exposed to creativity — and challenged to be creative.

**Because every person has a story to tell.**



# The Storytelling of Gulliver's Gate

The exhibits of Gulliver's Gate tell a story of human achievement, but they also tell a more personal human story. In every display, small details reveal how the interactions between people shape the lives they live — and influence their quality of life. Each of these interactions tells a story — about the individuals involved, the circumstances of a situation, the “way of life” of a neighborhood or culture. The activities on this page explore the storytelling of Gulliver's Gate.

ELA Standards: 7W6, 7W3, 7W2b, 7W4, 7L5. SSF Practices: 7A2, 7A5, 7B3.



*See if you can locate these features in the exhibit.*

## WHEN YOU VISIT

The interactions people have with each other give life an interest and richness that would be missing if everyone lived alone by themselves. When you visit Gulliver's Gate, find and study scenes where people are gathered together at places like New York's High Line park, a London concert site, or a South American street party. Study the interactions of individuals at one gathering.

**Pick two you find interesting and brainstorm an idea for a movie or short story that could tie them together. Use the space below to summarize how they would connect in your movie. Use the back of this sheet or a separate sheet of paper to write an outline for your movie when you get back to class.**

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## WHEN/AFTER YOU VISIT

The creators of Gulliver's Gate took great care to show what life is like in different places and cultures. But they also had fun doing it. Some of the displays are from different time periods, and some feature characters from movies, music, TV shows or popular culture. One scene from New York City shows horses and carriages on an unpaved street, and the New England display features cars and trucks from an earlier time. In addition to Spiderman, sharp-eyed observers can see the Beatles, Adele, Dr. Who, Oscar the Grouch, Scooby Doo, Waldo, Lightning McQueen, the KISS band and the Ghostbusters car in various exhibits.

**When you visit Gulliver's Gate, find and study a scene from an earlier time, or a scene with a celebrity figure in it. In the space below list details of the interactions you see in the scene that could be used to tell the story of what is happening. When you return to class, use the details you have listed to tell the story in the form of a poem, rap, ballad or rhyme.**

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## Learn About Model-Making



In dioramas, doll houses and other displays, miniatures have been around for hundreds of years. But there has never been a display as big, as complex or as high-tech as Gulliver's Gate. Highly skilled teams from all over the world combined their talents to create more than 300 scenes of life in 40 countries, with 100,000 people, 5,000 cars, 30 trains and a functioning airport. All are scaled precisely to 1/87th their actual size, and many move realistically as they would in life.

**Creating such an immense little world took a wide range of abilities and techniques, and mastery of all the STEAM skills — Science, Technology, Engineering, the Arts and Math.**

Some of the model makers used the time-tested technique of carving by hand from pieces of wood. Others used high-tech digital processes like 3D printing, laser cutting and computer controlled CNC machines to form the tiny models.



Electrical engineers played a huge role designing the computer-controlled systems to move people from place to place, power the trains and cars, turn the lights on and off and turn daytime into night. Parts of some exhibits are controlled by radio waves, others by ultrasound, others by invisible steel wires embedded in roads to direct how cars and trucks move. Infrared sensors in the road talk to sensors in the cars to control their movements. They even can get them to use their turn signals!



*Students will have the opportunity to discover the processes behind the creation of the exhibits.*

**Most of the buildings were designed first on computers, but some were adapted from model kits and customized for detail.**

To make sure that buildings were built to scale, the exhibit designers used computer science and old-fashioned measurement. For modern buildings, they were able to feed digital versions of drawings and plans into computers and have the software scale them down. For older or ancient buildings, designers went on location to take measurements and did their own calculations.

**Even with computer support, there were enormous challenges creating models.** In the Asian city of Shanghai, the Global Financial Center building is triangular, but its design twists as it rises from street level. To get the shape of the structure just right, the designers had to cut out each floor one at a time with laser cutting and piece them together.

That attention to detail is evident in all the displays of Gulliver's Gate. It was the reason that teams constructing each exhibit were drawn from the top model makers who live in each region.

**The miniatures of Gulliver's Gate are not just a triumph of art and technology — they are a model of precise craftsmanship.**



# The Model-Making of Gulliver's Gate

Gulliver's Gate is one of the largest and most complex exhibit of miniatures in the world. It covers 50,000 square feet of space and posed great challenges for creators in art, engineering and technology. The activities on this page examine how this miniature world was created, the challenges faced by creators and the techniques and skills they used.

ELA Standards: 7R1, 7W1b, 7W2, 7W6, 7W7. SSF Practices: 7A2, 7A5.



*See if you can locate these features in the exhibit.*

## WHEN YOU VISIT

Creating the miniature world of Gulliver's Gate took a wide range of techniques, and mastery of all the STEAM skills — Science, Technology, Engineering, the Arts and Math. As you go through the exhibits, be alert to the ways STEAM skills were used to create the different displays.

In the spaces below, write out one example for each skill and how each skill had to be used.

**Science:**

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**Technology:**

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**Engineering:**

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**The Arts:**

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**Math:**

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## WHEN YOU VISIT

A great many skills and techniques were used to create the miniature displays of Gulliver's Gate. And visitors can see how model makers work in the open workshop that is part of the exhibit.

As you go through the different displays, use the spaces below to write out two questions you would like to ask the model makers about what you see. When you get to the workshop, ask your questions and write down answers you get from the experts.

**Question:**

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**Answer:**

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**Question:**

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**Answer:**

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# Learn About the Lifestyle of Cities

The exhibits of Gulliver's Gate feature more than 25 of the world's most famous cities. From New York City to Beijing, China, these cities attract millions of people who want to live or visit there. So why are so many people drawn to cities? Beyond necessities like jobs, housing and transportation, the appeal for many is the energy, attractions and lifestyles that cities offer. With museums, sports teams, restaurants, nightlife and more, cities offer attractions that match almost any taste or interest. The activities on this page explore some of those attractions.

ELA Standards: 7W6, 7W7, 7W1b, 7W2f, 7L5, 7W4, 7W3. SSF Practices: 7A2, 7A5.



*See if you can locate these features in the exhibit.*

## WHEN/AFTER YOU VISIT

The exhibits of Gulliver's Gate showcase many of the attractions that draw people to cities. Some are famous landmarks like the Leaning Tower of Pisa in Italy. Others are cultural institutions like the Louvre Museum in France. Still others are small attractions like street dancing in Argentina or the Mermaid Parade in New York's Coney Island.

**When you visit Gulliver's Gate, use the spaces below to list attractions you see that would make people want to live in or visit cities. Next to each, write out adjectives that describe how the attraction would make people feel who visit or live in the city. When you return to class, use your adjectives to write a personal letter to a friend telling how the attractions you saw make you feel about cities.**

**Attractions:**

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**Adjectives:**

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## WHEN/AFTER YOU VISIT

One of the great attractions of cities is the nightlife activity that happens after dark. One of the great attractions of the Gulliver's Gate exhibit is how it shows cities both during the day and at night. With a change of lighting, the skies go dark and windows light up at night, revealing the nighttime lives of city residents and visitors. As you go through the exhibits, take notes as the lighting shifts from daylight to dark, or dark to light. How does the shift change the way you experience or feel about the city?

**When you return to class, use your notes to write a poem, essay or short story comparing your feelings of cities at "Day and Night." Share with the class and discuss.**

**Day and Night**

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