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### Activity 1. Making Connections

Engaging students with historic images can be a challenge since they are so different from the multimedia visuals on television and video games. Begin by helping students develop a positive relationship to these images before you ask them to look more closely.

**TUBE** *Display all the Tower Tube contents around the room and let students gravitate toward the ones they like best. Ask them to express a few reasons why certain images are more appealing—perhaps they like the scene depicted, they notice a familiar building, they prefer certain colors or the lack of color, they like line drawings over photos. Have students draw a picture that resembles the image they like best.*

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### Activity 2. Building Basic Vocabulary

Encourage students to use these basic architectural terms to describe their favorite images in the Tower Tube.

- Skyscraper** a tall building with a steel or concrete skeleton frame, an elevator, and floors where people live or work
- Aerial View** a photograph or map showing buildings or city scenes from the air
- Architecture** the art of designing and constructing a building
- Blueprint** a line drawing of a building with accurate measurements to be used for its construction
- Design** a creative process to plan how something should look and work
- Engineering** the science of designing and building engines, machines, and structures
- Floor Plan** a diagram or “map” showing how rooms are arranged in one floor of a building
- Material** the substance from which something is made, eg. stone, fabric, or glass.
- Skyline** a view of buildings against the sky or horizon
- Structure** the parts of a building that hold it up, such as its walls or its skeleton. Structure can also refer to a whole building.

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### Activity 3. Strategies for Close Looking

Use these five simple strategies to guide classroom use of the resources.

#### **Step 1. *Look at the object closely.***

Position the object or image so students can see it as a whole.

**Instruct:** Let your eyes move around the image and take in everything. Now look for details. If your eyes get tired, turn away for a few seconds, then look again.

#### **Step 2. *Describe what you see.***

Students should use their own words to describe the object.

**Discuss:** What is interesting, notable, or surprising about the image?

#### **Step 3. *Connect with what you already know.***

Encourage students to share prior knowledge and experiences to inform their looking.

**Discuss:** Have you seen this image or anything depicted here before? Have you had a personal experience related to anything you observed?

#### **Step 4. *Share facts about the object.***

Use the information provided in this guide to describe what it is, what it is for, and when it was used or created.

**Discuss:** How does this information change what you already know about the people, places, time periods, and ideas expressed through other objects?

#### **Step 5. *Compare and contrast to other objects.***

Students begin to understand this object's relationship to other items previously discussed.

**Discuss:** How is this image similar or different from the others?

*It is not necessary to follow these steps in order. However, inexperienced observers will benefit from starting at step one and building up to the more complex analysis in step five.*