



## Marvel Comics Walking Tour of New York City

This activity takes students on a tour of New York City to many of the sites featured in the Marvel Comic's Super Heroes series. Through this tour students get an idea of how stories are developed and how familiar people, places and things become part of even the most over-the-top fanciful stories. In addition students will be called on to use map reading, visual organization and planning skills to develop the route for their walk.

### Activity

Present your students with maps of New York City and have them locate selected Marvel Comic sites from the list below that they would like to explore. The sites they select will become a tour of the City.

### New York City Sites That Appear in Marvel Comics

The Bowery  
City Hall  
The East Village  
Bleeker Street  
187 Chrystie Street  
666 Fifth Avenue  
East Thirty-ninth Street and Second Avenue  
Empire State University --- New York University  
Yancy Street --- Delancey Street  
Baxter Building/Four Freedoms Plaza (42<sup>nd</sup> Street and Madison Avenue)  
Chrysler Building (405 Lexington Avenue and East Forty-second Street)  
Empire State Building (350 Fifth Avenue between 33<sup>rd</sup> and 34<sup>th</sup> Streets)  
United Nations Building (760 United Nations Plaza)  
The Gem Theatre (42<sup>nd</sup> Street between Broad way and Eighth Avenue)  
Hell's Kitchen  
Madison Square Garden  
Rockefeller Center  
New York Public Library (5<sup>th</sup> Avenue and 42<sup>nd</sup> Street)  
Times Square  
Central Park  
The Frick Collection  
The Solomon Guggenheim Museum  
The Metropolitan Museum of Art  
American Museum of Natural History  
Columbia University  
Brooklyn Bridge  
Statue of Liberty

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After the sites are selected, have students use street maps of New York City to plan the precise route of their tour. Don't forget to consider how you will get to each site --- via foot power, subway or bus.

Assign different students or student teams the responsibility of describing what happened in the different comics at each of these locations. When you arrive at each of the selected locations have the assigned students/student teams tell the story (stories) that took place at this location.

At each site have students decide if they think the location is a good one for the story that took place here and why they feel as they do.

Have students compare the actual site to the depiction of it in the Super Heroes comic and describe the differences.

Have your students decide if they agree or disagree with the following statement:

*Super Heroes represent the potential within every individual to become extraordinary.*

Peter Sanders, author of *The Marvel Comics Guide to New York City*.

### **Back In the Classroom**

When you return to your classroom have students complete an outline or a storyboard for a Super Hero comic using sites and characters from their own lives

### **Materials Needed**

Marvel Comics for your ride to New York Here is a site for the Marvel Comics catalogue

<http://www.marvel.com/catalog/>

Maps of New York City

Cameras



## Evaluating What You See and Hear Using the NY SKYRIDE

[See Student Worksheet I](#)

The NY SKYRIDE is a multi-sensory, media experience that provides information about the way New York City looks today. It presents a look at the shape of the city, both on the ground and in the air. It provides a snapshot of the people of the city and where they live, work and play. It also points out some of the city's history.

Thinking about the content and presentation of the NY SKYRIDE experience is a good way for students **to learn media literacy skills** --- questioning and analyzing what is presented to them through visual, auditory and motion media. In this activity students are asked to analyze and evaluate how the NY SKYRIDE presents information about New York City – both the content and the method.

### Activity

We have created a Student Worksheet: *Evaluating Your Experience* to help students focus on some of the most important variables to consider when analyzing and evaluating their experience on the NY SKYRIDE. Print a copy of the worksheet for each student and bring them with you to the NY SKYRIDE experience.

After your students have experienced the SKYRIDE have them complete the worksheet as a way of recording their own thoughts and feelings about the SKYRIDE itself.

Then discuss the SKYRIDE as a class, based on the variables presented on the worksheet. Students should be encouraged to add to these variables. Use this discussion as a basis for other observation activities to be completed while in New York City.

Keep the completed Student Worksheet: *Evaluating Your Experience* for use later in the classroom. Work entered on this worksheet can be the basis for creating a documentation of your exploration in New York City.



**Materials Needed:**

Student Worksheet: *Evaluating Your Experience*

**Good Websites About Media Literacy**

1. <http://www.medialit.org/> --- This is the site for the Center for Media Literacy. It provides the framework for evaluating what you see, hear and read in the media. It offers resources of all kinds.
2. <http://www.frankwbaker.com/> --- This is the official site for the Media Literacy Clearinghouse. It also has information about teens and the media. There is a whole lot of information on this site.
3. <http://www.ced.appstate.edu/departments/ci/programs/edmedia/medialit/article.html> --- This is a link to a book written by Dr. David Considine. The site is part of the site for Appalachian State University in North Carolina.
4. <http://themediaspot.org/> --- This site has information for teachers about projects to address media literacy. It's unclear who owns this site.
5. <http://interact.uoregon.edu/MediaLit/mlr/home/index.html> --- This site currently offers connections and links to organizations and groups focused on improving media literacy.



## Sensing New York City

The NY SKYRIDE uses motion to awaken your senses and focus your attention on its message. Cities also do similar kinds of things to attract attention and make people feel in certain ways about it. The purpose of the following activities is to have students attend to the ways the built environment in New York City plays to your senses. Students are then asked to use their skills with words to create their own sensory descriptions of New Your City.

### Activity 1

As your students explore the city have them take note of their senses that are awakened or used.

Where do they notice color first?  
What sounds get their attention?  
When and where is movement the first thing they notice?  
What aromas did they notice? Where?  
When and where did the *whole* of the city seem to change? Describe the things that helped to make this happen.

After getting initial reactions, ask students to use sensory words to describe the city, i.e. cold, hot, bright, dull, groovy, popping, hopping, sleepy, etc. Then ask them what they saw that made them use these words.

As you walk through the city ask students to evaluate **each intersection** and then to give this intersection **a descriptive word**.

When you return to your hotel, on the bus or over a meal have several students present their words for a certain intersection and have the rest of the class try to guess which intersection this was.

### Activity 2

This activity is intended to take sensing New York City to an even more sensory level. Try one or all of the following:

Have your students present **rhyming words** that describe each intersection they visited that day.

Choose five NYC intersections that your class has explored and have students **hum them**.

Have your students **sketch an intersection** they explored in the City.

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Have your students create **Hinky Pinkies** for New York City. Hinky Pinkies are very short poetry forms. Using two rhyming words to define something or answer a question, they can be written in either of two ways:

Definition form --- A sneaky insect: *sly fly*

Question/answer form --- What did the fish say to the bait? *squirm worm!*

Have students use **onomatopoeia** (words or groupings of words that imitate the sounds it is describing) to describe the activity they see on New York streets.

Have your students create a verbal or written description of the city **using the number words from one to ten** --- and do it in a manner that is more than just counting what is there.

#### **Materials Needed**

Paper and pencil to record student responses



## Creating Original Documents Recording Your New York City Visit

The purpose of this activity is to have students keep a written or visual record of their time in New York City. In the process of doing this they will be creating original documents that can be used in the future to present a picture of life in New York City in the early 21<sup>st</sup> Century.

### Activity

Have your students keep a written, videoed and/or a drawn journal of their visit to New York City. Points they should be sure to include are:

- What they saw, heard, smelled and sensed in the city.
- Observations about the way people use the city.
- Surprises they discovered.
- Information about the way the city treats visitors.
- How different places in the city made them feel.
- The food they ate, where they ate it and how they liked it.
- The means of transportation they used.
- How New York City is different from their home community.
- How New York City is similar to their home community.
- How they would change New York City.

Some students might want to record information about just one aspect of the city such as:

- The city's street signs
- Everything that's on top of the buildings
- The subway
- Languages heard on the streets

Some students might want to create a panoramic map of New York City. A good resource for creating such a map is <http://memory.loc.gov/ammem/pmhtml/panhome.html>.

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Before leaving New York City pay a visit to the **New York Historical Society** and explore The Luce Center, their artic of New York City treasures. It's a wonderful place and will inspire your students to observe as much of the city as they can!

### **Back at School**

When you return to your school have your students edit and complete the original documents they created in New York City. Then invite friends and other students to view them with you and your students to learn about your class's visit to New York City.

You may want to have your students add music to their presentation. You might also want to have a small reception after the presentation/performance.

### **Materials Needed**

Camera for videoing your class's visit to New York City

Art materials for students who want to draw their visit to New York City

Access to the internet or other research tool