

TOP OF THE ROCK™  
OBSERVATION DECK  
NEW YORK CITY

# EDUCATION MATERIALS

## TEACHER GUIDE





## TOP OF THE ROCK

**Dear Teachers,**

***Top of the Rock™ at Rockefeller Center is an exciting destination for New York City students.***

Located on the 67th, 69th, and 70th floors of 30 Rockefeller Plaza, the Top of the Rock Observation Deck reopened to the public in November 2005 after being closed for nearly 20 years. It provides a unique educational opportunity in the heart of New York City. To support the vital work of teachers and to encourage inquiry and exploration among students, Tishman Speyer is proud to present Top of the Rock Education Materials. In the Teacher Guide, you will find discussion questions, a suggested reading list, and detailed plans to help you make the most of your visit. The Student Activities section includes trip sheets and student sheets with activities that will enhance your students' learning experiences at the Observation Deck. These materials are correlated to local, state, and national curriculum standards in Grades 3 through 8, but can be adapted to suit the needs of younger and older students with various aptitudes. We hope that you find these education materials to be useful resources as you explore one of the most dazzling places in all of New York City. Enjoy the trip!

**Sincerely,**

**General Manager**

**Top of the Rock Observation Deck**

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# BEFORE YOUR VISIT

Generate excitement and build background knowledge in the days before your trip with the following discussion questions and activities. Depending on your schedule, you may want to start preparing students for the trip a week or two in advance.

## Discussion

Explain to students that the class will be taking a trip to Rockefeller Center. They will be visiting Top of the Rock, the Observation Deck located on the 67th, 69th, and 70th floors of 30 Rockefeller Plaza.

**Ask:** Has anyone ever been to Rockefeller Center? What do you know about Rockefeller Center? (Students might say: *It has an ice-skating rink; It's where they light the big Christmas tree; I've seen it on the Today Show.*)

## Activities

- Write students' responses to the discussion question on a K-W-L chart. Label the chart "Rockefeller Center/Top of the Rock." Create three columns. Label columns K, for "What we already KNOW," W for "What we WANT to know," and L for "What we LEARNED." (You will fill in the last column after your trip.)

**Tip:** You may want to make a copy of this list and include it as one of your trip sheets. Students can fill out the third column during your visit.

- Find Rockefeller Center on a New York City street map. (It is located between 48th and 51st Streets, between Fifth and Sixth Avenues.) **Ask:** What do you think we'll be able to see from Top of the Rock? Prompt students to think about what might be visible to the north, east, south, and west. List students' responses on chart paper. Save the chart so you can review it after your trip. Possible responses include buildings (*Empire State Building, Chrysler Building*), bridges (*Brooklyn Bridge, George Washington Bridge*), rivers (*East River, Hudson River*), and natural elements (*birds, clouds, sky, trees in Central Park*).

### Get Ready!

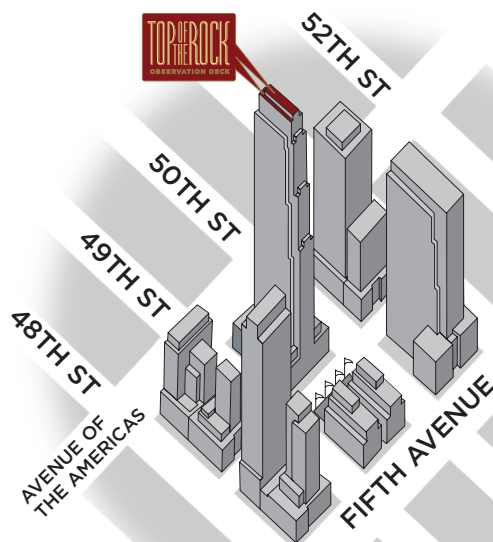
▶ Students will be working on trip sheets during their visit to Top of the Rock. They will need a sturdy surface on which to write. Photocopy the trip sheets. Staple sets of trip sheets in the upper left-hand corner and attach each set to a clipboard. Or, arrange the pages on an 8 1/2" by 11" piece of cardboard and staple them along the top.

▶ Sharpen pencils. Make sure you have enough to give two pencils to each student.

▶ Preview the After Your Visit section of this guide before your trip. Many of the activities are built upon work that students will do while visiting Top of the Rock. Some require extra steps. For example, to make an interactive scrapbook of their trip, students may want to bring digital cameras. Those students who want to write news articles about the trip, and conduct interviews while on the Observation Deck, may want to prepare questions in advance.

- Map your journey. If you are traveling by subway, use an MTA/New York City transit map to find the station where you will begin your trip and the station where you will get off the train: 47th-50th Streets-Rockefeller Center. (This station is accessible from the B, D, F, and V lines.) If you are traveling by bus, use a street map to locate your school, then trace the route to your drop-off point at Rockefeller Center.

- Visit [www.rockefellercenter.com](http://www.rockefellercenter.com). Click on "History" to learn more. Maps and photographs round out this comprehensive website. Follow the link to the Top of the Rock Observation Deck ([www.topoftherocknyc.com](http://www.topoftherocknyc.com)) for historical photos and views.



# DURING YOUR VISIT

Trip sheets are a great way to focus any field trip. They will help you get the most out of your visit to Top of the Rock. Download the trip sheets from [www.topoftherocknyc.com](http://www.topoftherocknyc.com). You may also want to include additional trip sheets of your own design, and blank sheets of paper for drawing and note taking. Review trip sheets with students before your visit.

**Tip:** Whenever possible, it's helpful to visit trip sites before bringing your class. A pre-trip visit to Top of the Rock will give you a better idea of what to expect when you arrive with students. For more information, contact the Top of the Rock office: 212-332-6517

## The Exhibit (20–30 minutes)

Before heading up to the Observation Deck, students will visit the interactive exhibit located on the Mezzanine level of 30 Rockefeller Plaza. In the exhibit, students will learn about the history of Rockefeller Center and come to understand the time period in which it was built: The Great Depression. They will meet the various individuals who played an integral role in the Center's development: John D. Rockefeller Jr. and his wife, Abby Rockefeller; architect Raymond Hood and builder John R. Todd; Radio City Music Hall promoter Samuel Lionel "Roxy" Rothafel; countless artists including Lee Lawrie, Paul Manship, and Gwen Lux; and the thousands of construction workers who dedicated eight years of their lives to building what has become one of New York City's most beloved landmarks. The exhibit includes an original basswood model of Rockefeller Center, a mock steel beam that simulates the experience of the construction crew, and three short films narrated by David Rockefeller, Tom Brokaw, and Radio City Rockette Kandice Pelletier. Students will complete Trip Sheet 1 while visiting the exhibit.

**Trip Sheet 1:** Students will write three things they learned from the exhibit, two questions about what they learned, and will draw one picture of an artifact from the exhibit.

**Tip:** Prepare students to complete Trip Sheet 1 by briefly discussing the difference between fact and opinion. For example, "The stock market crashed on October 29, 1929" is a fact; "Without John R. Todd, Rockefeller Center would never have been built" is an opinion. Help students maintain their focus by encouraging them to seek facts that answer **Who, What, When, Where, Why,** and **How** questions such as:

- **Who** is Rockefeller Center named after?
- **Who** built Rockefeller Center?
- **What** companies make their home at Rockefeller Center?
- **Where** can visitors find certain works of art in the Center?
- **Who** designed Rockefeller Center?
- **What** was happening in the U.S. when construction began?
- **When** did construction begin? When was it completed?
- **How** did the original plan for Rockefeller Center change?

### Math Connections

▶ Students will find great math statistics in the Fun Facts video screen in the rear of the exhibit space.

### Art Connections

▶ Look to the right as you enter the exhibit. Through the window you will see the southern façade of Radio City Music Hall and three metal plaques—"Song," "Drama," and "Dance" by Hildreth Meiere, one of the few women artists whose work is represented at Rockefeller Center.



**Exhibit Artifacts** (continued from pg. 2)

As students move through the exhibit, call their attention to the various artifacts used to tell the story of Rockefeller Center. Artifacts to look for include:

- **An RCA Type 88-A Microphone with NBC Flag, 1930.** This kind of microphone was commonly used in the early days of radio and television.
- **Rockefeller Center Postcards, ca. 1940s.** Colorized postcards were popular in the 1930s and 40s. Today, they are collector’s items. The cards on display in the exhibit depict various scenes in and around Rockefeller Center.
- **Observation Roof’s Refreshment Bar Menu, 1930s.** With a ham sandwich priced at 20 cents and a milkshake at 15 cents, this menu will give students a sense of how costs have increased over the years.

Help students to differentiate **primary** and **secondary source documents** used in the exhibit. Primary source documents include books, photographs, newspaper articles, political cartoons, and pamphlets created during the historical time period. For example, a 1930s newspaper article about the Great Depression is a primary source document. A 2006 book about the Great Depression is a secondary source document.

**The Observation Deck (45-60 minutes)**

After viewing the exhibit, students will ride the elevator to the Observation Deck. They will complete the rest of their trip sheets while on the Observation Deck. Don’t worry if students don’t get started right away. Give them time to take in the incredible view! Many of your students have probably never seen New York City from this perspective.

**Trip Sheet 2:** Students will locate specific buildings and locations in Manhattan and the surrounding area.

**Trip Sheet 3:** Students will sketch the view from the Observation Deck. They will focus on specific buildings as well as on the general view. (**Note:** If you have enough chaperones you may wish to divide the class into four groups and position them on each side of the Observation Deck. These groups will work together in a post-visit activity.)

**Trip Sheet 4:** Students will spend 5-10 minutes observing the city and recording their responses to it in writing. Students will use their five senses to take note of all that they see, hear, feel, taste, and smell. (**Note:** Students will refer to these notes in post-visit activities.)

Before leaving the Observation Deck, gather students for one last look. **Ask:** What is it like to see New York City from this vantage point? What did you notice? What questions came up? Put your location in context by having students point in the direction of your school and their homes.

**Maximize Teaching Time**

Circulate among students as they work. Ask questions to help focus their thinking and to lay the groundwork for post-visit discussions and activities.

- ▶ Why do you think the buildings in Manhattan are so tall? Why aren’t there as many tall buildings in the surrounding areas?
- ▶ Where is Brooklyn? The Bronx? Queens? Staten Island? Where is New Jersey? The Hudson River? The East River? If students aren’t sure, point out the areas yourself.

**Math Connections**

- ▶ Challenge students to find as many shapes as they can in the buildings all around them. Rectangles and squares aren’t hard to spot. Triangles, pyramids, circles, and arches are out there too. So are prisms, spheres, and cylinders.



## The Plaza (20-30 minutes)

When you leave the Observation Deck and exit the elevator you will be in the Concourse Level of 30 Rockefeller Plaza. Follow the signs to the street level lobby. Here, you will find works of art by José-Maria Sert.

- **American Progress (1937)** is located behind the reception desk. This large-scale mural depicts President Abraham Lincoln as “Man of Action.” The seated figure below him is poet and essayist Ralph Waldo Emerson, “Man of Thought.” In the background, 30 Rockefeller Center symbolizes Modern America. Sert’s mural replaced the one originally painted by Mexican artist Diego Rivera, which Nelson Rockefeller rejected when he saw that Rivera had included an image of Soviet leader Vladimir Lenin, at its center.
- The mural **Time (1941)** is visible on the ceiling. It features three figures that represent past, present, and future. They stand on top of columns in the lobby. Viewed from different vantage points, the figures appear to be moving.
- Additional Sert murals can be seen in the building’s north corridor.

Next, head outdoors. Stand in front of the main entrance to 30 Rockefeller Plaza. Point out the artwork above the doorways.

- **Wisdom (1933)** is in the middle. Created by artist Lee Lawrie, this limestone relief depicts Wisdom as ruler of human knowledge and interpreter of the laws of nature. In his hand, Wisdom grips a compass. He points to light and sound waves etched in the glass screen below, which is made of 240 Pyrex blocks. The inscription is based on a biblical passage (Isaiah 33:6). Light and sound are also depicted above the left and right doorways. In total, Mr. Lawrie created 14 works for Rockefeller Center, more than any other artist.



- **Atlas (1937)** on Fifth Avenue between 50th and 51st Streets, is a companion piece to Paul Manship’s *Prometheus* (see description on the next page). In this massive work, Lawrie depicts Atlas shouldering the heavens as punishment for disobeying Zeus’s orders. It is the largest sculpture in Rockefeller Center.

Next, walk toward the other side of the sunken plaza. (In the Winter it is a skating rink; in the Spring and Summer it becomes an outdoor café.) From here, you will have a spectacular view of 30 Rockefeller Plaza. Architecture fans have an affectionate name for this Art Deco icon - they call it “The Slab.” Built of brick, granite, steel, and Indiana limestone, and standing 850 ft. tall, it is one of New York City’s tallest skyscrapers. Have students sit on the benches along the Channel Gardens or stand off to the side to complete Trip Sheet 5.

**Trip Sheet 5:** Students will complete a sketch of 30 Rockefeller Plaza.

**Note:** Want to avoid the lunchtime crowds? Plan for students to complete this activity before you visit Top of the Rock, or after the midday rush.





News by Isamu Noguchi



Atlas by Lee Lawrie



Prometheus by Paul Manship



Wisdom by Lee Lawrie

## Artwork at Rockefeller Center

All of the artwork in Rockefeller Center was specially commissioned. It is an impressive collection and was meant to evoke a unified theme: New Frontiers and the March of Civilization. During your visit, look for these 20th century gems including:

► **Prometheus (1934)** by **Paul Manship**. This mythological Greek figure is shown stealing fire from the gods as a gift for mortals. The sculpture is cast in bronze and covered in gold leaf. It is one of the Center's most recognizable works of art.

► **News (1940)** by **Isamu Noguchi**. This stainless steel relief is located above the main entrance to the Bank of America Building at 50 Rockefeller Plaza between 50th and 51st Streets. The figures are holding the tools of the reporter's trade: a notepad, camera, telephone, and typewriter. Of all the artwork in Rockefeller Center, *News* is considered to be one of the most important.

► **Intelligence Awakening Mankind (1933)** by **Barry Faulkner**. Located above 30 Rockefeller Plaza's Sixth Avenue entrance between 49th and 50th Streets, this mosaic mural is made of more than a million glass tiles in over 250 colors.

For detailed information about all of the artwork at Rockefeller Center visit [www.rockefellercenter.com](http://www.rockefellercenter.com) Or, pick up a Rockefeller Center Visitor's Guide and Walking Tour brochure from the reception desk in 30 Rockefeller Plaza.

# AFTER YOUR VISIT

Start your class with a discussion about your trip to Top of the Rock. Then, return to your K-W-L chart. See if students can now answer any of the questions in the W column (“What we WANT to know”). Next, move on to the L column (“What we LEARNED”). Students may want to refer back to their trip sheets to refresh their memories.

## Discussion Questions

1. Why should people visit Top of the Rock? Is it just for tourists, or is it a good place for New Yorkers to visit too? Explain your thinking. Remember, when the Observation Deck first opened it was characterized as John D. Rockefeller Jr.’s gift to New Yorkers. What does this mean?
2. What is a landmark? Rockefeller Center was named a National Historic Landmark in 1987. It is a New York City landmark as well. What other landmarks can you think of? (*The Statue of Liberty; the Grand Canyon; the Golden Gate Bridge*) What do these places have in common? Why are landmarks important? Why do people want to protect and preserve them? What do landmarks tell us about the history of our city and of our country?
3. What role does art play in your life? John D. Rockefeller Jr.’s wife, Abby Rockefeller, cared deeply about art. She was in charge of selecting the artists whose work would appear in Rockefeller Plaza. “Art is one of the greatest resources of my life,” she once said. “I believe that it not only enriches the spiritual life, but that it makes one more sane and sympathetic.” Think about what Mrs. Rockefeller meant by this. Do you agree with Mrs. Rockefeller? Does art make people more sane and sympathetic? If so, then how? Why? How does art make you feel? What effect does it have on you?
4. What kinds of jobs did Rockefeller Center provide during the Great Depression? What effect do you think the project had on the people of New York during this difficult time in our nation’s history? How does Rockefeller Center benefit the economy today?
5. The Rockefeller family was one of the country’s wealthiest. They used their wealth to support education, public health, and the arts, among other things. In fact, John D. Rockefeller Jr. believed that “Unto he who is given much, much shall be required.” What does this mean? Do you agree with this statement? Why or why not? Discuss the meaning of philanthropy. What can we do help make our society a better place?
6. New York’s Metropolitan Opera was supposed to be Rockefeller Center’s main tenant. But when the stock market crashed in 1929, the Opera decided not to move to Rockefeller Center. John D. Rockefeller Jr. had to quickly find another group to take The Met’s place. He chose RCA (Radio Corporation of America). At the time, radio was a new technology. RCA was a young company. No one knew for sure if radio would be successful. Rockefeller took a chance with RCA. He “bet on the future.” What businesses or companies would you take a chance on? What new technology or company do you think is the wave of the future?
7. Over the years, many television shows have been broadcast from NBC studios at 30 Rockefeller Plaza, including *Saturday Night Live* and *NBC Nightly News*. In the company’s early days, RCA chairman David Sarnoff said, “[Television] is a creative force we must learn to utilize for the benefit of all mankind.” What do you think he meant by this? Have we learned to utilize television for the benefit of all mankind? Give examples. How has television impacted our culture in positive and negative ways?



Top of the Rock observation Deck, 1930s

## Activities

A visit to Top of the Rock is sure to inspire students' creativity. The project-based activities below are designed to appeal to a wide range of interests and abilities. Some activities can be completed individually. Others are best suited for group work. You may wish to assign a particular activity or allow students to choose their own. Have students:

1. Write and design a postcard. The postcard will commemorate the students' trip to Top of the Rock. Give students a postcard-sized piece of oaktag. On one side, students will draw a picture (for example, the view from Top of the Rock, a scene from the Mezzanine-level exhibit, a portrait of 30 Rockefeller Plaza). On the other side, students will draw a line down the center. They will write a message to a friend or loved one on the left side. They will address the postcard on the right side. Have students mail their postcards.
2. Create a timeline of important events that have happened in New York and the world since the construction of Rockefeller Center began in 1931. Use icons to show world and local events (e.g., a globe for the world, an apple for New York City).
3. Design a travel brochure and/or poster to attract visitors to the Top of the Rock Observation Deck. As an alternative, students might create a television commercial, complete with a story board and script.
4. Write a New York City poem inspired by their experience at Top of the Rock. To get ideas, students can look back at Trip Sheet 4. They may also look for inspiration in the books of poetry included in this guide's suggested reading list.
5. Create an interactive scrapbook of your trip to Top of the Rock. Include scanned images of souvenirs including ticket stubs and brochures. If your class has access to a digital camera, bring it along to document the trip. Post the images online and write vivid captions to tell others about the experience.
6. Make a New York City map based on the view from Top of the Rock. Students should show New York City's five boroughs (Manhattan, the Bronx, Brooklyn, Queens, and Staten Island). They may also wish to label landmarks, bridges, notable buildings, and streets (such as Broadway, which starts at the tip of Manhattan and runs all the way north).

## Math Connections

► When the Top of the Rock Observation Deck first opened visitors could enjoy snacks from an outdoor refreshment bar. The menu included lettuce and tomato sandwiches (20 cents), milk (10 cents), and layer cake (15 cents). For fun, have students design an updated menu for Top of the Rock. Students should include a selection of sandwiches, desserts, and drinks, with healthful choices and modern prices. As a bonus activity, have students figure out what combinations of items they can buy with a certain amount of money.

► Have students create a bar graph to compare the sizes of different New York City skyscrapers including the Empire State Building, the Chrysler Building, the Statue of Liberty, and 30 Rockefeller Plaza.

Observation Roof Menu, 1943

	SOUPS AND APPETIZERS		M E N U		HOT BEVERAGES	
	Soups .....	15	Tea .....	10		
	Orange Juice .....	15	Coffee .....	10		
	Tomato Juice .....	15	Hot Chocolate (wafers) .....	15		
	SANDWICHES				COLD BEVERAGES	
	Sliced Ham .....	25	Coca Cola .....	10		
	Swiss Cheese .....	20	Root Beer .....	10		
	American Cheese .....	20	Lemon Lime .....	10		
	Lettuce & Tomato .....	20	Cherry Phosphate .....	10		
	Cream Cheese .....	15	Iced Tea & Coffee .....	15		
Relish Cheese .....	20			MILK DRINKS		
Peanut Butter .....	15	Milk .....	10			
Peanut Butter & Jelly .....	20	Milk Shake .....	15			
Cream Cheese & Jelly .....	20	Frosted Milk .....	20			
Egg Salad .....	20	Frosted Malt .....	25			
Liverwurst .....	20	Milk Float .....	20			
Ham Boloney .....	20			FRESH FRUIT DRINKS		
Tunafish Salad .....	30	Orangeade .....	15			
Ham & Cheese .....	30	Lemonade .....	15			
Sliced Egg .....	20	Limeade .....	15			
Sliced Egg & Tomato .....	30	Limericky .....	15			
Cream Cheese & Pineapple .....	20			ICE CREAM SODAS		
Buttered Toast .....	10	Chocolate .....	20			
Grilled Cheese & Tomato .....	35	Vanilla .....	20			
Ham & Tomato .....	30	Strawberry .....	20			
DESSERTS		Pineapple .....	20			
Layer Cake .....	15	Coffee .....	20			
Pie .....	15	Mocha .....	20			
Pie or Cake a la Mode .....	25	Lemon .....	20			
Plain or Raisin Cake .....	10	Sarsaparilla .....	20			
ICE CREAM		Cherry .....	20			
Chocolate, Vanilla, Strawberry or						
Coffee Ice Cream .....	20					
Marshmallow Sundae .....	25					

**7.** Design a series of mural panels depicting a 360-degree view from the Top of the Rock Observation Deck. Each panel should focus on the view from a specific direction (e.g., North, East, South, and West). For reference, students can use the sketches they did on their trip sheets. Students should begin by making preliminary sketches on drawing paper, then sketch the design onto large sheets of butcher paper. (Decide in advance if the panels will be displayed horizontally or vertically). Finally, students will paint the murals, adding as much detail as possible. When the murals have dried, display them along the walls of your classroom.

**8.** Write a news article about the trip to Top of the Rock. Student reporters should be sure to answer who, what, where, when, why, and how questions in their article (e.g., who went on the trip, what the group did or saw, etc.). They should also include quotes from classmates. In addition, they may wish to include a sidebar with information on ticket prices, hours of operation, directions, etc.

**9.** Build a model of 30 Rockefeller Plaza. Students can refer to their sketches and to photographs available online and in various books to focus their work. Younger students may wish to recreate the building with blocks, while older students can get creative with cardboard, oaktag, and other building materials.

**10.** Design a city center. Completed in 1939, Rockefeller Center remains a vibrant destination in the heart of New York City. It revitalized an area once known for speakeasies and run-down buildings. Encourage students to think about an area in your community that might benefit from a revitalization project. Questions to consider include: How tall should the buildings be? What kinds of businesses should the development include? What kinds of services or public attractions should the development offer? What style of buildings should be included (for example, should the buildings be modern, old-fashioned, or futuristic)? What is the theme of the development and how will that be depicted in the public artwork that is on display? If residents would be displaced by the project, help students to come up with a plan to address the residents' special needs and concerns.

**11.** Study Art Deco architecture. This style of architecture was popular in the 1920s and 1930s. New York City buildings designed in Art Deco style include the Empire State Building, Chrysler Building, and 30 Rockefeller Plaza. Have students create a booklet about the Art Deco movement and explain what these New York City buildings have in common.



*Original Model of 30 Rockefeller Plaza*



*Mezzanine Entrance*



*Beam Walk*



*Multimedia Theatre*

# SUGGESTED READING LIST

## For Grades 3-6

***The Gardener*** by Sarah Stewart

Picture book of New York City during the Great Depression.

***My New York*** by Kathy Jakobsen

In this beautifully illustrated picture book, a young narrator details the many wonders of Manhattan, including Rockefeller Center and its magnificent Christmas tree.

***New York, New York: The Big Apple From A-Z*** by Laura Krauss, illustrated by Frané Lessac

The author takes readers on an alphabetical tour of her hometown in this richly illustrated picture book.

***Sky Scrape/City Scape: An Anthology of City Themed Poems*** edited by Jane Yolen, illustrated by Ken Condon

A collection of 25 poems, with selections by Langston Hughes, Ann Turner, and others.

***Skyscrapers!: Super Structures to Design and Build*** by Carol A. Johmann, illustrated by Michael P. Kline

Information on some of the world's most famous skyscrapers. Provides brief histories and detailed activities using easy-to-find materials.

***Street Music: City Poems*** by Arnold Adoff

Fifteen free-verse poems capture the essence of life in the urban environment.

## For Grades 6-8

***Children of the Great Depression*** by Russell Freedman

Original black & white photography by Dorothea Lange, Walker Evans, Ben Shahn and others illustrate Freedman's well-researched and accessible account of American life in the 1930s.

***Christmas After All: The Great Depression Diary of Minnie Swift*** by Katherine Lasky

Part of the Dear America series, this fictional diary offers young readers an up-close and personal look at life during the Depression.

## For Teachers

Many of the books on this list will also be of interest to students, particularly the photography books, which offer a visual tour of New York City history. They are noted with an asterisk (\*).

***Abby Aldrich Rockefeller: The Woman in the Family*** by Bernice Kent

The first comprehensive biography of the Rockefeller family's powerful matriarch details her contributions to the arts and philanthropy.

***The Art of Rockefeller Center*** and ***The Guide to The Art of Rockefeller Center*** by Christine Roussel\*

Both volumes introduce readers to the sculpture, murals, mosaics, and reliefs of Rockefeller Center.

***Dear Mrs. Roosevelt: Letters from Children of the Great Depression*** by Robert Cohen

***The Encyclopedia of New York City*** by Kenneth T. Jackson (ed.)

An awe-inspiring and addictive compendium of all things New York, including Rockefeller Center.

***Great Fortune: The Epic of Rockefeller Center*** by Daniel Okrent

This thorough volume chronicles the history of Rockefeller Center with intriguing, real-life stories and little-known facts.

***New York Changing: Revisiting Berenice Abbott's New York*** by Douglas Levere and Berenice Abbott, with text by

Bonnie Yochelson\* Abbot's own photography is juxtaposed with modern images, illustrating the ever-changing face of New York.

***New York, Empire City 1920-1945*** by David Stravitz\*

Rare photographs of New York City between the two World Wars are accompanied by commentary by historian Christopher Gray.

***New York Then and Now: 83 Manhattan Sites Photographed in the Past and Present*** by Edmund V. Gillon, Jr.\*

Vintage and contemporary photographs, side by side, dramatize the city's evolution.

***See the City: The Journey of Manhattan Unfurled*** by Matteo Pericoli\*

Detailed pen-and-ink drawings of the Manhattan skyline, as seen from the East River, and the Hudson, unfold on accordion pages.

***Skyscraper: The Search for an American Style 1891-1941*** by Roger Shepherd\*

The history and significance of several iconic skyscrapers, including 30 Rockefeller Plaza.

***Titan: The Life of John D. Rockefeller Sr.*** by Ron Chernow

An engaging biography of the Rockefeller family patriarch and Standard Oil founder.

# CULTURAL ORGANIZATIONS

Learn more about New York City and its incredible history by visiting one of the organizations listed below.

## **Gotham Center for New York City History**

[www.gothamcenter.org](http://www.gothamcenter.org)

The Graduate Center  
City University of New York  
365 Fifth Avenue  
New York, NY 10016  
212-817-8460

## **The Museum of the City of New York**

[www.mcny.org](http://www.mcny.org)

1220 Fifth Avenue at 103rd Street  
New York, NY 10029  
212-534-1672

## **New-York Historical Society**

[www.nyhistory.org](http://www.nyhistory.org)

2 West 77th Street at Central Park West  
New York, NY 10024  
212-873-3400

## **The Skyscraper Museum**

[www.skyscraper.org](http://www.skyscraper.org)

39 Battery Place  
New York, NY 10280  
212-968-1961

## **Credits**

Teaching Guide written by Jaime Joyce, Educational Consultant, Brooklyn, NY

Historical photos courtesy of Rockefeller Center Archives



**TOP OF THE ROCK**  
OBSERVATION DECK

**30 Rockefeller Plaza  
New York, NY 10112-0002**

**1-212-698-2000**

**1-877-692-7625**

**[www.topoftherocknyc.com](http://www.topoftherocknyc.com)**