



Running words: 306

Book Summary

This book looks at the history of the Eiffel Tower in Paris, France. It focuses on why and who built this iconic tower and features people's different reactions before and after the tower's completion. The book presents facts and figures in chart form, as well as important dates and events on a pictorial timeline, which illustrates four stages of the construction process. The author gives a glimpse into what the Eiffel Tower's opening night was like, then ends the book with how people have enjoyed and interacted with the tower over the years.

Themes

Change over time, History, Science and technology

Features of the Book

- The information contained in photographs and illustrations.
- Content words for discussion: *design, foundations, iron, sections*
- Phonics and phonemic awareness: *ow* (long /o/ sound – *show, owned, flown* and the /ou/ sound – *tower, down*)

The Eiffel Tower

by Diana Noonan

Strategies

The Eiffel Tower introduces and reinforces the following strategies:

- activating prior knowledge
- determining main ideas
- summarising

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Introducing the Text

Begin by asking the students what they know about towers. Write their answers on the board or chart paper. Ask:

- *What do towers look like? What do they have in common?*
- *Do you know any famous towers? Where are they located?*

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (*design, foundations, iron, sections*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine main ideas and summarise the text as you work through the book.

Cover

Together, read the book's title and the name of the author. Point out the photo.

- *What does the photo show?* (the Eiffel Tower)
- *What do you notice about the Eiffel Tower?* (It is very tall and is made from the same type of material.)

Explain that this material is iron.

Contents Page

With the students, read the four subheadings on the Contents page.

- Have the students suggest an alternative heading for "Going

Up!" (Answers will vary.)

- *How does this photograph of the Eiffel Tower compare to the one on the cover?* (The cover photo is sepia and is made to look like it is from long ago. The one on the Contents page is a colour photo and looks like it is from the present day.) Explain to the students that the Eiffel Tower is a very old structure.

Page 2

Read the heading and the first paragraph. Then find Paris, France on a map. Point to the photograph.

- *What do you notice about the Eiffel Tower?* (It is much taller than the other buildings in the city.) Read the last paragraph together. Ask the students why people might have thought that it would be an unusual tower. Write the students' responses on chart paper or the board.

Page 3

- *Look at the man in the illustration. His name is Gustave Eiffel. Why might the Eiffel Tower have been named after him?* (He came up with the idea for the Eiffel Tower.)
- Read the text together, as well as the caption. Discuss the caption and how Gustave Eiffel's company was used to building structures, such as bridges, from iron.

Page 4

- *What does the sketch of the tower look like?* (Answers will vary.)

Read the text together.

- *What is the main idea?* The main idea is the most important point on the page or about the topic. (Many people didn't like the idea of an iron tower.)
- *What are three details that support or give us more information about this main idea?* (1. It would be ugly. 2. It would spoil their beautiful city. 3. It would look like a giant skeleton.)

The Eiffel Tower

Page 5

Point to the word “rivets”.

- *Why do you think this word is in bold?* Explain that the author is highlighting a technical word. Look up its meaning in the glossary on page 12 (metal fasteners).
- *Why do you think the tower needed so many rivets?* (to hold the tower together).

Read the text together. Confirm that it took millions of rivets to join together the thousands of pieces of iron.

Pages 6 to 7

Have the students look at the four sections and the dates on the timeline.

- *When did the first level finish?* (June 1888).
- *When did the third level finish?* (Dec 1888).

Read the text together. Talk about how work on the foundations began on 1 July 1887 and the tower was completed two years, two months and five days later in 1889.

Page 8

Read the heading aloud to the students. Point out the other fair building in the photograph. Explain that the purpose of a caption is to describe a picture. Read the caption together.

Then read the main text together. Look at the photo again.

- *How can you tell that it might take an hour or two to walk up the tower?* (The people in the photo look so small compared with the base of the tower.)

Page 9

Ask the students to close their eyes and have them imagine what opening night would have sounded and looked like as you read the text aloud. Then have them open their eyes. Read the caption to the students and point to the word “beacon”. Look up the meaning in the glossary (a light that is set up in a

high place).

- *Why do you think the beacon sent out red, white and blue light?* (Prior knowledge: These are the colours of the French flag.)

Page 10

Together, read the heading and the text. Point to the bold word “designed”. Look up its meaning in the glossary (planned or made). Explain how you could substitute either of these words for the word “designed” and the sentence would still make sense. Ask the students what the main idea of the text is. (The Eiffel Tower was designed to be taken down and rebuilt in another place.) Discuss why the Eiffel Tower ended up staying. (People ended up liking the unusual tower.)

Page 11

Read the text. Now explain to the students that you are going to do a summarising activity. Tell them you are going to get them to choose one word, one phrase and one sentence that summarises the important and main ideas of the text to capture the essence of the book. For example, the word “skeleton” could describe the look of the Eiffel Tower. The phrase “show off France to the world” sums up Gustave’s vision. The sentence “Most people thought the Eiffel Tower was spectacular!” describes what many people ended up thinking of it. Have the students choose their word, phrase and sentence. They can use the book to help them, or choose their own words, phrases or sentences. (Answers will vary.)

Page 12

Talk about how both the glossary and index are presented in alphabetical order. Have the students tell you what they would find if they went to page 10 (design, fair, visitors).

- *If I wanted to find out about the contest, which pages would I go to?* (pages 3 and 4).

Revisiting the Text

- Discuss what the students learned about the Eiffel Tower. Have them summarise the book using key words and their own words. Remind the students to use the main ideas in the book to help them summarise.
- Write the word “tower” on the board or on chart paper. Circle the letters “ow”. Have the students find other words with “ow” in the book (*show, owned, down, flown*). Ask students if they notice anything about the pronunciation of the different “ow” words. Explain that there are two different ways of pronouncing words with “ow”. The letters “ow” can represent the long /o/ sound as in “crow”, or the /ou/ sound as in “brown”. With the students, sort the “ow” words from the book into long /o/ or /ou/ sounds.

Following Up

- Give the students copies of the BM for this title. They can complete their own fact file for the Eiffel Tower.