

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "The Pigeon Hero of World War I."

**1. Reread the section "Incredible Powers." Which statement below BEST expresses the central idea of this section?**

- Ⓐ Thousands of pigeons served alongside soldiers during World War I.
- Ⓑ Carrier pigeons are also known as homing pigeons.
- Ⓒ The amazing abilities of carrier pigeons make them ideal for carrying messages.
- Ⓓ Although their brains are small, carrier pigeons are smart.

**2. Read the central idea of the section "Brutal Battles," stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?**

**Central Idea:**  
**World War I was an extremely violent and destructive war.**

- Ⓐ "New weapons unleashed terror and death on a massive scale." (p. 7)
- Ⓑ "Poison gas caused blistering burns and scorched lungs." (p. 7)
- Ⓒ "Tanks plowed across lines of defense, and airplanes dropped bombs that triggered colossal explosions." (p. 7)
- Ⓓ "But in wartime, getting information across long distances was still difficult, especially during battles." (p. 7)

I chose \_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. Read the details from the section "Fear and Rats" listed below. In the box, write a central idea that these details support.**

**Central Idea:**

**Detail 1:** "The only way for the men to get a sip of water was to risk crawling through the mud to a stream." (p. 8)

**Detail 2:** "They coped with knee-deep mud, with the sickening stench of garbage and human waste, with rampant disease, with constant fear." (p. 8)

**Detail 3:** "The noise of machine guns and bomb blasts made sleep almost impossible." (p. 8)

- 4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.**

**Central Idea:**

**Cher Ami and other carrier pigeons were valuable assets during World War I.**

**Supporting detail 1:**

"[Cher Ami] was awarded a medal and sent to America, where she was greeted as a hero who had saved the lives of nearly 200 men." (p. 9)

**Supporting detail 2:**

**Supporting detail 3:**

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# Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "The Pigeon Hero of World War I."

**1. Read the central idea of the section "Incredible Powers" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**

**Carrier pigeons make great message carriers.**

- ☐ "For one thing, these pigeons are fast—some can fly up to 90 miles per hour." (p. 6)
- ☐ "A pigeon's brain is no bigger than a wad of bubble gum." (p. 6)
- ☐ "During war, to use a pigeon as a messenger, you would establish a home nest for the bird." (p. 6)
- ☐ "These humble gray birds can travel over seas and mountains, across hundreds of twisting and turning miles, and they almost never get lost." (p. 6)
- ☐ "Nobody needs to show [carrier pigeons] how to get home. They just *know*." (p. 6)

**2. Read the details from the article listed below. In the box, complete the central idea that these details support.**

**Central Idea:**

**World War I** \_\_\_\_\_.

**Detail 1:** "... [World War I] would leave 17 million people dead and pull more than 135 countries, including the United States, into battles around the globe." (p. 6)

**Detail 2:** "The Germans pummeled the American troops with artillery—blasting them with powerful explosives and grenades and rapid-fire machine guns. With each passing hour, more men were killed or wounded." (p. 8)

**Detail 3:** "Tanks plowed across lines of defense, and airplanes dropped bombs that triggered colossal explosions." (p. 7)

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# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.  
It does not include irrelevant details or the opinions of the person writing it.

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**Directions:** Answer the questions below to help you write an objective summary of “The Pigeon Hero of World War I.”

**1.** Who or what is the article mainly about? (It can be an individual or a group of people.)

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**2.** What significant event(s) does the article describe?

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**3.** What problem does the main person(s) face?

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**4.** How does the main person(s) solve the problem?

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**5.** What happens to the main person(s) afterward?

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**6.** Are there any other important details you haven't mentioned? Write them here.

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**Directions:** Your turn! Write an objective summary of “The Pigeon Hero of World War I.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find are unnecessary.

## Summary of “The Pigeon Hero of World War I”

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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# Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.  
It does not include unimportant details or the opinions of the person writing it.

**Directions:** Follow the prompts in the margins to complete the summary of "The Pigeon Hero of World War I."

In October 1918, an unlikely hero—a pigeon—saved the lives of hundreds of American soldiers during World War I. On October 3, a battalion of American soldiers were in a forest in France when \_\_\_\_\_

1. What happened to the American soldiers in the forest?

Outnumbered, low on ammunition, and exhausted, the Americans were being badly defeated. The leader of the battalion, Major Charles Whittlesey, began \_\_\_\_\_

2. How did Whittlesey try to get help?

\_\_\_\_\_, but \_\_\_\_\_  
\_\_\_\_\_. Then, the next day, the troops saw

3. Why couldn't Whittlesey get help?

American planes overhead. However, instead of rescuing the men, \_\_\_\_\_

4. What mistake was made?

In response, Whittlesey tried to send his two last carrier pigeons to headquarters. One got scared and flew away, but the other, Cher Ami, was able to deliver the message despite \_\_\_\_\_

5. What did Cher Ami have to endure to deliver her message?

\_\_\_\_\_. Once Cher Ami's message was delivered, \_\_\_\_\_  
\_\_\_\_\_ and Cher Ami was

6. What happened after the message was delivered?

celebrated as a hero.

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# Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

**Directions:** Answer the questions below to help you explore the text features in "The Pigeon Hero of World War I."

1. Read the **headline** and subheading and study the images on pages 4-5. Why might the author have chosen to begin the article with these features?

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2. How does the information in the sidebar "Animals in Wartime" (pp. 6-8) contribute to the article?

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3. What does the photo at the top of page 9 help you understand about the lives of soldiers on the battlefield during World War I?

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4. Read the subheadings throughout the article. Describe how the tone of the subheadings changes throughout the article.

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# Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

**Directions:** Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Pigeon Hero of World War I".

1. In the introduction of the article, the author uses a **problem-and-solution** structure. What problem and solution is she describing?

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2. A. Underline the text structure the author uses in the section "Incredible Powers."

**sequence of events**

**description**

- B. Explain how you know, using evidence from the text.

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## Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

## Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

## Problem and Solution

Presents a problem and explains how it is solved

## Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

## Sequence of Events

Describes events in the order in which they happen (also called chronological order)



**3. A.** Which text structure does the author use in the section "Under Attack"?

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**B.** Explain how you know, using evidence from the text.

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# Tone Quiz

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.

Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.

Authors create tone through word choice, the information they include, and how they organize the text.

In this activity, you will analyze author Lauren Tarshis's tone in "The Pigeon Hero of World War I."

**1. In the introduction, Tarshis writes:**

"The American soldiers were doomed. It was October 1918, not long before the end of World War I. This was a war more brutal than any before in history; it would leave 17 million people dead and pull more than 135 countries, including the United States, into battles around the globe."

**Which best describes Tarshis's attitude as she talks about World War I?**

- (A) angry
- (B) optimistic
- (C) grave
- (D) indifferent

**2. On page 6, Tarshis writes, "Nobody needs to show them how to get home. They just *know*." Tarshis's use of italics \_\_\_\_\_.**

- (A) emphasizes how impressed she is by pigeons' abilities
- (B) suggests that she doesn't find pigeons' abilities particularly remarkable
- (C) reveals that she is confused by pigeons' abilities
- (D) adds humor to the passage

**3. Consider these sentences from page 8:**

- "After all, many hadn't had much sleep for weeks."
- "They coped with knee-deep mud, with the sickening stench of garbage and human waste, with rampant disease, with constant fear."
- "The only way for the men to get a sip of water was to risk crawling through the mud to a stream."

**These sentences reveal that the author views the soldiers as \_\_\_\_\_.**

- (A) unable to perform their jobs
- (B) having suffered a great deal
- (C) powerful and frightening
- (D) difficult to relate to

**4. Which word best describes Tarshis's tone in the last section, "A Feathered Missile"?**

- (A) frightened
- (B) hopeless
- (C) amazed
- (D) furious

**5. Briefly explain your answer to question 5 in the box below.**

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# Plan Your Exhibit

The writing prompt on page 9 says:

**Create a museum exhibit about Cher Ami and her heroic last flight. List the types of objects you would include in the display. Then write the information that will appear next to the display.**

Follow the directions below to help you plan your exhibit.

**Step 1:** Here are some ideas for the types of objects you might choose for your display:

- photos
- historical artifacts (objects from the time of Cher Ami's flight)
- documents (letters, newspaper articles, records, other papers)
- models
- maps
- sound recordings
- video clips

Using each box below, brainstorm objects you could have in your display related to the category of the box. In the last box, list any ideas you have that don't fit into any of the categories we gave you.

**general information about World War I**

**role of carrier pigeons in World War I**

**Cher Ami and her heroic flight**

**the attack on the 77th Infantry Division**

**other**

**Step 2:** Now it's time to plan the information that will appear with your display. Start by brainstorming a list of questions that you think the information should answer:

**Step 3:** Think about how the information will be displayed. Will it be together on a large sign on the wall? Or will it be broken up and put on smaller signs throughout the display? It's up to you! In the space below, make notes about how the information will be displayed.

**Step 4:** Use your own paper to write the first draft of the display information—either as one long display of information or a few shorter ones, whatever you decided in Step 3. When you're done with your first draft, make sure you have answered the questions you wrote in Step 2. Revise as needed.

**Step 5:** Go back to the objects you brainstormed in Step 1. Do you want to use all of them in your display? If not, circle the ones you want to include.

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Go to Scope  
Online to listen  
to the words  
and definitions  
read aloud.

# Vocabulary:

## "The Pigeon Hero of World War I"

**1. bioluminescent (bahy-oh-loo-muh-NES-uhnt)** *adjective*; Something that is luminescent glows with light. TV screens, light bulbs, and stars are luminescent.

Some living things are *bioluminescent* (the prefix *bio* means "life"), meaning they can give off light. This ability to glow in the dark is caused by a special chemical reaction inside certain animals, plants, fungi, and bacteria. Fireflies are bioluminescent insects. Many jellyfish in the deep sea are bioluminescent.

**2. battalion (buh-TAL-yuhn)** *noun*; A battalion is one of the smaller units of the military, typically consisting of 100 to 1,000 people.

**3. colossal (kuh-LAHS-uhl)** *adjective*; Something that is colossal is extremely large. Blue whales are colossal animals. If you haven't checked your phone for three days, you might have a colossal number of texts waiting for you.

**4. embattled (em-BAT-uhld)** *adjective*; When used in a military context, *embattled* means "engaged in battle and completely surrounded by enemies" as in, "The embattled army finally surrendered." But *embattled* can describe anyone or anything surrounded by difficulties, conflict, or attacks.

**5. emerge (ih-MURJ)** *verb*; *Emerge* means "to come out or into view" or "to become known." Caterpillars emerge from cocoons as butterflies. You might emerge slowly from your hiding place during a game of hide-and-seek. New information might emerge that helps a detective finally crack a case.

**6. innate (ih-NEYT)** *adjective*; An innate behavior, ability, or quality is one that a person or an animal is born with—not something that is learned. Pulling your hand away from something hot is an innate behavior. Spiders have an innate ability to spin webs.

**7. navigational (nav-ih-GEY-shuhn-uhl)** *adjective*; To navigate is to find the way to get to a place when you are traveling. If your friend's mom asks you to navigate while she drives you home, she wants you to tell her what roads to take to get to your house.

Navigation is the act or process of navigating.

*Navigational* means "relating to navigation." Many cars now come with a GPS system built in as a navigational aid to drivers.

**8. rampant (RAM-puhnt)** *adjective*; *Rampant* means "wild and out of control." Imagine that a pair of goats get into your house and are running around like crazy, jumping on the furniture and knocking things over. Those goats are running rampant.

*Rampant* can also be used to describe something that is very common or spreading or growing quickly in a way that is difficult to control. A flu virus might be rampant in your school. Poison ivy might be rampant in your backyard. (*Rampant* is usually used to describe something unpleasant.)

**9. telegraph (TEL-ih-graf)** *noun or verb*; The telegraph was a system people used to send and receive messages over long distances starting in the 1830s. To send a message—called a telegram—you would write down what you wanted to say and give it to a telegraph operator. The operator would use a special machine to send your message in code—a series of short and long pulses—along wires to another telegraph machine. An operator at the other machine would translate the code back into words and have it delivered to the person the telegram was for.

As a verb, *telegraph* means "to send a message by telegraph," as in, "William's parents telegraphed him to return home at once."

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**Directions:** In the space below or on the back of this page, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

# Vocabulary Practice

## "The Pigeon Hero of World War I"

**Directions:** Choose the word that is most similar in meaning to each word in bold.

**1. rampant**

- Ⓐ gentle                      Ⓑ out of hand

**2. colossal**

- Ⓐ enormous                      Ⓑ miniature

**3. emerge**

- Ⓐ fade                      Ⓑ appear

**4. innate**

- Ⓐ uncommon                      Ⓑ natural

**Directions:** For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

**5.** People would find the **telegraph** to be an efficient way to communicate today.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_

\_\_\_\_\_

**6.** When everything is going your way, you might say you are **embattled**.

- Ⓐ true                      Ⓑ false

**Reason:** \_\_\_\_\_

\_\_\_\_\_

**Directions:** Rewrite each sentence below using one of the words in the box. There is one word you will not use.

**emerge      navigational      battalion      bioluminescent**

**7.** The group of soldiers returned to their headquarters.

\_\_\_\_\_  
\_\_\_\_\_

**8.** Some snails have the ability to light up. They illuminate their shells, flashing on and off as a way to distract predators.

\_\_\_\_\_  
\_\_\_\_\_

**9.** The park's visitor center provides helpful tools for hikers such as compasses and maps.

\_\_\_\_\_  
\_\_\_\_\_

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# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Pigeon Hero of World War I.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading

#### Text Features, Central Ideas, Inference

1. Read the **headline** and subheading and study the images on pages 4-5. Why might the author have chosen to begin the article with these features?

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2. What does the map on page 6 help you understand about World War I?

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3. What is the central idea of the sidebar “Animals in Wartime” (pp. 6-8)?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Mood, Text Structure, Inference, Tone

5. In the introduction, the author creates drama through a shift in **mood**. Describe how the mood changes.

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6. A. Check ( ✓ ) the statement that BEST describes the **text structure** (the way the author organizes information) in the first paragraph of the section “Under Attack.”

The author lists the advantages the German army has, including their weapons.

The author gives a chronological account of the German attack on the 77th Infantry Division in the forest.

The author explains the effects of trench warfare on the Americans.

B. Explain how you know.

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7. Reread the section “A Feathered Missile.” What is the author’s **tone** as she writes about Cher Ami? Explain your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with “The Pigeon Hero of World War I.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

### Before Reading Text Features, Central Ideas, and Inference

1. Read the **headline** and subheading and study the images on pages 4-5. Why might the author have chosen to begin the article with these features?

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2. What does the map on page 6 help you understand about World War I?

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3. What is the central idea of the sidebar “Animals in Wartime” (pp. 6-8)?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

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## During Reading

### Mood, Text Structure, Tone

5. In the introduction of the article, the author explains that a group of American soldiers were surrounded by a troop of German soldiers and were “in a fight for their lives.” The author then writes, “Luckily, there was one brave warrior who had been trained for a moment exactly like this.”

**Mood** is the feeling the reader gets from a piece of writing. The sentence above changes the mood of the section from

- Ⓐ dramatic to desperate.
- Ⓑ tense to hopeful.
- Ⓒ violent to joyful.

6. **Text structure** is the term for how an author organizes information. In the section “Incredible Powers,” the author uses description to explain the amazing abilities of carrier pigeons.

Which phrases in this section help you identify this text structure?

- Ⓐ *For example; During war; For one thing*
- Ⓑ *humble gray birds; like the tiny chip in an iPhone; hundreds of twisting and turning miles*
- Ⓒ *had an important job; They are also smart; You’d release the pigeon*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the tone the author uses when talking about Cher Ami in the section “A Feathered Missile.”

envious

admiring

sympathetic

**B.** Briefly explain how you know:

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## After Reading

### Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the section “Fear and Rats” and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.

<b>Central Idea</b> Soldiers faced difficult conditions while fighting in the trenches.		
<b>Detail #1</b> “They coped with knee-deep mud, with the sickening stench of garbage and human waste, with rampant disease, with constant fear.” (p. 8)	<b>Detail #2</b> “The noise of machine guns and bomb blasts made sleep almost impossible.” (p. 8)	<b>Detail #3</b> “The forests and fields of France had been transformed into blood-soaked battlefields . . .” (p. 8)

- B. Briefly explain why the detail you crossed out does NOT support the central idea above.

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9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “The Pigeon Hero of World War I.”

- a. Communication between troops on the battlefield was difficult during World War I.
- b. The brain of a pigeon is about the size of a wad of bubble gum.
- c. The American military used carrier pigeons to deliver messages during World War I.
- d. The telephone and the telegraph were invented in the 1800s.
- e. I find the abilities of carrier pigeons to be truly amazing.
- f. The carrier pigeon Cher Ami carried a message that saved the lives of hundreds of American soldiers.

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# Close-Reading Questions

## "The Pigeon Hero of World War I"

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1. What is the main purpose of the sections "Incredible Powers" and "Brutal Battles"?  
(text structure)
2. In the section "Fear and Rats," Tarshis explains how difficult conditions were for soldiers in the trenches. Why is this information important to the story of Cher Ami? (text structure)
3. What made carrier pigeons an important method of communication in battle? What were some drawbacks to using pigeons? (key ideas)
4. On page 9, Tarshis writes, "The sky was a storm of bullets." What figurative language is she using here? What does it help you understand? (figurative language)

5. What does the sidebar "Animals in Wartime" add to the article? (text feature)
6. In the section "Under Attack," the author writes, "The only way for the men to get a sip of water was to risk crawling through the mud to a stream." Why would crawling to a stream be a risk? (inference)
7. Consider how Tarshis describes Cher Ami's flight from the forest. How does she draw the reader in and create drama?(author's craft)

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# Critical-Thinking Questions

## "The Pigeon Hero of World War I"

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1. Why is it important to remember stories from the past like this one?

2. Do you think it's OK to use animals for military efforts?



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## “The Pigeon Hero of World War I” Quiz

**Directions:** Read “The Pigeon Hero of World War I,” then answer the questions below.

- On page 6, Lauren Tarshis writes, “But like the tiny chip in an iPhone, that pigeon brain is packed with power.” This line contains
  - a simile that illustrates how small carrier pigeons are.
  - a metaphor that shows how carrier pigeons communicate with one another.
  - hyperbole that emphasizes carrier pigeons’ strength.
  - a simile that helps readers understand that carrier pigeons are highly intelligent.
- Also on page 6, Tarshis writes, “These humble gray birds can travel over seas and mountains, across hundreds of twisting and turning miles, and they almost never get lost.” She includes the word *humble* to
  - teach readers about carrier pigeons’ feathers.
  - show that carrier pigeons are kind creatures.
  - stress the contrast between how unimpressive carrier pigeons might appear and how extraordinary they truly are.
  - illustrate the great distances pigeons can fly.
- The mood of the section “Under Attack” is
  - terrifying.
  - sad.
  - playful.
  - calm.
- Which of the following are ways Tarshis creates the mood you identified in Question 3? Choose TWO answers.
  - She includes the date of the attack.
  - She uses the verbs *pummeled*, *blasting*, and *scrawled*.
  - She uses the verbs *carrying* and *cheered*.
  - She includes the final line of the general’s message, written in all capital letters.
- What is the central idea of the sidebar “Animals in Wartime”?
  - Having a pet around can raise a person’s spirits.
  - Horses have been used in military efforts since medieval times.
  - Rats can pose a threat to human health.
  - Animals have always played an important role in human warfare.
- Which best describes Tarshis’s main purpose for writing “The Pigeon Hero of World War I”?
  - to teach readers how communication has changed over the past century
  - to analyze the causes of World War I
  - to fascinate readers with the story of an animal’s extraordinary feat
  - to help readers understand trench warfare

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- According to the article, what made World War I “a war more brutal than any before in history”? Use text evidence to support your answer.
- What attitude towards Cher Ami does Tarshis express? Use text evidence to support your answer.

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## **“The Pigeon Hero of World War I” Quiz**

**Directions:** Read “The Pigeon Hero of World War I,” then answer the questions below.

- On page 6, Lauren Tarshis writes, “But like the tiny chip in an iPhone, that pigeon brain is packed with power.” This line contains a simile that helps readers understand
  - carrier pigeons’ strength.
  - how carrier pigeons communicate.
  - how small carrier pigeons are.
  - carrier pigeons’ high intelligence.
- Also on page 6, Tarshis writes, “These humble gray birds can travel over seas and mountains, across hundreds of twisting and turning miles, and they almost never get lost.” By *humble*, Tarshis means
  - brave and bold.
  - kind and gentle.
  - simple and ordinary.
  - loud and flashy.
- Which word best describes the mood (the feeling the reader gets from a piece of writing) of the section “Under Attack”?
  - terrifying
  - sad
  - playful
  - calm
- Which verbs does Tarshis use to help create the mood you identified in Question 3? Choose TWO answers.
  - cheered
  - scrawled
  - carrying
  - pummeled
- What is the central idea of the sidebar “Animals in Wartime”?
  - Having a pet around can raise a person’s spirits.
  - Horses have been used in military efforts since medieval times.
  - Rats can pose a threat to human health.
  - Animals have always played an important role in human warfare.
- Which best describes Tarshis’s main purpose for writing “The Pigeon Hero of World War I”?
  - to teach readers how communication has changed over the past century
  - to analyze the causes of World War I
  - to fascinate readers with the story of an animal’s extraordinary feat
  - to help readers understand trench warfare

### **Constructed-Response Questions**



**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

- According to the article, what made World War I “a war more brutal than any before in history”? Use text evidence to support your answer.
- Support the following claim using text evidence: Tarshis’s tone as she discusses Cher Ami is admiring and impressed.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Video Discussion Questions

## *"Scope Author Visit with Lauren Tarshis"*

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**Answer after watching the video and reading "The Pigeon Hero of World War I."**

1. In the video, author Lauren Tarshis says that carrier pigeons have superpowers (1:00). Find at least two details in the article that support this idea.
  
  
  
  
  
  
  
  
  
  
2. At 2:28, Tarshis says she didn't want to "bog you down" with too many details about World War I. What does she mean?
  
  
  
  
  
  
  
  
  
  
3. Consider what Tarshis says about wanting to "open doors of curiosity" with her story (2:58). After reading the article, what other topic or topics would you be most interested in learning more about and why?

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

## Pigeon Contest

Create a museum exhibit about Cher Ami and her heroic last flight. List the types of objects you would include in the display. Then write the information that will appear next to the display.

Five winners will each get *Truce* by Jim Murphy.

### Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ grammar, spelling, and punctuation

My name: \_\_\_\_\_

My home phone number: \_\_\_\_\_ My grade: \_\_\_\_\_

My teacher's name: \_\_\_\_\_ My teacher's e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

School phone number: \_\_\_\_\_

My parent or legal guardian consents  
to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

Include this form with your entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)  
or mail them to: Pigeon Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY April 15, 2019!**