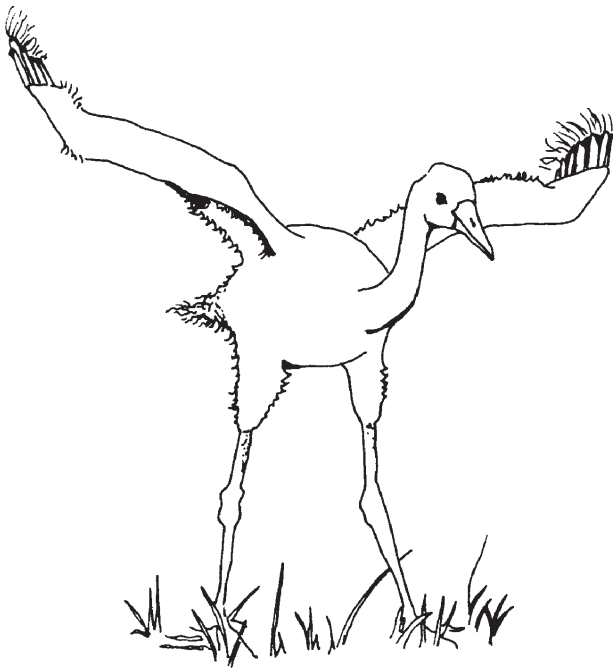


Chick Chat: An Introduction to Cranes



Classroom and
field trip activities
for grades K-2

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International Crane Foundation
E-11376 Shady Lane Road
P.O. Box 447
Baraboo, WI 53913
(608) 356-9462

<http://www.savingcranes.org>

Introduction

We're delighted that you are planning a field trip to the International Crane Foundation (ICF). This packet includes everything that you will need for a successful class trip, including field trip instructions, reference materials, student activity sheets, and post-field trip activities. The activities are designed to complement your field trip to ICF, providing an introduction to cranes and the natural communities in which they live. Please review the instructions on the following pages to ensure that you, your students, and their chaperones get the most out of your visit to ICF.

The materials for teachers, chaperones and students are organized separately. You have permission to make as many copies as necessary of the chaperone and student materials.

Please fill out the evaluation provided and return it to us—we're anxious to improve our materials, and your comments are very helpful. If you would like to involve your class in the evaluation, ask your students to write a letter to ICF, explaining what they liked or didn't like about the field trip. If you would prefer to email us, please address your correspondence to the Visitor Programs Coordinator at ed@savingcranes.org.

Again, thank you for visiting the International Crane Foundation!

Table of Contents

The success of any field trip depends on how well prepared you, your chaperones, and your students are. The more background information your students have, the more questions they will ask, and the more they will learn. While it is not necessary to do anything in this packet prior to coming, it is helpful for students to have a fundamental understanding of what they will see and for your chaperones to understand their responsibilities.

This packet supplies instruction sheets, reference materials, and student activity sheets for you to use in preparation for your field trip, as well as post-field trip activities to use after you return to your classroom. We have listed the student activities in a suggested order, however you may wish to rearrange the activities to accommodate your lesson plans.

Teacher Instructions and Materials



Listing of Student Activities	3
Teacher Instructions	5
Chaperone Instructions	6
An Introduction To Cranes.....	7
ICF Site Map	11
After The Field Trip.....	12
Cranes in Folklore and Fiction: An Annotated Bibliography	13
Evaluation	17

Student Activity Sheets

Crane ABC's

Use these two handouts to introduce your students to cranes and the natural communities in which they live. In the first handout, your students will learn about the common physical characteristics shared by cranes by coloring and reading about Sandy, the sandhill crane. The second handout introduces students to wetlands, a critical habitat for cranes and many other animals and plants, including people.

Crane Menu

Use this handout to guide your students in a discussion of a crane's diet. Ask your students which foods they think would be on a crane "menu," and ask them to either color or circle the appropriate foods. In your discussion, focus on the variety of foods eaten by cranes and the habitats where these foods are found.

Crane Count

By completing the math questions on this handout, your students will practice their math skills and learn about crane chick development. By connecting the answers on the accompanying dot-to-dot puzzle, your students will draw a picture of a crane chick as she hatches from her egg.

Crane Puppet

By coloring and assembling the different parts of a crane's body, your students will learn about the physical characteristics of a crane while creating their own puppet. Use photos of cranes as guides for your students in coloring the puppets, or ask them to use their imaginations in decorating their cranes. You can find photos of all 15 species of cranes on ICF's website at www.savingcranes.org. The puppets can serve as a starting point for a discussion of how cranes are adapted to their habitats. As an additional activity, your class may decide to develop a play with their puppets as the stars of the show!

Why Does That Crane Look Silly?

This version of the popular African folktale, "Arap Sang and the Cranes," describes why the crowned cranes have a distinct crown of golden feathers on the tops of their heads. Read the story aloud in class and ask your students to match the illustrations provided with the corresponding segment of text. As an additional activity, ask your students to write their own short story explaining why something that they are familiar with in nature looks the way it does.

Meg in the Egg

The life of Meg, a Siberian crane chick, and the current threats to cranes are told in this children's coloring book. Copy the template pages onto double-sided handouts for your class and assemble the pages to form a booklet. Have your students color the drawings and read the story aloud in class. After you read the story, discuss why cranes are endangered, and ask your class what they think they can do to help save cranes from becoming extinct.

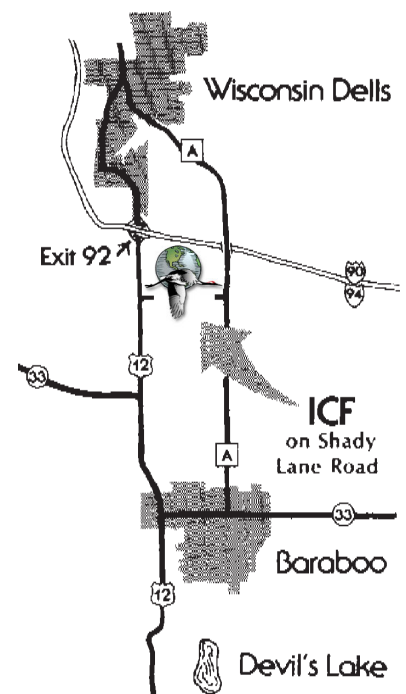
Teacher Instructions

Preparing for the field trip:

- *Brief students on the field trip. Students should be properly dressed for the weather. This includes comfortable shoes, raincoats, and warm clothing. We will go outside even if it is raining.
- *Collect admission fees from students.
- *Recruit as many chaperones as possible. Prior to the field trip, give each chaperone a copy of the "Chaperone Instructions" and "Introduction to Cranes."
- *If you have any questions about the activities or the field trip, please call the ICF Education Department at (608) 356-9462, ext. 127 and we will be happy to help you.

1. Arrival and Introduction

A map to ICF is located to the right. Have the bus drop your students off at the Cudahy Visitor Center before parking. Please plan on arriving 15 minutes prior to the start of your tour to organize your group and to allow time for a restroom break, if needed. Note that the only restroom break during the tour will be held upon arrival at the Cudahy Visitor Center. An ICF Naturalist will greet you, show the students into the theater, and direct you to the Gift Shop where you can pay for the group. The Naturalist will welcome your class, show a short slide show, and brief everyone on the activities to follow. After the introduction, your class may be divided into two or more groups. Each group will be led by a Naturalist and will participate in all of the activities, though not necessarily in the same order.



2. Observing the Cranes

The Naturalist will lead your group to the Johnson Exhibit Pod, where you will see thirteen species of adult cranes on display. Two other species will be observed at the Wattle Crane Exhibit and the Amoco Whooping Crane Exhibit (see ICF Site Map). The Naturalist will lead a discussion on cranes, focusing on their physical characteristics and behaviors observed during the tour.

3. Nature Trail

The Naturalist will lead the students on a short hike to view our on-site restoration work. During the hike, students will learn about the ecology of wetlands, prairies, and oak savanna ecosystems, their importance to cranes and other wildlife, how they have changed over time, and how ICF works to preserve or restore these ecosystems. Students will also view Crane City, our main breeding facility, from a distance.

4. Donnelley Family Education Center

Each group will visit the Donnelley Family Education Center to learn about raising crane chicks at ICF, and how we prepare young cranes for reintroduction into the wild. Other exhibits may also be featured during your visit to the Center.

Chaperone Instructions

Thank you for leading a group of students on this International Crane Foundation field trip!

Your involvement with the students is helping to foster stewardship and appreciation for our natural world that will last a lifetime. Your main responsibility will be to supervise your group. To help prepare for the trip, please obtain a copy of "An Introduction to Cranes" from the teacher and read it before the day of your visit. This introduction will allow you to answer questions that students commonly ask, but don't worry, we don't expect you to be an expert! You will probably learn a lot during the trip, too, so if you have questions about these magnificent birds or the places where they live, please ask!

We organize the field trip as follows:

A Naturalist will welcome your group and show them into the Cudahy Visitor Center theater. After a brief introduction and slide show, he or she may divide the class into smaller groups. Each group must have one or more chaperones. From the theater, each group will visit the following areas, though not necessarily in the same order.

1. CRANE TOUR

A Naturalist will lead your group to the Johnson Exhibit Pod, where you will see thirteen species of adult cranes. The two other species of cranes will be found at the Wattled Crane Exhibit and the Amoco Whooping Crane Exhibit. The Naturalist will lead the discussion on crane biology and the behaviors of the cranes observed during the tour.

2. NATURE TRAILS

Exploring our nature trails gives students an opportunity to learn about the ecosystems that cranes use in the wild. The Naturalist will introduce your students to ICF's restored wetland, prairie, and oak savanna ecosystems, and will explain the importance of Crane City, our main breeding facility.

3. DONNELLEY FAMILY EDUCATION CENTER

Each group will visit the Donnelley Family Education Center to learn about raising crane chicks at ICF, and how we prepare young cranes for reintroduction into the wild. Other exhibits may also be featured during your visit to the Center. An ICF Naturalist will lead the discussion.

When finished with the tour, the Naturalist will ask for final questions and then lead your group back to the Cudahy Visitor Center. If your students plan on shopping, please do not allow more than 12 students in the shop at one time. Please help supervise students in the Gift Shop after the tour.

We hope you enjoy being a chaperone, and **THANK YOU** for volunteering!
HAVE FUN ON YOUR TOUR!

An Introduction to Cranes

Cranes are one of the most vulnerable families of birds in the world, with ten of the fifteen species considered threatened with extinction. The two species of cranes in North America demonstrate the range of population sizes: over half a million sandhills live here, while fewer than 350 whooping cranes survive in the wild. Sandhill cranes are considered to be one of the oldest known living species of bird, with fossil evidence showing sandhills in North America almost ten million years ago. Of the seven continents, only South America and Antarctica lack cranes.

Hérons, storks, and spoonbills also have long legs, necks, and bills and look similar to cranes, but are not closely related. Rather, the different families have evolved similar adaptations to a common wetland habitat. In actuality, the smaller coots, rails and limpkins are the closest relatives to cranes.

Individual and Social Behavior

Cranes pursue each other, or small prey, by running. A running crane takes one to three steps per second and may extend its wings for more speed or balance. While ungainly looking, cranes can outrun a human. All cranes can swim, but adults usually avoid it unless necessary. Chicks are active a few hours after hatching, and must swim if they are to follow their parents, since most cranes nest in wetlands.

Feathers give cranes both the ability to fly and to regulate their temperature. Made of the same material as human fingernails and hair, feathers require constant attention. A crane preens by nibbling the base of a feather and then drawing it through the bill. This is particularly true for the large flight feathers. Feathers are replaced during a seasonal molt, when old feathers are pushed out by emerging new feathers. Most species of crane are flightless during this period, and usually molt during chick-rearing. It is not unusual for flightless cranes to stay near heavy cover until they and their young can fly.

When preening, cranes smear their feathers with oil from an oil gland located on the upper side of the tail. Contrary to previous belief, the oil does not serve as waterproofing, but helps condition the feathers and may have fungicidal and antibacterial properties. Prolonged preening follows water or dust bathing.

Some sandhill cranes also "paint" themselves by preening mud into their feathers prior to the breeding season. Painting is an important camouflage tactic that helps sandhills hide amid the brown vegetation in a springtime marsh. Siberian cranes also paint themselves near the base of the neck as part of a breeding ritual.

Displays and Vocalizations

Cranes are aggressive birds. When fighting, they leap into the air to rake opponents with their sharp claws. This continues until one bird runs or flies away. But fighting is dangerous, so cranes have developed a complex system of warning behaviors to prevent combat.

Communication with other cranes includes physical postures and vocalizations. Crouch threats, ruffle threats, drop-wing threats, and flight intention postures are some of the behaviors you may see during your visit to ICF. Most crane species use a red patch of skin on the head as a warning display. Cranes can pump extra blood to the patch, turning it a bright crimson, and then point the patch at an invader or opponent.

The contact call is a soft, purring call made by adult cranes. This call alerts other cranes to the caller's whereabouts. The young have a high-pitched, peeping contact call. Chick distress calls are louder than their contact call, and parents react quickly to them. Beyond an age of about three months, chicks are able to perform the guard call, a single loud call that warns other cranes of danger.

The most significant vocalization is the "unison call." A pair gives the unison call together either to form and strengthen pair bonds or to enforce territory boundaries. In many species, the female has a two-note call while the male has a single-note call. Males of some species, such as the white-naped crane, Siberian crane, and brolga, may flex their wings while unison calling. Members of a pair usually stand within a few feet of each other while unison calling.

A unique call made by the grey crowned cranes is "booming." The birds use their gular sacs to develop resonance. The gular sacs are the small red pouches hanging below their chins. Crowned cranes also use a "quack" call to locate their mates.

Flight and Migration

Cranes typically run into the wind to achieve the speed necessary for flight. Cranes may fly as fast as fifty two m.p.h. without a helping wind during level, flapping flight. When soaring in thermals (updrafts of warm air), cranes will circle until they reach a desired altitude, usually between 3,000 and 5,000 feet. They then leave the thermal and glide forward while losing altitude. Next, they find another thermal and repeat the procedure. Some species, though, fly much higher to clear mountain ranges.

Flapping flight is an energy-intensive activity. Although soaring in thermals is slower than level flapping flight, it conserves energy. Cranes usually spend two days feeding for every day they fly during migration. Daily flights may range from a few miles in bad weather to several hundred miles if suitable stopover points are unavailable. Cranes also fly further on days when there are favorable winds. Cranes begin their migration in families or small groups. As migration progresses, however, groups join to form flocks of up to several thousand birds.

At night, migrating cranes roost at "staging areas" in water that is deep enough to cover their toes. Staging areas consist of safe roosting sites in shallow marshes or on submerged sandbars in rivers. There are usually good foraging areas within a short flight of the roosting sites. Examples of staging areas used by sandhills include the Platte River (Nebraska), Jasper-Pulaski State Wildlife Area (Indiana), and the Sandhill Wildlife Demonstration Area (Wisconsin).

Nesting and Reproduction

Cranes have low reproductive capabilities. A pair will produce only one or two chicks each year, but that production will continue through most of their twenty to thirty year life-span. Their survival strategy is the opposite of short-lived animals, like rabbits or mice, with high reproductive rates. Cranes typically do not begin breeding until three to four years of age, and some species, like the Siberian crane, may not nest until they are five to seven years old.

Cranes are territorial during the breeding season, with each pair defending an area in which it will attempt to raise young. Sandhills may nest in areas of less than five acres, but the average territory size is larger than fifty acres. Larger crane species typically have larger territories. Territories will tend to be smaller in areas of abundant food, good nesting habitat, higher population densities, and little disturbance from predators or humans.

It takes a crane pair from one to seven days to build a nest. Once the female lays the eggs, the pair shares incubation duties. The "nest exchange," or switching of incubation duties, occurs about every two hours, giving both birds a chance to feed and exercise.

The time of hatching coincides with the emergence of insects that the young will feed on. This timing is particularly important for migratory cranes so the young can grow and gain enough size and strength to migrate before winter sets in. Timing of nesting is less important with non-migratory cranes.

Most species of crane lay two eggs, but usually only one chick survives. The chicks are aggressive and often fight until one is driven away from the family group or dies from lack of attention. The remaining chick then has the complete attention of both parents and has a very good chance of surviving, even when food is scarce.

Both parents feed the chicks, but the male usually feeds them first. The newly hatched chick may be offered small pieces of the egg shell. The rest of the shell may be eaten by the female or carried away and discarded. Both parents brood, or sit over, the young birds to protect them from cold and precipitation. Brooding is important, since the chick cannot control its body temperature for the first few days after hatching. The family may leave the nest a day after the second chick hatches, but return to the nest in the evening for several days. The young birds may beg for food by "bill-touching" with their parents.

Cranes as "Flagship" Species

Biological communities are a complex web of life, incorporating all the organisms that exist in an area. In many of these communities, cranes occupy one of the upper levels of the food pyramid. Since they are dependent upon so many other species below them, biologists consider cranes to be flagship species; the health of the crane population is often a good indicator of the health of the ecosystem as a whole. By working to protect cranes, we work to protect all the other members of a community which may not be as conspicuous or easily recognized.

Wetlands

Most of the world's crane species rely on wetlands for their survival. Within these complex ecosystems, cranes find the necessary resources to survive.

Feeding is one of a crane's most time consuming activities. In wetlands, food is abundant in many forms: seeds, small mammals and reptiles, eggs of other birds, insects and other invertebrates, such as worms, clams, and crayfish. In addition, cranes find valuable carbohydrates in the starchy tubers growing on the roots of many wetland plants. Cranes are well-adapted to such food sources, with long beaks and necks which allow them to probe deep into the water and muck of a wetland.

The tall vegetation of a shallow marsh also helps hide cranes from predators, especially while nesting. In deeper marshes, cranes build massive nests sometimes five to six feet across and high enough that the water doesn't touch the eggs. Often a "moat" forms around the nest because the cranes use so many of the nearby plants for constructing the nest. The standing water protects the birds, as the noise of splashing will alert the parents of an approaching threat.

Many other creatures also make their homes in the wetland community. It is estimated that over one third of all threatened or endangered species in the U.S. are found in wetlands. Mammals such as beavers, muskrats, rabbits, and deer depend on the food and shelter of wetlands, as do waterfowl and other migratory birds.

Humans, too, reap many benefits from wetlands. Wetlands are known to reduce or prevent flooding and remove pollutants and sediment from surface water. As a source of food for humans, wetlands provide spawning grounds for about 90% of the fish and shellfish harvested in the coastal U.S.

Despite these benefits, wetlands continue to decline throughout the world. Often considered only as useless waste areas, wetlands have been drained, filled, plowed, and developed. Their seasonal nature can make them difficult to identify, and many are destroyed during dry periods when it appears they are no longer functional. Yet in most cases, dry spells of a few months to a few years are natural, and do not reduce the value of the wetland.

Wisconsin retains only about 54% of its original wetlands. Since the 1800s, almost half of the wetlands in the contiguous U.S. have been destroyed, and approximately 300,000 additional acres are lost every year. Not only does this trend threaten the plants and animals which live in wetlands, but it also threatens human communities which rely on wetland processes.

Prairies

In addition to their reliance on wetlands, most cranes will also use upland areas for feeding. Demoiselle and blue cranes nest in upland areas, and show physical adaptations, such as their shorter bills, for feeding on insects and seed pods that they find there.

Prairies were common throughout the Midwest before Europeans settled here in the 1800s. Prairie communities host hundreds of species of grasses and flowers, which support many mammals, insects, and birds, including cranes.

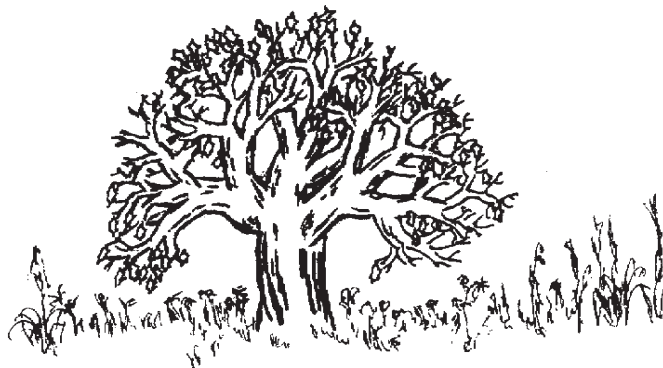
Specifically adapted to survive the Midwest's extremes of temperature and moisture, prairie plants invest two-thirds of their growth underground. Roots may reach up to eighteen feet down in the soil to insure that the plant will be able to find water during times of drought. This deep root system is one reason why prairie soils were resistant to erosion before being cut by the plow. Ironically, the rich soils which prairies developed made them very attractive as farmland and pasture. In Wisconsin today, only 0.1% of the original two million acres of prairie remains.

Another factor in the decline of prairies has been the disappearance of the forces that sustain them. Fires periodically swept the landscape and removed woody vegetation. Large herbivores such as bison and elk also removed young trees by grazing and browsing. Both processes served to remove above-ground vegetation and return minerals to the soil where roots could gain access to them. Removal of fire, bison, and other large herbivores from Wisconsin allowed woody vegetation like sumac, cedar, and aspen to invade the prairies.

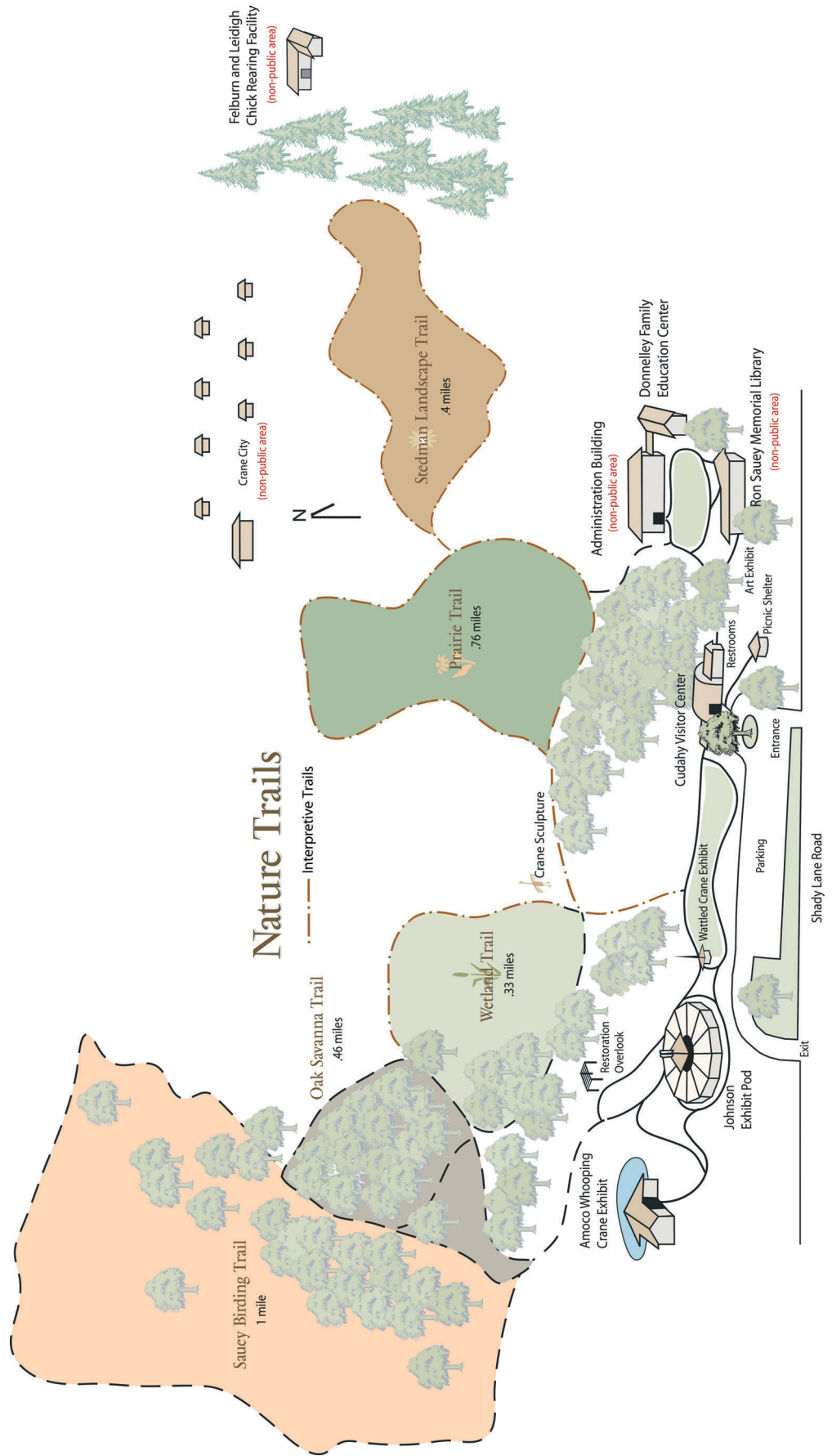
Oak Savanna

One tree that is able to survive the effects of fire is the bur oak. This tree has evolved a thick, corky bark, which insulates living tissue from the extreme heat of a wildfire. The resulting mosaic of open grown trees widely scattered over a landscape of grasses and flowers, called savanna, was once the dominant ecosystem in the lower half of the state, with over seven million acres present in 1840.

In this oak savanna setting, light conditions on the ground vary from open sun to complete shade. Both sun-loving prairie plants and shade-tolerant forest species will thrive in very close proximity. The result is an incredibly rich diversity of plant and animal life. Unfortunately, savannas are also extremely rare. Today, only 1,360 acres remain in Wisconsin.

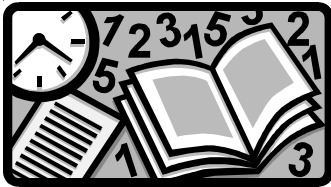


ICF Site Map



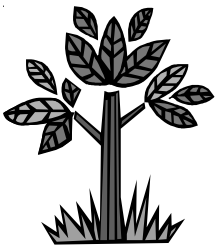
After the Field Trip...

We recommend spending an hour or two of class time on follow-up activities after your field trip to ICF. You may wish to keep this exercise as simple as an informal discussion about what your students liked best about the trip, or you may choose to do one of the suggested projects listed below.



PROJECTS, PROJECTS, AND MORE PROJECTS

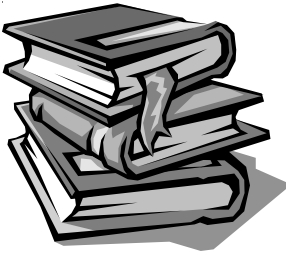
- Have each student write a thank you letter to their ICF tour guide, describing what they learned on the field trip. The letters may sent to the Visitor Programs Coordinator at ICF, PO Box 447, Baraboo, WI 53913.
- Ask your students to make a poster or design a mural that demonstrates why people should protect cranes and their habitats. Hang the finished projects in a hallway or display case in your school.
- Arrange a visit to your school library for students to borrow a book or magazine about birds, mammals, insects, plants, or other wildlife. Ask your librarian to set up a table with a selection of books before your visit.
- Arrange a nature show and tell in your classroom. Ask each student to collect a leaf, a live insect in a jar, or a rock near their home and ask them to explain where they found the object and to describe something special about it.
- Design and play a crane charades game. Write a series of crane behaviors or actions that your students saw during the field trip on slips of paper, and give one behavior to each student. Ask each student to act out their behavior, while the other students guess the behavior. The behaviors might include flying, foraging for food, calling, dancing, building a nest, incubating, red patch threat, or other threat behaviors, such as a ruffle threat or flap threat.



THE LORAX

Find this Dr. Seuss favorite in your school or local library. After reading the story aloud in class, use the following questions to develop a discussion on environmental values.

1. Why did the Once-ler cut down all of the Truffula trees? Would it have been better to just cut down a few trees, and then plant others to replace them? Why didn't the Once-ler do this?
2. How did you feel when the Brown Bar-ba-loots, Humming-Fish, and Swammy Swans had to leave? Why?
3. Have you ever seen a place that looked like the Once-ler's yard after all the Truffula Trees had been cut down? Do you think we should try to change these areas? How?
4. Do you think the Once-ler learned anything from what he did? If so, what did he learn?
5. If you were the child in the story, what would you do with the Truffula Tree seed?



Cranes in Folklore & Fiction:

An Annotated Bibliography for Teachers

ASIA

Bodkin, Odds. *The Crane Wife*. Harcourt Brace. 1998. A poor sail-maker finds happiness with a lovely wife who mysteriously appears at his door after he helps a wounded red-crowned crane. (Grade 1-5)

Chen, Kerstin. *Lord of the Cranes: A Chinese Tale*. North South Books. 2000. In this traditional Chinese story, the Lord of the Cranes is aided by a poor innkeeper, who is later rewarded for his kindness by the Lord. (Grade 1-5)

Ching, Emily and Ko-Shee Ching. "The Crane-Riding Immortal." In *Chinese Children's Stories*. Series No. 47. 1991. This story recounts one of the many tales of Lye Dungbin, one of the eight immortals of Chinese legend. Lye Dungbin's birth is associated with the appearance of a crane, whose image he uses as an adult to reward a virtuous tavern owner. This story is one of two legends involving Lye Dungbin in the bilingual volume that is written in both Chinese and English. (Grade 3-5)

"The Cruel Crane Outwitted." In *Indian Folk and Fairy Tales*. Edited by Joseph Jacobs. G.P. Putnam's Sons, New York. 1968. In this Indian story, a Siberian crane develops a plan to trick several fish in a small pond so that he may eat them. Unfortunately, the crane is outwitted in the end when he attempts to trick a crafty crab into becoming his meal. (Grade 3-5)

"The Lion and the Crane." In *Indian Folk and Fairy Tales*. Edited by Joseph Jacobs. G.P. Putnam's Sons, New York. 1968. This Hindu story describes an encounter between a Siberian crane and a lion in India. The crane frees a bone that has become stuck in the lion's mouth and learns to be wary of the "King of the Beasts" after the experience. (Grade 3-5)

Matsutani, Miyoko. *The Crane Maiden*. Parents' Magazine Press, New York. 1968. The story is also retold in *The Crane's Gift: A Japanese Folktale*, by Steve and Megumi Biddle. Shambhala/Banefort Books. 1994. After rescuing a red-crowned crane from a trap in the mountains of northern Japan, an old man and his wife are visited by a beautiful and mysterious young woman, who lives with them until they discover her true identity. (Grade 1-5)

AFRICA

Harman, Humphrey. "Arap Sang and the Cranes." In *Tales Told Near a Crocodile*. The Viking Press, Inc., New York. 1967. The great chief Arap Sang rewards a flock of crowned cranes for helping him cross the hot African plain near Lake Victoria by granting the cranes golden crowns. Unfortunately, the cranes are pursued for their precious crowns, and Arap Sang must rethink the meaning of his gift to the cranes. This story is also available in the Junior Great Books Curriculum, Series 2, published by The Great Books Foundation. 1992. (Grade 3-8)

AUSTRALIA

Clement, Rod. *Olga the Brolga*. Harper Collins Publishers PTY Limited. 2004. Olga the brolga, after trying to get her friends to dance with her, discovers the value of being an individual. (Grade pre-K-3)

Leach, Maria. "How Crane Got His Long Beak." In *How the People Sang the Mountains Up*. Viking Press, New York. 1967. An Aboriginal story from the Gumaitj Tribe describes how Emu's spear became Crane's long beak. (Grade 1-5)

Meeks, Arone Raymond. *Enora and the Black Crane: An Aboriginal Story*. Scholastic Inc., New York. 1991. Enora, a young Aboriginal child, discovers a rainbow of colors in the rainforest and is transformed after he kills a crane while trying to learn the meaning of his discovery. (Grade 1-5)

Roberts, Ainslie. "Brolga, the Dancing Girl." In *The Dawn of Time: Australian Aboriginal Myths in Paintings*. Rigby Limited, Adelaide, Australia. 1969. This Aboriginal story describes the transformation of a young girl who loved to dance into a crane by an evil magician who was spurned by the girl and her Tribe. (Grade 3-12)

EUROPE

"The Fox and the Crane," "The Peacock and the Crane," and "The Wolf and the Crane" are from the popular collection of stories known as *Aesop's Fables*. The collection is traditionally attributed to Aesop, a man who is believed to have been a Greek slave. Through the interaction of the main characters -- birds and animals who talk and behave like humans -- the stories teach important morals and values. The three stories that feature a crane depict the tall bird as clever, kind, and noble in his encounters with other animals. Aesop's Fables have been translated into many different languages and have been retold for centuries. The stories are available in a variety of edited volumes and can also be found in online collections. A recommended online collection of over 600 fables may be found at www.aesopfables.com/. "The Fox and the Crane" and "The Wolf and the Crane" can also be found in *Aesop's Fables Coloring Book* published by Dover Publications Inc. (Grade 1-12)

EDITED COLLECTIONS

Hayward Scott, Dorothea. *A Flight of Cranes: Stories and Poems from Around the World*.

The Denvil Press. 1990. This excellent collection of stories and poems about cranes underscores the influence of cranes on cultures from throughout the world. Included in the collection are the stories "Arap Sang and the Cranes" and "Brolga, the Dancing Girl." (Grade 3-12)

NORTH AMERICA

Belting, Natalia. "Why Crane's Feathers Are Brown and Otter Doesn't Feel the Cold." In *The Long-Tailed Bear and Other Indian Legends*. The Bobbs-Merrill Company, Inc., Indianapolis. 1961. An Assiniboin story tells why the sandhill crane has brown feathers and a dark bill. (Grade 3-8)

Bruchac, Joseph. *The Great Ball Game: A Muskogee Story*. Dial Books for Young Readers, New York. 1994. This traditional story from the Muskogee, or Creek, Indian Nation recounts the story of a ball game between the birds, who are lead by Crane, and the animals to settle a dispute between the two groups. The conclusion of the story also explains why birds migrate south in the winter. (K-Grade 3)

"The Frogs and the Crane." In *Wigwam Evenings: Sioux Folk Tales*. Retold by Charles and Elaine Goodale Eastman. University of Nebraska Press. 1990. Several frogs learn a valuable lesson about pride after they are frightened by a hungry crane in this Sioux story. (Grade 3-8)

Mooney, James. "The Race Between the Crane and the Hummingbird." In *History, Myths, and Sacred Formulas of the Cherokees*. Historical Images, Asheville, North Carolina. 1992. Crane challenges Hummingbird to a race around the world to win the affections of a beautiful woman in this Cherokee story. Unfortunately, both suitors loose in the end when the young woman decides to remain single after she learns who won the race. (Grade 3-12)

Wood, Douglas. *Rabbit and the Moon*. Simon & Schuster. 1998. A Cree story tells how the whooping crane was rewarded with a red patch on the top of its head after carrying Rabbit to the moon. This story is also retold in Belting, Natalia. "How Crane Got His Long Legs." In *The Long-Tailed Bear and Other Indian Legends*. The Bobbs-Merrill Company, Inc., Indianapolis. 1961. (K-Grade 2)

FICTION

Bang, Molly Garrett. *The Paper Crane*. Greenwillow. 1985. A mysterious man pays for his meal with a paper crane and brings prosperity to the restaurant. (K-Grade 2)*

Byars, Betsy. *The House of Wings*. Viking Press, New York. 1993. In this perceptive novel, a young boy left with his grandfather learns to deal with the physical needs of a bird and gains a trusting relationship with both the whooping crane and his grandparent. (Grade 3-5)*

Coerr, Eleanor. *Sadako*. Putnam. 1993. Backed by Ed Young's soft, gentle illustrations, Coerr retells the story of Sadako and her battle against leukemia. (Grade 3-5)*

----- . *Sadako and the Thousand Paper Cranes*. Putnam. 1999. Coerr's classic story combines with Ronald Himler's soft artwork to tell of Sadako's determination to fold a thousand paper

cranes as she struggles with leukemia. (Grade 3-8)*

Dana, Jane. *Jane on a Crane*. Green Troubadour Press. 2005. This compelling story about the cranes and culture of Bhutan blends science and fantasy with spectacular Himalyan landscapes and ancient traditions. (K-Grade 3)

Hamanaka, Sheila. *Peace Crane*. Morrow. 1995. After learning about Sadako and the Peace Crane statue, a young African American girl wishes a crane would carry her away from the violence of her own world. (Grade 1-5)*

Keller, Holly. *Grandfather's Dream*. Greenwillow Books, New York. 1994. After the Vietnam War, Nam shares his grandfather's dream of bringing back the sarus crane to his village and learns the importance of making the land safe for their return. (K-Grade 3)*

Laurin, Anne. *Perfect Crane*. Harper Collins. 1981. A lonely Japanese magician gains friends through the paper crane that he brings to life, and through kindness, is rewarded by the loyalty of the crane. (K-Grade 3)*

LeBox, Annette. *The Princess Who Danced with Cranes*. Second Story Press, Toronto, Canada. 1997. Princess Vivian learns the value of the beautiful marsh near her home after it is drained and the whooping cranes that formerly visited the area no longer return. (Grade 1-5)

Martenova, Charles and Veronika. *The Crane Girl*. Orchard. 1993. Yoshiko goes to live among the cranes, whose magic transforms her into one of their young until she is ready to return to her family. (Grade 2-4)*

Owens, Mary Beth. *Counting Cranes*. 1992. A poetic counting book that introduces readers to the whooping crane as the endangered bird's numbers grow from 1 to 15. (K-Grade 2)

Say, Allen. *Tree of Cranes*. Houghton. 1991. A story of a Japanese mother who melds her early life in America with Japanese tradition as she shows her young son the meaning of an American Christmas. (K-Grade 2)*

Schrack, Ward. *Shimingo: The Rites of Passage*. Morris Press, Kearney, Nebraska. 1993. Set in central Nebraska in the mid-1980s, this story relates the experiences of a Pawnee boy as he cares for an injured sandhill crane and makes the difficult journey into adulthood. (Grade 3-8)

Spinelli, Eileen. *Song of the Whooping Crane*. Eudmans Books for Young Readers, Grand Rapids, Michigan. 2000. Delicate watercolor illustrations complement this poetic story of the seasonal migration of the whooping crane. (K-Grade 2)

*Citations from *Flying with the Cranes* in Booklinks March 1996 by Carolyn Wiseman. Permission to use granted from Book Links: Connecting Books, Libraries, and Classrooms, the American Library Association.

Evaluation

THANK YOU for taking the time and effort to fill out this evaluation form. This information will be used to better serve you and others in the future.

Please mail your completed evaluation to:

International Crane Foundation
Visitor Programs Coordinator
P.O. Box 447
Baraboo, WI 53913

Tour Date:

Weather Conditions:

School:

Grade(s):

Please indicate with a check which categories were applicable to your tour.
Please indicate with a circle how useful each was, using the following scale:

1 – Excellent/Very Helpful

2- Adequate

3–Poor/Not Helpful

Use the space provided or an extra sheet of paper for additional comments regarding any of the activities.

Preparation Activities: Activity Packet

___ Teacher Instructions	1	2	3
___ Chaperone Instructions	1	2	3
___ Student response to the activity packet	1	2	3
___ How did the activity packet fit into your lesson plans?	1	2	3
___ How useful were the activity packet and field trip in assisting you in satisfying the Wisconsin Model Academic Standards in your classroom?	1	2	3

How much time did you spend on preparation activities? _____

Evaluation of Activities:

___ How useful were the activities?	1	2	3
___ Was the organization of the activities useful?	1	2	3

How could our activities be improved?

Field Trip:

___ Tour format	1	2	3
___ Duration of tour	1	2	3
___ Tour content	1	2	3
___ Student response to tour	1	2	3
___ Instructor response to tour	1	2	3
___ How likely are you to come again?	1	2	3

How could the field trip be improved?

Projects:

___ How useful were the additional projects?	1	2	3
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Which one(s) did you choose?

Additional comments: