

# Can Geo in the Classroom - Migratory Bird Sanctuaries Across Canada



## Inquiry Question

Why are Migratory Bird Sanctuaries located in specific regions? How do they help birds survive long migration journeys?

## Time

60-75 mins

## Grade Level

7-10

## Learning goals

Students will:

- Understand the purpose of Migratory Bird Sanctuaries in protecting vulnerable bird populations.
- Identify how different regions of Canada provide important habitats for birds at various stages of their life cycles and migration journeys.
- Recognize spatial patterns in the location of Migratory Bird Sanctuaries.
- Explain why Migratory Bird Sanctuaries are connected networks of protected areas that are important for biodiversity conservation.

## Part A: Imagining Migration

Begin the lesson with a game of imagination. Ask students to imagine that they are a bird that migrates to warmer climates in the winter. Remind students that they are preparing to travel thousands of kilometres to reach their final destination. Encourage students to think about the challenges birds might face during such a journey and ask them: How could birds prepare for such a journey?

Have students briefly write down one or two inquiry questions about how migratory birds survive long-distance migration. For example, students might wonder:

- How do birds know where to go?
- Where do they find food along the way?
- How do they stay safe from predators or bad weather?
- What happens if they cannot find suitable habitats to rest?

Invite a few students to share their questions. Explain that the article they are about to read explores how Migratory Bird Sanctuaries help protect birds at important stages of their migration journey and life cycles.

## Part B: Article Analysis

Distribute the article and student worksheets to students and allow time for them to read the article and answer the questions. Explain to students that the article is divided into regions. Students will complete the chart in their handout, organizing information from each region to understand how these regions differ and why they are each important.

## Part C: Map and Migration Thinking

After students complete the regional comparison chart, direct their attention to the migration map that accompanies the article.

Encourage students to look for spatial patterns in the location of Migratory Bird Sanctuaries. Ask them to consider how these protected areas work together to support birds along major migration routes. Have students complete the map questions on the back of their handout.

At the end of the lesson, bring the class together to discuss:

- how geography influences migration pathways
- why protected habitats are needed in multiple regions
- how the loss of key habitats could affect migratory species

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## Student Worksheet - Migratory Bird Sanctuaries

### Inquiry Question:

Write down one question you have about how migratory birds survive the thousands of kilometres they travel each year.

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Read the article and complete the chart below using information you learn.

Region/Flyway	What makes this place important for migratory birds	Examples of sanctuaries in this region
Arctic		
Central		
Atlantic		
Pacific		

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## Migration Map Analysis

Examine the map that accompanies the article and carefully read the text associated with it.

As you explore the map, think about:

- Why do some regions have more migratory bird sanctuaries than others
- What types of environments are nearby (such as coasts or wetlands)
- How these locations might help birds during long migration journeys

Use your observations from the map and information from the article to answer the questions below.

1. What patterns do you notice about the locations of Migratory Bird Sanctuaries in Canada?

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2. How do the locations of Migratory Bird Sanctuaries relate to the major bird migration flyways shown on the map?

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3. Why do migratory birds depend on a connected series of protected habitats along their migration routes?

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4. Based on the map and what you have learned about Migratory Bird Sanctuaries, what natural or human-related threats could affect these protected habitats?

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5. What actions could governments, organizations, industries, communities, or individuals take to help protect important stopover habitats along migration routes?

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