CNL World

CNL World, founded in 2009, promotes education outreach and professional development for environmental and earth sciences formal and informal educators. CNL offers opportunities for educators and the general public to increase and enhance their knowledge and skills in the use of maps, airborne imagery, and satellite imagery for the classroom, for the workplace, and for everyday situations.

CNL World develops programs and materials, provides spatial data, information, geospatial technology, and application training that support and complement educator's existing curriculum. CNL World serves educators with multiple experiences, including diverse underrepresented, underserved, and minority groups.

We invite you to explore our programs, products, and services.

CNL World is a non-profit group

Providing:

- An education focus with opportunities in geospatial outreach
- A service to a community of practice

Using:

- A gateway to classroom resources with methods and techniques through an innovative approach

For:

- The Geosciences
- Earth Science
- Environmental Science

Back to the Basics

"Back to the Basics" is an extension of the WETMAAP Program (Wetland Education Through Maps and Aerial Photograph) and is an innovation of CNL World. The Back to the Basic materials are packaged for use in a mini-workshop (approximately one to three hours), but are easily adaptable to a 50 minute classroom format.

Our experience with developing content and facilitating workshops and training sessions for over 2,000 teachers suggests a need to step-back and reintroduce basic geography tenants–location, map skills, observation, and comparative analysis through the use of traditional tools—maps and aerial photographs. The materials provide training in basic ecological concepts, technological skills, and methods of interpretation necessary for assessing geography, earth science, and environmental science topics.

The Back to the Basics Program provides an excellent opportunity of "science by inquiry" for the classroom. Exercises follow a standardized format. Student learning outcomes are easily measured through application of the same exercise but for a different location. Such replication allows for concept and skill measurement and assessment of student knowledge attainment. Educators can adapt the materials for classroom station work or group activity, as well as for individual use. The Back to the Basics exercises, while simple, challenges students to make observations, use geographic tools (*i.e.,* a map and an aerial photograph), compare data sets, and draw conclusions.

Back to the Basics Objectives

After completing this workshop, you should be able to:

- Recognize physical and cultural features on topographic maps and on aerial photography
- Determine distance and area measurements
- Calculate scale and scale conversions
- Use traditional technology of map reading skills, distance and scale measurement, and manual GIS (Geographic Information Systems)
- Apply acquired knowledge to other areas of study including geography, mathematics, environmental science, earth sciences, and science
- Introduce inexpensive and traditional mapping and measurement skills and interpretation techniques into your curriculum

Back to the Basics
Savannah, Georgia

Data Sources:

Aerial Photography

2008 Orthoimage, Savannah, Georgia. U.S. Geological Survey Mid-Continent Geographic Science Center, Rolla, MO.

Topographic Map

A portion of the following map was used for site identification, exercise, and analysis:

1978 1:24,000 scale, Orthophotomap 1974 Savannah, GA. U.S. Geological Survey Topographic Quadrangle

Materials:

1. Back to the Basics exercise: Savannah, Georgia
2. Magnifying glass
3. String
4. Pencil
5. Ruler
6. Paper
7. USGS Topographic Symbols Chart

   (Available as a free download on the Back to the Basics website: *basics.cnlworld.org*)

Back to the Basics
Savannah, Georgia

OVERVIEW: This introductory activity is used to familiarize learners with information found on aerial photographs and topographic maps. The use of symbols on a topographic map and comparative signatures on an aerial photograph introduces feature identification. Placing an aerial photograph and a topographic map of different time periods side-by-side introduces recognition of change through comparative analysis.

SUBJECT AREA: Geography

GRADE LEVEL: Middle School

STUDENT LEARNING OUTCOMES:
Students will:

- Recognize representative colors and identify symbols used on topographic maps.
- Acquire basic map reading skills including location, distance, area (scale), association, and correlation.
- Identify features on a topographic map and find same features on an aerial photograph.

STANDARDS:

National Geography Standards

Essential Element 1. The World in Spatial Terms

Standard 1: How to use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.

Essential Element 3. Physical Systems

Standard 1: The physical processes that shape the pattern of Earth's surface.

National Mathematic Standards

Grade Six Mathematics Content Standards

Number Sense

2. Students calculate and solve problems involving addition, subtraction, multiplication, and division.

Mathematical Reasoning

1. Students make decisions about how to approach problems.
2. Students use strategies, skills, and concepts in finding solutions.

Grade Seven Mathematics Content Standards

Measurement and Geometry

1. Students choose appropriate units to measure and use ratios to convert within and between measurement systems to solve problems.

Mathematical Reasoning

1. Students make decisions about how to approach problems.
2. Students use strategies, skills, and concepts in finding solutions.

National Science Standards

6th Grade Science Content Standards

Investigation and Experimentation

7. Scientific progress is made by asking meaningful questions and conducting careful investigations.

7.f Students will read a topographic map and a geologic map for evidence provided on the maps, and construct and interpret a simple scale map.

CROSS CURRICULAR CONNECTIONS:

Mathematics: Comparing scale
Language Arts: Communication
Art: Development of pattern recognition
Earth Science: Identification of surface features and processes
Environmental Sciences: Use of tools and instruments to conduct scientific activities

TIME: Teacher: 30 minutes for preparation of materials
Class time: one 50 minute class (approximately)

MATERIALS:

Students: 1:24,000 scale Orthoimage 2008 Savannah, GA. U.S. Geological Survey
1:24,000 scale 1978 Orthophotomap 1974 Savannah, GA. U.S. Geological Survey topographic quadrangle
Magnifying glass; ruler; string; paper
USGS Topographic symbols chart
(Available as a free download on the Back to the Basics website: *basics.cnlworld.org*)

SUGGESTED PROCEDURE:

As students receive the materials, encourage group exploration and quick comparisons of the aerial photograph and the topographic map. Simple discussion questions should be used to have the students notice the use of colors, symbols, and labeling techniques. Use sections 1, 2, and 3 for this. Use section 4 for comparison of locations and features between the aerial photograph and the topographic map.

Section 1: ***Introduction to colors, symbols, and scale.***

Ask the students to identify and locate common topographic symbols.

Using the topographic symbols chart and the USGS Topographic Quadrangle:
Blue colored features represent?
Green colored features represent?
Black colored features represent?

Ask the students to identify and locate common features:
Identify symbol for a power line.
Identify symbol for a building.
Identify symbol for highway.

Section 2: ***Location of features on the orthophotomap and the orthoimage.***

Place the aerial photograph and the U.S. Geological Survey topographic map side-by-side:

1. What is the difference in years between the U.S. Geological Survey orthophotomap and the orthoimage?

2. Locate on the orthophotomap and on the orthoimage:
   a) Savannah River
   b) Talmadge Memorial Bridge
   c) Intercoastal Waterway
   d) Savannah State College

3. On the 2008Natural Color Orthoimage identify the following areas:
   a) The Historic Downtown District
   b) A golf course
   c) Residential areas
   d) Open areas

4. On the 1978 Orthophotomap from the 1974 Savannah, GA topographic map identify the following areas:
   a) Drive-in Theatre
   b) Jetties
   c) Railroads
   d) Sewage Disposal Plant

Section 3: ***Introduction to Map Scale and Measurement***

Using the 1:24,000 scale U.S. Geological Survey orthophotomap quadrangle:

1. Find the scale in feet.

2. Using the edge of a piece of paper, determine the straight-line distance in feet from south side of Talmadge Memorial Bridge (northwest quadrant) to Jenkins High School (southeast area of the map).

   What is the straight-line distance in feet? _____

3. Using a piece of string or the edge of a piece of paper, determine the straight-line distance in feet from the south side of the Talmadge Memorial Bridge (northwest quadrant) to Jenkins High School (southeast area of the map). Follow city streets and highways.

   What is the distance in feet if traveling the distance by car following the streets?_____ .

   Note: Following correct scientific method, distance between locations should be measured least three times, and then average of the three measurements.

4. What is the difference in miles between the straight-line distance and the distance following streets? _____.

5. Determine the annual cost of commuting from Jenkins High School to the south side of the Talmadge Memorial Bridge. (A teacher commutes the distance under contract 180 days a year. The commute is roundtrip). Calculate the cost of gas at $2.89 per gallon with an average automobile gas consumption of 22 miles per gallon. _____.

Section 4: ***Compare Changes between 2008 Natural Color Orthoimage and the 1978 Orthophotomap.***

a. What are the significant changes?

b. What has remained the same?

ASSESSMENT:

1. The instructor will circulate throughout the room questioning each group to establish student mastery of the materials and to troubleshoot and direct student attention to features and objects.
2. If the materials have been laminated, students may label the objects or places in Sections 1-2 using a washable or erasable marker.
3. Student journal entries on the objectives of the activity.
4. After completing the search and locate tasks provided in Sections 1- 4, the student or cooperative group may select other objects or sites to develop peer quizzes.

EXPLORATIONS MAY INCLUDE:

- Packets of local topographic maps and aerial photographs for the students to identify known and unknown sites.
- Student construction of a school topographic map completed to scale and properly oriented.

National Standards References:

Geography Education Standards Project. 1994. *Geography for Life: National Geography Standards*. Washington, DC: National Geographic Research and Exploration.

National Council of Teachers of Mathematics. 2000. *Curriculum and Evaluation Standards for School Mathematics.* Reston, Virginia: National Council of Teachers of Mathematics.

National Research Council. 1997. *National Science Education Standards.* Washington, DC: National Academy Press.