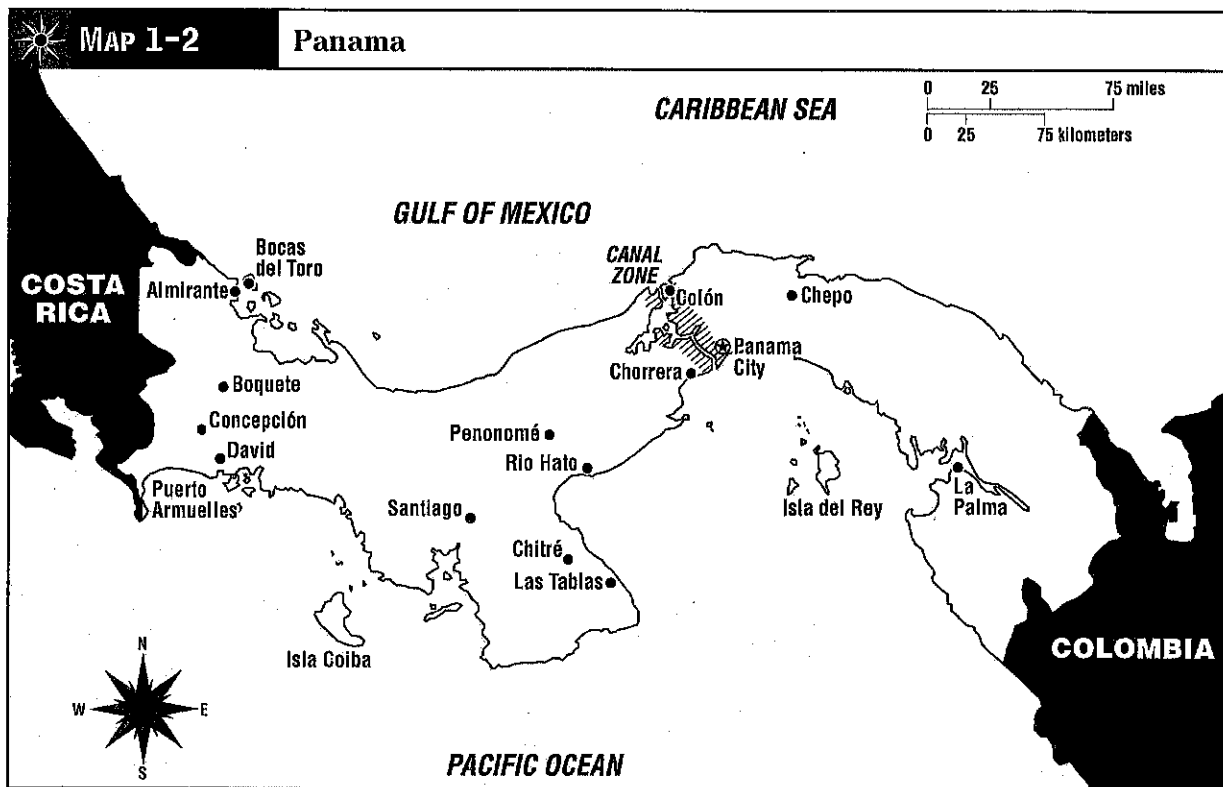


Using Your Skills

A PRACTICING MAP SKILLS

Use Map 1-2: Panama below to decide whether each statement about relative location is true or false. Write *T* if the statement is true. Write *F* if the statement is false.

- _____ 1. Panama has water to the north and south.
- _____ 2. The country of Colombia is located to the west of Panama.
- _____ 3. The Caribbean Sea is located to the north of Panama.
- _____ 4. The Canal Zone is located in the central part of Panama.
- _____ 5. When a ship enters the Panama Canal at Colón, it is northwest of the other end of the canal at Panama City.
- _____ 6. Costa Rica is located northwest of Panama.
- _____ 7. According to this map, all parts of the Caribbean Sea are east of the Pacific Ocean.
- _____ 8. The city of Rio Hato is about 300 kilometers west of La Palma.

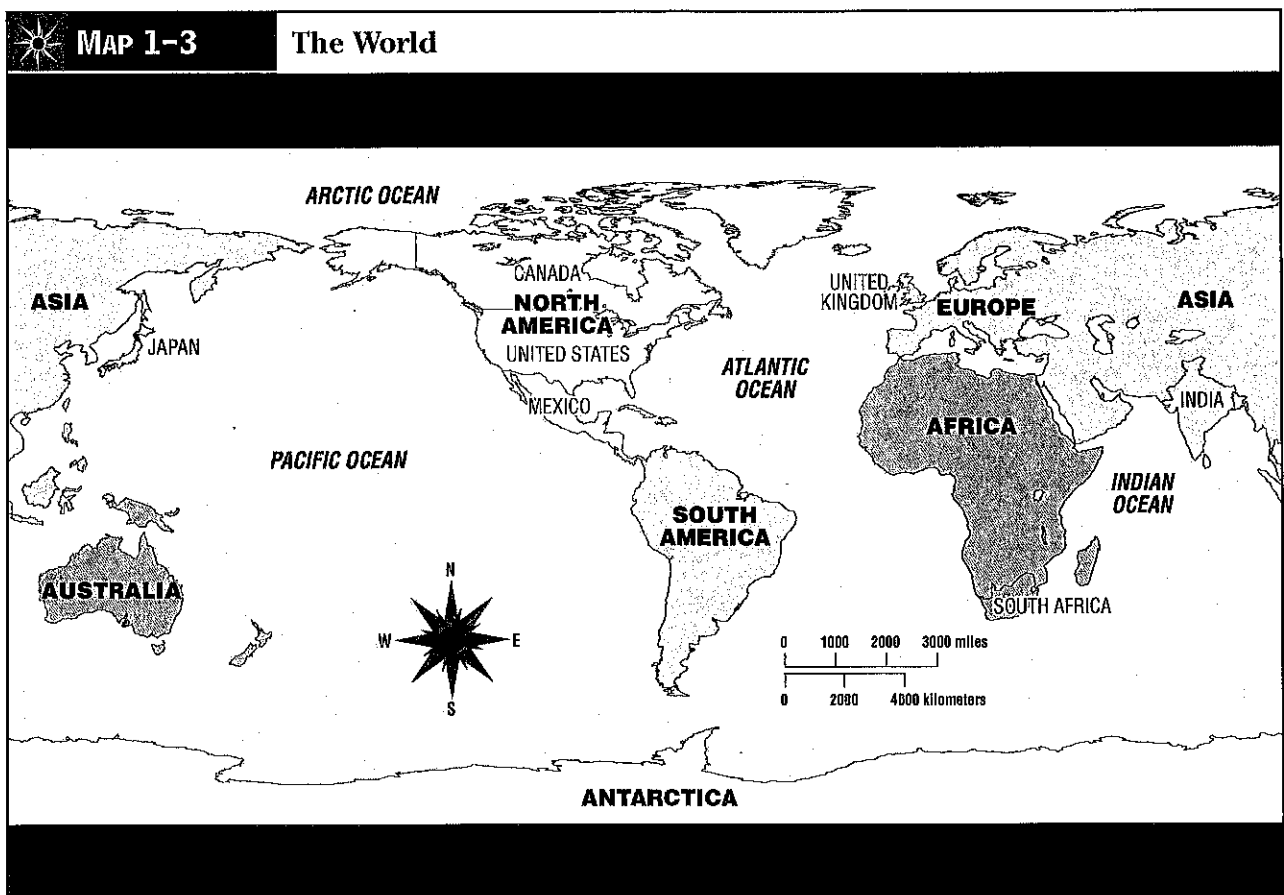


B PRACTICING MAP SKILLS

Use Map 1-3: The World below to answer the questions about relative location. Use intermediate directions where necessary.

1. Where is the United States located on this map?

2. What country is to the north of the United States? _____
3. What country is to the south of the United States? _____
4. What direction is South Africa from the United States? _____
5. What direction is Australia from the United States? _____
6. In what direction would you travel to go from Japan to the United States? _____
7. In what direction would you travel to go from India to the United Kingdom? _____



Lesson

7

Understanding Map Symbols and Legends

WHAT YOU WILL LEARN

To use map legends to interpret symbols commonly used on maps

READING STRATEGY

Create a chart like the one below. Fill in examples of the kinds of information each type of map symbol is used to represent.

PICTURE SYMBOL	• • •
COLORS OR SHADING	• • •

TERMS TO KNOW

symbol, legend, key

Maps can be used to show many different kinds of information. One of the main uses of maps is to show the locations of towns and cities. However, maps can also show where cotton is grown, cattle are raised, and where different species of wild animals are found. The possibilities are almost endless.

Often one map shows more than one kind of information. This means that some way must be used to help the person reading the map understand several kinds of information shown on the map. For example, if a map shows the locations of towns, roads, and parks, there must be some way to know which is which.

Using Map Legends





Maps use **symbols** to help the reader distinguish different kinds of information. The meaning of each symbol is explained in the map's **legend**, or **key**. Each symbol used on the map is shown, along with an explanation of what the symbol means.

Look at Figure 1-8. What symbol is used to show the location of a city? What symbol is used to show the location of a city that is a state capital? What symbol is used to show the location of a park?








There can be many different symbols. Some maps show the kinds of products a state or country produces. Often these maps use picture symbols to show where goods are produced. For example, a small picture of an oil derrick (⚙️) may be used to show where oil is found. A picture of a sheep may be used to show where sheep are raised.

FIGURE 1-8		Map Legend 1	
LEGEND			
○	City	▬	Canal
★	State Capital	⋯	Pipeline
⊙	National Capital	✈️	Airport
— · —	Boundary	🌳	Park
++++	Railroad	—	Main Road

Look at Figure 1-9. What symbol shows where wheat is grown? What is grown where you see the symbol (●)?

Sometimes maps use colors or areas of shading as symbols. This is often used when the feature being shown covers a wide area. For example, Map 1-10 uses one color to show the area covered by the Amazon River basin. Population density maps use several colors to indicate different levels of population per square mile or kilometer. Here are some examples of shading:   When you are reading a map that uses shading, you must be very careful to read the map correctly. It is easy to get shading like the following mixed up.  

If you have trouble telling such patterns apart, try this. Look at part of the map you wish to read. Then look at the legend and pick the pattern you







 FIGURE 1-9		Map Legend 2	
LEGEND			
	Oil		Cotton
	Cattle		Coal
	Wheat		Corn

think is correct. Cover the others with your fingers or a piece of paper. Look at the legend and then at the map. This should help you decide if you have picked the correct pattern.

Using Your Skills

A PRACTICING MAP SKILLS

Use the map legends in Figures 1-8 and 1-9 to match each symbol below with its meaning.

- | | | |
|----------|---|------------------|
| _____ 1. |  | a. wheat |
| _____ 2. |  | b. airport |
| _____ 3. |  | c. corn |
| _____ 4. |  | d. oil |
| _____ 5. |  | e. railroad |
| _____ 6. |  | f. state capital |

B PRACTICING MAP SKILLS

Use Map 1-10: The Amazon Basin and its legend to answer the questions that follow.

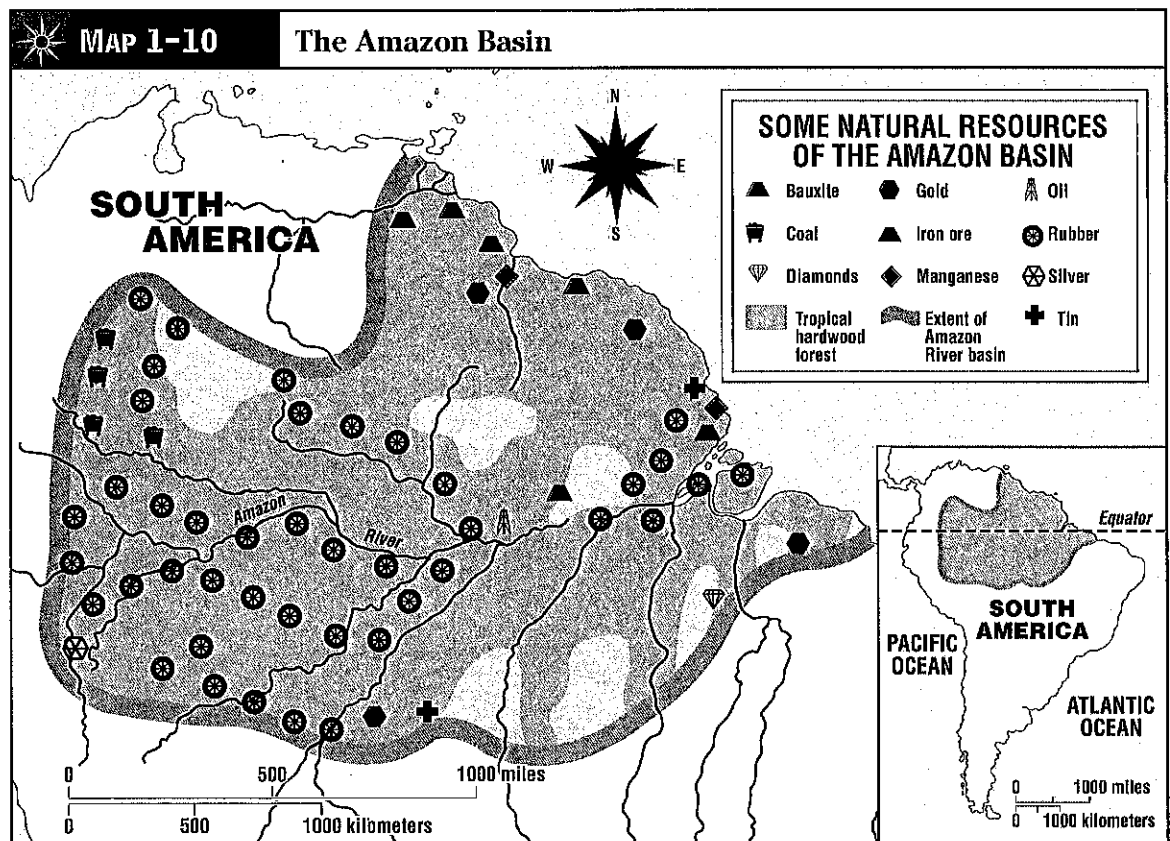
1. What covers most of the Amazon River basin?

2. In how many places in the Amazon River basin is gold found?

3. In what part of the Amazon River basin is coal found?

4. About how many miles apart are the deposits of tin in the Amazon River basin?

5. In what part of the Amazon River basin is oil found? Diamonds?



Lesson

8

Reading a Road Map

WHAT YOU WILL LEARN

To use a road map to select routes and estimate distance and travel time, and plan a family trip

READING STRATEGY

Create a table like the one below listing four important uses for road maps.

HOW ROAD MAPS ARE USEFUL

- 1.
- 2.
- 3.
- 4.

A new thing from American carmakers is a car that doesn't need road maps. A special computer in the car "talks" to a satellite orbiting the earth. The computer and the satellite keep track of where the car is every minute. This information is displayed on a screen in the car. As you drive the car, its location is shown on a map on the screen. The new technology is called a Global Positioning System (GPS).

Using Road Maps

Even with this new technology, however, we will still need road maps. Road maps are useful for planning what route to take on a trip, finding the location of places that are new to us, and estimating how long it will take to drive to a particular place. Road maps can also give information about things to see and do.

Reading a road map requires many of the skills you have practiced in earlier lessons in this book. You need to know how to find direction and distance. Road maps have an index that uses a grid. Symbols are used on road maps to tell you such things as how large towns are, where you can stop to rest, and even points of interest along the way.

You will often use the index first when you read a road map. Find the name of the place you want to visit. The index will tell you the cell in the grid where the place is located.

Using Your Skills

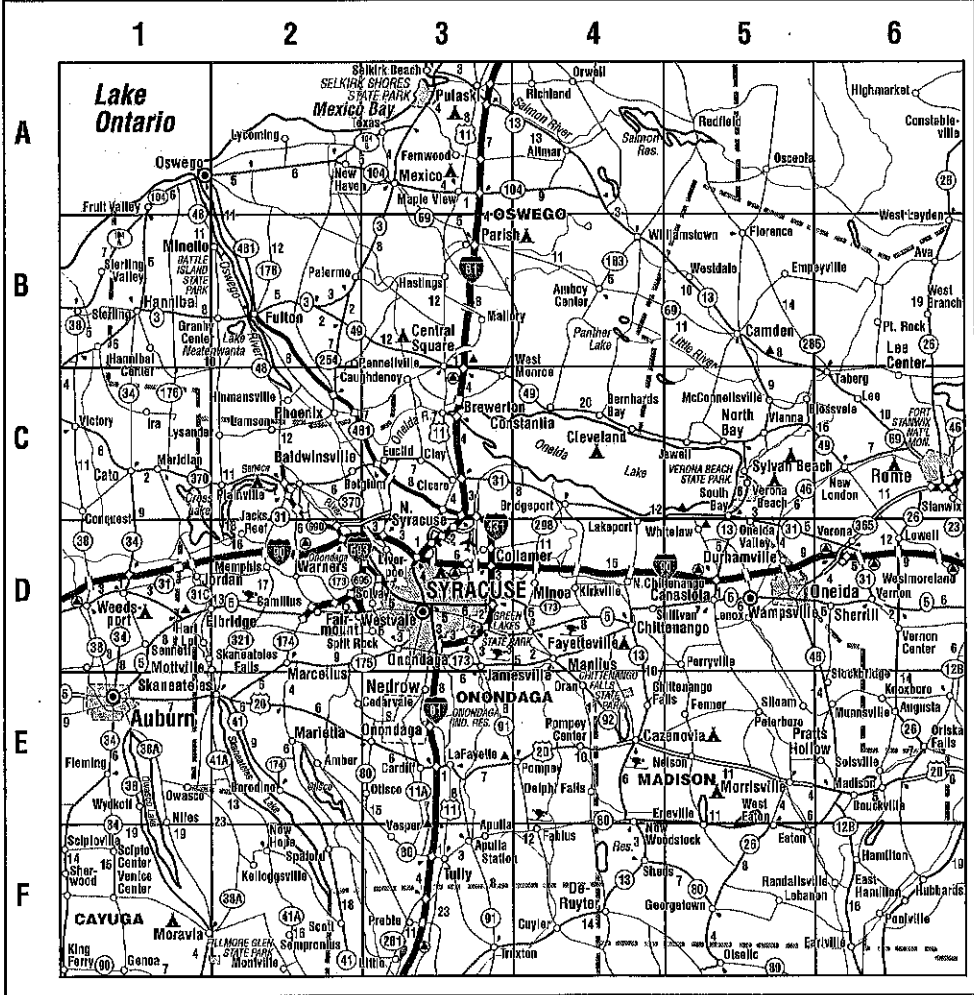
A PRACTICING MAP SKILLS

Use the legend of Map 1-11: Road Map of Part of New York State to answer these questions.

1. What kind of highways are the ones numbered 81 and 90 which cross near the center of the map?

2. What can you expect to find at a place marked with this symbol? ▲

MAP 1-11 Road Map of Part of New York State



LEGEND

- Ski Area
- Rest Area Without Rest Rooms
- Rest Area With Rest Rooms
- Campground
- Airport
- Interstate Highway
- U.S. Highway
- State Highway
- Distance Between Mileage Markers

INDEX

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Onondaga	E-3
Parish	B-3
Syracuse	D-3
Texas	A-3
Weedsport	D-1

3. What do the numbers between two marks like these tell you?

4. What is the difference in meaning between these two symbols?

5. What could you expect to do at a place marked with this symbol?

6. How many different kinds of highways are shown on the map?

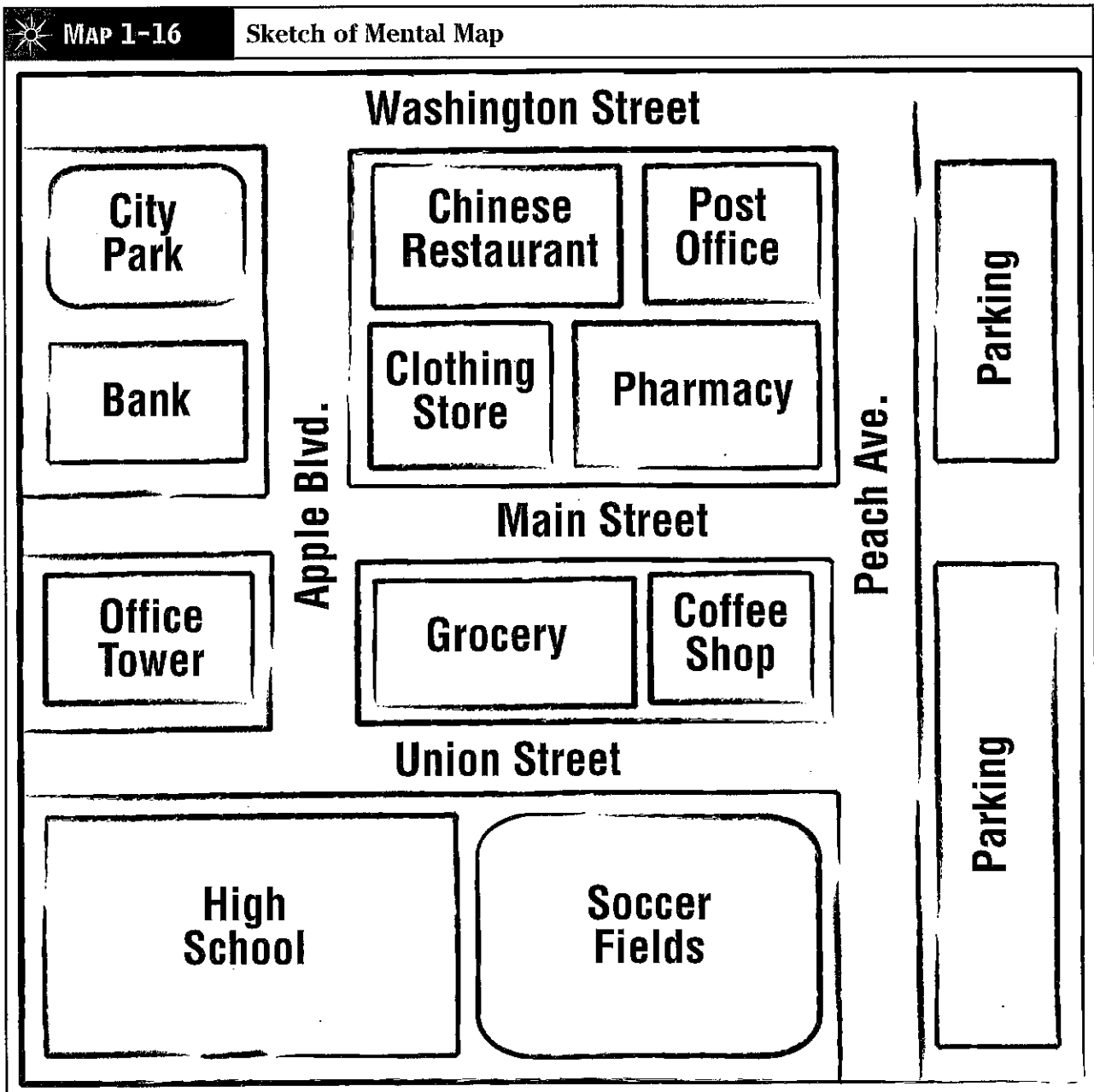
Uses of Mental Maps

Mental maps help you understand the world around you. They help you organize and remember information about a place or a region. From the mental map, you can draw a sketch of a place or region. You can provide details such as highways, important landmarks, and bodies of water.

When you read about a place, consider drawing a sketch showing various geographic or human

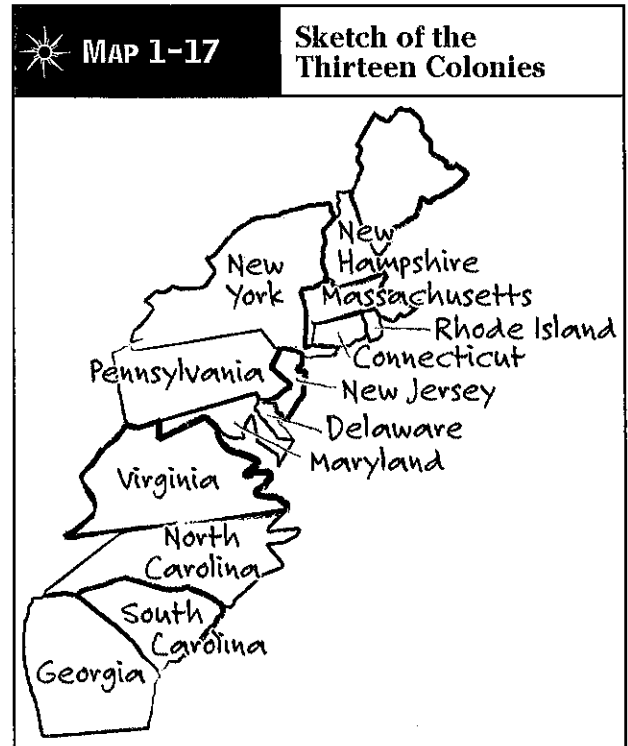
features. As you continue to learn about a place, review your sketch and add more details or redraw the sketch based on the new information you have learned.

Some sketches show a great deal of detail. For example, Map 1-16 shows a sketch of a neighborhood including details such as the names of streets, and the locations of businesses, the school, and parking lots.



Sketches of entire regions show fewer details, but allow the reader to see how parts of the region fit together. Map 1-17 shows a sketch created from a mental map of the original thirteen colonies of the United States. The exact shape of the states is less important than the relative positions of the states to one another. For example, it is important to know that Pennsylvania is south of New York.

Geographers are interested in mental maps and how people develop them. Understanding the way people think of different places and regions helps geographers gain knowledge about people's perceptions of places. Are some places perceived as dangerous, while others are not? Understanding people's mental maps also helps experts predict several things. They may be able to predict how the land may be used, and what patterns of migration may occur. This type of information is useful for urban planners and developers trying to establish new apartment complexes and industrial parks.



Using Your Skills

A PRACTICING MAP SKILLS

Use Map 1-16 to answer the following questions. Circle the choice that best completes the sentence or answers the question.

- You are at the high school. Which of the following buildings is closest to you?

A. the bank	C. the grocery
B. the post office	D. the pharmacy
- You need to walk from the soccer fields to the bank. What is the shortest route?

A. west on Union Street, then north on Apple Blvd.	C. east on Union Street, then north on Apple Blvd.
B. west on Union Street, north on Peach Ave., and west on Main Street	D. east on Union Street, north on Peach Ave., and west on Main Street

3. You are leaving the post office and are standing on Washington Street. Someone asks you for directions to the coffee shop. Which of the following directions is the most direct route?
 - A. At the end of the street turn left onto Peach Ave. You will find the coffee shop at the corner of Peach and Main.
 - B. At the intersection of Washington and Peach, turn right. You will find the coffee shop at the corner of Peach and Main.
 - C. Take Washington to Apple. Turn left on Apple and go one block to Main. Turn left on Main. You will find the coffee shop at the corner of Peach and Main.
 - D. Walk west on Washington to Peach. Turn south, or right, onto Peach. Go one block to Peach and Main. The coffee shop will be on the corner.

4. You park in the south parking area. You need to make stops at the bank, post office, pharmacy, and grocery. You need to pick up two items at the pharmacy, and you expect to purchase food to fill two bags of groceries. In which order should you make your stops in order to walk the shortest distance, carrying the fewest things?
 - A. pharmacy, post office, grocery, bank
 - B. bank, pharmacy, post office, grocery
 - C. grocery, bank, post office, pharmacy
 - D. bank, post office, pharmacy, grocery

B PRACTICING MAP SKILLS

Use Map 1-16 to answer the following questions.

1. The Chinese restaurant is at the intersection of what two streets?

2. What do the north/south streets share in common?

3. What buildings are located the farthest west on the map?

4. Which direction do you travel to get from the soccer fields to the post office?

C PRACTICING MAP SKILLS

Think about your neighborhood. Then, on a separate piece of paper, draw a sketch map of it from your mental map. Which neighborhood streets or roads did you include? What are the three most important features on your map?

The Treaty of Waitangi continues to shape relationships between Maori and the Crown. An example is the Tainui Settlement of 1995. The following is an extract from the Tainui Settlement:

- 1** The Crown acknowledges that its representatives and advisers acted unjustly and in breach of the Treaty of Waitangi in its dealings with the Kingitanga and Waikato in sending its forces across the Mangatawhiri in July 1863 and in unfairly labelling Waikato as rebels.
- 2** The Crown expresses its profound regret and apologises unreservedly for the loss of lives because of the hostilities arising from its invasion, and at the devastation of property and social life which resulted.
- 3** The Crown acknowledges that the subsequent confiscation of land and resources under the New Zealand Settlements Act 1863 of the New Zealand Parliament were wrongful, have caused Waikato to the present time to suffer feelings in relation to their lost lands akin to those of orphans, and have had a crippling impact on the welfare, economy and development of Waikato.
- 4** The Crown appreciates that this sense of grievance, the justice of which under the Treaty of Waitangi has remained unrecognised, has given rise to Waikato's two principles, "i riro whenua atu, me hoki whenua mai" (as land was taken, land should be returned) and "ko to moni hei utu mo to hara" (the money is the acknowledgement by the Crown of their crime). In order to provide redress the Crown has agreed to return as much land as is possible that the Crown has in its possession to Waikato.
- 5** The Crown recognises that the lands confiscated in the Waikato have made a significant contribution to the wealth and development of New Zealand, whilst the Waikato tribe has been alienated from its lands and deprived of the benefits of its lands.
- 6** Accordingly, the Crown seeks on behalf of all New Zealanders to atone for these acknowledged injustices, so far as that is now possible, and, with the grievance of raupatu finally settled as to the matters set out in the Deed of Settlement signed on 22 May 1995 to begin the process of healing and to enter a new age of cooperation with the Kingitanga and Waikato.

This is a government document so it uses legal language. This makes it harder for the non-legal reader to understand.

Tips on interpretation

- Check out the meaning of words or terms you don't know. The keys to understanding this document are – **Crown** (the government), **breach** (breaking), **Kingitanga** (Maori King movement), **Mangatawhiri** (General Cameron of the British forces invaded the Waikato by crossing the Mangatawhiri Stream with 3000 soldiers in 1863), **rebels** (what the government called those who opposed it), **alienated** (cut off from), **raupatu** (land confiscation), **redress** (settling right what was wrong), **atone for** (to make up for a sin).
- List in more simple language the main points being made. In this document they are:
- Decide what the main idea is. In this document it is –

the Crown wants to make up for its past wrongs to Waikato.

- 1** The Crown admits it was wrong to
 - (a) send its troops into the Waikato in 1863
 - (b) call Waikato tribes 'rebels'.
- 2** The Crown apologises for the damage caused by its invasion of Waikato.
- 3** The Crown admits it was wrong to punish Waikato by taking its land which has caused damage to Waikato ever since.
- 4** The Crown will give back to Waikato as much land as it can.
- 5** The Crown sees that taking land from Waikato helped the general development of New Zealand but damaged Waikato.
- 6** The Crown wants to make up for its past mistakes.