

Mapping Safe Routes

Use geographic tools to report location information clearly.

SS.6.G.1 "Understand how to use maps and other geographic representations, tools, and technology to report information."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Circle each geographic tool or map feature in the passage. Underline the information each one helps the staff report.

A Route Report for Pine Creek

- ① After heavy rain, the town of Pine Creek needed to report which roads were safe for school buses. A paper road map showed streets, the creek, and bridges. Its legend explained that a solid line meant an open road and a dashed line meant a closed road. The map scale showed that the library was about two kilometers from the school. A north arrow helped readers understand direction. These map parts turned symbols into useful location information.
- ② To check conditions beyond the town, staff members used a satellite image taken that morning. The image showed where clouds and standing water covered fields near Pine Creek. They also opened a digital map with layers. One layer showed road closures, and another showed the bus route. By turning layers on and off, the staff compared information without hiding every detail. A global positioning system, or GPS, gave the crews their current locations while they checked bridges.
- ③ Next, the staff wrote a short update for families. They reported that buses would use the open route past the library and avoid the closed bridge. They named the map source and the time of the satellite image so readers could judge how current the information was. The update did not claim that all roads were safe, because the tools only showed the places crews had checked. Clear geographic reports connect a location, a source, and evidence.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which map feature told readers what the solid and dashed road lines meant?

2 Which geographic representation showed clouds and standing water near Pine Creek?

3 How did digital map layers help the staff compare road information?

4 Why did the staff include the map source and the time of the satellite image in their update?

3 YOUR TURN _____ Your own words

Imagine city workers inspect a park after a windstorm. Write a three-sentence geographic report for visitors. Include a location, a map or technology source, evidence, and a careful claim about where visitors should go.

PART 1 • READ AND MARK

Circle each geographic tool or map feature in the passage. Underline the information each one helps the staff report. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which map feature told readers what the solid and dashed road lines meant?	The legend.
2	Which geographic representation showed clouds and standing water near Pine Creek?	The satellite image.
3	How did digital map layers help the staff compare road information?	The staff could turn layers on and off to compare road closures with the bus route without hiding every detail.
4	Why did the staff include the map source and the time of the satellite image in their update?	It helped readers judge how current the information was.

PART 3 • YOUR TURN (SAMPLE ANSWER)

According to the city digital map, Oak Park is east of River Road. At 9 a.m., a crew used GPS to mark fallen branches near the south entrance. Visitors should use the north entrance until workers inspect the south path.

Accept equivalent answers that identify the correct tool or feature and accurately explain its use. For Part 3, accept reasonable invented details if the report includes all four requested elements and makes a cautious, evidence-based claim.