

Annex C: L ARCH 138 MAJOR PLATE 1

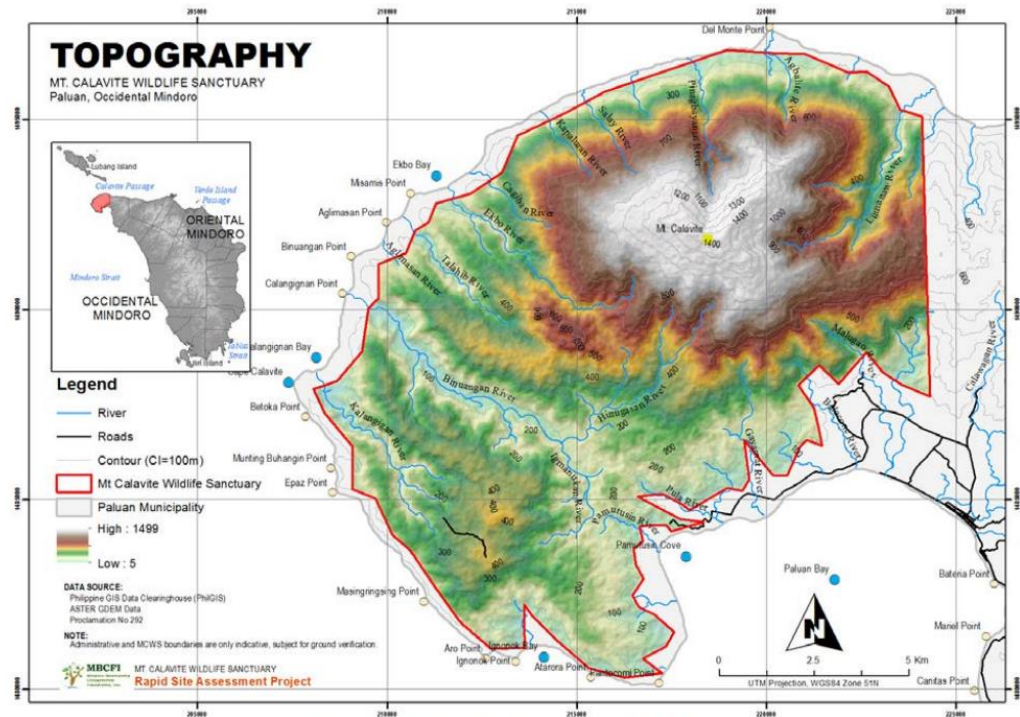
CARTOGRAPHY MAKING – PROTECTED AREAS IN THE PHILIPPINES

Objectives:

1. Assess the student's ability to perform sound research using GIS technologies and spatial thinking
2. Develop the student's ability to conduct independent research on protected areas in the Philippines
3. Showcase the student's understanding of cartography and its salient elements

Topic	Protected Areas in the Philippines
Activities	QGIS biophysical mapping, research
Instructions	<ol style="list-style-type: none"> 1. Based on the lessons you have learned from cartography and the science of cartography, create a thematic map using QGIS with the complete salient elements: <ol style="list-style-type: none"> a. Legend b. Scale c. North Arrow d. Title (Descriptive but not wordy) e. Date created or updated f. Author or Organization g. Data Source 2. In making your maps, make sure that the salient features are cognizable and easy to comprehend. 3. You may choose to map out / trace all the possible landscape components within the PA. This may be done by carefully tracing the following but not limited to: <ol style="list-style-type: none"> a. Forest Cover b. Waterbodies c. Existing Communities d. Administrative regions e. Distinct endemic flora / fauna f. Buffer zones, PA edges, core habitats g. Topography h. Forested versus Non-Forest areas i. Adjacent built areas j. Road networks k. Boundaries 4. The map should also include the features beyond the PA's border delineation extending to 10 km. 5. The students are given the liberty to decide on the number of thematic maps that they may produce. The quantity of maps will depend on the available data sources that the student can gather within the timeframe of the plate-production. 6. In identifying the landscape components outside the PA delineation, consult the color codes typically used in CLUP-making. For example, <ol style="list-style-type: none"> a. Green spaces = green b. Water networks = sky blue c. Road Networks = grey

	<p>d. Residential = yellow</p> <p>e. Institutional = blue, etc</p> <p>7. In choosing your site, look for PA with available data sources should the institutions managing the PA fail to respond / communicate during the plate-production.</p> <p>8. Apart from the thematic maps, kindly include your initial research about the PA with the format: 2 pages, Times New Roman, 1.15 spacing, A4</p> <p>9. Upload the produced map to class LMS (Google Classroom). Name the file into: Lastname_MP1_Name of PA</p> <p>10. The research and the maps will be placed on an A4 size sheet in pdf.</p>
Guide Questions	<p>1. <i>Are all the elements laid out in the map?</i></p> <p>2. <i>Did I use descriptive words yet short title in naming my map?</i></p> <p>3. <i>Is the map easy to understand?</i></p> <p>4. Are the principles of map design achieved?</p>
At the end of the day, I am expected to	<p>1. Take note of the salient elements of a map.</p> <p>2. Understand how to create a well-balanced and a visually pleasing map.</p> <p>3. Integrate the principles of map design in the activity.</p>
Timeline	12 December – at 12 mn upload the map to LMS (Google Classroom)
Example of Thematic Maps	



Mindoro Biodiversity Conservation Foundation Inc. (2014). Mt. Calavite Wildlife Sanctuary Resource and Socio-Economic Assessment (RSEA) Final Report. Muntilupa City. Mindoro Biodiversity Conservation Foundation Inc.