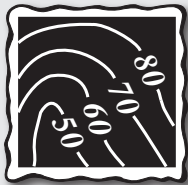


# Topographic Maps and Mount Rainier

Living with a **VOLCANO** in Your Backyard  
**MOUNT RAINIER**



Grade Level: 5-12

## Learner Objectives:

Students will:

- Read and understand map explanations, including the name, date and origin of the map, scale and contour intervals.
- Understand contour lines and contour interval.
- Recognize that contour lines on topographic maps represent the shapes of landscape features.

Setting: Classroom

Timeframe: Two 50-minute, or one 90-minute period

*"Visualizing Topography"* –50 minutes

*"Topo Map Scavenger Hunt"* –50 minutes

## Materials:

*"Visualizing Topography"*

- PowerPoint or Acrobat program capability
- Computer projector or student computers



**Living with a Volcano in Your Backyard-  
An Educator's Guide with Emphasis on  
Mount Rainier**

Prepared in collaboration with the National Park Service

U.S. Department of the Interior  
U.S. Geological Survey

**General Information Product 19**

## Overview

Students explore how lines on a topographic map represent the real landscape by comparing features on photographs and topographic maps. Later, students analyze and answer questions about a Mount Rainier National Park map.

- Copies of *"Visualizing Topography"* student pages
- PowerPoint or Acrobat file *"Visualizing Topography Show"*

*"Topo Map Scavenger Hunt"*

- Topographic maps entitled "Mt. Rainier National Park, Wash." for each student group.
- Copy of *"Topographic Map Symbols"* for each student group or displayed overhead
- Copies of *"Topo Map Scavenger Hunt"* student page
- Rulers
- String
- Either the USGS pamphlet on map symbols or the website.

Vocabulary: Benchmark, contour interval, contour line, elevation, map scale, topographic map, topography

Skills: Measuring, inferring

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Topographic Maps and Mount Rainier

Chapter 3

## **Benchmarks:**

### *Geography:*

- 1 – Uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth’s surface
  - 1.1 – Use and construct maps, charts, and other resources to gather and interpret geographic information
    - 1.1.2a – Use globes, a variety of map projections, satellite imagery, and Geographic Information System (GIS) data to interpret information from a spatial perspective.
    - 1.1.2b – Uses data and a variety of symbols and colors to create thematic maps, mental maps, and graphs depicting geographic information
  - 1.2 – Recognize spatial patterns on Earth’s surface and understand the processes that create these patterns
    - 1.2.2a – Locate physical and human features and events on maps and globes
- 2 – Understands the complex physical and human characteristics of places and regions
  - 2.1 – Describe the natural characteristics of places and regions and explain the causes of their characteristics
    - 2.2.1 – Use observation, maps, and other tools to identify, compare, and contrast the physical characteristics of places and regions

## Teacher Background

### Map Scale

Every map has a map scale that identifies the number of units of length in the real world that are represented by one unit of length on the map. A scale of 1:1 would be the same size as the real feature. The smaller the scale (in other words, the bigger the second number) the more area you can show on a map, although in less detail. The map entitled “Mt. Rainier National Park, Wash.,” has a scale of 1:50,000, meaning one inch on this map translates into 50,000 inches on the ground, or about two miles. If you measure one centimeter on the same map, it equals 50,000 centimeters on the ground, and if you measure one foot on the map it equals 50,000 feet on the ground. You can find distance on the bar scale at the bottom of a topographic map. Marked points of precisely measured elevation, called benchmarks, are shown on topographic maps as “BM,” followed by the elevation in feet.

### Contour Review

A **contour line** is defined as a line of equal **elevation** on the map. If you were to walk on a contour line painted on the ground around the side of a hill you would neither go up nor down, but remain level throughout. The difference between contours, known as the **contour interval**, is selected by the mapmaker. For any given topographic map, the contour interval remains the same. On topographic maps, every fifth contour line, regardless of map scale, is shown in bold, and has an elevation value of even hundreds. See more information about contour lines in the activity **Play-Dough Topo**.

This activity is divided into two parts; both enable students to analyze topographic maps. In “**Visualizing Topography**,” students work in small groups at a computer to examine and compare a topographic map with corresponding photographs of landforms at Mount Rainier National Park. An arrow on each topographic map indicates the direction from which the photograph was taken. This activity helps students to visualize what is represented on a topographic map and to recognize the value of map scale. The second part, “**Topo Map Scavenger Hunt**,” provides a series of questions about the topographic map that students will answer in groups. The questions point out some features common to all topo maps. Students will also examine map scale and map symbols using some simple math questions. Understanding how to read maps will then help students prepare for planning their trip to the park.

# Topographic Maps and Mount Rainier continued...



*This lesson can follow Play-Dough Topo, as it elaborates the subject of topographic maps, using contour lines to illustrate the variations in shape of the landforms. The questions have been selected to emphasize features common to all topographic maps. This activity will provide students with a good introduction to the value of topographic maps, and will help to prepare them for visits to Mount Rainier National Park. We recommend that the teacher show the photos and maps in the PowerPoint presentation provided. This may take some setup time prior to each class. Information about map explanations can be found at the Topographic maps web pages of the USGS website (See Internet Resources Page).*

## Procedure

### Visualizing Topography

Students view “*Visualizing Topography Show*” at computers. They compare photographs of real landform features with map features. As an alternative, display “*Visualizing Topography Show*” for the entire class on a computer projection system.

1. Decide whether to conduct the activity as a class, with the display of “*Visualizing Topography Show*” on a computer projector, or whether you will divide class into small student groups and have them work at computers. In either case, distribute paper copies of the “*Visualizing Topography*” student page. ***Photos and maps should be viewed on a computer screen or classroom projection system.***
2. Review topographic map concepts with students, such as how three dimensions are represented in two dimensions through the use of contour lines, and the definition of a contour interval.
3. Explain that each photograph from the topographic map corresponds to a real location on or near Mount Rainier. Each topographic map contains an arrow, which represents the photographer’s location and the tip pointing in the direction the photo was taken.
4. Students should look at both pictures and then answer the questions on the “*Visualizing Topography*” student page.

# Topographic Maps and Mount Rainier continued...

## Topo Map Scavenger Hunt

Introduce students to a topographic map of Mount Rainier with the use of a paper copy of the map entitled “Mt. Rainier National Park, Wash.” map and the student page “*Topo Map Scavenger Hunt*.”

1. Regroup students (if necessary) into groups of three or four and give each group a map, “*Topographic Map Symbols*” and student page entitled “*Topo Map Scavenger Hunt*.” Distribute string or ruler for use in comparing distances on the map and scale bar.
2. Each student group can work at its own pace, or the activity can be conducted as a true scavenger hunt where the first group with all the correct answers wins. The only problem with the latter scenario is that groups thinking ahead will subdivide the tasks, so everyone will not complete every task.

**Hint:** Your maps will last for years if you laminate and roll them instead of folding them.

## Adaptations

- ◆ For “*Topo Map Scavenger Hunt*,” adjust number of questions assigned, based on student needs.

## Extensions

- ◆ Conduct a Mount Rainier field trip. Instruct students to take photographs and find or mark their locations on the topographic map.
- ◆ Students find or are given topographic maps of other areas that show different kinds of landforms such as plains, broad river valleys, the topography of your community, and then answer questions assigned by the teacher.
- ◆ Instruct students to make a cross section or profile of a landscape feature from a topographic map.

## **Assesment:**

Use questions on the “*Topo Map Scavenger Hunt*” student pages to assess students’ ability to apply the concept of contours to an actual map-reading activity. Look for their grasp of map purpose and of how contours represent real landforms. Note how students’ understanding of map reading has progressed from part 1 to part 2. Instruct students to make a cross section or profile of a landscape feature from a topographic map.

# Topographic Maps and Mount Rainier continued...

## References

- National Geographic Society, 2003, Trails Illustrated – Mount Rainier National Park, Washington: National Geographical Society, Washington D.C., scale 1:55,000 and 1:27,500, 26 x 38 in., two sides, one plate.
- National Geographic, Topo! State Series – Washington CD-ROMS: National Geographic Society, Washington D.C., set of 7 CD-ROMS, PC format only.
- Northwest Interpretive Association, 1999, Mount Rainier National Park—Centennial Edition Map: Northwest Interpretive Association, Seattle, scale 1:30,000, 56 x 40 in., one plate.
- Northwest Interpretive Association, Mount Rainier Hiking Maps (set of 3): Northwest Interpretive Association, Seattle, scale 1 in.= 2mi., 12 x 18 in., three plates.
- U.S. Geological Survey, 1971, Mt. Rainier National Park, Wash.: U.S. Geological Survey, scale 1:50,000, one plate.

## Resources

Maps and publications can be obtained at park stores and via the Internet from the Northwest Interpretive Association, National Geographic, and the U. S. Geological Survey.



Refer to **Internet Resources Page** for a list of resources available as a supplement to this activity.

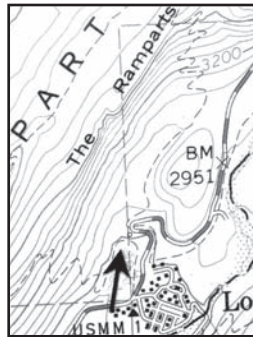


# Visualizing Topography

**Instructions:** Observe each map and photograph pair as provided by your teacher and follow instructions for each question. **Note:** The small photographs and maps on the student page are for reference purposes only.

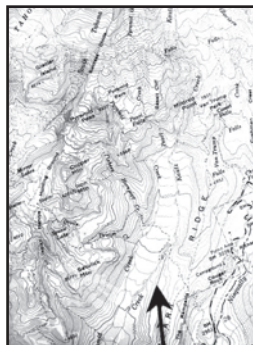
## PHOTO AND MAP 1a

1. Examine photo and map 1a, Rampart Ridge as viewed from the southeast at Longmire. Note the exposed cliff of andesite. Describe how the map contour lines illustrate a cliff.



## PHOTO AND MAP 1b

2. Now compare photos 1a and 1b. Observe the terrain immediately above the arrow on 1a. Describe how the north and south surface slopes of Rampart Ridge differ. Which side of Rampart Ridge would you find easier to ascend—the area shown in 1a, or 1b?

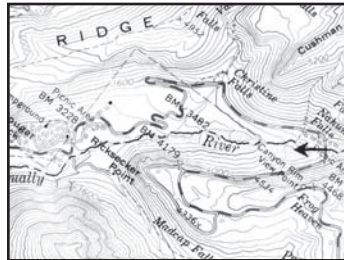




## Visualizing Topography - continued

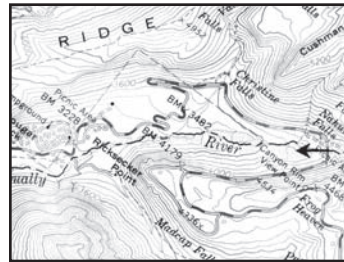
### PHOTO AND MAP 2

3. The Nisqually River valley, viewed in Map 2, is recently deglaciated. Photo #2 shows the view down valley from the highway bridge that crosses the Nisqually River. On the map, find the contour line immediately to the left of the arrow. In the space below, draw the contour line from the “Y” in Canyon Rim View Point to Christine Falls.



### PHOTO AND MAP 2

4. Examine the cliffs near Benchmark (BM) 4179 on Map 2. Find the name of the high point on the left side of the photo and write its name below.



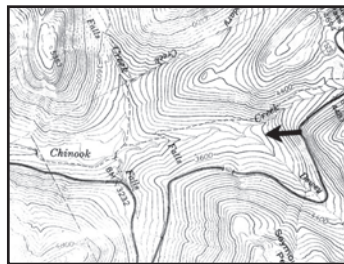




## Visualizing Topography - continued

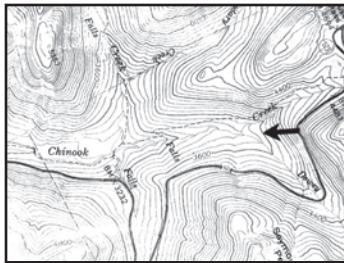
### PHOTO AND MAP 3

5. This view is taken from the highway above Chinook Creek, looking downstream. Erosion at Chinook Creek and its tributaries has been dominated by stream activity. Draw the 3,600 foot contour where it crosses Dewey Creek.



### PHOTO AND MAP 3

6. Describe the difference between the shape of the contour lines across the Nisqually River and Chinook Creek. Which letters of the alphabet do each contour resemble?





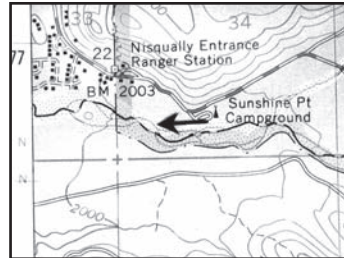
## Visualizing Topography - continued

### PHOTO AND MAP 2 AND 3

- Examine and compare Photos 2 and 3. Make some additional observations about the size and shape of the streambeds. How are the differences represented on the corresponding maps?

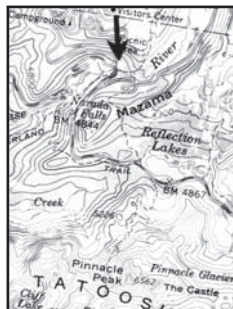
### PHOTO AND MAP 4

- This picture shows the Nisqually River, looking downstream from Sunshine Point Campground. On the map, what does the red line represent? Explain why many buildings exist left of the line and not to its right.



### PHOTO AND MAP 5

- List the name and elevation of the highest feature you see on the map.





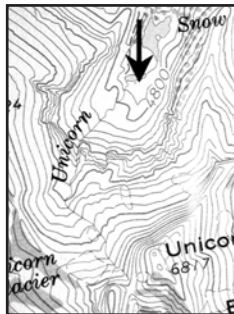
## Visualizing Topography - continued

### PHOTO AND MAP 6

10. What hydrologic (water) feature exists between Pinnacle Peak and The Castle? Explain how Pinnacle Peak might have influenced formation of this feature.

### PHOTO AND MAP 6

11. On the photo, examine the cliffs below Unicorn Peak. Describe what additional information the map provides that might help you climb Unicorn Peak easily and safely.



### PHOTO AND MAP 7

12. Examine map 7 that shows Nisqually Glacier. Now examine photo 7. Name one difference between your perceptions of Nisqually Glacier when viewed on the photo and the map.





## Visualizing Topography - Answers

### PHOTO AND MAP 1a

1. Examine photo and map 1a, Rampart Ridge as viewed from the southeast at Longmire. Note the exposed cliff of andesite. Describe how the map contour lines illustrate a cliff.  
**Maps show cliffs through closely spaced contour lines. The more closely-spaced the contours, the steeper the cliff!**

### PHOTO AND MAP 1b

2. Now compare photos 1a and 1b. Observe the terrain immediately above the arrow. Describe how the south and north surface slopes of Rampart Ridge differ. Which side of Rampart Ridge would you find easier to ascend—that shown in 1a, or 1b?  
**Contours are closely spaced at the cliff shown on photo and map 1a. The north-facing side of Rampart Ridge seen in photo 1b, is a fairly gentle slope, compared to the cliff on the southeast side, as seen on 1a. The north-facing side would be easiest to ascend.**

### PHOTO AND MAP 2

3. The Nisqually River valley, viewed in Map 2, is recently deglaciated. Photo #2 shows the view down valley from the highway bridge that crosses the Nisqually River. On the map, find the contour line immediately to the left of the arrow. In the space below, draw the contour line from the “Y” in Canyon Rim View Point to Christine Falls.  
**Students should draw a “shaky” U.**

### PHOTO AND MAP 2

4. Examine the cliffs near Benchmark (BM) 4179 on Map 2. Find the name of the high point on the left side of the photo and write its name below.  
**The cliffs in the photo will be those at Ricksecker point.**

### PHOTO AND MAP 3

5. This view is taken from the highway above Chinook Creek, looking downstream. Erosion at Chinook Creek and its tributaries has been dominated by stream activity. Draw the 3,600 foot contour where it crosses Dewey Creek.  
**Students should draw a V.**



## Visualizing Topography - Answers

### PHOTO AND MAP 3

6. Describe the difference between the shape of the contour lines across the Nisqually River and Chinook Creek. Which letters of the alphabet do each contour resemble?

**The Nisqually valley has a much broader channel than Dewey Creek and is glacially eroded and partially filled with glacial sediment; hence it has a “U” shape rather than the “V” shape.**

### PHOTO AND MAP 2 AND 3

7. Examine and compare Photos 2 and 3. Make some additional observations about the size and shape of the streambeds. How are the differences represented on the corresponding maps?

**As above, the streambed is much broader in the Nisqually, and the maps show the same thing. The Nisqually valley is less vegetated.**

### PHOTO AND MAP 4

8. This picture shows the Nisqually River, looking downstream from Sunshine Point Campground. On the map, what does the red line represent? Explain why many buildings exist left of the line and not to its right.

**The red line indicates the park boundary. Residential buildings are allowable on private land, but not within park boundaries. The dotted stipples represent sand, mud and gravel. The river is eroding forested land upstream.**

### PHOTO AND MAP 5

9. List the name and elevation of the highest feature you see on the map.

**Pinnacle Peak should be described as a pyramid or horn. Pinnacle Peak; elevation 6,562 feet.**

### PHOTO AND MAP 6

10. What hydrologic (water) feature exists between Pinnacle Peak and The Castle? Explain how Pinnacle Peak might have influenced formation of this feature.

**Snow from avalanches accumulated at the north-facing base of Pinnacle Peak. Shadows cast by Pinnacle Peak preserved the snow. The snow transformed to glacier ice.**



## Visualizing Topography - Answers

### PHOTO AND MAP 6

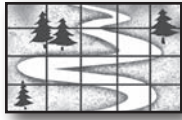
11. On the photo, examine the cliffs below Unicorn Peak. Describe what additional information the map provides that might help you climb Unicorn Peak easily and safely.

*The cliffs in view on the north side are too steep to climb. Slopes on the south side are less steep.*

### PHOTO AND MAP 7

12. Examine Map 7 that shows Nisqually Glacier. Now examine Photo #7. Name one difference between your perceptions of Nisqually Glacier when viewed on the photo and the map.

*The area covered by Nisqually Glacier's surface is difficult to ascertain in the photo because the glacier is in large part rock covered. The glacier is shown in blue and within dashed lines on map. The glacier's debris cover is shown as stippled dots.*



## Topo Map Scavenger Hunt

**Instructions:** Using the map provided by your teacher, answer the questions below as completely as you can. If math is involved, be sure to show your work. Credit will not be given for just the answer!

1. Record the name, date and agency that made this map.
2. Record the map scale. Explain the meaning of map scale.
3. Record the contour interval of the map as noted in the map explanation.
4. The contour interval on a map can also be calculated by looking at the elevation numbers on the contour line. Do this by taking any two adjacent bold contour lines and finding the elevation numbers on each. Subtract the elevation numbers to find the difference and divide by the number of intervals (spaces) you would have to cross to go from one bold contour to the other (remember the last bold line that you will have to cross). Show your work.
5. Look at the edges of the map. You will notice that the contour lines end there. Does the landscape actually end at the edge of the map? Explain your answer.
6. Describe the appearance of map contour lines at a stream valley and a glacial valley.



## Topo Map Scavenger Hunt - continued

7. Describe what the green represents on the map.
  
8. In the southern part of the map you will note about a dozen white angular shapes. Roads join these areas. Explain what these white angular areas represent.
  
9. How many kilometers (miles) would you drive from the Nisqually Entrance to Box Canyon? At the average park speed of 50 km/hr (35 mph), how long would it take you to travel this distance?
  
10. Explain why the glaciers are shown in blue. Do these contours remain the same from year to year? Explain your answer.
  
11. Explain the meaning of the term “BM 5,557” on the map.
  
12. Find the name of the highest mountain in the Tatoosh Range and record its elevation.
  
13. Describe how the mapmaker represents the boundary of Mount Rainier National Park.
  
14. What is the color of water features on the map?





## Topo Map Scavenger Hunt - continued

15. The map displays numbered red squares. How big is each square?
  
16. Which glacier has the greatest length? What is its length?
  
17. Measure the round trip distance and vertical elevation gain of your hike to Pinnacle Peak. Assuming that a steep climb such as this would take you an average of 45 minutes per mile (1.0 km), what would be the duration of your hike?



## Topo Map Scavenger Hunt - Answers











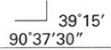












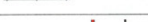



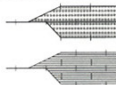











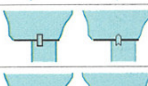

1. Record the name, date, and agency that made the map.  
*Mt. Rainier National Park, Wash.; 1971; U.S. Department of Interior, U.S. Geological Survey (USGS)*
2. Record the map scale. Explain the meaning of map scale.  
*(1:50,000); one inch (or cm, etc) on the map equals 50,000 inches (or cm) on the ground*
3. Record the contour interval of the map as noted in the map explanation.  
*Students should draw a “shaky” U.*
4. The contour interval on a map can also be calculated by looking at the elevation numbers on the contour line. Do this by taking any two adjacent bold contour lines and finding the elevation numbers on each. Subtract the elevation numbers to find the difference and divide by the number of intervals (spaces) you would have to cross to go from one bold contour to the other (remember the last bold line that you will have to cross). Show your work below.  
*Example:  $4000 - 3600 = 400$  There are 5 intervals to cross, so  $400/5 = 80$*
5. Look at the edges of the map. You will notice that the contour lines end there. Do they really just stop there? Why or why not?  
*No, they continue at that elevation on features shown on the adjacent map.*
6. Describe the appearance of map contour lines at a stream valley and a glacial valley.  
*Contours in a stream valley are V-shaped at the valley bottom; contours in a glacial valley display a flattened U-shape.*
7. Describe what the green represents on the map.  
*Vegetation*
8. In the southern part of the map you will note about a dozen white angular shapes. Roads join these areas. Explain what these white angular areas represent.  
*These are areas that were clear cut at the time the map was made, therefore they do not have the normal vegetation pattern.*



## Topo Map Scavenger Hunt - Answers

9. How many kilometers (miles) would you drive from the Nisqually Entrance to Box Canyon,? At the average park speed of 50 km/hour (35 mph), how long would it take you?  
**Distance is approximately 23 miles. The trip would require about 40 minutes or .7 hours.**
10. Explain why the glaciers are shown in blue. Do these contours remain the same from year to year? Explain your answers.  
**The glaciers consist of water, and thus are considered water features. No, contours do not remain the same from year to year, because the glacier's size is dependent on changeable climatic conditions.**
11. Explain the meaning of the term "BM 5557" on the map.  
**It tells us the elevation at that point is exactly 5,557 feet above sea level. Incidentally, BM stands for benchmark. If you go to Paradise, you can find this marker easily, since it sits on top of a foot high pole.**
12. Find the name of the highest mountain in the Tatoosh Range and record its elevation.  
**Unicorn Peak at 6,817 feet is the tallest.**
13. Describe how the mapmaker represents the boundary of Mount Rainier National Park.  
**By a thick red line.**
14. What is the color of water features on the map?  
**Blue**
15. The map displays numbered red squares. How big is each square?  
**They are one-mile squares.**
16. Which glacier has the greatest length? What is the length of it?  
**It seems to be a toss-up between Carbon and Winthrop Glaciers at about 5.2 miles.**
17. Measure the round trip distance and vertical elevation gain of your hike to Pinnacle Peak. Assuming that a steep climb such as this would take you an average of 45 minutes per mile (1.6 km), what would be the duration of your hike?  
**The trail is about 3 miles round trip (give credit for 2 miles, since there are a lot of switch-backs) and gains about 1,120 feet (6,000-4,880). This trail would require two and one quarter hours to hike.**

BATHYMETRIC FEATURES	
Area exposed at mean low tide; sounding datum line***	
Channel***	
Sunken rock***	
BOUNDARIES	
National	
State or territorial	
County or equivalent	
Civil township or equivalent	
Incorporated city or equivalent	
Federally administered park, reservation, or monument (external)	
Federally administered park, reservation, or monument (internal)	
State forest, park, reservation, or monument and large county park	
Forest Service administrative area*	
Forest Service ranger district*	
National Forest System land status, Forest Service lands*	
National Forest System land status, non-Forest Service lands*	
Small park (county or city)	
BUILDINGS AND RELATED FEATURES	
Building	
School; house of worship	
Athletic field	
Built-up area	
Forest headquarters*	
Ranger district office*	
Guard station or work center*	
Racetrack or raceway	
Airport, paved landing strip, runway, taxiway, or apron	
Unpaved landing strip	
Well (other than water), windmill or wind generator	
Tanks	
Covered reservoir	
Gaging station	
Located or landmark object (feature as labeled)	
Boat ramp or boat access*	
Roadside park or rest area	
Picnic area	
Campground	
Winter recreation area*	
Cemetery	
COASTAL FEATURES	
Foreshore flat	
Coral or rock reef	
Rock, bare or awash; dangerous to navigation	
Group of rocks, bare or awash	
Exposed wreck	
Depth curve; sounding	
Breakwater, pier, jetty, or wharf	
Seawall	
Oil or gas well; platform	
CONTOURS	
<i>Topographic</i>	
Index	
Approximate or indefinite	
Intermediate	
Approximate or indefinite	
Supplementary	
Depression	
Cut	
Fill	
Continental divide	
<i>Bathymetric</i>	
Index***	
Intermediate***	
Index primary***	
Primary***	
Supplementary***	
CONTROL DATA AND MONUMENTS	
Principal point**	
U.S. mineral or location monument	
River mileage marker	
<i>Boundary monument</i>	
Third-order or better elevation, with tablet	
Third-order or better elevation, recoverable mark, no tablet	
With number and elevation	
<i>Horizontal control</i>	
Third-order or better, permanent mark	
With third-order or better elevation	
With checked spot elevation	
Coincident with found section corner	
Unmonumented**	

<b>CONTROL DATA AND MONUMENTS – continued</b>	
<b>Vertical control</b>	
Third-order or better elevation, with tablet	BM × 5280
Third-order or better elevation, recoverable mark, no tablet	× 528
Bench mark coincident with found section corner	BM + 5280
Spot elevation	× 7523
<b>GLACIERS AND PERMANENT SNOWFIELDS</b>	
Contours and limits	
Formlines	
Glacial advance	
Glacial retreat	
<b>LAND SURVEYS</b>	
<b>Public land survey system</b>	
Range or Township line	— — — — —
Location approximate	- - - - -
Location doubtful	- · - · -
Protracted	- · - · - · - · -
Protracted (AK 1:63,360-scale)	- · - · - · - · - · -
Range or Township labels	R1E T2N R3W T4S
Section line	— — — — —
Location approximate	- - - - -
Location doubtful	- · - · -
Protracted	- · - · - · - · -
Protracted (AK 1:63,360-scale)	- · - · - · - · - · -
Section numbers	1 - 36 1 - 36
Found section corner	+
Found closing corner	+
Witness corner	WC
Meander corner	MC
Weak corner*	+
<b>Other land surveys</b>	
Range or Township line	· · · · ·
Section line	— — — — —
Land grant, mining claim, donation land claim, or tract	— — — — —
Land grant, homestead, mineral, or other special survey monument	■
Fence or field lines	- - - - -
<b>MARINE SHORELINES</b>	
Shoreline	
Apparent (edge of vegetation)***	
Indefinite or unsurveyed	
<b>MINES AND CAVES</b>	
Quarry or open pit mine	⊗
Gravel, sand, clay, or borrow pit	⊗
Mine tunnel or cave entrance	←
Mine shaft	■
Prospect	×
Tailings	 Tailings
Mine dump	
Former disposal site or mine	
<b>PROJECTION AND GRIDS</b>	
Neatline	 39'15" 90'37'30"
Graticule tick	 55'
Graticule intersection	
Datum shift tick	
<b>State plane coordinate systems</b>	
Primary zone tick	640 000 FEET
Secondary zone tick	247 500 METERS
Tertiary zone tick	260 000 FEET
Quaternary zone tick	98 500 METERS
Quinary zone tick	320 000 FEET
<b>Universal transverse mercator grid</b>	
UTM grid (full grid)	 273
UTM grid ticks*	 269
<b>RAILROADS AND RELATED FEATURES</b>	
Standard guage railroad, single track	
Standard guage railroad, multiple track	
Narrow guage railroad, single track	
Narrow guage railroad, multiple track	
Railroad siding	
Railroad in highway	
Railroad in road	
Railroad in light duty road*	
Railroad underpass; overpass	
Railroad bridge; drawbridge	
Railroad tunnel	
Railroad yard	
Railroad turntable; roundhouse	
<b>RIVERS, LAKES, AND CANALS</b>	
Perennial stream	
Perennial river	
Intermittent stream	
Intermittent river	
Disappearing stream	
Falls, small	
Falls, large	
Rapids, small	
Rapids, large	
Masonry dam	
Dam with lock	
Dam carrying road	

RIVERS, LAKES, AND CANALS – <i>continued</i>	
Perennial lake/pond	
Intermittent lake/pond	
Dry lake/pond	
Narrow wash	
Wide wash	
Canal, flume, or aqueduct with lock	
Elevated aqueduct, flume, or conduit	
Aqueduct tunnel	
Water well, geyser, fumarole, or mud pot	
Spring or seep	

ROADS AND RELATED FEATURES	
Please note: Roads on Provisional-edition maps are not classified as primary, secondary, or light duty. These roads are all classified as improved roads and are symbolized the same as light duty roads.	
Primary highway	
Secondary highway	
Light duty road	
Light duty road, paved*	
Light duty road, gravel*	
Light duty road, dirt*	
Light duty road, unspecified*	
Unimproved road	
Unimproved road*	
4WD road	
4WD road*	
Trail	
Highway or road with median strip	
Highway or road under construction	
Highway or road underpass; overpass	
Highway or road bridge; drawbridge	
Highway or road tunnel	
Road block, berm, or barrier*	
Gate on road*	
Trailhead*	

SUBMERGED AREAS AND BOGS	
Marsh or swamp	
Submerged marsh or swamp	
Wooded marsh or swamp	
Submerged wooded marsh or swamp	
Land subject to inundation	

SURFACE FEATURES	
Levee	
Sand or mud	
Disturbed surface	
Gravel beach or glacial moraine	
Tailings pond	

TRANSMISSION LINES AND PIPELINES	
Power transmission line; pole; tower	
Telephone line	
Aboveground pipeline	
Underground pipeline	

VEGETATION	
Woodland	
Shrubland	
Orchard	
Vineyard	
Mangrove	

\* USGS-USDA Forest Service Single-Edition Quadrangle maps only.  
 In August 1993, the U.S. Geological Survey and the U.S. Department of Agriculture's Forest Service signed an Interagency Agreement to begin a single-edition joint mapping program. This agreement established the coordination for producing and maintaining single-edition primary series topographic maps for quadrangles containing National Forest System lands. The joint mapping program eliminates duplication of effort by the agencies and results in a more frequent revision cycle for quadrangles containing National Forests. Maps are revised on the basis of jointly developed standards and contain normal features mapped by the USGS, as well as additional features required for efficient management of National Forest System lands. Single-edition maps look slightly different but meet the content, accuracy, and quality criteria of other USGS products.

\*\* Provisional-Edition maps only.  
 Provisional-edition maps were established to expedite completion of the remaining large-scale topographic quadrangles of the conterminous United States. They contain essentially the same level of information as the standard series maps. This series can be easily recognized by the title "Provisional Edition" in the lower right-hand corner.


\*\*\* Topographic Bathymetric maps only.

**Topographic Map Information**  
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