

**STUDY OF BANANAL RIVER BASIN, MARICÁ, RJ, BRAZIL, IN THEMATIC
CARTOGRAPHY**

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The Bananal river basin is inserted in the Ponta Negra district, in the Maricá city, Rio de Janeiro, Brazil. An interesting fact is that the municipal territory corresponds to the large lagoon system, a fact quite rare. Thus, almost all the rivers rise and flow within its boundaries. The Guarapina lagoon is where the river Bananal launches its waters. Its main river is the Itapeba / Mombuca that is no more than 20 meters wide, but supplies to the downtown and some neighborhoods. Maricá also has artificial canals that connect the lagoon to the sea as the Ponta Negra and Itaipuaçu channels. The opening of these channels in the 50 finished with natural bar opening that happened between Barra and Guaratiba. Due to the availability of cartographic materials, proximity to the university campus and its surroundings, relatively small, this region was chosen for the practice of the discipline "Thematic Cartography". Its proximity to the university campus provides students of geography fieldwork experience in a geographic area that meets the multidisciplinary course. This is a relatively small area chosen for the practice of the discipline "Thematic Cartography". The activities (coordinate system, altimetry, planimetry and cartograms) are divided into two parts: a classroom and the other for field practice. In the classroom, are explained the concepts of coordinate systems, UTM and geographic coordinates for determining points of interest, scale (distances's measurement, as the length of the river, use and occupation), calculation of area and perimeter basin, graphic semiology in the construction of cartograms, forms of representation of the land surface (topographic profiles, models, digital terrain models, hypsometric colors, spot elevations and contour lines). In the field, are made sketches of landforms, coordinates confirmation calculated in classroom using GPS (Global Positioning System), classes are checked for land use and occupation and features that will assist in the interpretation during the reading of aerial photographs. The proximity between the university and the area to practice the activities of thematic cartography, facilitates regular and systematic records of research involving students constantly. Again in the classroom, topographic maps are updated according to the current land use as annotations in notebooks derived from field observations. It is expected that by the end of term this work is validated and established a support material for students of the next class of Cartography.