

TACTILE MAPS AS A WAY TO INCLUDE GEOGRAPHY CLASSES AT E.E.M WILEBALDO AGUIAR IN THE CITY OF MASSAPÊ-CE

Profa. Raquel Salvino Fernandes; e-mail: raquelsalvino@gmail.com

Maria Thays Menezes Silva; e-mail: mtms.fb@gmail.com

Participantes: Gustavo Batista Dias; Moura Jorge Arruda Filho e Victoria Virna Furtado do Nascimento

ABSTRACT

Reading cartographic maps in schools is an indispensable practice for understanding geographical space. Tactile maps are an important tool as a way to promote visually impaired access to location and spatial information. However, tactile cartography is a resource that promotes independence and expands the intellectual and inclusive capacity of learners.

Keywords: Geography. Inclusion. Tactile maps.

MAPAS TÁTEIS COMO FORMA DE INCLUSÃO NAS AULAS DE GEOGRAFIA DA E.E.M WILEBALDO AGUIAR NA CIDADE DE MASSAPÊ-CE

RESUMO

A leitura de mapas cartográficos nas escolas é uma prática indispensável para a compreensão do espaço geográfico. Os mapas táteis é uma importante ferramenta como forma de promover o acesso de deficientes visuais a localização e informações espaciais. Entretanto, a cartografia tátil é um recurso que promove a independência e amplia a capacidade intelectual e inclusiva dos educandos.

Palavras-Chave: Geografia. Inclusão. Mapas táteis.

INTRODUCTION

Cartography is a science that has been deciphered since the dawn of humanity, where man expressed the desire to represent places and the need for locomotion for his survival.

Perhaps it is not an exaggeration to say that, for humanity, cartographic knowledge is essential and even vital. Both traditional historiography and more modern approaches to the history of Cartography show the use of cartographic representations in different times and places of the world by different peoples. (CARVALHO; ARAÚJO, 2008).

Nowadays, however accessible the maps of regionalization, climate, vegetation, among others, there is a minority of the population with visual impairment or low vision who cannot read these maps. Thinking about this minority that tactile maps were created, as a form of methodology and inclusion in Geography classes.

Tactile Cartography is concerned with making maps with textured or high-relief materials, allowing the visually impaired to feel and be able to read, thus expanding their perception of the world.

According to Jordão (2015), like any map, the tactile map must contain elements aimed at the critical reading of the receiver. In this way, the title, scale, orientation, legend, are parts of the map and these must convey all the spatial information represented. These elements are designed for tactile cartography, considering that it must also answer the questions: What? At where? When? like any map.

MAIN GOAL

- Use tactile maps in Geography classes, as a way of inclusion and improvement in the teaching/learning process for the visually impaired.

Specific objectives

- Social inclusion in cartographic learning;
- Contribute in the teaching/learning process of the visually impaired person;
- Create inclusive teaching methodologies in Geography classes;

METHODOLOGY

The project was carried out with students from the 1st year of high school at E.E.M. Wilebaldo Aguiar in Massapê-CE. The tactile maps were prepared according to the themes that were being worked on in the classroom, political map, climate and vegetation. They were made of cardboard, styrofoam glue and materials that give a “high relief”, such as: macaroni, corn, cotton, sand, crumpled paper.

In the second moment, the maps were taken to work in the class, where the students who participated in the project presented the maps to their colleagues and showed the importance of using new inclusive methodologies in Geography classes. It is worth mentioning that there is a visually impaired person in the class, she participated assiduously in the elaboration of the project and showed satisfaction in taking some of her experience to her classmates.

RESULTS

It follows the maps made by the students and used in Geography classes as a result of the proposed work with the students of the 1st year of E.E.M. Wilebaldo Aguiar.

Figure 01: Students planning to make a tactile map



Fonte: FERNANDES, R. S. (2019)

Figure 02: Production of tactile map



Fonte: FERNANDES, R. S. (2019)

Figure 03: Tactile map prepared by students



Fonte: FERNANDES, R. S. (2019)

Figure 04: Tactile map prepared by students



Fonte: FERNANDES, R. S. (2019)

SOCIAL RELEVANCE OF THE PROPOSAL

The project awakened the importance of working on new methodologies in Geography classes, in a way that includes all students in the teaching and learning process. Tactile maps can also be used for assistance, mobility and independence of people with disabilities, as they help in the understanding and analysis of geographic aspects.

IMPACT ON THE DISSEMINATION OF KNOWLEDGE AT SCHOOL

Making tactile cartographic maps for people with visual impairments showed positive results in E.E.M. Wilebaldo Aguiar, by inserting the student in the context of overcoming the difficulties of teaching Geography, making the student acquire a critical knowledge of space, society and the environment, recognizing and understanding how the systematization of information through maps is carried out.

It is worth mentioning that the students began to show greater interest in learning in the discipline of Geography, as the methodology adopted awakened in the students the skills of working in groups and socializing the acquired knowledge in a dynamic and interactive way.

FINAL CONSIDERATIONS

This work aimed to show the importance of the principle of equal rights, ensuring that all people have the same opportunities within an inclusive society. It is the school's task to carry out projects like this and create ways of social inclusion in the educational environment.

The relevance of using didactic resources and practical resources in Geography classes is also highlighted as a way of enriching and diversifying the teaching-learning process, that is, an education designed for all.

REFERENCES

CARVALHO, E. A de.; ARAÚJO, P. C. **História da Cartografia**. Natal, RN: EDUFRN, 2008.

JORDÃO, B. G. F. **Cartografia Tátil na Educação Básica: os cadernos de Geografia e a inclusão de estudantes com deficiência visual na rede estadual de São Paulo**.

Dissertação (Mestrado). Faculdade de Filosofia, Letras e Ciências Humanas da Universidade de São Paulo. Departamento de Geografia. Área de concentração: Geografia Física. São Paulo, 2015.

LOCH, Ruth E. N. **Cartografia Tátil: mapas para deficientes visuais**. Portal da Cartografia. Londrina, v.1, n.1, maio/ago., p. 35- 58, 2008. Disponível em:

<http://www.uel.br/revistas/uel/index.php/portalcartografia>. Acesso em: 20 de out. 2019.