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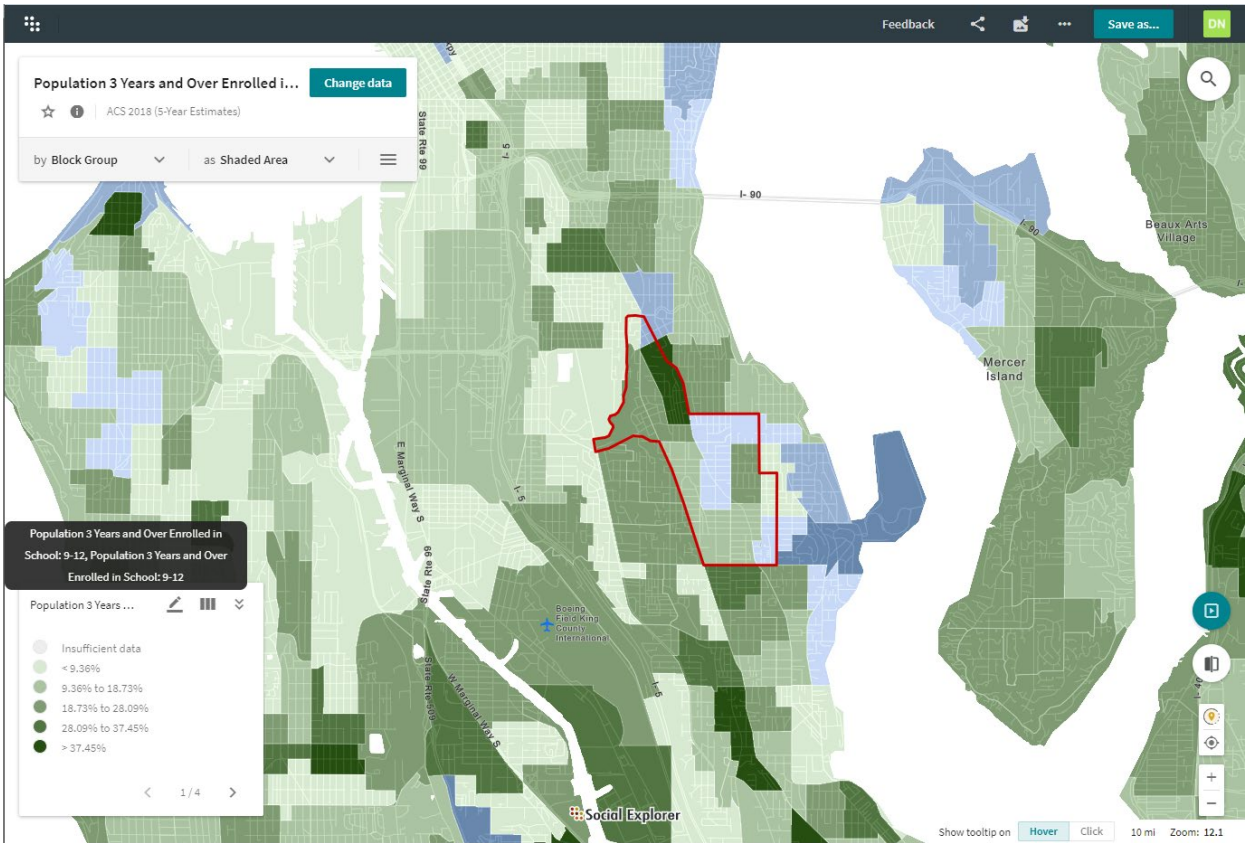
Map Practice #5: Socially-Engaged Mapping of Home Community/Neighborhood
Due: 5pm, December 7, 2020

Part 1: Generate two census atlases of your home community/neighborhood maps with two different census data variables.

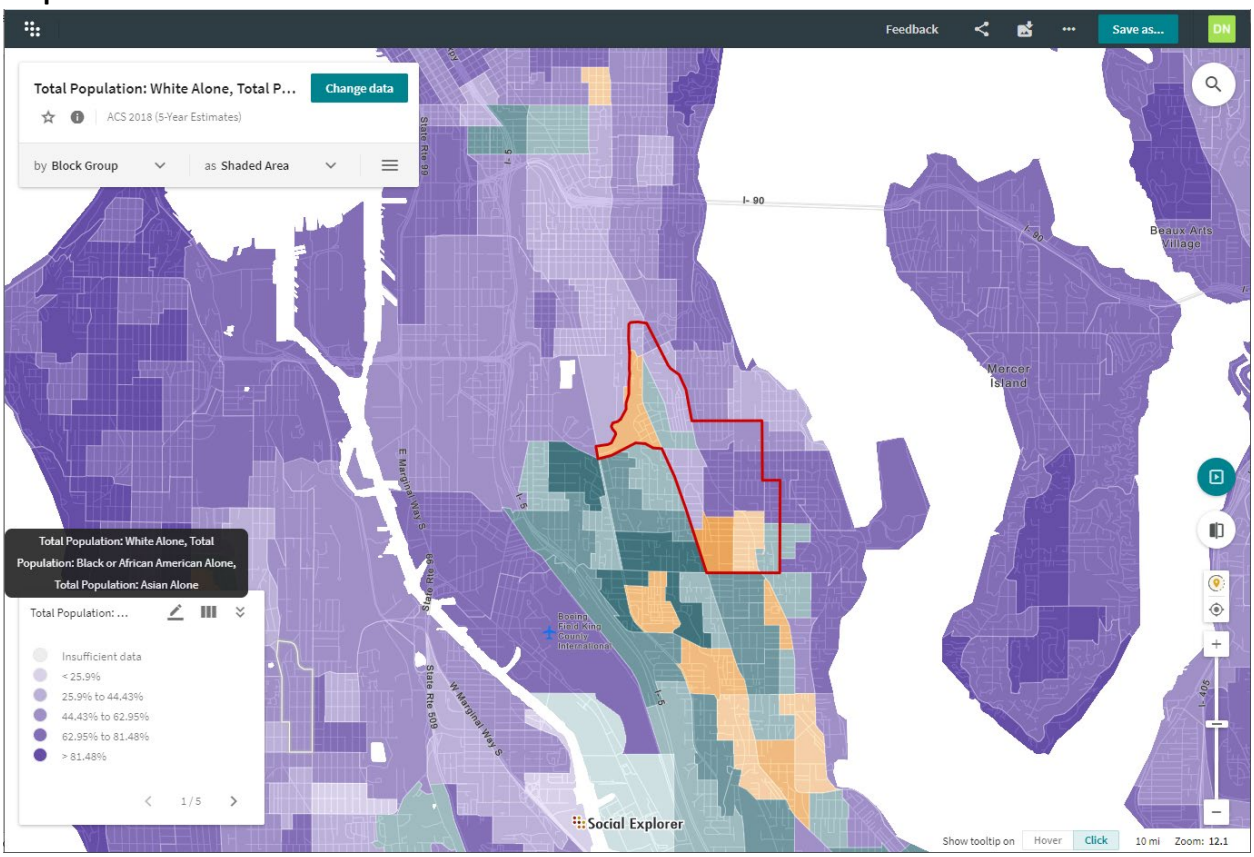
Map #1



URL: https://www.socialexplorer.com/7545cb68ed/view

This map displays the percentage of students who attend public and private high schools in my home community of Columbia City. The geographic scale is set at ten miles with a zoom level of 12.1, and the geography level is census block group. The key census data is from Education ACS 2018 (5-Year Estimates) >> Level of School by Type of School for Enrolled in School Population 3 Years and Over >> Public School: 9-12 [Green], Private School 9-12 [Blue]. Comparing two different variables limited which data classification methods I could use, with my options being Category (Default), Custom, or Equal Interval. I decided to create five classes (five to six classes would be considered the norm) using an Equal Interval scheme, making it easier to both interpret and compare the data. Since the data is quantitative, I varied the value of each color (lighter for smaller percentages and darker for larger percentages) to allow for a quick understanding of the information. In addition, I wanted to ensure the colors didn't have alternative meanings, such as red to indicate hot or bad, so I chose green and blue to suggest either Seahawks colors or the natural environment of the area.

Map #2



URL: https://www.socialexplorer.com/e1ef04efaa/view

This map displays the total population of people identifying as White, Black/African American, or Asian in my home community of Columbia City and surrounding areas. The geographic scale is set at ten miles with a zoom level of 12.1, and the geography level is census block group. The key census data is from Race >> ACS 2018 (5-Year Estimates) Race >> Total Population >> White Alone [Purple], Black or African American Alone [Yellow], Asian Alone [Teal]. Comparing more than one variable (in this case, three variables) limited which data classification methods I could use, with my options again being Category (Default), Custom, or Equal Interval. For consistency, I used an equal interval scheme of five classes, so that it might be easier to analyze the data, varying the value of each color (lighter for smaller percentages and darker for larger percentages), allowing for a quick understanding of the quantitative data. For this map, I chose colors that did not overlap with my first map, were easy to distinguish from each other, and were pleasant to the eye.

Part 2: Critical Map Read/Use

2A. Map Reading

- **Map 1**: A Map of the Neighborhood of Columbia City in Seattle, Washington, showing the Population of Students Enrolled in Public and Private High Schools, 2018 (5-Year Estimates), at Census Block Group-level, in 5 classes, classified by Equal-Interval classification method.

- **Map 2**: A Map of the Neighborhood of Columbia City in Seattle, Washington, showing the Population of People Identifying as White Alone, Black or African American Alone, or Asian Alone, 2018 (5-Year Estimates), at Census Block Group-level, in 5 classes, classified by Equal-Interval classification method.

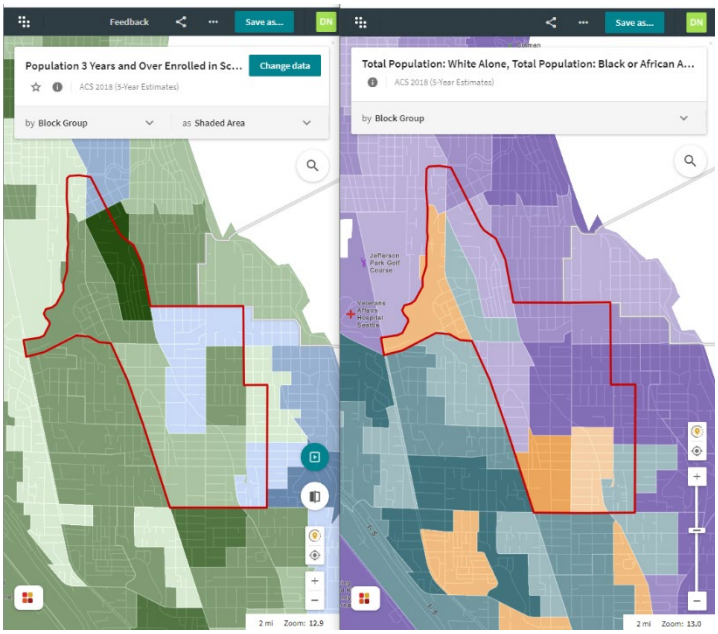
2B. Map Analysis:

- **Map 1**: The lightest value of each color indicates the smallest difference between students enrolled in public or private high schools, whereas the darkest values of each color indicate the largest differences in range between enrollees. In general, the farther east you travel (toward Lake Washington) the higher the percentages of students attending private schools. Students living closer to the busy street of Martin Luther King Jr. Way South (MLK) are more likely to attend public high schools.

- **Map 2**: Much of the neighborhood is inhabited by people identifying as White, with the highest populations residing in the central region of the community. A high percentage of people identifying as Black live in the only section west of MLK to the north and south of South Lucile St in the south. Areas where the majority of people identify as Asian appear to separate the mainly Black or White regions.

2C. Map Interpretation:

Map #1 **Map #2**



Block Group 5 on Map #2 (the central purple section) shows an overwhelmingly large White Alone population at 71%. This section of Rainier Ave S, and side streets east of it, is home to all my favorite spots I included in my mental map from Map Practice #2: restaurants, boutique eyewear shop, bakery, library, theater, etc. Traveling either north or south on Rainier Ave S from this section, does not offer the same unique commercial opportunities as seen on "my" section of the busy road. Moving east from here takes you toward Lake Washington and Seward Park, home of some extremely expensive houses, and coincidentally, prominently White Alone entities. These areas also happen to have the highest percentage of students attending private high schools. All Black Alone sections and one Asian Alone section in the north primarily attend public schools. However, the Asian Alone section in the southern part of the neighborhood trends with the White Alone areas, which predominantly send their students to private high schools. South Columbian Way and S Graham St provide access to I-5, and the sections bordering these streets are composed chiefly of Black Alone areas. Block Group 4 from Map #1 surprised me, as the majority of its residents are people who are White Alone, yet it is the most definitive section of public high school enrollees, with its northern border adjacent to a strong private school area.

From these maps it could be interpreted that private high schools are filled with students overwhelmingly from White Alone areas, Black Alone areas populate public high schools, and Asian Alone students attend both public and private high schools.