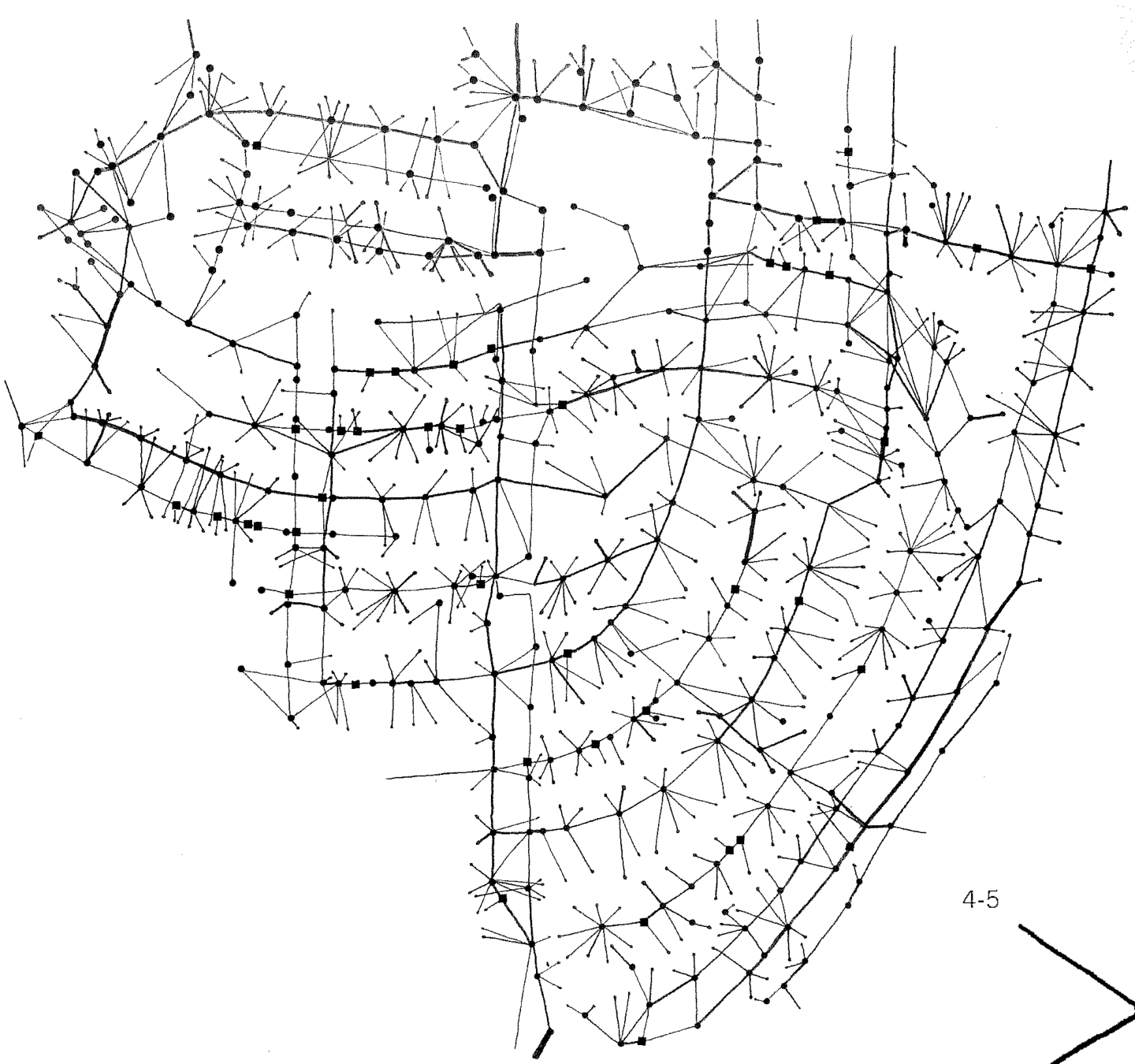
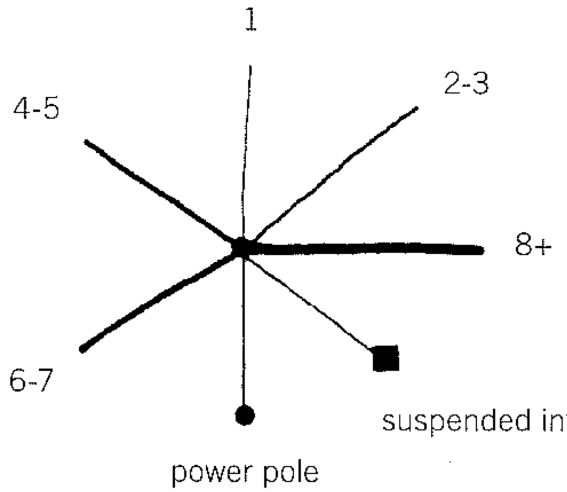




Squirrel Highways by Wood (2010)

Geography 360
October 12, 2016

Talking about the Project
and
Interpreting data through cla-ssif-ication

1. *Questions!*
2. *Project:* tips, techniques, examples to think with, demos
3. *Classification:* Interpretatively simplifying data for clarity and comparison.

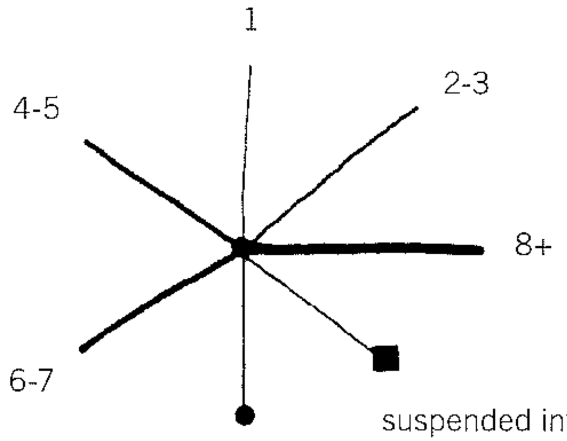
Project: Overall goals

- **Interpret a neighborhood in Seattle:** Choose a neighborhood. Interpret it from the perspectives of three different constituencies.
- **Make three maps:** Express the visions seen from each of your three perspectives through different maps of the neighborhood.
  - Get to where you are able to explain to us how your choice of data, visualization methods, perspective, and neighborhood *fit together with each other.*
- **Put them into a single 'story map' web app:** Contextualize and interpret these three maps for us.
  - How do the messages of the maps and the cartographic choices connect?

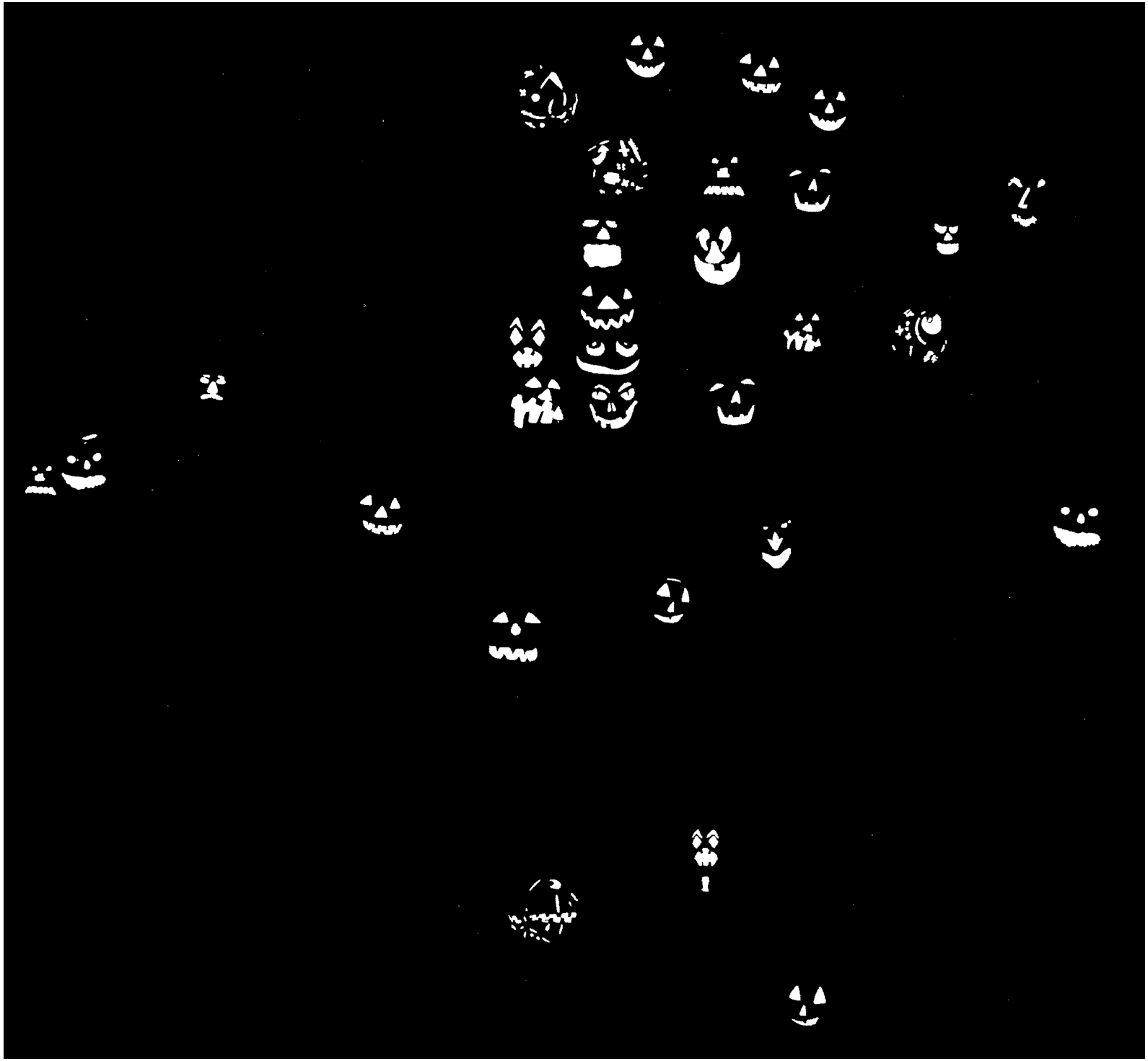
See: https://canvas.uw.edu/courses/1066006/assignments/3443737

Examples of maps with standpoints.

"Mailman" by Wood (2010)



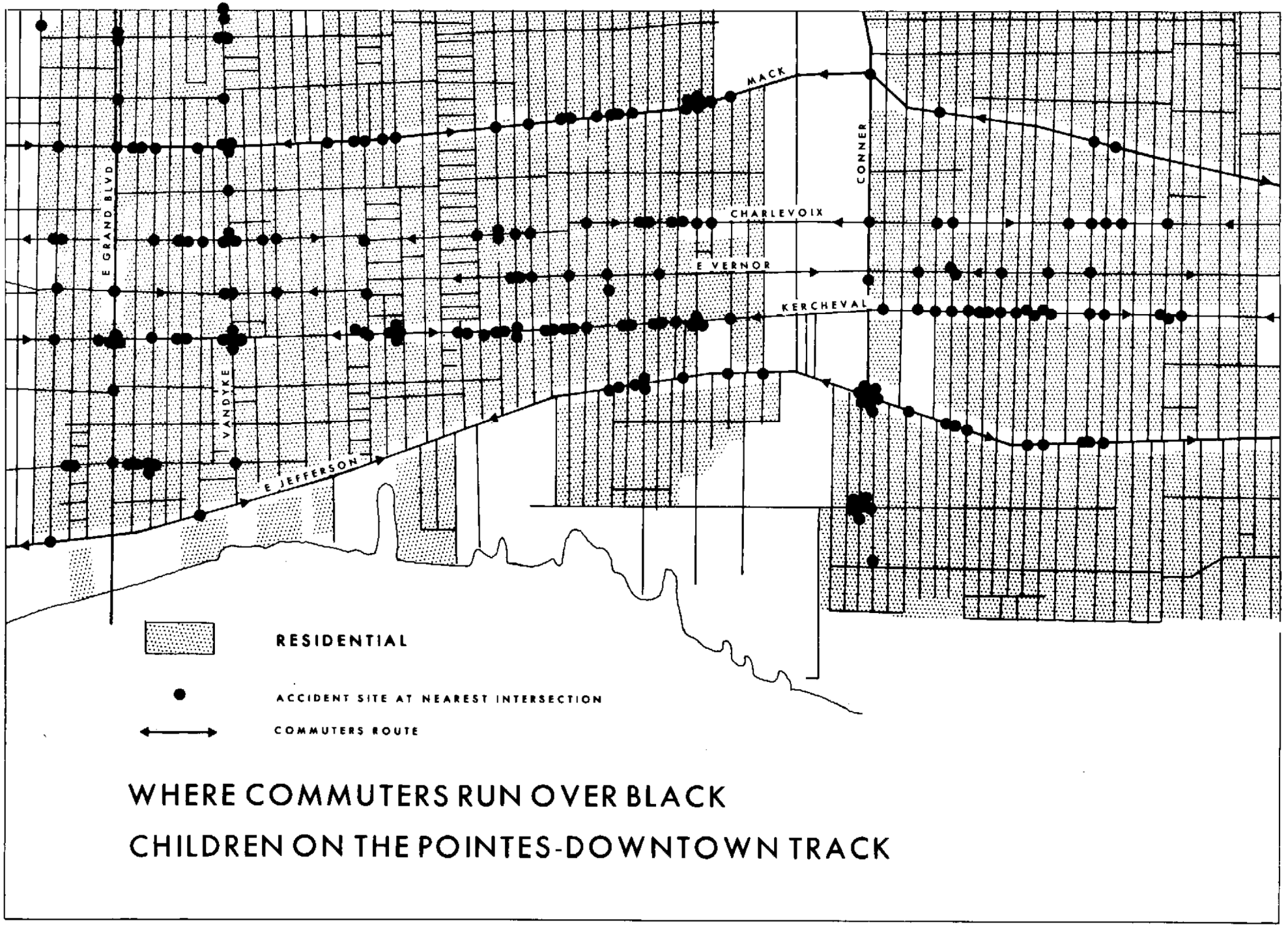
“Squirrel Highways” by Wood (2010)



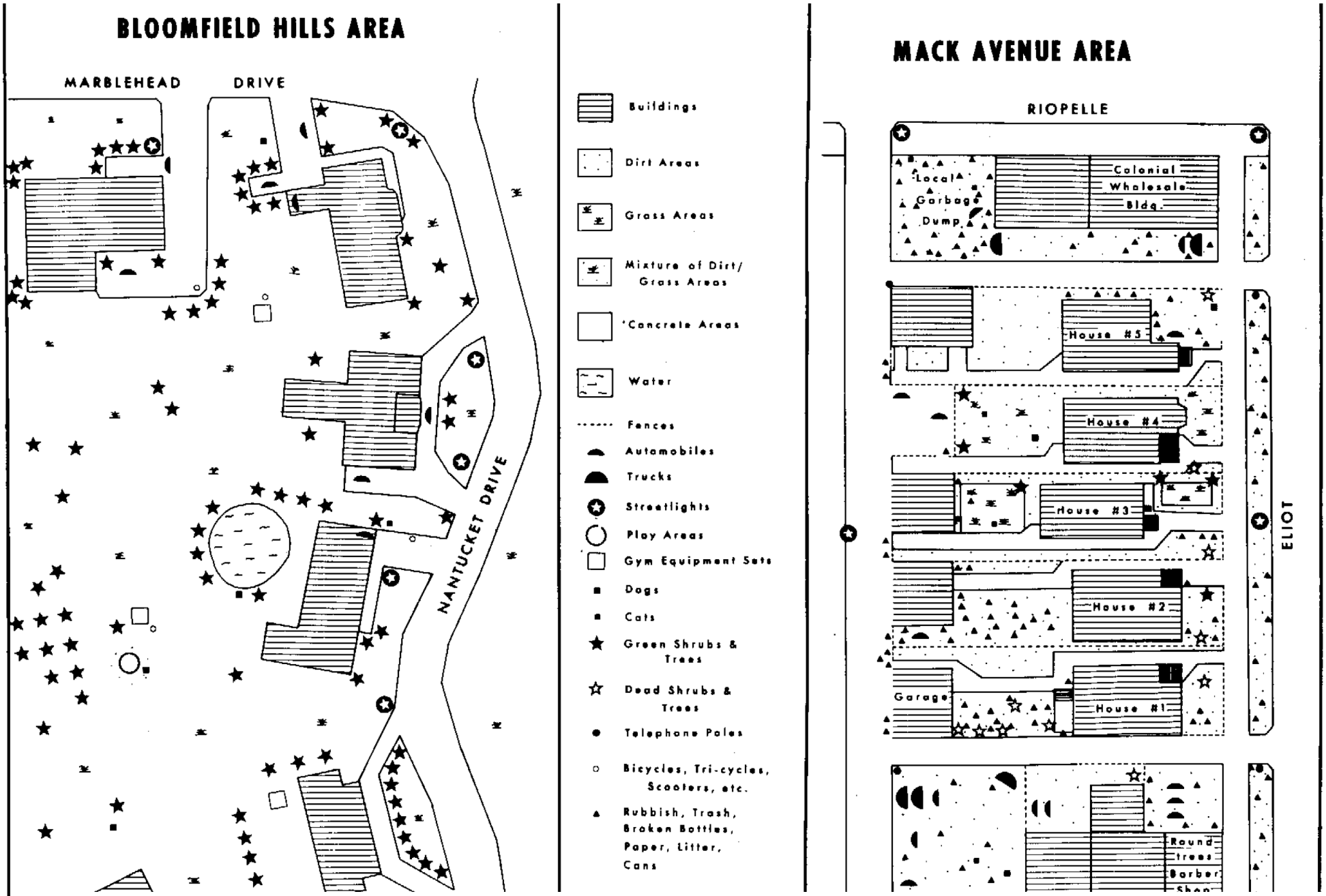
Note: Locations of lanterns tend to correlate with houses often mentioned in neighborhood newsletters.

(what might that mean?)

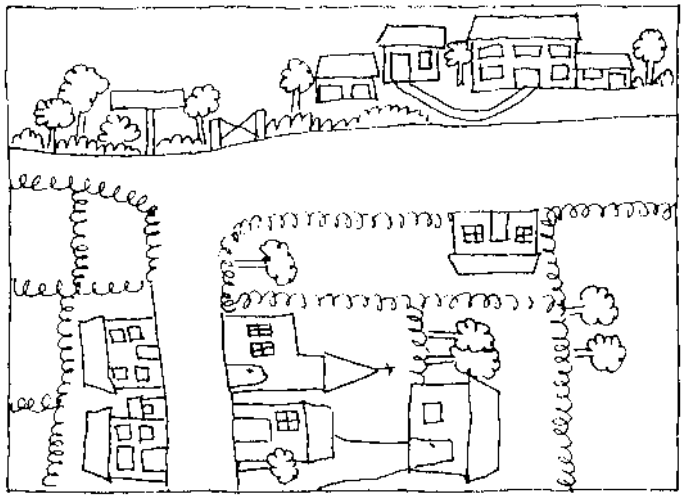
"Jack-O'-Lanterns" by Wood (2010)

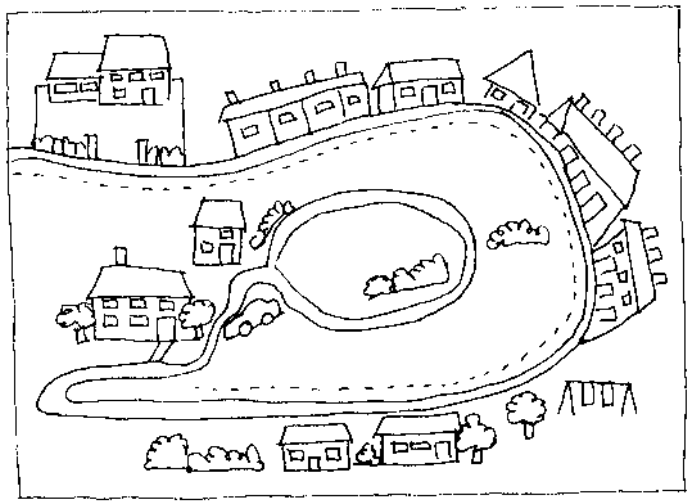


WHERE COMMUTERS RUN OVER BLACK CHILDREN ON THE POINTES-DOWNTOWN TRACK



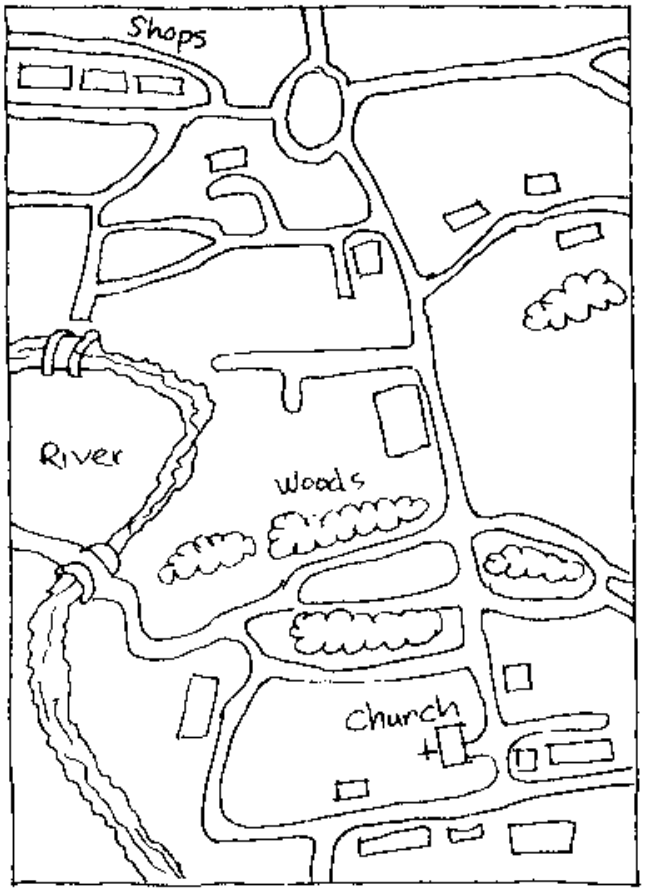
Mack Avenue and Bloomfield Hills - From a Child's Point of View





It Takes a Village
(Heather and Vivian, 9 years old)

Scope: Neighborhood/community
Perspective: 45° Elevated
(High oblique)
Attributes: Houses pictorial
Roads provide structure
Forts and hideouts are common
Legends often used



Up, Up, and Away
(Travis, 11 years old)

Scope: Nearby towns/region
Perspective: Aerial
Attributes: Houses disappear
Scale becomes accurate
Symbols replace pictures
Water courses connect

MAPMAKING WITH CHILDREN

Sense of Place Education for the Elementary Years

By: David Sobel

Project: Thinking about your 'neighborhood'

You can interpret 'Neighborhood' flexibly and thoughtfully:

- Some people will use a smaller area (e.g., a *S_HOOD*)
  - You can change how light and transparent your neighborhood 'mask' is. This will let you examine both 'site' and 'situation' of your neighborhood. Example: How is the household income of my neighborhood situated in the larger city?
- Some people will choose a larger area (e.g., a *L_HOOD*)
- You could even choose more than one 'neighborhood' in order to compare/contrast over a larger area:
  - You can use a Filter for two neighborhoods (see next slide)
  - In that case, you may use different 'tabs' in the story map to show different views across space.

Key to remember:

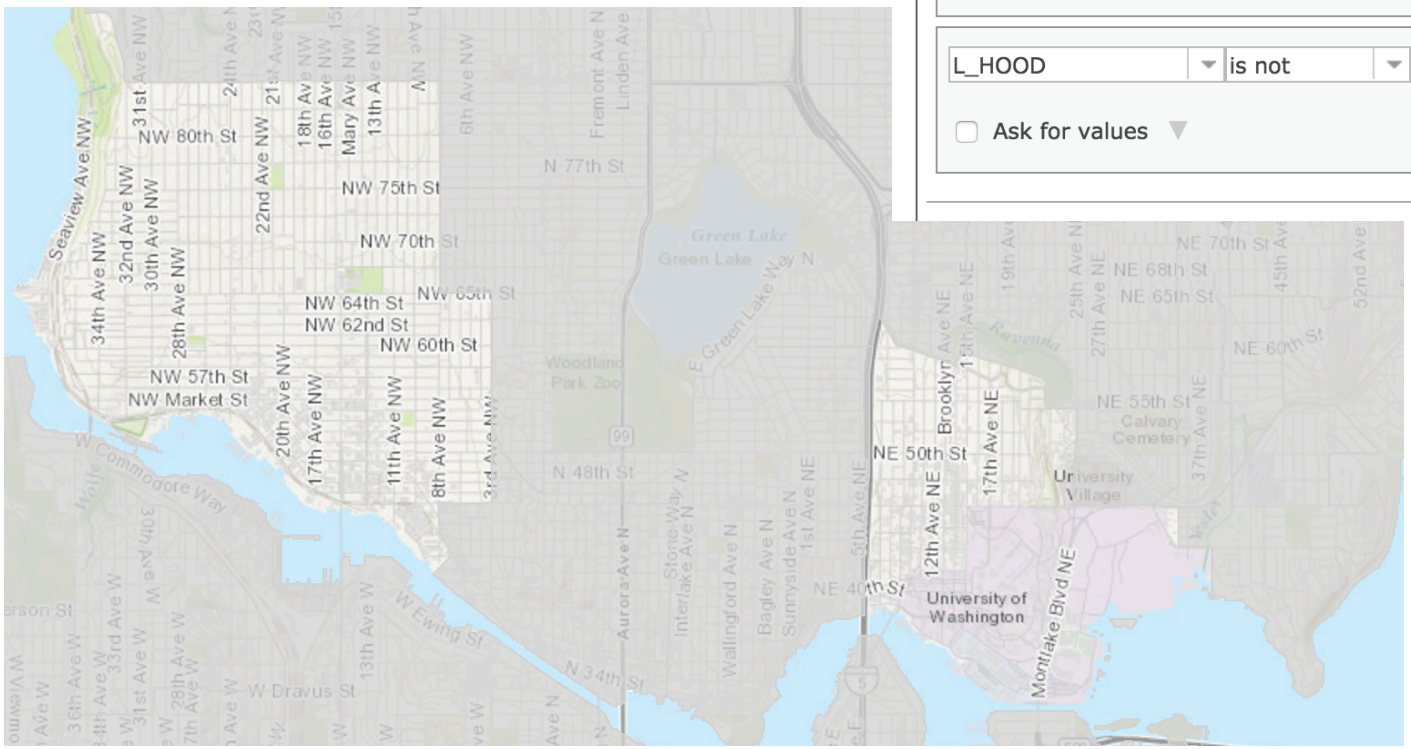
Your choice of 'neighborhood' (size, location, particularities),
Your choices of perspectives,
And your choices of data…

….*will be interrelated*. You will want to be able to explain how/why.

Project: Thinking about your ‘neighborhood’

Two neighborhoods demo:

(‘Add a set’ first when you set up a filter)



Filter: Neighborhoods

View | Edit

+ Add another expression | Add a set

Display features in the layer that match All of the following expressions

L_HOOD | is not | BALLARD

Value | Field | Unique

Ask for values

L_HOOD | is not | UNIVERSITY DISTRICT

Value | Field | Unique

Ask for values

Project: Thinking about data

Explore the items on the data page!

https://canvas.uw.edu/courses/1066006/pages/seattle-layers

Neighborhoods

Wetlands ECAs

Parks

Parks target ecosystems

Historic landslides

Potential landslides

Streams

Wildlife Corridors ECA

Zoning / Land Use

Redevelopment potential according to a consultant

Owner-occupied housing

Renter-occupied housing

Social vulnerability

Demographics (population, race, income, age, housing status)

Schools, Libraries, Community Centers

Theaters: stage and movie

Art

Seattle Cultural Spaces

Neighborhood Amenities

Seattle Dept. of Transportation Assets (many layers!)

Walking and biking to school and elsewhere (many layers!)

Traffic collisions and related

Many City of Seattle Layers*

etc.

Fire Stations	35
Computer/Media Center	88
Traffic Cameras	65
Off Leash Areas	11
Boat Launches	39
Libraries	29
Police Precincts	5
Pet License Sales	18
Public Toilets	5
ParkNRide	17
Landmarks	284
Heritage Trees	57
Elementary Schools	51
Middle Schools	9
High Schools	10
Higher Education	7
Alternative Schools	12
Cemeteries	11
Hospitals	13
Health Centers - Public	4
Health Centers - Community	18
Museums and Galleries	21
General Attractions	9
Basketball Courts	47

Project: Thinking about data

Explore the items on the data page!
https://canvas.uw.edu/courses/1066006/pages/seattle-layers

Neighborhoods
Wetlands ECAs
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Seattle Dept. of Transportation Assets (many layers!)
Walking and biking to school and elsewhere (many layers!)
Traffic collisions and related
Many City of Seattle Layers*
etc.

Many of these links are not to single layers with one set of space features and one type of attribute data.

Instead:

- These links are often to collections of multiple layers that you can select from.
- Single layers may have one set of features but often have multiple attributes you can select from to map.

Classification of data

- …is *interpretatively* simplifying data by grouping it into classes.
- You then represent each class distinctively with a visual variable, instead of representing the whole range of original values.

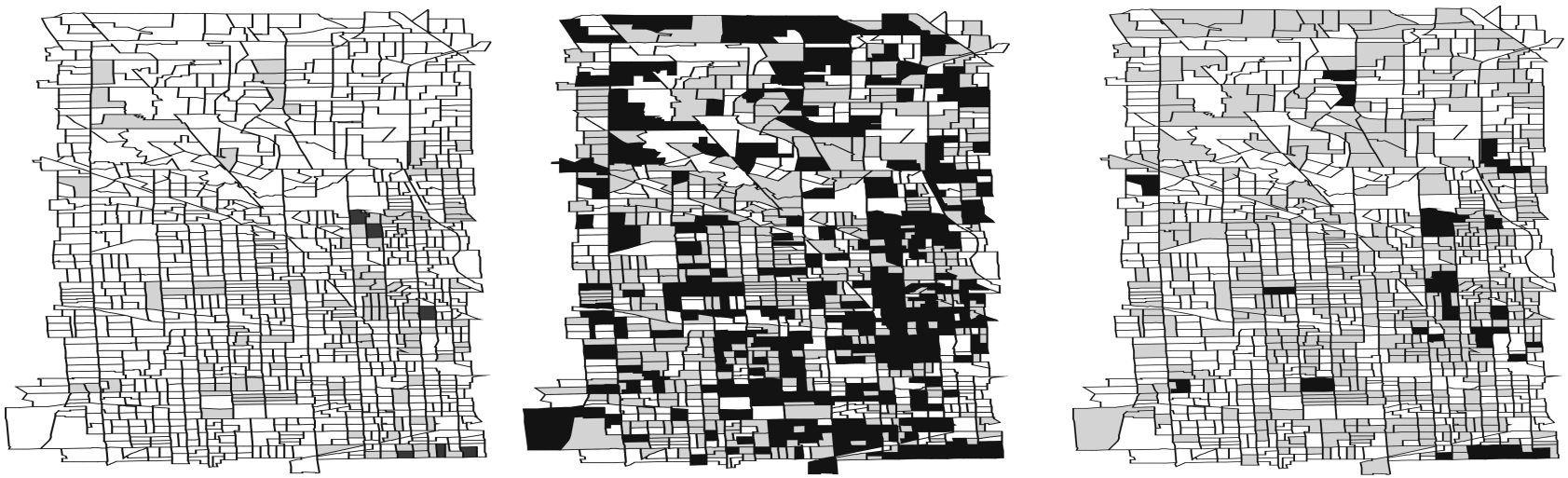
Why classify data?

- For readability.
- To highlight spatial relationships and patterns, especially across different parts of the map.
- To have the visualization better indicate meaningful divisions in the data (e.g., above and below average.)
- To have the visualization better indicate meaningful divisions in the process/phenomena being measured (e.g., above and below sea level.)

A key question to ponder when deciding to classify: By sacrificing detail in this data and map, am I nonetheless able to communicate information more clearly?

Classification methods include:

- Equal interval
- Equal area
- Quantiles
- Mean standard deviation
- [Variations on] Natural breaks
- *Note:* You can elect to modify the results of one of the classification methods to reflect knowledge you have about the underlying data or process that generated it (e.g. setting a break to differentiate above/below sea level.)



Three perspectives on the same data