



Course name: **GEO 1209**: Cartography

Division: Liberal Arts, Communication & Social Sciences (**LCS**)

Project: Wright-Dunbar Neighborhood

Community Partners: National Aviation Heritage Alliance (NAHA), Wright Dunbar Neighborhood Association, & Wright Dunbar, Inc.

## LEARNING OBJECTIVE

In this neighborhood mapping project, students were expected to learn to organize a mapping project, collect data, assess the validity and accuracy of data, interact with various community stakeholders, use basic design principles to create maps, and present work in the community.

## PROJECT DESCRIPTION

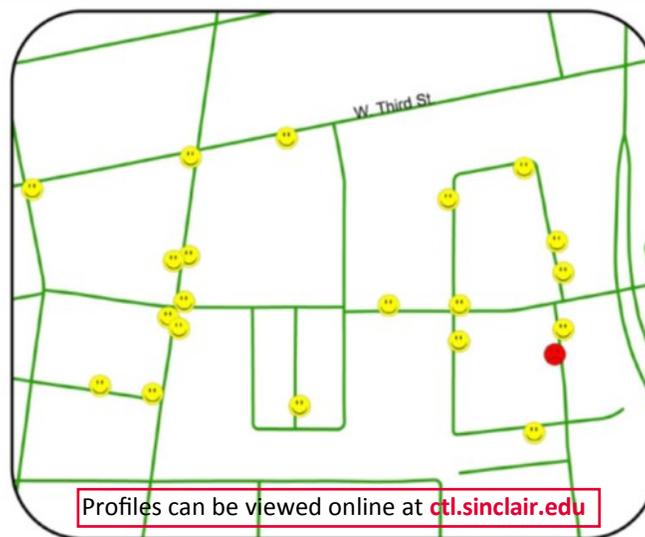
This project required the students to conduct fieldwork in the Wright Dunbar Neighborhood. It was a semester long process and during that time students interacted (formally and informally) with various stakeholders to better understand the 'place' called the Wright Dunbar Village. Stakeholders included: (1) Mackensie Wittmer of the National Aviation Heritage Alliance (NAHA); (2) Tony Sculimbrene of NAHA; (3) Mary Ellington, President of the Wright Dunbar Neighborhood Association; (4) Jeff Jackson of Wright Dunbar, Inc.; (5) Wright Dunbar Neighborhood Association meetings; and (6) informally met neighborhood residents while doing fieldwork. Each student worked to develop three exhibit ready maps (totally 21 maps) that showed various aspects of the neighborhood. Students used primary data sources (collecting data as they walked the neighborhood and surveying residents) and secondary data sources (auditor's website, aerial photos, historical data from the county library). Students learned basic visual design principles in a presentation by Amanda Romero who will help us in producing maps for an exhibit later this spring. The students used various technologies to produce the maps – ArcMap, Pictometry, Google Earth, and Adobe Illustrator. We were invited to exhibit the work during Dayton's Pecha Kucha Night (April 2015) and a selection of this work is currently on display at the Dayton Aviation Heritage National Historical Park. Students worked a cumulative of 157 hours on this project.



# STUDENT OUTCOMES

**What did you learn about working in the community, collecting data, and/or mapping? What did you learn about yourself?** I learned that each community has at least one individual that is interested in keeping the community safe and strong. The Wright Dunbar community is lucky to have a group with this interest. When collecting the data that was needed for our maps, we came across many polite residents and other citizens. You could see the sense of pride that the Wright Dunbar neighborhood has within itself. I learned that proper data collection is very important when making a map. The social interaction map turned out nice, but the questions about the park rangers talking to us and being polite wasn't considered in the social interactions map. If all angles of the data collection were thought of before we collected data, we may have had much more accurate maps, and who knows how different they would have turned out. I learned that I am very interested in the history of this city in general, and became much more knowledgeable about the Wright Brothers through this adventure. I also learned that I cannot produce anything mediocre; I have to give all the things I

attempt, my all. **What surprised you about this experience?** I thought it was interesting to see how each student had different ideas, and how the same neighborhood could inspire half a dozen students to investigate and display 21 different things about the same place. I would have never thought about seeing how loud each street corner was and taking all of that information and displaying it. Who knew there were a million and a half street lights in those few blocks? These are things that I had no interest in, yet when all said and done, I found them to show a very interesting story. That surprised me. **How might you have approached this project differently?** I may have attempted to open my mind a little bit more and not be as focused on the history of area as much in comparison to what was going on with the area in today's world; and maybe investigated what kinds of businesses were in the business district and how long they had been there. I could have shown the diversity of the neighborhood in some off the wall fashion. Maybe it [diversity map] would have been beneficial to someone, more beneficial than seeing where the Wright Brothers had a shop set up.



Social Interactions of Wright-Dunbar

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