

Chapter 10 Discussion Questions

1. Chapter 10 argues that color is the first argument a map makes. What kinds of claims can a palette make before users read the title, legend, or labels?
2. Hue, value, and saturation are often experienced emotionally but specified structurally. How can asking students to name these properties improve their ability to critique LLM-generated maps?
3. Sequential, diverging, and categorical schemes imply different data logics. What interpretive harms emerge when a palette's scheme type contradicts the structure of the data?
4. Accessibility is framed as design integrity rather than charity. How should students document color-vision resilience, value contrast, and redundant cues in a prompt-based cartographic workflow?
5. LLMs can generate plausible palettes quickly, but plausibility is not justification. What should count as a satisfactory palette rationale in a professional or classroom setting?