

AP Human Geography Mini DBQ Rubric – Urban

A. Discuss how TWO of the following contributed to the development of suburbs from 1950 to 1990:

4 possible points overall: 2 points possible for each of **TWO** discussions. Pick the best two elements/discussions that a student offers in a response.

2 points	Good discussion of one major element and one other element; OR good discussion of two other elements; OR limited discussion of two major elements
1 point	Discussion of one major element OR discussion of one other element
0 point	No major elements or other elements discussed

(1) Transportation

Major elements:

- Freeways and transport corridors increased accessibility to the suburbs for individuals OR freeways opened up large areas of cheap land for development of low-cost housing by developers
- Cars became more affordable, greater availability/access

Other elements:

- Decline of street car system
- Multiplier effect with commerce decentralizing (relocation outside of central business district)

(2) Housing

Major elements:

- Affordability due to organization of production: large developers could purchase land, materials, designs at cheaper unit costs, and they could subcontract (in 1949 70 percent of new homes were constructed by 10 percent of the companies)
- Affordability improved due to “methods”: prefab, assembled on site, division of labor into crews that cut labor costs, speed of production
- Financing easier to obtain — quick system, plus federal guarantees (FHA- insured mortgage and 1944 GI Bill)

Other elements:

- Tax codes that favor construction of new buildings rather than rehab of old buildings (and loan programs that favored new construction not repairs/upgrades)

(3) Landscape Preferences

Major elements:

- An anti big city feeling: escape the built environment and its density, pollution, congestion; rural idyll is the opposite
- Desire for large home size — ranch style design as indicative of expansionist mood
- Desire for single family
- Suburbs as seen in popular culture (e.g., images in media, “the American way”)

Other elements:

- Desire for an ethnically homogenous and conformist landscape
- Desire for large yard/lot size

(4) Social and demographic trends

Major elements:

- Baby boomers provided demographic demand for housing expansion (market- led)
- Nuclear family in demographic terms
- “Model” family units (replaced extended family ideal); i.e., social construction of the family
- Male as primary bread winner norm encouraged by GI Bill (wage); accompanied by women as homemakers, placing of women in suburbs (cult of domesticity)

Other elements:

- White flight and, more generally, desire of ethnic/race groups to flock together
- Middle class value children’s education and view inner cities as providing inferior product

B. Discuss how TWO of the following contributed to the revitalization of city central business and residential districts from 1990 to the present:

4 possible points overall: 2 points possible for each of **TWO** discussions. Pick the best two elements/discussions that a student offers in a response.

2 points	Good discussion of one major element and one other element; OR good discussion of two other elements; OR limited discussion of two major elements
1 point	Discussion of one major element OR discussion of one other element
0 point	No major elements or other elements discussed

(1)	<p>Discuss economic factors (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)</p> <p>Actions and decision-making process of businesses/entrepreneurs; also broader forces of economic restructuring</p> <p>Acceptable:</p> <ul style="list-style-type: none"> • Expansion of service sector, quaternary sector; information/knowledge processing, research facilities • Agglomeration economies/centrality (identified in context) • Rent gap, investment opportunities, places of profit • Importance of face-to-face interaction • Entrepreneurship; growth in small businesses (may be in residential districts surrounding city core) • Tourism • Demand for housing in downtowns and inner-city neighborhoods due to economic growth <p>Not acceptable:</p> <ul style="list-style-type: none"> • Historic causes of urbanization (e.g., break-of-bulk point, development of transportation systems); gentrification unless linked to one of the above
(2)	<p>Discuss demographic factors (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)</p> <p>Changing patterns of household composition, age composition, and residential location, including migration/immigration</p> <ul style="list-style-type: none"> • New household forms; single-person households, households without children (DINKs, yuppies), and nontraditional households • Aging of Baby Boomers; empty-nesters • Recent international immigrants
(3)	<p>Discuss urban policy (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)</p> <p>Effects of government/nonprofit organizations to revitalize central cities through public policies and incentives</p> <ul style="list-style-type: none"> • City investment policies; subsidies/tax incentives, e.g., sports facilities, other attractions • Public-private partnerships • Zoning; urban enterprise zones; building codes • Historic preservation (must refer to government policy/action) • Public safety • Replacement of older public housing with mixed-income housing • Creation of new greenspaces/open areas

(4)

Discuss sense of place (2 points: 1 point each for identification and discussion, OR 1 point each for two identifications)

Emotional attachment to central-city locations based on cultural amenities, landscape features, lifestyle factors

Acceptable:

- Distinctiveness of inner cities; consumption of nostalgia/historic character
- Cultural amenities (theater, museums, sports venues, restaurants); leisure society
- Lifestyles; concentrations of populations with similar interests; acceptance of diversity
- Community pride; neighborhood associations

Not acceptable:

- "Sense of place" if discussed as an effect of revitalization gentrification without specific reference to character of neighborhood, OR if credit given for gentrification in part A, above.

Use of documents:

5 possible points: Understands the basic meaning of the documents.

- Student must address all five of the documents.
- Student must demonstrate understanding of the basic meaning of at all five documents.
- Student may demonstrate understanding of the basic meaning of documents by grouping them with others.
- Student may demonstrate the basic meaning of the documents by accurately discussing urban and suburban trends.
- Restating or quoting the content of the documents separately does not demonstrate an adequate understanding of meaning.

Organization:

2 possible points

2.0 = Smooth transition between paragraphs, thoughtful progression of ideas, good spelling and grammar; good handwriting

1.5 = Some transition between paragraphs, good progression of ideas, minor spelling or grammatical errors; legible

1.0 = No transition between paragraphs (or no paragraphs), facts presented with little or no commonality, several spelling and grammatical errors; difficult to read

0.0 = Jumbled presentation, no rhyme or reason to factual presentation

Total points (15 possible):

Comments: