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# Barron's 巴朗

# AP

# 美国历史

(第3版)

## Barron's AP United States History (3rd Edition)

[美] 瑞斯尼克 (Eugene V. Resnick) 编著

- :: 全面覆盖 AP 美国历史考试考点
- :: 精心设计习题, 发现知识漏洞
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SAT、AP备考书系

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by Eugene V. Resnick

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As you review the content in this book and work toward earning that **5** on your AP U.S. HISTORY exam, here are five things that you **MUST** know above everything else.

1

**Thinking like a historian.** The questions on the AP U.S. History exam are all built around historical thinking skills. The College Board has identified nine skills that are central to the exam and to the broader field of history. The first five skills—Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, and Contextualization—encourage you to develop the habits of mind required for a critical examination of the past. The other four skills—Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, and Synthesis—focus on constructing and evaluating historical arguments about the past. These skills encourage students to go beyond memorization and to engage with the past in complex and sophisticated ways.

2

**Reading documents.** Documents are the building blocks of history and are central to the AP exam. All of the multiple-choice questions and the short-answer questions are built around primary or secondary documents. In addition, the document-based essay question asks you to analyze a series of documents as you construct a response to the question. Focus on how documents relate to the question and on how documents often relate to one another. Remember that historical documents contain a point of view. You should be able to read a diary entry, a newspaper article, a speech, or an argument by a historian and ascertain the point of view and intent of the author.

3

**Growth and conflict in American history.** The rapid growth of the United States—territorially, economically, and demographically—is unprecedented in world history. On the one hand, this growth decimated Native American cultures; on the other, the nation has provided a haven for immigrants. The territorial growth of the country—inspired by the spirit of “manifest destiny”—intensified the debate over slavery in the antebellum period. The series of compromises over expansion eventually unraveled and helped bring about the Civil War. The economic and territorial growth of the United States continued in the period following the Spanish-American War, as the United States joined the other imperialist powers of the world. Be familiar with the causes of American expansion as well as the profound impacts.

4

**The changing nature of the American experiment in democracy.** The United States had made major contributions to the literature and the practice of modern representative government. However, be aware that democracy did not emerge fully formed with the birth of the nation. Americans have struggled over the meaning of democracy throughout American history. Abigail Adams encouraged her husband, John, to “remember the ladies” at the time of the creation of the United States. Slavery and the “Jim Crow” system excluded African Americans from the American experiment in democracy. The civil rights movement struggled to fully include African Americans in the democratic system. These conflicts over the meaning of democracy are crucial to understanding the evolution of the United States.

5

**The dynamic nature of history.** Traditional historians saw history as unidirectional—emanating from the minds and priorities of the elites in society. More recently, historians have seen events as part of a more dynamic process. Social and cultural historians have explored “history from below.” As you study, look for such connections and interactions in history. For instance, while it is important to remember that President Lyndon Johnson endorsed and pushed for passage of the 1964 Civil Rights Act, you should be able to connect that with the growth of the grassroots civil rights movement, with the violent backlash against the movement, with shifts within the major political parties and with the dynamics of the Cold War. Historical events do not occur in isolation of one another. Therefore memorizing discreet events in American history is not sufficient for success on the AP exam.



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Introduction: Part One of the Advanced

本书是为美国大学四年制学生准备  
的英语考试做准备的

# PART ONE

# Introduction

## 第一部分 引言



# Introduction: Preparing for the Advanced Placement Exam in United States History

## 引言：为美国大学预修课程考试之美国历史考试做准备

Congratulations on taking the Advanced Placement course in United States History. If taken seriously, the class and the exam will develop your critical thinking skills and your ability to understand the world in nuanced ways. The class and the exam ask more of you than merely memorizing facts. You are asked to think through problems, to engage in debates, to organize your thinking, to develop your communication skills, and to take thoughtful stands on important issues.

The College Board introduced a major redesign of the AP United States History program in 2014–2015. Since then, the College Board has made some minor revisions to the AP United States History Curriculum Framework and to the exam. The 2014–2015 redesign represents a significant change in the way United States history is organized and taught. This book is designed to prepare students for all of the changes to the AP United States History program that the College Board has introduced.

The College Board identifies nine periods in United States history. Within each period, the curriculum framework uses a thematic rather than a strictly chronological approach. Each of the nine periods is broken down into two or three “Key Concepts” and several supporting concepts and historical developments. These key concepts (identified with numbers), supporting concepts (identified with Roman numerals), and historical developments (identified with letters) form the structure of each of the nine periods in this book. The College Board has also identified specific skills and themes that students must show proficiency in to earn high scores on the AP exam.

The skills and themes in the framework reflect the College Board’s desire to align the AP curriculum and exam with history courses at the university level. The College Board has put more of an emphasis on developing the historical thinking skills that will deepen your understanding and appreciation of history, and less of an emphasis on memorizing hundreds of seemingly unrelated facts. Yes, you still must be familiar with a wide variety of developments in United States history. However, the exam focuses on your ability to use this historical content in analyzing and developing arguments, in making connections across time, in understanding the broader context of particular developments, in identifying major turning points, in assessing causation, and in challenging interpretations and developing new ones. The course and exam will push you toward greater intellectual growth and will help you think in new and more sophisticated ways about the world we live in.

### USING THIS BOOK TO HELP YOU PREPARE FOR THE EXAM

#### 使用本书帮您准备考试

This book has been written and revised with the explicit aim of helping you succeed on the AP United States History exam. In the following chapter you will find descriptions of the historical thinking skills and thematic learning objectives that are central to the exam. The book



provides examples of how these skills and themes apply to the content of American history. These descriptions are followed by a detailed description of the exam. Each of the four sections of the exam are explored, along with tips, strategies, and approaches for achieving high scores on the exam.

Next, the book contains nine chapters of historical content corresponding to the breakdown of United States history in the College Board's concept outline. In addition to describing each of the points of the concept outline, these chapters provide you with a wealth of illustrative examples. This additional content is designed to illustrate and bring to life the points of the outline. Although the multiple-choice questions on the exam are based on the main points and developments of the concept outline, the written sections of the exam invite you to draw on the wealth of American history. This book has condensed the vast content of American history into the illustrative examples that are most relevant to the points in the concept outline and will be most useful to you as you prepare for the AP exam.

Each of the nine content chapters concludes with a "Subject to Debate" section. These sections are designed to call your attention to important debates about historical interpretation. Often, essays can be strengthened by a discussion of how historians have addressed a question. For example, the exam might ask, "To what degree was Reconstruction a turning point in regard to conditions for African Americans?" The student should discuss his or her view of the period, but could also discuss the nature of the historical debate over interpretations of the period. The student might write: "Historians have held dramatically different views of the period. Many southern historians in the late nineteenth and early twentieth centuries looked at the Reconstruction period as a bitter failure. They were dismissive of any attempts to extend basic rights to African Americans. However, since the Civil Rights era of the 1950s and 1960s, historians have reexamined the record of the period and acknowledged its successes as well as its shortcomings." In this way, the student is recognizing the contentious nature of historical interpretation. Students should be prepared not only to recognize these ongoing debates about the past, but also to participate in them.

Finally, the book contains two practice exams, with two additional exams contained on a CD-ROM (if you purchased a copy of this book with the accompanying CD-ROM). It is suggested that you time yourself as you take these exams. In this way, you will get used to the pacing required for the actual Advanced Placement exam. The exams are followed by explanations for the multiple-choice questions. Please consult these explanations if the material in the question is not clear to you.

Good luck as you prepare for the AP exam.

# Historical Thinking Skills and Thematic Learning Objectives 历史思维技能与主题学习目标 1

In the redesigned Advanced Placement United States History Curriculum Framework, the College Board identifies Historical Thinking Skills and Thematic Learning Objectives that shape the new curriculum framework and the new exam. These skills and themes are central to all the questions on the redesigned exam. The skills transcend American history and are important in the practice of history in any region or topic. The skills outlined by the College Board reflect the skills used by professional historians in their day-to-day work. The themes are windows to help students see continuities and enduring debates and challenges in United States history.

Below, these skills and themes are described and discussed; it is crucial to be familiar with them during the AP course and, of course, as you prepare for the AP exam.

## HISTORICAL THINKING SKILLS 历史思维技能

In redesigning the Advanced Placement United States History curriculum and exam, the College Board is making explicit nine specific skills that are commonly used by those who participate in the field of historical study. These nine skills are grouped into four skill-type categories. The skills outlined by the College Board for the AP United States History exam are the same as those used on the AP World History exam, since its redesign as of the 2016–2017 academic year, and on the redesigned European History exam, which went into effect in 2015–2016. Therefore, familiarity with these skills can aid you in other AP history courses you may take. These skills are at the heart of the practice of history—in college, in graduate school, and in the field. At least one of these skills is built into every question on the Advanced Placement exam. Therefore, an understanding of these skills is essential to success on the AP exam.

### Skill Type 1: Analyzing Historical Sources and Evidence

技能类型一：分析历史根源与史料

**ANALYZING EVIDENCE: CONTENT AND SOURCING** 分析史料：内容与来源

Evidence is a basic building block in the study of history. Students must be able to carefully describe and evaluate evidence about the past from a variety of different sources. Historical evidence can include written documents, artifacts, oral traditions, works of music and art, and other primary sources. This skill requires students to understand the content of a piece of evidence, but also to go beyond the content and investigate the purpose, point of view, argument, limitations, format, authorship, and intended audience of different sources. In addition, students must be able to make supportable inferences and draw reasonable conclusions from analyzing and evaluating historical evidence.

A sophisticated use of evidence is central to writing responses to the document-based question (DBQ). Documentary evidence is also central to the multiple-choice questions and the short-answer question. Students should be proficient in “reading” a variety of sources,

including documents from the point of view of traditionally underrepresented groups and cultures. For example, in understanding the impact of Protestant missionary work in nineteenth-century Irish-Catholic immigrant neighborhoods, students might be asked to look at different types of evidence—from the point of view of the Protestant missionaries as well as from the point of view of the Irish immigrants. The exam might also invite students to analyze historical evidence beyond the written word; students might have to evaluate archeological evidence or geographical analyses. In addition, students should be prepared to examine popular culture in gaining an understanding of a period, such as the 1950s or 1960s. Finally, not all relevant evidence will be from an American point of view; in examining the role of the United States in the world, it is important to be able to understand evidence offered by non-American actors.

### **INTERPRETATION** 解读

Students of history will confront a wide variety of interpretations of the past. This skill requires students to first analyze diverse historical interpretations. Second, students must evaluate how a historical interpretation is shaped, both by the perspective of the historian and by the time and context in which the historian wrote.

This skill encourages students to be familiar with the historiography of various historical topics, such as the historiography of American imperialism. If students examine the work of various historians of American imperialism, they will see that interpretations change over time and are influenced by the social setting in which the historians wrote. For instance, historians writing during the World War II era might see American interventions abroad in a positive, even heroic, light, while historians writing a generation later, during the aftermath of the Vietnam War, might see American interventions abroad as misguided impositions of American economic priorities on weaker nations. Of course, the era in which historians live and write is not the only factor that determines the content of their interpretation. Many factors shape historical interpretations. Historians writing during the same period can come up with widely divergent interpretations of events in the past.

As students come to understand the diversity of interpretations, they will learn to create their own interpretations of the past. When interpreting events students should be cognizant of “presentism”—a mode of historical analysis in which the writer introduces anachronistic contemporary perspectives into interpretations and depictions of the past.

## **Skill Type 2: Making Historical Connections** 技能类型二：进行历史关联

### **COMPARISON** 比较

Students should be able to look at two or more different historical developments or processes and note similarities and differences. They should also be able to compare different perspectives on a particular process or development. This skill is often presented in history class as the directive to “compare and contrast.”

The Advanced Placement exam might ask students to compare developments or processes across time and place. The developments might be from different societies or from within the same society. A sophisticated analysis might compare different developments and processes across more than one variable—such as across time and across space. In any case, a successful comparison will demonstrate the ability to describe, compare, and evaluate different historical developments or processes.

There is a wide variety of comparison-based questions that students might encounter on the AP exam: How similar and how different were the antebellum reform movements and the Progressive-era reform movements? Or: How does the anti-imperialism movement of the early twentieth century compare to the antiwar movement of the 1960s and 1970s? Students might be asked to compare thematic developments in different time periods, such as how ideas and debates around gender in the 1920s compare to those in the 1950s.

### **CONTEXTUALIZATION** 联系有关背景

This skill requires students to look at historical events and processes and to be able to evaluate how they connect with other things happening at the same time. The context of a particular event can be regional, national, or global. In addition, students should be able to explain and evaluate how a phenomenon, event, or process connects to similar processes across space and time.

Contextualization deepens our understanding of how and why particular events and developments occur. In trying to understand why, for example, the civil rights movement occurred in the 1950s and 1960s, it is important to go beyond the stories of the individuals and organizations involved. Although finding continuities with earlier movements of African-American resistance might lead to fruitful insights, it is also important to understand what is happening contemporaneously in the South, in the United States, and even in the world. To help understand the origins of the movement, students could look at the context of economic changes in the South in the post-World War II period or the experiences of African-American veterans. More broadly, an understanding of the origins of the movement might lead one to examine changes in the Democratic Party as it distanced itself from the ideology of its base in the white South. Students could also look at the context of America in the Cold War to understand why calls for civil rights found a receptive audience; many leaders found it difficult to accuse the Soviet Union of denying democracy to peoples within its orbit while the United States practiced Jim Crow segregation. These layers of context help students of history to more fully understand a particular event or phenomenon.

### **SYNTHESIS** 整合

This final skill involves the ability to use all the other historical thinking skills in developing meaningful and compelling new understandings of the past. Students must be able to combine and make sense of a variety of types of evidence from primary and secondary sources. In addition, students should be able to apply understandings and insights about the past to other contexts and circumstances, including the present. The practice of creating syntheses of historical narratives is fraught with difficulties. Traditional narratives of the past often leave out certain perspectives. Students should examine, for instance, whether interpretations of industrialization in the Gilded Age include evidence from the perspectives of working people or women, or whether interpretations of the World War II home front include the perspectives of women or African Americans. As they attempt to create new syntheses, students should be prepared to challenge traditional narratives and ask what voices and perspectives might be missing.