

AMSCO AP UNITED STATES HISTORY EXAM (APUSH) – PERIOD 6 PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

<https://amscoapushperiod6.examzify.com>



Copyright © 2026 by Examzify - A Kaluba Technologies Inc. product.

ALL RIGHTS RESERVED.

No part of this book may be reproduced or transferred in any form or by any means, graphic, electronic, or mechanical, including photocopying, recording, web distribution, taping, or by any information storage retrieval system, without the written permission of the author.

Notice: Examzify makes every reasonable effort to obtain accurate, complete, and timely information about this product from reliable sources.

SAMPLE

Table of Contents

Copyright	1
Table of Contents	2
Introduction	3
How to Use This Guide	4
Questions	5
Answers	8
Explanations	10
Next Steps	16

SAMPLE

Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

SAMPLE

- 1. What was the primary goal of the Sherman Silver Purchase Act of 1890?**
 - A. To reduce silver coinage
 - B. To increase the production of silver
 - C. To keep silver in circulation
 - D. To eliminate the gold standard

- 2. What concept proposed that the wealthy have a divine responsibility for societal benefit?**
 - A. Wealth redistribution
 - B. Gospel of Wealth
 - C. Utilitarian ethics
 - D. Compassionate capitalism

- 3. Who made a major advancement in communication technology with the invention of the telephone?**
 - A. Alexander Graham Bell
 - B. Thomas Edison
 - C. Guglielmo Marconi
 - D. Samuel F.B. Morse

- 4. What was the Ghost Dance Movement?**
 - A. A religious movement resisting U.S. domination
 - B. A cultural revival initiative among Native Americans
 - C. A political protest against land theft
 - D. A traditional dance for agricultural abundance

- 5. Which event marked the tragic conclusion to the Indian Wars?**
 - A. Sand Creek Massacre
 - B. Battle of Little Bighorn
 - C. Wounded Knee Massacre
 - D. Battle of the Washita River

- 6. Who was the leader of the American Railway Union that supported striking workers during the Pullman Strike?**
- A. Samuel Gompers
 - B. Eugene V. Debs
 - C. John L. Lewis
 - D. Andrew Carnegie
- 7. Which innovative device was NOT invented by Thomas A. Edison?**
- A. Phonograph
 - B. Light Bulb
 - C. Television
 - D. Dynamo for generating electric power
- 8. What significant event caused a depression that lasted almost four years in the 1890s?**
- A. Panic of 1893
 - B. Great Depression of 1930s
 - C. Panic of 1907
 - D. The Long Depression
- 9. What major discovery in the U.S. produced over \$340 million in gold and silver by 1890 and allowed Nevada to join the Union?**
- A. Oklahoma Territory
 - B. Comstock Lode
 - C. Chinese Exclusion Act
 - D. Homestead Act
- 10. What was one outcome of the Supreme Court case Plessy v. Ferguson?**
- A. End of segregation
 - B. Establishment of the "separate but equal" doctrine
 - C. Expansion of civil rights
 - D. Recognition of women's suffrage

Answers

SAMPLE

1. C
2. B
3. A
4. A
5. C
6. B
7. C
8. A
9. B
10. B

SAMPLE

Explanations

SAMPLE

1. What was the primary goal of the Sherman Silver Purchase Act of 1890?

- A. To reduce silver coinage
- B. To increase the production of silver
- C. To keep silver in circulation**
- D. To eliminate the gold standard

The Sherman Silver Purchase Act of 1890 aimed primarily to keep silver in circulation by mandating the purchase of a specific amount of silver each month by the federal government. This act represented a compromise intended to support silver producers while also addressing the economic difficulties faced by farmers and laborers who advocated for the free coinage of silver. By increasing the government's purchase of silver, it was hoped that the resulting increase in the money supply would stimulate the economy and alleviate deflationary pressures. The legislation's intent was to reinforce the use of silver as legal tender, thereby promoting inflation which would benefit debtors who struggled under the weight of debts during a period of economic downturn. This move was particularly significant during the late 19th century when the economy experienced deflation and many advocated for greater monetary flexibility. In contrast, reducing silver coinage, increasing production, or eliminating the gold standard did not align with the act's primary goals; instead, the act focused on maintaining and promoting silver's role in the monetary system as a response to various economic issues of the time.

2. What concept proposed that the wealthy have a divine responsibility for societal benefit?

- A. Wealth redistribution
- B. Gospel of Wealth**
- C. Utilitarian ethics
- D. Compassionate capitalism

The concept that the wealthy have a divine responsibility for societal benefit is accurately represented by the idea of the Gospel of Wealth. This philosophy, famously articulated by Andrew Carnegie in the late 19th century, posits that the affluent have both a moral obligation and a stewardship role to improve the lives of those less fortunate. Carnegie argued that the rich should use their excess wealth to promote societal good, advocating for the establishment of libraries, schools, and other institutions that would uplift the community. This perspective emerged during a time of significant economic inequality and industrial expansion in the United States. It reflects a blend of philanthropy and capitalism, suggesting that wealth should not just be accumulated but also redistributed through charitable endeavors to enhance the common good. Carnegie's writings on this topic significantly shaped the philanthropic landscape and influenced how wealth was perceived in relation to social responsibility.

3. Who made a major advancement in communication technology with the invention of the telephone?

A. Alexander Graham Bell

B. Thomas Edison

C. Guglielmo Marconi

D. Samuel F.B. Morse

The invention of the telephone is primarily credited to Alexander Graham Bell, who was granted the first US patent for the device in 1876. Bell's work focused on improving the technology for transmitting vocal sounds electrically, and he demonstrated the first successful call when he famously spoke to his assistant, "Mr. Watson, come here, I want to see you." This innovation revolutionized communication by allowing people to speak to one another over long distances in real-time, which was a significant leap compared to earlier methods like the telegraph, which was limited to sending coded messages. Bell's invention laid the groundwork for the telecommunications industry as we know it today.

4. What was the Ghost Dance Movement?

A. A religious movement resisting U.S. domination

B. A cultural revival initiative among Native Americans

C. A political protest against land theft

D. A traditional dance for agricultural abundance

The Ghost Dance Movement was primarily a religious movement that emerged among Native American tribes in the late 19th century as a response to the suppression and devastation caused by U.S. domination and expansion. The movement was founded by a Paiute prophet named Wovoka in the 1880s, promoting the belief that through the practice of the Ghost Dance, Native Americans could return to their traditional way of life, reunite with ancestors, and ultimately see the restoration of their lands and way of life that had been lost due to colonization. While elements of cultural revival and resistance to land theft were indeed associated with the movement, its core focus was on a spiritual awakening and the hope for a better future through religious practices. This belief system provided many Native Americans with a sense of hope and purpose in an era of deep despair and dislocation. The movement gained attention and led to conflicts, most notably culminating in the tragic Massacre at Wounded Knee in 1890, which underscored the tensions between Indigenous peoples and the U.S. government. The other options relate to aspects of Native American experiences but do not encapsulate the essence of the Ghost Dance as it was fundamentally a spiritual movement aimed at resisting U.S. domination through a religious framework.

5. Which event marked the tragic conclusion to the Indian Wars?

- A. Sand Creek Massacre
- B. Battle of Little Bighorn
- C. Wounded Knee Massacre**
- D. Battle of the Washita River

The Wounded Knee Massacre, which occurred in December 1890, is widely considered the tragic conclusion to the Indian Wars. This event involved the U.S. Army's killing of around 150 Lakota Sioux men, women, and children at Wounded Knee Creek in South Dakota. The massacre was the result of escalating tensions between Native Americans and the U.S. government, particularly following the Ghost Dance movement, which was seen as a threat by authorities. The event symbolizes the end of armed conflict between Native Americans and the U.S. government, marking a significant moment in the history of U.S.-Native American relations. It highlights the broader context of oppression and attempts at cultural eradication faced by Native American tribes. After Wounded Knee, it became evident that the military confrontations of the Indian Wars had concluded, paving the way for the assimilation policies that dominated U.S. policy towards Native Americans in the years that followed. The other events listed, such as the Sand Creek Massacre and the Battle of Little Bighorn, were significant in their own rights but occurred earlier in the timeline of the Indian Wars, whereas Wounded Knee represents the culmination of years of conflict and the finality of military engagement. The Battle of the Washita

6. Who was the leader of the American Railway Union that supported striking workers during the Pullman Strike?

- A. Samuel Gompers
- B. Eugene V. Debs**
- C. John L. Lewis
- D. Andrew Carnegie

The leader of the American Railway Union who supported striking workers during the Pullman Strike was Eugene V. Debs. He played a crucial role in the labor movement at the time, advocating for the rights of workers and emphasizing the need for collective action. Debs was a prominent socialist and believed in the importance of uniting workers to combat corporate interests and improve their conditions. During the Pullman Strike of 1894, workers at the Pullman Company, who faced wage cuts and high rents in company-owned housing, went on strike. The American Railway Union, under Debs' leadership, extended support to these strikers by organizing a nationwide boycott of trains carrying Pullman cars. This action had a significant impact on rail traffic and ultimately led to federal intervention, showcasing the complexities of labor relations in the United States during this period. Debs' commitment to the workers' cause and his role in the strike solidified his position as a key figure in American labor history.

7. Which innovative device was NOT invented by Thomas A. Edison?

- A. Phonograph
- B. Light Bulb
- C. Television**
- D. Dynamo for generating electric power

The television is the correct choice, as it was not invented by Thomas A. Edison. While Edison was a prolific inventor and made significant contributions to technology in the late 19th and early 20th centuries, the technology for television developed later, around the 1920s and 1930s. Early inventors associated with the development of television include John Logie Baird and Philo Farnsworth. Edison is credited with the invention of the phonograph, which was the first device capable of recording and reproducing sound. He also improved the incandescent light bulb, making it practical for widespread use, and developed a dynamo for generating electric power, contributing to the establishment of electrical systems in urban areas. His inventions helped shape the modern electrical age, but the innovations related to television came long after his major contributions.

8. What significant event caused a depression that lasted almost four years in the 1890s?

- A. Panic of 1893**
- B. Great Depression of 1930s
- C. Panic of 1907
- D. The Long Depression

The Panic of 1893 was a significant economic downturn that led to a depression lasting almost four years. This event was characterized by a sharp decline in the stock market, bank failures, and widespread unemployment. Triggered primarily by the collapse of the Philadelphia and Reading Railroad, the Panic spread rapidly, exacerbated by a lack of confidence in the U.S. economy. It highlighted underlying issues such as over-speculation, a weak banking system, and excessive railroad expansion. The resulting depression caused immense hardship for many Americans, leading to social unrest, labor strikes, and a demand for economic reform, impacting the political landscape of the United States in subsequent years. While other events mentioned, such as the Great Depression of the 1930s and the Panic of 1907, were also significant, they occurred in different contexts and had different causes and effects. The Long Depression refers to a protracted economic downturn that extended from 1873 to 1879 and is distinct from the specific events of the Panic of 1893 and its aftermath.

9. What major discovery in the U.S. produced over \$340 million in gold and silver by 1890 and allowed Nevada to join the Union?

- A. Oklahoma Territory
- B. Comstock Lode**
- C. Chinese Exclusion Act
- D. Homestead Act

The correct answer is the Comstock Lode, which was a significant silver discovery in Nevada that began in 1859. This major mining discovery led to the extraction of substantial amounts of silver and some gold, generating over \$340 million in revenue by 1890. The immense wealth generated from the Comstock Lode significantly impacted Nevada's economy, population growth, and overall development, ultimately contributing to its admission into the Union as the 36th state in 1864. The Comstock Lode's discovery was crucial for several reasons. It attracted a large influx of miners and settlers to the area, which increased the population necessary for statehood. This rush not only contributed to Nevada's economy but also played a role in the broader context of westward expansion during the period. As a result, Nevada's significant mineral wealth and rapid population growth made it a prime candidate for statehood in a relatively short amount of time. In contrast, the other choices refer to different historical contexts. The Oklahoma Territory pertains to the era of land rushes and the settlement of the Great Plains, the Chinese Exclusion Act relates to immigration policy, and the Homestead Act was a piece of legislation aimed at facilitating westward expansion by granting land to settlers. None

10. What was one outcome of the Supreme Court case Plessy v. Ferguson?

- A. End of segregation
- B. Establishment of the "separate but equal" doctrine**
- C. Expansion of civil rights
- D. Recognition of women's suffrage

In the Supreme Court case Plessy v. Ferguson (1896), the Court established the "separate but equal" doctrine, which became a legal foundation for racial segregation in the United States. This ruling upheld state laws that enforced segregation in public facilities under the premise that separate facilities for Black and white individuals were constitutional, provided they were equal in quality. The decision legitimized and encouraged the growth of Jim Crow laws that institutionalized racial discrimination, thereby entrenching segregation in various aspects of American life for decades. This ruling had lasting implications, contributing to systemic inequality and setting a precedent that was not overturned until the landmark Brown v. Board of Education decision in 1954, which declared that segregated schools were inherently unequal.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://amscoapushperiod6.examzify.com>

We wish you the very best on your exam journey. You've got this!

SAMPLE