

AMSCO AP United States History Exam (APUSH) - Period 7 Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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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

- 1. Who was the five-time Socialist Party presidential candidate who was jailed under the Espionage and Sedition Acts?**
 - A. Norman Thomas**
 - B. Eugene V. Debs**
 - C. Bernie Sanders**
 - D. Angela Davis**
- 2. Which approach did Taft utilize to influence foreign nations through financial means?**
 - A. Dollar Diplomacy**
 - B. Big Stick Policy**
 - C. Progressivism**
 - D. Roosevelt Corollary**
- 3. What was the term used for the movement of over 300,000 African Americans from the rural South to Northern cities between 1914 and 1920?**
 - A. Harlem Renaissance**
 - B. Great Migration**
 - C. Southern Exodus**
 - D. Civil Rights Movement**
- 4. What was the primary purpose of the Neutrality Acts passed in the 1930s?**
 - A. To strengthen military alliances**
 - B. To support international trade**
 - C. To keep the U.S. out of wars**
 - D. To promote peace treaties**
- 5. What term describes the 1919-1920 period of fear over the influence of Socialists and Bolsheviks in the United States?**
 - A. Red Scare**
 - B. McCarthyism**
 - C. Progressive Era**
 - D. Labor Movement**

- 6. Which document is considered a precursor to the United Nations?**
- A. Potsdam Declaration**
 - B. Atlantic Charter**
 - C. Truman Doctrine**
 - D. Marshall Plan**
- 7. Which event symbolized the culmination of U.S. efforts to end the war in the Pacific?**
- A. Battle of Manila**
 - B. Atomic bombings of Hiroshima and Nagasaki**
 - C. Signing of the Tokyo Accord**
 - D. Battle of Okinawa**
- 8. What legislation provided for the independence of the Philippines by 1946?**
- A. Tydings-McDuffie Act**
 - B. Northeast Asia Act**
 - C. Philippine Independence Act**
 - D. Jones Law**
- 9. Which military action by Germany marked the beginning of World War II in Europe?**
- A. Operation Barbarossa**
 - B. Invasion of Poland**
 - C. Battle of France**
 - D. Siege of Leningrad**
- 10. What event triggered the Alliance System leading to World War I?**
- A. The sinking of the Lusitania**
 - B. Assassination of Archduke Franz Ferdinand**
 - C. Fall of the Ottoman Empire**
 - D. Start of trench warfare**

Answers

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

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Explanations

1. Who was the five-time Socialist Party presidential candidate who was jailed under the Espionage and Sedition Acts?

A. Norman Thomas

B. Eugene V. Debs

C. Bernie Sanders

D. Angela Davis

Eugene V. Debs was a prominent figure in the American labor movement and the five-time presidential candidate for the Socialist Party, running for president in 1900, 1904, 1908, 1912, and 1920. His political activism and strong opposition to U.S. involvement in World War I led to his arrest under the Espionage Act in 1918, as he made speeches that criticized the war and the government's war policies. Debs famously stated that he was more concerned with the welfare of the working class than with the patriotic fervor surrounding the war. His imprisonment became a significant moment in the history of civil liberties in the United States, as it raised important questions about free speech and the limits of governmental power during wartime. His commitment to socialism and labor rights has made him an enduring symbol of dissent in American politics.

2. Which approach did Taft utilize to influence foreign nations through financial means?

A. Dollar Diplomacy

B. Big Stick Policy

C. Progressivism

D. Roosevelt Corollary

The correct answer is Dollar Diplomacy. This policy, implemented by President William Howard Taft, aimed to influence foreign nations through economic means rather than military intervention. Taft believed that the United States could advance its interests and promote stability in Latin America and East Asia by encouraging American businesses to invest in those regions. The idea was that by providing financial assistance and fostering economic relationships, the U.S. could create stronger ties with other nations, thereby minimizing the chances of conflict and establishing a sense of American dominance in international affairs. Dollar Diplomacy contrasted with other strategies, such as the Big Stick Policy, which relied on military strength to achieve foreign policy goals. Progressivism, while a significant domestic movement during Taft's presidency, focused on social reform rather than foreign policy. The Roosevelt Corollary was an extension of the Monroe Doctrine that allowed for American intervention in Latin America but was not a financial approach. Hence, Dollar Diplomacy specifically highlights Taft's unique strategy of leveraging economic influence as a tool for foreign relations.

3. What was the term used for the movement of over 300,000 African Americans from the rural South to Northern cities between 1914 and 1920?

A. Harlem Renaissance

B. Great Migration

C. Southern Exodus

D. Civil Rights Movement

The term for the movement of over 300,000 African Americans from the rural South to Northern cities between 1914 and 1920 is known as the Great Migration. This significant demographic shift was driven by various factors, primarily the search for better economic opportunities and the desire to escape the oppressive conditions of the Jim Crow South. Many African Americans were drawn to industrial jobs in Northern cities due to the labor shortages created by World War I, as well as the hope for a better and more equitable life. Consequently, this movement not only reshaped the demographics of the United States but also had lasting cultural and social impacts, laying the groundwork for significant developments in African American culture and civil rights in the decades that followed. The other terms do not accurately describe this particular historical event. The Harlem Renaissance specifically refers to a cultural and artistic movement in the 1920s, while the Civil Rights Movement pertains to the struggles for racial equality that gained momentum in the mid-20th century. The term Southern Exodus is less commonly used and does not carry the same historical weight as the Great Migration.

4. What was the primary purpose of the Neutrality Acts passed in the 1930s?

A. To strengthen military alliances

B. To support international trade

C. To keep the U.S. out of wars

D. To promote peace treaties

The primary purpose of the Neutrality Acts passed in the 1930s was to keep the U.S. out of wars. These legislative measures were enacted in response to the growing tensions and conflicts in Europe and Asia during that decade, particularly in the lead-up to World War II. The acts aimed to prevent any actions that could involve the U.S. in foreign conflicts, reflecting the isolationist sentiment prevalent in the country after World War I. The Neutrality Acts implemented restrictions on Americans traveling on belligerent ships and prohibited arms sales and loans to nations at war. By doing so, these laws sought to minimize U.S. entanglement in international disputes, signifying a clear intention to avoid the mistakes of global involvement that had characterized the previous world conflict. This approach also emphasized a commitment to neutrality and the belief that distance from foreign wars would protect American lives and interests.

5. What term describes the 1919-1920 period of fear over the influence of Socialists and Bolsheviks in the United States?

- A. Red Scare**
- B. McCarthyism**
- C. Progressive Era**
- D. Labor Movement**

The correct answer is the "Red Scare," which refers to the period of intense fear and paranoia regarding the potential influence of Socialists, Bolsheviks, and radical leftist ideologies in the United States following World War I. This era was characterized by widespread suspicion of communism and anarchism, fueled by the Russian Revolution of 1917 and subsequent developments that raised public anxiety about the possibility of similar uprisings occurring in America. This fear led to events such as the Palmer Raids, where government officials conducted mass arrests and deportations of individuals deemed to be radicals, particularly targeting immigrants. In contrast, McCarthyism arose later, during the late 1940s and 1950s, characterized by Senator Joseph McCarthy's efforts to root out alleged communists in government and other sectors, rather than being a direct reference to the events of 1919-1920. The Progressive Era, on the other hand, was a period of social activism and political reform that spanned from the 1890s to the 1920s, distinct from the fear-driven context of the Red Scare. The Labor Movement, while also relevant to this time period, primarily focused on workers' rights and conditions rather than the specific

6. Which document is considered a precursor to the United Nations?

- A. Potsdam Declaration**
- B. Atlantic Charter**
- C. Truman Doctrine**
- D. Marshall Plan**

The Atlantic Charter is considered a precursor to the United Nations because it was an early declaration of common principles that aimed to outline the vision for a post-World War II world. Created in August 1941 by British Prime Minister Winston Churchill and U.S. President Franklin D. Roosevelt, the Atlantic Charter established ideals such as self-determination, economic cooperation, and a collective security agreement among nations—concepts that would later influence the formation of the United Nations in 1945. The document addressed the need for international collaboration to maintain peace and security, laying the groundwork for a new global order after the war. Many of its principles were integral to the establishment of the UN framework, particularly its emphasis on human rights, economic cooperation, and freedom from aggression. Other options, while significant in their own right—such as the Potsdam Declaration, which called for the surrender of Japan, the Truman Doctrine, which aimed at containing communism, and the Marshall Plan, which was designed to aid European recovery—do not share the same foundational vision for international cooperation and security as the Atlantic Charter.

7. Which event symbolized the culmination of U.S. efforts to end the war in the Pacific?

A. Battle of Manila

B. Atomic bombings of Hiroshima and Nagasaki

C. Signing of the Tokyo Accord

D. Battle of Okinawa

The atomic bombings of Hiroshima and Nagasaki represented the culmination of U.S. efforts to end the war in the Pacific due to their decisive impact on Japan's surrender. These bombings occurred in August 1945 and were a pivotal moment in World War II. The intense destruction and loss of life caused by the atomic bombs forced Japan to reconsider its position and ultimately led to its unconditional surrender on August 15, 1945, effectively bringing the war to a close. This drastic measure was taken in the context of a fierce and protracted conflict in the Pacific, where other military operations, although significant, had not yet brought about the desired end to the war. In contrast, other events listed, while vital to the Pacific campaign, did not individually lead to the war's conclusion. The Battle of Manila and the Battle of Okinawa were important military confrontations that showcased the U.S. military's abilities but occurred prior to the bombings and were part of the broader strategy to secure victory, rather than the final act that ended the war. The signing of the Tokyo Accord is not a historically recognized event linked to the war's conclusion, making it an inaccurate option in the context of this question. Thus, the atomic bombings stand out

8. What legislation provided for the independence of the Philippines by 1946?

A. Tydings-McDuffie Act

B. Northeast Asia Act

C. Philippine Independence Act

D. Jones Law

The Tydings-McDuffie Act is indeed the correct response because it specifically outlined the process for the eventual independence of the Philippines from U.S. rule. Enacted in 1934, the act set a timeline for granting independence, establishing a ten-year transition period of self-governance for the Philippines, and leading to full sovereignty in 1946. It was a significant step in U.S.-Philippine relations, reflecting changing attitudes towards colonial rule post-World War I and during the interwar period. The other legislation mentioned does not pertain to the independence of the Philippines in the same way. The Northeast Asia Act and the Jones Law were focused on different geopolitical matters and jurisdictions, while the Philippine Independence Act is often used interchangeably with the Tydings-McDuffie Act but does not encompass the full legislative framework outlined in the latter that timed the transition to autonomy and subsequent independence.

9. Which military action by Germany marked the beginning of World War II in Europe?

A. Operation Barbarossa

B. Invasion of Poland

C. Battle of France

D. Siege of Leningrad

The invasion of Poland is recognized as the pivotal event that marked the beginning of World War II in Europe. On September 1, 1939, Germany launched a surprise attack on Poland utilizing a new military tactic known as Blitzkrieg, or "lightning war," which emphasized rapid and coordinated assaults using infantry, tanks, and air support. This invasion prompted Britain and France to declare war on Germany just days later, on September 3, 1939, as they had pledged to protect Polish sovereignty. The swift conquest of Poland demonstrated Germany's military capabilities and set the stage for further aggression in Europe, leading to the expansion of the conflict into a larger world war. This event is thus seen as the critical starting point, distinguishing it from subsequent military actions that occurred later in the war.

10. What event triggered the Alliance System leading to World War I?

A. The sinking of the Lusitania

B. Assassination of Archduke Franz Ferdinand

C. Fall of the Ottoman Empire

D. Start of trench warfare

The assassination of Archduke Franz Ferdinand of Austria-Hungary on June 28, 1914, is widely recognized as the event that triggered the Alliance System leading to World War I. This assassination instigated a series of diplomatic crises and mobilizations between the major European powers, who were bound by various alliances and treaties. Austria-Hungary, with the backing of Germany, issued an ultimatum to Serbia, where the assassin, Gavrilo Princip, was associated with nationalist groups seeking liberation from Austro-Hungarian rule. Serbia's response to the ultimatum was deemed insufficient, prompting Austria-Hungary to declare war on Serbia. This declaration activated a complex web of alliances; Russia mobilized in defense of Serbia, prompting Germany to declare war on Russia. France and Britain, being allied with Russia and having certain commitments to defend Belgium's neutrality, entered the conflict. Thus, the assassination served as the catalyst for a chain reaction that involved multiple nations, bringing about the full-scale war that became World War I. The other events listed, such as the sinking of the Lusitania, the fall of the Ottoman Empire, and the start of trench warfare, while significant in their respective contexts, occurred later or were consequences of

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://amscoapushperiod7.examzify.com>

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