

AMSCO AP UNITED STATES HISTORY EXAM (APUSH) – PERIOD 7 PRACTICE TEST (SAMPLE) STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

**VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE**

<https://amscoapushperiod7.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. Which act prohibited the shipment in interstate commerce of products manufactured by children under 14 years old?**
 - A. Fair Labor Standards Act
 - B. Child Labor Act
 - C. Minimum Wage Act
 - D. Employment Standards Act
- 2. Which labor leader's actions led to the establishment of the Fair Employment Practices Commission?**
 - A. A. Philip Randolph
 - B. Walter Reuther
 - C. John L. Lewis
 - D. Cesar Chavez
- 3. Which economic theory is often associated with government interventions to manage economic cycles?**
 - A. Classical economics
 - B. Behavioral economics
 - C. Keynesian economics
 - D. Marxist economics
- 4. Which president, known for his cautious approach, angered progressives during his term and supported the Payne-Aldrich Tariff?**
 - A. Theodore Roosevelt
 - B. Woodrow Wilson
 - C. William Howard Taft
 - D. Herbert Hoover
- 5. What was the purpose of the Lend-Lease Act passed in 1941?**
 - A. To establish military bases abroad
 - B. To authorize aid to nations vital to American security
 - C. To control inflation during wartime
 - D. To promote domestic production of consumer goods

- 6. What was the outcome of the 1939 agreement between Germany and the Soviet Union?**
- A. End of both nations' hostilities
 - B. Division of Poland and non-aggression
 - C. Formation of a military alliance
 - D. Joint attacks on France
- 7. Who was the Fascist dictator of Italy who allied with Germany during World War II?**
- A. Joseph Stalin
 - B. Benito Mussolini
 - C. Adolf Hitler
 - D. Francisco Franco
- 8. What was one of the main differences between the Yalta and Potsdam Conferences?**
- A. Yalta focused on military strategy, while Potsdam was about reparations
 - B. Yalta was attended by more leaders than Potsdam
 - C. Potsdam dealt more with German peace treaties
 - D. Yalta established the United Nations structure
- 9. What slogan was used in Woodrow Wilson's campaign that reflected the American desire to stay out of World War I?**
- A. We Will Fight for Peace
 - B. America First
 - C. He Kept Us Out of War
 - D. Peace Without Honor
- 10. Who was a leading jazz musician during the Harlem Renaissance?**
- A. Louis Armstrong
 - B. Duke Ellington
 - C. Charlie Parker
 - D. Billie Holiday

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. Which act prohibited the shipment in interstate commerce of products manufactured by children under 14 years old?

- A. Fair Labor Standards Act
- B. Child Labor Act**
- C. Minimum Wage Act
- D. Employment Standards Act

The correct choice is the Child Labor Act, which was designed specifically to address the exploitative practices of child labor prevalent in the United States during the early 20th century. This legislation aimed to protect children from the dangers and hardships of industrial work by prohibiting the shipment in interstate commerce of products made by children under the age of 14. This was a significant milestone in labor reform, as it reflected growing societal awareness about the need for regulation to ensure the welfare of children and prevent their exploitation in the workforce. The other acts mentioned, while related to labor and wage standards, did not have the same specific focus on child labor. The Fair Labor Standards Act, for instance, established minimum wage and overtime pay, but it built upon existing laws and did not exclusively target the issue of child labor. The Minimum Wage Act is not a widely recognized piece of legislation; instead, wage regulations are typically addressed within the Fair Labor Standards Act. The Employment Standards Act is also not a specific historical act relating uniquely to child labor issues. Each of these alternatives does not align as closely with the specific provisions of the Child Labor Act, which is why the latter is the most accurate answer.

2. Which labor leader's actions led to the establishment of the Fair Employment Practices Commission?

- A. A. Philip Randolph**
- B. Walter Reuther
- C. John L. Lewis
- D. Cesar Chavez

A. Philip Randolph's actions were pivotal in the establishment of the Fair Employment Practices Commission (FEPC) during World War II. In 1941, he organized a planned march on Washington to protest racial discrimination in defense industries and the military. This mobilization aimed to highlight the need for equal employment opportunities for African Americans, especially as the country ramped up production for the war effort. In response to the pressure and the threat of a large-scale march, President Franklin D. Roosevelt issued Executive Order 8802, which not only prohibited discrimination in the defense industry but also established the Fair Employment Practices Committee to enforce this order. Randolph's leadership and advocacy for civil rights and labor rights were instrumental in pushing the government to take these significant steps towards combating discrimination in the workplace, thus directly leading to the creation of the FEPC. This context underscores Randolph's role as a civil rights leader who linked labor rights with racial equality, demonstrating how activism can influence policy changes. Other labor leaders mentioned did not have a direct connection to the establishment of the FEPC in this specific historical context.

3. Which economic theory is often associated with government interventions to manage economic cycles?

- A. Classical economics
- B. Behavioral economics
- C. Keynesian economics**
- D. Marxist economics

Keynesian economics is the correct answer because it emphasizes the role of government intervention in stabilizing the economy. Developed by economist John Maynard Keynes during the Great Depression, this theory argues that during periods of economic downturns or recessions, the government should actively engage in fiscal policies such as increased public spending and tax adjustments to stimulate demand and foster economic growth. Keynes believed that the economy does not always self-correct and that active government involvement is necessary to manage economic cycles effectively, particularly in times of high unemployment and low consumer spending. In contrast, classical economics focuses on the idea that free markets can self-regulate and return to equilibrium without significant government intervention. Behavioral economics integrates psychological insights into economic decision-making but does not specifically advocate for government management of economic cycles. Marxist economics, on the other hand, critiques capitalism and advocates for ways to redistribute wealth and resources, and while it acknowledges economic interventions, it operates from a different ideological framework compared to Keynesian thought.

4. Which president, known for his cautious approach, angered progressives during his term and supported the Payne-Aldrich Tariff?

- A. Theodore Roosevelt
- B. Woodrow Wilson
- C. William Howard Taft**
- D. Herbert Hoover

William Howard Taft is the correct answer because his presidency was marked by a more conservative approach compared to his predecessor, Theodore Roosevelt. Taft's support for the Payne-Aldrich Tariff, which raised certain tariffs and was seen as a betrayal of progressive reform ideals, particularly angered progressive reformers who had hoped for lower tariffs to benefit consumers. This tariff was perceived as favoring big business over the interests of ordinary Americans and was a significant point of contention during his administration. Many progressives felt that Taft was not living up to the progressive agenda set forth by Roosevelt, which contributed to a split in the Republican Party. The disappointment with Taft's policies ultimately led to Roosevelt running as a third-party candidate in the 1912 election under the Progressive Party banner, highlighting the significant rift between progressives and conservatives within the party. This context emphasizes Taft's role in the progressive movement and illustrates why he was viewed unfavorably by many who expected a more aggressive pursuit of reform.

5. What was the purpose of the Lend-Lease Act passed in 1941?

- A. To establish military bases abroad
- B. To authorize aid to nations vital to American security**
- C. To control inflation during wartime
- D. To promote domestic production of consumer goods

The Lend-Lease Act, passed in 1941, aimed to provide military and economic assistance to nations deemed vital to the defense of the United States. As World War II intensified and the threat from Axis powers grew, the United States sought ways to support its allies without direct military involvement. The act allowed the U.S. to send an array of supplies—ranging from munitions and food to tanks and aircraft—to countries such as the United Kingdom, the Soviet Union, and China, which were fighting against the Axis powers. By facilitating this aid, the Lend-Lease Act played a crucial role in bolstering the capabilities of these nations, thereby enhancing their ability to resist aggression and contributing indirectly to U.S. security. This strategic support reflected a shift in U.S. foreign policy from isolationism to a more interventionist stance as the nation recognized the threats posed by totalitarian regimes in Europe and Asia.

6. What was the outcome of the 1939 agreement between Germany and the Soviet Union?

- A. End of both nations' hostilities
- B. Division of Poland and non-aggression**
- C. Formation of a military alliance
- D. Joint attacks on France

The 1939 agreement between Germany and the Soviet Union, known as the Molotov-Ribbentrop Pact, established a non-aggression clause between the two nations, indicating they would not attack each other. Additionally, the agreement included a secret protocol that outlined the division of Eastern Europe, particularly Poland, into spheres of influence between the two countries. This pact allowed for Germany to invade Poland from the west on September 1, 1939, while the Soviet Union invaded from the east on September 17 of the same year. This partnership, though ideologically opposed, enabled both nations to expand their territories and avoid conflict with one another in the initial stages of World War II.

7. Who was the Fascist dictator of Italy who allied with Germany during World War II?

- A. Joseph Stalin
- B. Benito Mussolini**
- C. Adolf Hitler
- D. Francisco Franco

Benito Mussolini was the Fascist dictator of Italy who allied with Germany during World War II. He rose to power in the early 1920s and established a totalitarian regime that emphasized nationalism and militarism. Mussolini's alliance with Adolf Hitler was solidified during the 1930s, leading to military cooperation between Italy and Germany during the war. His regime promoted Fascist principles and was characterized by aggressive expansionism, which ultimately led Italy into the conflict alongside the Axis powers. This context highlights Mussolini's role in the war and his alignment with German interests under Hitler's leadership.

8. What was one of the main differences between the Yalta and Potsdam Conferences?

- A. Yalta focused on military strategy, while Potsdam was about reparations
- B. Yalta was attended by more leaders than Potsdam
- C. Potsdam dealt more with German peace treaties**
- D. Yalta established the United Nations structure

The focus on peace treaties concerning Germany makes the distinction between the Yalta and Potsdam Conferences clear. While both meetings were crucial in determining the post-World War II landscape, the Potsdam Conference, held later in July-August 1945, specifically addressed the terms for the Germans' future, including the formalities concerning their surrender and reconstruction after the war. This aspect was central given the shifting dynamics in Europe and the late-stage considerations surrounding Germany's fate post-defeat. In contrast, the earlier Yalta Conference (February 1945) primarily concentrated on broader military strategies and the reorganization of post-war Europe, dealing with the big picture regarding the spheres of influence among the Allied powers. Thus, the focus on the German situation at Potsdam represents a significant thematic evolution in the wartime discussions as the context and conditions had changed significantly by mid-1945.

9. What slogan was used in Woodrow Wilson's campaign that reflected the American desire to stay out of World War I?

- A. We Will Fight for Peace
- B. America First
- C. He Kept Us Out of War**
- D. Peace Without Honor

The slogan "He Kept Us Out of War" was a pivotal part of Woodrow Wilson's 1916 presidential campaign, reflecting a strong sentiment among Americans at the time who wished to avoid involvement in World War I. This phrase encapsulated Wilson's message that his administration had successfully maintained peace and kept the nation neutral amidst a global conflict that many viewed as unnecessary and distant. Wilson's commitment to neutrality resonated with voters who were concerned about the costs and consequences of entering the war. The slogan helped solidify his image as a leader dedicated to ensuring the safety and prosperity of the United States without engaging in foreign entanglements. This campaign strategy was effective, as many Americans were looking for assurance that their country would not be drawn into European conflicts, which they believed could lead to loss of life and a diversion of resources. In sum, this slogan effectively captured the prevailing public sentiment and Wilson's policies at the time, promoting a vision of peace and non-intervention that appealed to a wide electorate.

10. Who was a leading jazz musician during the Harlem Renaissance?

A. Louis Armstrong

B. Duke Ellington

C. Charlie Parker

D. Billie Holiday

Louis Armstrong is recognized as a leading jazz musician during the Harlem Renaissance, profoundly influencing the genre and its evolution. His innovative trumpet playing and unique vocal style helped bring jazz into the mainstream. Armstrong's charismatic performances and ability to blend singing with instrumental improvisation made him a beloved figure in American music. During the Harlem Renaissance, which celebrated African American cultural, artistic, and intellectual life in the 1920s, his contributions were pivotal in transitioning jazz from a regional style to a nationally appreciated genre. His recordings and performances during this period helped to elevate the profile of jazz, making it a significant part of American culture. Others mentioned, like Duke Ellington and Billie Holiday, are also key figures in jazz. While they made substantial contributions to the genre, they emerged more prominently in the years following the initial burst of the Harlem Renaissance. Charlie Parker is known for his pioneering work in bebop in the 1940s, which came after the Harlem Renaissance's peak. Thus, Armstrong's legacy as a leading figure during the Harlem Renaissance is solidly established through his impact and the stylistic innovations he introduced.

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!

SAMPLE