

APUSH PERIOD 8 – COLD WAR AND CIVIL RIGHTS PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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

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- 1. What was the primary purpose of the Strategic Arms Limitation Treaty (SALT I)?**
 - A. To increase military spending
 - B. To limit the arms race between the superpowers
 - C. To enhance nuclear capabilities
 - D. To improve international trade
- 2. What did the Voting Rights Act of 1965 aim to address?**
 - A. Discriminatory voting practices that disenfranchised African Americans
 - B. Access to education for all children
 - C. Segregation in public transport
 - D. Employment opportunities for minorities
- 3. What was the focus of the Chicano movement?**
 - A. Advocating for better economic policies
 - B. Advocating for Mexican American civil rights and cultural identity
 - C. Promoting a return to traditional agricultural practices
 - D. Advocating for universal health care
- 4. What was the main message of Malcolm X's "The Ballot or the Bullet" speech?**
 - A. A plea for peaceful negotiation
 - B. A call for armed revolution if rights are denied
 - C. An endorsement of voting rights
 - D. A rejection of violence in civil rights
- 5. Who was one of the co-founders of the National Organization for Women?**
 - A. Gloria Steinem
 - B. Betty Friedan
 - C. Ruth Bader Ginsburg
 - D. Jane Fonda

- 6. In what year was Thurgood Marshall appointed to the Supreme Court?**
- A. 1963
 - B. 1967
 - C. 1970
 - D. 1975
- 7. Which term refers to the influence of the American military and arms industry on public policy?**
- A. Military-Industrial Unity
 - B. Cold War Consensus
 - C. Military-Industrial Complex
 - D. Defense Spending Coalition
- 8. What role did women play in the labor force during and after World War II?**
- A. They returned to traditional roles after the war ended
 - B. They filled jobs vacated by men who went to war, leading to societal changes
 - C. They dominated leadership positions in government
 - D. They primarily worked in education and healthcare sectors
- 9. In terms of influence over curricula, how has the Department of Education historically operated?**
- A. Highly influential in dictating statewide standards
 - B. Maintained little influence due to decentralization
 - C. Responsible for setting national education benchmarks
 - D. Determined funding allocations based on curriculum effectiveness
- 10. What event did the Selma to Montgomery marches directly contribute to?**
- A. The Civil Rights Act of 1964
 - B. The Voting Rights Act of 1965
 - C. The Kerner Commission report
 - D. The Free Speech Movement

Answers

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

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Explanations

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1. What was the primary purpose of the Strategic Arms Limitation Treaty (SALT I)?

- A. To increase military spending
- B. To limit the arms race between the superpowers**
- C. To enhance nuclear capabilities
- D. To improve international trade

The primary purpose of the Strategic Arms Limitation Treaty (SALT I) was to limit the arms race between the superpowers, specifically the United States and the Soviet Union. Signed in 1972, SALT I marked a significant effort to curtail the growing stockpiles of nuclear weapons and missile systems that defined the Cold War era. By establishing limitations on anti-ballistic missile systems and intercontinental ballistic missiles, the treaty aimed to create a framework for dialogue and negotiation that would help reduce the pressures of an escalating arms competition. The focus on limiting weapons not only contributed to a temporary easing of tensions between the superpowers but also laid the groundwork for future arms control agreements. Thus, the treaty was a pivotal step towards promoting stability in international relations during a time marked by fear of nuclear confrontation.

2. What did the Voting Rights Act of 1965 aim to address?

- A. Discriminatory voting practices that disenfranchised African Americans**
- B. Access to education for all children
- C. Segregation in public transport
- D. Employment opportunities for minorities

The Voting Rights Act of 1965 aimed to address discriminatory voting practices that disenfranchised African Americans, primarily in the Southern states. Prior to this legislation, many African Americans faced numerous obstacles when trying to register to vote, including literacy tests, poll taxes, and other forms of systemic racism designed to suppress their voting rights. The Act sought to eliminate these barriers by prohibiting such discriminatory practices and providing for federal oversight and enforcement of voter registration and election processes in areas with a history of discrimination. This law was a significant milestone in the Civil Rights Movement, as it aimed to ensure that all citizens, regardless of race, would have equal access to the electoral process.

3. What was the focus of the Chicano movement?

- A. Advocating for better economic policies
- B. Advocating for Mexican American civil rights and cultural identity**
- C. Promoting a return to traditional agricultural practices
- D. Advocating for universal health care

The Chicano movement was primarily focused on advocating for Mexican American civil rights and cultural identity. Emerging in the 1960s, the movement sought to address the discrimination, social injustices, and economic inequalities faced by Mexican Americans in the United States. Activists aimed to promote pride in their cultural heritage, drawing on the history and experiences of Mexican Americans to unify and empower the community. This included efforts to improve educational opportunities, combat police brutality, ensure fair labor practices, and achieve political representation. The movement also sought to reclaim and celebrate Chicano identity, which had often been marginalized in American society. Through art, music, and community organizing, the Chicano movement fostered a sense of solidarity and cultural affirmation among Mexican Americans, helping to raise awareness of their unique struggles and contributions. Contextually, while other options address important societal issues, they do not capture the unique focus of the Chicano movement on civil rights and cultural identity specifically. For example, advocating for better economic policies or universal health care might intersect with the movement's goals, but they do not encompass its broader aim of uplifting and asserting the rights and identity of the Mexican American community. Promoting traditional agricultural practices does not align with the primary objectives of the Chicano movement, which was

4. What was the main message of Malcolm X's "The Ballot or the Bullet" speech?

- A. A plea for peaceful negotiation
- B. A call for armed revolution if rights are denied**
- C. An endorsement of voting rights
- D. A rejection of violence in civil rights

Malcolm X's "The Ballot or the Bullet" speech centers on the idea that African Americans must assert their rights and take action to achieve equality. In this speech, he articulated a sense of urgency for civil rights, emphasizing that if the political system failed to grant African Americans their rights through peaceful means, they might have to resort to more radical measures, including the potential for armed resistance. Malcolm X challenged the status quo, expressing that merely voting might not be sufficient in the face of systemic oppression, and invoked the idea that individuals should be prepared to defend themselves against violence. This powerful rhetoric framed the struggle for civil rights not just as a matter of gaining the ballot but as a fight for survival and dignity in a society that often denied those basic rights. Thus, while he acknowledged the importance of voting, the overall message was one that indicated a readiness to embrace more militant forms of resistance if necessary.

5. Who was one of the co-founders of the National Organization for Women?

- A. Gloria Steinem
- B. Betty Friedan**
- C. Ruth Bader Ginsburg
- D. Jane Fonda

The correct answer is Betty Friedan. She played a pivotal role in the establishment of the National Organization for Women (NOW) in 1966, which aimed to advocate for women's rights and push for gender equality in various aspects of society, including the workplace and education. Betty Friedan was also a prominent feminist author, known for her influential book "The Feminine Mystique," which critiqued the traditional roles of women in American society and is often credited with sparking the second wave of feminism. This book and her activism highlighted the need for a structured organization to address women's issues, leading to the formation of NOW, where she became its first president. While other figures like Gloria Steinem were instrumental in the feminist movement and contributed significantly to women's rights, Betty Friedan's founding role in NOW is a cornerstone of her legacy in the fight for gender equality.

6. In what year was Thurgood Marshall appointed to the Supreme Court?

- A. 1963
- B. 1967**
- C. 1970
- D. 1975

Thurgood Marshall was appointed to the Supreme Court in 1967, becoming the first African American justice in the court's history. His appointment marked a significant milestone in the fight for civil rights and the representation of African Americans in the highest levels of the American judiciary. Marshall had previously served as a prominent civil rights lawyer, most notably arguing the landmark case Brown v. Board of Education, which helped dismantle racial segregation in public schools. His tenure on the Supreme Court was characterized by a commitment to justice and equality, and he played a crucial role in decisions that shaped civil rights law in the United States. This context underscores the importance of his appointment in the broader narrative of the Cold War era and the struggle for civil rights.

7. Which term refers to the influence of the American military and arms industry on public policy?

- A. Military-Industrial Unity
- B. Cold War Consensus
- C. Military-Industrial Complex**
- D. Defense Spending Coalition

The term that best describes the influence of the American military and arms industry on public policy is the Military-Industrial Complex. This concept originated from President Dwight D. Eisenhower's farewell address in 1961, where he warned about the potential dangers of the close relationship between the military and defense contractors. The Military-Industrial Complex highlights how the military establishment and private industry can have a significant effect on national policy, often leading to increased defense spending and military readiness. This interdependence can sometimes result in policies that prioritize military solutions over diplomatic ones, demonstrating a powerful influence over both domestic and foreign affairs. This term encapsulates concerns about the potential for this alliance to promote excessive military spending, affecting a range of aspects including the economy, foreign relations, and social priorities. Other options do not adequately represent this specific concept or its historical context related to military and industry leaders influencing national policy.

8. What role did women play in the labor force during and after World War II?

- A. They returned to traditional roles after the war ended
- B. They filled jobs vacated by men who went to war, leading to societal changes**
- C. They dominated leadership positions in government
- D. They primarily worked in education and healthcare sectors

During and after World War II, women played a crucial role in the labor force by filling jobs that were vacated by men who had gone to fight in the war. This shift marked a significant change in societal norms, as women entered a variety of industries that had previously been male-dominated, including manufacturing, aviation, and defense industries. The iconic image of "Rosie the Riveter" became a symbol of this movement, showcasing women's capabilities and contributions to the war effort. This involvement not only helped to bolster the workforce during wartime but also led to lasting societal changes. Women began to gain greater independence and financial freedom due to their participation in the workforce. After the war, although many women were encouraged to return to traditional roles and some did, the experience of working had transformed perceptions about women's capabilities and roles in society, ultimately paving the way for future advancements in women's rights and workplace equality. This legacy continued to influence labor dynamics well into the post-war era and beyond.

9. In terms of influence over curricula, how has the Department of Education historically operated?

- A. Highly influential in dictating statewide standards
- B. Maintained little influence due to decentralization**
- C. Responsible for setting national education benchmarks
- D. Determined funding allocations based on curriculum effectiveness

The Department of Education has historically operated with limited influence over curricula, primarily due to the decentralized nature of the education system in the United States. Education is largely managed at the state and local levels, where decisions regarding specific curricula are made. This decentralization allows states to create and implement their own educational policies and standards, rather than being dictated by federal mandates. While the Department of Education does provide federal funding and certain guidelines, it does not have the authority to enforce a uniform curriculum across all states. This framework means that the department's role often focuses more on supporting educational initiatives and funding rather than directly controlling educational content. Consequently, local school districts and state education agencies have significant autonomy in shaping what is taught in their schools, illustrating the limited influence the Department of Education has in this area.

10. What event did the Selma to Montgomery marches directly contribute to?

- A. The Civil Rights Act of 1964
- B. The Voting Rights Act of 1965**
- C. The Kerner Commission report
- D. The Free Speech Movement

The Selma to Montgomery marches were pivotal in drawing national attention to the struggle for voting rights for African Americans in the South. These marches, which occurred in March 1965, highlighted the violent resistance faced by civil rights activists. The brutal response from law enforcement, particularly during the march known as "Bloody Sunday," galvanized public opinion and increased pressure on the federal government to act. In the aftermath of the marches, the Johnson administration pushed for legislative reforms, leading to the introduction and eventual passage of the Voting Rights Act of 1965. This landmark legislation aimed to eliminate legal barriers at the state and local levels that prevented African Americans from exercising their right to vote. The act outlawed discriminatory practices such as literacy tests and provided for federal oversight of voter registration in areas with a history of racial discrimination. Thus, the Selma to Montgomery marches played a crucial direct role in contributing to the enactment of the Voting Rights Act, fundamentally transforming the landscape of American voting rights.

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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:

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

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