

CLEP US History 1 Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

Copyright © 2025 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 from reliable sources accurate, complete, and timely information about this product.

SAMPLE

Questions

SAMPLE

- 1. Which crop helped to establish a profitable economy in colonial Virginia?**
 - A. Barley**
 - B. Tobacco**
 - C. Hemp**
 - D. Indigo**
- 2. Who were the Copperheads during the Civil War?**
 - A. A faction of Northern Democrats who supported Segregation**
 - B. A group of Northern Democrats who opposed abolition and sympathized with the South.**
 - C. A group of military leaders opposed to the Union's strategy.**
 - D. A faction of pro-Union Republicans.**
- 3. Who is known as the "father of the public school" and was a prominent education reformer?**
 - A. John Dewey**
 - B. Horace Mann**
 - C. William James**
 - D. Ralph Waldo Emerson**
- 4. What societal change did the republican motherhood idea encourage for women?**
 - A. Entry into the workforce**
 - B. Involvement in politics**
 - C. Raising virtuous citizens**
 - D. Advocacy for immediate equality**
- 5. What nickname was given to the violence in Kansas due to the conflict over slavery?**
 - A. Bloodshed Kansas**
 - B. Bloody Kansas**
 - C. Conflict Kansas**
 - D. Bleeding Kansas**

- 6. What historical context does the Age of Reform refer to?**
- A. Political changes in the late 19th century**
 - B. Social movements addressing various reform issues**
 - C. The Industrial Revolution**
 - D. Post-Civil War reconstruction**
- 7. What was President Lincoln's priority regarding border states during the Civil War?**
- A. To annex them into the Confederacy.**
 - B. To keep them in the Union.**
 - C. To grant them independence.**
 - D. To declare martial law in those states.**
- 8. What term describes the belief that a woman's special sphere is in the home?**
- A. Feminism**
 - B. Republican motherhood**
 - C. Cult of domesticity**
 - D. Gender egalitarianism**
- 9. What was the status of soldiers during the drafting process under the Conscription Act?**
- A. They were allowed to opt out of service.**
 - B. All men age 20-45 were required to register for the draft.**
 - C. Only volunteers were accepted.**
 - D. Enrollment was based on a lottery system.**
- 10. Which well-educated woman was banished for her dissenting views in the Massachusetts Bay Colony?**
- A. Mary Dyer**
 - B. Anne Hutchinson**
 - C. Abigail Adams**
 - D. Sarah Good**

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. Which crop helped to establish a profitable economy in colonial Virginia?

- A. Barley
- B. Tobacco**
- C. Hemp
- D. Indigo

The crop that helped to establish a profitable economy in colonial Virginia was tobacco. Introduced to the colony in the early 17th century, tobacco quickly became a cash crop due to its high demand in Europe, particularly in England. The climate and soil of Virginia were well-suited for growing tobacco, leading to its widespread cultivation. Planting tobacco required a considerable amount of labor, which ultimately contributed to the system of indentured servitude and later the institution of slavery in the region. As tobacco became increasingly profitable, it transformed Virginia's economy, encouraging the expansion of plantations and increasing the colony's importance in the Atlantic trade network. The economic reliance on tobacco not only shaped Virginia's agricultural practices but also influenced social and political structures within the colony, establishing a plantation economy that would impact the southern United States for centuries to come. This agricultural shift is a crucial topic in understanding the early economic foundations of colonial America.

2. Who were the Copperheads during the Civil War?

- A. A faction of Northern Democrats who supported Segregation
- B. A group of Northern Democrats who opposed abolition and sympathized with the South.**
- C. A group of military leaders opposed to the Union's strategy.
- D. A faction of pro-Union Republicans.

The Copperheads were indeed a faction of Northern Democrats who opposed the Civil War's main objectives, including the abolition of slavery. They were critical of President Abraham Lincoln's administration and often advocated for peace with the Confederacy. Their opposition stemmed from a belief that the war was unnecessarily costly and that a negotiated settlement with the Southern states was preferable. This group was particularly prominent in the Midwest and expressed their views through various means, including speeches and publications. They garnered support from many who felt that the Union's strategy was overly aggressive and detrimental to personal liberties and state rights. The term "Copperhead" itself was used derogatorily by their opponents, likening them to the venomous snake that could strike unexpectedly, reflecting the perceived threat they posed to the war effort. The other options do not accurately describe the Copperheads. For instance, Northern Democrats who supported segregation or a pro-Union Republican faction do not capture the essence of Copperhead ideology. Similarly, military leaders opposing the Union's strategy misses the political aspect that defined the Copperheads' opposition during this tumultuous period.

3. Who is known as the "father of the public school" and was a prominent education reformer?

- A. John Dewey**
- B. Horace Mann**
- C. William James**
- D. Ralph Waldo Emerson**

Horace Mann is recognized as the "father of the public school" due to his significant contributions to the establishment and advancement of public education in the United States during the 19th century. He was a strong advocate for educational reform and believed that education was a fundamental right that should be accessible to all children, regardless of their social or economic status. Mann's efforts included promoting the need for professional training for teachers, establishing common schools funded by public taxation, and ensuring that education was non-sectarian and inclusive. He served as the first secretary of the Massachusetts Board of Education and played a foundational role in the creation of a standardized school system that would eventually spread throughout the country. The other individuals listed made notable contributions in their respective fields, but their work was not primarily focused on public education reform. John Dewey, for example, is known for his progressive education theories in the early 20th century, which built upon Mann's earlier work but did not initiate the public school system. William James was influential in philosophy and psychology, while Ralph Waldo Emerson is known for his role in the transcendentalist movement and literature. Therefore, Mann's dedication and reformative actions mark him distinctly as the key figure in the development of public schooling in

4. What societal change did the republican motherhood idea encourage for women?

- A. Entry into the workforce**
- B. Involvement in politics**
- C. Raising virtuous citizens**
- D. Advocacy for immediate equality**

The concept of "republican motherhood" emphasized the role of women in shaping the moral and civic character of the nation by raising virtuous citizens. This idea emerged in the late 18th and early 19th centuries, particularly following the American Revolution when women were seen as key figures in instilling republican values in their children. As a result, their primary societal role became centered on the home and family, where they were expected to educate their children to be responsible and informed citizens. This notion reinforced the importance of women's contributions to the nation, albeit in a traditional domestic sphere, rather than pushing for direct participation in politics or advocacy for legal equality. While the idea elevated the status of women in some respects by highlighting their influence in the home, it did not translate into a call for women to enter the workforce or engage directly in political affairs, nor did it champion immediate equality between genders. Instead, republican motherhood instilled a sense of purpose within the domestic roles allocated to women, promoting the idea that through their children, they could contribute to the health of the republic.

5. What nickname was given to the violence in Kansas due to the conflict over slavery?

- A. Bloodshed Kansas**
- B. Bloody Kansas**
- C. Conflict Kansas**
- D. Bleeding Kansas**

The term "Bleeding Kansas" emerged in the mid-1850s as a descriptor for the violent confrontations in the Kansas Territory, primarily instigated by the clash between pro-slavery and anti-slavery factions. This era, occurring from 1854 to 1858, was marked by brutal confrontations, political unrest, and significant bloodshed as settlers rushed to Kansas to influence whether it would be admitted to the Union as a free or slave state, according to the principle of popular sovereignty. The phrase captures both the violence and the instability that characterized the region during this tumultuous period, highlighting the intense national debate surrounding slavery's expansion. It symbolizes a crucial prelude to the Civil War, illustrating how deeply divided the country was over the issue of slavery, and how that division manifested in violent conflicts at a local level. Other choices, while similar, do not carry the same historical weight or recognition as "Bleeding Kansas". For instance, "Bloody Kansas" is a common variation used informally, but "Bleeding Kansas" has become the more widely accepted and recognized term in historical discourse. The other names proposed lack the same established historical context or significance.

6. What historical context does the Age of Reform refer to?

- A. Political changes in the late 19th century**
- B. Social movements addressing various reform issues**
- C. The Industrial Revolution**
- D. Post-Civil War reconstruction**

The Age of Reform primarily pertains to a period in the 19th century marked by a variety of social movements aimed at addressing and rectifying social issues, moral concerns, and injustices prevalent in American society. This era saw the rise of movements related to abolitionism, women's suffrage, temperance, and education reform, among others. Activists and reformers sought to challenge the status quo and advocate for changes that would lead to greater social equity and justice. This answer underscores the broad spectrum of issues that reformers tackled, reflecting a growing awareness of societal problems and a collective effort to improve the moral and social fabric of the nation. It is essential to recognize that while political changes, industrial developments, and post-Civil War reconstruction were also significant during this time, they were not the central focus of the Age of Reform itself. The emphasis on social reform movements distinguishes this period as a time of grassroots activism and ideological challenges, shaping the trajectory of American society in profound ways.

7. What was President Lincoln's priority regarding border states during the Civil War?

- A. To annex them into the Confederacy.**
- B. To keep them in the Union.**
- C. To grant them independence.**
- D. To declare martial law in those states.**

President Lincoln's primary focus regarding the border states during the Civil War was to keep them in the Union. The border states—Delaware, Kentucky, Maryland, and Missouri—were crucial both strategically and symbolically. Their geographic location made them vital for controlling key transportation routes and for the overall military strategy of the Union. Lincoln recognized that if these states were to secede and join the Confederacy, it would significantly bolster the Confederate war effort and diminish the Union's chances of success. Keeping the border states loyal to the Union was also essential for maintaining a stronger political and social position in the conflict. Despite strong pro-Confederate sentiments in these states, Lincoln pursued a variety of strategies to ensure their continued allegiance, including political appeasement and sometimes military presence, rather than resorting to more drastic measures like granting them independence or declaring martial law unnecessarily. By emphasizing the importance of maintaining the loyalty of the border states, Lincoln aimed to ensure a united front against the Confederacy and preserve the Union intact. This strategy laid the groundwork for the Union's eventual victory in the Civil War.

8. What term describes the belief that a woman's special sphere is in the home?

- A. Feminism**
- B. Republican motherhood**
- C. Cult of domesticity**
- D. Gender egalitarianism**

The term that describes the belief that a woman's special sphere is in the home is the "Cult of domesticity." This concept emerged in the early to mid-19th century in the United States and emphasized the idea that women were best suited for domestic roles, focusing on home management, nurturing children, and maintaining moral standards within the household. This ideology promoted the notion that women's contributions to society were primarily through their roles as wives and mothers, reinforcing traditional gender roles and limiting women's participation in public and professional life. The "Cult of domesticity" was closely associated with the middle class and expressed the virtues of piety, purity, submissiveness, and domesticity. It reflected societal norms of the time, which idealized the home as a woman's rightful place and suggested that her activities should revolve around family and home care, distinct from men's roles in the public sphere.

9. What was the status of soldiers during the drafting process under the Conscription Act?

A. They were allowed to opt out of service.

B. All men age 20-45 were required to register for the draft.

C. Only volunteers were accepted.

D. Enrollment was based on a lottery system.

The correct choice regarding the status of soldiers during the drafting process under the Conscription Act is that all men age 20-45 were required to register for the draft. This was a significant feature of the Conscription Act of 1863, which was enacted during the Civil War when the need for soldiers became urgent. The law mandated that eligible men had to enroll in the draft, which was a departure from voluntary service. This broad registration requirement aimed to bolster the Union Army's ranks, ensuring a steady flow of soldiers to address the pressing military needs of the time. The inclusion of all men within that age bracket made it clear that the government was prepared to enlist a substantial portion of the population to support the war effort. The act also provided mechanisms for substitutes and allowed for purchase of exemptions, which created significant controversy and dissent, particularly among those who were unable to afford such options. However, the core principle was that a wide demographic was compelled to register, highlighting the serious nature of the conflict and the government's approach to manpower during the war.

10. Which well-educated woman was banished for her dissenting views in the Massachusetts Bay Colony?

A. Mary Dyer

B. Anne Hutchinson

C. Abigail Adams

D. Sarah Good

The answer is Anne Hutchinson, who was a well-educated woman in the Massachusetts Bay Colony known for her strong religious beliefs and dissenting views. Hutchinson challenged the established Puritan belief system by holding meetings in her home, where she discussed her interpretations of the Bible and questioned the colony's religious authorities. Her teachings, which emphasized personal revelation over the strict adherence to ministers' interpretations, created significant controversy and challenged the patriarchal social order of the time. As a result of her views, Hutchinson was brought to trial in 1637 and ultimately banished from the colony for her perceived threats to the religious and social norms of the Puritan leaders. Her case exemplifies the struggle for religious freedom and illustrates the tensions between individual beliefs and collective societal expectations in early colonial America. The other individuals mentioned in the choices had different historical backgrounds or roles; for instance, Mary Dyer was also an advocate for religious freedom but primarily in the context of Quaker beliefs, and she faced persecution for her beliefs as well. Abigail Adams was known for her advocacy for women's rights and education but lived later and was not banished. Sarah Good was a victim of the Salem witch trials rather than a figure notable for dissenting views related to Puritan religious