

DUAL CREDIT US HISTORY (DCUSH) SEMESTER 2 PRACTICE TEST (SAMPLE)

STUDY GUIDE



**SAMPLE STUDY GUIDE
WITH LIMITED QUESTIONS**

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

<https://dcushsem2.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. The Student Nonviolent Coordinating Committee**
 - A. staged nonviolent strategies that met with almost immediate success.
 - B. initially organized peaceful demonstrations using civil disobedience.
 - C. initially rejected the principles of Martin Luther King Jr.
 - D. was founded as a centralized and hierarchical organization.
- 2. What was the immediate consequence of the Japanese attack on Pearl Harbor on December 7, 1941?**
 - A. Proponents of neutrality in the United States stepped up their appeals in Congress to keep the nation out of war.
 - B. Japan's emperor issued an official apology and a pledge to stay out of American territory.
 - C. Congress endorsed President Roosevelt's call for a declaration of war.
 - D. Hitler and Mussolini offered to negotiate a peace on behalf of Japan.
- 3. Which statement describes the relationship between American ethnic minorities and the armed forces during World War II?**
 - A. They were barred from serving in the armed forces during the first two years of the war.
 - B. They were largely uninterested in serving in the armed forces.
 - C. They fought in large numbers in the armed forces despite discriminatory treatment.
 - D. The government discouraged ethnic minorities from serving in the armed forces.
- 4. By the end of Reagan's presidency in 1989, U.S.-Soviet relations had:**
 - A. Reached their highest level of cooperation since World War II.
 - B. Resolved all disputes and destroyed nuclear arsenals.
 - C. Coexisted peacefully between communism and capitalism.
 - D. Been on the brink of nuclear war.
- 5. Which woman became the New Deal's unofficial ambassador in 1933?**
 - A. Mary McLeod Bethune
 - B. Frances Perkins
 - C. Eleanor Roosevelt
 - D. Jane Addams

- 6. What did the Gulf of Tonkin Resolution authorize the president to do?**
- A. Declare war on Japan.
 - B. Expand U.S. military action in Southeast Asia without a formal declaration of war.
 - C. Withdraw U.S. forces from Vietnam.
 - D. Impose economic sanctions on North Vietnam.
- 7. The Good Neighbor policy is associated with which U.S. president?**
- A. Theodore Roosevelt
 - B. John F. Kennedy
 - C. Franklin D. Roosevelt
 - D. Woodrow Wilson
- 8. Lynching, according to Ida B. Wells, was rooted in economics and shifting social structure in which region of the United States?**
- A. The North
 - B. The Midwest
 - C. The South
 - D. The Northeast
- 9. The conservative grassroots movement that articulated the opinions and rage of many older, white voters around 2008 and beyond was called?**
- A. The Tea Party.
 - B. The Freedom Party.
 - C. The Democratic Republicans.
 - D. The Patriots movement.
- 10. The Voting Rights Act of 1965 transformed southern politics by**
- A. Mandating a basic literacy test for voters of all races.
 - B. Authorizing the use of federal agents to enforce African Americans' right to register and vote.
 - C. Giving the Supreme Court the power to nullify state elections in which blacks were deprived of their voting rights.
 - D. Recalling every legislator and state and local official that had been elected by a white electorate.

Answers

SAMPLE

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

SAMPLE

Explanations

SAMPLE

1. The Student Nonviolent Coordinating Committee

- A. staged nonviolent strategies that met with almost immediate success.
- B. initially organized peaceful demonstrations using civil disobedience.**
- C. initially rejected the principles of Martin Luther King Jr.
- D. was founded as a centralized and hierarchical organization.

The main idea is that the Student Nonviolent Coordinating Committee organized early, peaceful protests as a deliberate tactic to challenge segregation. In its early years, SNCC focused on nonviolent direct action—like sit-ins and other civil disobedience—to desegregate public spaces and win student involvement in the movement. This approach emphasized peaceful, organized demonstrations rather than violent or coercive methods, which is why this option best fits. Progress from those protests wasn't instant or universally swift; campaigns often required time, persistence, and facing resistance before gains were made. SNCC also did not reject Martin Luther King Jr.'s principles at the outset; many leaders and members embraced nonviolence inspired by his philosophy, though later some factions explored more radical approaches. And the organization was not built as a centralized, hierarchical body; it operated as a network of largely autonomous, student-led chapters with a more decentralized structure.

2. What was the immediate consequence of the Japanese attack on Pearl Harbor on December 7, 1941?

- A. Proponents of neutrality in the United States stepped up their appeals in Congress to keep the nation out of war.
- B. Japan's emperor issued an official apology and a pledge to stay out of American territory.
- C. Congress endorsed President Roosevelt's call for a declaration of war.**
- D. Hitler and Mussolini offered to negotiate a peace on behalf of Japan.

The event tests how a direct attack can change national policy from staying out of a conflict to taking up arms. After Pearl Harbor, public opinion and political will coalesced around entering World War II, so Congress moved to declare war on Japan, fulfilling Roosevelt's call and pulling the United States into the war. This immediate step reflected a shift from isolation to active involvement in the global war, rather than a continuation of neutrality. The other options don't fit because there wasn't a renewed push to stay out of the war, there was no official Japanese apology, Congress did not reject the president's request, and there wasn't a peace offer from Hitler and Mussolini on behalf of Japan.

3. Which statement describes the relationship between American ethnic minorities and the armed forces during World War II?

- A. They were barred from serving in the armed forces during the first two years of the war.
- B. They were largely uninterested in serving in the armed forces.
- C. They fought in large numbers in the armed forces despite discriminatory treatment.**
- D. The government discouraged ethnic minorities from serving in the armed forces.

During World War II, ethnic minorities in the United States served in large numbers despite facing segregation and discriminatory treatment within the military. African American, Native American, Mexican American, and other minority service members volunteered or were drafted in substantial numbers and contributed across combat and support roles in every branch. The reality was a powerful display of patriotism and resilience: you had brave units and individuals proving their skills and earning recognition even as the armed forces remained racially segregated and opportunities for advancement were limited. This situation would begin to change only after the war, with desegregation efforts gaining momentum in the late 1940s. So, the statement that minorities fought in large numbers despite discriminatory treatment best captures the relationship during the war.

4. By the end of Reagan's presidency in 1989, U.S.-Soviet relations had:

- A. Reached their highest level of cooperation since World War II.
- B. Resolved all disputes and destroyed nuclear arsenals.**
- C. Coexisted peacefully between communism and capitalism.
- D. Been on the brink of nuclear war.

During Reagan's presidency, the relationship with the Soviet Union began to move from icy confrontation toward dialogue and bargaining. The thaw emerged as Mikhail Gorbachev introduced reforms and a more open approach, which opened the door to serious arms-control talks. A key milestone was the INF Treaty of 1987, which eliminated an entire class of missiles and reduced the immediacy of a European nuclear crisis. The era also featured several high-level summits—Reykjavik and Moscow among them—that, while not solving every dispute, built a framework for cooperation and signaling a shared interest in ending the Cold War. By 1989, the tone and negotiations had shifted toward lessened hostility and greater cooperation, even as tensions persisted on other issues like human rights and regional conflicts. The statement that all disputes were resolved and nuclear arsenals were destroyed overstates what actually occurred; the relationship improved and arms-control progress was made, but final peace and complete disarmament did not happen by that time.

5. Which woman became the New Deal's unofficial ambassador in 1933?

- A. Mary McLeod Bethune
- B. Frances Perkins
- C. Eleanor Roosevelt**
- D. Jane Addams

Eleanor Roosevelt became the New Deal's unofficial ambassador because she used her public role as First Lady to connect the administration's relief and reform efforts with everyday Americans. In 1933 she traveled, spoke with workers and community leaders, and highlighted New Deal programs in accessible, human terms. Her advocacy for civil rights and women's issues, along with her willingness to publicly champion federal relief efforts, made her the administration's most visible face and communicator. Mary McLeod Bethune played a key advisory role on African American concerns, Frances Perkins was a cabinet member in charge of labor, and Jane Addams was a prominent reformer from an earlier era, but none served in that broad, nationwide ambassador-like capacity for the New Deal in 1933.

6. What did the Gulf of Tonkin Resolution authorize the president to do?

- A. Declare war on Japan.
- B. Expand U.S. military action in Southeast Asia without a formal declaration of war.**
- C. Withdraw U.S. forces from Vietnam.
- D. Impose economic sanctions on North Vietnam.

The main idea is that this resolution gave the president broad authority to expand U.S. military action in Southeast Asia without a formal declaration of war. After the Gulf of Tonkin incidents, Congress passed the resolution, authorizing the president to take all necessary measures to defend Southeast Asia and to repel armed attacks. That meant the president could escalate involvement—deploy troops, conduct air strikes, and otherwise broaden military actions—without Congress issuing a formal war declaration. This isn't about declaring war on Japan, withdrawing forces, or imposing economic sanctions. It's about empowering the executive branch to increase military action with fewer legislative constraints, which explains why the correct interpretation is that it expanded action in the region without a formal war declaration.

7. The Good Neighbor policy is associated with which U.S. president?

- A. Theodore Roosevelt
- B. John F. Kennedy
- C. Franklin D. Roosevelt**
- D. Woodrow Wilson

The idea being tested is how the United States positioned itself toward Latin America in the 1930s—moving from intervention to non-intervention and cooperative relations. The Good Neighbor policy embodies that shift and is most closely associated with Franklin D. Roosevelt. It emphasized respect for the sovereignty of Latin American nations, a reduction of military interventions, and a focus on diplomatic and economic ties rather than force. This approach led to actions like withdrawing U.S. troops from Haiti and easing intervention in the region, signaling a move away from earlier practices associated with Theodore Roosevelt's Big Stick diplomacy and Wilson's Moral Diplomacy. Kennedy later pursued development-focused initiatives in the region, but the term Good Neighbor policy is specifically linked to Roosevelt.

8. Lynching, according to Ida B. Wells, was rooted in economics and shifting social structure in which region of the United States?

- A. The North
- B. The Midwest
- C. The South**
- D. The Northeast

In Ida B. Wells's view, lynching was a tool tied to who held economic power and how society was organized, and this dynamic was strongest in the South. After emancipation, the Southern economy and social order relied on white supremacy to control Black labor and limit Black economic progress. Lynching acted as a brutal means to enforce that hierarchy, punish perceived challenges to racial and economic control, and deter Black people from competing or asserting autonomy in land, business, or civic life. Wells pointed to patterns showing that many victims were targeted not for real crimes but to preserve white economic dominance and social structure. That connection between economics and social order is most closely associated with the South, where the legacies of slavery and the postwar labor system created the conditions for this form of violence to function as social control. While lynching occurred in other regions, Wells argues its roots lie in the South's specific economic and social dynamics, rather than being a universal or crime-focused phenomenon across the entire country.

9. The conservative grassroots movement that articulated the opinions and rage of many older, white voters around 2008 and beyond was called?

- A. The Tea Party.**
- B. The Freedom Party.
- C. The Democratic Republicans.
- D. The Patriots movement.

This question focuses on a grassroots conservative activism that rose in the late 2000s in the United States. This movement coalesced around distrust of government spending, deficits, and the policy directions of the Obama era, promoting a message of smaller government and fiscal restraint. It mobilized many ordinary people from around the country, including a sizable segment of older white voters, who felt economic worries and cultural changes were being addressed too slowly by established parties. Through local protests, town halls, and political campaigns, this movement began shaping Republican discourse and influencing elections from around 2009 onward. That description fits the Tea Party best, since it became the defining conservative grassroots force of that period. The other options refer to groups with different origins or timelines and don't match this late-2000s US phenomenon.

10. The Voting Rights Act of 1965 transformed southern politics by

- A. Mandating a basic literacy test for voters of all races.
- B. Authorizing the use of federal agents to enforce African Americans' right to register and vote.**
- C. Giving the Supreme Court the power to nullify state elections in which blacks were deprived of their voting rights.
- D. Recalling every legislator and state and local official that had been elected by a white electorate.

This question centers on how federal protection of voting rights changed political life in the South. The Voting Rights Act of 1965 empowered the federal government to step in when states and localities discriminated in voting. By authorizing federal agents and officials to register voters and oversee elections, it removed many of the barriers—like intimidation and discriminatory practices—that had kept African Americans from participating. This shift meant more Black voters could register, participate, and elect representatives, which transformed the region's political landscape. The other options don't fit the action of the act: literacy tests were tools used to suppress voting, not mandates; the act didn't grant the Supreme Court power to nullify state elections; and it didn't involve recalling legislators or officials.

SAMPLE

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://dcushsem2.examzify.com>

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

SAMPLE