

GMAS US HISTORY EOC 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. In what ways did the New Deal expand the federal government's role in American life?**
 - A. Reduced federal spending and deregulation.
 - B. Increased reliance on state governments with little federal involvement.
 - C. Created social safety nets (Social Security), public works, and regulatory agencies that expanded federal responsibility.
 - D. Prioritized isolationism and reduced government oversight of the economy.
- 2. What was the significance of Brown v. Board of Education (1954)?**
 - A. It ruled that racial segregation in public schools was unconstitutional, helping to overturn 'separate but equal' and advance desegregation.
 - B. It upheld segregation in schools.
 - C. It had little impact on education.
 - D. It applied only to higher education.
- 3. On the eve of the Civil War, how did the Northern and Southern states differ economically and socially?**
 - A. The North was mostly rural with subsistence farming; the South was industrialized with wage labor.
 - B. The North was industrialized with wage labor and urbanization; the South depended on slave-based plantation agriculture and a rural social order.
 - C. The North relied on slavery and plantation agriculture; the South had urban factories.
 - D. The North and South had similar economies; difference only in politics.
- 4. During which crisis did the United States impose a naval blockade around Cuba to pressure the removal of Soviet missiles?**
 - A. Bay of Pigs
 - B. Cuban Missile Crisis
 - C. Launch of Sputnik
 - D. Interstate Highway Act
- 5. Which court case ruled segregation illegal in public schools?**
 - A. Brown v. Board of Education
 - B. Plessy v. Ferguson
 - C. Roe v. Wade
 - D. Dred Scott v. Sandford

- 6. Which case limited Congress's power under the Commerce Clause in 1995, signaling a shift in federalism?**
- A. McCulloch v. Maryland (1819).
 - B. Gibbons v. Ogden (1824).
 - C. United States v. Lopez (1995).
 - D. Dred Scott v. Sandford (1857).
- 7. Which region is most closely associated with agricultural growth due to geography?**
- A. Northeast
 - B. Midwest
 - C. South
 - D. West
- 8. Who is the only president from Georgia?**
- A. George Washington
 - B. Thomas Jefferson
 - C. Abraham Lincoln
 - D. Jimmy Carter
- 9. What were the purposes and outcomes of the Lewis and Clark expedition?**
- A. To wage war against Britain.
 - B. To found new colonies in the Pacific.
 - C. To retrieve stolen treasure from Spanish expeditions.
 - D. To explore the Louisiana Purchase, map routes to the Pacific, and strengthen U.S. claims; yielded geographic and scientific information and opened western expansion.
- 10. Which proposal sought to expand the number of Supreme Court justices?**
- A. WPA
 - B. Neutrality Act
 - C. Court-Packing Bill
 - D. Civilian Conservation Act

Answers

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

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Explanations

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1. In what ways did the New Deal expand the federal government's role in American life?

- A. Reduced federal spending and deregulation.
- B. Increased reliance on state governments with little federal involvement.
- C. Created social safety nets (Social Security), public works, and regulatory agencies that expanded federal responsibility.**
- D. Prioritized isolationism and reduced government oversight of the economy.

The expansion of federal power through social welfare programs, large-scale public works, and new regulatory agencies is what the New Deal did to involve the federal government more in everyday life. Social safety nets like Social Security created ongoing federal responsibilities for retirees, the unemployed, and the disabled, funded by payroll taxes. Public works programs such as the Civilian Conservation Corps and the Works Progress Administration put people to work and pumped money into the economy, showing that the federal government would directly sponsor employment and infrastructure. Regulatory agencies—like the Securities and Exchange Commission, the Federal Deposit Insurance Corporation, and labor protections—increased federal oversight of banks, the stock market, and workplaces to stabilize the economy and protect citizens. Together, these moves reflect a shift toward a more active federal role in economic life and social welfare.

2. What was the significance of Brown v. Board of Education (1954)?

- A. It ruled that racial segregation in public schools was unconstitutional, helping to overturn 'separate but equal' and advance desegregation.**
- B. It upheld segregation in schools.
- C. It had little impact on education.
- D. It applied only to higher education.

Segregation in public schools was declared unconstitutional under the Equal Protection Clause, marking a turning point in civil rights. The Supreme Court held that separating students by race creates inherently unequal educational environments, overturning the Plessy v. Ferguson doctrine of "separate but equal" in the context of public schooling. This ruling gave the federal government a strong tool to push desegregation, energizing the Civil Rights Movement and setting the stage for further enforcement efforts, even though actual integration happened at different paces in different places. It applies to public elementary and secondary schools and established a precedent that equality under the law extends to education, with impact that extended beyond schooling to shape broader civil rights challenges.

3. On the eve of the Civil War, how did the Northern and Southern states differ economically and socially?

- A. The North was mostly rural with subsistence farming; the South was industrialized with wage labor.
- B. The North was industrialized with wage labor and urbanization; the South depended on slave-based plantation agriculture and a rural social order.**
- C. The North relied on slavery and plantation agriculture; the South had urban factories.
- D. The North and South had similar economies; difference only in politics.

On the eve of the Civil War, the big difference was how each region organized its economy and social life. The North had become industrialized, with factories, wage labor, and rapidly growing cities where many workers—often immigrants—worked for wages. This led to a more urban, diversified economy. The South, by contrast, depended on a plantation system built on enslaved labor to produce cotton, with a rural social order dominated by slaveholding elites and a relatively limited industrial base. That contrast best fits the description of a region that is industrialized with wage labor and urbanization in the North, versus a South that relies on slave-based plantation agriculture and a rural social structure. The other options mix up these realities—for example, suggesting the North was subsistence farming while the South was industrialized, or claiming the South relied on slavery but the North did not have urban factories, or claiming the two regions had similar economies.

4. During which crisis did the United States impose a naval blockade around Cuba to pressure the removal of Soviet missiles?

- A. Bay of Pigs
- B. Cuban Missile Crisis**
- C. Launch of Sputnik
- D. Interstate Highway Act

This question centers on the Cuban Missile Crisis and the U.S. response of a naval blockade aimed at forcing the removal of Soviet missiles from Cuba. In October 1962, after U.S. intelligence confirmed Soviet missile sites in Cuba, President Kennedy declared a naval quarantine around Cuba to prevent further missile deliveries. The move was a show of resolve and a way to pressure the Soviets into negotiating without immediately escalating to war. The crisis was eventually resolved through a diplomatic agreement: the Soviets would dismantle their Cuba-based missiles, the United States would not invade Cuba, and there was a secret understanding to withdraw U.S. missiles from Turkey in the future. This event is a classic example of Cold War brinkmanship, where military power and diplomacy are used together to resolve a high-stakes confrontation. For context, the other events are unrelated to this scenario: one involved a failed attempt to overthrow Castro, another was the Soviet Union's space program, and the last was a major domestic infrastructure program in the United States.

5. Which court case ruled segregation illegal in public schools?

A. Brown v. Board of Education

B. Plessy v. Ferguson

C. Roe v. Wade

D. Dred Scott v. Sandford

This question tests how the Supreme Court changed the legality of racial segregation in schools by overturning earlier precedent. Brown v. Board of Education ruled that state laws establishing separate public schools for Black and white students are unconstitutional because separation in education is inherently unequal, violating the Equal Protection Clause of the Fourteenth Amendment. This 1954 decision began the process of desegregating public schools nationwide, signaling that "separate" facilities cannot be equal in practice. By contrast, Plessy v. Ferguson upheld the idea of "separate but equal" before Brown, Roe v. Wade concerns abortion rights, and Dred Scott v. Sandford dealt with citizenship and slavery before the Civil War.

6. Which case limited Congress's power under the Commerce Clause in 1995, signaling a shift in federalism?

A. McCulloch v. Maryland (1819).

B. Gibbons v. Ogden (1824).

C. United States v. Lopez (1995).

D. Dred Scott v. Sandford (1857).

The main idea here is how the Commerce Clause power of Congress can be limited and how that ties into the balance between national and state authority. United States v. Lopez (1995) is the key case because it held that possessing a gun in a local school zone is not an activity that substantially affects interstate commerce, so Congress exceeded its constitutional power when it passed the Gun-Free School Zones Act. This ruling narrowed the reach of the Commerce Clause by insisting on a substantial connection to interstate commerce for federal regulation. It signaled a shift toward reasserting states' police powers and limiting federal reach in areas not clearly tied to economic activity that has a broad, interstate impact. By contrast, the other cases involve different aspects of federal power: McCulloch v. Maryland and Gibbons v. Ogden broadly supported federal authority over commerce and implied powers, while Dred Scott v. Sandford dealt with citizenship and slavery and isn't about regulating commerce at all.

7. Which region is most closely associated with agricultural growth due to geography?

A. Northeast

B. Midwest

C. South

D. West

The main idea here is that where a place is located and what its landscape allows shapes what kinds of farming grow best there. The Midwest sits on the flat, fertile Great Plains with rich topsoil and ample rainfall, plus big river systems that support easy transport. This combination makes it ideal for large-scale, mechanized farming, especially crops like corn and wheat, turning the region into a major agricultural hub as markets expanded. The geography directly supports growing lots of crops efficiently, which is why this region is most closely tied to agricultural growth. In contrast, the Northeast is more industrially oriented and less suited to the wide-scale farming that defined the Midwest. The South, with its warmer climate and different crop patterns, did not develop the same broad agricultural belt in the same way, and the West required irrigation and occurred later in agricultural development.

8. Who is the only president from Georgia?

- A. George Washington
- B. Thomas Jefferson
- C. Abraham Lincoln
- D. Jimmy Carter**

Knowing where a president was born helps identify which state they're "from" in this sense. Jimmy Carter was born in Plains, Georgia, in 1924 and later served as governor of Georgia before becoming president. The other presidents listed were born in different states—George Washington and Thomas Jefferson in Virginia, and Abraham Lincoln in Kentucky. Because Carter is the only one born in Georgia, he is the president from Georgia.

9. What were the purposes and outcomes of the Lewis and Clark expedition?

- A. To wage war against Britain.
- B. To found new colonies in the Pacific.
- C. To retrieve stolen treasure from Spanish expeditions.
- D. To explore the Louisiana Purchase, map routes to the Pacific, and strengthen U.S. claims; yielded geographic and scientific information and opened western expansion.**

The main idea here is why the Lewis and Clark expedition was undertaken and what it achieved. The mission was to explore the Louisiana Purchase, find a practical route to the Pacific, and strengthen U.S. claims to western lands. It delivered on those goals by producing detailed maps and geographic information, documenting plants, animals, and Native peoples, and laying groundwork for future travel and settlement. The expedition helped establish American presence in the Pacific Northwest and spurred Western expansion and economic opportunities, especially in trade and exploration.

10. Which proposal sought to expand the number of Supreme Court justices?

- A. WPA
- B. Neutrality Act
- C. Court-Packing Bill**
- D. Civilian Conservation Act

The idea being tested is the attempt to change the size of the Supreme Court, a move often called court-packing. The Court-Packing Bill proposed in 1937 sought to expand the number of justices on the Supreme Court, from nine to as many as fifteen, so the President could appoint new justices who would be more likely to support New Deal legislation. This was in response to rulings that struck down key New Deal programs, and the plan aimed to shift the Court's balance in a way that could uphold those policies. The other options are about programs or acts (works progress administration, neutrality measures, civilian conservation efforts) and do not involve altering the Court's size, which is why this choice is the one that fits the question.

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://gmasushistoryeoc.examzify.com>

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

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