

NBCT EARLY ADOLESCENCE (EA) SOCIAL STUDIES – HISTORY COMPONENT 1 PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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	15

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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. Which treaty ended the American Revolution and recognized the United States as an independent nation?**
 - A. 1789
 - B. 1776
 - C. 1783
 - D. 1787

- 2. How did the transcontinental railroad primarily affect business in the United States in the late 19th century?**
 - A. Decreased markets across coasts
 - B. Increased access to markets and cheaper distribution
 - C. Higher costs of shipping goods
 - D. Reduced information access

- 3. Which organization is described as the largest public power company in the United States today?**
 - A. Tennessee Valley Authority.
 - B. Hoover Dam Authority.
 - C. Federal Power Commission.
 - D. Works Progress Administration.

- 4. Which document was drafted in secret by delegates to the Constitutional Convention and established the government of the United States?**
 - A. Federalist Papers
 - B. Lee Resolution
 - C. Constitution of the United States
 - D. Treaty of Paris

- 5. Which provision best describes the approach to slavery in new states under the Compromise of 1850?**
 - A. California joined the Union as a free state
 - B. Slavery would be decided by popular sovereignty in the admission of new states
 - C. It prohibited slave trade in the District of Columbia
 - D. Texas boundary settlement was settled

- 6. What was the nature of the Alien & Sedition Acts of 1798?**
- A. Expanded civil liberties
 - B. Tightened restrictions on foreign-born Americans and limited speech critical of the Government
 - C. Created a national bank
 - D. Abolished the death penalty
- 7. In his Farewell Address, what warning did President Eisenhower issue?**
- A. The rise of consumer debt
 - B. The dangers of communism
 - C. The need for more social programs
 - D. The military-industrial complex
- 8. Which action did the Boulder Canyon Project Act (1928) authorize?**
- A. Authorized construction of the Hoover Dam on the Colorado River and the All-American Canal to the Imperial Valley in California.
 - B. Created the Tennessee Valley Authority to oversee dam construction and power generation.
 - C. Authorized the construction of the Grand Coulee Dam in Washington.
 - D. Granted federal authority to regulate interstate water rights.
- 9. War Department General Order 143 (1863) established which of the following?**
- A. Prohibited African American enlistment in any branch of the U.S. military.
 - B. Reorganized the Navy to integrate black sailors into separate units.
 - C. Created the US Colored Troops.
 - D. Mandated immediate abolition of slavery nationwide.
- 10. In what year was the Manhattan Project Notebook created?**
- A. 1942.
 - B. 1944.
 - C. 1945.
 - D. 1953.

Answers

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

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Explanations

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1. Which treaty ended the American Revolution and recognized the United States as an independent nation?

- A. 1789
- B. 1776
- C. 1783**
- D. 1787

Ending the American Revolution and establishing the United States as a sovereign nation comes through a peace agreement that settles the fighting and recognizes independence. The correct choice refers to the Treaty of Paris signed in 1783, which the United States and Great Britain concluded to end the war and formally acknowledge the new nation. Beyond declaring independence, it set boundaries for the United States, roughly from the Atlantic eastward to the Mississippi River and from the Canadian north to Florida in the south, and it addressed issues like fishing rights and the handling of debts and loyalist claims. This moment sits between the Declaration of Independence in 1776, which announced the separation, and the later drafting and adoption of the Constitution in the late 1780s. So, 1783 is the year the war ended and independence was officially recognized.

2. How did the transcontinental railroad primarily affect business in the United States in the late 19th century?

- A. Decreased markets across coasts
- B. Increased access to markets and cheaper distribution**
- C. Higher costs of shipping goods
- D. Reduced information access

The main idea is that infrastructure like the transcontinental railroad reshaped the economy by linking distant regions into one large market. By connecting East and West, goods could be moved quickly and more cheaply across the country. This lowered shipping costs and opened up new opportunities for manufacturers, farmers, and merchants to sell across a national audience, not just locally. Firms could plan production around a wider customer base, leading to more investment, growth, and the development of nationwide supply chains. That combination—broader access to markets and cheaper distribution—best describes the railroad's impact on business in the late 19th century. The other options don't fit because the railroad actually expanded markets, lowered costs, and facilitated better information flow rather than reducing access, increasing costs, or shrinking markets.

3. Which organization is described as the largest public power company in the United States today?

- A. Tennessee Valley Authority.**
- B. Hoover Dam Authority.
- C. Federal Power Commission.
- D. Works Progress Administration.

The Tennessee Valley Authority is a federally owned corporation created during the New Deal to bring electricity, flood control, and economic development to the Tennessee Valley. Because it is government-owned and runs a large, integrated system of generation and transmission across multiple states, it has grown into the largest public power company in the United States, delivering electricity to millions of customers. The other options aren't power providers: one is not a real current entity, another is a regulatory agency that oversaw electricity rather than producing it, and the last was a New Deal program focused on public works rather than operating a utility.

4. Which document was drafted in secret by delegates to the Constitutional Convention and established the government of the United States?

- A. Federalist Papers
- B. Lee Resolution
- C. Constitution of the United States**
- D. Treaty of Paris

Drafted in secret by delegates to the Constitutional Convention and establishing the government of the United States refers to the Constitution. At the Philadelphia convention in 1787, discussions were held privately to craft a new framework for the nation. The resulting document laid out a national government with three branches, created checks and balances, and established how power would be shared between the national and state governments. The secret sessions were meant to protect deliberations and allow frank debate, and the Constitution replaced the Articles of Confederation, becoming the supreme law after ratification. The other items played different roles: the Federalist Papers were essays arguing for ratification, not a framing of the government; the Lee Resolution declared independence, and the Treaty of Paris ended the war and recognized independence.

5. Which provision best describes the approach to slavery in new states under the Compromise of 1850?

- A. California joined the Union as a free state
- B. Slavery would be decided by popular sovereignty in the admission of new states**
- C. It prohibited slave trade in the District of Columbia
- D. Texas boundary settlement was settled

The main idea here is how the Compromise of 1850 handled the issue of slavery in new territories: it let the people living in those territories decide through popular sovereignty whether slavery would be legal there once they apply for statehood. This meant that residents in Utah and New Mexico would vote to determine if slavery would be allowed, rather than having Congress impose a blanket rule. It was a negotiated balance between free and slave state interests, aiming to reduce conflict by deferring the decision to local voters. This matches the option describing popular sovereignty for admitting new states. The other provisions—making California a free state, banning the slave trade in the District of Columbia, and settling Texas boundaries—address different parts of the compromise and do not describe how slavery would be decided in new states.

6. What was the nature of the Alien & Sedition Acts of 1798?

- A. Expanded civil liberties
- B. Tightened restrictions on foreign-born Americans and limited speech critical of the Government**
- C. Created a national bank
- D. Abolished the death penalty

These acts show a move to give the national government greater power to protect the country by tightening who could be in the United States and what could be said about the government. The Alien Acts made it easier to remove or detain non-citizens considered dangerous and lengthened the time needed to become a citizen, which narrowed the influence of foreign-born residents. The Sedition Act went further by making it a crime to publish writings that criticized the government or its officials, directly curbing dissent and restricting press freedom. Together, they limited civil liberties in the name of national security and public order, rather than expanding rights. This reflects the era's fear of foreign influence and political opposition, and they sparked strong backlash that helped propel political change in the years that followed.

7. In his Farewell Address, what warning did President Eisenhower issue?

- A. The rise of consumer debt
- B. The dangers of communism
- C. The need for more social programs
- D. The military-industrial complex

The main idea being tested is recognizing Eisenhower's warning about the power and influence of the defense establishment on government policy. In his Farewell Address, delivered in 1961, he warned that a growing partnership among the armed forces, defense contractors, and policymakers—the military-industrial complex—could exert undue influence on national decisions, shaping budgets and policies to serve military or corporate interests rather than the public good. He urged vigilance and balance, emphasizing civilian control of the military while avoiding the danger that national security concerns could trump democratic accountability. This warning arises from a Cold War context in which rapid arms development and the intertwining of military and industry might steer policy. The other topics listed do not capture this specific caution raised in that address.

8. Which action did the Boulder Canyon Project Act (1928) authorize?

- A. Authorized construction of the Hoover Dam on the Colorado River and the All-American Canal to the Imperial Valley in California.
- B. Created the Tennessee Valley Authority to oversee dam construction and power generation.
- C. Authorized the construction of the Grand Coulee Dam in Washington.
- D. Granted federal authority to regulate interstate water rights.

The main idea here is federal action to control a major river system for multiple public benefits. The Boulder Canyon Project Act authorized building a large dam on the Colorado River—Hoover Dam—which would create a substantial reservoir (Lake Mead) for flood control, water storage, and hydroelectric power. It also funded the All-American Canal to deliver Colorado River water to California's Imperial Valley, enabling reliable irrigation in a desert region. This package made possible a coordinated management plan for the lower Colorado River basin, balancing water supply, flood protection, farming needs, and electricity generation. The other options don't fit this specific authorization. The Tennessee Valley Authority came later and involved a different river system. The Grand Coulee Dam is on the Columbia River and was authorized under a different set of laws. Granting federal authority to regulate interstate water rights is a broader power topic, not the concrete project the Boulder Canyon Act created.

9. War Department General Order 143 (1863) established which of the following?

- A. Prohibited African American enlistment in any branch of the U.S. military.
- B. Reorganized the Navy to integrate black sailors into separate units.**
- C. Created the US Colored Troops.
- D. Mandated immediate abolition of slavery nationwide.

General Order 143 designated that African American men could be recruited into the Union Army and organized into regiments known as the United States Colored Troops. This was a significant shift after the Emancipation Proclamation, expanding the Union's manpower by officially creating a structured Black fighting force. It shows how the war effort increasingly depended on Black soldiers serving in frontline roles. The order did not ban Black enlistment, nor did it reorganize the Navy into separate Black units—the Navy's approach followed its own path. It also did not abolish slavery nationwide—that outcome came later through constitutional change. The key idea is that the order formalized the creation of the US Colored Troops within the Army, turning the enlistment and organization of Black soldiers into a recognized military force.

10. In what year was the Manhattan Project Notebook created?

- A. 1942.**
- B. 1944.
- C. 1945.
- D. 1953.

The main idea here is placing artifacts within the timeline of a major historical effort. The Manhattan Project began in 1942, when the U.S. government formalized the program to develop an atomic bomb and scientists from various institutions were brought together under centralized leadership. A notebook used to organize experiments, notes, and planning would be created as that formal effort got underway, making 1942 the most plausible date. By the time the Trinity test occurred and the bomb was used in 1945, the project was already well underway, so later years like 1944 or 1945 aren't the starting point for such a notebook. 1953 is well after the project's main development period.

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://nbctasocstudieshistorycomp1.examzify.com>

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

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