

# TEXAS A&M UNIVERSITY (TAMU) HIST106 HISTORY OF THE UNITED STATES PRACTICE EXAM 2 (SAMPLE)

STUDY GUIDE



*Prepare with structure. Pass with confidence*



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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 amendment repealed Prohibition in the United States?**
  - A. 18th Amendment
  - B. 19th Amendment
  - C. 20th Amendment
  - D. 21st Amendment
- 2. What was a significant cultural context during the Rebellion of Flappers?**
  - A. Demand for women's suffrage
  - B. Resistance to traditional gender roles
  - C. Focus on racial equality
  - D. Support for Prohibition
- 3. What was the main function of the War Production Board during the war?**
  - A. To promote patriotism
  - B. To supervise war production
  - C. To ration goods
  - D. To oversee international agreements
- 4. Who was the U.S. President during the Bonus Army incident?**
  - A. Franklin D. Roosevelt
  - B. Theodore Roosevelt
  - C. Herbert Hoover
  - D. Harry S. Truman
- 5. What was the main purpose of launching Sputnik by the Soviet Union?**
  - A. To explore the Moon
  - B. To demonstrate technological superiority
  - C. To test military capabilities
  - D. To promote worldwide peace
- 6. What program did the WPA hire a photographer to document poverty in America?**
  - A. Social Security Act
  - B. Federal Housing Authority
  - C. Works Progress Administration
  - D. National Labor Relations Act

- 7. What was the purpose of the Espionage Act?**
- A. To promote national security
  - B. To encourage espionage activities
  - C. To prohibit military interference and suppress dissent
  - D. To fund military operations
- 8. Which musical group was associated with Jelly Roll Morton?**
- A. The Red Hot Peppers
  - B. The Cotton Club Band
  - C. The Duke Ellington Orchestra
  - D. The Harlem Jazz Ensemble
- 9. What organization was responsible for rationing food, gas, and other essential goods during the war efforts?**
- A. National War Labor Board
  - B. Office of Price Administration
  - C. War Production Board
  - D. Yalta Conference
- 10. What was a key factor in why the Japanese did not surrender during World War II, according to prevailing attitudes at the time?**
- A. The belief in negotiation
  - B. A perceived cultural superiority
  - C. The idea of fighting until death
  - D. A sense of betrayal by allies

## **Answers**

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

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## **Explanations**

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## 1. Which amendment repealed Prohibition in the United States?

- A. 18th Amendment
- B. 19th Amendment
- C. 20th Amendment
- D. 21st Amendment**

*The 21st Amendment is significant because it marked the end of Prohibition in the United States, which had been established by the 18th Amendment. Ratified in 1933, the 21st Amendment allowed for the legal manufacture, sale, and consumption of alcoholic beverages, effectively reversing the restrictions imposed by Prohibition. This change was largely a response to the negative consequences of Prohibition, such as the rise in organized crime and the economic challenges of the Great Depression, leading to widespread calls for its repeal. The significance of the 21st Amendment lies in its restoration of legal alcohol consumption and its role in reshaping American societal norms surrounding alcohol. The other amendments listed do not pertain to Prohibition. The 18th Amendment initiated Prohibition, the 19th Amendment granted women the right to vote, and the 20th Amendment changed the start dates for federal government elected offices. Thus, only the 21st Amendment directly addresses the repeal of Prohibition.*

## 2. What was a significant cultural context during the Rebellion of Flappers?

- A. Demand for women's suffrage
- B. Resistance to traditional gender roles**
- C. Focus on racial equality
- D. Support for Prohibition

*The Rebellion of Flappers represented a significant cultural shift in the United States during the 1920s, particularly as young women began to challenge and resist traditional gender roles. Flappers embodied a new sense of freedom and independence, embracing a lifestyle that included new fashions, social activities, and a more liberated view of sexuality. This movement was emblematic of the broader societal change that sought to redefine what it meant to be a woman in post-World War I America. The flapper movement marked a departure from the Victorian expectations of womanhood, which emphasized modesty and domesticity. Instead, flappers sought to express themselves through more daring clothing, bobbed hair, and a lifestyle that included smoking, drinking, and dancing—all of which challenged the conservative values of the time. This cultural rebellion was not only about personal expression but was also reflective of the larger feminist movements advocating for women's rights, including the right to vote. While demand for women's suffrage, focus on racial equality, and support for Prohibition were relevant cultural contexts during this period, the rebellion of flappers was primarily centered on breaking away from the established norms regarding gender roles. Thus, the essence of the flapper movement lies in its resistance to traditional expectations and its role in paving*

### 3. What was the main function of the War Production Board during the war?

- A. To promote patriotism
- B. To supervise war production**
- C. To ration goods
- D. To oversee international agreements

*The main function of the War Production Board during the war was to supervise war production. Established in 1942, the board was responsible for converting and expanding industries to support the military effort. This included prioritizing resource allocation, directing materials such as steel and aluminum to be used for war-related production, and overseeing the mobilization of the American workforce towards manufacturing goods necessary for World War II. While promoting patriotism, rationing goods, and overseeing international agreements were important aspects of the wartime effort, they did not encapsulate the primary responsibility of the War Production Board. Its core mission was to ensure that the production of military supplies and equipment met the demands of the armed forces, making it a crucial component of the United States' logistical operations during the conflict.*

### 4. Who was the U.S. President during the Bonus Army incident?

- A. Franklin D. Roosevelt
- B. Theodore Roosevelt
- C. Herbert Hoover**
- D. Harry S. Truman

*The Bonus Army incident occurred in the summer of 1932 when World War I veterans marched to Washington, D.C., to demand early payment of a bonus that had been promised to them for their military service. During this time, Herbert Hoover was the President of the United States. Hoover's administration was marked by the challenges of the Great Depression, and the Bonus Army's demand for immediate financial relief highlighted the desperation felt by many Americans at the time. Hoover's response to the Bonus Army's presence was controversial; he ordered the U.S. Army to disperse the protesters, leading to clashes that resulted in violence and the destruction of the encampment. This incident had a lasting impact on Hoover's reputation and contributed to the growing discontent that ultimately led to his defeat in the 1932 presidential election. The other presidents listed were either in office before this incident or served after Hoover, thus they were not involved in the events surrounding the Bonus Army.*

**5. What was the main purpose of launching Sputnik by the Soviet Union?**

- A. To explore the Moon
- B. To demonstrate technological superiority**
- C. To test military capabilities
- D. To promote worldwide peace

*The primary purpose of launching Sputnik by the Soviet Union was indeed to demonstrate technological superiority. This event, which occurred on October 4, 1957, marked the first time a human-made object was placed into orbit around the Earth. The successful launch of Sputnik was a significant achievement for the Soviet Union and served as a powerful symbol during the Cold War, showcasing their advancements in rocket technology and space exploration. The implications of this milestone were profound, as it shocked the United States and highlighted a perceived gap in scientific and technological capabilities, sparking concerns about national security and competition. The launch catalyzed the Space Race, leading to increased funding and focus on science and technology in the United States, particularly in education and military applications. Other suggested purposes, such as exploring the Moon, testing military capabilities, or promoting worldwide peace, were not the central motivations behind the launch. Although it indirectly impacted military advancements and raised military concerns in the U.S., the main objective was to assert the Soviet Union's status on the global stage through a display of technological triumph.*

**6. What program did the WPA hire a photographer to document poverty in America?**

- A. Social Security Act
- B. Federal Housing Authority
- C. Works Progress Administration**
- D. National Labor Relations Act

*The Works Progress Administration (WPA) is the correct answer because it was a key New Deal agency established during the Great Depression, aimed at providing jobs and support to the unemployed. One of the WPA's initiatives included the creation of the Federal Art Project, which encompassed various artistic endeavors, including photography. The WPA hired photographers to document the harsh realities of poverty, which culminated in a rich visual history of American life during that time. This effort underscored the social challenges faced by many and aimed to raise public awareness while promoting appreciation for the arts. In contrast, the Social Security Act established a social insurance program to provide financial assistance to the elderly and unemployed, but it did not have a direct photography initiative. The Federal Housing Authority focused on improving housing standards and providing loans for home construction, rather than documenting social conditions. Lastly, the National Labor Relations Act addressed workers' rights and labor relations but did not directly relate to documenting poverty or employing photographers. Thus, the WPA stands out as the agency that specifically employed photographers to capture the struggles of impoverished Americans.*

## 7. What was the purpose of the Espionage Act?

- A. To promote national security
- B. To encourage espionage activities
- C. To prohibit military interference and suppress dissent**
- D. To fund military operations

*The Espionage Act, enacted in 1917 during World War I, aimed primarily to prohibit actions that could disrupt military operations and to suppress dissent against the war effort. Its main purpose was to prevent individuals from supporting adversaries by discouraging activities that could be seen as disloyal or harmful to national security. The law made it a crime to convey false information, cause insubordination in the military, or impede military recruitment, all intended to maintain morale and unity during a tumultuous time. It didn't focus on funding military operations or promoting espionage activities directly, nor was it solely about promoting national security in a broad sense. Instead, it was specifically geared towards limiting dissent that could undermine the United States' military efforts during the war, emphasizing the need for control over both public opinion and potential espionage threats posed by disloyal citizens.*

## 8. Which musical group was associated with Jelly Roll Morton?

- A. The Red Hot Peppers**
- B. The Cotton Club Band
- C. The Duke Ellington Orchestra
- D. The Harlem Jazz Ensemble

*Jelly Roll Morton was a significant figure in the development of early jazz music, and he is most famously connected with The Red Hot Peppers. This ensemble formed in the 1920s is known for showcasing Morton's unique style, which combined elements of ragtime, blues, and early jazz. The group's recordings highlight Morton's innovative compositions and arrangements, emphasizing his role as a bandleader and pianist during this pivotal time in American music history. Each of the other groups mentioned in the choices played important roles in jazz history but were not directly associated with Morton. The Cotton Club Band is linked with the famous Harlem nightclub and entertainers such as Duke Ellington, while The Duke Ellington Orchestra and The Harlem Jazz Ensemble represent their own distinctive contributions to jazz evolution, separate from Morton's influence. Thus, The Red Hot Peppers remains the correct association with Jelly Roll Morton.*

## 9. What organization was responsible for rationing food, gas, and other essential goods during the war efforts?

- A. National War Labor Board
- B. Office of Price Administration**
- C. War Production Board
- D. Yalta Conference

*The Office of Price Administration (OPA) was the organization responsible for rationing food, gas, and other essential goods during World War II. Established in 1941, the OPA was tasked with controlling prices and regulating the distribution of essential commodities to prevent inflation and ensure equitable distribution among civilians and military personnel. By implementing a rationing system, the OPA aimed to meet the demands created by wartime production and to support the war effort by ensuring that vital resources were available for both military use and civilian consumption. In contrast, the National War Labor Board primarily focused on labor relations and mediating disputes between labor and management to prevent strikes during the war. The War Production Board was responsible for overseeing the conversion of industries to wartime production but did not handle rationing directly. The Yalta Conference was a meeting of Allied leaders to discuss post-war Europe and had no role in the domestic management of wartime resources. Thus, the effectiveness of the OPA in managing rationing and pricing was crucial to sustaining both the home front and the military efforts during the war.*

**10. What was a key factor in why the Japanese did not surrender during World War II, according to prevailing attitudes at the time?**

- A. The belief in negotiation
- B. A perceived cultural superiority
- C. The idea of fighting until death
- D. A sense of betrayal by allies

*The idea of fighting until death was a key factor in why the Japanese did not surrender during World War II. This belief was deeply rooted in the samurai code known as bushido, which emphasized honor, courage, and loyalty to the emperor. The cultural emphasis on perseverance in the face of adversity contributed to the mindset that surrender was an unacceptable option. Instead of conceding defeat, many Japanese soldiers and civilians felt that dying in battle was a more honorable outcome. This attitude was reflected in the fierce resistance displayed during battles such as Iwo Jima and Okinawa, where Japanese forces fought tenaciously even when defeat was imminent. The other options pertain to different attitudes that may have influenced decision-making but do not capture the profound commitment to honor and sacrifice that characterized the Japanese response during the war. The belief in negotiation was less prominent in this context, and while cultural superiority could have motivated some actions, it was the commitment to fighting until death that truly defined the staunch refusal to surrender. A sense of betrayal by allies, although relevant in certain historical contexts, was not a pressing factor that influenced the widespread refusal to surrender, especially among the military leadership at the time.*

## 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](mailto:hello@examzify.com).

Or visit your dedicated course page for more study tools and resources:

<https://tamu-hist106-exam2.examzify.com>

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

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