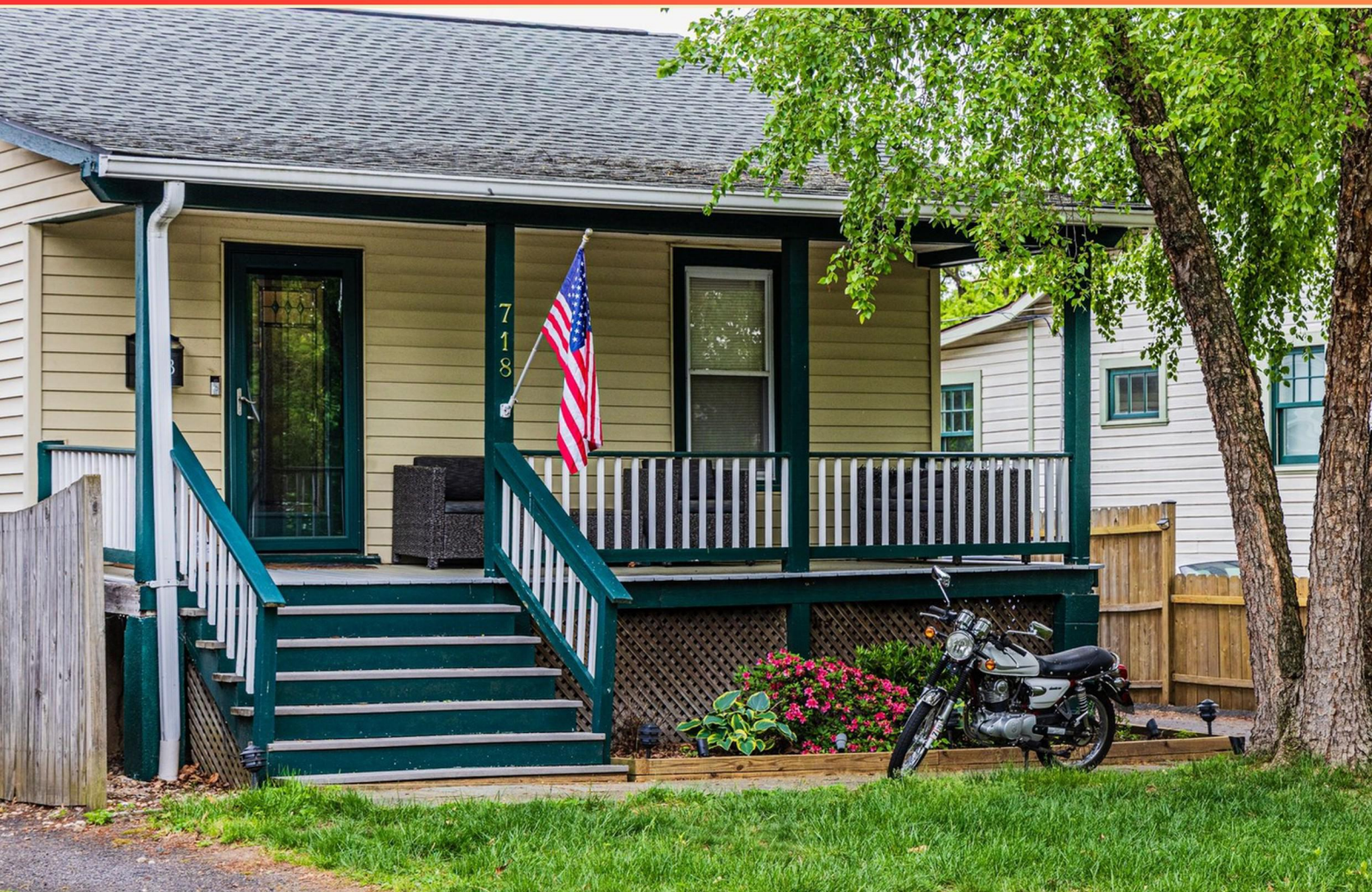


TEXAS A&M UNIVERSITY (TAMU) HIST106 HISTORY OF THE UNITED STATES PRACTICE EXAM 2 (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

VISIT US ONLINE FOR
THE FULL VERSION STUDY GUIDE

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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. What term is used to describe the tactics used by McCarthy to accuse government officials of being communists?**
 - A. Red Baiting
 - B. McCarthyism
 - C. Subversion
 - D. Anti-Communism

- 2. What social phenomenon characterized the American economy in the 1950s?**
 - A. A move towards austerity and minimal consumption
 - B. An increase in competition among corporations
 - C. A surge in consumerism
 - D. A transition to agrarian economic practices

- 3. What major decision was made at the Yalta Conference regarding post-war Europe?**
 - A. Germany would remain intact
 - B. Russia would control parts of Poland and China
 - C. The establishment of the UN
 - D. Both B and C

- 4. Which four freedoms were identified by FDR as essential for worldwide peace?**
 - A. Freedom of Expression, Freedom of the Press, Freedom to Assemble, Freedom of Religion
 - B. Freedom of Speech, Freedom of Worship, Freedom from Want, Freedom from Fear
 - C. Freedom of Religion, Freedom of the Land, Freedom of Assembly, Freedom to Choose
 - D. Freedom of Speech, Freedom of Choice, Freedom from Fear, Freedom from Tyranny

- 5. What was a significant impact of the New Deal on labor unions before the Taft-Hartley Act?**
 - A. Labor unions became illegal
 - B. Labor unions gained substantial power and recognition
 - C. Labor unions saw a decline in membership
 - D. Labor unions lost all bargaining power

- 6. 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
- 7. Which group had the authority to seize industries and force workers back to work to support war efforts?**
- A. War Production Board
 - B. National War Labor Board
 - C. Office of Price Administration
 - D. Potsdam Conference
- 8. What was a significant economic issue described during the early years of the Great Depression?**
- A. High levels of industrial growth
 - B. The urban-rural gap and social inequality
 - C. Consistent consumer spending
 - D. Widespread economic recovery
- 9. What term describes the strong pride in black, African culture and the assertion of equal rights during the Harlem Renaissance?**
- A. New Negro
 - B. Harlem Spirit
 - C. Cultural Awakening
 - D. Afrocentrism
- 10. What is the term used for the first generation of Japanese immigrants who were not eligible for U.S. citizenship?**
- A. Issei
 - B. Nisei
 - C. Kibei
 - D. Sansei

Answers

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

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Explanations

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1. What term is used to describe the tactics used by McCarthy to accuse government officials of being communists?

- A. Red Baiting
- B. McCarthyism**
- C. Subversion
- D. Anti-Communism

The term "McCarthyism" specifically refers to the practices, tactics, and atmosphere created by Senator Joseph McCarthy during the early 1950s, particularly his aggressive campaigning against alleged communists in the U.S. government and other institutions. This term encapsulates the fear-driven anti-communist sentiment and the notorious witch hunts led by McCarthy and his associates. McCarthyism not only involved unfounded accusations of communist sympathies but also included a broader culture of fear, wherein individuals could lose their positions, reputations, and livelihoods based on little more than suspicion or hearsay. While "red baiting" could describe the act of accusing someone of being a communist, McCarthyism carries a more specific connotation of the tactics used during that historical period, including the intense scrutiny, fear-mongering, and disregard for civil liberties that characterized McCarthy's campaign. It reflects the societal impact of those actions, resulting in a climate of fear and repression that affected many facets of American life during the Cold War. This makes "McCarthyism" the most appropriate term for the context of the question.

2. What social phenomenon characterized the American economy in the 1950s?

- A. A move towards austerity and minimal consumption
- B. An increase in competition among corporations
- C. A surge in consumerism**
- D. A transition to agrarian economic practices

The correct answer highlights a significant characteristic of the American economy during the 1950s, which was the surge in consumerism. This period followed World War II and was marked by an era of economic prosperity and growth, which resulted in higher disposable income for many American families. The rise of the middle class and suburban living contributed to increased consumer demand for a wide variety of goods, including automobiles, household appliances, and television sets. A key aspect of this consumerism was the cultural emphasis on obtaining the latest products and technologies, which was often promoted through advertising. Additionally, the introduction of credit cards made consumer purchases more accessible, further propelling this trend. The economic boom led to a lifestyle that often focused on material wealth and consumer goods as indicators of success and happiness. The other options represent trends that did not resonate with the dominant economic and social patterns of the time. For example, a move towards austerity and minimal consumption would contradict the widespread consumer culture that flourished during the decade, as families were eager to spend on various goods. An increase in competition among corporations certainly existed, but it was largely a result of the existing consumer demand rather than a defining social phenomenon. Lastly, a transition to agrarian economic practices does not align with the

3. What major decision was made at the Yalta Conference regarding post-war Europe?

- A. Germany would remain intact
- B. Russia would control parts of Poland and China
- C. The establishment of the UN

D. Both B and C

The decision at the Yalta Conference that included both the establishment of the United Nations and the control of parts of Poland by Russia reflects the strategic and political realignments that were being negotiated among the Allied powers towards the end of World War II. During the conference, held in February 1945, Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin met to discuss the reorganization of post-war Europe and outline their plans for maintaining peace. The establishment of the United Nations was a significant outcome of this conference, as the leaders sought to create an international organization aimed at preventing future conflicts and fostering cooperation among nations. Additionally, the agreement that the Soviet Union would exert influence over parts of Eastern Europe, particularly Poland, was crucial. This decision was shaped by the realities of the war, with the Soviet army already occupying territories in Eastern Europe. The Allies acknowledged the USSR's significant role in the defeat of Nazi Germany and recognized that Soviet influence in the region would be a factor in post-war stability. This choice highlights the complexities of coalition politics during and after the war, as well as the beginning of the divisions that would later define the Cold War. It showcases the willingness of the Allied leaders to make compromises for the sake of a more stable post

4. Which four freedoms were identified by FDR as essential for worldwide peace?

- A. Freedom of Expression, Freedom of the Press, Freedom to Assemble, Freedom of Religion

B. Freedom of Speech, Freedom of Worship, Freedom from Want, Freedom from Fear

- C. Freedom of Religion, Freedom of the Land, Freedom of Assembly, Freedom to Choose

- D. Freedom of Speech, Freedom of Choice, Freedom from Fear, Freedom from Tyranny

The correct answer identifies the four freedoms articulated by President Franklin D. Roosevelt in his famous 1941 speech. These freedoms—Freedom of Speech, Freedom of Worship, Freedom from Want, and Freedom from Fear—were presented as fundamental human rights that should be universally enjoyed. Roosevelt's assertion was rooted in the belief that these freedoms were essential not just for the United States but for promoting peace and security worldwide. Freedom of Speech emphasizes the importance of open expression as a foundation for democracy, enabling individuals to voice their opinions without fear of retribution. Freedom of Worship highlights the right to practice one's religion freely, fostering tolerance and harmony among diverse populations. Freedom from Want addresses the economic rights people should have, including access to basic needs and a decent standard of living. Finally, Freedom from Fear speaks to the need for a world where people can live without the threat of violence or oppression. These principles were particularly significant during a time when the world was grappling with the effects of totalitarian regimes and global conflict, thus reinforcing Roosevelt's vision for a more just and peaceful world. The chosen answer succinctly encapsulates this vision and aligns with the historical context in which these concepts were introduced, showcasing their enduring relevance.

5. What was a significant impact of the New Deal on labor unions before the Taft-Hartley Act?

- A. Labor unions became illegal
- B. Labor unions gained substantial power and recognition**
- C. Labor unions saw a decline in membership
- D. Labor unions lost all bargaining power

The New Deal significantly transformed the landscape of labor relations in the United States, leading to a substantial increase in the power and recognition of labor unions. This era, initiated by President Franklin D. Roosevelt in response to the Great Depression, included a series of programs and legislation aimed at economic recovery and reform, which notably benefited organized labor. Key elements of the New Deal, such as the National Labor Relations Act of 1935 (also known as the Wagner Act), established the legal right of workers to organize unions and engage in collective bargaining. This legislation not only empowered existing unions but also encouraged the formation of new ones, effectively legitimizing unions in the eyes of the government and the public. The act prohibited employers from engaging in unfair labor practices, thus offering workers a level of protection that enhanced union credibility and influence. Moreover, the increased federal support for labor movements led to a surge in union membership during the 1930s, enabling unions to negotiate better wages, working conditions, and benefits for their members. The recognition of unions as important stakeholders in the economic recovery process marked a notable shift in labor relations, laying the groundwork for unions' influence in subsequent decades. In contrast to the other options, labor unions did not become illegal, nor did they experience

6. 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.

7. Which group had the authority to seize industries and force workers back to work to support war efforts?

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

The National War Labor Board held significant authority during World War II, particularly in relation to labor disputes and the war effort. Established in 1942, this board aimed to mediate conflicts between labor and management to ensure that wartime production would continue without disruption. One of its key powers included the ability to intervene in labor strikes or disputes that threatened the production of goods necessary for the war, allowing it to enforce policies that required workers to return to their jobs. In addition to its mediation role, the board also established guidelines for labor conditions and wage increases to maintain stability in the workforce. The necessity for criticism, both from labor leaders hoping to protect worker rights and industries pushing for uninterrupted production, gave the board a vital role in maintaining wartime mobilization. While the War Production Board was focused on coordinating war production, and the Office of Price Administration managed inflation and controlled prices, it was the National War Labor Board that specifically had the authority to address labor issues directly affecting the war effort. The Potsdam Conference, on the other hand, was an international meeting of Allied leaders discussing post-war arrangements and did not pertain to labor relations.

8. What was a significant economic issue described during the early years of the Great Depression?

- A. High levels of industrial growth
- B. The urban-rural gap and social inequality**
- C. Consistent consumer spending
- D. Widespread economic recovery

The significant economic issue during the early years of the Great Depression was indeed the urban-rural gap and social inequality. As the Great Depression unfolded in the late 1920s and early 1930s, it became evident that there was a stark contrast between urban and rural areas in terms of economic impact and recovery. Urban areas, which were more industrialized, saw widespread unemployment and business closures as industries faced severe declines. Conversely, rural areas were also deeply affected, particularly due to the collapse of agricultural prices and the Dust Bowl conditions that devastated farms. This disparity highlighted existing social inequalities, as those in urban areas struggled to find work, while rural farmers faced difficulties due to falling prices and crop failures. The inability of these segments to recover created significant social tension and illustrated the challenges faced by different demographics across the country. As the nation grappled with these economic hardships, policy responses were heavily influenced by the need to address these inequalities and provide targeted assistance. In contrast, the other options reflect conditions that did not accurately represent the economic reality of this period. High levels of industrial growth, consistent consumer spending, and widespread economic recovery were not characteristic of the early Great Depression, as the economy contracted sharply and unemployment soared, leading to a major re-evaluation

9. What term describes the strong pride in black, African culture and the assertion of equal rights during the Harlem Renaissance?

- A. New Negro**
- B. Harlem Spirit
- C. Cultural Awakening
- D. Afrocentrism

The term that describes the strong pride in black African culture and the assertion of equal rights during the Harlem Renaissance is "New Negro." This term emerged as a powerful cultural and social movement during the Harlem Renaissance, which took place in the 1920s. The "New Negro" represented a shift in how African Americans viewed themselves and their role in American society. It emphasized self-respect, cultural pride, and intellectual advancement, rejecting the stereotypes and marginalization that had historically been associated with African Americans. The "New Negro" was characterized by a bold expression of African heritage, artistic innovation, and a demand for civil rights, ultimately reshaping the attitudes towards race and identity in the United States. In contrast, the other terms do not encapsulate this specific movement in the same way. "Harlem Spirit" could refer to the vibrant cultural atmosphere of the Harlem neighborhood during this time but does not specifically convey the concept of pride and rights. "Cultural Awakening" is more general and could apply to various movements or periods of cultural rejuvenation, while "Afrocentrism" refers to a broader worldview that centers African culture and history but doesn't specifically relate to the dynamics of the Harlem Renaissance or the concept of the "New Negro."

10. What is the term used for the first generation of Japanese immigrants who were not eligible for U.S. citizenship?

- A. Issei**
- B. Nisei
- C. Kibei
- D. Sansei

The term that refers to the first generation of Japanese immigrants to the United States is "Issei." This group of individuals immigrated to the U.S. primarily between the late 19th and early 20th centuries. Due to the restrictive immigration laws and policies in place at that time, such as the Alien Land Laws and the Immigration Act of 1924, Issei individuals were specifically ineligible for U.S. citizenship. Understanding the significance of the Issei generation is crucial because they laid the foundation for Japanese communities in the U.S., but they faced significant challenges, including legal and social barriers. In contrast, "Nisei" refers to the second generation of Japanese Americans, who were born in the United States to Issei parents and were eligible for citizenship due to their birthright. "Kibei" describes a subset of Nisei who were born in America but raised in Japan before returning to the U.S., while "Sansei" denotes the third generation, the grandchildren of the Issei. Each term reflects the unique experiences and histories of these generations, but Issei distinctly identifies the first wave of immigrants who faced specific legal exclusions from citizenship.

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:

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

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