

# TEXAS A&M UNIVERSITY (TAMU) HIST106 PRACTICE EXAM 1 (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 .....            | 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

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- 1. What did the Kansas-Nebraska Act of 1854 establish?**
  - A. It abolished slavery in all territories
  - B. It allowed territories to decide the issue of slavery through popular sovereignty
  - C. It created the Transcontinental Railroad
  - D. It set the boundaries for free and slave states
- 2. What did the Radical Republicans primarily seek to protect after the Civil War?**
  - A. The rights of white landowners
  - B. The rights of African Americans
  - C. The rights of immigrants
  - D. The rights of Confederate supporters
- 3. What group opposed Radical Reconstruction and its goals?**
  - A. Radical Republicans
  - B. Southern Democrats
  - C. Abolitionists
  - D. Moderate Republicans
- 4. What significant event took place at Promontory Point, Utah?**
  - A. The establishment of the first national park
  - B. The meeting of the Union and Central Pacific railroads
  - C. The signing of a peace treaty with Native American tribes
  - D. The start of the California Gold Rush
- 5. What did the government misunderstand about Native American customs according to the Dawes Severalty Act?**
  - A. That the customs were beneficial for their survival
  - B. That the customs were hedonistic and needed banning
  - C. That the customs were central to their identity
  - D. That customs were irrelevant to their lifestyle

- 6. Who were the Native American peoples encountered by early European explorers in the Americas?**
- A. The Navajo and Sioux tribes
  - B. The Taino, Aztecs, and Iroquois tribes
  - C. The Cherokee and Comanche tribes
  - D. The Sioux and Pawnee tribes
- 7. What was the outcome of the Battle of Little Bighorn?**
- A. Custer and his men won against the Sioux
  - B. Sioux forces outnumbered and defeated Custer's men
  - C. The battle ended in a stalemate
  - D. Custer successfully negotiated peace
- 8. Which war ended with significant changes to U.S. territory and governance?**
- A. The American Revolution
  - B. The Civil War
  - C. The War of 1812
  - D. The Spanish-American War
- 9. What did Wovoka claim would occur if the Ghost Dance was performed correctly?**
- A. The dead would remain lost forever
  - B. The living would reunite with the spirits of the dead and bring peace
  - C. Indians would become immune to all forms of technology
  - D. The spirits would allow battle against the white settlers
- 10. Who were the 'Yankee schoolmarms' in the context of post-Civil War education?**
- A. Men who taught in military schools
  - B. White women who educated former slaves
  - C. Black women who led community schools
  - D. Southern men advocating for education

## **Answers**

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

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## **Explanations**

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## 1. What did the Kansas-Nebraska Act of 1854 establish?

- A. It abolished slavery in all territories
- B. It allowed territories to decide the issue of slavery through popular sovereignty**
- C. It created the Transcontinental Railroad
- D. It set the boundaries for free and slave states

*The Kansas-Nebraska Act of 1854 established the principle of popular sovereignty, which allowed the settlers of a territory to determine whether they would allow slavery within their borders. This act was significant because it effectively repealed the Missouri Compromise of 1820, which had prohibited slavery in certain northern territories. By allowing the local populations to make decisions regarding slavery, the act aimed to reduce tensions between pro-slavery and anti-slavery factions. The context of the act is crucial in understanding its implications. The idea of popular sovereignty was seen as a compromise to appease both pro- and anti-slavery advocates, but it ultimately led to increased conflict in territories like Kansas, where violent confrontations between opposing groups occurred—a struggle that became known as "Bleeding Kansas." This act is pivotal in American history as it contributed to the deepening sectional divides that eventually led to the Civil War. The other options do not accurately reflect the purpose or outcome of the Kansas-Nebraska Act. The act did not abolish slavery in all territories, nor did it create the Transcontinental Railroad or set specific boundaries for free and slave states. Instead, it reshaped the legislative landscape by introducing popular sovereignty as a method for settling the contentious issue of slavery in*

## 2. What did the Radical Republicans primarily seek to protect after the Civil War?

- A. The rights of white landowners
- B. The rights of African Americans**
- C. The rights of immigrants
- D. The rights of Confederate supporters

*The Radical Republicans primarily sought to protect the rights of African Americans after the Civil War. This faction within the Republican Party was dedicated to ensuring that formerly enslaved individuals received full citizenship rights and were granted equal protection under the law. Their efforts were pivotal in pushing for constitutional amendments, such as the 13th, 14th, and 15th Amendments, which abolished slavery, defined citizenship, and secured voting rights for African American men, respectively. The Radical Republicans believed that the nation needed to rebuild not only physically but also socially and politically in a way that would prevent the old systems of oppression from re-establishing themselves. They aimed to promote civil rights, enforce the rule of law, and work against the prevailing attitudes of white supremacy that persisted in many Southern states during the Reconstruction era. In contrast, the other answer choices reflect interests that did not align with the primary goals of the Radical Republicans. The rights of white landowners and Confederate supporters were typically upheld by more conservative factions during this period, while the rights of immigrants fell outside the specific focus of the Radical Republican agenda. Their commitment was largely centered on the integration and protection of African Americans in the post-war society.*

### 3. What group opposed Radical Reconstruction and its goals?

- A. Radical Republicans
- B. Southern Democrats**
- C. Abolitionists
- D. Moderate Republicans

*The group that opposed Radical Reconstruction and its goals was the Southern Democrats. This political faction emerged in response to the aggressive policies of Radical Republicans, who aimed to transform Southern society in the aftermath of the Civil War, particularly through the protection of the rights of newly freed slaves and the establishment of civil rights. Southern Democrats were largely composed of former Confederates and their sympathizers, who resisted these changes and sought to maintain their traditional social order and political power. Southern Democrats opposed key elements of Radical Reconstruction that aimed to ensure African American participation in governance and promote equality. Their resistance was characterized by the formation of groups such as the Ku Klux Klan, which sought to intimidate African Americans and their allies. This opposition played a significant role in the eventual retreat from Reconstruction policies and the establishment of Jim Crow laws that enforced racial segregation. The other groups listed, such as Radical Republicans and Abolitionists, actively supported or advocated for the changes brought about by Reconstruction. Moderate Republicans, while they may have had reservations about some of the more extreme measures taken by Radical Republicans, did not outright oppose the fundamental goals of Reconstruction in the way that Southern Democrats did.*

### 4. What significant event took place at Promontory Point, Utah?

- A. The establishment of the first national park
- B. The meeting of the Union and Central Pacific railroads**
- C. The signing of a peace treaty with Native American tribes
- D. The start of the California Gold Rush

*The significant event that took place at Promontory Point, Utah, is the meeting of the Union and Central Pacific railroads on May 10, 1869. This event marked the completion of the first transcontinental railroad in the United States, which connected the eastern and western parts of the country. The joining of these two railroads enabled easier and faster transportation across the nation, facilitating trade, the movement of people, and the expansion of the economy. The ceremony was symbolized by the driving of a golden spike, marking a historical moment in American transportation and infrastructure. The completion of the transcontinental railroad was pivotal in shaping the American West and contributed to the integration of vast regions into a unified national economy. This event underscored technological advancement in the 19th century and demonstrated the impact of railroads on progress and development in the United States.*

**5. What did the government misunderstand about Native American customs according to the Dawes Severalty Act?**

- A. That the customs were beneficial for their survival
- B. That the customs were hedonistic and needed banning**
- C. That the customs were central to their identity
- D. That customs were irrelevant to their lifestyle

*The correct answer highlights a significant misunderstanding on the part of the government regarding Native American customs, specifically the perspective that these customs were perceived as hedonistic and in need of banning. This misunderstanding stemmed from a Eurocentric view that regarded Native American ways of life as primitive or lacking value. The Dawes Severalty Act of 1887 aimed to assimilate Native Americans into mainstream American society by allotting them individual plots of land, which was in stark contrast to their communal land use practices. The belief that Native customs were inappropriate or indulgent led to policies that sought to suppress these traditions rather than acknowledge their importance. For instance, this view disregarded the cultural significance and deeper meanings behind various Native American practices, which were often tied to their understanding of community, spirituality, and identity. Such a misconception ultimately contributed to the failure of policies geared toward successful assimilation, as they ignored the rich and complex social structures of Native American societies.*

**6. Who were the Native American peoples encountered by early European explorers in the Americas?**

- A. The Navajo and Sioux tribes
- B. The Taino, Aztecs, and Iroquois tribes**
- C. The Cherokee and Comanche tribes
- D. The Sioux and Pawnee tribes

*The Taino, Aztecs, and Iroquois tribes represent a diverse array of Native American groups that were encountered by early European explorers during their conquests and explorations in the Americas. The Taino were among the first Indigenous peoples that Christopher Columbus encountered in the Caribbean when he arrived in 1492. They lived in present-day Cuba, Jamaica, and the Bahamas, and their interactions with the Spanish led to significant cultural exchanges as well as tragic consequences due to disease and colonization. The Aztecs were a highly advanced civilization based in what is now central Mexico. Hernán Cortés encountered the Aztec Empire in the early 16th century. The rich culture, impressive architecture, and established social and political systems of the Aztecs showcased a significant Indigenous presence that European invaders sought to dominate. The Iroquois, a powerful confederation of tribes in the northeastern United States, played a crucial role in the balance of power in the region as different European powers vied for control over North America. Their sophisticated political system and alliances with various tribes and European nations created a complex landscape for European explorers and settlers. Each of these groups exemplifies the range of cultures and societies that existed in the Americas before European*

## 7. What was the outcome of the Battle of Little Bighorn?

- A. Custer and his men won against the Sioux
- B. Sioux forces outnumbered and defeated Custer's men**
- C. The battle ended in a stalemate
- D. Custer successfully negotiated peace

*The outcome of the Battle of Little Bighorn in 1876 was a significant defeat for General George Armstrong Custer and his troops. In this battle, Sioux forces, led by leaders such as Sitting Bull and Crazy Horse, were able to outnumber Custer's men and effectively defeat them. Custer's forces of the 7th Cavalry faced overwhelming opposition due to the larger numbers and the strategic advantage of the Native American warriors. This battle is historically significant not just for its immediate outcome but also for its representation of the broader struggles between the U.S. government and Native American tribes during westward expansion. The victory for the Sioux at Little Bighorn was a moment of pride and resistance against U.S. military forces, highlighting the ongoing conflicts over land, culture, and sovereignty.*

## 8. Which war ended with significant changes to U.S. territory and governance?

- A. The American Revolution
- B. The Civil War**
- C. The War of 1812
- D. The Spanish-American War

*The Civil War resulted in significant changes to U.S. territory and governance, primarily because it led to the preservation of the Union and the abolition of slavery, which transformed the legal and social framework of the country. The aftermath of the Civil War brought about the Reconstruction era, during which federal policies were implemented to reintegrate the Southern states into the Union and to address the rights of newly freed African Americans. Additionally, the war caused shifts in power dynamics, prompting legislative changes such as the 13th, 14th, and 15th Amendments to the Constitution that fundamentally altered the governance of the nation by ensuring civil rights and voting rights for all citizens, regardless of race. The American Revolution did result in significant territorial changes, but it was primarily about independence from British rule rather than a change in governance within an existing national framework. The War of 1812 had some territorial implications, but it did not lead to as profound a shift in governance as the Civil War. The Spanish-American War did result in the acquisition of territories such as Puerto Rico, Guam, and the Philippines, which expanded U.S. holdings globally but did not invoke the same level of internal governance changes as the Civil War. Thus, the Civil War's impact on both*

**9. What did Wovoka claim would occur if the Ghost Dance was performed correctly?**

- A. The dead would remain lost forever
- B. The living would reunite with the spirits of the dead and bring peace**
- C. Indians would become immune to all forms of technology
- D. The spirits would allow battle against the white settlers

*Wovoka, a Northern Paiute religious leader, introduced the Ghost Dance movement in response to the hardships faced by Native Americans in the late 19th century. He claimed that if the Ghost Dance was performed correctly, it would bring about a renewal of the earth and the resurrection of deceased ancestors. This belief was rooted in the idea that the living would reunite with the spirits of the dead, leading to a restoration of peace and prosperity for the Native American peoples. The significance of this claim lies in its emotional and spiritual appeal during a time of significant turmoil and oppression for Indigenous communities. It provided hope and a sense of purpose, suggesting that through collective action in the form of dance, they could influence the world around them positively. The other options do not accurately reflect Wovoka's teachings. For instance, the notion that the dead would remain lost forever contradicts the foundational belief of the Ghost Dance, which focused on reconnecting with ancestors. Claims of immunity to technology or encouragement of battles against white settlers also diverge from the peaceful intentions of the movement, which sought to achieve reconciliation and spiritual renewal rather than outright conflict.*

**10. Who were the 'Yankee schoolmarms' in the context of post-Civil War education?**

- A. Men who taught in military schools
- B. White women who educated former slaves**
- C. Black women who led community schools
- D. Southern men advocating for education

*The term 'Yankee schoolmarms' refers specifically to white women who traveled from the North to the South during the Reconstruction era after the Civil War, with the intent of providing education to formerly enslaved African Americans. These women played a crucial role in the establishment of schools for freedmen, or African Americans who had just gained their freedom. Their presence was significant not only for educational reform but also for advancing social change and vehicle for the broader movement toward civil rights. These schoolmarms often facilitated the founding of schools and worked tirelessly to educate children and adults alike, believing firmly in the power of education to uplift individuals and communities. While their initiatives sometimes faced significant resistance from local Southern populations, they contributed to the broader mission of Reconstruction that aimed to integrate freed slaves into the fabric of American society. While other responses reference different groups involved in education, they do not capture the specific historical context and contributions of the 'Yankee schoolmarms' as effectively as the correct answer does.*

## 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-exam1.examzify.com>

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

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