AMERICA DIVIDED – THE CIVIL WAR OF THE 1960S 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.

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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!

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Questions

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1. Which department is responsible for assisting poorer families with housing and urban development?

A. Department of Education

B. Department of Energy

C. Department of Housing and Urban Development

D. Department of Transportation

2. The Civil Rights Act of 1964 primarily protected from discrimination which area?

A. Public accommodations only

B. Employment only

C. Public accommodations and employment

D. Housing and transportation

3. The Great Society is associated with which president?

A. John F. Kennedy

B. Lyndon B. Johnson

C. Dwight D. Eisenhower

D. Richard Nixon

4. The Tet Offensive of 1968 contributed to which shift in public opinion about the Vietnam War?

A. Increased support for escalating the war

B. Decreased public attention to the war

C. Ended the war quickly

D. Increased opposition to the war

5. Which program aimed to end poverty through local community action efforts in the 1960s?

A. Head Start

B. The Community Action Program

C. Job Corps

D. Peace Corps

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6. The start of the Civil Rights Movement is commonly marked by which event?

A. The Birmingham Campaign

B. Brown v Board

C. Rosa Parks refusing to give up her seat on the bus

D. The March on Washington

7. Who popularized the slogan 'Black Power,' signaling a shift in the Civil Rights Movement, and in what year?

A. Martin Luther King Jr., 1963

B. Malcolm X, 1965

C. Stokely Carmichael (Kwame Ture), 1966

D. Rosa Parks, 1960

8. Where would the Office of Economic Opportunity's funding go?

A. Toward funding interstate highway construction

B. Toward providing grants to locally organized community action agencies (CAAs) in poor neighborhoods across the country

C. Toward military spending

D. Toward corporate tax incentives

9. Did the number of people in advocacy groups increase during the 1960s?

A. Not sure

B. Decreased

C. No

D. Yes

10. Which two prominent figures were assassinated in 1968?

A. John F. Kennedy and Martin Luther King Jr.

B. Robert F. Kennedy and Malcolm X.

C. Martin Luther King Jr. and Robert F. Kennedy.

D. Martin Luther King Jr. and Malcolm X.

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Answers

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

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Explanations

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1. Which department is responsible for assisting poorer families with housing and urban development?

A. Department of Education

B. Department of Energy

C. Department of Housing and Urban Development

D. Department of Transportation

This question tests understanding of which government department focuses on housing and urban development for low-income families. The department that handles this is the Department of Housing and Urban Development, or HUD. HUD oversees federal programs for affordable housing, public housing, and rental assistance, and it also administers community development initiatives to improve neighborhoods. It's also involved in enforcing fair housing laws to prevent discrimination in housing. Other departments focus on different areas—Education on schools, Energy on energy policy, and Transportation on roads and transit—so HUD is the one dedicated to housing needs and urban development.

2. The Civil Rights Act of 1964 primarily protected from discrimination which area?

A. Public accommodations only

B. Employment only

C. Public accommodations and employment

D. Housing and transportation

This question tests what areas the Civil Rights Act of 1964 targeted for anti-discrimination. The act's main provisions address two broad realms where segregation and bias were most visible: public life and the workplace. In public life, it outlawed discrimination in places that serve the public—hotels, restaurants, theaters, and other venues—so people could access goods and services without being treated differently because of race, color, religion, sex, or national origin. In the workplace, it barred employers from discriminating in hiring, firing, pay, or promotions on those same protected characteristics, establishing federal enforcement through mechanisms like the Equal Employment Opportunity Commission. Housing discrimination, while addressed later by the Fair Housing Act of 1968, wasn't the primary focus of the 1964 legislation. Transportation protections aren't singled out as the central categories in the 1964 act either, though public accommodations can intersect with transportation access. So the best answer reflects the two major areas the act targeted: public accommodations and employment.

3. The Great Society is associated with which president?

A. John F. Kennedy

B. Lyndon B. Johnson

C. Dwight D. Eisenhower

D. Richard Nixon

The Great Society is associated with Lyndon B. Johnson. His presidency in the mid-1960s launched a broad program aimed at eliminating poverty and racial injustice and expanding health care, education, and urban development. Landmark actions like Medicare and Medicaid, the Civil Rights Act, and the Voting Rights Act illustrate the scale of his reform effort and the vision encapsulated by the Great Society name. John F. Kennedy helped shift the era toward greater federal action, but the label and the majority of the initiatives belong to Johnson after he took office. Eisenhower's era preceded these reforms, and Nixon's presidency pursued different priorities, so the Great Society is most closely connected to Johnson.

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4. The Tet Offensive of 1968 contributed to which shift in public opinion about the Vietnam War?

A. Increased support for escalating the war

B. Decreased public attention to the war

C. Ended the war quickly

D. Increased opposition to the war

The main idea here is that the Tet Offensive shifted how Americans viewed the war by revealing that progress claimed by leaders was not matching reality on the ground. Although the offensive was a military setback for the Communists, its scale and publicized battles across Vietnam, including the surprising attack on the U.S. Embassy in Saigon, shook public confidence in the idea that victory was near. The way the war was presented to the public—promises of progress and a path to victory—contrasted with vivid, shocking images and reports from the front, creating a credibility gap. People began to doubt official assurances and arguments for escalation, and this growing doubt helped turn public opinion toward opposition and calls for negotiation rather than more fighting. The shift wasn't about less attention to the war; it was about the public rethinking the war's prospects and growing demands to end U.S. involvement.

5. Which program aimed to end poverty through local community action efforts in the 1960s?

A. Head Start

B. The Community Action Program

C. Job Corps

D. Peace Corps

The key idea here is that the anti-poverty push of the 1960s sought to empower local communities to design and carry out solutions. The Community Action Program embodied this by creating Community Action Agencies that coordinated local efforts to reduce poverty and by involving residents in planning, decision-making, and oversight. This approach emphasized that those experiencing poverty should have a voice in how help is delivered and that programs should be tailored to each community's needs, rather than just handed down from Washington. In contrast, Head Start focused on early childhood education and health services for preschoolers, Job Corps offered job training for youths, and the Peace Corps sent volunteers abroad. Although all were part of the era's broader anti-poverty efforts, the one specifically built around local, community-driven action to end poverty is the Community Action Program.

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6. The start of the Civil Rights Movement is commonly marked by which event?

A. The Birmingham Campaign

B. Brown v Board

C. Rosa Parks refusing to give up her seat on the bus

D. The March on Washington

The moment most historians point to as the start of the modern Civil Rights Movement is Rosa Parks choosing not to give up her seat on a Montgomery, Alabama bus. That act sparked the Montgomery Bus Boycott, a citywide, yearlong protest organized by African American communities and leaders that demonstrated the power of mass, nonviolent resistance. The boycott brought national attention, helped propel Martin Luther King Jr. into a leadership role, and led to a legal victory when the courts ruled that bus segregation was unconstitutional. While the Brown v. Board of Education decision provided a legal opening for desegregation, the sustained, organized boycott showed how coordinated protest and legal change could be combined to challenge segregation in everyday life. The Birmingham Campaign and the March on Washington were important milestones later on, but the Montgomery Bus Boycott is widely seen as the defining spark that energized the movement.

7. Who popularized the slogan 'Black Power,' signaling a shift in the Civil Rights Movement, and in what year?

A. Martin Luther King Jr., 1963

B. Malcolm X, 1965

C. Stokely Carmichael (Kwame Ture), 1966

D. Rosa Parks, 1960

The idea being tested is when the phrase "Black Power" entered public usage as a signal of a shift in how the Civil Rights Movement approached change. In 1966, Stokely Carmichael, then a leading figure in the Student Nonviolent Coordinating Committee, popularized the slogan during a speech and rally, helping to frame a new direction for Black political and cultural empowerment. This moment marked a move beyond the era's focus on integration and nonviolence, toward an emphasis on black self-determination, pride, and community control of political and economic resources. This shift didn't come from a single, uninterrupted path but reflected growing frustration with slow progress and the desire for more autonomous approaches to achieving rights and dignity. Carmichael's framing influenced later movements and organizations, and it sparked ongoing discussions within the civil rights landscape about strategy, leadership, and the balance between nonviolent tactics and self-reliant activism.

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8. Where would the Office of Economic Opportunity's funding go?

A. Toward funding interstate highway construction

B. Toward providing grants to locally organized community action agencies (CAAs) in poor neighborhoods across the country

C. Toward military spending

D. Toward corporate tax incentives

The funding under this program was meant to empower local communities to tackle poverty by giving them the tools to organize and address their own needs. Specifically, money was funneled to locally organized community action agencies in poor neighborhoods across the country. These agencies brought together residents, local organizations, and public and private partners to plan and run antipoverty efforts, coordinating services like education, job training, housing, and health. This approach—shifting resources from the federal level into community-led programs—was designed to ensure that those facing poverty had a say in how funds were used and could tailor solutions to their specific circumstances. In short, it's about grants to CAAs that mobilize local action to fight poverty.

9. Did the number of people in advocacy groups increase during the 1960s?

A. Not sure

B. Decreased

C. No

D. Yes

During the 1960s, activism expanded from a series of protests into a broad, organized movement with many more people joining advocacy groups. The civil rights campaigns—sit-ins, voter registration drives, and large marches—drew thousands into organizations and spurred new local chapters. National groups like the NAACP, SCLC, and SNCC gained members and energized volunteers, while student and community groups multiplied, all feeding a cycle of recruitment and participation. The sense that real policy change was possible, reinforced by legislative wins and widespread media coverage, further boosted involvement and the size of advocacy networks. So, the era saw a notable rise in the number of people engaged in advocacy groups.

10. Which two prominent figures were assassinated in 1968?

A. John F. Kennedy and Martin Luther King Jr.

B. Robert F. Kennedy and Malcolm X.

C. Martin Luther King Jr. and Robert F. Kennedy.

D. Martin Luther King Jr. and Malcolm X.

Two prominent figures were assassinated in 1968: Martin Luther King Jr. and Robert F. Kennedy. MLK, a leading civil rights advocate, was killed on April 4, 1968 in Memphis, a event that deeply affected the movement and the nation. Robert F. Kennedy, a former senator and presidential candidate who championed civil rights and social reforms, was shot and killed on June 5, 1968 in Los Angeles after winning the California primary. The other names were already dead earlier: Malcolm X was assassinated in 1965, and John F. Kennedy in 1963. So the pair that matches the year 1968 is Martin Luther King Jr. and Robert F. Kennedy.

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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://americadividedcivilwar1960.examzify.com

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

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