# NEW MEXICO HISTORY CUMULATIVE PRACTICE TEST (SAMPLE)

## STUDY GUIDE



## SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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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. The Navajo people share what type of ancestry with the Apache?**

A. Athabascan ancestry

B. European ancestry

C. Mexican ancestry

D. Hispanic ancestry

**2. What event did not occur following the Lincoln County War?**

A. Raids by the White Caps

B. Billy the Kid became a sheep herder

C. Murder of Colonel Albert Jennings Fountain

D. Pancho Villa invaded Columbus

**3. Gold could be found in which of the following places?**

A. In stream beds

B. In quartz veins

C. In solid gold veins in rocks

D. All of the above

**4. New Mexico was most valuable to both the Union and the Confederacy because _____**

A. It was viewed as fertile farmland.

B. It was seen as economically more advanced than California.

C. It provided trade access to the west coast and Mexico.

D. New Mexico lived up to its reputation as the 'Land of Enchantment.'

**5. What was Billy the Kid going to do to the doctors of Trinidad?**

A. He planned to scalp them, which would likely kill them.

B. He wanted to pay them for taking care of one of his friends.

C. He was going to ask them to go with him to a hideout.

D. He needed them to fix a medical problem.

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**6. What was the primary reason for the large transfer of cattle to New Mexico in the late 1800s?**

A. Cattle sold for a greater price in New Mexico than in Texas

B. Cattle had overgrazed the land in Texas

C. Cattle in Texas were being rustled and herders were losing most of their herds

D. The demand for cattle in Texas had dropped off dramatically

**7. What did the National Defense Act of 1916 allow Congress to do?**

A. Create a border patrol.

B. Develop an enlarged and modernized army.

C. Construct a fence between Mexico and the U.S.

D. Build national parks.

**8. In the 1970s, renewed interest in mining led to what major issue?**

A. Increased flooding in surrounding areas

B. Reconstruction of old mining towns as tourist attractions

C. Overcrowding due to an influx of prospectors

D. A great debate between prospectors and conservationists

**9. How did U.S. expansion compare to European expansion during this time?**

A. did not involve Mexico

B. was no worse than other European expansion

C. did not expand beyond the west coast

D. included Brazil

**10. Which statement best describes the Five Civilized Tribes?**

A. They consisted of the Cheyenne, Ute, Comanche, Navajo, and Apache

B. They owned 100 million acres and many practiced settled farming

C. They were located in the Northeast

D. They started their own university

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# Answers

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

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# Explanations

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## 1. The Navajo people share what type of ancestry with the Apache?

A. Athabascan ancestry

B. European ancestry

C. Mexican ancestry

D. Hispanic ancestry

*The correct answer is Athabascan ancestry, as both the Navajo and Apache peoples belong to the larger Athabascan language family. This ancestry indicates their shared linguistic roots and historical ties, which are believed to trace back to the migration patterns of Indigenous peoples from northwestern Canada and Alaska. The Athabascan peoples, including the Navajo and Apache, are characterized by their unique cultural, social, and linguistic attributes that distinguish them as Indigenous groups in the Southwestern United States. Understanding this shared ancestry helps to analyze their historical interactions, cultural developments, and how they adapted to their environments over centuries. The other ancestry options listed, such as European, Mexican, or Hispanic ancestry, do not reflect the historical and linguistic connections shared by the Navajo and Apache, hence reinforcing the significance of their Athabascan roots.*

## 2. What event did not occur following the Lincoln County War?

A. Raids by the White Caps

B. Billy the Kid became a sheep herder

C. Murder of Colonel Albert Jennings Fountain

D. Pancho Villa invaded Columbus

*Billy the Kid becoming a sheep herder did not occur following the Lincoln County War. After the chaos of the Lincoln County War, which lasted from 1878 to 1881 and involved a conflict between rival factions in New Mexico, Billy the Kid continued his life of crime and notoriety rather than settling down into a peaceful occupation such as sheep herding. He became infamous as a gunslinger and was involved in various criminal activities, including cattle rustling, rather than adopting a quieter lifestyle. In contrast, the other events listed are historically connected to the time after the Lincoln County War. Raids by the White Caps, a vigilante group, occurred as part of ongoing conflicts and power struggles in New Mexico. The murder of Colonel Albert Jennings Fountain was a significant crime linked to the lawlessness of the era following the Lincoln County War. Additionally, Pancho Villa's invasion of Columbus, which took place in 1916, was a notable military event that, while separate chronologically, reflects on the tumultuous history of violence in the region during and after the 19th century upheavals.*

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## 3. Gold could be found in which of the following places?

A. In stream beds

B. In quartz veins

C. In solid gold veins in rocks

D. All of the above

*The option indicating that gold could be found in all of the mentioned places is accurate, as gold has a variety of natural occurrences in the environment. In stream beds, gold occurs in the form of small particles or nuggets that have been eroded from larger deposits and carried by water, settling in crevices and bends due to their density. This process is often referred to as placer mining, where gold is extracted from alluvial deposits in riverbeds. Gold also exists within quartz veins, which are formations of quartz rock that can contain significant amounts of gold. Miners have historically searched these veins for gold, as the presence of quartz often indicates mineral deposits associated with the metal. Furthermore, gold can be found in solid veins in rock formations, which is often the result of geological processes that concentrate gold into specific areas. These solid deposits can be mined directly through methods like hard rock mining. Overall, each location represents a different aspect of gold's geological distribution, and recognizing that all of these are valid locations underscores the diversity of environments where gold can be found.*

## 4. New Mexico was most valuable to both the Union and the Confederacy because _____

A. It was viewed as fertile farmland.

B. It was seen as economically more advanced than California.

C. It provided trade access to the west coast and Mexico.

D. New Mexico lived up to its reputation as the 'Land of Enchantment.'

*New Mexico held significant strategic value during the Civil War primarily due to its location, which provided critical trade access to both the west coast of the United States and to Mexico. This trade route would have facilitated the movement of goods, resources, and military supplies, making it a key asset for both the Union and the Confederacy. The ability to control trade routes was essential during the war, as it allowed for the distribution and acquisition of necessary provisions and materials. The other options, while they might highlight certain positive aspects of New Mexico, do not capture the primary reason for its value during the Civil War. The notion of fertile farmland, for example, is not a primary factor in the region's strategic significance compared to its trade routes. Similarly, the economic standing relative to California or the appeal of being referred to as the 'Land of Enchantment' does not directly link to military strategy and control during the conflict. The emphasis on trade access accurately reflects the situational context of the era, making it the correct choice.*

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**5. What was Billy the Kid going to do to the doctors of Trinidad?**

A. He planned to scalp them, which would likely kill them.

B. He wanted to pay them for taking care of one of his friends.

C. He was going to ask them to go with him to a hideout.

D. He needed them to fix a medical problem.

*Billy the Kid is famously known for his involvement in the violent and tumultuous era of the American West, and the context surrounding his actions often reflects his notorious reputation and the lawlessness of the time. In this scenario, the correct answer highlights an aspect of Billy the Kid's character and the violent culture he was part of. He was notorious for being involved in confrontations and conflicts, leading to a view of him that associated aggression and brutality with his persona. The specific act of planning to scalp the doctors suggests an extreme and lethal intent, illustrating a key facet of his life as an outlaw and the violent realities of the period. This would demonstrate the heightened tensions and retaliatory violence that often characterized relationships between outlaws and people in authority during that era. Other options suggest a more benign or neutral intent—paying them, asking them to accompany him, or seeking medical assistance—none of which align with the documented accounts of Billy the Kid's violent reputation. These alternatives portray actions that are at odds with his known behavior, reflecting a contrasting and less aggressive side that doesn't align with his historical image. The focus on violence in the correct response reinforces the nature of his life as a fugitive during a time of chaos and lawlessness.*

**6. What was the primary reason for the large transfer of cattle to New Mexico in the late 1800s?**

A. Cattle sold for a greater price in New Mexico than in Texas

B. Cattle had overgrazed the land in Texas

C. Cattle in Texas were being rustled and herders were losing most of their herds

D. The demand for cattle in Texas had dropped off dramatically

*The transfer of cattle to New Mexico in the late 1800s was primarily driven by the overgrazing of land in Texas. As cattle ranching expanded in Texas, the demand on the land increased significantly. By the end of the 19th century, the pastures in Texas were extensively depleted due to excessive grazing, which made it increasingly difficult to sustain large herds. In contrast, New Mexico offered more abundant grazing lands that were less impacted by overgrazing, making it an attractive destination for ranchers seeking to relocate their herds. This movement of cattle was not solely a financial decision tied to market prices or immediate economic conditions; rather, it was influenced by the need for sustainable grazing options. Ranchers and cattlemen recognized that transitioning their operations to New Mexico would ultimately allow for healthier herds and more viable long-term ranching practices. Thus, the shift to New Mexico was a necessary response to the environmental challenges faced in Texas, rather than a reflection of market prices or safety from cattle rustlers.*

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## 7. What did the National Defense Act of 1916 allow Congress to do?

A. Create a border patrol.

B. Develop an enlarged and modernized army.

C. Construct a fence between Mexico and the U.S.

D. Build national parks.

*The National Defense Act of 1916 was significant in its expansion and modernization of the United States military. This legislation was largely a response to the prevailing tensions in the world at that time and concerns about national security, particularly given the ongoing issues along the Mexican border and the broader context of World War I. The act allowed Congress to enhance military readiness by developing an enlarged and modernized army, which included increased funding for army personnel, equipment, and training. This focus on modernizing the military laid the groundwork for the U.S. Army's significant expansion and transformation that was needed as the country prepared to enter World War I and would have lasting impacts on military policy and structure in the subsequent years. Other options, while related to security or infrastructure, do not accurately capture the primary intent and outcome of the National Defense Act. The establishment of a border patrol or construction of a fence, for example, came later and was not part of the primary purpose of this act, which was focused on military capability. Building national parks, while beneficial for conservation and recreation, was unrelated to the military expansions that the National Defense Act aimed to achieve.*

## 8. In the 1970s, renewed interest in mining led to what major issue?

A. Increased flooding in surrounding areas

B. Reconstruction of old mining towns as tourist attractions

C. Overcrowding due to an influx of prospectors

D. A great debate between prospectors and conservationists

*The major issue of the 1970s surrounding renewed interest in mining was the significant debate between prospectors and conservationists. This era saw a resurgence in mining due to rising demand for minerals and the profitability of extraction activities. As mining operations expanded, they brought forth various environmental concerns that activists and conservationists argued vigorously against. These groups sought to protect ecosystems and wildlife from the detrimental impacts of mining, emphasizing the need for sustainable practices and regulations. Prospectors, on the other hand, focused on the economic benefits and job creation that mining could bring, often prioritizing immediate economic gains over environmental preservation. This clash between the motivations of those looking to exploit natural resources for economic development and those advocating for environmental protection led to heightened activism and legislative discussions around mining practices and their effects. This debate encapsulated the tensions of the time regarding resource management, industry growth, and environmental conservation. The other options, while they address relevant aspects of the mining industry and its implications, do not capture the essence of the broader conflict that emerged during this period. Increased flooding, reconstruction of mining towns for tourism, and overcrowding issues, while potentially valid concerns, were not as central or impactful as the heated discussions surrounding environmental ethics and resource extraction that defined the 197*

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## 9. How did U.S. expansion compare to European expansion during this time?

A. did not involve Mexico

B. was no worse than other European expansion

C. did not expand beyond the west coast

D. included Brazil

*The assertion that U.S. expansion was "no worse than other European expansion" captures the complex and often tragic nature of territorial growth during that era. U.S. expansion, especially through the doctrine of Manifest Destiny in the 19th century, involved not just the acquisition of land but also the violent displacement of Indigenous peoples and the annexation of territories through conflicts, such as the Mexican-American War. This mirrors European expansionist practices, which frequently led to colonization, exploitation, and the marginalization of native populations in the Americas, Africa, and Asia. European powers employed similar tactics, including warfare, treaties that were often imposed under duress, and coercive diplomacy to secure territories and resources. By arguing that U.S. expansion was no worse, the statement highlights the shared imperialistic tendencies of both U.S. and European endeavors, where the consequences for Indigenous populations were significantly detrimental, and ethical justifications for expansion were often deeply flawed. In contrast, the other options do not accurately portray the nature of U.S. expansion. The claim that it did not involve Mexico is misleading, as significant territorial expansion came through the annexation of Mexican land. The notion that it did not expand beyond the west coast is also incorrect; U.S.*

## 10. Which statement best describes the Five Civilized Tribes?

A. They consisted of the Cheyenne, Ute, Comanche, Navajo, and Apache

B. They owned 100 million acres and many practiced settled farming

C. They were located in the Northeast

D. They started their own university

*The statement that the Five Civilized Tribes owned 100 million acres and many practiced settled farming is accurate because these tribes—specifically the Cherokee, Chickasaw, Choctaw, Creek (Muscogee), and Seminole—were recognized for adopting various aspects of European American culture, particularly in the 19th century. This included the establishment of agricultural practices, where crops such as corn and cotton were cultivated on their lands. Their capacity to own large tracts of land and engage in farming significantly helped them to adapt and survive amidst the pressures of westward expansion and the push for land by European settlers. In contrast, the other statements do not accurately define the Five Civilized Tribes. The first option incorrectly identifies the tribes involved, as the Cheyenne, Ute, Comanche, Navajo, and Apache are distinct Indigenous groups with different histories and contexts. The third option misplaces the geographic location, as the Five Civilized Tribes were primarily located in the Southeast United States, not the Northeast. Lastly, the creation of a university, while a notable achievement in education, does not encapsulate the defining characteristics or historical significance of the Five Civilized Tribes themselves. Instead, the focus should be on their land ownership*

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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://nmhistorycumulative.examzify.com

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

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