

OSAT U.S. HISTORY/ OKLAHOMA HISTORY/ GOVERNMENT/ ECONOMICS (017) 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.

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 was one primary economic activity in the New England Colonies?**
 - A. Agriculture and farming
 - B. Agricultural production of sugar
 - C. Fishing and shipbuilding
 - D. Mining for precious metals
- 2. Which of the following was a practice in Indian Boarding Schools?**
 - A. Emphasis on agricultural skills
 - B. Encouragement to maintain Native languages
 - C. Immersion in Euro-American culture and religion
 - D. Promotion of Native American art forms
- 3. What did Jackson do to oppose the Second Bank of the United States?**
 - A. He reformed it into a national bank
 - B. He let it collapse
 - C. He nationalized it
 - D. He increased its funding
- 4. What was the purpose of the Constitutional Convention held in Philadelphia in May 1787?**
 - A. To draft the Declaration of Independence
 - B. To rewrite the Articles of Confederation
 - C. To discuss foreign policy
 - D. To revise state constitutions
- 5. Who were Crazy Horse and Sitting Bull?**
 - A. Leaders of the Nez Perce
 - B. Famous Indian guides
 - C. Sioux leaders in battle
 - D. Pioneers of the Oregon Trail

- 6. Which territories did the United States gain as a result of the Spanish-American War?**
- A. Cuba, Puerto Rico, and the Philippines
 - B. Mauritius, Guam, and Indonesia
 - C. Samoa, Hawaii, and Alaska
 - D. Mexico, Nicaragua, and Panama
- 7. Who became chairman of the Coordinating Committee for Employment and led several civil rights efforts?**
- A. Martin Luther King Jr.
 - B. Adam Clayton Powell
 - C. Jesse Jackson
 - D. Malcolm X
- 8. What was the purpose of the Monroe Doctrine, established in 1823?**
- A. To establish trade relations with Europe
 - B. To prevent European interference in the Americas
 - C. To promote colonization of the New World
 - D. To support the abolition of slavery
- 9. What was Quannah Parker known for in relation to his people?**
- A. Leading a successful military campaign against the US
 - B. Establishing formal relations with the federal government
 - C. Starting a school for Native American children
 - D. Preferably migrating to Canada
- 10. What was one of the primary goals of the French in colonizing the Americas?**
- A. Gold mining
 - B. Fur trade
 - C. Religious conversion
 - D. Agricultural expansion

Answers

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

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Explanations

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1. What was one primary economic activity in the New England Colonies?

- A. Agriculture and farming
- B. Agricultural production of sugar
- C. Fishing and shipbuilding**
- D. Mining for precious metals

The New England Colonies were characterized by their economic activities which were heavily influenced by their geography, climate, and available resources. The region's rocky soil and harsh winters made large-scale agriculture challenging, leading to a focus on industries that capitalized on the natural resources along the coast. Fishing and shipbuilding became primary economic activities due to the proximity to the Atlantic Ocean. The abundance of fish, particularly cod, made fishing a lucrative industry, while the region's forests provided the necessary timber for shipbuilding. Ships were essential for trade and fishing expeditions, enabling these colonies to engage in commerce not only with other colonies but also with European markets. In contrast, agriculture and farming were more prominent in other regions, such as the Southern Colonies, where the climate and soil were more conducive to large-scale crops. The agricultural production of sugar is linked with the Caribbean and is not representative of New England's economy. Mining for precious metals was not a significant economic activity in any of the 13 colonies, especially in New England, where resources were limited in that regard.

2. Which of the following was a practice in Indian Boarding Schools?

- A. Emphasis on agricultural skills
- B. Encouragement to maintain Native languages
- C. Immersion in Euro-American culture and religion**
- D. Promotion of Native American art forms

The practice of immersion in Euro-American culture and religion was a central feature of Indian Boarding Schools. These institutions were established in the late 19th and early 20th centuries with the goal of assimilating Native American children into mainstream American culture. The curriculum was designed to eradicate Native cultural practices, languages, and beliefs, replacing them with those of Euro-American society. This included teaching Christianity, Western education, and European customs, often through strict disciplinary measures. In this environment, students were often discouraged or outright forbidden from speaking their native languages or practicing their cultural traditions, which reinforced the emphasis on adopting Euro-American identity. Consequently, these schools aimed to shape a new identity for Native American youth, prioritizing Euro-American values over indigenous heritage.

3. What did Jackson do to oppose the Second Bank of the United States?

- A. He reformed it into a national bank
- B. He let it collapse**
- C. He nationalized it
- D. He increased its funding

Andrew Jackson opposed the Second Bank of the United States primarily through his actions that ultimately led to its collapse. He believed the Bank wielded too much power over the economy and favored the wealthy elite at the expense of the common man. Jackson's opposition included vetoing the recharter of the Bank, which had been an attempt by its supporters to extend its charter, as well as removing federal deposits from the Bank and placing them into smaller state banks, often referred to as "pet banks." This action drained the Second Bank's resources and contributed significantly to its eventual demise in 1836. By allowing the Bank to collapse, Jackson aimed to diminish the influence of what he perceived as an institution that was detrimental to democracy and the interests of ordinary citizens. His actions sparked a significant debate about the role of banks and federal authority in economic matters, reshaping the landscape of American finance for years to come.

4. What was the purpose of the Constitutional Convention held in Philadelphia in May 1787?

- A. To draft the Declaration of Independence
- B. To rewrite the Articles of Confederation**
- C. To discuss foreign policy
- D. To revise state constitutions

The purpose of the Constitutional Convention held in Philadelphia in May 1787 was to address the weaknesses of the Articles of Confederation. Delegates from the thirteen states gathered to consider the need for a stronger central government that could effectively manage the challenges facing the young nation, including economic instability, interstate disputes, and the inability to enforce federal laws. The outcome of the convention was the drafting of a new Constitution, which established a federal system of government with separate branches, checks and balances, and a more robust framework for governance. This decision was crucial in forming the United States as a cohesive and functioning political entity rather than a loose confederation of independent states. In contrast, the Declaration of Independence had already been drafted in 1776 and was not the focus of this gathering. While aspects of foreign policy were discussed, it was not the main agenda of the convention. Additionally, revising state constitutions was not a goal of the convention; rather, the delegates were focused on creating a new federal structure.

5. Who were Crazy Horse and Sitting Bull?

- A. Leaders of the Nez Perce
- B. Famous Indian guides
- C. Sioux leaders in battle**
- D. Pioneers of the Oregon Trail

Crazy Horse and Sitting Bull were Sioux leaders known for their significant roles in the resistance against U.S. government policies and military actions, particularly during the late 19th century. They are best recognized for their leadership during events such as the Battle of Little Bighorn in 1876, where they united their people to fight against the encroachment of settlers and the U.S. army on their territory. Their resistance became symbolic of the broader struggle of Native American tribes to defend their lands and way of life in the face of westward expansion by settlers. This answer highlights why Crazy Horse and Sitting Bull are specifically noted for their leadership among the Sioux, as they were both prominent figures in the battle against U.S. military forces. Their legacy continues to be important in discussions about Native American history and sovereignty.

6. Which territories did the United States gain as a result of the Spanish-American War?

A. Cuba, Puerto Rico, and the Philippines

B. Mauritius, Guam, and Indonesia

C. Samoa, Hawaii, and Alaska

D. Mexico, Nicaragua, and Panama

The United States gained significant territories as a direct result of the Spanish-American War in 1898, marking a turning point in its foreign policy and imperial ambitions. The correct answer includes Cuba, Puerto Rico, and the Philippines. After defeating Spain, the Treaty of Paris was signed in December 1898, leading to the U.S. acquiring these territories. Cuba became a protectorate of the United States following the war, although it was officially independent. Puerto Rico was ceded to the U.S. and remains a territory today. The Philippines was also ceded, marking the beginning of American colonial rule in the archipelago. This acquisition was pivotal as it signaled the U.S. emergence as a global power with territorial holdings beyond its continental borders. The other choices do not reflect the outcomes of the Spanish-American War. Mauritius, Guam, and Indonesia are not connected to this historical event, just as Samoa, Hawaii, and Alaska were acquired at different times and under different circumstances, none related to the war. Similarly, Mexico, Nicaragua, and Panama were involved in various U.S. foreign relations and interventions but were not territories acquired as a result of the conflict with Spain.

7. Who became chairman of the Coordinating Committee for Employment and led several civil rights efforts?

A. Martin Luther King Jr.

B. Adam Clayton Powell

C. Jesse Jackson

D. Malcolm X

Adam Clayton Powell Jr. is recognized as an influential figure who became chairman of the Coordinating Committee for Employment and played a significant role in civil rights initiatives during the 1960s. He was a powerful advocate for social justice and equal opportunity, using his position to address issues of employment discrimination and advocate for economic rights for African Americans. Powell's leadership in civil rights was notable not only for his political influence as a congressman but also for his active involvement in organizing and supporting various movements aimed at achieving equality. His contributions were instrumental in pushing for legislation and policies that aimed to improve the socio-economic conditions for marginalized communities. In contrast, while Martin Luther King Jr. was a prominent leader in the civil rights movement, his focus was more on nonviolent protests and community organizing rather than specific committee leadership like Powell's. Jesse Jackson became significant later with his Rainbow PUSH Coalition and advocacy work, while Malcolm X's approach and methodology differed from the efforts associated with the Coordinating Committee for Employment.

8. What was the purpose of the Monroe Doctrine, established in 1823?

- A. To establish trade relations with Europe
- B. To prevent European interference in the Americas**
- C. To promote colonization of the New World
- D. To support the abolition of slavery

The Monroe Doctrine, established in 1823, was primarily aimed at preventing European interference in the political affairs of the Americas. At the time, there were concerns over European nations potentially re-colonizing parts of Latin America or influencing newly independent nations. President James Monroe asserted that the Western Hemisphere was no longer open to European colonization and that any attempt by European powers to extend their political influence into the Americas would be viewed as a threat to the peace and safety of the United States. This doctrine marked a significant shift in American foreign policy, emphasizing isolationism and the protection of sovereign rights for countries in the Americas. The other options mentioned do not accurately reflect the intent of the Monroe Doctrine. While trade relations were important, the doctrine itself was not primarily about establishing trade with Europe. No intent to promote colonization of the New World existed, as the doctrine specifically opposed European expansion. Additionally, it did not directly address issues regarding the abolition of slavery, which became a more prominent political concern in the decades following the establishment of the doctrine.

9. What was Quanah Parker known for in relation to his people?

- A. Leading a successful military campaign against the US
- B. Establishing formal relations with the federal government**
- C. Starting a school for Native American children
- D. Preferably migrating to Canada

Quanah Parker was a prominent figure in the late 19th century, known for his efforts in establishing formal relations between the Comanche people and the federal government. As a leader of the Comanche Nation, Parker played a crucial role in the transition of his people from a nomadic lifestyle to a more settled existence. He sought to advocate for their rights and concerns within the framework of U.S. policy, emphasizing the importance of negotiating treaties and establishing a recognized presence for the Comanche Nation. His leadership included embracing aspects of American society while also aiming to preserve Comanche culture, which effectively positioned him as a mediator between two worlds. The relationships he established with government officials helped bring about changes that affected the lives of his people, advocating for their interests during a time of significant upheaval and change. Quanah Parker's legacy includes not only his advocacy but also his strategic decisions that helped to navigate the complex realities of the era.

10. What was one of the primary goals of the French in colonizing the Americas?

- A. Gold mining
- B. Fur trade**
- C. Religious conversion
- D. Agricultural expansion

One of the primary goals of the French in colonizing the Americas was the fur trade. Unlike some European powers that focused heavily on gold and precious metals, the French established a lucrative fur trading network, particularly in regions such as Canada and along the Mississippi River. They built relationships with Indigenous peoples, who were instrumental in trapping and trading fur-bearing animals. This trade became economically significant for France, enriching both the French crown and private fur companies. In contrast, while gold mining was a major focus for the Spanish, the French were more focused on trade and resource extraction, particularly with natural resources available in the northern parts of North America. Religious conversion was indeed a goal for some French missionaries, but it was not the primary focus of colonization compared to the economic interests in the fur trade. Agricultural expansion was a part of colonial activities, but it didn't drive the French colonization efforts to the same extent as the fur trade did.

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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://osat017.examzify.com>

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

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