

PRACTICE EXAM 14: NEW YORK REGENTS U.S. HISTORY & GOVERNMENT SIMULATION (50 QUESTIONS)

1. Benjamin Franklin's Albany Plan of Union, proposed in 1754, is historically significant because it:
 - A. Declared the thirteen colonies fully independent from Great Britain and its monarchy
 - B. Created the first permanent national government to unite all of the American colonies
 - C. Was an early attempt to unite the colonies for common defense, foreshadowing later cooperation
 - D. Established a trade agreement that ended British taxation of the American colonies entirely

2. In response to the Boston Tea Party of 1773, the British Parliament passed the Coercive Acts, which the colonists called the "Intolerable Acts." These laws:
 - A. Punished Massachusetts by closing the port of Boston and restricting colonial self-government
 - B. Granted the Massachusetts colony full independence and the right to govern its own affairs
 - C. Lowered the tax on imported tea in order to win back the loyalty of the colonists
 - D. Required all of the colonies to send representatives to serve in the British Parliament

3. The Battle of Yorktown in 1781 was decisive in the American Revolution because it:
 - A. Was the first major battle of the war and convinced the colonies to declare independence
 - B. Marked the moment when France first decided to enter the war on the American side
 - C. Forced the Continental Army to surrender, nearly ending the struggle for independence

D. Resulted in the surrender of a major British army, effectively ending the fighting in the war

4. As the first Secretary of the Treasury, Alexander Hamilton proposed a financial plan that included having the federal government:

A. Refuse to pay any of the debts left over from the American Revolutionary War

B. Assume the war debts of the states and create a national bank to strengthen the economy

C. Distribute all federal tax revenue equally among the individual state governments

D. Abolish all tariffs on imported goods in order to encourage free trade with Europe

5. President Thomas Jefferson sent the Lewis and Clark expedition (1804–1806) primarily to:

A. Explore the newly acquired Louisiana Territory and find a route to the Pacific Ocean

B. Negotiate a treaty of friendship with the major European powers controlling North America

C. Establish permanent military forts along the entire eastern coastline of the United States

D. Remove Native American nations from their lands in the southeastern United States

6. The "American System" promoted by Henry Clay in the early 1800s was an economic plan that called for:

A. Free trade with all nations and the elimination of all tariffs on imported foreign goods

B. The federal government taking ownership of all factories, banks, and major industries

C. A protective tariff, a national bank, and federally funded internal improvements such as roads

D. The immediate abolition of slavery and the redistribution of plantation land to freed people

7. President Andrew Jackson's "Bank War" refers to his successful effort to:

A. Establish a powerful new national bank to centralize control over the nation's economy

B. Destroy the Second Bank of the United States, which he viewed as a tool of the wealthy elite

- C. Create a federal income tax to raise revenue for the national government's operations
- D. Pay off the entire national debt by selling government-owned land in the western territories

8. The reformer Horace Mann is best known for his efforts during the mid-1800s to:

- A. Expand the rights of women, including the right to vote and to own property independently
- B. End the practice of imprisoning people who were unable to pay their personal debts
- C. Improve conditions in prisons and in institutions caring for the mentally ill
- D. Establish free, tax-supported public schools available to all children in the community

9. The Wilmot Proviso, introduced in Congress in 1846, increased sectional tension because it proposed to:

- A. Ban slavery in any territory the United States might gain from the war with Mexico
- B. Extend slavery into all of the western territories controlled by the federal government
- C. Admit California to the Union as a slave state in order to balance the Senate
- D. Require the federal government to compensate slaveholders for any escaped enslaved people

10. John Brown's 1859 raid on the federal arsenal at Harpers Ferry, Virginia, was an attempt to:

- A. Capture weapons in order to defend southern plantations against a feared slave uprising
- B. Seize control of the United States government and replace it with a new constitution
- C. Spark an armed uprising of enslaved people by seizing weapons to arm them
- D. Force the territories of Kansas and Nebraska to enter the Union as free states immediately

11. The election of Abraham Lincoln as President in 1860 led directly to:

- A. The immediate abolition of slavery in every state throughout the entire United States
- B. The secession of several southern states, beginning with South Carolina, from the Union

- C. A compromise that permanently settled the dispute over slavery in the western territories
- D. The peaceful reunification of the northern and southern sections of the divided country

12. The American Civil War began in April 1861 when Confederate forces:

- A. Fired on Fort Sumter, a federal fort located in the harbor of Charleston, South Carolina
- B. Invaded the city of Washington, D.C., and forced the federal government to flee north
- C. Captured the entire Union navy stationed in the ports of the northeastern United States
- D. Marched into Pennsylvania and defeated the Union army at the Battle of Gettysburg

13. The Radical Republicans in Congress during Reconstruction generally favored:

- A. A quick and lenient readmission of the southern states with few conditions imposed on them
- B. Allowing the former Confederate leaders to return immediately to positions of political power
- C. Leaving the question of the rights of freed people entirely up to the individual southern states
- D. A stricter Reconstruction policy that protected the rights of freed people and limited ex-Confederates

14. The expansion of the railroad network in the United States after the Civil War had which major economic effect?

- A. It isolated western communities by making travel between regions slower and more expensive
- B. It reduced the demand for steel, coal, and lumber by lowering the pace of industrial growth
- C. It created national markets by allowing goods and people to move quickly across great distances
- D. It discouraged immigration by eliminating the jobs that newcomers had previously depended on

15. Andrew Carnegie's idea of the "Gospel of Wealth" argued that:

- A. The wealthy had a duty to use their fortunes for the benefit of society through philanthropy
- B. The government should take and redistribute the fortunes of the wealthy among the poor

- C. Workers were entitled to an equal share of the profits earned by the companies they worked for
- D. Wealth was a sign of moral failure and the rich should give up their riches entirely

16. The Pullman Strike of 1894 and the Homestead Strike of 1892 both illustrated:

- A. The willingness of business owners to grant nearly all of the demands made by labor unions
- B. The often violent conflict between industrial workers and powerful employers during this era
- C. The success of labor unions in gaining permanent control over major American industries
- D. The federal government's consistent support for the rights and demands of striking workers

17. In the election of 1896, Democratic candidate William Jennings Bryan and many farmers supported the "free coinage of silver" because they believed it would:

- A. Strengthen the value of the dollar and reduce the overall prices that farmers received for crops
- B. Place the entire United States banking system under the direct control of the federal government
- C. Eliminate the need for paper money by returning the nation entirely to a barter-based economy
- D. Increase the money supply, raise crop prices, and make it easier for farmers to repay their debts

18. The Know-Nothing Party of the 1850s is an early example of "nativism" in American politics because it:

- A. Worked to expand the rights and political power of recently arrived immigrant groups
- B. Sought to abolish slavery throughout the United States and its western territories
- C. Opposed immigration and sought to limit the political influence of immigrants, especially Catholics
- D. Promoted free public education and the building of canals and railroads across the nation

19. Progressive reformers introduced the "direct primary" as a way to:

- A. Allow ordinary voters, rather than party leaders, to choose a party's candidates for office

- B. Require that candidates for office pass a written examination before they could run
- C. Reduce the total number of elections in order to lower the cost of running the government
- D. Give the President the power to appoint all candidates for state and local offices directly

20. The United States annexation of Hawaii in 1898 was motivated largely by:

- A. A desire to grant the Hawaiian islands full independence and self-government as a republic
- B. The economic value of Hawaiian sugar plantations and the islands' strategic location in the Pacific
- C. A formal request from European powers asking the United States to govern the islands for them
- D. The discovery of large deposits of gold and silver in the mountains of the Hawaiian islands

21. President William Howard Taft's foreign policy known as "Dollar Diplomacy" sought to:

- A. Use the United States military to seize control of the governments of Latin American nations
- B. Withdraw the United States completely from any economic involvement in foreign countries
- C. Expand American influence abroad by encouraging investment in foreign economies
- D. Distribute American dollars directly to the citizens of poor nations as a form of charity

22. The sinking of the British passenger ship Lusitania by a German submarine in 1915 affected the United States by:

- A. Causing the United States to declare war on Germany the very next day after the event
- B. Convincing the United States to form a military alliance with Germany against Great Britain
- C. Persuading the United States to send its entire navy to blockade the ports of Germany
- D. Turning American public opinion against Germany and pushing the nation closer to war

23. During World War I, the federal government created the Committee on Public Information mainly to:

- A. Produce propoganda that would build public support for the war effort at home

- B. Set the prices of food and fuel to ensure adequate supplies for the armed forces
- C. Recruit and train soldiers for service in the United States Army and Navy overseas
- D. Negotiate the terms of the peace treaty that would officially end the First World War

24. The Teapot Dome scandal during the administration of President Warren Harding involved:

- A. The illegal sale of alcohol by government officials during the era of national Prohibition
- B. Government officials accepting bribes to lease government oil reserves to private companies
- C. The theft of federal funds intended to provide relief to unemployed workers during a recession
- D. A secret agreement to provide American weapons to foreign governments without approval

25. Henry Ford's use of the assembly line in automobile manufacturing during the early twentieth century resulted in:

- A. A sharp increase in the price of automobiles, making them affordable only to the wealthy
- B. A dramatic decrease in the number of workers needed to operate the nation's factories
- C. Faster, cheaper production that lowered car prices and made automobiles widely affordable
- D. The collapse of the American automobile industry due to overproduction of unsold vehicles

26. The Smoot-Hawley Tariff of 1930 is often criticized by historians because it:

- A. Raised tariffs on imports, leading other nations to retaliate and worsening the global depression
- B. Lowered all tariffs to zero, flooding the United States with cheap foreign manufactured goods
- C. Placed the entire United States banking system under the direct control of foreign governments
- D. Provided direct cash payments to unemployed workers, greatly increasing the national debt

27. The Agricultural Adjustment Act (AAA), a New Deal program, attempted to help struggling farmers by:

- A. Seizing control of all of the nation's farmland and operating it as government-owned property
- B. Encouraging farmers to produce as much as possible to drive down the cost of food for consumers
- C. Providing free tractors and modern equipment to every farmer in the United States at no cost
- D. Paying farmers to reduce production in order to raise crop prices by limiting the supply

28. During the 1920s and 1930s, totalitarian dictatorships arose in nations such as Germany, Italy, and the Soviet Union. A key feature of these governments was that they:

- A. Guaranteed their citizens a wide range of individual freedoms and competitive elections
- B. Placed nearly total control of political, economic, and social life in the hands of the state
- C. Limited the power of the central government in favor of strong local and regional rule
- D. Encouraged a free-market economy with minimal government involvement in business

29. The D-Day invasion of June 6, 1944, was a turning point in World War II because it:

- A. Marked the surrender of Japan and brought an end to the fighting in the Pacific theater
- B. Resulted in the first use of the atomic bomb against a major enemy city during the war
- C. Opened a major new front in Western Europe with the Allied landing in Normandy, France
- D. Forced the Soviet Union to withdraw from the war and sign a separate peace with Germany

30. The term "Holocaust" refers to which event associated with World War II?

- A. The systematic, state-sponsored persecution and murder of six million Jews and others by Nazi Germany
- B. The mass bombing of European cities by the air forces of the major Allied powers during the war
- C. The forced relocation of Japanese Americans to internment camps within the United States
- D. The widespread famine that struck the Soviet Union during the German invasion of its territory

31. At the Yalta Conference of 1945, the leaders of the United States, Great Britain, and the Soviet Union met to:

- A. Sign the formal treaty that officially ended all fighting in both Europe and the Pacific
- B. Make plans for the postwar organization of Europe and the defeat of the remaining Axis powers
- C. Create the North Atlantic Treaty Organization as a military alliance against the Soviet Union
- D. Establish the terms by which Germany would pay reparations for the damage caused in World War I

32. The Apollo 11 mission in 1969, in which American astronauts landed on the Moon, was significant during the Cold War because it:

- A. Resulted in a permanent joint American and Soviet research base established on the Moon's surface
- B. Ended the arms race by convincing both superpowers to give up their nuclear weapons programs
- C. Proved that the Soviet Union had fallen permanently behind in all areas of military technology
- D. Demonstrated American scientific and technological leadership in the competition with the Soviet Union

33. In 1948, President Harry Truman issued an executive order that:

- A. Banned discrimination in hiring throughout all private businesses in the United States
- B. Guaranteed the right to vote to all citizens regardless of race in every state election
- C. Ended racial segregation in the United States armed forces by integrating the military
- D. Required all public schools in the southern states to admit students of every race

34. The Freedom Rides of 1961, in which interracial groups of activists rode buses into the South, were organized to:

- A. Challenge the continued segregation of interstate buses and bus terminal facilities
- B. Encourage African Americans to migrate from the South to cities in the North and West
- C. Register African American voters in rural counties across the Deep South states

D. Protest the United States war in Vietnam and the drafting of young men into the army

35. The Supreme Court case *Engel v. Vitale* (1962) addressed the relationship between government and religion by ruling that:

- A. Students may be required to recite a daily pledge of allegiance to the flag in public schools
- B. Public schools must provide equal funding to religious and non-religious private schools alike
- C. The teaching of evolution may be banned from the science classrooms of public schools
- D. Official prayers organized and led by public schools violate the First Amendment

36. The Twenty-Third Amendment, ratified in 1961, expanded democracy by:

- A. Lowering the voting age from twenty-one to eighteen years in all federal and state elections
- B. Granting residents of the District of Columbia the right to vote in presidential elections
- C. Eliminating the poll tax as a requirement for voting in any federal election nationwide
- D. Providing for the direct election of United States senators by the voters of each state

37. In the United States federal court system, the Supreme Court serves as:

- A. The trial court where most federal criminal cases are first heard and decided by a jury
- B. A court that handles only disputes arising between two or more of the individual states
- C. The highest court in the nation and the final authority on questions of federal and constitutional law
- D. An advisory body that suggests new laws to Congress but issues no binding legal decisions

38. The primary function of the judicial branch of the United States government is to:

- A. Interpret the laws and determine whether they are consistent with the Constitution
- B. Make the laws of the nation and decide how federal tax money will be spent each year
- C. Carry out and enforce the laws that have been passed by the legislative branch

D. Command the armed forces and conduct relations with the governments of foreign nations

39. A federal "budget deficit" occurs when the national government:

- A. Collects more money in taxes during a year than it spends on its programs and services
- B. Reduces the national debt by paying back money it has borrowed from other nations
- C. Balances its annual budget so that its total spending equals its total revenue exactly
- D. Spends more money during a year than it collects in taxes and other revenue

40. A "protective tariff" is a tax placed on imported goods that is designed mainly to:

- A. Increase trade between nations by making foreign goods cheaper than domestic products
- B. Protect domestic industries by making imported goods more expensive than those made at home
- C. Raise money for foreign governments by taxing the products that they sell to other nations
- D. Lower the prices that consumers pay for both imported and domestically produced goods

41. The debate over the proper balance of power between the federal government and the states has appeared throughout United States history in issues such as:

- A. The choice of which foreign nations the United States should form military alliances with
- B. The decision about how many justices should serve on the United States Supreme Court
- C. Nullification, states' rights, civil rights enforcement, and the regulation of the economy
- D. The question of whether the President should be limited to serving only two elected terms

42. The conflict between protecting individual liberties and ensuring national security has recurred throughout American history. Which group of examples best illustrates this ongoing tension?

- A. The building of the Erie Canal, the transcontinental railroad, and the interstate highway system
- B. The creation of Social Security, Medicare, and unemployment insurance during times of crisis

- C. The establishment of national parks, wildlife refuges, and federal environmental protections
- D. The Alien and Sedition Acts, Japanese American internment, and the USA PATRIOT Act

43. The Seneca Falls Convention of 1848, the ratification of the Nineteenth Amendment in 1920, and the proposal of the Equal Rights Amendment in the 1970s are all part of the long history of:

- A. The labor movement's effort to win better wages and safer conditions for factory workers
- B. The women's rights movement and its struggle for legal and political equality
- C. The civil rights movement's effort to end racial segregation in the southern states
- D. The conservation movement's effort to protect the nation's natural resources and lands

44. For much of its early history, the two large oceans bordering the United States allowed the nation to:

- A. Trade easily with the nations of Asia while remaining cut off from all of Europe
- B. Avoid building any navy because no foreign nation could ever reach its shores by sea
- C. Depend entirely on foreign nations for the manufactured goods it was unable to produce
- D. Follow a policy of avoiding involvement in European conflicts during its early years

45. The Reconstruction Amendments (the Thirteenth, Fourteenth, and Fifteenth) are considered enduring in their importance because they:

- A. Granted the federal government complete control over all of the laws passed by the states
- B. Applied only during the Reconstruction period and expired once the southern states rejoined the Union
- C. Provided constitutional foundations later used to expand civil rights for many Americans
- D. Were the last amendments ever added to the United States Constitution after the Civil War

46. Over the course of United States history, the major sources of immigration have shifted from northern and western Europe in the early 1800s, to southern and eastern Europe around 1900, to:

- A. Latin America and Asia in the decades following the Immigration Act of 1965
- B. Africa and the Middle East exclusively, with no immigration from any other world region
- C. Canada and Mexico only, with immigration from all overseas regions coming to a complete halt
- D. A near-total end to immigration, as federal law banned nearly all new arrivals after 1965

47. Besides voting, citizens in the United States can influence government policy through actions such as:

- A. Personally writing and passing the laws that they believe the nation needs at the time
- B. Joining interest groups, contacting elected officials, and participating in peaceful protests
- C. Appointing the judges who will serve on the Supreme Court and the lower federal courts
- D. Setting the salaries paid to members of Congress and the President during their terms

48. The framers of the United States Constitution created features such as separation of powers, checks and balances, and federalism mainly to:

- A. Make the federal government as large and powerful as possible to manage the new nation
- B. Ensure that the President would have final authority over both Congress and the courts
- C. Allow the national government to act quickly without input from the states or the people
- D. Prevent the abuse of power by dividing authority among different branches and levels of government

49. Over the course of American history, the meaning of "We the People" in the Constitution has expanded as a result of:

- A. The decision to reduce the number of citizens who are permitted to take part in elections
- B. The replacement of the elected Congress with a council of appointed government experts
- C. Amendments and laws that extended citizenship and voting rights to previously excluded groups
- D. The elimination of the Bill of Rights and the individual protections that it once guaranteed

50. The United States Constitution has endured for more than two hundred years largely because it:

- A. Provides a flexible framework that can be amended and reinterpreted to meet changing needs
- B. Has never been changed, amended, or reinterpreted since it was first written in 1787
- C. Gives unlimited authority to the federal government to make any decision it wishes
- D. Applies only to the specific conditions and circumstances that existed in the late 1700s

Practice Exam 14 – Answer Key with Explanations

1. C — The Albany Plan proposed uniting the colonies for common defense against the French and their allies, an early step toward intercolonial cooperation. Though rejected at the time, it foreshadowed later union. It showed colonial leaders beginning to think beyond individual colonies.
2. A — The Intolerable Acts punished Massachusetts by closing Boston's port and curbing its self-government after the Tea Party. They were meant to make an example of the colony. Instead, they united the colonies in resistance and led to the First Continental Congress.
3. D — At Yorktown, a combined American and French force trapped and forced the surrender of a major British army under Cornwallis. This defeat broke Britain's will to continue. It effectively ended major fighting and led to peace negotiations.
4. B — Hamilton's plan called for the federal government to assume state war debts and to create a national bank, strengthening federal credit and the economy. It aimed to bind the states and creditors to the new government. The plan reflected his belief in a strong central financial system.
5. A — Jefferson sent Lewis and Clark to explore the vast Louisiana Territory and seek a water route to the Pacific. They mapped the land, recorded its resources, and made contact with Native nations. The expedition expanded knowledge of the West and encouraged later settlement.
6. C — Clay's American System combined a protective tariff, a national bank, and federally funded internal improvements like roads and canals. The goal was to build a strong, self-sufficient national economy. It aimed to link the regions through trade and infrastructure.
7. B — Jackson's Bank War was his campaign to destroy the Second Bank of the United States, which he saw as serving the wealthy at the expense of common people. He vetoed its recharter and withdrew federal funds. The fight reflected his distrust of concentrated financial power.
8. D — Horace Mann led the movement for free, tax-supported public schools open to all children. He believed education was essential to democracy and opportunity. His reforms helped establish the foundation of the American public school system.
9. A — The Wilmot Proviso proposed banning slavery in any land gained from the Mexican-American War. Though it never passed, it intensified the sectional struggle over slavery's expansion. It sharpened the divide between North and South.
10. C — John Brown raided Harpers Ferry hoping to seize weapons and spark an armed uprising of enslaved people. The raid failed and Brown was executed. It deepened sectional fears and pushed the nation closer to civil war.
11. B — Lincoln's election convinced southern states that slavery was threatened, prompting South Carolina and others to secede. Secession set the stage for the Civil War. The election thus became the immediate trigger for the conflict.

12. A — The Civil War began when Confederate forces fired on Fort Sumter in Charleston Harbor. The attack on the federal fort started open hostilities. It rallied the North to defend the Union by force.
13. D — Radical Republicans favored a strict Reconstruction that protected the rights of freed people and restricted former Confederates. They pushed for measures like the Fourteenth and Fifteenth Amendments. Their approach clashed with more lenient plans.
14. C — Railroad expansion connected distant regions, allowing goods and people to move quickly and cheaply, which created national markets. This spurred industrial growth and western settlement. Railroads became a backbone of the postwar economy.
15. A — Carnegie's "Gospel of Wealth" held that the rich had a duty to use their fortunes to benefit society through philanthropy. He funded libraries, schools, and other public institutions. The idea framed great wealth as carrying social responsibility.
16. B — The Pullman and Homestead strikes both ended in violent clashes between workers and employers backed by force. They revealed the bitter labor conflict of the era. The defeats showed the difficulty unions faced against powerful companies.
17. D — Supporters of free silver wanted to expand the money supply, which they believed would raise crop prices and ease farmers' debts. Cheaper money would help debtors repay loans. This inflationary aim was central to Bryan's 1896 campaign.
18. C — The Know-Nothing Party opposed immigration and sought to limit the political influence of immigrants, especially Catholics. This hostility to newcomers defines nativism. The party reflected mid-century fears about cultural and religious change.
19. A — The direct primary let ordinary voters, rather than party bosses, choose a party's candidates. It was meant to reduce the power of political machines. This reform gave citizens a greater voice in the nominating process.
20. B — Annexing Hawaii was driven by the value of its sugar plantations and its strategic Pacific location, including Pearl Harbor. American business and naval interests pushed for control. The acquisition reflected growing U.S. expansion into the Pacific.
21. C — Dollar Diplomacy sought to expand American influence abroad by encouraging U.S. investment in foreign economies. The idea was to use financial power rather than military force. It aimed to promote both American interests and stability.
22. D — The sinking of the Lusitania, with American lives lost, turned U.S. public opinion sharply against Germany. It increased pressure for involvement in the war. Although war did not come immediately, the event moved the nation closer to entry.
23. A — The Committee on Public Information produced propaganda to build public support for World War I. It used posters, speakers, and films to rally the nation. The agency shows how governments shaped opinion during wartime.
24. B — In the Teapot Dome scandal, officials took bribes to lease government oil reserves to private companies. It became a symbol of the corruption in Harding's administration. The affair damaged public trust in the government.
25. C — Ford's assembly line sped up production and lowered costs, making automobiles affordable to ordinary Americans. Mass production transformed manufacturing. It helped put the car within reach of millions of families.
26. A — The Smoot-Hawley Tariff raised import duties sharply, prompting other nations to retaliate with their own tariffs. The resulting collapse in trade deepened the global depression. It is widely seen as a major policy mistake of the era.

27. D — The AAA paid farmers to reduce production so that lower supply would raise crop prices. The goal was to boost farm incomes during the Depression. It reflected the New Deal's effort to stabilize agriculture.
28. B — Totalitarian regimes in Germany, Italy, and the Soviet Union placed nearly total control of political, economic, and social life in the hands of the state. They suppressed dissent and individual freedoms. This concentration of power defines totalitarianism.
29. C — The D-Day landings in Normandy opened a major new front in Western Europe against Nazi Germany. The invasion allowed the Allies to push toward Germany from the west. It was a decisive turning point in the European war.
30. A — The Holocaust was the systematic, state-sponsored murder of six million Jews and millions of others by Nazi Germany. It stands as one of history's gravest crimes against humanity. Its memory shaped postwar human rights efforts.
31. B — At Yalta, Allied leaders planned the postwar organization of Europe and coordinated the final defeat of the Axis. They discussed the fate of Germany and Eastern Europe. The decisions there influenced the shape of the early Cold War.
32. D — The Apollo 11 Moon landing demonstrated American scientific and technological leadership in the Space Race with the Soviet Union. It fulfilled Kennedy's challenge and boosted national pride. The achievement was a major Cold War victory in prestige.
33. C — Truman's 1948 executive order ended racial segregation in the armed forces, integrating the military. It was a significant early step toward civil rights. The order showed presidential power being used to advance equality.
34. A — The Freedom Rides challenged the continued segregation of interstate buses and terminals despite court rulings against it. Riders faced violence to expose the injustice. Their courage pressured the federal government to enforce desegregation.
35. D — *Engel v. Vitale* held that official prayers organized and led by public schools violate the First Amendment's establishment clause. The ruling reinforced separation of church and state. It limited government involvement in religious practice in schools.
36. B — The Twenty-Third Amendment granted residents of the District of Columbia the right to vote in presidential elections by giving the district electors. It expanded participation to citizens previously excluded. This extended democratic rights to the nation's capital.
37. C — The Supreme Court is the highest court in the nation and the final authority on questions of federal and constitutional law. Its decisions bind all lower courts. This role makes it central to interpreting the Constitution.
38. A — The judicial branch interprets the laws and determines whether they conform to the Constitution. Through judicial review it can strike down unconstitutional laws. This function balances the powers of the other branches.
39. D — A budget deficit occurs when the government spends more in a year than it collects in revenue. Repeated deficits add to the national debt. Understanding the term is key to following debates over federal spending.
40. B — A protective tariff taxes imports to make foreign goods more expensive than domestic ones, shielding home industries from competition. It encourages people to buy American-made products. Such tariffs have long been a tool of trade policy.
41. C — The struggle over federal versus state power runs through issues like nullification, states' rights, civil rights enforcement, and economic regulation. Each raised the question of where authority should rest. This tension is a recurring theme in American history.

42. D — The Alien and Sedition Acts, Japanese American internment, and the USA PATRIOT Act all show the recurring clash between liberty and security. In each case, security concerns led to limits on individual rights. They illustrate an ongoing American dilemma.
43. B — Seneca Falls, the Nineteenth Amendment, and the ERA all belong to the long campaign for women's legal and political equality. Each marked a stage in that struggle. Together they trace the women's rights movement across generations.
44. D — The wide oceans on either side of the United States helped the young nation stay out of European conflicts and follow a policy of avoiding entangling involvement. This geographic isolation supported early neutrality. It shaped American foreign policy for over a century.
45. C — The Thirteenth, Fourteenth, and Fifteenth Amendments provided lasting constitutional foundations later used to expand civil rights. The equal protection and voting guarantees proved especially enduring. They became cornerstones of later civil rights advances.
46. A — Following the 1965 Immigration Act, the major sources of immigration shifted toward Latin America and Asia. The change reshaped the nation's population. It reflected the end of the old national-origins quota system.
47. B — Beyond voting, citizens influence policy by joining interest groups, contacting officials, and taking part in peaceful protest. These actions let people shape government between elections. Such participation is vital to a healthy democracy.
48. D — The framers used separation of powers, checks and balances, and federalism to prevent the abuse of power by dividing authority. No single branch or level of government could dominate. This design was meant to protect liberty.
49. C — The meaning of "We the People" expanded through amendments and laws that extended citizenship and voting rights to groups once excluded. Over time, more Americans gained full participation. This reflects the broadening of democracy across history.
50. A — The Constitution has endured because it provides a flexible framework that can be amended and reinterpreted to meet changing needs. This adaptability has kept it relevant for over two centuries. Its capacity to evolve is a key source of its longevity.