

Items 1 through 8

Use this passage to answer questions 1 through 8.

Buried Treasure

Michael and his sister Anna climbed the stairs to the attic. Their family had moved into the old house a week ago. The porch sagged like a droopy smile, and the window shutters hung like crooked teeth. Michael opened the door at the top of the stairs. Their mother wanted them to clean the room. He stared at the dusty boxes piled against the wall.

"This will be the perfect place to play games," Anna announced. She twirled across the floor, ignoring the spider webs. "We can paint the walls yellow."

"They are full of cracks," Michael sighed. Anna had big ideas, but he was more practical. "Let's get this job done."

"Okay," Anna agreed. She brought two boxes down the steps before she stopped again.

"Look what I found in this old tin box!" she squeaked. Her brown eyes sparkled with excitement. "It is a treasure map."

Michael took the faded paper from her hands and studied the scribbled pictures. "Some little kid drew this years ago. You will not find that treasure anymore," he said.

"I might," Anna argued.

"It is a waste of time," Michael said. Anna did not listen. She slipped the map into her pocket.

After lunch, Michael went outside to practice shooting baskets. Anna kept dashing past him like a flash of lightning. Finally the muscles in his arms started to ache, and he headed inside. His sister was sitting down in a kitchen chair.

"How is the treasure hunting?" Michael teased.

"I wasted my time," Anna mumbled.

Michael opened his mouth to agree, but the words caught in his throat. His sister looked like a balloon after it had lost its air. Her face was sweaty, and her mouth was turned down.

"Let me help," he suggested, picking up the paper.

"Really?" asked Anna, jumping up like a spring. A moment later, they stood outside staring at the map.

"I can only find one tree," Anna said, pointing to a small pine near the steps.

Michael looked at the tree and grinned. "That is not the right tree," he explained. "It is on the wrong side of the house, and it is only a few years old. There is a big stump on the other side. The tree on the map must have been cut down."

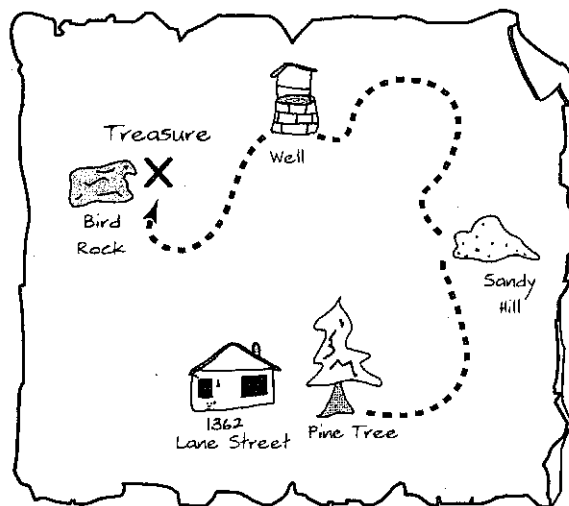
Michael felt his heart pound as he got caught up in the excitement. At any moment, he felt as though they would stumble across a sandy hill covered with daisies, and find the cement-covered well. Finally, they spotted an unusual rock shaped like a bird.

“Bird rock!” cheered Anna, clapping her hands.

Soon Michael discovered a tin box in a hollow spot at the base of the rock. Anna worked the cover loose, and together, they stared at an old wooden yo-yo.

“We really found a treasure!” shouted Anna. Michael laughed at her enthusiasm.

Then he shared in her excitement. For the first time, he could see the old house the way Anna imagined it.



Item 1

What is the main idea of the story?

- A. Cleaning is an important activity.
- B. Maps are useful and fun to draw.
- C. Brothers and sisters are often different.
- D. Fun can be found in unexpected places.

Item 2

Which of these sentences from the story BEST supports the idea that Michael cares about his sister?

- A. Their mother wanted them to clean the room. He stared at the dusty boxes piled against the wall.
- B. Michael took the faded paper from her hands and studied the scribbled pictures.
- C. Michael opened his mouth to agree, but the words caught in his throat. His sister looked like a balloon after it had lost its air.
- D. Soon Michael discovered a tin box in a hollow spot at the base of the rock. Anna worked the cover loose, and together, they stared at an old wooden yo-yo.

Item 3

Which BEST describes why Anna is unable to find the treasure before Michael helps her?

- A. She is looking at the wrong side of the map.
- B. The map is old and shows a tree that is no longer there.
- C. She does not have the map with her while she is looking.
- D. The map is confusing and shows rocks shaped like animals.

Item 6

What is the meaning of *studied* as it is used in the sentence?

Michael took the faded paper from her hands and studied the scribbled pictures.

- A. learned
- B. planned
- C. observed
- D. remembered

Item 7

What does the prefix *un-* mean in *unusual*?

Finally, they spotted an unusual rock shaped like a bird.

- A. not
- B. very
- C. under
- D. before

Items 9 and 10

In this section, you will read two passages about how scientists look for answers and solve problems. Then, you will write an informational piece detailing the ways in which citizen naturalists like Eva use the scientific method to help scientists answer questions and solve problems.

Before you begin planning and writing, read the two passages. As you read the passages, think about what details from the passages you might use in your informational piece. These are the titles of the passages you will read:

1. Nature All Around
2. Looking for Answers

Nature All Around

Eva stood still and listened to the song. She looked around to see where it was coming from. She smiled when she finally discovered the singing frog. It was hidden between tall blades of thick grass. She took out her pencil and drew a picture of what she saw. She hoped her mom was recording the song.

Eva and her parents are part of a science group that studies frogs and toads. They have learned to recognize the frogs and toads by the sounds (or songs) that they make. First, the group writes down what they see and hear. They also take pictures and record the sounds. Next, they post their findings online. Finally, scientists look at the information.

Even though Eva is only eight years old, she is a “citizen naturalist.” Citizen naturalists are ordinary people who care about Earth. They want to keep it safe and clean for people, plants, and animals. Citizen naturalists are curious about the world around them. They spend time outside observing (or carefully looking at) nature.

Eva’s group learns about frogs and toads, but there are different types of groups around the country. People come together to watch different things in nature. Some groups watch birds. Others count fireflies. Still others help protect monarch butterflies. Some groups even watch the stars. Like Eva’s group, these groups collect facts and share them with scientists.

Many of the people who start these groups feel it is important for young people to notice and care about nature. Kids can join groups that meet in their neighborhoods, at parks, or at their schools. Groups may be led by parents, teachers, scientists, or people from the neighborhood who simply love wildlife. Anyone can become a citizen naturalist—even you! A person needs only to have a love for nature.

Looking for Answers

Have you ever wondered what makes a seed grow into a plant? Or have you wondered why certain animals only come out at night? The curious learner is full of questions. One way of seeking answers to those questions is known as the scientific method.

Scientists have lots of questions. They are interested in learning about the world around them. They pay careful attention to what they see. Often, scientists want to solve problems to make the world a better place in which to live.

Scientists often write things down because they want to remember what they see. This is known as **observation** [ob-zur-VEY-shuhn]. When scientists have a question to answer, they make observations. Once they have a few observations, they come up with a guess about what the answer to their question might be. This guess is called a **hypothesis** [hi-POTH-uh-siz].

Next, it is time for an **experiment**. An experiment [ek-SPER-uh-ment] is a test to find something out. Scientists think of ways to test if the hypothesis is correct. Then they watch to see what happens. Do you remember what it is called when scientists watch to see what happens? Observation! They write down the facts that they see. A fact is something that is true.

Scientists look at the facts they've gathered and think about what they might mean. This helps the scientists know if the hypothesis, or guess, is likely to be correct. Based on the observations, the facts, and the experiment, scientists make a **conclusion**. A conclusion [kuhn-KLOO-zhuhn] is a short paragraph about what was learned from the experiment.

Scientists are not the only people who can use the scientific method. Any person with a question can follow these steps to find the answers to his or her question.

Item 9

The author of “Nature All Around” writes, “Anyone can become a citizen naturalist—even you! A person needs only to have a love for nature.” The author of “Looking for Answers” writes, “Scientists are not the only people who can use the scientific method. Any person with a question can follow these steps to find the answer to his or her question.”

In what ways do the authors feel the same? Use details from BOTH passages in your answer. Write your answer on the lines provided.

A large rectangular box containing 20 horizontal lines for writing an answer.

Item 10

Now that you have read “Nature All Around” and “Looking for Answers,” create a plan for and write your informational piece.

WRITING TASK

Some citizen naturalists like Eva use the scientific method to answer questions and solve problems.

Think about the ideas in the two passages. Then write an informational piece about how some scientists and citizen naturalists answer questions and solve problems.

Be sure to use information from BOTH passages as you write a piece that informs or explains. **Write your answer on the lines provided.**

Before you write, be sure to:

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.
- You may use scratch paper if needed.

Now write your informational piece. Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.

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SOCIAL STUDIES DEPTH OF KNOWLEDGE EXAMPLE ITEMS

Example items that represent the applicable DOK levels across various Grade 3 Social Studies content domains are provided.

All example and sample items contained in this guide are the property of the Georgia Department of Education.

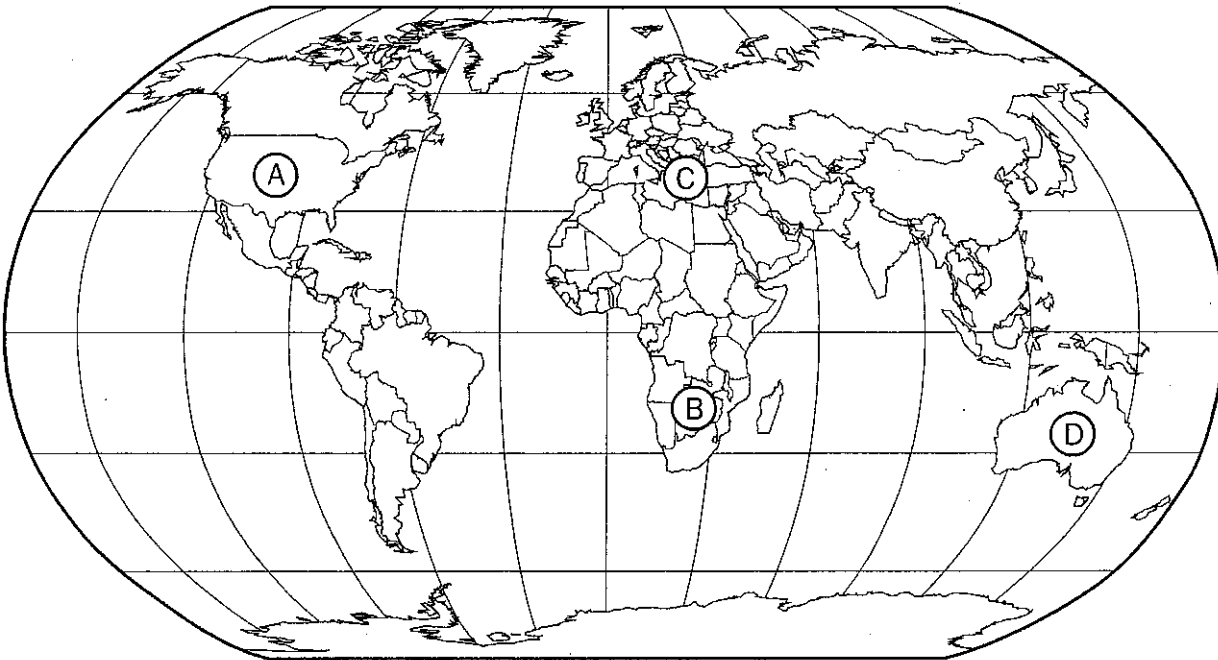
Example Item 1

DOK Level 1:

Social Studies Grade 3 Content Domain: Geography

Standard: SS3G1. The student will locate major topographical features. d. Locate Greece on a world map.

Look at the map.



Which letter shows where Greece is located?

- A. A
- B. B
- C. C
- D. D

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) C. Greece is located in Europe. Choice (A) is incorrect because it shows North America. Choice (B) is incorrect because it shows Africa. Choice (D) is incorrect because it shows Australia.

Example Item 2

DOK Level 2:

Social Studies Grade 3 Content Domain: History

Standard: SS3H2. The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

How did Frederick Douglass improve his life?

- A. He went to college.
- B. He joined the army.
- C. He escaped from slavery.
- D. He learned a second language.

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) He escaped from slavery. Douglass was born into slavery but escaped in 1838 at age 20. Choices (A), (B), and (D) are incorrect because Douglass never did these things.

Example Item 3

DOK Level 2:

Social Studies Grade 3 Content Domain: Government/Civics

Standard: SS3CG1. The student will explain the importance of the basic principles that provide the foundation of a republican form of government. c. State an example of the responsibilities of each level and branch of government.

Which of these describes a responsibility of the legislative branch of government?

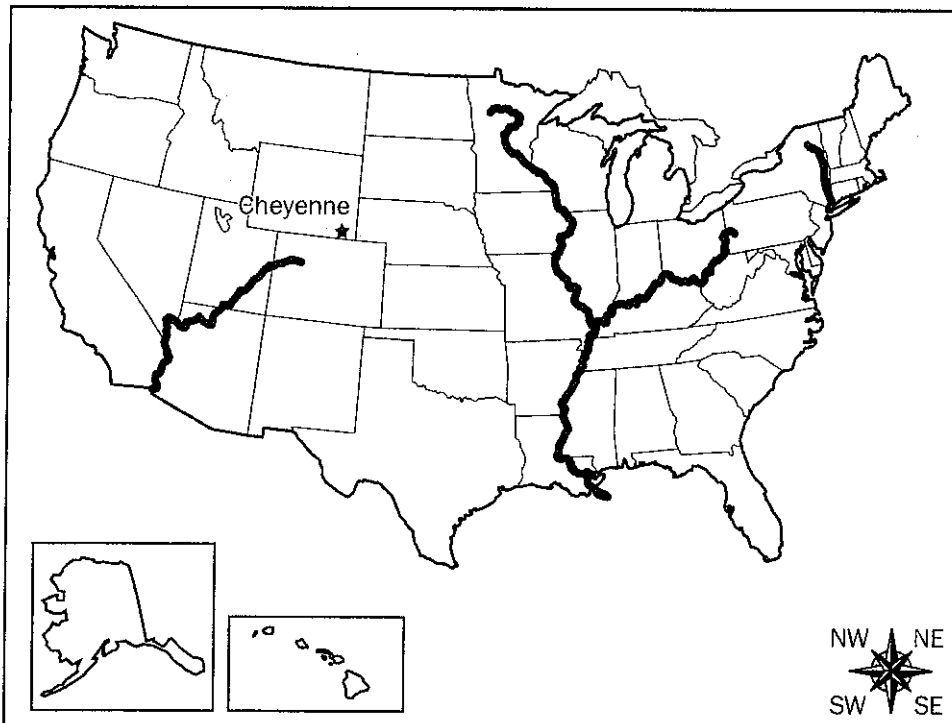
- A. to write new laws
- B. to carry out the laws
- C. to explain the meaning of laws
- D. to decide if people are breaking the laws

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) to write new laws. Under the separation of powers, the legislative branch has the power to write new laws. Choices (C) and (D) are incorrect because they describe powers of the judicial branch. Choice (B) is incorrect because the executive branch, not the legislative branch, carries out laws.

Example Item 4**DOK Level 3:****Social Studies Grade 3 Content Domain:** Geography

Standard: SS3G1. The student will locate major topographical features. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.

Look at the map.**The United States****Which river is southwest of Cheyenne?**

- A. Ohio
- B. Hudson
- C. Colorado
- D. Mississippi

Correct Answer: C

Explanation of Correct Answer: The correct answer is choice (C) Colorado. The Colorado River is the westernmost river shown on the map and is southwest of Cheyenne. Choices (A), (B), and (D) are incorrect because these rivers are all east of Cheyenne.

Example Item 5

DOK Level 3:

Social Studies Grade 3 Content Domain: Economics

Standard: SS3E4. The student will describe the costs and benefits of personal spending and saving choices.

Daniel wants to buy a new bicycle. He is going to wait until the bicycle he wants is on sale. Which of these is the MAIN reason Daniel is willing to wait?

- A. He will be able to save money.
- B. He will have time to borrow money.
- C. He will have time to buy a bicycle helmet.
- D. He will be able to choose from more bicycles.

Correct Answer: A

Explanation of Correct Answer: The correct answer is choice (A) He will be able to save money. When the bike goes on sale, it will cost less, so Daniel will save money. Choices (B), (C), and (D) are incorrect because these do not relate to the importance of the bike going on sale.

SOCIAL STUDIES ADDITIONAL SAMPLE ITEMS

This section has two parts. The first part is a set of 10 sample items for the Social Studies portion of the EOG assessment. The second part contains a table that shows for each item the standard assessed, the DOK level, the correct answer (key), and a rationale/explanation about the key and distractors. The sample items can be utilized as a mini-test to familiarize students with the item formats found on the assessment.

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Item 1

Look at the picture.



Which of these is a natural resource shown in the picture?

- A. the saw
- B. the tree
- C. the truck
- D. the worker

Item 2

Which of these is an idea of the ancient Athenians?

- A. Kings should run the government.
- B. Women should run the government.
- C. Citizens should choose their own leaders.
- D. Citizens should not have to follow any laws.

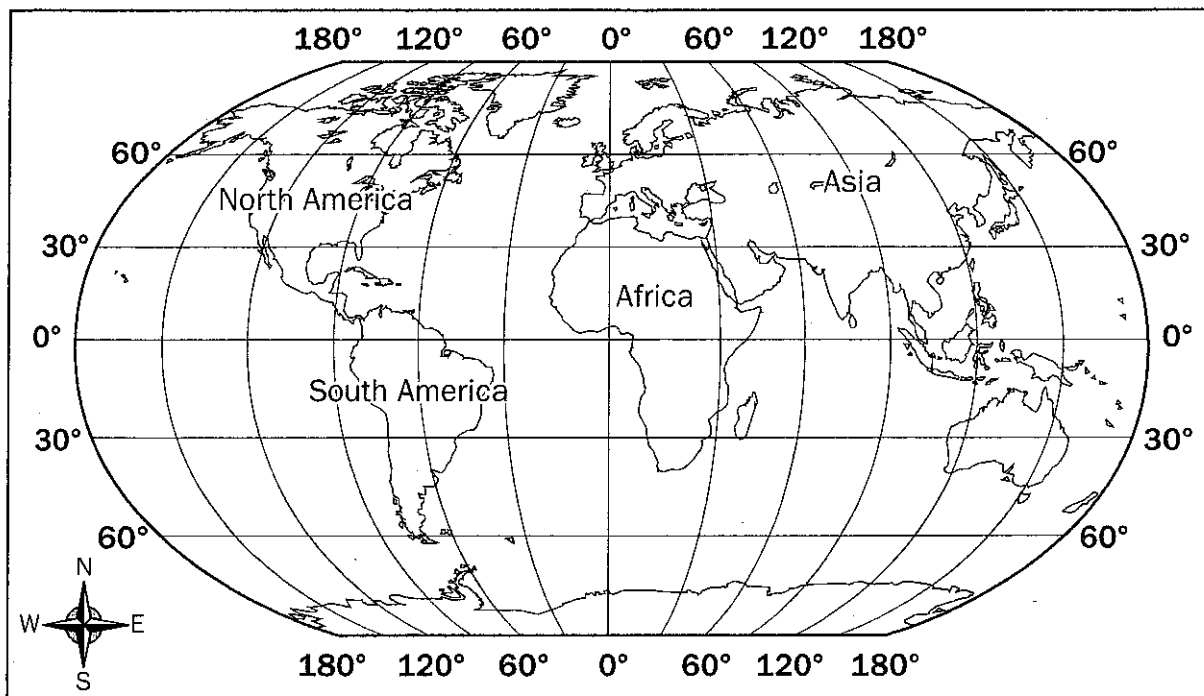
Item 3

Which of these is part of the legislative branch of government?

- A. a judge
- B. a governor
- C. the Congress
- D. the Supreme Court

Item 4

Look at the map.



The prime meridian runs through which of these continents?

- A. Asia
- B. Africa
- C. North America
- D. South America

Item 5

What do Mary McLeod Bethune and Eleanor Roosevelt have in common?

- A. They both worked as doctors.
- B. They both worked as lawyers.
- C. They both fought for the rights of people.
- D. They both were elected to serve in the government.

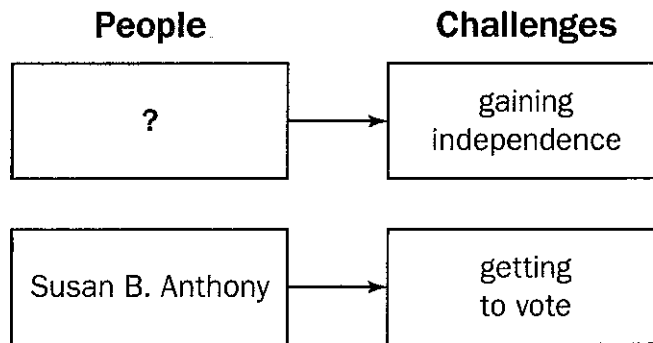
Item 6

Which word **BEST** describes Franklin D. Roosevelt as he worked to pass laws to help the United States recover from difficult times?

- A. diligent
- B. tolerant
- C. forgiving
- D. cooperative

Item 7

Look at the chart.



Which of these names belongs in the blank box?

- A. Paul Revere
- B. César Chávez
- C. Eleanor Roosevelt
- D. Thurgood Marshall

Item 8

Lyndon B. Johnson grew up poor in Texas. How did this experience influence him when he became president of the United States?

- A. He met with leaders of other countries.
- B. He honored soldiers who fought in a war.
- C. He opened schools for children who had few educational opportunities.
- D. He signed laws that helped people who had few economic opportunities.

Item 9

Look at the picture.



Why does the store owner MOST LIKELY have dog collars and dog treats in her store?

- A. to give away to her favorite customers
- B. to use while she washes dogs
- C. to teach dogs how to sit still
- D. to sell to her customers

Item 10

Which of these is the job of state government?

- A. running a grocery store
- B. opening a local bank
- C. providing education
- D. building hospitals

