### **Social Studies Depth of Knowledge Items**

1.	(DOK 1) The study of economics focuses on	DOK Level
	<ul><li>A. production, distribution, and consumption of goods and</li><li>B. Earth and its relationship to our environment.</li><li>C. different types of governments and how they operate.</li><li>D. past cultures of different peoples.</li></ul>	services.
		DOK Level
2.	(DOK 1) At the Constitutional Convention of 1787, conflicts be and states with small populations resulted in the creation of	tween states with large populations
	<ul><li>A. the offices of president and vice president.</li><li>B. the three branches of government.</li><li>C. a federal court system.</li><li>D. a bicameral (two-house) legislature.</li></ul>	
		DOK Level
3.	(DOK 1) The Supreme Court decision in Marbury v. Madison (	1803) established the principle of
	<ul><li>A. judicial review.</li><li>B. separation of powers.</li><li>A. habeas corpus.</li><li>B. nullification.</li></ul>	
		DOK Level
4.	(DOK 1) What was the immediate cause of the outbreak of Wo	orld War I (1914)?
	A. Formation of secret alliances.     B. Competition over Asian and African colonies.	

C. Accumulation of arms and weapons.

D. Assassination of Archduke Ferdinand of Austria.

DOK Level
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- 5. (DOK 1) The principle of "separate but equal" established by the Supreme Court in the case of *Plessy* v. *Ferguson* (1896) was used to
  - A. provide reservation lands for Native American Indians.
  - B. justify racial segregation of public facilities.
  - C. end the use of child labor.
  - D. expand the freedoms guaranteed by the Bill of Rights.

DOK Level	
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6. (DOK 2) Use the table to answer the question.

#### 1860

North	South
Industrial	Agricultural
More cities	Mainly rural
Many factories	Few factories
Slavery widely opposed	Slavery widely supported

Which conclusion related to the Civil War can be drawn from the information in this chart?

- A. The South had more large cities than the North.
- B. Sectionalism was based on social and economic differences.
- C. The South was well prepared to win a war against the North.
- D. Agriculture was no longer important to the United States economy.

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DOK	Level	

- 7. (DOK 2) Why did most colonial farmers settle near oceans or coastal waterways?
  - A. Fewer Native American Indians lived there.
  - B. Local governments paid farmers to do so.
  - C. There were fewer problems with removal of trees and rocks.
  - D. Transportation of products was easier.

	DOK Level
8.	(DOK 2) Use the statements below to answer the question.
	<ul> <li>The president appoints new members to the Supreme Court.</li> <li>The Senate must approve presidential appointments to the Supreme Court.</li> <li>The Supreme Court can declare laws made by Congress unconstitutional.</li> </ul>
	Which constitutional principle do these statements illustrate?
	A. Flexibility B. Federalism C. Checks and balances D. Federal supremacy
	DOK Level
9.	(DOK 2) In a free market economy, the price and quality of goods and services are <b>most strongly</b> affected by
	<ul><li>A. advertising.</li><li>B. competition.</li><li>C. borrowing.</li><li>D. regulation.</li></ul>
	DOK Level
10	0. (DOK 2) What was the most significant economic impact of the transcontinental railroads during the late 1800s?
	<ul> <li>A. Eliminating overseas trade with Europe.</li> <li>B. Expanding interstate commerce nationwide.</li> <li>C. Decreasing the influence of big business.</li> <li>D. Rapid rebuilding of the South after the Civil War.</li> </ul>

# **Social Studies Depth of Knowledge Activities**

	DOK Level(s)			
(DOK 3)	Investigate the causes for and reactions to the Great Depression. Compare the Great Depression causes and reactions to today's economic situation. Identify the differences and explain why those strategies may or may not work.			
	DOK Level(s)			
(DOK 4)	Propose solutions for today's economic crisis. Predict outcomes for each solution.			
The following	The following is an example of DOK levels 1 through 4 for the same content:			
DOK 1	Identify the Democratic and Republican party platforms by viewing the series of debates. (This activity could be DOK 2 if students have to infer the issues.)			
DOK 2	Explain four issues identified by the Democratic and Republican party platforms by viewing the series of debates.			
DOK 3	Justify the Democratic and/or Republican party platforms expressed in the series of debates.			
DOK 4	Create your own party and party platform. Include three to five issues and be prepared to present and debate those issues.			

#### Sample Social Studies Depth of Knowledge Project

(DOK 4) Generate a constitution for an imaginary country. DOK Level(s) \_\_\_\_\_

In 1516, Sir Thomas More, one of the leading English humanists, wrote the fictional *Utopia*. More's *Utopia* is an imaginary discourse by a fictional traveler to the New World. More coined the name *Utopia* from the Greek word meaning "nowhere". *Utopia* has been taken as a model by social reformers who like to envisage an ideal society founded on perfect order and justice. Many of the ideals established in America come from More's *Utopia*. Ironically, when More refused to take any oath of loyalty to King Henry VIII (of six wives' fame), he was tried, found guilty of high treason, and beheaded.

Using your extensive knowledge of the United States' government, create a Constitution for your "ideal" nation. You may use any type of government system as long as all of the following requirements are included:

- A. You can use any medium to turn in this assignment (e.g. PPT, Publisher, webpage, podcast, video, Word)
- B. Include a "preamble" which states the main idealistic goals of your government system (e.g. ...life, liberty, property...)
- C. Clearly delineate your objectives using sections, chapters, articles, etc.
- D. Address ALL OF THE FOLLOWING issues:

Leadership

Military

Education

Justice - equity under the law

Crime

**Immigration** 

Overpopulation

Religion

Foreign relations/diplomacy

Economic system

Elections/lack of elections

Use of new/advanced technologies

E. If you are creating a democratic nation, you may want to include a Bill of Rights for extra credit. If you are choosing a different form of government, outline and explain which rights are protected for the people.

<sup>\*\*</sup> You may include additional issues, but please do not exclude any of the required issues.\*\*

## **DOK Social Studies Coding and Annotations**

Secondary including Grades 6 - 12

Item Number	Standard	DOK Level	Annotation
1	1.8	1	Recall definition of <i>Economics</i>
2	2.8.2	1	Recall of term, bicameral
3	2.8.5 Civics 6.8.13 History	1	Recall principle of judicial review
4	7.8.17	1	Identify immediate cause of World War I
5	5.8.7	1	Recall principle of separate but equal (DOK 1) and identify the principle's primary use (DOK 1)
6	6.8.21	2	Use graphical information, compare and contrast (DOK 2) information, draw a conclusion (DOK 2) about the Civil War
7	5.8.10	2	Explain why colonial farmers settled near water
8	2.8.7	2	Use the statements to illustrate the constitutional principle of checks and balances
9	7.8.5	2	Determine that competition <b>most strongly</b> affects price and quality
10	6.8.14	2	Explain the most significant economic impact of the creation of a national transportation system.
Great Depression Comparison	8.8.5	3	Investigate causes, investigate reactions; Compare/contrast Great Depression to today's economic situation; Identify differences; Explain why may or may not work
Today's Economic Crisis	2.12.3	4	Using the information from the DOK 3 economic activity, now propose solutions and predict outcomes
Party Platforms/ Debates	4.8.2	1	Identify party platforms. *This could be a DOK 2 if the students have to infer the specific issues.
Party	4.8.2	2	Explain the identified issues of each party platform.

Platforms/ Debates			
Party Platforms/ Debates	4.8.2	3	Justify issues from one of the party platforms.
Party Platforms/ Debates	4.8.2	4	Create a party and party platform with three to five issues.  Present and debate those issues.
Create a Constitution	1.8.2	4	Create a constitution; determine a type of government system; develop ideals for your government; address pertinent issues; propose solutions; extend and explain rights held by the people; connect and relate ideas and concepts within and among content areas