



Mini DBQ with **DIG** Framework

Duration: 1-1.5 hours | **Overview:** Apply the Stanford Digital History Group’s question framework as you develop your own inquiry-based lesson for your next class.

Course Context: [The Digital Inquiry Group](#) (DIG), formerly known as the Stanford History Education Group (SHEG), designs inquiry-based learning tools for social studies educators. While they have several methods for developing media literacy and close reading skills, we’re going to focus on the question framework they use to support students as they analyze primary sources. This framework centers around five question types that students must answer to understand individual primary sources: Close reading, Contextualization, Corroboration, Reliability, and Sourcing. Interestingly, for any primary source, each of these question types may be used more than once or not at all. That is because DIG is not concerned with asking every question that one might have about a primary source and it is not necessarily concerned with student-centered inquiry, instead DIG develops what they believe to be the most relevant or the *best* questions for a particular source. These questions will not only help a student understand the source itself but how the source can be situated within the larger historical topic that the class is studying that day.

Here are some examples of each DIG question type:

Close Reading	Contextualization	Corroboration	Sourcing	Reliability
<p>According to the document, what happened at...?</p> <p>Why did ____ argue ____?</p> <p>According to this document, what is ____’s central argument about ____?</p>	<p>What prompted...?</p> <p>This document was part of _____. How does that affect...?</p> <p>The author of this document was known for... How does that affect the document’s message?</p>	<p>How does the account in Source A differ from Source B?</p> <p>What details do Source A and Source B have in common?</p>	<p>Who is the author?</p> <p>When and where was this published?</p> <p>What kind of document is this?</p> <p>Who is the publisher?</p>	<p>How trustworthy is...? Explain your reasoning.</p>



As a teacher, you've probably used SHEG/DIG, but if not, then you've probably used resources from the DBQ Project, which are very similar. Both a DBQ and a DIG lesson will ask students to write a response to a central question/prompt using a series of primary sources. The DIG question types, and the subsequent graphic organizer, which asks students to explain, cite, and evaluate the evidence they've found in the provided sources provides a bit more. Here's how to make your own DIG mini lesson (we're calling it "mini" because they use 5-8 sources per assignment, but sometimes I have found that's just too much to fit into one class period. Plus, we always have time for a mini-lesson, but sometimes we just don't have the bandwidth to explain 8 different primary sources to a class. Ugh.

Here's how you'd do it:

- Identify the topic for your lesson.
- Create a compelling question or prompt that you want students to answer after they finish this lesson.
- Choose three primary sources that would help students answer that compelling question (love using the Library of Congress, National Archives, or even Wikimedia Commons as resource banks).
- Then, develop 3-5 guiding questions about each primary source.
- Finally, have students cite and evaluate the evidence they found in the sources in order to write a response to the initial question you posed.

Make your own DIG-style inquiry using the steps listed above, or use the template we've provided. For the template we've provided, everything that isn't in italics may be removed.