



### Lesson 3

# Creating Document-Based Questions

## Overview

This activity promotes disciplinary literacy through the identification, compilation, and analysis of primary and secondary sources regarding the segregation and racism Vel Phillips had to overcome within her own political party. After researching Vel's experiences with discrimination and at the 1960 Democratic National Convention, students write a short document-based question essay.

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## Lesson Standards

### Wisconsin's Model Academic Standards for Social Studies

#### Standard B: History

**B.12.2** Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

**B.12.8** Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

**B.12.18** Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

### Common Core State Standards for English Language Arts

**RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

## Lesson Targets

Students will conduct research and write a document-based question essay in order to analyze Vel's participation in the 1960 Democratic Convention.

Students will strengthen their ability to write document-based question essays as they assess their own and a peer's research, essential questions, and thesis statements.

## Materials

- *Vel Phillips: Dream Big Dreams*, segment: *1960 Democratic National Convention* (22:23-25:46)
- Research tools such as a device with internet access (computer, tablet, etc.), books, magazines, etc.
- *Creating Document-Based Questions Guide* (provided; one needed for each student)
- *Document Analysis and Response* (provided; one needed for each student)



## Creating Document-Based Questions - Lesson 3 cont.

### Lesson Procedure

**First have students view *Vel Phillips: Dream Big Dreams***, segment *1960 Democratic National Convention*. To assess their understanding, students should individually complete *Creating Document-Based Questions Guide: Part 1*. Once complete, review the students responses as a whole group.

**Next, describe to students** that they will be writing an essential question, researching it, and writing a response to their question. This type of response is called a document-based question essay.

**Have students work with a partner** to create a list of possible essential questions that will lead to a deeper understanding of Vel's participation in the Democratic National Convention. Each student must choose one essential question and record it in *Document-Based Questions Guide: Part 2*. Inform students that their essential questions may be revised as they conduct their research.

**Once complete, tell students** they are to conduct research in order to formulate a response to their essential question. They must use a minimum of five sources, which may include images, maps, political cartoons, interviews, newspapers, book excerpts, newspaper articles, etc.

**Students must cite** and provide a summary of their sources in *Document-Based Questions Guide: Part 2*. Instruct students to print, copy, or save all sources.

**Next**, have students work with a partner and assess each other's research. Provide each student with *Document Analysis and Response* to guide them in their assessment. Partners should work together to develop a thesis statement.

**Finally**, have each student write a document-based question essay using their research, thesis statement, and other relevant information.

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name

# Creating Document-Based Questions Guide

**Part 1: Answer the following questions.**

**1. Why was the battle for civil rights becoming a national focus?**

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**2. Who was the expected nominee for the Democratic Party in 1960?**

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**3. What did northern liberals at the convention demand?**

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**4. Describe what is meant by *a split in the party*.**

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5. What did Spessard Holland warn? Describe Vel's response to Spessard.

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**Part 2: Write an essential question about Vel's participation in the Democratic National Convention. This question should guide you in gaining a deeper understanding of the challenges Vel faced and her role at the event.**

**Examples:**

- What is a segregationist?
- What is the difference between a Democrat in 1960 and a Democrat in 2016?

**Your Essential Question:**

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**Using a minimum of five sources, conduct research to draw conclusions and support your response to your essential question. Sources may include images, maps, political cartoons, interviews, newspapers, book excerpts, newspaper articles, etc.**

**Cite and provide a summary of your sources in the space provided. Be sure to print, copy, or save all sources.**

## Source 1

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author(s)

title

publisher

publication date, city and state

summary:

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**Source 5**

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**summary:**  
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# Document Analysis and Response

**Write your partner's essential question.**

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**Document 1 Name:**

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**Describe how this document helps answer your partner's essential question.**

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**Document 2 Name:**

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**Describe how this document helps answer your partner's essential question.**

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**Document 3 Name:**

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**Describe how this document helps answer your partner's essential question.**

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**Document 4 Name:**

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**Describe how this document helps answer your partner's essential question.**

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**Document 5 Name:**

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**Describe how this document helps answer your partner’s essential question.**

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**Work with your partner to write a thesis statement answering their essential question.**

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