



Teaching with Primary Sources Mississippi Cognitive Tasks

The purpose of this document is to provide districts, schools, and teachers a scope and sequence of cognitive tasks associated with teaching with primary sources. This document includes four major cognitive tasks categories (Identifying Primary Sources, Finding Primary Sources, Analyzing Primary Sources and Using Primary Sources) and supporting cognitive tasks for each category. Supporting tasks are aligned to the Mississippi College and Career Readiness Standards for Writing and Reading as well as the Common Core State Standards Literacy and Writing in History/Social Studies Grades 6-12 Standards and Bloom’s Taxonomy. The goal is to assist both Social Studies and ELA teachers teach with primary sources while supporting ELA/English standards in their instruction. The document provides recommendations on when tasks should be introduced to (I), practiced by (P), and mastered (M) by students at the elementary (3rd-5th), middle (6th-8th), and high (9th- 12th) school levels. The cognitive tasks were derived from existing tasks from the original Library of Congress Teaching with Primary Sources program objectives, is informed by other researchers’ work (e.g. Barton & Levstick, 2004; NCSS, 2013; Ritchart, Church, & Morrison, 2011; Wineburg, 1999), and our experiences teaching with primary sources since 2012. The skills are designed to be taught using the gradual release of responsibility (Demonstration, Shared Demonstration, Guided Practice, Independent Practice. (Pearson & Gallagher, 1993)

Cognitive tasks	Bloom’s	3rd- 5th	6th-8th	9th-12th	MSCCRS Writing	MSCCRS Reading	Literacy in History/Social Studies Grades 6-12	Writing in History/Social Studies Grades 6-12
Identifying Primary Sources								
1. TSW identify a source as primary or secondary	Knowledge	I, P	P, M	M		CCR.R.1	RH.6-8.9	
2. TSW distinguish between primary and secondary sources	Analysis	I, P	P, M	M		CCR.R.1	RH.6-8.9	
3. TSW categorize primary sources by type (e.g., letter, journal, photograph, etc.)	Analysis	I, P	P, M	M		CCR.R.1		
4. TSW justify conclusions about whether a source is primary or secondary depending upon the time or topic under study.*	Evaluation	I	P	P, M		CCR.R.1		
Finding Primary Sources								
1. TSW locate primary sources online (Library of Congress, National Archives, Mississippi Department of Archives and History, etc).*	Application	I	P	M	CCR.W.8			WHST.6-8.7, WHST.6-8.8

Cognitive tasks	Bloom's	3rd- 5th	6th-8th	9th-12th	MSCCRS Writing	MSCCRS Reading	Literacy in History/Social Studies Grades 6-12	Writing in History/Social Studies Grades 6-12
2. TSW select primary sources for an academic purpose (from a set provided by the teacher) for an academic purpose.	Evaluation	I	P	M	CCR.W.8	CCR.R.8		WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
3. TSW develop criteria necessary for selecting a primary source for an academic purpose.*	Comprehension	I	I, P	P, M	CCR.W.8	CCR.R.8		WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
4. TSW select a primary source for an academic purpose.	Evaluation	I	P	P, M	CCR.W.8	CCR.R.8		WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
Analyzing Primary Sources								
1. TSW analyze a primary source using an existing analytical tool (e.g., Library of Congress ORQ, See-Think-Wonder, SOAPS, Visual Discovery, etc.).*	Analysis	I, P	P	P, M	CCR.W.9	CCR.R.1	RH.6-8.1, RH.6-8.4, RH.6-8.5, RH.6-8.6	
2. TSW analyze a set of related primary sources in order to ask and answer questions.	Analysis	I, P	P	P, M	CCR.W.9	CCR.R.1, CCR.R.9		WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
3. TSW analyze a set of related primary sources in order to develop a deeper understanding of an historical event.	Analysis	I	P	P, M	CCR.W.9	CCR.R.1, CCR.R.9	RH.6-8.1, RH.6-8.4, RH.6-8.5, RH.6-8.6	WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
4. TSW analyze a set of related primary sources in order to identify multiple perspectives.*	Analysis	I	P	P, M	CCR.W.9	CCR.R.1, CCR.R.9	RH.6-8.1, RH.6-8.4, RH.6-8.5, RH.6-8.6	WHST.6-8.7, WHST.6-8.8, WHST.6-8.9
Using Primary Sources								
1. TSW describe how they can use a primary source or primary sources (e.g., illustrate life or events from history, support an argument, compare historical times, write history, make claims).*	Comprehension	I	P	P, M	CCR.W.9	CCR.R.1, CCR.R.8	RH.6-8.1	

Cognitive tasks	Bloom's	3rd- 5th	6th-8th	9th-12th	MSCCRS Writing	MSCCRS Reading	Literacy in History/Social Studies Grades 6-12	Writing in History/Social Studies Grades 6-12
2. TSW use a primary source or primary sources to answer historical questions while participating in the inquiry process.	Synthesis	I, P	P, M	M	CCR.W.7, CCR.W.8, CCR.W.9	CCR.R.1, CCR.R.8	RH.6-8.2	WHST.6-8.2
3. TSW use primary sources to create historical narratives or other products.	Synthesis	I, P	P	P, M	CCR.W.1, CCR.W.2, CCR.W.3, CCR.W.7, CCR.W.8, CCR.W.9, CCR.W.10	CCR.R.8, CCR.R.9	RH.6-8.1, RH.6-8.2	WHST.6-8.1
4. TSW use primary sources to interpret historical events.	Evaluation	I	P	P, M	CCR.W.10	CCR.R.8, CCR.R.9		WHST.6-8.2
*Derived from the original TPS Level 1 Goals We deconstructed the TPS Level 1 Goals and added scaffolding and extended the skills as well as organized the tasks into four cognitive categories.		I	INTRODUCE Teacher models skill and used guided instruction to support student learning					
		P	PRACTICE Teacher provides support for student guided practice building to independent practice.					
		M	MASTER Student completes task with minimal teacher support.					

Selected References

Barton, K. C., & Levstik, L. S. (2004). *Teaching history for the common good*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

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Ritchhart, R., Church, M., and Morrison, K. (2011). *Making Thinking Visible*. San Francisco: Jossey-Bass.

Wineburg, S. (1999). Historical thinking and other unnatural acts. *Phi Delta Kappan*, 80(7), 488-499.