

Sample Quad Text Set Collections
Second Grade Social Studies
Georgia's Historical Figures: Sequoyah

Aligned to Georgia Standards of Excellence (GSE) | Based on the work of Sarah Lupo et al. (2022)

Quad Text Set Format

Quad Text Sets are composed of 4 types of texts (Target Texts, Informational Texts, Visual Texts, and Hook Texts) to support discipline-specific learning objectives or content standards. These texts can utilize multimodal features of visual, audio, or written words to communicate ideas to the reader.

The framework helps support student learning by building background knowledge of a topic, increasing motivation, and providing reading to learn experiences from a variety of texts. By building Quad Text Sets, teachers can strategically set target goals to enhance student achievement of complex content while also supporting literacy development.

The **TARGET TEXT** should be selected first in developing a Quad Text Set. The other texts in the Quad Text Set should build background knowledge, vocabulary, and skills as foundation for successful understanding of the Target Text.

The Target Text Should:

- Support the most complex aspect of the content learning standards
- Challenge Students
 - May include unfamiliar or abstract vocabulary and ideas
 - Not be so hard that students cannot learn from the material - instead help students utilize headings/definitions of challenging words, etc...
- Include Primary Sources, Literature, or other challenging text material

The **INFORMATIONAL TEXTS** should be less challenging than the Target Text and build relevant topic knowledge. The Informational Texts introduce students to complex topics that will be important for understanding the more challenging Target Text. The Informational Texts should:

- Focus on the topics, knowledge, vocabulary, and skills students need to successfully understand the target text.
- Be thoughtfully chosen for the Quad Text Set by keeping the discipline-specific learning objectives in mind.

The **VISUAL TEXTS** support background knowledge and are similar in function to the Informational texts, but provide visual support for the key vocabulary and context needed for understanding the Target Text.

The Visual Texts:

- Include photos, pictures, graphics, maps, or video clips
- Could possibly include a political cartoon if its complexity does not hinder student acquisition of knowledge.

The **HOOK TEXT** is either a fictional or nonfictional piece that demonstrates the relevance of the Target Text's concepts and spark student interest. The Hook Text may link the historical concept to a more modern situation.

The Hook Texts:

- Could include an excerpt from a fictional novel, present-day news article, picture, graph, chart, or video.
- Should have some written text elements to support literacy development
- Could be challenging but should be easier to read and comprehend than the Target Text.

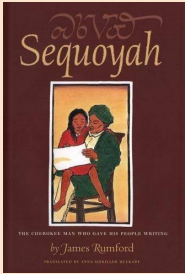
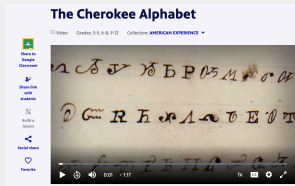
*All resources should be **fully reviewed prior to student use** to verify their appropriateness for the individual teacher's classroom and school setting. If you are unsure if something is appropriate for your school or district, check your district guidelines and/or consult with your grade level/department chair, teacher mentor, or administrator before using the resource.*

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SS2H1 Describe the lives and contributions of historical figures in Georgia history.

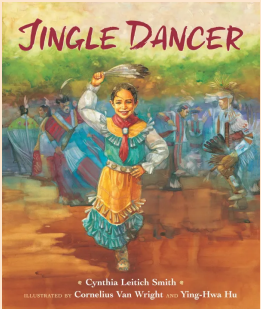
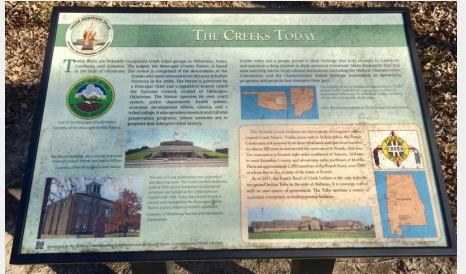
b. Sequoyah (development of a Cherokee alphabet).

Target Text	Hook Text	Visual Text	Informational Text
<i>Sequoyah: The Cherokee Man Who Gave His People Writing</i> by James Rumford translated by Anna Sixkiller Huckaby  While it does also provide a quick overview of Sequoyah's life prior to the development of the syllabary, this book focuses on the Cherokee writing system and its impact on the people and their culture. There are English and Cherokee versions of the text on each page, and the author's note at the end thoroughly explains the syllabary.	<i>Sequoyah: A Man of Letters</i> by Kristi Finefield https://blogs.loc.gov/picturethis/2013/11/sequoyah-a-man-of-letters/  This excellent article walks students through a simple analysis of the portrait pictured above, while simultaneously sharing factual information about Sequoyah and the Cherokee syllabary. Additional sources from the LOC help tell Sequoyah's story. Teachers can project this article and guide students through it, working with the more difficult academic vocabulary terms as they appear.	<i>The Cherokee Alphabet</i> Video segment from PBS LearningMedia https://gpb.pbslearningmedia.org/resource/midlit11.soc.ush.cheralph/the-cherokee-alphabet/  Use a "Notice and Wonder" routine with students. Have them pay attention to the structure of the characters in the syllabary. Sample Questions: • Why did Sequoyah make symbols for whole syllables instead of letters for individual sounds? • Why do you think people were able to learn to use the syllabary so quickly, even though they could not read or write in any language?	"Sequoyah" Article from <i>Britannica Kids</i> https://kids.britannica.com/kids/article/Sequoyah/384799

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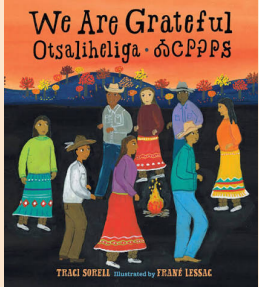
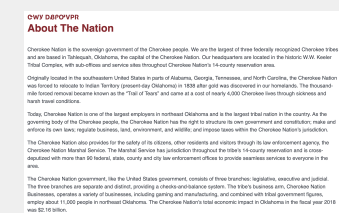
SS2H2: Describe the Georgia **Muscogee (Creek)** and Cherokee **cultures** of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

a. Compare and contrast the Georgia **Muscogee (Creek)** and Cherokee **cultures** of the past to those of Georgians today.

Target Text	Hook Text	Visual Text	Informational Text
<i>Jingle Dancer</i> by Cynthia Leitich Smith  This book offers students a window into powwow dance - one component of modern Muscogee/Creek culture that connects to the nation's past. They also see traditional elements of Muscogee/Creek life (moccasins, community reliance, the valued role of elders) mixed with modern American life.	<i>Muscogee Nation Tribal Headquarters</i> Located in Okmulgee, OK https://mvskoketourism.com/2025/01/09/capitol-headquarters/  <i>Ocmulgee Earth Lodge</i> Located in Macon, GA https://www.nps.gov/places/ocmulgee-mounds-earth-lodge.htm  Have students compare the two images, and discuss why the Muscogee (Creek) people may have designed their headquarters to resemble the Ocmulgee Earth Lodge.	<i>Muskoke (Creek) Nation Festival Stomp Dance 2016</i> https://www.youtube.com/watch?v=3we4r16J3us  Using sections of this video, students can see how traditional elements of dance, music, and celebration are woven into modern life. The people participating in the festival wear a mix of modern and traditional clothing, and the background includes traditional instruments along with modern carnival rides. (<i>Note: This video was recorded during a public dance, not a private ceremonial one.</i>)	<i>The Creeks Today</i> https://www.hmdb.org/m.asp?m=101823  With language from the Muscogee (Creek) Nation historical marker in Alabama, this site shares numerous facts that students can use to compare modern life in Georgia to both the historical and modern Muscogee (Creek) culture. Additionally, the layout of the website and marker provide practice in reading this sort of informational (non-narrative) text.

SS2H2: Describe the Georgia Muscogee (Creek) and **Cherokee cultures** of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

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Target Text	Hook Text	Visual Text	Informational Text
<i>We Are Grateful: Otsaliheliga</i> By Traci Sorell  This text addresses modern Cherokee culture through the lens of gratitude, teaching some traditional Cherokee perspectives and language along the way. When reading with students, focus on the similarities/differences between modern Cherokee culture and students' everyday lives. It also lends itself to a discussion of how modern life has changed for all people compared to lifestyles of the 17th/18th century.	<i>What Does It Mean to be Cherokee?</i> by the Cherokee Nation https://www.youtube.com/watch?v=1fueKx7bRYk  This video from the Cherokee Nation addresses both the strengths of Cherokee culture and ways in which modern Cherokee people continue ties to their traditions. We see people serving in government, providing goods/services, creating art, playing stickball, and even reading the <i>Cherokee Phoenix</i> newspaper.	<i>Cherokee Nation Citizens by State, 2026</i> by the Cherokee Nation https://www.cherokee.org/media/lbmrjmy/cherokee-citizens-by-state-2026.pdf  This current map lets students see and examine where many Cherokee people live today compared to their traditional homelands in GA/TN/NC. It also allows the development of map skills, by using the legend, compass rose, etc.	<i>About the Nation</i> by the Cherokee Nation https://www.cherokee.org/about-the-nation/  This article, while written well about most second graders' decoding capability, gives teachers a wealth of information to discuss in terms of modern Cherokee governance, culture, economics, and everyday life. Because it is short, teachers can work with students to read it as a class.