

Sample Quad Text Set Collections
6th Grade World Areas Studies
Unit 3: Europe: Past Shapes the Present (SS6H3)

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.

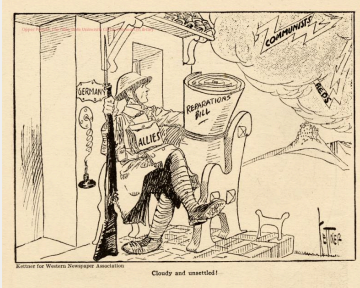
*All resources should be **fully reviewed prior to student use** to verify their appropriateness for the individual teacher's classroom and school setting. If you are unsure if something is appropriate for your school or district, check your district guidelines and/or consult with your grade level/department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

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SS6H3 Explain conflict and change in Europe.

*a. Describe the aftermath of World War I: the rise of communism, **the Treaty of Versailles**, the rise of Nazism, and worldwide depression.*

Target Text	Hook Text	Visual Text	Informational Text
“Treaty of Versailles” Part VIII (Articles 231 - 238) ONLY Text of Treaty Regarding Reparations. (Avalon Project Yale University) https://avalon.law.yale.edu/imt/partviii.asp	“How did Adolf Hitler Happen?” Article About the Implications of the Failed Treaty of Versailles (National WWII Museum) https://www.nationalww2museum.org/war/articles/how-did-adolf-hitler-happen	“From World War I to World War II: A Restless Break” Video showing boundary changes through the Treaty of Versailles (History Mapped Out) https://www.youtube.com/watch?v=5q7JMuH46vI  “Cloudy and Unsettled” Political Cartoon and Explanation (Ohio State University History Teaching Institute) https://hti.osu.edu/opper/lesson-plans/treaty-of-versailles/images/cloudy-and-unsettled	“The Undermining of Democracy in Germany” Article (Holocaust Mem Museum) https://encyclopedia.ushmm.org/content/en/article/world-war-i-aftermath “Q&A: What Does the Versailles Treaty Teach Us About the Aftermath of War?” Summary/explanations (Univ of Denver) https://www.du.edu/news/ga-what-does-versailles-treaty-teach-us-about-aftermath-war “The End of WWI and the Treaty of Versailles” Interactive Article (BBC Bitesize) https://www.bbc.co.uk/bitesize/articles/zxig3j6#zvngwnb “Senate Rejects Treaty of Versailles” Article (Annenberg Classroom) https://www.annenbergclassroom.org/timeline_event/senate-rejects-treaty-versailles/ “League of Nations” Article (Britannica Kids) https://kids.britannica.com/kids/article/League-of-Nations/353370 “German War Reparations Financially Ended” Article (Peace Palace Library) https://peacepalacelibrary.nl/blog/2011/german-war-reparations-ww-i-financially-ended

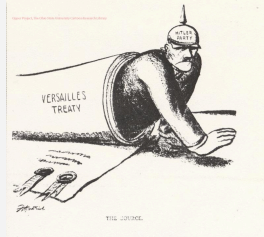
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b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.

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“The 25 Point Program of the NSDAP (Nazi Party)” Document Written by Adolf Hitler February 24, 1920 Outlining Plan for Germany (Avalon Project Yale University) https://avalon.law.yale.edu/imt/1708-ps.asp	“What Was Nazi Propaganda?” Video (US Holocaust Memorial Museum) https://www.youtube.com/watch?v=_UF6zAqDSJE	“The Impact of Nazi Propaganda” Visual Essay (Facing History and Ourselves) https://www.facinghistory.org/resource-library/visual-essay-impact-propaganda  “The Source” Political Cartoon and Explanation (Ohio State University History Teaching Institute) https://hti.osu.edu/opper/lesson-plans/treaty-of-versailles/images/the-source	“Why the Nazis Achieved Power” Interactive Article (BBC Bitesize) https://www.bbc.co.uk/bitesize/guides/zsrwixs/revision/7 “Introduction to the Holocaust” Article (US Holocaust Memorial Museum) https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust “State of Deception: The Power of Nazi Propaganda” Visual Archive (US Holocaust Memorial Museum) https://exhibitions.ushmm.org/propaganda/home/state-of-deception-the-power-of-nazi-propaganda “Adolf Hitler Rise to Power, Impact, and Death” Article (History Channel) https://www.history.com/articles/adolf-hitler “The Nuremberg Race Laws” Article (National WWII Museum) https://www.nationalww2museum.org/war/articles/nuremberg-laws

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c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

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“Tear Down This Wall: President Reagan Speech June 12, 1987” Transcript of Speech (Goethe Institut - Germany in Focus Handout) https://www.goethe.de/prj/dlp/dlapi/v1/index.cfm?endpoint=/tlm/download&file_ID=18049&tlm_ID=3919	“Berlin’s Palace of Tears, A Reminder of Divided Families, Despair” Article (NPR Morning Edition Transcript) https://www.npr.org/sections/parallels/2014/11/10/362294465/near-old-border-of-east-germany-a-reminder-of-despair	“German Reunification - A History” Video (Deutschland - German Federal Office) https://www.youtube.com/watch?v=IHdcBrsmPdo  “In Pictures: The Rise and Fall of the Berlin Wall” Photo Gallery with Commentary (CNN) https://www.cnn.com/2019/11/09/europe/gallery/berlin-wall-rise-fall-grm-intl	“Helmut Kohl and the Struggles of Reunification” Article (Britannica) https://www.britannica.com/place/Germany/Helmut-Kohl-and-the-struggles-of-reunification “The Berlin Wall Falls and USSR Dissolves” Article (US State Department) https://history.state.gov/departmenthistory/short-history/berlinwall “Timeline of the Cold War” (Truman Presidential Library) https://www.trumanlibrary.gov/sites/default/files/TrumanCIA_Timeline.pdf “Cold War: An Overview” Article (OER Project) https://www.oerproject.com/OER-Materials/OER-Media/HTML-Articles/Origins/Unit8/Cold-War-An-Overview