

Sample Quad Text Set Collections
Grade 8 Georgia Studies
Unit 4: Statehood (SS8H3 and SS8H4)

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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SS8H3 Analyze the role of Georgia in the American Revolutionary Era.

b. Interpret the three parts of the Declaration of Independence (preamble, grievances, and declaration) and identify the three Georgia signers of the document.

Target Text	Hook Text	Visual Text	Informational Text
“The Declaration of Independence” Printable Copy (National Constitution Center) https://constitutioncenter.org/media/files/Declaration.pdf	“Did You Know... Independence Day Should Actually Be July 2?” Article (National Archives) https://www.archives.gov/press/press-releases/2005/nr05-83	“Button Gwinnett & the Signer’s Monument” Video (Marked Series - GPB) https://www.pbs.org/video/button-gwinnett-the-signers-monument-wwsl40/ “Who signed the Declaration of Independence for Georgia: Augusta Signers Monument” Video (Marked Series- GPB) https://www.youtube.com/watch?v=jTuk5N42fR0  “John Trumbull’s Declaration of Independence” Painting and Description (Architect of the Capitol) https://www.aoc.gov/explore-capitol-campus/art/declaration-independence	“An Overview of the Declaration of Independence” Article (National Park Service) https://www.nps.gov/inde/learn/education/classrooms/resources-declarationoverview.htm “Button Gwinnett” Interactive Exhibit (American Battlefield Trust) https://american-revolution-experience.battlefields.org/people/button-gwinnett#gwinnett-born “Lyman Hall” Article (New Georgia Encyclopedia) https://www.georgiaencyclopedia.org/articles/government-politics/lyman-hall-1724-1790/ “George Walton” Article (New Georgia Encyclopedia) https://www.georgiaencyclopedia.org/articles/government-politics/george-walton-ca-1749-1804/ “The Declaration of Independence Around the World” Essay (Monticello) https://www.monticello.org/declaration/ “The Declaration of Independence: What Were They Thinking?” Explanation of Grievances (National Park Service) https://www.nps.gov/fost/blogs/the-declaration-of-independence-what-were-they-thinking.htm

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SS8H4 Explain significant factors that affected westward expansion in Georgia between 1789 and 1840.

e. Analyze how key people (John Ross, John Marshall, and Andrew Jackson) and events (Dahlonega Gold Rush and Worcester v. Georgia) led to the removal of the Cherokees from Georgia known as the Trail of Tears.

Target Text	Hook Text	Visual Text	• Informational Text
“Andrew Jackson: Second Annual Message to Congress” (UVA Miller Center for Presidential History) https://millercenter.org/the-presidency/presidential-speeches/december-6-1830-second-annual-message-congress ***Why it aligns: This is Andrew Jackson’s presidential speech. It reflects the motivations and his justification for ignoring the supreme court decision pertaining to American Indian sovereignty and signing the Indian Removal Act.	“Land Lottery Cherokee Nation” Video (PBS Learning Media) https://gpb.pbslearningmedia.org/resource/6d94328a-18cb-43b2-b574-10b4f67396ec/land-lottery-chokeke-nation/	 “Trail of Tears National Historic Trail” Interactive Map (National Park Service) https://www.nps.gov/trte/plan-your-visit/maps.htm “Trail of Tears: Are the Cherokee an independent Nation?” Video clip (PBS Learning Media) https://gpb.pbslearningmedia.org/resource/arct.socst.ush.ttg-oringcourt/are-the-chokeke-an-independent-nation/	“Address to the People of the United States, by the General Council of the Cherokee Nation” John Ross Document (Teaching American History) https://teachingamericanhistory.org/document/address-to-the-people-of-the-united-states-by-the-general-council-of-the-chokeke-nation/ “Cherokee Removal” Article (New Georgia Encyclopedia) https://www.georgiaencyclopedia.org/articles/history-archaeology/chokeke-removal/ “Part of an 1830 pamphlet printed by the Cherokee nation discussing Indian Removal” (UGA Hargrett Library- Digital Public Library of America) https://dp.la/primary-source-sets/jacksonian-democracy/sources/144 “Indian Treaties and the Removal Act of 1830” Article (Office of the Historian US State Department) https://history.state.gov/milestones/1830-1860/indian-treaties

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