

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.

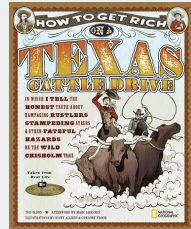
The Hook Texts:

- 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.

SS5H1: Describe how life changed in America at the turn of the century.

a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.

Target Text	Hook Text	Visual Text	Informational Text
“Cattle Drives” First-hand account told by rancher James H. Cook regarding the process for herding the cattle on the long drives. (Nebraska State Historical Society) https://history.nebraska.gov/publications_section/cattle-drives/	“Nat Love: African American Cowboy Old West” Video (Scholastic) https://www.youtube.com/watch?v=ZiQH1cyhLM	 “Featured Map: Cattle Trails to Texas Highways” Comparison maps of the old Cattle Trails and the modern Texas cities and highway system. (Texas A&M Natural Resources Institute) Note - students may need guidance in making the comparisons and understanding why the routes are similar. https://nri.tamu.edu/blog/2022/march/featured-map-cattle-trails-to-texas-highways/	“Texas Cattle Drives” Article about the Chisholm Trail and Goodnight-Loving Trail (Texas Parks and Wildlife) https://tpwd.texas.gov/education/resources/keep-texas-wild/vaqueros-and-cowboys/texas-cattle-drives “Trail Drives” Description of the specialized cowboy jobs on the cattle trail. (Texas Parks and Wildlife) https://tpwd.texas.gov/education/resources/keep-texas-wild/vaqueros-and-cowboys/trail-drives-1  “How to Get Rich on a Texas Cattle Drive” Children’s Historical Fiction by Tod Olson

SS5H1: Describe how life changed in America at the turn of the century.

b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and **Thomas Edison** (electricity).

Target Text	Hook Text	Visual Text	Informational Text
“Statement on a National Tribute to Thomas Alva Edison” President Herbert Hoover October 20, 1931. (UC Santa Barbara American Presidency Project) https://www.presidency.ucsb.edu/documents/statement-national-tribute-thomas-alva-edison	“Great Innovators: Thomas Edison and the Lightbulb” Video by StoryBots (Netflix Jr.) https://www.youtube.com/watch?v=b1KwZTtziY	“Thomas Edison: Inventor and Entrepreneur” Video Clip (PBS Learning Media) https://gpb.pbslearningmedia.org/resource/americon-vid-thomas-edison/video/  “Edison and his Electric Light: Scenes at Menlo Park on New Year’s Eve” Image from the New York Daily Graphic January 3, 1880 (Rutgers School of Arts and Sciences) chrome-extension://efaidnbmnfnibpcajpcglclefindmkaj/https://edison.rutgers.edu/images/archive/webimages/NYDG121880.pdf	“Famous People: Edison - 1847” Bio from Energy Kids (US Energy Information Administration) https://www.eia.gov/kids/history-of-energy/famous-people/edison.php “Timeless Thomas: How Thomas Edison Changed Our Lives” Children’s Book by Gene Barretta “Thomas Edison For Kids” Overview (Thomas Edison National Historic Park New Jersey) https://www.nps.gov/edis/learn/kidsyouth/index.htm

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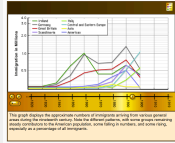
SS5H1: Describe how life changed in America at the turn of the century.

c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the **building of the Panama Canal**.

Target Text	Hook Text	Visual Text	Informational Text
 “A Crown He is Entitled to Wear” Cartoon by Victor Gillam (<i>Judge</i> Magazine June 4, 1904) https://elections.harpweek.com/1904/cartoon-1904-large.asp?UniqueID=26&Year= Note - Use of a political cartoon supports the GSE Information Processing skill #17, which should be developed in 5th Grade. The teacher may need to guide students through the symbolic representations in the cartoon to allow students to derive the text's overall message.	“How Panama Canal Works Animation” Video simulation (How it Works) https://www.youtube.com/watch?v=1NwvCj9CMuw	“Demolition, Disease, and Death: Building the Panama Canal” Video (TED-Ed) https://www.youtube.com/watch?v=uE_UuHrXCY  “Canal Crazy” Article and maps (National Maritime Historical Society) https://seahistory.org/sea-history-for-kids/canal-crazy/	“<i>What is the Panama Canal</i>” by Janet Pascal - From the What Was Series “Theodore ‘Teddy’ Roosevelt” Article (Time for Kids) https://www.timeforkids.com/g56/teddy-roosevelt/ “Panama Canal” Article on Various Canal topics (Britannica Kids) https://kids.britannica.com/students/article/Panama-Canal/276264

SS5H1: Describe how life changed in America at the turn of the century.

d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

Target Text	Hook Text	Visual Text	Informational Text
“The New Colossus” by Emma Lazarus (National Park Service) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://home.nps.gov/common/uploads/teachers/lessonplans/The%20New%20Colossus-%20Emma%20Lazarus.pdf	“Her Right Foot” Read Aloud Book by Dave Eggers Provides an overview of the Statue of Liberty’s design and the subtle message of American acceptance of immigrants through the position of the statue’s right foot	 “Graph of Immigration 1800-1910” Interactive Graph (University of Oregon-Mapping History) https://mappinghistory.uoregon.edu/english/US/US27-03.html  “Distribution of the foreign born population of the US: 1890” Map (Library of Congress) https://www.loc.gov/resource/g3701gm.gct00010/?sp=30&r=-0.322,-0.126,1.446,0.555,0	“Overview + History: Ellis Island” Article (Statue of Liberty & Ellis Island Found.) https://www.statueofliberty.org/ellis-island/overview-history/ “Foreign Born Population 1850 - 2020” Interactive map (Univ. of Richmond) https://dsl.richmond.edu/panorama/foreignborn/#decade=2020 **Note, may require teacher guidance to navigate and interpret graphs.. “Part Two: The Transatlantic Journey” Video (National Park Service) https://www.nps.gov/media/video/view.htm?id=4BA86258-4024-4710-9329-40BDA66102EF “Angel Island” Article (Britannica Kids) https://kids.britannica.com/kids/article/Angel-Island/629294 “Emma Lazarus” Brief Bio (University of Houston - Digital History) https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3288