
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.*

SS5H2: Describe U.S. Involvement in World War I and post-World War I America.

- a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the *Lusitania* and concerns over safety of U.S. ships, U.S. contributions to the war, and the **impact of the Treaty of Versailles in 1919**.

Target Text	Hook Text	Visual Text	Informational Text
“Treaty of Peace with Germany, 1919 - The Senate Rejects the Treaty of Versailles” Artifact and excerpt of Henry Cabot Lodge Letter to Senator Albert Beveridge. (US Capitol Visitor Center) https://www.visitthecapitol.gov/artifact/treaty-peace-germany-treaty-versailles-1919 **This source is short but requires students to connect the Versailles Treaty to the US process for treaty ratification Each Informational Text in this set will introduce the provisions of the treaty. The BLAMED acronym may be of assistance: Blame, League of Nations, Army Restrictions, Money Reparations, Empire territorial losses, and demilitarized zone.	“Where Poppies Grow” by Linda Granfield. Read Aloud contains photos, memorabilia, anecdotes, notes, and letters from a variety of people involved in World War I.	 “A Bitter Pill To Swallow” Political Cartoon from the London Daily Express - May 7, 1919. (Hunter College of CUNY) https://europeanhistory.omeka.net/items/show/76  “How American Press Announced Signing of Peace Treaty” Newspaper Pictorial. <i>New York Times</i>, 1919 (Library of Congress) https://www.loc.gov/resource/collqdc.qc000037/?sp=498&r=0.12.0.614.0.879.0.337.0	“History in a Nutshell World War I” Video (PBS Learning Media) https://www.pbs.org/video/world-war-i-bfok73/ “The End of World War I and the Treaty of Versailles” (BBC Bitesize for Kids) https://www.bbc.co.uk/bitesize/article/s/zxjg3j6#zvnqwnb “League of Nations” Article (Britannica Kids) https://kids.britannica.com/kids/article/League-of-Nations/353370 “<i>The End of World War I: The Treaty of Versailles and Its Tragic Legacy</i>” Children’s book by Alan Swayze

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*b. Describe the cultural developments and individual contribution in the 1920s of the Jazz Age (Louis Armstrong), **the Harlem Renaissance (Langston Hughes)**, baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).*

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“I, Too” Poem by Langston Hughes, 1926. (Text from the Academy of American Poets) https://poets.org/poem/i-too	“Finding Langston” Children’s book by Lesa Cline-Ransome.	“Langston Hughes, Pioneer of Jazz Poetry” Video (PBS Learning Media) https://gpb.pbslearningmedia.org/resource/langston-hughes-video/wwiz-know-ohio/  “One Way Ticket” Jacob Lawrence’s Migration Series - Article including Hughes’ poetry about the Great Migration (Museum of Modern Art) https://www.moma.org/interactives/exhibitions/2015/onewayticket/panel/1/culture/	“A New African American Identity: The Harlem Renaissance” Article (National Museum of African American History and Culture) https://nmaahc.si.edu/explore/stories/new-african-american-identity-harlem-renaissance “A Brief Guide to Jazz Poetry” Article (Academy of American Poets) https://poets.org/text/brief-guide-jazz-poetry “New Exhibit Celebrates Impact of the Harlem Renaissance” Video clip (PBS News Hour) https://www.pbs.org/video/harlem-renaissance-1710885786/ “The Harlem Renaissance: A Uniquely American Movement” Article (Ashbrook Center Ashland University) https://ashbrook.org/viewpoint/the-harlem-renaissance-a-uniquely-american-movement/