

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.*

SSUSH3: Analyze the causes of the American Revolution.

*b. Explain the colonial response to the Proclamation of 1763, **the Stamp Act**, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.*

Target Text	Hook Text	Visual Text	Informational Text
“The Declaration of Rights of the Stamp Act Congress, 19 October 1765” (University of Wisconsin Center for the Study of the Constitution) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://archive.csac.history.wisc.edu/8_THE_DECLARATION_OF_RIGHTS_OF_THE_STAMP_ACT_CONGRESS.pdf	“The Stamp Act [condensed] (City University of New York CUNY Investigating US History Project) https://investigatinghistory.ashp.cuny.edu/module2B.php “No Stamped Paper to Be Had” Philadelphia Newspaper printed by Hall and Franklin, 1765. (Library of Congress) https://www.loc.gov/resource/rbpe.34604500/ This would be a great document for students to review in groups assigned a section of the newspaper’s front page. A PDF transcription can be downloaded if students struggle with the newspaper font.	 “The Repeal or the Funeral of Miss Americ-Stamp” Political Cartoon by Benjamin Wilson March 18, 1766. (Learning Exploration - Image and interpretation guide by University of Houston Digital History) https://www.digitalhistory.uh.edu/active_learning/explorations/revolution/cartoon2.cfm “The Stamp Act Protests: The Protest in Images” (City University of New York CUNY Investigating US History Project) https://investigatinghistory.ashp.cuny.edu/module2E.php	“The Stamp Act of 1765 and the Petition of the British Colonies in North America” (UK Parliament Article) https://committees.parliament.uk/committee/326/petitions-committee/news/99262/the-stamp-act-of-1765-and-the-petition-of-the-british-colonies-in-north-america/ “War of Words: How the Stamp Act Sparked the American Revolution” Essay by Gordon S. Wood. (Colonial Williamsburg) https://research.colonialwilliamsburg.org/Foundation/journal/Autumn15/StampAct.cfm “What was the Stamp Act Congress and Why Did it Matter?” By Adam E. Zielinski (American Battlefield Trust) https://www.battlefields.org/learn/articles/what-was-stamp-act-congress

SSUSH3: Analyze the causes of the American Revolution.

c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

Target Text	Hook Text	Visual Text	Informational Text
- Thomas Paine's <i>Common Sense</i> Excerpt (National Constitution Center) https://constitutioncenter.org/education/classroom-resource-library/classroom/primary-source-thomas-paine-common-sense OR - Depending on the students in the class, the full text of Thomas Paine's <i>Common Sense</i> pamphlet can be accessed here as a PDF from the Library of Congress https://www.loc.gov/resource/gdc.00538951171/?sp=2&st=image&r=-1.605,-0.035,4.209,1.615,0	"The legacy of Thomas Paine's 'Common Sense' on its 250th Anniversary" (NPR "All Things Considered" January 10, 2026 - Audio and Transcribed interview included) https://www.npr.org/2026/01/10/nx-s1-5669445/the-legacy-of-thomas-paines-common-sense-on-its-250th-anniversary	"Thomas Paine's 'Common Sense': A Call to Revolution" (PBS Learning Media Video Clip from Ken Burns' American Revolution) https://gpb.pbslearningmedia.org/resource/thomas-paine-common-sense-revolution-gallery/the-american-revolution/?utm_source=youtube&utm_medium=social&utm_content=t.paine_ga_pinned&utm_campaign=american_revolution	"An Eloquent Argument" (Smithsonian Snapshot) https://www.si.edu/collections/snapshot/eloquent-argument "Image 2 of the <i>Virginia Gazette</i> Williamsburg VA, March 23, 1776" (Library of Congress) https://www.loc.gov/resource/sn84024739/1776-03-23/ed-1/?sp=2&q=Common+Sense&clip=1051.2887,1021,1262&ciw=1021&rot=0&oclr=blogger "The Olive Branch Petition" Article (National Park Service) https://www.nps.gov/articles/000/the-olive-branch-petition.htm Explains how the Continental Congress blames Parliament and sought help from the King in 1775. This shows how Paine's arguments against the King changed independence movement in early 1776.

SSUSH4: Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.

Target Text	Hook Text	Visual Text	Informational Text
“Declaration of Independence” (National Archives Transcription) https://www.archives.gov/founding-docs/declaration-transcript	“The Declaration of Independence’s Influence Around the World” Video and Transcription (National Constitution Center) https://constitutioncenter.org/essays/the-declaration-of-independences-influence-around-the-world	“The Declaration Committee” Image from the National Park Service (Thomas Jefferson Memorial) https://www.nps.gov/thje/learn/history-culture/the-declaration-committee.htm  “The Declaration of Independence, July 4, 1776” Painting by John Trumbull. (Yale University Art Gallery) https://artgallery.yale.edu/collections/objects/69	“The Declaration and the Committee of Five” Podcast by Thomas Jefferson’s Monticello https://www.monticello.org/the-declaration-of-independence/the-committee-of-five “The Declaration of Independence: What Does It Say?” Explore America’s Founding Documents (National Archives) https://www.archives.gov/founding-docs/declaration/what-does-it-say “Letter from John Adams to Abigail Adams, 3 July 1776” (Massachusetts Historical Society) https://www.masshist.org/digitaladams/archive/doc?id=L17760703jasecond

SSUSH4: Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.

Target Text	Hook Text	Visual Text	Informational Text
“George Washington from Valley Forge on the urgent need for men and supplies, 1777” (Gilder Lehrman Institute of American History: History Resources) https://www.gilderlehrman.org/history-resources/spotlight-primary-source/george-washington-valley-forge-urgent-need-men-and-supplies	“Address to Congress on Resigning His Commission” Speech to the Continental Congress by George Washington December 23, 1783. (Maryland State Archives) https://msa.maryland.gov/msa/stagser/s1259/131/html/gwresign.html ** This document is intended to show one of George Washington’s greatest acts as a military leader was actually his resignation. He preserved democracy following the Revolutionary War by resigning so a military dictatorship would not form.	“George Washington, A Novice General.” Video (George Washington’s Mount Vernon) https://www.mountvernon.org/video/playlist/6Parlzf16Q “Baron von Steuben Drilling American Recruits at Valley Forge in 1778 by Edwin Austin Abbey” (Explore PA History) https://explorepahistory.com/displayimage.php%3FimgId=1-2-3C9&storyId=1-9-7.html  “Leutze’s Washington Crossing the Delaware” Painting and Interpretation (American Revolution Institute) https://www.americanrevolutioninstitute.org/washington-crossing-the-delaware-primary-source-analysis/	“Winter at Valley Forge” Article (American Battlefield Trust) https://www.battlefields.org/learn/articles/winter-valley-forge “Marquis de Lafayette” Article (Valley Forge National Historic Park- National Park Service) https://www.nps.gov/vafo/learn/historyculture/lafayette.htm “The U.S.’s First Military Manual” (Library of Congress Blog presentation and description of Baron von Steuben’s role) https://blogs.loc.gov/bibliomaniac/2026/04/01/the-u-s-s-first-military-manual/ “George Washington as General” (Encyclopedia Virginia & Virginia Humanities) https://encyclopediavirginia.org/entries/george-washington-as-general/

SSUSH5: Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, The Federalist Papers, and the roles of Alexander Hamilton and James Madison.

Target Text	Hook Text	Visual Text	Informational Text
“Federalist #1 - Excerpt” Written by Alexander Hamilton (National Constitution Center) https://constitutioncenter.org/the-constitution/historic-document-library/detail/alexander-hamilton-federalist-no-1 “Brutus No. 1 - Excerpt” Written under an Anti-Federalist pseudonym (National Constitution Center) https://constitutioncenter.org/the-constitution/historic-document-library/detail/brutus-essay-no-1	“Philadelphia and the Constitutional Convention” Video Clip (PBS Learning Media) https://www.pbs.org/video/constitution-usa-peter-sagal-philadelphia-and-constitutional-convention/	“Debates of the Constitution: A 250 Mini-Documentary” Video (Bill of Rights Institute) https://billofrightsinstitute.org/videos/debates-of-the-constitution-a250-mini-documentary/ - Ratification Maps for each of the 13 state conventions 1787-1790 (University of Wisconsin-Madison Center for the Study of the American Constitution) https://archive.csac.history.wisc.edu/maps.htm “Infographic: Differences Between Federalists and Anti-Federalists” (Gilder Lehrman Institute of American History) https://www.gilderlehrman.org/informational-graphics/differences-federalists-and-antifederalists	“Objections of the Hon. George Mason to the Constitution” Dec 1787 (Gilder Lehrman Institute of American History) chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.gilderlehrman.org/sites/default/files/inline-pdf/opposingviewpoints.handouts3.pdf “Introduction to the Antifederalists” (Teaching American History) https://teachingamericanhistory.org/resource/fafd-home/fafd-antifederalist-intro/ “Hamilton and the US Constitution” Article (PBS American Experience) https://www.pbs.org/wgbh/americanexperience/features/duel-hamilton-and-us-constitution/