

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.*

SSUSH8: Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.

c. Analyze the impact of the Mexican War on growing sectionalism.

Target Text	Hook Text	Visual Text	Informational Text
President James K. Polk's Message to Congress on May 11, 1846 (University of Virginia Miller Center for Presidential History) https://millercenter.org/the-presidency/presidential-speeches/may-11-1846-war-message-congress	- Heimler's APUSH History Videos (Steve Heimler) ▶ The MEXICAN-AMERICAN WAR - A Summary of the Mexican War (The Constitution Center) https://constitutioncenter.org/blog/the-mexican-american-war-in-a-nutshell	- American Progress by John Gast (Library of Congress) https://www.loc.gov/pictures/resource/ppmsca.09855/ - Plucked: The Mexican Eagle before and after the war (Library of Congress Political Cartoon) https://www.loc.gov/pictures/resource/cph.3c30816/	- The annexation of Texas, the Mexican War, and the Treaty of Guadalupe Hidalgo (The Office of the Historian) https://history.state.gov/milestones/1830-1860/texas-annexation - The Treaty of Guadalupe Hidalgo (The National Archives) https://www.archives.gov/milestone-documents/treaty-of-guadalupe-hidalgo - California As I Saw It: First Person Narratives 1849-1900 (Library of Congress) https://www.loc.gov/collections/california-first-person-narratives/about-this-collection/

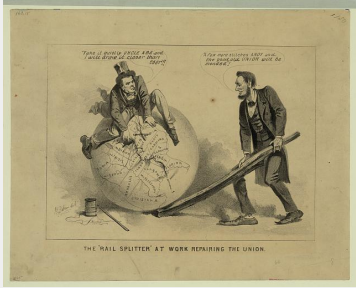
SSUSH9: Evaluate key events, issues, and individuals related to the Civil War.

c. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, **issuing the Emancipation Proclamation**, and delivering the Gettysburg Address and Second Inaugural Addresses.

Target Text	Hook Text	Visual Text	Informational Text
“Emancipation Proclamation January 1, 1863 - Transcript” (National Archives) https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html	“10 Facts: The Emancipation Proclamation” (American Battlefield Trust) https://www.battlefields.org/learn/articles/10-facts-emancipation-proclamation?ms=googlegrant&gad_source=1&gad_campaignid=1432490795&gbraid=0AAAAAD6pCMj-FpdUY1yvz4qmIF5SZpK5J&qclid=CjwKCAjwvNfSBhBiEiwAyaGM Cd2aJ67QKj8354CiC9CbxHdAMKaW0_bCI8MHuNNfuN-ud7nwHH7_7hoCcEAQAvD_BwE	 “Emancipation of Negroes” Political Cartoon by Thomas Nast in Harper's Weekly January 24, 1863. (ThomasNastCartoons.com) https://thomasnastcartoons.com/selected-cartoons/emancipation-of-negros-24-january-1863/	“Emancipation Proclamation - Online Exhibit” (National Archives) https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation “Emancipation Proclamation: An Introduction” (National Museum of African American History and Culture) https://nmaahc.si.edu/explore/stories/emancipation-proclamation-striking-mighty-blow-slavery/introduction “William Seward to Charles Francis Adams on the Emancipation Proclamation - Sept. 22, 1862” Letter (American Battlefield Trust) https://www.battlefields.org/learn/primary-sources/william-seward-charles-francis-adams-emancipation-proclamation

SSUSH10: Identify legal, political, and social dimensions of Reconstruction.

c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.

Target Text	Hook Text	Visual Text	Informational Text
“Thirteenth Amendment” The Constitution Annotated (Congress of the United States) https://constitution.congress.gov/constitution/amendment-13/ “Fourteenth Amendment” The Constitution Annotated (Congress of the United States) https://constitution.congress.gov/constitution/amendment-14/ “Fifteenth Amendment” The Constitution Annotated (Congress of the United States) https://constitution.congress.gov/constitution/amendment-15/	“The Reconstruction Amendments” Video Clip (Annenberg Classroom) https://www.youtube.com/watch?v=5akFTIPCuwQ  “The Rail Splitter at Work Repairing the Union” Lithograph Cartoon by J.E. Baker (Library of Congress) https://www.loc.gov/pictures/item/2008661827/	 “The Fifteenth Amendment Celebrated May 19, 1870” Lithograph by Thomas Kelly (National Museum of American History) https://americanhistory.si.edu/collections/object/nmah_324921  “The First Vote” Political Cartoon by A.R. Waud in <i>Harper's Weekly</i> November 16, 1867. (Library of Congress) https://www.loc.gov/item/2011648984/	“Civil Rights and Reconstruction” Amendments Explained (Historical Society of the New York Courts) https://history.nycourts.gov/democracy-teacher-toolkit/civil-rights-and-reconstruction/ “The End of Slavery and the Reconstruction Amendments” Essay (Bill of Rights Institute) https://billofrightsinstitute.org/essays/the-end-of-slavery-and-the-reconstruction-amendments/ “Black Codes - 1865” Article (National Constitution Center) https://constitutioncenter.org/the-constitution/historic-document-library/detail/mississippi-south-carolina-black-codes-1865