
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.

Unit 4: Classical African & Middle Eastern Middle Ages & Islamic Empires (Standards SSWH5, SSWH6, SSWH12)

Aligned to Georgia Standards of Excellence (GSE) | Based on the work of Sarah Lupo et al. (2022)

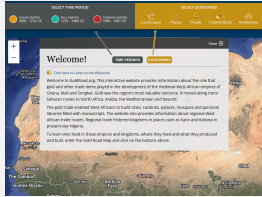
SSWH5: Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.

c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.

Target Text	Hook Text	Visual Text	Informational Text
The Travels of Ibn Battuta (Excerpts on Anatolia) (Fordham University Internet Medieval Sourcebook) https://sourcebooks.web.fordham.edu/source/battuta.asp	“The Voyages of Ibn Battuta: Exploring the Divergent Paths of Islam and the West” Essay by Dr. Don Holsinger (Seattle Pacific University <i>Response Magazine</i> Spring 2003) https://spu.edu/depts/uc/response/spring2k3/voyages.html	 “The Silk Road and Islam Spread” Online Map Exhibition (Cornell University - Islam in Asia: Diversity in Past and Present Exhibition) https://guides.library.cornell.edu/islamAsiaExhibit/SilkRoadIslam “The Travels of Ibn Battuta” Interactive tour of Battuta’s medieval travels (UC Berkeley ORIAS) https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta	“Ibn Battuta” Biography (The Mariners’ Museum and Park : The Ages of Exploration) https://exploration.marinersmuseum.org/subject/ibn-battuta/ “Trans-Saharan Trade Routes” Article by Dr. Bennett Sherry University of Pittsburgh (OER Project) https://www.oerproject.com/OER-Materials/OER-Media/HTML-Articles/Origins/Unit6/Trans-Saharan-Trade-Routes “A Geniza Letter Regarding Trade and Market Prices” (The Cairo Geniza), c. 1130s CE” (George Mason University Center for Global Islamic Studies - Bridging Cultures) https://bridgingcultures-muslimjourneys.org/items/show/208

SSWH6: Describe the diverse characteristics of early African societies before 1500 CE/AD

a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.

Target Text	Hook Text	Visual Text	Informational Text
The Epic of Sundiata (Excerpts on the Founder of Mali, c. 13th Century) (World History Commons Portal) https://cmartinresgmsd.weebly.com/uploads/3/8/3/1/38314033/sundiata_excerpt.pdf	“How Griots Tell Legendary Epics Through Stories and Songs in West Africa” Essay by Hakimah Abdul-Fattah April 20, 2020 (Metropolitan Museum of Art) https://www.metmuseum.org/perspectives/sahel-sunjata-stories-songs	 - The Catalan Atlas of 1375 (Mansa Musa Depiction and Analysis) (Khan Academy Art History) https://www.khanacademy.org/humanities/renaissance-reformation/late-gothic-italy/xa6688040:spain-the-late-gothic/a/the-catalan-atlas  - Interactive Trade Map: Trans-Saharan Gold and Salt Routes (Howard University Center for African Studies - World History Commons Portal) http://thegoldroad.org/map.aspx#Location=16.93661~1.63404&Zoom=5&TradeRoutes=0	“The West African Trans-Saharan Gold and Salt Trade Networks” (The Metropolitan Museum of Art Heilbrunn Timeline) https://www.metmuseum.org/essays/the-trans-saharan-gold-trade-7th-14th-century “Sundiata” Background (UC Berkeley ORIAS) https://orias.berkeley.edu/resources-teachers/monomyth-heros-journey-project/sundiata “The Mali Empire” Encyclopedic Entry (National Geographic) https://education.nationalgeographic.org/resource/mali-empire/ “Sundiata Keita” Encyclopedic Entry (National Geographic) https://education.nationalgeographic.org/resource/sundiata-keita/

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.

SSWH12: Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.

b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.

Focus Topic: Gunpowder Technology, Imperial Expansion, and Cultural Syncretism

Target Text	Hook Text	Visual Text	Informational Text
The Memoirs of Babur (Baburnama), c. 16th Century (Mughal Foundations) (Washington.edu) https://depts.washington.edu/silkroad/texts/babur/babur1.html	Architectural Analysis and Imagery of the Taj Mahal (Khan Academy Art History) https://www.khanacademy.org/humanities/ap-art-history/south-east-se-asia/india-art/a/the-taj-mahal	 “Map of the Mughal Empire” (OER Project) https://www.oerproject.com/OER-Materials/OER-Media/HTML-Articles/1200/Unit3/Mughal-Empire “Making the Baburnama” Visual Exhibition (Smithsonian National Museum of Asian Art) https://asia.si.edu/explore-art-culture/collections/collections-areas/southasian-himalayan/discoverin-g-babur/writing-my-truth-the-mughal-emperor-babur/making-the-baburnama/	“How the Mughal Empire Began” Article (BBC Bitesize) https://www.bbc.co.uk/bitesize/articles/z8jcdnb#zdg4wsg “Reign of Akbar” Article (EBSCO) https://www.ebsco.com/research-starters/history/reign-akbar “Mughal Dynasty” Encyclopedia Entry (Britannica) https://www.britannica.com/topic/Mughal-dynasty “The Mughal Empire” Essay by Dr. Whitney Howarth of Plymouth State University (OER Project) https://www.oerproject.com/OER-Materials/OER-Media/HTML-Articles/1200/Unit3/Mughal-Empire