
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.

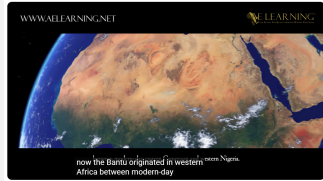
SSWH1: Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC

- a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.
- b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.
- c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.

Target Text	Hook Text	Visual Text	Informational Text
- The Code of Hammurabi, c. 1750 BCE (Yale Avalon Project) https://avalon.law.yale.edu/ancient/hamframe.asp - Hymn to the Nile, c. 2100 BCE (Fordham University Internet Ancient History Sourcebook) https://sourcebooks.web.fordham.edu/ancient/hymn-nile.asp	"Articles, Laws, and Orders Divine, Moral, and Martial for Virginia, 1612" (Virtual Jamestown Document Archive) https://www.virtualjamestown.org/exist/cocoon/jamestown/fha/J1041	 - The Stele of King Hammurabi Monument Detail (Louvre Museum) https://collections.louvre.fr/en/ark:/53355/cl010174436  - Map of the Cradles of Early Civilization & Society (World History Encyc. Database) https://www.worldhistory.org/image/21507/map-of-the-cradles-of-early-civilization--society/	"The Rise of Mesopotamian City-States" Historical Overview (World History Encyclopedia) https://www.worldhistory.org/Mesopotamia/

SSWH1: Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.

d. Identify the Bantu migration patterns and contribution to settled agriculture.

Target Text	Hook Text	Visual Text	Informational Text
“9.2 The Emergence of Farming and the Bantu Migrations” World History Volume I: Chapter (Open Stax Rice University) https://openstax.org/books/world-history-volume-1/pages/9-2-the-emergence-of-farming-and-the-bantu-migrations	“How Climate Change Drives Modern Human Migration” News Article (BBC News Science & Environment) https://www.bbc.com/future/article/20221117-how-borders-might-change-to-cope-with-climate-migration	 - Map of the Bantu Migrations Across Sub-Saharan Africa (World History Encyclopedia) https://www.worldhistory.org/image/10445/the-bantu-migration-in-africa/  “The Bantu Expansion” Video (AE Learning) https://www.youtube.com/watch?v=jmEsBmDJF5A	“The Bantu Migration and Agricultural Expansion” Historical Summary (World History Encyclopedia) https://www.worldhistory.org/Bantu_Migration/ “The spread of Farming in Sub-Saharan Africa: Bantu Migration” Article by Tony Maccarella (OER Project) https://www.oerproject.com/en/oer-materials/oer-media/html-articles/origins/unit2/the-spread-of-farming-in-sub-saharan-africa “Bantu Languages” Article (EBSCO) https://www.ebsco.com/research-starters/language-and-linguistics/bantu-languages

SSWH2: Identify the major achievements of Chinese and Indian societies to 500 CE/AD.

a. Describe the development of Indican civilization, include: the rise and fall of the Maurya and Gupta Empires.

Target Text	Hook Text	Visual Text	Informational Text
The Edicts of King Ashoka, c. 250 BCE (Colorado State University Historical Archive) https://www.cs.colostate.edu/~malaiya/ashoka.html	“What Makes a Good Member of Society?” Public Data Report (Pew Research Center) https://www.pewresearch.org/global/2022/11/16/what-makes-someone-a-good-member-of-society/	 The Pillars of Ashoka and Mauryan Art Analysis (Khan Academy Art History) https://www.khanacademy.org/humanities/art-asia/south-asia/x97ec695a:1000-b-c-e-500ce-indo-gangetic-plain/a/the-pillars-of-ashoka	“Hinduism and Buddhism, an Introduction” Core Beliefs and Castes (Khan Academy Culture & Religion Series) https://www.khanacademy.org/humanities/ap-art-history/introduction-cultures-religions-apah/hinduism-apah/a/hinduism-and-buddhism-an-introduction “Mauryan Empire” Article by the Department of Asian Art (Metropolitan Museum of Art) https://www.metmuseum.org/essays/mauryan-empire-ca-323-185-b-c “Edicts of Ashoka” Interactive Gallery (PBS - The Story of India) https://www.pbs.org/thestoryofindia/gallery/photos/6.html “Analysis: The Edicts of King Ashoka” (EBSCO) https://www.ebsco.com/research-starters/history/analysis-edicts-king-ashoka