
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.

SSWH3: Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.

B. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.

Target Text	Hook Text	Visual Text	Informational Text
“The Laws (ca. 367-366 BC) and The Republic (ca. 380 BC)” Works of Plato (Excerpts by the National Constitution Center) https://constitutioncenter.org/the-constitution/historic-document-library/detail/platothe-laws-ca-367-366-bc-and-the-republic-ca-380-bc	“Famous Trials: The Trial of Socrates, 399 BCE” Essay and Accounts (University of Missouri-Kansas City School of Law Archive) https://www.famous-trials.com/socrates “The Socratic Method” (University of Chicago Law School) https://www.law.uchicago.edu/socratic-method	 3D Virtual Tour & Images: The Acropolis of Athens and Parthenon Architecture (Hellenic Ministry of Culture) https://acropolisvirtualtour2014.ysma.gr/  “School of Athens” Painting by Raphael (Vatican Museums) https://www.museivaticani.va/content/museivaticani/en/collezioni/musei/stanze-di-raffaello/stanza-della-segnatura/scuola-di-atene.html	“Democratic Experiments: Comparing Athens and Rome” Educational Text (USHistory.org Civic Text) https://www.ushistory.org/civ/5a.asp “Apology by Plato” Article (EBSCO) https://www.ebsco.com/research-starters/history/apology-plato “What are Plato’s 5 Forms of Government?” Article (History Channel) https://www.history.com/articles/what-are-platos-5-forms-of-government “Socrates and Plato” Article (Lumen Learning) https://courses.lumenlearning.com/suny-fmcc-philosophy/chapter/socrates-and-plato/

SSWH4: Analyze the impact of the Byzantine and Mongol empires.

- a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.

Target Text	Hook Text	Visual Text	Informational Text
Excerpts from the Code of Justinian (Corpus Juris Civilis), c. 534 CE (Bloomsbury) https://media.bloomsbury.com/rep/files/Primary%20Source%201.3%20-%20Code%20of%20Justinian.pdf	“The Rule of Justinian I: Laying the Groundwork for Modern Law” Article (Library for Kids) https://libraryforkids.com/the-rule-of-justinian-i-laying-the-groundwork-for-modern-law/	 - Architectural Layout and Mosaics of the Hagia Sophia (Khan Academy Art History) https://www.khanacademy.org/humanities/ap-art-history/early-europe-and-colonial-americas/medieval-europe-islamic-world/a/hagia-sophia-istanbul  “Map of the Byzantine Empire, c. 520-1204” Map and Explanation (World History Encyclopedia) https://www.worldhistory.org/image/15330/map-of-the-byzantine-empire-c-520---1204/	“The Byzantine Empire: Continuity and Change from Rome” Overview (History.com) https://www.history.com/articles/byzantine-empire “The Great Schism of 1054: Roman Catholicism vs. Eastern Orthodoxy” Essay (World History Encyclopedia) https://www.britannica.com/event/East-West-Schism-1054 “Justinian’s Code” Article (EBSCO) https://www.ebsco.com/research-starters/law/justinians-code “The Byzantine State Under Justinian I” Essay by Sarah Brooks James Madison University (Metropolitan Museum of Art) https://www.metmuseum.org/essays/the-byzantine-state-under-justinian-i-justinian-the-great