

Unit 5: European & Asian Middle Ages, Renaissance & Reformation (Standards SSWH7, SSWH9, SSWH11)

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

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.

SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.

a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.

Target Text	Hook Text	Visual Text	Informational Text
The Magna Carta, 1215 CE (The National Archives of the United Kingdom) https://www.nationalarchives.gov.uk/education/resources/magna-carta/british-library-magna-carta-1215-ronnymede/	“Magna Carta: Does it Still Matter?” Essay by Dr. David Torrance, House of Commons Library (British House of Commons) https://commonslibrary.parliament.uk/magna-carta-does-it-still-matter/ “Magna Carter: Revered by Founders, ‘Great Charter’ is Still Relevant Today” Essay by James Breig (Colonial Williamsburg)	“Magna Carta 800th Anniversary” Video Clip of US Chief Justice John Roberts Reflecting on the Magna Carta” (CSPAN) https://www.c-span.org/program/american-history-tv/magna-carta-800th-anniversary/358890	“Feudalism and Anglo-Saxon Society in Medieval Europe” Essay (World History Encyclopedia) https://www.worldhistory.org/Feudalism/ “King John and the Magna Carta” Interactive Article (BBC Bitesize) https://www.bbc.co.uk/bitesize/article/zcq66g8#zjs66g8 “British History: Magna Carta” Explanation (University of Wisconsin-Madison Law Studies) https://users.ssc.wisc.edu/~rkeyser/?page_id=651 “Common Law” Article (EBSCO Research Starter) https://www.ebsco.com/research-starters/history/common-law

SSWH9: Analyze change and continuity in the Renaissance and Reformation.

E. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin

Target Text	Hook Text	Visual Text	Informational Text
Martin Luther's Ninety-Five Theses, 1517 CE (Famous Trials by Professor Douglas O. Linder) https://famous-trials.com/luther/296-theses	"Martin Luther's Account of His Breakthrough (The Tower Experience), c. 1519 CE" (California History-Social Science Project) https://chssp.ucdavis.edu/blog/martin-luther-primary-source-and-common-core-standards-activities	 High-Resolution Digital Archive of the Gutenberg Bible Gutenberg Press Sheets (British Library Collection) https://archive.org/details/thegutenbergbible	"The Protestant Reformation in Europe: A Core Historical Overview" (World History Encyclopedia) https://www.worldhistory.org/Protestant_Reformation/ "Reformation Causes and Effects" Article (Britannica) https://www.britannica.com/summary/Reformation-Causes-and-Effects "Henry VIII's Act of Supremacy, 1534" Original Text (University of Oregon) https://pages.uoregon.edu/sshoemaker/323/texts/act_of_supremacy.htm "How Martin Luther Sparked the Reformation" Essay (National Library of Scotland) https://www.nls.uk/collections/stories/scottish-history/how-martin-luther-sparked-the-reformation/

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SSWH11: Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.

a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.

Target Text	Hook Text	Visual Text	Informational Text
“The Tokugawa Shogunate: Text of the Sakoku (Closed Country) Edict of June 1636” (OER Commons) https://oercommons.org/courseware/lesson/87892/student/?section=2 - The Edicts of The Tokugawa Shogunate : (EXCERPTS FROM LAWS OF MILITARY HOUSEHOLDS 1615)(Asia for Educators) https://afe.easia.columbia.edu/ps/japan/tokugawa_edicts_military.pdf	“Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34” John Green’s Video overview (OER Project) https://www.oerproject.com/OER-Materials/OER-Media/Videos/WHP-1750/Unit2/Samurai-Daimyo-Matthew-Perry-and-Nationalism	 - Woodblock Prints Exhibiting the Four-Tier Social Structure of Edo Japan (RISD Museum) https://risdmuseum.org/exhibitions-events/exhibitions/edo-culture-reflected-japanese-woodblock-prints “Art of the Edo Period 1615-1868” Online Exhibition (Metropolitan Museum of Art) https://www.metmuseum.org/esays/art-of-the-edo-period-1615-1868	“The Socio-Political Hierarchy of the Tokugawa Shogunate” Overview (OER Project) https://www.oerproject.com/OER-Materials/OER-Media/HTML-Articles/1750/Unit1/The-Tokugawa-Shogunate “Tokugawa Shogunate” Article (EBSCO Research Starter) https://www.ebsco.com/research-starters/politics-and-government/tokugawa-shogunate “Life Under the Shoguns” Article (National Library of Australia) https://www.library.gov.au/learn/digital-classroom/japan-under-shoguns-794-1867/life-under-shoguns “Historical Background of the Edo Period 1615-1868” Article (Asian Art Museum) https://education.asianart.org/resources/historical-background-of-the-edo-period/