GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

First Grade

History - George Washington Carver

Aligned to Georgia Standards of Excellence (GSE) I 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.

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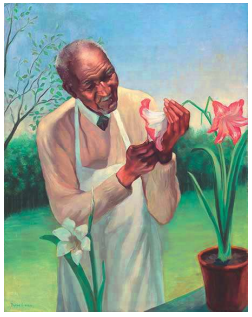
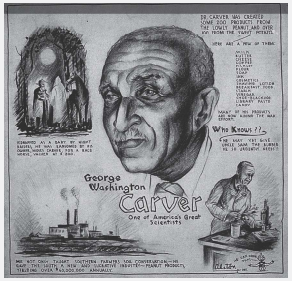
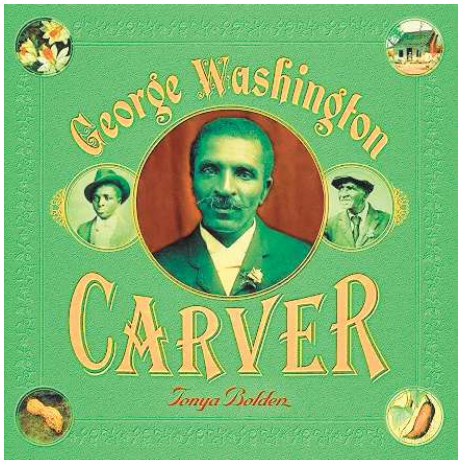
History - George Washington Carver

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

SS1H1 Read about and describe the life of historical figures in American history.

a. *Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Theodore Roosevelt (National Parks and the environment),* ***George Washington Carver (science)****, and Ruby Bridges (civil rights).*

b. *Describe how everyday life of these historical figures is similar to and different from everyday life in the present (for example: food, clothing, homes, transportation, communication, recreation, etc.).*

Target Text	Hook Text	Visual Text	Informational Text
George Washington Carver by ReadWorks https://www.readworks.org/article/George-Washington-Carver/65e8a144-9c95-46e4-aac1-026b613e6754 This short article not only provides grade-level decoding practice, but also uses several key vocabulary words (*invented, products, discovery, crop rotation*) that help students focus on key contributions from Carver. (ReadWorks is free to access with a login obtainable by providing your school's name and zip code.)	*George Washington Carver* by Betsy Graves Reynau https://npg.si.edu/learn/classroom-resource/george-washington-carver-scientist-and-miracle-worker  Project the image of this painting for students to see, and allow them to simply share what they notice. Rather than asking them to guess who is portrayed and why	*George Washington Carver - One of America's Great Scientists* by Charles Alston https://catalog.archives.gov/id/535694  This WWII-era cartoon gives students a sampling of Carver's accomplishments in a visual format. Teachers may find it to be a good tool for teaching first graders how to "read" a visual	*George Washington Carver* by Tonya Bolden  Author Tonya Bolden published this book in coordination with a museum exhibit. As a result, the

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	he is important, collect their observations first. Then, students can begin to make predictions (based on evidence) as to why the class is examining the painting. Teacher note: the Smithsonian website linked above gives some excellent background information, including the fact that this is the only known portrait of Carver painted from life. He refused every portraitist but Reynau.	source: -where do you look first? -how do you move from reading one section to another? -what do you do if something doesn't make sense? -which pieces of text explain which images? Students might also consider the audience for this work, and they could compare the style of drawing to what they typically see today. Teacher note: The top-left corner of the image shows a member of the Ku Klux Klan from the back. The klansman is described as a "night rider" in the text, and will probably not be identifiable to most first graders. However, if this image is not appropriate for your students, use the video linked below instead. *Who was George Washington Carver?* by PBS Learning Media https://www.youtube.com/watch?v=CCz3CwttiF8	text contains numerous primary source images and documents, in addition to well-written biographical information. Teachers may wish to choose excerpts from the text to share with students rather than reading the entire book start to finish. In addition, teachers will want to note that Carver was a prolific letter-writer, and many of his letters are preserved. One collection, at the USDA's National Agricultural Library, contains letters regarding a variety of subjects. Students will enjoy trying to read these letters for themselves (in cursive!) and finding familiar words and phrases related to Carver's life and achievements. *George Washington Carver Correspondence Collection* at the National Agricultural Library: https://www.nal.usda.gov/exhibits/speccoll/collections/show/51

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