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 a 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 Informational texts, but provide visual support for the key vocabulary and context needed to understand 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 sparks 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.

GCSS Georgia Council for the Social Studies

Sample Quad Text Set Collections

US History

Unit 8, Great Depression and WWII

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

SSUSH17: Analyze the causes and consequences of the Great Depression.

b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

Target Text	Hook Text	Visual Text	Informational Text
• "Letter to all State Governors on a Uniform Soil Conservation Law" Letter from Franklin D. Roosevelt, February 26, 1937 (University of California, American Presidency Project) https://www.presidency.ucsb.edu/documents/letter-all-state-governors-uniform-soil-conservation-law	• "Letter from the Dust Bowl: Caroline Henderson to Evelyn Harris, June 30, 1935" First appeared in *The Atlantic* May 1936. (Recorded here with commentary by the Library of America) https://storyoftheweek.loa.org/2015/06/letter-from-dust-bowl.html	• "The Dust Bowl: A Historic Climate Migration" (ARCGIS Storymap and Commentary by ESRI and National Geographic) https://storymaps.arcgis.com/stories/9d576157b2154067938a60a0a90af5fc • "The Dust Bowl Migration" Primary Source Image Set (Library of Congress) https://www.loc.gov/classroom-materials/dust-bowl-migration/ • "Dust Bowl Wind Erosion Photographs" (USDA) https://infosys.ars.usda.gov/WindErosion/multimedia/dustbowl/dustbowlpics.html • "A Manmade Ecological Disaster" Video (PBS Learning Media – Ken Burns in the Classroom) https://gpb.pbslearningmedia.org/resource/ecological-disaster-ken-burns-dust-bowl/ken-burns-the-dust-bowl/	• "The Dust Bowl" Article and images related to the causes and impact of the Dust Bowl. (National Drought Mitigation Center – University of Nebraska) https://drought.unl.edu/dustbowl/ • "The Dust Bowl: Causes, Effects, and Historical Significance" Article, Maps and Images (Texas State Historical Association) https://www.tshaonline.org/handbook/entries/dust-bowl • "Ken Burns' Dust Bowl: How the 'Dirty Thirties' Changed Policy in Oklahoma" Article (NPR – State Impact Oklahoma) https://stateimpact.npr.org/oklahoma/2012/11/16/ken-burns-dust-bowl-how-the-dirty-thirties-changed-policy-in-oklahoma/

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SSUSH17: Analyze the causes and consequences of the Great Depression.

c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

Target Text	Hook Text	Visual Text	Informational Text
• "Recommendation of Seattle Housing Authority on elimination of 'Shack' Problem in Seattle" Collection of official city of Seattle documents and maps related to the local government's assessment and plan for the Hooverville (Office of the Seattle City Clerk) https://clerk.seattle.gov/~CFS/CF_169237.pdf	• "Excerpt from 'The Story of Hooverville in Seattle, by Jesse Jackson- 1935" Primary Source Document (Seattle Government Offices) https://www.seattle.gov/documents/Departments/CityArchive/DDL/Hoovervilles/jackson.pdf	• "Hooverville Photographs" Digital Image Collection (University of Washington) https://digitalcollections.lib.washington.edu/digital/search/searchterm/hooverville/field/all/mode/all/conn/and/cosuppress/ • "Pickets Protesting 'Hoovervilles' and Supporting Cooperative Stores During Hearing of California State Relief Administration, Los Angeles, 1940" (University of California, Los Angles Special Collections) https://digital.library.ucla.edu/catalog/ark:/21198/zz0002q1zj 	• "Hoovervilles and Homelessness" Article and data (University of Washington: Great Depression in Washington State) https://depts.washington.edu/depress/hooverville.shtml • "Hoovervilles: Definition & Great Depression" Article and Images (History Channel) https://www.history.com/articles/hoovervilles • "The Great Depression and the New Deal: Transient Division Newsletter from Macon, GA, 1934" Primary Source and Commentary that shows life in a homeless camp during the Great Depression (University of Illinois Open Publishing Network) https://iopn.library.illinois.edu/scalar/the-great-depression-and-the-new-deal-transient-division-newsletter-from-macon-georgia/introduction?path=index

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

SSUSH18: Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

c. Analyze political challenges to Roosevelt's leadership and New Deal programs.

Target Text	Hook Text	Visual Text	Informational Text
• "An Excerpt from a 1935 Pamphlet of the American Liberty League Criticizing the New Deal" Focus on the introduction and Section I (Digital Public Library of America – Primary Source Set: The New Deal) https://dp.la/primary-source-sets/the-new-deal/sources/568 OR • "The Facts in the Case: Speech by Alfred Smith at the American Liberty League Dinner, Washington DC, January 25, 1936" Transcript of Speech (Teaching American History Primary Source Document) https://teachingamericanhistory.org/document/betrayal-of-the-democratic-party/ Both documents relate to the American Liberty League. Choose the one most appropriate for students.	• "Constitutional Issues-Separation of Powers" Background Essay by Leslie Gray and Wynell Burroughs (National Archives) https://www.archives.gov/education/lessons/separation-powers This essay can be used with students to introduce the growing opposition that developed as Franklin Roosevelt introduced more New Deal programs that challenged the system of checks and balances. Students should be familiar with the New Deal programs prior to working with these sources related to the opposition Roosevelt faced during the later part of his presidency.	• "Constitution of the United States" Political Cartoon (Norman Rockwell Museum) https://www.frankschoonover.org/2001-2510/2001-2100/2067s-constitution-of-the-united-states-sketch/ • "After All, There's a Limit" Political Cartoon by Charles Henry Sykes for the Evening Public Ledger. (Free Library of Philadelphia) https://libwww.freelibrary.org/digital/item/54539 	• "New Deal Critics" Essay and Images by Michael Parrish of UC San Diego. Includes detailed explanation of the American Liberty League's origin (Bill of Rights Institute) https://billofrightsinstitute.org/essays/new-deal-critics/ • "The Second New Deal: Challenges From Critics on All Sides" Article and Images (CUNY – OpenEd) https://opened.cuny.edu/coursware/lesson/444/student/?section=2

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SSUSH18: Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

*c. Examine the European Theater including difficulties the US faced in delivering weapons, food, and medical supplies to troops, **D-Day**, and the Fall of Berlin.*

Target Text	Hook Text	Visual Text	Informational Text
• "Quadrant Conference Papers and Minutes of Meetings" August 1943. Preparations by the War Cabinet for Operation Overlord (which became D-Day). (Dwight D. Eisenhower Library) https://www.eisenhowerlibrary.gov/sites/default/files/research/online-documents/d-day/quadrant-conference.pdf	• "D-Day Deception: Operation Fortitude South" Description and images of the elaborate decoys used in the leadup to the D-Day invasion. (English Heritage) https://www.english-heritage.org.uk/visit/places/dover-castle/history-and-stories/d-day-deception/	• "D-Day 1944" United News Newsreel video description of the planning and execution of the D-Day invasion. (National Archives) https://docsteach.org/document/d-day/ • "D-Day the 6th of June: Normandy 1944" Detailed invasion map created by the Center of Military History with descriptions of the regiments and nations involved at each beach landing. (Library of Congress) https://www.loc.gov/resource/g5833n.ct001239/?r=-0.009,-0.115,1.111,0.601,0 	• "General Eisenhower's Order of the Day" June 6, 1944. Primary Source statement given to troops on the D-Day invasion. (National Archives: DocsTeach) https://docsteach.org/document/dday-statement/ • "Operation Overlord – June 6, 1944" D-Day Overview. (US Army) https://www.army.mil/d-day/history.html • "How the Normandy Invasion Happened: Infographic and Descriptive Overview" (Britannica) https://www.britannica.com/story/normandy-invasion-overview • "Marshall and the Quebec Conference" Quebec "Quadrant" Conference in D-Day (George Marshall Foundation) https://www.marshallfoundation.org/articles-and-features/marshall-quebec-conference/

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