GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

World History

Unit 10 - Cold War/Post 1960/Globalization (Standards 20, 21, and 22)

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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SSWH20: Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

*d. Analyze opposition movements to existing political systems, include: **anti-apartheid**, Tiananmen Square, and the fall of the Berlin Wall.*

Target Text	Hook Text	Visual Text	Informational Text
• "Statement by Nelson Mandela from the dock at the opening of the defence case in the Rivonia Trial, Pretoria Supreme Court - Pretoria" (1964) (Mandela.gov) http://www.mandela.gov.za/mandela_speeches/before/640420_trial.htm	• "The Freedom Charter" (African National Congress) https://www.anc1912.org.za/the-freedom-charter-2/	• "Hector Pieterson" (Britanica) https://www.britannica.com/biography/Hector-Pieterson	• "The End of Apartheid" (US State Department - Office of the Historian) https://history.state.gov/milestones/1989-1992/apartheid

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SSWH21: Examine the political, economic, and social changes in the post-WWII era, including independence movements and regional conflicts.

d. Examine change and continuity in the world since the 1960s.

Target Text	Hook Text	Visual Text	Informational Text
• "Statement by the President on the Nuclear Nonproliferation Treaty To Be Presented to the Eighteen-Nation Disarmament Committee" (Pres. Lyndon Johnson, 1968) (The American Presidency Project) https://www.presidency.ucsb.edu/documents/statement-the-president-the-nuclear-nonproliferation-treaty-be-presented-the-eighteen	• "Address during the Cuban Missile Crisis" (October 1962 - Speech Transcript) (John F. Kennedy Presidential Library and Museum) https://www.jfklibrary.org/learn/about-jfk/historic-speeches/address-during-the-cuban-missile-crisis	• "Nuclear Weapons" (Graphs)(University of Oxford - Our World Data) https://ourworldindata.org/nuclear-weapons	• “The Nuclear Non-Proliferation Treaty (NPT), 1968” (US Department of State - Office of the Historian) https://history.state.gov/milestones/1961-1968/npt

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SSWH22: Analyze globalization in the contemporary world.

a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.

Target Text	Hook Text	Visual Text	Informational Text
• "The World Is Flat: A Brief History of the Twenty-First Century" (Chapter 2: "The Ten Forces That Flattened the World") by Thomas L. Friedman (PDF Coffee) https://pdfcoffee.com/world-is-flat-pdf-free.html	• "*1985: Was Live Aid the best rock concert ever?"* (BBC News) http://news.bbc.co.uk/onthisday/hi/witness/july/13/newsid_3041000/3041494.stm	• "TeleGeography's Interactive Submarine Cable Map" (TeleGeography) https://www.submarinecablemap.com/	• "Communications Satellites" (National Air and Space Museum, Smithsonian) https://airandspace.si.edu/explore/stories/communications-satellites

SSWH 20: How the Quad supports the single Target Text: The Informational Text explains how the 1948 segregation laws created the legal and economic system that Mandela was fighting, providing the structural setup for the trial. The Visual Text connects the policy of racial suppression to the real-world youth resistance and international outrage that brought global attention to the regime. The Freedom Charter (Hook) introduces the peaceful foundational demands of the movement, directly preparing students to understand why Mandela in the Target Text felt compelled to justify underground resistance when peaceful avenues were banned.

SSWH 21:How the Quad supports the single Target Text: The Hook Text establishes the real-world terror of nuclear brinkmanship (Cuban Missile Crisis), showing students why treaty negotiations became an urgent global imperative. The Visual Text connects abstract policy discussions to concrete quantitative data, allowing students to visualize how the treaties signed from the 1960s onward directly altered global military stockpiles. The Informational Tex equips students with the specialized diplomatic vocabulary and historical context needed to decode LBJ's treaty address in the Target Text.

SSWH 22: How the Quad supports the single Target Text: The Hook Text captures interest with a major pop-culture milestone to show how television and satellites created a shared global culture overnight. The Cable Map (Visual Text) connects abstract terms like "the internet" or "global economy" to tangible maps showing physical subsea internet cables bridging continents. The Informational Text defines foundational technological and economic terms, enabling students to evaluate Thomas Friedman's argument about how personal computing and satellite networks integrated world markets.

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