GCSS
Georgia Council for the Social Studies

Sample Quad Text Set Collections

World History

Unit 6 Ancient Civilizations (Standards SSWH8 and SSWH9)

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.

7/2/2026

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SSWH8:Describe the diverse characteristics of societies in Central and South America.

b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.

Target Text	Hook Text	Visual Text	Informational Text
• The Florentine Codex: Excerpts on the Aztec Market at Tlatelolco (Digital Florentine Codex, Book 9, folios 147r–148v) https://florentinecodex.getty.edu/book/9/folio/1r?spTexts=&nhTexts=	• "The Market of the City of Mexico," from The Memoirs of the Conquistador Bernal Díaz del Castillo, 1552 (Traditions of the Ancestors - TOTA Article) https://www.tota.world/article/2794/	• Interactive 3D Reconstruction of Tenochtitlan and the Tlatelolco Marketplace (Thomas Kole) https://tenochtitlan.thomaskole.nl/	• "Aztec Market & Trade System: Calpulli and Pochteca Guilds" (World History Encyclopedia) https://www.worldhistory.org/Aztec_Civilization/

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SSWH10: Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.
b. Analyze the global, economic, and cultural impact of the Columbian Exchange.

Target Text	Hook Text	Visual Text	Informational Text
• The Journal of Christopher Columbus, October 1492: First Impressions of Indigenous Trade (Yale Avalon Project) https://avalon.law.yale.edu/15th_century/colum.asp	• "El Requerimiento" by Juan López de Palacios Rubios (1513): Legal & Religious Demands (Encyclopedia Virginia) https://encyclopediavirginia.org/primary-documents/el-requerimiento-by-juan-lopez-de-palacios-rubios-1513/	• Visual Mapping of the Columbian Exchange: Goods, Crops, and Disease Routes (World History Encyclopedia) https://www.worldhistory.org/image/14397/cantino-world-map/	• "The Ecological and Economic Impact of the Columbian Exchange" (Encyclopedia Britannica) https://www.britannica.com/event/Columbian-exchange#ref343808

SSWH8:How the Quad supports the single Target Text: Before analyzing the complex bilingual ethnographic descriptions in the *Florentine Codex* (Target Text), students read a short, jaw-dropping primary entry by Spanish soldier Bernal Díaz (Hook Text) describing his sheer awe at seeing an Aztec market larger than any in Europe. The visual codices and economic overviews build the immediate vocabulary (chinampas, tribute, calpulli) needed to master the main reading.

SSWH10:How the Quad supports the single Target Text: Juan López de Palacios Rubios's *Requerimiento* (Hook Text) is a brief legal demand read aloud to Indigenous peoples by Spanish conquistadors. It gives students an instant preview of the European religious and territorial mindset *before* they closely analyze Columbus's daily log entries regarding initial contact and trade (Target Text).

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