Georgia Council for the Social Studies

Sample Quad Text Set Collections

World History

Unit 8 - Industrialization/Urbanization/Nationalism/Imperialism (Standards 15 and 16)

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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SSWH15: Describe the impact of industrialization and urbanization.

c. Examine the social impact of urbanization, include: women and children.

Target Text	Hook Text	Visual Text	Informational Text
• "The Sadler Committee Report" (1832) Michael Sadler Excerpts (Hanover College) https://history.hanover.edu/courses/excerpts/111sad.html	• "Friedrich Engels: Industrial Manchester", (1844) (Fordham University) https://sourcebooks.web.fordham.edu/mod/1844engels.asp	• "Un-hidden: child labour in early photography" (Europeana) https://www.europeana.eu/en/stories/un-hidden-child-labour-in-early-photography	• "1833 Factory Act" (National Archies UK) https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/ **Make sure students realize this is an act passed in the UK by Parliament in 1833. • "Pounds, Shillings, and Pence" Article (The Royal Mint Museum) https://www.royalmintmuseum.org.uk/journal/history/pounds-shillings-and-pence/ **This article explains the Victorian Age British currency and their symbols, which helps build a base of knowledge needed for the Sadler Committee Report.

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7/2/2026

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SSWH16: Analyze the rise of nationalism and worldwide imperialism.

*b. Assess imperialism in **Africa** and Asia, include: the influence of geography and natural resources.*

Target Text	Hook Text	Visual Text	Informational Text
• "The Casement Report,"(1904) 1492 - Key Excerpts (Northern VA Community College Loudon Campus - Professor Campbell) http://www.professorcampbell.org/sources/casementreport.html	• "An Open Letter to His Serene Majesty Leopold II, King of the Belgians and Sovereign of the Independent State of Congo, by Colonel the Honorable Geo. W. Williams, of the United States of America." (UMass Amherst) https://people.umass.edu/hist101/WILLIAMS%20Open%20Letter.pdf	• "Democratic Republic of Congo's mineral resources" (Le Monde diplomatique) https://mondediplo.com/maps/congo2006	• "The International Natural Rubber Market, 1870-1930" (Economic History Association) https://eh.net/encyclopedia/the-international-natural-rubber-market-1870-1930/ • "The Horrific Consequences of Rubber's Toxic Past" Article by Tim Hartford (BBC News) https://www.bbc.com/news/business-48533964 **Note one of the images in the article may be disturbing for students.

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SSWH16: Analyze the rise of nationalism and worldwide imperialism.
*b. Assess imperialism in Africa and **Asia**, include: the influence of geography and natural resources.*

Target Text	Hook Text	Visual Text	Informational Text
• "The Proclamation of Queen Victoria to the Princes and People of India" (1858) (Internet Archives) https://archive.org/stream/queens-proclamation/Queen%27sProclamation_djvu.txt	• "For All the Tea in China:The English East India Company" (University of Oxford) https://globalcapitalism.history.ox.ac.uk/sites/g/files/vzsiac2111/files/globalcapitalism/documents/media/case_33_-_english_east_india_company.pdf	• "Trade Goods of the East India Company" (World History Encyclopedia) https://www.worldhistory.org/article/2078/trade-goods-of-the-east-india-company/	• "India Under British Rule, PART I.EAST INDIA COMPANY, CHAPTER I.FIRST PERIOD: FACTORIES, FORTRESSES, TOWNS," 1600-1756. (Project Gutenberg) https://www.gutenberg.org/files/46151/46151-h/46151-h.htm • "British Raj" Article (EBSCO Research Starter) https://www.ebsco.com/research-starters/history/british-raj/

SSWH 15: How the Quad supports the single Target Text: Supporting text directly targets British factory labor conditions. The Factory Rules (Hook Text) introduces the rigid discipline imposed on young workers; the machinery engravings visualize the exact physical danger zones detailed in the witness statements; and the Factory Act overview clarifies the legislation produced directly from the Sadler Report's revelations. The article on Victorian currency and symbols helps students understand the discussions related to wages in the Sadler Report.

SSWH16:How the Quad supports the single Target Text: The Hook reveals the diplomatic hypocrisy behind European land grabs, while the Informational Text explains the economic driver; global demand for natural resources. The Visual Text anchors the physical geography of the rainforest and the labor involved. Together, they equip students with the context and vocabulary (quotas, raw materials, concessions) needed to process Casement's legal report.

SSWH16: How the Quad supports the single Target Text: The Hook and Visual Text illustrate how physical geography and agricultural wealth (natural resources) made Asian territories targets for foreign control. The Informational Text explains the shift from corporate control (East India Company) to state control, giving students the historical background required to comprehend Queen Victoria's formal political declaration.

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