Georgia Council for the Social Studies

Sample Quad Text Set Collections

World History

Unit 9 - WWI/Interwar/WWII (Standards 17, 18, and 19)

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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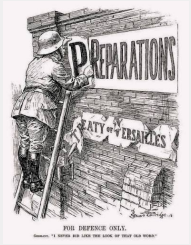
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SSWH17: Demonstrate an understanding of long-term causes of World War I and its global impact.

c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.

Target Text	Hook Text	Visual Text	Informational Text
• "The Treaty of Versailles" (Allied and Associated Powers / Yale Avalon Project) Reparation Articles #231 - 243. https://avalon.law.yale.edu/imt/partviii.asp	• "The Economic Consequences of the Peace" Excerpts (1919) (John Maynard Keynes /UNiversity of Cambridge) https://www.marshall.econ.cam.ac.uk/archives/economic-consequences-of-the-peace	 • "For Defence Only" British cartoon. *Punch Magazine* 9-14-32. Notice the year this cartoon was created. https://magazine.punch.co.uk/gallery-image/Bernard-Partridge-Cartoons/G0000_xSMzDQG4iQ/I0000jqWtnWPsFlg • "Europe after The Treaty of Versailles" (World History Encylocpedia) https://www.worldhistory.org/collection/301/europe-1914-1949-history-maps-of-the-world-wars/4/	• "The Treaty of Versailles and the Rise of Nazism" (United States Holocaust Memorial Museum) https://encyclopedia.ushmm.org/content/en/article/treaty-of-versailles • "After the Treaty of Versailles: Germany's World War I Debt Was So Crushing it Took 92 Years to Pay Off" Article (World War I Centennial Commission) https://www.worldwar1centennial.org/index.php/communicate/press-media/wwi-centennial-news/6436-germany-s-world-war-i-debt-was-so-crushing-it-took-92-years-to-pay-off.html

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7/2/2026

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SSWH18: Examine the major political and economic factors that shaped world societies between WWI and WW II.

*b. Describe the rise of fascism in Europe and Asia by comparing the policies of **Benito Mussolini in Italy,** Adolf Hitler in Germany, and Hirohito in Japan.*

Target Text	Hook Text	Visual Text	Informational Text
• "The Doctrine of Fascism" 1932 Excerpts (Benito Mussolini/Fordham Internet Modern History Sourcebook) https://sourcebooks.web.fordham.edu/mod/mussolini-fascism.asp	• "When Money Had No Value"(Facing History & Ourselves) https://www.facinghistory.org/resource-library/when-money-had-no-value	• "Propaganda Posters of Totalitarian Regimes" (1920s–1930s) (United States Holocaust Memorial Museum) https://exhibitions.ushmm.org/propaganda/1918-1933/selling-nazism-in-a-democracy	• "Rise of Totalitarian Regimes" (OER Commons) https://oercommons.org/courseware/lesson/87991/student/?section=5

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SSWH19: Demonstrate an understanding of the global political, economic, and social impact of World War II.

c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.

Target Text	Hook Text	Visual Text	Informational Text
• "The Yalta Conference" (February 1945 Excerpts) (Yale Avalon Project) https://avalon.law.yale.edu/wwii/yalta.asp	• "*Foreign Relations of the United States, Diplomatic Papers, The Conference of Berlin" 1945, Volume I* (Office of the Historian) https://history.state.gov/historicaldocuments/frus1945Berlinv01/d704	• "Churchill, Roosevelt, & Stalin in Yalta", 1945 (World History Encyclopedia) https://www.worldhistory.org/image/21223/churchill-roosevelt--stalin-in-yalta-1945/	• "How the 'Big Three' Teed Up the Cold War at the 1945 Yalta Conference" (History.com) https://www.history.com/articles/yalta-conference-big-three-wwii-cold-war

SSWH 17: How the Quad supports the single Target Text: Keynes' contemporary warning regarding severe economic terms (Hook Text) introduces the immediate post-war critique of harsh financial demands. This helps students understand the direct political and economic fallout *before* analyzing the legal wording of Articles 231–243 of the Treaty of Versailles (Target Text), which established German war reparations and excluded Germany from negotiating terms.

SSWH18:How the Quad supports the single Target Text: Short eyewitness account of useless currency in 1923 Germany (Hook Text) illustrates the economic collapse of the Interwar period. This sets up student understanding of why democratic systems destabilized, making Mussolini's rejection of individualism and emphasis on totalitarian state control (Target Text) attractive to desperate populations.

SSWH19: How the Quad supports the single Target Text: (Hook Text) The Yalta Conference the underlying geopolitical tension and clashing ideologies among Allied leaders right before they sat down to negotiate. (Visual Text) Connects the physical leaders to the actual geographic consequences of their decisions, specifically how their agreements redrew the map of Europe into Allied and Soviet zones. (Informational Text) Provides the core historical timeline and specialized vocabulary (spheres of influence, occupational zones, reparations, self-determination) necessary to unpack the formal legal protocols written in the Yalta Agreement.

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