Fire, Sources, Change

Read sources and trace causes and effects

4.P.2.2 "Develop skills which demonstrate an understanding of historical events and the people who shaped our history. Compare and analyze primary and secondary sources from the past and present..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two dangers that made escape harder, and circle a change that came after the fire. Write 1 beside the source made soon after the fire and 2 beside the source made much later.

The Triangle Factory Fire

1. On March 25, 1911, a fire spread through the Triangle Shirtwaist factory in New York City. Workers made clothing on the upper floors of a tall building. Some exit doors were locked, and the outside fire escape collapsed. Firefighters' ladders could not reach the highest floors. These dangers made escape harder. The fire killed 146 workers, many of them young immigrant women.

2. People learned about the fire from different sources. A newspaper report published the next day described people trapped above the reach of the ladders. It was written for readers who wanted immediate news. A museum article written today draws on old reports to explain the fire and later safety changes to visitors. The two sources tell about the same event, but they were made at different times for different readers.

3. Workers needed safe ways to leave the building. Lawmakers investigating the fire focused on rules that could protect workers in many factories. After the fire, New York investigated factory conditions. By 1913, the state had passed new safety laws, including rules about fire protection and exits. Today, readers can compare the urgent newspaper report with the museum's later explanation to see how the fire led to change.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which source is a primary source, and which is a secondary source? Explain how you know.

2. How did the readers and purpose of the newspaper report differ from those of the museum article?

3. Name two dangers at the factory. How did each make escape harder?

4. How might a worker and a lawmaker have focused on different problems after the fire?

3 YOUR TURN

Your own words

Make a four-entry written timeline labeled Before 1911, 1911, 1913, and Today. Link one factory danger to the fire and the later safety laws. In your Today entry, add a new question a student might ask about factory safety.

ANSWER KEY

Fire, Sources, Change

GRADE 4 · 4.P.2.2

PART 1 · READ AND MARK

Underline two dangers that made escape harder, and circle a change that came after the fire. Write 1 beside the source made soon after the fire and 2 beside the source made much later. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which source is a primary source, and which is a secondary source? Explain how you know.	**The newspaper report is primary because it was published just after the fire. The museum article is secondary because it was written later using old reports.**
2	How did the readers and purpose of the newspaper report differ from those of the museum article?	**The newspaper gave readers immediate news. The museum article teaches visitors about the fire and later safety changes.**
3	Name two dangers at the factory. How did each make escape harder?	**Locked doors blocked some exits. The collapsed fire escape took away another way out.**
4	How might a worker and a lawmaker have focused on different problems after the fire?	**A worker might focus on getting out of the building safely. A lawmaker might focus on rules to protect workers in many factories.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Before 1911: Some factory exit doors were locked, leaving workers with fewer ways out.
1911: A fire at the Triangle factory killed 146 workers, and the locked doors made escape harder.
1913: New York had passed new safety laws, including rules about fire protection and exits.
Today: A student might ask, "How do inspectors check that factory exit doors can open?"

Accept other passage-supported dangers, such as ladders that could not reach the upper floors. Timeline questions may vary, but the entries should stay in order and connect a danger, the fire, and later safety rules.