Evidence Tells More

Trace how a writer uses two sources to explain a historical event.

6.P.4.1.A "Compose informative essays and other written products using and citing evidence (e.g., facts, examples, details) from multiple sources and maintaining an organized structure."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one fact credited to each source, and circle the source name beside it. Number the paragraphs 1, 2, and 3 to track how the explanation moves from conditions to the fire and then to its effects.

The Fire That Changed Factory Safety

(1) On March 25, 1911, a fire broke out at the Triangle Shirtwaist Factory in New York City. Many workers were young immigrant women who sewed clothing in crowded rooms. The National Park Service reports that the factory occupied the top three floors of a ten-story building. This location mattered: workers high above the street could not easily escape the flames. The fire was not only a terrible event for one workplace. It also drew public attention to the safety rules that shaped thousands of other workplaces.

(2) The danger grew as people tried to leave. According to Cornell University's Kheel Center, the fire began on the eighth floor and spread quickly to the floors above. The center also reports that a ninth-floor exit door was locked and firefighters' ladders could not reach the highest floors. These details help explain why the fire killed 146 workers, a number recorded by the National Park Service. Together, the two sources show that the number of deaths was linked to specific obstacles, not simply to the flames.

(3) The disaster changed how people talked about work. Cornell University's Kheel Center describes the public protests and investigations that followed the fire. The National Park Service explains that New York passed new laws to make factories safer. These sources serve different purposes: one shows how people demanded action, while the other shows a result. When evidence is placed in this order, readers can follow a path from dangerous conditions to public response and new rules. The sources support a larger point: safety changes often begin when people refuse to ignore a tragedy.

2 ANSWER WITH EVIDENCE

Use the passage

1. What main idea does paragraph 1 introduce? Name a fact from the National Park Service that helps develop it.

2. How does paragraph 2 use facts from both sources to explain the deaths? Give one fact from each source.

3. How does paragraph 3 move from people's response to a change in the law? Name the source for each part.

4. What does the Kheel Center add to the passage that the National Park Service facts do not? Give one specific example.

3 YOUR TURN

Your own words

Write one organized paragraph of 5 to 6 sentences about how the Statue of Liberty came to the United States. Use and name both sources: the National Park Service says France gave the statue as a gift of friendship and it was dedicated in 1886; the Library of Congress says Emma Lazarus wrote a poem in 1883 to help raise money for its pedestal.

ANSWER KEY

Evidence Tells More

GRADE 6 · 6.P.4.1.A

PART 1 · READ AND MARK

Underline one fact credited to each source, and circle the source name beside it. Number the paragraphs 1, 2, and 3 to track how the explanation moves from conditions to the fire and then to its effects. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What main idea does paragraph 1 introduce? Name a fact from the National Park Service that helps develop it.	**The fire drew attention to workplace safety. The National Park Service reports that the factory was on the top three floors of a ten-story building, which made escape difficult.**
2	How does paragraph 2 use facts from both sources to explain the deaths? Give one fact from each source.	**Cornell University's Kheel Center reports that a ninth-floor exit door was locked. The National Park Service records that 146 workers died. The locked door helps explain why the death toll was so high.**
3	How does paragraph 3 move from people's response to a change in the law? Name the source for each part.	**Cornell University's Kheel Center describes the protests and investigations. The National Park Service explains that New York then passed new factory safety laws.**
4	What does the Kheel Center add to the passage that the National Park Service facts do not? Give one specific example.	**The Kheel Center adds details about the barriers to escape, such as the locked ninth-floor exit door, or about the protests and investigations after the fire.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The Statue of Liberty came to the United States through a gift and the efforts of people who supported it. According to the National Park Service, France gave the statue to the United States as a gift of friendship. The park service also says the statue was dedicated in 1886. The Library of Congress explains that Emma Lazarus wrote a poem in 1883 to help raise money for its pedestal. Together, these facts show how a gift from France and help from others brought the monument to the public.

Accept accurate paraphrases that connect a cited fact to the writer's point. For the final paragraph, look for a clear main idea, facts credited to both named sources, and a concluding idea.