Evidence on Exhibit

Shape a historical message for a specific audience

AWH.P.4.2.C "Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two researched facts, circle words that address student visitors, and number two places where the script explains why a fact matters to its audience.

An Exit Must Work

1. Before you move to the next exhibit, picture a crowded garment workshop above a New York City street. On March 25, 1911, a fire swept through the Triangle Shirtwaist factory. Cornell University's Triangle Fire archive records 146 deaths, most of them young immigrant women. That number is not just a measure of the flames. It points to workers whose escape depended on the building around them. As you listen, ask a question you might ask about any workplace: If a fire starts, can everyone reach a safe way out?

2. Cornell's archive describes a collapsed fire escape and a door that was locked during the fire. Flames were deadly, but the difficulty of leaving helped make this disaster so severe. Think of a crowded hallway at school: an exit is useful only if people can actually reach and open it. The comparison is not meant to equate a school day with a factory fire. It makes a safety problem visible to students visiting this exhibit. That simple idea belongs on the exhibit label, not just in a list of dates.

3. The fire did not end when the smoke cleared. According to the New York State Department of Labor, the state created a Factory Investigating Commission in 1911 and later passed laws to improve workplace safety. For this student audience, the exhibit should connect those reforms to the failed exits, rather than present the laws as random facts. A closing question might read, 'Which safety rule would have helped workers leave, and why?' Visitors can use the evidence they just heard to explain why an exit rule matters. History becomes more useful when a claim, evidence, and a reason stay together.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which comparison makes the script useful to student visitors? Explain how it helps them understand the historical evidence.

2. Which two details from Cornell's archive best support the claim that escape was difficult? Explain the connection.

3. Why does the script mention the Factory Investigating Commission and later laws after describing the exits?

4. How does the script's closing question ask student visitors to use evidence rather than recall a date?

3 YOUR TURN

Your own words

Write a 70 to 100 word exhibit label for parents visiting a school history night. Include at least two researched facts from the passage, explain how one supports a workplace safety lesson, and end with a question parents can discuss with a student. Do not reuse the school hallway comparison or the script's closing question.

ANSWER KEY

Evidence on Exhibit

HIGH SCHOOL · AWH.P.4.2.C

PART 1 · READ AND MARK

Underline two researched facts, circle words that address student visitors, and number two places where the script explains why a fact matters to its audience. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which comparison makes the script useful to student visitors? Explain how it helps them understand the historical evidence.	**The crowded school hallway gives students a familiar way to understand why an exit helps only when people can reach and open it.**
2	Which two details from Cornell's archive best support the claim that escape was difficult? Explain the connection.	**The fire escape collapsed, and a door was locked. Both could prevent workers from leaving the building.**
3	Why does the script mention the Factory Investigating Commission and later laws after describing the exits?	**The sequence helps visitors connect safety reforms to the problems workers faced during the fire.**
4	How does the script's closing question ask student visitors to use evidence rather than recall a date?	**It asks visitors to propose a safety rule and explain why it would help. They could cite the locked door or collapsed fire escape as evidence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Parents and students: In 1911, a fire at New York City's Triangle Shirtwaist factory killed 146 people, according to Cornell University's Triangle Fire archive. The archive also describes a collapsed fire escape and a locked door. Those details show why an exit plan must include routes people can actually use, not just routes drawn on paper. The New York State Department of Labor reports that the state created a Factory Investigating Commission that year and later passed safety laws. What should families ask about exits in places they visit together?

Accept different accurate facts and explanations grounded in the passage. For the exhibit label, check the word count, the parent audience, two researched facts, a reasoned safety lesson, and an original closing question.