Evidence on Display

Build a historical inquiry from sources to a public explanation

E.P.1.2.D "Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one inquiry question, circle two kinds of sources, and number three actions a researcher could take in order, from gathering evidence to revising a public display.

The Parade and the Outbreak

(1) On September 28, 1918, Philadelphia held a Liberty Loan parade to promote the sale of war bonds. Influenza was already spreading in the city. Within days, hospitals faced severe pressure, and officials closed schools and other public gathering places. Those facts suggest more than one inquiry. A student preparing a small museum display might ask, "How did city leaders weigh wartime fundraising against warnings about illness?" Another student might ask whose experiences are missing from official accounts. A useful inquiry question cannot be settled by one date. It names a decision or experience to investigate and allows for evidence that may complicate the first explanation.

(2) To investigate the parade decision, the student could first find newspaper announcements published before September 28 and health department reports from the same period. Next, the student could compare those records with later reports about hospital admissions and with letters from residents, if available. An announcement can show how organizers promoted the event, but it cannot prove what every official knew about the disease. A letter can reveal one person's experience, but it cannot stand for the whole city. If sources disagree, the student should record the disagreement and look for another account rather than choose the most dramatic quotation.

(3) The inquiry becomes an authentic task when the student creates a museum label for visitors, not just a list of facts for a test. The label could explain the decision, cite two different kinds of sources, and distinguish what the records show from what remains uncertain. A source note would let visitors check the evidence. Before publishing, the student could ask a classmate to identify any claim that lacks support, then revise the label. If no available record explains an official's private reasoning, the label should say so. The finished display answers a public question while making room for further inquiry.

2 ANSWER WITH EVIDENCE

Use the passage

1. Write a new inquiry question about the parade that you could investigate with two kinds of sources named in the passage. Name the sources.

2. You find a newspaper announcement praising the parade. What could it support in your display, and what could it not prove?

3. A resident's letter says that everyone in Philadelphia feared the parade. What should you do before using that claim in a display, and why?

4. A classmate flags this sentence in your museum label: “Officials knew exactly what would happen.” If no available record reveals their private reasoning, how should you revise it?

3 YOUR TURN

Your own words

Plan a short public history audio stop about Philadelphia residents' experiences during the 1918 influenza outbreak, not about why officials held the parade. Write your own inquiry question, name two kinds of sources from the passage, describe two steps for checking evidence, and explain what you would tell visitors if the sources disagree.

ANSWER KEY

Evidence on Display

HIGH SCHOOL · E.P.1.2.D

PART 1 · READ AND MARK

Underline one inquiry question, circle two kinds of sources, and number three actions a researcher could take in order, from gathering evidence to revising a public display. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Write a new inquiry question about the parade that you could investigate with two kinds of sources named in the passage. Name the sources.	**How did public promotion of the parade compare with information about influenza before September 28? Newspaper announcements and health department reports could help investigate this.**
2	You find a newspaper announcement praising the parade. What could it support in your display, and what could it not prove?	**It could show how organizers promoted the parade. It could not prove what every official knew about influenza.**
3	A resident's letter says that everyone in Philadelphia feared the parade. What should you do before using that claim in a display, and why?	**Compare the letter with other accounts and relevant reports. One person's experience cannot establish what everyone in the city felt.**
4	A classmate flags this sentence in your museum label: "Officials knew exactly what would happen." If no available record reveals their private reasoning, how should you revise it?	**Remove the unsupported claim and state that the available records do not establish what officials privately expected.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

How did the outbreak affect residents seeking hospital care? First, I would read health department reports and residents' letters for evidence about access to care. Next, I would compare the letters with later reports about hospital admissions and check when each source was created. If the sources disagree, the audio stop would describe the disagreement. It would not claim that one resident's experience represents everyone in Philadelphia.

Accept other investigable questions and source choices grounded in the passage. For the audio stop, look for an original inquiry, two appropriate source types, two evidence-checking steps, and an honest treatment of disagreement.