Evidence on Display

Shape a historical message for a specific audience

MWH.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 two choices Maya makes for seventh-grade visitors, and number two places where a fact supports a larger claim. Use your marks to track how evidence and audience shape her exhibit.

Making History Matter

1. At a school history fair, Maya designs a display about the 1911 Triangle Shirtwaist Factory fire for visiting seventh graders. She wants them to understand why workplace safety rules matter, not just remember a death toll. She checks the National Park Service and Cornell University's collection of accounts before writing. Both describe a fire on March 25, 1911, in a New York City garment factory. The fire killed 146 workers, many of them young immigrant women. Maya puts the date and death toll near the beginning because those facts establish what happened. She saves details about possible causes for later, since sources differ on how the fire began.

2. Maya's next panel asks, 'Why could so many people not escape?' She reports that some exit doors were locked and that the building's fire escape collapsed. Those details give her audience a reason to connect conditions inside the factory to the number of deaths. She avoids writing, 'Every door was locked,' because her sources do not support that broader claim. To help seventh graders picture the problem, she describes a crowded stairway rather than listing every section of a safety code. Her point is not that a single broken part caused every death. Several hazards made escape harder.

3. The final panel looks beyond the fire. Public outrage helped spur New York State to investigate factory conditions and pass stronger workplace safety laws. Maya writes, 'The fire exposed risks that rules and inspections could reduce.' She does not claim the fire alone created every modern safety rule. For seventh graders, she explains 'inspection' as a check of a workplace for dangers. She ends with a question: 'If you found a blocked exit at school, who should know?' That question invites visitors to apply the historical lesson while keeping the exhibit's claims tied to evidence.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which two facts support Maya's claim that several hazards made escape harder?

2. How does defining 'inspection' help Maya communicate with her seventh-grade audience?

3. Why does Maya reject the claim 'Every door was locked'? What claim can her evidence support instead?

4. Why does Maya include both the death toll and the later safety laws for this audience?

3 YOUR TURN

Your own words

Write an 80 to 110 word museum audio-guide script for visiting city safety inspectors, not seventh graders. Use at least two specific facts from the passage, explain what the historical evidence suggests inspectors should look for, and avoid claiming the fire alone created today's rules.

ANSWER KEY

Evidence on Display

HIGH SCHOOL · MWH.P.4.2.C

PART 1 · READ AND MARK

Underline two researched facts, circle two choices Maya makes for seventh-grade visitors, and number two places where a fact supports a larger claim. Use your marks to track how evidence and audience shape her exhibit. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which two facts support Maya's claim that several hazards made escape harder?	**Some exit doors were locked, and the building's fire escape collapsed.**
2	How does defining 'inspection' help Maya communicate with her seventh-grade audience?	**It explains a term they may not know, helping them understand how workplace dangers can be found.**
3	Why does Maya reject the claim 'Every door was locked'? What claim can her evidence support instead?	**Her sources do not support a claim about every door. They support the narrower claim that some exit doors were locked.**
4	Why does Maya include both the death toll and the later safety laws for this audience?	**The death toll establishes the fire's human cost, while the later laws show how people responded to the risks it exposed.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Welcome, inspectors. At the Triangle Shirtwaist Factory in New York City, a fire killed 146 workers on March 25, 1911. Some exit doors were locked, and the building's fire escape collapsed. Together, these facts show why an escape plan depends on more than a sign pointing toward a door. The public response helped spur New York State to investigate factories and strengthen workplace safety laws. As you consider this history, ask how an inspection could identify blocked exits or unsafe escape routes before an emergency. This fire did not create every rule used today, but it shows the stakes of checking conditions.

Accept other accurate facts and audience-focused choices supported by the passage. For the script, look for a clear connection between at least two historical facts and a practical concern for inspectors, without overstating the fire's role in later laws.