Evidence for Action

Shape historical evidence for a specific audience.

USH.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 facts a presenter could use as evidence, circle the two audiences named in the passage, and number one place where a fact is connected to a reason for including it.

The Triangle Fire: Facts for Different Audiences

1. On March 25, 1911, a fire swept through the Triangle Shirtwaist Factory in New York City. The factory occupied the top three floors of a ten-story building. One hundred forty-six workers died, many of them young immigrant women. Investigators found that some exit doors had been locked, and the building's fire escape collapsed during the disaster. Firefighters' ladders could not reach the highest floors. These details come from accounts and investigations, but a presenter should not treat them as a pile of shocking facts. The audience needs to understand what each detail shows and why it matters.

2. Suppose a student is preparing a brief for New York state lawmakers in 1912, when officials were debating factory protections. The brief could pair the finding about locked doors with a proposal for exits that workers can open during every shift. It could pair the failed fire escape with a call for safer ways to leave upper floors. Neither detail proves that one rule would have prevented every death. Together, however, they show how building conditions limited escape. Naming an investigation as the source, rather than presenting an unsupported rumor, would help lawmakers judge the argument.

3. Now imagine a short museum audio stop for visitors who know nothing about garment work. It might begin with workers sewing blouses on the upper floors, then explain that ladders could not reach them when the fire spread. That sequence helps visitors picture why height mattered before they hear about later reforms. After the disaster, New York created a Factory Investigating Commission, and the state passed many workplace safety laws in the following years. A careful audio stop would say the fire helped spur reform, not claim it was the only cause of every law.

2 ANSWER WITH EVIDENCE

Use the passage

1. For a brief to lawmakers, which two findings would support rules about escape routes? Name a rule each finding could support.

2. Why would naming an investigation as the source make the brief more useful to lawmakers?

3. Why does the museum audio stop describe workers on the upper floors before explaining that ladders could not reach them?

4. A visitor claims, "The fire caused every later workplace safety law." How should the audio stop correct that claim?

3 YOUR TURN

Your own words

Write a 75- to 100-word opening for a presentation asking your student council to approve a school exhibit about the Triangle fire. Include at least two facts from the passage, explain what they show about workplace safety, and propose one feature for the exhibit.

ANSWER KEY

Evidence for Action

HIGH SCHOOL · USH.P.4.2.C

PART 1 · READ AND MARK

Underline two facts a presenter could use as evidence, circle the two audiences named in the passage, and number one place where a fact is connected to a reason for including it. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	For a brief to lawmakers, which two findings would support rules about escape routes? Name a rule each finding could support.	**Locked doors support a rule requiring usable exits during shifts. The collapsed fire escape supports rules for safer ways to leave upper floors.**
2	Why would naming an investigation as the source make the brief more useful to lawmakers?	**Lawmakers could judge the evidence behind the proposals rather than rely on an unsupported rumor.**
3	Why does the museum audio stop describe workers on the upper floors before explaining that ladders could not reach them?	**The sequence helps visitors who are new to the topic picture why the building's height made escape difficult.**
4	A visitor claims, "The fire caused every later workplace safety law." How should the audio stop correct that claim?	**It should say the fire helped spur reform, including a state investigation and later safety laws, but was not the only cause of every law.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Student council members, I propose a hallway exhibit about the Triangle Shirtwaist Factory fire. In 1911, 146 workers died in that New York City disaster. Investigators found that some exit doors were locked, and the fire escape collapsed. Those facts show that escape depends on more than telling people where a door is. Our exhibit could pair a short account of the fire with questions about what makes an exit usable. Please approve one display space so students can connect this history to the safety choices people make today.

Accept other passage-based evidence and reasonable exhibit features. Look for a clear request to the student council and an explanation connecting the selected facts to workplace safety.