



Name \_\_\_\_\_

Class Period \_\_\_\_\_

Date \_\_\_\_\_

**Beyond the Sources** • *A Mill Explosion*

**Using the information you gather on the web site, answer the following questions about the unit.**

1. Occasionally newspapers will publish "memorial" or commemorative editions of their newspapers to mark the anniversary of an important event. Often these editions will include reminiscences by people who either were involved in the event or had family members who were involved and passed the story down to them. As an historian, how can a commemorative edition be a useful source?

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How can a reminiscence of an event written years later be different from what someone might have written about an event immediately after it happened?

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How can that affect the reliability of the source?

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What other sources might help you support the statements in newspaper commemoratives?

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2. Immediately after an event such as an explosion, many people theorize (make their best guesses) about the cause of the event. After the mill exploded, many people had different theories about why it happened. How can you as an historian evaluate these theories about an event?

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Since modern technology and scientific thought may have already explained a past event completely, what can you do to get into the "mindset" of people at that time and use the resources they would have had to evaluate the event itself?

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How can being able to do this help you get a better understanding of the people and events at that time?

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3. Newspapers often published drawings or maps after events like this to give their readers a clearer picture of what happened and the impact an event may have had. How can these sources help us as historians today?

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What can we do to evaluate how reliable and accurate a map or diagram might have been?

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In what ways can even an inaccurate map or diagram be of help to us?

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4. Tragedies often are portrayed in the media by showing photographs of the lives lost. During the Gulf War, many of the major news magazines published pages of photographs of those who died in the fighting. The Eventually News published photographs of those who died in the mill explosion. Aside from providing simple information, what can photographs like this do for the reader of the article?

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How can the media influence our thinking about an issue by using our emotions?

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How is this done in other ways today? How effective do you think this is?

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As a historian, how can you evaluate and use sources that bring out the reader's emotions?

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