

Andrew Carnegie



Andrew Carnegie

HISTORY LAB

OVERVIEW

In this lab students learn about the contrasting views of Andrew Carnegie. Students analyze five sources and utilize those sources to defend whether Andrew Carnegie is best described as a philanthropist or a robber baron. The lab begins with students examining a political cartoon about Carnegie and students return to that cartoon for a culminating assessment in which they use evidence from the cartoon to support their assertions.

ESTIMATED TIME

One to two days

RELEVANT TEKS

US History (23) Citizenship

The student understands the importance of effective leadership in a constitutional republic. The student is expected to: (A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie ...

US History (28) Social Studies Skills

The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (A) analyze primary and secondary sources such as maps, graphs, speeches, political cartoons, and artifacts to acquire information to answer historical questions (B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions (C) apply the process of historical inquiry to research, interpret, and use multiple types of sources of evidence (D) evaluate the validity of a source based on corroboration with other sources and information about the author, including points of view, frames of reference, and historical context (E) identify bias and support with historical evidence a point of view on a social studies issue or event

US History (29) Social Studies Skills

The student communicates in written, oral, and visual forms. The student is expected to: (A) create written, oral, and visual presentations of social studies information using effective communication skills, including proper citations and avoiding plagiarism

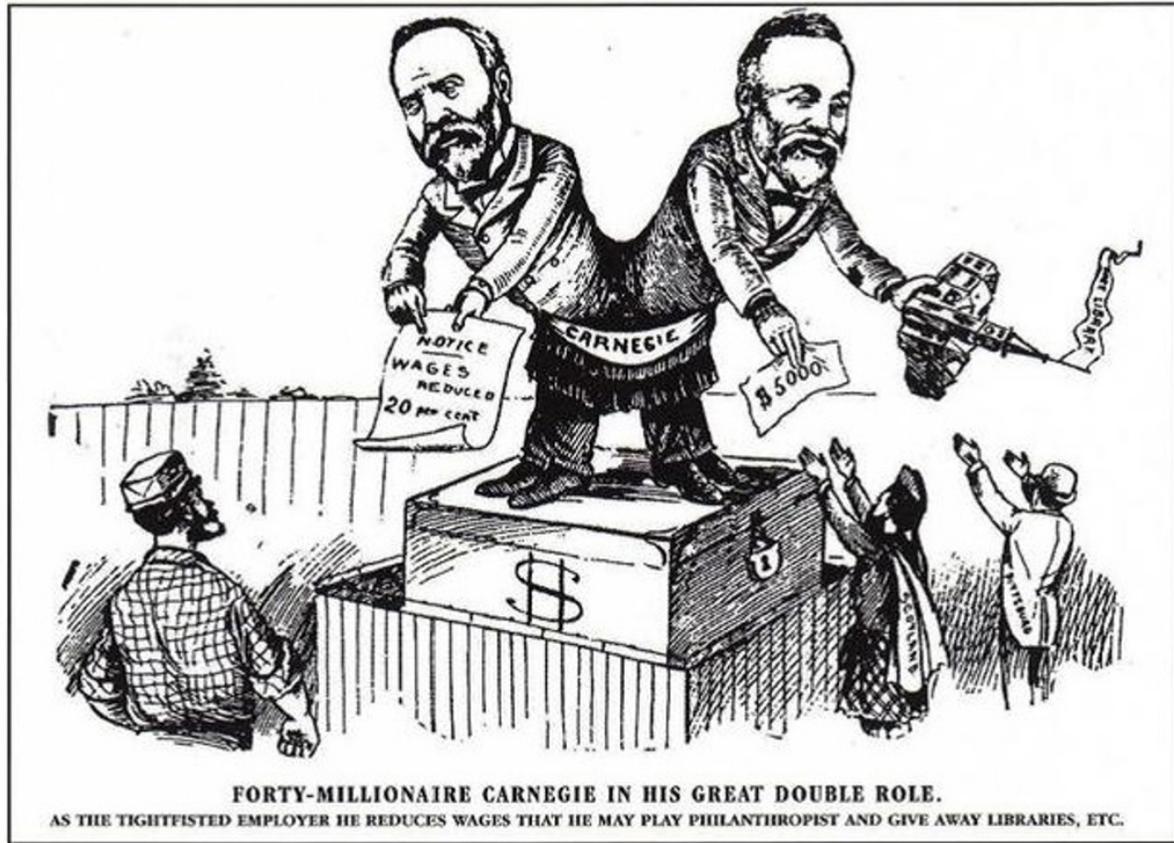
Acknowledgements: Written by Renee Blackmon.

STEPS TO CONDUCTING THE LAB

Initiate the Investigation

Review with students the common techniques used by political/editorial cartoonists.

Students examine *The Saturday Globe*, Utica, New York, July 9, 1892 political cartoon to address the following:



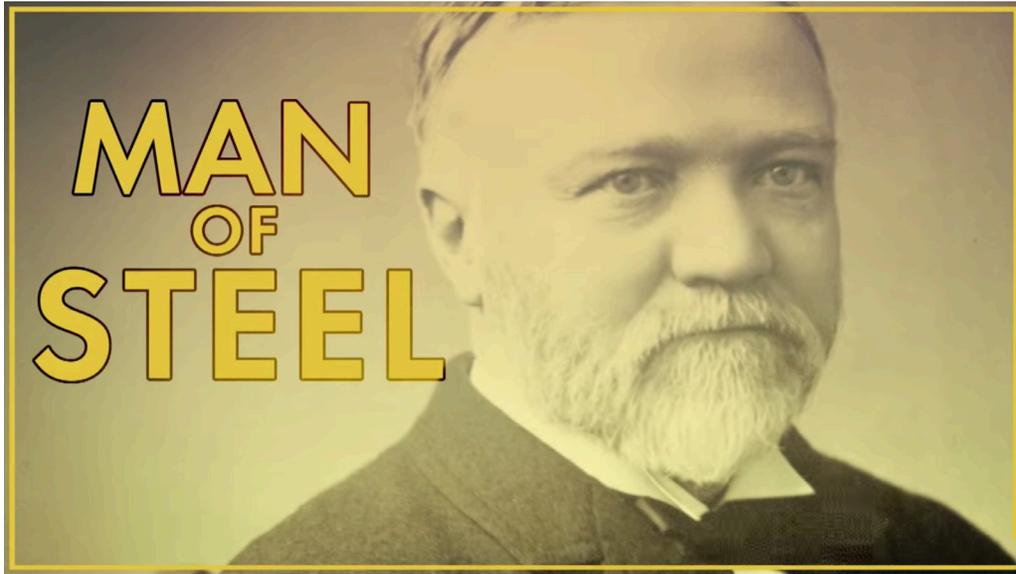
- What techniques does the cartoonist use?
- What action(s) are depicted in the cartoon?
- What individuals are in the cartoon?
- What is written in the caption?
- What message is the cartoonist implying?

Debrief student observations of the political cartoon. Relate that the cartoon was published by a pro union weekly and discuss how this has implications for point of view. You may have to provide background context about unions and their significance in the late 19th and early 20th centuries.

Build Background Knowledge

Students view “Man of Steel: Andrew Carnegie | The Gilded Age” by American Experience Films PBS:

<https://www.youtube.com/watch?v=vmbRtjNogAk>



The video is short enough to give some details about Carnegie but does not reveal too much. It is important that students are able to conduct the investigation prior to learning about Carnegie’s labor disputes or philanthropy in order to make their own interpretations.

Discuss the definitions of philanthropist and robber baron with students.

Introduce the Focus Question

Which term best describes Andrew Carnegie? Philanthropist or Robber Baron?

Conduct Investigation

Set up a document station for each of the sources. Each station should include copies of the document. For example, Station 1 has source 1, Station 2 has source 2, etc. Create groups of students. Students move as groups from each document station, eventually rotating through all stations. Alternatively, the documents could rotate from group to group.

Students examine the sources for TEXT- CONTEXT- SUBTEXT, recording their findings on the Source Work Organizer. Provide vocabulary support if needed.

- Source 1 – excerpt taken from “Wealth”, an essay written by Andrew Carnegie
- Source 2 – excerpt from the Backstory podcast episode, *The Billion Dollar Question: American Philanthropy From Andrew Carnegie To Jeff Bezos, Part 1*, created by Gabriel Hunter-Chang and aired on September 21, 2018.
- Source 3 – excerpt is taken from the article “Battle at Homestead” by Leon Wolff, published in *American Heritage Magazine*, Volume 16, Issue 3, April 1965
- Source 4 – account from the autobiography of Emma Goldman, written in 1931, with her reaction to the Homestead strike
- Source 5 – list of Carnegie trusts and institutions available from Columbia University

Report conclusions or interpretations

Conduct a stand up, pick a side, and defend thrashing it out activity in which students select to go to one side of the classroom based on their interpretation. A discussion starts with a student defending his/her position and using evidence to support the argument. A student from the opposing side responds, again using evidence to support the contention. One side would defend “Carnegie is best described as a philanthropist” and the other side defends “Carnegie is best described as a robber baron.” At this time all must take a side as some with certainly opt for both. This video provides a model of this type of activity: www.teachingchannel.org/video/quick-classroom-warm-up. Make sure students refer to text in the documents to support their arguments. Utilize cold calling of students or ask a student to refute an argument given or have students call on other students to solicit student conclusions and understanding of the documents.

Debrief the investigation

Conduct a class discussion to consolidate the historical content/context and address the focus question. Take the opportunity to direct teach during this time with more information about Carnegie and the Homestead Strike. Include in the discussion student responses to:

- Which source(s) provided the most reliable information? Why?
- What points of view were reflected in the sources? What evidence in the document supports your conclusion?
- What other sources would you want to have to help address the focus question?
- What can we infer about the conditions of life in the late 1800s/early 1900s from the documents?

Other possible topics to further the discussion:

- It is a pattern in history that many great individuals exhibit both positive and negative behaviors, can you think of others that this might apply to? If needed, provide examples: ie. American presidents who are accomplished leaders but struggle with infidelity in private life; leaders who support noble causes, yet advocate violence.
- Can you think of other wealthy Americans who are considered philanthropists? Robber barons?

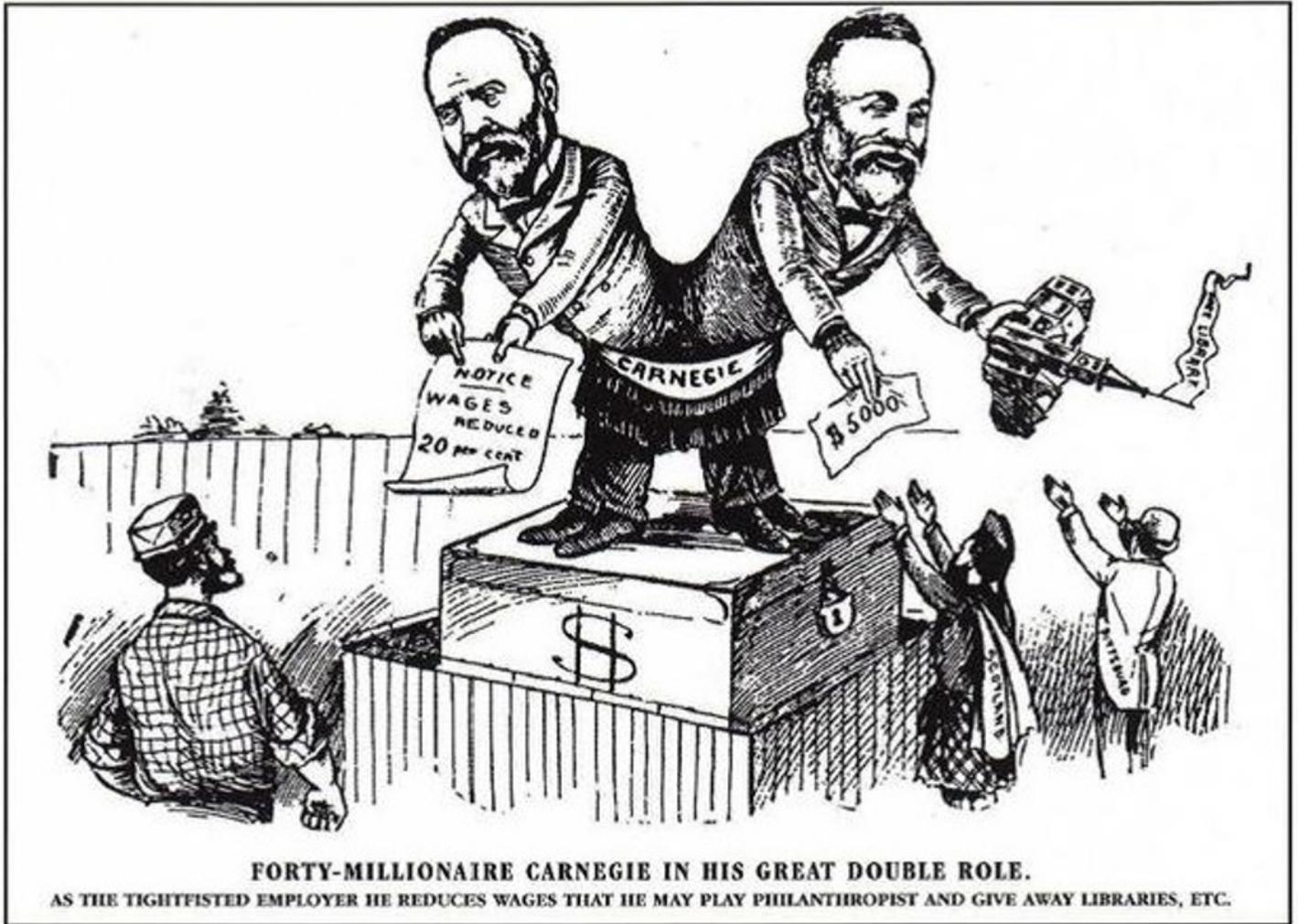
Have students read the two articles and discuss how Jeff Bezos compares to Andrew Carnegie
<https://money.cnn.com/2018/04/19/technology/amazon-employee-salary/index.html>
<https://www.businessinsider.com/jeff-bezos-amazon-how-much-donations-charity-2019-5>

Assess student comprehension of content

Students individually complete the Andrew Carnegie Cartoon Assessment.

Return to the editorial cartoon *The Saturday Globe*, Utica, New York, July 9, 1892 used to initiate the lab and complete the Andrew Carnegie Cartoon Assessment.

	Criteria
Proficient	Selects facts that relate to the cartoon, provides explanation, evidence from the cartoon of how the facts related to the content of the cartoon.
Emergent	Selects facts that relate to the cartoon, provides explanation, but does not provide evidence from the cartoon to connect the fact to the content of the cartoon.
Lacking	Selects facts but provides no explanation and no evidence.



The Saturday Globe, Utica, New York, July 9, 1892

SOURCE 1

This excerpt was taken from an essay written by Andrew Carnegie. The essay titled “Wealth”, was published in the *North American Review*, Vol. CXLVIII a literary magazine founded in Boston in 1815. The essay originally published in June, 1889 was later reprinted in a British periodical as “The Gospel of Wealth.” Carnegie’s writings often reflected his desire to justify the accumulation of mass fortunes.

The “good old times “ were not good old times. Neither master nor servant was as well situated then as to-day... Formerly articles were manufactured at the domestic hearth or in small shops which formed part of the household. The master and his apprentices worked side by side, the latter living with the master, and therefore subject to the same conditions. When these apprentices rose to be masters, there was little or no change in their mode of life, and they, in turn, educated in the same routine succeeding apprentices. There was, substantially social equality, and even political equality, for those engaged in industrial pursuits had then little or no political voice in the State.

But the inevitable result of such a mode of manufacture was crude articles at high prices. Today the world obtains commodities of excellent quality at prices which even the generation preceding this would have deemed incredible.

The price which society pays for the law of competition, like the price it pays for cheap comforts and luxuries, is also great; but the advantage of this law are also greater still, for it is to this law that we owe our wonderful material development, which brings improved conditions in its train. But, whether the law be benign or not, we must say of it, as we say of the change in the conditions of men to which we have referred: It is here; we cannot evade it; no substitutes for it have been found; and while the law may be sometimes hard for the individual, it is best for the [human] race, because it insures the survival of the fittest in every department. We accept and welcome therefore, as conditions to which we must accommodate ourselves, great inequality of environment, the concentration of business, industrial and commercial, in the hands of a few, and the law of competition between these, as being not only beneficial, but essential for the future progress of the [human] race...

Not evil, but good, has come to the [human] race from the accumulation of wealth by those who have the ability and energy that produce it.

SOURCE 2

This excerpt is from the Backstory podcast episode, *The Billion Dollar Question: American Philanthropy From Andrew Carnegie To Jeff Bezos, Part 1*, created by Gabriel Hunter-Chang aired on September 21, 2018. Backstory is a program of Virginia Humanities, a state humanities council working to connect people to historical stories.

In 1889, Carnegie published “The Gospel of Wealth,” an exhortative reflection of his views on the duties the wealthy assume toward the communities from which they draw their wealth. By the time he sold his company in 1901, Carnegie was in the third decade of giving away his wealth, mostly in the form of museums, community centers, and public libraries...

In the book he states that “the problem of our age is the proper administration of wealth.” Carnegie argues that capitalism necessarily creates huge inequalities, and so its beneficiaries have a moral duty to give their wealth away. He understands that the creator of wealth is not the capitalist, but the larger community and its workers.

Along with this imperative, Carnegie also laid out the proper form for this wealth distribution to take. He despised “indiscriminate charity,” wary of supporting “the slothful, the drunken, the unworthy.” Similarly, Carnegie felt justified in exploiting his workers to create a larger fortune for the community:

“Some of you may work for my steel mills... You’re thinking to yourselves, why didn’t he pay us more? He’d have less to give away and might have had to build a less grand library, but why didn’t he give us our fair share? I’ll tell you why. Because, if I had raised your wages, you would have spent it on a better cut of meat, maybe something to drink that you shouldn’t be drinking... But that’s not what you need. What you need are libraries, museums, concert halls... It is for the best, for the community and for your children, that it works out this way.”

SOURCE 3

This excerpt is taken from the article “Battle at Homestead” by Leon Wolff, published in *American Heritage Magazine*, Volume 16, Issue 3, April 1965. Wolff was an American author who wrote several books including, *Lookout: The Story of the Homestead Steel Strike*.

By 1892 Andrew Carnegie, so-called “angel of the workingman,” once a penniless lad from Scotland, had established himself as steel master of the world and majority shareholder in the all-powerful Carnegie Steel Company, focused in western Pennsylvania. Of all the iron, steel, and coke works contained within his peerless semi monopolistic empire, none compared in magnitude and output with the unit at Homestead.

That grim borough lay near Pittsburgh on the south bank of the Monongahela River. Together, Homestead and the adjacent town of Munhall had a population of 12,000, and practically every able-bodied man and boy was employed by the mill. The unalleviated peril and harshness of their working conditions are hard to believe by modern standards. In and near Pittsburgh during 1891 alone, about three hundred men were killed and over two thousand injured while “working aside of hell ahead of time,” as one employee put it. Except for a few isolated acts of feeble generosity, the Carnegie company offered no financial compensation to the mutilated men or their survivors. On the other hand, wages were adequate and the men and their families by and large were satisfied with their way of life. The great majority worked twelve hours daily, seven days a week. Only Christmas and the Fourth of July were holidays.

<https://www.americanheritage.com/battle-homestead>

SOURCE 4

Faced with dropping prices for rolled-steel products the general manager of the Homestead plant, Henry C. Frick, planned to cut wages and break the Amalgamated Association of Iron and Steel Workers hold on Homestead. The conflict that erupted at Homestead arose at a heightened time of labor and management clashes. In 1892, labor declared a general strike in New Orleans. Coal miners struck in Tennessee, as did railroad switchmen in Buffalo, New York, and copper miners in Idaho. This account from the autobiography of Emma Goldman, written in 1931, details her reaction to the Homestead strike. Goldman was a political activist who intensely supported the rights of workers.

It was May 1892. Trouble had broken out between the Carnegie Steel Company and its workers, organized in the Amalgamated Association of Iron and Steel Workers. Amalgamated Association was one of the biggest and most efficient unions in the country, consisting mostly of strong Americans, men of decision and grit, who stood up for their rights. The Carnegie Company, on the other hand, was a powerful corporation. Andrew Carnegie, its president, had turned over management to Henry Clay Frick, a man known for his hatred of unions and workers.

The Carnegie Company enjoyed great wealth and prosperity. Wages were arranged between the company and the union, according to a sliding scale based on the current market price of steel products.

Andrew Carnegie decided to abolish the sliding scale. The company would make no more agreements with the Amalgamated Association. In fact, he would not recognize the union at all. Then, he closed the mills. It was an open declaration of war.

The steel-workers declared that they were ready to take up the challenge of Frick: they would insist on their right to organize and to deal collectively with their employers. Their tone was manly, ringing with the spirit of their rebellious forebears of the Revolutionary War.

Then the news flashed across the country of the slaughter of steel-workers by Pinkertons. In the dead of night, Frick sent a boat packed with strike-breakers and heavily armed Pinkerton thugs to the mill. The workers stationed themselves along the shore, determined to drive back Frick's hirelings. When the boat got within range, the Pinkertons had opened fire, without warning, killing a number of Homestead men on the shore, among them a little boy, and wounding scores of others.

SOURCE 5

At age sixty-five Carnegie sold his company and spent the remainder of his life giving away his personal wealth, establishing many foundations and trusts to further the causes of peace and education.

CARNEGIE TRUSTS AND INSTITUTIONS

Carnegie Corporation of New York, founded in 1911 “to promote the advancement and diffusion of knowledge and understanding,” is the largest and the most broad in scope of the Carnegie philanthropic organizations.

Carnegie Council on Ethics and International Affairs, founded in 1914 as The Church Peace Union, is an independent, nonpartisan, nonprofit organization dedicated to research and education in the field of ethics and international affairs.

The Carnegie Dunfermline Trust was established in 1903, for betterment of social conditions in Carnegie’s native town. The trust maintains the Andrew Carnegie Birthplace Museum.

Carnegie Endowment for International Peace, founded in 1910, is a nonprofit organization, conducting programs of research, discussion, education and publication on international affairs and U.S. foreign policy.

The Carnegie Foundation is the owner of the Peace Palace at the Hague, which was founded in 1903 with a gift of over one million dollars from Andrew Carnegie.

The Carnegie Foundation for the Advancement of Teaching, founded in 1905 as the teachers pension fund, is a private operating foundation primarily engaged in education policy studies. In 1918, the Foundation established Teachers Insurance and Annuity Association (now TIAA-CREF), initially subsidized by the Carnegie Corporation of New York.

Carnegie Hero Fund Commission, established in 1904, for recognition of heroic acts performed in peaceful walks of life in the United States and Canada.

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The Carnegie Hero Fund Trust, established in 1908, for recognition of heroic acts performed in peaceful walks of life in Great Britain and Ireland. The fund in UK was soon followed by Carnegie Hero Funds in Europe, established during 1909–11 in France, Germany, Norway, Switzerland, the Netherlands, Sweden, Denmark, Belgium, and Italy. (The fund in Germany is no longer active.)

Carnegie Institution of Washington, founded in 1902, conducts scientific research, primarily in astronomy, biology, and the earth sciences, and related educational activities.

Carnegie Library of Pittsburgh and Carnegie Museums of Pittsburgh are two sister organizations that evolved from the Carnegie Institute founded in 1895. Originally the Institute comprised the Carnegie Library, Carnegie Museum of Art, Carnegie Museum of Natural History and Carnegie Music Hall.

Carnegie Mellon University, formed from the 1967 merger of Mellon Institute and Carnegie Institute of Technology, which was founded in 1900 as Carnegie Technical Schools and later became an independent university.

The Carnegie Trust for the Universities of Scotland was established in 1901, for assistance to students, for expansion of the Scottish universities, and for stimulation of research.

The Carnegie United Kingdom Trust was established in 1913 to improve the well-being of the people of Great Britain and Ireland, chiefly through aid to voluntary organizations in community service, the voluntary arts, and heritage, particularly independent museums and village halls.

Some of Carnegie's notable personal gifts to the public include his construction of Carnegie Hall in 1890, and contributions to the construction of the Pan American Union Building (now called the Organization of American States Building) in Washington, D.C., and the Central American Court of Justice in San José, Costa Rica.

Source available at <https://library.columbia.edu/libraries/rbml/units/carnegie/andrew.html> and provides a list of Carnegie funded trusts and institutions.

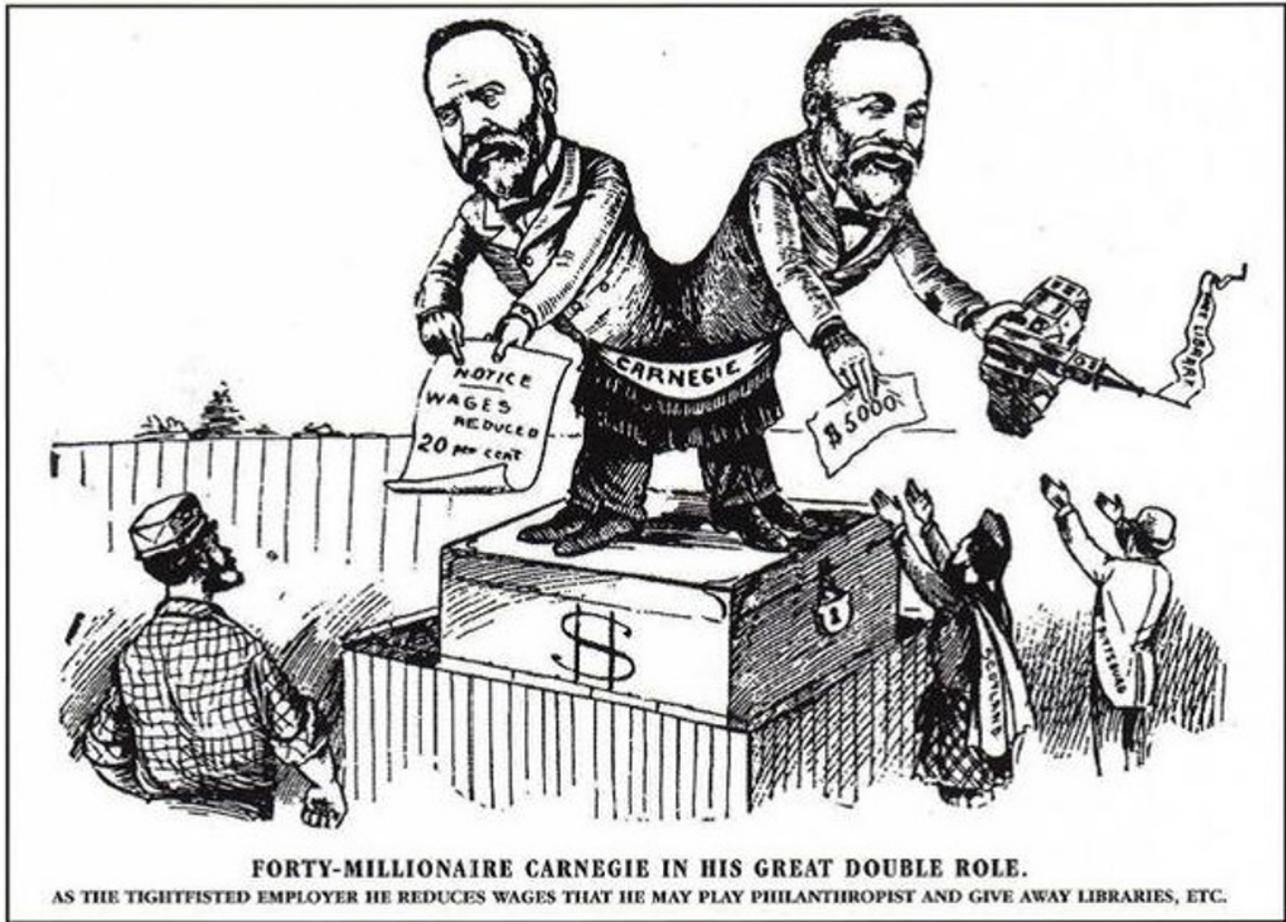
Activity Sheets

SOURCE WORK ORGANIZER

Which term best describes Andrew Carnegie? Philanthropist or Robber Baron?

Source Summary Remember text, context, subtext	Philanthropist	Robber Baron
S1		
S2		
S3		
S4		
S5		

ANDREW CARNEGIE CARTOON ASSESSMENT



The Saturday Globe, Utica, New York, July 9, 1892

Observe the date of the cartoon. Why is it significant?

Which two facts might help explain why the cartoonist depicted Carnegie in this way?

1. The average steel worker made \$1.81 an hour and worked an average of 10.67 hours a day.
2. After making a record profit of 4.5 million Carnegie Steel Co. demanded wage cuts for 325 employees at the Homestead mill in 1892.
3. Carnegie Corporation spent over \$56 million to build 2,500 libraries throughout the English speaking world.
4. By the time he died in 1919, Carnegie had given away more than \$350 million.

