


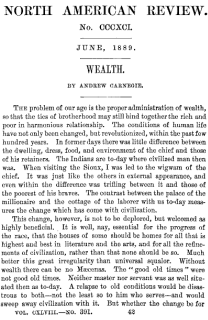



Annotated Resource Set (ARS)

Content Theme:	Industry Leaders or Robber Barons?		 The logo for the Library of Congress Teaching with Primary Sources program. It features the text "LIBRARY OF CONGRESS" and "TEACHING WITH" in blue, and "PRIMARY SOURCES" in red. The word "PRIMARY" is stacked above "SOURCES", and a blue quill pen is positioned between the two words, with its tip pointing down into the letter 'O' of "SOURCES".
Developed by:	Cher McDonald		
<p>Contextual Paragraph for Resource Set: The industrialization of the United States during the latter half of the 19th century created great wealth alongside horrible poverty. The wealth was accumulated by a small percentage of very successful business leaders. The documents will explore how these men made money, their attitudes towards workers and unions and how they disposed of their wealth.</p> <p>Essential Question: What role did industry leaders play in the United States and did they give back to society?</p> <p>This set will meet the Utah State Core: Standard II, Objective 2, Indicator a</p> <ul style="list-style-type: none">Examine the roles of American industrialists; e.g., Rockefeller, Morgan, Carnegie, Vanderbilt, Ford.			

Resource Set Industry Leaders

<p>The Breakers, Ochre Point Avenue, Newport, Newport, RI (Vanderbilt Summer Residence)</p>	<p>Residence of Andrew Carnegie, New York, N.Y. 1903</p>	<p><i>Wealth</i> by Andrew Carnegie. The North American Review June 1889</p>	<p>Clash of Titans: Rockefeller vs. Tarbell PBS compiled a collection of viewpoints from John D Rockefeller and Ida Tarbell on similar issues.</p>	<p>Hint to Andrew Carnegie Cleveland Gazette 10/01/1892</p>	<p>Carnegie Free Library, 300 East South Street, Union, Union, SC</p>
			<p>No digital image</p>	<p>A HINT TO ANDREW CARNEGIE. Will some like Herbert Sumner's job title at this point? ... And what are we to do with the race problem at the south? Every where I hear the question, especially where there are no colored people. Hence there seems to be no more probability of a race difficulty than there was when the first shipment of colored people was received from the coast of Guinea. There are no strikes where colored labor is employed. Wages are very moderate, and while a state militia has to be called out now and then in cities where there is no race question the south, with all her former woes, has had very little trouble of that nature. The colored man will yet prove no doubt a blessing when new industries open up in the south, and with his wonderful powers of imitation and quickness to learn all sorts of manual work, he is most assuredly a safer man to employ, if he could have the training, than a fire-eating, disturbing dynamiting outcast from Europe. I hope I am saying nothing that will weaken my social position, which is now the wonder and delight of all who have examined it, but if some philanthropist like Mr. Carnegie or Mr. Gould would start a colored kindergarten for the training of young colored men in the trades, so that a beautiful but dependent race might have a job, it would make the disturbing element pay attention and be a great and good work applauded by God and humanity. —Bill Nye in the New York World</p>	
<p>http://memory.loc.gov/pnp/habshaer/ri/ri0000/ri0039/photos/144897pr.jpg</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/detr:@field(NUMBER+@band(det+4a10976))</p>	<p>http://digital.library.cornell.edu/cache/n/o/r/nora0148-6/00661.tifs.gif The full text of the article is at: http://digital.library.cornell.edu/cgi/t/text/text-idx?c=nora;idno=nora0148-6 and you click "Wealth" for the article; the first 4 pages clearly show Carnegie's opinion on wealth and work.</p>	<p>http://www.pbs.org/wgbh/amex/rockefellers/sfeature/sf_6.html</p>	<p>http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=17583</p>	<p>http://memory.loc.gov/service/pnp/det/4a100/00/4a18000/4a18100/4a18132r.jpg</p>

Notes/Comments:

Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
11 th	<p>US History Utah State Core: Standard II, Objective 2, Indicator a</p> <p>Reading</p> <p>Writing</p> <p>Inquiry</p>	<p>Examine the business leaders during the industrial era and their impact on society.</p> <p>Develop language through viewing media.; make inferences and draw conclusions</p> <p>Students will write informational text evaluating information and interpreting ideas.</p> <p>Use process of inquiry to deepen understanding.</p>	<p>Students will use primary sources to help them understand how the robber barons acquired and spent their fortunes.</p> <p>Students will compare the business tactics of the leaders of industry.</p> <p>Students will identify the effects of philanthropy and the Social Gospel movement.</p>	<p>Students will be able to analyze primary sources to increase their content knowledge of the men who led industry at the end of the 19th century.</p> <p>Students will read and comprehend original documents written during the historical period.</p> <p>Students will draw conclusions from examining primary documents.</p>	<p>1. Students will use the Analysis tool: Students will use the Analysis tool for documents: http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf and for pictures: http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</p> <p>2. Students will use documents to determine their attitudes towards workers and unions.</p> <p>3. Students will use images to see how the Social Gospel movement affected American society through local philanthropy.</p>	<p>Class will be split into "Titan" and "Muckraker" group. Each will be assigned to read one point of view from the "Clash of Titans" primary source. Class then holds a full class debate, or smaller group discussion/debate on the issues presented in the articles.</p> <p>Have students read and analyze the article, "Hint to Andrew Carnegie. Hand out the picture of the Union library to partners and have them analyze the picture. Then individually have them respond t to the question: "How much, if any, responsibility do the wealthy have to help the poor in society?"</p> <p>Assign the article "Wealth" as homework reading the night before, with the document analysis worksheet. In class, display or project the images of the Rockefeller and Carnegie homes and discuss what they learned, then have the students write their own version of "Wealth" based on their personal beliefs. This can lead into a class discussion of the Gospel of Wealth and philanthropy.</p>	<p>PBS did an American Experience on Carnegie that was excellent and it provides a teacher's guide with great resources at: http://www.pbs.org/wgbh/amex/carnegie/sfeature/mh_letters.html</p>