

## Homestead and Carnegie, a Complicated History

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Subject: Social Studies – American History

Educator's state: New York

Description of teaching plan (abstract): Students will review historical narratives and then conduct research to process their own historical narrative or reinforce one of the two that they review.

Lesson plan format: Two days of video presentations. Two days of document investigation and research. Final day classroom presentations. See more details below in introduction, overview, and unit rationale.

1. Introduction, overview, and unit rationale: I am hoping that students will appreciate and examine elements of historiography. On the first day, students will watch the A&E biography on Andrew Carnegie. This particular video is rather kind to Carnegie. On the Second day, students will watch an episode of Ten Days the Unexpectedly Changed America. This video portrays Carnegie in a completely different light. On the third day, students will attempt to reconcile the two accounts to determine a narrative that seems to accurately reflect Carnegie. For the remainder of the third day and the fourth day, students will research documents on the University digitized collection. From the collection, students are to select three or four documents that assist us in better understanding the complexity of Carnegie. On the fifth and final day, students present their narratives in 3-5 minutes and support their views with the documents that they selected.

2. Unit goals My goal is to have students examine conflicting historical narrative and conduct some research to formulate their own point of view or reinforce one with which they have been presented.

3. Connections to state standards: **11.5 INDUSTRIALIZATION AND URBANIZATION (1870 – 1920): The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts. (Standards: 1, 3, 4, 5; Themes: TCC, GEO, SOC, CIV, TECH)**

11.5a New technologies and economic models created rapid industrial growth and transformed the United States.

- Students will examine the technological innovations that facilitated industrialization considering energy sources, natural resources, transportation, and communication.

- Students will examine the growth of industries under the leadership of businessmen such as John D. Rockefeller, Andrew Carnegie, J.P. Morgan, and Henry Ford and analyze their business practices and organizational structures.
- Students will evaluate the effectiveness of state and federal attempts to regulate business, by examining the Supreme Court decision in *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886), the Interstate Commerce Act (1887), the Sherman Antitrust Act (1890), and President Theodore Roosevelt’s trust-busting role as evidenced in *Northern Securities Co. v. United States* (1904).

11.5b Rapid industrialization and urbanization created significant challenges and societal problems addressed by a variety of reform efforts.

- Students will examine demographic trends associated with urbanization and immigration between 1840 and 1920, including push-pull factors regarding Irish immigration and immigration from southern and eastern Europe.
- Students will examine problems faced by farmers between 1870 and 1900 and examine the goals and achievements of the Grange Movement and the Populist Party.
- Students will examine the attempts of workers to unionize from 1870 to 1920 in response to industrial working conditions, including the Knights of Labor, the American Federation of Labor, the American Railway Union, the International Ladies Garment Workers’ Union, and the International Workers of the World, considering actions taken by the unions and the response to these actions.

4. Detailed description of what will happen each day: Day 1, students will view and take notes on A&E biography on Andrew Carnegie. Day 2, students will view and take notes on Ten Days the Unexpectedly Changed America – Homestead Strike. Days 3 & 4, students will review documents in the Frick Business Records to consider the Carnegie narrative. Day 5, students will present they position to the class.

5. Formal and informal assessment: For the first two days, the students will generate a “T” chart one video for each side of the chart. The teacher will check student notes at the end of each day. The teacher will conduct check-ins with students over the course of the third and fourth days as they conduct their research. So, each of the first four days will have a number of informal or formative assessments. Their presentations will be the formal or summative assessment.

6. Technological needs: Students need their laptops so that they engage in this research

7. Material needed to complete the unit:

<https://www.youtube.com/watch?v=LU74-CFRNbE>

<https://digital.library.pitt.edu/collection/henry-clay-frick-business-records>

8. Other sources to consider

<https://digital.library.pitt.edu/islandora/object/pitt%3A31735066205083#page/1/mode/2up/search/pinkerton>

<https://digital.library.pitt.edu/islandora/object/pitt%3A31735061570549#page/1/mode/2up/search/1892>

<https://digital.library.pitt.edu/islandora/object/pitt%3A31735061586404#page/1/mode/2up/search/1892>

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