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The Captains of Industry, An Annotated Bibliography of Selected Sources

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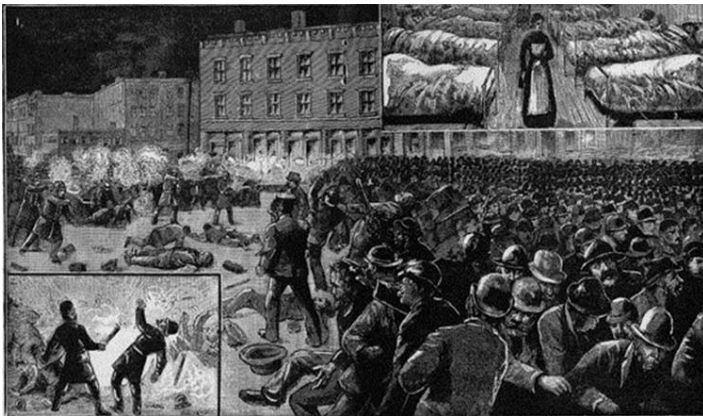
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**Annotated Bibliography of Selected Sources
During the Gilded Age, 1877-1990
by
Nickolas Szymanski**

Primary Sources:

Beebe, L. (1955). "The Explosion, the Riot, the Aftermath" *The American West the Pictorial Epic of a Continent* (p. 48). Bonanza books.

This next painting I looked at is again of the Haymarket Square riot disaster. This painting is larger and displays more detail than the last painting. In the bottom left of the painting there is a drawing of the explosion, and two police officers getting hit with it. In the middle of the painting there are police shooting and the civilians running just like the other painting. On the top left of the painting, it shows a hospital with injured people recovering, which is showing the aftermath of this riot. I think this painting does a great job at showing the beginning, middle and end of the disaster, and can offer a different way of thinking about the situation. The painting before just has the disaster but this photo shows much more emotion with the beginning and the aftermath. In a class I would show this painting second and explain how the disaster happened in more detail. I would then show both images side by side and let students examine and compare the two images. By looking at both images side by side, you can see that both images are very accurate, because both images depict roughly the same thing. Only looking at the second painting students can examine how the initial blast happened, and what the consequences were of this event. I think looking at the aftermath of the event gives the event a little more emotion, and can maybe teach students a good lesson.



Bulletin of the American Library Association. 2nd ed. Vol. 2. Chicago, Illinois: American Library Association, 1908. 24-28.

This second source is out of the bulletin of the American Library Association and it is a two-page document that shows all of the money that Andrew Carnegie gave away in and around 1908. He gave tens of thousands of dollars to Libraries around the country in multiple different states. It states in total he donated 1,459,350 dollars to Libraries. What the article does not tell you is how Andrew Carnegie is responsible for the funding of the first public libraries. IF it wasn't for him public libraries might never have been a thing, he helped out very well and changed his entire image on the public. It stated in this article and also in his autobiography that he believed greatly in libraries and thought they were the hub of all success in the world. I would use this in my lesson to prove that the Captains of Industry were not all bad, they are thought of as Robber Barons too many but Andrew Carnegie at least gave a lot of his money away to charities particularly

libraries. I think this article can be used after teaching a lesson on the Captains of Industry to show that yes these men had Monopolies and had a little too much power but they were not bad people.

Carnegie, Andrew. "Autobiography of Andrew Carnegie." London: CONSTABLE & Co, 1920.

This first source is the autobiography of Andrew Carnegie, the source is very long so I only read a couple chapters on his career but it gave me great information I could use in my lesson. This biography dove into his early life all the way until his death. This source offered great insight into his own views on his career, and his personal life. I thought the richest portion of the book was him starting the monopoly that he ran. He then went in depth on the selling of the steel company and all of his donations that he made afterwards. I never knew he donated so much money to libraries and things like that. These men always get a bad name but this makes me look at them differently. This article was just part of his full biography and I would love to read the full book one day. I would use this source in my lesson when I am talking about general facts about the Captains of Industry and how they came to be. It is a good source to look at when looking into details of how he did business and the problems along the way. This is something I would use when doing a group activity and have the students look at the biography and do a worksheet that goes along with it.

Corner, G. W. "Biographical Memoirs." In *Biographical Memoirs of Fellows of the Royal Society*, 247-257. Vol. 6. London: Royal Society, 1960.

This source is the personal memoirs of John D. Rockefeller; this is a portion of his memoirs that have been piled in a book called the *Fellows of the Royal Society*. This source is very similar to the autobiography of Andrew Carnegie and gives a good insight on his personal life and views on multiple topics of this time period. He tends to talk himself up like he is a very humble man; most people look at him very differently. It mostly covers his rise to wealth and how he was brought up. A good portion of the article covers the beginning of his oil industry and his views on it. Some things I did not like in the article because I feel that he book he wrote was his view and it was all justified. However I think this would be used in a lesson that talks about the life of the Captains of Industry, and how they got to be so wealthy. Also good to use on how these men got so rich in their industry, whether it was luck or smarts. I think a good lesson to use this would be when I am talking about if they should be known as Captains of Industry or Robber Barons. I think that it is a matter of opinion and this is a good source to form an opinion on.

Harris, Jana. "We Never Speak of It: Idaho-Wyoming Poems, 1889-1890." *Westward, Ho!* April 2, 2003. Accessed October 26, 2015.

This Poem that I found is a great poem for the time period we are studying, note that the poem's I chose are mostly about the American West. The poems that I found are a part of an online database filled with poems from history. The database has a search bar for the time period you want to search. I chose the Gilded Age and only a couple poems showed up. Out of this collection I read a few on the West and they are very moving. These poems give you a glance into the life of a family trying to move West and how hard it really was. One poem that got me was one where the mother of the family has to go to the Dentist to get teeth pulled and they end up letting some livestock starve because they didn't have enough money to feed them. Another Poem was about a journey west where the baby screamed for a week, but they could not comfort the baby with the conditions of the journey. These poems are mostly very dark and depressing but let readers know that the American West was no paradise. If I was teaching a lesson on the American West, I would have groups of students read different poems and come together and discuss every one. This would give students a good look into the subject matter, not only by me lecturing but them actually reading real literature from the time. I think poems do a very good job putting things into context and really bringing out the reality, which I think students need to hear.

Lease, Mary-Elizabeth. "Speech to the Women's Christian Temperance Union." History Is a Weapon. 1890. Accessed October 26, 2015.

This piece of literature is perfect for the study of the Gilded Age. The title of the passage is called "Speech to the Women's Christian Temperance Union." This speech was given by Mary-Elizabeth Lease in 1890, and sums up the woman's temperance movement and a lot more about the Gilded Age. In this speech she talks about living in an era where men's brains and woman's brains are equal, living in an era of social and political upheaval. She mentions that so many women have joined the movement, and how strong the alliance is. In this short speech she basically sums up the Gilded age by touching on all of the social issues going on at the time. This is a great speech to listen too when studying either the Woman's temperance movement or the Gilded Age as a whole. As a teacher I would read this speech to my students when looking at Woman's rights movements, it is very inspirational and could really open up some minds to the time period. Listening to this speech makes you wonder if I listened to this in 1890 what would my thoughts on the subject be. This being said I think it would be a great source to show to students in any grade level.

Thulstrup, T. de. "The Anarchist Riot in Chicago- A Dynamite Bomb Exploding Among the Police." Print published in Harpers Weekly, May 15, 1886.

The first image that I examined is a painting that is depicting the Haymarket Affair on May 4th 1886. This was a work place strike going on protesting for an 8 hour work day, when an unknown person threw a stick of Dynamite at police. In reaction a couple of officers fired on the strikers and were killed along with some civilians. I have seen this photograph many times before in High School and College so you can say it somewhat famous. The picture itself has a big building on the left that reads Jefferson ST. It then has three men standing above the street yelling, with the street covered in angry people. The far side has the police shooting their guns and the near side has civilians either shooting back or running from the gun fire. This image does a very good job at depicting the troubles of this time period. There were multiple strikes that ended badly and this photograph depicts the horror of what happened during simple strikes in this time period. It also can be compared to how strikes go today, that usually end peacefully. When I have a classroom of my own I would use this image when talking about workplace reform during this time. I think it would do a good job at teaching students how far we have come from this time, and how these struggles led to the workplace that we see and work in today. I think it could be used in a very broad scope as well when looking at how the workplace got to where it is today and could teach us to not repeat our mistakes.



Secondary Sources:

Lears, Jackson. "Rebirth of a Nation, the Making of Modern America." New York, New York: HarperCollins, 2009.

This book covers every aspect of the Gilded Age, including the social problems that occurred during this time in American history. Lear's covers multiple topics of the gilded age and offers very good information about

the problems that were faced and how they were overcome. Lears begins by talking about the problems faced with adapting after the Civil War, including the issue of the freed slaves and what to do with them, Northern Republicans vs Southern Democrats, The Wild West, Racism, Nationalism, and many other social problems faced directly after the Civil War. The second chapter is named the Mysterious Power of Money, and is about the Robber Barons and how they controlled so much of the wealth at the time. Chapter 3 covers the problem of Race, Jim Crow laws, white supremacy, black problems after the Civil War, lynching's, dreams of freedom. Chapter 4 covers the differences and problems between the city and the country. This chapter covers how Farms and Factories worked together to make cities work, city production, the populist movement, and the Chicago Fire of 1871. Chapter 5 covers economic issues of the time. It covers in depth the Depression of the 1890's, how the stock market crashed and how we got ourselves out of it. Chapter 6 covers many different views of religion during this time, how society changed accordingly. Chapter 7 covers how America started the idea of an Empire, it covers the Spanish American War and how we looked at trade overseas. This book is a great source when looking at the Gilded Age because it covers every issue that was faced during the time. If someone wants to go more in depth on one topic I would use a different source but for high school students this would be a great source to obtain when doing research.

Websites:

Davis, Matthew. "Clash of Cultures in the 1910s and 1920s." Front | EHISTORY. Accessed October 19, 2015. <http://ehistory.osu.edu/>

This is the first web page that I could actually find everything I needed. This website is called the Clash of Cultures in the 1910s and 1920s, but it has much more to look at than that. This website was created by Ohio State University, and is in an archive of general history. Right at the top of the home page there is a search bar that allows you to search region, Era and topic. Every time you search something results come up every time and offer great sources of information. On the left side of the page it reads connecting with History and has page examples to look up. It also has categories of Primary sources and secondary. For example I looked up political cartoons of our period and pulled up over 10 cartoons right on the page. I then looked up an era like the 18th Century, and the website pulled up multiple autobiographies of people who were influential during this period. If you browse by era, you get a lot more subjects to search, which will give you pictures, documents and everything you need. In a classroom setting I would use this multiple ways, students could use this website to look up anything they felt the need to look up. I think that websites like this are a way better website to direct kids to than Wikipedia or any other unreliable source.

"*Ellis Island.*" The Statue of Liberty-Ellis Island. Accessed October 19, 2015
<http://www.libertyellisfoundation.org/>

This is a website where I thought that it was both a bad source and a good source. Most of this website is a search of the Ellis Island database, which allows you to find ancestors who came through Ellis Island. On the top search bar, you can search the Ellis Island museum; you can take virtual tours, and much more. When you click on one of the topics on the top of the page, a drop down bar comes down with all of the different things you can look up. The website is very basic but there is a lot of information you can search if you dig deep enough. This can be a great source if you are trying to make a fun game of going and finding our ancestors and when they came to America. If I were a student and we played a game where we had to go and look where our family came from I would love this website. However if you are looking for information on the History of immigration it is not that good of a source. This is an organization website so it offers tours of Ellis Island and information on the organization; I think this is why it is not the greatest source for information about history. Like I said before I would love to use this in a class when talking about immigration and how every ones families came to America. The only problem with this is that not every ones families can be traced, which could cause problems in the classroom. A good example of this somebodies family could have immigrated illegally causing them to not be

able to find their ancestors. So my last word on this website is it's both good and bad when assigning it in a classroom setting.