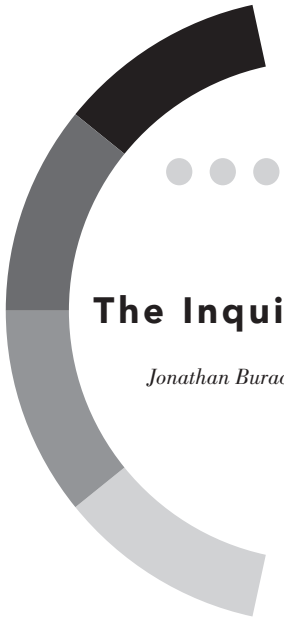


A Rising Industrial Giant



The Inquiry Arc in U.S. History

Jonathan Burack

Trust-Busting

MindSparks®

CULVER CITY, CALIFORNIA

HS10143E v1.0

Manuscript Editor: Christina J. Moose
Book Layout: Dan Cota, Linda Deverich
Cartographer: Grant Hubert
Cover Design: Mark Gutierrez
Editorial Director: Dawn P. Dawson

© 2018 MindSparks, a division of Social Studies School Service
All rights reserved.

Printed in the United States of America

MindSparks
10200 Jefferson Boulevard, P.O. Box 802
Culver City, CA 90232-0802
United States of America

(310) 839-2436
(800) 421-4246

www.mindsparks.com
access@mindsparks.com

Only those pages intended for student use as handouts may be reproduced by the teacher who has purchased this volume. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means—electronic, mechanical, photocopying, recording—without prior written permission from the publisher.

Links to online sources are provided in the teacher pages and text. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

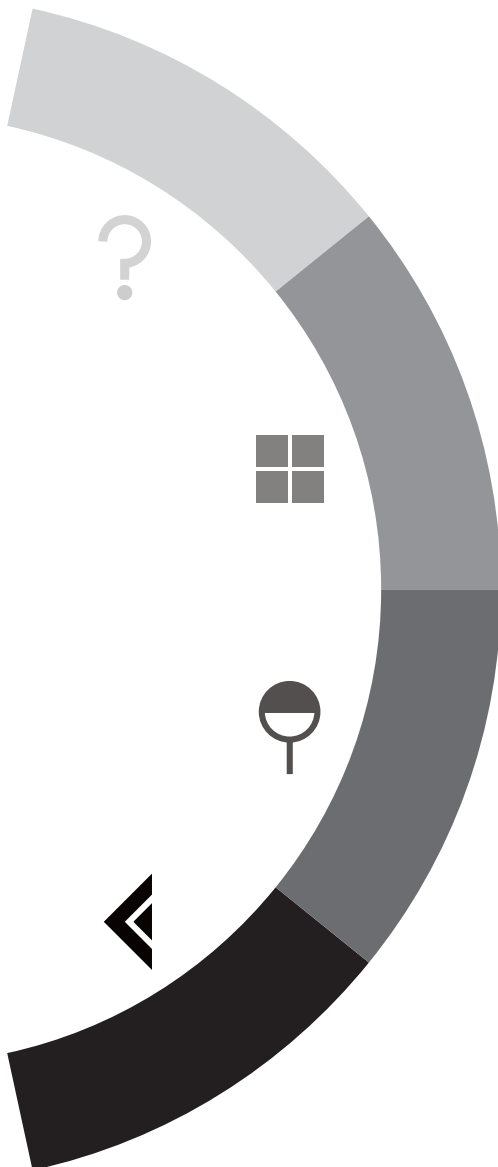
e-book ISBN: 978-1-57596-483-6
Product Code: HS10143E v1.0

Contents

Introduction.....	1
Overview.....	5
Teaching Instructions.....	7
Introductory Essay.....	10
Handouts	
History Group.....	13
Civics Group.....	16
Economics Group.....	19
Geography Group.....	22
How to Analyze a Primary Source.....	25
Primary Source Packet.....	26
Communicating Results and Taking Action.....	40
The Trust-Busting Rubric.....	41
Primary Source Bibliography.....	42
Sources for Further Study.....	43

C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions students pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and includes individual and group tasks in an integrated way.

Each lesson includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson’s assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of information texts, making these lessons ideal for integration into English Language Arts instruction.



C3 Disciplines



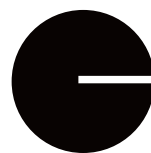
History



Civics



Economics



Geography



Trust-Busting

How Good an Idea Was It?

Overview

Introduction

A monopoly is a business that controls all production of or trade in a product or service. It is rare for a business to become a total monopoly in this sense. In the late 1800s, however, one or two leading businesses in some industries gained control over half or more of the entire market for their products. Growing anger about these trusts, monopolies, or near-monopolies soon led Congress to act. From the Sherman Antitrust Act of 1890 to the “trust-busting” efforts of Theodore Roosevelt, the federal government adopted an increasingly active role in regulating the powerful corporations then emerging. Was this trust-busting a good idea? That is the compelling question this lesson will focus on. In this lesson, students will work with short passages from ten primary sources. These primary sources form the core content for a set of tasks that will help students answer the lesson’s compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the era of trust-busting. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- ◆ **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- ◆ **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
- ◆ **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- ◆ **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- ◆ **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- ◆ **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- ◆ **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- ◆ **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- ◆ **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- ◆ **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- ◆ **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- ◆ **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- ◆ **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- ◆ **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- ◆ **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.

- ◆ **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- ◆ **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- ◆ **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- ◆ **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- ◆ **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- ◆ **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Trust-busting: How good an idea was it?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.



Asking Questions about Trust-Busting

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class, and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, economics, or geography. As they work, the groups should keep in mind the lesson’s overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.



Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group’s compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about the era of trust-busting from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.



Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Trust-Busting Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- ◆ Have students study Primary Source 3.1 for this lesson. Ask them to imagine a discussion or debate about this cartoon between Ida Tarbell (Primary Source 3.5) and John D. Rockefeller. Have each student write a series of four letters, starting with one from Ida Tarbell in which she sends Rockefeller the cartoon and expresses her views about it and its relationship to Standard Oil. The next letter should be a response to this letter by Rockefeller. Have students write two follow-up letters, one from each of these two individuals.
- ◆ Many farmers in the late 1800s complained about the unfair power the railroads had over them. Specifically, they complained about the high rates charged, especially in certain farming areas. They said huge railroad corporations used their power to win political favors and make huge profits. On the other hand, railroad owners said they were providing very cheap transportation and were not making all that much profit. Separate students into small groups. Ask each group to choose three primary sources for this lesson that they think could help a historian better understand this issue. Have the groups explain their choices to the class in an all-class discussion of this issue.
- ◆ Separate students into four-member groups. Ask them to read Theodore Roosevelt's ideas about his expanded use of executive power (Primary Source 3.10). Ask students to create a brief role-playing dialogue about this passage. One student should play the part of Roosevelt. The other students should play John Sherman (Primary Source 3.3), Representative Benjamin Butterworth (Primary Source 3.4), and Johnson Newlon Camden

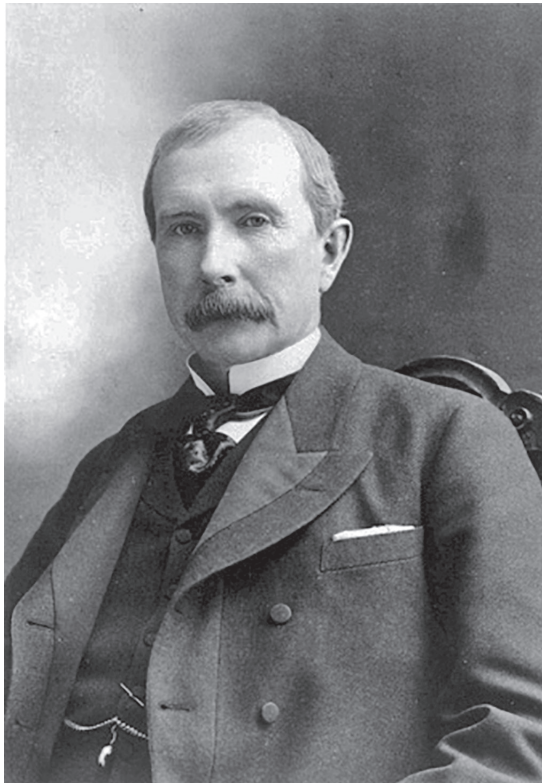
(Primary Source 3.8). Have students discuss their roles, practice a brief role-playing skit, and perform it in front of the class.

Taking Action

- ◆ Many editorial cartoonists have delighted in depicting fat, greedy bosses. Ask students to collect and make copies of as many editorial cartoons portraying corporate leaders as they can find, from the past and the present. Have the class discuss how industrial leaders have been portrayed and how the image of the corporate leader in editorial cartoons has changed over time. Have a group of students create a bulletin-board display available to the entire school and invite others to comment on the display.
- ◆ Based on the work in the previous assignment, students should use some presentation software to create a brief slide show about the cartoon display. Then they should use social media to share the display with others, including local print and television news sources. Have students ask those contacted in this way to comment on the value of this way of comparing past and present.

Introductory Essay

Trust-Busting



John D. Rockefeller

After the Civil War, a new era began in America. Historians often speak of this as a “second industrial revolution.” Huge new businesses emerged. Railroads tied the entire nation together into one market. And giant corporations mass-produced goods for millions. Their technological achievements amazed people. Their ability to improve life in all kinds of ways made them seem heroic. Yet their enormous wealth and power also frightened people. These fears are focused on two terms, *monopolies* and *trusts*.

A *monopoly* is a business that controls all production of (or trade in) a product or service. It is rare for a business to become a total monopoly in this sense. In the late 1800s, however, one or two leading businesses in some industries gained control of over half or more of the entire market for their products, primarily by merging with

smaller businesses into one huge business. In 1901, for example, bankers helped create U.S. Steel, the largest corporation ever launched. A wave of mergers from 1898 to 1902 helped create several other giant near-monopolies.

Earlier, the pacesetters for this big business growth were the railroads. Another pacesetter heavily dependent on the railroads was the Standard Oil Company, run by John D. Rockefeller. Standard Oil’s main product was oil refined into kerosene, used to provide lighting. Standard Oil developed a special form of business called a *trust*. This term came to be used for all kinds of mergers of small companies into larger ones. Standard Oil persuaded many small oil refiners to turn over all shares of stock in their companies to a group of nine Standard Oil “trustees.” In return, the refiners got trust certificates. This meant they got a share of the profits that the new, larger Standard Oil earned. In time, powerful trusts came to dominate several other large industries.

What angered many people about Rockefeller's Standard Oil trust was his success in persuading other refiners to sell out to him. The railroads played a key role in this. They gave Rockefeller rebates on the oil he shipped. That means they charged him the going rate but then paid some of it back to him. This gave him a huge advantage over oil refiners who had to pay the full railroad rates. Many small refiners sold out to Standard Oil because of this one tactic.

Anger about such practices may or may not have been fair. In this case, Standard Oil did provide benefits to the railroads such as guaranteed large shipments, its own tanker cars, and fire insurance. Rebates were a form of discounts for such help. Many companies often provide discounts for bulk purchases. Nevertheless, rebates were used here as one of several ways to pressure small refiners to sell out to Standard Oil.

Growing anger about the trusts soon led Congress to act. In 1887, it established the Interstate Commerce Commission (ICC) to regulate railroad rates. The ICC's main goal was to end unfair railroad rate discrimination. Then in 1890, Senator John Sherman's bill was signed into law as the Sherman Anti-trust Act. It banned conspira-

cies in restraint of trade or commerce. However, the law was vague. It had little effect on the trusts. In fact, at first it was used more often against labor unions.

The movement to break up trusts really took shape only after the wave of mergers from 1898 to 1902. The man who made trust-busting a well-known crusade was then president Theodore Roosevelt. His Justice Department sued a number of large companies, seeking to break them up. His biggest success came in 1911, when the Supreme Court broke up Rockefeller's Standard Oil Company. It did the same to



Hon. John Sherman

the American Tobacco Company that year. Roosevelt strengthened various federal government agencies aimed at regulating corporations. Later, in 1914, the Clayton Act was passed and the Federal Trade Commission was established to more strictly watch over companies and break up mergers considered harmful to consumers.



Theodore Roosevelt

Still, few trusts actually were broken up by this kind of trust-busting. Ongoing competition may actually have done more to break up many near-monopolies. For example, Standard Oil controlled 90 percent of all oil refining in America in the 1890s. Yet by the time it was broken up in 1911, that share had already slipped to about 64 percent. By then, oil companies in new oil-rich regions such as Texas were already outcompeting Standard Oil for the rising gasoline market.

This does raise the question of how good an idea trust-busting was. That is the compelling question for this lesson. The primary sources for the lesson should help you make up your own mind as to whether the anti-monopoly tactic of trust-busting was or was not a good idea.

Image source: John D. Rockefeller. 1885, courtesy of the Rockefeller Archive Center.
Hon. John Sherman of Ohio. c. 1870, courtesy of the Library of Congress, LC-BH832- 1961.
Theodore Roosevelt. 1918, Baker Art Gallery, Columbus, OH.



History Group

GROUP MEMBERS:

Trust-Busting

Your group's task is to explore the history of the age of trusts and trust-busting. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Many historians refer to Rockefeller and other corporate leaders of the late 1800s as *robber barons*. Others say this harsh term is not a fair one to use. With which point of view do you agree more? Why?

3. Read and discuss Primary Sources 3.1, 3.5, and 3.8.
4. Read and discuss the following background information. Use the information to help complete the handout.

Many Americans came to detest and fear powerful businessmen like Rockefeller, Andrew Carnegie, and Cornelius Vanderbilt. They blamed them for most of the ills accompanying the rise of an urban and industrial America. The term *robber barons* captured the view of these men as thieves no more deserving of their power than the feudal lords of the Middle Ages. The ability of the robber barons to influence, corrupt, and control politicians was one big concern. Their power to exploit their workers was another. These decades were a time of some of the most violent strikes in the nation's history.

Yet millions of Americans admired these men for the new technologies, products, and industries they created. Carnegie made his fortune in the steel industry. He said the main motive for becoming wealthy should be the betterment of the human race. He later gave away much of his money to found libraries. Rockefeller became rich in part through secret deals with railroads. He bought up his competitors, but he did not “rob”

consumers. Instead, he sold them an important and useful product at a low cost. Like Carnegie, he gave away hundreds of millions of dollars over his lifetime to various religious and educational causes.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.1

Primary Source 3.5

Primary Source 3.8

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Many historians refer to Rockefeller and other corporate leaders of the late 1800s as *robber barons*. Others say this harsh term is not a fair one to use. With which point of view do you agree more? Why?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

Trust-Busting

Your group's task is to explore the civics issues raised by the age of trusts and trust-busting. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Section 8 of the U.S. Constitution contains the commerce clause. Does this clause give the federal government the right to regulate and break up trusts and other monopolies or near-monopolies? Why, or why not?

3. Read and discuss Primary Sources 3.2, 3.3, and 3.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

The commerce clause grants Congress the power “to regulate Commerce with foreign nations, and among the several States, and with the Indian Tribes.” The Sherman Antitrust Act was based on this clause. However, what the Sherman Act allowed the federal government to do was unclear from the start. In 1895, the Supreme Court said the act did not allow the federal government to break up the “Sugar Trust.” This monopoly controlled 98 percent of the nation’s refined sugar. It did all its sugar refining in just one state, Louisiana. In the *United States v. E. C. Knight Co.*, the Supreme Court said that the federal government could regulate only *interstate* commerce—that is, commerce among states. The court said that the Sugar Trust operated only inside one state, so it could not be subject to congressional regulation of interstate commerce.

The court did not maintain this limited view for long. A big change came with the case of *Swift & Co. v. United States* in 1905. In that case, the court allowed the government to prohibit price-fixing by the Chicago

slaughterhouse industry. This industry operated only in Chicago. However, the court said its meat was sold all over the country. This made it a part of an interstate “stream of commerce.” Hence, the court said the federal government could regulate it. Over time, the court expanded the meaning of the commerce clause well beyond the limits imposed by the *Knight* decision.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group’s compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.2

Primary Source 3.3

Primary Source 3.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group’s own compelling question. Here is that question again:

Section 8 of the U.S. Constitution contains the commerce clause. Does this clause give the federal government the right to regulate and break up trusts and other monopolies or near-monopolies? Why, or why not?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



GROUP MEMBERS:

Trust-Busting

Your group's task is to explore the economics of the age of trusts and trust-busting. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

Were trusts and other large-scale corporations in the late 1800s and early 1900s harmful or helpful to the overall economy? Explain your answer.

3. Read and discuss Primary Sources 3.4, 3.6, and 3.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

In the late 1800s, big business sought monopoly power. It worked hard to shut down competition. Critics described the ruthless, grasping nature of many industrial owners. Powerful private investment bankers like J. P. Morgan practically controlled the nation's money supply. Industrialists used harsh measures against labor and labor unions. Millions of immigrants and others worked for very low wages and lived in huge urban slums. Many felt that cutthroat competition created industrial chaos. It seemed to intensify economic downturns in which millions lost their jobs.

And yet, these years saw an endless stream of new industrial processes and products, which made life better for millions. Living standards rose steadily. The corporate form enabled business to assemble huge amounts of capital by selling shares of stock. In steel, electricity, chemicals, and railroads, thousands of industrial innovations transformed daily living. Big business developed highly efficient means of mass production. It is true that millions took unskilled jobs on assembly lines. Yet corporations also added clerks, accountants, supervisors, and other managerial jobs.

A growing “white-collar” middle class developed. By 1900, the United States was the wealthiest industrial power in the world.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group’s compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.4

Primary Source 3.6

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group’s own compelling question. Here is that question again:

Were trusts and other large-scale corporations in the late 1800s and early 1900s harmful or helpful to the overall economy? Explain your answer.

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.



Geography Group

GROUP MEMBERS:

Trust-Busting

Your group's task is to explore the geography of the age of trusts and trust-busting. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us answer a compelling question.
2. As a group, briefly discuss the following compelling question:

How might geographical factors have affected any American business in the late 1800s trying to grow and become a powerful trust, monopoly, or near-monopoly?

3. Read and discuss Primary Sources 3.4, 3.5, and 3.9.
4. Read and discuss the following background information. Use the information to help complete the handout.

Geography played a role in the rise of great industrial trusts in the late 1800s. Take Standard Oil, for example. The first oil fields were developed in a remote area in western Pennsylvania. There, many small oil producers succeeded or failed rapidly in what was a chaotic and rugged environment. Rockefeller knew the real profits were not in producing crude oil. They were in refining oil into kerosene and other products and selling those throughout the nation and the world. He located his refinery in Cleveland, Ohio. It was close to the Pennsylvania oil fields. This made it easy to transport crude oil to the refinery, by either rail or pipeline. It also put Standard Oil right on Great Lakes shipping routes and major railroad lines going east and west. The New York Central Railroad system and others were ready to provide Standard Oil with rebates. In part, that was because of its location near their main lines.

Geography also helps explain Standard Oil's later loss of market share. New oil fields in Texas and California opened up around 1900. These were outside Rockefeller's network of pipelines and railroads. New companies in those areas focused on refining oil into gasoline for the new motor car era opening up. Standard Oil had stressed lighting fuel. This explains Standard's loss of monopoly-like control even before the trust-busting suit against it in 1911.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, choose one supporting question for each primary source and record those questions here.

Primary Source 3.4

Primary Source 3.5

Primary Source 3.9

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

How might geographical factors have affected any American business in the late 1800s trying to grow and become a powerful trust, monopoly, or near-monopoly?

State your group’s claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you used. Discuss the supporting questions you developed. Explain your answer to your group’s discipline-based compelling question. Use the space below for notes or to create an outline of your group’s presentation.

How to Analyze a Primary Source

For this lesson, you will be studying several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

◆ *Question the source*

Since no primary source was written with you and your interests in mind, you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

◆ *Consider the source's origins*

This is often simply called “sourcing.” It means asking who created the source, when and where the source was created, and why. If you know the source’s purpose, you will be more likely to see how it is shaped by its creator’s point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

◆ *Contextualize the source*

“Context” here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

◆ *Corroborate the source*

This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

◆ *Above all, read the source carefully*

Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed in so many words. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source’s creator might have seen in it.

PRIMARY SOURCE ►

3.I

A Monopoly Snake Endangering the Republic

This 1881 cartoon depicts the problem of monopoly as a huge snake. Cartoons of the day often used monstrous creatures as symbols for the dangerous power of monopolies and trusts. The cartoon is titled "In Danger," and it shows a snake threatening a figure labeled "Liberty" as it wraps its tail around the U.S. Capitol. The small figure of Puck off to the left is asking Uncle Sam, "What are you going to do about it?" This cartoon by Joseph Keppler appeared in *Puck* magazine.



Original Document Source: Joseph Keppler, "In Danger: What Are You Going to Do about It?," *Puck* 8 (February 9, 1881): 386–387.
Library of Congress, Prints and Photographs Division, Reproduction Number LC-USZC4-2835.
Available online from the Library of Congress at <http://www.loc.gov/pictures/item/94500771/>.

Two new laws in the late 1800s tried to deal with various aspects of the problem of monopoly. The Interstate Commerce Act of 1887 gave the federal government power to regulate railroad rates. The Sherman Antitrust Act of 1890 focused on the problem of monopoly in general. It was a response to the development of trusts in several fields—steel, oil, sugar, meatpacking, etc. Perhaps most of all, it was a response to the growing power of Standard Oil. The Sherman Antitrust Act was complex, but these first two sections sum up its central aim.

Original Document

Sec. 1. Every contract, combination in the form of trust or other-wise, or conspiracy, in restraint of trade or commerce among the several States, or with foreign nations, is hereby declared to be illegal. Every person who shall make any such contract or engage in any such combination or conspiracy, shall be deemed guilty of a misdemeanor, and, on conviction thereof, shall be punished by fine not exceeding five thousand dollars, or by imprisonment not exceeding one year, or by both said punishments, at the discretion of the court.

Sec. 2. Every person who shall monopolize, or attempt to monopolize, or combine or conspire with any other person or persons, to monopolize any part of the trade or commerce among the several States, or with foreign nations, shall be deemed guilty of a misdemeanor, and, on conviction thereof; shall be punished by fine not exceeding five thousand dollars, or by imprisonment not exceeding one year, or by both said punishments, in the discretion of the court.

Adapted Version

Sec. 1. Every business combination, trust, or other conspiracy to restrain trade or commerce among the states, or with foreign nations, is declared illegal. Every person who makes any such contract combining in this way is guilty of a misdemeanor. If convicted, that person will be punished by a fine not exceeding five thousand dollars, or by imprisonment not exceeding one year, or by both as the court sees fit.

Sec. 2. Every person who shall monopolize or conspire with others to monopolize any part of the trade or commerce among the several states, or with foreign nations, is guilty of a misdemeanor. If convicted, that person will be punished by a fine not exceeding five thousand dollars, or by imprisonment not exceeding one year, or by both as the court sees fit.

PRIMARY SOURCE ►

3.3

John Sherman Defends His Act

The Sherman Antitrust Act was named for the man who introduced it in Congress, Republican Senator John Sherman of Ohio. Congress began debating the act early in 1890. This passage is part of Senator Sherman's speech defending the act in the Senate on March 21, 1890.

Original Document

This bill does not seek to cripple combinations of capital and labor, the formation of partnerships or of corporations, but only to prevent and control combinations made with a view to prevent competition, or for the restraint of trade, or to increase the profits of the producer at the cost of the consumer. It is the unlawful combination, tested by the rules of common law and human experience, that is aimed at by this bill, and not the lawful and useful combination. . . .

But associated enterprise and capital are not satisfied with partnerships and corporations competing with each other, and have invented a new form of combination, commonly called trusts, that seeks to avoid competition by combining the controlling corporations, partnerships, and individuals engaged in the same business, and placing the power and property of the combination under the government of a few individuals, and often under the control of a single man called a trustee, a chairman, or a president.

The sole object of such a combination is to make competition impossible. It can control the market, raise or lower prices, as will best promote its selfish interests, reduce prices in a particular locality and break down competition and advance prices at will where competition does not exist. Its governing motive is to increase the profits of the parties composing it. The law of selfishness, uncontrolled by competition, compels it to disregard the interest of the consumer. It dictates terms to transportation companies, it commands the price of labor without fear of strikes, for in its field it allows no competitors. Such a combination is far more dangerous than any heretofore invented, and, when it embraces the great body of all the corporations engaged in a particular industry in all of the States of the Union, it tends to advance the price to the consumer of any article produced, it is a substantial monopoly injurious to the public, and, by the rule of both the common and the civil law, is null and void and the just subject of restraint by the courts, of forfeiture of corporate rights and privileges, and in some cases should be denounced as a crime, and the individuals engaged in it should be punished as criminals.

CONTINUED

Adapted Version

This bill does not seek to cripple large business or labor combinations, partnerships or corporations. It only seeks to prevent combinations aiming to stop competition, restrain trade, and increase profits at the cost of the consumer. The bill seeks to ban unlawful combinations, according to common law and human experience.

But some enterprises are not satisfied with partnerships and corporations competing with each other. Instead, they invented a new form of combination called a trust. Trusts seek to avoid competition by combining corporations, partnerships, and individuals engaged in the same business. They then place the power and property of the combination under the control of a few individuals. Often, they place it under the control of a single man called a trustee, a chairman, or a president.

The sole object of such a combination is to make competition impossible. It can control the market and raise or lower prices as will best promote its selfish interests. It can reduce prices in one place in order to break down competition and then raise prices where competition does not exist. Its governing motive is to increase the profits of the parties composing it. Pure selfishness, not checked by competition, leads it to disregard the interest of the consumer. It dictates terms to transportation companies. It sets the price of labor without fear of strikes, for in its field it allows no competitors. Such a combination is far more dangerous than any invented before. When it includes most of the corporations in a particular industry nationwide, it will push up the price to the consumer of any article produced. It is a substantial monopoly injurious to the public. By the rule of both the common and the civil law, it should have no legal force and should be restrained by the courts. It should have its corporate rights and privileges taken away. In some cases, it should be denounced as a crime, and the individuals engaged in it should be punished as criminals.

The Interstate Commerce Act was passed in 1887. Its main purpose was to better regulate railroad rates. Many farmers were especially angry that railroads would charge more on certain short-haul routes than they did on longer-haul routes. On the short hauls, a railroad was often the only carrier available. This made it easy to charge high rates that farmers and other shippers had to bear. On longer hauls, other rail lines were available. This led railroads to lower rates in order to compete with those other lines. Not all members of Congress thought this was unfair. In this passage, Representative Benjamin Butterworth of Ohio explains why he thinks it is not a problem. He made these remarks in a debate in the House of Representatives on January 18, 1887.

Original Document

Here is a little town, if you please, twenty miles from this city where the people have been accustomed to pay 6 cents a bushel for hauling all their coal. A railroad company builds a line passing that town and extending to some point beyond, where there is water competition. The railroad company says to the people at this intermediate point, "What has it been your custom to pay for hauling your coal?" The answer is "6 cents a bushel." The company says, "We will haul it for 3 cents a bushel; but to the point beyond at which there is competition we must haul it for 2 cents a bushel, because our competitor will haul it for that price." Now, does it injure the people who previously have paid 6 cents a bushel to get their coal hauled at 3 cents? If it does, how does it injure them? . . .

[T]he company that builds the road takes into consideration when building it what competition there will be, what the local traffic will be, what the through traffic will be—it takes into consideration all the circumstances which go to fix the price. And I say, instead of the man at the intermediate point being injured, he saves 3 cents a bushel; and ultimately, according to the experience we have had in this country, he may save still more. He is not injured by reason of the fact that the company run their cars 10 miles beyond, to a point where, in order to compete, they must make a lower charge.

CONTINUED

Adapted Version

Imagine that there is a little town twenty miles from a city where the people have always paid six cents a bushel to have their coal hauled. A railroad company builds a line passing that town and extends it several miles to an area where it must compete with canal boats. The railroad company asks the town, "What have you been used to paying to have your coal hauled?" Suppose the answer is "six cents a bushel." Then suppose the company says, "We will haul it for three cents a bushel. Then farther down the line, where we compete with canals, we must haul it for two cents a bushel. Otherwise our canal boat competitors will haul it for that price." Now, does it harm the people who were paying six cents to get their coal hauled at three cents, just because later the rate goes down to two cents? How does that harm them?

The company that builds the road must consider what the competition will be, what the local traffic will be, what the through traffic will be. All those factors must be considered. They all go into deciding the price. And I say, instead of the people in the town being injured, they actually save three cents a bushel. And given the experience we have had in this country, they may, in time, save still more. They are not injured just because the company must run its cars ten miles more into an area where, in order to compete, it must lower its charge to two cents.

PRIMARY SOURCE ▶

3.5

From Ida Tarbell's "History of the Standard Oil Company"

Ida Tarbell was born in Erie County, Pennsylvania, in 1857. Her father was an oil producer who blamed the failure of his business on Rockefeller's Standard Oil Company. Her brother was treasurer of Pure Oil, another Rockefeller competitor. As a journalist for *McClure's Magazine*, Ida Tarbell wrote articles about Rockefeller and his business. These were published as a book in 1904. The book became a famous example of the "muckraking" social reform journalism of the early 1900s. This passage is from that book, *The History of the Standard Oil Company*.

Original Document

In the fall of 1871 . . . certain Pennsylvania refiners, it is not too certain who, brought to [Mr. Rockefeller and his associates] a remarkable scheme, the gist of which was to bring together secretly a large enough body of refiners and shippers to persuade all the railroads handling oil to give to the company formed special rebates on its oil, and drawbacks on that of other people. If they could get such rates it was evident that those outside of their combination could not compete with them long and that they would become eventually the only refiners. They could then limit their output to actual demand, and so keep up prices. This done, they could easily persuade the railroads to transport no crude for exportation, so that the foreigners would be forced to buy American refined. They believed that the price of oil thus exported could easily be advanced fifty per cent. The control of the refining interests would also enable them to fix their own price on crude. As they would be the only buyers and sellers, the speculative character of the business would be done away with.

Adapted Version

In the fall of 1871 . . . certain Pennsylvania refiners proposed a remarkable scheme to Mr. Rockefeller and his associates. The basic idea was to form a company secretly out of a large body of refiners and shippers. It had to be large enough to convince all the railroads handling oil to give to this company special rebates on its oil and drawbacks on that of others. It was clear that if they could get such reduced rates, others not in their combination could not compete with them for long. Eventually, this combination would become the only refiners. They could then limit their output to actual demand and so keep up prices. Having done this, they could then also persuade the railroads not to transport crude oil for export overseas. This would force foreigners to buy American refined oil. They believed they could then raise the price of exported refined oil by fifty percent. By controlling all the refining, they could also fix their own price for crude oil. Because they would be the only buyers and sellers, the speculative character of the business would be done away with.

Original Document Source: Ida Tarbell, *The History of the Standard Oil Company*, Vol. 1 (New York: McClure, Phillips & Co., 1904), chapter 1. Available online at http://www.pagetutor.com/standard/chapter02_part3.html.

PRIMARY SOURCE ▶

3.6

Crude Oil Prices, 1870–1910

This chart shows the historical crude oil prices in U.S. dollars per barrel for selected years. Of course, Standard Oil refined oil mainly into kerosene, used as fuel for lighting. Kerosene prices fell even more rapidly than crude oil prices in this period. Between 1870 and 1890, Standard Oil's market share rose from 4 percent to 90 percent. In the same time period, the price of kerosene dropped from twenty-six cents a gallon to seven cents a gallon. This chart for crude oil prices is adapted from information provided by the U.S. Energy Information Administration.

Price of a Barrel of Crude Oil for Selected Years, 1870–1910	
Year	Price per Barrel (\$)
1870	3.86
1875	1.34
1880	0.94
1885	0.88
1890	0.77
1895	1.09
1900	1.19
1905	0.62
1910	0.61

Original Document Source: Data from U.S. Energy Information Administration, "U.S. Crude Oil First Purchase Price (Dollars per Barrel)." Available online at https://www.eia.gov/dnav/pet/hist/LeafHandler.ashx?n=PET&s=F0000000__3&f=A.

PRIMARY SOURCE ►

3.7

Another Defense of the Sherman Antitrust Act

Republican Representative William Mason of Illinois favored the Sherman Antitrust Act. He made the following remarks in defense of it in the House of Representatives on June 20, 1890.

Original Document

Trusts have made products cheaper, have reduced prices; but if the price of oil, for instance, were reduced to one cent a barrel, it would not right the wrong done to people of this country by the “trusts” which have destroyed honest men from legitimate business enterprise.

Original Document Source: William Mason, remarks delivered for the House of Representatives, June 20, 1890, in *Congressional Record*, 51st Congress, 1st session, House, June 20, 1890, as quoted by Christopher A. Baylor in a July 2001 review of Ron Chernow's *Titan: The Life of John D. Rockefeller, Sr.* Available online from H-Net Online at <http://www.h-net.org/reviews/showrev.php?id=5292>.

Johnson Newlon Camden was a Democratic senator from West Virginia. In 1883, he wrote a defense of the practices of John D. Rockefeller and his Standard Oil Company. This passage is a part of that article, "The Standard Oil Company."

Original Document

It [Standard Oil Company] has been the instrument, if not the cause, of almost the whole development of the oil industry—production excepted—during the last decade; of vastly improving and bringing to uniformity all oil manufactures; of cheapening these latter to an unprecedented degree, and pushing the introduction of American petroleum to the remotest parts of the earth; of furnishing employment to a host of men equal in number to the standing army of the United States, and of giving an impulse of prosperity to every locality in which its operations are conducted. It has probably had less trouble with its enormous laboring force than any other corporation of comparable importance in the world. . . .

No great enterprise was ever carried through without interference with somebody or something. The choicest field cannot always be saved from the advancing railroad; yet no one, save perhaps the owner of the property, will insist that railroads should not be built. The parallelism does not need elaboration to indicate the origin of much of the opposition to the Standard. . . . There was no lack of unsuccessful oil-men, sensational writers, and persons with grievances, to help give utterance to the anti-Standard cry. The bitterest grievances were those of the small refiners, whose real complaint was that the Standard, with its improved processes and immense product, had too greatly cheapened the cost of manufacturing and marketing refined oil. As it would not do, however, for them to complain that the public was getting its oil too low, they, too, raised a clamor against the "monopoly." A class of politicians, adopting what is known amongst themselves as "the Anti-Monopoly racket," were anxious to inflame the public mind against all large corporations. The Standard seemed most vulnerable.

CONTINUED

Adapted Version

Standard Oil Company has brought about almost all the improvements in the oil industry this past decade—except for production of crude oil. It vastly improved and made uniform all oil manufacturing, while drastically reducing its cost. It led in introducing American petroleum to the most remote parts of the earth. It has given work to as many men as are in the standing army of the United States. It has brought prosperity to every locality where it operates. It has probably had less trouble with its enormous labor force than any other important corporation in the world.

No great enterprise can completely avoid interfering with someone or something. The choicest field cannot always be saved from the advancing railroad. Yet no one except the owner of that field will insist that railroads should not be built. This comparison should suggest what has caused so much opposition to Standard Oil. There are many unsuccessful oil men, sensational writers, and persons with grievances ready to complain about Standard Oil. Most bitter are the small refiners. Their real complaint is that the Standard's improved processes and immense output enable it to greatly reduce the cost of manufacturing and marketing refined oil. However, they cannot openly complain about the low oil prices the public was paying. Instead, they raise a clamor against the "monopoly." A class of politicians has adopted what is known among themselves as "the Anti-Monopoly racket." Their aim is to arouse and anger the public against all large corporations. Standard Oil seems most vulnerable.

Original Document Source: Johnson Newlon Camden, "The Standard Oil Company," in *North American Review*, Vol. CXXXVI (New York: Allen Thorndike Rice, 1883), 188–190. Available online from Google Books at https://books.google.com/books?id=_HjhwSocQNoC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Herbert Knox Smith was U.S. commissioner of corporations in charge of the U.S. Bureau of Corporations. In 1907, he reported on the oil industry to President Theodore Roosevelt. The report detailed Standard Oil's various unfair or illegal practices. The report first dealt with the issue of railroad rate discrimination. After that, these passages describe the way Standard gained control over valuable pipelines used by oil producers to ship oil to refineries.

Original Document

Abuses in railroad rates, however, would have lost much of their effect had competitors of the Standard Oil Company been able advantageously to resort to transportation of their crude oil by pipe lines, since this would have enabled them to establish refineries in the vicinity of the great distributing centers and thus largely reduce freight costs on the refined product. . . . But, as shown more fully below, the Standard pipe lines have been practically closed to independent shipments. At the same time, in order to secure to itself the exclusive advantage of this means of transportation, the Standard has bitterly fought the construction of independent pipe lines, and has resorted to unfair methods of competition to crush or restrict those few rivals who have succeeded in getting lines established. . . .

One method adopted by the Standard Oil Company to prevent independent interests from laying pipe lines, particularly to the Atlantic seaboard, has been to buy up lands along the route which the rival line was to follow or to secure rights of way of its own across such routes. A more effective method has been to enlist the support of railroads in refusing to a rival rights of way across their tracks. . . .

The most effective method, however, employed by the Standard in attacking independent lines is the payment of "premiums" on crude oil at the wells to those producers in the immediate vicinity of the independent line. That is to say, the Standard Oil Company has frequently gone to the producers supplying, or likely to supply, the rival line and offered for their oil from 5 to 20 cents per barrel, or even more, above the current price. In view of the immense operations of the Standard, the company can easily afford to pay such premiums on the limited amount of oil affected by competition without influencing to an appreciable degree the average price which it pays; whereas, in the case of a small competitor, the payment of an equal premium to retain his patrons affects a very large percentage, or perhaps all, of his purchases, and may readily result in absolute loss.

CONTINUED

Adapted Version

Standard Oil's abuses in railroad rates would have had little effect if its competitors could transport their crude oil by pipeline. They then could establish refineries near the great distributing centers. This would largely reduce freight costs on the refined product. But, as this report will show, Standard has practically closed its pipelines to independent competitors. Also, to maintain this control over the transportation of oil, Standard has bitterly opposed the construction of independent pipelines. And it has resorted to unfair methods of competition to crush or restrict those few rivals who did establish such lines.

One method Standard has used to stop others from laying pipelines, particularly to the Atlantic seaboard, has been to buy up lands along the rival's proposed route. Or it has been able to get rights of way of its own across such routes. A more effective method is to convince the railroads to refuse to give rivals any rights of way across their tracks.

Standard Oil's most effective method to stop independent pipelines is to pay premiums on crude oil to those producers near any such line. That is, Standard Oil has frequently offered producers supplying a rival pipeline anywhere from five to twenty cents per barrel or more above the current price. Because of its huge size, Standard Oil can easily afford such premiums on the limited amount of oil produced by the competition. This doesn't affect the average price Standard pays. However, if the small competing pipeline has to pay this premium to all its patrons, it does affect most or all of its purchases. This may readily result in absolute loss to that competitor.

Original Document Source: Herbert Knox Smith and United States Bureau of Corporations, *Report of the Commissioner of Corporations on the Petroleum Industry, Part I: Position of the Standard Oil Company in the Petroleum Industry* (Washington, DC: Government Printing Office, 1907), 24–25. Available online from Google Books at https://books.google.com/books?id=DnEpAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.

Theodore Roosevelt was president of the United States from 1901 to 1909. He came to be called the “Trustbuster” because of his efforts to break up a number of large corporations he saw as unfair monopolies. Roosevelt dramatically expanded the government’s role as a regulator of major industries. Critics said he was expanding the powers of the presidency far beyond what the Constitution permitted. In this passage from his autobiography, he explains how he viewed his own powers in relation to the Constitution’s limits.

Original Document

I declined to adopt the view that what was imperatively necessary for the Nation could not be done by the President unless he could find some specific authorization to do it. My belief was that it was not only his right but his duty to do anything that the needs of the Nation demanded unless such action was forbidden by the Constitution or by the laws. Under this interpretation of executive power I did and caused to be done many things not previously done by the President and the heads of departments. I did not usurp power, but I did greatly broaden the use of executive power. In other words, I acted for the public welfare, I acted for the common well-being of our people, whenever and in whatever manner was necessary, unless prevented by direct constitutional or legislative prohibition.

Adapted Version

I refused to accept the idea that a president could not do what the nation desperately needed unless he could find some constitutional rule specifically allowing him to do it. I believed it was his right and duty to do it unless the Constitution or the laws clearly prohibited it. Under this concept of executive power, I did many things not previously done by the president and the heads of departments. I did not take on new powers. However, I greatly broadened the use of executive power. In other words, I acted for the public welfare. I acted for the common well-being of our people. I did this whenever and in whatever manner was necessary, unless a direct constitutional or legislative rule prohibited it.

Communicating Results and Taking Action

Communicating Results

- ◆ Study Primary Source 3.1 for this lesson. Imagine a discussion about this cartoon between Ida Tarbell (Primary Source 3.5) and John D. Rockefeller. Write a series of four letters, starting with one from Ida Tarbell in which she sends Rockefeller the cartoon and expresses her views about it and its relationship to Standard Oil. The next letter should be a response to this letter by Rockefeller. Write two follow-up letters, one from each of these two individuals.
- ◆ Many farmers in the late 1800s complained about the unfair power the railroads had over them. Specifically, they complained about the high rates charged, especially in certain farming areas. They said huge railroad corporations used their power to win political favors and make huge profits. On the other hand, railroad owners said they were providing very cheap transportation and were not making all that much profit. With your group, choose three primary sources for this lesson that you think could help a historian trying to better understand this issue. As a group, explain your choices to the class in an all-class discussion of this issue.
- ◆ In your four-member group, read Theodore Roosevelt's ideas about his expanded use of executive power (Primary Source 3.10). Create a brief role-playing dialogue about this passage. One student should play the part of Roosevelt. The other students should play John Sherman (Primary Source 3.3), Representative Benjamin Butterworth (Primary Source 3.4), and Johnson Newlon Camden (Primary Source 3.8). Discuss the roles of these figures, and practice a brief role-playing skit to perform in front of the class.

Taking Action

- ◆ Many editorial cartoonists have delighted in depicting fat, greedy bosses. Collect and make copies of as many editorial cartoons portraying corporate leaders as you can find, from both the past and the present. In class, discuss how industrial leaders have been portrayed and how the image of the corporate leader in editorial cartoons has changed over time. Be prepared to create a bulletin-board display available to the entire school and to comment on the display.
- ◆ Based on the work in the previous assignment, use presentation software such as Power-Point to create a brief slide show about the cartoon display. Then use social media to share the display with others, including local print and television news sources. Ask those contacted in this way to comment on the value of this way of comparing past and present.

The Trust-Busting Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a relevant way to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development and Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in-depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

Primary Source Bibliography

- 3.1 Keppler, Joseph. "In Danger: What Are You Going to Do about It?" *Puck* 8 (February 9, 1881): 386–387. Library of Congress, Prints and Photographs Division, Reproduction Number LC-USZC4-2835. Available online from the Library of Congress at <http://www.loc.gov/pictures/item/94500771/>.
- 3.2 Sherman Antitrust Act, 1890. Available online from the National Archives and Records Administration at [https://www.ourdocuments.gov/print_friendly.php?flash=true&page=transcript&doc=51&title=Transcript+of+Sherman+Anti-Trust+Act+\(1890\)](https://www.ourdocuments.gov/print_friendly.php?flash=true&page=transcript&doc=51&title=Transcript+of+Sherman+Anti-Trust+Act+(1890)).
- 3.3 Finch, James Archer, ed. *Bills and Debates in Congress Relating to Trusts: Fiftieth Congress to Fifty-seventh Congress, First Session, Inclusive*. Washington, DC: Government Printing Office, 1902, 94–95. Available online from Google Books at https://books.google.com/books?id=OsssAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.
- 3.4 Butterworth, Benjamin. Speech delivered on January 18, 1887. *Congressional Record, Containing the Proceedings and Debates of the Forty-ninth Congress, Second Session, Vol. XVIII*. Washington, DC: Government Printing Office, 782. Available online from Google Books at https://books.google.com/books?id=gAlNmbABwbUC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.
- 3.5 Tarbell, Ida. *The History of the Standard Oil Company*. Vol. 1. New York: McClure, Phillips & Co., 1904, chapter 1. Available online at http://www.pagetutor.com/standard/chapter02_part3.html.
- 3.6 U.S. Energy Information Administration, "U.S. Crude Oil First Purchase Price (Dollars per Barrel)." Available online at https://www.eia.gov/dnav/pet/hist/LeafHandler.ashx?n=PET&s=F000000__3&f=A.
- 3.7 Mason, William. Remarks delivered for the House of Representatives, June 20, 1890. *Congressional Record, 51st Congress, 1st session, House*, June 20, 1890, as quoted by Christopher A. Baylor in a July 2001 review of Ron Chernow's *Titan: The Life of John D. Rockefeller, Sr.* Available online from H-Net Online at <http://www.h-net.org/reviews/showrev.php?id=5292>.
- 3.8 Camden, Johnson Newlon. "The Standard Oil Company," in *North American Review*, Vol. CXXXVI. New York: Allen Thorndike Rice, 1883, 188–190. Available online from Google Books at https://books.google.com/books?id=_HjlvSocQNoC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.
- 3.9 Smith, Herbert Knox, and United States Bureau of Corporations. *Report of the Commissioner of Corporations on the Petroleum Industry, Part I: Position of the Standard Oil Company in the Petroleum Industry*. Washington, DC: Government Printing Office, 1907, 24–25. Available online from Google Books at https://books.google.com/books?id=DnEpAAAAYAAJ&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false.
- 3.10 Roosevelt, Theodore. *Theodore Roosevelt: An Autobiography*. New York: The Macmillan Company, 1913, 389. Available online from the Internet Archive at <https://archive.org/details/theodorerooseve13roosgoog>.

Sources for Further Study

Hakim, Joy, and Byron Hollinshead. *A History of US, Book 8: An Age of Extremes, 1880–1917*. New York: Oxford University Press, 2007.

Hollihan, Kerrie Logan. *Theodore Roosevelt for Kids: His Life and Times*. Chicago: Chicago Review Press, 2010.

Mullenbach, Cheryl. *The Industrial Revolution for Kids: The People and Technology That Changed the World*. Chicago: Chicago Review Press, 2014.

Tarbell, Ida M. *The History of the Standard Oil Company: Briefer Version*. Mineola, NY: Dover Publications, 2003.

