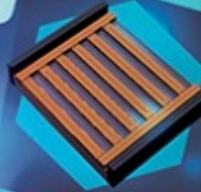
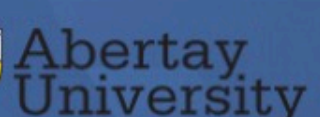


THE LEGACY



THE LEGACY:

Join Sam the Explorer on a quest to discover the life and legacy of Andrew Carnegie!



This is Sam!

Sam is a time traveller from the future, and the star of The Legacy computer game. Join Sam and take a journey to the past in order to find out more about who Andrew Carnegie was.

The information provided in this written booklet will help you guide Sam through various 'worlds' and scenes from Andrew Carnegie's life and to solve puzzles on your way.



INTRODUCTION

Why are we learning about this?

In this module, you will discover why Andrew Carnegie is a key figure in Scottish, British and world history and how his legacy continues to have an impact on the way we live today.

Who was Andrew Carnegie?

Andrew Carnegie was a world famous Scot who is remembered today for his role in building and expanding the United States of America's steel industry in the 19th century, and later for his acts of **philanthropy**. From humble beginnings growing up as a weaver's son in Scotland, he went on to become one of the richest and most powerful businessmen in the world and is often called one of the 'men who built America'.

Watch the short introductory clip: <http://www.bbc.co.uk/education/clips/zcgg9j6>

Steel maker

Andrew Carnegie understood that strong steel would be needed as America's first railway lines, bridges and industrial machinery were being built during the **industrial revolution**.

New tall 'sky-scraper' buildings were also starting to appear as cities started to grow and steel frames were needed to support them. Seeing the opportunity, he set about manufacturing the best steel available as well as controlling its supply to the companies building the railway lines, bridges, machines and buildings. When he finally sold the Carnegie Steel company in 1901, it was for \$480 million (worth around £13.8 trillion today).

Philanthropist

Andrew believed that the very wealthy had a responsibility to share their wealth and give something back to society. He engaged in **philanthropy** – the act of giving time or money to benefit the community. The causes closest to Andrew's heart were education and peace. In his lifetime he gave 90% of his wealth (\$350 million - worth over £10 trillion today) to support these causes. Most famously, he was responsible for funding the building of 2,811 public libraries across the world in his lifetime. He wanted to give ordinary working people the means to educate themselves. Most libraries were private collections owned by the very wealthy at this time and were not available to the public.

KEY WORDS:

- * Industrial Revolution
- * Philanthropy

Task:

Use full sentences to answer the following questions:

1. What did Andrew Carnegie build?
2. What was Andrew Carnegie famous for doing with his wealth?



Image: Andrew Carnegie. Photographed by McLure, Macdonald & Co, Glasgow, 1880s. ACBM collection

SECTION ONE: EARLY YEARS AND EMIGRATION

Why are we learning about this?

In this section we will find out how Andrew Carnegie's early life in Scotland influenced his future as an entrepreneur and philanthropist. We will also find out why the family decided to leave Scotland and head to the United States of America.

1.1. Life in Early Victorian Scotland

Andrew Carnegie was born in a tiny weaver's cottage in Dunfermline, Scotland in 1835. The family, including Andrew, his mother Margaret, father William and younger brother Thomas only had one room in which to live in. This was where the family ate and slept. Cooking was done over the open fire. The room had two recessed beds, one of which would probably have been shared by the brothers. The curtains in front of the bed helped to keep warm in cold winter nights.

The cottage was not just a place to live but also a place of work. Andrew's father, William, was a **damask linen handloom weaver** and operated a loom in the downstairs room of the cottage.

The Carnegies rented the cottage and shared it with another family who lived and worked in the other half of the building.

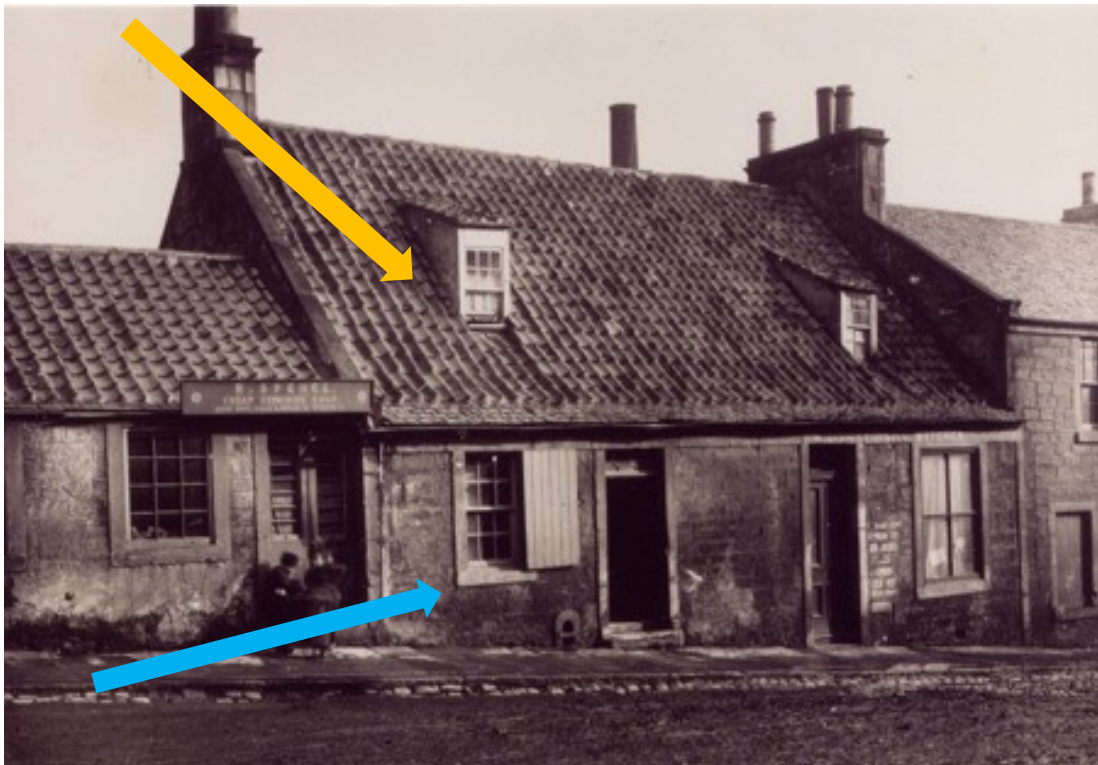


Image: Cottage where Andrew Carnegie was born in Dunfermline, Fife, Scotland. The yellow arrow points at the window of the Carnegie family's living quarters, and the blue arrow at the rooms where the handlooms were situated. Photographed by James Norval, 1880s. ACBM collection



Image: Upstairs living quarters in Carnegie's birthplace cottage as they currently look. Andrew Carnegie visited his birthplace several times in the 1900s. It was bought for him as a secret birthday present by his wife, Louise, in 1895. Photograph by NMS.

What does a damask linen handloom weaver do?

- Jacquard handloom is a machine used to make patterned damask fabric. It is non-mechanical, meaning that it was the weaver who made the machine work by pressing the pedals under the loom and passing the shuttle (a tool that holds the thread) by hand.
- Damask is any fabric with a woven pattern which can be viewed from both sides of the material, instead of being printed on it.
- Linen thread is made from flax plants. Flax was grown in the fields around Dunfermline, as well as many other countries in Europe.

Watch this short clip to find out more about jacquard handloom weaving.

(Double-click on the video to enlarge. This video has no audio):

<http://www.vam.ac.uk/content/videos/j/video-jacquard-weaving/>

[Accessed July 2017]

Task 1:

Use sources A, B and C to answer the questions below.

“There were estimated to be 25,000 handloom weavers in 1780, 58,000 in 1800 and 78,000 in the 1820s. In the 1830s seven out of ten workers in Scottish manufacturing were in textiles. This was in spite of continually falling wages. But by the late 1840s the numbers of handloom weavers had begun to fall dramatically due to the widespread introduction of power-loom weaving.” The main geographic regions in which textiles were produced were Strathclyde, Fife and Tayside.

Source A: W.W. Knox, *A History of the Scottish People, Patterns Of Employment in Scotland 1840-1940* (1999)



Source B: A. Gray, *Master Loomer* (1888)

This painting was painted in 1888, but it depicts how the handloom weavers used to work in their cottages in the 1830s. ACBM collection.



VIEW OF THE INTERIOR OF THE WEAVING-SHED, ST. LEONARD'S FACTORY, DUNFERMLINE.

Source C: View of the Interior of the Weaving-Shed, St Leonard's Factory, Dunfermline, 1885.
© Look and Learn, 2017

Questions:

1. Look at sources A, B and C. What were the biggest differences between working as a handloom weaver in the 1820s and in the 1880s?
2. Why did the numbers of handloom weavers begin to fall dramatically by the 1840s?

Task 2: Pattern Programming!

As you learned from the video, jacquard handlooms used a complicated system of punchcards which automated how patterns were woven. First, the design was drawn onto a squared paper and then punched onto punchcards.

Design a pattern on grid 1 below without showing it to others. Once finished, challenge your neighbour trace your pattern on grid 2 by calling out the locations on the grid (for example: C1, B2, D2, C3 form a shape of a flower).

1. MY PATTERN

A	B	C	D	E	F	G	H	I
1								
2								
3								
4								
5								
6								
7								

2. MY NEIGHBOUR'S PATTERN

A	B	C	D	E	F	G	H	I
1								
2								
3								
4								
5								
6								
7								

Extension Task/ Homework:

Find out what was the most widespread industry in the 19th century in the area where you are living by using the resource below:

http://www.scran.ac.uk/scotland/pdf/SP2_2Employment.pdf [Accessed June 2017]

1.2. Family Influence and Education

Although Andrew Carnegie only went to school for four years (starting at Mr Martin's School when he was eight years old), he grew up in a household interested in politics, culture, history and literature. Like many other handloom weavers, his father William was self-educated.

Inspired by his family and in particular, his uncle, George Lauder, Andrew loved reading books from a very young age and developed a gift for **memorising** and **repeating**, with great accuracy, the texts that he read. He was to make good use of this skill in his later life.

Andrew understood the importance of learning. He believed that everyone had the right to get free education. This is why he would eventually provide the funding for over 2,000 public libraries throughout the world so that all people would have the means to help themselves through knowledge and information.

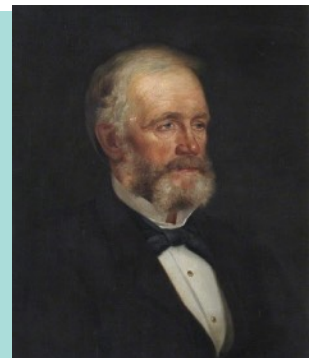


Image: Margaret Carnegie by W.Kurtz, New York, 1874. ACBM collection

Margaret (Morrison) Carnegie

The key influence on Andrew was his mother, Margaret. When his father struggled to find work, Margaret opened a small grocery shop in the family home and encouraged Andrew to help as much as possible. At the age of just ten, Andrew was learning the importance of self-reliance and hard work. From this early experience, Andrew also learned the difficulties faced by people in poverty. In later life he would remember a life of poverty and was determined to help others in similar situations.

Image: George Lauder. Image source unknown



George Lauder

Another great influence on young Andrew was his uncle, George Lauder, who owned a grocer's store in Dunfermline High Street. Uncle Lauder introduced Andrew and his own son, Andrew's cousin and lifelong friend George ('Dod') to stories of historic Scottish figures like Robert the Bruce and William Wallace. He also introduced him to writers such as Robert Burns and William Shakespeare. He made Andrew memorise Burns' poems.

Task 1:

1. Despite having only four years of formal education, describe how Andrew got his interest in learning?
2. Explain how Margaret Carnegie and George Lauder influenced Andrew Carnegie's early life. Provide at least one way each of them influenced Andrew.

Task 2:

Use Sources A, B, C and D below to decide whether Andrew Carnegie's educational background was common or unusual in the 1840s Scotland.

"The treasures of the world which books contain were opened to me at the right moment. A library gives nothing [if you do] nothing. Youths must get knowledge themselves. There is no escape from this. [...] My father was one of the five weavers in Dunfermline who gathered together the few books they had and formed the first library in that town."

Source A: Andrew Carnegie, *My Own Story* (1920), p.48

"In 1817 Samuel Brown, a Haddington merchant, launched the Itinerating Library Scheme, which circulated boxes of 50 books. Most of Brown's local librarians were manual labourers or merchants. About fifty such libraries were established by 1830 around Scotland. Scotland had a rich voluntarily-run library culture."

Source B: Bill Bell, *Edinburgh History of the Book in Scotland, Volume 3* (2007), pp. 195-196

"By the early 1840s an incredible variety of persons and agencies had become involved in setting up schools in Scotland. As well as Assembly schools set up by the Church of Scotland, there were parish and burgh schools and so on."

Source C: John Stevenson, *Fulfilling a Vision: The Contribution of the Church of Scotland to School* (2012), p.4

Education.

ROBERT MARTIN begs most respectfully to inform the Inhabitants of this Town, and vicinity, that he has opened that **SCHOOL** lately occupied by Mr **CRAIG**, where the various Branches of **EDUCATION** are taught upon the most approved method.

R. M. Also assures Parents that his whole attention will be devoted to the **Moral and Religious instruction** of those intrusted to his charge.---**N. B.** An **Evening Class** from 7 to 9 o'Clock.

Fees Moderate, paid per advances.

INVERKEITHING, 11 JANUARY, 1836.

Source D: Advert for Mr Martin's School, 1836. ACBM collection

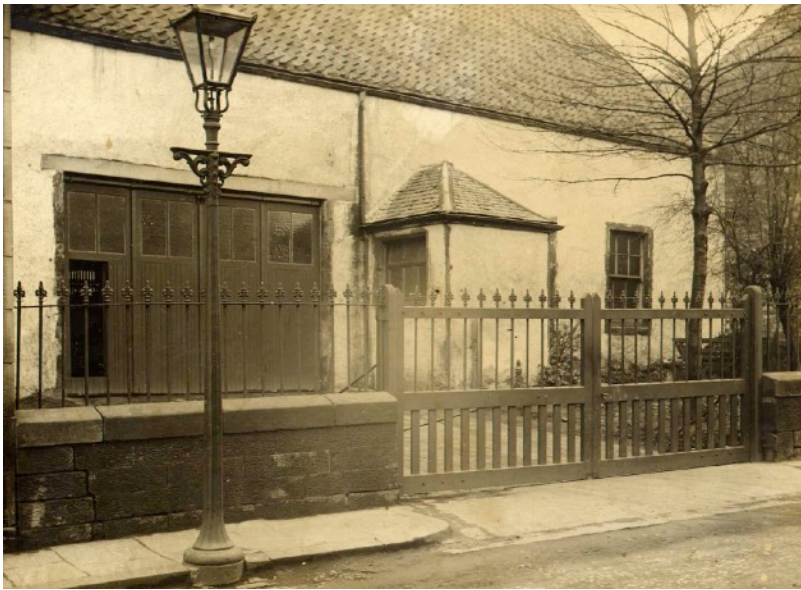


Image: Rolland Street School by an unknown photographer. ACBM collection

Mr Martin's Rolland Street School was located, just downhill from Carnegie's cottage in Moodie Street. Each child paid one penny per week for his or her education. This type of school was very common in Victorian times. It had just one teacher in a very large classroom with over one hundred pupils. The teacher had to be very strict to keep control of the class.

Extension task/ Homework:

Write a short text about a person who influences or inspires you.

- Who are they?
- What is their personality like?
- What do you learn from them?
- How do they make you feel?

1.3. Young Businessman

Although Andrew became famous for giving away a fortune in later life, he was also famous for making fortunes. Even as a boy he was proud of his talent for finding ways to make money and make others want to work for him.

Task 1:

Read Sources A and B and answer the questions below.

“One of the chief enjoyments of my childhood was the keeping of rabbits. My first business venture was securing my friends' services for a season as an ‘employer’, the compensation being that the young rabbits, when such came, should be named after them [...] The poorest return ever made for work. But what else had I to offer them! Not a penny”

Source A: Andrew Carnegie, *My Own Story* (1920), p.23

“The first penny I ever earned or ever received from any person beyond the family circle was one from my school-teacher' Mr Martin, for repeating before the school Robert Burns' poem, “Man Was Made to Mourn”.

Source B: Andrew Carnegie, *My Own Story* (1920), p.21

Questions:

1. Explain how Andrew Carnegie encouraged his friends to help him feed his rabbits.
2. What do you think this tells you about the way Andrew Carnegie ‘managed people’, even at a young age?
3. At school, Andrew Carnegie was teased for being ‘Mr Martin’s pet’. What does source B show us about the character of Andrew Carnegie?

You can present your research as a written paragraph or create an information poster.

Task 2:

Using your knowledge, notes and information in section 1 of this booklet to complete the following task:

- Create a Facebook profile for Andrew Carnegie. (Your teacher may show you an example on the smart board).

(This can be done as an ICT lesson, using an online Facebook page template or completed in jotters, or on a poster for display in the classroom). The Facebook Profile can be added to at the end of each Unit section as a way to build up to a full picture of Andrew Carnegie.

You should include the following information:

Profile Picture	Name	Birth date	Home town/birth place

Family	Occupation (s)	Hobbies/interests

Differentiation: To add more detail to the Facebook profile, carry out some independent research using ICT (if your teacher uses this task as an ICT lesson)

1.4. Emigration

Andrew's family were one of many leaving Scotland to seek a better standard of life in the United States of America. They boarded the ship *Wiscasset* in July 1848.

They were among 189,176 persons who emigrated to New York that year from various different European countries.

Task 1:

1) How many days did it take Andrew Carnegie's family to travel to Pittsburgh?

2) How many hours (days) would it take us nowadays?

(This could be done using smart board if available).

Carnegie's journey:

1) Dunfermline to Glasgow: 40 miles

A river boat travelled roughly 20 miles **per day**

2) Glasgow to New York: 3218 miles

A sailing boat travelled roughly 76.6 miles **per day**

3) New York to Pittsburgh: 370 miles

A river boat travelled roughly 17.6 miles **per day**

Our journey:

1) Dunfermline to Glasgow: 40 miles

A car travels roughly 61 miles **per hour**

2) Glasgow to New York: 3218 miles

A plane travels roughly 495 miles **per hour**

3) New York to Pittsburgh: 370 miles

A car travels roughly 61 miles **per hour**



Image: This sperm whale tooth depicts the ship *Wiscasset* in 1836 when it was still used for whaling. The carving was made by one of the sailors onboard. The *Wiscasset* entered migrant trade in 1847 and its holds which formerly stored whale oil were converted to rows of wooden bunks for passengers. Can you imagine the stench of rotting fish onboard of an old whaling ship?!
ACBM collection

Task 2:

Look at sources below and answer the questions that follow.

“With the introduction and improvement of steam machinery, trade grew worse and worse in Dunfermline for the handloom weavers, and at last a letter was written to my mother's two sisters [who were already living] in Pittsburgh saying that our family is looking to move there too — not, as I remember hearing my parents say, to benefit their own condition, but for the sake of their two young sons.”

Source A: Andrew Carnegie, *My Own Story* (1920), p.25

“We sailed from the Broomielaw of Glasgow in the 800-ton sailing ship *Wiscasset*. During the seven weeks of the journey, I came to know the sailors quite well, learned the names of the ropes, and was able to direct the passengers. I was invited by the sailors to participate on Sundays, in one delicacy of the sailors mess, plum-duff [a sort of pudding]. I left the ship with sincere regret.”

Source B: Andrew Carnegie, *My Own Story* (1920), p.28



Source C: Drawing "The Departure" published in the *Illustrated London News*, 6 July 1850. You can see how many people are onboard and how cramped the conditions were. Disease spread rapidly and many people died on the voyage, which is why migrant ships were called 'coffin ships'.

Image source: http://www.bbc.co.uk/schools/primaryhistory/victorian_britain/famine_and_emigration/ [Accessed July 2017]

Questions:

1. According to Andrew's account of the voyage in his autobiography on board the Wiscasset, were the conditions good or bad for the passengers on board? (You should refer to **sources B and C** in your answer)
2. Evaluate the usefulness of **source B** as evidence of the conditions faced on board by emigrants. (You should also comment on the limitations of the source)
3. Using your knowledge from the previous section and the information in **source A**, what do you think were the push/pull factors that caused the Carnegies to go to America?

Click here for the Emigration from the United Kingdom 1825-1849 statistics:

<http://www1.assumption.edu/ahc/Irish/TideofEmigration.html> [Accessed July 2017]

To help you answer question 3 you may find it useful to visit the following webpage to read about **'push' and 'pull' factors**:

http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev2.shtml [Accessed July 2017]

Modern Migration Stories:

Our Migration Story: The Making of Britain – this website presents the often untold stories of the generations of migrants who came to and shaped the British Isles.

<http://www.ourmigrationstory.org.uk/oms/by-era/1900–2000>

[Accessed August 2017]

Extension Task:

Read the advert below, placed in the Glasgow Herald in 1848, advertising the sailing of the Wiscasset from Glasgow to America. (You may wish to do this as a class and discuss any difficult words in the text).

Imagine that you are the owner of a shipping company and want to persuade emigrants to pay to cross from Scotland to America on board your ship (you can make up a name).

- * Draw an image of your ship
- * Add date and place of departure and place of arrival
- * Facilities offered on your ship
- * In order to make your offer more attractive, you may want to include some key 'pull' factors which may encourage people to take the journey

**TO PASSENGERS.
AT GLASGOW – FOR NEW YORK
TO SAIL POSITIVELY ON WEDNESDAY 28TH JUNE.**

The splendid coppered and copper-fastened American Ship WISCASSET, 600 tons burden, William. J. Logan, Commander, who has had great experience in the trade. This fine Vessel is upwards of seven feet between decks; has stern ports to ensure free ventilation; and affords very superior accommodation for Steerage Passengers. A limited number of Second Cabin Passengers will be taken at moderate rates. Breadstuffs, Water, &c, supplied free, according to the New Passenger Act. For freight or passage (early application of which is necessary, to prevent disappointment), apply of Messrs J & A Dennistoun; or JOHN & ROBERT YOUNG, 107 Buchanan Street. Glasgow, 16th June 1848. Tea, Sugar and Tobacco furnished, on board, free of duty.

From *Glasgow Herald*, 16th June 1848