



Teaching Guide

SEGMENT 5, WEBISODE 9

Please note: Each segment in this Webisode has its own Teaching Guide



Segment Overview

J.P. Morgan may have given new meaning to the simile “as rich as Midas.” Morgan had the wherewithal to bail out entire governments. In 1895, when the United States government was nearly bankrupt, Morgan bailed it out by exchanging gold for United States bonds (which he resold at an enormous profit). A banker’s banker, Morgan lent money to other banks and took part in nearly every important financial transaction of his day. He provided the cash to expand the railroads, and by 1900 owned most of the track in the country. Because his friends owned the rest, they were able to set rates artificially high and reap enormous profits. Morgan bought Andrew Carnegie’s steel company and founded the nation’s first billion-dollar corporation, U.S. Steel. After World War I, the House of Morgan made large international loans.

Not without his philanthropic side, Morgan bequeathed part of his art collection to the Metropolitan Museum of Art and founded the Pierpont Morgan Library.

Teacher Directions

1. Students, in small teams, discuss the following questions.
 - How did J.P. Morgan make so much money?
 - What personality traits helped make him successful?
 - What was America’s first billion-dollar corporation?
2. Make sure students understand the following points in discussing the questions.

J. P. Morgan was a banker who was involved in most of the important financial deals of his day. He controlled railroads, shipping, many utilities, and founded the U.S. Steel Corporation. Morgan was orderly, controlling, shrewd, intelligent and domineering. Morgan’s U.S. Steel Corporation was the nation’s first billion-dollar corporation.



Let’s Discuss



History Sleuth

Teacher Directions

1. Distribute the Student Sheet: *Gilded Age Gent: J. P. Morgan*. Working in small learning teams, students record information about Morgan's background, character traits, how he made his fortune, and how he used his money.

Note to the Teacher: If students need more information on J. P. Morgan to complete this assignment, read the Brief Bio of Morgan, or Chapter 4, "Powerful Pierpont" in *An Age of Extremes*, Book 8 in Joy Hakim's *A History of US*.

2. Explain that an epitaph is a brief statement found on a tombstone. It often sums up the person's life or describes him. Students create an epitaph for Morgan. You may want to share some possible suggestions with students.
 - How Much is Enough? Just a Little More
 - Money Talks—But Not From the Grave
 - King of Banking
 - Here Lies the Richest Man on Earth

3. Give students an opportunity to share their epitaphs with the class.

Note to the Teacher: This activity may be expanded to include a comparison of the three Gilded Age tycoons profiled in Webisode 9 (Carnegie, segment 3; Rockefeller, segment 4; and J. P. Morgan, segment 5). For students to compare the three men, distribute the Student Sheet: *Gilded Age Gents*.

Teacher Directions

1. Explain to students that J.P. Morgan did not fight in the Civil War but made huge profits selling guns to the Union. When the United States Treasury was nearly bankrupt, Morgan made a loan of \$62 million to the government, exchanging gold for United States bonds. He resold the bonds and made an enormous profit.
2. Discuss with students the following question.

Should Morgan have made a huge profit from a deal with the government of his country? Why or why not?
3. Allow students to share their responses.



What do you Think?



Moving Toward Freedom

Teacher Directions

Activity One

1. Acquaint students with Booker T. Washington and W.E.B. DuBois as leaders and spokesmen in turn-of-the century America. Briefly explain that although both men worked for the advancement of African Americans, each man had his own distinct personality, style, and message. Ask students if they can think of other leaders with similar goals who differed from each other in their ideas and methods (for example, Martin Luther King and Malcolm X).

Help students realize that differing viewpoints, ideas, and backgrounds enrich us as Americans. Both Booker T. Washington and W.E.B. DuBois wanted to help our country be true to its ideals and fair to all people.

2. Distribute the Student Sheet: *Booker T., W.E.B., and Me*. To learn about the two leaders, students read Chapter 35, “A Man and His Times” and Chapter 36, “A Man Ahead of His Times” in *Reconstruction and Reform*, Book 7 of Joy Hakim’s *A History of US*, visit the internet sites listed above, or consult other sources.
3. Students identify the contrasting messages, styles, and personalities of the two men. Students synthesize that information on their Student Sheets.
 - **Man** – background information about each man’s life that shaped his character and point of view (For example: Booker was a freed Southern slave; W.E.B. was from a respected, educated Northern family.)
 - **Message** – ideas and beliefs about African Americans in the nation’s society and government (For example, Booker said blacks should get good jobs then fight for other freedoms; W.E.B. wanted full equality immediately.)
 - **Mien** – personality or manner (For example, Booker compromised with whites, whereas W.E.B. wouldn’t compromise with anyone.)
 - **Method** – ways in which each man got his message across or accomplished his goals (For example, Booker was a great speaker and inspired his audiences; W.E.B. wrote brilliant books and articles.)

Students should ignore the *Me* column on the grid at this time. Directions for its completion will be provided after the sections on Booker and W.E.B. are finished.

4. As students work, visit each team to help students identify and record accurate information on their Student Sheet grids. Ask a few volunteers to share some of their information as examples for the other students.
5. When students have completed the reading and their student sheets, discuss the two men, their personalities, methods, and messages. Be sure students appreciate each man’s strengths and weaknesses in moving his people and all Americans toward our nation’s ideals of justice and equality. Use the following questions as guidelines.

- Why do we need compromisers and agitators?
 - Why do we need thinkers and doers?
 - Why do we need inspiring messages and protesting actions?
6. Students use the *Me* section on their Student Sheets: *Booker T., W.E.B., and Me* to consider their own backgrounds, personalities, and beliefs, and how they would go about changing prejudice, injustice, and inequality at school or in their own neighborhoods.
- **Man** - What in your background shapes your actions and personality? For example, consider your education, the influence of your family or friends, or your admiration for a public figure.
 - **Message** - What would be your message to your own family, friends, or schoolmates? What advice would you give to your schoolmates or friends? To your neighborhood or school leaders?
 - **Mien** - Which of your personality traits would advance your cause? Are you a good listener? Are you a hard worker? Do you make friends easily? How can you bring your personality strengths to the task?
 - **Method** – How would you get your message to leaders, friends, or schoolmates—your audience?
7. Depending on the time available, student volunteers may share their personal *Me* information with their teams or the class.
8. Students honor or remember the work of Booker T. Washington or W.E.B. DuBois. Some possibilities include composing a poem, an acrostic on his name, or song; or designing a mural, drawing, stamp, or commemorative plaque. Students bring their creation to class for display.

Activity Two

1. Acquaint students with Booker T. Washington and W.E.B. DuBois as leaders and spokesmen for their people in turn-of-the century America. Briefly explain that although both men worked for the advancement of African Americans, each man had his own distinct personality, style, and message. Ask students if they can think of other leaders who differed from each other in their ideas and methods (for example, Martin Luther King and Malcolm X).

Help students realize that differing viewpoints, ideas, and backgrounds enrich us as Americans. Both Booker T. Washington and W.E.B. DuBois wanted to help our country be true to its ideals and fair to all people.
2. Engage students in a class discussion about the message of W.E.B. DuBois. Begin with his quotation, “We are Americans, not only by birth and by citizenship, but by our political ideals.... And the greatest of those ideals is that ALL MEN ARE CREATED EQUAL.” Use the following questions as guidelines to discuss the quote.
 - What are ideals?

Moving Toward Freedom,
Continued.



Connections

- How did DuBois define *Americans*?
- Do you agree with his statement? Explain.
- What are some other American ideals?

3. Ask the students

- What are our responsibilities as American citizens? Our rights?
- What personal richness from your ethnic roots do you bring to America?
- How do our different heritages enrich our class or school?

4. Students honor or remember the work of Booker T. Washington or W.E.B. DuBois. Some possibilities include composing a poem, an acrostic on his name, or song; or designing a mural, drawing, stamp, or commemorative plaque. Students bring their creation to class for display.

Teacher Directions

Use the following activities with your students.

Library/Technology — Bill Gates has sometimes been compared to the great entrepreneurs of the Gilded Age. Students research Gates' rise in the business world, his use of technology, and his philanthropy. How does this modern business tycoon compare with the Gilded Age captains of industry?

Library — Students read the autobiographies or biographies of Booker T. Washington and W.E.B. DuBois.

Writing/Library — Students create biography cards for Booker T. Washington and W.E.B. DuBois.

Expressive Arts — Students role play a dialogue between Booker T. Washington and W.E.B. DuBois in which they state each man's ideas and philosophies.

Booker T., W.E.B. and Me

	Booker T.	W.E.B.	Me
Man			
Message			
Mien			
Method			

Gilded Age Gent: J. P. Morgan

My Background	
My Character Traits	
My Money: How I Made It	
My Money: How I Used It	
My Epitaph	

Gilded Age Gents

	Andrew Carnegie	John D. Rockefeller	J.P. Morgan
My Background			
My Character Traits			
My Money: How I Made It			
My Money: How I Used It			
My Epitaph			