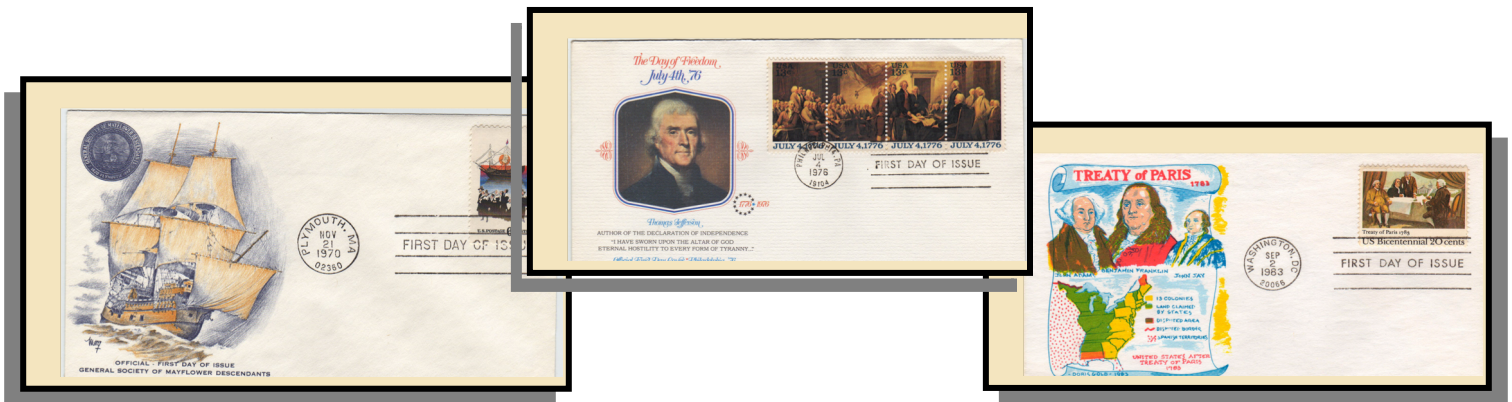


FDC Lessons

United States History

Colonization - Revolutionary War



Hook Students on History by Analyzing Stamps, Postmarks & Artwork!

Jamestown Magna Carta and House of Burgesses Mayflower Compact
Boston Tea Party Ben Franklin Patrick Henry
Lexington and Concord Battles Thomas Paine Abigail Adams
Declaration of Independence Haym Solomon Bernardo de Galvez
Valley Forge Battle of Yorktown Treaty of Paris of 1783
(Bonus: Christopher Columbus)

FDC Lessons

First Day Covers are Primary Sources

First Day Covers are primary sources that can add diversity in a teacher's tool kit.

A First Day Cover is an envelope containing a commemorative stamp with a postmark showing the location and date of its issue. The owner of the envelope can then add artwork to further depict the stamps' subject.

Since selling its first stamp on July 26, 1847, the post office has issued hundreds of stamps commemorating

- documents, such as the Constitution;
- events, such as the attack on Ft. Sumter;
- people, such as Benjamin Franklin and George Washington, the first two stamps which were issued in New York City;
- places, such as Yellowstone National Park;
- and all aspects of United States culture such as quilting, rock 'n roll music or comic book heroes.

Not only is the stamp historically accurate, but so is the postmark. The date is usually an anniversary for the topic and the place of first issue is directly or indirectly tied to the topic. The artwork may be drawn by an artist working for a professional company that produces covers, such as Ken Boll did for Cachet Craft, or it may be a "one of a kind" hand drawn original.

The first day cover images can be projected on the board, or printed out for individual student work. Given the opportunity to analyze the stamp, postmark and artwork students get hooked on history. Using their critical thinking skills students can identify basic information about the topic. The teachers' questions based on the 5 Ws/H use the images found on the First Day Cover as a warm up or review activity. By analyzing the artwork, students can look for bias or historical accuracy. Students can use the images for sequencing activities or as a springboard to making their own mosaic drawing of the topic of study. For more ways to use first day covers, read the article, "Why Use & How to Use FDCs" at www.fdclessons.com

This book contains the lessons and first day cover images along with other primary sources as appropriate. Images can be printed for individual student work or projected onto screen.



Bonus Lessons - *And the Envelope, Please* Christopher Columbus

Show the first day cover (**Image A**) and allow students time to analyze it.

- Who is being commemorated by the Post Office? Why?
- Is there a connection between the price of the stamp and the event?
- How has the artist included in the artwork, the reality and the myths of sailing in the Atlantic Ocean?
- What drove Europeans to explore for an all water route to India?
- What made Christopher Columbus think that by sailing west he would land in India?
- How many trips did he make “to India”?
- What did he find “in India”?

Next, “open the envelope”. Either print a copy of Columbus’ diary (**Image B**) for each student, or read out loud.

- From the diary entry, identify Christopher Columbus’ attitude toward the Native Americans.
- From his description, discuss the geography of the Islands.
- What was he most excited about discovering and trying to bring back to Spain?
- How would the information in this diary entry drive Spain and other European nations into the “business of exploration?”
- Due to contact with Columbus how will the lives of the Native Americans change?

Conclusion: What if Christopher Columbus had not returned to Europe? Pretend that he had written and sent the following postcard to Queen Isabella and King Ferdinand. What might have been the result?

“...Hello Ferdinand! Hello Isabell! I’m lying in the sand, and I never felt so well... There is no gold here, No silver in the mine... This is a postcard from paradise ..Tell them Christopher Columbus is never, ever coming home....”

(Cris Williamson, *Postcard from Paradise*, 1993)

Extension: Write a diary entry describing the community where you live. What does it look like geographically and culturally? What are the advantages to living there?

National Standards for U.S. History Era 1, Standard 2A

Christopher Columbus Lesson

Image A



Image B

Letter to Queen Isabella, Oct. 19, 1492

Friday, 19 October. In the morning we got under weigh, and I ordered the Pinta to steer east and southeast and the Nina south- southeast; proceeding myself to the southeast the other vessels I directed to keep on the courses prescribed till noon, and then to rejoin me. Within three hours we descried an island to the east toward which we directed our course, and arrived all three, before noon, at the northern extremity, where a rocky islet and reef extend toward the North, with another between them and the main island. The Indians on board the ships called this island Saomete. I named it Isabela. It lies westerly from the island of Fernandina, and the coast extends from the islet twelve leagues, west, to a cape which I called Cabo Hermoso, it being a beautiful, round headland with a bold shore free from shoals. Part of the shore is rocky, but the rest of it, like most of the coast here, a sandy beach. Here we anchored till morning. This island is the most beautiful that I have yet seen, the trees in great number, flourishing and lofty; the land is higher than the other islands, and exhibits an eminence, which though it cannot be called a mountain, yet adds a beauty to its appearance, and gives an indication of streams of water in the interior. From this part toward the northeast is an extensive bay with many large and thick groves. I wished to anchor there, and land, that I might examine those delightful regions, but found the coast shoal, without a possibility of casting anchor except at a distance from the shore. The wind being favorable, I came to the Cape, which I named Hermoso, where I anchored today. This is so beautiful a place, as well as the neighboring regions, that I know not in which course to proceed first; my eyes are never tired with viewing such delightful verdure, and of a species so new and dissimilar to that of our country, and I have no doubt there are trees and herbs here which would be of great value in Spain, as dyeing materials, medicine, spicery, etc., but I am mortified that I have no acquaintance with them. Upon our arrival here we experienced the most sweet and delightful odor from the flowers or trees of the island. Tomorrow morning before we depart, I intend to land and see what can be found in the neighborhood. Here is no village, but farther within the island is one, where our Indians inform us we shall find the king, and that he has much gold. I shall penetrate so far as to reach the village and see or speak with the king, who, as they tell us, governs all these islands, and goes dressed, with a great deal of gold about him. I do not, however, give much credit to these accounts, as I understand the natives but imperfectly, and perceive them to be so poor that a trifling quantity of gold appears to them a great amount. This island appears to me to be a separate one from that of Saomete, and I even think there may be others between them. I am not solicitous to examine particularly everything here, which indeed could not be done in fifty years, because my desire is to make all possible discoveries, and return to your Highnesses, if it please our Lord, in April. But in truth, should I meet with gold or spices in great quantity, I shall remain till I collect as much as possible, and for this purpose I am proceeding solely in quest of them.

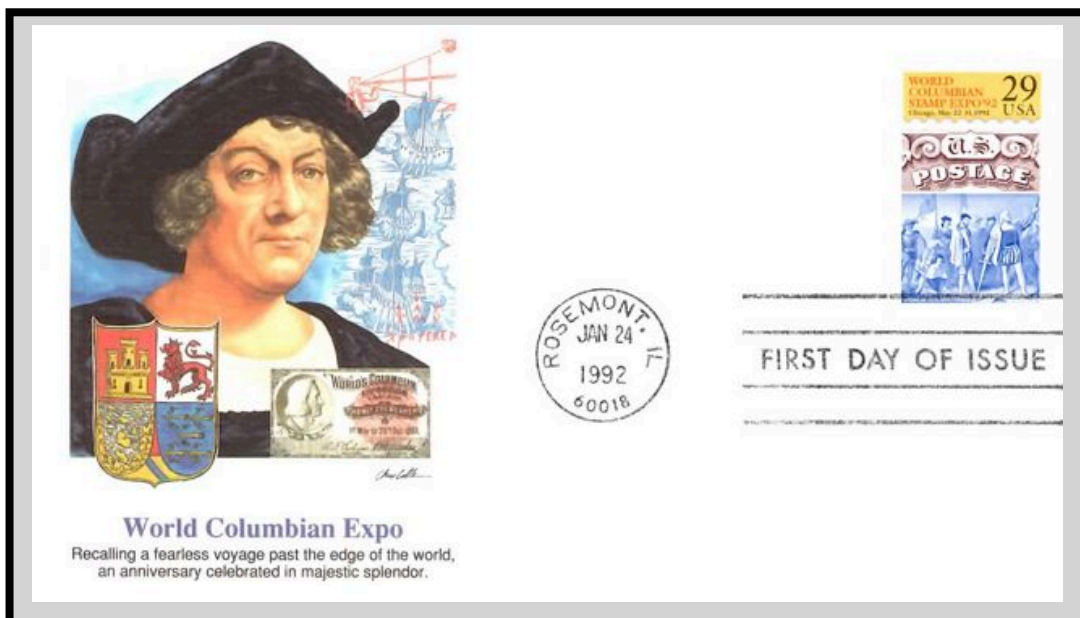
(Excerpt from Columbus diaries, <http://history-world.org/christopherdocs.htm>)

Other covers containing Christopher Columbus stamps

Sixteen stamps were issued in 1893 in conjunction with the World Columbian Exposition held in Chicago. The Post Office had never issued so many stamps before in a series and in such a variety of denominations from one cent to five dollars. The two-cent "landing of Columbus" sold the most because it was the cost of first-class domestic mail.



The Post Office issued a 29-cent commemorative stamp on January 24, 1992, in Rosemont, Illinois. The issue focused attention on the *World Columbian Expo '92*, an international stamp show that took place there in May to commemorate the 500th anniversary of Columbus's historic voyage.



Warm Up/Review Questions Using First Day Covers Jamestown at 350 and 400 years

Show the **First Day Cover (Image A)** commemorating the Jamestown Festival.

The Jamestown Festival Cover issued on June 10, 1957 commemorated the 350th anniversary of the settlement. The Festival lasted from April 1 through November. There were a variety of activities during those six months. Look first at the **STAMP** or the **ARTWORK** and ask the students to identify which event was being celebrated on June 10, 1957.

The International Naval Review was held in the Hampton Roads area of the Virginia coastline. Identify one of the vessels present by reading the **POSTMARK**

United States Ship Saratoga.

By looking at the **STAMP, (Image B)** what type of ship is the *Saratoga*?

The *Saratoga* was an aircraft carrier, commissioned in April, 1956. Its total length was 1,063 feet. The flight deck was 250 feet wide. It carried 85 planes and housed 2,700 crewmembers. Fully loaded, it weighed 78,000 tons. It served in the navy until 1994 when it was decommissioned.

With a closer look at the **STAMP** students will see the Jamestown Festival emblem, showing the 3 ships and the dates 1607-1957.

Looking again at the **ARTWORK, (Image C)** name the vessels that carried the men from London to the New World. Size difference is very obvious.

Godspeed: carried 52 men and estimated at 88 feet in length, bow to stern and 40 tons
(Compare it to a semi trailer & truck.)

Discovery: carried 21 men and estimated its keel at 38 feet in length and 20 tons
(Compare it to a school bus.)

Susan Constant: carried 71 men and estimated at 116 feet in length, bow to stern and 120 tons (Compare it to a railroad passenger car.)

These ships were called “downwind sailors” for they only moved forward if the wind was behind them. None of them really had much cargo room and each had to carry all the water and food for the trip, plus supplies and food for the settlement.

Show the second First Day Cover, (Image D) commemorating the 400th Anniversary of the Settlement.

How does it honor the vessels?

What is the significance of the **POSTMARK**?

Arriving at the Virginia coastline in April, 1607, they selected the river that would be named after their King on May 13, 1607. The men came ashore on May 14, 1607.

Conclusion: Compare the *USS Saratoga* to the Jamestown vessels. Discuss changes that have occurred over the 400 hundred years.

National Standards United States History Era 1 Standard 2A

Jamestown Lesson

Image A

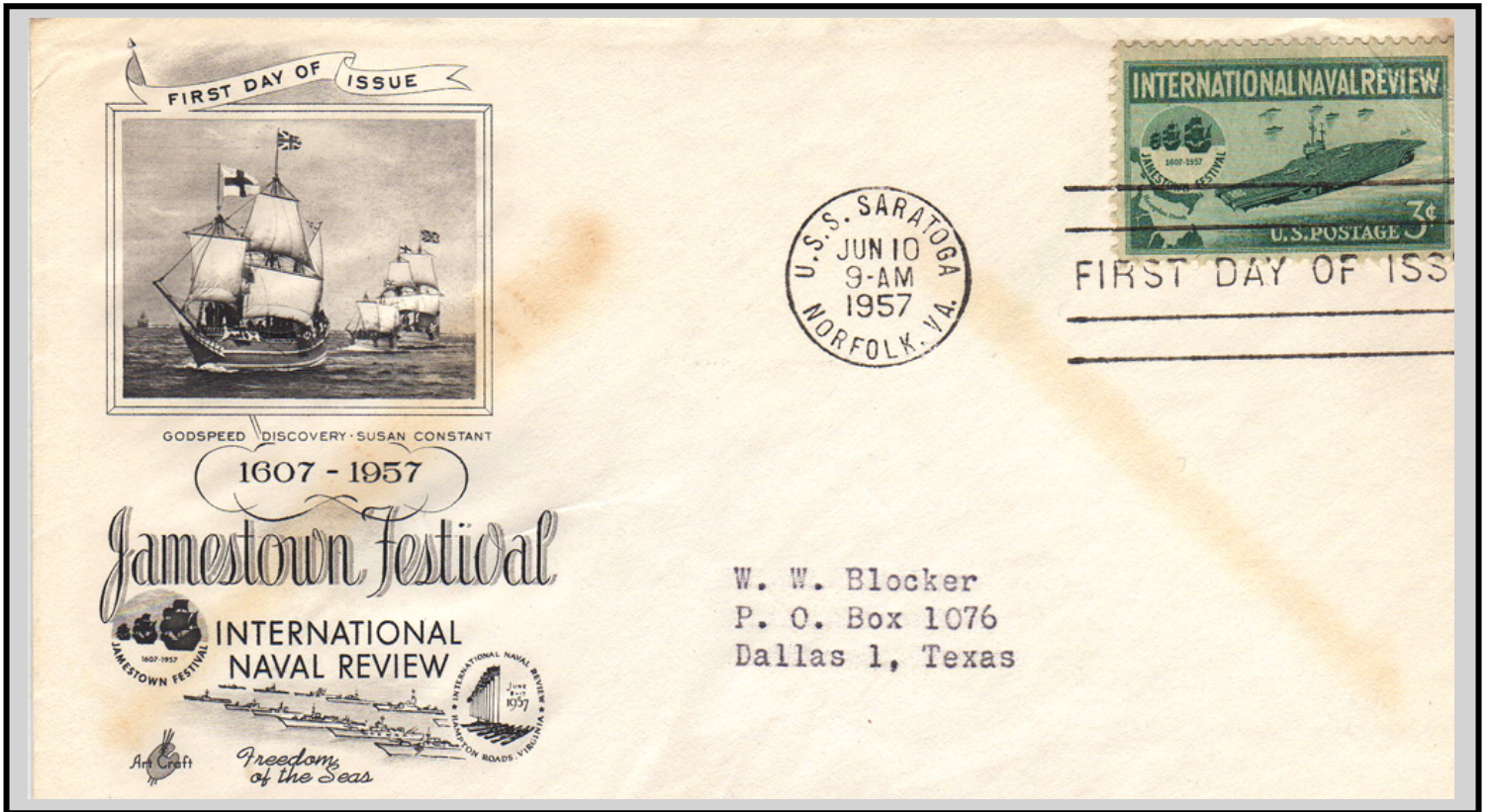


Image B



Image C

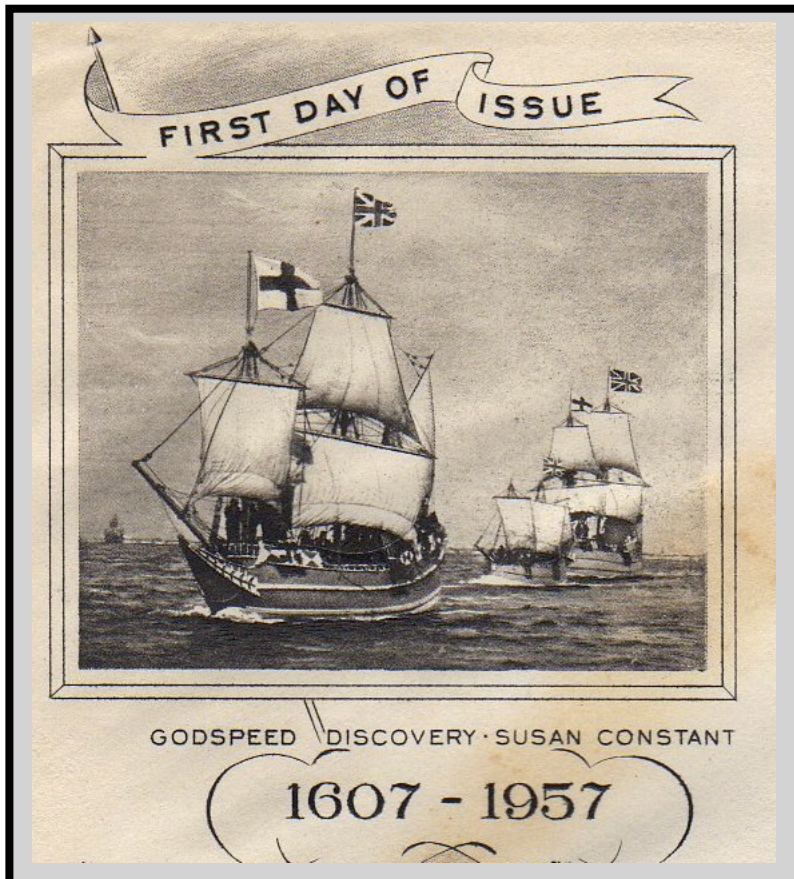


Image D



McIntosh Cachets

A replica of *Godspeed*. One of three ships along with *Susan Constant* and *Discovery* which brought colonists to the Jamestown Colony in Virginia.



The SETTLEMENT OF JAMESTOWN

Jamestown

FIRST DAY OF ISSUE
May 11, 2007, Jamestown, VA 23081



AMERICA'S 400th ANNIVERSARY

Jamestown
VIRGINIA 1607-2007

Warm Up/Review Questions Using First Day Cover Magna Carta and House of Burgesses

Ask students to analyze the **First Day Cover, (Image A)** and draw conclusions as to why the United States Post Office would be honoring the Magna Carta. The United States does not have a monarchy so why put a crown and men dressed and parading as if royalty on the **STAMP**?

Why would it be **POSTMARKED** from Jamestown, Virginia?

Assign students to read the Fifth Amendment to the United States Constitution.

Why would that right of trial by a jury of peers be so important?

Might that be one of the rights given to the Barons by King John in the Magna Carta?

On June 15, 1215, the English King, John placed his signature and seal on what became known as the Magna Carta, or Great Charter. Most importantly all Freeman, not just the nobles were guaranteed rights and liberties. **Image B** gives a larger view of the artwork depicting this transfer.

For example the Magna Carta declares

No freeman shall be taken, imprisoned,...or in any other way destroyed...except by the lawful judgment of his peers, or by the law of the land. To no one will we sell, to none will we deny or delay, right or justice

When Jamestown was established, the men brought knowledge of the rights and liberties provided in the Magna Carta. It was understood that whether a man lived in England or in Virginia, he was guaranteed all the rights of an Englishman. In 1619, when the House of Burgesses was set up in Jamestown, it included rights found in the Magna Carta. When the founding fathers wrote the Constitution, this belief that rights belong to all, was reflected in the opening, *We the People*.

Conclusion: How old is the Magna Carta today? Write a paragraph reflecting on the importance of trial by jury in today's society.

Magna Carta and House of Burgesses Lesson

Image A

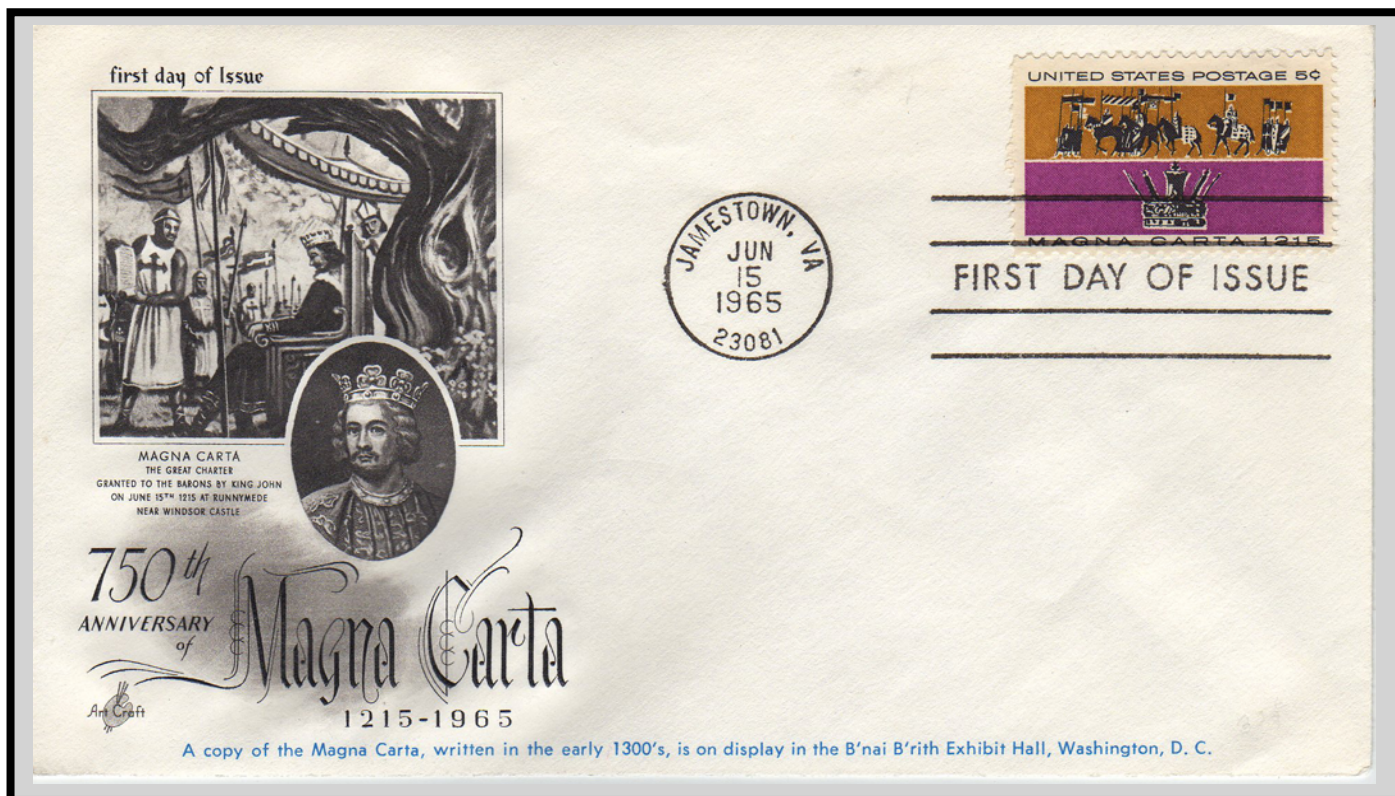


Image B



Warm Up/Review Questions Using First Day Cover Mayflower Descendants

Using the **First Day Cover (Image A)**, review the history of the Pilgrim's migration to America and their decision to write and sign what is known as the Mayflower Compact.

Stamp: Who are the Pilgrims? (Note that their group included both men and women, unlike the Jamestown colony.

Why did they migrate to America?

Where did they land?

When did they land?

Before the Pilgrims disembarked from the Mayflower, the men wrote and signed what is called the *Mayflower Compact*. Why did they feel the need to do this? What did the Compact set up?

Postmark: What anniversary is this stamp celebrating? What is the significance of the town and state on the postmark?

Drawing of the *Mayflower*: After looking at the drawing, write a paragraph describing what that sixty-five day journey might have been like.

The Mayflower Compact

...Having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our King and Country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually, in the presence of God, and one of another, covenant and *combine our selves together into a civil body politic*, for our better ordering and preservation and furtherance of the ends aforesaid; *and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony.*

Signed on Nov. 21, 1620 by 41 men

Teacher Notes: If time allows, show the second envelope image, a 1900 advertising cover for a Plymouth tourist store owned by A.S. Burbank. Have students identify the images he used to attract visitors to Plymouth, such as the Mayflower, Pilgrim Hall, Pilgrims John and Priscilla Alden, Plymouth rock and Clark's Island, the site of the first Pilgrim Sabbath. Ironically, it did not include the Mayflower Compact.

Mayflower Compact Lesson

Image A



Image B Mayflower Compact Lesson



Warm Up/Review Questions Using First Day Covers Boston Tea Party

Ask students to study the story depicted in the panel of stamps (**Image A**).
What facts about the Boston Tea Party can be collected from the stamps?

Show the **First Day Cover (Image B)** and ask the students what other facts can be added to the list?

Using their knowledge of colonial history, ask students to write a “breaking news” story for a broadside describing what happened in Boston on December 20, 1773.

Have the students set the scene for the Tea Party by discussing the following questions:

- Why did the colonists ignore the Proclamation Act of 1763?
- Why did the colonists boycott the Sugar Act?
- Why did the colonists boycott, call a colonial congress meeting and write a letter to the king concerning the Stamp Act?
- Why did the colonists refuse to pay the Townsend Duties?
- Why were the colonists taunting the British soldiers to such an extent that a “massacre” occurred in Boston?
- How did Parliament react to the colonial responses to each of these acts?

Teacher Notes: With the Tea Act of 1773, Parliament was trying a new tactic. Parliament gave the British East India Tea Company a monopoly of tea importation to the colonies and then lowered the tax on tea. Tea was the drink of choice in the colonies and Parliament hoped the colonists would pay the lower tax, thus supporting Parliament’s right to tax. The East India Company sent shipments of tea to Philadelphia and New York, but the ships were not allowed to land. In Charleston, the tea-laden ships were permitted to dock, but their cargo was sent to a warehouse where it remained for three years. Eventually that tea was sold to help finance the colonial war needs.

- Why did the colonists resort to violence in Boston and destroy personal property?

Conclusion: Use the following quote to anticipate Parliament’s next move to control the colonies:

The Americans have tarred and feathered your subjects, plundered your merchants, burnt your ships, denied all obedience to your laws and authority; yet so clement and so long forbearing has our conduct been that it is incumbent on us now to take a different course. Whatever may be the consequences, we must risk something; if we do not, all is over.

Lord North, Prime Minister Great Britain, April 22, 1774

For a first-hand account of “the Party,” go to *Eyewitness to History* at <http://www.eyewitnesstohistory.com/teaparty.htm>

Boston Tea Party Lesson

Image A

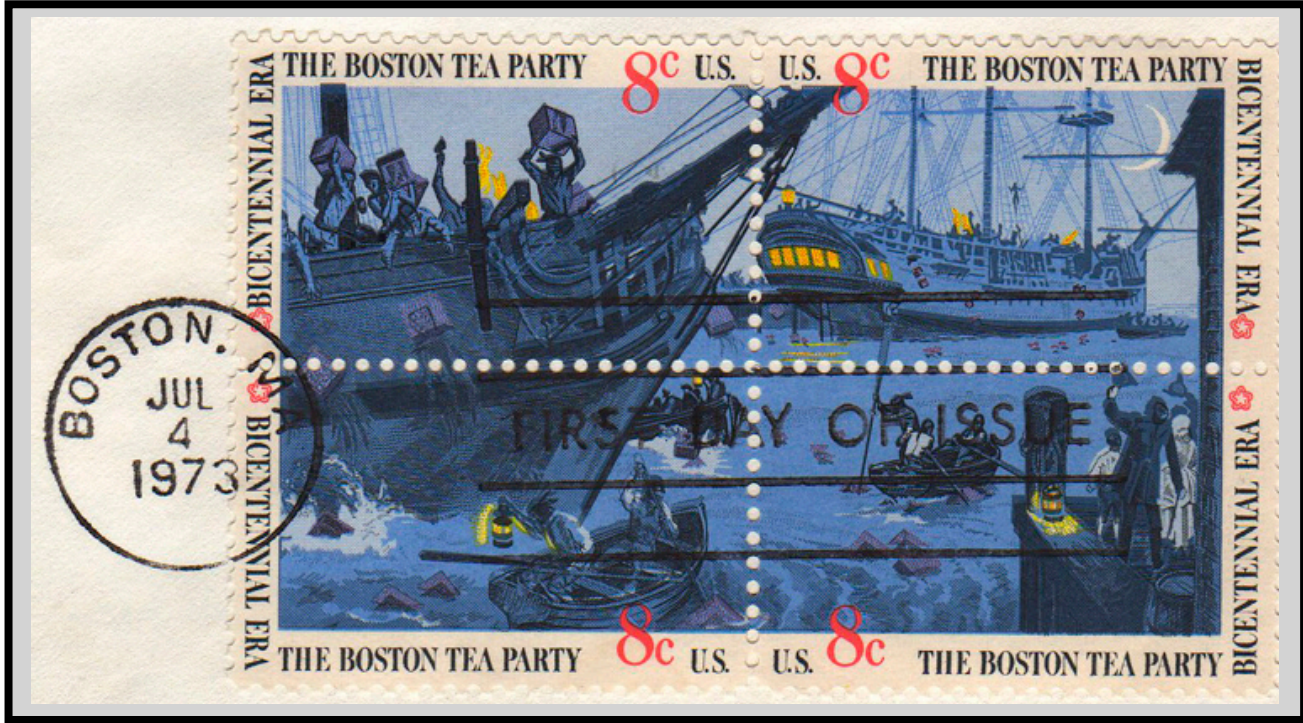


Image B



Warm Up/Review Questions Using First Day Covers Benjamin Franklin

Trying to describe the contributions of Benjamin Franklin is like trying to catch a ray of sunshine. He was an apprentice, printer, publisher, author, inventor, soldier, politician, father, post master, abolitionist, ambassador.

In the eighteenth century when people thought of America, they pictured Benjamin Franklin.

Show the **First Day Cover (Image A)** to the students.

What is it commemorating? What anniversary is being celebrated?

Study the **POSTMARK**:

How are the date and the city tied to Benjamin Franklin?

(Franklin was born in Boston on January 17, 1706 and died in Philadelphia on April 17, 1790.)

If the First Day Cover is celebrating Franklin's 250th Birthday, why postmark the envelope in Philadelphia?

Study the **ARTWORK**:

How did the artists depict the contributions of Franklin?

(Franklin did not invent electricity, but this experiment with the kite led to his invention of the lightning rod, which protects building and ships from lightning strikes.)

How does the quote explain Franklin's political contributions: "He snatched the lightning from the sky and the scepter from the tyrant."?

(Franklin served as a delegate to Continental Congress, signer of the Declaration of Independence, the Peace of Paris, 1783 and the Constitution in 1787)

List other contributions Franklin made:

Franklin stove, bifocals, author of *Poor Richard's Almanac*

Conclusion:

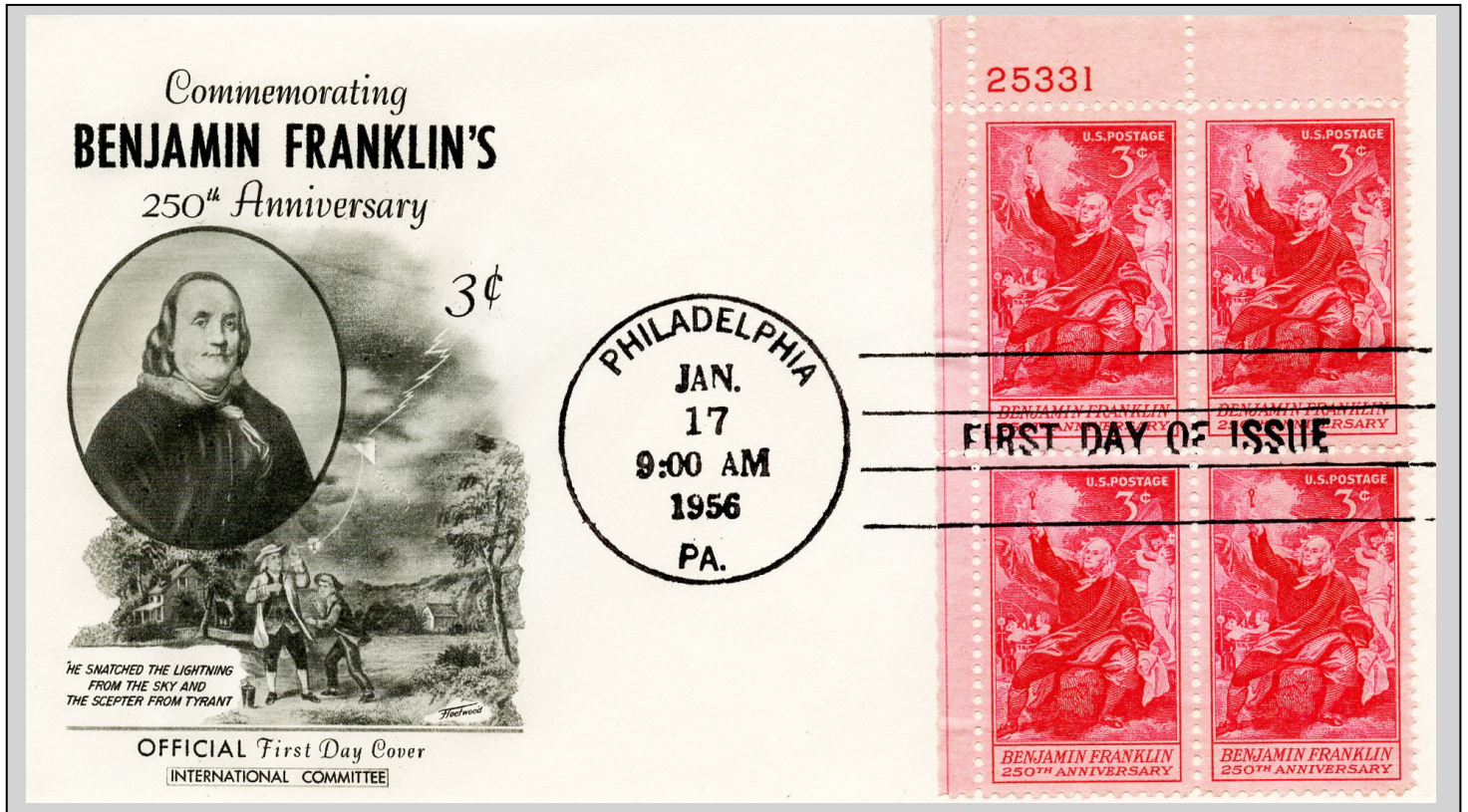
In 2006, the nation celebrated Benjamin Franklin's three hundredth birthday. Using one of the following quotes, create new artwork for a First Day Cover, Postmarked Jan. 17, 2006 from Boston, Massachusetts.

Quotes by Ben Franklin:

- "Well done is better than well said."
- "A penny saved is a penny earned."
- "When the well's dry, we know the worth of water."
- "He that lieth down with Dogs, shall rise up with Fleas."
- "There is no good war or bad peace."

National Standards United States History Era 3 Standard 1 & 2

Image A



Warm Up/Review Lesson Using First Day Covers Patrick Henry – Patriot and Politician

Show the **first day cover (Images A/B)** and ask students to collect facts about Patrick Henry. Students might find the following:

Stamp: Its value is \$1.00 and contains his name and portrait. He wore glasses.

Postmark: It was issued in Joplin, Missouri on October 7, 1955. (The stamp was first issued at a national stamp show being held in Joplin. The speaker said, “What he did, was done for all America, and therefore belongs to all America.”)

Artwork: Patrick Henry lived from 1736-1799. He was born in Hanover County, Virginia and became known as a colonial orator and statesman, serving as Virginia governor from 1776-1779 and 1784. He was a leader in the Revolutionary War like Otis, (of Massachusetts) Gadsden (of South Carolina) and Samuel Adams (of Massachusetts). He gave a speech that became famous, at the St. John’s Church in Richmond, Va. in which he said, “Give Me Liberty or Give Me Death.”

Patrick Henry was known as the greatest orator of the 18th century. His passionate words stirred the colonists to rise up in rebellion. (If time allows, show the second, First Day Cover, **Image C** for a more dramatic picture of the Henry giving his speech in the House of Burgesses.) “Open the Envelope” and share the excerpts from Henry’s speech given in Richmond Virginia in 1773, just three weeks before the battles at Lexington and Concord. (**Image D** may be projected or copied for the students to read)

Read the opening paragraph and discuss how it foreshadows the concept of “freedom of speech.”

LIBERTY OR DEATH

March 23, 1775

NO man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if entertaining, as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery. And in proportion to the magnitude of the subject, ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country and of an act of disloyalty towards the majesty of Heaven which I revere above all earthly kings...

Read the excerpt from the third paragraph of his speech and review/discuss the British conduct he might be referring to such as the Sugar Act, Stamp Act, Intolerable Acts, Tea Act.

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the house?...

Discuss reasons for the British sending their army and navy to the colonies.

I ask gentlemen, sir, what means this martial array if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging....

Identify and discuss what Patrick Henry wants the colonies to do.

If we wish to be free - if we mean to preserve inviolate those inestimable privileges for which we have been so long contending - if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained - we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!...

List the reasons according to Patrick Henry why the colonies can defeat the British military.

They tell us, sir, that we are weak - unable to cope with so formidable an adversary. But when shall we be stronger?... Sir, we are not weak, if we make a proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us.

Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave....

In this conclusion to his speech, how did Patrick Henry stir other representatives to take action?

It is in vain, sir, to extenuate the matter. Gentlemen may cry, peace, peace - but there is no peace. The war is actually begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty, or give me death!

Conclusion: Ask students to complete a “quick write” defining the word, “liberty” and explaining what it stood for in colonial times and does it mean the same today.

Extension: After discussing the speech as it applies to the beginning of the American Revolution, discuss what type of central government Henry would want to replace the British rule over the colonies. Would it be a strong, central government to protect say, the newly freed colonies from another foreign nation, or would it be weaker, giving more rights to the states.

Teacher Notes

Contradictions in Henry’s life:

- Champion of religious freedom, but seldom-attended church;
- Opposed slavery yet owned 67 enslaved people whom he neither freed when alive, nor in his will when he died,
- Fought for freedom from Britain but spoke against the ratification of the Constitution because it was a similar strong government without protections for individual citizen rights,
- Patrick Henry represented Virginia in the First Continental Congress in 1774 where he continued in the role of firebrand. He wasn’t a member of the Continental Congress when the Declaration of Independence was voted on and accepted in 1776. Although a man of high reputation as a patriot in the colonies, he hadn’t been elected to be a delegate.

National Standards United States History Era 3 Standard 1A

Patrick Henry Lesson

Image A

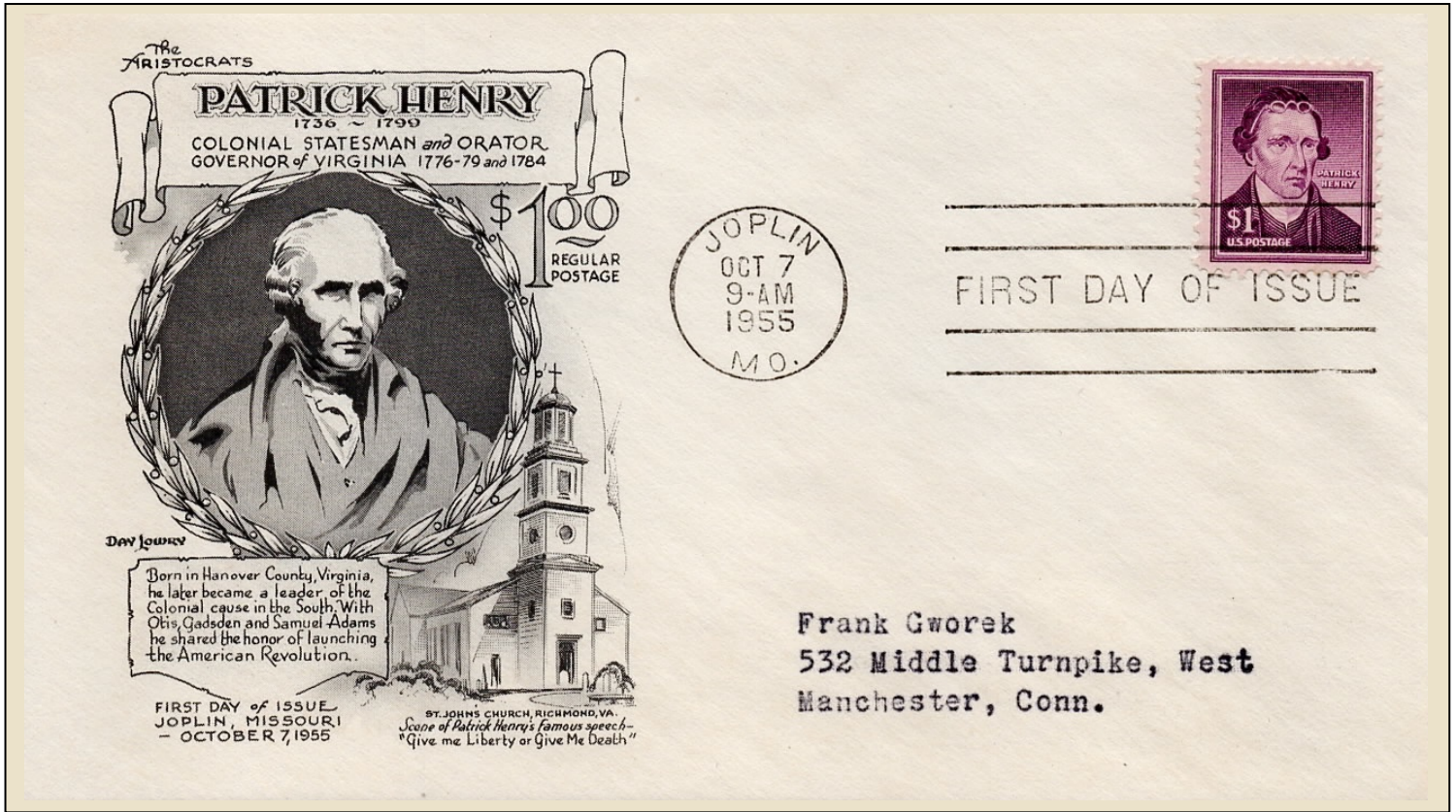


Image B

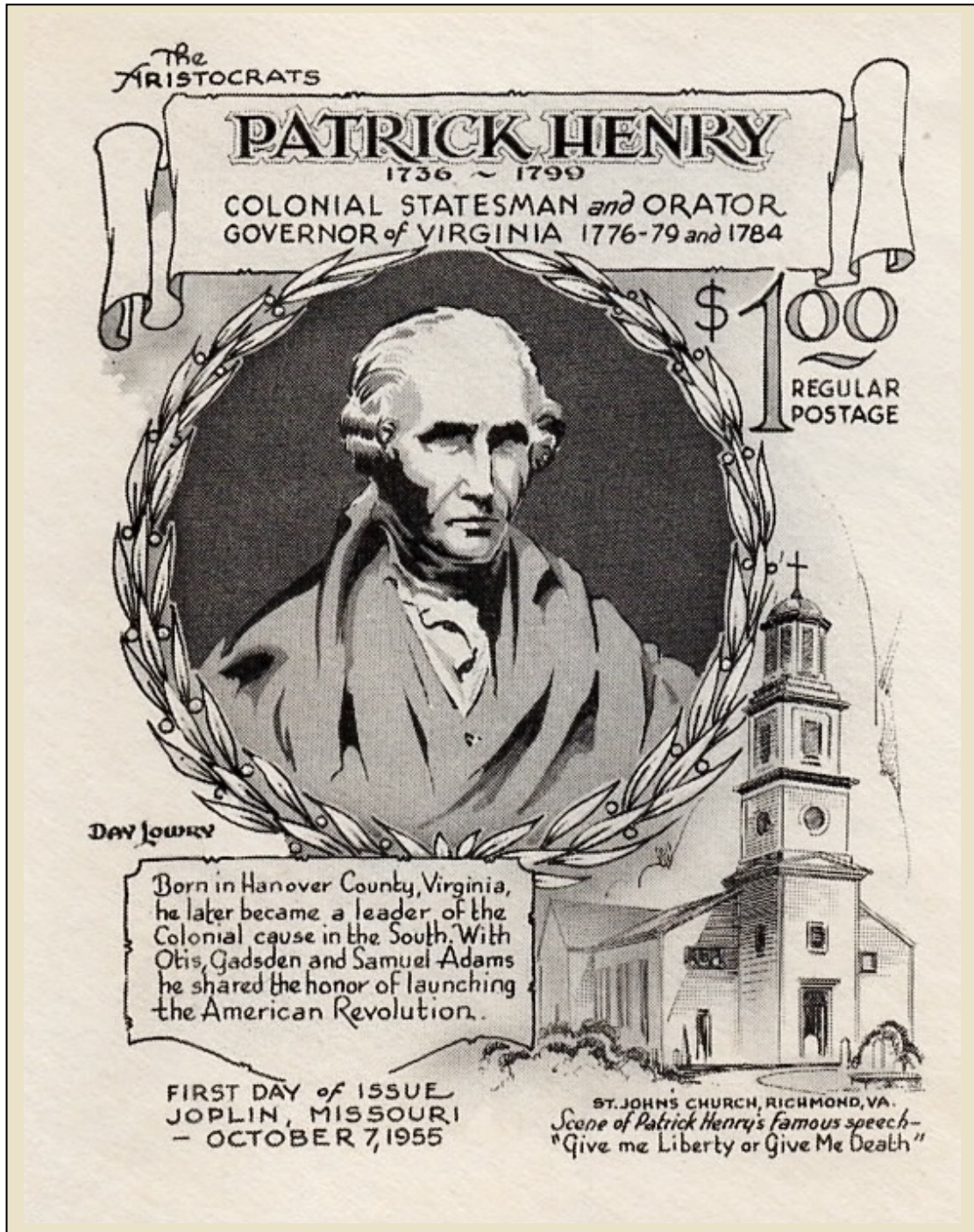


Image C

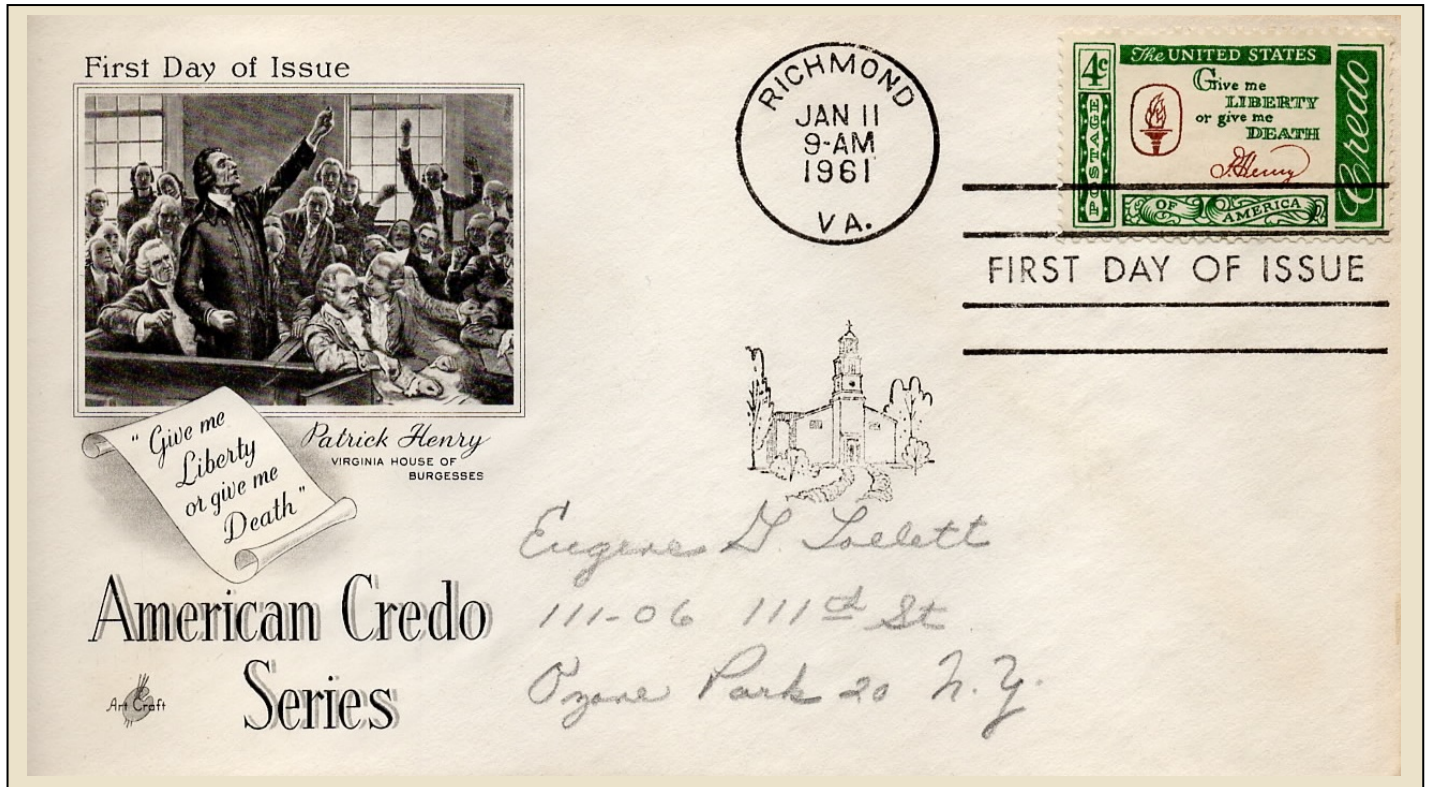


Image D (Opening Paragraph)

March 23, 1775

NO man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the House. But different men often see the same subject in different lights; and, therefore, I hope that it will not be thought disrespectful to those gentlemen, if entertaining, as I do, opinions of a character very opposite to theirs, I shall speak forth my sentiments freely, and without reserve. This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery. And in proportion to the magnitude of the subject, ought to be the freedom of the debate. It is only in this way that we can hope to arrive at truth and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time, through fear of giving offense, I should consider myself as guilty of treason towards my country and of an act of disloyalty towards the majesty of Heaven which I revere above all earthly kings...

(Third Paragraph)

I have but one lamp by which my feet are guided; and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the house?...

(Fourth Paragraph)

I ask gentlemen, sir, what means this martial array if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us: they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been so long forging....

(Fifth Paragraph)

If we wish to be free - if we mean to preserve inviolate those inestimable privileges for which we have been so long contending - if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained - we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us!...

(Sixth Paragraph)

They tell us, sir, that we are weak - unable to cope with so formidable an adversary. But when shall we be stronger?... Sir, we are not weak, if we make a proper use of the means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave....

(Conclusion)

It is in vain, sir, to extenuate the matter. Gentlemen may cry, peace, peace - but there is no peace. The war is actually begun. The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty Or give me death!

Warm Up/Review Questions Using First Day Covers Battles of Lexington & Concord

By using these three First Day Covers, students can discuss the battles that started the Revolutionary War.

Show First Day Cover (Image A)

Look at the **POSTMARK**

What is the date? What event in U.S. history does this date commemorate?

Study the **STAMP (Image B)** and the **ARTWORK (Image C)**

Which battle does the STAMP represent? How do you know that?

The green ground representing the Lexington Green.

The Minutemen are standing on the left, with one who has fallen in the battle.

The British commander possibly Major John Pitcairn sits on a horse with Redcoat troops behind him

Dark clouds caused from gunpowder

Which battle does the ARTWORK depict? How do you know that?

The North Bridge is in the center of the painting crossing the Concord River.

The Redcoats are marching from the right to the left.

The Minutemen are on the left side of the Bridge.

Study the **ARTWORK/MAP** found on the next first day cover (**Image D**)

From Boston to Lexington, it is eleven miles and another seven to Concord

Why was it important for the Redcoats to capture Paul Revere?

Why/How were the colonists able to “push” the Redcoats back to Charlestown?

“**Open the Envelope**” (**Image E**) and read/discuss the **Primary Source Accounts** from the Redcoat and Colonist viewpoints.

Partner up the students and allow each to use the information gained from the map and the primary source accounts to tell the story of the “Shot Heard Round the World.”

Conclusion: At the end of this discussion, show the **third First Day Cover (Image F)**

which depicts a different artistic representation for the battle at Concord. Read what is stanza one of Ralph Waldo Emerson’s “Concord Hymn”. (**Image F enlargement**) This hymn was sung at the dedication of the Concord Monument on July 4, 1837.

*By the rude bridge that arched the flood,
Their flag to April’s breeze unfurled,
Here once the embattled farmers stood
And fired the shot heard round the world.*

Write a list of emotions that a Minuteman might have felt as he defended the Lexington Green or Concord bridge. Based on the outcome of those two battles and the poem, draw inferences as to the conclusion of the war. Do the Minutemen have any hope of winning, and if so, why?

Image A



Image B



Image C

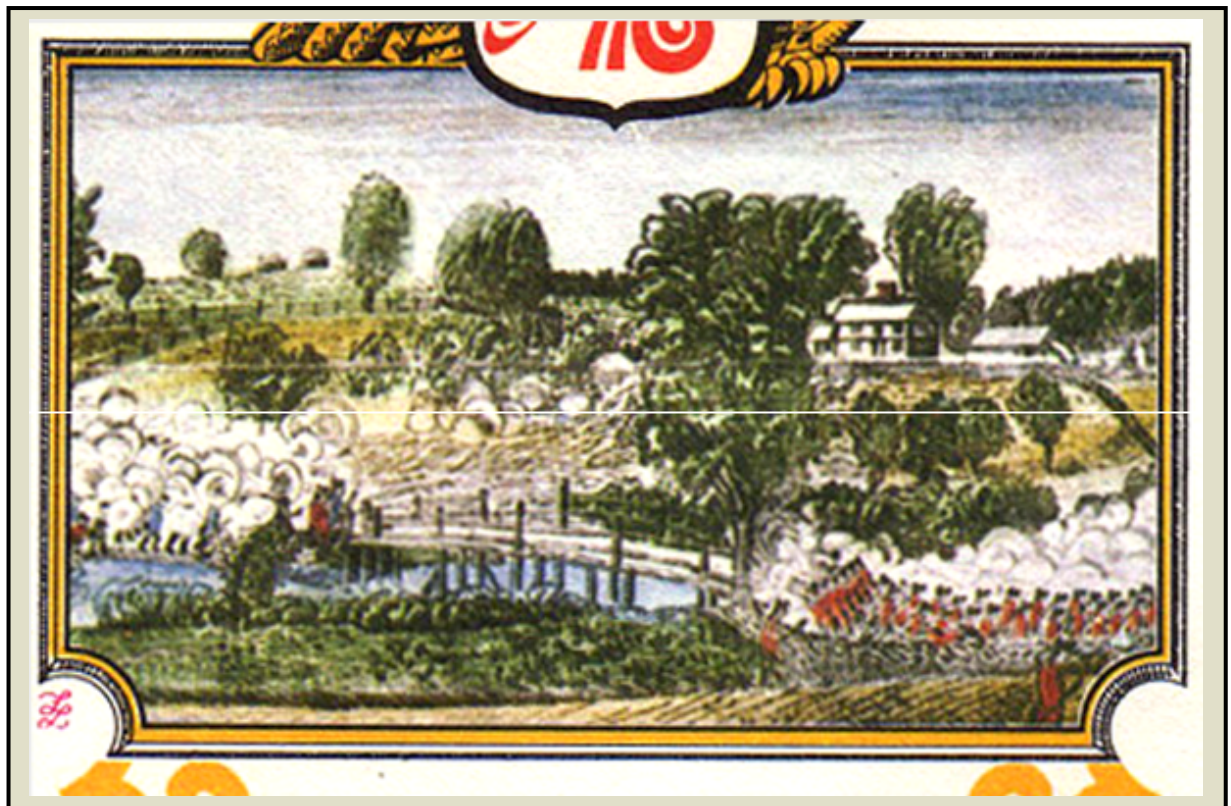


Image D (see next page for artwork enlargement)

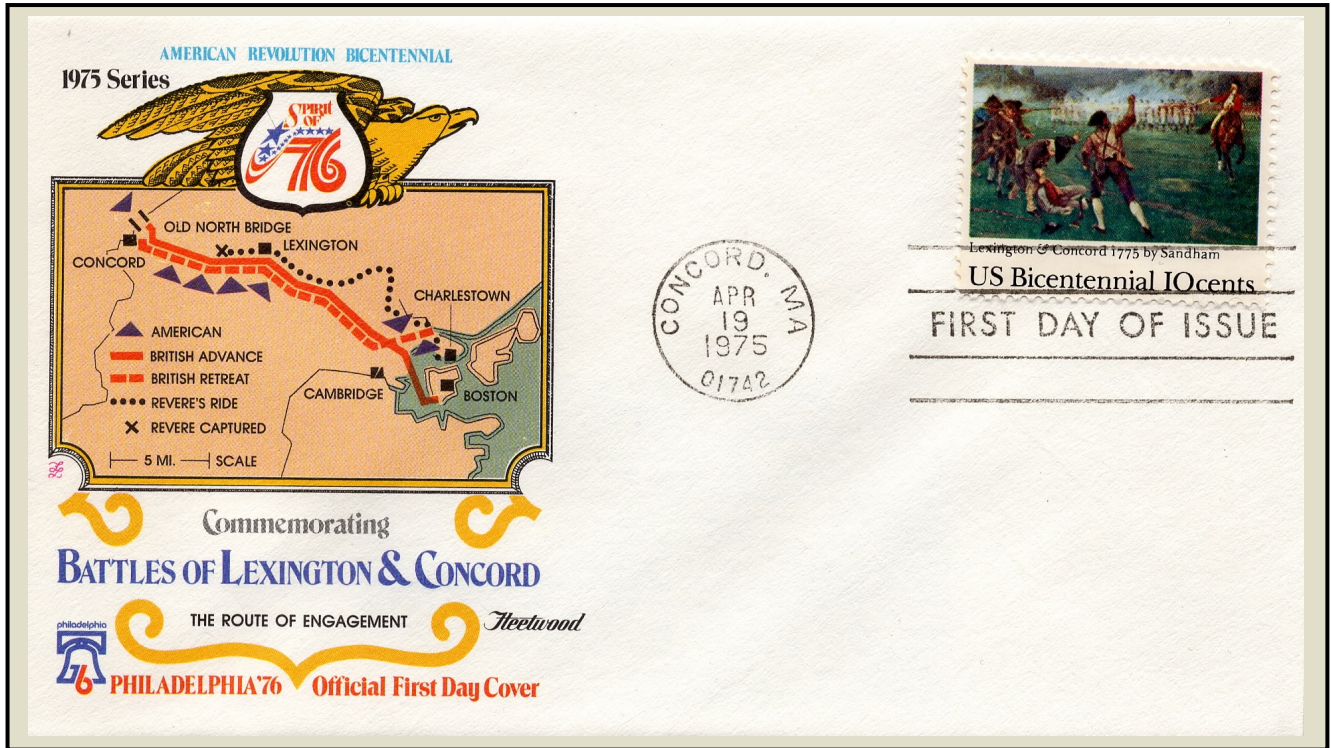


Image D



Image E Primary Sources: Eyewitness Accounts to the Battles at Lexington and Concord

Lt. John Barker, British Soldier, 4th Regiment
Diary Account on the beginning of the march to Lexington

[April] 19th...about 5 miles on this side of a Town called Lexington which lay in our road, we heard there were some hundreds of People collected together intending to oppose us and stop our going on: at 5 o'clock we arrived there and saw a number of People, I believe 2 and 300, formed on a Common in the middle of the Town; we still continued advancing, keeping prepared against an attack tho' without intending to attack them, but on our coming near them they fired one or two shots, upon which our Men without any orders rushed in upon them, fired and put 'em to flight; several of them were killed.

Official Statement of John Robbins, Lexington Militia, April 24, 1775, on Lexington Green

I, John Robbins, being of lawful age, do testify and say, that on the nineteenth instant, the Company under the command of Captain John Parker being drawn up (sometime before sunrise) on the green or common, and I being in the front rank, there suddenly appeared a number of the King's Troops, about a thousand, as I thought, at the distance of about sixty or seventy yards from us, huzzaing and on a quick pace toward us, with three officers in their front on horseback, and on full gallop towards us; the foremost of which cried, 'Throw down your arms, ye villains, ye rebels;' upon which said Company dispersing, the foremost of the three officers ordered their men, saying 'Fire, by God, fire;' at which moment we received a very heavy and close fire from them; at which instant, being wounded, I fell, and several of our men were shot dead by one volley. Captain Parker's men, I believe, had not then fired a gun.

Statement of James Barrett, Colonel of Concord Militia, on the Battle at North Bridge

...I ordered said militia to march to said bridge and pass the same, but not to fire on the King's troops unless they were first fired upon. We advanced near said Bridge, when the said troops fired upon our militia and killed two men dead on the spot, and wounded several others, which was the first firing of guns in the town of Concord. My detachment then returned fire, which killed and wounded several of the King's soldiers.

Lt. John Barker, British Soldier, 4th Regiment Diary Account on Battle Road

We set out upon our return; we were fired on from Houses and behind Trees, and before we had gone 1/2 a mile we were fired on from all sides, but mostly from the Rear, where People had hid themselves in houses 'till we had passed and then fired; the Country was an amazing strong one, full of Hills, Woods, stone Walls, &c. which the Rebels did not fail to take advantage of, for they were all lined with People who kept an incessant fire upon us, as we did too upon them but not with the same advantage, for they were so concealed there was hardly any seeing them: in this way we marched between 9 and 10 miles, their numbers increasing from all parts, while ours was reducing by deaths, wounds and fatigue, and we were totally surrounded with such an incessant fire as it's impossible to conceive, our ammunition was likewise near expended.

Primary Sources: National Park Service, Lexington and Concord
www.nps.gov/mima/learn/education/upload/Minute%20Man%20Lesson%20Plan.pdf

Image F (see next page for artwork enlargement)

OFFICIAL
FIRST DAY OF ISSUE



"BY THE RUDE BRIDGE THAT ARCHED THE FLOOD,
THEIR FLAG TO APRIL'S BREEZE UNFURLED,
HERE ONCE THE EMBATTLED FARMERS STOOD
AND FIRED THE SHOT HEARD ROUND THE WORLD"
-EMERSON

*The Battles of
Lexington & Concord*
BICENTENNIAL
1775-1975

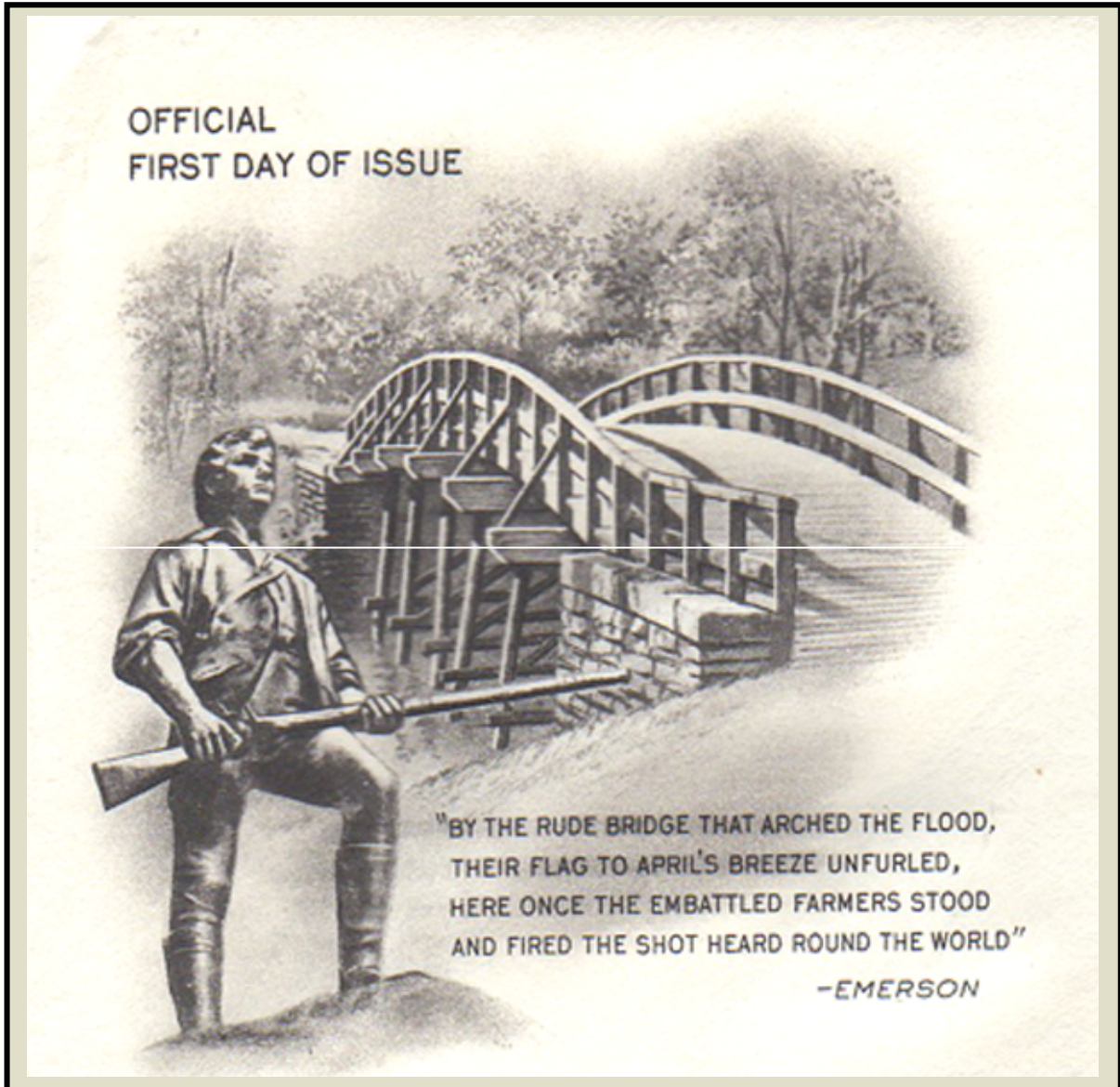


Lexington & Concord 1775 by Sandham
US Bicentennial 10cents
FIRST DAY OF ISSUE

Mr. E. F. McLaughlin
800 Cherry Hill Street
Lake Charles, Louisiana 70601



Image F



OFFICIAL
FIRST DAY OF ISSUE

"BY THE RUDE BRIDGE THAT ARCHED THE FLOOD,
THEIR FLAG TO APRIL'S BREEZE UNFURLED,
HERE ONCE THE EMBATTLED FARMERS STOOD
AND FIRED THE SHOT HEARD ROUND THE WORLD"

-EMERSON

Warm Up/Review Questions Using First Day Covers

Thomas Paine

Ask students to list reasons and then discuss why young adults move away from their parents' home. Are those reasons similar or different to the reasons why the colonies wanted to break away from their "mother country"?

Show the **First Day Cover (Image A)** to the students.

Ask the students to list and then discuss what they know about Thomas Paine. Use the following notes to show how Paine not only left his family home, but also his home country, and worked for the cause of American independence.

Teacher Notes:

- Paine was born on January 29, 1737 in England and dropped out of school at the age of 12.
- He failed as an apprentice corseter (maker of corsets, a form fitting ladies' undergarment made with laces and whalebone stays)
- At the age of 19 he "went to sea" but was soon back on land.
- By 1768 he was a tax collector in London, England, where he met Benjamin Franklin.
- In 1773 he immigrated to Philadelphia to work in journalism.
- In 1776 he published *Common Sense* a justification for American independence from England.

Pass out the excerpts from *Common Sense* (**Handout B**). Ask students to read and list reasons given by Paine for colonial independence.

Discussion questions could include:

- Why should tiny England rule the vastness of a continent? How does the distance between the island and the continent affect the ability to govern?
- How can colonists expect other European nations to help the colonies both militarily and economically when it remains a part of the English empire?
- How much longer should the colonies stand for repeated abuses by the King?
- Why is it just common sense for the colonies to declare independence?

Teacher Notes continued

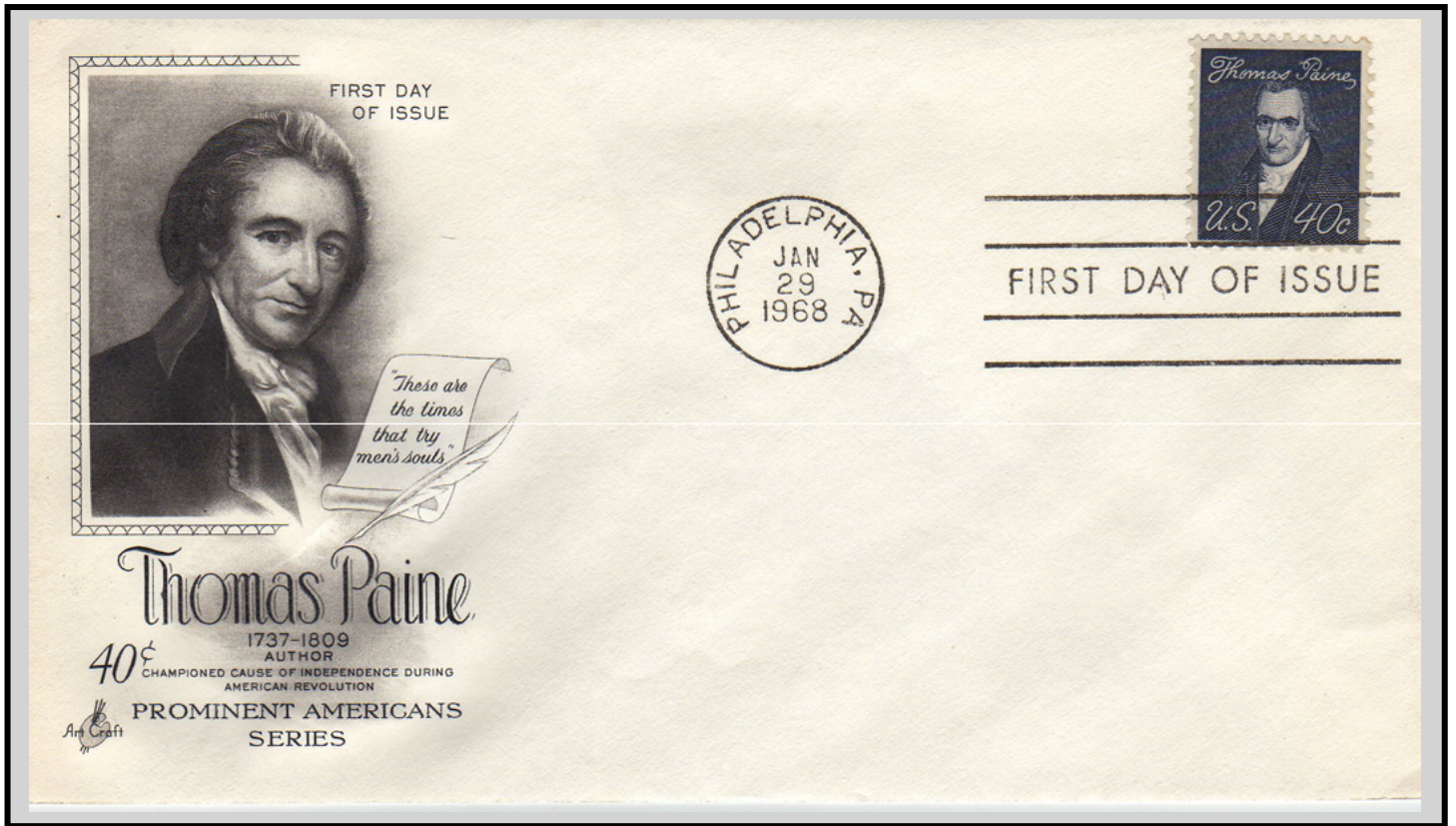
- From 1776-1783 he published *The Crisis*, a series of inspirational articles used by General George Washington to encourage his soldiers.
- He returned to England and published in 1791 *The Rights of Man* which supported the French Revolution, and advocated the overthrow of the monarchy.
- To keep from being arrested, he fled to France where he was arrested for not endorsing the execution of the French king.
- U.S. ambassador to France, James Monroe obtained his release from the French prison in 1794, and President Thomas Jefferson in 1802 invited Paine to return to the United States.
- In 1809 Thomas Paine died in New York City at the age of 72, abandoned by his friends and forgotten by the public for his role in the American Revolution.

Conclusion:

Will the arguments presented in the *Declaration of Independence* fulfill the arguments presented in Paine's *Common Sense*? How does the quote, "These are the times that try men's souls" apply not only to the American Revolution but also to Paine's life?

Thomas Paine Lesson

Image A



Handout B - *Common Sense* excerpts:

“A long habit of not thinking a thing wrong, gives it a superficial appearance of being right, and raises at first a formidable outcry in defense of custom. But the tumult soon subsides. Time makes more converts than reason.”

“Small islands, not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something absurd, in supposing a continent to be perpetually governed by an island.”

“But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families....Europe, and not England, is the parent country of America. This new World hath been the asylum for the persecuted lovers of civil and religious liberty from every part of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still.”

“The sun never shined on a cause of greater worth. 'Tis not the affair of a city, a country, a province, or a kingdom, but of a continent- of at least one eighth part of the habitable globe. 'Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected, even to the end of time, by the proceedings now. Now is the seed time of continental union, faith and honor. The least fracture now will be like a name engraved with the point of a pin on the tender rind of a young oak; The wound will enlarge with the tree, and posterity read it in full grown characters...Men of passive tempers look somewhat lightly over the offenses of Britain, and, still hoping for the best, are apt to call out, Come we shall be friends again for all this. But examine the passions and feelings of mankind. Bring the doctrine of reconciliation to the touchstone of nature, and then tell me, whether you can hereafter love, honor, and faithfully serve the power that hath carried fire and sword into your land? If you cannot do all these, then are you only deceiving yourselves, and by your delay bringing ruin upon posterity. Your future connection with Britain, whom you can neither love nor honor, will be forced and unnatural, and being formed only on the plan of present convenience, will in a little time fall into a relapse more wretched than the first. But if you say, you can still pass the violations over, then I ask, Hath your house been burnt? Hath your property been destroyed before your face? Are your wife and children destitute of a bed to lie on, or bread to live on? Have you lost a parent or a child by their hands, and yourself the ruined and wretched survivor? If you have not, then are you not a judge of those who have. But if you have, and can still shake hands with the murderers, then are you unworthy the name of husband, father, friend, or lover, and whatever may be your rank or title in life, you have the heart of a coward, and the spirit of a sycophant...”

...As to government matters, it is not in the powers of Britain to do this continent justice: The business of it will soon be too weighty, and intricate, to be managed with any tolerable degree of convenience, by a power, so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which when obtained requires five or six more to explain it in, will in a few years be looked upon as folly and childishness- there was a time when it was proper, and there is a proper time for it to cease...”

And the Envelope, Please! **Abigail Adams**

The USPS issued the stamp honoring Abigail Adams on June 14, 1985 at the United First Parish Church in Quincy, Massachusetts (formerly Braintree, Mass.) This was the church that the Adams attended. Both President John and Abigail Smith Adams and their son President John Quincy Adams and his wife Louisa Johnson Adams are buried in the church.

Show the first day cover (**Image A**) to the students.

- Who is being commemorated by the Post Office?
- Why are there two postmarks and what is the significance of each?
(she was the first First Lady to live in the White House in Washington, D.C.)
- Why would the artist include the quote, “America’s first fully emancipated woman”?
- Define the word emancipated as it might apply to a woman in the 1700’s.

(Managing the family finances, managing the family farm, raising the children while the husband is off working in another town or nation, educating herself as to current events, communicating her opinion in letters, and editorials.)

Beginning with their courtship in 1762 through the end of his presidency in 1801, Abigail S. Adams and John Adams exchanged over 1,100 letters to each other. **“Open her envelope”** and read excerpts from five letters Abigail Adams wrote to her husband John Adams during the Revolutionary War. When lawyer John Adams was elected Massachusetts’ delegate to the Continental Congress, Abigail was left alone to manage the family farm in Braintree, Massachusetts (which included churning the butter), to raise their children, care for her neighbors and parents - then mourn their passing, as well as report on the movements of both the British and colonial armies in the Boston area. The letters also give voice to lively political discussions of the British people, King George III and ideas of what type of government the colonies should create.

As the letters are read, look for elements of an “emancipated woman”.

- What topics does she describe to him?
- Does she have any requests?
- What is the tone of the letters?
- How is her life alike or different from life today?

Letter #1 excerpt: missing her husband and adamant about separating from British,

Letter #2 excerpt: if the colonies separate from Britain, what type of government will be made,

Letter #3 excerpt: British troops appear to be leaving Boston and moving south,

Letter #4 excerpt: hope for spring planting and illness/death of neighborhood children,

Letter #5 excerpt: why isn’t the Congress helping Boston, why not declare independence and the power of women.

Conclusion: Abigail Adams continued to be involved in her husband’s career whether in France, England or as First Lady from 1797-1801. She considered herself a Federalist and wrote several letters and editorials supporting that agenda as well as advocating for equal public education for women and the emancipation of slaves. Complete a “quick write” comparing Abigail Adams to today’s “emancipated” woman or First Lady.

Teacher Notes: In her letters, Abigail makes note that she is not good at spelling, but it does not stop her from writing. These letters are transcribed from the originals as written. To see the originals and browse for other letters, go to <http://www.masshist.org/digitaladams> Letter from Abigail Adams to John Adams, Adams Family Papers: An Electronic Archive, Massachusetts Historical Society. The letters are catalogued by date.

Image A

ABIGAIL ADAMS

"America's first fully emancipated woman."

FIRST DAY OF ISSUE



And the Envelope, Please – Abigail Adams

Braintree Novbr. 12, 1775

I received yours of October 23. I want to hear from you every day, and I always feel sorrow when I come to the close of a Letter. Your Time must be greatly engrossed, but little of it to spare to the calls of Friendship, and I have reason to think I have the largest share of it.

Winter makes [its] approaches fast. I hope I shall not be obliged to spend it without my dearest Friend, I know not how to think of it.

The intelligence you will receive before this reaches you, will I should think make a plain path, tho a dangerous one for you. I could not join to day in the petitions of our worthy parson, for a reconciliation between our, no longer parent State, but tyrant State, and these Colonies. -- Let us separate, they are unworthy to be our Brethren. Let us renounce them and instead of supplications formerly for their prosperity and happiness, Let us beseech the almighty to blast their counsels and bring to Nought all their devices.

November 27 1775

... The Reigns of Government have been so long slackned, that I fear the people will not quietly submit to those restraints which are necessary for the peace, and security, of the community; if we separate from Brittain, what Code of Laws will be established. How shall we be governd so as to retain our Liberties? Can any government be free which is not adminstred by general stated Laws? Who shall frame these Laws? Who will give them force and energy? Tis true your [Resolutions] as a Body have heithertoo had the force of Laws. But will they continue to have?

March 16 1776

...I since that time there has been some movements amongst the Ministerial Troops as if they meant to evacuate the Town of Boston. Between 70 and 80 vessels of various sizes are gone down and lay in a row in fair sight of this place, all of which appear to be loaded and by what can be collected from our own observations and from deserters they have been plundering the Town. I have been very faithless with regard to their quitting Boston, and know not how to account for it, nor am I yet satisfied that they will leave it-tho it seems to be the prevailing opinion of most people;...

Perhaps providence see's it necessary in order to answer important ends and designs that the Seat of War should be changed from this to the Southeren colonies that each may have a proper sympathy for the other, and unite in a seperation...

A fine quiet night -- no allarms no Cannon. The more I think of our Enemies quitting Boston, the more amaz'd I am, that they should leave such a harbour, such fortifications, such intrenchments, and that we should be in peaceable possession of a Town which we expected would cost us a river of Blood without one Drop shed. Shurely it is the Lords doings and it is Marvelous in our Eyes. Every foot of Ground which they obtain now they must fight for....

And the Envelope, Please – Abigail Adams

Braintree March 31, 1776

...I feel very differently at the approach of spring to what I did a month ago. We knew not then whether we could plant or sow with safety, whether when we had toiled we could reap the fruits of our own industry, whether we could rest in our own Cottages, or whether we should not be driven from the sea coasts to seek shelter in the wilderness, but now we feel as if we might sit under our own vine and eat the good of the land...April 5 Not having an opportunity of sending this I shall add a few lines more; tho not with a heart so gay. I have been attending the sick chamber of our Neighbour Trot whose affliction I most sensibly feel but cannot describe, striped of two lovely children in one week. Gorge the Eldest died on wednesday and Billy the youngest on fryday, with the Canker fever, a terrible disorder so much like the throat distemper, that it differs but little from it. Betsy Cranch has been very bad, but upon the recovery. Becky Peck they do not expect will live out the day. Many grown persons are now sick with it, in this street 5. It rages much in other Towns. The Mumps too are very frequent. Isaac is now confined with it. Our own little flock are yet well. My Heart trembles with anxiety for them. God preserve them....

Braintree, May 7, 1776

My dear Friend,

...I believe t'is near ten days since I wrote you a line.... In short, two months have elapsed since the evacuation of Boston, and very little has been done in that time to secure it, or the harbour, from future invasion. The people are all in a flame, and no one among us, that I have heard of, even mentions expense. They think, universally, that there has been an amazing neglect somewhere....

A government of more stability is much wanted in this colony, and they are ready to receive it from the hands of the Congress. And since I have begun with maxims of state, I will add another, namely, that a people may let a king fall, yet still remain a people; but, if a king let his people slip from him, he is no longer a king. And as this is most certainly our case, why not proclaim to the world, in decisive terms, your own importance? Shall we not be despised by foreign powers, for hesitating so long at a word?

I cannot say, that think you are very generous to the ladies for, whilst you are proclaiming peace and good-will to men, emancipating all nations, you insist upon retaining an absolute power over wives. But you must remember, that arbitrary power is like most other things which are very hard, very liable to be broken and, notwithstanding all your wise laws and maxims, we have it in our power, not only to free ourselves, but to subdue our masters, and, with out violence, throw both your natural and legal authority at our feet....

National Standards United States History Era 3 Standard 1C

Warm Up/Review Questions Using First Day Cover Declaration of Independence

Use the three main areas of the envelope to review the Declaration of Independence.

Show students the **First Day Cover (Image A)**. Ask students to define the word freedom and explain what is meant by, “A Day of Freedom”. Is freedom today different from freedom in colonial times? Be sure students give examples to support their answer.

Look at the four **STAMPS**:

What is the significance of the date on the stamps?

Identify some of the men who have gathered in the room.

What are they doing?

Look first at the **POSTMARK**:

What is significant about the date?

What is significant about the city and state on the postmark?

Which legislative body gathered in that city?

Look at the **ARTWORK** on the left side of the envelope:

Who is the man?

Why does he belong on this envelope?

How does the quote on the envelope explain why Jefferson wrote the Declaration?

Besides being the author of the Declaration of Independence, why else is he remembered in history?

Conclusion: What words from the Declaration of Independence would you have included on the envelope?

The following information was printed on the back of the envelope:

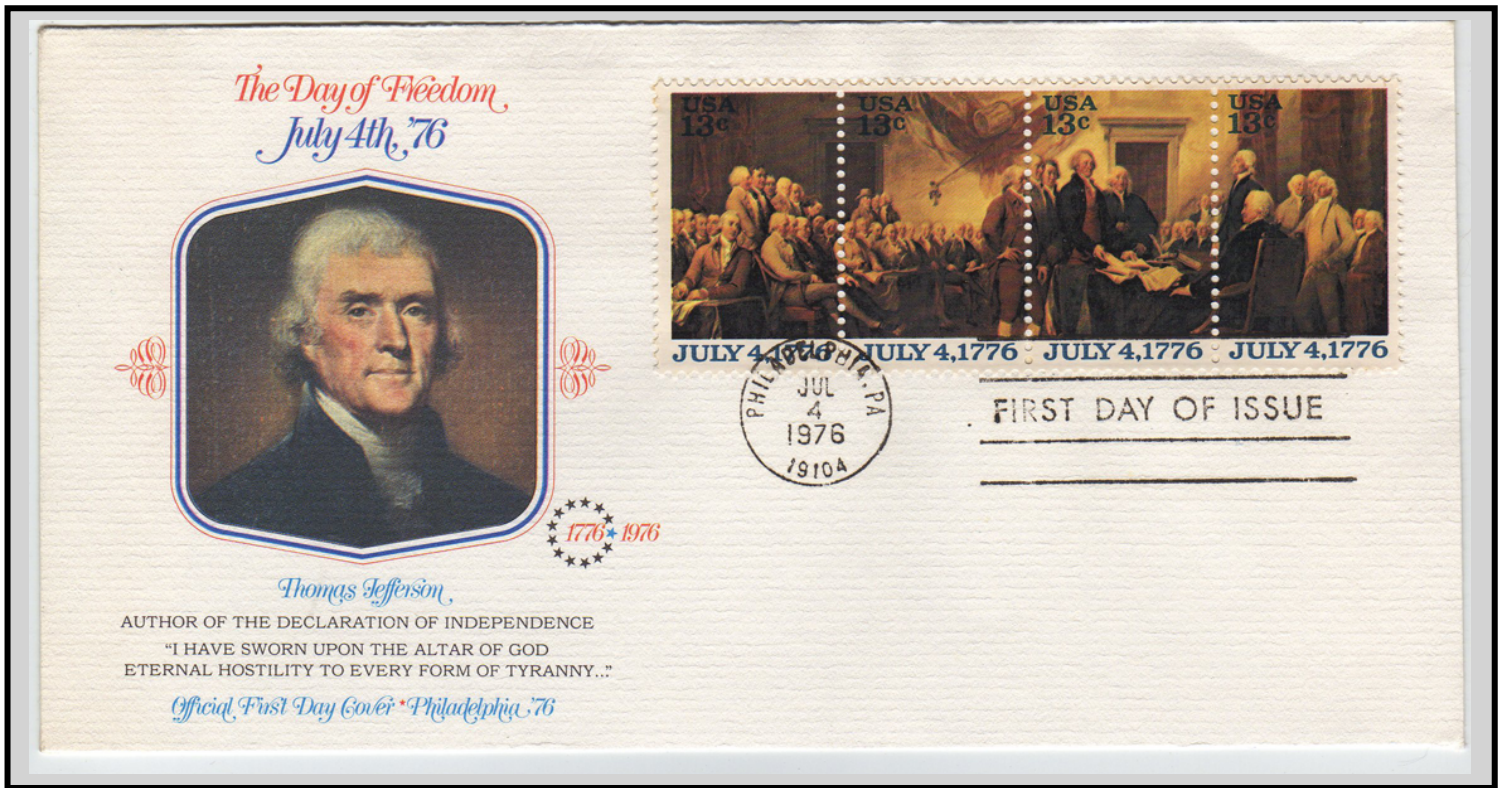
THOMAS JEFFERSON (1743-1826)

Although one of the youngest members in the Continental Congress, Thomas Jefferson already enjoyed “a reputation for literature, science, and a happy talent of composition” in the words of John Adams. His writings were “remarkable for the peculiar felicity of expression.” Fortunately based on those unique skills, plus the fact he was a delegate from Virginia, whence the motion for independence originated, Jefferson was chosen to author the document. He was fired by the liberal and humane ideas of the Enlightenment, an eighteenth-century philosophy that used reason to discover the “natural order” of things. Jefferson made no attempt to be novel or to state as fact anything that did not then exist. In his own words, “I did not consider it any part of my charge to

invent new ideas, but to place before mankind the common sense of the subject, in terms so plain and firm as to command their assent.” When his formidable task was done, he showed the result to Adams and Franklin first, for he greatly respected their judgments. Congress became an editorial staff, with virtually every member taking a cut at Jefferson’s words. Doing a fair job, they reduced Jefferson’s 1800 words by one-fourth, and improved the spelling and punctuation. Jefferson’s great mind and pen have willed us a monumental philosophy of freedom, for his time and for all time to come. His lifelong vow, “I have sworn upon the altar of God eternal hostility to every form of tyranny over the mind of man,” encircles the dome in the Jefferson Memorial.

Declaration of Independence Lesson

Image A



And the Envelope, Please!
Haym Salomon – Contributor to the American Revolution

How will Great Britain or the colonies pay for the war? Where does the money come from to pay for the soldiers or sailors and all the necessary equipment such as muskets and balls, uniforms, food, tents, and transportation? Where does the Second Continental Congress get the money? Does it have the power to tax?

Show the **First Day Cover (Image A)** to the students. Ask students to identify the man being honored on the stamp, and explain why the post office might have chosen him. What must one do to become a financial hero of the Revolutionary War?

Read the following paragraph to the students and discuss the role that bankers play in a war. (Use teacher notes to elaborate about Haym Salomon)

Over the years, politicians have spoken of Salomon's generous giving, but no repayment was provided to his heirs. In 1911, when Madison C. Peters wrote *The Financier of the Revolutions*, he drew this conclusion:

"...America has honored these patriotic men and justly so, by high places in her history, and as we sing their praises we are inspired with the invincible determination to give our country to our children as we got it from our fathers, a free and independent Nation, but this man, Haym Salomon, who, renouncing the maxim of worldly wisdom which says, "Get all you can and keep all you get," gave all he had to the cause of America, gave it in a crucial moment, when money alone saved the day, and when, had he kept it, he could have made millions, and it is only just to ask that future writers of American history acknowledge 'the little Jew,' the real financier of the American Revolution. Shall not the people of this peerless, unrivalled, unapproached and unapproachable Republic, now in the days of their prosperity, erect to this early benefactor a monument at Washington, a memorial to this ardent lover of human freedom, who did in his little office in Front Street, Philadelphia, for the Nation's credit, what Washington did on the field of battle for the peoples' freedom?"

http://www.archive.org/stream/haymsalomon00peterich/haymsalomon00peterich_djvu.txt

Haym Salomon has been remembered in a variety of ways with medals, statues, novels, movies, and a navy battleship was named after him during World War II.

On March 25, 1975, the Post Office issued the "Contributors to the American Revolution" stamp series, and one of the stamps honored Haym Salomon.

On the glue side of the stamp, the following words were printed in pale, green ink:

Financial Hero—Businessman and broker Haym Salomon was responsible for raising most of the money needed to finance the American Revolution and later to save the new nation from collapse.

Is there symbolism to the green ink?

Also on that date *The Congressional Record* recorded:

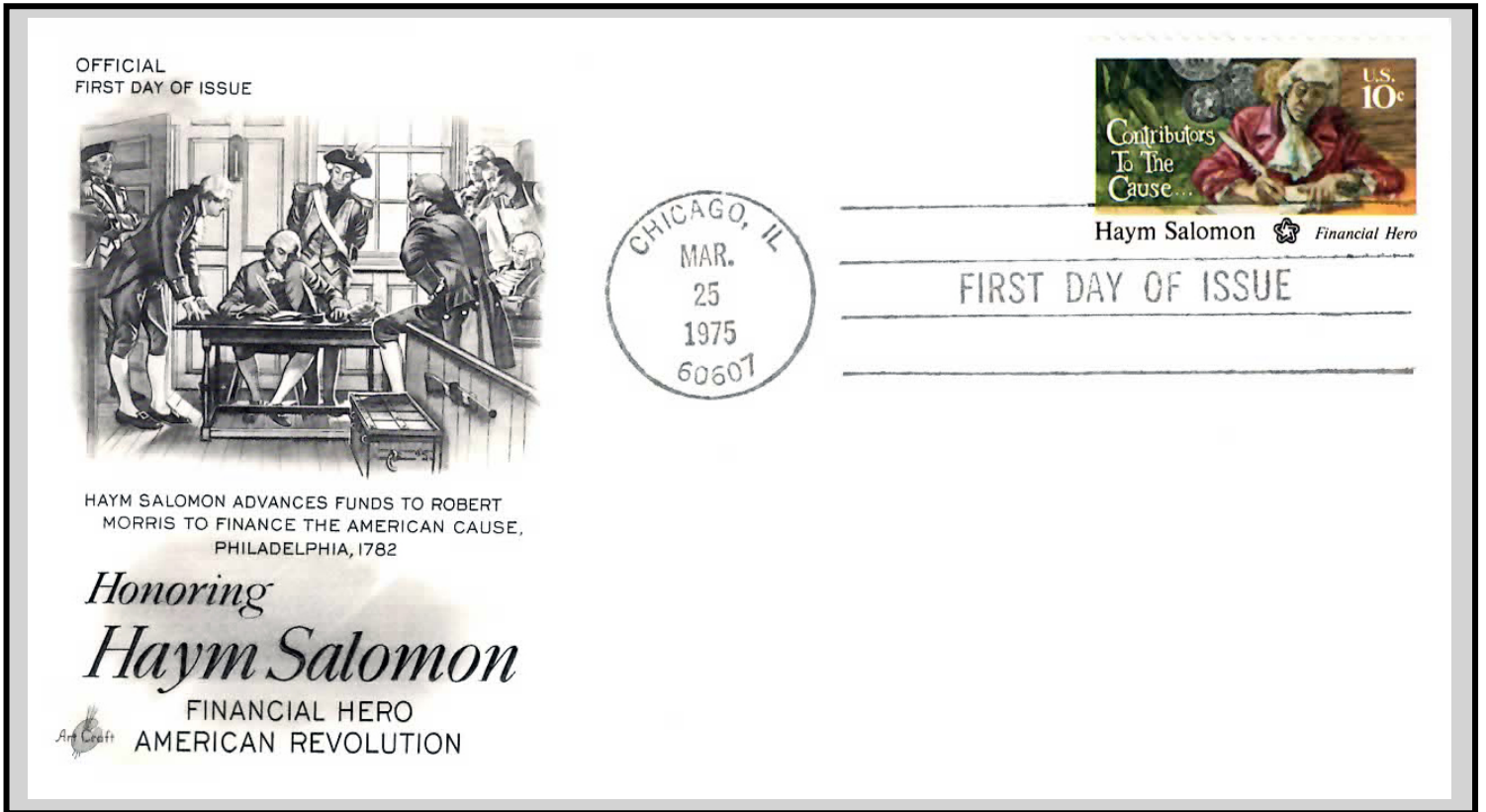
When Morris was appointed Superintendent of Finance, he turned to Salomon for help in raising the monies needed to carry on the war and later to save the emerging nation from financial collapse. Salomon advanced direct loans to the government and also gave generously of his own resources to pay the salaries of government officials and army officers. With frequent entries of "I sent for Haym Salomon", Morris' diary for the years 1781-1784 records some 75 transactions between the two men.

Conclusion: Why isn't the name Haym Salomon as well known as George Washington?

Teacher Notes: Haym Salomon was born April 7, 1740 in Poland. He studied Hebrew and had a basic education before working in western Europe where he learned five languages and acquired financial knowledge. Because of political instability in Poland, he chose to migrate to the English colonies rather than try to return to his homeland. Upon arriving in New York City in 1775, Salomon became a financial broker for merchants engaged in overseas trade. Because he sympathized with the colonist in their battle against King George III, he became active with the Sons of Liberty. Salomon was arrested as a “spy” by the British army and sentenced to 18 months, but he escaped when ordered to serve as an interpreter for the British/German Hessians. In 1778, Salomon fled to Philadelphia and set himself up again as a financial broker. But this time he worked extensively with Robert Morris, Superintendent of Finances for the thirteen colonies. Salomon was able to raise over \$600,000 in loans for the Continental Congress. For example, in 1781 when General Washington was moving into Virginia to trap British General Cornwallis he asked Congress to call on Salomon to finance the necessary funds to supply his troops and pay for the French reinforcements. Salomon raised the needed monies, \$20,000. Even after the war ended, Congress under the Articles of Confederation, called on Salomon several times to raise the funds for the nation. Besides being a financier, Salomon was active in both the New York City and Philadelphia Jewish communities. Haym Salomon died suddenly in 1785 leaving behind his wife, Rachel, and four children. The personal loans he had made to the new government were never repaid to his widow. Ironically, all documentation of Salomon’s loans was lost when the British invaded and burned Washington, D.C. in the “Second War for Independence.”

And the Envelope, Please
Haym Salomon

Image A



And the Envelope, Please
Bernardo de Galvez

The fifteen-cent General Bernardo de Galvez stamp was first issued on July 23, 1980 at New Orleans, Louisiana. Galvez gave up his governorship of Spanish Louisiana, organized a military force and fought to defeat the British, thus becoming a major contributor to the winning of the American Revolution.

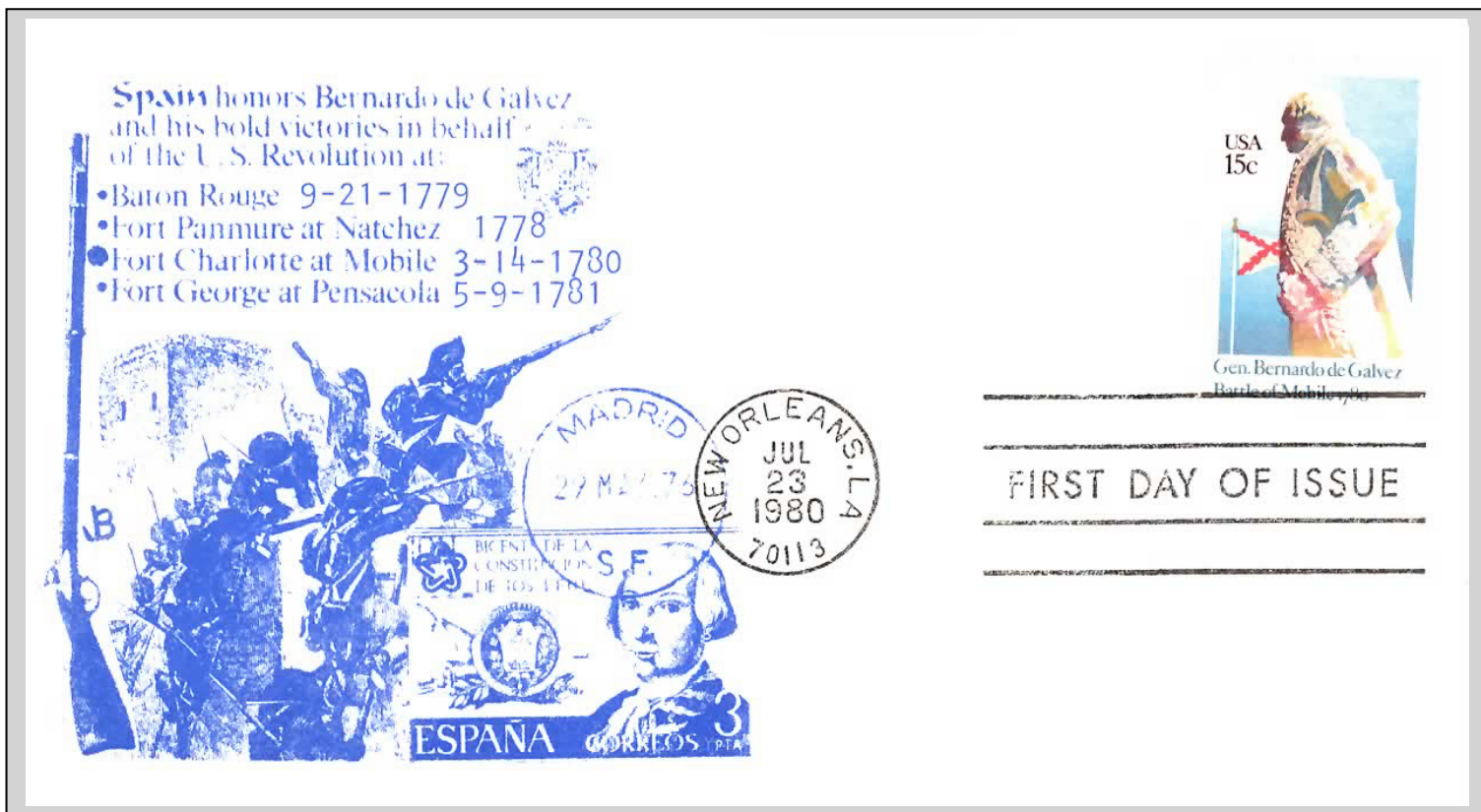
Show students the first day cover (**Image A**). As students analyze it, generate a list of the facts they find. Using those facts, write a one/two-sentence description starting with the words, “Bernardo Galvez was....”

“Open the Envelope” (**Image B**) and read the attached primary source, a Congressional Resolution declaring July 23rd, 1994 as General Bernardo de Galvez Day. (Teachers may wish to print the Resolution so students can read along.)

- What is a Congressional Resolution?
- When was this one issued, and by whom? (Fowler, Ros-Lentinen and Diaz-Balart were Florida Representatives)
- What battles did he fight in and who was the opponent?
- Did his sailors/troops win or lose the battles listed on the image?
- Look at a map of North America. Where were those battle located?
- Why would the American colonist need his help?
- How did engaging the British navy in the Gulf of Mexico help the colonist along the Atlantic?
- What would he or Spain gain by joining in this war?
- Does the description of Galvez in the Resolution support the students’ sentences?
- Why would Representatives from Florida in 1994 issue such a resolution?

Conclusion: Do the artwork and postmark support the facts listed in the Resolution?

Image A



H.J.RES.347 -- To designate July 23, 1994, as 'General Bernardo de Galvez Day'.
(Introduced in House - IH)

HJ 347 IH

103d CONGRESS

2d Session

H. J. RES. 347

To designate July 23, 1994, as 'General Bernardo de Galvez Day'.

IN THE HOUSE OF REPRESENTATIVES

March 24, 1994

Mrs. FOWLER (for herself, Ms. ROS-LEHTINEN, and Mr. DIAZ-BALART) introduced the following joint resolution; which was referred to the Committee on Post Office and Civil Service

JOINT RESOLUTION

To designate July 23, 1994, as 'General Bernardo de Galvez Day'.

Whereas few Americans have an appreciation of Spain's role and that of Spanish citizens in the American War of Independence;

Whereas some of the missing pages of history of that fight for freedom and independence have revealed the significant contributions of Spain, and General Bernardo de Galvez in particular, to American history;

Whereas there are strategically important accounts of General de Galvez who, having been appointed Governor of the Louisiana Territory in 1777, sought to provide aid and comfort to American freedom fighters with cattle, money, munitions, uniforms, and other material;

Whereas General de Galvez, the youngest governor of the Spanish colonies, personally led troops against the British, driving them out of the Louisiana Territory and the Gulf of Mexico, assuring their surrender, and ultimately helping to secure Washington's final War of Independence victory at Yorktown;

Whereas General de Galvez is recognized as having played a significant role in our young republic's fight for freedom and independence during the American Revolution;

Whereas his intervention on behalf of the American cause has earned him a place in history as a friend of the American people and a hero of the War of Independence;

Whereas General de Galvez was a vital player in the defense of our great States of Florida, Louisiana, Alabama, Mississippi, and Texas and captured such cities as Pensacola, Baton Rouge, Natchez, Mobile, San Antonio, and Galveston to aid our young country, and for this reason he should be so honored; and

Whereas General Bernardo de Galvez, a friend of the American people and a hero of the War of Independence, deserves renewed honors and national recognition, particularly on July 23, his birthday:
Now, therefore, be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That July 23 is designated as 'General Bernardo de Galvez Day', and the President is authorized and requested to issue a proclamation calling upon the people of the United States to observe the day with appropriate ceremonies and activities.

<http://thomas.loc.gov/cgi-bin/query/z?c103:H.J.RES.347>

Teacher Notes/Student Activity

Valley Forge

In 1928 and again in 1977 the post office issued a stamp commemorating the encampment of the Continental army at Valley Forge, December 1777 – June 1778 (150th & 200th anniversaries). The depiction on the stamp was of General George Washington praying. (**Image A**)

Unlike today when events are immediately documented and posted online, there is no photo of George Washington kneeling in the snow praying. Nor is there any document recording the event though there are several diary/letter accounts of oral histories being passed down from colonial soldiers to family members. What is known about George Washington was that his faith in the moral righteousness of the American cause never faltered.

With approximately 11,000 soldiers in Valley Forge, Washington immediately oversaw the lay out and construction of log cabins, which housed 12 men each. It was bitterly cold and there was a shortage of food and adequate clothing and shoes.

When Martha Washington arrived at Valley Forge, her carriages were filled with food, medicine, cloth, wool, and sewing supplies. With other wives, she organized a Woman's Relief Squad, which knitted caps, mittens and socks and repaired pants and coats. The local Oneida tribe provided over 600 bushels of dried corn and taught the women how to prepare it for food.

General Washington's letters to Congress describe these shortages as well as the desertion by some soldiers. But by using Congressional appropriations and the military expertise of General Baron Von Steuben, Washington was able to turn the soldiers at Valley Forge into a disciplined fighting force.

As students learn about the colonial armies' encampment at Valley Forge, assign them to create a conversation between Martha (**Image B**) and George Washington.

What would they have discussed during dinner on a cold February night, 1778?

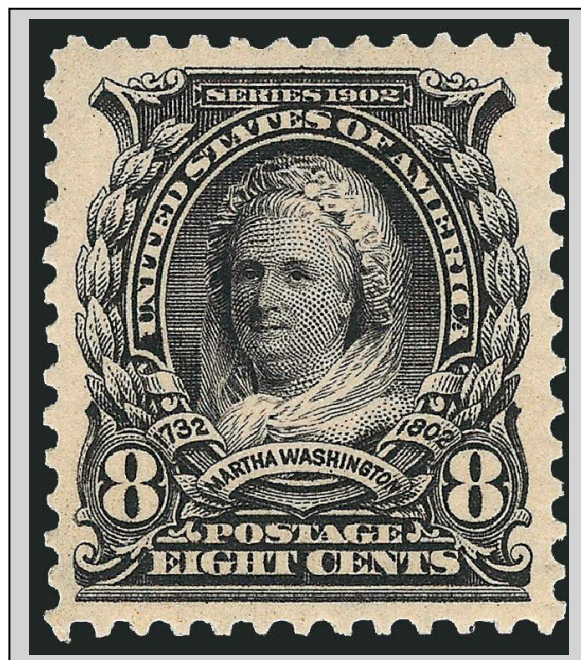
George and Martha Washington at Valley Forge

Image A



Image B

In 1902 Martha Washington became the first United States woman honored on a U.S. postage stamp. A second stamp was issued in 1923 and a third in 1938.



Warm Up/Review Questions Using First Day Cover Battle of Yorktown

Using the two stamps and the artwork on the First Day Cover, students can write the story of the battle of Yorktown.

Show the students the **First Day Cover. (Image A)** What is it commemorating?

Use the large image of the **STAMPS (Image B)** to discuss why the British General Cornwallis surrendered. The stamp on the right shows the Virginia Capes naval battle. The stamp on the left shows the battle of Yorktown with the Colonial forces in blue and the English in red.

Yorktown is a peninsula, with its harbor on the York River and the James River to the south. By the time of the Revolutionary War it was a thriving port and economic center with a population of 2,000. The British General Cornwallis was moving his troops north from an unsuccessful campaign in South Carolina. He led his forces into Yorktown to wait on the British navy to rescue his men. Fortunately for the colonist, the British navy was defeated by the French navy led by Admiral deGrasse on September 5, 1781 at the Virginia Capes (Cape Charles and Cape Henry). General Washington and French General Rochambeau moved their joint forces south from New York to prevent Cornwallis from retreating into Virginia. The French navy had not only secured the Chesapeake Bay but had also delivered the heavy artillery, which the colonial forces used to bombard Yorktown. Cornwallis realizing he was surrounded raised a flag of truce.

Using the **ARTWORK, (Image C)** students can see the bulwarks and artillery pieces on the bottom right, the flag of surrender, and General Cornwallis turning his sword over to General Washington. The drummer boy possibly represents Alexander Milliner, one of General Washington's personal drummer boys.

Timeline:

September 5, 1781 Battle of the Capes

September 28, 1781 Colonial forces arrived on the peninsula and "dig - in".

October 9 - 16, 1781 Colonial forces bombard Yorktown..

October 17, 1781, Cornwallis sent up the flag of truce

October 17-18, 1781 Letters were exchanged between Cornwallis and General Washington

as to terms of surrender and the British forces formally surrender. To read General Washington's letter to General Cornwallis, go to

<http://memory.loc.gov/learn/features/timeline/amrev/peace/yorktown.html>

Conclusion: Review the importance of the Battle of Saratoga and the negotiations of Benjamin Franklin with the French from 1776-1777. It was the French who supplied the colonies with guns, cannons, other military equipment, loans to pay the soldiers and most importantly, their army and navy. Yorktown's harbor was destroyed and the town never regained its economic prominence.

The census of 1790 recorded only 661 people living there. From either the viewpoint of Washington, Cornwallis or the drummer boy, write a diary entry describing the days' events for October 16, 1781.

National History Standards United States History Era 3 Standard 1C

Battle of Yorktown Lesson

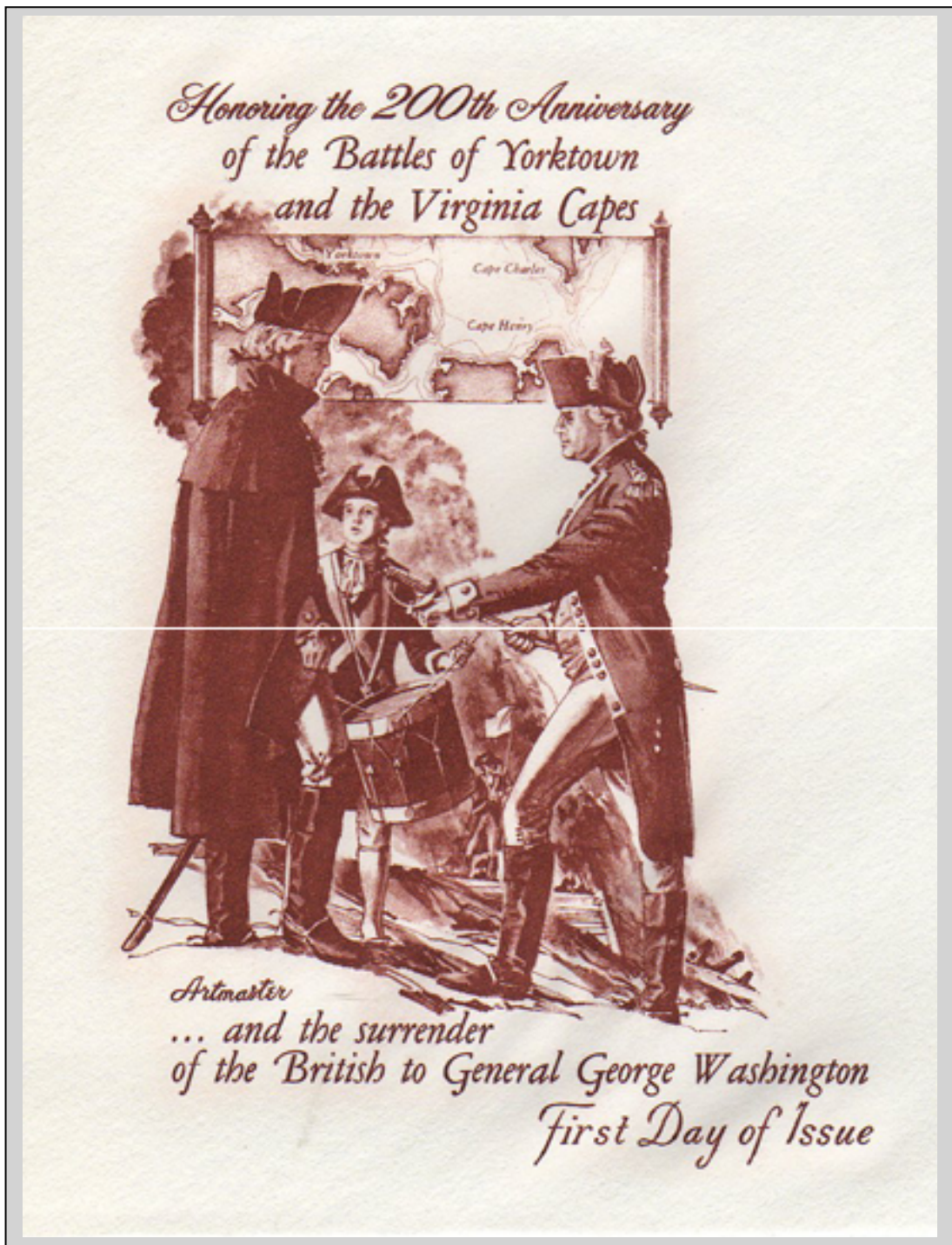
Image A



Image B



Image C



Warm Up/Review Questions Using First Day Covers

Treaty of Paris, 1783

Ask students to explain how a war ends. Is there always a winner and a loser? What is the difference between an armistice and a peace treaty? When General Cornwallis surrendered his troops to General Washington at Yorktown, Virginia, was that the end of the Revolutionary War? According to the *Declaration of Independence*, what was the colonists' ultimate goal for fighting?

Show students the **Treaty of Paris, 1783 First Day Cover (Image A)** and ask them to list as many facts about the Treaty as they can find in the image.

Facts that students may see include:

- Portraits of John Adams, Benjamin Franklin and John Jay are in the artwork and stamp.
(Who are they?)
- In the stamp, there are four men.
(Who is the fourth man?)
- On the stamp it says, "U.S. Bicentennial 20 Cents".
(What is a Bicentennial? How can this definition be tied to the postmark?)
- The postmark is dated September 2, 1983.
(What does that date commemorate?)
- The stamp is issued from Washington, D.C..
(Why not Philadelphia, Boston or New York City?)
- The map shows the 13 colonies, land claims by the states, disputed area, disputed borders and Spanish Territories.

What part of the Treaty of Paris, 1783 does the artwork depict?
(Land and borders establishing the United States)

What else was decided in the Treaty of Paris, 1783?

- The 13 colonies were now an independent nation, (which is the only Treaty Article still enforced)
- Boundaries were established
- Fishing rights for US off the coast of Newfoundland & Gulf of St. Lawrence were guaranteed
- Prisoners of War were exchanged
- Debts were to be paid to creditors on both sides
- Both nations had access to Mississippi River
- All loyalist claims were to be paid and property returned or compensated for the loss
- Ratification of Treaty by both governments was due in 6 months

Conclusion: Ask students to write a paragraph describing how this treaty achieved the ultimate goal found in the Declaration of Independence.

National Standards U.S. History Era 3 Standard 1C

Treaty of Paris, 1783 Lesson

Image A



Teacher Notes: The artwork, known as a cachet, was hand drawn by Doris Gold in 1983. All of her first day cover cachets include the gold color. The stamp is patterned after the original painting by Benjamin West, which did not include the British representative because he refused to sit for the portrait. The stamp takes the liberty of including the British representative David Hartley, along with the three American representatives, John Adams, Ben Franklin and John Jay. The Treaty was actually signed on Sept. 3, 1783. The stamp is the last of 73 commemoratives that were issued beginning in 1971 to recall the struggle for independence.



American First Day Cover Society

www.afdcs.org

[youtube.com](https://www.youtube.com) - AFDCS

American First Day Cover Society

American First Day Cover Society – (AFDCS) is a volunteer non-profit and non-commercial organization serving the needs of First Day Cover collectors, cachetmakers, and dealers. Founded in 1955, the society has a membership of over 1,100 active first day cover collectors, including many who design and manufacture their own cacheted FDCs.

The **US Post Office** has issued stamps since 1847. Subjects of the stamps include presidents, heroes, sports, comic figures, landscapes, flowers, historical events, etc. The possibilities are endless.

A First Day Cover (FDC) is an envelope or postcard bearing a stamp which is cancelled on the day the stamp is initially placed on sale by the postal authorities. Although most U.S. stamps are released nationwide on the first day, the U.S. Postal Service (USPS) will designate a single city as the "official" first day city. (Sometimes multiple cities are designated as "official.") **The location is usually appropriate to the subject of the stamp, and will be the only place where the "First Day of Issue" postmark is used.**

Generally, a **First Day of Issue (FDOI) ceremony** is sponsored by the Postal Service or an organization associated with the new stamp. It is a colorful and entertaining ceremony which enables collectors to attend to prepare special souvenirs.

A **cachet**, pronounced *ka-shay*, is the artwork added onto the envelope which compliments or tells the viewer something about the stamp. The artwork can be hand drawn, printed, engraved or a variety of other means. The challenge to collecting is find as many cachets that were produced for an individual stamp.

How Do I Obtain FDCs?

Collectors may buy envelopes, apply the stamps and send them to the USPS for servicing (canceling). The instructions for doing this are in the USPS's Postal Bulletin (available online) or in collector publications or websites. Or the covers may be purchased ready made from cachetmakers or stamp dealers.

First Day Cover Collecting Is...

a hands-on hobby, unlike stamp collecting, where the FDC collector actively participates. Collectors may make their own covers or collect covers in many dozens of different ways -- the result is a personal involvement that is extremely gratifying.