

FDC Lessons

United States History Pre Civil War Lessons



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

Texas Revolution Founding of Baseball
Samuel Morse and the Telegraph
Kearny Expedition Mormons Moving West
Henry D. Thoreau Seneca Falls Convention
Frederick Douglass Harriet Tubman
Sojourner Truth Gadsden Purchase

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.

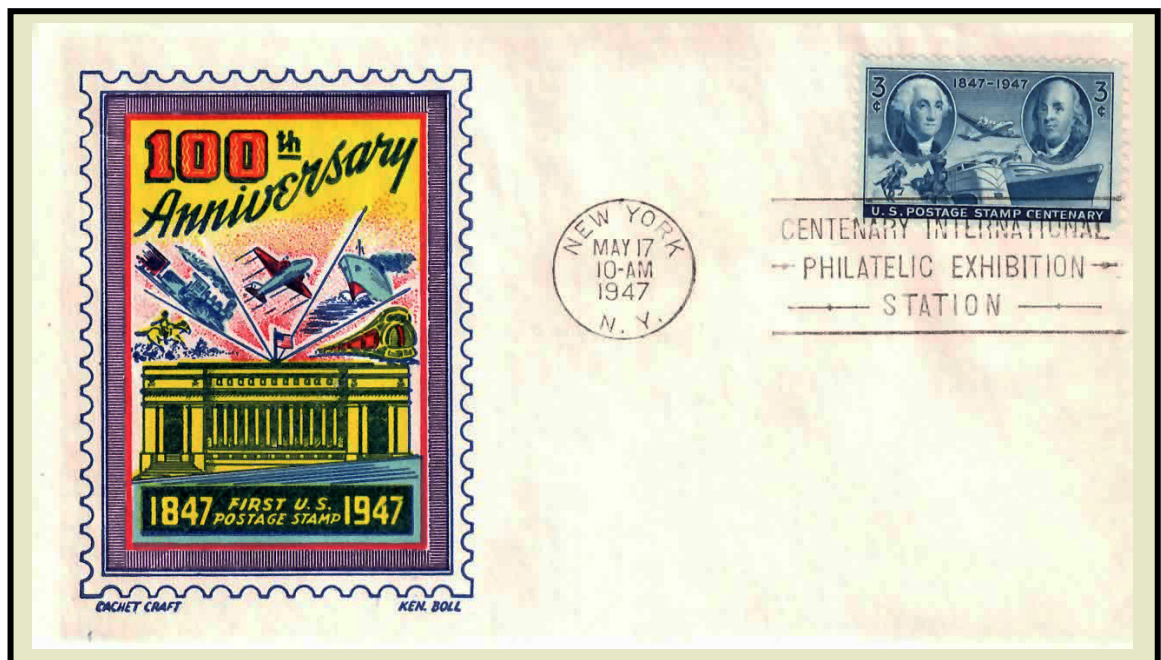
Since selling its first stamp on July 26, 1847, the post office has issued hundreds of stamps commemorating

- 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.

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" on the website www.fdclessons.com

This book contains the lessons and first day cover images as well as other primary source materials where appropriate.



Warm Up/Review Questions Using First Day Covers The Alamo, Texas at 100, Texas at 150

Analyze the **first First Day Cover. (Image A)**

- Why is the Alamo called the “Cradle of Texas Liberty”?
- Was it a massacre as depicted in the ARTWORK? Why?

How did that event lead to the **second First Day Cover? (Image B)**

- Identify the two men honored on the STAMP and explain their role in Texas history. (Sam Houston and Stephen F. Austin)

Has Texas been independent for one hundred years?

How long was Texas a republic?

When was it annexed by the United States?

Analyze the POSTMARKS as each relates to Texas history:

- Is the Alamo in San Antonio?
- Did the battle take place on June 14, 1836? Why was that date chosen to release the stamp?
- What happened at Gonzales, Texas on March 2, 1836?
(On Oct. 2, 1835 the first skirmish of the Texas Revolution took place in Gonzales. The unanimous declaration of the people of Texas was signed on March 2, 1836 at Washington-on-the-Brazos.)

How does the **third First Day Cover (Image C)** combine the information of the first two covers?

Background of the STAMP is the Texas flag; it lists San Jacinto in 1836 (assuming a non Texas citizen knows about that battle) and the spur supposedly belonged to Santa Anna.

The POSTMARK acknowledges San Antonio, where the Alamo is located (this is also stated in the ARTWORK), March 2 is the date of the Texas Declaration of Independence, and 1986 is the sesquicentennial of that declaration.

In the ARTWORK, Sam Houston is identified as having been president of the Republic, twice. The dates are given for the Republic, thus giving the date that the Texas legislature accepted the offer of annexation by the United States. “Ubi libertas habitat, ibi nostra patria est” means where liberty dwells, there is my country. The front of the Alamo is included. There is also a map of Texas showing Austin as its capitol and the location of San Jacinto.

Conclusion: Ask students to make a timeline of U.S. history from 1820 to 1848 including Texas events.

Teacher Notes: See **Image D**, the back cover of the third First Day Cover. It gives a brief history of Texas.

National Standards United States History Era 4 Standard 1C

The Alamo, Texas at 100, Texas at 150

Image A

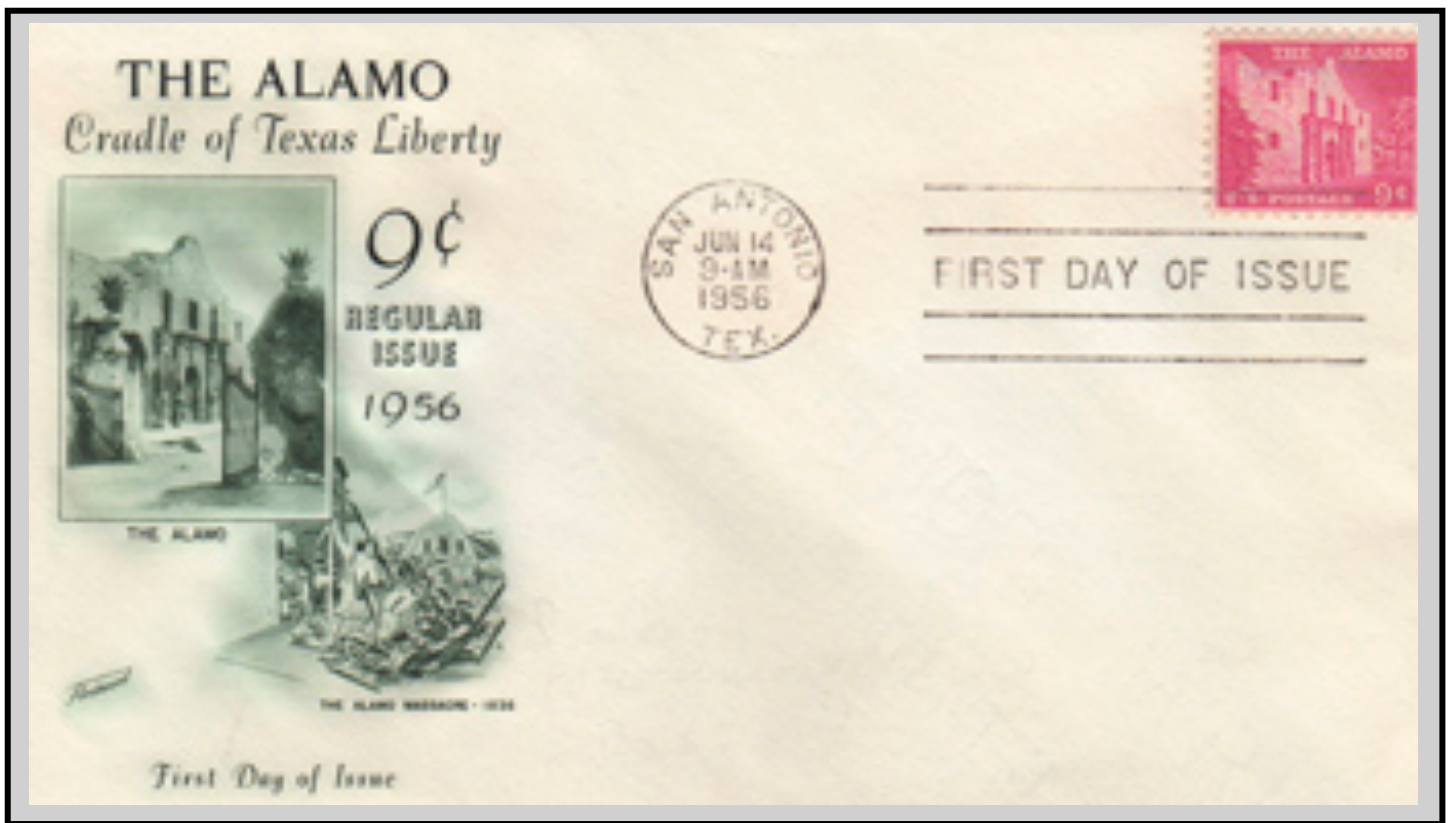


Image B

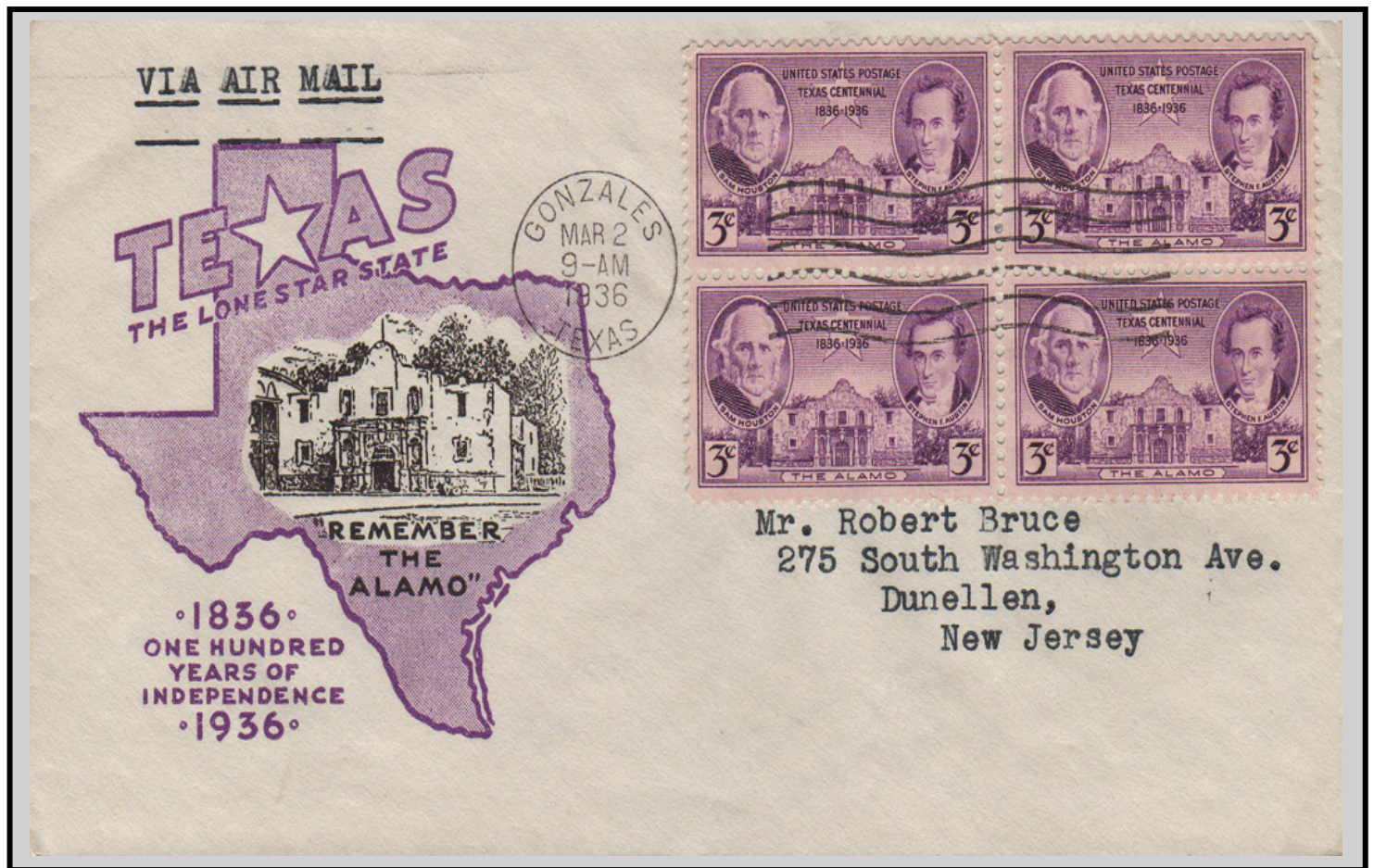


Image C

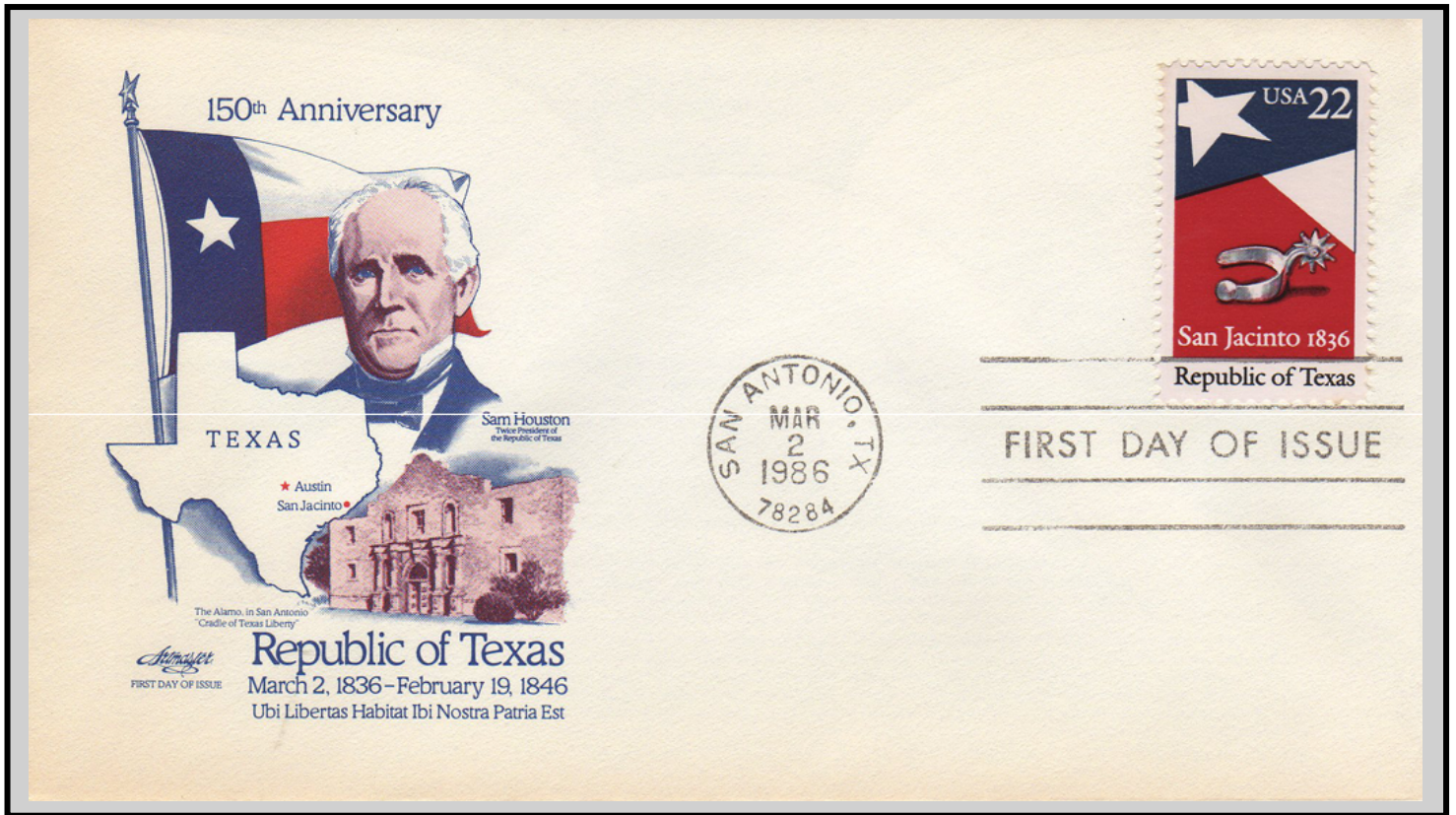
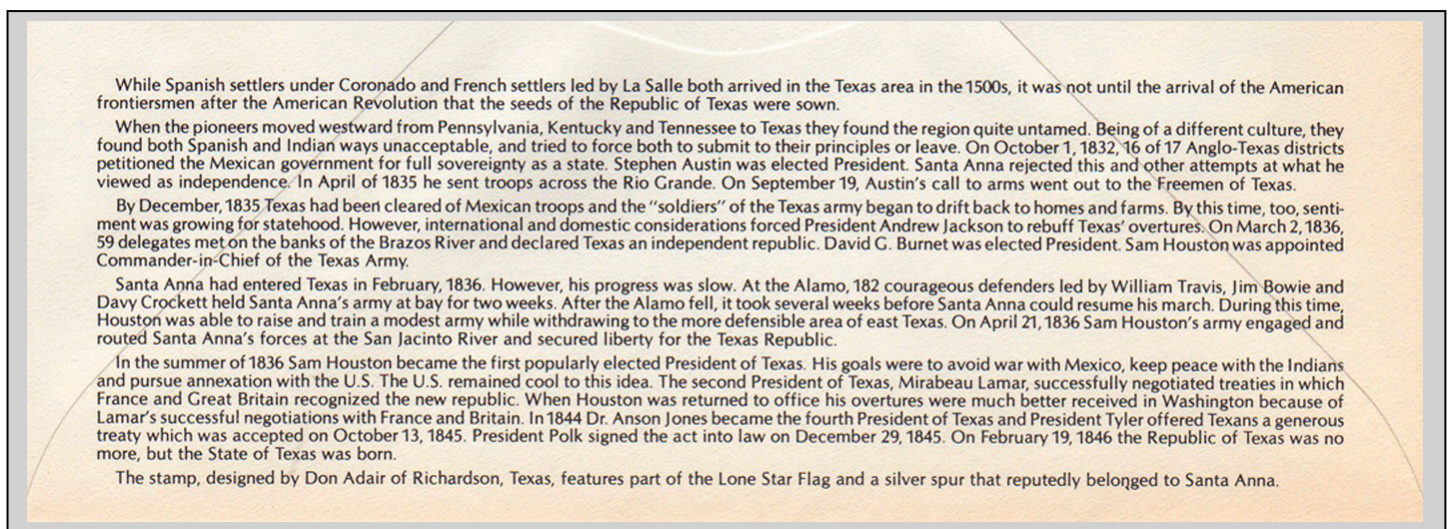


Image D Teacher Notes



The Game of Baseball

Show the **First Day Cover (Image A)** and give students time to determine the subject of the envelope. Ask students to raise their hands if they have ever played baseball or softball or watch the sport on television. Assuming that a majority of students raise their hands, why is it such a popular sport?

Show the enlargement of the **STAMP: (Image B)**

What do you need to have to play the game? (bat, ball and something to act as bases.)

Pretend you are a visitor to the United States in 1839. Ask the person next to you to describe what is happening in the STAMP.

How is the game played?

What is the purpose of the stick that one boy is holding?

What is on the one hand of the boy standing behind the boy with the stick?

Why is that one boy running?

Who is standing behind the boy getting ready to throw the ball?

What is that group of children, in the right bottom corner, doing?

Show the enlargement of the **ARTWORK: (Image C)**

What symbols did the artist choose to depict baseball? (catcher's mask, bats, ball, diamond with bases around the photo.)

What differences are there between the stamp and the photo?

Who is Abner Doubleday?

Why is the POSTMARK from Cooperstown, N.Y.?

What is important about the date?

Conclusion: Think about what life was like in the 1840's. Images might include the economic struggles on the farm or in the city, or the growing division over the issue of slavery, and child labor in the factories. What relief would the game of baseball offer to people?

Teacher Notes:

Some historians believe that baseball developed from the English game called Rounders. In 1939, it was believed that Abner Doubleday was the founder of baseball in 1839, but there was and is no evidence for this claim. No written record by Doubleday or others involved in baseball mention his involvement in the game, or developing the rules of the game. In 1839, Doubleday was serving at West Point with no record of leave to even visit Cooperstown. The Baseball Hall of Fame does not recognize Abner Doubleday as the founder. Who is recognized for writing down the rules of baseball in 1845, is Alexander Cartwright a player/coach of the New York Knickerbockers. On June 3, 1953, Congress officially credited Cartwright with inventing the modern game of baseball, and he is a member of the Baseball Hall of Fame.

June 12, 1939 is the opening day of the Baseball Hall of Fame in Cooperstown, New York. Elected to the Hall of Fame were George Sisler, Willie Keeler and Eddie Collins.

National Standards for U.S. History Era 5, 6, 7

The Game of Baseball Lesson

Image A

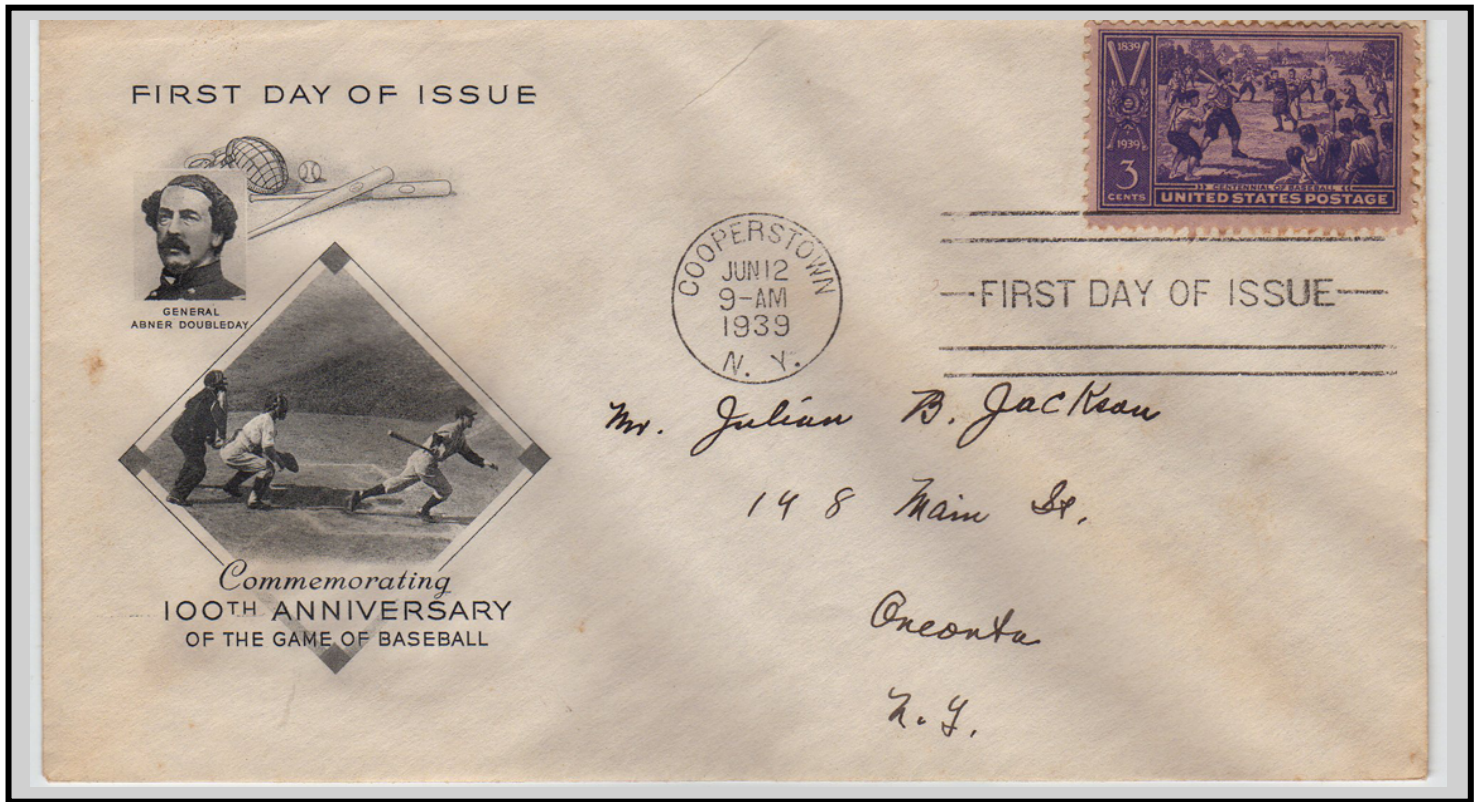
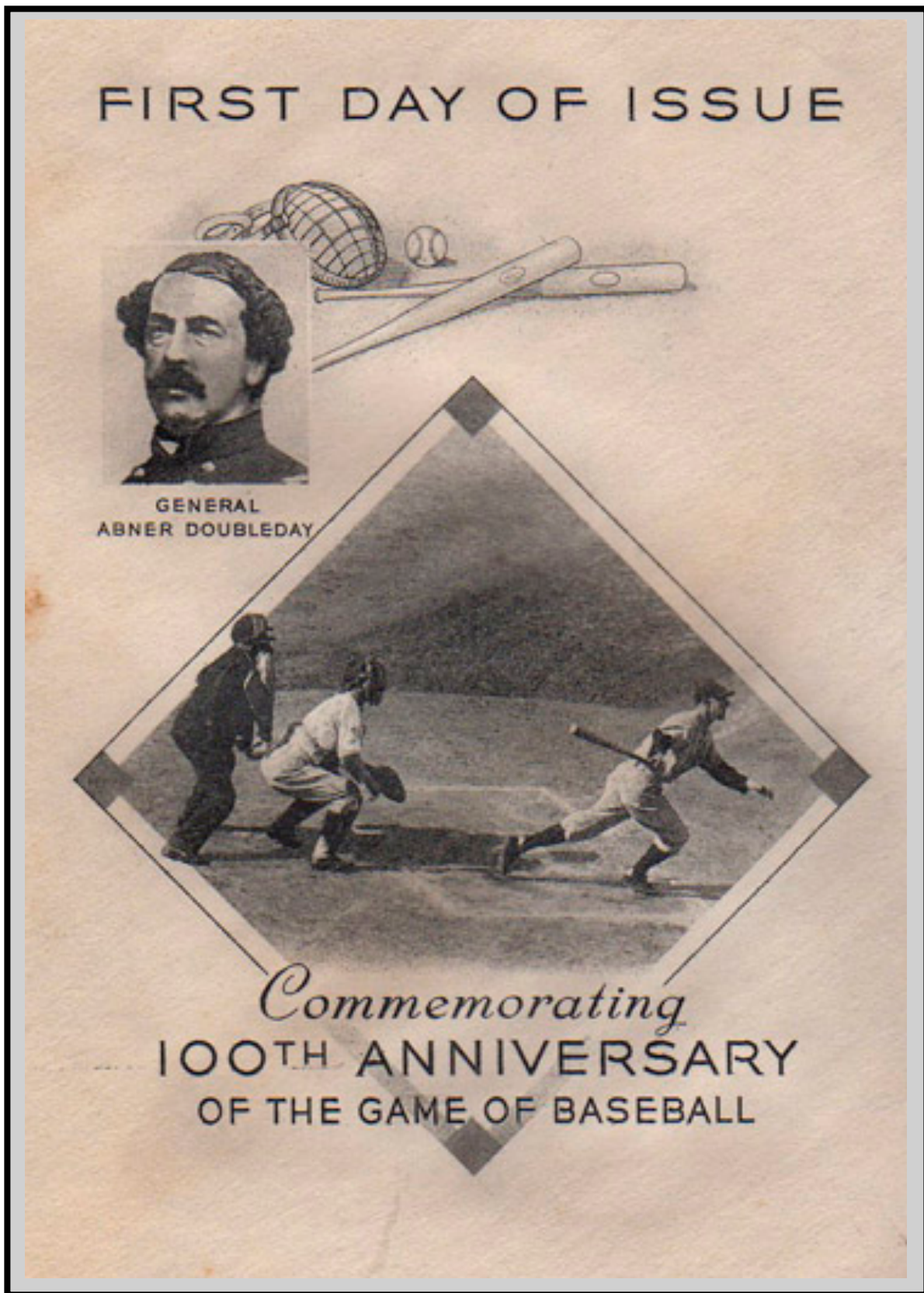


Image B



Image C



Warm Up/Review Questions Using First Day Covers Samuel F. B. Morse & the Telegraph

Show the entire **First Day Cover, 100th Anniversary (Image A)** to the students.

What is the First Day Cover commemorating? What is a telegraph message?

Who sent the first telegraph message? When did he send it?

Why did he choose to send it from Washington to Baltimore?

Focus their attention on the quote above the capitol.

Why would he send a Bible verse from Numbers 23:23?

What has God wrought? (Morse credits the young daughter of a best friend, Annie Ellsworth, for suggesting the message he sent.)

Explain to the students how the telegraph works (Morse worked with Alfred Vail, and they developed a system that used a code of long and short bursts of electricity which caused a stylus to emboss or draw dots and dashes on a strip of paper)

Ask students to list the positive and negative effects the telegraph might have on the nation.

Positive: Start of the “Information Highway”

- New form of communication – Morse Code
(Morse code is based on a series of dots, dashes and spaces. At this website, students can see the alphabet written in Morse Code.
http://www.questia.com/library/encyclopedia/morse_code.jsp)
- Information can be sent faster than the speed of human travel
- Business can establish a “command center” with satellite stores across the nation
- Railroads can check the progress of shipments between stations
- Harbors can report on the arrival or departure of vessels
- National and international news reports will become standardized
- In an emergency, families could contact each other (show attached actual telegram image)
- Money could be wired between stations
- Communication between police departments to catch criminals
- Telegraph poles could be used in the future for electric and telephone lines
- Faster communication between federal government and military troops
- Jobs created – setting poles, stringing lines, telegraph agents, delivery boys
(The wiring of America grew from Morse’s initial forty-mile line from Washington to Baltimore in 1844 to 12,000 miles of telegraph wire in 1850. Western Union was created in 1851 with the goal of uniting the nation from coast to coast through telegraph lines. By 1854 there were 23,000 miles of wire.)
- Congress must debate if it can constitutionally finance the attempt

(Under what power in the constitution did Senators propose to erect this telegraph? He was not aware of any authority except under the clause for the establishment of post roads. And besides the telegraph might be made very mischievous, and secret information after communicated to the prejudice of merchants.” Senator George McDuffie in the Congressional Globe, 28th Congress, 2nd Session.)

- The world became smaller with the completion of the transatlantic cable on Aug. 15, 1858.
(continued)

Show the second First Day Cover (Image B)-discuss how the artwork depicts the line being pulled onto the shore and the women and men who came to watch. The cable stretched from Ireland to Newfoundland. Study the stamp: discuss the design of the world and who are the faces? On the left might be Poseidon the Greek god of the sea or Neptune the Roman god of the sea. On the right might be Amphitrite, Greek goddess of the sea and wife of Poseidon)

Queen Victoria sent the first transatlantic message to President Buchanan on August 16, 1858. It was ninety words and took sixteen hours to be transmitted.

- Inventions lead to improvements and competitions
(In 1874 Thomas Edison invented a telegraph line that allowed more than one message to be sent at the same time and by 1900 fifteen different cables connected North America to Europe)

Negative:

- Pony Express goes out of business
(By 1861, Western Union had completed the transcontinental telegraph line. Instead of ten days for the Post, the message was sent instantly)
- Post Office might deliver fewer letters
- Encroachment on Native American lands in the West
- Western Union developed a monopoly on the telegraph business

Conclusion:

Ask students to look into the future and explain what might happen to the telegraph system when telephones are invented, or what happens to telephones when the cell phone is invented. What other inventions have come and gone because of newer inventions. (Records to 8-Tracks to Cassettes to CDs to the Cloud)

Students might also be asked to write out an announcement using Morse code, such as one that General Grant might have received after President Lincoln was shot.

Teacher Notes

The Library of Congress has two excellent collections of documents concerning Samuel Morse and the telegraph, from the first telegram to letters, maps, the 1842 roll call vote of Senators to fund the project, and a daguerreotype of Morse.

<http://memory.loc.gov/ammem/atthtml/mrshome.html>

<http://memory.loc.gov/ammem/sfbmhtml/sfbmhighlights01.html>

Samuel Morse and the Telegraph Lesson

Image A

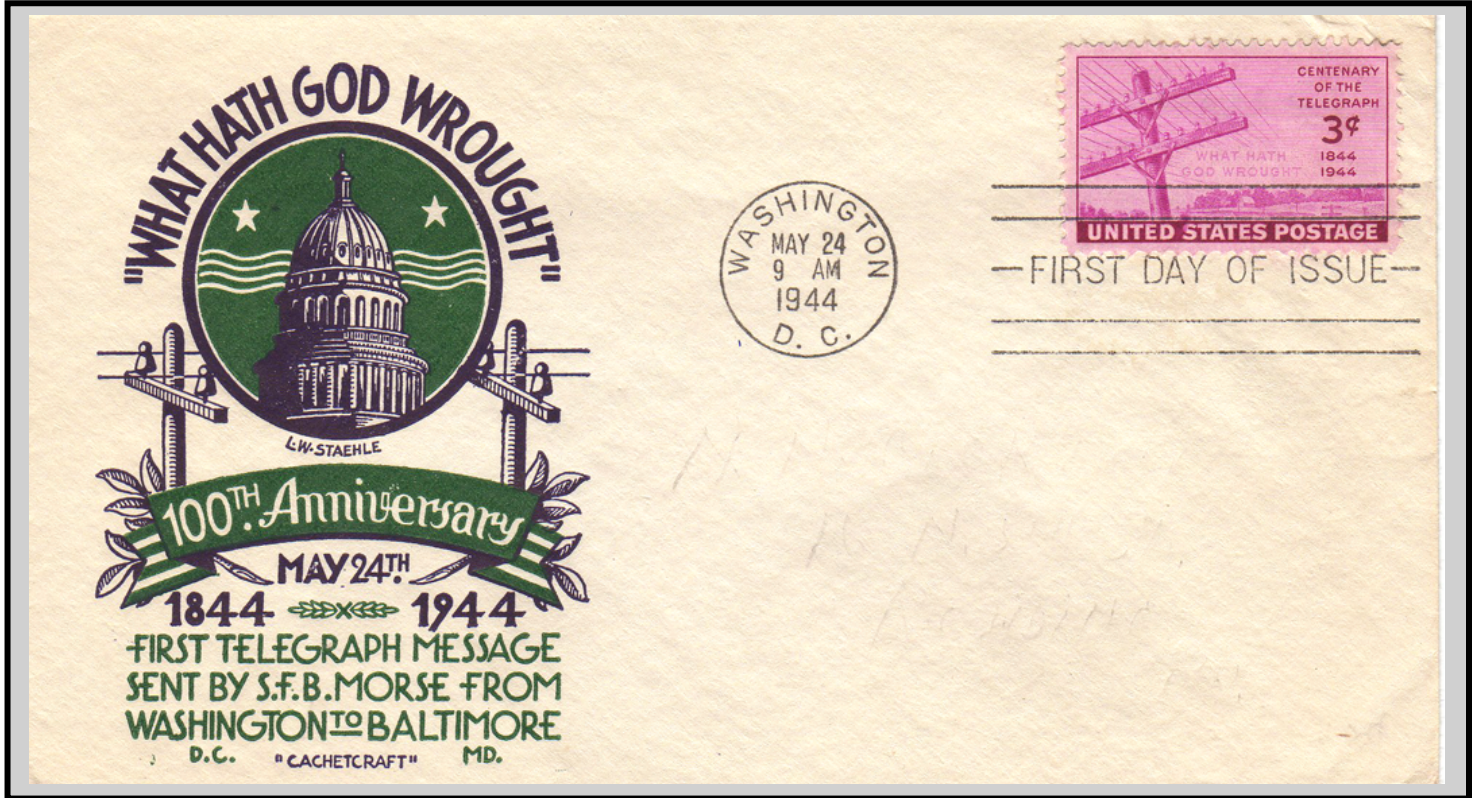
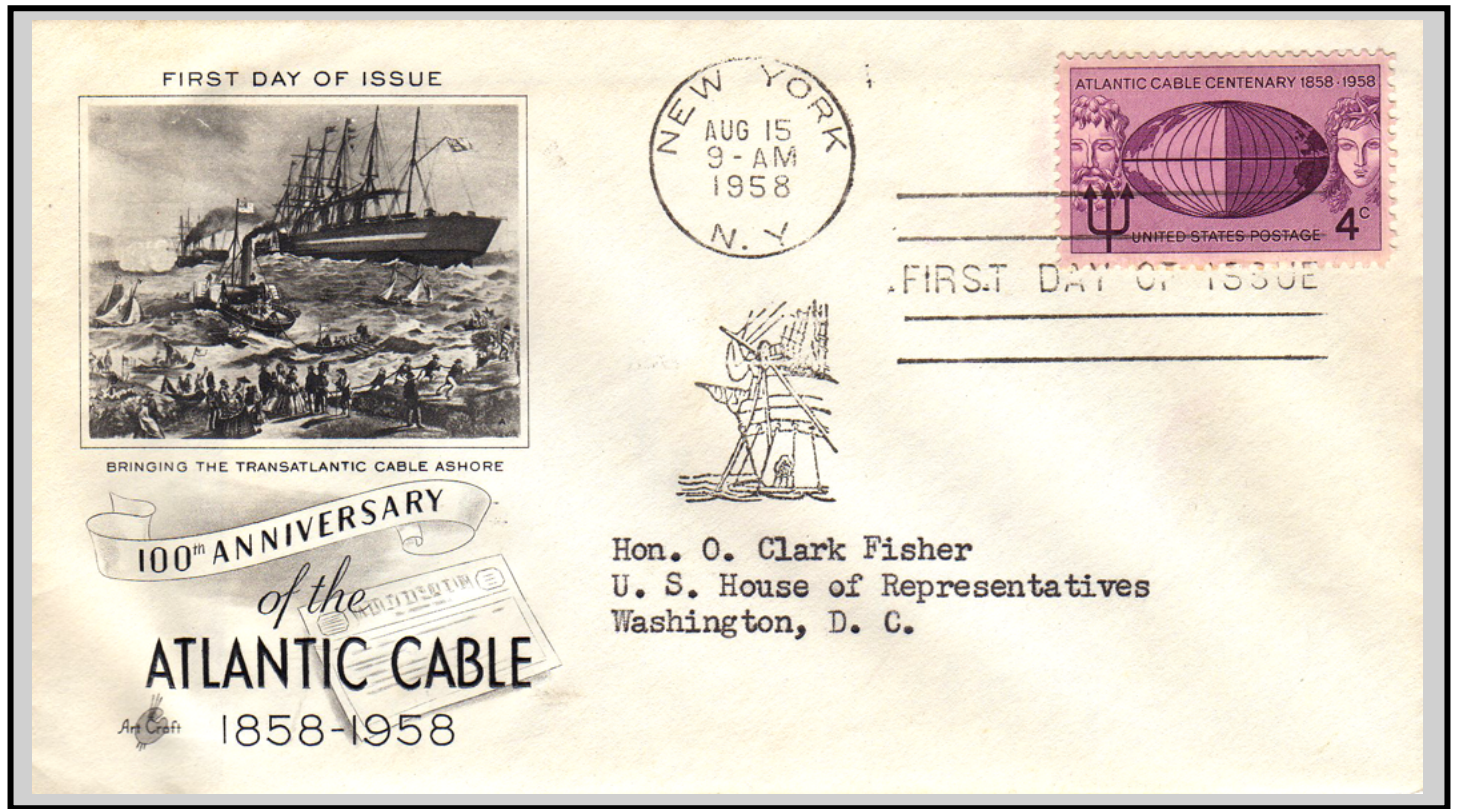


Image B



Warm Up/Review Questions Using First Day Cover

Stephen Watts Kearny

As your students view this **First Day Cover, (Image A)** introduce or review with them the term Manifest Destiny.

- Why did the governmental leaders and citizens of the U.S. want more western lands?
- Who were those governmental leaders?
- What would be the benefit for southern farmers?
- Why were Northerners such as Henry David Thoreau so against expansion?

What is the purpose of this First Day Cover?

Who is Stephen Watts Kearny? **Show Images B and C**

- Two words will help to identify him, general and expedition
- What area did he conquer? Note the place on both the stamp and the postmark
- Does it look like a battle took place?
- When did this “Entry into Santa Fe” take place?
- From studying the artwork, describe the geography/culture of New Mexico in 1846.

Show students the second **First Day Cover (Image D)** and have them use the map to trace the route of the Kearny Expedition. How long were the troops “on the road”? Review the geography of the land and discuss the hardships the troops would have encountered based on the lay of the land and the climate changes from June to December.

Conclusion: Write a paragraph explaining how the Kearny Expedition helped to fulfill the nation’s Manifest Destiny.

Teacher Notes:

Kearny was born in New Jersey in 1794 but spent most of his military career in the West. He fought in the War of 1812 and then was assigned to western units where he protected settlers in Minnesota and Iowa, and set up forts along the Missouri River out into Yellowstone country. These forts were to help guide settlers up the Oregon Trail. By 1846 President Polk assigned Kearny to take over one thousand troops into the northern part of Mexican Territory where he would begin to fulfill the nation’s destiny of westward expansion. On August 18, 1846, Kearny took over Santa Fe without firing a shot. He established a provisional government before continuing further west to support the army in California against the Mexican army. Though Kearny disagreed with the military tactics put forth by other the army leaders, Commodore Stockton and Lt. Colonel John Fremont, California was secured and Kearny was appointed the military governor. Staying in one place was not to his liking, and he asked to be reassigned. His new orders took him to Vera Cruz, Mexico where he contracted a tropical disease. Kearny returned to his wife’s family home in St. Louis where he died on October 31, 1848.

Fort Childs, the first fort on the Oregon Trail was renamed for General Kearny.

Stephen Watts Kearny Lesson

Image A



Image B

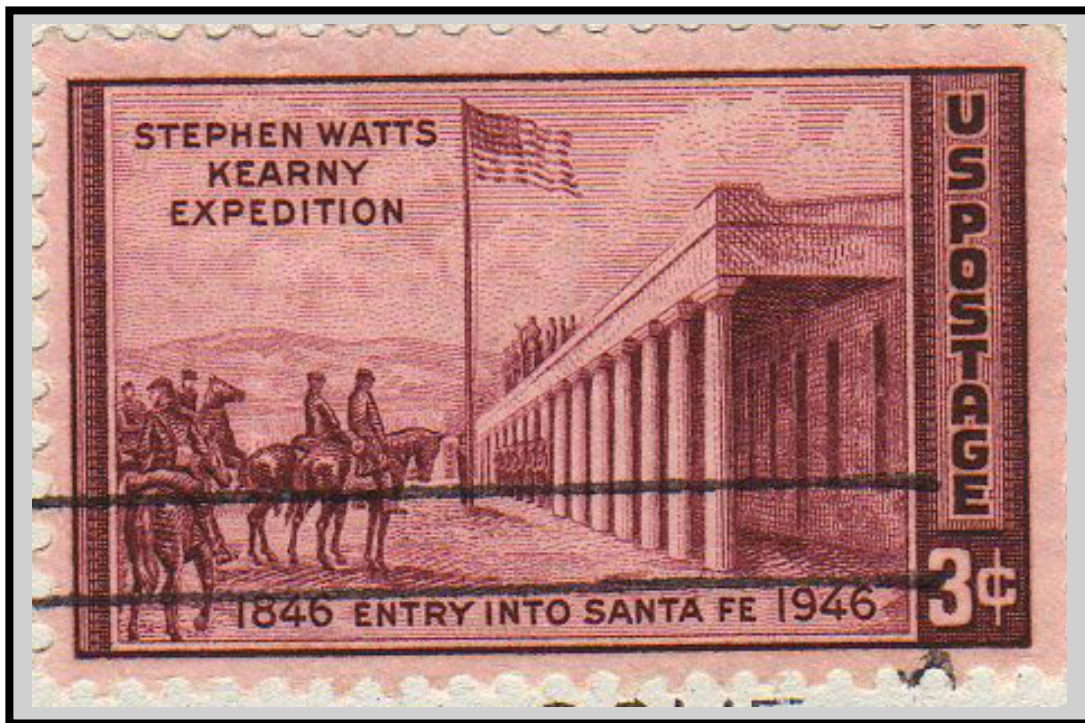
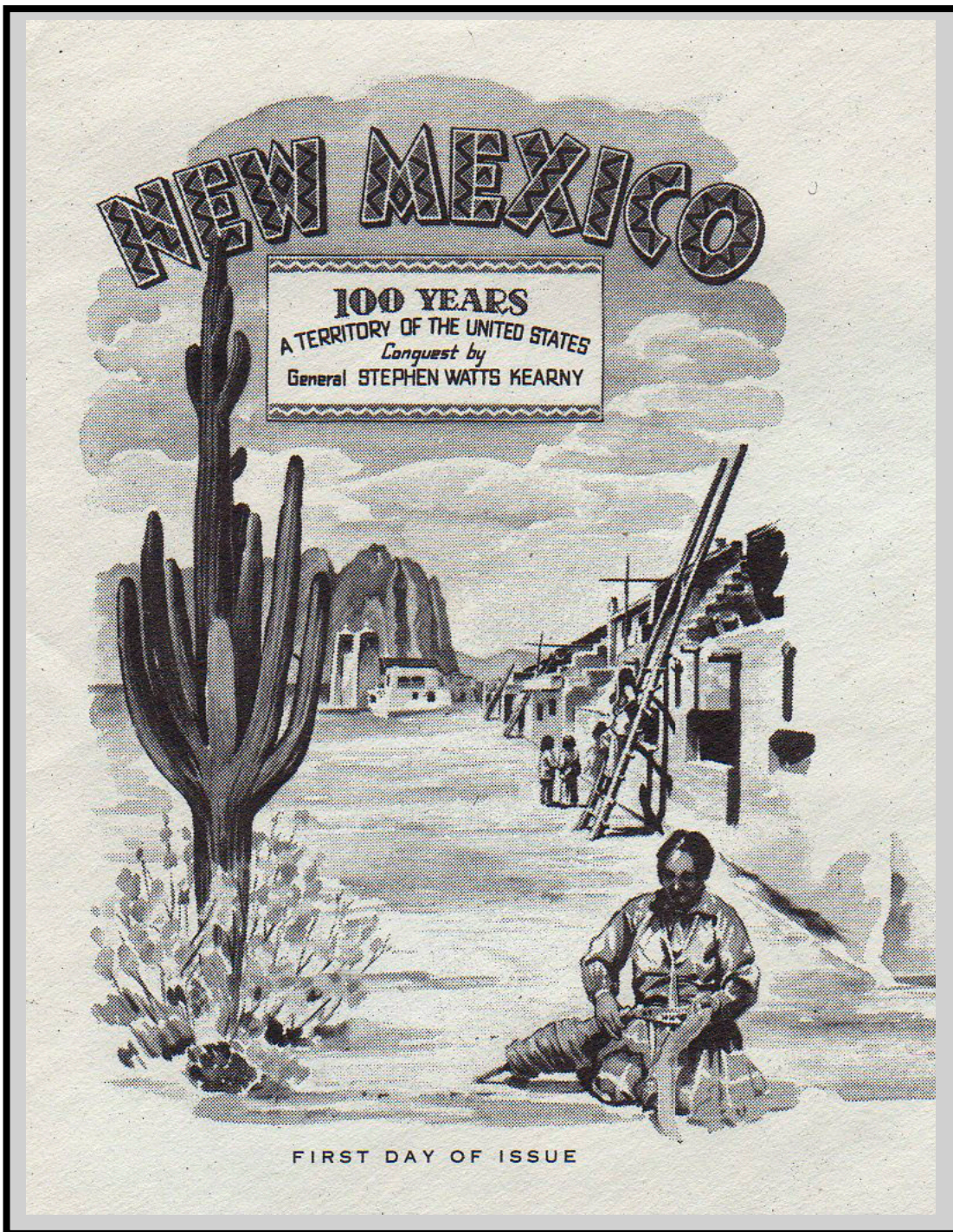


Image C



Warm Up/Review Lesson Using First Day Covers Mormons and the Founding of Utah

Ask students to analyze the first day cover (**Image A**) and review the economic reasons why people left Europe for the New World.

- Looking for a shorter route to the riches of India
- Companies looking for riches found in mineral deposits and crops in North America
- Poor people coming as indentured servants for a chance to begin anew
- Criminals looking for a way to pay off their debts and jail time
- Land was available and cheap for the second son to start his own farm

Ask students to analyze the next first day cover (**Image B**) and review the religious reasons why people left Europe for the New World.

- The opportunity to Christianize the Native Americans.
- People such as Pilgrims, Puritans, Quakers or Catholics were tired of being persecuted for their beliefs.

Ask students to analyze the third first day cover (**Image C**) and collect the facts:

- Utah was founded in 1847.
- Postmark designates the 100th anniversary of the founding, July 24, 1947.
- The Mormons led by Brigham Young founded Utah.
- The Mormons traveled in Conestoga wagons and on horseback.
- Salt Lake was “This is the place.”
- The place appears to be in the plains surrounded by mountains.
- The large church is in the clouds.

Ask students to use the “5 Ws and H” to formulate questions based on these facts. Questions might include:

- Who were/are the Mormons? Who was Brigham Young?
- Where did they come from?
- Why did they leave the U.S.? Why did they stop in the Salt Lake Valley?
- What route did they take?
- When did they leave?
- How long did it take to get to the Salt Lake?

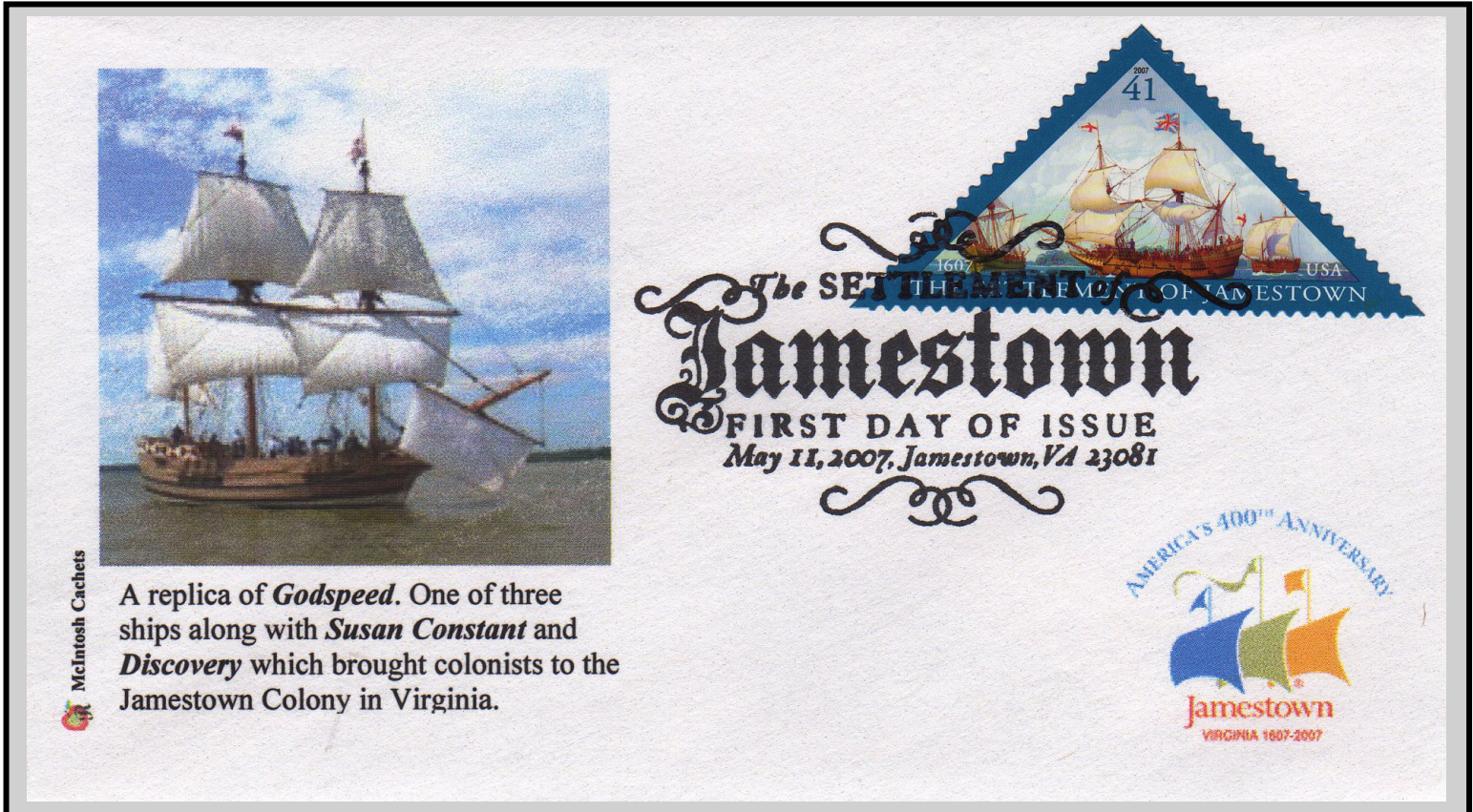
Use these questions to guide student learning about Mormon history and westward expansion of the United States. The University of Houston’s Digital History textbook has a concise overview of the history of the Mormon religion and the persecution the followers faced as well as their migration westward at http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=2996

Conclusion: Assign students to write a paragraph connecting the three first day covers. How is the Church of Jesus Christ of Latter-Day Saints an example of people fleeing religious persecution who were looking for a place to start over economically?

Extension: Read the excerpt from the Mary Ann Phelps Rich diary as she and her family traveled from Illinois to the Great Salt Basin in 1847. Discuss what obstacles they faced and overcame on the journey. Find evidence of the importance of religion in her life. (**Image D**)

Mormons and the Founding of Utah Lesson

Image A



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.

Image B



350th Anniversary Landing of the "MAYFLOWER"

THE "MAYFLOWER," A BARK OF 180 TONS, WITH ONE HUNDRED TWO PASSENGERS, SET SAIL FROM PLYMOUTH, ENGLAND, SEPT. 6, 1620. SHE DROPPED ANCHOR IN PROVINCETOWN BAY, MASSACHUSETTS, ON DEC. 21ST. . . . A LANDING PARTY, HEADED BY WILLIAM BRADFORD, SENT ASHORE TO SELECT A SITE FOR SETTLEMENT, LANDED AT WHAT IS NOW PLYMOUTH, MASS. ON DEC. 22, 1620. THE MASSACHUSETTS BAY COLONY WAS SET UP, GOVERNED BY WILLIAM BRADFORD, UNDER THE "MAYFLOWER COMPACT," SIGNED BY FORTY OF THE MEN BEFORE THE LANDING.

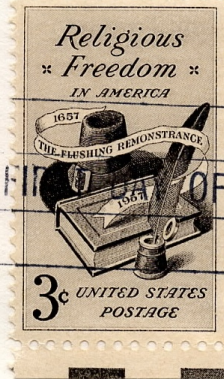


Image C

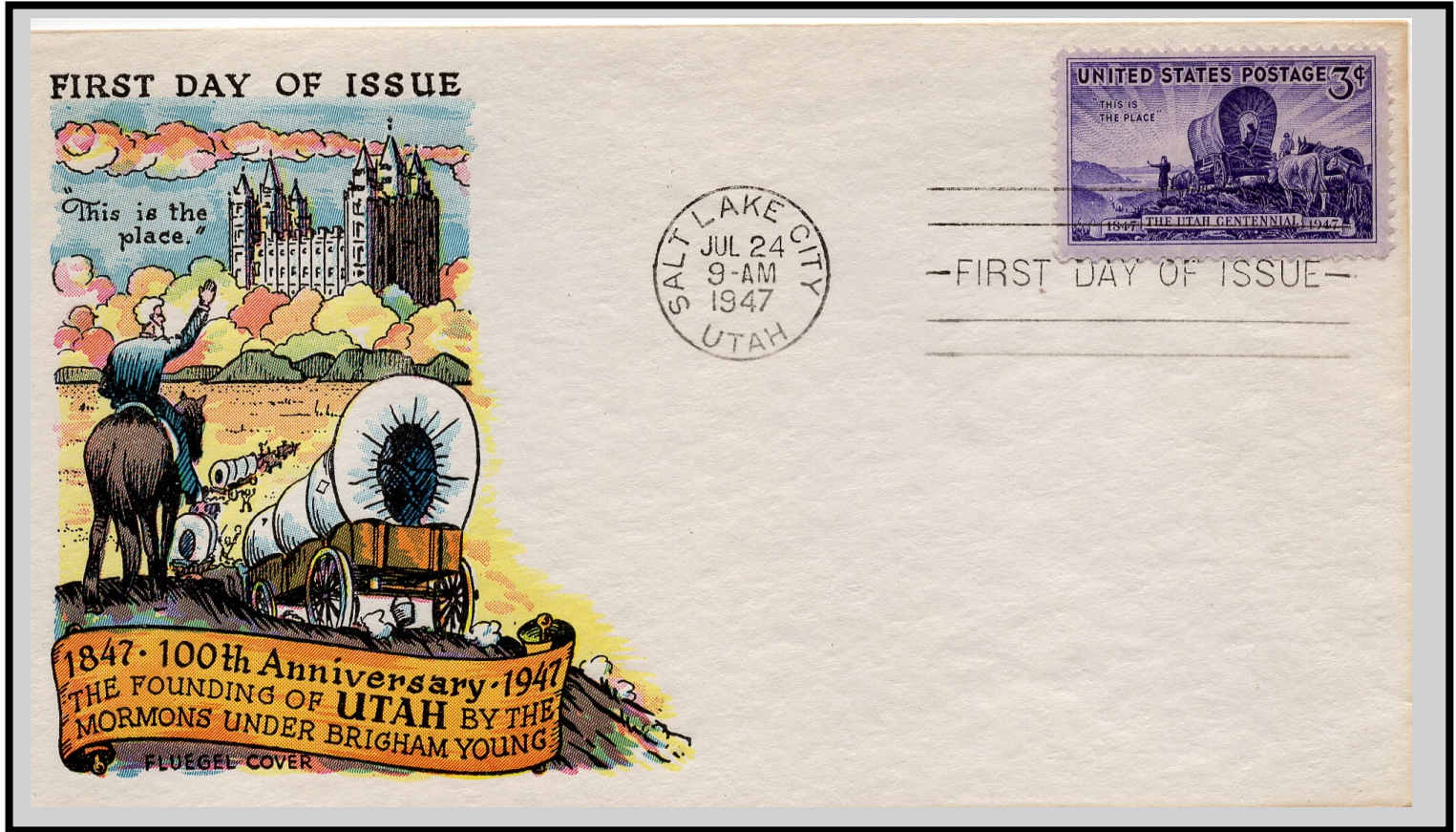


Image D

THE WESTERN TREK

Mary Ann Phelps Rich Diary Excerpt, 1847

“My husband [Charles C. Rich] fitted up his wagons and teams and we left Winter Quarters in June, 1847; he having been placed in charge of a company of one hundred wagons. We traveled to the Elkhorn River, here we had to wait until all had crossed the river, as we crossed on rafts, and Mr. Rich had to wait until they all got over so he could tie the raft and bring the rope with him. There was one young man by the name of Weatherby, who was killed by the Indians while we were here, he died in our tent. We traveled two abreast the whole distance of the Platt[e] River, for greater safety. There were thousands of buffalo on every side, which the men would kill, so we had plenty of meat. There were also hundreds of Indians to be seen at frequent intervals all the time we were traveling up the Platt River. They were very cunning, and we had to watch them very closely to see that they did not steal everything we had in our wagons. They would shoot arrows into our cattle and sheep; so we found it took more hands to herd the cattle and drive the wagons than we had anticipated.

The Saints had made an agreement among themselves that anyone who had brought a hired man or boy with them, should keep that hired man or boy until after harvest the next year so that no one would go hungry or starve after he got to the valley. Mr. Rich thought he would have to hire two more men or boys to drive two of the wagons. There was one of his wives Em[m]eline [Grover Rich] beside myself who had no children; so we volunteered to drive the wagons until we got to the valley. He did not think we could, but we persuaded him to try us one day and see. We did so well that we had our teams every day after that as regular as the men did until we arrived in the valley. We did not grieve or mourn over it, we had some very nice times when the roads were not so bad. We would make the mountains ring with our songs, and sometimes the company would get together and we would have a dance in the evening on the grass. We did not mourn but we rejoiced that we were going to the Rocky Mountains where we would be free to live our religion, and be acknowledged as wives. We felt that we wanted to do everything in our power to help Mr. Rich out, as his children were all small and he needed our help. I had never had very good health until I started on this trip, and I got to feeling so well that I felt it was a pleasure to take hold and do anything that lay in my power to help.

When we got to the Black Hills there was no water for the teams they were almost crazy for want of it, and when we got to the bed of the River they had to dig holes to get a little water, but they could not get half enough. Some of the men were greedy and wanted their teams to have all the water they wanted, which would not leave enough for the other teams. Mr. Rich had charge of the company and he had to appoint men to see that justice was done to each team. When we arrived at the South Pass we met President Young and Company returning to Winter Quarters, they having gone to the valley and located Salt Lake City and appointed officers to act in the stake until they returned the next year; John Smith having been appointed President of the new stake in the valley and my husband, Charles C. Rich, first counselor and John Young second counselor. President Young and his company stayed with us one day to talk and preach to the people, telling us what to do and how to do, and whatever we did to sustain the authorities that were placed over us, and we all felt well after that and felt as though we would do our duty as far as we could. Brigham Young and his company resumed their journey eastward and we traveled on to the valley. The roads were terrible, the mountains bad, the teams weak and it was very cold, but we were not discouraged; we felt that we would soon reach our destination, and that we would have a home in very deed when we got there. While on our journey Mr. Rich's mother [Nancy O'Neal Rich] was taken very sick.

We arrived in Immigration Canyon on the first of October, 1847, and the longest place on my dress was just a little below my knees, I had walked through the brush, driving my team to keep them in the road, and could not stop to untangle my dress when it got fastened in the brush, but had to walk on, leaving part of my d[r]ess behind. We arrived in what is now Salt Lake City on the 2nd day of October, 1847, and found just a little fort of ten acres, and a few people who had arrived before. Mr. Rich looked around and picked out a place for a camp. The first thing we did was to care for his mother. We fixed a bed in one of the tents for her, and made her as comfortable as possible, but she only lived three days after our arrival, she being the first white woman to die in Salt Lake City.”

Mormon Pioneer Overland Travel website:

<https://history.lds.org/overlandtravels/trailExcerptMulti?lang=eng&companyId=250&sourceId=16596>

Warm Up/Review Questions Using First Day Covers Henry David Thoreau and Civil Disobedience

Begin the discussion by asking students to define civil disobedience. Is there a law they would disobey because they believe the law to be wrong even though they know they would go to jail? Which law and why?

Show the **First Day Cover (Image A)** to the students and ask them to analyze it.

Who was Henry David Thoreau? From the First Day Cover students can conclude:

- He was born on July 12, 1817.
- He was born or lived in a log cabin in a forest.
- He was a poet, author and naturalist.
- Maybe he was born in or lived in Concord, Massachusetts.

Read the following excerpt delivered by Thoreau at an anti-slavery meeting in Framingham, Massachusetts on July 4, 1854, and ask students what they can add to the description of Thoreau:

SLAVERY IN MASSACHUSETTS by Henry David Thoreau

...I LATELY ATTENDED a meeting of the citizens of Concord, expecting, as one among many, to speak on the subject of slavery in Massachusetts; but I was surprised and disappointed to find that what had called my townsmen together was the destiny of Nebraska, and not of Massachusetts, and that what I had to say would be entirely out of order. I had thought that the house was on fire, and not the prairie; but though several of the citizens of Massachusetts are now in prison for attempting to rescue a slave from her own clutches, not one of the speakers at that meeting expressed regret for it, not one even referred to it. It was only the disposition of some wild lands a thousand miles off which appeared to concern them. The inhabitants of Concord are not prepared to stand by one of their own bridges, but talk only of taking up a position on the highlands beyond the Yellowstone River. Our Buttricks and Davises and Hosmers are retreating thither, and I fear that they will leave no Lexington Common between them and the enemy. There is not one slave in Nebraska; there are perhaps a million slaves in Massachusetts...

(http://www.transcendentalists.com/slavery_in_ma.htm)

- What law was Thoreau referring to? (Kansas-Nebraska Act)
- What law have several citizens of Massachusetts broken? (Fugitive Slave Law)
- Did Thoreau agree with their decision to help a “fugitive slave”?
- Was that action civil disobedience?
- Why was the “house” of Massachusetts on fire?
- Why was he disappointed with the Massachusetts citizens in 1854?

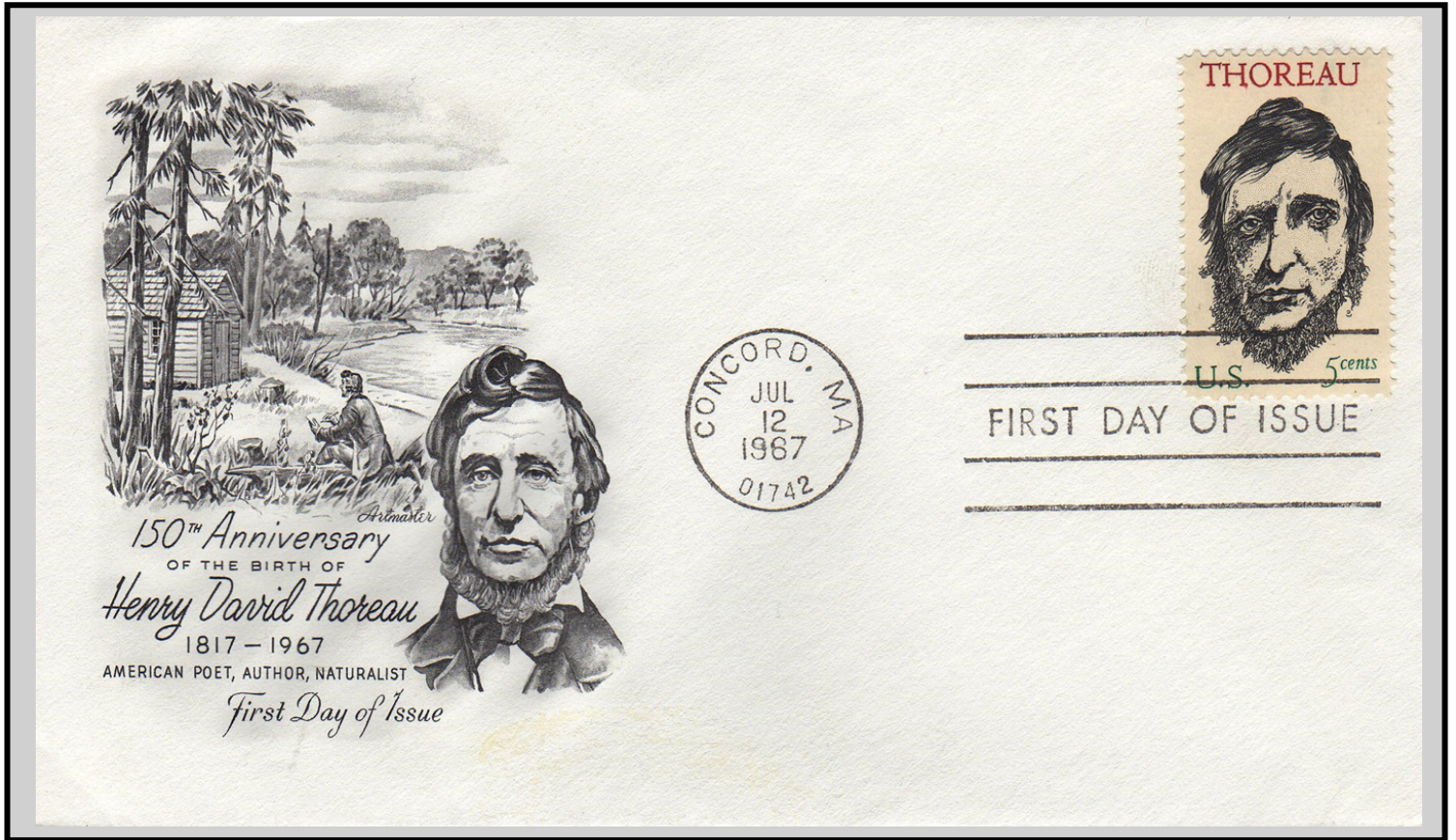
Teacher Notes: In 1846 Thoreau was arrested and spent a night in jail for refusing to pay a poll tax. He believed the money was supporting a war to expand slavery (Mexican-American War). "I cannot for an instant recognize . . . as my government [that] which is the slave's government also."

Conclusion: Ask students to list in their journals any actions, besides civil disobedience, that a citizen might take to protest slavery?

National Standards United States History Era 4 Standard 4

Henry David Thoreau & Civil Disobedience Lesson

Image A



Warm Up/Review Questions Using First Day Cover Seneca Falls Women's Rights Convention

Ask the students to analyze the **First Day Cover: (Image A)**

- What is the FDC commemorating?
- What facts did the students find to support their answer?
- On which part of the FDC are those facts found?

STAMP: (Image B)

- The date 1848
- The portrait of Elizabeth Cady Stanton (on the left) and Lucretia Mott (on the right.)

POSTMARK:

- Seneca Falls, N.Y.
- July 19, 1948 (100 years since the Women's Rights Convention)

ARTWORK: (Image C)

- Portraits of Elizabeth Cady Stanton, and Lucretia Mott
- The statement "The first women's rights meeting Seneca Falls, N. Y. July 1848"
- The meeting. (Note that both women and men were in attendance.)
- From the look of the furniture, where was the meeting held?

Ask a group of students to "stand" in the artwork and read excerpts from the *Declaration of Rights and Sentiments* that was written at the convention. A copy of the document can be found at <http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm>

How is this Declaration similar to the Declaration of Independence?

Which issue at the Convention caused the most heated discussion?

Resolved, That it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise

How many years did it take to convince both men and women that the right to vote should not be denied on account of sex?

Who is the third woman on the STAMP? (Carrie C. Catt)

What inferences can students draw about the role she might have played in the fight for the 19th Amendment? (After the deaths of Stanton and Anthony, Catt led the final fight for the 19th Amendment and turned the National Women's Suffrage Association in the League of Women Voters.)

Why is Susan B. Anthony "missing" from this First Day Cover? (She was not present at the Seneca Falls convention and the Postal Service had issued a stamp honoring her twelve years earlier, 1936.)

Conclusion: Ask students to list or further discuss examples of positive or negative societal changes for women that have occurred since 1848 or 1948

Seneca Falls Women's Rights Convention Lesson

Image A

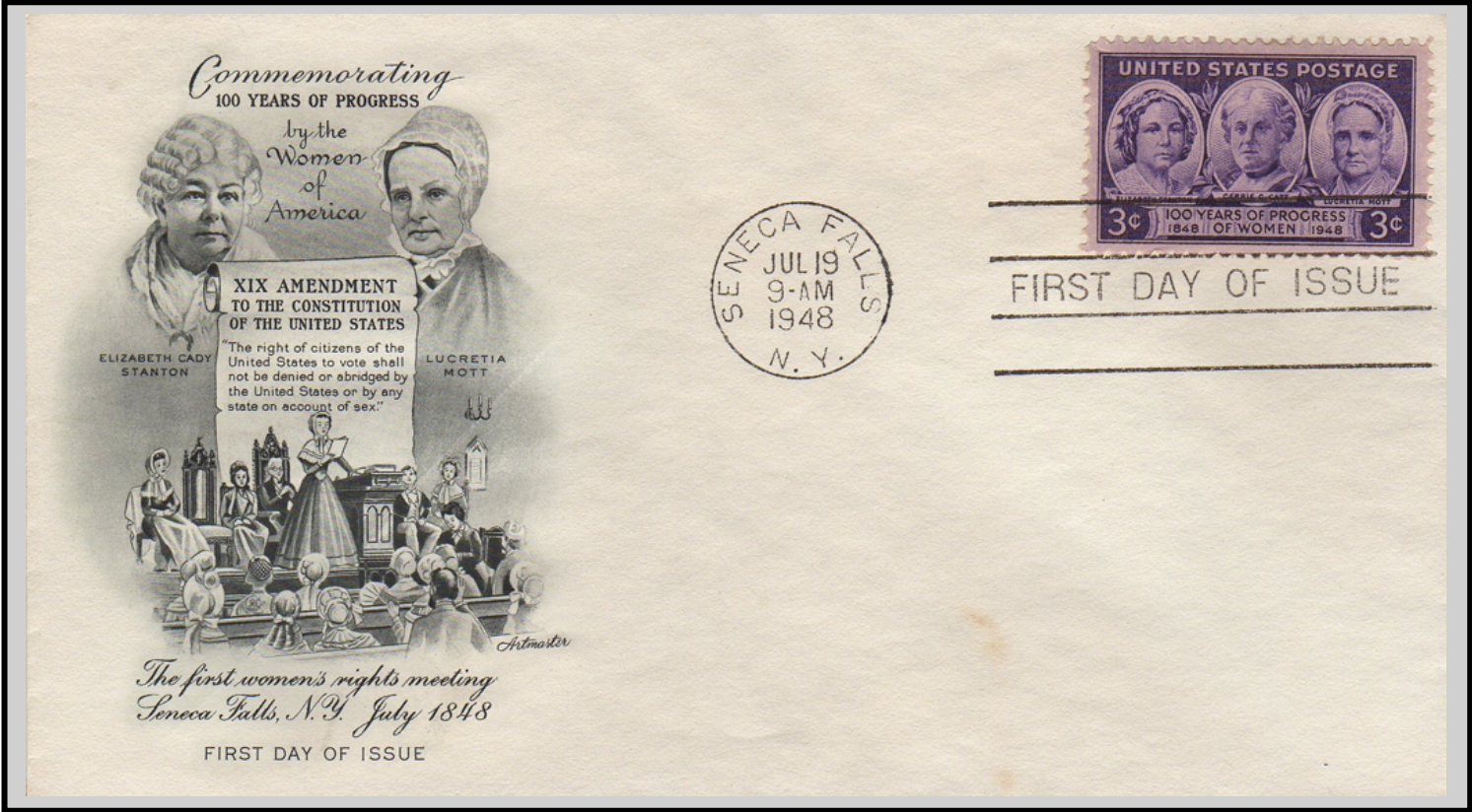


Image B

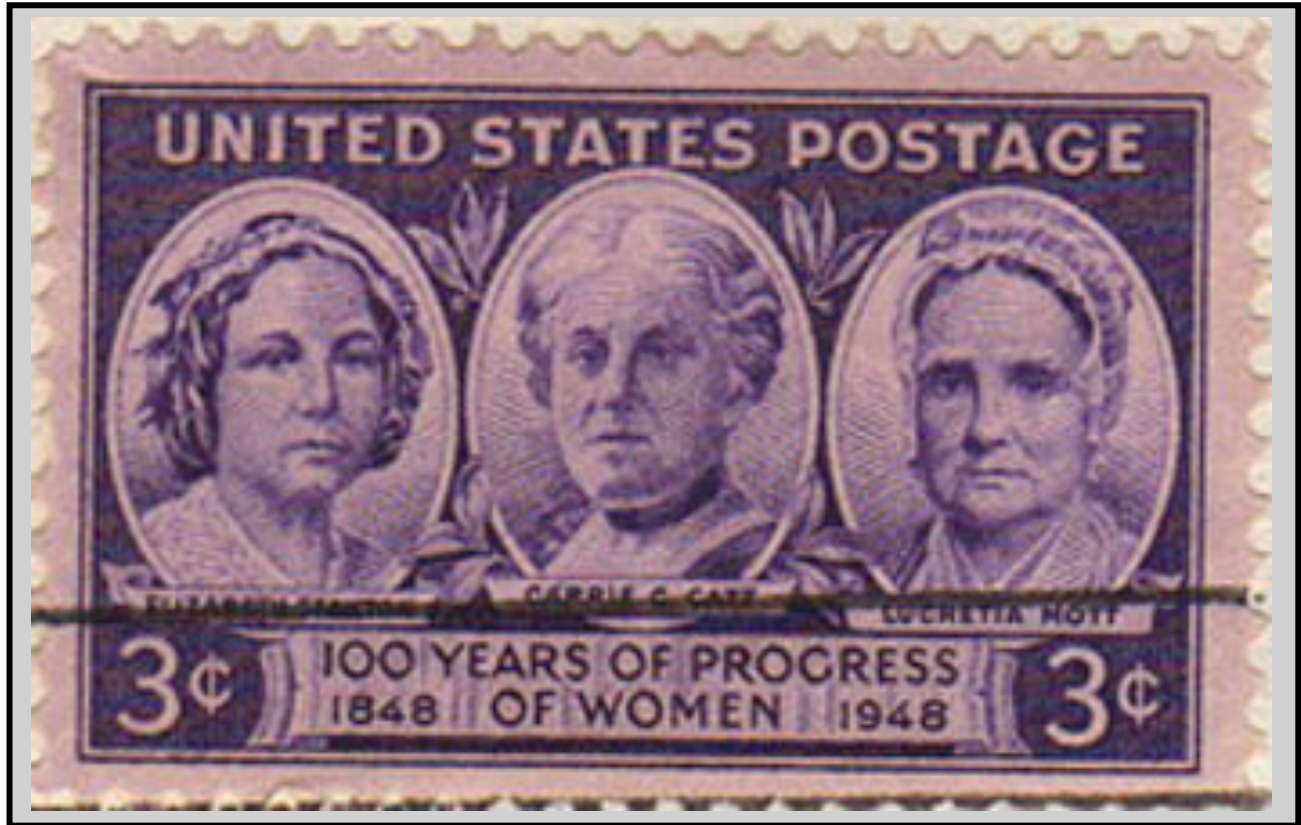


Image C



Warm Up/Review Questions Using First Day Covers Frederick Douglass

Ask the students what they think of when they hear the name Frederick Douglass?

Show the **First Day Cover (Image A)** and see if it confirms their thoughts.

If students have previously studied Frederick Douglass, they might say:

- runaway slave
- abolitionist
- Massachusetts Anti-Slavery Society
- speaker or orator
- Underground Railroad conductor
- the *North Star*
- friend of John Brown and William Lloyd Garrison though he disagreed with their plans
- participant at the Women's Rights Convention, Seneca Falls, NY, July 1848

Use the following quotes to discuss his life and beliefs:

"I prayed for twenty years but received no answer until I prayed with my legs."

"What to the Slave is the 4th of July?"

"If there is no struggle, there is no progress. Those who profess to favor freedom, and deprecate agitation, are men who want crops without plowing up the ground, they want rain without thunder and lightning."

"North Star masthead once read, *Right is of no Sex - Truth is of no Color.*"

"In respect to political rights, we hold woman to be justly entitled to all we claim for man...All the political rights which it is expedient from man to exercise. It is equally so for woman."

"The Rights of Women" *North Star*, July 28, 1848

"What is freedom? It is the right to choose one's own employment...this all-important right of suffrage. I fear that if we fail to do it now, if abolitionists fail to press it now, we may not see it, for centuries to come... We want it because it is our right, first of all... We want it again, as a means for educating our race...I want the franchise for the black man..."

Speech in Boston, Mass., April, 1865

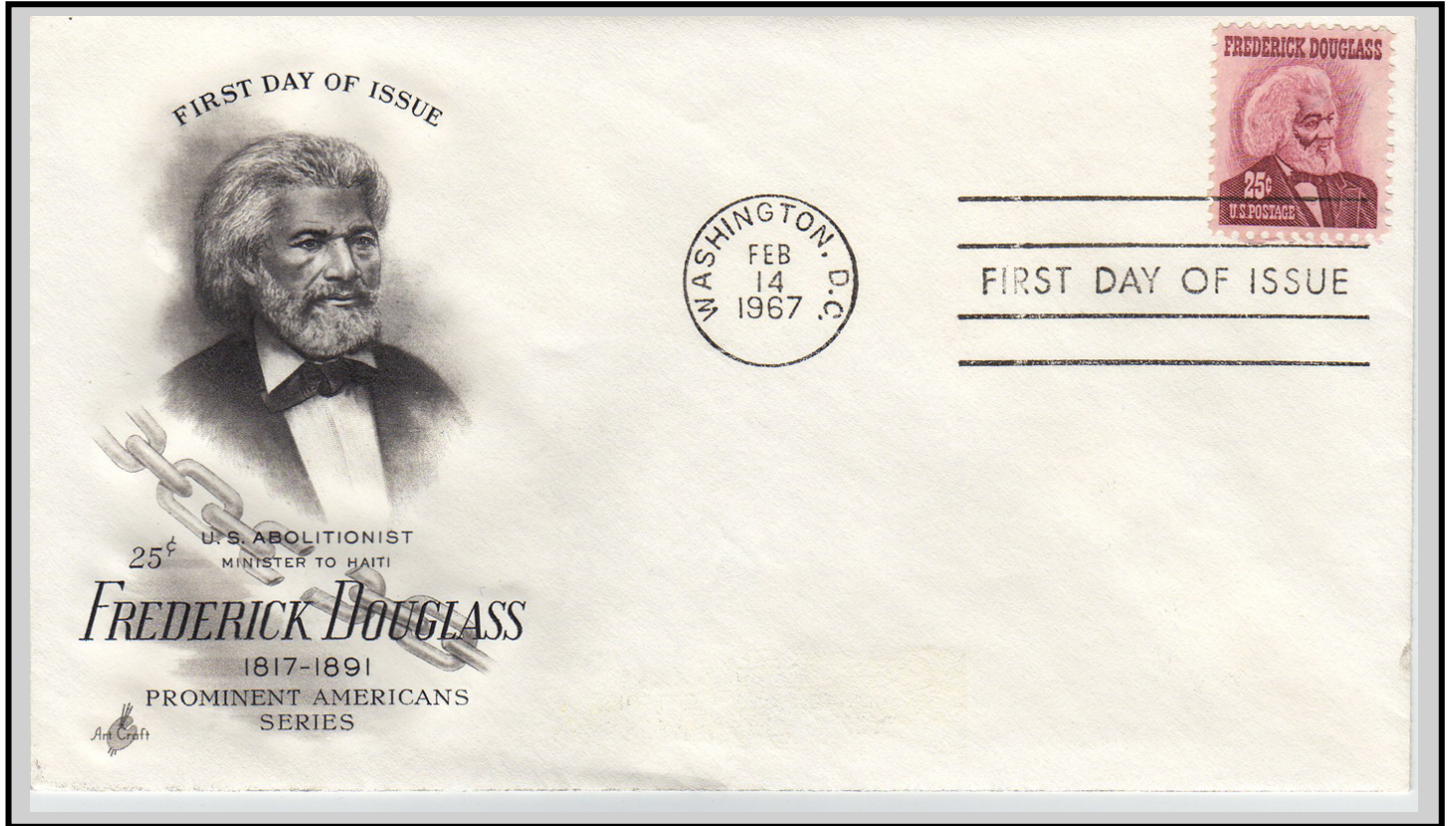
"I am a Republican, a black, dyed in the wool Republican, and I never intend to belong to any other party than the party of freedom and progress."

Conclusion: If you were to have lunch with Mr. Douglass, what would you tell him about American society today?

National History Standards United States History Era 4 Standard 2D

Frederick Douglass Lesson

Image A



Warm Up/Review Questions Using First Day Cover Harriet Tubman

Harriet Tubman is the first African American woman but not the first African American to be honored on a stamp. (Booker T. Washington was the first African American to be honored on a stamp issued on April 7, 1940).

Show the **STAMP (Image A)** and ask students to identify this woman. Who was she?

Next ask students to analyze the **First Day Cover (Image B)**, and answer the question, “Who was Harriet Tubman?”

What words or images from the First Day Cover support their answer?

In February 1978, the United States Post Office began its Black Heritage stamp series.

Why would the Post Office choose Harriet Tubman to begin that series?

From the FDC can you learn that she lived from 1819(?) to March 10, 1913, or that she:

- was a runaway slave from Maryland?
- became a “conductor” on the Underground Railroad returning many times to Maryland help other slaves flee to freedom?
- worked with many Quakers who helped her along the Underground Railroad?
- took her family to St. Catherine’s Ontario Canada to ensure they would not be returned into slavery under the Fugitive Slave Act?
- worked with other abolitionists to end slavery legally?
- served as a nurse and spy for the Union Army during the Civil War?
- New York Senator William O. Seward bought her a home in Auburn, N.Y.?
- after the Civil War she built and maintained a home for elderly former slaves?

Conclusion: Since most of the information students learned about Harriet Tubman came from the ARTWORK, ask them to draw a new stamp for Harriet Tubman, paying tribute to one of her many contributions.

A brief biography of Tubman can be found on the Library of Congress site

<http://www.loc.gov/topics/africanamericans/featured/tubman.html>

The Harriet Tubman Historical Society in Wilmington, Delaware worked for March 10, 1990 to be declared Harriet Tubman Day. Senator Joe Biden of Delaware worked the declaration through Congress and President George H.W. Bush issued Proclamation Number 6107 to celebrate Harriet Tubman Day – March 10, 1990. To read the Proclamation go to <http://www.presidency.ucsb.edu/ws/index.php?pid=1823>

The Post Office issued a second stamp honoring Harriet Tubman on June 29, 1995. If students wish to compare their “new” Tubman stamp to this one, go to <http://www.esperstamps.org/history3.htm>

National Standards United States History Era 4 Standard 2 & 4

Harriet Tubman Lesson

Image A

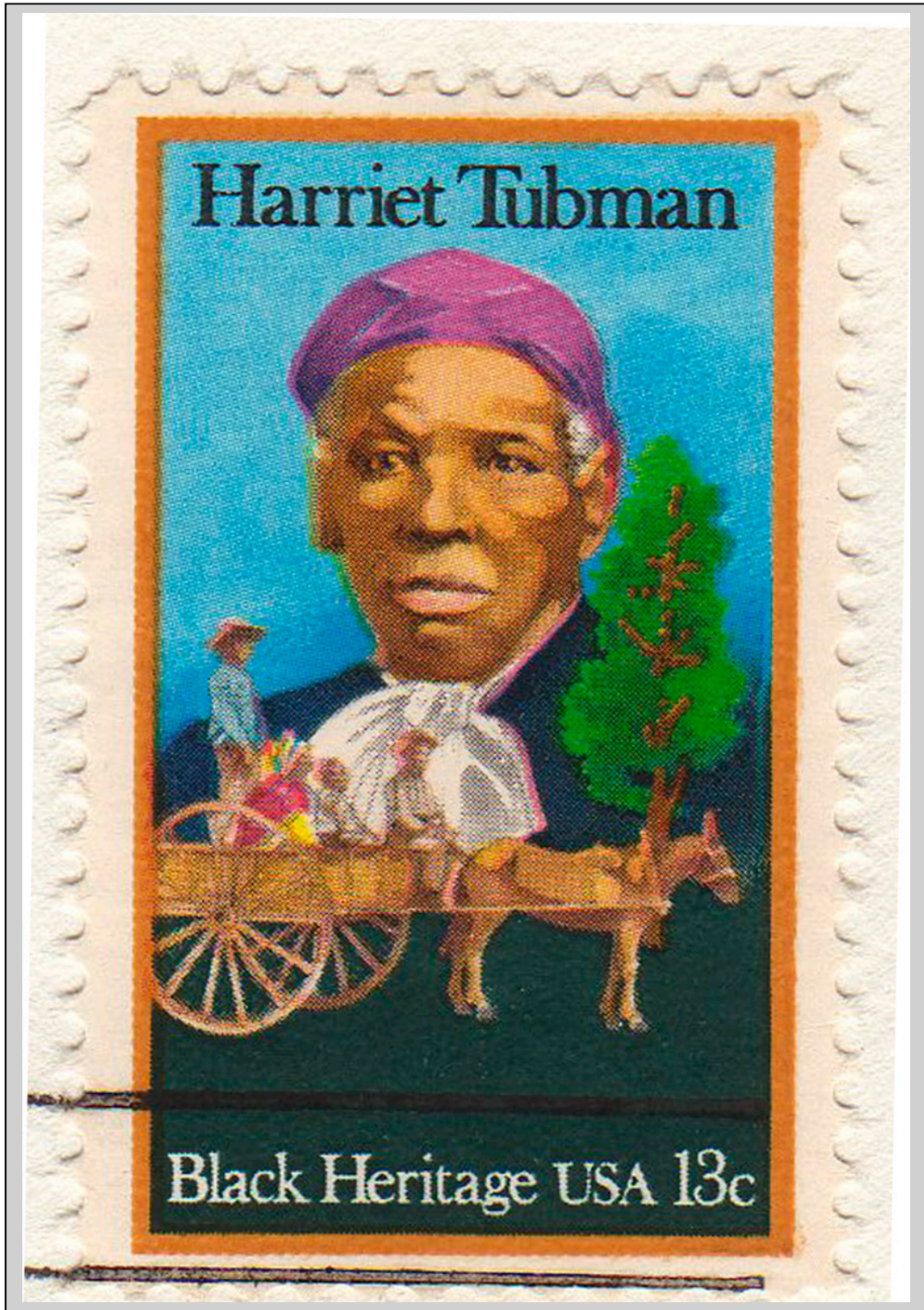


Image B

OFFICIAL
FIRST DAY OF ISSUE

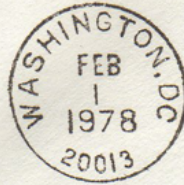


SHE GUIDED MORE THAN
300 SLAVES TO FREEDOM

HONORING
Harriet Tubman

1821-1913

ABOLITIONIST • NURSE • ESCAPED SLAVE
BLACK HERITAGE USA SERIES



FIRST DAY OF ISSUE

And the Envelope, Please **Sojourner Truth**

The stamp on the first day cover honoring Sojourner Truth is part of the Black Heritage Stamp Series. A former slave in the community of New Palz, Ulster County, New York, Sojourner Truth (1797-1883) traveled the country as a preacher, a voice against slavery and an advocate for women's rights. She was considered by many to be one of the greatest orators of her time. Her English was tinted with a Dutch, not southern, accent. Her speeches challenged society to not just abolish slavery but to provide equal rights for all people. Being a slave had prevented her from learning to read and write, so she often said, "I can't read books, but I can read the people." To support herself, she dictated, published and sold her life story, the *Narrative of Sojourner Truth A Northern Slave*, as well as selling photographs of herself. She "used to be sold for other people's benefit but now she sold herself for her own." The USPS ceremony issuing the stamp was held at the New Palz, N.Y. university library.

Show the image of the First Day Cover (**Image A**) and ask students to study it and list words that describe Sojourner Truth. Words might include: slave, abolitionist, preacher, suffragette, proper or respectful (from her dress/bonnet) or fighter. As they share those words, be sure students identify what part of the first day cover images support their word choice.

"Open the envelope" and read the 1851 speech (**Image B**) that Sojourner Truth gave at the Women's Rights Convention in Akron, Ohio.

How does she compare herself to a man?

What is she asking for?

How does she bring her religious beliefs into the speech?

What problems might she have faced by not just being a woman, but a former slave?

"Open the envelope" again and read the excerpt from the 1867 speech (**Image C**) Sojourner Truth gave at the Equal Rights Association convention.

How has life changed in the nation, yet, what problems still exist?

What is Sojourner Truth still asking for?

How would the nation benefit from equality between the sexes?

Conclusion: Choose either 1851 or 1867 and write a letter to the editor of a local newspaper supporting the efforts of Sojourner Truth.

Teacher Notes: Sojourner Truth, whose slave name was Isabella was born and raised in a Dutch community in the state of New York. She was prevented from learning to read and write. Her children were sold away from her. In 1826 Isabella ran away from her master and in the next year New York emancipated all slaves. Because of religious visions, she believed that God called her to sojourn and tell the truth about the evil institution of slavery. Because of her height, approximately six feet tall, and her incredible story, Sojourner created quite a presence at every speaking engagement. She had a heart of a champion, and a willingness to stand up for what she believed in. Before the Civil War she traveled though out the northern states speaking for the abolition of slavery and for equal rights between the sexes. During the war she helped to recruit African American soldiers. After the war as African American men were being given the right to vote, Sojourner Truth continued to speak on behalf of the economic and political needs of African American women. She made her final home in Battle Creek, Michigan and died there in 1883.

National Standards U.S. History Era 4 Standard 4

Sojourner Truth Lesson

Image A



Image B

The following information and speech was taken from the Sojourner Truth Institute, Battle Creek, Michigan website. <http://www.sojournertruth.org/Default.htm>

ON WOMEN'S RIGHTS (The Ain't I A Woman Speech)

Teacher Notes: “In May 1851 Sojourner Truth attended the Women's Rights Convention in Akron, Ohio. She delivered a simple but powerful speech recorded in the June 21, 1851, issue of the Anti-Slavery Bugle, edited by Marcus Robinson (with whom Truth worked.) It is this speech, which was transformed into the "Ain't I a Woman?" legend by Frances Dana Gage, the organizer of the convention. Gage published her version of Truth's speech, complete with crude Southern dialect in the April 23, 1863, issue of the New York Independent. Gage's expanded description of the speech, and the impact it had upon the convention, appeared less than a month after Harriet Beecher Stowe published her article, "Libyan Sibyl," in the Atlantic Monthly. Together, these two highly romanticized views of Sojourner Truth helped to create the public image of the ex-slave -- an image which still endures today. The following is the original 1851 report by Marcus Robinson.

One of the most unique, and interesting speeches of the convention was made by Sojourner Truth, an emancipated slave. It is impossible to transfer it to paper, or convey any adequate idea of the effect it produced upon the audience. Those only can appreciate it who saw her powerful form, her whole-souled, earnest gesture, and listened to her strong and truthful tones. She came forward to the platform and addressing the President, said with great simplicity: "May I say a few words?" Receiving an affirmative answer, she proceeded:

I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal. I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if a woman have a pint, and a man a quart -- why can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much, -- for we can't take more than our pint'll hold. The poor men seems to be all in confusion, and don't know what to do. Why children, if you have woman's rights, give it to her and you will feel better. You will have your own rights, and they won't be so much trouble. I can't read, but I can hear. I have heard the bible and have learned that Eve caused man to sin. Well, if woman upset the world, do give her a chance to set it right side up again. The Lady has spoken about Jesus, how he never spurned woman from him, and she was right. When Lazarus died, Mary and Martha came to him with faith and love and besought him to raise their brother. And Jesus wept and Lazarus came forth. And how came Jesus into the world? Through God who created him and the woman who bore him. Man, where was your part? But the women are coming up blessed be God and a few of the men are coming up with them. But man is in a tight place, the poor slave is on him, woman is coming on him, he is surely between a hawk and a buzzard.”

Image C

Teacher Notes: The American Equal Rights Association was founded in 1866 by Susan B. Anthony, Frederick Douglass, Lucretia Mott and Elizabeth Cady Stanton. The AERA mission was to work for racial and gender equality. In this 1867 speech at the second AERA convention, seventy-year-old Sojourner Truth spoke on behalf of the “colored women” and why they also needed the right to vote. Unfortunately the Association disbanded in 1869 because the ratification of the 15th Amendment did not make suffrage universal.
<http://www.pacifict.com/ron/Sojourner.html>

...I come from another field - the country of the slave. They have got their liberty - so much good luck to have slavery partly destroyed; not entirely. I want it root and branch destroyed. Then we will all be free indeed. I feel that if I have to answer for the deeds done in my body just as much as a man, I have a right to have just as much as a man. There is a great stir about colored men getting their rights, but not a word about the colored women; and if colored men get their rights, and not colored women theirs, you see the colored men will be masters over the women, and it will be just as bad as it was before. So I am for keeping the thing going while things are stirring; because if we wait till it is still, it will take a great while to get it going again....

I am above eighty years old; it is about time for me to be going. I have been forty years a slave and forty years free, and would be here forty years more to have equal rights for all. I suppose I am kept here because something remains for me to do; I suppose I am yet to help to break the chain. I have done a great deal of work; as much as a man, but did not get so much pay. I used to work in the field and bind grain, keeping up with the cradler; but men doing no more, got twice as much pay; I suppose I am about the only colored woman that goes about to speak for the rights of the colored women.... I want to keep the thing stirring, now that the ice is cracked. What we want is a little money. You men know that you get as much again as women when you write, or for what you do. When we get our rights we shall not have to come to you for money, for then we shall have money enough in our own pockets; and maybe you will ask us for money. But help us now until we get it. It is a good consolation to know that when we have got this battle once fought we shall not be coming to you any more. You have been having our rights so long, that you think, like a slaveholder, that you own us. I know that it is hard for one who has held the reins for so long to give up; it cuts like a knife. It will feel all the better when it closes up again....

Warm Up/Review Questions Using First Day Covers The Gadsden Purchase

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

Ask students what they can learn from the Cover and what they want to know?

You can learn:

- The Cover was mailed from Tucson Arizona on Dec. 30, 1953.
- The Cover is commemorating the 100th Anniversary of the Gadsden Purchase.
- The Artwork shows a map of the Gadsden Purchase lands.
- The Artwork includes a photograph of James Gadsden.
- The Stamp (**Image B**) shows a covered wagon and a man on horseback traveling through a desert.
- The Stamp also contains a map of the Purchase lands and it costs 3 cents.

What do you want to know?

Who was James Gadsden?

- 1818 - served with General Andrew Jackson against the Seminole Indians in Florida
- 1820 - established forts in Florida after its acquisition
- 1823 - served in the Florida territorial legislature
- 1832 - negotiated a treaty with the Seminoles for their removal from Florida to Oklahoma
- 1833 - became a rice planter in South Carolina
- 1839 - chosen as president of the South Carolina Railroad Company
- 1853 - appointed by President Pierce as Minister to Mexico to settle the disputes left from the Guadalupe Hidalgo Treaty
- Dec. 30, 1853 - signed a treaty along with President Santa Ana of Mexico to purchase what became known as the Gadsden Purchase for \$10,000,000
- Dec. 25, 1858 – died in Charleston, South Carolina

Why did the United States need to purchase that land?

- There were still disputes over the exact border between the U.S. and Mexico after the Mexican-American War.
- James Gadsden, being a southerner, wanted a transcontinental railroad built through the South in order to make the West dependent on the South, not the North. Engineers advised Gadsden that the best southern route went through the northern part of Mexico. Gadsden's friend, Sec. of War Jefferson Davis also wanted to fulfill that southern transcontinental railroad dream. Davis worked to ensure President Pierce's appointment of Gadsden.

Was Gadsden and Davis's dream for a transcontinental railroad fulfilled?

- Unfortunately, sectionalism kept the federal government from backing a southern railroad route until after the Civil War.
- Not until 1881, sixteen years after the Civil War ended, did the Southern Pacific Railroad join with the Atchison, Topeka and Santa Fe Railroad in Deming, New Mexico Territory.

Conclusion: Ask the students to study a map showing the Gila Trail and the Sante Fe Trail and explain why the post office might have chosen a wagon train for the stamp and not a railroad.

National Standards United States History Era 4 Standard 2A

The Gadsden Purchase Lesson

Image A



Image B





American First Day Cover Society
www.afdcs.org
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.

