

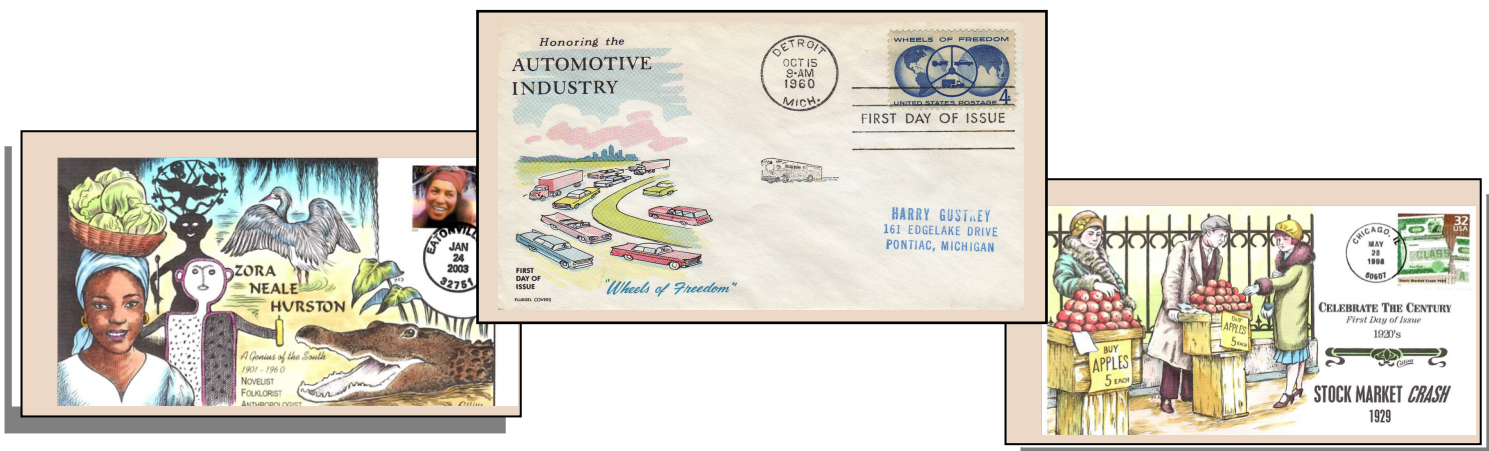
# FDC Lessons United States History

## 1912 - 1933

### Wilson Through Hoover



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



# ***FDC Lessons***

## **Presidents Wilson - Hoover**

President Woodrow Wilson

James M. Flagg & World War I

Moina Belle Michael and Veterans

Alvin C. York

Prohibition & the 18<sup>th</sup> Amendment

Suffrage & the 19<sup>th</sup> Amendment

Harlem Renaissance & Zora Neale Hurston

Henry Ford & the Automobile

Charles Lindbergh and Flight

Herbert Hoover & the Stock Market

## *First Day Covers – 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.

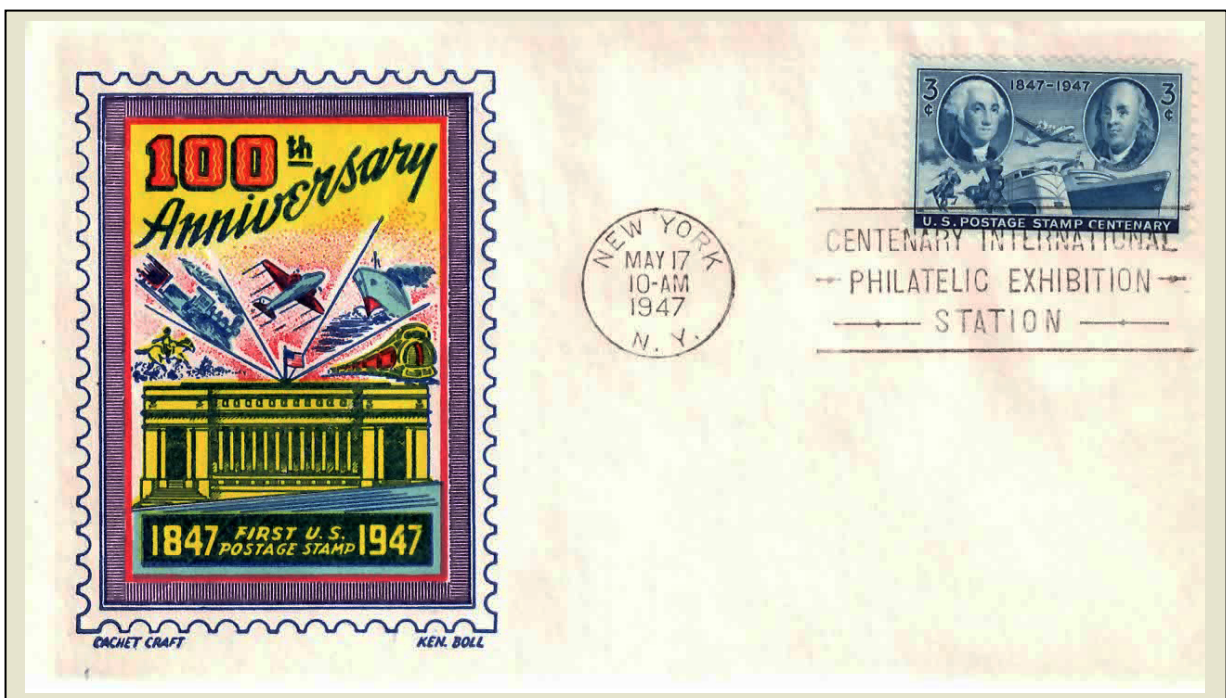
Since selling its first stamp on July 26, 1847, the post office has issued hundreds of stamps commemorating

- documents, such as amendments, laws or executive orders;
- events, such as the attack on Pearl Harbor;
- 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](http://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 Woodrow Wilson**

Allow students time to view the **First Day Cover (Image A)** of Woodrow Wilson and to list as many facts about the man as possible.

### **Facts Found:**

Woodrow Wilson lived from 1856 – 1924  
He was the twenty-eighth president of the U.S.  
He led the nation through World War I  
He wore glasses (difficult to see, but nose pieces are visible)

### **Conclusions Drawn:**

Students might conclude that the POSTMARK lists the date of his birth, January 10 and the place of his birth, as Staunton, Virginia. (The students would be correct about the place, but not the date. Wilson was born on December 28, 1856.)

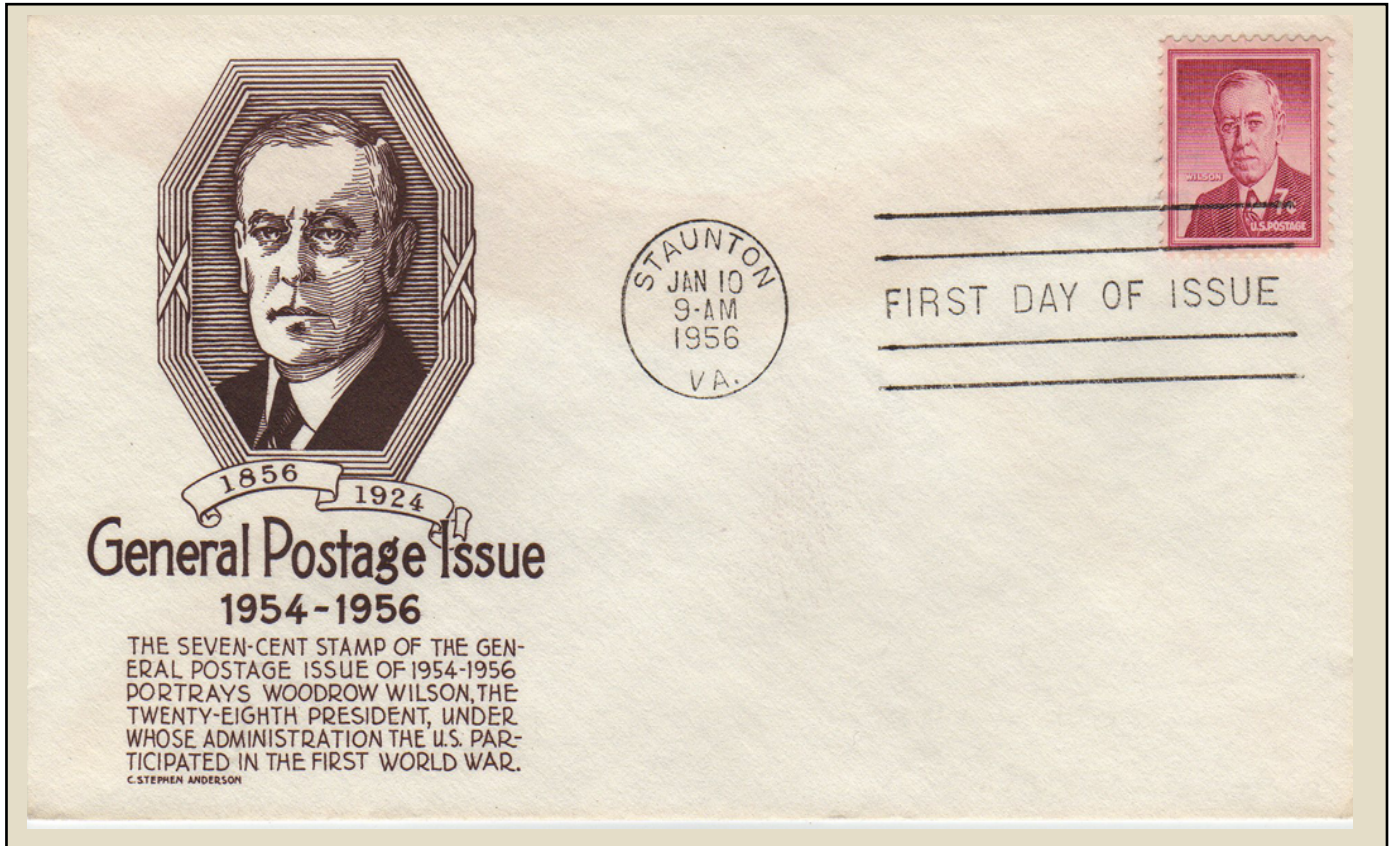
If this FDC is being used introduce students to the administration of Wilson, ask them to skim through a textbook and list as many laws, amendments or social events as they can that occurred during his 8 years in office, other than World War I. After discussing their findings, ask students to create a new FDC using three items that help them remember President Woodrow Wilson's domestic accomplishments.

If this FDC is being used to review Wilson's administration, have students create a new FDC which honors President Wilson as the "Progressive President."

Some of the accomplishments might include:

16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup> and 19<sup>th</sup> amendments  
Underwood Tariff  
Clayton Antitrust Act  
Federal Trade Commission  
Federal Reserve System  
Child labor laws  
Eight hour work day for railroad workers

Image A



## Warm Up/Review Questions Using First Day Cover World War I & James Montgomery Flagg

Begin the warm up/review with a discussion of the purpose of propaganda. How is propaganda used to fight a war?

A propagandist uses “suggestion” to sway the public to a particular viewpoint. This can be done with broad sweeping statements. Review the phrases used to win the Revolutionary War, “No Taxation Without Representation” or the Spanish-American War, “Remember the Maine, To Hell With Spain.” The propagandist may also use symbols, such as flags, and statues, or words that appeal to the majority of people.

Show the **First Day Cover (Image A)** and identify the symbols of propaganda found both on the stamp and the artwork.

### ARTWORK:

- broad statements appealing to the common man “You”,
- “Don’t Read History, Make It!” (How might a sailor make history?)
- statue – Lady Liberty with flag
- colors – red, white, blue
- military man – navy dress
- common man – in typical business style dress

### STAMP: (Image B)

- United States’ flag, (Does it have the correct number of stars for 1918?)
- World War I marine who represents the “everyman”.

Who is the stamp commemorating? Compare this stamp to the World War I poster (**Image C**). Why would the Post Office copy this poster for the James Montgomery Flagg stamp? (Flagg is the creator of this Marine recruiting poster)

**Teacher Notes:** James Montgomery Flagg (1877-1960) was born in New York City. (Note the Postmark) During World War I he created forty-six posters for the war effort. He served as a member of Committee of Pictorial Publicity, which was organized under the Committee on Public Information, headed by George Creel. Flagg is best known for his illustration of Uncle Sam proclaiming, “I Want You” which was used as an army recruiting poster. (Show **Image D**). Note that Flagg’s signature still appears above the “You”. His work can also be seen on posters for World War II propaganda.

**Conclusion:** Besides recruiting for the military, how did propaganda encourage citizens at home to support the war effort in such areas as buying bonds, conserving food, or working in an essential job? For other examples of World War I posters go to <http://www.archives.gov/publications/posters/ww1.html>

World War I and James Montgomery Flagg Lesson

Image A

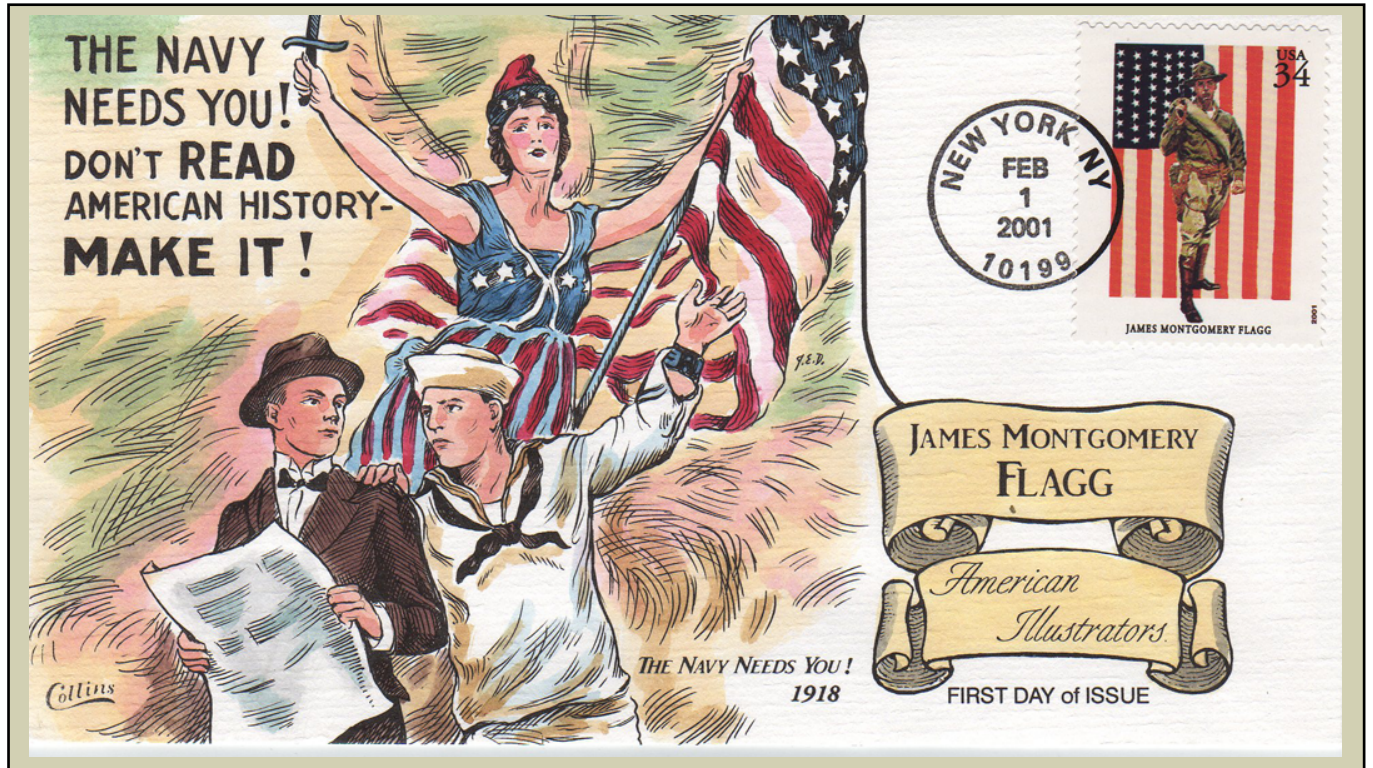


Image B



Image C





## *And the Envelope, Please!* – Moina Belle Michael and Veterans

On Nov. 9, 1948 the USPS issued a stamp honoring Moina Belle Michael. Show the first day cover (**Image A**) and let students discover why she was commemorated. Facts they might find include:

- Moina Belle Michael lived from 1869-1944
- Because it is postmarked from Athens, Georgia, she might have lived there.
- It is postmarked four years after she died.
- She wrote a book called the Miracle Flower.
- She founded Poppy Day.
- The stamp calls it the Memorial Poppy.
- The American Legion gave her a special citation.

Use the teacher notes to give background to Moina Belle Michael and then read the two poems, (**Image B**) *In Flanders Fields* by Colonel John McCrae and (**Image C**) *We Shall Keep the Faith* by Moina Belle Michael.

In the poem *In Flanders Fields*, who is telling the story?

- What had happened to these soldiers?
- Flanders Field had been the location of a major World War I battle. According to the soldier what does it look like now?
- What does the torch symbolize?
- What is the soldier urging the reader to do?

In the poem *We Shall Keep the Faith* what is the author telling the soldiers of Flanders Field?

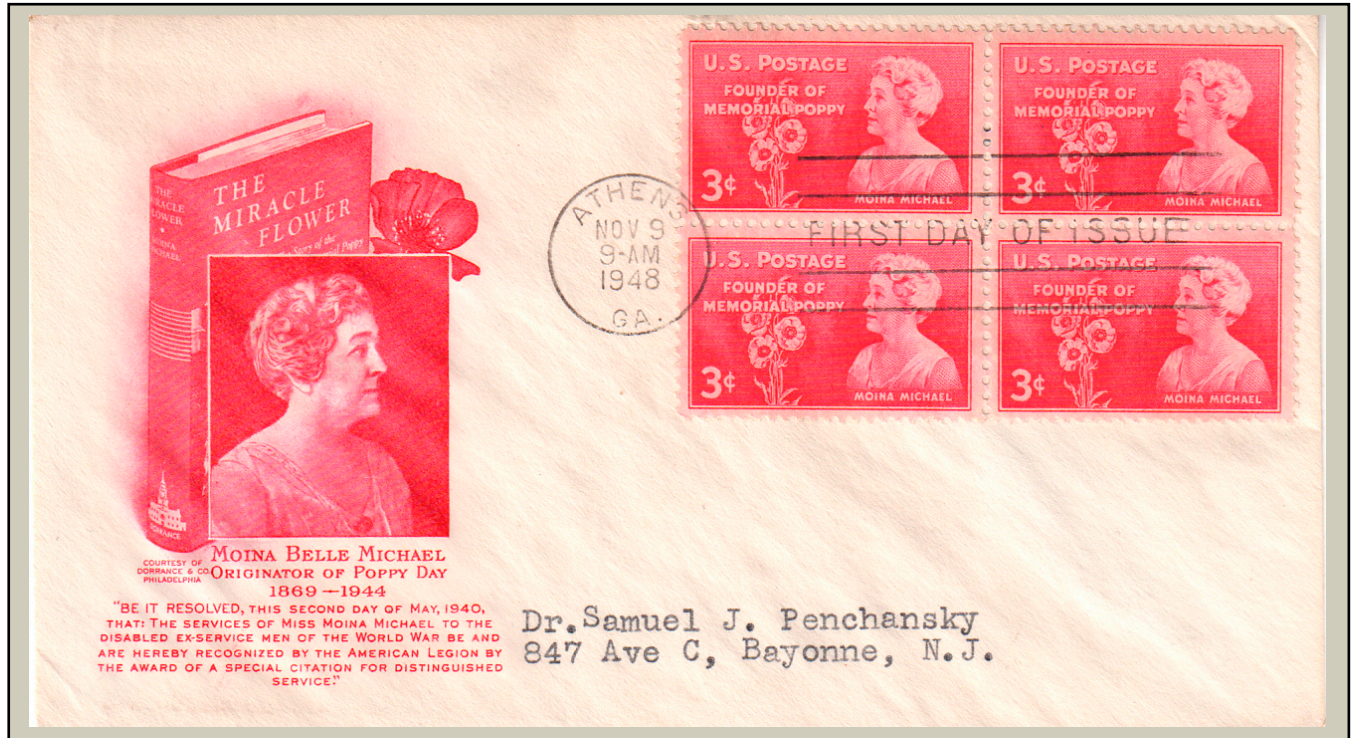
- What is the purpose of the red poppy?
- What lesson was to be learned from the soldiers who died in Flanders Field?

**Conclusion:** An armistice was declared on November 11, 1918 to end the fighting in the Great War, or what becomes known as World War I. At the conclusion of World War II, the U.S. began to honor and remember soldier's service in all wars on Memorial Day in May. Poppies are still sold by different veteran's organizations to support disabled soldiers. Over the years, millions of dollars have been raised. As a class project, collect donations for a local American Legion or Veterans of Foreign Wars organizations by setting up a booth and selling poppies.

**Teacher Notes:** On November 9, 1918, two days before the Armistice was signed to end World War I, Moina Belle Michael was volunteering at the YWCA in New York City. She was 44 years old and had been a college professor, teaching at the University of Georgia. Because she wanted to “help win the war” Moina had returned to New York City (she had graduated from Columbia University) and volunteered to work in the YWCA where young women were being trained to work in Europe. Moina was considered too old to go overseas, so she worked in the home office. A co-worker put the November issue of the *Ladies Home Journal* on her desk and on her morning break, she read the poem by Colonel John McCrae, a Canadian doctor serving in the British army in France. He had seen a friend die in battle on what was called Flanders Fields, which is located in northeast France, and southern Belgium. In her autobiography, Moina explained that as she read that poem she had a “spiritual experience” and immediately penned a poem in response. At that moment she pledged to “hold the torch and keep the faith”. After her workday ended she stopped by Wannamaker’s department store and bought 25 red poppies. The next day, Nov. 10, 1918 she penned a red poppy on her dress and at the YWCA, she passed out the remaining 24 poppies, explaining the pledge, to remember those who had fallen on Flanders Field. Moina worked at the YWCA until February 1919. Every day she wore a red poppy. Every day she explained her pledge. Back in Athens, Georgia, she sold red poppies to be worn on Armistice Day, Nov. 11, 1919. All the funds she raised went to help disabled World War I veterans. Every November Moina sold poppies. Moina Michael died in 1944. Veterans of Foreign Wars continued Moina Michael’s Buddy Poppy program. Millions of dollars have been raised to help disabled veterans through the sale of red poppies on Memorial Day.

*And the Envelope, Please!* - Moina Belle Michael

Image A



**(Image B)**

### **In Flanders Field**

IN FLANDERS FIELDS the poppies blow  
Between the crosses, row on row,  
That mark our place, and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

**(Image C)**

### **We Shall Keep the Faith**

Oh! You who sleep in Flanders' Fields  
Sleep sweet - to rise anew;  
We caught the torch you threw,  
And holding high we kept  
The faith with those who died.

We cherish, too, the Poppy red  
That grows on fields where valor led.  
It seems to signal to the skies  
That blood of heroes never dies.  
But lends a lustre to the red  
On the flower that blooms above the dead  
In Flanders' fields.

And now the torch and Poppy red  
Wear in honor of our dead.  
Fear not that ye have died for naught:  
We've learned the lesson that ye wrought  
In Flanders' fields.

## Alvin C. York - Teacher Notes and Student Activity

Show the First Day Cover (**Image A**) to the students. Print out a copy of the following biographical material for an individual student to read out loud, or use as background as the teacher provides the information needed for students to complete the activity.

For a young Tennessean who had applied for conscientious objector status, Alvin York is one of the most decorated soldiers of World War I. "I was worried clean through. I didn't want to go and kill. I believed in my Bible." On June 5, 1917, at the age of 29, Alvin York registered for the draft as all men between 21 and 31 years of age did on that day. When he registered for the draft, he answered the question "Do you claim exemption from draft (specify grounds)?" by writing "Yes. Don't Want To Fight." In World War I, conscientious objector status did not exempt one from military duty. In November 1917, while York's application was considered, he was drafted and began his army service. During training camp York decided to turn down help offered from both his pastor and mother for documents to dismiss him from the army and became convinced that "God meant for him to fight and would keep him safe." By October 1918, York's battalion was positioned deep in France, fighting against the German lines. On October 8, York recalled being sent with a small detail of men behind the German line where they captured several Germans but then faced a counter act by other German forces. "The Germans got us, and they got us right smart. They just stopped us dead in our tracks. Their machine guns were up there on the heights overlooking us and well hidden, and we couldn't tell for certain where the terrible heavy fire was coming from... And I'm telling you they were shooting straight. Our boys just went down like the long grass before the mowing machine at home. Our attack just faded out... And there we were, lying down, about halfway across [the valley] and those German machine guns and big shells getting us hard." York continued to fire on the German machine gunners as well as kill six Germans who charged him with their fixed bayonets. Failing to stop York and the other seven soldiers, the German commandeer surrendered his unit. York and seven other soldiers marched 132 German prisoners back to the American lines.

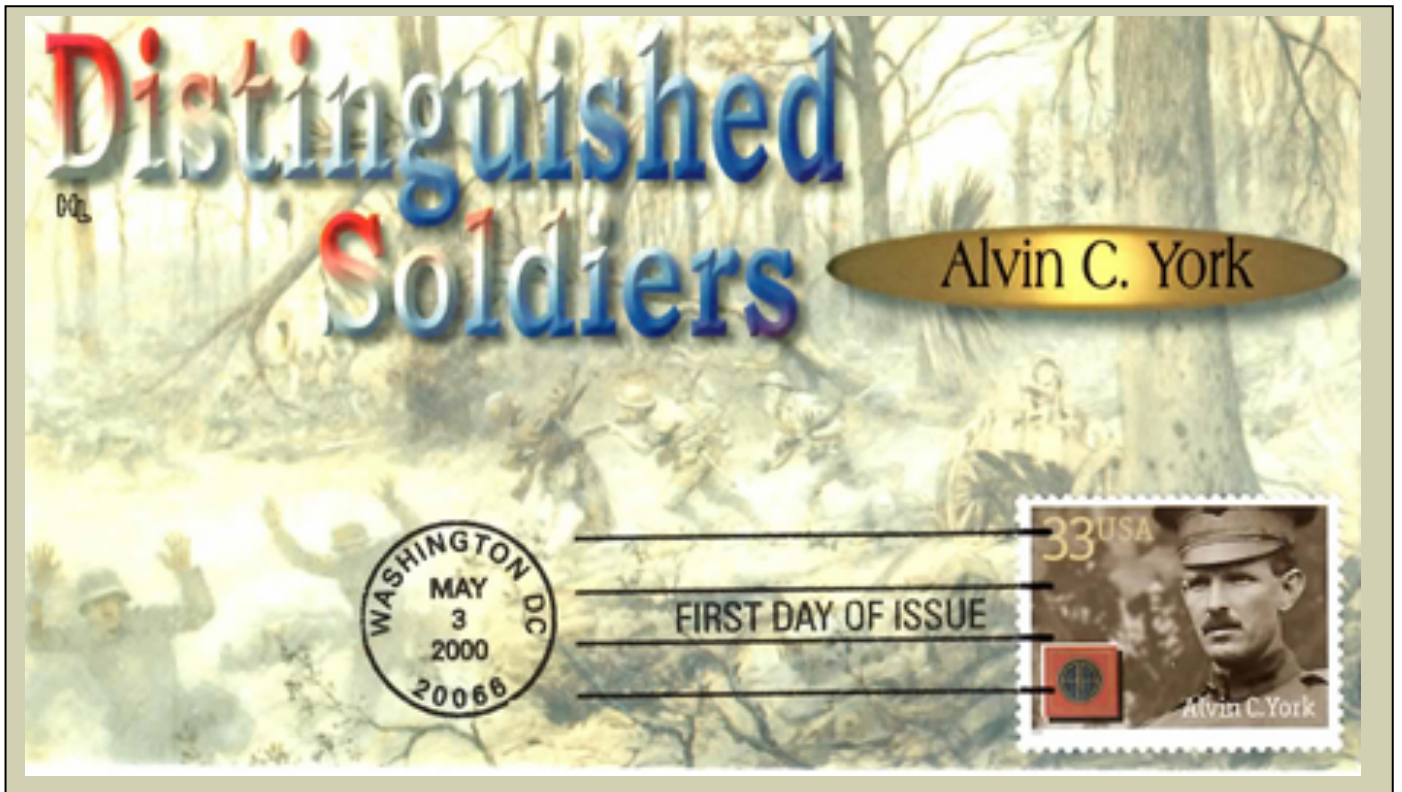
York was promoted to Sergeant and after the army did a thorough investigation he was awarded the Medal of Honor as well as awarded similar medals by France, Italy and Montenegro.

The Medal of Honor citation reads, "After his platoon suffered heavy casualties and 3 other noncommissioned officers had become casualties, Cpl. York assumed command. Fearlessly leading 7 men, he charged with great daring into a machine gun nest, which was pouring deadly and incessant fire upon his platoon. In this heroic feat the machine gun nest was taken, together with 4 officers and 128 men and several guns."

**Conclusion:** Ask students to write an Acrostic Poem about World War I using the name Alvin C. York.

Alvin York Activity

Image A



## Warm Up/Review Questions Using First Day Covers 18<sup>th</sup> Amendment - Prohibition

Share the **First Day Cover (Image A)** with students and ask them to explain why the 1920's are known as the Prohibition Era.

- When was the eighteenth amendment passed?

Congress passed the amendment on December 18, 1917. It was certified as ratified on Jan. 16, 1919, having been approved by 36 states. It went into effect one year later on January 29, 1920.

- Why was the amendment passed?

The anti-saloon league and temperance unions (represented by Carrie Nation, the woman with the hatchet, in the artwork), had pressured Congress throughout the late 1800's and early 1900's to outlaw liquor. The movement used the flood of patriotism during the coming of World War I to encourage Congress to send the prohibition bill to the states. For example the movement pointed out that many brewers in the U.S. were from Germany and there was the "need" to save grain for the war effort.

- What does the amendment specifically state?

*Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.*

- How does the stamp depict enforcement of the amendment?

Liquor can no longer be transported or sold so contents of the barrels were poured down the drain.

- What had caused society to change so radically from the woman with the hatchet to the women hiding liquor under their clothes?

Students might take the discussion back to the Great War. "Johnny" didn't always come home, so an attitude of live for today developed. Women had taken many jobs previously held by men as they went off to war, so once the war was over the Flappers were ready "to party". Also having a salary brought new freedoms and responsibilities women had not experienced.

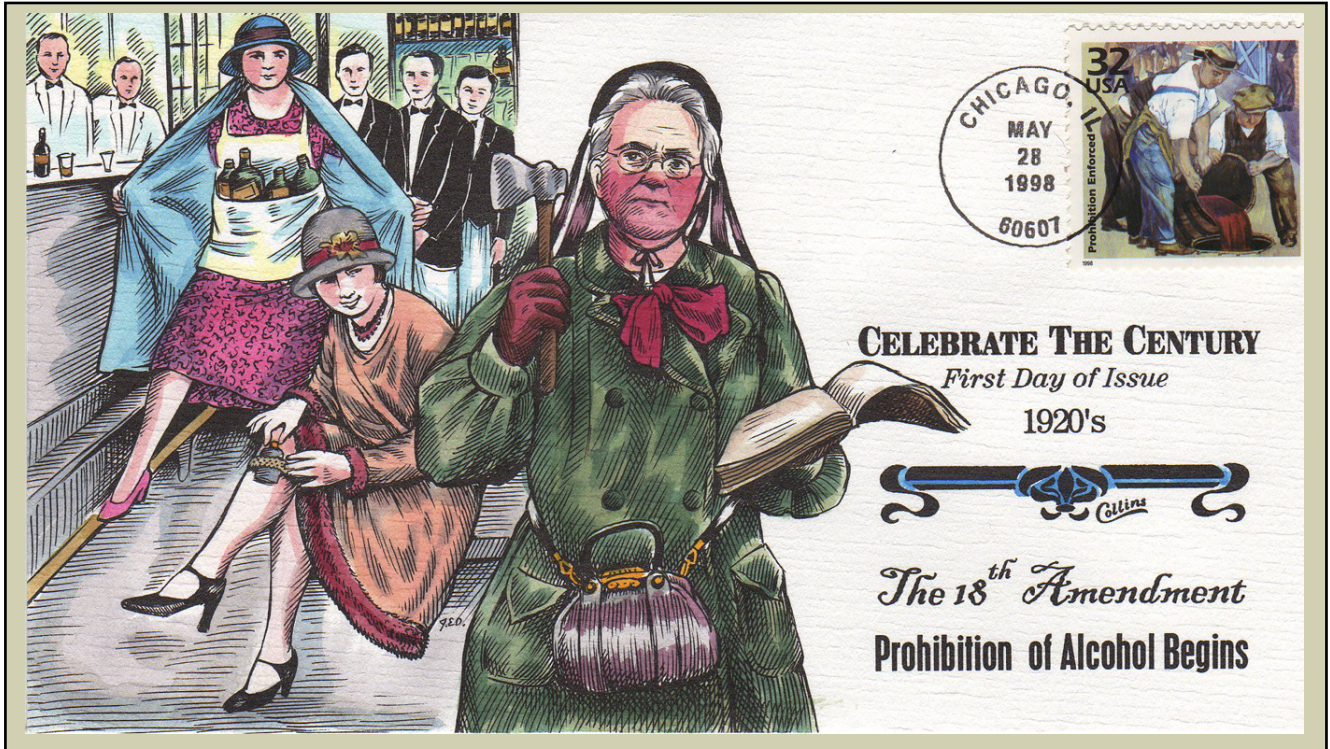
- How did the eighteenth amendment change American society?

Average citizens who made moonshine liquor or drank illegally became criminals. Organized gangs led by criminals such as Al Capone smuggled in liquor to meet the demand for alcohol. Turf wars and homicides rose to new heights, especially in Chicago (note the postmark). Once bars were closed down, illegal speakeasies took their place. Many workers lost their jobs as breweries closed down.

**Conclusion:** The Eighteenth Amendment was the first amendment to be repealed. Why might Congress have decided to do this?

18<sup>th</sup> Amendment – Prohibition Lesson

Image A





## Warm Up/Review Questions Using First Day Cover Suffrage and the Nineteenth Amendment

Show the **ARTWORK** of the **First Day Cover (Image A)** and ask students to define the word suffrage and describe what is happening in the ARTWORK. What might the man be thinking as he waits on the woman in the voting booth? Why did the artist portray the woman wearing a long dress? Is that the fashion in 1920? (Also discuss the importance of spelling and grammar.)

Show the entire **First Day Cover (Image B)**. What is the First Day Cover commemorating? How do the POSTMARK and STAMP help students answer the question?

Assign students to read the Nineteenth Amendment to the U.S. Constitution.

*The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.*

*Congress shall have power to enforce this article by appropriate legislation.*

Why weren't women given the right to vote when the Constitution was first ratified?

What had happened in the 20<sup>th</sup> century to finally change Congress' opinion about women voting?

Show the **STAMP (Image C)** and ask students to list all the words and images that were used to create this collage: PROGRESS, Freedom, Equality, two photos (one from the suffragette marches during the Progressive Era and one from the Equal Rights Amendment campaign), Capitol in the background, U.S.A. and 32.

**Conclusion:** Did women's vote change the presidential election of 1920? Have women ever "block voted" in an election? Since there are more women than men in the U.S. population, why hasn't the women's vote been more influential?

**Teacher Notes:** April Greiman, a graphic designer who was famous for her collages, which consist of layered lettering and pictures, was hired by the Post Office to design a stamp honoring the 75<sup>th</sup> Anniversary of the 19<sup>th</sup> Amendment. In the 1980's she was the first to use the Apple computer and paintbox technology to create her designs. This U.S. postal stamp was the first totally designed by a computer.

Secretary of State Bainbridge Colby certified the Nineteenth Amendment on August 26, 1920. In 1971, Congress designated August 26 as a holiday and authorized the president to annually issue a proclamation celebrating what is now called Women's Equality Day. The web site <http://www.presidency.ucsb.edu/ws/index.php?pid=23865> contains Proclamation 4309 by President Gerald Ford in which he acknowledges the importance of the 19<sup>th</sup> Amendment and gives his support for the ratification of the Equal Rights Amendment.

National Standards United States History Era 7 Standard 1B

Image A



Image B

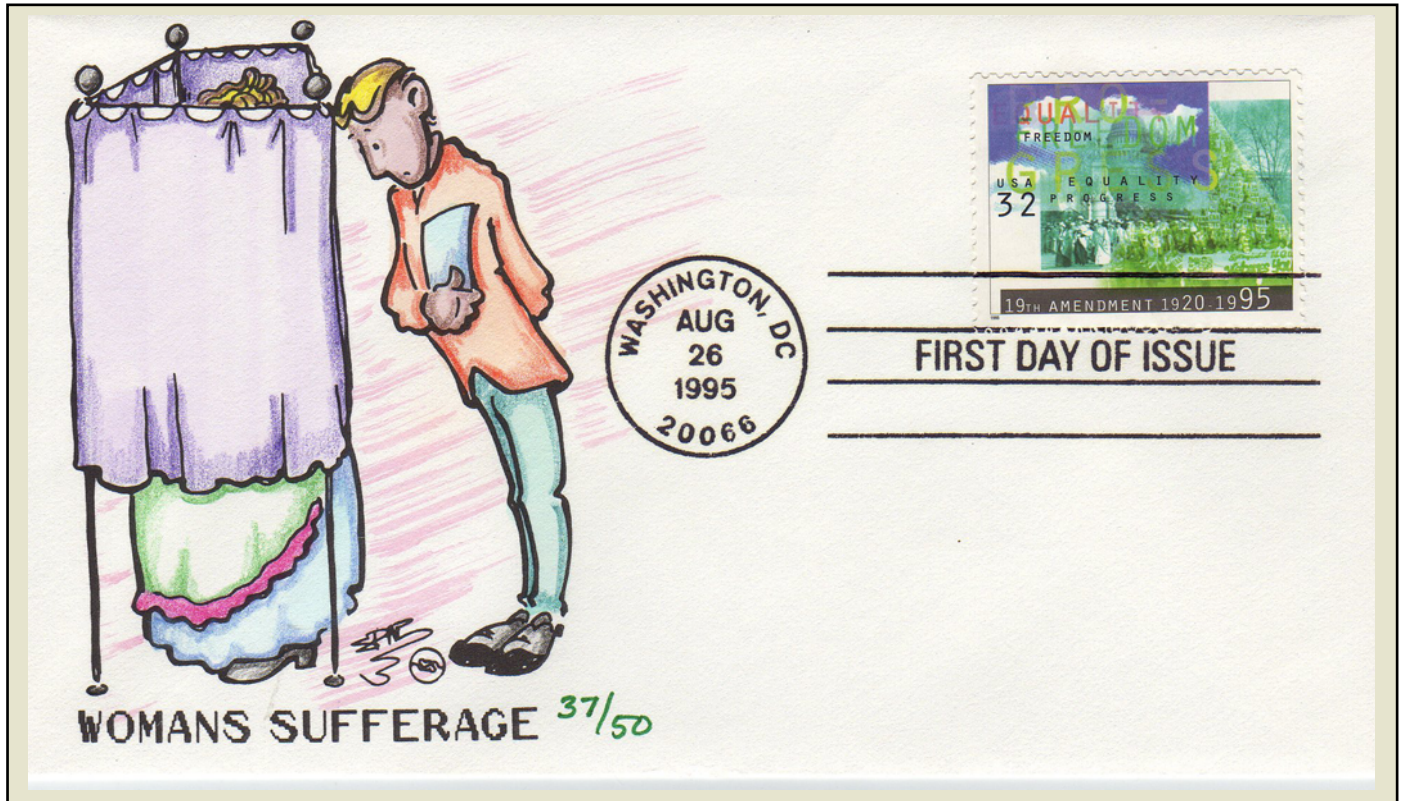


Image C



*And the Envelope, Please!*  
The Harlem Renaissance and Zora Neale Hurston

Display the first day cover of Zora Neale Hurston (**Image A**) as the class reviews the definition of renaissance, and why such a “new birth” took place in Harlem in the 1920’s. What role did the great migration and World War I play in this explosion of cultural talents?

Share the editorial (**Image B**) from the *New York Amsterdam News*, 1929 with the class.

- What is the tone of the editorial?
- How does it match the attitude shown in the Harlem Renaissance?
- According to the editorial, which is more important, the political, economical or spiritual, to the New Negro?
- Using the editorial description, define the New Negro.

Ask students to analyze the first day cover (**Image A**) and collect information about Zora Neale Hurston.

- Define Folklorist, and Anthropologist.
- What does it mean to be “A Genius of the South”?
- Where is Eatonville, Florida?
- When did she live? What civil rights changes in society might she have seen?
- How does the artwork give clues to her work?

Before reading an excerpt from “How It Feels To Be Colored Me” by Hurston, (**Image C**) explain to the class that Hurston was born in Alabama in 1891 but grew up in Eatonville, Florida. After her mother’s death, Hurston dropped out of high school and worked a variety of menial jobs eventually ending up in Baltimore Maryland. It was there in 1917 that she decided to go back to school, but first she had to lie about her age, 16 instead of 26. Education let her use her fiery intellect and infectious sense of humor to put her story-telling talent into words. In 1918 she enrolled at Howard University but then accepted a scholarship at Barnard College where she graduated with a degree in anthropology. Following graduation, she made her way to Harlem, “elbowing her way” into the Renaissance by getting to know all the writers of the day. It was there that her writings were first published. Beginning in the 1930’s Hurston traveled extensively throughout the South and the Caribbean doing anthropological research that was used in her literary works. During her lifetime (1891-1960), Hurston wrote four novels, fifty short stories and a collection of folktales.

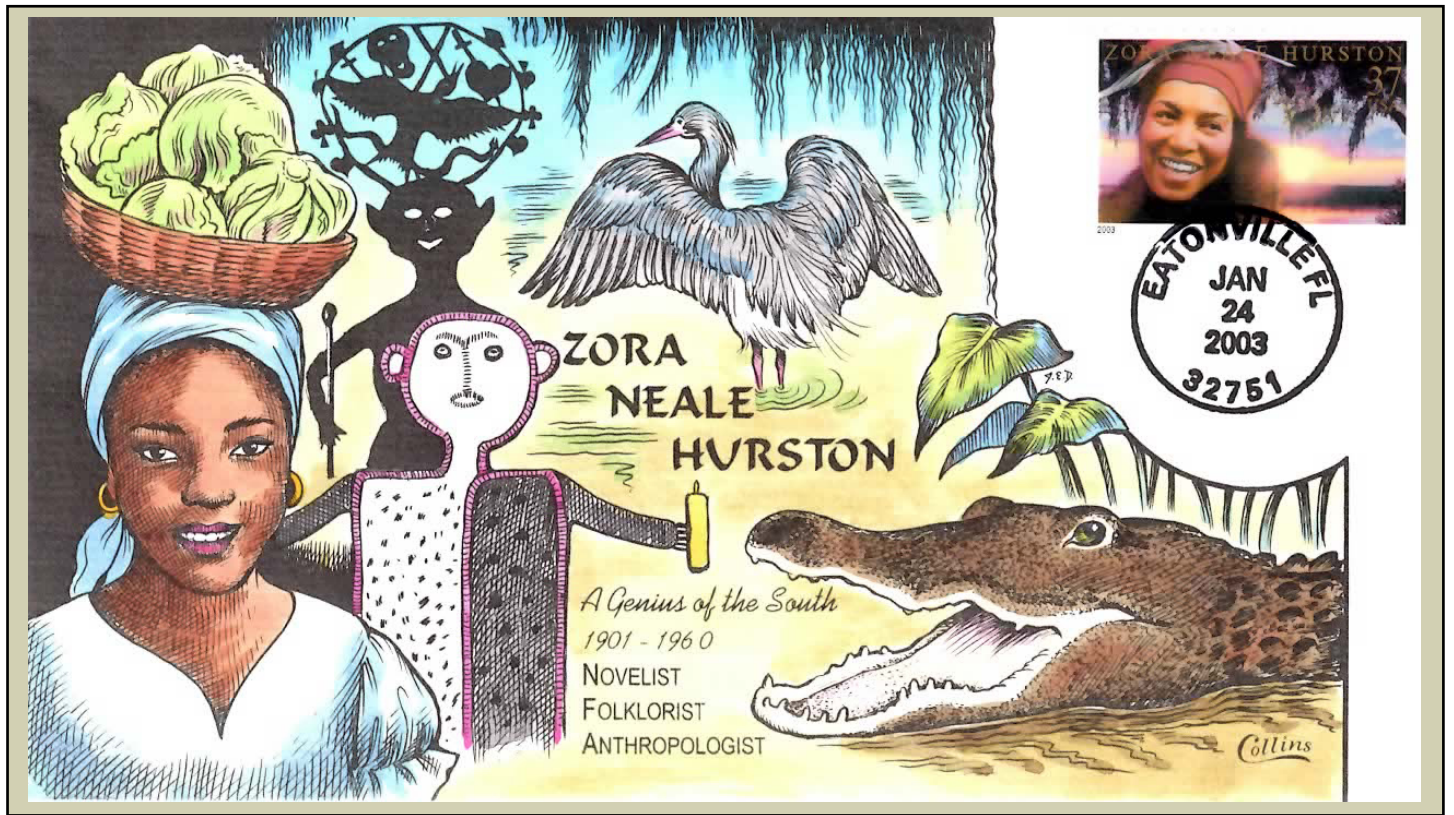
After reading the excerpt, discuss the following with a partner, in a small group or with the class:

- Was Hurston a “New Negro”?
- Does the excerpt contain examples of the political, economical and spiritual?
- How does she describe herself as an African-American?
- What was her attitude toward racial discrimination?
- What might have happened to Zora on her journey to Jacksonville that changed her view of herself?
- How did growing up in the all-black town of Eatonville, Florida influence her views of society?

**Conclusion:** Write a paragraph describing how Zora Neale Hurston’s writing supports the belief that the Harlem Renaissance was a period of renewed confidence and racial pride among African-Americans.

Harlem Renaissance and Zora Neal Hrston

Image A



## Image B

“The Spirit of the New Negro,” *New York Amsterdam News*, 1929

*To our way of thinking the New Negro, if there is such is dependent upon himself for his food and thinking—a Negro who has the ideal of a spiritually and economically independent group working in harmony with and being a part of the larger American group. The New Negro is possessed of a new spirit. First, he believes in self-support. To do this, he believes it is not only necessary to talk “race pride” but to act it. Hence he buys from a Negro grocer wherever he can; he goes to a Negro church; he has insurance in a Negro insurance company; he puts his money in a Negro bank; he acts race pride.*

*Second, the New Negro is a pioneer for his people. The New Negro launches out into business. (He may fail and the “old” Negro may laugh at him.) The New Negro encourages the pioneer in other lines. He is willing to “take a chance” to build for the future.*

*Third, the New negro thinks straight. Because he is born of the new spirit of freedom, he is determined to have freedom in all its phases. He is willing to bear all its responsibilities. He wants all of its privileges. He refuses to believe he is different from or inferior to any other of God’s children. But he is not raising too big a row about it.*

*The New Negro believes in God. He may be gradually changing his theology. It is perhaps wise that he should. But he believes in God. A hundred years ago a New Negro walked out of St. George’s Church, Philadelphia, and preferred to worship in an old blacksmith shop which was bought by black people than in a fine house for which he did not pay. He believes that self-support is of God.*

*The New Negro has a new spirit, not necessarily a diploma, a white collar, a salary from charity organizations—he believes in God and himself and his future and is hard at work.*

Image C      *How It Feels to Be Colored Me*, by Zora Neale Hurston

I am colored but I offer nothing in the way of extenuating circumstances except the fact that I am the only Negro in the United States whose grandfather on the mother's side was not an Indian chief.

I remember the very day that I became colored. Up to my thirteenth year I lived in the little Negro town of Eatonville, Florida. It is exclusively a colored town. The only white people I knew passed through the town going to or coming from Orlando. The native whites rode dusty horses, the Northern tourists chugged down the sandy village road in automobiles. The town knew the Southerners and never stopped cane chewing when they passed. But the Northerners were something else again. They were peered at cautiously from behind curtains by the timid. The more venturesome would come out on the porch to watch them go past and got just as much pleasure out of the tourists as the tourists got out of the village...

But changes came in the family when I was thirteen, and I was sent to school in Jacksonville. I left Eatonville, the town of the oleanders, a Zora. When I disembarked from the river-boat at Jacksonville, she was no more. It seemed that I had suffered a sea change. I was not Zora of Orange County any more, I was now a little colored girl. I found it out in certain ways. In my heart as well as in the mirror, I became a fast brown--warranted not to rub nor run.

But I am not tragically colored. There is no great sorrow dammed up in my soul, nor lurking behind my eyes. I do not mind at all. I do not belong to the sobbing school of Negrohood who hold that nature somehow has given them a lowdown dirty deal and whose feelings are all but about it. Even in the helter-skelter skirmish that is my life, I have seen that the world is to the strong regardless of a little pigmentation more or less. No, I do not weep at the world--I am too busy sharpening my oyster knife.

Someone is always at my elbow reminding me that I am the granddaughter of slaves. It fails to register depression with me. Slavery is sixty years in the past. The operation was successful and the patient is doing well, thank you. The terrible struggle that made me an American out of a potential slave said "On the line!" The Reconstruction said "Get set!" and the generation before said "Go!" I am off to a flying start and I must not halt in the stretch to look behind and weep. Slavery is the price I paid for civilization, and the choice was not with me. It is a bully adventure and worth all that I have paid through my ancestors for it. No one on earth ever had a greater chance for glory. The world to be won and nothing to be lost. It is thrilling to think--to know that for any act of mine, I shall get twice as much praise or twice as much blame. It is quite exciting to hold the center of the national stage, with the spectators not knowing whether to laugh or to weep. I do not always feel colored. Even now I often achieve the unconscious Zora of Eatonville before the Hegira. I feel most colored when I am thrown against a sharp white background. For instance at Barnard. "Beside the waters of the Hudson" I feel my race. Among the thousand white persons, I am a dark rock surged upon, and overswept, but through it all, I remain myself. When covered by the waters, I am; and the ebb but reveals me again...

At certain times I have no race, I am me. When I set my hat at a certain angle and saunter down Seventh Avenue, Harlem City, feeling as snooty as the lions in front of the Forty-Second Street Library, for instance. So far as my feelings are concerned, Peggy Hopkins Joyce on the Boule Mich with her gorgeous raiment, stately carriage, knees knocking together in a most aristocratic manner, has nothing on me. The cosmic Zora emerges. I belong to no race nor time. I am the eternal feminine with its string of beads. I have no separate feeling about being an American citizen and colored. I am merely a fragment of the Great Soul that surges within the boundaries. My country, right or wrong. Sometimes, I feel discriminated against, but it does not make me angry. It merely astonishes me. How can any deny themselves the pleasure of my company? It's beyond me.

But in the main, I feel like a brown bag of miscellany propped against a wall. Against a wall in company with other bags, white, red and yellow. Pour out the contents, and there is discovered a jumble of small things priceless and worthless.

A first-water diamond, an empty spool, bits of broken glass, lengths of string, a key to a door long since crumbled away, a rusty knife-blade, old shoes saved for a road that never was and never will be, a nail bent under the weight of things too heavy for any nail, a dried flower or two still a little fragrant. In your hand is the brown bag. On the ground before you is the jumble it held--so much like the jumble in the bags, could they be emptied, that all might be dumped in a single heap and the bags refilled without altering the content of any greatly. A bit of colored glass more or less would not matter. Perhaps that is how the Great Stuffer of Bags filled them in the first place--who knows?



## Warm Up/Review Questions Using First Day Covers Henry Ford & the Automobile

Ask students to list names of citizens who have made an impact on United States society. As students name their choices be sure they explain what that individual had done to change life in America. (This discussion could be limited to individuals studied in class or expanded to include any individual.)

Show students the **First Day Cover (Image A)** and ask why Henry Ford was/is considered a “Prominent American”?

- Was society changed because of his car company, Ford Motor Company?
- Why did the artist label Henry Ford as an “Industrialist”?
- What does that mean?
- What other men have been labeled industrialist? (Can Ford and his motor company be compared to Rockefeller and the Standard Oil Company?)
- He was not the first to invent a car, but the artist labeled him an inventor? What did he invent?
- How did that invention, the moving assembly line, make the Model T affordable for the American public?

**Teacher Notes:** In October 1908, the Model T sold for \$950. By 1927, at the end of its production, it sold for \$280. Nearly 15,500,000 were sold in the United States alone. By 1914, Ford’s Michigan plant, using innovative production techniques, could turn out a complete car every 93 minutes. By the late 1920s the company had become so vertically integrated that it was completely self-sufficient. Ford controlled rubber plantations in Brazil, a fleet of ships, a railroad, 16 coalmines, and thousands of acres of timberland and iron-ore mines in Michigan and Minnesota. All this was combined at the gigantic River Rouge plant, where more than 100,000 men worked.

Show the second **First Day Cover stamp (Image B)** and ask students to identify what the post office is honoring?

- What symbols were used for the Wheels of Freedom stamp?
- How does the “steering wheel” connect the world together?
- How did the tractor change farm life?
- Why might a company want to move its products by truck and not by rail?
- How do wheels bring about freedom? **Show the entire second First Day Cover (Image C)**
- How did automobiles such as the Model T change American society in the 1920’s?
  - Cars changed where people lived. People can travel beyond the reach of the electric trolley.
  - Workers don’t have to live near their work place.
  - New jobs and businesses appeared such as “shade tree” mechanics, gas stations, tire stores, parts stores, paint shops, repair shops, and motels.
  - A teenage daughter was no longer under the eye of the parents when the boy came to court her. The courting was no longer confined to the front porch.
  - Cars made smuggling/transporting illegal alcohol faster. Spare tires carried more than air.
  - Government involvement grew with rules, licensing, registrations, taxes on gasoline & the development of national roadways.

**Conclusion:** What other invention do you believe has had as great an impact on society as the automobile did in the 1920’s? If time allows, assign students to develop a stamp for that invention.

Henry Ford and the Automobile Lesson

Image A

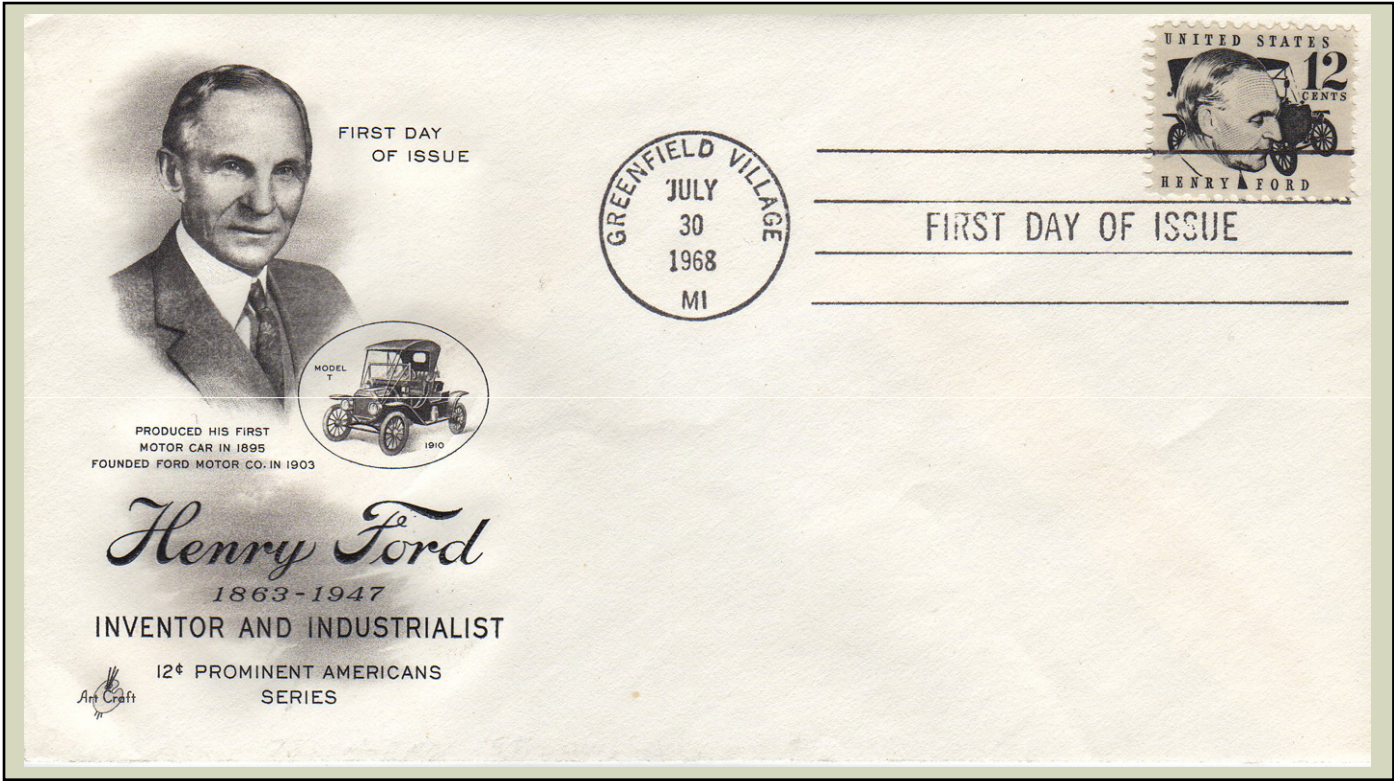


Image B



## Warm Up/Review Questions Using First Day Cover Charles A. Lindbergh

Ask students to list the facts that are depicted on this **First Day Cover (Image A)**:

- 50<sup>th</sup> Anniversary of Charles A. Lindbergh's solo flight across the Atlantic Ocean
- He flew from New York to Paris
- Map shows North America to Europe
- May 20-21<sup>st</sup>, 1927
- Single engine plane was named the "Spirit of St. Louis"
- Postmark is from Roosevelt Field Station, N.Y., May 20, 1927
- He flew close to the water.
- Sun is behind the plane, but he also flew facing the sun
- Stamp costs 13 cents

Discuss the impact that Lindbergh's flight had on aviation?

How did his flight change American society?

**Conclusion:** Ask students to complete a quick jot: How does an airport and the airline industry impact the community they live in?

### Teacher Notes:

Lindbergh was trained as a pilot while serving in the army, 1924-1925. He was stationed at Kelly and Brooks Fields near San Antonio, Texas.

After leaving the army he was hired to fly mail between Chicago and St. Louis. Nine businessmen in St. Louis helped to finance the cost of a plane, which allowed Lindbergh to enter the contest to be the first man to fly solo across the Atlantic Ocean.

The plane was built in San Diego. To "check it out," Lindbergh flew from San Diego to New York, setting a new transcontinental flight record.

Roosevelt Field was located on Long Island, N.Y. The airfield was named in honor of President Theodore Roosevelt's son, Quentin Roosevelt, who was killed in air combat during WWI. (Roosevelt Field is now a large, upscale, suburban shopping mall, located near Garden City, New York, on Long Island.)

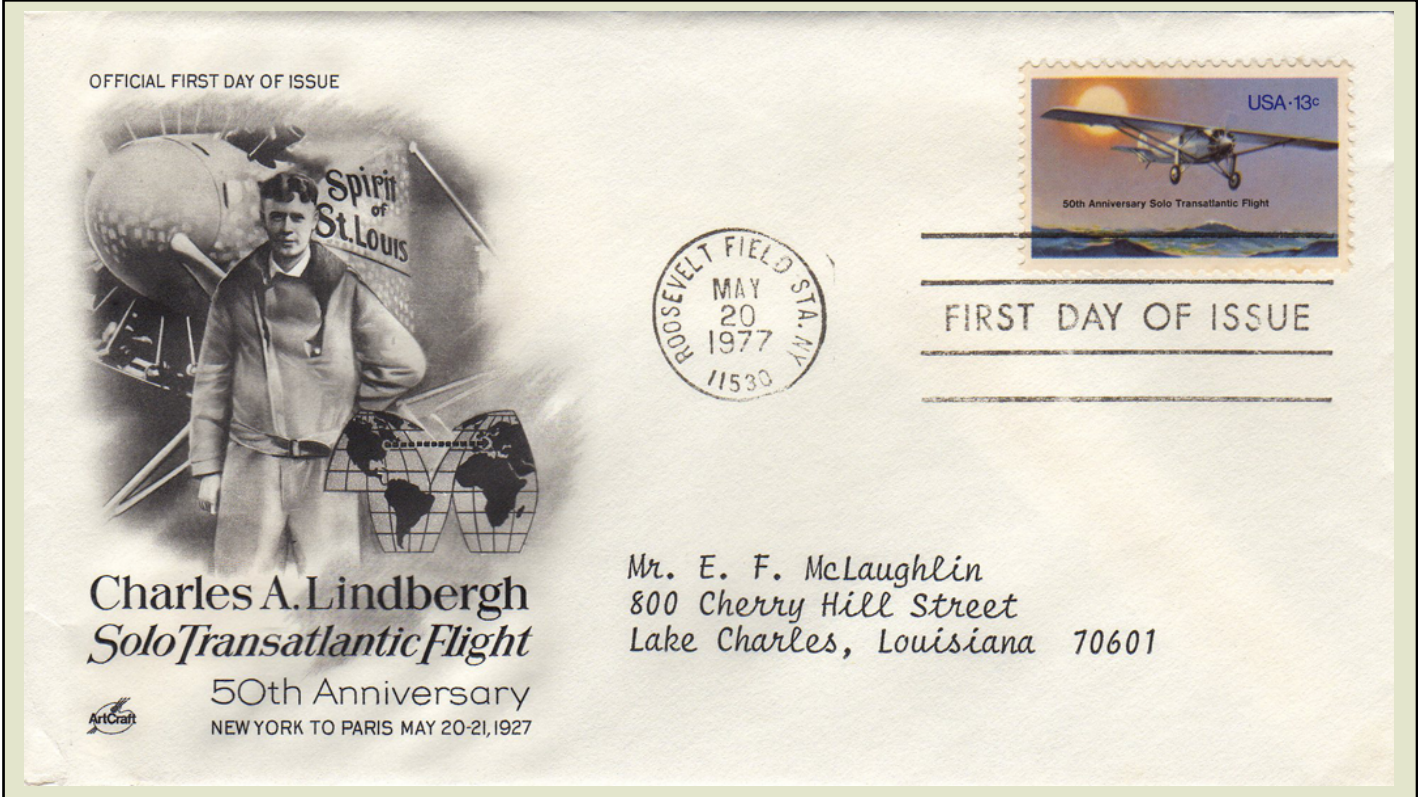
The plane carried 451 gallons of gas. Lindbergh packed 4 sandwiches and 2 canteens of water for himself. The flight took 33 ½ hours. He took the plane up as high as 10,000 feet and as low as 10 feet to break through clouds and fog.

With the help of radio, the flight captured the attention of millions of people around the world. Over 100,000 gathered at the landing field in Paris. He returned to the United States aboard the *U.S.S. Memphis*. President Coolidge welcomed him home and bestowed the Distinguished Flying Cross upon him. The Daniel Guggenheim Fund sponsored Lindbergh on a three month nation-wide tour. Flying the "Spirit of St. Louis," he touched down in 49 states, visited 92 cities, gave 147 speeches, and rode 1,290 miles in parades.

Airmail usage exploded as a result of the Lindbergh's successful flight and airplanes became a viable choice of travel

Charles A. Lindbergh Lesson

Image A



*And the Envelope, Please*  
**Herbert Hoover and the Stock Market**

Show the **First Day Cover (Image A)** and ask students to list words used to describe Herbert Hoover. (**Images B and C**)

**STAMP:** Humanitarian, Engineer, and President

**ARTWORK:** President, Engineer, and Philanthropist/Public Servant

(Define the words by discussing the type of work each depicts. For example, engineer might be a bridge builder, or a railroad worker.)

If students have studied Herbert Hoover, ask them to list activities or events that prove he should be described by the words on the FDC.

If students are just beginning to study Herbert Hoover, assign them to read the short biography on the White House Presidential Biographies web site.

<http://www.whitehouse.gov/history/presidents/hh31.html>

From that site, students can list activities or events under each of the FDC words:

**Engineer:**

- He graduated from Stanford University in 1891 as a civil engineer
- He worked in China for an American company becoming their lead engineer

**Humanitarian/Philanthropist/Public Servant**

- While in China, during the Boxer Rebellion, he used his skills to barricade and defend the village he lived in, Tientsin, and then to rescue Chinese children from the war.
- In 1914 while in London he helped over 120,000 American citizens return home after the outbreak of war.
- After the Germans took Belgium, he worked to get food to the people.
- In 1918, President Wilson appointed Hoover to run the Food Administration Board.
- At the end of the war, he worked with the American Relief Association to send food to all Europeans. "Twenty million people are starving. Whatever their politics, they shall be fed!"
- From 1921 to 1929 he served as Secretary of Commerce for President Harding and President Coolidge.
- Under President Truman and President Eisenhower he was appointed to a committee to reorganize the Executive branch.

**President:**

- He was inaugurated on March 4, 1929.
- He attempted to help citizens and businesses after the Stock Market Crash of Oct. 29, 1929.

What is the **POSTMARK** commemorating?

West Branch Iowa is Hoover's birthplace, and he was born on August 10.

(Hoover died at the age of 90 on October 20, 1964 in New York City.)

(Continued)

## Herbert Hoover and the Stock Market continued

Show the **second First Day Cover (Image E)**. Based on what students have learned how would humanitarian Hoover respond?

**“Open the Envelope”** and show **Image E**, then discuss the excerpt from a speech given by Hoover while campaigning for president in 1929. According to Hoover, why was the nation so prosperous in the 1920’s? What was the role of the federal government in relationship to the economy, business and workers?

*...When the Republican party came into full power in 1921, it went at once resolutely back to our fundamental conception of the State and the rights and responsibilities of the individual. Therefore it restored confidence and hope in the American people, it freed and stimulated enterprise, it restored the Government to its position as an umpire instead of a player in the economic game. For these reasons the American people have gone forward in progress while the rest of the world has halted, and some countries have even gone backwards...*

*By adherence to the principles of decentralized self-government, ordered liberty equal opportunity, and freedom to the individual, our American experiment in human welfare has yielded a degree of well being unparalleled in all the world. It has come nearer to the abolition of poverty, to the abolition of fear of want, than humanity has ever reached before. Progress of the past seven years is the proof of it!*

**Conclusion:** After studying Hoover’s response to the Depression, ask students to list words or phrases that best describe his four years as president. Then use the lists to create and role-play a conversation between the man and woman selling the apples.

**Teacher Notes:** The Republican Party of the 1920’s believed in the economic theory of laissez-faire, in which the federal government does not interfere with the normal operations of the economy. Every person looks out for what is best for them or their business—it was the natural order of things for the fittest to survive. Farmers were especially hard hit by this policy. They had borrowed money during World War I in order to expand production to meet the demand, but when the war was over and demand went down, so did prices. Banks called in the loans and farmers were forced to sell their farms. The Republican Party did not want the government to buy the surplus crops and sell to other countries. Under the Republican Party of the 1920’s there were few attempts to enforce Progressive Era laws to regulate businesses against unfair competition, price fixing, insider trading or stock speculation. In order to support American made products, the federal government raised import taxes stifling competition from foreign made products. Also income taxes on the richest people were lowered. This trickle down effect can be seen in Hoover’s plan to “solve the depression” by making government loans to businesses only and not creating government jobs as direct relief for the unemployed.

Herbert Hoover & the Stock Market Lesson

Image A

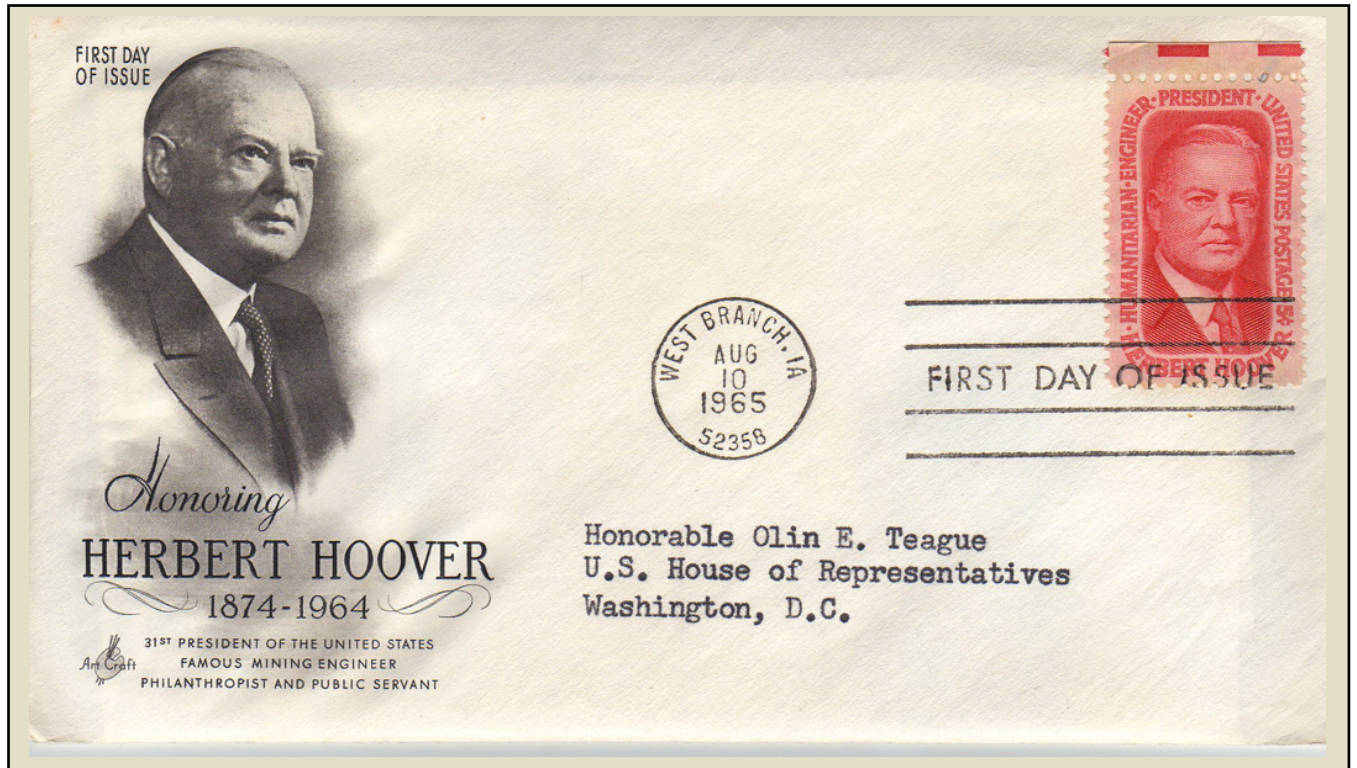
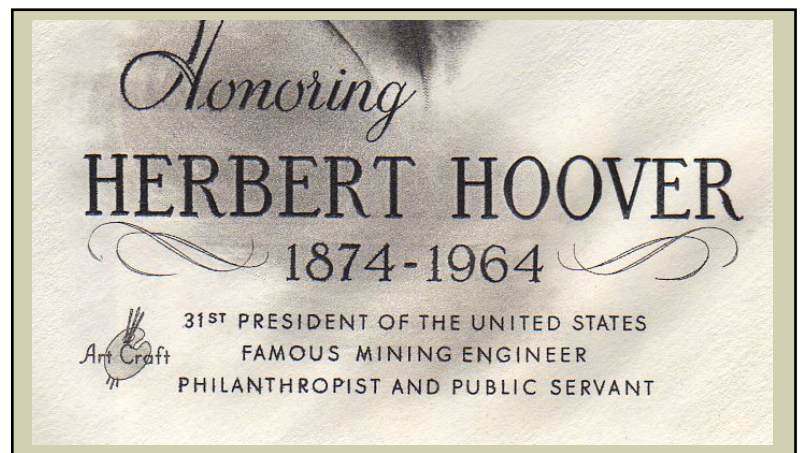


Image B



Image C





Herbert Hoover and the Stock Market

Image D

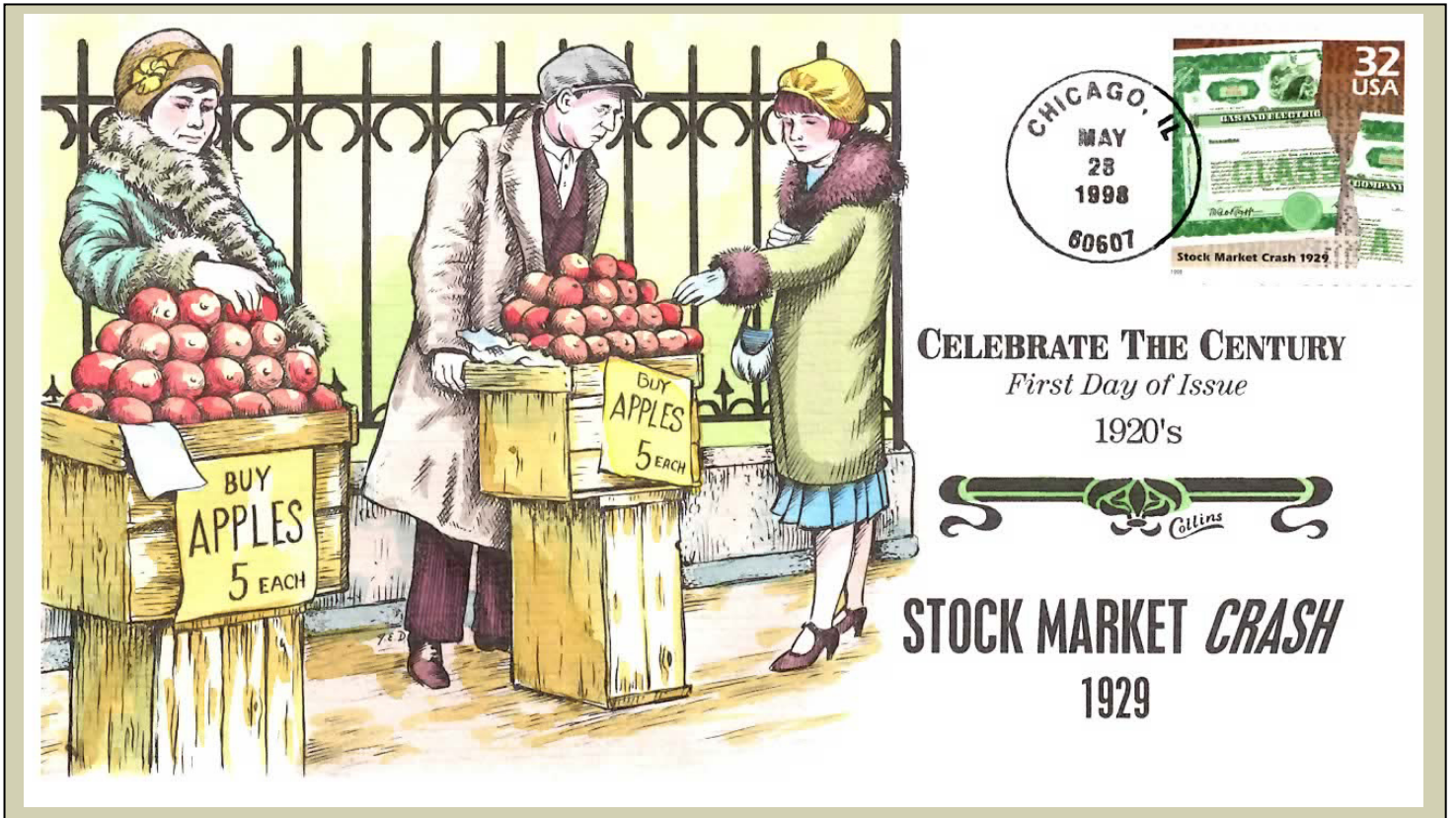


Image E

Secretary of Commerce Herbert Hoover, campaigning for the presidency in 1928 stated,

“...When the Republican party came into full power in 1921, it went at once resolutely back to our fundamental conception of the State and the rights and responsibilities of the individual. Therefore it restored confidence and hope in the American people, it freed and stimulated enterprise, it restored the Government to its position as an umpire instead of a player in the economic game. For these reasons the American people have gone forward in progress while the rest of the world has halted, and some countries have even gone backwards...”

By adherence to the principles of decentralized self government, ordered liberty equal opportunity, and freedom to the individual, our American experiment in human welfare has yielded a degree of well being unparalleled in all the world. It has come nearer to the abolition of poverty, to the abolition of fear of want, than humanity has ever reached before. Progress of the past seven years is the proof of it!”



## American First Day Cover Society

[www.afdcs.org](http://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.