

FDC Lessons

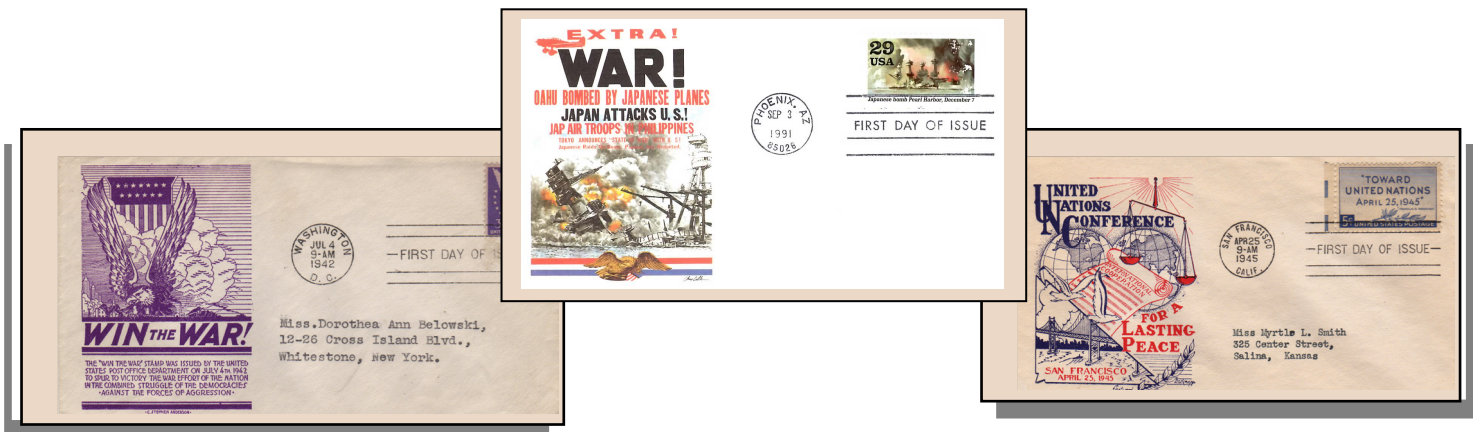
United States History

Great Depression - World War II

1933 - 1945



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



FDC Lessons
Using First Day Covers

United States History
Great Depression - World War II
1933 - 1945

Franklin D. Roosevelt

Eleanor Roosevelt

The Dust Bowl & Dorothea Lange

Marian Anderson

Pearl Harbor Attack – A Day That Will Live In Infamy

Playing History Detective - *USS Arizona*

WIN the WAR

U. S. Leaders-Heroes in World War II

Women in World War II

D-Day Invasion, June 6, 1944

President Truman Using the Atomic Bombs

United Nations

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.

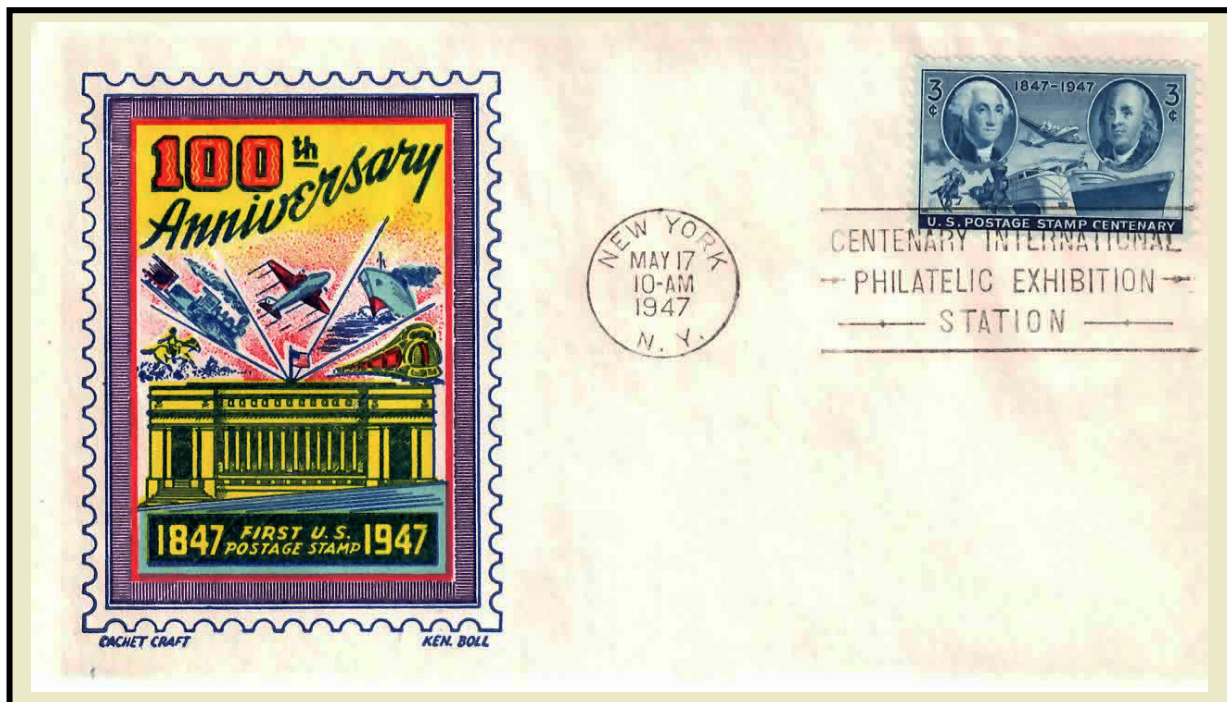
Since selling its first stamp on July 26, 1847, the post office has issued hundreds of stamps commemorating

- 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" found at www.fdclessons.com

This book contains the lessons, first day cover images and other appropriate primary sources such as letters, diaries, excerpts from speeches and government documents.



Warm Up/Review Questions Using First Day Covers Franklin D. Roosevelt & the Social Security Act

Show the **First Day Cover (Image A)** and ask students to identify the facts used to describe the life and presidential administration of President Franklin Roosevelt.

STAMP: photo of President FDR, his name, his life dates and cost of stamp. It is cancelled by the post office acknowledging the first day the stamp was issued.

POST MARK: marking the date of the first issue, and where it was cancelled, Hyde Park, New York, which was FDR's birthplace and "second white house". FDR was born on January 30, 1882.

KEY SYMBOLS OF HIS PRESIDENTIAL ADMINISTRATION:

Why would the artist choose these symbols to represent FDR's twelve years in office?

The New Deal:

National Recovery Administration with the Blue Eagle & slogan
Works Projects Administration with its tools to build

The WPA was a Relief agency and the NRA was a Recovery agency.
Which agency would the students choose to represent Reform?

To stimulate discussion, show the second **FDC, "50th Anniversary Social Security Act" (Image B)**.
Let students visually explore the FDC:

When did Roosevelt sign the Social Security Act?
How does the stamp display those helped by the Act? (Image C)
Why did the artist sign the Social Security card with "Jane Doe" and not "John Doe"?
Why was the FDC postmarked from Baltimore, Maryland?
(Baltimore was home to the first Social Security Administration building)
Why is Social Security Act considered a Reform measure?

Return to **Image A** to discuss the third image describing FDR's administration.

World War II

Outline of a soldier with a machine gun
Is that image sufficient to depict World War II?
What solved the Great Depression, the New Deal or going to war?

Conclusion: Ask students to list other events that depict FDR's administration, such as the Dust Bowl, and draw their own First Day Cover.

Image A

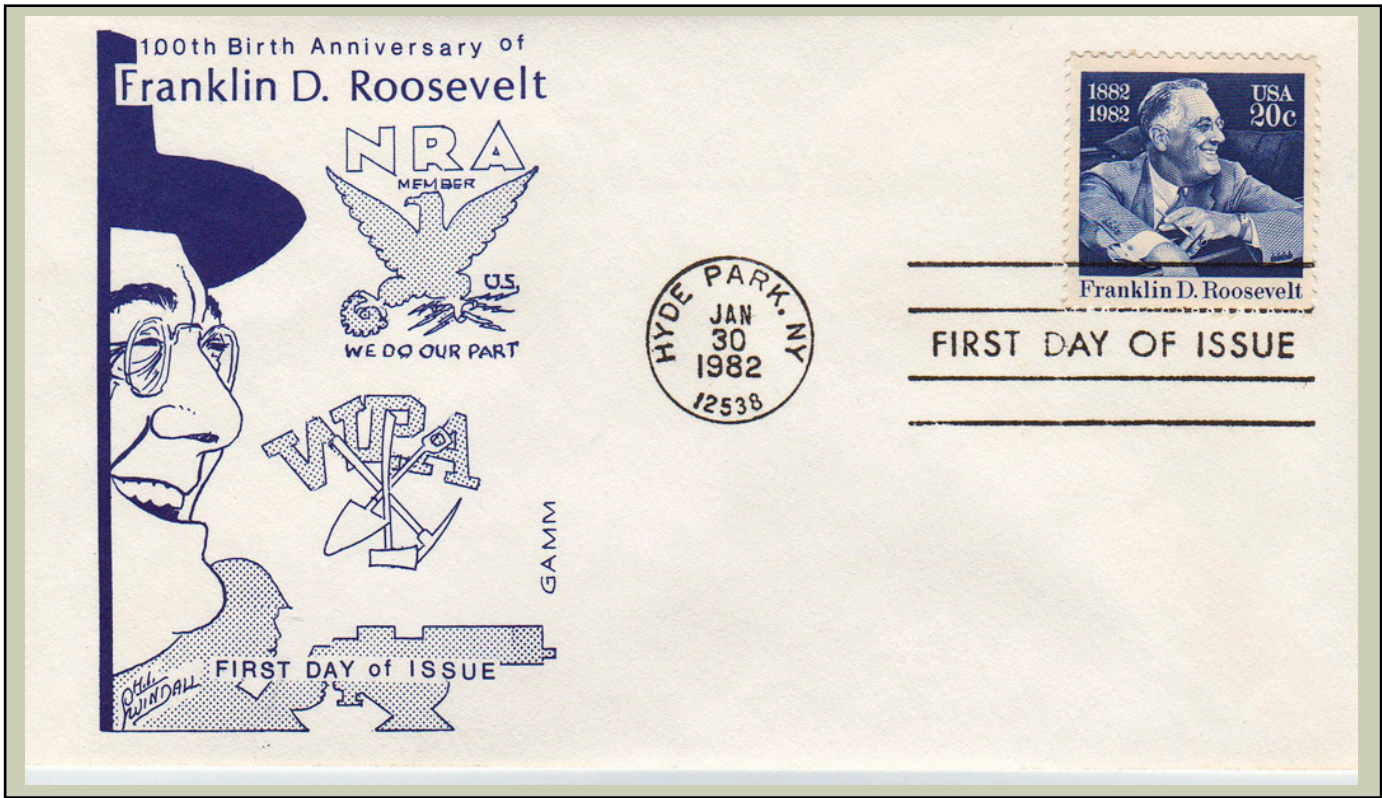


Image B



Image C



Warm Up/ Review Questions Using First Day Cover Eleanor Roosevelt

Show the **First Day Cover (Image A)** and ask students to list as many facts about Eleanor Roosevelt as they can. From those facts, what conclusions can students make about the role Eleanor Roosevelt played in history? To help students read the Cover, show **Image B**.

Facts might include:

- Eleanor was born in New York, Oct. 11, 1884.
- Her father was Elliott Roosevelt.
- Her uncle was Theodore Roosevelt.
- She went to school in England.
- She married a distant cousin Franklin Roosevelt. in 1905.
- She lived in Hyde Park, New York.
- She was First Lady of the United States.
- She helped all people of the world, especially the poor.

Possible conclusions:

She became what a girl of her generation was to become: wife, mother, supporter, and helpmate to her husband.

To provide students with another view of Eleanor Roosevelt, share the information from the Teacher Notes as well as the attached letter. Now what conclusions can students draw about the role Eleanor Roosevelt played in history?

Teacher Notes: Eleanor Roosevelt was born in New York City two years after her husband, Franklin Delano Roosevelt. Franklin and Eleanor were married in 1905, and five years later their political partnership began. She raised their children and supported him as he moved up from state legislator to governor to U.S. president. She literally “dedicated her life to his purposes.” Once polio took away Franklin’s ability to easily walk in 1920, Eleanor became “his legs.” In order to support Franklin’s plan to end the Great Depression, she journeyed into parts of the United States, where he could not venture. She reported to him about CCC camps, WPA projects, relocation camps, and the needs of the unemployed from Appalachian coal mines, to the fruit bowl in California. Eleanor told Franklin what she had seen, but she did not always agree with his solution to the problems. Nor did she always agree with Franklin’s political position. For example, Eleanor knew first hand of the crimes that were perpetrated against African Americans, lynching being the cruelest. When Franklin chose not to support an anti- lynching bill in Congress, Eleanor discreetly wrote to the NAACP executive secretary and suggested various methods to win the vote of various members of Congress. (If time allows, share the attached letter (**Image C**) with the class and have students identify those methods)

After Franklin’s death in 1945, she was appointed to represent the United States at the United Nations where she continued to speak out for children and the unemployed. Her newspaper column *My Day*, was read by thousands of people. Two years before her death in 1962, Eleanor worked tirelessly for presidential nominee John F. Kennedy.

Conclusion: Eleanor Roosevelt was not an elected politician, but she worked tirelessly to improve the lives of all citizens of the United States. Ask students to complete a “quick write” comparing the role of a modern day First Lady to Eleanor Roosevelt.

National Standards for U.S. History Era 8 Standard 2A

Image A

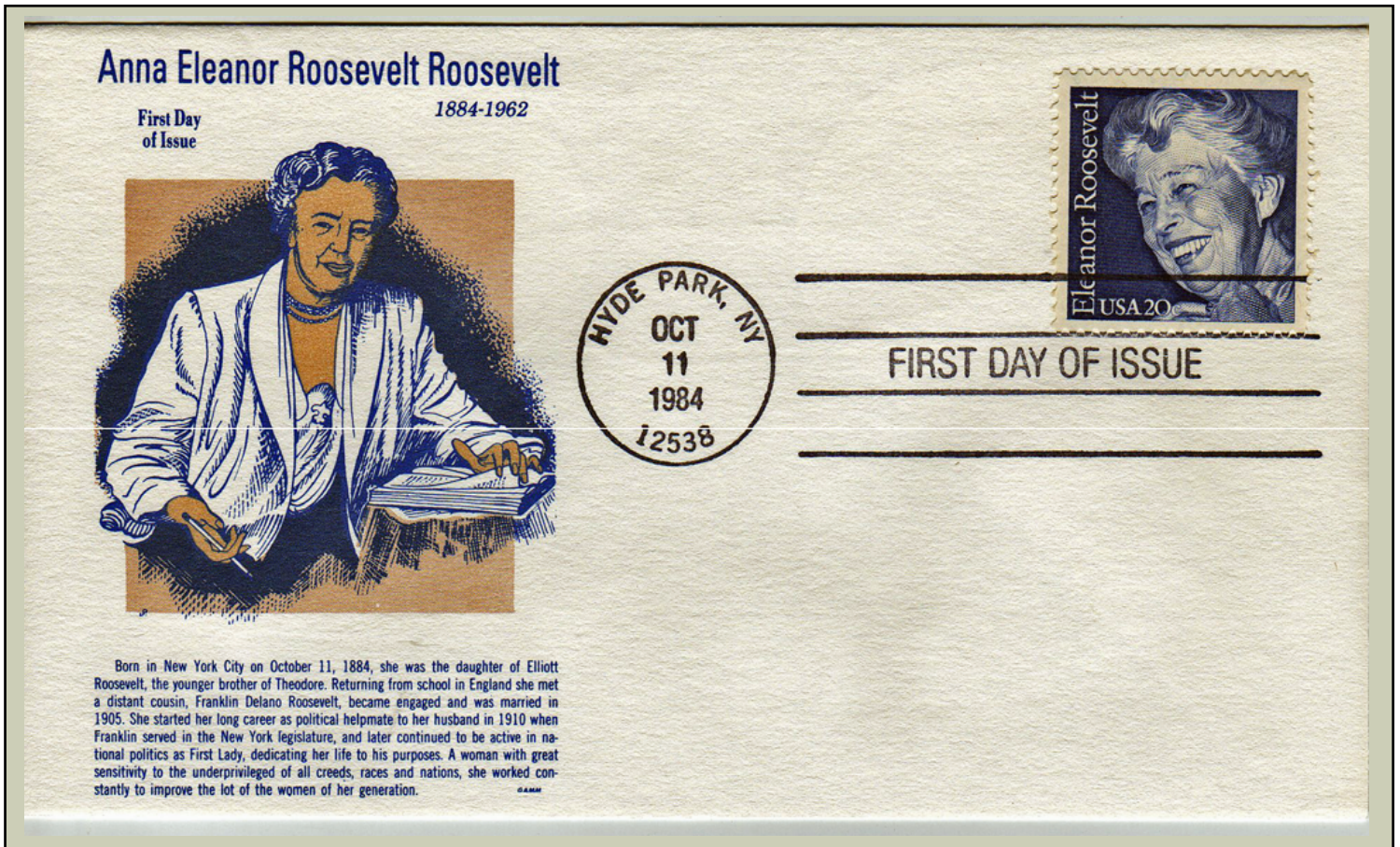


Image B

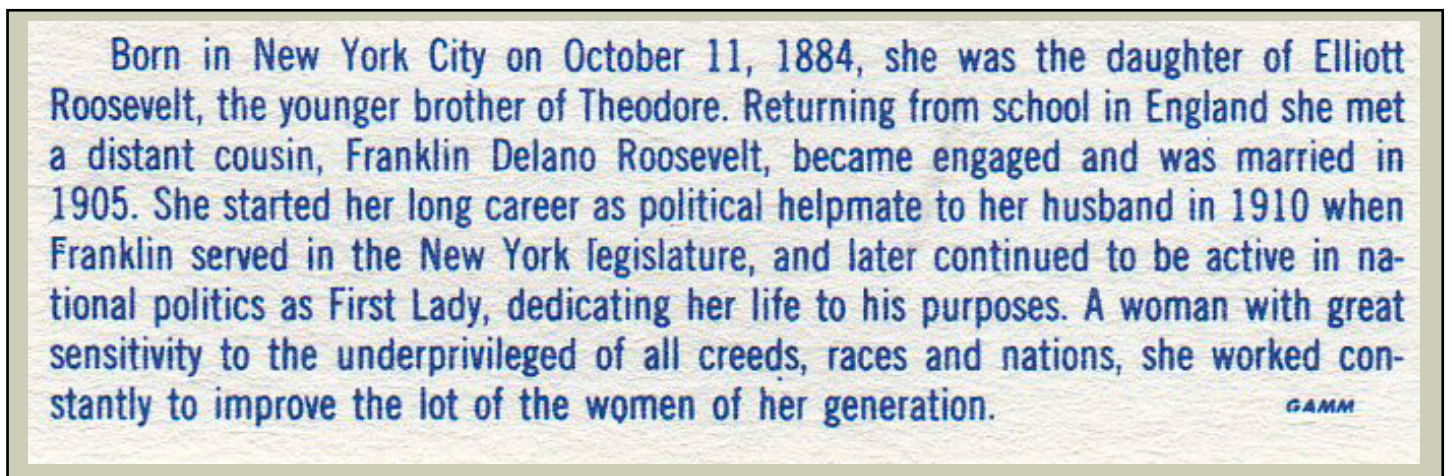
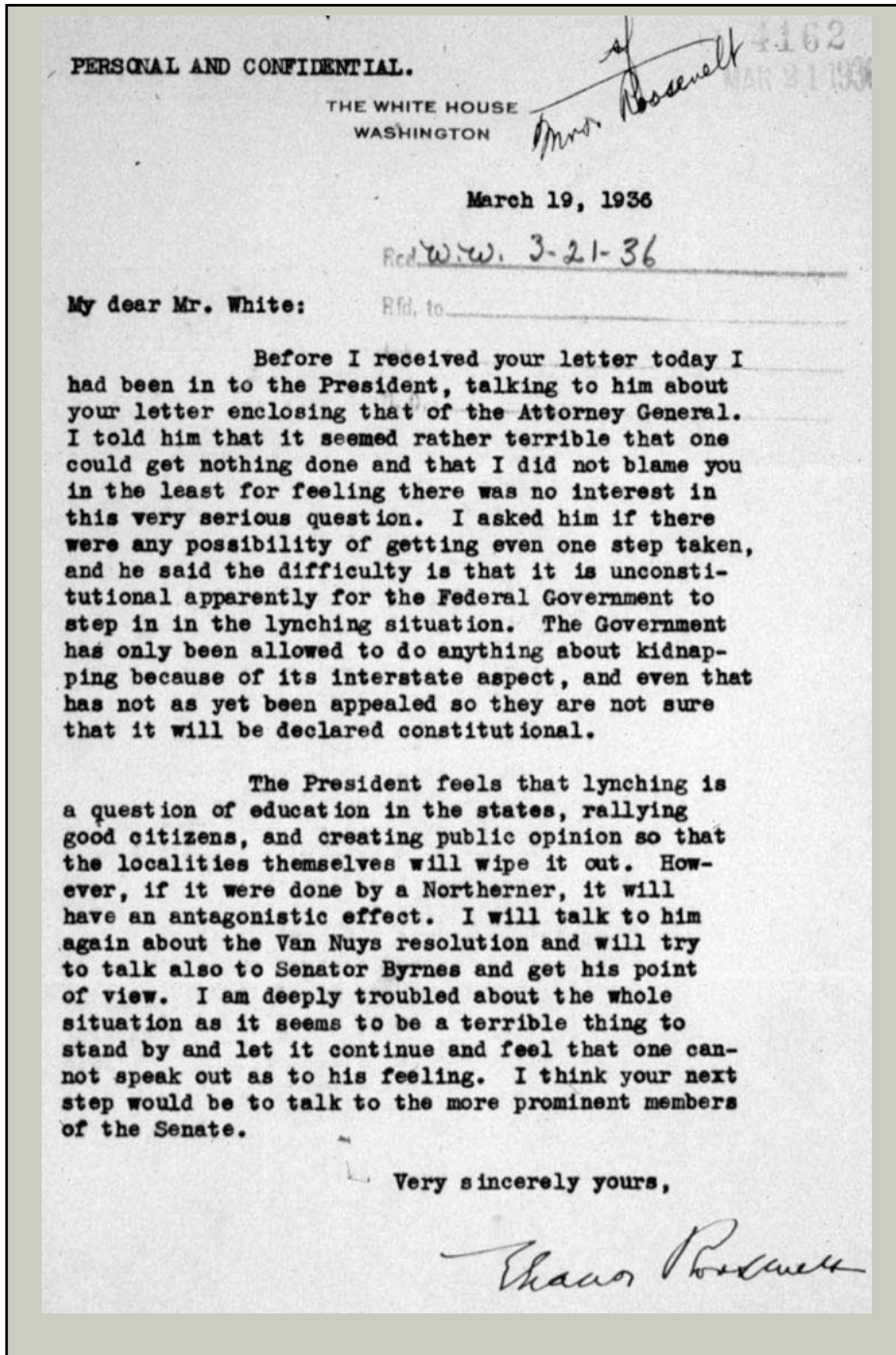


Image C Letter Eleanor Roosevelt to Walter White detailing the First Lady's lobbying efforts for federal action against lynching, March 19, 1936. (National Association for the Advancement of Colored People Records) Library of Congress. American Memory. Words and Deeds in American History. Location Number: A69(color slide), LC-MSS-34140-41 (B&W negative)
Html:www.memory.loc.gov/ammem/mchtml/cohome.html



And the Envelope, Please
The Dust Bowl and Dorothea Lange

Show the first day cover (**Image A**) and ask students to write a quick, two to three sentence summary of the artwork. Share and discuss the student summaries:

What is happening at the farm? Why has this situation occurred? Where might this farm be located? What is the man feeling? What is the man thinking? What might he smell? What emotion does the artwork invoke?

Show the enlarged image of the stamp (**Image B**) and ask students to describe that photograph as it relates to the artwork:

What is the woman and/or children feeling? What might she say to the farmer in the artwork?

In order to understand the situation, have students define three words, over-production, drought and erosion. As students work to define over-production, show the photograph (**Image C**). Use the teacher notes to introduce the person who took this photograph, (Dorothea Lange) and the photograph in the stamp.

Show the second photograph (**Image D**) and discuss how drought plus wind can bring on land erosion. How might this photo of the farmer in the dust storm have influenced the first day cover artist?

Pass out copies of the attached handout, in which twelve year old Harley Holley remembers “Black Sunday, April 14, 1935.” List all the ways that Holley and his family were affected by the dust and how they coped with it.. Was there a solution to the Dust Bowl? Ask students if they have lived through a natural disaster and if so, what caused it and, what help was offered by others or the government.

Conclusion: Investigate programs such as the Farm Security Administration, the Civilian Conservation Corps, or the Agricultural Adjustment Act, which were created by President Franklin Roosevelt and Congress in the 1930’s. What were the goals of the programs? Were they successful in offering aid to farmers who were caught up in the depression and the Dust Bowl. Write a letter to the farmer and explain how these programs can help him keep his farm and make it productive again.

Teacher Notes on Dorothea Lange

Dorothea Lange was born in 1895 in Hoboken, New Jersey. She studied photography at Columbia University and after graduating established a portrait studio in San Francisco. During the beginning of the Great Depression, her business struggled so she began to take photos of the homeless and unemployed in bread lines or labor demonstrations. From 1935 to 1939 Lange was hired by the Farm Security Administration to take photos of the nation’s poor people, from California migrant workers to Georgia sharecroppers to help publicize the effects of the Depression. Lange kept a journal, recording information for every photo she took. Her best-known picture is titled "Migrant Mother." The woman in the photo is Florence Owens Thompson. In Lange’s journal she wrote, "Nipomo, Calif. Mar. 1936. Migrant agricultural worker's family. Seven hungry children. Mother aged 32, the father is a native Californian. Destitute in a pea pickers camp, because of the failure of the early pea crop. These people had just sold their car tires in order to buy food. Most of the 2,500 people in this camp were destitute." (This photo is the one used for the stamp found on the first day cover.)

In 1942 Lange was hired by the federal government to document the removal and internment of the Japanese-Americans. Her photographs were so compelling and critical of this forced evacuation that the Army impounded her photos for over twenty years. For the next two decades Lange continued to rebuild her photography business, by establishing a publishing house printing photography books. She also worked for *Life* magazine and continued to take photos that showed injustices, in hopes that society would right those wrongs. She died in 1965 of esophageal cancer.

National Standards U.S. History Era 8 Standard 1B, 2A

The Dust Bowl and Dorothea Lange

Image A

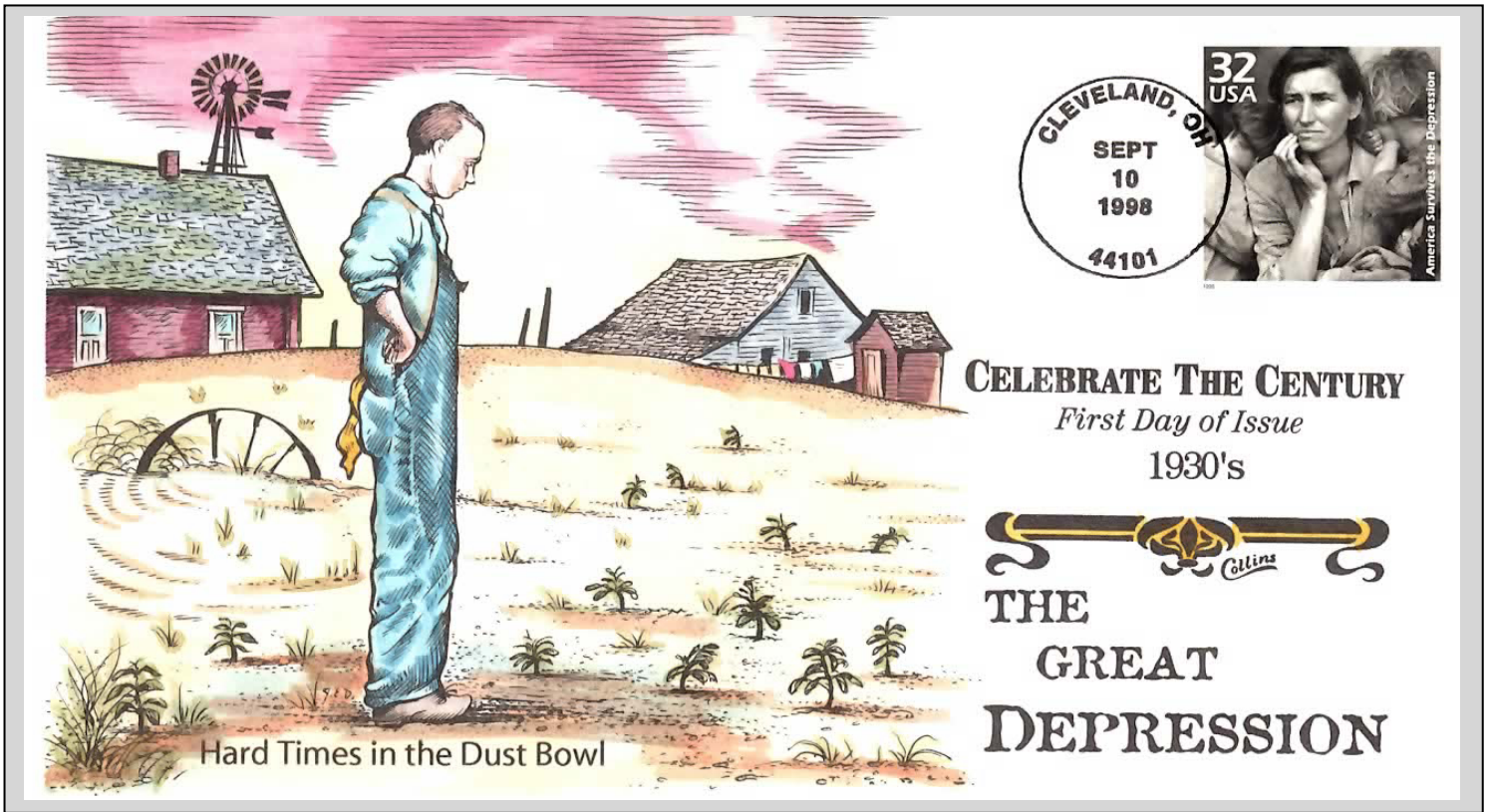


Image B



Image C



The Dust Bowl Lesson continued

Image D



Harley Holley "Black Sunday" April 14, 1935
We Were There Too by Phillip Hoose

Near Dodge City Kansas. During World War I Great Plains farmers answered the call to "win the war with wheat" by plowing under native grasses and planting wheat to feed the soldiers. This strategy led to environmental disaster. Rain stopped. Windstorms swept up the soil and the Great Plains simply blew away. Noon seemed like midnight. The worst storm of all hit on April 14, 1935 producing a dust cloud seven thousand feet high.

It was such a nice clear Sunday. We had hung the laundry out on the line that morning, and mother had washed the upholstered chairs and set them out to dry. I walked up to our horse pond and picked up a stone to skip across the water. While I was throwing I happened to look up and noticed this long gray line on the horizon. It looked like a thunderhead, but it was too long and flat and it was rolling toward me way too fast. I sprinted to the house to tell my parents that the dust was coming but they wouldn't believe it until they went outside and looked for themselves. Then we started hauling in clothes as fast as we could, just snatching them in armloads and running. The cloud caught me outside with a load of clothes. I couldn't see anything at all. It was black as night. I got down on my hands and knees and tried to crawl toward the house. I finally felt the porch, and reached up and opened the screen door and crawled inside...

When the storm was over they stepped outside. Dust was heaped in the yard like sand dunes in a desert. Cattle and farm equipment were buried. Jackrabbits loped through the dunes. As always Harley and his family cleared their throats and dug out.

I guess we had gotten used to it, because it had been that way for a long time. Our windows were taped up and the cracks in our walls were stuffed but nothing kept the dust out. Whenever we ate a meal we had to turn our plates and cups and glasses over until the exact time the meal was served. Even then, you could write your name in dust on your glass by the time the meal was done. Every night before we went to bed we scooped a little water into our nose and blew out the dirt. We put covers over our faces and a sheet over my little sister's crib. Some people slept with masks on.

You didn't want to get caught out in a storm, either...When the dust started flying and I was away from the home I tried to find a fence line to follow. My father used my brother and I as guides when he was plowing with the tractor in the fields. I'd stand at one end of the field with a kerosene light and my brother would shine a light at the other end. My dad would try to drive straight between us. The dust came so fast that it would cover up the tractor's tracks

At the end of the workday their clothes were caked, their hair was matted, and their skin was streaked with dust. They bathed in a tub on the porch before they entered the house, but nothing kept the dust out. No matter what they did, the rain stayed away, the soil blew away and very little grew.

And the Envelope, Please!

Marian Anderson and Eleanor Roosevelt

Ask students to analyze the two first day covers (**Image A and B**) and then discuss a “who’s who” for these two women. How might they be connected? (Use Teacher Notes to help lead the discussion.)

“Open” the Eleanor Roosevelt envelope and share her letter (**Image C**) with the students.

- What is the date of the letter?
- Why is Mrs. Roosevelt resigning from the Daughters of the American Revolution (DAR)?
- Why would the DAR take such a stand against African-Americans?
- What had she hoped the organization would have done?
- What can Mrs. Roosevelt do to right this wrong?

“Open” Marian Anderson’s envelope and share the photo (**Image D**) of her singing at the Lincoln Memorial on April 10, 1939, Easter Sunday. Use the National Archives Primary Source Analysis Worksheet to analyze this photograph: <http://www.archives.gov/education/lessons/worksheets/>

If time allows go to <http://media.nara.gov/mopix/audio/ww2/48-223.mp3> and listen to the 30 minute concert: Secretary of the Interior Harold Ickes introduces Anderson who sings 3 songs, first being “America,” then the NBC radio announcer gives a vivid description of the event, concluding with Anderson singing 3 spirituals.

- What would this event have meant to African-Americans? In July 1939 Marian Anderson received the Spingarn Medal of the NAACP. It was presented by Eleanor Roosevelt.
- What would this event mean to all Americans, many still trapped in the depths of the depression with war looming over the nations of Europe and Asia?

Conclusion: Write a paragraph explaining how this event supports the quote by Adlai Stevenson, “She would rather light a candle than curse the darkness, and her glow has warmed the world.”

Teacher Notes: Eleanor Roosevelt

Eleanor Roosevelt died on Nov. 7, 1962. Eleven months later the Post Office issued a commemorative stamp on her birthday, Oct. 11. One of Eleanor Roosevelt’s core beliefs was the equality of all races. She believed that the federal government had a moral duty to initiate and enforce changes to ensure racial equality. To read how she developed this value, go to the National First Ladies Library at <http://www.firstladies.org/biographies/firstladies.aspx?biography=33> She attended conferences at Howard University and in Birmingham, Alabama where she moved her chair into the aisle between the “white only and colored only” sections. She worked to ensure the appointment of Mary McLeod Bethune to the Advisory Committee of the National Youth Association and pushed for the Negro Affairs department to be created under the NYA. Mrs. Roosevelt worked for equal pay for all races under the Federal Relief Emergency Agency and brought national attention to the discrimination faced by Black sharecroppers under the Agricultural Adjustment Act. She was the first White citizen of Washington, D.C. to join and volunteer for the NAACP and the National Urban League. Through her work there was a historic shift of Black voters from the Republican party to support of the Democratic Party headed by President Franklin D. Roosevelt. But what brought her the most national attention was her resignation from the Daughters of the American Revolution because it had given in to local race restrictions and refused to allow Black opera singer Marian Anderson to perform at their Constitution Hall.

Teacher Notes: Marian Anderson

The Marian Anderson stamp issued on January 27, 2005 is the twenty-eighth in the Black Heritage series. The ceremony for the issuing the stamp was held at Constitution Hall and hosted by the Daughters of the American Revolution. For the details and speech by the President of the DAR, go to <http://www.dar.org/natsociety/content.cfm?ID=613&hd=n>

Ms Anderson learned to sing, soprano to bass parts, at her Philadelphia church where her talent was recognized and members raised money to pay for her formal training. She debuted at the New York Philharmonic on August 26, 1926. Her immediate success took her from Carnegie Hall to concerts across Europe. In 1936 she sang for President Roosevelt and guests at the White House. In 1938 she gave seventy concerts throughout the U.S. and it was only fitting that she perform in the national's capital. When the Daughters of the American Revolution learned that she was being booked for a concert in their Constitution Hall, the organization bowed to local restrictions and refused to rent to her. National outrage led the First Lady to resign her membership and Secretary of the Interior Harold Ickes invited her to perform on the steps of the Lincoln Monument. On that Easter Sunday, 1939 over 75,000 people attended the concert and another million listened on the radio to the NBC broadcast.

First Lady Eleanor Roosevelt did not attend the concert but she did invite Marion Anderson to the White House for a special concert for the visiting King and Queen of England.

I have never been able to analyze the qualities that the audience contributes to a performance. The most important, I think, are sympathy, open-mindedness, expectancy, faith and a certain support of your effort. I know that my career could not have been what it is without all these things, which have come from many people. The knowledge of the feelings other people have expended on me has kept me going when times were hard. That knowledge has been a responsibility, a challenge, and an inspiration. It has been the path to development and growth. The faith and confidence of others in me have been like shining, guiding stars.

Marian Anderson

National Standards United States History Era 8 Standard 1B

Image A

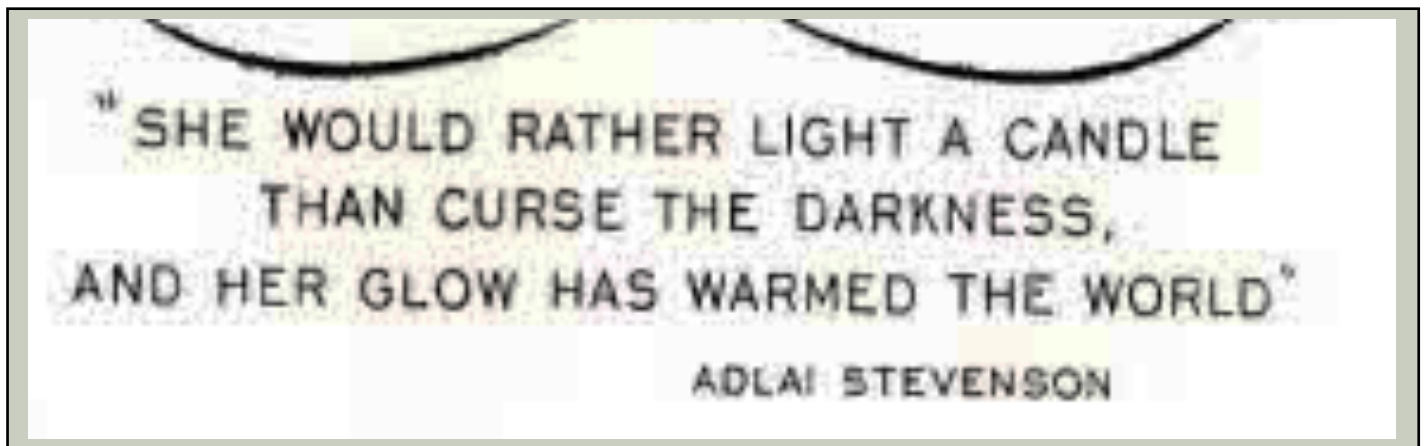
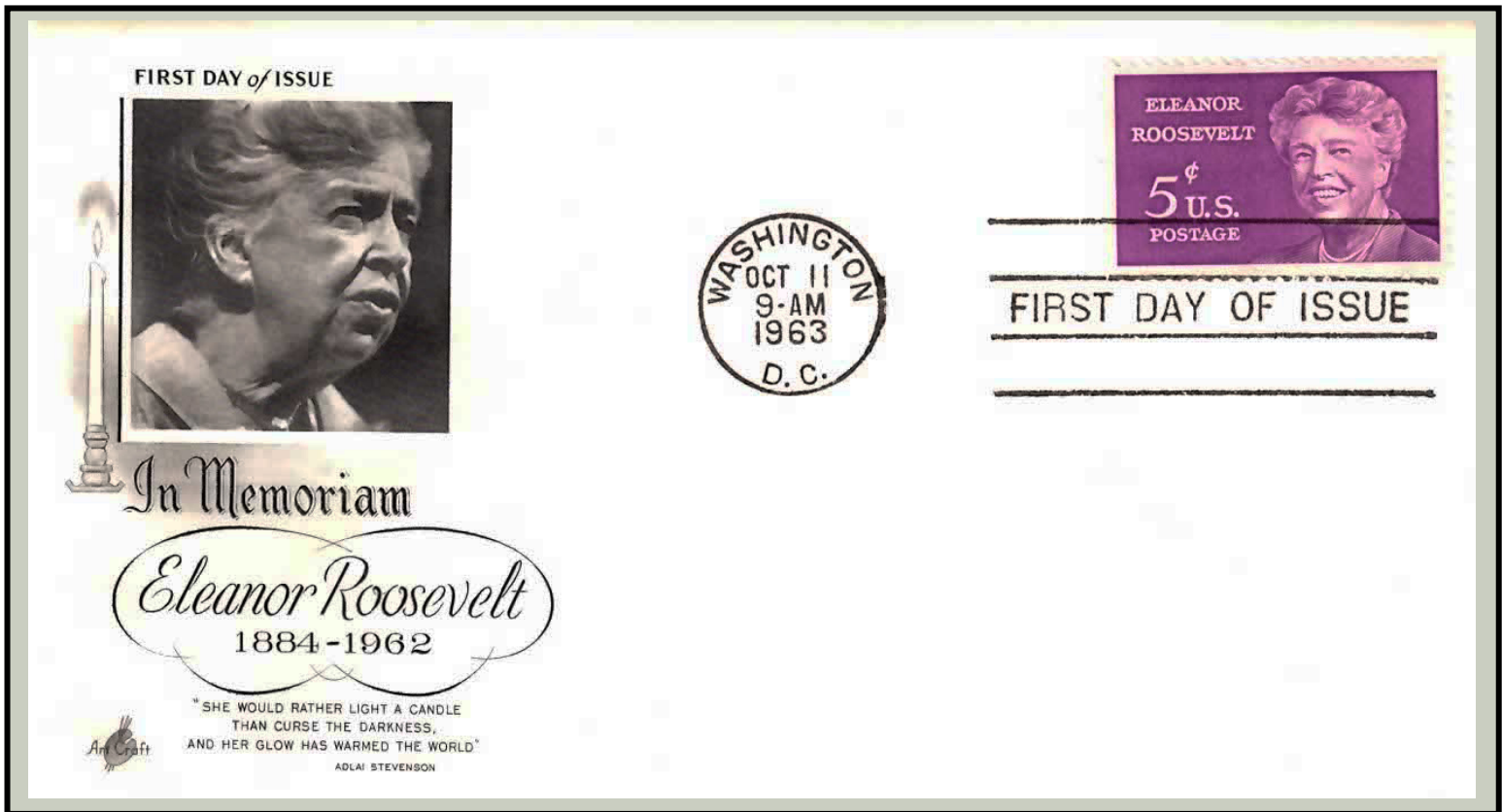


Image B



Image C original and translation

1
February 26, 1939.

Henry M.
My dear Mrs. Robert:

I am afraid that I have never been a very useful member of the Daughters of the American Revolution, so I know it will make very little difference to you whether I resign, or whether I continue to be a member of your organization.

However, I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist. You have set an example which seems to me unfortunate, and I feel obliged to send in to you my resignation. You had an opportunity to lead in an enlightened way and it seems to me that your organization has failed.

I realize that many people will not agree with me, but feeling as I do this seems to me the only proper procedure to follow.

Very sincerely yours,

February 26, 1939
My dear Mrs. Harry M. Robert, Jr.

I am afraid that I have never been a very useful member of the Daughters of the American Revolution, as I know it will make very little difference to you whether I resign or whether I continue to be a member of your organization.

However, I am in complete disagreement with the attitude taken in refusing Constitution Hall to a great artist. You have set an example which seems to me unfortunate, and I feel obliged to send in to you my resignation. You had an opportunity to lead in an enlightened way and it seems to me that your organization has failed.

I realize that many people will not agree with me, but feeling as I do this seems to me the only proper procedure to follow.

Very sincerely yours,

Image D

Marian Anderson and Eleanor Roosevelt Lesson



And the Envelope, Please!
Pearl Harbor Attack – A Day That Will Live in Infamy

On September 3, 1991, the U.S. Postal Service, in conjunction with the American Legion's national convention in Phoenix, Arizona, issued a series of stamps commemorating "1941: A World at War." Stamp topics include Lend-Lease, the Atlantic Charter, Arsenal for Democracy, aid to China, peace time draft and civil defense mobilization. The Postal Service would continue to issue ten stamps for each fiftieth anniversary year, 1992-1995.

Show students the First Day Cover (**Image A**) then read the account of the attack on Pearl Harbor by Commander Logan Ramsey (**Image B**).

Review the Japanese-U.S. relationship and discuss why the Japanese attack at Pearl Harbor on December 7, 1941 should not have been a surprise.

Japan's reasons:

- to build up its national reputation;
- to create an Asian Empire by "liberating European colonies" (**Image C Map of Pacific on CD**)
- to capture raw materials in support of its' economic independence from oil imports

U.S. response to Japan's growing empire:

- to stop exporting vital war materials to Japan such as oil, gasoline, machine tools, iron and steel (fall, 1940)
- to put a "freeze" on Japanese money invested in the U.S so it can't buy products (July, 1941)
- to sell or loan war materials to U.S. allies such as Great Britain, Australia and China
- to consolidate/re-supply naval vessels in Pearl Harbor and the air force in Hawaii.

By the Fall of 1941 the U.S. embargo was effectively working, so for Japan to capture the oil rich Dutch East Indies, it had to first "slow the response time of the U.S. navy".

"[S]ince Japan is unavoidably facing national ruin whether it decides to fight the United States or submit to its demands, it must by all means choose to fight."

Admiral Osami Nagano, the Chief of Staff of the Imperial Japanese Navy (IJN),
Imperial Conference, September 1941

Why would war rather than submission be clearly preferable to Japan, even though the war would be lost due to U.S. economic might?

On December 8, 1941 President Roosevelt spoke to a joint session of Congress and his address was broadcast to all America via the radio. As students read the speech (**Image D**) ask them to identify words that

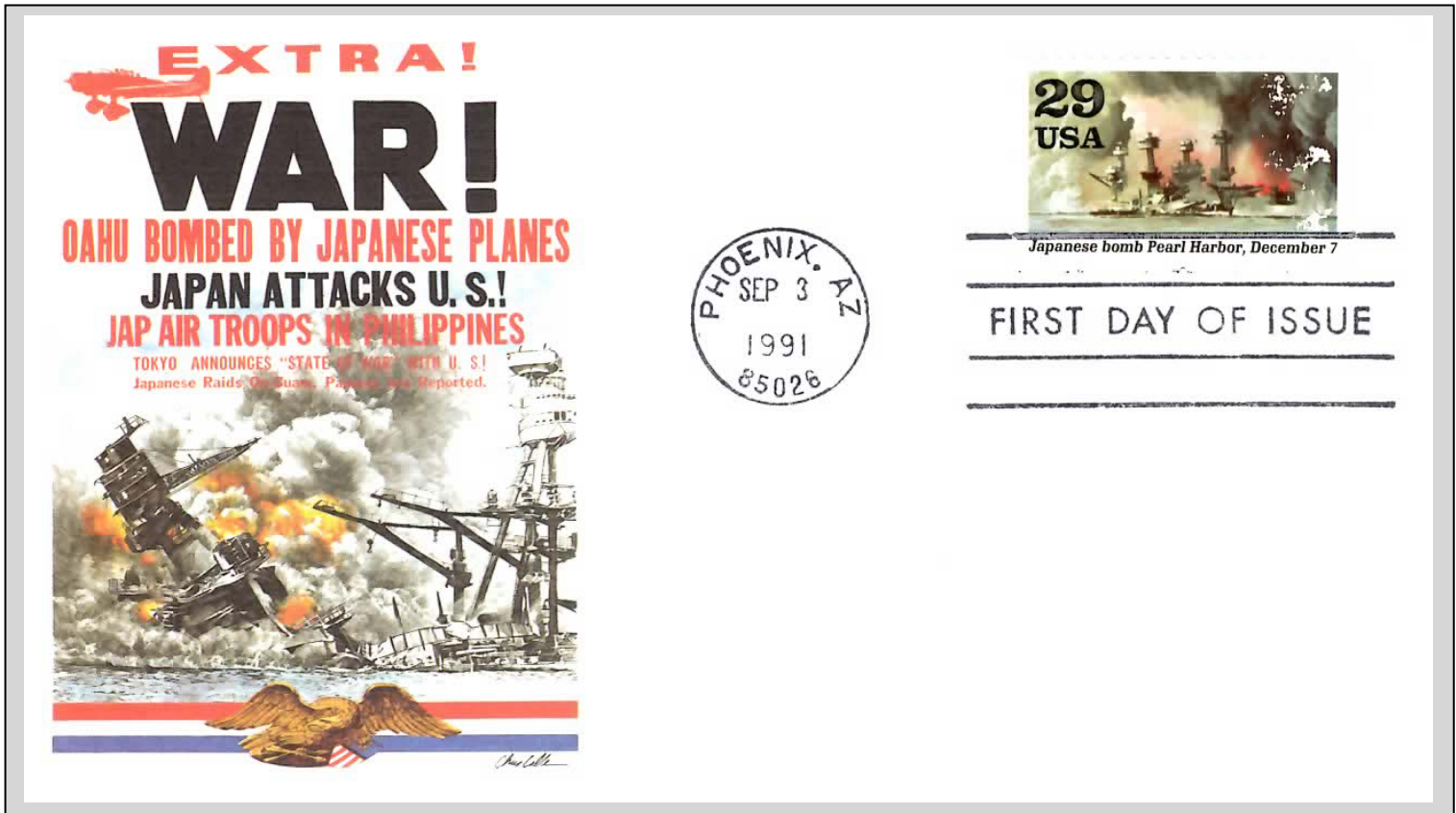
- speak to each audience,
- are emotionally charged,
- appeal to self preservation,
- speak to moral superiority.

What is the emotional affect of repetition? List the reasons given by the president for declaring war against Japan. Discuss if the attack on Pearl Harbor was unprovoked. Use the map (**Image C**) to identify all the areas attacked by Japan.

Conclusion: Imagine you were a teenager listening with your family to President Roosevelt's speech. How would you respond to his call for war? Knowing how society supported the war against Germany in 1917, discuss what your family could begin to do in 1941 to support this war effort against Japan.

Pearl Harbor Attack – A Day That Will Live in Infamy

Image A



Notes on the back of the envelope describing the attack:

JAPANESE BOMB PEARL HARBOR

The morning of December 7, 1941 was like so many in the tropics ... quiet, almost lazy — a Sunday. But less than two hours after dawn, it became a Sunday like no other. Before many of the American servicemen stationed at Pearl Harbor, Hawaii, had risen, the harbor and surrounding fields were under enemy air attack. The surprise was universal. The Japanese launched over one hundred eighty airplanes in the first wave from a point two hundred thirty miles north of Oahu. Striking with deadly efficiency, the planes hit Wheeler, Hickam and Bellows fields and pounded into American battleships anchored off Ford Island in Pearl Harbor. So shocking was this initial attack that only nine enemy planes were shot out of the once-serene tropical sky. The next wave

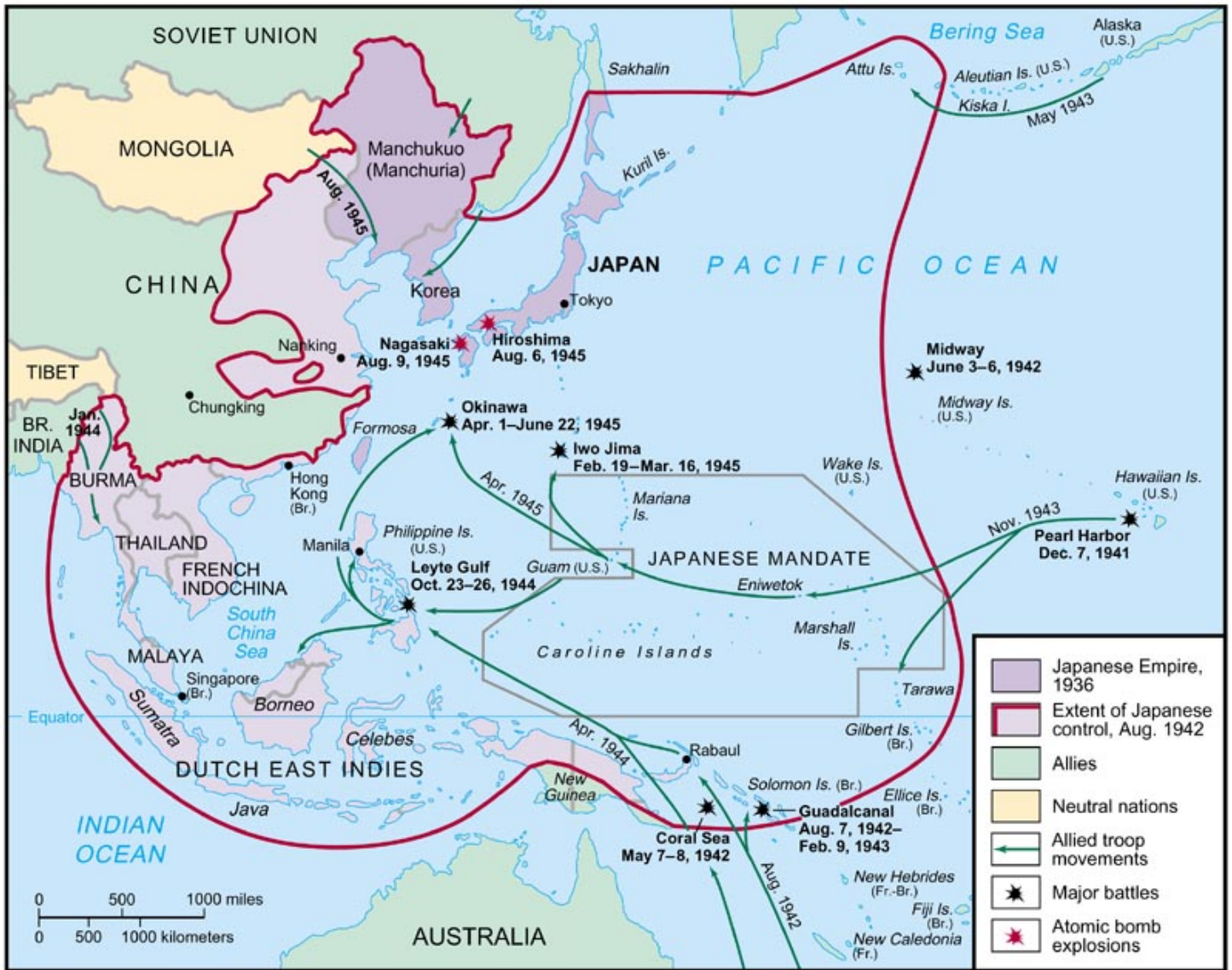
came less than an hour later, pounding into crippled battleships and destroying grounded American aircraft. With one well-planned and flawlessly executed blow, the Japanese sent American naval power reeling. The carnage was incredible: 2,403 American men and women were killed; the battleships U.S.S. *Arizona*, U.S.S. *West Virginia*, U.S.S. *California*, U.S.S. *Utah* and U.S.S. *Oklahoma* were knocked out of action; and only one quarter of the American aircraft were undamaged. It was a day which spurred the industrial might of a nation into action and sent United States servicemen into the arena of World War II. This First Day Cover design and accompanying U.S. Postal Service stamp remember the men and women who lost their lives on that tragic day in 1941.

Report of Pearl Harbor attack taken from testimony given by Captain Logan C. Ramsey, Sr. to a Joint Congressional Committee investigating Pearl Harbor.

Logan was appointed to the US. Naval Academy in 1914 and commissioned as an Ensign in June 1918. He was immediately sent to serve on the *U.S.S. Texas* at the end of World War I. In 1937 Commander Logan had written a report that became a hot topic of discussion. It expressed concern about the anchoring of ships and tethering of planes in straight lines due to the improvements in planes carrying bombs. Ironically in 1941 he was stationed on Ford Island in Pearl Harbor and was the first to radio announcing the Japanese attack.

“Our patrol planes covering the operation areas were carrying live depth charges and had specific orders to sink any submerged submarine sighted outside of the submarine sanctuary and without a close escort. At approximately 730 on the morning of December 7th I received a telephone call from the staff duty officer who informed me he had received a message from 14-Prep-1 (a PBV aircraft in Patrol Squadron 14) to the effect that they had sunk a submerged submarine one mile off the entrance to Pearl Harbor. I asked him if the message had been properly authenticated, because there was in the back of my mind the feeling that it was quite possible that it was a mistake, a drill message of some variety that had gotten out by accident. So I ordered the staff duty officer to request an authentication of the message immediately. However, that did not stop me from making an immediate report of the information to the staff duty officer of the Commander-in-Chief of the Pacific Fleet. I believe at the time I did not consider that as definite information of any enemy attack. I went immediately to the Command Center and for no reason that I know of, drew up a search plan for our aircraft under the conditions prevailing that day. I prepared it in dispatch form. Meanwhile, I was waiting for an authentication of this message. There was a slight delay, and approximately 5 or 10 minutes after I reached the Command Center, I saw, together with the staff duty officer, a single plane making a dive on Ford Island. The single plane appeared at the time to both the staff duty officer and myself in the light of a young aviator "flathatting" (flying low in a reckless manner) and we both tried to get his number to make a report of the violation of flight rules. He completed his dive, pulled up and away. We were commenting together on the fact that it was going to be difficult to find out who the pilot was, when the delayed action bomb which he had dropped, and which we had not seen drop, detonated, and I told the staff duty officer, "Never mind; it's a Jap." I dashed across the hall into the radio room, ordered a broadcast in plain English on all frequencies, "Air Raid, Pearl Harbor. This is no drill." The detonation of the bomb dropped by that first plane was my first positive knowledge of an enemy attack."

Image C



WORLD WAR II IN THE PACIFIC

<http://www.kindapush.com/PacificWarRevised.html>

Image D President Franklin D. Roosevelt's Message to Congress, Dec. 8, 1941

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Yesterday, December 7th, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya. Last night, Japanese forces attacked Hong Kong. Last night, Japanese forces attacked Guam. Last night, Japanese forces attacked the Philippine Islands. Last night, the Japanese attacked Wake Island. And this morning, the Japanese attacked Midway Island. Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area.

The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation. As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph — so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.

"Day of Infamy" Speech by Franklin D. Roosevelt, December 8, 1941; SEN 77A-H1, Records of the United States Senate; Record Group 46; National Archives.

Let's Play History Detective

U.S.S. Arizona

As students study the attack on Pearl Harbor, share the image and information about this *U.S.S. Arizona* envelope.

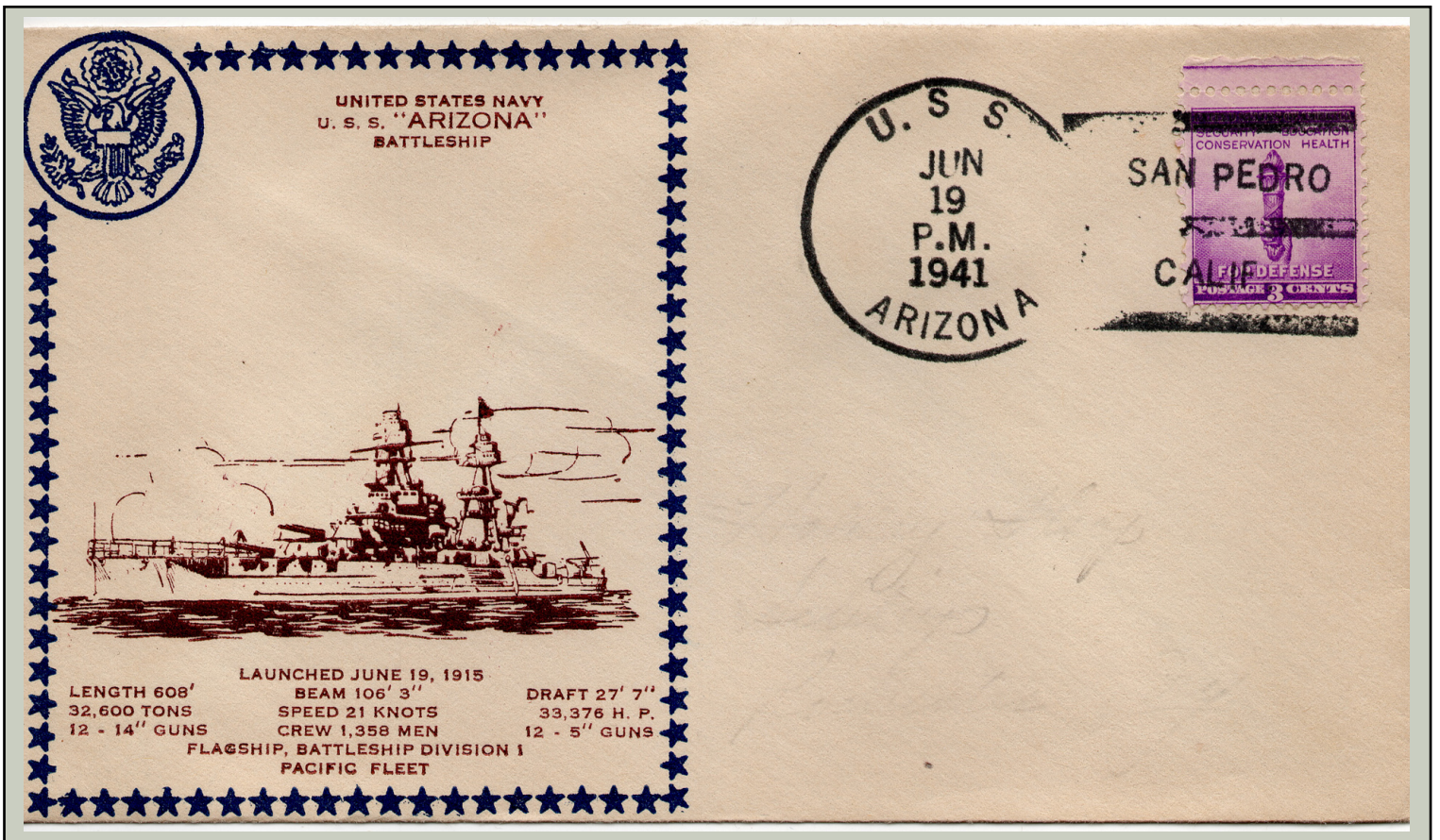
Examine the envelope (Image A) containing a postmark from the *U.S.S. Arizona* on the day that it was stationed off the southern California coastline. The cachet/artwork gives all the details about the ship; size, crew, guns and naval location. Further historical research found that the *U.S.S. Arizona* was commissioned in 1917 and operated out of Norfolk, Va. throughout World War I serving as a training ship and patrolling the waters of the eastern seaboard. During the 1920's and early 1930's the ship patrolled the waters of the Caribbean and the Panama Canal Zone. In 1938 the *Arizona* became part of the Pacific Fleet stationed in Pearl Harbor. She made one last visit to San Pedro, Ca. naval base from June 11-July 8, 1941. Over the next five months, she continued exercises and tactical exercises in the Hawaiian operating area. On December 7, 1941 Pearl Harbor was attacked by Japan. Historians believe that the *Arizona* was hit by eight bombs, which sank her at her berth alongside of Ford Island and killing 1,177 of the 1,512 men on board at the time—over half of the casualties suffered by the entire fleet on the “Day of Infamy.”

Looking again at the cover connect the cancellation to the ship history. Is the date and place correct? Using a magnifying glass reveals that the cover was addressed to the Hobby Shop, Sibley's, Rochester, N.Y. Online research explained that “Early in 1941 the manager of the Hobby Shop in the Sibley, Lindsay & Curr department store in Rochester, New York solicited orders for a set of about 250 covers to be postmarked during 1941 on every ship of the Navy. By June the manager ran into serious problems when military security regulations, adopted because of growing American involvement in World War II, prohibited Navy Mail Clerks from postmarking covers for collectors.

In order to fill orders, the manager began making fake postmarks which look somewhat like a Type 3 cancel.” The Type 3 cancel has the letters “U.S.S.” at the top of the dial and the ship's name at the bottom. It also has three cancellation bars across the stamp. Because the covers were not mailed from the ships and some of the cancels contained ship names that did not have their own post office, collectors began to question the authenticity of the cancels. Sibley's denied any wrongdoing. So all the information found on the cover's artwork is correct but the cover is considered a fake due to the cancellation, which conflicts with military regulations and because it was mailed from the store, not the ship.

For more information about naval covers go to
http://www.navalcovermuseum.org/restored/Naval_Cover_Museum.html

Image A



Warm Up/Review Questions Using First Day Cover WIN the WAR

At the time of the First Day Cover, it has almost been seven months since December 7, 1941, and the July 4th holiday is approaching. Ask students to discuss how a nation celebrates its birthday when it is engaged in a world war. How does a government keep all its citizens focused and involved in the war effort? What comparisons can be made with the present war against terrorism?

Display the **First Day Cover (Image A)**. This stamp and cover were issued on the anniversary of American independence in 1942, yet they symbolize the nation's war effort. Allow students time to study the cover and list the symbols that were used not only to unite the nation but also to celebrate July 4th. Don't overlook the slogan WIN the WAR!

ARTWORK (Image B):

The symbol of the eagle, our national "bird," is depicted in a very powerful pose, of protecting a city, farm, church and mountains.

The patriotic shield behind the eagle has 13 stars and 13 stripes.

STAMP (Image C):

The eagle has its wings posed in a V for victory. Also there are 13 stars surrounding the eagle on the stamp, representing the original colonies. In its talons are arrows.

Discuss the words used in the artwork statement to help unite the nation.

For example: *victory* – How does a nation know when it has won?

combined struggle – Who is fighting with us? Where is the struggle taking place?
or does the phrase mean the economy working with the military?

forces of aggression – Who are the Axis powers?

Stamps and First Day Covers seem like small ways to involve citizens in the war effort.

What other forms of propaganda did the nation use to win the war?

Conclusion: If time allows, ask students to draw a stamp or first day cover for July 4, 1945.
(Use stamp template on last page of booklet)

Win the War Lesson

Image A

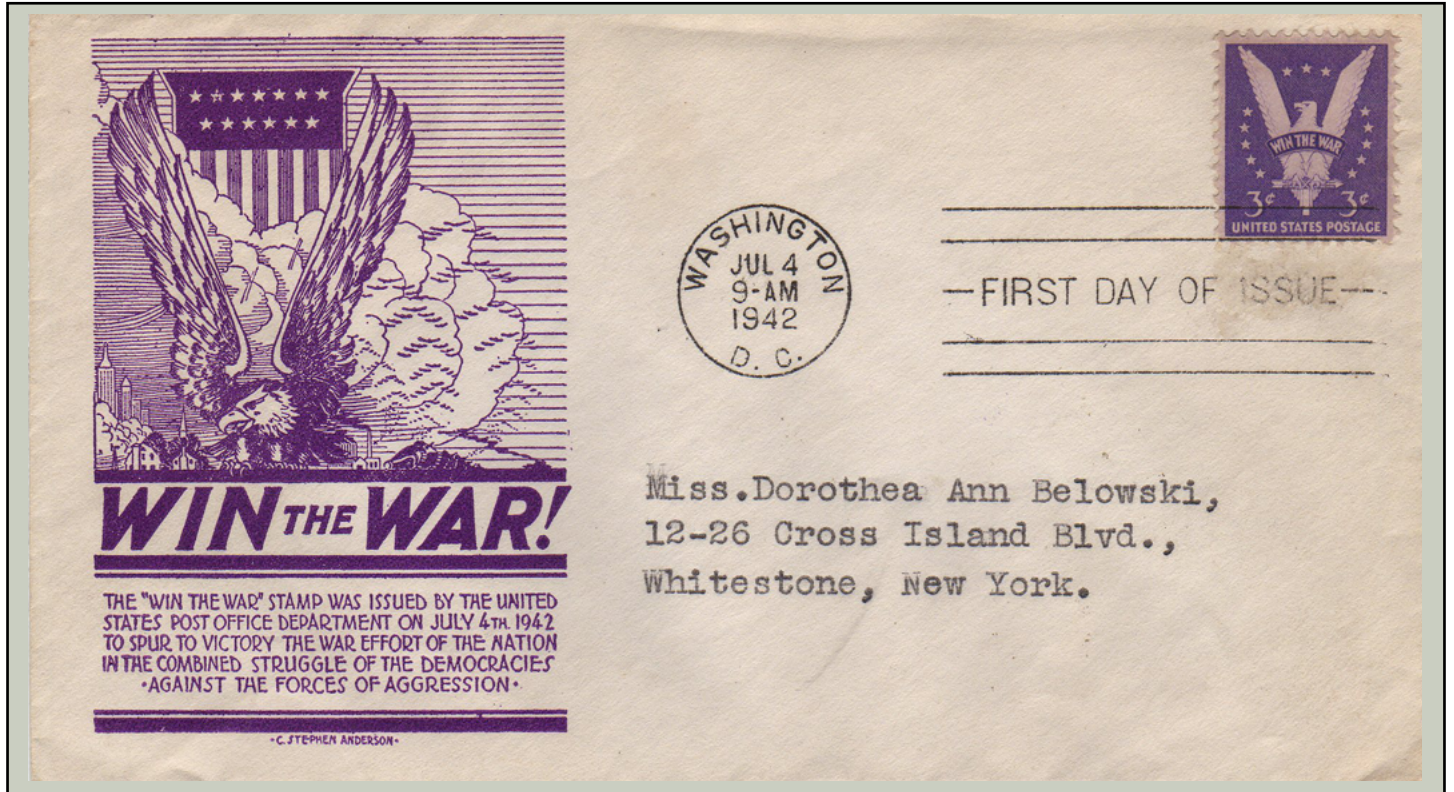


Image B



Image C



And the Envelope, Please! **U.S. Leaders - Heroes of World War II**

Over the years, the U.S. Postal Service has issued several stamps commemorating the leaders and heroes of World War II. This lesson contains the first day cover images, biographies of Claire Chennault, Dwight D. Eisenhower, Douglas MacArthur, George C. Marshall, Chester Nimitz, George Patton and a student matrix. The matrix asks students to collect information on each leader as to his education/military training, role in World War II and if he would be considered a leader or hero.

Begin the lesson by discussing the characteristics of a leader and a hero. How are they similar and yet different? The dictionary definition states, "A leader is one who guides, directs, or influences," whereas "A hero is one who has distinguished himself/herself because of special strength, courage or ability." When does a leader become a hero or vice versa? Ask the students to generate their own definition of leaders and heroes and then give examples of a present day leaders and heroes that support their definition. Introduce the class to this group activity by sharing the images of the first day covers, pointing out the three areas on the cover in which to find information; the stamp, postmark and artwork.

This lesson lends itself as a group work activity. Each student will be responsible for reading and analyzing one biography/first day cover, but will also be responsible to listen and fill in the matrix for the other five student reports.

Possible grouping strategies:

The classroom can be divided into student groups of six with each student being responsible for reading and filling in the matrix for just one of the World War II biographies. Then each student in that group teaches the other 5 about his individual.

Or the classroom can be divided into six groups with the entire group responsible for only one of the biographies. After reading the biography, discussing the information and filling in the matrix, the group then reports out their findings to the entire class.

As the class listens to each report, ask students to find "things these men had in common," such as all were born in the late 1800's, all had education after high school, or all served in World War I. Discuss with the entire class if these men fit the student definition of leader or hero, and if so how.

Conclusion: Assign students to use their matrix and write a paragraph describing if these men are leaders, heroes or both. How did their actions help win the war?

Notes: information to create these biographies was taken from a variety of online sources such as the Biography Channel, PBS, Texas State Historical Association, Naval History and Heritage, National Aviation Hall of Fame, and History.com.


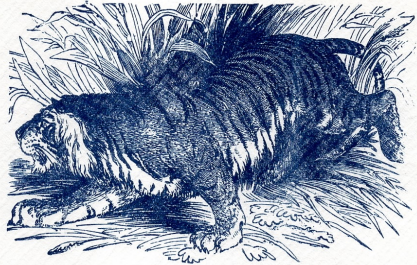
The Chennault first day cover includes an incorrect birth date.

Student Matrix
World War II Leaders – Heroes

Individual	Education- Training	Role in World War II	Leader or Hero?
Claire Chennault			
Dwight D. Eisenhower			
Douglas MacArthur			
George C. Marshall			
Chester W. Nimitz			
George S. Patton			

Leaders and Heroes of World War II

HONORING CLAIRE LEE CHENNAULT
U.S. AIR FORCE GENERAL


MONROE, LA
SEP 6
1990
7203

Claire Chennault
USA 40
Flying Tigers 1940s

FIRST DAY OF ISSUE

Chennault was born Sept. 6, 1890, in Commerce, Texas. In 1937, he became Air Adviser to the Chinese government, where he helped in China's war effort against Japan. His small group of volunteer American fliers became known as the Flying Tigers. During the early months of the Pacific war, only the Flying Tigers spoiled the succession of Japanese aerial victories.

First Day of Issue



NORMANDY

SUPREME ALLIED COMMANDER
WORLD WAR II

DWIGHT D. EISENHOWER
6¢ Coil Stamp
SERIES OF 1970

WASHINGTON
AUG 6
1970
D. C.

EISENHOWER-USA
6c

FIRST DAY OF ISSUE

WILLIAM YOST
2975 LEAHY
DALLAS TEXAS 75229

MACARTHUR BACK IN LUZON!
800 SHIP... HUGE ARMY

...SMASH INLAND ALONG 15 MILES
OF COAST WITH LIGHT LOSS

...AND NOW AT
THE BAY AREA
...THE BAY AREA
...THE BAY AREA

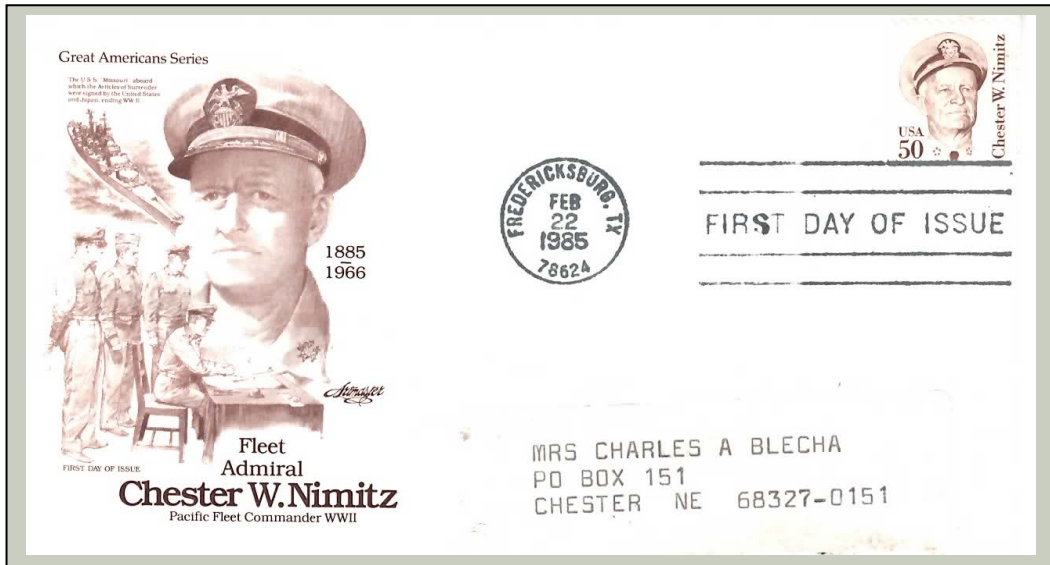


HONOLULU, HI
SEP 2
1995
96820

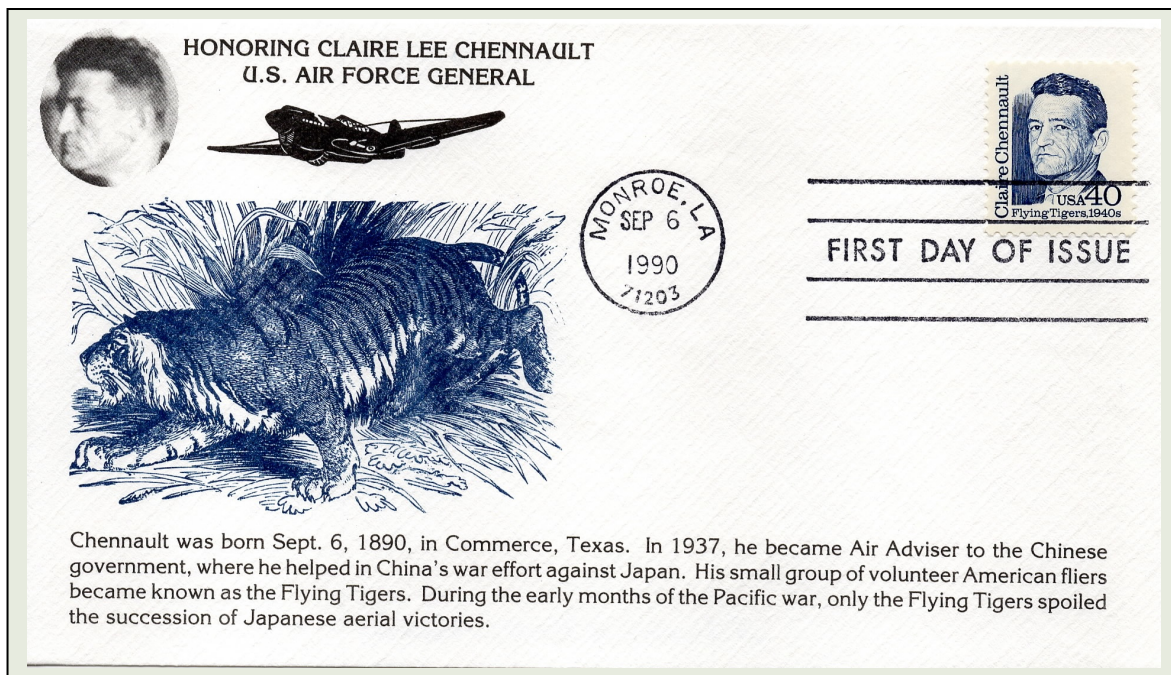
32
USA

Pierce fighting frees Manila by March 3, 1945

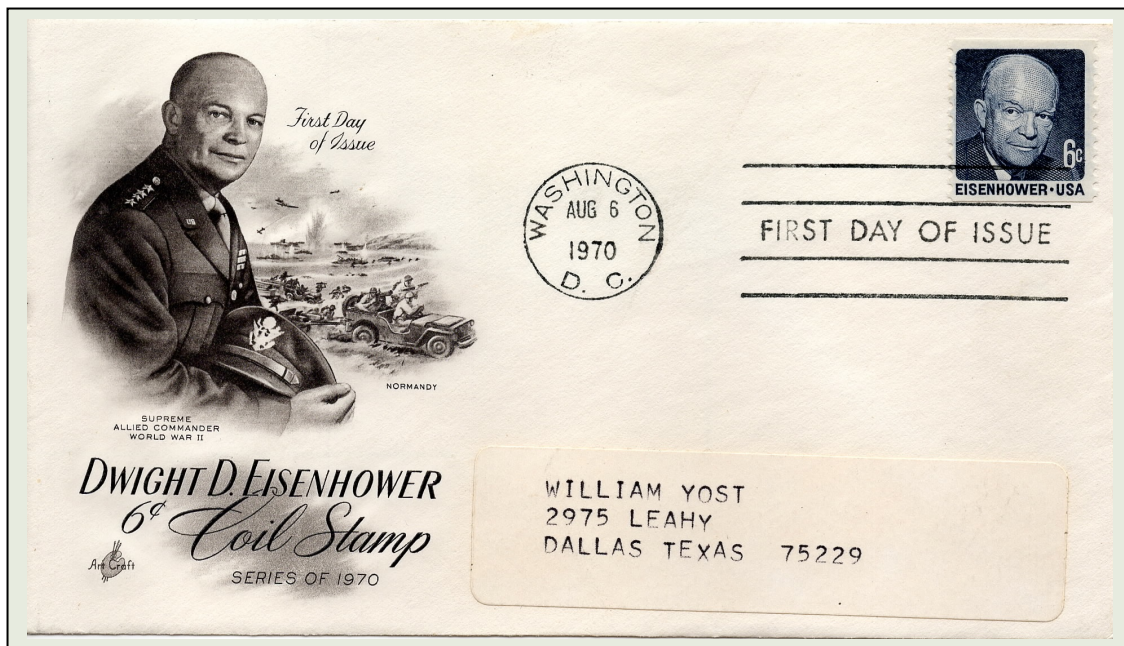
FIRST DAY OF ISSUE



CLAIRE LEE CHENNAULT (1893–1958), aviator and air force general, son of John Stonewall Jackson and Jessie (Lee) Chennault, was born on September 6, 1893, in Commerce, Texas. He was a descendant of eighteenth-century Huguenot immigrants, related to Sam Houston paternally and to Robert E. Lee maternally. He earned a teaching degree and taught in several towns of Louisiana before being commissioned as a first lieutenant in the army when the U.S. entered into World War I. Chennault transferred from the infantry to the Signal Corps Aviation Section where he earned his pilot's license and became a flight instructor. From 1919 to 1937 he served at a variety of military bases from Virginia, Texas, California and Hawaii establishing flight schools, and training pilots. By 1937 he had earned the rank of major but deafness (caused by flying in open cockpit planes) and disagreements with his superiors over tactics forced his retirement. In the same year he became advisor to Chinese leader Chiang Kai-shek and the Chinese Air Force as it fought to stop the Japanese invasion. In 1941 he organized the American Volunteer Group that became known as the Flying Tigers. It was a group of pilots who volunteered to not just teach the Chinese pilots but to also fight against the Japanese. Chennault's tactics of airplanes using high speed hit-and-run paid off during a time when the Flying Tigers consistently faced and outfought a numerically superior enemy force. In less than one year, the Flying Tigers claimed 299 kills of Japanese aircraft which was impressive considering this was accomplished by only 60 pilots and a small ground crew. In 1942 Chennault was recalled to active duty and placed in command of the U.S. 14th Air Force in China. But his tour was marked by conflicts with the theater commander, Lt. Gen. Joseph Stilwell. Chennault wanted to work with the Chinese Nationalist Air Force and attack Japan from Chinese bases but Stilwell ordered the 14th Air Force to help open a supply route from Burma into China. Stilwell believed the war would be won by the "men in the trenches", while Chennault believed it would be won through the air. Chennault was retired against his will in July 1945, as air corps strategists regarded the defensive tactics he favored as obsolete. After World War II until 1950 he helped to organize and became chairman of the board of Civil Air Transport, which delivered supplies as well as munitions and troops for the Nationalist's government in China's civil war. He died in 1958 at his home in New Orleans.



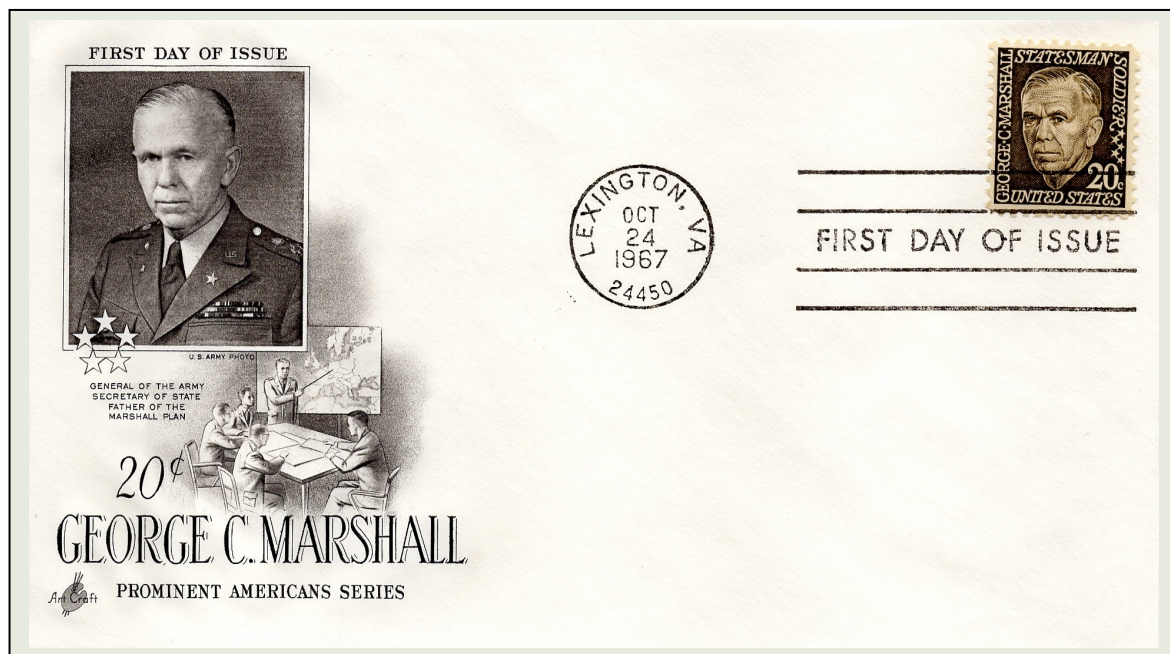
DWIGHT DAVID EISENHOWER, (1890–1969), general of the army and thirty-fourth president of the United States, was born in Denison, Texas, on October 14, 1890. Shortly after his birth the family moved to Abilene, Kansas, from where in 1911 Eisenhower was appointed to the United States Military Academy at West Point, New York. By 1917, he had risen to the temporary grade of lieutenant colonel. Although he never went to France during World War I, Eisenhower commanded Camp Colt, the Army's tank corps training center at Gettysburg, Pennsylvania. In 1926 he graduated number one in his class at the highly competitive Command and General Staff School, Fort Leavenworth. During the 1930s Eisenhower, as a major and lieutenant colonel, was assigned largely to staff positions. His years in the War Department (1929–35) and as chief of staff to Gen. Douglas MacArthur in the Philippines (1935–39) gave him an insight into governmental affairs, both military and civilian. On December 14, 1941, Eisenhower, then at Fort Sam Houston, was transferred to the War Plans Division, United States Army Staff, under Gen. George C. Marshall to draft a basic strategy for the war against the Axis. As a result of his efforts, Eisenhower was promoted to Commanding General, European Theater on June 25, 1942. Soon after his arrival, he led British and American troops in North Africa during Operation TORCH. By the end of 1943, Eisenhower had conducted successful landings in Sicily and Italy and negotiated an Italian surrender. Due to his successes, the Combined Chiefs of Staff named him Supreme Commander of the Allied Expeditionary Force for the invasion of northern Europe. As supreme commander, he gave the order that sent British and American troops into Normandy on June 6, 1944 (D-Day). Following the success of that invasion, Eisenhower launched a second landing in the south of France to trap the Germans and force them to retreat from France. On May 8, 1945 (V-E Day) he accepted the unconditional surrender of the Germans. In 1948 Eisenhower retired as army chief of staff to become president of Columbia University in New York. In 1951 he was recalled to military duty to serve as supreme commander, Allied Powers in Europe, under NATO. In 1953 he became Commander in Chief when he was inaugurated as President of the United States.



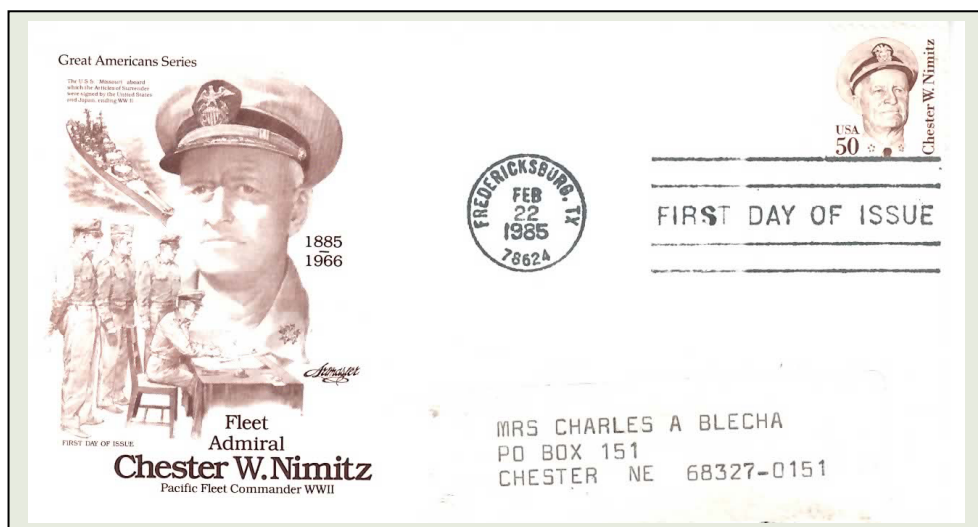
Douglas MacArthur (1880-1964) was born at the Little Rock Barracks in Arkansas. MacArthur's early childhood was spent on western frontier outposts where his Army officer father, Arthur MacArthur was stationed. In 1903, MacArthur graduated at the top of his class from the U.S. Military Academy at West Point. As a junior officer in the years leading up to World War I, he was stationed in the Philippines. After the United States entered World War I in 1917, MacArthur helped lead the 42nd Division (the so-called "Rainbow Division," a National Guard unit composed of soldiers from a number of states) and was promoted to brigadier general. From 1919 to 1922 Douglas MacArthur served as the superintendent of West Point and instituted a variety of reforms intended to modernize the school. In 1930 President Herbert Hoover named MacArthur Chief of Staff of the Army, with the rank of general. In this role, MacArthur sent Army troops to remove the so-called Bonus Army of unemployed World War I veterans from Washington, D.C., in 1932. In 1935, after finishing his term as Chief of Staff, MacArthur was tasked with creating an armed force for the Philippines. In 1937, he retired from the U.S. army to accept the position of Field Marshall in the Philippine Army. But with expansionist Japan posing an increasing threat, Douglas MacArthur was recalled to active duty in 1941 and named commander of U.S. Army forces in the Far East. On December 8, 1941 the Japanese, invaded the Philippines and MacArthur's forces retreated to the Bataan peninsula, where they struggled to survive. In March 1942, on orders from President Franklin Roosevelt, MacArthur, his family and members of his staff fled Corregidor Island in PT boats and escaped to Australia. Shortly afterward, MacArthur promised, "I shall return." The next month, MacArthur was appointed supreme commander of Allied forces in the Southwest Pacific and even though the U.S.-Philippines military fell to the Japanese, he was awarded the Medal of Honor for his defense of the Philippines. He spent the next two and a half years commanding an island-hopping campaign in the Pacific before famously returning to liberate the Philippines in October 1944. Wading ashore at Leyte, he announced, "I have returned. By the grace of Almighty God, our forces stand again on Philippine soil." In December 1944, he was given command of all Army forces in the Pacific. On September 2, 1945, MacArthur officially accepted Japan's surrender aboard the *USS Missouri* in Tokyo Bay. From 1945 to 1951, as Allied commander of the Japanese occupation, MacArthur oversaw the successful demobilization of Japan's military forces as well as the restoration of the economy, the drafting of a new constitution and numerous other reforms.



George Catlett Marshall (1880-1959) George Marshall's father owned a prosperous coal business in Pennsylvania, but the boy decided to become a soldier. He enrolled at the Virginia Military Institute from which he was graduated in 1901 as senior first captain of the Corps of Cadets. After serving in posts in the Philippines and the United States, Marshall was graduated with honors from the Infantry-Cavalry School at Fort Leavenworth, Kansas in 1907 and from the Army Staff College in 1908. The young officer distinguished himself in a variety of posts in the next nine years, earning an appointment to the General Staff in World War I and sailing to France with the First Division. He achieved fame and promotion for his staff work in the battles of Cantigny, Aisne-Marne, St. Mihiel, and Meuse-Argonne. After acting as aide-de-camp to General Pershing from 1919 to 1924, Marshall served in a variety of positions and places: in China from 1924 to 1927; as instructor in the Army War College in 1927; as assistant commandant of the Infantry School from 1927 to 1932; as commander of the Eighth Infantry in 1933; as senior instructor to the Illinois National Guard from 1933 to 1936; and as commander, with the rank of brigadier general of the Fifth Infantry Brigade from 1936 to 1938. In July 1938, Marshall accepted a post with the General Staff in Washington, D. C., and in the following year was named Chief of Staff, with the rank of general, by President Roosevelt. As head of the army, Marshall directed the American military buildup for World War II. He presided over the raising of new divisions, the training of troops, the procurement of equipment, and the selection of top commanders. Under his leadership, the U.S. Army grew in less than four years from fewer than 200,000 men to a well-trained and well-equipped force of 8.3 million men. Beginning in 1941 he was a member of the policy committee that supervised the atomic studies engaged in by American and British scientists. As Chief of Staff and principal U.S. war planner, Marshall strongly advocated an Allied drive on Nazi forces across the English Channel, which evolved into the Normandy invasion on June 6, 1944, and the campaign to liberate Western Europe. When the war ended in 1945, Marshall resigned from the military but continued in public service acting on behalf of the U.S. in China. In 1947 President Truman asked him to accept the post of Secretary of State. The U.S. Senate unanimously approved the nomination making Marshall the first former military leader to become the head of the U.S. Department of State. As secretary, Marshall directed his staff to formulate a program of economic recovery for Europe. In 1953 Marshall was awarded the Nobel Peace Prize for this work, which was known as the Marshall Plan.



CHESTER WILLIAM NIMITZ (1885–1966) was born in Fredericksburg, Texas, on February 24, 1885. He applied for the United States Naval Academy and graduated seventh in his class of 114 at Annapolis on January 30, 1905. After two years' training aboard the *U.S.S. Ohio*, he was commissioned an ensign and given command of the gunboat *USS Panay* in the Philippines. After being transferred to the destroyer *USS Decatur*, he unfortunately ran the ship aground. Consequently, Nimitz was court-martialed, reprimanded, and denied his request for battleship duty. He was assigned to a submarine instead. In four consecutive undersea commands, Nimitz became a leading "pigboat" authority and built a reservoir of experience that proved invaluable in both world wars. He had one year in command of the Atlantic Submarine Flotilla before coming ashore in 1913 for duty in connection with building the diesel engines for the tanker *USS Maumee* at Groton, Conn. In that same year, he was sent to Germany and Belgium to study engines at their Diesel Plants. In 1920 he went to Pearl Harbor to build the submarine base there. Next assigned to the Naval War College, his studies of a possible Pacific Ocean war's logistics would become extremely relevant two decades later. In 1926 Nimitz was assigned to the University of California at Berkeley to develop the prototype for the Naval Reserve Officers Training Corps; there he produced a model that was duplicated in fifty-two colleges and universities. Nimitz left Berkeley with the rank of captain in 1929 and over the next ten years progressed through commands of a submarine division, the San Diego destroyer base, and the cruiser *Augusta*, flagship of the Asiatic Fleet. After service in Washington as assistant chief of the Navy Bureau of Navigation and promotion to rear admiral, he commanded first a cruiser division, then a battleship division. In 1939 he became chief of the Bureau of Navigation, a position he still held when the Japanese attacked Pearl Harbor on December 7, 1941. In the aftermath of the attack, Adm. Husband E. Kimmel was relieved as commander-in-chief of the Pacific Fleet, and Nimitz was chosen to replace him. The change of command took place at Pearl Harbor on Christmas Day, 1941. With the rank of fleet admiral, Nimitz viewed his primary task as combating the tendency of both the American public and the military to reflect on mistakes that had permitted the Pearl Harbor disaster and brought the nation into World War II. He focused instead on the enemy's mistakes and the positive aspects of the American position: the Pearl Harbor submarine base remained intact, and the aircraft carriers, at sea on December 7, had been spared. From the nerve center at his headquarters, Nimitz directed these forces to action. With James Harold Doolittle's carrier-based raid on Japanese cities in April 1942 and victories in the Coral Sea and at Midway Island, confidence was restored. Allied forces seized the initiative. Nimitz was named commander-in-chief of Pacific Ocean Areas, in addition to his Pacific Fleet command. With authority over the entire Pacific theater except for Gen. Douglas MacArthur's Southwest Pacific sector and the inactive southeast, Nimitz coordinated the offensive that brought the Japanese to unconditional surrender. After MacArthur accepted the Japanese surrender, Nimitz signed the peace treaty for the United States aboard the battleship *Missouri* in Tokyo Bay on September 2, 1945. He was much decorated by foreign governments and was awarded both the army and navy Distinguished Service medals of the United States.



George S. Patton (1883-1945) born November 11, 1885 in San Gabriel, California, knew from an early age that he wanted to be a military hero. He attended the Virginia Military Institute for one year and went on to graduate from the United States Military Academy at West Point, New York on June 11, 1909. He was then commissioned a Second Lieutenant in the 15th Cavalry Regiment. In the summer of 1913, Patton received orders to report to the commandant of the Mounted Service School in Fort Riley, Kansas. From there he was assigned to fight under General Pershing with the U.S. Expeditionary Forces in Mexico. From 1917 through 1920, Patton became the first member and commander of the newly established United States Tank Corps. When the U.S. entered World War I, Patton's Tank Corps were sent to France. Along with the British tankers, he and his men achieved victory at Cambrai, France, which was the world's first major tank battle. Patton earned the Distinguished Service Cross for heroism for his brilliant maneuvering of almost 350 tanks at the frontlines, and for taking a bullet in the leg during the battle. Using his first-hand knowledge of tanks, Patton organized the American tank school in Bourq, France and trained the first 500 American tankers. An outspoken advocate for tanks, Patton saw them as the future of modern combat. Congress, however, was not willing to appropriate funds to build a large armored force. But in 1939 when the German Blitzkrieg began on Europe, Patton finally convinced Congress that the United States needed a more powerful armored striking force. With the formation of the Armored Force in 1940, he was transferred to the Second Armored Division at Fort Benning, Georgia and named Commanding General on April 11, 1941. The United States officially entered World War II in December 1941, after the attack on Pearl Harbor. By November 8, 1942, Patton was commanding the Western Task Force, the only all-American force landing for Operation Torch, the Allied invasion of North Africa. After succeeding there, Patton commanded the Seventh Army during the invasion of Sicily in July 1943, and in conjunction with the British Eighth Army restored Sicily to its citizens. Patton commanded the Seventh Army until 1944, when he was given command of the Third Army in France. Patton and his troops dashed across Europe after the battle of Normandy and exploited German weaknesses with great success, covering the 600 miles across France, Belgium, Luxembourg, Germany, Austria and Czechoslovakia. When the Third Army liberated the Buchenwald concentration camp, Patton slowed his pace. He instituted a policy, later adopted by other commanders, of making local German civilians tour the camps. By the time World War II was over, the Third Army had liberated or conquered 81,522 square miles of territory. In October 1945, Patton assumed command of the Fifteenth Army in American-occupied Germany. On December 9, 1945 he suffered injuries as the result of a car accident and died 12 days later. Patton was buried among the soldiers who died in the Battle of the Bulge in Hamm, Luxembourg.



And the Envelope, Please **Women in World War II**

Immediately after the conclusion of World War II, the Post Office issued a stamp for each branch of the military services, recognizing the efforts of the enlisted men. Show **First Day Cover (Image A)**. Give students time to laugh at the **ARTWORK**, and then analyze the **STAMP** (U.S. Army soldiers marching passed the Arc de Triomphe in Paris on August 29, 1944) and the **POSTMARK** (issued on Sept. 28, 1945, exactly 26 days after the official end of World War II).

It was not until 1952 that pressure was put on the Post Office to recognize the role of women in the military during the war. There was a shortage of nurses in the Army in 1952 and it was believed that a stamp could be used as a recruiting tool. This was the first stamp issued by the Post Office honoring “Women in the Armed Services”.

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

Conclusions might include:

- The stamp was issued on September 11, 1952 from Washington, D.C.
- The stamp was honoring women in “Our Armed Services”.
- Women served in four branches of the military.
- Forty thousand women served as nurses.
- All women were united for freedom’s cause.
- All women who served were Caucasian.

What facts from the First Day Cover support those conclusions?

POSTMARK: Sept. 11, 1952 Washington, D.C.

STAMP: Images of women in the four branches of the military
In the background is the United States capitol.

ARTWORK: Images of women in the four branches of the military with two flags.
Forty thousand women served. Includes an image of a nurse.
Statement “All United for Freedom’s Cause

What conclusions can be drawn from these facts, and are the facts correct?

Women did serve in the four branches of the armed services.

But over 59,000 women served in the Army Nurses Corp alone and approximately 350,000 women served in all branches of the military.

The military branches were segregated, so only 479 African-American women were admitted to the Army Nurses Corp.

Women did serve in other areas of the military such as secretarial or “desk” jobs, jeep and truck drivers, and airplane pilots. By filling these jobs men were freed up for combat positions.

Show Image C and ask students to discuss the propaganda found on the World War II poster. What does it mean to be a girl with a star spangled heart?

(continued)

On 14 May 1942, Public Law 77-554 created the WAAC. The statute gave the President authority to establish “from time to time . . . a Women’s Army Auxiliary Corps for noncombatant service with the Army . . . for the purpose of making available to the national defense when needed the knowledge, skill, and special training of the women of the Nation.” The legislation also provided that the women of the Corps would be of “excellent character, in good physical health between the ages of twenty-one and forty-five and citizens of the United States.” On 15 May, President Roosevelt signed it and on the next day Oveta Culp Hobby, owner and publisher of the *Houston Post* was sworn in as first Director of the Women’s Army Auxiliary Corps.

In July 1943, the WAAC became the Women’s Army Corps (WAC), and women were in the Army, not a mere auxiliary to the Army. To build the core structure of the WAC, Hobby advertised for 400 positions. Thirty thousand women applied. Applications were screened, then interviewed, and the “best” were chosen. Hobby told the first class of women at Fort Des Moines that they had a “debt to democracy and a date with destiny.” Hobby sought the establishment of War Department policies that prohibited the use of women in mess facilities, except to the extent it was necessary for them to perform kitchen duties within their units. She fought constantly to insure that women were not assigned to menial jobs, arguing that quality recruits would not be available if women were assigned primarily as cooks, waitress, and laundresses. Once those 400 women were trained and structures were in place for the training of recruits at Fort Des Moines, the army in February 1943 began to recruit female soldiers. Participation in the WAAC/WAC was promoted as a means of protecting family and home, rather than a means of destroying these when women left them. Hobby faced every problem that arose with the creation of WAC, from the creation of a uniform, to the physical training regiment of recruits, to how to treat pregnant female soldiers.

"The gaps our women will fill are in those noncombatant jobs where women's hands and women's hearts fit naturally. WAACs will do the same type of work, which women do in civilian life. They will bear the same relation to men of the Army that they bear to the men of the civilian organizations in which they work."

During World War II women served as nurses, typist, clerks and mail sorters as well as jeep drivers, mechanics and pilots ferrying planes from the factories to the military bases. Because of their work more men were able to move into the front lines.

In Washington, D.C., on the World War II Memorial is a quote by Oveta Culp Hobby that best describes the role of women in the military:

"Women who stepped up were measured as citizens of the nation, not as women, ...this was a peoples war, and everyone was in it."

Teacher Notes: As the discussion of the 1952 stamp shows, women in the military faced segregation, quotas, limited opportunities and little recognition for their work. A perfect example of this discrimination was First Lt. Annie G. Fox who was awarded a Purple Heart in 1942 for her courage and work during the attack by the Japanese on her hospital at Pearl Harbor on Dec. 7, 1941. In 1943, that award was rescinded because the rules had changed, and one had to be wounded to receive the Purple Heart. Subsequently she was given the Bronze Star. Go to the National Archives site to read a copy of the letter concerning this action.

http://www.archives.gov/exhibits/a_people_at_war/women_who_served/articles_women_who_served/annie_fox_bronze_star.html

Along with the WACS, a law established the WAVES, “Women Accepted for Volunteer Emergency Service”, in July 1942. In the first year, 27,000 women joined the navy. At the same time the Coast

Guard formed a women's reserve, the SPARS. On September 10, 1942, a War Department press release announced that an experimental unit, the Women's Auxiliary Ferrying Squadron (WAFS), was to be established. Female pilots were hired to ferry planes from the factory to the male flight training schools. After overcoming outright refusal from Marine leadership, the Marine Corps Women Reserves, MCWR was finally authorized in November 1942. By the end of the war, there were 18,460 MCWR.

A few of the major changes for women in the armed services include:

- 1948 – women given full integration into the armed services in all branches, but only 2% of the enlisted men's totals.
- 1967 – quota dropped on enlistments
- 1976 – women admitted to all service academies
- 1978 – women allowed to serve on naval vessels not in combat
- 1991 – repeal of limitations of women assigned to aircraft in combat zones
- 1994 – women allowed on naval vessels in combat zones
- 2008 – Army Lt. General Ann E. Dunwoody was nominated to be the first female four-star general in U. S. history. She will be responsible for supplying the Army with all its equipment.

Use the Stamp Outline/Template found on the last page of the booklet and ask students to draw a new stamp honoring women in the military today.

National Standards United States History Era 8 Standard 3

Women in World War II Lesson

Image A

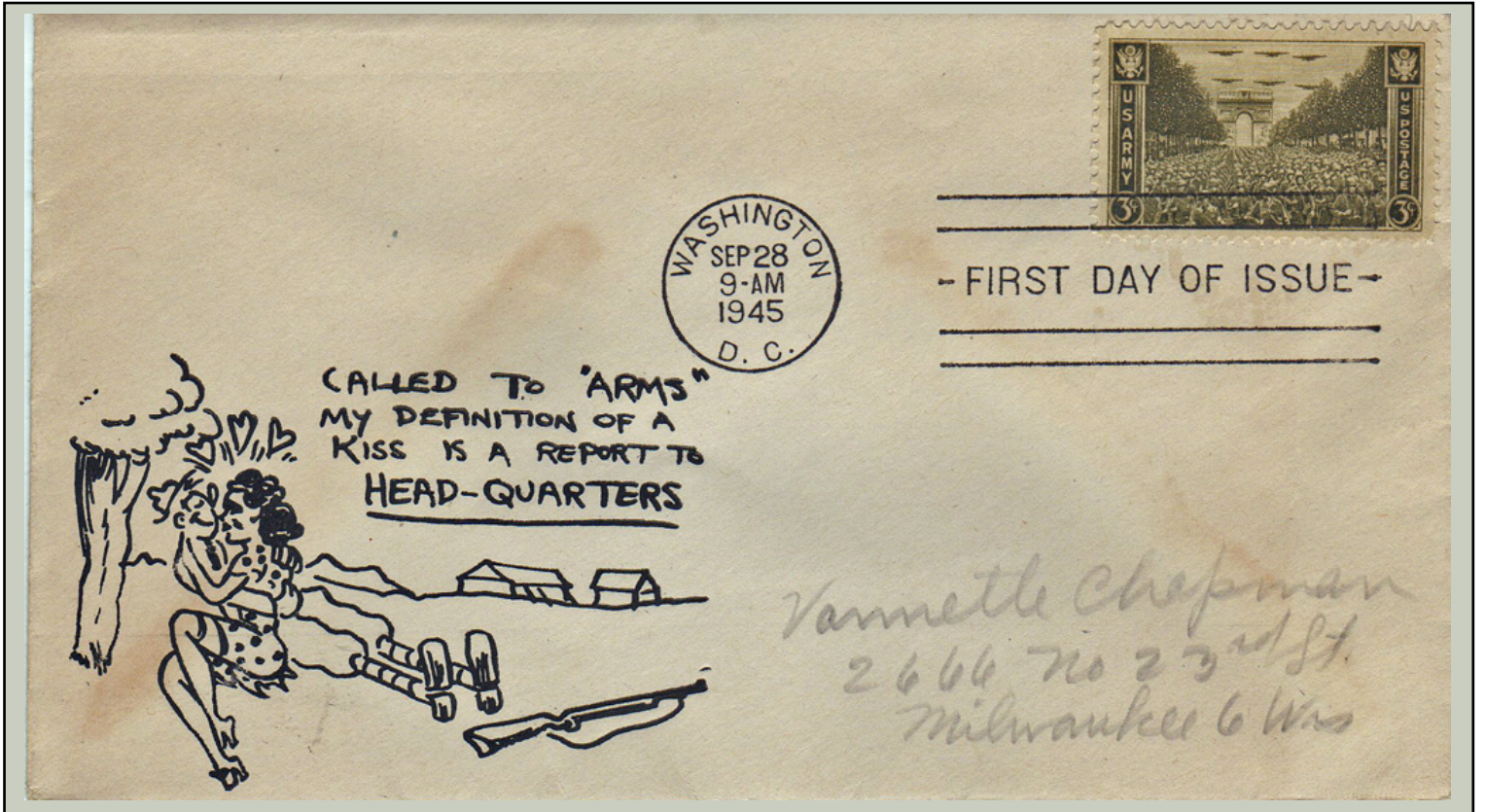


Image B

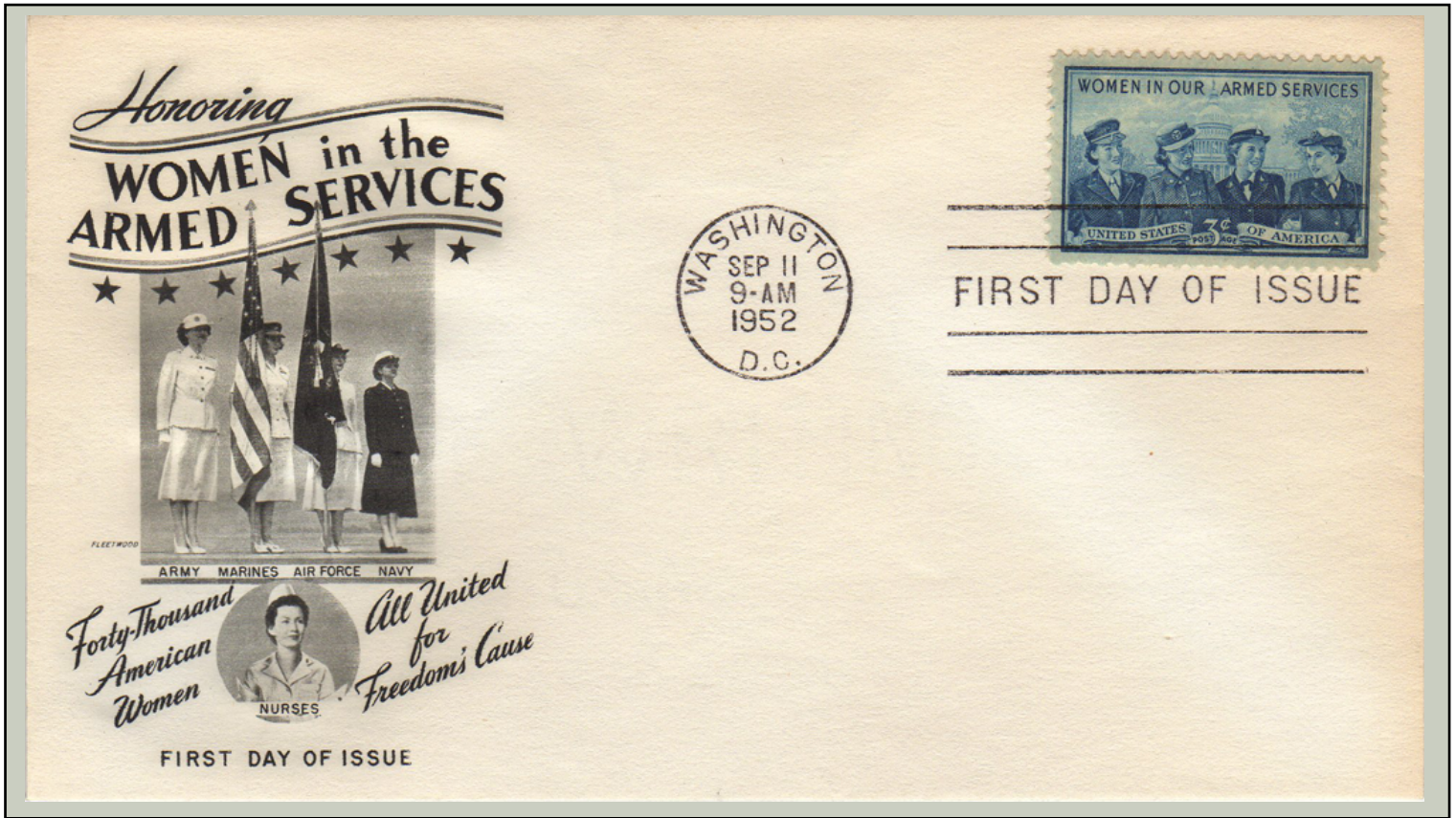
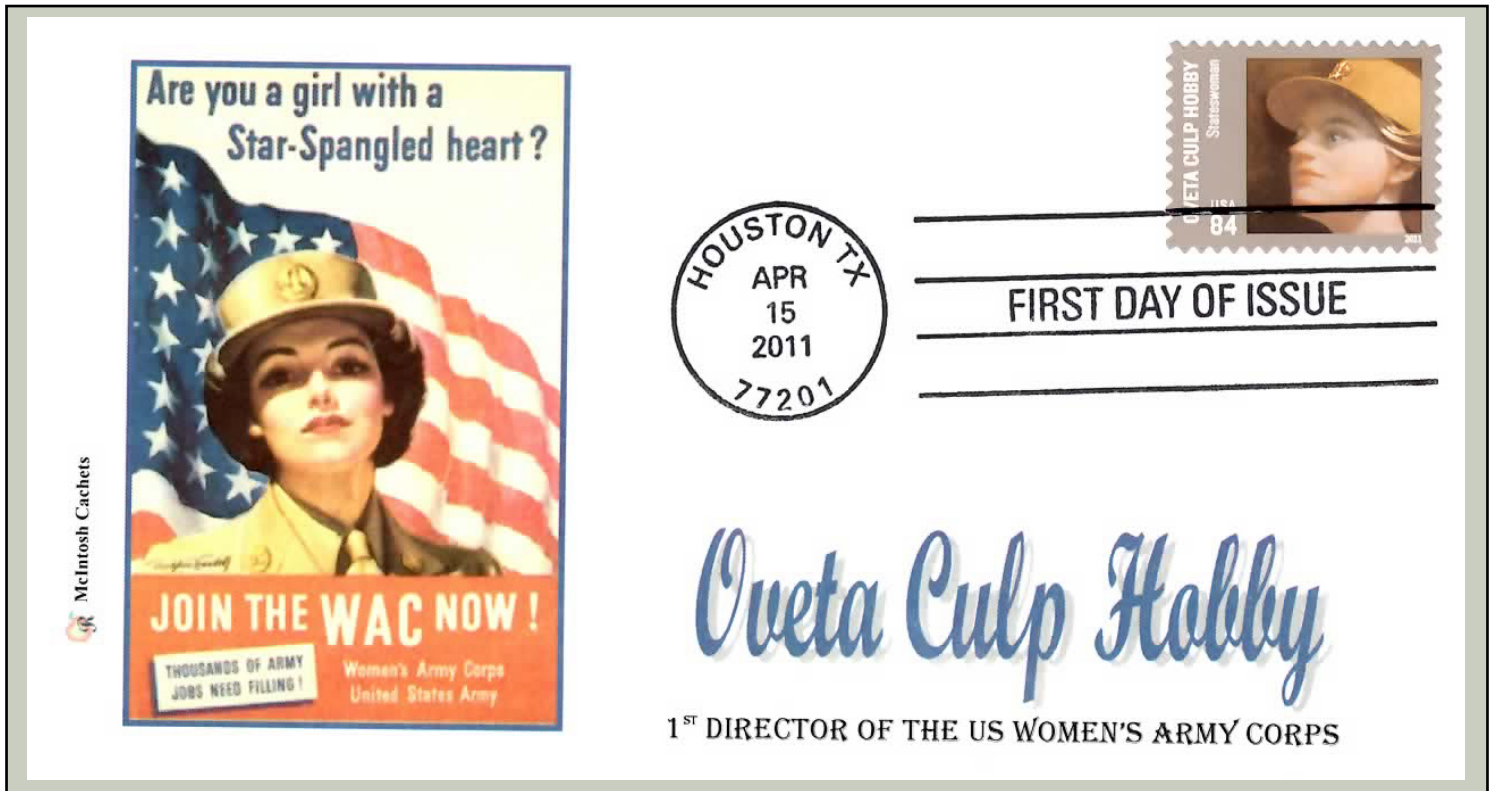


Image C



And the Envelope, Please!

D-Day! June 6, 1944

Show students the first day cover (**Image A**) and give them time to analyze and collect the facts found on the stamp, postmark and artwork.

Ask a student to read out loud the speech by General Eisenhower (**Image B**), and then discuss:

- What happened on June 6, 1944?
- What is an “armada”?
- Where is Normandy?
- Why was this area chosen for the invasion into northern Europe?
- Who was the General in charge of the invasion?
- What preparation has taken place for this invasion to happen?
- What would be needed for the invasion to be successful?
- Why does General Eisenhower call this invasion a “great crusade”?
- According to General Eisenhower, what is the objective of the invasion and how have the citizens at home helped prepare for this day?
- Once the Allies have a foothold on the coast, where do they go next?

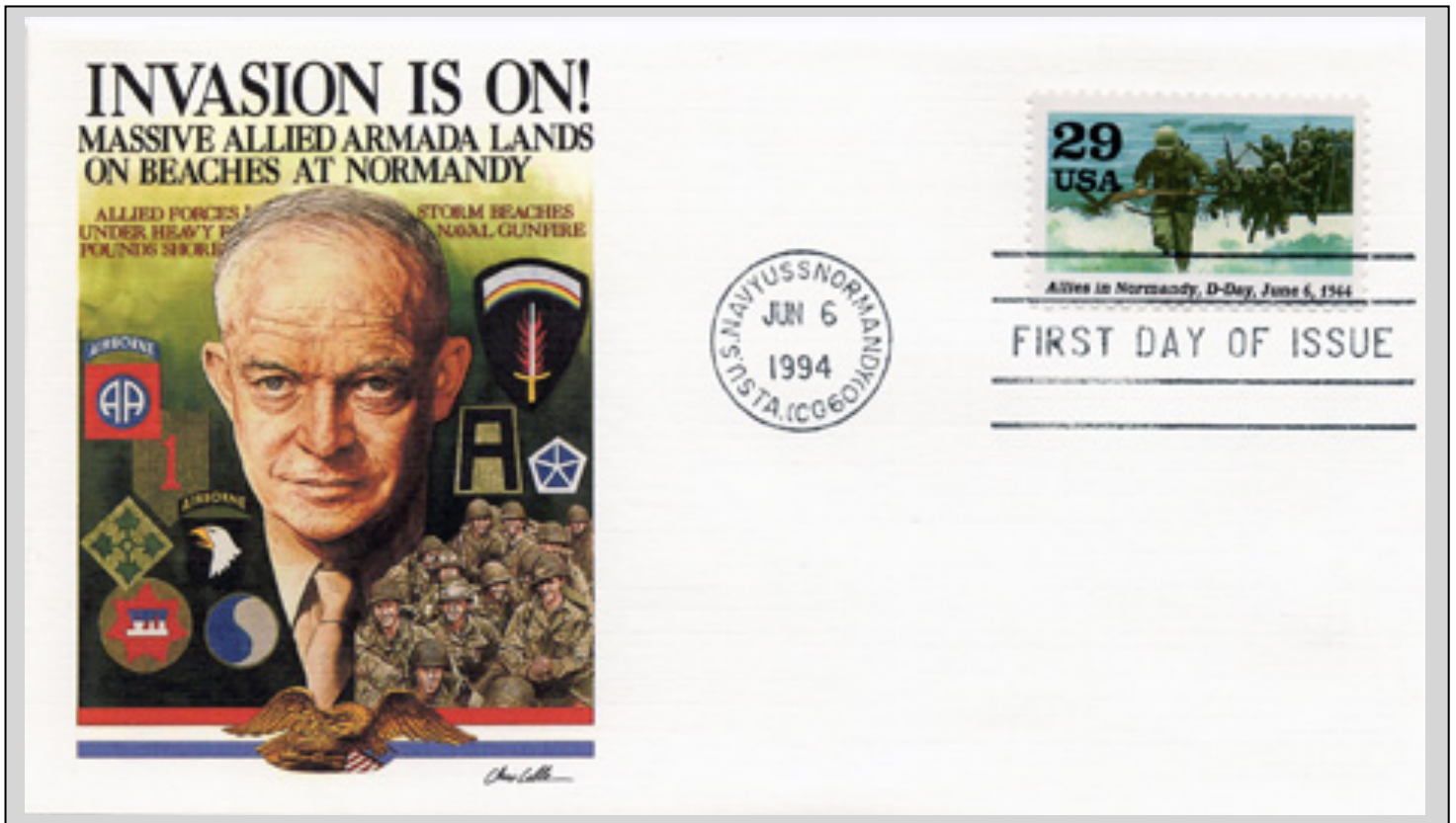
Conclusion: Read the letter written by a soldier, who participated in the D-Day Invasion, then read what he wrote in 2005 as to what he really experienced on that day. (**Image C**)

Discuss the role of a censor and why that was needed in 1944. Are soldier’s letters censored today?

Teacher Notes: This day’s events happened because of the planning that began in 1942. Prime Minister Churchill and President Roosevelt decided in early 1942 that the Allied invasion to stop the spread of Nazism would begin in North Africa. Once that was accomplished then the Allied forces would invade Italy, followed by an invasion of northern Europe. Because of General Dwight D. Eisenhower’s success in North Africa, he was named commander of the Allied forces in Europe. In February 1944 he began gathering troops, supplies and planes in southern England. The troops practiced and drilled for the complicated amphibious invasion of France. By the morning of June 6, 1944 the invasion force consisted of 4,000 ships, 11,000 planes and nearly three million soldiers, marines, airmen and sailors. The full moon was to help light the way across the English Channel but overcast skies hindered the air support and rough seas made the crossing difficult. The German soldiers were dug into bunkers all along the coastline, defended by artillery, mines, barbed wire, machine guns and barriers in the sea to prevent landing crafts from coming ashore. The Germans leaders took comfort in the poor weather conditions thinking the Allies would postpone the invasion but General Eisenhower ordered the invasion to proceed. By the end of the day, the Allied forces had taken several miles of the coastline and were moving in equipment to begin the march to Paris and Berlin. The number of casualties surrounding the D-Day Invasion are just estimates. Allied casualties range from 2,900 to 5,000. German military records in Berlin were destroyed as the Allied forces entered the city. There are 9,383 service men and women buried at Omaha Beach.

D – Day Invasion, June 6, 1944

Image A



Notes from back of the envelope



Image B

Soldiers, Sailors and Airmen of the Allied Expeditionary Force!

You are about to embark upon a great crusade, toward which we have striven these many months. The eyes of the world are upon you. The hopes and prayers of liberty loving people everywhere march with you. In company with our brave Allies and brothers in arms on other fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of Europe, and security for ourselves in a free world.

Your task will not be an easy one. Your enemy is well trained, well equipped and battle hardened, he will fight savagely.

But this is the year 1944! Much has happened since the Nazi triumphs of 1940-41. The United Nations have inflicted upon the Germans great defeats, in open battle, man to man. Our air offensive has seriously reduced their strength in the air and their capacity to wage war on the ground. Our home fronts have given us an overwhelming superiority in weapons and munitions of war, and placed at our disposal great reserves of trained fighting men. The tide has turned! The free men of the world are marching together to victory!

I have full confidence in your courage, devotion to duty and skill in battle. We will accept nothing less than full victory!

Good Luck! And let us all beseech the blessings of Almighty God upon this great and noble undertaking.

■ *Gen. Dwight D. Eisenhower*

Image C

Letter from C. F. Ireland to his wife following D-Day landing 6th June, 1944
11th June, 1944

Hello Darling,

I know you will be waiting to hear from me and hope it won't be too long before you receive this. No doubt, in common with thousands of others, you have been worried, but up to the time of going to press I am quite fit and well. So much has happened to me since I last saw you, and I've been "busting" to tell you all about it, but I'm afraid Security will necessitate caution on my part in describing it all, but what I tell is already old news and will probably be aged by the time you receive this.

My last letter to you was written whilst we were in very close confinement. After a few days of this we moved out silently one night and boarded ship. This was to be our home for a further few days. There seemed to be thousands of ships around us. At last came the fateful word. We sailed out, and then as you know, the weather turned against us and this meant another night as a sailor.

However the next day we took off and this time for the real thing. The Broadcast description could never give a complete picture of that scene. The sea as far as the eye could see all round was carpeted with ships, ships of all types and not camouflaged as one would imagine, but painted defiantly in Red White and Blue. If Drake could only have seen this Armada I doubt whether he would have been so completely stunned and absorbed as I was.

The further we sailed so we seemed to add to our already formidable appearance and then, when our Escort joined us, they were a picture that can only be described as Majestic. They sailed Port and Starboard of us. It was a magnificent sight; one could not help feeling confident sailing in such company. You have heard all the names of Battleships, Cruisers etc. that took us over, and of the Air Force that circled over all through the journey. There was so much to marvel at that the fact that I was to land in almost the first wave did not appear to trouble me in the least.

However came the dawn and we eventually stood off shore whilst the Navy and Air Force carried out their next assignment and what a job they made of it. Jerry must have thought the world was coming to an end and then it was the turn of the Army and the job was carried out equally well. Of the few casualties in ships that we did incur, the craft on which I sailed had to be one of them. It was only a very small ship. I'm afraid we were sunk, but again the Navy came to the rescue and in the nick of time took us ashore. That was the only time I had any real qualms about the whole operation. Don't think I'm glorifying war Darling I don't think I'll ever make an aggressive soldier, but, I was honestly proud that the job I was given made me part of that first Landing.

I did say that it was the proudest moment of my life, but, as someone pointed out that, as I was married with two children, it was probably the fourth time I'd said that. Anyhow, if this is going to mean a speedy return to our own lives it will all be worth it.

Well Darling, of what we are doing here etc. will have to be a later story perhaps, but the countryside here is as different from our own, in fact, the more one sees, the more comparisons one can make.

How are you all at home? It seems years since I saw you all. Dates and days mean nothing to me at this moment. This will all mean a lot of hard work for everyone, but the spirit of

confidence that prevails all round is rather wonderful and I'm sure it won't be long before we give this bloke Adolph his marching orders.

Tell Mother that I'm perfectly O.K. and Pa that one of these days I'll be writing to him. There'll be plenty to interest him about this job. His old Unit are already doing good work.

Well Darling, I could go on for a long time but even the Censor is busy and won't thank me for adding to his tasks. So keep your chin up and don't be worried. Just keep thinking of what it all means to us. Soon things will get ship-shape and I'll resume my regular service of letters, so kiss the children for me and all my love to you Darling.

Always yours.

Cecil

Signed. C.L. Edgson (Censor)

Addendum written June 2004

Attached is a copy of a letter I wrote to my wife sixty years ago, on the 11th June 1944. I have the original, written in pencil from a hole in the ground! Because of security & the Censor (whose signature is on the letter) it was necessary to avoid elaboration and worrying those at home.

I was a member of HQ Platoon 69 Field Coy. RE — part of the 6th.HQ Army Troops. I was a driver/radio operator.

In the letter I mention that we were in an L.C.T. which was sunk by shells from Shore Battery. Being a small flat-bottomed boat designed to run on to the beach, she settled on the sea bed, with all our possessions, my radio and our means of transport — a Half Track. We, the C.O., myself, Recce Officer & the driver, were left sitting on deck. Eventually the Navy took us off, in very choppy seas, & dropped us fairly near shore — in what I imagined to be knee-deep water was actually up to our armpits! As we waded to shore we were surrounded by dead & wounded bodies & the noise of gunfire was indescribable. I confess I shouted to God to help but it was doubtful if even He could hear me! As we got on the beach the driver & I ran like mad to the top, avoiding casualties littering the sand. Strangely enough I remember that they were mostly from the Hampshire Regiment Commandos. The C.O. & Recce went to 'rendezvous' with our Sappers further up the beach. The driver & I took shelter under one of our tanks that had been destroyed & from there I watched the Beach Master doing an amazing job organizing everybody. I saw some remarkable vehicles coming ashore and DUKWS for the first time, racing up & down the beach, in & out of the water, bringing in huge amounts of stores from our supply ships off-shore.

By this time the first German prisoners were being brought down. The tide had receded and the driver was able to wade out to the boat & bring off our vehicle. The C.O. & Recce joined us & we set off to get on with our assignment. As we left the beach we drove through a field full of vehicles, cows & one VERY nonplussed French farmer.

I never returned to the Beach and we were always close to the advance. Removing obstacles and building bridges was our main task. We built bridges over the Seine, Nymengen and the Rhine and finished close to the Elbe where the surrender took place.

'WW2 People's War is an online archive of wartime memories contributed by members of the public and gathered by the BBC. The archive can be found at [bbc.co.uk/ww2peopleswar](http://www.bbc.co.uk/ww2peopleswar)

<http://www.bbc.co.uk/history/ww2peopleswar/stories/36/a4319336.sh>

Contributed by cfjireland **People in story:** C. F. (John) Ireland

Location of story: Gold Beach **Background to story:** Army

Article ID: A4319336 **Contributed on:** 01 July 2005

Warm Up/Review Questions Using First Day Cover President Truman – Using Atomic Bombs

Show the first day cover (**Image A**) and use the excerpt to discuss the process that President Harry Truman went through in deciding to drop the atomic bomb on Japan. Why did Truman decide to use the atomic bomb? What are the rules of war? What factors determined that Hiroshima would be the first target? How could the first bomb be considered a success when a second one had to be dropped? What was the ultimate goal and when was that achieved?

(Image B)

The following excerpt is taken from Truman's memoirs:

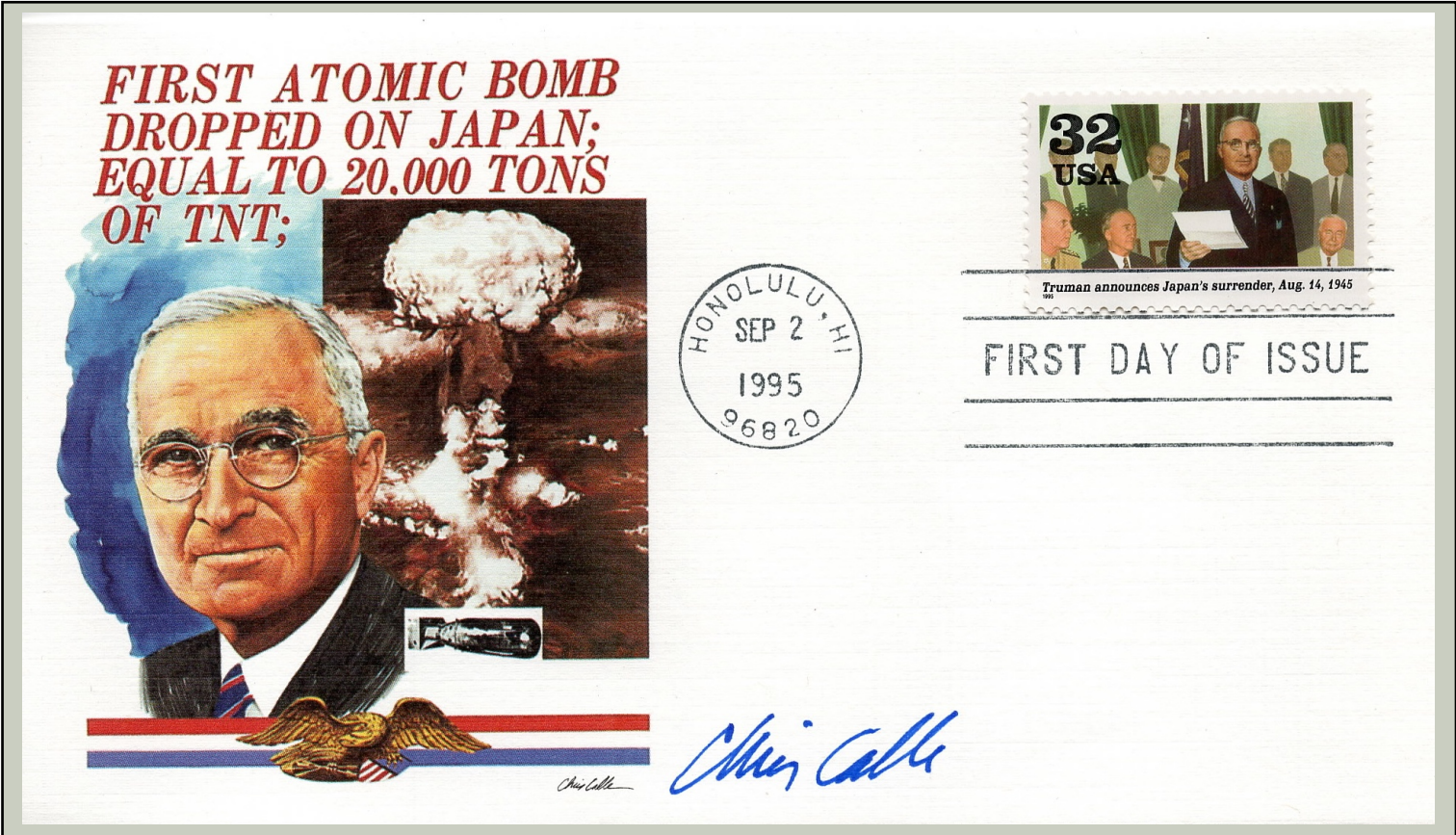
"...The idea of an atomic bomb had been suggested to President Roosevelt by the famous and brilliant Dr. Albert Einstein....It was under the general policy of sharing knowledge between our nation and Great Britain that research on the atomic bomb started in such feverish secrecy. American and British scientists joined in the race against the Germans....My own knowledge of these developments had come only after I became President....It was recommended that the bomb be used against the enemy as soon as it could be done...The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt that it should be used. My top military advisors recommended its use. When I talked to Churchill, he told me he favored the use of the atomic bomb if it might help end the war....In deciding to use this bomb, I wanted to make sure that it would be used as a weapon of war in the manner set down by the laws of war. That meant that I wanted it dropped on a military target...a war production center of prime military importance....Four cities were finally recommended as targets: Hiroshima, Kokura, Niigata and Nagasaki. They were listed in that order as targets for the first attack. The order of selection was in accordance with the military importance of these cities. But allowance would be given for weather conditions at the time of the bombing...A specialized B-29 unit had been selected for the task. Seven, modified B-29s, with pilots and crews were ready and waiting for orders....On July 28 Radio Tokyo announced that the Japanese government would continue to fight. There was no choice now. The bomb was scheduled to be dropped after August 3, unless Japan surrendered before...On August 6, the fourth day of my journey home from Potsdam, came the historic news that shook the world...I was handed the following message from the Secretary of War, *Big bomb dropped on Hiroshima August 5 at 7:15PM Washington time. First reports indicate complete success....*"

Conclusion: Ask students to complete a "quick write" and state if he/she would agree with President Truman's use of the atomic bomb.

At 8:15AM on August 6, 1945, the "Little Boy" atomic bomb was dropped from the *Enola Gay* on the city of Hiroshima. The heat of the fireball was later calculated at 540,000 degrees Fahrenheit and some 80,000 to 130,000 Japanese were killed instantly. Truman issued a statement that warned, "If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such number that and power as they have not yet seen and with the fighting skill of which they are already well aware." A second bomb, "Fat Man" was dropped August 9, 1945 on the city of Nagasaki. The next morning Japan surrendered though the documents were not signed until September 2, 1945.

President Truman and Atomic Bombs

Image A



(Image B)

The following excerpt is taken from Truman's memoirs:

“...The idea of an atomic bomb had been suggested to President Roosevelt by the famous and brilliant Dr. Albert Einstein....It was under the general policy of sharing knowledge between our nation and Great Britain that research on the atomic bomb started in such feverish secrecy. American and British scientists joined in the race against the Germans....My own knowledge of these developments had come only after I became President....It was recommended that the bomb be used against the enemy as soon as it could be done...The final decision of where and when to use the atomic bomb was up to me. Let there be no mistake about it. I regarded the bomb as a military weapon and never had any doubt that it should be used. My top military advisors recommended its use. When I talked to Churchill, he told me he favored the use of the atomic bomb if it might help end the war....In deciding to use this bomb, I wanted to make sure that it would be used as a weapon of war in the manner set down by the laws of war. That meant that I wanted it dropped on a military target...a war production center of prime military importance....Four cities were finally recommended as targets: Hiroshima, Kokura, Niigata and Nagasaki. They were listed in that order as targets for the first attack. The order of selection was in accordance with the military importance of these cities. But allowance would be given for weather conditions at the time of the bombing...A specialized B-29 unit had been selected for the task. Seven, modified B-29s, with pilots and crews were ready and waiting for orders....On July 28 Radio Tokyo announced that the Japanese government would continue to fight. There was no choice now. The bomb was scheduled to be dropped after August 3, unless Japan surrendered before...On August 6, the fourth day of my journey home from Potsdam, came the historic news that shook the world...I was handed the following message from the Secretary of War, *Big bomb dropped on Hiroshima August 5 at 7:15PM Washington time. First reports indicate complete success....*”

Warm Up/Review Questions Using First Day Cover United Nations

Share the **First Day Cover (Image A)** with students.

What event is the FDC announcing?
When did the event take place?
Where did the event meet?

What words and symbols does the artist use to highlight the purpose of the Convention?
Words: united, cooperation, lasting, peace
Symbols: scales of justice, globe, doves, laurel leaves

Why is Franklin D. Roosevelt's name on the STAMP?

(In 1943, President Roosevelt put forth the idea of a new world peace organization to replace the League of Nations. The idea of a stamp to serve as postal ambassador for the new organization was given a five cent value, the cost of first class rate to foreign destinations. FDR suggested the wording for the stamp. Unfortunately, he died before the conference, so the Bureau of Engraving and Printing inserted his name on the stamp.)

Fifty nations met from April 25 to June 26, 1945 in San Francisco to establish the purpose and to write the Preamble for the United Nations.

Ask students to read the **Preamble (Image B)** and list the purpose and goals stated for the United Nations, such as to maintain peace, provide security, promote justice, increase general welfare, and establish human rights.

By October 24, 1945 the majority of nations involved in the creation of the U.N. had voted to accept the Charter, and the organization was official. That day is celebrated each year as "United Nations Day."

How has the U.N. worked to achieve its goals? Some examples would include:

- U.N. peacekeeping forces worked first to secure the newly formed nation of Israel from the aggressions of Arabs in 1948. The goal of peacekeeping is limited to ceasefires, which stabilize the conflict and give combatants time to reach political, peaceful solutions. U.N. forces have worked sixty-three missions from Africa, to Asia, Middle East, Europe, Central America, and the Caribbean.
- Economic Aid to build schools, hospitals or to dig water wells.
- Investigations into human rights violations.

For students to learn the scope of the United Nations, allow them time to investigate its home page www.un.org

Conclusion: The year 2010 was the sixty-fifth anniversary of the founding of the United Nations. What symbols would students use to depict the U.N. on a new stamp? (stamp template is the last page of the booklet.) Or ask students to write a descriptive paragraph of U.N. actions now that are fulfilling its mission statement.

National Standards United States History Era 8 Standard 3B

Image A



Image B

Preamble to the United Nations Constitution

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

To save succeeding generations from the scourge of war, which twice in our lifetime, has brought untold sorrow to mankind

and To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained,

and To promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS To practice tolerance and live together in peace with one another as good neighbors,

and To unite our strength to maintain international peace and security,

and To insure, by acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest,

and To employ international machinery for the promotion of the economic and social advancement of all peoples

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations, and do hereby establish an international organization to be known as the United Nations. June 26, 1945



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.

