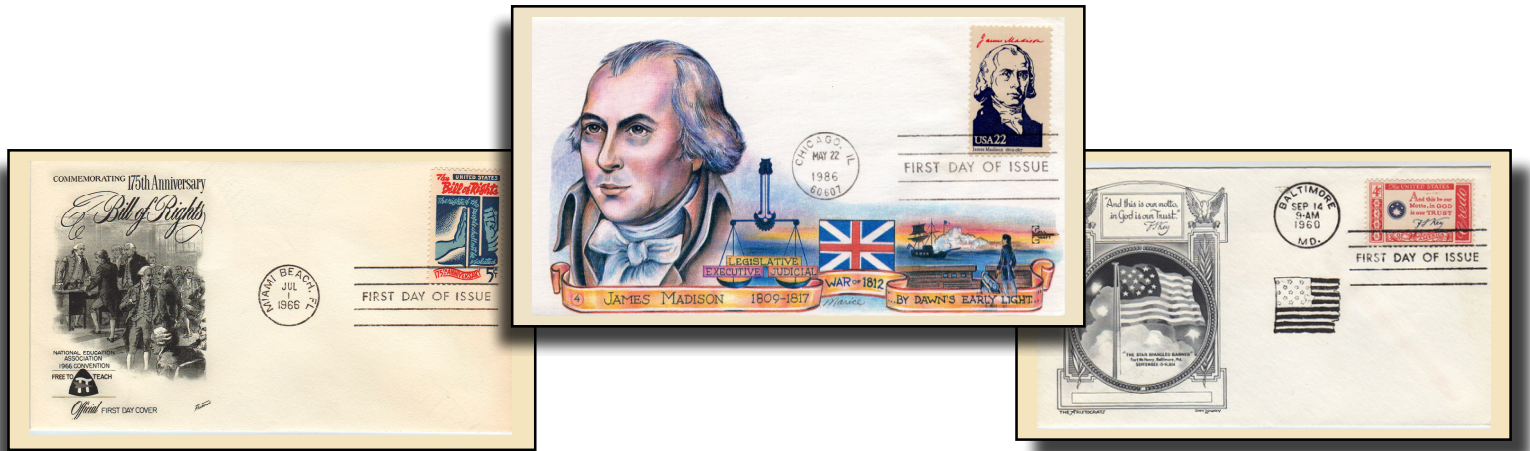


# FDC Lessons Using First Day Covers

## United States History

### New Government - New Nation



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

John Hanson and the Articles of Confederation      The Northwest Ordinance

The Preamble – Our Guiding Light      James Madison and the Constitution

The Bill of Rights      Eli Whitney and the Cotton Gin

The Louisiana Purchase      Robert Fulton and the Steamboat

Francis Scott Key and the Star Spangled Banner

Battle of New Orleans      Erie Canal      President James Monroe

FDC Lessons  
[www.fdclessons.com](http://www.fdclessons.com)

## *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](http://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 Lesson Using First Day Covers John Hanson & The Articles of Confederation

Show the “Drafting of the Articles of Confederation” first day cover (**Image A**) and discuss the 1776 quote by Pennsylvania delegate James Wilson,

“Before we are prepared to build the new house, why should we pull down the old one and expose ourselves to all the inclemencies of the season?”

In other words, once independence is won, the colonies must have a government ready to replace the British government. James Wilson did eventually sign the Declaration of Independence, but he and others worked to fulfill the third part of Henry Lee’s resolution:

“a plan for confederation be prepared and transmitted to the respective colonies for their consideration and approbation.”

How does the artwork on the image support this quote?

Show students the image of John Hanson (**Image B**)

What role do students imagine this man played during the Revolutionary War era?

- Businessman?
- Colonial governor?
- English loyalist?
- Representative to Continental Congress?

Identify the man: John Hanson, first president of the United States under the Articles of Confederation and show entire **First Day Cover (Image C)**

- born in Maryland – history now shows the date as 1715, not 1721
- strong advocate for independence from England
- 1757-1773 served in Maryland state assembly from Frederick County
- Articles of Confederation sent to states for ratification in 1777
- 1779-1781 elected to Continental Congress from Maryland
- 1781 brokered compromise on western land disputes and Maryland became the final state to ratify the Articles
- 1781-1782 elected first “President of the United States in Congress” from Nov. 5, 1781 to Nov. 4, 1782 under the Articles of Confederation
- died on November 15, 1783

**POSTMARK:** two hundred years since Hanson’s election as President

As the students study the workings of the Congress under the Articles, President Hanson’s accomplishments can be included: the Great Seal of the U.S., establishment of the Treasury Department and a national bank, the post office, and the appointment of the first Secretary of War.

Conclusion: Have students imagine that they were to have lunch with President Hanson. Ask them to write down three questions or comments that they would like to make to him about the Articles of Confederation.

John Hanson & the Articles of Confederation Lesson

Image A

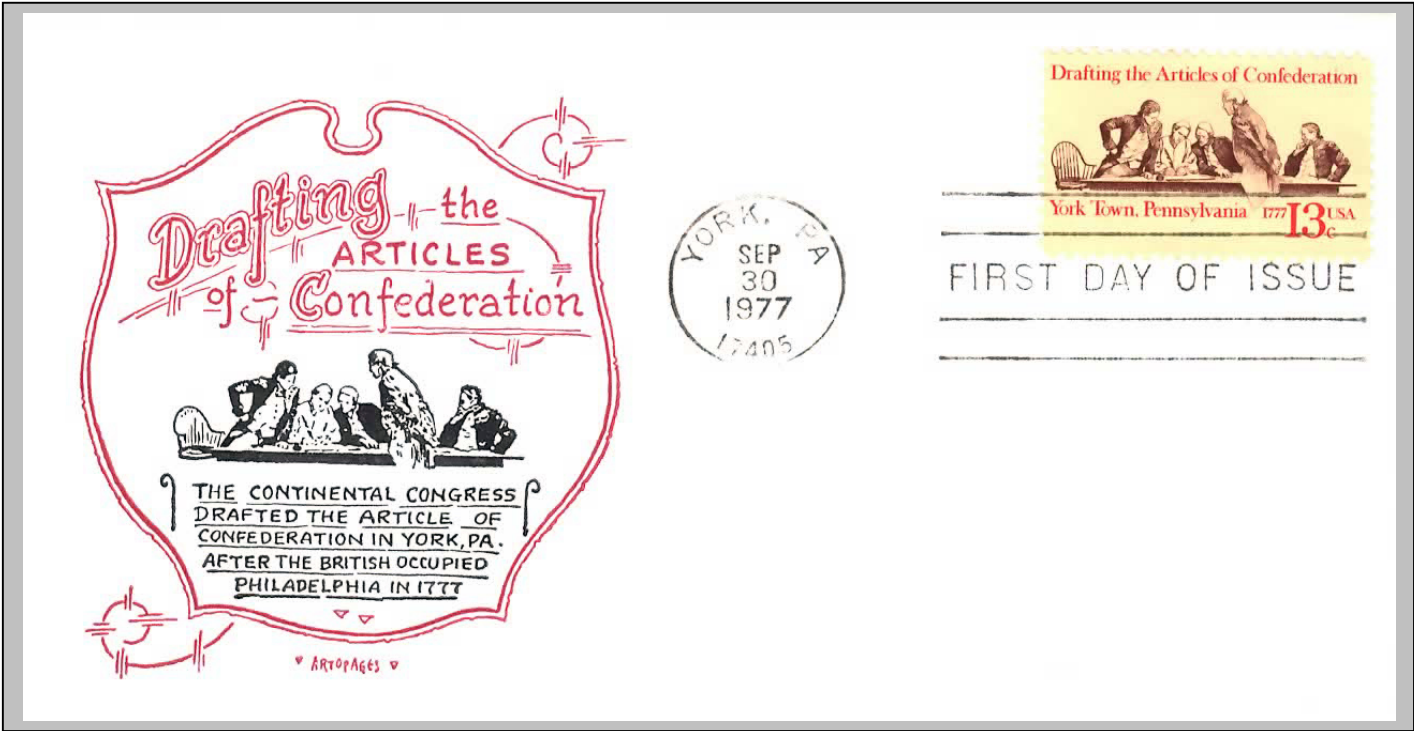


Image B

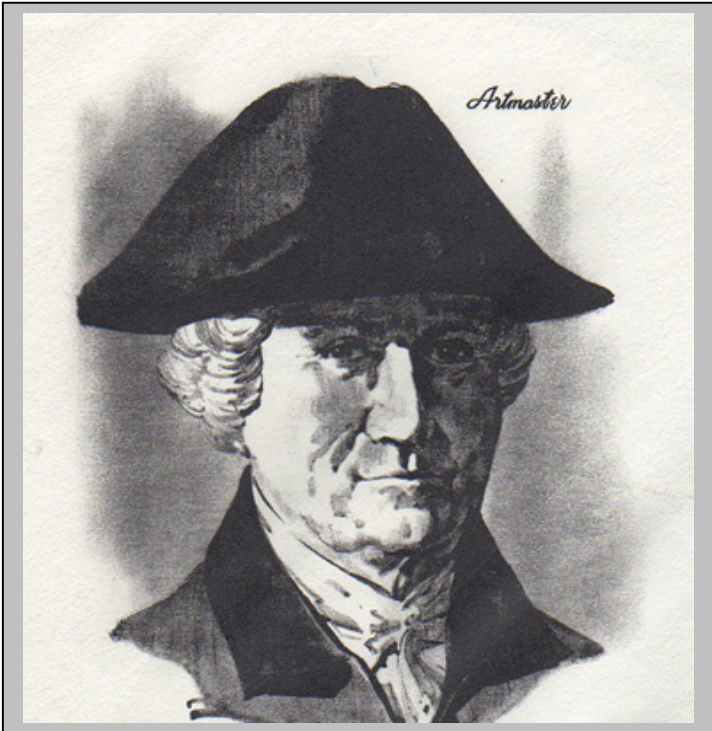
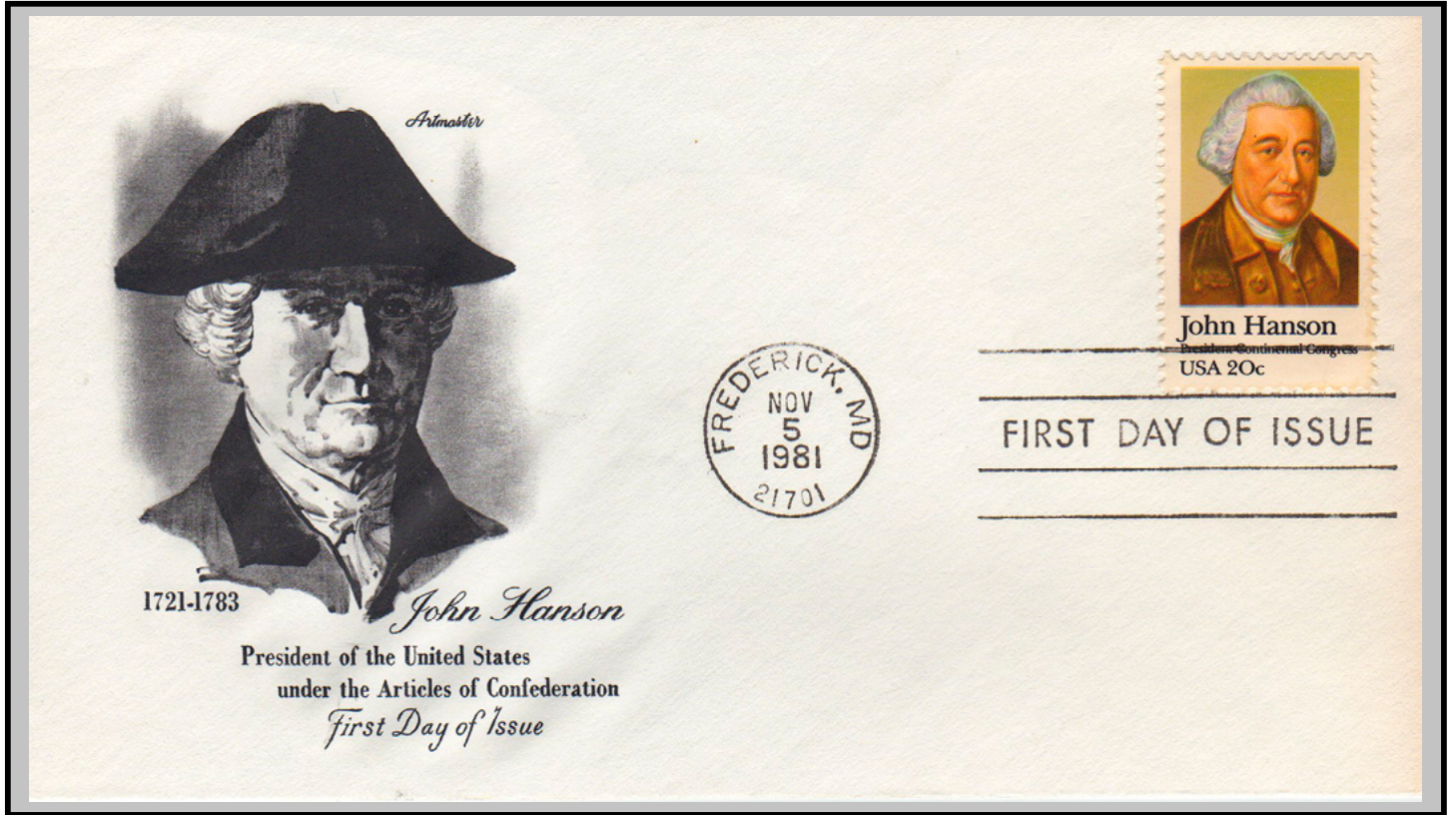


Image C



## Warm Up/Review Questions Using First Day Cover Northwest Ordinance of 1787

Ask students to study the stamp (**Image A**) and identify the topic. *The Ordinance of 1787*

- Define the word ordinance.
- Was it the government under the Articles of Confederation or the Constitution that passed the Act?
- Why was it passed?
- Did it have to be reissued in 1789 under the Constitution?
- How did the stamp designer depict the Ordinance?
- Who are the two men included on the stamp?

Show the entire **First Day Cover (Image B)**

- What were the four major parts of the Ordinance?
- Why was it important to include the assurance of civil/political rights in the Northwest Territories?
- Why was slavery outlawed north of the Ohio River?
- How could the Ordinance encourage education?
- Where was the stamp postmarked?
- Where is Marietta Ohio and why is it significant?
- Is the Ordinance still in effect today and if so, why?

Show the **second First Day Cover, (Image C)** and discuss the point of view depicted in the artwork. How did the Ordinance of 1787 impact the Native Americans in the Northwest Territories as well as all future land acquisitions?

**Teacher Notes:** The Northwest Ordinance established the civil government over the territories created from the land gained in the 1783 Treaty of Paris, which lay north of the Ohio River, south of the Great Lakes and east of the Mississippi River. The settlers moving into those territories were guaranteed all the rights given to any United States citizen, but especially those which would soon be stated in the Bill of Rights, such as religious freedom, trial by jury, and no cruel and unusual punishment. Though the Ordinance stated

"The utmost good faith shall always be observed towards the Indians; their land and property shall never be taken without their consent; and, in their property, rights, and liberty, they shall never be invaded or disturbed," conflicts continued to exist between the Native Americans, new settlers and the government.

As to the two men on the stamp, **Rufus Putnam** of Massachusetts was one of the founders of the Ohio Company of Associates, which was seeking a land grant from the Congress in 1786. The Company contracted with **Manasseh Cutler** to negotiate with Congress, and he is credited with many provisions of the final Ordinance. Cutler secured from Congress the Ohio Company's right to purchase up to 1.5 million acres of land in Ohio for roughly eight cents an acre. Putnam led the first group of settlers into the Ohio area in December, 1787 and by 1788 the Company established the first town Marietta, located where the Muskingum River flows into the Ohio River. (location on the stamp's map) Cutler returned to his home in Massachusetts and Putnam became the superintendent of settlement in the territory.

**Conclusion:** Are there any other laws or ordinances passed by the Confederation Congress that still exist today?

Image A

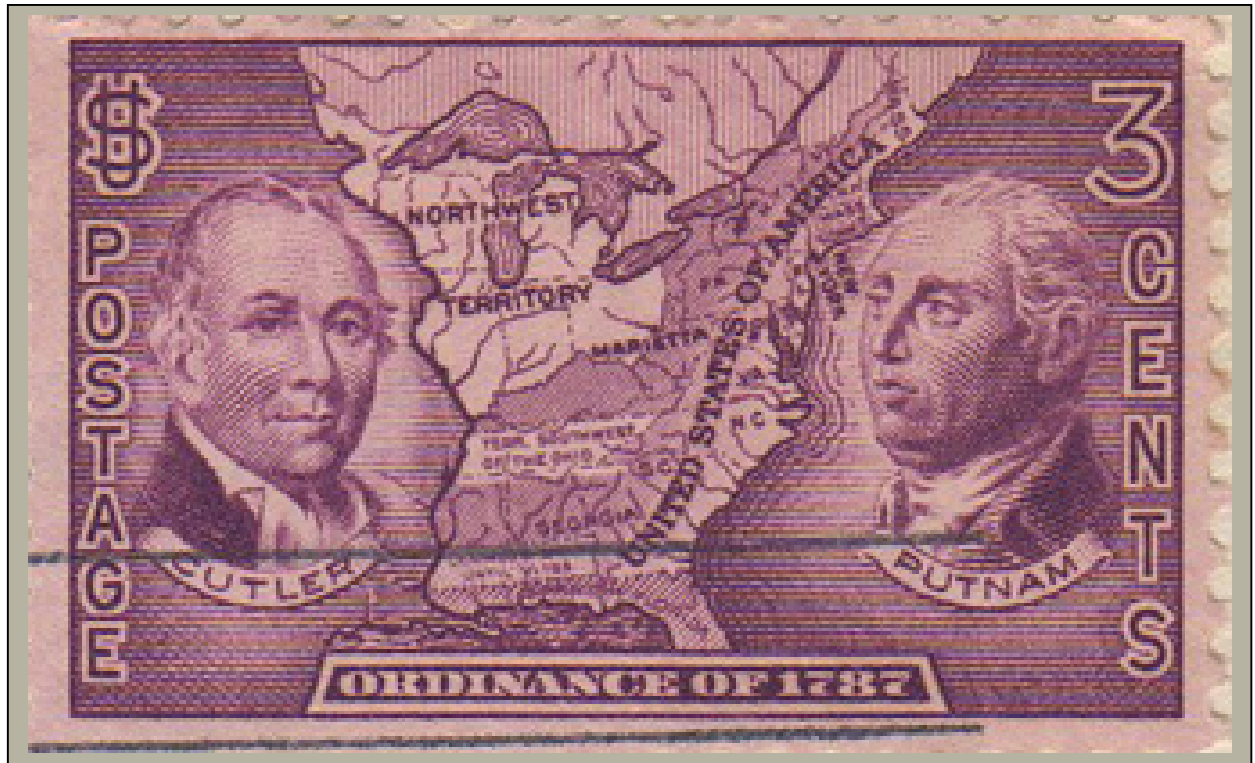
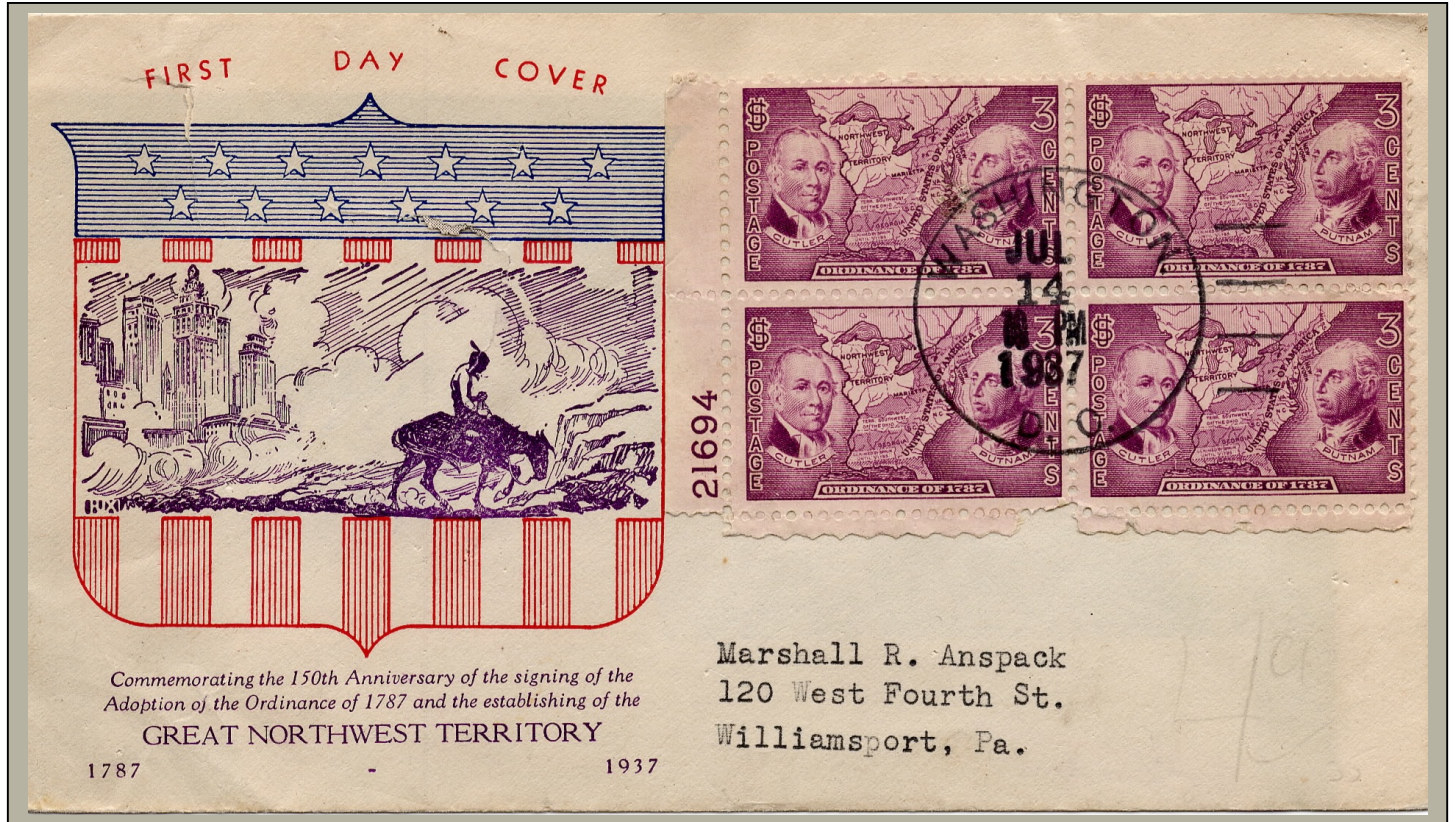


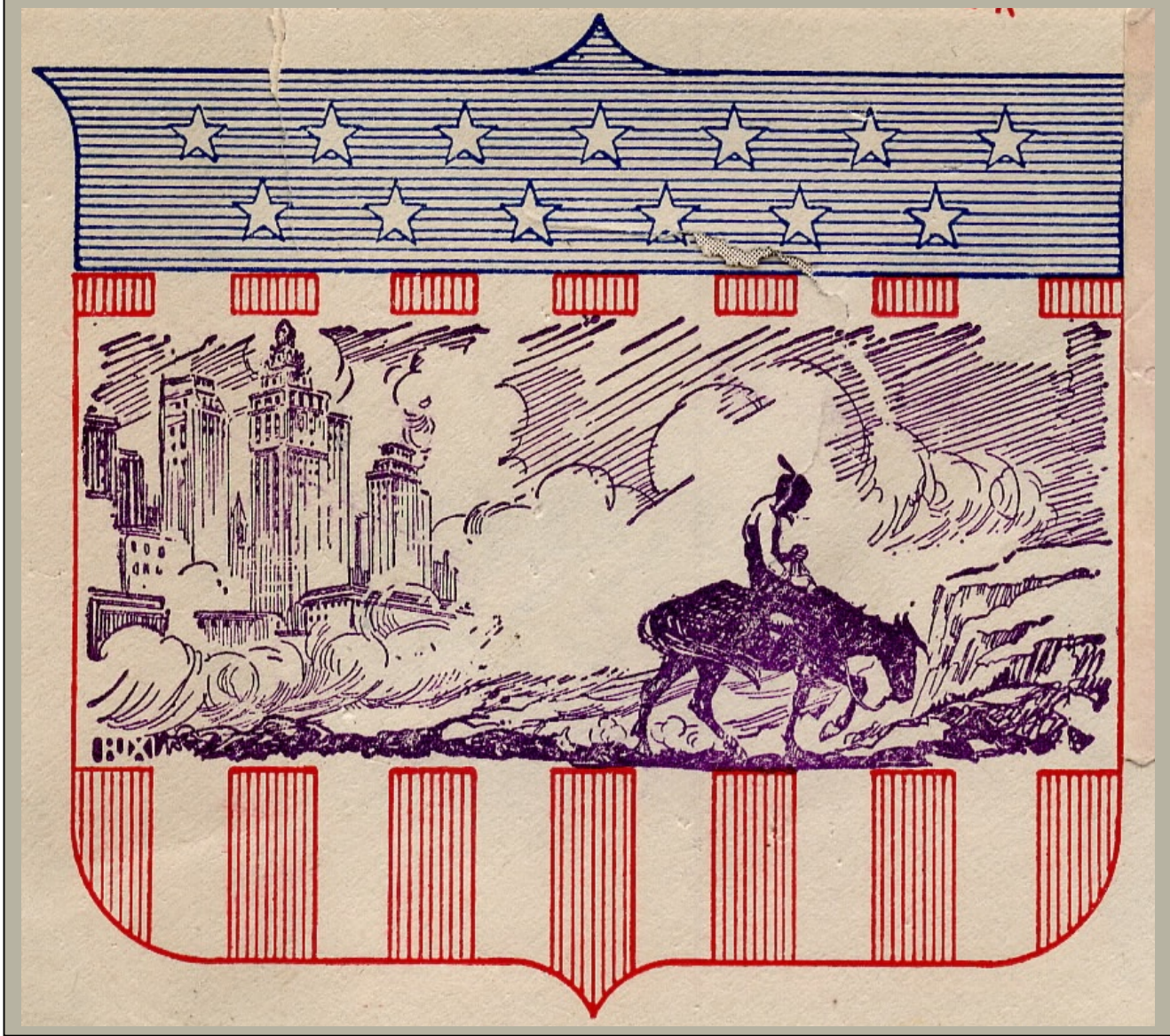
Image B



Image C (enlargement of artwork on next page)







## **Warm Up/Review Lesson Using First Day Covers** *The Preamble of the Constitution - America's Guiding Light*

Show students the first day cover (**Image A/B**) and ask the students collect the facts found on the envelope.

Students might list the following:

### **Stamp**

- a painting of the Constitution Convention
- the word Sesquicentennial
- the dates for that anniversary 1787-1937

### **Postmark**

- Philadelphia the town where the stamp was cancelled
- the time and date the stamp was cancelled, 9AM on September 17, 1937

### **Artwork**

- United States Constitution Sesquicentennial, 1787-1937
- the artist's statement that the Constitution is "America's Guiding Light"
- another drawing of the Convention

### **Discussion Questions:**

- As students present their facts, review or introduce them to the definitions for "centennial (100), and sesqui (one and a half) and constitution."
- Using a map have students locate Philadelphia and discuss why the convention might have been held there.
- Ask the students to give examples of a guiding light (car headlight, flashlight, streetlight, lighthouse or exit sign) and explain how that light helps a person.
- Ask students to make inferences as to how a constitution will serve as a light to guide the nation.

*Open the Envelope* and ask students to read the Preamble of the Constitution (**Image C**) and list the "things" that the Constitution will illuminate:

- *establish justice*
- *insure domestic tranquility*
- *provide for the common defense*
- *promote the general welfare*
- *secure the blessings of liberty for ourselves and our posterity*

Discuss how each of those areas will lead to a "more perfect union." Is the United States perfect today? If not, what needs to be improved to achieve that goal?

**Conclusion:** 2012 was the two hundred and twenty-fifth anniversary for the signing of the U.S. Constitution. Assign students to draw a new first day cover for that event. What images would the new stamp contain? What city would they put in the postmark with the September 17, 2012 date? What theme would they create to replace "America's Guiding Light?"

**GT Extension:** Analyze the second first day cover (**Image D**) then research the roles played by three of the men depicted in the artwork, George Washington, Ben Franklin, and James Madison. Discuss the meaning of George Washington's statement, "Let us raise a standard to which the wise and honest can repair. The event is in the hand of God."

National Standards U.S. History Era 3 Standard 3A  
TEKS 5.3A, 5.15B, 8.4D, 8.15D, WH 20B, US 1A, Gov 7A/B

The Preamble Lesson

Image A



Image B

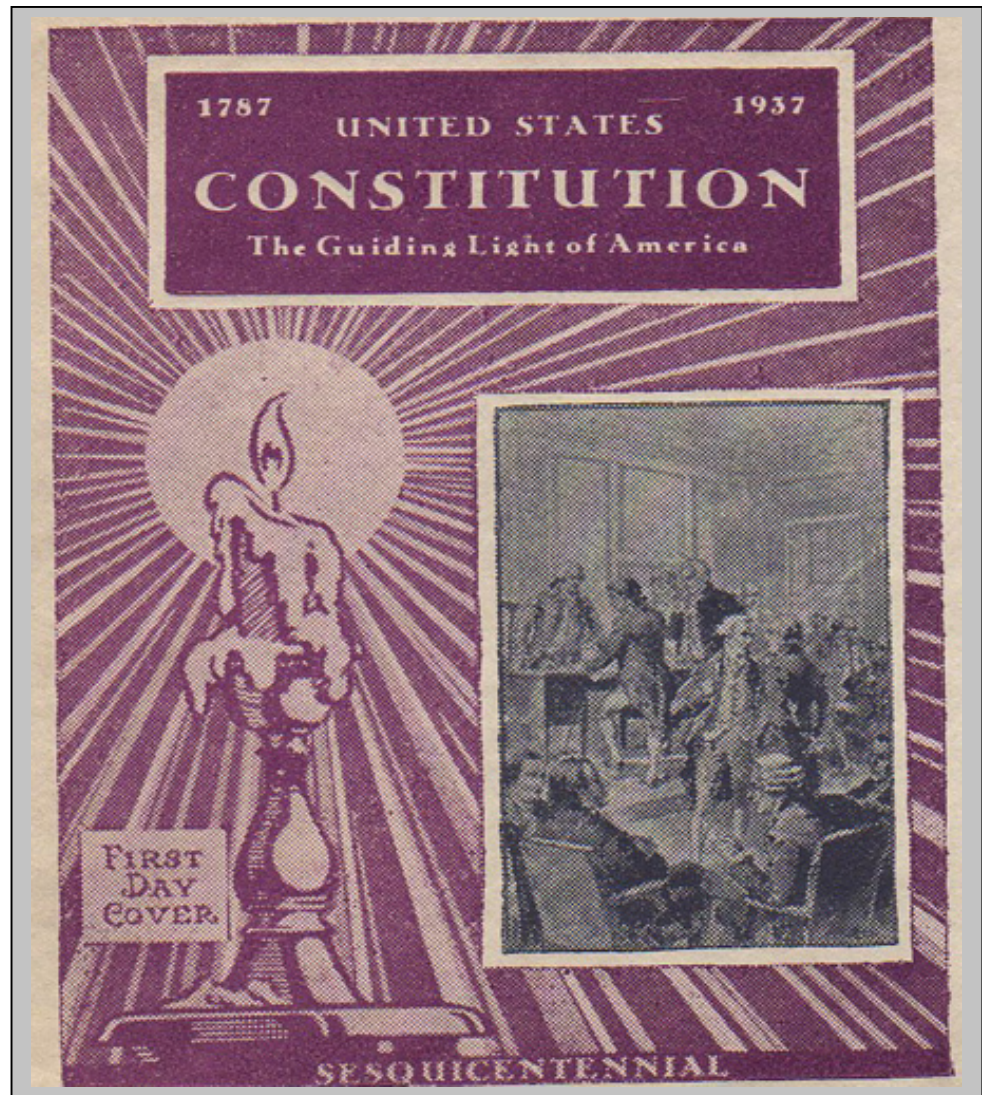


Image C

### Preamble of the *U.S. Constitution*

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

The Preamble Lesson

Image D



## Warm Up Review Lesson Using First Day Covers

### James Madison – Separation of Powers

Discuss with the students how an individual develops a new idea or forms an opinion. Does the person create new ideas from reading, talking to another person, or just dreaming and thinking? Is the new idea based on correcting a problem or creating something brand new? For example, one reason the American colonist defeated the British soldiers, was by not fighting as European armies did, but by using the “hit and run” tactics that the Native Americans had used against them. Another example is that Ben Franklin did not invent electricity, but he did invent the lightning rod that protected houses and buildings from fires caused by lightning strikes.

Show students the first day cover (**Image A**) and give them time to collect the facts and draw conclusions based on the information available on the stamp, artwork and postmark. (Who is being honored? What would the number 4 represent? The dates, 1809-1817 don't fit for his life span, so what else might they represent? Point out the image in the bottom right hand corner. Because of the battle at Ft. McHenry in Baltimore in 1814, Francis Scott Key had an idea for a new poem, the “Star Spangled Banner.”)

Draw the student's attention to the scales that are perfectly balanced with the three words, legislative, executive, judicial. Best known as the father of the Constitution, where did James Madison get the idea for a system of three separate branches of government? Madison's ideas were partly based on ideas found in *The Spirit of Laws* by French philosopher, Montesquieu, whose idea for a federal government included three branches with a built in system of checks and balances. For example, the executive had a veto over the legislative, which was bicameral, thus checking itself.

Read and discuss as a class the following quotes by Montesquieu and identify the three branches and why each should be separate: (**Image B**)

*...Liberty is the right of doing whatever the law permit...In order to have this liberty, it is requisite for the government to be so constituted as one man need not be afraid of another...When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner...Again, there is no liberty, if the judiciary power be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control; for the judge would be then the legislator. Were it joined to the executive power, the judge might behave with violence and oppression....*

**Conclusion:** Assign students to complete a “quick write” describing how this type of federal government will protect the citizen's right to liberty.

**Extension:** Compare Madison's Virginia Plan to the adopted Constitution either as a whole class discussion or divide the class into groups of four and assign each student one of the following: House of Representatives (**Image C**), Senate (**Image D**), Executive (**Image E**), and Judicial (**Image F**). Give the students time to analyze the image, and read the excerpt from Madison's Virginia Plan. Students are then asked to compare the Virginia plan to the corresponding article in the U.S. Constitution. After determining which pieces of the Virginia plan still exist, have the students share their findings with the other members in their group. Students may use the attached matrix for their note taking.

## James Madison Lesson

Image A

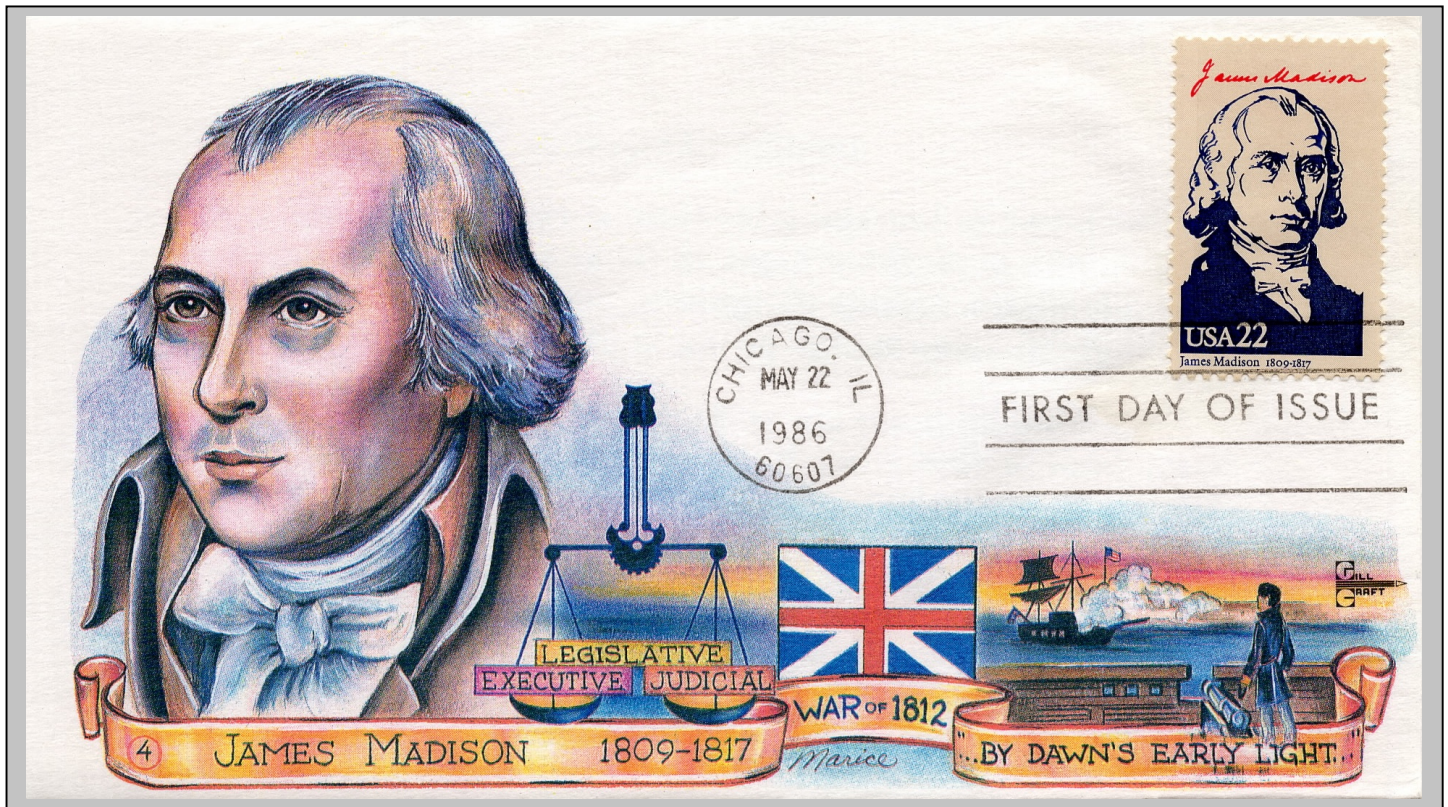
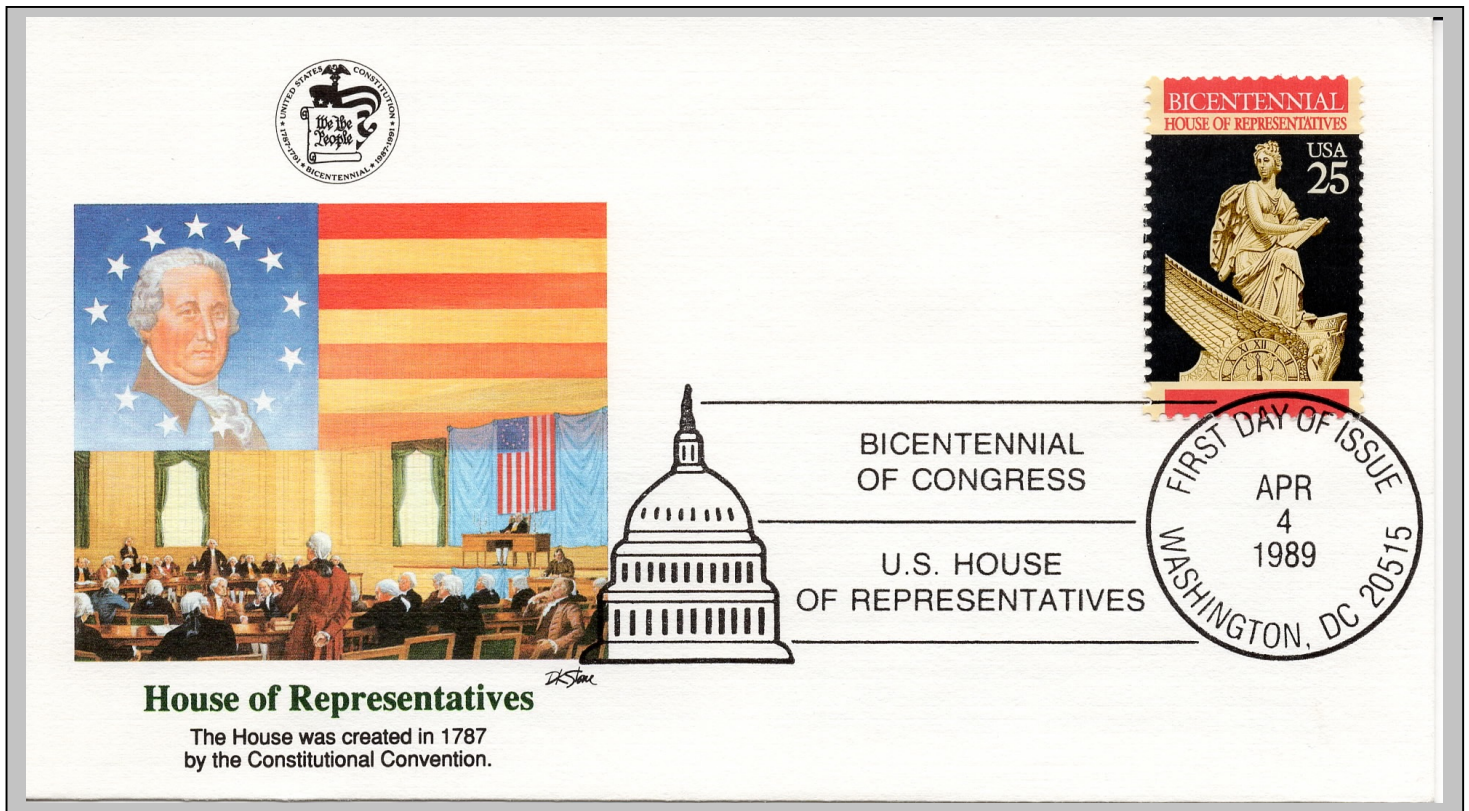


Image B

*...Liberty is the right of doing whatever the law permit...  
In order to have this liberty, it is requisite for the government to be so constituted as one man need not be afraid of another...  
When the legislative and executive powers are united in the same person, or in the same body of magistrates, there can be no liberty; because apprehensions may arise, lest the same monarch or senate should enact tyrannical laws, to execute them in a tyrannical manner...  
Again, there is no liberty, if the judiciary power be not separated from the legislative and executive. Were it joined with the legislative, the life and liberty of the subject would be exposed to arbitrary control; for the judge would be then the legislator. Were it joined to the executive power, the judge might behave with violence and oppression....*

## House of Representative

**Image C** Study the image of the first day cover. Read the following excerpt from the Virginia Plan then compare it to Article 1 of the Constitution to determine what parts of Madison's Virginia Plan for the House of Representatives were accepted.



## Virginia Plan

**3. Resolved** that the members of the first branch of the national Legislature ought to be elected by the People of the several States for the term of Three years. to receive fixed stipends, by which they may be compensated for the devotion of their time to public service to be paid out of the National Treasury. to be ineligible to any Office established by a particular State or under the authority of the United-States (except those peculiarly belonging to the functions of the first branch) during the term of service, and under the national government for the space of one year after it's expiration.

**5. Resolved** that each branch ought to possess the right of originating acts.

**6. Resolved.** that the national Legislature ought to be empowered to enjoy the legislative rights vested in Congress by the confederation — and moreover to legislate in all cases to which the separate States are incompetent: or in which the harmony of the United States may be interrupted by the exercise of individual legislation. to negative all laws passed by the several States contravening, in the opinion of the national Legislature, the articles of union, or any treaties subsisting under the authority of the union.



## Senate

**Image D** Study the image of the first day cover. Read the following excerpt from the Virginia Plan then compare it to Article 1 of the Constitution to determine what parts of Madison's Virginia Plan for the Senate were accepted.

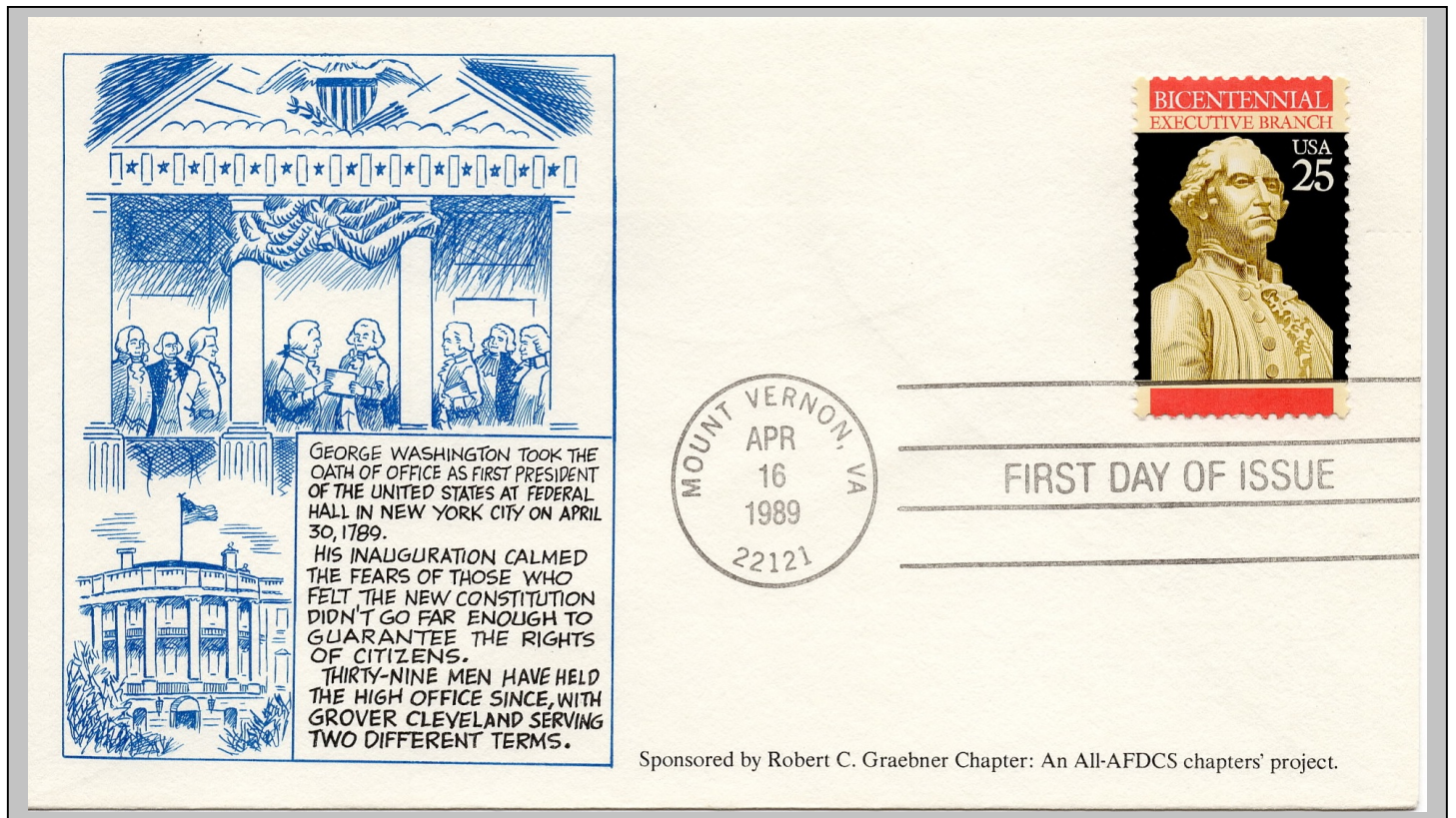


## Virginia Plan

- 4. Resolved.** that the members of the second Branch of the national Legislature ought to be chosen by the individual Legislatures. to be of the age of thirty years at least. to hold their offices for a term sufficient to ensure their independency, namely seven years. to receive fixed stipends, by which they may be compensated for the devotion of their time to public service — to be paid out of the National Treasury to be ineligible to any office established by a particular State, or under the authority of the United States (except those peculiarly belonging to the functions of the second branch) during the term of service, and under the national government, for the space of one year after it's expiration.
- 5. Resolved** that each branch ought to possess the right of originating acts.
- 6. Resolved.** that the national Legislature ought to be empowered to enjoy the legislative rights vested in Congress by the confederation — and moreover to legislate in all cases to which the separate States are incompetent: or in which the harmony of the United States may be interrupted by the exercise of individual legislation. to negative all laws passed by the several States contravening, in the opinion of the national Legislature, the articles of union, or any treaties subsisting under the authority of the union.

## Executive

**Image E** Study the image of the first day cover. Read the following excerpt from the Virginia Plan then compare it to Article 2 of the Constitution to determine what parts of Madison's Virginia Plan for the Executive were accepted.



## Virginia Plan

**9. Resolved.** that a national Executive be instituted to consist of a single person. to be chosen by the National Legislature. for the term of seven years. with power to carry into execution the national Laws, to appoint to Offices in cases not otherwise provided for to be ineligible a second time, and to be removable on impeachment and conviction of mal practice or neglect of duty. to receive a fixed stipend, by which he may be compensated for the devotion of his time to public service to be paid out of the national Treasury.

**10. Resolved.** that the national executive shall have a right to negative any legislative act: which shall not be afterwards passed unless by two third parts of each branch of the national Legislature.

## Judicial

**Image F** Study the image of the first day cover. Read the following excerpt from the Virginia Plan then compare it to Article 3 of the Constitution to determine what parts of Madison's Virginia Plan for the Judiciary were accepted.



## Virginia Plan

**11. Resolved.** that a national Judiciary be established to consist of One Supreme Tribunal. The Judges of which to be appointed by the second Branch of the National Legislature. to hold their offices during good behaviour to receive, punctually, at stated times, a fixed compensation for their services: in which no encrease or diminution shall be made so as to affect the persons actually in office at the time of such encrease or diminution.

**12. Resolved.** That the national Legislature be empowered to appoint inferior Tribunals.

**13. Resolved.** that the jurisdiction of the national Judiciary shall extend to cases which respect the collection of the national revenue: impeachments of any national officers: and questions which involve the national peace and harmony.

Student Notes: Virginia Plan to U.S. Constitution

Branches of Government	Virginia Plan	U.S. Constitution
Congress: House of Representatives		
Congress: Senate		
Executive: President		
Judicial: Supreme Court		

## Warm Up/Review Questions Using First Day Covers Bill of Rights

Show students the postage stamp on the 175<sup>th</sup> Anniversary cover. (**Image A**)

Ask students to analyze and interpret the **STAMP**:

- The title: The Bill of Rights
- The commemoration: 175<sup>th</sup> Anniversary
- The symbolism of the colors: red, white and blue
- The symbolism of the hands: raised hand against the raised fist of oppression/tyranny
- The statement: “The rights of the people shall not be violated”

Explain how this **STAMP** is a perfect example of the Bill of Rights.

- Who does the raised fist represent? (a strong federal government? the Federalist? a dictator? a commander and chief?)
- Who does the raised hand represent? (Anti-Federalist? James Madison? George Mason? a citizen?)
- What rights might the artist be referring to? (all the grievances against King George III?, freedom of speech, press, religion, assembly, petition, right to own a gun, trial by jury, not to quarter soldiers, etc.?)

**Teacher Notes:** Herb Block, an editorial cartoonist for the *Washington Post* from 1930 to 2001, designed this stamp. His editorial cartoons lampooned presidents from Hoover through Clinton. Mr. Block was awarded Pulitzer Prizes and the Medal of Freedom, the highest award given to citizens. He was asked by the Post Office to design a stamp honoring the 175<sup>th</sup> Anniversary of the Bill of Rights in 1966. In typical Block style, he said, “If the prime role of a free press is to serve as critic of government, cartooning is often the cutting edge of that criticism.” If you want more information on Mr. Block, go to <http://www.loc.gov/rr/print/swann/herblock/cartoon.html>

Show the *Drafting of the Bill of Rights Cover (Image B)*

Note the **POSTMARK** and then analyze the **STAMP**

- How does the **STAMP** represent the date? (Eagle with a quill in its beak, as if it had drafted the Bill of Rights. September 25, 1789 is the year that Congress sent twelve amendments out to the states for ratification)
- How did the designer depict the drafting of the Bill of Rights? (**ARTWORK** shows men in Congress debating, drafting, rewriting, voting, etc.)
- Why is James Madison called the “Champion of the Bill of Rights” when he is also known as the “Father of the Constitution”?

If time allows show the second **First Day Cover (175<sup>th</sup> Anniversary, Image C)** Ask students to identify what appears to be “out of place” for the topic. If students question the postmark from Miami Beach, Florida, that is where the National Education Association was holding its 1966 Convention. At the Convention, the NEA, a white teachers union merged with the American Teachers Association, a black teachers union. Civil Rights met the Bill of Rights.

**Conclusion:** After discussing the ten amendments that were ratified, assign students to draw a stamp depicting one of the freedoms that was preserved in the Bill of Rights.

National Standards United States History Era 3 Standard 3B  
TEKS 8.15C, 8.16A, 8.19B, 8.29B/C

Image A



Image B

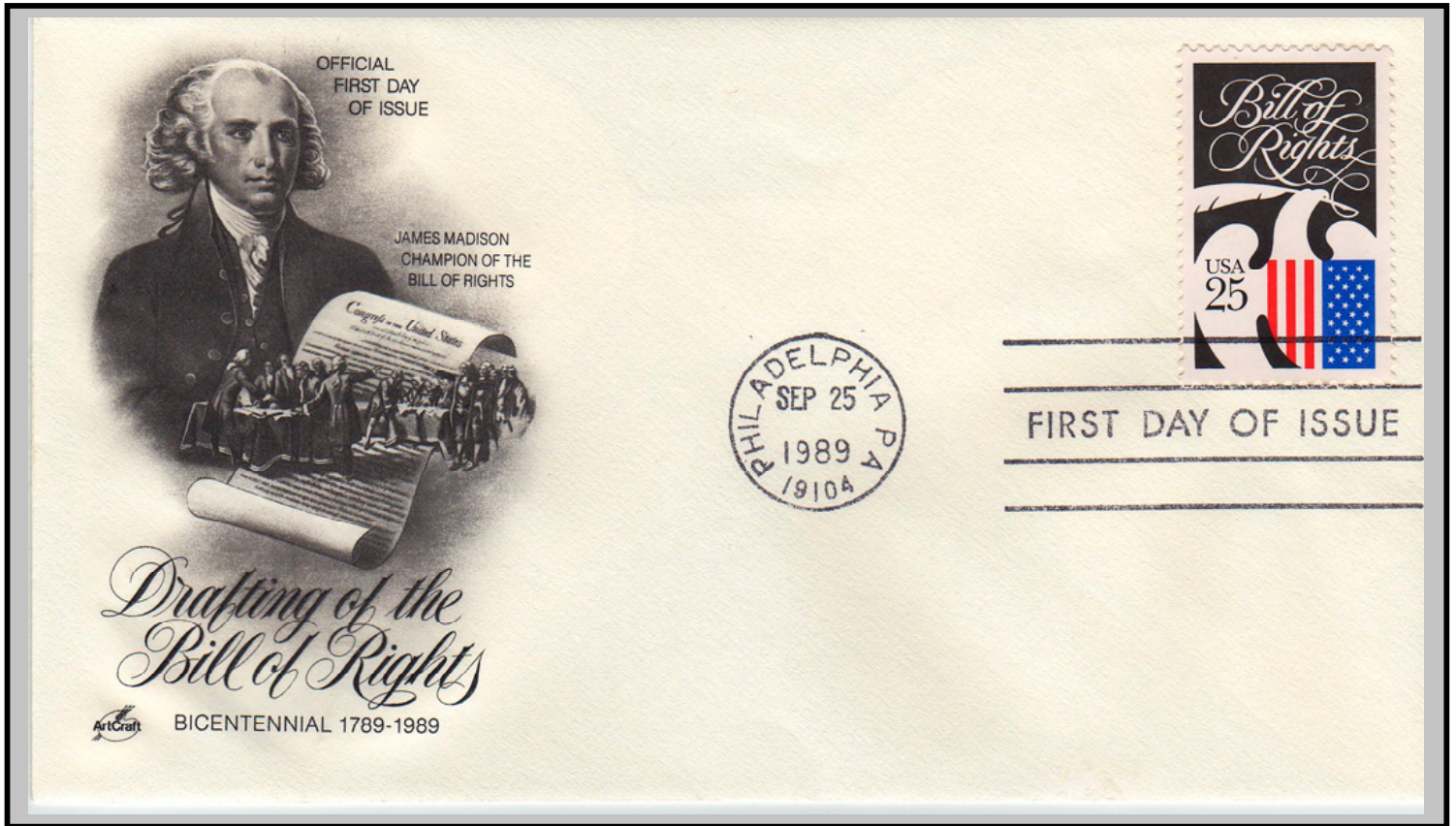
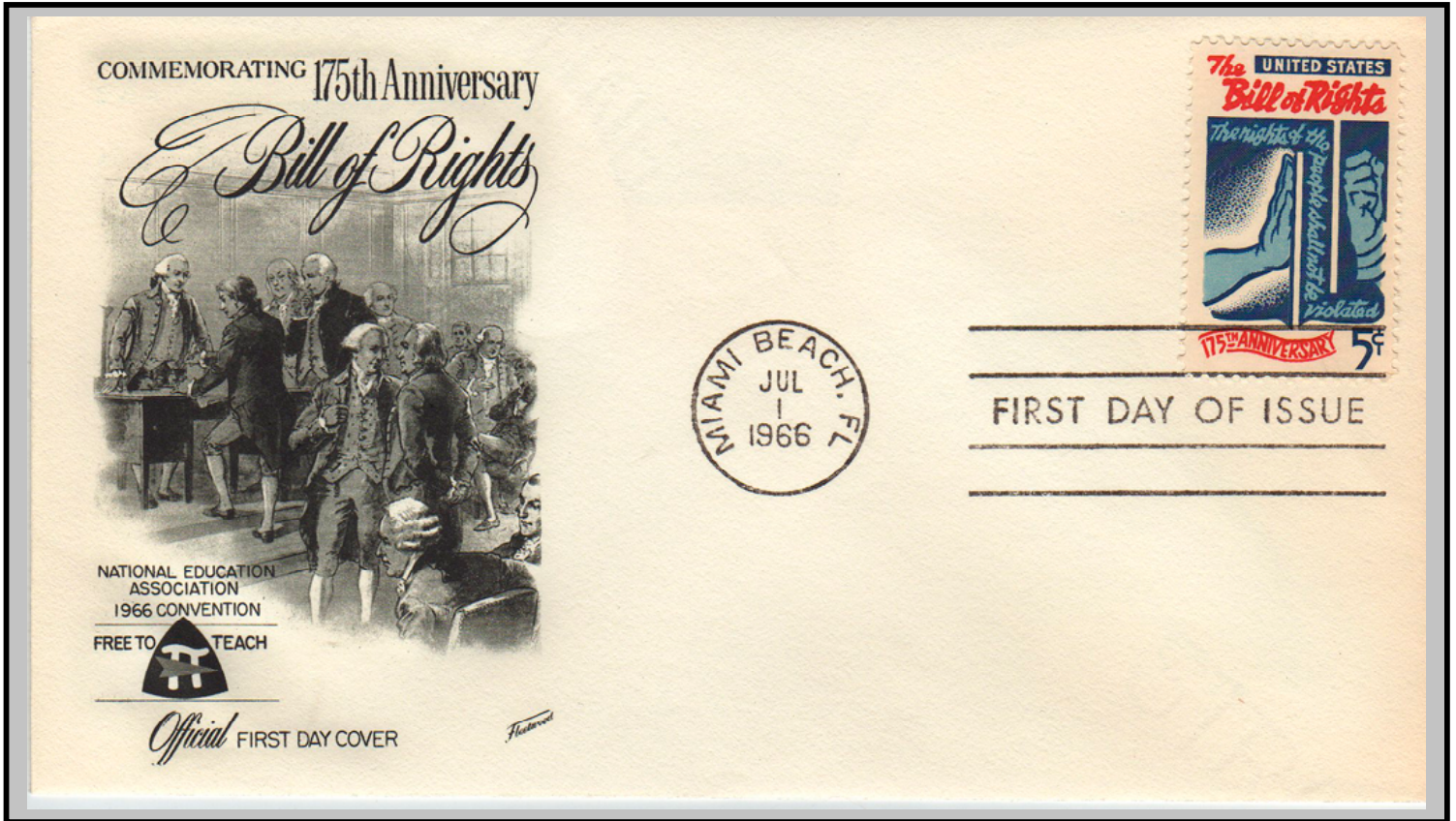


Image C





## Warm Up/Review Questions Using First Day Covers Eli Whitney and the Cotton Gin

According to legend, when Abraham Lincoln met Harriet Beecher Stowe in 1862 he said, "So you're the little woman who wrote the book that started this Great War!" Maybe the person Lincoln should have credited with causing the divide in the nation was Eli Whitney. It was Whitney's invention of the cotton gin that created the demand for slaves in the South, and his invention of interchangeable parts that made mass production so profitable in the North.

Show the entire **First Day Cover (Image A)** to the students and ask them to collect as many facts about Eli Whitney as they can. You will want to show the enlarged images of the Cover.

### **STAMP: (Image B)**

- Portrait of Eli Whitney (engraved by Samuel Morse in 1822)
- Symbol shows a gear, lightning bolt, and eagle
- One cent

### **ARTWORK: (Images C) Eli Whitney: Inventor**

- Born Dec. 8, 1785 at Westboro, Massachusetts
- Graduated from Yale University in 1792
- Moved to Georgia
- Invented the cotton gin
- Originated mass production of parts for later assembly
- Died Jan. 8, 1825

### **POSTMARK:**

- Savannah, Georgia
- Oct. 7, 1940

Discussion: Did Eli Whitney's inventions lead the nation to the Civil War? If so, how?

**Teacher Notes:** Before going to Yale University, Whitney was a blacksmith, well known for making nails and ladies' hat pins. In order to pay off his college tuition debts, he was offered a job teaching in 1792 on a plantation in Georgia, just outside of Savannah. During the next year, Whitney overheard planters talking about the difficulty of separating the cotton seed from the fiber. In only ten days, Whitney using his blacksmithing skills invented a small machine he called a cotton gin that would do the separating mechanically. Once the area planters saw how this machine would allow more slaves in the field, they began to plant only cotton and to import more slaves. In October 1793, Whitney submitted a patent to the Secretary of State, Thomas Jefferson, but it did not prevent his invention from being copied by others until the full size-working model was included with the application. Finally in March 1794, a patent was "made out and delivered" to Whitney. Because of lawsuits over the cotton gin patent and the fight over the "fair price to gin" cotton, Whitney returned to Massachusetts a penniless man. Back in the blacksmith shop he accepted an order from the federal government for ten thousand muskets. He agreed to have them made in two years. Unfortunately for the government it took Whitney eight years to finish the order, but in the process, he developed the method of interchangeable parts. Whitney's idea was based on a seamstress's simple dress making pattern. Each part of the musket was created into a pattern. A machine cut the metal along the lines of the pattern. The next government order in 1811 for fifteen thousand muskets was finished in the requested two years. Because of Whitney's inventions, the South developed into a society based on slavery and the North had the technology to win the War Between the States.

National Standards United States History Era 4 Standard 2D  
TEKS 8.12A/B/C, 8.27A, 8.29B/C

# Eli Whitney Lesson

Image A

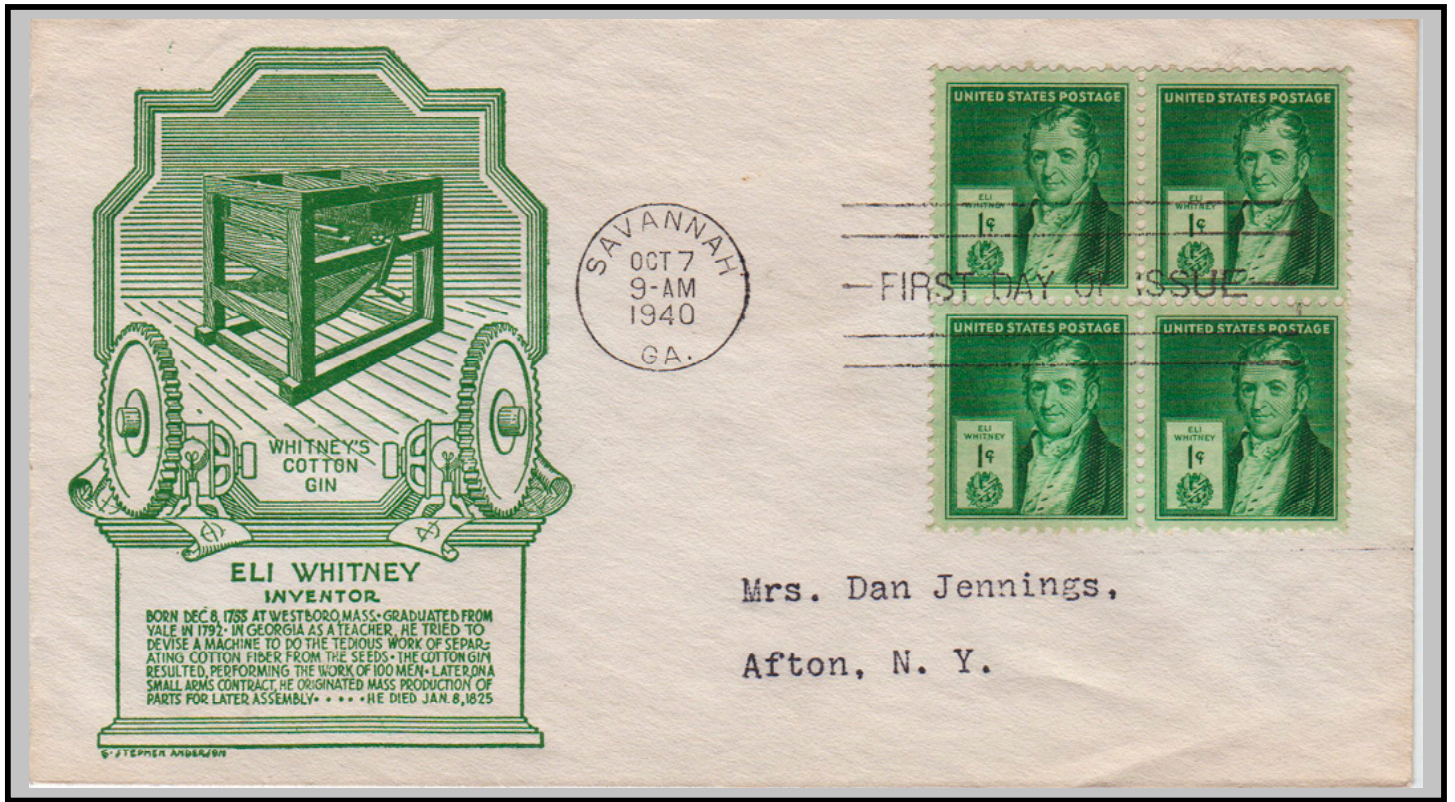
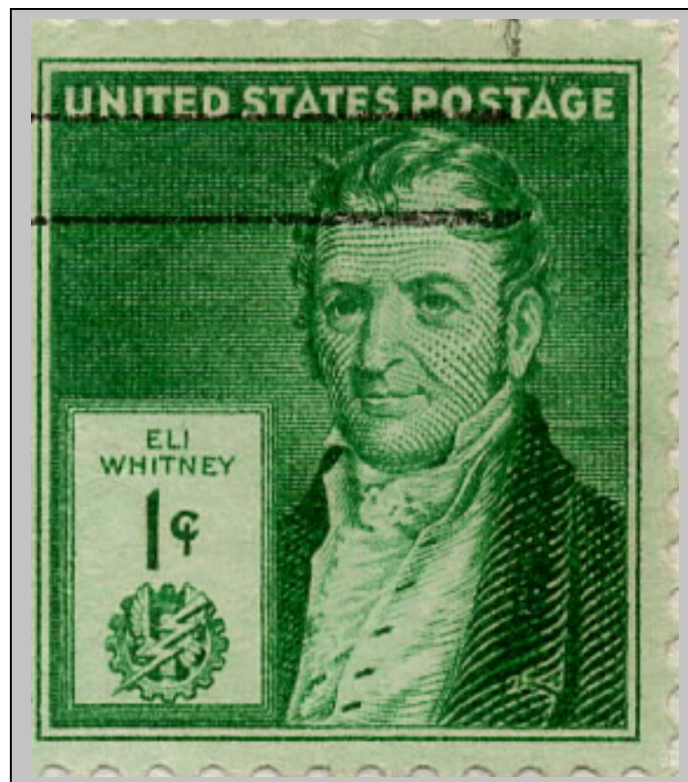
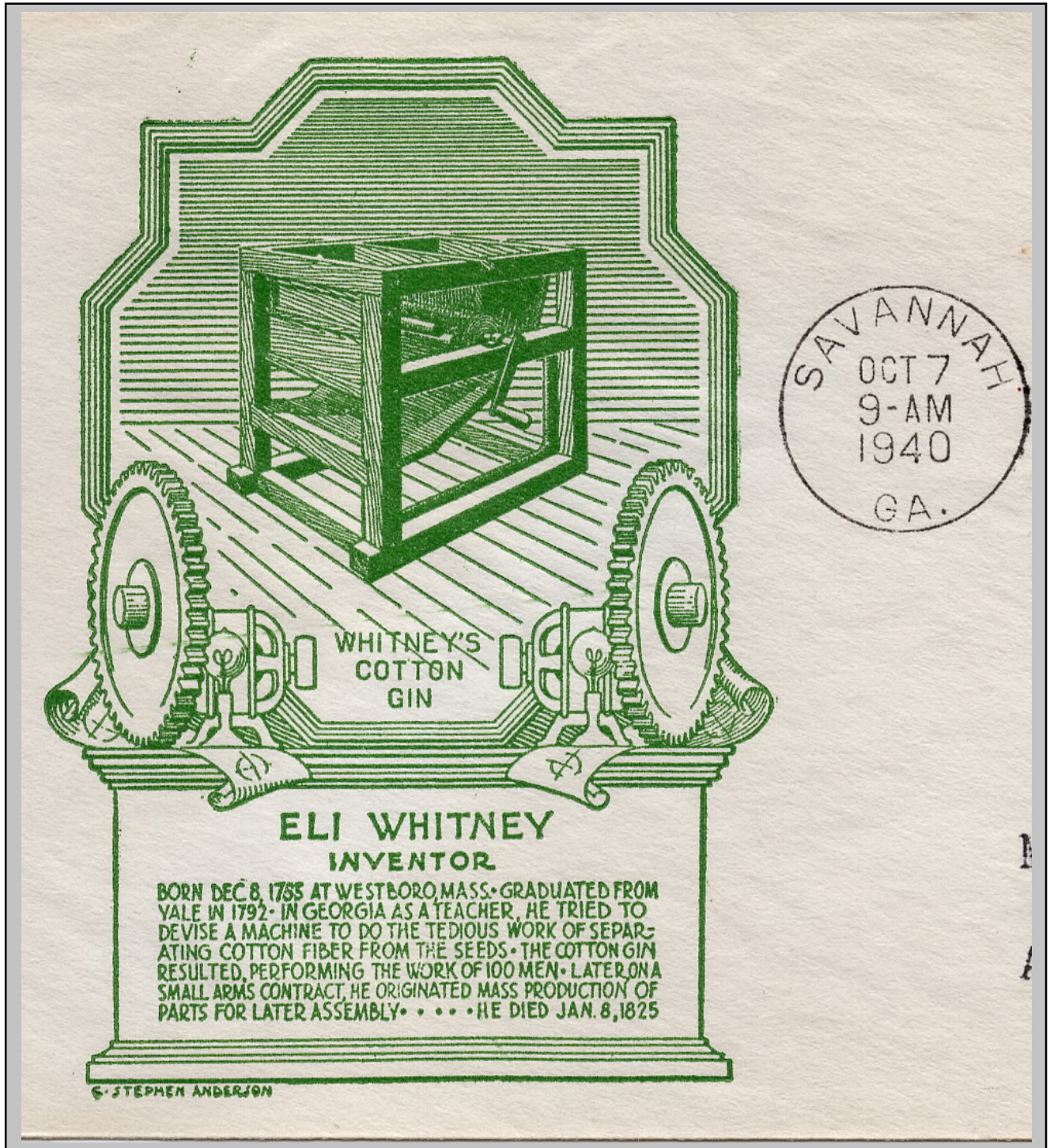


Image B



# Eli Whitney Lesson

Image C



## Warm Up/Review Questions Using First Day Covers

### Louisiana Purchase

Using the two First Day Covers, students will create a timeline of the major events of the purchase and exploration of the Louisiana Territory.

Show the **first First Day Cover (Image A)** and the stamp **(Image B)**.

Ask students to identify the major players in the treaty:

- President Thomas Jefferson
- James Monroe, Minister Extraordinary and Plenipotentiary  
(plenipotentiary means invested with full power or authority)
- Robert Livingston, Minister Plenipotentiary
- (Francois Barbe-)Marbois, French Senator, Secretary Treasurer

Where did the transfer and treaty signing take place?

Paris, France

When did the signing occur?

April 30, 1803

Students may ask why the St. Louis Arch was included in the **ARTWORK**

Because of the Purchase, the “major” ports of New Orleans and St. Louis opened the southern length of the Mississippi River to river commerce. Because other rivers, such as the Platt or Missouri joined the Mississippi River near St. Louis, the fort/port was seen as the gateway to the West. In 1947-1948 a nation wide competition was held to select a monument to represent the spirit of western pioneers. The stainless steel arch, reaching 630 feet into the air, designed by architect Eero Saarinen won. Construction on the Arch did not begin until 1963 with completion in 1965. Students may conclude that the Sesquicentennial celebrated the past 150 years and with the Arch looked to the future.

Show the **second First Day Cover. (Image B)**

What is it commemorating?

The Lewis and Clark Expedition in 1806

Analyze the **ARTWORK** and **POSTMARK** to determine what is happening.

The Expedition is arriving back in St. Louis, September 23, 1806

**Conclusion:** Ask students to research and fill in the events that happened between the actual signing of the treaty in Paris and the return of Lewis and Clark to St. Louis.

**Teacher Notes:** Events that might be included in the timeline:

- July 4, 1803 Pres. Jefferson gives Meriwether Lewis a general letter of credit and tells him what he is to do while exploring the Louisiana territory.
- Oct. 20, 1803 The Senate ratifies the treaty.
- Dec. 20, 1803 A ceremony takes place in New Orleans with the lowering and raising of flags signifying the transfer of the land. (Spanish and French flags raised and lowered, U.S. flag raised.)
- Feb. 13, 1804 Transfer of stock and certificates from the U.S. to France takes place to pay for the purchase.
- March 9, 1804 The same three flag ceremony takes place in St. Louis to represent the transfer of the upper Louisiana Territory from Spain to France to the United States.

National Standards United States History Era 4 Standard 1A  
TEKS 8.1C, 8.6E, 8.10A, 8.29B/C

Louisiana Purchase Lesson

Image A



Image B

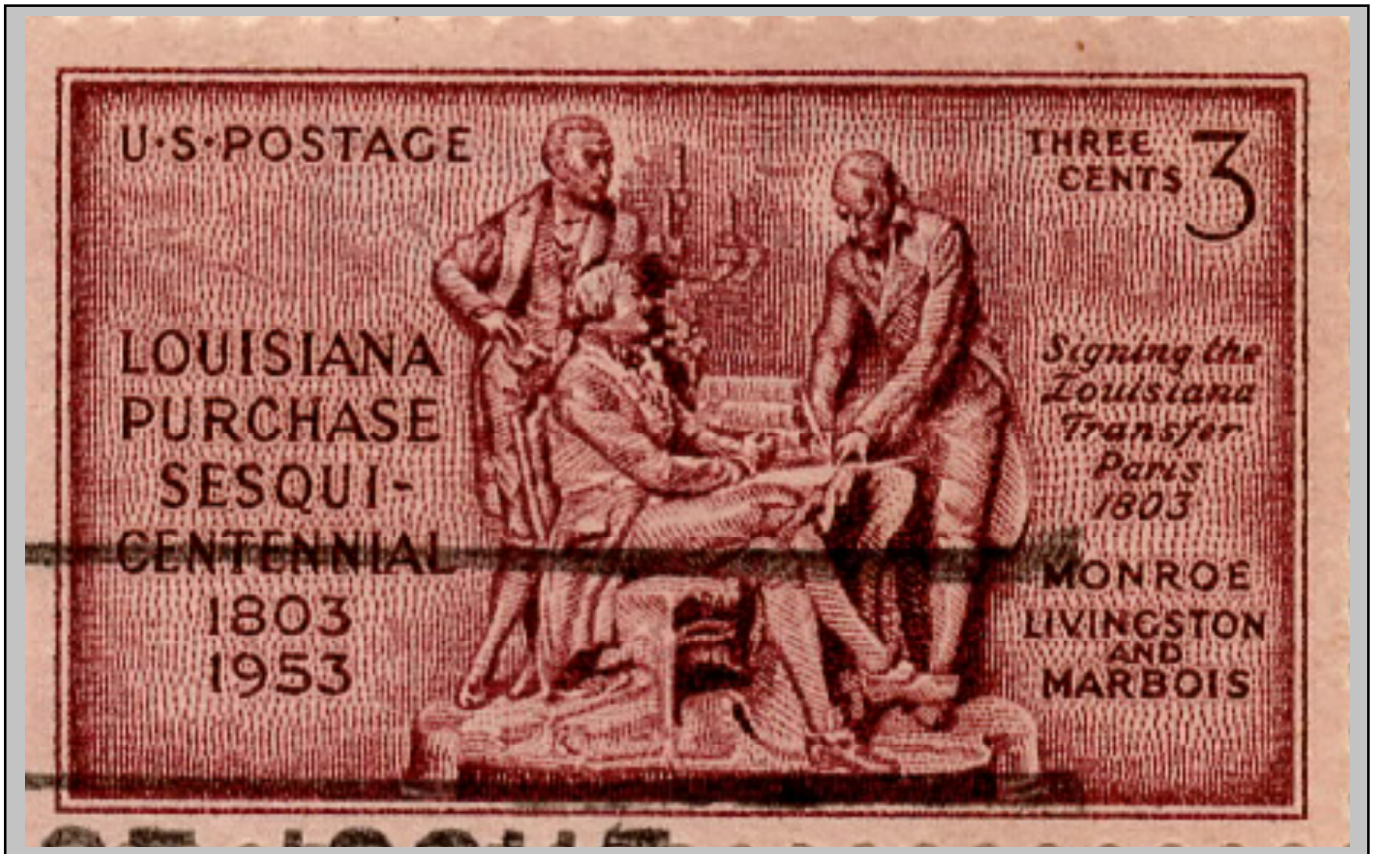
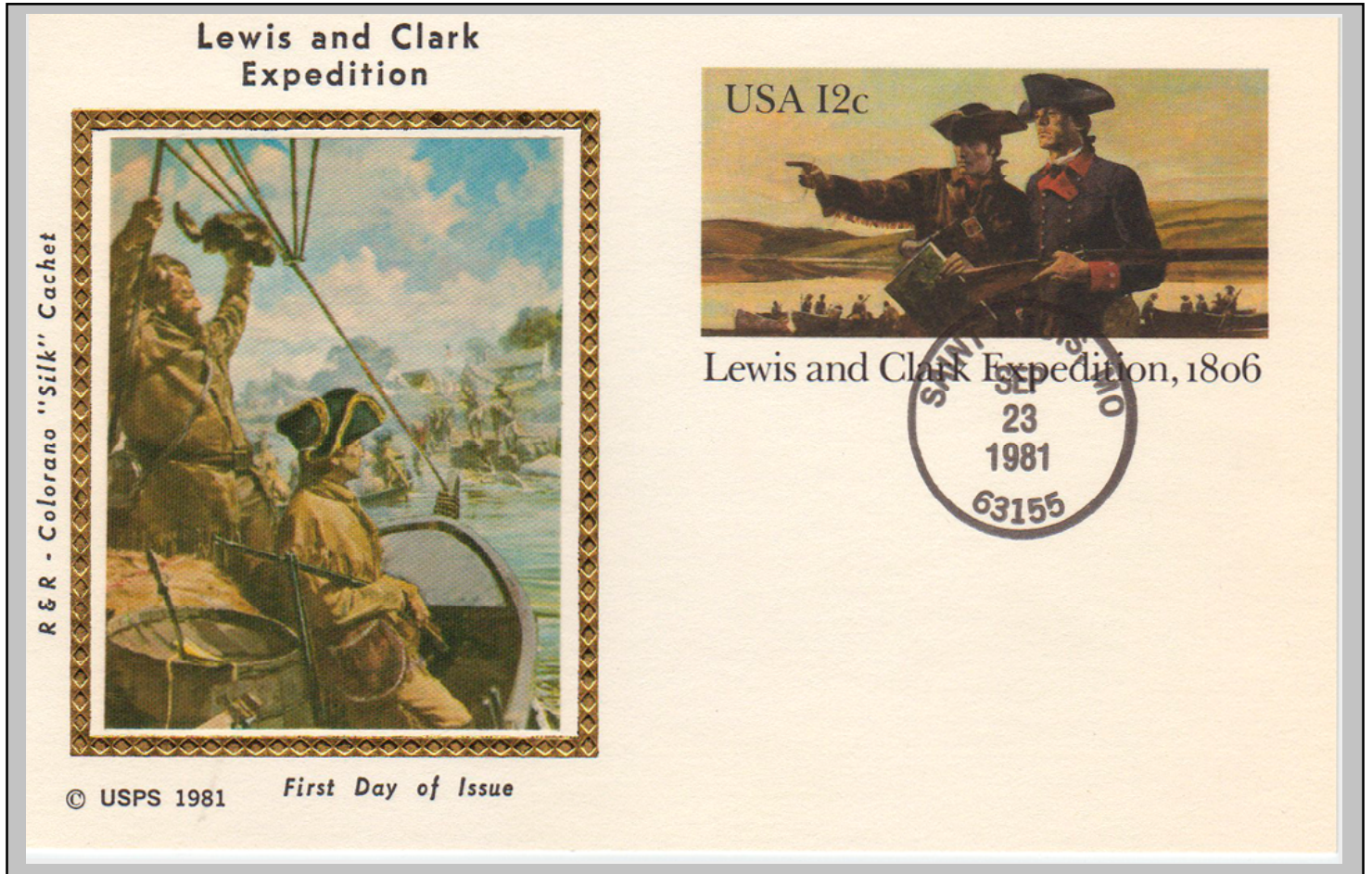


Image C



## Warm Up/Review Questions Using First Day Covers Robert Fulton & the Steamboat

Show the **First Day Cover (Image A)** and ask students to collect as many facts from it as they can:

**Stamp** – Robert Fulton  
1765-1965  
U.S. Postage 5 cents

**Postmark** – Clermont, New York  
Aug. 19, 1965

**Artwork** – First Day of Issue  
200<sup>th</sup> Anniversary of his birth  
*Clermont* is the steamboat's name  
The voyage went from New York City to Albany, New York  
First successful voyage was on Aug. 17, 1807

- What is special about this event?
- Robert Fulton did not invent the steam engine so why is he important in history?
- Why were rivers the dominant form of transportation in the early 1800's?
- What river connects New York City and Albany?
- Why was it so important in the 1783 Treaty of Paris that the U.S. has access through the port of New Orleans?
- What "river highways" came with the Louisiana Purchase?
- What impact would the steamboat have on the economy and inland United States?

**Conclusion:** Discuss what form of transportation will put steamboats out of business?

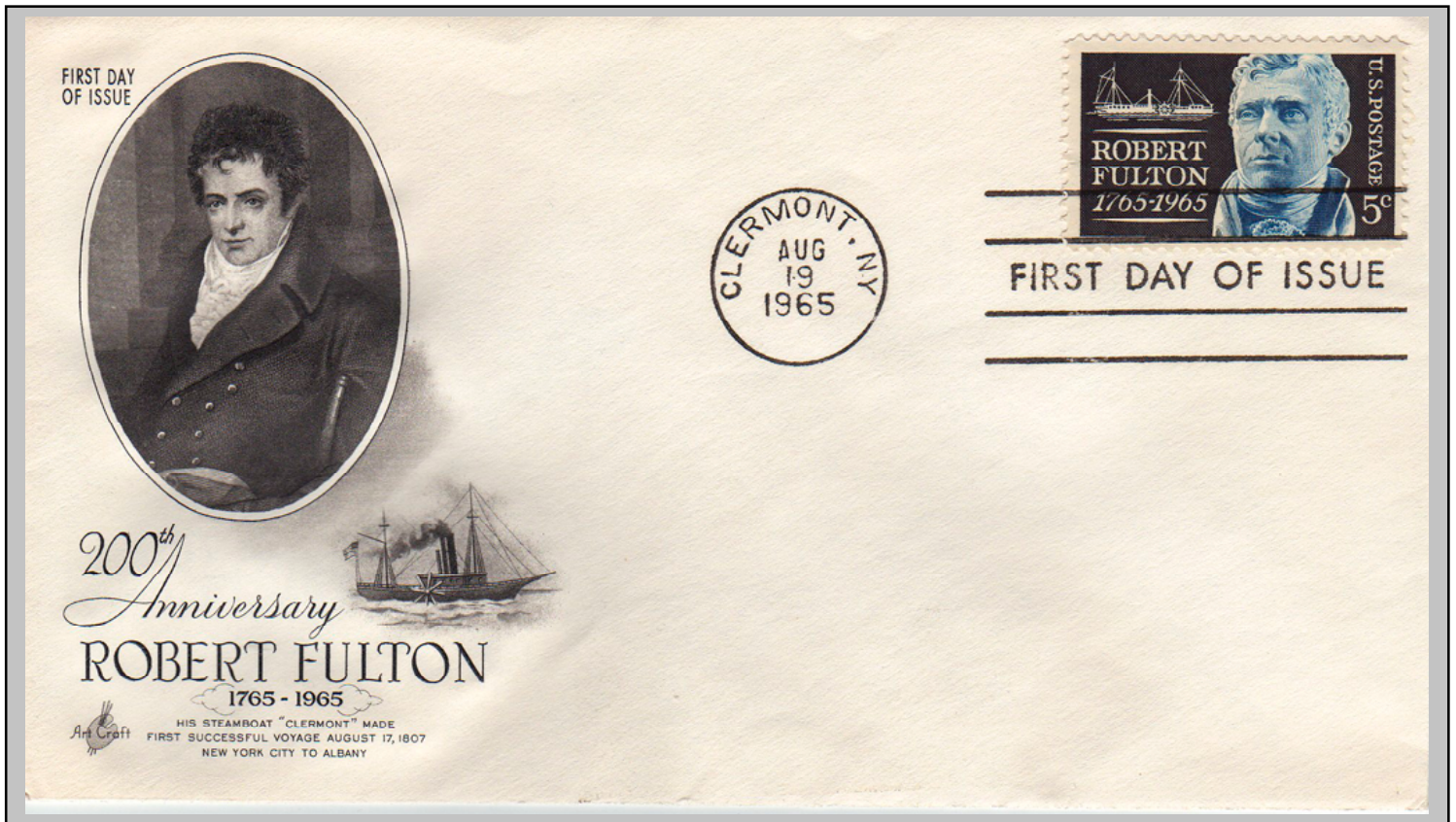
**Teacher Notes:** Robert Fulton went to London to study painting, but found his calling as an engineer. He formed a partnership with Robert Livingston (signer of the Declaration of Independence) who financed his work to improve the design of steamboats. Fulton arrived at New York City in 1806 and began the construction of the *Clermont*, named after Livingston's estate on the Hudson River. The steam engine had been made in England by James Watts, but it was Fulton's design of the keel and its paddle wheels that made it successful. People nicknamed it "Fulton's Folly," and granted the *Clermont* only traveled approximately five miles per hour taking 32 hours to cover the 150 miles between New York and Albany, but that was faster than horse and wagon (August 17-19, 1807). The *Clermont* continued to make round trips every four days carrying as many as 100 passengers. Thanks to the New York legislature, Livingston and Fulton had a monopoly on the Hudson River steamboat traffic, but other companies were soon plying their wares up and down major rivers such as the Ohio and Mississippi.

National Standards United States History Era 4 Standard 2A  
TEKS 8.27A/B/C/D, 8.29B/C



Robert Fulton & the Steamboat Lesson

Image A



***And the Envelope, Please!***  
**Francis Scott Key & Fort McHenry**

As a class, have students describe the symbols found on the United States flag. What would the flag have looked like in 1783? How had it changed by the War of 1812? Where do students see the flag flying today versus where it might have been flown in 1812?

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

- Who might F. S. Key be? What was he attributed to have written?
- Why did the artist depict the flag with the quote, “And this is our motto, in God is our Trust”?
- Ask students to write the words they sing of the Star Spangled Banner.
- Then ask the students to compare their words to the drawing on the first day cover.

*Oh, say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars thru the perilous fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?*

What conclusions can the students draw from this discussion and analysis?

- F. S. Key wrote the Star Spangled Banner
- Fort McHenry was in Baltimore
- The flag was flying over Fort McHenry on September 13-14, 1814
- Because the flag was still flying at “dawn’s early light”, the British did not win the battle
- The quote, “and this is our motto, in God is our Trust” is not in the first verse of the Star Spangled Banner

**Conclusion:** “**Open the Envelope**” and read all four verses of the poem (**Image B**). Discuss the victory at Ft. McHenry and Key’s poem inspired the U.S. to “win the war against Great Britain”?

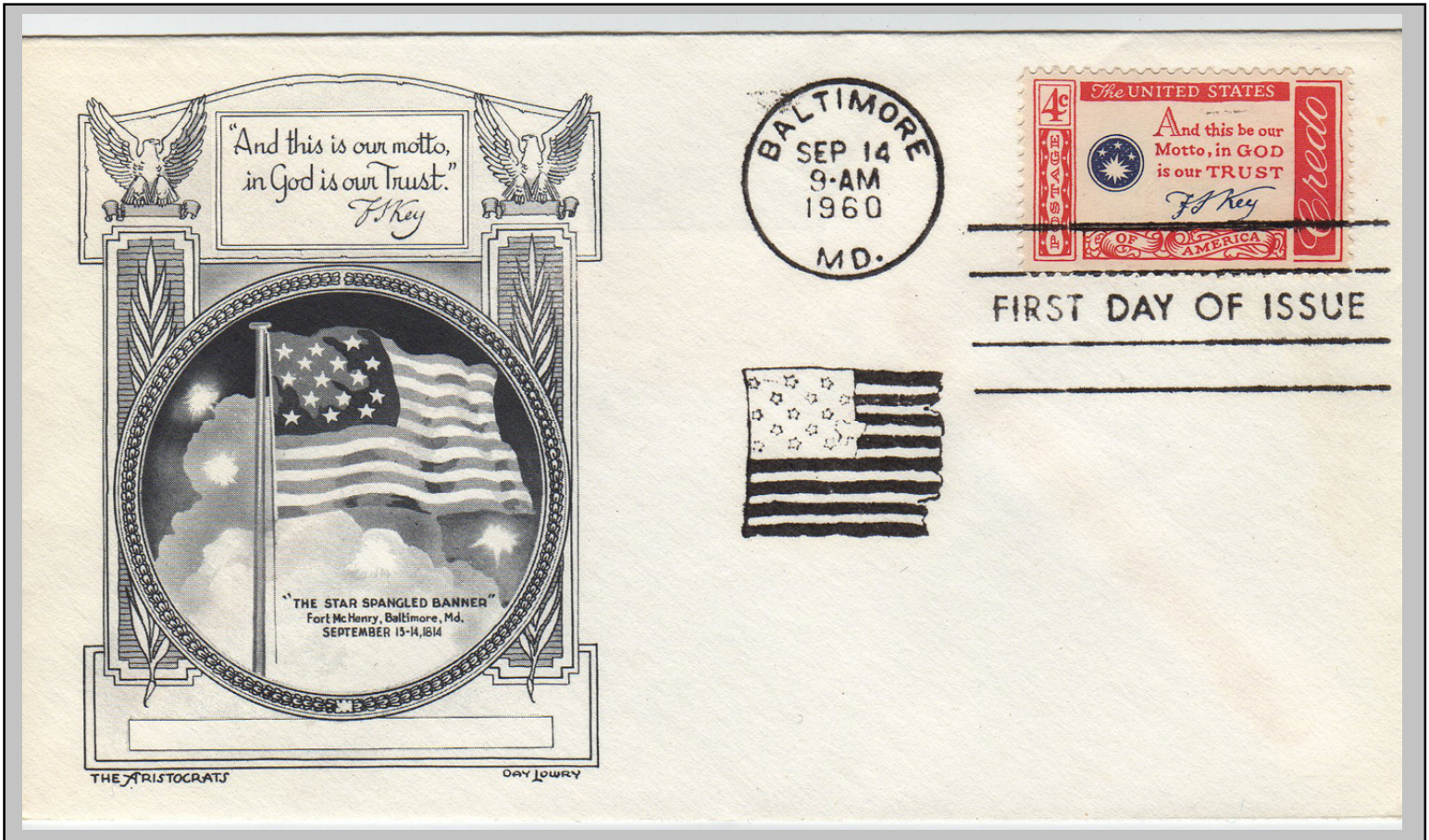
**Teacher Notes:** Francis S. Key was a Baltimore lawyer who was negotiating the release of an American prisoner on a British warship. Though the negotiations were successful, Key’s vessel was not allowed by the British navy to return to Baltimore for fear of warning the U.S. army of the impending attack. So Key actually saw the attack on Fort McHenry while in the Chesapeake Bay behind the British warships.

Due to the leadership of U.S. army Major George Armistead, Baltimore and Fort McHenry were better prepared than the forces had been in Washington D.C. His determination to defend the city of Baltimore can be seen in the order of a flag to fly over the fort that measured 42 feet by 30 feet. He said he wanted a flag “so large that the British will have no difficulty seeing it from a distance.” The order was given to seamstress Mary Pickersgill who owned a business in Baltimore sewing military flags. Using 400 yards of fabric, Pickersgill along with her daughter, two nieces and two African American servants, completed the flag in six weeks.

More information about the flag can be found at <http://americanhistory.si.edu/starspangledbanner/>

Francis Scott Key and Ft. McHenry Lesson

Image A



## *The Star Spangled Banner Lyrics*

Oh, say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars thru the perilous fight,  
O'er the ramparts we watched were so gallantly streaming?  
And the rocket's red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, half conceals, half discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected now shines in the stream:  
'Tis the star-spangled banner! Oh long may it wave  
O'er the land of the free and the home of the brave!

And where is that band who so vauntingly swore  
That the havoc of war and the battle's confusion,  
A home and a country should leave us no more!  
Their blood has washed out their foul footsteps' pollution.  
No refuge could save the hireling and slave  
From the terror of flight, or the gloom of the grave:  
And the star-spangled banner in triumph doth wave  
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand  
Between their loved home and the war's desolation!  
Blest with victory and peace, may the heav'n rescued land  
Praise the Power that hath made and preserved us a nation.  
Then conquer we must, when our cause it is just,  
And this be our motto: "In God is our trust."  
And the star-spangled banner in triumph shall wave  
O'er the land of the free and the home of the brave!

## Warm Up/Review Questions Using First Day Covers

### Battle of New Orleans

Show the **First Day Cover (Image A)** and ask students to analyze the stamp, postmark and artwork.

- Which war was this battle a part of?
- How many states made up the Union in 1815? (Count the stars on the Flag)
- When did the battle take place?
- Who won this battle?
- Would it have made a difference if the British had won?
- How did this battle help Andrew Jackson's reputation?

**Teacher Notes:** The War of 1812 was fought between the United States and Great Britain over impressments, economic barriers by foreign nations, and Indian disturbances in the Ohio Valley. By the time the war ended in December 1814 little had changed. The Treaty of Ghent returned the relationship between Great Britain and the United States to the status quo. The ones who lost in this war were the families of the 2,260 U.S. soldiers and sailors who died and the Native Americans who had been promised by both sides their own nation. The individual whose reputation benefited the most from this war was Andrew Jackson.

In 1814, General Jackson's troops defeated the Creek Indians at the Battle of Horseshoe Bend and then at the peace talks, he forced them to give up two thirds of their Alabama lands. He was promoted from general of volunteers to major general in the regular army.

In November 1814, he led his troops into Spanish East Florida and captured a British force at Pensacola.

By December 1814, he was leading his troops and the citizens of New Orleans against a force of 7,500 British soldiers. His leadership kept his army of regular troops, free Blacks, pirates and civilians working together to dig earthworks, and lay in the artillery. The British advanced twice but were thrown back. On January 8, 1815 the British threw their entire force onto the field, but the Americans held their ground, and as the British retreated they left over two thousand Redcoats dead or wounded on the field.

Jackson became the "hero of New Orleans." This battle was a much needed morale builder, especially after the British had invaded Washington and burned the capitol, presidential house and congressional library.

In 1818 General Jackson was ordered to again settle an Indian problem in eastern Florida. His military actions brought about a political solution with Spain selling the land to the United States in the Adams-Onis Treaty of 1819.

In 1821 Jackson served as the military governor of Florida.

From 1823-25 he was a U.S. senator from Tennessee.

In 1824 Jackson won the popular vote for president, but lost the electoral vote.

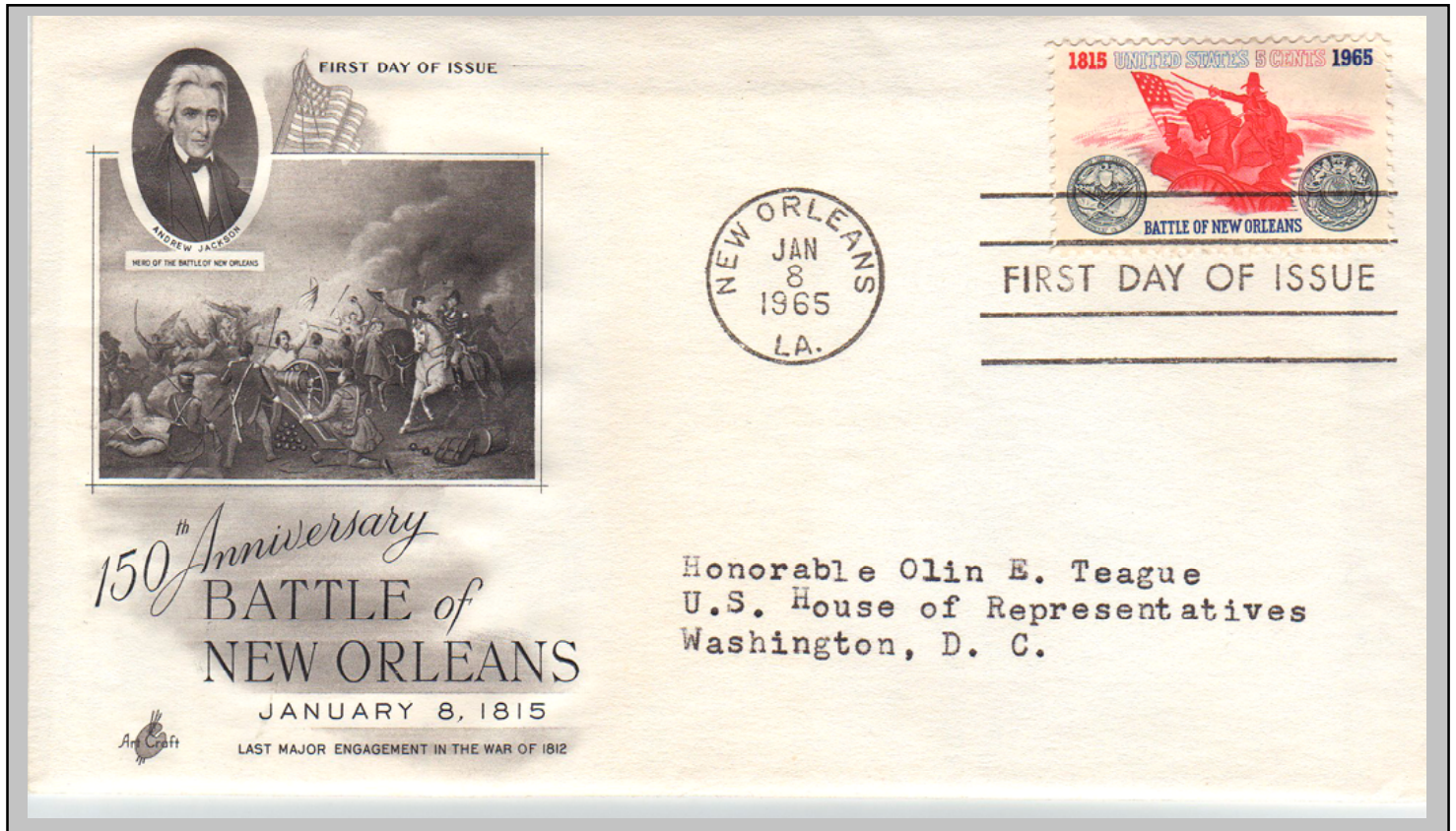
In 1828 Jackson was elected President of the United States with 54% of the popular vote. The image of "Old Hickory," a nickname he earned in the War of 1812 was used to describe his robustness, physically and mentally.

**Conclusion:** List the names of other men who served in the military before becoming president. What other nicknames have been given to presidents?

In the discussion you might include the **second First Day Cover (Image B)**, which celebrates the 150<sup>th</sup> Anniversary of Tennessee statehood. It includes the state's native son president, Andrew Jackson.

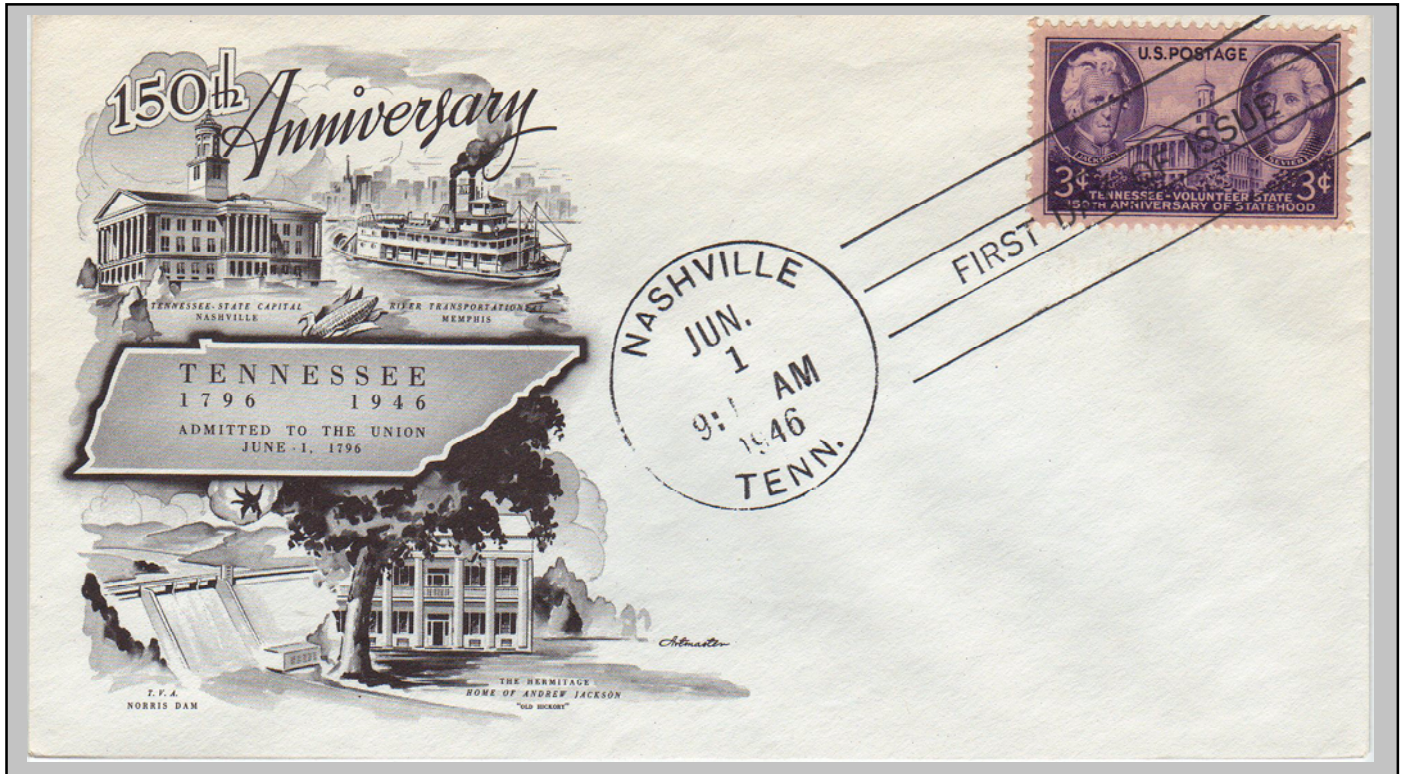
Battle of New Orleans Lesson

Image A



Battle of New Orleans and Andrew Jackson

Image B



## Warm Up/Review Questions Using First Day Cover Erie Canal

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

- What is it commemorating?
- Who developed the Canal?  
(Explain to students that this canal was financed by the state of New York. President Jefferson said “it was a little short of madness” to build a canal through the wilderness, and President Madison vetoed a bill which would have provided land grants to help with the project.)
- What two bodies of water and ports did the canal connect?  
(Buffalo was a port on Lake Erie and Albany was a port on the Hudson River)
- What conclusions can be drawn from the **POSTMARK**?  
(Rome, NY was where the digging began on July 4, 1817. The center section was completed first, then the western side, followed by the eastern portion.)
- From the **ARTWORK** and **STAMP**, what seems to be the purpose of the canal?

Share with students this New York Map showing the waterways and bodies of water connected by the Canal. [http://www.eriecanal.org/maps/canal\\_map2.jpg](http://www.eriecanal.org/maps/canal_map2.jpg)

The “Wedding of the Waters” when Lake Erie was officially joined to the Atlantic Ocean took place on October 26, 1825. Governor Clinton had taken a bucket of water from the Lake and poured it into the Atlantic at the ceremony.

How might this new source of transportation change the state of New York as well as the nation?

- Thousands of men were employed to dig the “Ditch”.  
(364 miles long, four feet deep, forty feet wide with a ten foot wide tow path for the mules, eighteen aqueducts and eighty-three locks to raise and lower the boats a total of 568 feet)
- Freight and farm crops were carried cheaper via the canal than overland.  
(By 1827, as a result of the canal, wheat from central New York State could be bought for less in Savannah, Georgia than wheat grown in Georgia's interior.)
- Loading docks, stores, hotels and taverns spring up along the Canal.
- Thousands of immigrants use this route to move into the Northwest Territories.  
Population Changes:

State	1820	1830	1840
Ohio	231,000	581,000	1,519,000
Michigan	9,000	32,000	212,000
Indiana	147,000	343,000	686,000
- New York City becomes the leading commercial center of the United States.
- The Canal tied the West to the East in a time that sectionalism was beginning to grow.  
(The Northwest Territories would not look to Canada with the Great Lakes and the St. Lawrence River, nor to the southern states along the Ohio - Mississippi River routes to get their products to and from market)
- Other Canals were dug across the United States.  
(In 1832, Ohio opened a canal from the Ohio River to Lake Erie allowing their farm produce to be shipped by waterway to New York City. By 1840, there were 3,326 miles of canals in the United States)

**Conclusion:** Ask students to complete a “quick write” describing the impact on a village if it was not on a canal. What new form of transportation in the 1830’s will it begin to rely on to move products?



Erie Canal Lesson

Image A



## Warm Up/Review Questions Using First Day Covers James Monroe

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

- Who is it commemorating?
- When was he born?
- Why did the artist choose a quote from the Monroe Doctrine to honor the man?
- Investigate or review other foreign affairs that President Monroe be remembered for.
- If you had drawn the artwork, what would you have included to represent President Monroe?

### Teacher Notes:

1817 – Monroe signed the Rush-Bagot Agreement to demilitarize the border with Canada

1818 – Monroe signed an agreement with Great Britain for joint occupation of the Oregon Territory.

1819 – Monroe signed the Adams-Onis Treaty purchasing Florida from Spain and setting the western border all the way to the Pacific Ocean between Spanish territory and U.S. claims

1823 – Monroe released his Doctrine supporting the independence of the new nations of Latin and South America.

1824 – Monroe signed a treaty with Russia limiting their expansion down the Pacific coastline

The mark under the postmark is the Great Seal of Virginia. Greek goddess Virtus, who represents the virtues of heroism, righteousness, freedom, and valor, is triumphant over the fallen tyrant. Thus the state motto of “Thus Always to Tyrants.” The seal was designed and accepted by the Virginia convention in 1776.

**Conclusion:** President Monroe’s work set the tone for both U.S. westward expansion and relations with the rest of the world for years to come. April 28, 2008 marked the 250<sup>th</sup> anniversary of Monroe’s birth. Ask students to write a paragraph explaining how President Monroe’s life is an example of the Virginia state motto.

Image A

