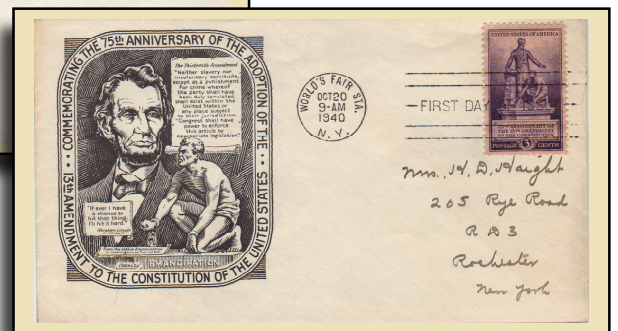


FDC Lessons

United States History

Civil War & Reconstruction

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



Civil War Battles	Stonewall Jackson	Clara Barton	Julia Ward Howe
Southern Women in the Civil War	The Homestead Act		
Emancipation Proclamation	President Jefferson Davis		
The Gettysburg Address	Thirteenth Amendment		
Purchase of Alaska	Transcontinental Railroad		

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.

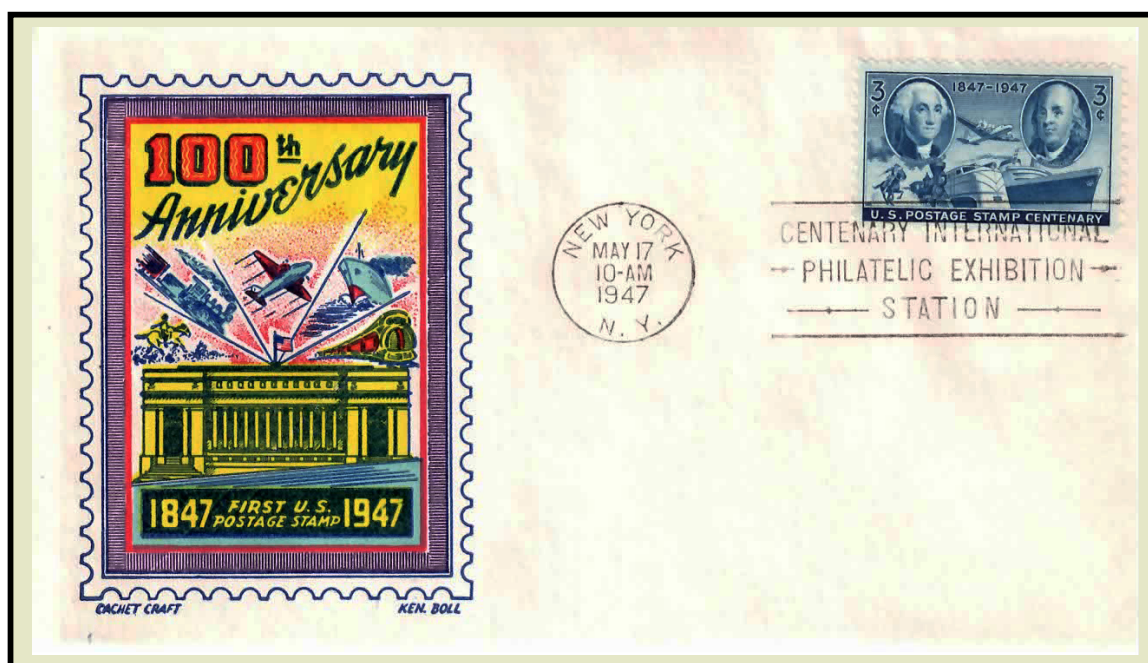
Since selling its first stamp on July 26, 1847, the post office has issued hundreds of stamps commemorating

- 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 Cover Civil War Battles

Show the **First Day Cover (Image A)** to the students and ask them to identify its purpose.

How will students identify that it is the Centennial of the Battle at Ft. Sumter?

STAMP: Civil War Centennial, Fort Sumter, 1861-1961

POSTMARK: Charleston, S.C., April 12, 1961

ARTWORK: Civil War Centennial, Fort Sumter Bombarded, April 12, 1861

Before studying the **ARTWORK, (Image B)** to review the major battles of the Civil War, the teacher might first want to review the “roots of the tree”, or causes of the war. Depending on time, students can create a list of causes beginning with 1619, the Three Fifths Compromise of the Constitution, the Missouri Compromise of 1820, or the Compromise of 1850. The causes might also include geographical and economical differences, and states rights.

Next ask the students to study the ARTWORK .

What is the purpose of the tree?

(to show battles of the Civil War)

Where are the Union Victories listed?

(on the left side branches)

Where are the Confederate Victories listed?

(on the right side branches)

What is the significance of the Mason-Dixon Line?

If the FDC is being used to begin a unit on the Civil War, students might be assigned one of the battles and asked to research and prove the artist’s view that the battle was either a Northern or Southern victory.

Or if the FDC is being used to review the Civil War unit, students might point out the “turning point” battles such as after Antietam, when President Lincoln issued the Emancipation Proclamation, or after Gettysburg, when President Lincoln gave the Gettysburg Address. The battles might also be used to introduce or review leaders such as Robert E. Lee and his decision to invade the North at Gettysburg, or General Grant and his decision to divide the South by taking control of the Mississippi River.

How does a viewer of the FDC know when the war ended? Why isn’t the final battle at the top of the tree?

Conclusion: Make a First Day Cover and/or stamp commemorating the centennial of one of the battles listed on the tree.

Image A



Image B



And the Envelope, Please!
Stonewall Jackson and the Battle of Manassas

Show students the first day cover (**Image A**). Allow students time to analyze and discuss what is being commemorated. A stamp dealer who took a page from a 1909 *Harper's Weekly* showing a lithographic image of the Battle of Manassas created this cover/envelope.

How does the viewer know it is the Battle of Manassas and not the Battle of Bull Run? (The flag might be the first Confederate Stars and Bars.) Discuss with students how the North used geographical features and the South used town names to identify battles. Do the soldier's uniforms appear to be Confederate?

The Stonewall Jackson stamp is part of a twenty-stamp sheet of 32-cent Civil War stamps that were first issued on June 29, 1995 in Gettysburg, Pennsylvania. The second stamp commemorating the Battle of Bull Run was officially issued on April 12, 2011, the 150th Anniversary of the beginning of the Civil War; however the new owner had it cancelled on the actual 150th anniversary of the Battle of Manassas, July 21, 2011.

Where is Manassas located?

Why was it an important site to be held by the Confederates?

Why does the Union want to take the town of Manassas?

“Open the envelope”, (**Image B**) and read to the students about Stonewall Jackson's role in this battle.

How did he get his nickname?

What values did he hold that made him a leader?

How does Mary Anna Jackson describe her husband?

Why is he considered a Confederate hero?

Teacher Notes Jackson graduated from West Point Academy. He fought in the Mexican-American War. In 1851, he became a professor at the Virginia Military Institute. In 1859, the Virginia governor called on him to lead a group of VMI cadets and provide additional support at the hanging of abolitionist John Brown. In 1861, he took command of Virginia troops and was second in command behind General R.E. Lee. The 1861 Battle of Manassas was the first time, though not the last, that Jackson was criticized for being “late to the battle” but then his men always fought valiantly, redeeming their commander. For the next two years after Manassas, Jackson and his troops fought throughout Virginia. In May 1863, during the battle of Chancellorsville, Jackson was accidentally shot by his own troops. His left arm was amputated but six days later he died of pneumonia.

For a complete lesson on the First Battle of Manassas, check out the Teaching with Historic Places Lesson Plan produced by the National Park Service at <http://www.nps.gov/nr/twhp/wwwlps/lessons/12manassas/12manassas.htm>

Image C is another first day cover issued on March 23, 1937 in Richmond, Virginia honoring the Confederate army generals Robert E. Lee and Stonewall Jackson. The teacher may or may not use this during the discussion, though the artwork includes the Battle of Bull Run, a northern title for the battle, while the stamp is honoring Southern generals.

National Standards for U.S. History Era 5 Standard 2A
TEKS 8.22B

And the Envelope, Please! – Stonewall Jackson

Image A

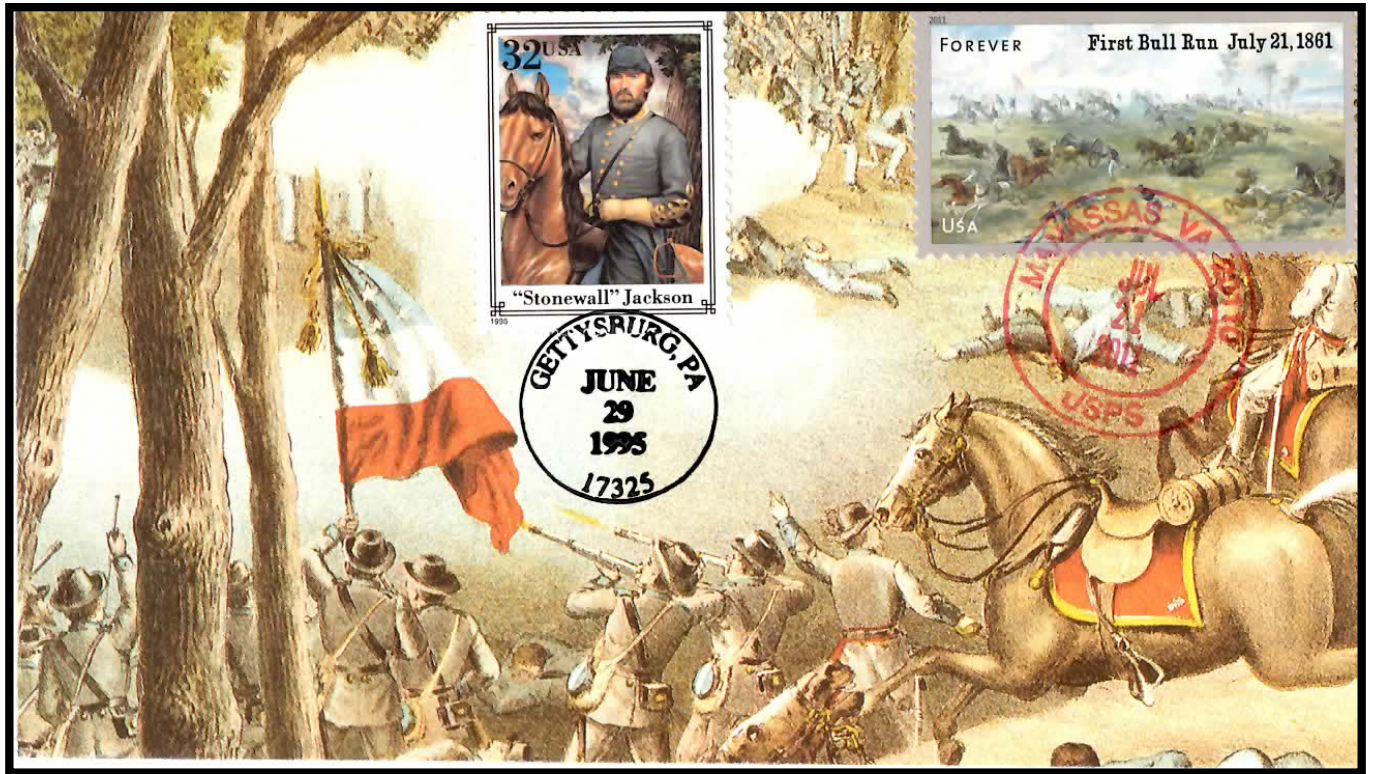


Image B

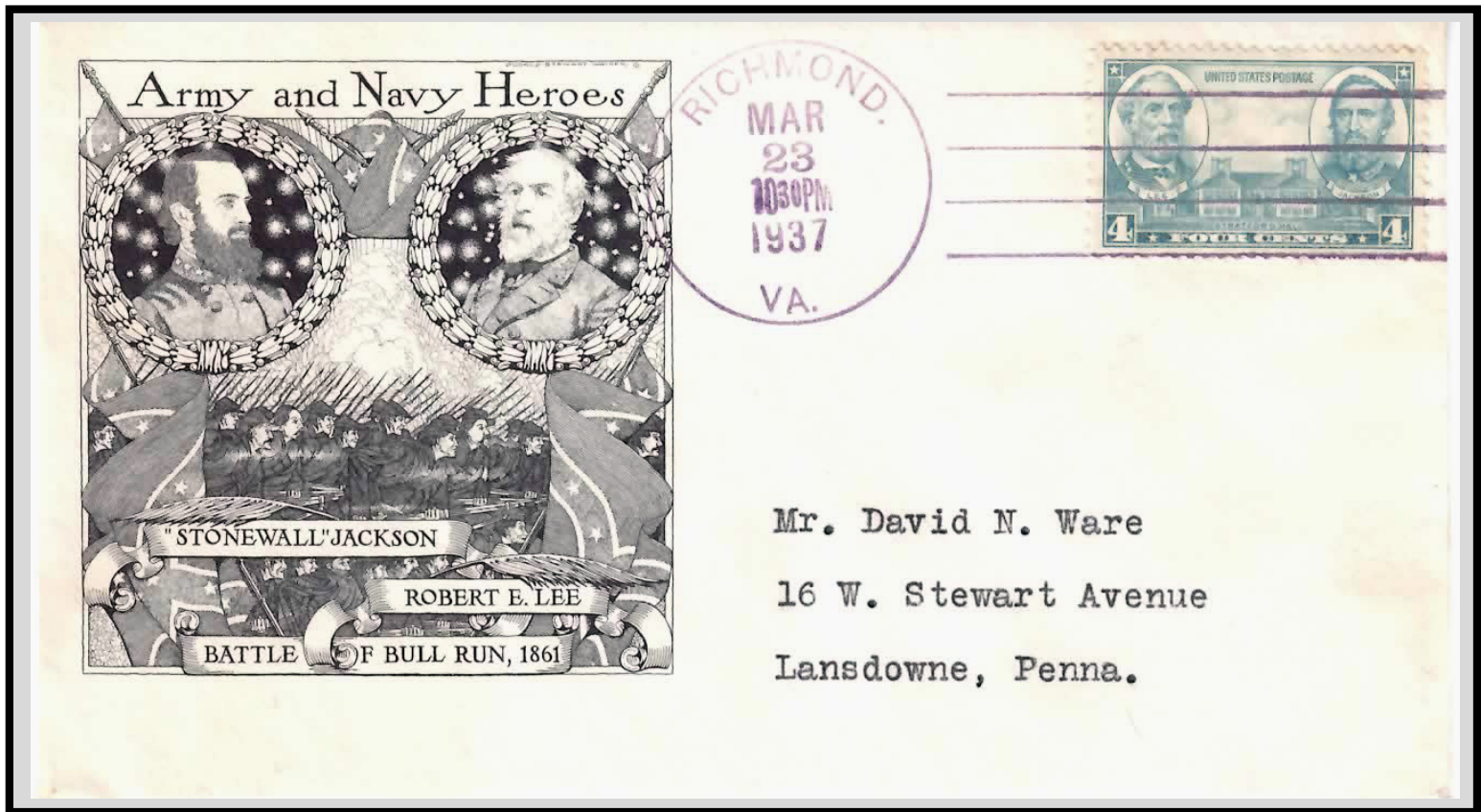
The following primary source reading explains how Thomas Jackson received the nickname of “Stonewall”. The excerpt was taken from *Memoirs of Stonewall Jackson by his widow, Mary Anna Jackson* (Chapter XI The First Battle of Manassas)
http://books.google.com/books?id=D_BSA0GZn8QC&pg=PA174&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Manassas, July 22d.

“My Precious Pet,
“...Yesterday we fought a great battle and gained a great victory, for which all the glory is due to God alone. Although under a heavy fire for several continuous hours, I received only one wound, the breaking of the longest finger of my left hand’ but the doctor says the finger can be saved. It was broken about midway between the hand and knuckle, the ball passing on the side next the forefinger. Had it struck the centre, I should have lost the finger. My horse was wounded, but not killed. Your coat got an ugly wound near the hip but my servant, who is very handy, has so far repaired it that it doesn’t show very much. My preservation was entirely due, as was the glorious victory, to our God, to whom be all the honor, praise and glory. The battle was the hardest that I have ever been in, but not near so hot in its fire. I commanded in the centre more particularly, though one of my regiments extended to the right for some distance. There were other commanders on my right and left. Whilst great credit is due to other parts of our gallant army, God made my brigade more instrumental than any other in repulsing the main attack. This is for your information only--- say nothing about it. Let others speak praise, not myself...”

....Though he was so reticent of his own part in the battle, it was well known that his brigade saved the day, the credit of which was justly given to its commander. At one moment it seemed as if all was lost. The troops of South Carolina, commanded by General Bee, had been overwhelmed, and he rode up to Jackson in despair, exclaiming, “They are beating us back!” “Then”, said Jackson, “We will give them the bayonet!” This cool reply showed the unconquered mind of one who never knew that he was beaten, and put fresh courage into the heart of him who was almost ready to acknowledge defeat’ and as he rode back to his command, General Bee cried out to them to “Look at Jackson!” saying, “There he stands like a stone wall! Rally behind the Virginians!” The cry and the example had its effect and the broken ranks were reformed and led to another charge, when their leader, General Bee, fell dead to the foe. But with his last breath he had christened his companion in arms, in the baptism of fire, with the name that he was henceforth to bear, not only in the Southern army, but in history, of Stonewall Jackson, while the troops that followed him on that day counted it glory enough to bear on their colors the proud title of the “Stonewall Brigade.”.....

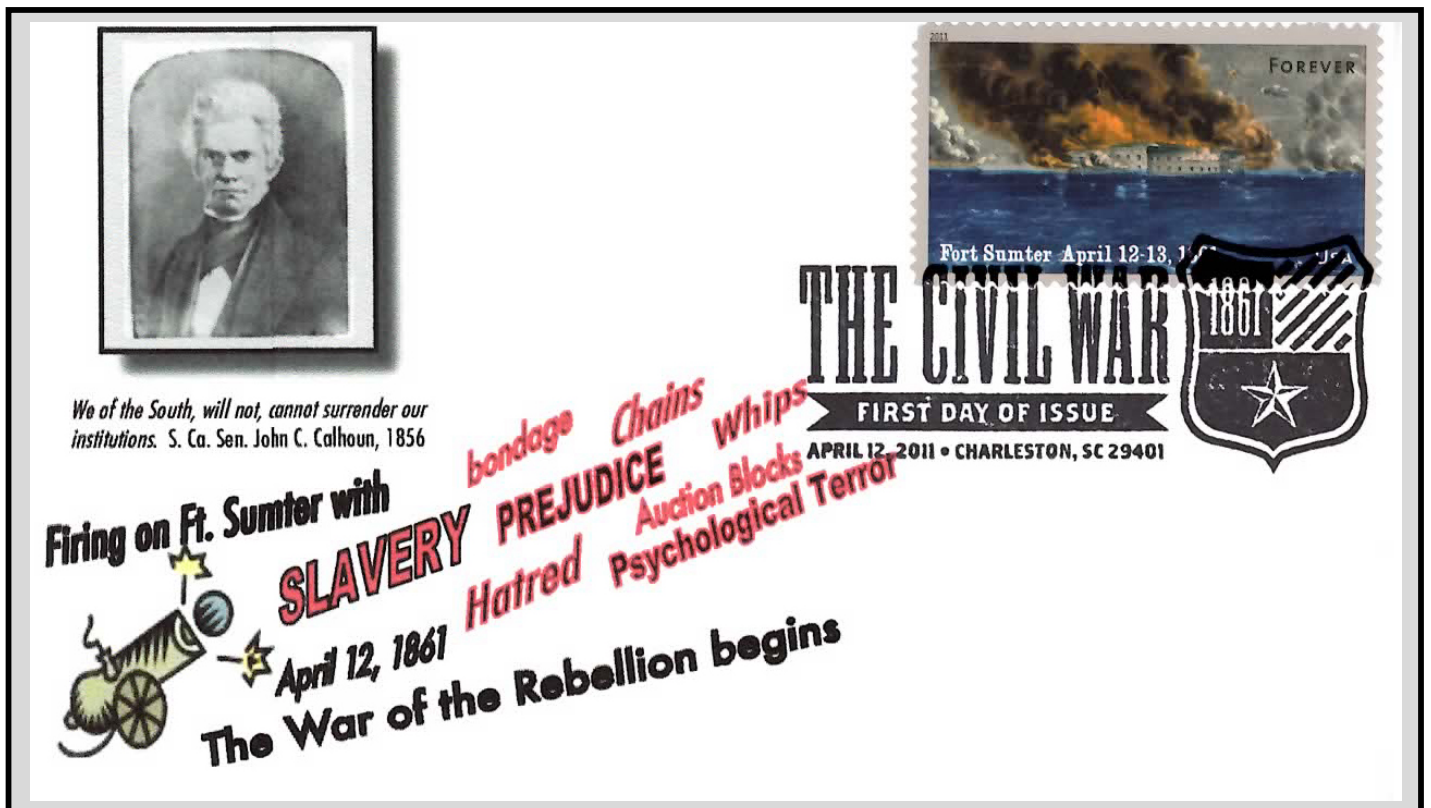
Image C



Civil War Student Activity

Beginning in 2011 the Postal Service began issuing stamps honoring the 150th anniversary of the Civil War. The first two stamps commemorated the firing on Ft. Sumter (**Image A**) and the First Battle of Manassas. The second two stamps issued in April 2012 remembered the battles of New Orleans and Antietam (**Image B**). Show the students samples of the first day covers then assign them to create their own artwork for either the firing on Ft. Sumter or the battle at Antietam stamp. Teachers will need to print off the first day cover templates which are at the end of this lesson. Students will need time to research each event to insure that their work is historically accurate, but it is also acceptable to show their point of view as the artwork on the sample Ft Sumter cover does.

Image A Attack on Ft. Sumter



Battle at Antietam, Sept. 17, 1862



I recall a Union soldier lying near the Dunker Church with his face turned upward, and his pocket Bible open upon his breast. I lifted the volume and read the words: 'Though I walk through the valley of the shadow of death, I will fear no evil; for thou art with me. Thy rod and thy staff, they comfort me.' Upon the fly-leaf were the words, 'We hope and pray that you may be permitted by kind Providence, after the war is over, to return.' Charles Coffin,
Army Correspondent, *Boston Journal*



K. McIntosh

Student Template for attack on Ft. Sumter first day cover



Student Template for Battle at Antietam first day cover



And the Envelope, Please! - Clara Barton

Ask students to list and discuss facts about Clara Barton found on the first day cover (**Image A**).

- How would being a teacher and clerk prepare her to be a nurse in the Civil War?
- Show **Image B** and ask a female students to read the letter (**Image D**) written by Clara to her cousin Martha Elvira Stone then discuss the challenges Clara faced by being a nurse during the Civil War.
- After the war, what “job” did she do for the families of soldiers?
- How difficult would this be to accomplish?
- Why would being a nurse prepare her to organize the American Red Cross? Show the final first day cover (**Image C**) and allow students to determine the work of the Red Cross by analyzing the artwork.
- Why would the U.S. Post Office choose to honor her work with the Red Cross? Read the excerpt from her autobiography (**Image E**) describing the work of the American Red Cross at Galveston, Texas after the 1900 hurricane disaster.
- What do students know about the American Red Cross? Have they seen or heard it mentioned on a television news show? (For example, when an apartment complex is burned, the families are relocated and provided relief items such as clothes and furniture by the American Red Cross.) Do any of the students know someone being helped by the American Red Cross after Hurricane Katrina?

Conclusion: Write a paragraph describing how Barton’s work in the Civil War prepared her to work with the Red Cross. Or contact the local chapter of the American Red Cross and find out how students might help them during a time of need.

Teacher Notes: The Clara Barton stamp was issued from her birthplace, Oxford, Massachusetts, on September 7, 1948. Clara Barton was born on Dec. 25, 1821 and by 1861 was working in the Patent Office in Washington, D.C. As she watched the wounded soldiers being brought back into the city, Barton learned that it was the lack of medical supplies, not medical attention that the soldiers most needed. Barton placed an ad in a Massachusetts newspaper for donations and from the overwhelming responses, she set up an independent distribution organization. In 1862 the U.S. Surgeon General gave Barton a pass to travel with army ambulances to distribute “comforts and provide nursing” to the wounded. By the next year, she was appointed Superintendent of Nurses under Major General Benjamin Butler’s command. After the Civil War ended, Barton traveled to Europe where she was introduced to the Swiss-inspired Red Cross. Now she had an organization that put a name to her work and the American Red Cross was officially established in 1881. From its beginning, giving care and relief to soldiers and their families, the American Red Cross grew to assist those affected by natural disasters, such as the 1889 Johnstown, Pennsylvania flood, the 1900 Galveston hurricane, and the flu epidemic in 1918. No matter how big or small, the Red Cross comes to the aid of all, with relief supplies provided through the donations of fellow citizens. Clara Barton was 79 when she and other volunteers from the American Red Cross traveled to Galveston to help lead the disaster relief. They issued appeals to the nation for monetary donations and raised \$1,258,000. With over 6,000 human deaths on Galveston Island alone and thousands of animals, the city burned funeral pyres. Afterwards, Clara Barton recorded: "That peculiar smell of burning flesh, so sickening at first, became horribly familiar within the next two months, when we lived in it and breathed it, day after day." This would be her last such trip and she stepped down as President of the American Red Cross in 1904 at the age of 83. Clara Barton died on April 12, 1912 at her home in Glen Echo, Maryland.

Clara Barton Lesson

Image A



Image B

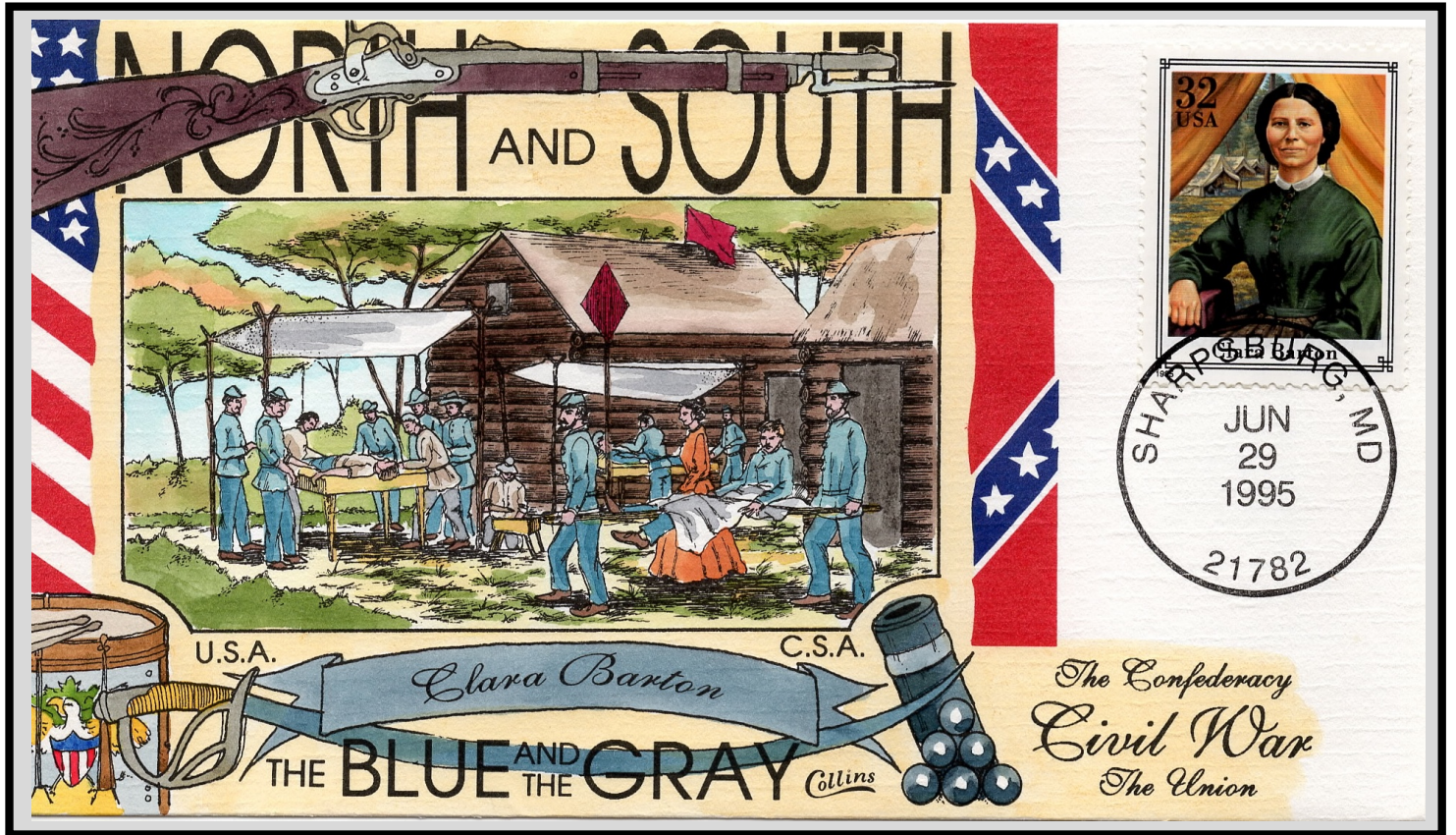


Image C



Image D

“Head Quarters 2nd Div.
9th Army Corps-Army of the Potomac
Camp near Falmouth, Va.
December 12th, 1862 - 2 o'clock A.M.

My dear Cousin Vira:

Five minutes time with you; and God only knows what those five minutes might be worth to the many-doomed thousands sleeping around me. It is the night before a battle. The enemy, Fredericksburg, and its mighty entrenchments lie before us, the river between - at tomorrow's dawn our troops will assay to cross, and the guns of the enemy will sweep those frail bridges at every breath. The moon is shining through the soft haze with a brightness almost prophetic. For the last half hour I have stood alone in the awful stillness of its glimmering light gazing upon the strange sad scene around me striving to say, "Thy will Oh God be done." The camp fires blaze with unwanted brightness, the sentry's tread is still but quick - the acres of little shelter tents are dark and still as death, no wonder for us as I gazed sorrowfully upon them. I thought I could almost hear the slow flap of the grim messenger's wings, as one by one he sought and selected his victims for the morning. Sleep weary one, sleep and rest for tomorrow toil. Oh! Sleep and visit in dreams once more the loved ones nestling at home. They may yet live to dream of you, cold lifeless and bloody, but this dream soldier is thy last, paint it brightly, dream it well. Oh northern mothers wives and sisters, all unconscious of the hour, would to Heaven that I could bear for you the concentrated woe which is so soon to follow, would that Christ would teach my soul a prayer that would plead to the Father for grace sufficient for you, God pity and strengthen you every one. Mine are not the only waking hours, the light yet burns brightly in our kind hearted General's tent where he pens what may be a last farewell to his wife and children and thinks sadly of his fated men. Already the roll of the moving artillery is sounded in my ears. The battle draws near and I must catch one hour's sleep for tomorrow's labor. Good night dear cousin and Heaven grant you strength for your more peaceful and less terrible, but not less weary days than mine.

Yours in love,

Clara"

This letter was copied from the original letter housed in the Library of Congress.
Clara Barton - A Register of Her Papers in the Library of Congress
<http://lcweb2.loc.gov/service/mss/eadxmlmss/eadpdfmss/2005/ms005010.pdf>

Image E

"Immediately closing our relief rooms in Galveston I had all Red Cross supplies shipped to Houston, and relief for the mainland opened there. These were farming districts, and I directed intelligent inquiry to be made as to what was most needed by the devastated farm lands and their owners. All was swept away--- sometimes as far as forty miles back into the level country; often the soil itself was washed away, the home and all smaller animals destroyed, and no feed for the larger ones to subsist on. The poor farmers walked their desolated fields and wrung their hands.

It proved that this was the strawberry section of Southern Texas, and these were the strawberry growers that supplied the early berries to our Northern market. For miles not a plant was left and no means to replant. This was reported to me on the first day's investigation, and also that if plants could be obtained and set within two weeks a half crop could be grown this year and the industry restored. That seemed a better occupation for these poor fellows than walking the ground and wringing their hands. The messenger was sent back at daybreak to ascertain how many plants would be needed to replant these lands, where they were accustomed to procure them, and what varieties were best adapted to their use.

That night brought again the messenger to say that a million and a half of plants would reset the lands and that their supply came from the nurseries in North Carolina, Illinois, Arkansas, and Louisiana. Directions were sent back to Mr. Ward to order the plants to be there in two weeks. This was done. Only thirty-eight thousand plants were injured in transit, and those were generously re-supplied by the shippers. Within the two weeks this million and a half of strawberry plants were set. It was estimated that fully a third of a crop was realized that year, and it is safe to predict that one-half the readers of this little sketch will partake of the fruits of these Red Cross relief strawberry fields this very springtime.

Other needs to a large amount were supplied by Mr. Ward, and we left no idle, wringing hands on the main lands of Texas."

This excerpt was found on the Clara Barton National Park Service website

<http://www.nps.gov/clba/historyculture/strawberry.htm>

It was transcribed from *A Story of the Red Cross*, "Galveston" pages 194 - 196, written and published by Clara Barton in 1904.

National Standards U.S. History Era 5 Standard 2
TEKS 8.8B, 23E

And the Envelope, Please!

Julia Ward Howe

Show the First Day Cover (Image A) to the students. What facts can they list from the envelope?

- Of the two stamps, which one is being commemorated on this envelope?
- What can the students learn about Julia Ward Howe from the artwork and postmark?
- As a suffragette, who might her friends have been?
- As an abolitionist, who might her friends have been?
- In the artwork, Howe is shown speaking to an audience of men? Would that have been possible in that time period?

Either show the poem (**Image B**), “The Battle Hymn of the Republic” or print and pass out to the students. Use the Teacher notes to explain how Julia Ward Howe came to write this poem.

- Before reading the poem, ask students to define the words hymn and republic.
- As the poem is read out loud have students identify words that bring forth images of a battle.
- Which words tell the reader Howe’s views of the Civil War?
- What was her vision for this Republic?
- Did it come true?

Teacher Notes: In November 1861, as a result of their volunteer work with the Sanitary Commission Samuel and Julia Howe were invited to Washington, D.C. by President Lincoln. While there the Howes along with others visited a Union Army camp just across the Potomac River in Virginia. They heard the men singing the song which had been sung by both North and South, one in admiration of John Brown, one in celebration of his death: "John Brown's body lies a'mouldering in his grave." A clergyman in the group, James Freeman Clarke, who knew of Julia's published poems, urged her to write a new song for the war effort to replace "John Brown's Body." She described the events later:

"I replied that I had often wished to do so.... In spite of the excitement of the day I went to bed and slept as usual, but awoke the next morning in the gray of the early dawn, and to my astonishment found that the wished-for lines were arranging themselves in my brain. I lay quite still until the last verse had completed itself in my thoughts, then hastily a rose, saying to myself, I shall lose this if I don't write it down immediately. I searched for an old sheet of paper and an old stub of a pen which I had had the night before, and began to scrawl the lines almost without looking, as I learned to do by often scratching down verses in the darkened room when my little children were sleeping. Having completed this, I lay down again and fell asleep, but not before feeling that something of importance had happened to me."

The resulting poem, published first in February 1862 in the *Atlantic Monthly*, was called “Battle Hymn of the Republic.” Ironically, the poem was quickly put to the tune that had been used for "John Brown's Body" and became the best known Civil War song of the North.

To listen to choral renditions of both songs, go to

http://www.loc.gov/teachers/lyrical/songs/john_brown.html

Conclusion: How would this poem/song inspire men in battle? Write a poem/song using the same tune to inspire today’s U.S. troops.

National Standard United States History Era 4 Standard 4, Era 5 Standard 2
TEKS 8.26A

Julia Ward Howe Lesson

Image A



Teacher's Notes from back of First Day Cover

Julia Ward Howe, author of "The Battle Hymn of the Republic", was born on May 29, 1819 in New York City. She was the daughter of a prominent banker, Samuel Ward, and his wife, Julia Rush Cutler. The family residence was located on Bowling Green, at the foot of Broadway, New York City's most fashionable neighborhood at that time. Julia was given an excellent education under governesses and in private schools. The family's devotion to the arts encouraged her self-expression in prose and poetry from an early age.

In 1843 Julia married Samuel Gridley Howe, a Boston physician and educator. During their wedding trip to Europe, the Howes met and established friendships with leading writers and intellectuals. Upon returning to Boston, their residence, Green Peace, became a gathering place for the New England intelligentsia. Although she had six children over the course of the next fifteen years, Julia still found time to write several volumes of prose and poetry, and assist her husband in the editing of *The Commonwealth*, an anti-slavery newspaper. While visiting Washington, D.C. in 1861, she observed some Federal soldiers singing "John Brown's Body" and was very much moved by it. A friend, James Freeman Clarke, suggested that she should compose some new words for the melody. That night she wrote the lyrics to the song which would be "The Battle Hymn of the Republic". It won her worldwide fame.

Throughout the 1860s, Julia became increasingly involved with the emerging suffragette and peace movements. In 1868 she helped found the New England Woman's Club and the New England Woman Suffrage Association. A year later, she helped form the American Woman's Suffrage Association. In 1870 she authored the essay "Appeal to Women throughout the World", which called for a congress of women to promote causes of equal rights, suffrage and peace through arbitration. This essay was translated into French, German, Spanish, Italian and Swedish. In December, 1870 she delivered the opening address to the World's Congress of Women in behalf of International Peace. The following year she became president of the American Branch of the Woman's International Peace Association. For the balance of the 1800s and into the early 1900s, Julia Ward Howe ceaselessly devoted her energies to the promotion of women's rights and international peace. She died on October 17, 1910 at her home in Newport, Rhode Island.

This stamp, part of the Great Americans Series, was designed by Ward Brachett of Westport, Connecticut.

THE
ATLANTIC MONTHLY.

A MAGAZINE OF LITERATURE, ART, AND POLITICS.

VOL. IX.—FEBRUARY, 1862.—NO. LII.

BATTLE HYMN OF THE REPUBLIC.

MINE eyes have seen the glory of the coming of the Lord :
He is trampling out the vintage where the grapes of wrath are stored ;
He hath loosed the fateful lightning of His terrible swift sword :
His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps ,
They have builded Him an altar in the evening dews and damps ;
I can read His righteous sentence by the dim and flaring lamps :
His day is marching on.

I have read a fiery gospel writ in burnished rows of steel :
" As ye deal with my contemners, so with you my grace shall deal ;
Let the Hero, born of woman, crush the serpent with his heel,
Since God is marching on."

He has sounded forth the trumpet that shall never call retreat ;
He is sifting out the hearts of men before His judgment-seat :
Oh, be swift, my soul, to answer Him ! be jubilant, my feet !
Our God is marching on.

In the beauty of the lilies Christ was born across the sea,
With a glory in his bosom that transfigures you and me :
As he died to make men holy, let us die to make men free,
While God is marching on.

Entered according to Act of Congress, in the year 1862, by TICKNOR AND FIELDS, in the Clerk's Office
of the District Court of the District of Massachusetts.

Southern Women during the Civil War

In 1995 the Post Office issued 20 stamps honoring people and events of the Civil War.

Two of the stamps honored Southern women, Mary Boykin Chesnut and Phoebe Yates Levy Pember who were as active in the war efforts as Clara Barton, Julia Ward Howe and Harriet Tubman were for the North. Use the first day cover images as backdrop to a mini teacher lecture using the following information about each woman.

Teacher Notes:

Mary Boykin Chesnut, (March 31, 1823 – November 22, 1886), was a South Carolinian who kept a very detailed diary of her life during the Civil War. Chesnut's diary is considered one of the most important works by a Confederate author. She was born and raised in an upper class family and then married James Chesnut, a wealthy planter who served as U.S. Senator then as an aide to Confederate president Jefferson Davis. Her diary, first published in 1905 gives great detail in describing her daily activities entertaining political and military leaders of the Confederacy as she supported her husband's career. In 1981 historian C. Vann Woodward published an annotated edition of the Chesnut diary, which went on to win the Pulitzer Prize for history.

OFFICIAL FIRST DAY OF ISSUE



CIVIL WAR

THE WAR BETWEEN THE STATES
1861 - 1865



Mary Chesnut

CIVIL WAR
CLASSIC COLLECTION
FIRST DAY OF ISSUE

Southern Women Notes and Image B

Another wealthy and socially prominent South Carolinian, Phoebe Yates Levy Pember (Aug. 18, 1823 – March 4, 1913) served as a nurse and then as an administrator of the Chimborazo Hospital in Richmond, Virginia during the Civil War. Her marriage to Bostonian Thomas Pember was short lived (1856-1861) due to his death. She returned to her parents home but then financial needs, forced her to accept a nursing position at the Richmond hospital. Her diary, which was published in 1881, gave not only details to her work in the hospital, but insight into the life of a Southern Jewish family.

OFFICIAL FIRST DAY OF ISSUE



CIVIL WAR

THE WAR BETWEEN THE STATES
1861 - 1865



Phoebe Pember



CIVIL WAR

CLASSIC COLLECTION

FIRST DAY OF ISSUE

Warm Up/Review Questions Using First Day Covers

The Homestead Act of 1862

Show the **two First Day Covers (Image A and B)** concerning the centennial signing of the Homestead Act. Ask students to list all the facts they can find on the covers as well as any conclusions they can draw.

STAMP:

The Homestead Act

1862-1962

A woman stands in the door of a sod house.

A man stands outside the house holding a shovel.

There appears to be a log leaning against the right wall of the house for support.

The sod house is dug into the ground, and it has a wooden door with a window to the right.

The stamp costs 4 cents.

(The artwork for the stamp was taken from John McCarthy's photograph of the John and Marget Bakken sod house located in Milton, North Dakota in 1895.)

POSTMARK:

May 20, 1962

Beatrice Nebraska

ARTWORK on First FDC (Image A)

President Lincoln is shown signing the Homestead Act.

It is the Centennial of the Act, May 20, 1862.

The first homestead was in Beatrice, Nebraska.

The homestead is a log cabin with an "out building" and fence, surrounded by trees which is different from the stamp's sod house.

ARTWORK on Second FDC (Image B)

Title – Homestead Act Centennial 1862-1962

Photo of Daniel Freeman, identified as First Homesteader

Explanation that Homestead Act was the opening of western land to settlers for soil development

Typical Sod House of Early Homesteader is made from sod. A man, woman and child are standing beside the well. The man has a rifle resting on his shoulder and there are deer antlers on the wall. Chickens are to the left of the well. Coming up beside the house is a man driving a team of horses. This sod house looks more "prosperous" than the one on the stamp.

Conclusion: What was the purpose of the Homestead Act? How would it help the United States? (see teacher notes)

National Standards United States History Era 6 Standard 1C
TEKS 8.9D, 8.29B/C, US 3B, US 29B

Teacher Notes:

For twenty years, Congress debated the issue of public land distribution. Northern businessmen feared that making western land available would draw off their cheap labor supply. Southerners feared that small farmers in the new territories would be against slavery and thus threaten their way of life. But when the Southern states seceded, Congress was able to pass the bill and President Lincoln signed it. Settlers could now claim 160 acres of surveyed public land after paying a filing fee and then living on the land for five continuous years. The first day of filing began on January 1, 1863. (Ironically, that day was also the one set for the emancipation of the slaves in the rebelling states.)

At the beginning of the Civil War Daniel Freeman had enlisted in the army and was stationed in Ft. Leavenworth, Kansas in 1862. While on furlough during the Christmas season, he staked out a claim on land just across the border near Beatrice, Nebraska. Because he was to be back at his post on January 1, 1863, he persuaded the official at the Nebraska land office to open just after midnight. Freeman's application became the first one filed, and he received certificate Number One from that Nebraska land office. Though every land office had a first application and handed out a first certificate, in 1939 Congress decreed that Freeman's "after midnight" filing was the Number One claim based on the Homestead Act of 1862.

By the turn of the century, over 80 million acres in the western lands had been claimed by approximately 600,000 individuals.

The Homestead Act of 1862

Image A

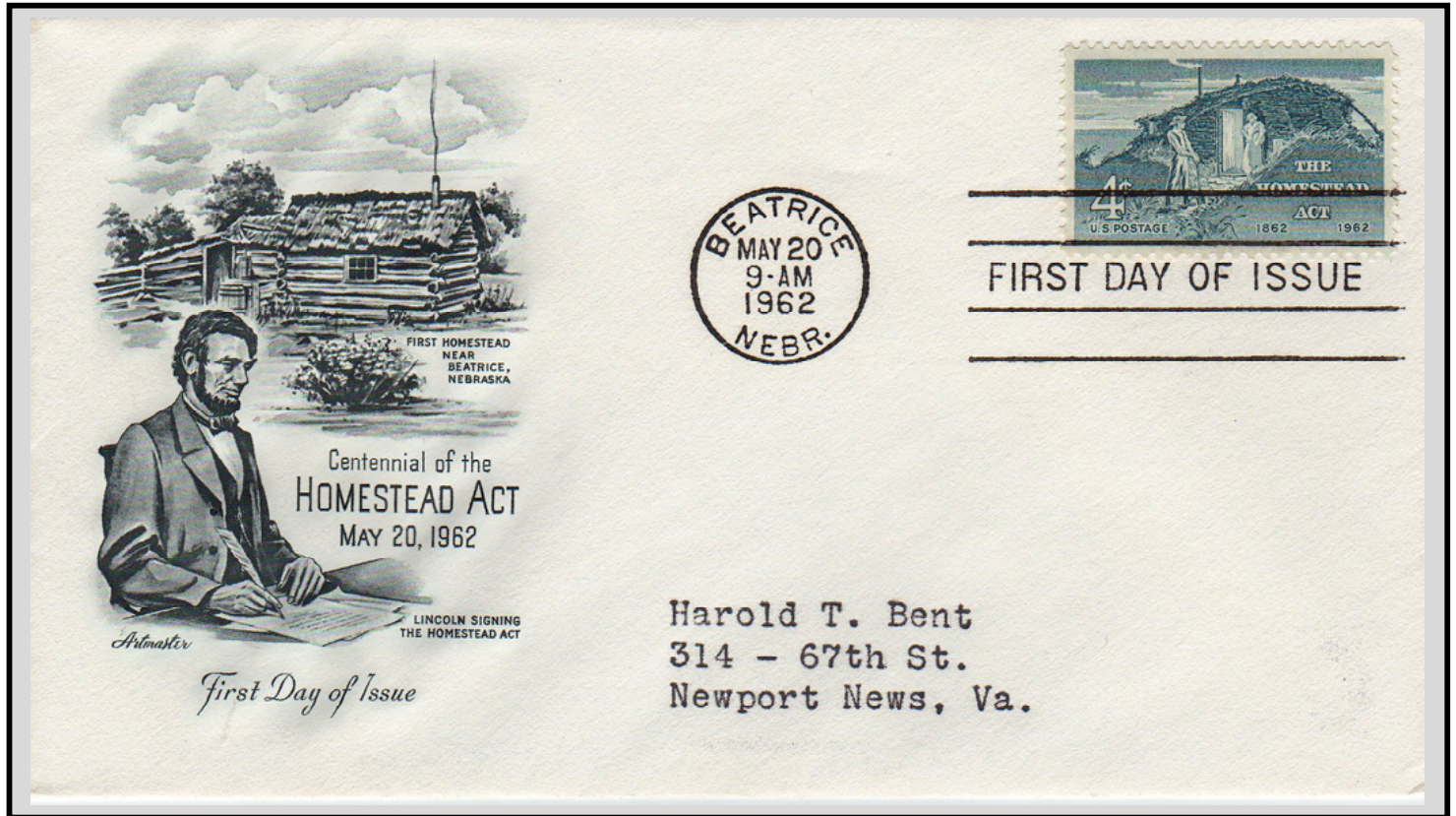
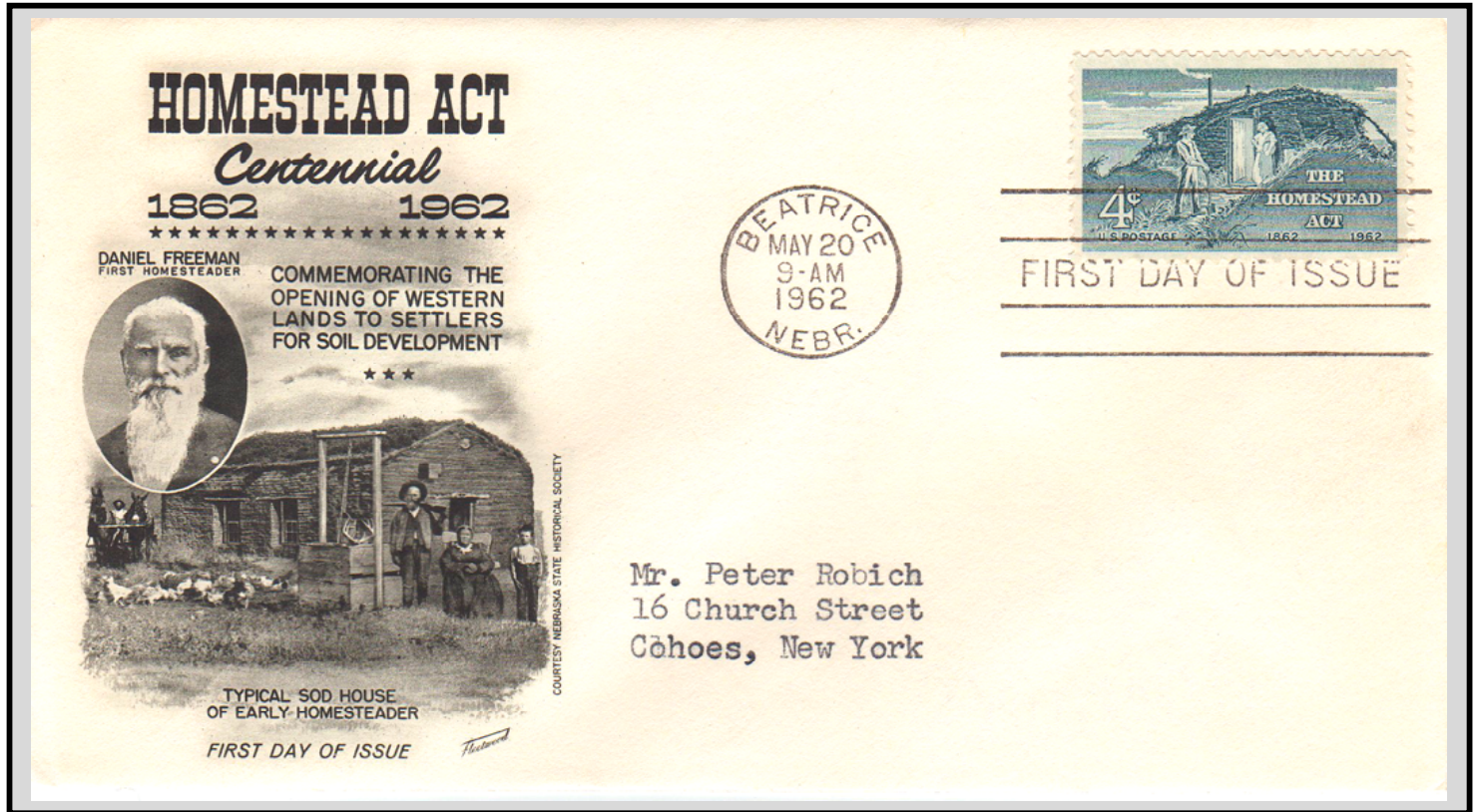


Image B



Warm Up/Review Questions Using First Day Covers The Emancipation Proclamation

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

- What is the subject matter?
- Define the word emancipate.
- Define the word proclamation.
- Who issued the Emancipation Proclamation?
- When was the Proclamation issued?
- How does the design of the stamp and artwork help to explain the purpose of the Proclamation?
- Why is the stamp postmarked from Chicago, Illinois on August 16, 1963?
- Why did President Lincoln discuss the Proclamation with his Cabinet?

Show **Image B** and ask students to “step into” the artwork.

Read and discuss the following excerpts from the Proclamation as if “you were there.”

...That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free;...

- Who was being freed?
- Why only free the slaves in the “rebellious” areas or states?
- List the rebellious states.
- Identify the states that had slavery but were not affected and explain why.
- Did Congress need to approve the Proclamation? Why not?

President Lincoln had stated that the Civil war was to preserve the Union.

Read the following excerpts from the Proclamation and ask students if the Emancipation Proclamation changed the focus of that goal? Why or Why not?

...as a fit and necessary war measure for suppressing said rebellion...

...the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom...

...And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons...

How would freeing the slaves help to win the war and preserve the Union?

...And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

Conclusion: If the Proclamation works and the Union is preserved, how will the government help slaves transition to freedom?

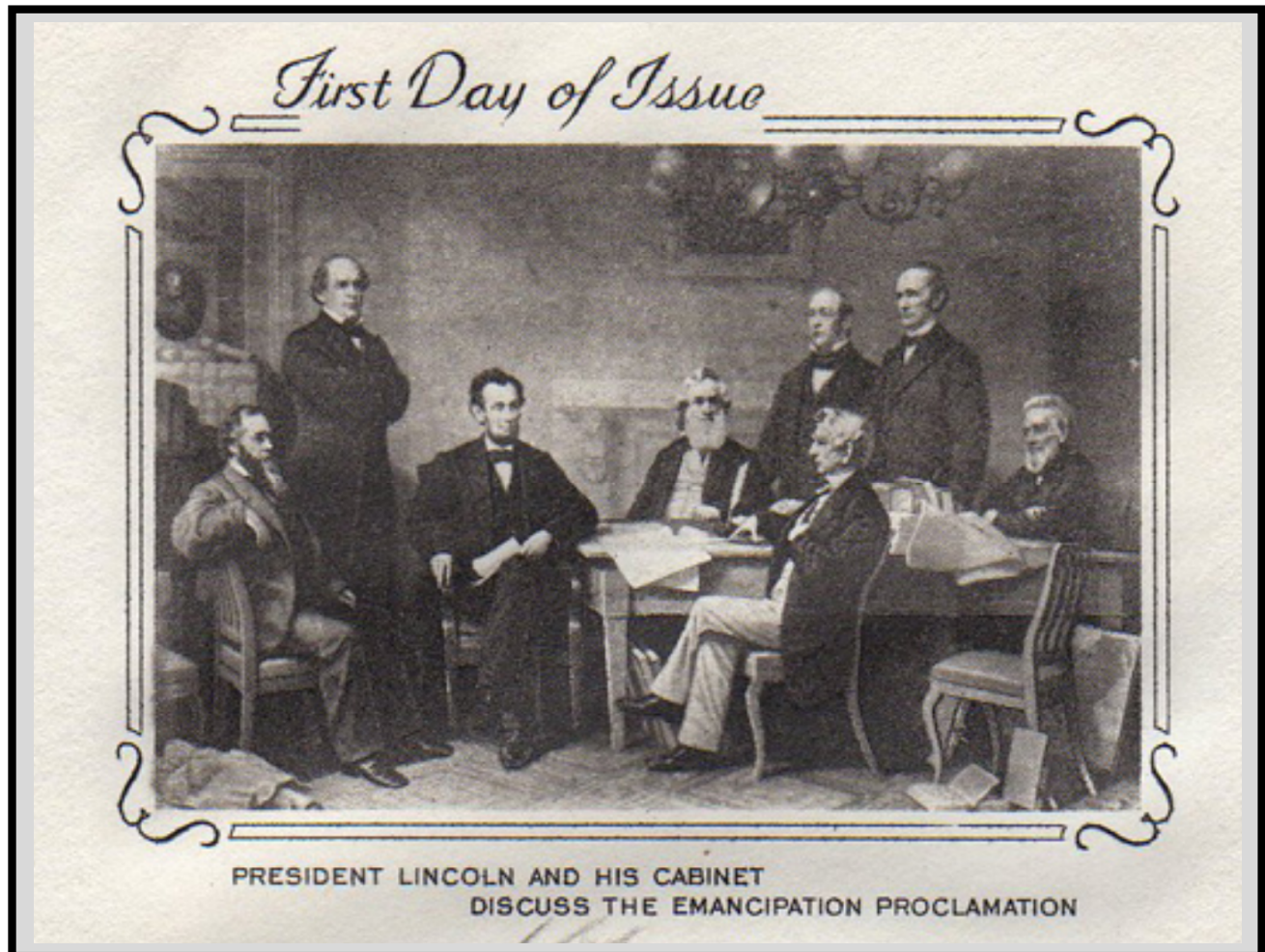
National Standards United States History Era 5 Standard 2A
TEKS 8.8B, 8.22A, 8.29B/C

The Emancipation Proclamation Lesson

Image A



Image B



Warm Up/Review Lesson Using First Day Covers

Confederate President Jefferson Davis

Show students the first day cover (**Image A**) and give them time to look and collect the information found on the image.

This stamp honoring Jefferson Davis is one of the 20 stamps issued for the Civil War on June 29, 1995 at Gettysburg, Pennsylvania. The cachet or artwork is a computer copy of a painting depicting Confederate president Jefferson Davis meeting with his generals.

The Emancipation Proclamation issued by U.S. president Abraham Lincoln in September 1862 went into effect on January 1, 1863. While studying the Emancipation Proclamation, show this first day cover and discuss how the South's political and military leaders as well as citizens might respond.

On January 5, 1863 an "Address to the people of the free states by the President of the southern Confederacy" was published in the *Richmond Enquirer*. The entire letter is found at [http://memory.loc.gov/cgibin/query/r?ammem/rbpe:@field\(DOCID+@lit\(rbpe18702100\)\)](http://memory.loc.gov/cgibin/query/r?ammem/rbpe:@field(DOCID+@lit(rbpe18702100)))

Use the following excerpt (**Image B**) during the discussion to show how the Confederate government responded to Lincoln's Proclamation.

- Does President Jefferson correctly interpret the Emancipation Proclamation?
- According to President Jefferson were there "free Negroes" living in the South?
- Why would a "free Negro" live in a state that permitted slavery?
- What will happen to these "free Negroes" after the Emancipation Proclamation goes into effect?

...First. Abraham Lincoln, the President of the Non-Slaveholding States, has issued his proclamation, declaring the slaves within the limits of the Southern Confederacy to be free. Second. Abraham Lincoln has declared that the slaves so emancipated may be used in the Army and Navy, now under his control, by which he means to employ, against the Free People of the South, insurrectionary measures, the inevitable tendency of which will be to inaugurate a Servile War, and thereby prove destructive, in a great measure, to slave property.

Now, therefore, as a compensatory measure, I do hereby issue the following Address to the People of the Non-Slaveholding States:--

On and after February 22, 1863, all free negroes within the limits of the Southern Confederacy shall be placed on the slave status, and be deemed to be chattels, they and their issue forever.

All negroes who shall be taken in any of the States in which slavery does not now exist, in the progress of our arms, shall be adjudged, immediately after such capture, to occupy the slave status, and in all States which shall be vanquished by our arms, all free negroes shall, ipso facto, be reduced to the condition of helotism, so that the respective normal conditions of the white and black races may be ultimately placed on a permanent basis, so as to prevent the public peace from being thereafter endangered....

Conclusion: Ask students to imagine that he/she is a Union citizen/soldier. How would he/she respond after hearing the plan of the Confederacy to turn "free Negroes" into slaves? How could President Lincoln use Jefferson's Address to inspire the northern citizens and soldiers?

Jefferson Davis Lesson

Image A



President Jefferson Davis comments on the Emancipation Proclamation

Image B

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Warm Up / Review Questions First Day Cover **Abraham Lincoln's *Gettysburg Address***

Share the **First Day Cover (Image A)** with the students and ask them to list all the facts they can find on the envelope.

From the **POSTMARK**:

sent from Gettysburg, Pennsylvania
on Nov. 19, 1948, 9 A.M.

If this envelope is celebrating the 85th Anniversary of the *Gettysburg Address*, when was the Address given? (Nov. 19, 1863)

From the **ART WORK** on the left side:

The FDC is commemorating the 85th Anniversary of Lincoln giving his speech at Gettysburg, Pennsylvania

Portrait of Lincoln

Man talking to a crowd of people, both men and women.

There are two flags hanging behind the speaker-one of them is an American flag

There is a photograph of a memorial area and another bust of Lincoln.

Why was the president giving a speech at Gettysburg, Pennsylvania?

From the **STAMP**:

sculpture of Lincoln

excerpt from the speech

torch

How is the bust of Lincoln different from the photo on the left and the sculpture in the Memorial photograph?

Ask students to “stand in the Artwork”, then read the *Gettysburg Address*: (Image B)

Discuss what students heard:

- What does four score and seven mean?
- What happened then?
- Why has President Lincoln come to this battlefield? What does he pledge?
- Why did the Post Office choose that part of the speech to include on the stamp?

Conclusion: Ask students to complete a “quick write” explaining which words or phrase from the speech they would choose to commemorate the Battle at Gettysburg?

The Gettysburg Address Lesson

Image A

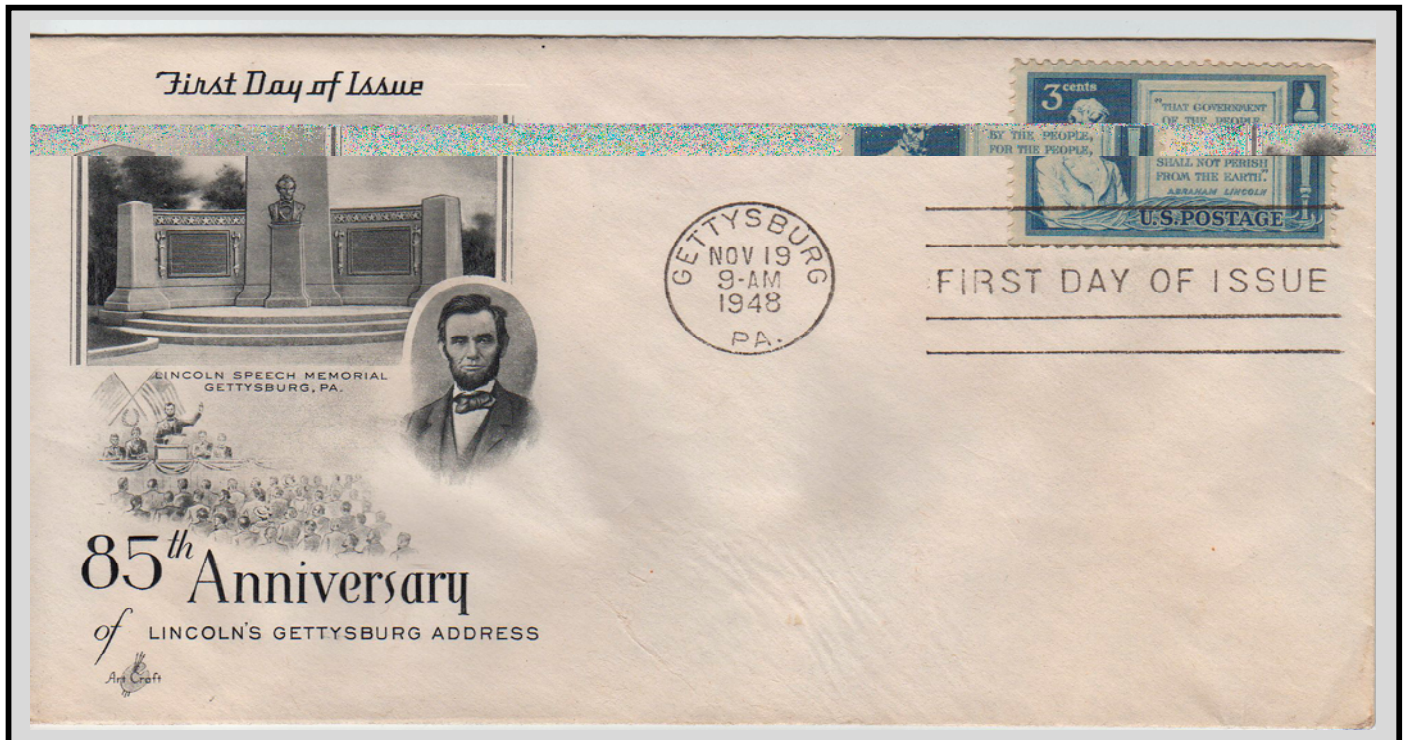


Image B

THE GETTYSBURG ADDRESS

*F*ourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate...we cannot consecrate...we cannot hallow...this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us...that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

November 19, 1863

Warm Up/Review Questions Using First Day Covers

The Thirteenth Amendment

From the First Day Cover, show the close up of the **STAMP. (Image A)**

- Ask the students to describe the purpose of the statue.
(Thomas Ball created the statue. A former slave, Archer Alexander was the model for the slave.)
- What title might be given the statue?
- Is Lincoln portrayed as holding down or lifting up the slave?
- Ask students to support their choice of title with facts about Lincoln.

Ask students to look up and read the **Thirteenth Amendment**.

- When was it ratified? (Review the process of amending the Constitution)
- Compare the wording of the Thirteenth Amendment to the wording in the Northwest Ordinance of 1787 concerning slavery in the Northwest Territory
("There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crime, whereof the party shall have been duly convicted.")
- Why did the Constitution need to be amended when President Lincoln had issued the Emancipation Proclamation?

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

- The **POSTMARK**, 1940 supports the 75th Anniversary statement
- Identify the components of the **ARTWORK**.
(Words of the 13th Amendment, Portrait of Lincoln, Emancipation Statue slave, Quote, Border commemorating the 75th Anniversary)
- Focus on the **QUOTE (Image C)** by Lincoln in the Artwork: What is "it"? When might he have said this? (In his youth, Lincoln had witnessed a slave auction in New Orleans. He made the statement at this time in his life. When Lincoln became an adult and an elected politician, he "hit it": while in the Illinois legislature he protested the injustice of slavery; as a Congressman he voted for the Wilmot Proviso and worked against the Kansas-Nebraska bill; as President he approved the bill to outlaw the slave trade in Washington, D.C.; signed the bill abolishing slavery in the territories; and finally issued the Emancipation Proclamation.)
- Was the Amendment issued to the states before Lincoln's assassination?
- Was this his "last hit"?

Conclusion: If Lincoln had lived, how might he have helped the newly freed slaves?

The Thirteenth Amendment Lesson

Image A

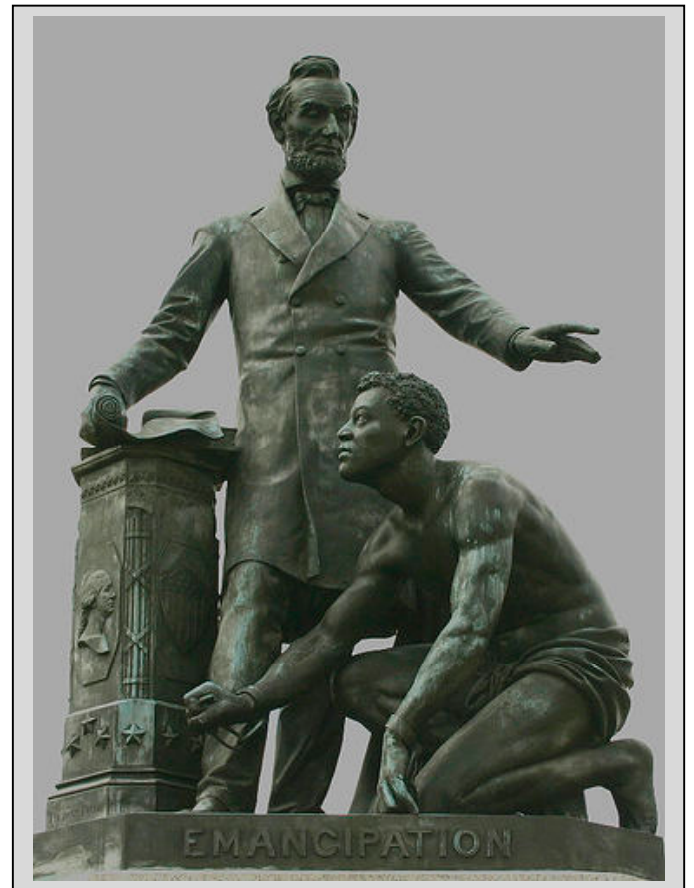


Image B

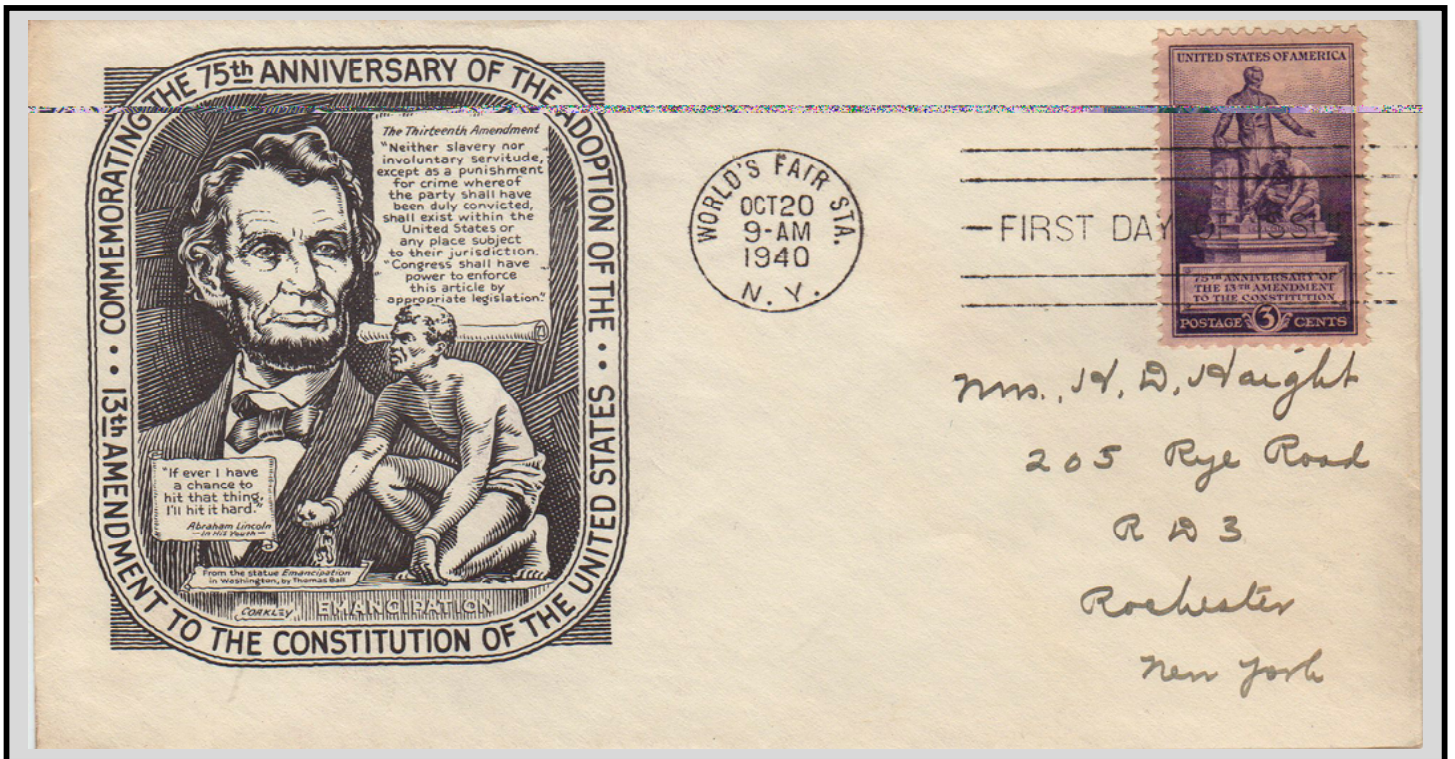
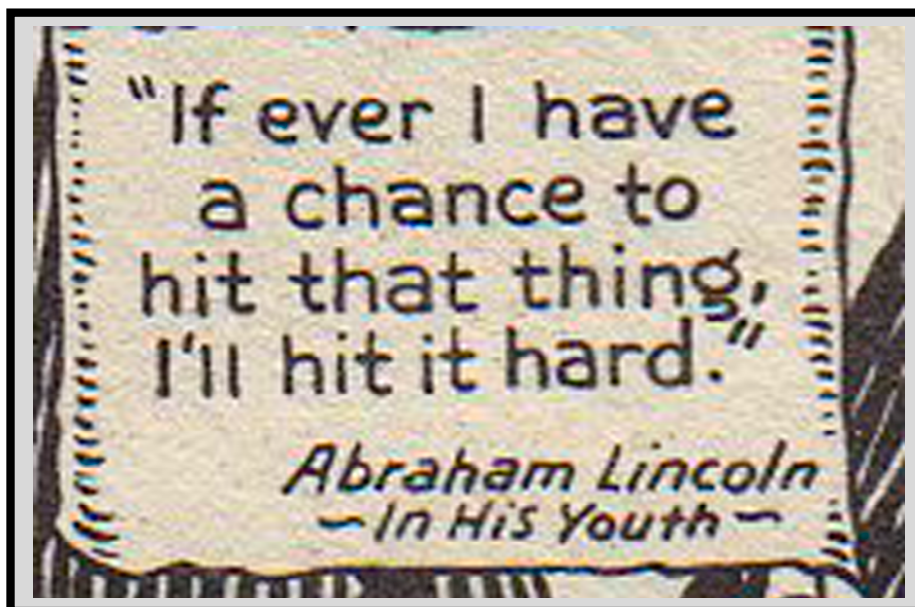


Image C



Warm Up/Review Questions Using First Day Covers

Purchase of Alaska and Alaskan Statehood

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

After analyzing the cover, what facts have the students found?

- It's the 100th Anniversary of the Purchase of Alaska, 1867-1967
- William Seward represented the United States
- Baron Edouardo De Stoeckl represented Russia
- The post office used a Native American totem pole on the stamp
- The Cover was postmarked from Sitka, Alaska on March 30, 1967
- The Artwork contains a map showing the terrain of Alaska

Review the governmental process of purchasing land:

- Executive sends the minister, secretary or plenipotentiary to discuss the terms and sign the treaty. (Russia initiated this offer to sell Alaska in 1857 but the coming Civil War put the request on hold for ten years. William Seward traveled to Sitka to negotiate the terms/treaty. The treaty was signed on March 30, 1867.)
- Senate reviews, changes, ratifies the treaty. (The Senate, by a vote of 37 to 2, on April 9, 1867 approved the treaty)
- House of Representatives appropriates the money for the purchase. (The House voted 113 to 48 on July 14, 1868 to approve the purchase price of \$7,200,000.)

Why would President Johnson want to buy Alaska? Why send Secretary of State William Seward to negotiate with the Russians for land that is so far away from the United States? It has only been two years since the Civil War ended. Radical Republicans have taken over the Reconstruction process. Instead of taking the focus off of his administration, critics will just add this "Seward's Folly," "Seward's Icebox." and "Johnson's polar bear garden" to their cries for impeachment.

Look at a map of the world and ask the students to list reasons why Alaska will become an important purchase.

Show the **second First Day Cover. (Image B)** Ask students to review the Northwest Ordinance of 1787, which set up the process for land to become a state (requirements of population, legislature and state constitution). Congress was reluctant to admit another state, since the last to be admitted was in 1912, but finally on January 3, 1959, Alaska was admitted as the 49th state. What resources are shown on this First Day Cover?

Conclusion: What does the U.S. flag look like with 49 stars? (by executive order dated Jan. 3, 1959, President Eisenhower wrote that the new flag would contain 7 staggered rows of 7 stars each, horizontally and vertically.)

Alaska celebrated its 50th Anniversary of statehood, Jan.3, 2009.

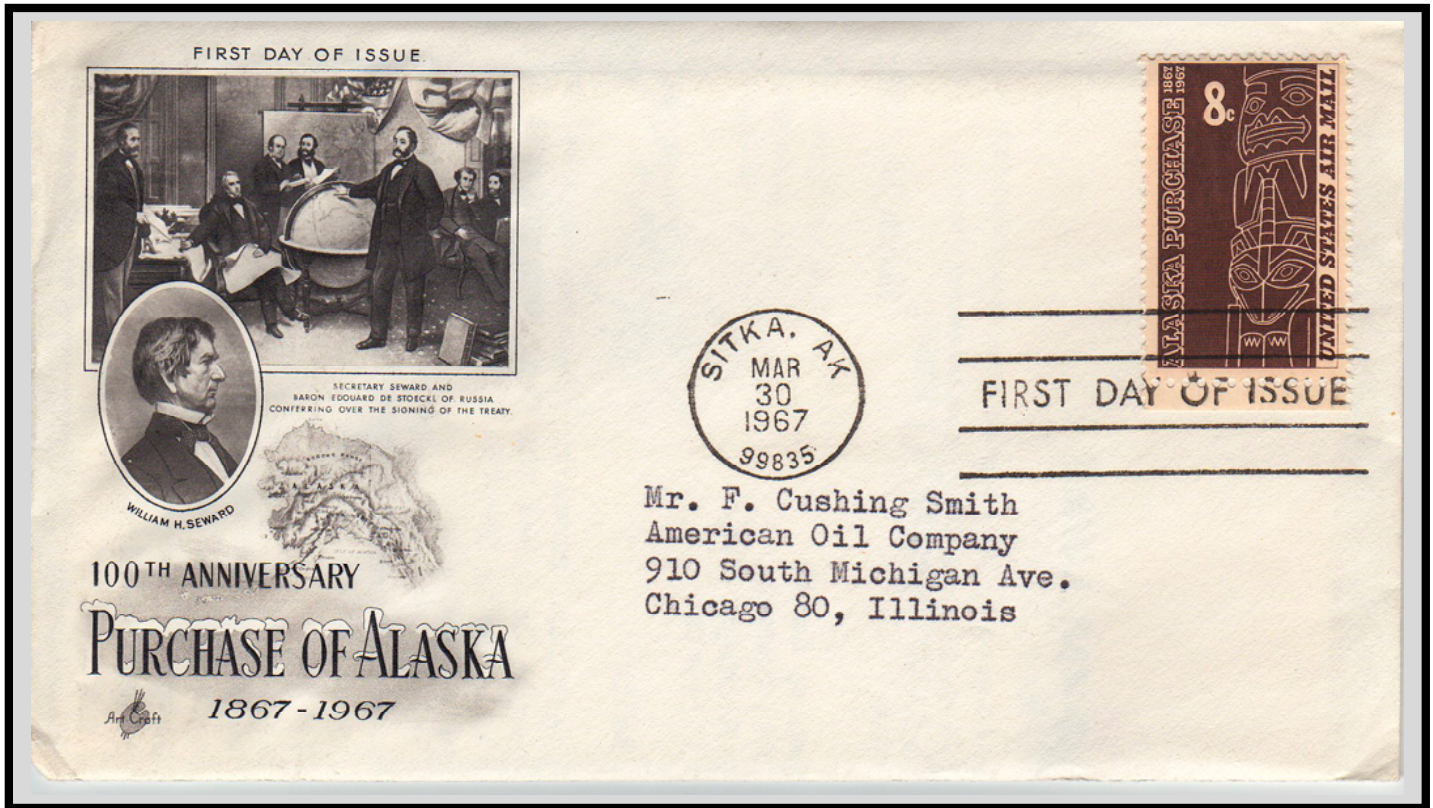
Ask students to draw either a stamp or a First Day Cover artwork to commemorate that event.

Teacher Notes: Horace Greeley of the *New York Tribune* gave several reasons why the purchase was wrong: the U.S. had yet to populate the western states, the U.S. had failed at ruling the aboriginal peoples, it would cost more money to govern and protect, and it was not contiguous to the U.S. It was called a "frozen wilderness." From the Federal government's perspective, Alaska was in a very strategic location, the treaty removed another European power from the continent, and natural resources will help in the area of trade and commerce.

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

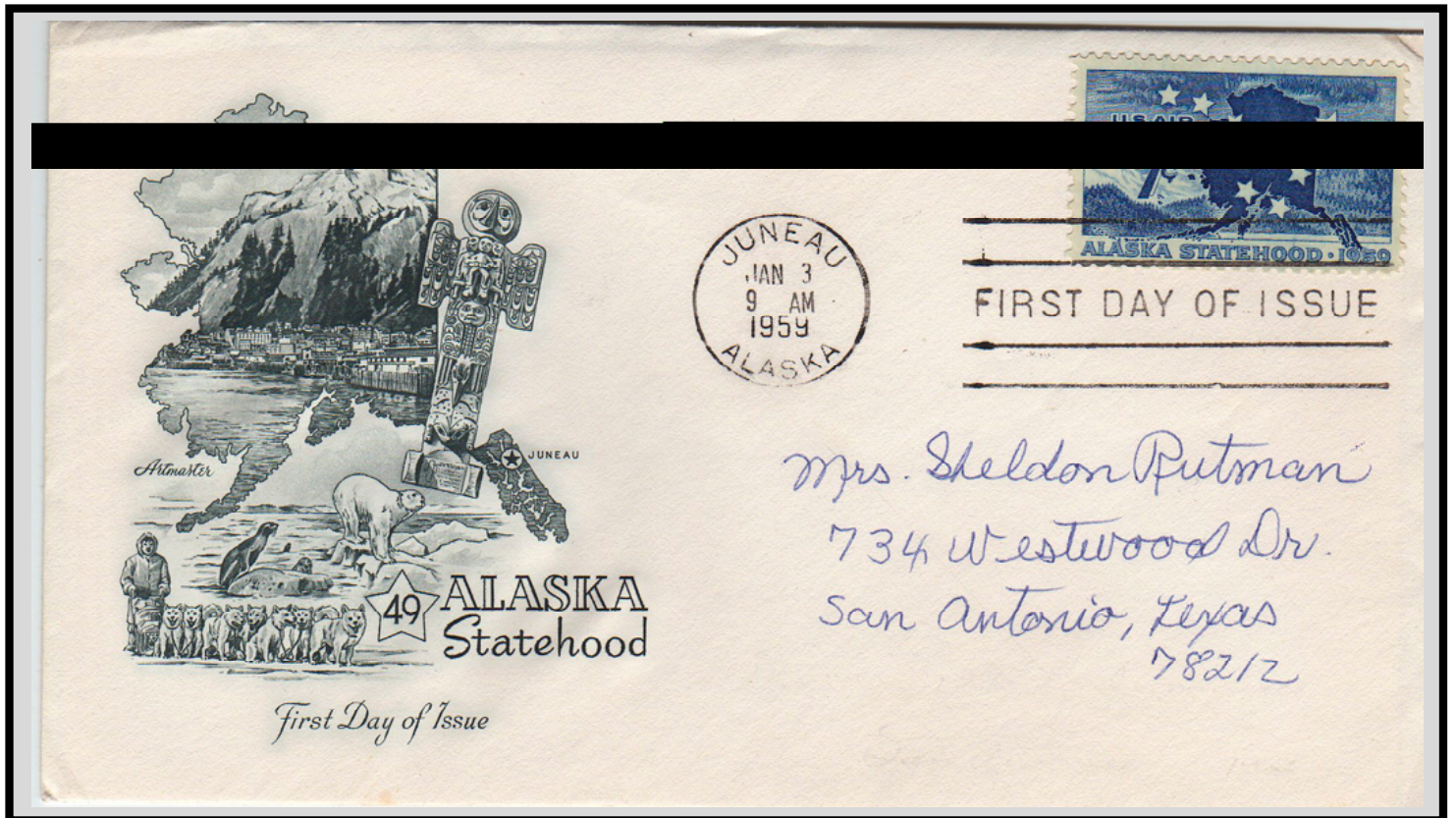
The Purchase of Alaska & Statehood Lesson

Image A



The Purchase of Alaska & Statehood Lesson

Image B



Warm Up/Review Questions Using First Day Cover The Transcontinental Railroad

Show students the image of the **First Day Cover. (Image A)** Ask them to analyze the artwork, stamp and postmark, and then list as many facts or conclusions as they can draw.

ARTWORK

- The transcontinental railroad is celebrating its 75th anniversary.
- It connected the West and the East.
- One train left from San Francisco and another train from Omaha.
- A man in a coat and tie is driving the last spike with a sledgehammer.
- “The Last Spike” was driven at Promontory Point, though Ogden is the closest city.
- A man is telegraphing about the event.
- Native Americans and laborers are looking on.
- The artwork does not show the hard work, sweat and blood shed by the workers.

POSTMARK

- The last spike was driven on May 10, 1869. It is postmarked from the closest city, Ogden.

STAMP (Image B)

- The dates commemorate the 75 years, 1869-1944 of the transcontinental railroad.
- A train is approaching a small group of people.
- Comparing the smoke stacks, the train might be the one heading from the east to the west.
- One man, dressed more like a laborer, is driving the final spike.
- An American flag flies in the background.

Conclusion:

In 1862 Congress passed and President Lincoln signed the Pacific Railway Act to help finance the building of a transcontinental railroad.

- Why would President Lincoln, only one year into the Civil War, be interested in building a transcontinental railroad?
- Why was Omaha, Nebraska and not St. Louis, Missouri chosen as the eastern terminal?
- Once the transcontinental railroad was operational, what changes to the nation can students predict?
- Compare the attached photograph (**Image C**) taken on that Golden Spike day to the ARTWORK.

Teacher Notes

California governor Leland Stanford drove the last spike at Promontory Summit, Utah.

A four to six month journey turned into six days. Between the Homestead Act of 1862 and this Railway Act, Pres. Lincoln was trying to tie the populous East to the resource rich, West.

Omaha was chosen as the eastern terminus because it was north of the fighting in Missouri.

When the golden spike was driven, the rail network in reality was not connected to the Atlantic or Pacific. It merely connected Omaha and Sacramento. In November 1869, the Central Pacific finally connected Sacramento to San Francisco Bay at Oakland, California. The Union Pacific would not connect Omaha to Council Bluffs until completing the Union Pacific Missouri River Bridge in 1872.

National Standards United States History Era 4 Standard 2A

TEKS 8.27B/C/D, 8.29B/C

Transcontinental Railroad Lesson

Image A



Transcontinental Railroad Lesson

Image B



Image C

