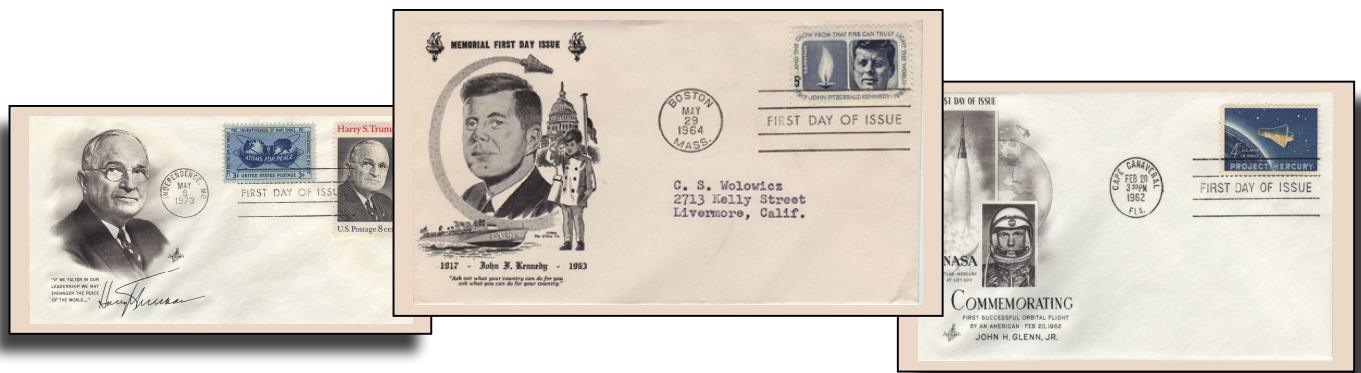


FDC Lessons

United States History

1945 - 2001



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



FDC Lessons
www.fdclessons.com

United States History 1945-2001

Jackie Robinson and Executive Order 9981

President Truman and NATO

Saluting Korean War Veterans

Thurgood Marshall

Brown v Board of Education and the Little Rock Nine

Rosa Parks and the Montgomery Bus Boycott

John F. Kennedy

Decade of Space Achievements

Dr. Martin L. King, Jr.

President Johnson and the Civil Rights Act of 1964

Purple Heart and the Vietnam War

Register and Vote

Cesar Chavez

Barbara Jordan and Impeachment

25th Amendment and President Gerald Ford

President Jimmy Carter

President Ronald Reagan and the Berlin Wall

President Clinton and Impeachment

President George W. Bush and 9-11

FDC Lessons

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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 or laws such as Civil Rights Act of 1964;
- events, such as the attack on Ft. Sumter or the D-Day Invasion;
- people, such as Benjamin Franklin and George Washington, the first two stamps which were issued in New York City or baseball legend Jackie Robinson;
- places, such as Yellowstone National Park;
- and all aspects of United States culture such as quilting, rock 'n roll music or comic book heroes.

Not only is the stamp historically accurate, but so is the postmark. The date is usually an anniversary for the topic and the place of first issue is directly or indirectly tied to the topic. The artwork may be drawn by an artist working for a professional company that produces covers, such as Ken Boll did for Cachet Craft, or it may be a "one of a kind" hand drawn original.

Given the opportunity to analyze the stamp, postmark and artwork students get hooked on history. Using their critical thinking skills students can identify basic information about the topic. The teachers' questions based on the 5 Ws/H use the images found on the First Day Cover as a warm up or review activity. By analyzing the artwork, students can look for bias or historical accuracy. Students can use the images for sequencing activities or as a springboard to making their own mosaic drawing of the topic of study. For more ways to use first day covers, read the article, "Why Use & How to Use FDCs" on the website, www.fdclessons.com

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



Warm Up/Review Questions Using First Day Covers Jackie Robinson & Executive Order 9981

Ask students to identify when the civil rights movement started. Be sure that in the discussion their answers are supported with proof of a date, event or person.

Show **First Day Cover (Image A)**. Ask students to analyze the STAMP, POSTMARK and ARTWORK.

- What is the Cover commemorating?
- What is an Executive Order?
- What did Executive Order 9981 state? (**Image B**)
- Compare the two headlines of the newspaper and discuss what problems President Truman will face with this Order.
- Why did he issue the Order in 1948?
- Ask students to compare the ARTWORK and the STAMP and how each supports Truman's vision.
- Why did the Post Office choose to cancel the stamp with "To form a more perfect Union"?
- Why might this 1948 Executive Order 9981 be the beginning of the civil rights movement?

Show the **second First Day Cover (Image C)**. Is it possible that this man, Jackie Robinson started the civil rights movement?

On April 15, 1947 he was the first African American to play in the Anglo American major league baseball league. He broke the colored line that had been established in baseball back in the 1880's. What do students know about Jackie Robinson?

- Outstanding football, basketball, track and baseball star of the University of California
- Officer in the US Army during World War II
- Served at Fort Hood, Texas in 1944
- Court martialed but found "not guilty" for not giving up his seat on a bus to a Anglo officer. (Eleven years before Rosa Parks and the Montgomery Bus Boycott) Honorably discharged.
- Player on the Kansas City Monarchs in Negro American League
- 1945 Signed with the Brooklyn Dodgers, played on minor league team in Montreal
- 1947 moved up to major league
 - Named National League Rookie of the Year in 1947
 - Led the National League in stolen bases in 1947 and 1949
 - Led second basemen in double plays 1949, 1950, 1951 and 1952
 - Selected as the National League MVP in 1949
 - Won the 1949 batting title with a .342
 - National League All-Star Team, 1949-1954
 - Had a career batting average of .311 with the Dodgers, .333 in All-Star games
 - Led the Dodgers to six World Series and one World Series Championship in a 10-year span

What is the significance of the POSTMARK? (Robinson was inducted into the Baseball Hall of Fame the first year of his eligibility, 1962.)

What discrimination did Robinson face as a man even though he was part of a team from 1945-1957? (segregation in transportation, hotels, diners, etc.)

Did the Dodgers want to integrate the team because it was the "right thing to do", or because it would make the team more money?

Did having an African-American hero in 1947 make it easier for integration to begin in the military in 1948?

Conclusion: Whether by baseball stats or an executive order, both President Truman and Jackie Robinson moved the nation toward “A More Perfect Union”.

Teacher Notes: Jackie Roosevelt Robinson’s middle name pays tribute to President Theodore Roosevelt and it’s ironic that both men used a “stick” to make history.

Image A



Image B

EXECUTIVE ORDER 9981

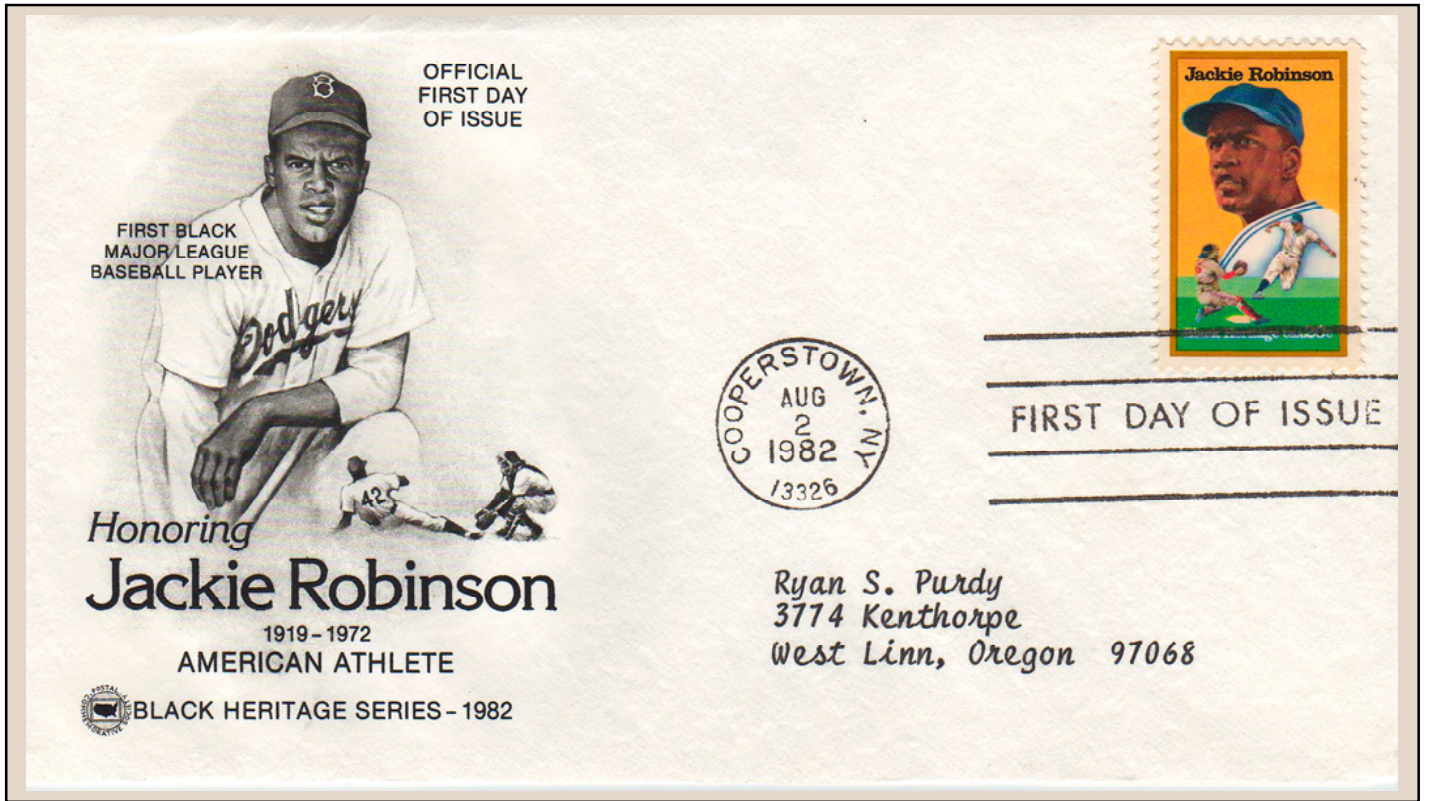
Establishing the President's Committee on Equality of Treatment and Opportunity In the Armed Forces.

WHEREAS it is essential that there be maintained in the armed services of the United States the highest standards of democracy, with equality of treatment and opportunity for all those who serve in our country's defense:

NOW THEREFORE, by virtue of the authority vested in me as President of the United States, by the Constitution and the statutes of the United States, and as Commander in Chief of the armed services, it is hereby ordered as follows:

1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.
2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed Services, which shall be composed of seven members to be designated by the President.
3. The Committee is authorized on behalf of the President to examine into the rules, procedures and practices of the Armed Services in order to determine in what respect such rules, procedures and practices may be altered or improved with a view to carrying out the policy of this order. The Committee shall confer and advise the Secretary of Defense, the Secretary of the Army, the Secretary of the Navy, and the Secretary of the Air Force, and shall make such recommendations to the President and to said Secretaries as in the judgment of the Committee will effectuate the policy hereof.
4. All executive departments and agencies of the Federal Government are authorized and directed to cooperate with the Committee in its work, and to furnish the Committee such information or the services of such persons as the Committee may require in the performance of its duties.
5. When requested by the Committee to do so, persons in the armed services or in any of the executive departments and agencies of the Federal Government shall testify before the Committee and shall make available for use of the Committee such documents and other information as the Committee may require.
6. The Committee shall continue to exist until such time as the President shall terminate its existence by Executive order.

Harry Truman
The White House July 26, 1948



Warm Up/Review Questions Using First Day Covers President Truman and NATO

Show the **First Day Cover (Image A)** to students and ask them to list facts and draw conclusions about Harry Truman.

POSTMARK:

- Independence, Missouri was important in his life.
(The Truman family moved to Independence in 1890. He spent the next sixty-four years calling Independence home. Truman died on Dec. 26, 1972 in Kansas City, Missouri.)
- May 8, 1973 was either his death, anniversary of his birth, and/or death.
(May 8 is the anniversary of his birth, 1884 in Lamar, Missouri.)

STAMP:

- Harry S. Truman stamp costs 8 cents.
- Harry Truman had a middle letter as his middle name.
(He chose to put the period behind the S. The S honored both grandfathers, Solomon Young and Anderson Shipp Truman.)
- Atoms for Peace stamp cost 3 cents. **(Image B)**
Students might conclude that this stamp was also issued for President Truman since he was the first president to use the atomic bomb on a military target. How might the quote on the stamp be applied to President Truman? Would using atoms for peace include creating nuclear power plants for electricity?

Teacher Notes: The original owner of this envelope added the *Atoms for Peace* stamp to the First Day Issue Stamp, Harry S. Truman. *Atoms for Peace* was issued on July 28, 1955. President Dwight D. Eisenhower had asked the Post Office to commemorate the Atoms for Peace program. The stamp designer George Cox, chose to border the Atoms for Peace symbol with a statement made by President Eisenhower in 1953 at the United Nations General Assembly, "To find the way by which the inventiveness of man shall be consecrated to his life." Why would the original owner add this stamp to the Harry S. Truman envelope? Was he/she making a connection to Harry S. Truman as being the only president to use the atomic bomb on a military target?

ARTWORK:

- Photo is the same as the stamp.
- Does the signature include the S.?
- Use the quote, "If we falter in our leadership we may endanger the peace of the world..." to either introduce or review the major events in foreign affairs of President Truman's administration through the Korean War:
 - Victory in Europe Day
 - Dropping the atomic bombs on Hiroshima and Nagasaki
 - Victory in Japan Day
 - Beginnings of the United Nations
 - Truman Doctrine
 - Marshall Plan
 - Berlin Blockade and Airlift
 - NATO

(Continue)

President Truman and NATO Lesson continued

Show the second First Day Cover (Image C).

Ask students to analyze this First Day Cover and create a history of NATO.

The **STAMP** contains the official NATO symbol, a composite four point compass rose.

The **POSTMARK** celebrates the tenth year anniversary of the creation of NATO, April 1, 1949.

The **ARTWORK** shows the NATO headquarters and a listing of the member nations, the original eleven with the addition of Greece and Turkey in 1952 and in 1955, the Fed. Rep. of Germany.

Use Article 5 of the NATO treaty to discuss the meaning of "United for Freedom".

"The Parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all and consequently they agree that, if such an armed attack occurs, each of them...will assist the Party or Parties so attacked by taking...such action as it deems necessary, including the use of armed force, to restore and maintain the security of the North Atlantic area."

How does "Unity Guarantees Peace" describe the purpose of NATO?)

Conclusion: Use the Stamp Outline/Template (on the last page of the booklet) and have students create a collage of words and/or images that depict President Truman's foreign policies.

President Truman and NATO Lesson

IMAGE A

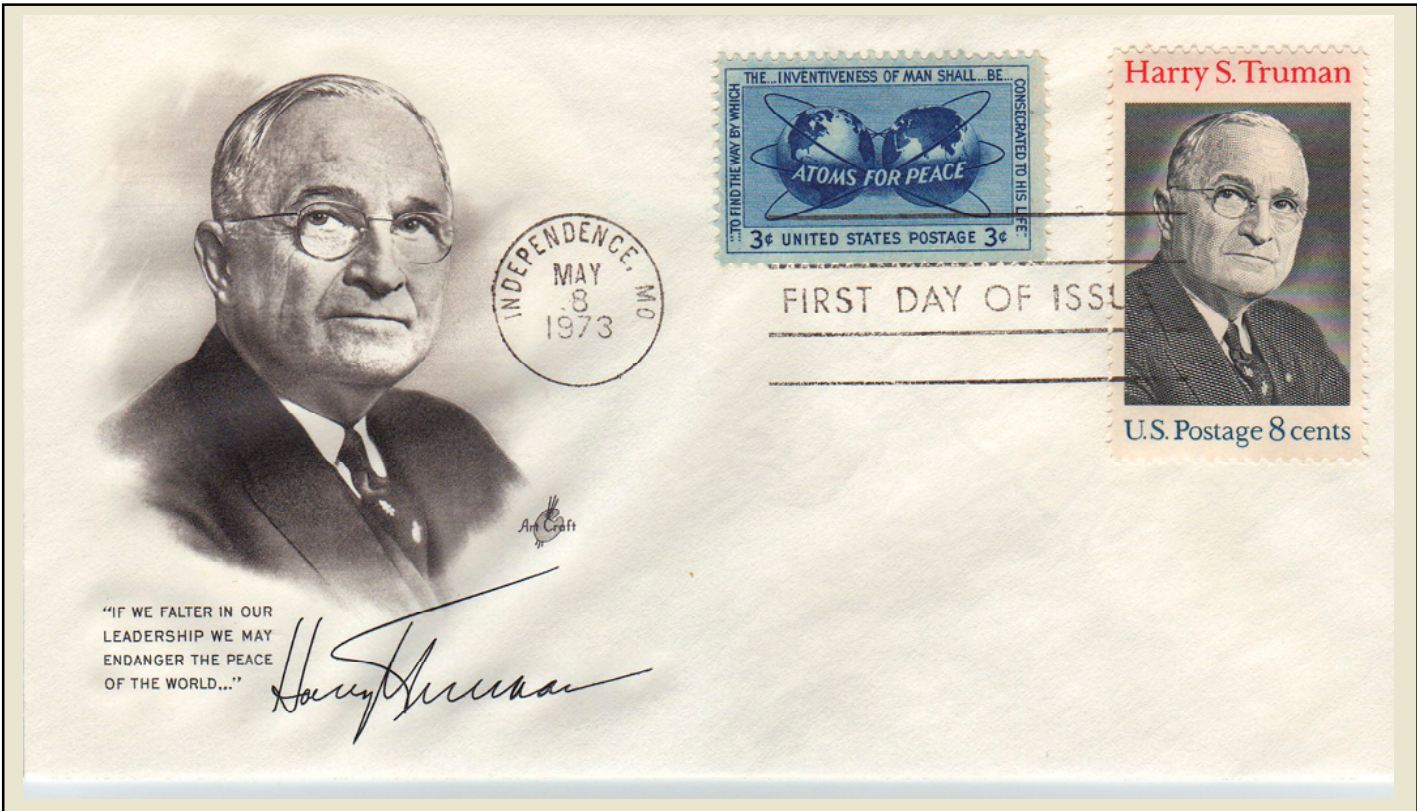


Image B



Image C



Warm Up/Review Questions Using First Day Cover Saluting Korean War Veterans

The Korean War is often called the “forgotten war.” The United States Post Office is no exception, because a stamp and First Day Cover saluting the veterans of that war was not issued until July 26, 1985. Also the question begs to be asked, why issue the stamp on July 26, when the armistice was signed on July 27? Why 1985, thirty- two years after the end of the war?

Show the **First Day Cover (Image A)** that has had the words Korea and Korean marked out.

Ask students to identify which war the FDC is commemorating, and identify which area, stamp, postmark or artwork, of the FDC they used to support their choice of wars.

STAMP:

Soldiers are dressed in winter gear and are marching through mountains

ARTWORK:

The war involved the navy, air force and army.

POSTMARK:

Date and place do not lend clues to which war.

Next show the complete **First Day Cover (Image B)**

How does it salute the Korean War Veterans?

Teacher Notes:

The Korean War began on June 25, 1950 when communist troops from North Korea invaded South Korea. The Cold War had turned “hot”. In response, President Harry S. Truman committed U.S. troops to lead a United Nations force charged with defending South Korea. By fighting under the United Nation’s flag, there was military force to back up U.N. decisions, unlike the League of Nations. Twenty-two nations, including the U.S. and South Korea, provided military personnel, medical support and supplies. By July 27, 1953, when an armistice was signed at the village of Panmunjom, approximately 34,000 American had been killed in battle (nearly 37,000 American deaths in Korea overall) and more than 103,000 wounded. Though the war ended in 1953, the U.S. keeps a military presence of about 37,000 troops on the 38th parallel to protect South Korea.

The following website has a map of the Korean War:

<http://www.fsmitha.com/h2/map24ko.html>

Congress authorized the building of the Korean War Veterans Memorial in 1986, and it was dedicated on July 27, 1995 by Pres. Bill Clinton and South Korean president Kim Young Sam.

<http://www.nps.gov/kowa/>

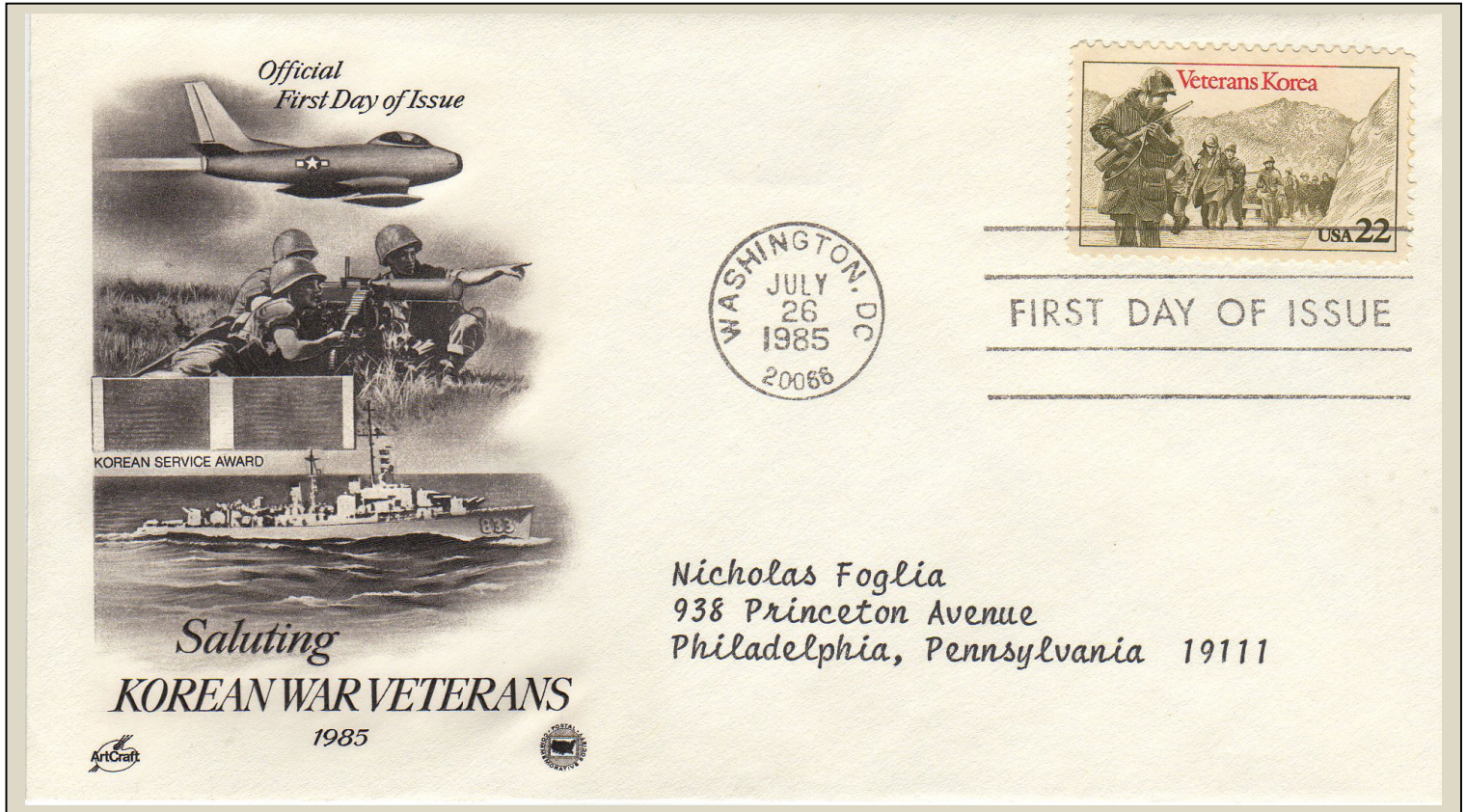
National Standards United States History Era 9 Standard 2A
TEKS US 8C, US 29A/B

Saluting Korean War Veterans Lesson

Image A



Image B



Thurgood Marshall Activity

Show the Thurgood Marshall first day cover (**Image A**) as students are presented this biographical information.

Often overlooked in the study of civil rights, Thurgood Marshall (1908-1993) continued the legacy implemented by W.E.B. DuBois, challenging and changing Jim Crow laws through the court system. Marshall wanted to attend law school in his hometown of Baltimore but he was not accepted due to the university's segregation policy. So he graduated in 1933 from Howard University of Law School. Three years later Marshall had set up his own practice in Baltimore and was working with the NAACP on cases challenging the separate but equal Supreme Court ruling of 1896. In his first major civil rights case, Marshall (appropriately enough) successfully represented a client bringing suit against the University of Maryland Law School for its segregationist policy, thus ending segregation there. At the age of 32 in 1940, Thurgood Marshall was appointed Chief Counsel of the NAACP.

Assign students to investigate one of the following court cases argued by Thurgood Marshall:

- 1940, *Chambers v. Florida*
- 1944, *Smith v. Allwright*
- 1948, *Shelley v. Kraemer*
- 1950, *Sweatt v. Painter*
- 1950, *McLaurin v. Oklahoma State Regents*

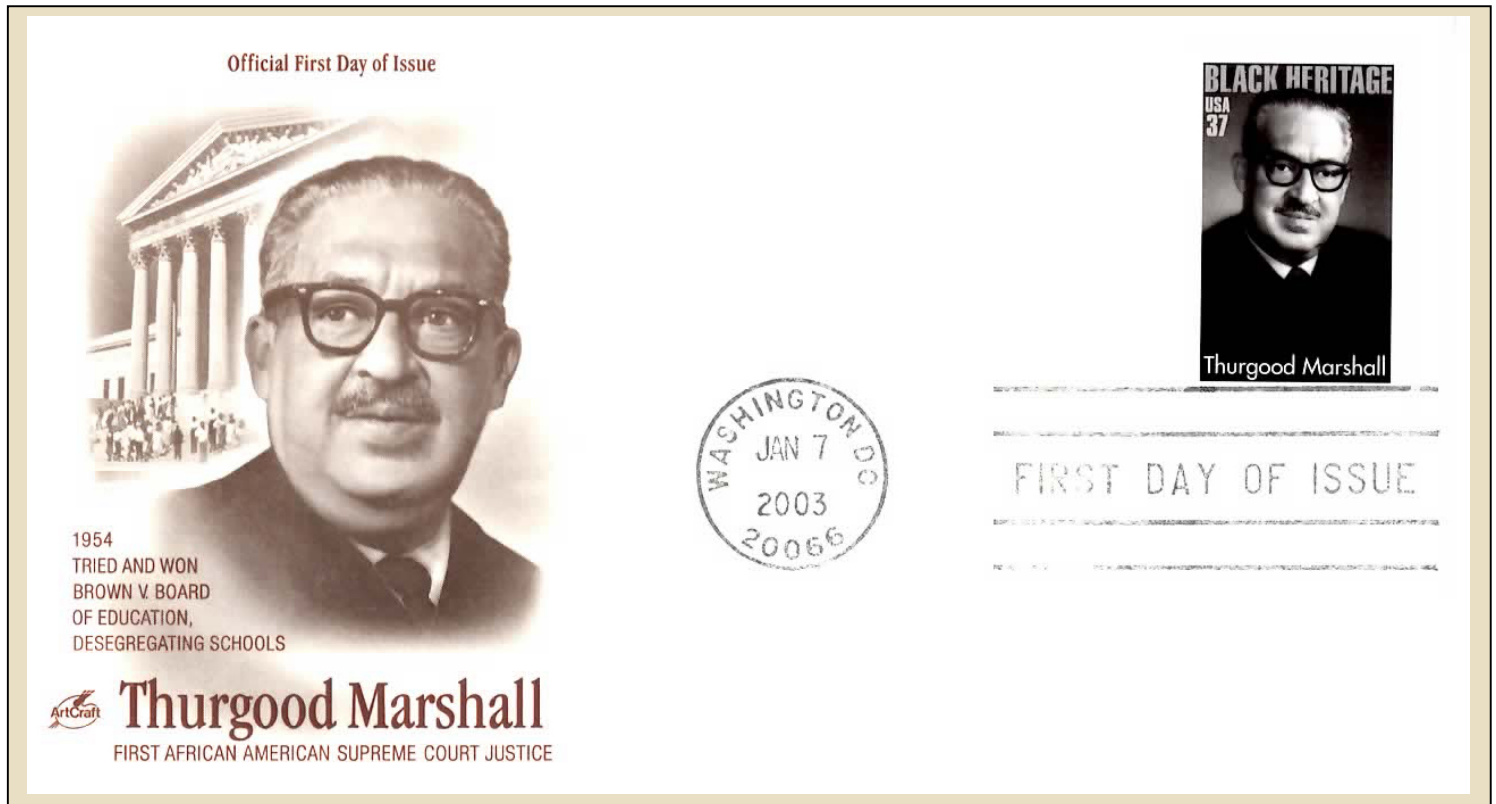
Students should identify the segregation law under question, the ruling by the court and anticipate how society would be changed.

In 1961 President John F. Kennedy appointed Marshall to the Court of Appeals for the Second Circuit. President Lyndon Johnson first appointed Marshall in 1965 as U.S. Solicitor General and then in 1967 to the U.S. Supreme Court. Marshall was the first Black American to serve in either of those two positions. He served as Supreme Court Justice for 24 years before retiring in 1991. On November 30, 1993, the nation's highest civilian honor, the Presidential Medal of Freedom, was awarded to Thurgood Marshall.

Conclusion: Assign students to write an acrostic poem about civil rights using the name Thurgood Marshall.

Thurgood Marshall Lesson

Image A



Warm Up/Review Questions Using First Day Covers

Brown v Board of Education

Central High, Little Rock, Arkansas

Show both **First Day Covers (Image A and B)** and ask students to identify the events and make connections between the events.

Image A depicts the 1954 Supreme Court ruling in *Brown v Board of Education, Topeka, Kansas*. Image B depicts the 1957 integration of Central High School, Little Rock, Arkansas.

Image A - 1954 *Brown v Board of Education*

- When did this event take place?
- What did the Supreme Court rule?
- Who represented the Brown family?
- What is segregation?
- How long have schools been segregated?
- Did the ruling mean that segregated schools did not meet the “separate but equal” ruling of *Plessy v Ferguson*, or that the schools were to integrate?
- How were segregated schools to be integrated?
- What must school boards do after the ruling?

Teacher Notes: Since 1896 with the ruling in *Plessy v Ferguson*, public schools operated under the directive of “separate but equal”. In 1954 with the help of the NAACP, *Oliver L. Brown et al. v. Board of Education of Topeka* ended up in the Supreme Court where the Court ruled unanimously that it was unconstitutional to create separate schools for children on the basis of race. At the time of the decision, 17 southern states and the District of Columbia required all public schools be racially segregated. A few northern and western states, including Kansas, left the issue of segregation up to individual school districts. While most schools in Kansas were integrated in 1954, the elementary schools in Topeka were not.

- Is segregation/integration a federal issue or a states’ rights issue?
- Who has the power over schools?

Image B - 1957 The Little Rock Nine.

The citizens of Little Rock, Arkansas believed that the state has the power over schools, not the federal government.

- Who were the Little Rock Nine?
- What were the Little Rock Nine doing?
- Were the soldiers there to protect the students or prevent them from entering the school?
- Who was the president in 1957?
- How did the executive branch intervene to enforce the Supreme Court decision?
- Was the violence at Little Rock a result of the 1954 Supreme Court ruling?
- What amendment was used to enforce integration of public schools?

(continued)

Brown v Board of Education & Little Rock Nine Lesson

(continued)

Use the following five quotes to further discuss the crisis at Central High.

“Our objective is to secure the prompt and orderly end of segregation in the public schools. We want all children, regardless of race, to have the opportunity to go to the public schools nearest their homes.”

(J.C. Crenshaw, President, LR Chapter of the NAACP, February 8, 1956)

“I tried to see a friendly face somewhere in the mob - someone who maybe would help. I looked into the face of an old woman and it seemed a kind face, but when I looked at her again, she spat on me.”

(Elizabeth Eckford, one of the Little Rock Nine, Southern School News, Summer, 1979)

“Any time it takes eleven thousand five hundred soldiers to assure nine Negro children their constitutional rights in a democratic society, I can’t be happy.”

(Daisy Bates, mentor to the Little Rock Nine during the crisis of 1957)

“With all the kids that jumped out the window the day that the nine black students went into the school, why did they single me out? I wasn’t the only girl that jumped out of the window. I just happened to be the only girl that jumped from the second floor.”

(Sammie Dean Walker, student who jumped out of window at LRCHS to protest the Nine’s entrance into the school, 1957)

“The only assurance I can give you is that the federal constitution will be upheld by me by every legal means at my command

(President Dwight D. Eisenhower in a telegram to Governor Orval Faibus, September 7, 1957)

Conclusion: Write a letter to the *Little Rock Gazette* supporting President Eisenhower’s decision to enforce the *Brown v Board of Education* decision at Little Rock, Arkansas.

Brown v Board of Education & the Little Rock Nine Lesson

Image A

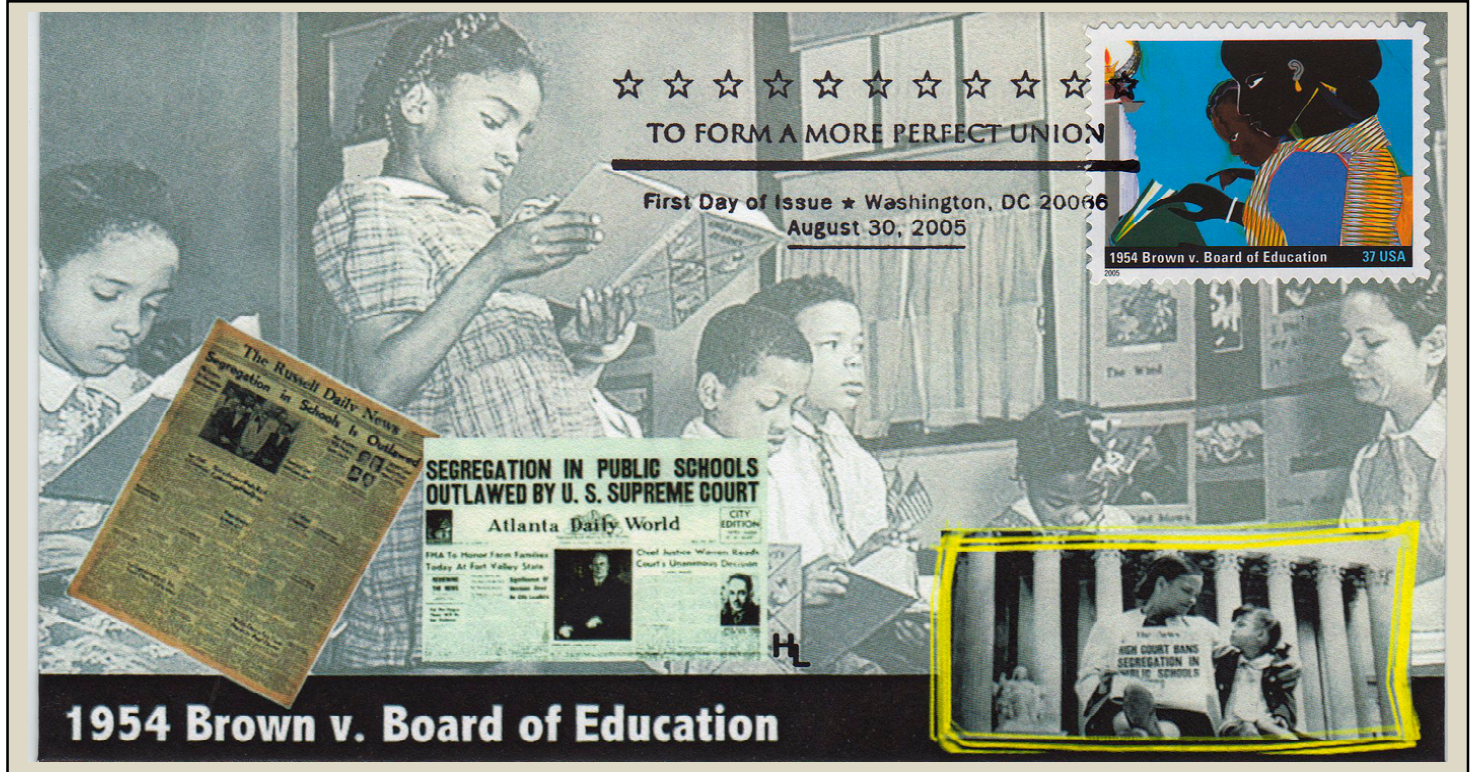
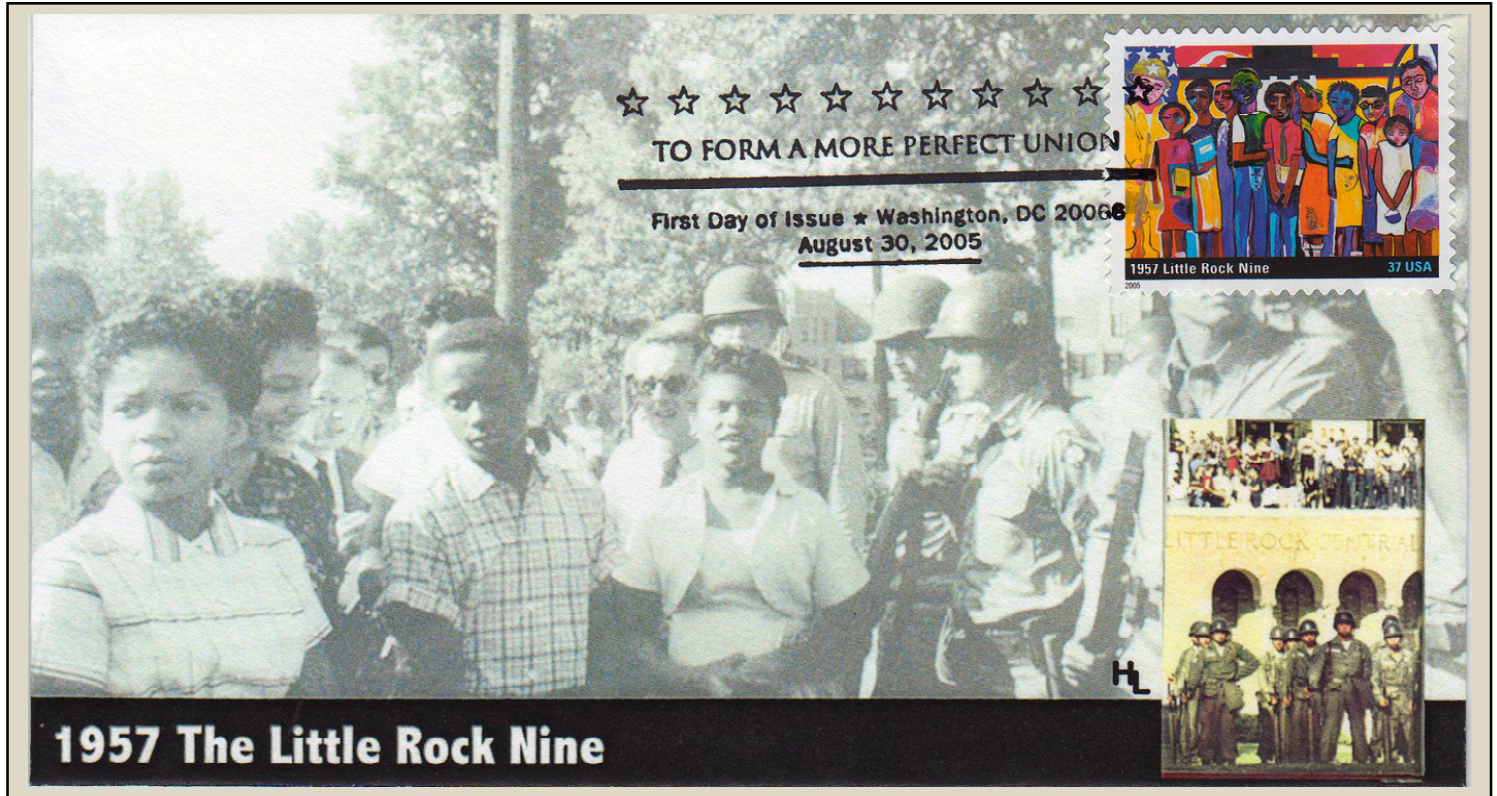


Image B



And the Envelope, Please!
Rosa Parks and the Montgomery Bus Boycott

On February 4, 2013, the 100th anniversary of the birth of Rosa Parks, the United States celebrated a "Day of Courage." Parks is often remembered for her refusal to give up her seat on a Montgomery, Alabama bus to a white male rider, and portrayed as a tired seamstress. In her autobiography she said, "People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Rosa Parks was a soldier for Civil Rights and had been in training for many years. In 1943 Parks joined the Montgomery NAACP. She spent the next decade organizing black voter registration, seeking justice against cases of white brutality and working with the NAACP youth group. In 1954 she attended the Tennessee Highlander Folk School, an "organizer training school." Because of the Bus Boycott, both Rosa and her husband lost their jobs, and in 1957 they moved north to Detroit where Raymond became a barber and Rosa worked ten hours a day for Stockton Sewing Co.

For the next five decades they continued to protest racial inequality in "the promised land that wasn't," working with the NAACP to end segregated housing, participating in the March on Washington and the Selma March, and providing leadership to calm the Detroit Riots of 1967. Rosa supported the Black Power movement and her personal hero was Malcolm X. After 35 years of civil rights work, she was hired by U.S. Representative John Conyers to work in his office. This was Parks first paid political position, which she kept until her retirement in 1988.

Activity:

- Ask students to collect the facts found on the first day cover (**Image A**) and discuss who Rosa Parks might be.
- Show the second first day cover (**Image B**) and discuss what is happening to Rosa Parks. Using both covers, draw conclusions as to what Parks might have done.
- Share the Police Report (**Image C**) and allow students time to determine if their conclusions were correct.
- Assign students to read the May 21, 1954 letter by Jo Ann Robinson (**Image D**).
- Discuss what the Montgomery bus policy was for white and black riders. Why doesn't that city law violate the 14th Amendment?
- What was the Women's Political Council asking the Montgomery City Council to do?
- Why did Rosa Parks' arrest become the spark needed to start the bus boycott?
- What was the purpose of a boycott and how can an economic boycott affect both the bus company and the customers refusing to ride?
- Explain the role that the Women's Political Council had in the running of the boycott. (see teacher notes)

Conclusion: Assign students to write an acrostic poem about the bus boycott using the letters ROSA PARKS.

Teacher Notes for Women's Political Council

The Women's Political Council (WPC) of Montgomery, Alabama was established in 1946 by Alabama State College English professor Mary Fair Burks. By 1955 the WPC counted over 200 members, primarily middle class African American women, in three neighborhood chapters.

In 1953 the WPC approached Montgomery city commissioners about the discrimination faced by African Americans on city buses, such as mandating African Americans to enter through the back door of the bus after paying their fare at the front door. On May 21, 1954 Robinson sent a letter suggesting a city law, much like the one already implemented in other cities, in which black passengers would be seated from back to front and white passengers seated from front to back, until all seats were filled. City commissioners consistently dismissed the WPC's concerns.

On 1 December 1955, the arrest of Rosa Parks gave the WPC the opportunity it had been waiting for. Once Parks was released from jail, the WPC secured her approval to use her arrest as a test case to challenge Montgomery bus seating policies. By the time that other African American groups and leaders, such as Baptists minister Dr. M.L. Kings, Jr., were notified and agreed to join the boycott, the WPC had already drafted, mimeographed, and begun circulating leaflets across the city announcing the boycott.

Throughout the boycott, the WPC engaged in the daily activities of driving in the carpools, organizing mass meetings, and communicating with protesters.

http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_womens_political_council/

Image A

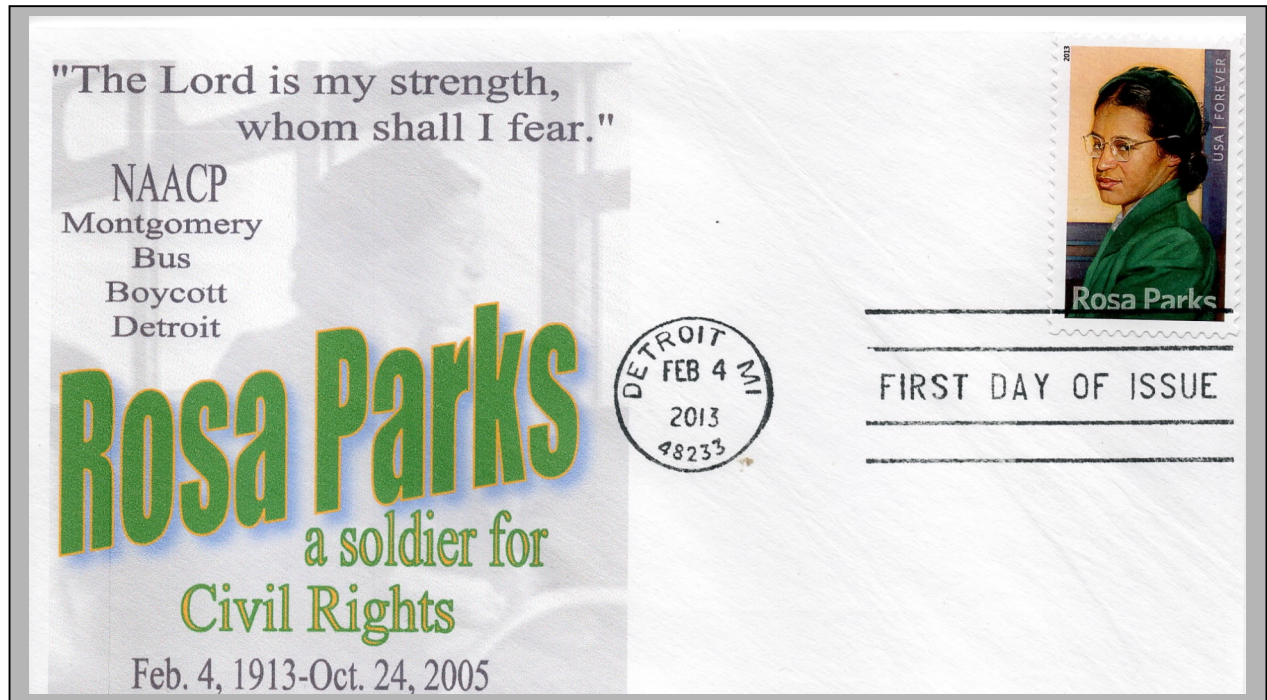


Image B



Image C

Misc.

POLICE DEPARTMENT
CITY OF MONTGOMERY

Date 12-1-55 19__

Complainant J.F. Blake (w/m)

Address 27 No. Lewis St. Phone No. _____

Offense Misc. Reported By Same as above

Address _____ Phone No. _____

Date and Time Offense Committed 12-1-55 6:06 pm

Place of Occurrence In Front of Empire Theatre (On Montgomery Street)

Person or Property Attacked _____

How Attacked _____

Person Wanted _____

Value of Property Stolen _____ Value Recovered _____

Details of Complaint (list, describe and give value of property stolen)

We received a call upon arrival the bus operator said he had a colored female sitting in the white section of the bus, and would not move back.

We (Day & Mixon) also saw her.

The bus operator signed a warrant for her. Rosa Parks, (cf) 634 Cleveland Court.

Rosa Parks (cf) was charged with chapter 6 section 11 of the Montgomery City Code.

Warrant #14254

- THIS OFFENSE IS DECLARED:
- UNFOUNDED
 - CLEARED BY ARREST
 - EXCEPTIONALLY CLEARED
 - INACTIVE (NOT CLEARED)

Officers F. D. Day
D. W. Mixon

Division Patrol Time 7:00 pm
12-1-55

Image D

Honorable Mayor W. A. Gayle
City Hall
Montgomery, Alabama

Dear Sir:

The Women's Political Council is very grateful to you and the City Commissioners for the hearing you allowed our representative during the month of March, 1954, when the "city-bus-fare-increase case" was being reviewed. There were several things the Council asked for:

1. A city law that would make it possible for Negroes to sit from back toward front, and whites from front toward back until all the seats are taken.
2. That Negroes not be asked or forced to pay fare at front and go to the rear of the bus to enter.
3. That busses stop at every corner in residential sections occupied by Negroes as they do in communities where whites reside.

We are happy to report that busses have begun stopping at more corners now in some sections where Negroes live than previously. However, the same practices in seating and boarding the bus continue.

Mayor Gayle, three-fourths of the riders of these public conveyances are Negroes. If Negroes did not patronize them, they could not possibly operate. More and more of our people are already arranging with neighbors and friends to ride to keep from being insulted and humiliated by bus drivers.

There has been talk from twenty-five or more local organizations of planning a city-wide boycott of busses. We, sir, do not feel that forceful measures are necessary in bargaining for a convenience which is right for all bus passengers. We, the Council, believe that when this matter has been put before you and the Commissioners, that agreeable terms can be met in a quiet and un-ostensible manner to the satisfaction of all concerned.

Many of our Southern cities in neighboring states have practiced the policies we seek without incident whatsoever. Atlanta, Macon and Savannah in Georgia have done this for years. Even Mobile, in our own state, does this and all the passengers are satisfied.

Please consider this plea, and if possible, act favorably upon it, for even now plans are being made to ride less, or not at all, on our busses. We do not want this.

Respectfully yours,
The Women's Political Council
Jo Ann Robinson, President

"A letter sent to Mayor Gayle." In Jo Ann Robinson's *The Montgomery Bus Boycott and the Women Who Started It*. Knoxville: The University of Tennessee Press, 1987. p.viii. Available at <http://historicalthinkingmatters.org/rosaparks/1/sources/19/fulltext/>

Warm Up/Review Questions Using First Day Cover John F. Kennedy

On May 29, 1964, John F. Kennedy would have been forty-seven years old.

- JFK was the youngest man elected president.
- JFK was the only practicing Catholic elected president.
- JFK was the only president to have won a Pulitzer Prize.
- JFK was not the only president to have been assassinated.

Show the **First Day Cover (Image A)** to students and ask them to list as many facts as they can about John F. Kennedy. Have student share their lists.

POSTMARK:

May 29, 1964 JFK's birthday
Boston, Massachusetts – state JFK called home

STAMP:

Flame (What does the fire represent?)
Quote: "And the glow from that fire can truly light the world"
Photograph of John Fitzgerald Kennedy
Life dates 1917 - 1963

ARTWORK:

PT 109 to represent his service in the navy during World War II
Capitol to represent his presidency
Flag at half-staff to represent his assassination
Space capsule to represent his goal to put a man on the moon
Son John saluting his father's passing hearse
Life dates 1917 – 1963
Quote: "Ask not what your country can do for you, but what you can do for your country." (from inauguration speech)

Conclusion: Either review or ask students to investigate JFK's administration and decide what else could be added to the FDC to commemorate his time as president. Answers might include the New Frontier, civil rights, Bay of Pigs invasion, Cuban Missile Crisis, Berlin Wall speech, and the Peace Corps

Extension: Give students time to read JFK's last official speech, *Remarks at the Breakfast of the Ft. Worth Chamber of Commerce, November 22, 1963* speech (**Image B**) or watch the YouTube clip, *President Kennedy's Breakfast Speech Part 3* and discuss the following:

- What was the tone of the speech?
- How does the introduction draw in the listener?
- What role did Fort Worth play in creating "a national security policy and a national security system which was second to none...?"
- What has the federal government done to increase national security?
- How do the following words help define the Cold War: strategic, intercontinental, counter insurgency?
- What sacrifices have citizens of the United States, especially those in Fort Worth, made in order to have a secure nation or world?
- Why did President Kennedy call the United States the "keystone in the arch of freedom"? Explain the purpose of a keystone in an arch and discuss the definition of freedom.

Image A

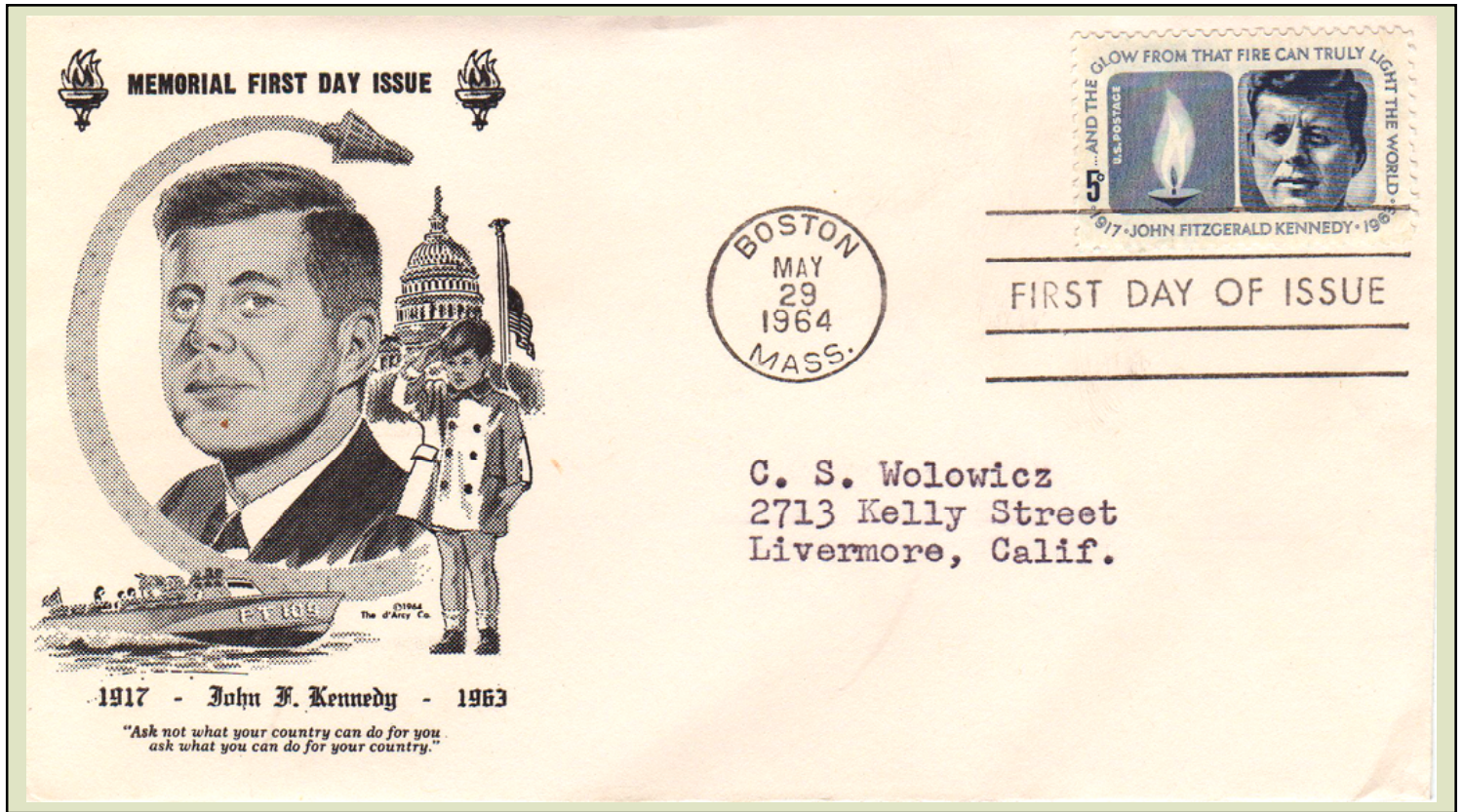


IMAGE B REMARKS AT THE BREAKFAST OF THE FORT WORTH CHAMBER OF COMMERCE, NOVEMBER 22, 1963

NOTE: The President spoke at 9 a.m. (c.s.t.) in the Texas Hotel in Fort Worth. In his opening words he referred to Raymond Buck, president of the Fort Worth Chamber of Commerce, Vice President Lyndon B. Johnson, and to Governor John B. Connally, Senator Ralph W. Yarborough, Representative Jim Wright, Byron Tunnell, Speaker of the State House of Representatives, and Waggoner Cart, State Attorney General, all of Texas. He later referred to Marion Hicks, a vice president of Fort Worth General Dynamics and vice president of the Fort Worth Chamber of Commerce.

Mr. Buck, Mr. Vice President, Governor Connally, Senator Yarborough, Jim Wright, members of the congressional delegation, Mr. Speaker, Mr. Attorney General, ladies and gentlemen:

Two years ago, I introduced myself in Paris by saying that I was the man who had accompanied Mrs. Kennedy to Paris. I am getting somewhat that same sensation as I travel around Texas. Nobody wonders what Lyndon and I wear.

I am glad to be here in Jim Wright's city. About 35 years ago, a Congressman from California who had just been elected received a letter from an irate constituent which said: "During the campaign you promised to have the Sierra Madre Mountains reforested. You have been in office one month and you haven't done so." Well, no one in Fort Worth has been that unreasonable, but in some ways he has had the Sierra Madre Mountains reforested, and here in Fort Worth he has contributed to its growth.

He speaks for Fort Worth and he speaks for the country, and I don't know any city that is better represented in the Congress of the United States than Fort Worth. And if there are any Democrats here this morning, I am sure you wouldn't hold that against him.

Three years ago last September I came here, with the Vice President, and spoke at Burke Burnett Park, and I called, in that speech, for a national security policy and a national security system which was second to none--a position which said not first, but, if, when and how, but tint. That city responded to that call as it has through its history. And we have been putting that pledge into practice ever since.

And I want to say a word about that pledge here in Fort Worth, which understands national defense and its importance to the security of the United States. During the days of the Indian War, this city was a fort. During the days of World War I, even before the United States got into the war, Royal Canadian Air Force pilots were training here. During the days of World War II, the great Liberator bombers, in which my brother flew with his co-pilot from this city, were produced here.

The first nonstop flight around the world took off and returned here, in a plane built in factories here. The first truly intercontinental bomber, the B-36, was produced here. The B-58, which is the finest weapons system in the world today, which has demonstrated most recently in flying from Tokyo to London, with an average speed of nearly 1,000 miles per hour, is a Fort Worth product.

The Iroquois helicopter from Fort Worth is a mainstay in our fight against the guerrillas in South Viet-Nam. The transportation of crews between our missile sites is done in planes produced here in Fort Worth. So wherever the confrontation may occur, and in the last 3 years it has occurred on at least three occasions, in Laos, Berlin, and Cuba, and it will again--wherever it occurs, the products of Fort Worth and the men of Fort Worth provide us with a sense of security.

And in the not too distant future a new Fort Worth product--and I am glad that there was a table separating Mr. Hicks and myself--a new Fort Worth product, the TFX Tactical Fighter Experimental--nobody knows what those words mean, but that is what they mean, Tactical Fighter Experimental--will serve the forces of freedom and will be the number one airplane in the world today.

There has been a good deal of discussion of the long and hard fought competition to win the TFX contract, but very little discussion about what this plane will do. It will be the first operational aircraft ever produced that can literally spread its wings through the air. It will thus give us a single plane capable of carrying out missions of speed as well as distance, able to fly very far in one form or very fast in another. It can take off from rugged, short airstrips, enormously increasing the Air Force's ability to participate in limited wars. The same basic plane will serve the Navy's carriers, saving the taxpayers at least \$1 billion in costs if they built separate planes for the Navy and the Air Force.

The Government of Australia, by purchasing \$125 million of TFX planes before they are even off the drawing boards, has already testified to the merit of this plane, and at the same time it is confident in the ability of Fort Worth to meet its schedule. In all these ways, the success of our national defense depends upon this city in the western United States, 10,000 miles from Viet-Nam, 5,000 or 6,000 miles from Berlin, thousands of miles from trouble spots in Latin America and Africa or the Middle East. And yet Fort Worth and what it does and what it produces participates in all these great historic events. Texas, as a whole, and Fort Worth bear particular responsibility for this national defense effort, for military procurement in this State totals nearly \$1 1/4 billion, fifth highest among all the States of the Union. There are more military personnel on active duty in this State than any in the Nation, save one--and it is not Massachusetts--any in the Nation save one, with a combined military-civilian defense payroll of well over a billion dollars. I don't recite these for any partisan purpose. They are the result of American determination to be second to none, and as a result of the effort which this country has made in the last 3 years we are second to none.

In the past 3 years we have increased the defense budget of the United States by over 20 percent; increased the program of acquisition for Polaris submarines from 24 to 41; increased our Minuteman missile purchase program by more than 75 percent; doubled the number of strategic bombers and missiles on alert; doubled the number of nuclear weapons available in the strategic alert forces; increased the tactical nuclear forces deployed in Western Europe by over 60 percent; added five combat ready divisions to the Army of the United States, and five tactical fighter wings to the Air Force of the United States; increased our strategic airlift capability by 75 percent; and increased our special counter-insurgency forces which are engaged now in South Viet-Nam by 600 percent. I hope those who want a stronger America and place it on some signs will also place those figures next to it.

This is not an easy effort. This requires sacrifice by the people of the United States. But this is a very dangerous and uncertain world. As I said earlier, on three occasions in the last 3 years the United States has had a direct confrontation. No one can say when it will come again. No one expects that our life will be easy, certainly not in this decade, and perhaps not in this century. But we should realize what a burden and responsibility the people of the United States have borne for so many years. Here, a country which lived in isolation, divided and protected by the Atlantic and the Pacific, uninterested in the struggles of the world around it, here in the short space of 18 years after the Second World War, we put ourselves, by our own will and by necessity, into defense of alliances with countries all around the globe. Without the United States, South Viet-Nam would collapse overnight. Without the United States, the SEATO alliance would collapse overnight. Without the United States the CENTO alliance would collapse overnight. Without the United States there would be no NATO. And gradually Europe would drift into neutralism and indifference. Without the efforts of the United States in the Alliance for Progress, the Communist advance onto the mainland of South America would long ago have taken place.

So this country, which desires only to be free, which desires to be secure, which desired to live at peace for 18 years under three different administrations, has borne more than its share of the burden, has stood watch for more than its number of years. I don't think we are fatigued or tired. We would like to live as we once lived. But history will not permit it. The Communist balance of power is still strong. The balance of power is still on the side of freedom. We are still the keystone in the arch of freedom, and I think we will continue to do as we have done in our past, our duty, and the people of Texas will be in the lead.

So I am glad to come to this State which has played such a significant role in so many efforts in this century, and to say that here in Fort Worth you people will be playing a major role in the maintenance of the security of the United States for the next 10 years. I am confident, as I look to the future, that our chances for security, our chances for peace, are better than they have been in the past. And the reason is because we are stronger. And with that strength is a determination, to not only maintain the peace, but also the vital interests of the United States. To that great cause, Texas and the United States are committed.

Thank you.

Warm Up/Review Questions Using First Day Covers Decade of Space Achievements

The first man in space was Soviet Union cosmonaut Yuri Gagarin on April 12, 1961. How would the U. S. react to that accomplishment?

As a result of Soviet success and the failure of the Bay of Pigs invasion, on May 21, 1961, President Kennedy gave what has been called a second State of the Union address. In the speech he called on the United States to “win the battle over tyranny” by winning the race to space. “We go to space because whatever mankind must undertake, free men must fully share...I believe this Nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to earth.”

Show the **first Day Cover (Image A)** and ask students to analyze the facts presented.

- What was Project Mercury?
- Why was the cover postmarked from Cape Canaveral on Feb. 20, 1962 at 3:30 P.M.?
- Who was John Glenn, Jr.?
- What was/is NASA?

Show the second **First Day Cover (Image B)** and after students have analyzed it, ask them to create a timeline of Space Achievements from 1961 to 1969.

May 5, 1961 - Alan b. Shepard, Jr. was the first American in space.

His flight reached space but did not complete an orbit of the earth. The rocket reached an altitude of 116 miles at a speed of 5,134 miles per hour. It splashed down fifteen minutes later, 302 miles southeast of Cape Canaveral. Unlike Soviet Gagarin’s automatic flight, Shepard had to remain in control of his craft at all times. The flight, return from space and subsequent collection by helicopter were seen live on television by millions.

February 20, 1962 – John Glenn, Jr. was the first American to orbit the earth.

He piloted spacecraft “Friendship 7” three times around the earth. The spacecraft reached an altitude of 162 miles and traveled at 17,500 miles per hour. The total trip took 4 hours, 55 minutes and 23 seconds.

Teacher Notes: At 3:30 p.m. on Feb. 20, 1962, the Port Canaveral, Florida Post Office released the Project Mercury stamp - the first U.S. commemorative stamp issued at the same time as the event it celebrated. The stamp, showing Glenn’s capsule preparing to re-enter the atmosphere, was created under a “veil of secrecy” in case the mission failed. Post Offices across the nation received the packages of stamps in advance of the event but were not allowed to open them until instructed to do so, which was after the successful recovery of Glenn (2:43 P.M. EST).

July 20, 1969 at 20:17:39 Universal Time – The lunar module, Eagle carrying Buzz Aldrin and Neil Armstrong landed on the moon.

July 21, 1969 at 2:56 Universal Time – Neil Armstrong steps onto the lunar surface.

“That's one small step for a man, one giant leap for mankind”.

Conclusion: Did NASA fulfill President Kennedy’s goal? Did winning the Space Race help win the Cold War?

Image A

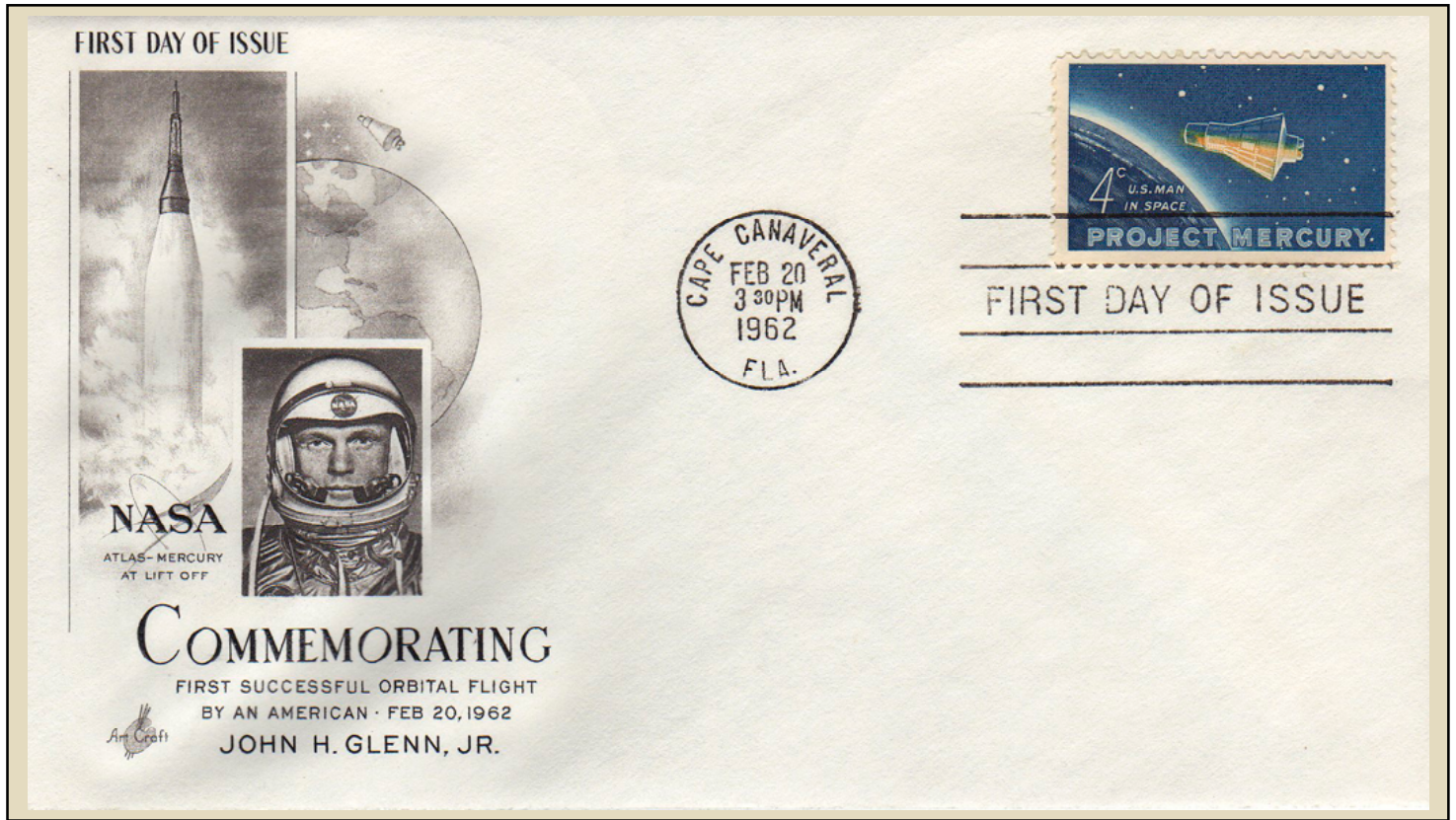


Image B



Warm Up/Review Questions Using First Day Cover Dr. Martin L. King, Jr. – From Birmingham to Washington

Show the **First Day Cover (Image A)** and ask students to list the facts found on the envelope.

Who does the stamp commemorate?

(Dr. Martin L. King, Jr. - The stamp is the second one to be issued honoring a Black American during February, Black History month. Harriet Tubman was honored with the first Black Heritage stamp issued in February 1978.)

How is the date on the postmark linked to this person?

(January 15, 1929 is the birthday of Dr. King, Jr. The stamp was issued in 1979 to honor his 50th birthday. Also in 1979 a bill, to create a federal holiday honoring him was first introduced. It wasn't until 1983 that President Reagan signed that bill into law. The first national holiday for Dr. Martin Luther King, Jr., was observed on January 20, 1986.)

Why did the post office issue the stamp in Atlanta?

(Dr. King, Jr. was born in Atlanta, graduated from Morehouse College in Atlanta, and it became his home during the Civil Rights Movement.)

What event does the artwork depict?

(Dr. King speaking at the March on Washington for Jobs and Freedom)

When and where did that event take place?

(Dr. King gave his soon to be famous "I Have a Dream" speech at the March on Washington, D.C. on August 28, 1963.)

What is it about the speech that makes it so memorable?

(For example, he verbalized his dream of a more perfect Union. It was forcefully delivered. It rallied the people to continue the work. It foreshadowed the results of the movement.)

Why would the first owner of the envelope also want the envelope to be postmarked from Birmingham, Alabama?

(The March on Birmingham, Alabama took place in the spring of 1963 in order to bring national attention to the segregation in the South. Nonviolent strategies led by Dr. King, Jr., which included sit-ins, boycotts and parades, led to violence and even to his arrest.)

If time allows, have the students read the excerpt from *The Letter from the Birmingham Jail* by Dr. King, Jr. (**Image B**) Then use Dr. King's four steps to nonviolent protest to review the events of the Montgomery Bus Boycott, the March on Birmingham and the 1965 March on Selma.

Conclusion: What laws were changed or passed because of the nonviolent direct action used by the civil rights demonstrators? Would Dr. King consider these to be "just laws"?

(Laws might include integration of public transportation and public facilities, as well as the removal of voting barriers such as poll taxes with the 24th Amendment and literacy tests under the Voting Rights Act of 1965. The discussion could also include the American Disabilities Act.)

National Standards for United States History Era 9 Standard 4
TEKS US 9A/B/C/D/E/H, US 23A, US 29A/B

Dr. Martin L. King, Jr. Lesson

Image A



Excerpt from *The Letter from the Birmingham Jail*
by Dr. Martin L. King, Jr.

“...In any nonviolent campaign there are four basic steps: collection of the facts to determine where injustices exist; negotiation; self-purification; and direct action....

You may well ask: “Why direct action? Why sit-ins and marches and so forth? Isn’t negotiation a better path?” You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to create such a crisis and foster such a tension that a community, which had constantly refused to negotiate is forced to confront the issue. It seeks to dramatize the issue that it can no longer be ignored. My citing the creation of tension as part of the work of the nonviolent resister may sound rather shocking. But I must confess that I am not afraid of the word tension. I have earnestly opposed violent tension, but there is a type of constructive, nonviolent tension, which is necessary for growth...

The purpose of our direct action program is to create a situation so crisis packed that it will always open the door to negotiation. I therefore agree with you in your call for negotiation. Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue....

We know through painful experience that freedom is never voluntarily given by the oppressor, it must be demanded by the oppressed.

For years now I have heard the word, Wait! It rings in the ears of every Black. This Wait has almost always meant Never. We must come to see, that justice too long delayed is justice denied...

You express a great deal of anxiety over our willingness to break laws. This certainly is a legitimate concern. Since we do diligently urge people to obey the Supreme Court’s decision of 1954 outlawing segregation in the public school. One may well ask; ‘How can you break some laws and obey other laws?’ The answer lies in the fact that there are two types of laws, just and unjust. I would be the first to obey just laws. One has not only a legal but moral responsibility to obey just laws. One also has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that an unjust law is no law at all.

An unjust law is one that a majority of people compel a minority group to obey but does not obey or make binding to themselves. A just law is a code that a majority makes a minority to follow and that it is willing to follow itself.

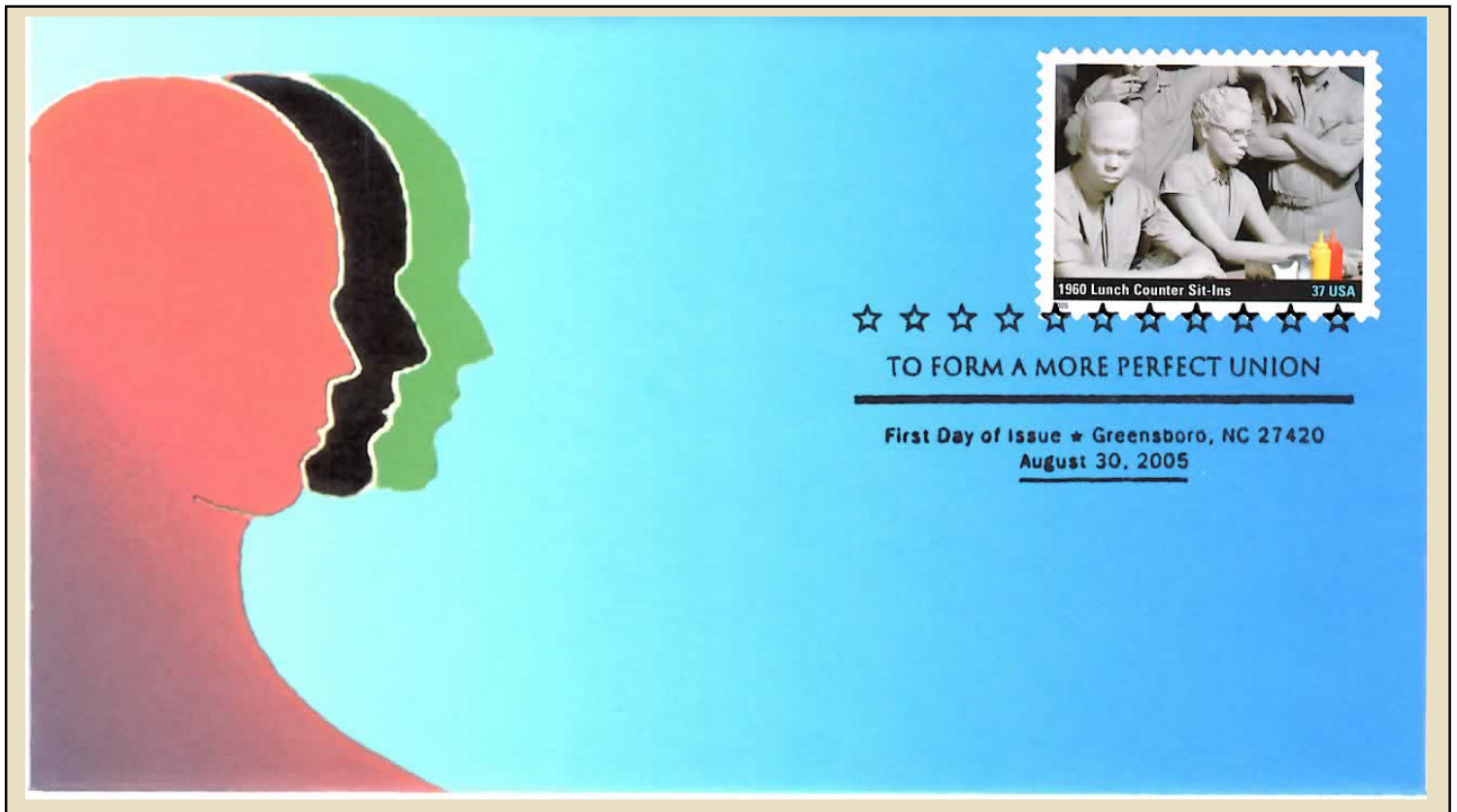
Sometimes a law is just on its face and unjust in its application. For instance, I have been arrested on a charge of parading without a permit. Now there is nothing wrong in having an ordinance which requires a parade permit. But such an ordinance becomes unjust when it is used to maintain segregation and to deny citizens the First Amendment privilege of peaceful assembly and protest.

One who breaks an unjust law must do so openly, lovingly and with a willingness to accept the penalty. I submit that an individual who breaks a law that conscience tells him is unjust, and who willingly accepts the penalty of imprisonment in order to arouse the conscience of the community over its injustice, is in reality expressing the highest respect for the law....”

Dr. Martin L. King, Jr. Lesson

This First Day Cover is part of the 2005 USPS ten stamp issue entitled “To Form a More Perfect Union”.

If time allows, show the image to the students and discuss how lunch counter sit-ins started by college students in Greensboro, North Carolina were perfect examples of Dr. King’s nonviolent direct action as described in *The Letter from the Birmingham Jail*.



Warm Up/Review Questions Using First Day Covers President Johnson & The Civil Rights Act of 1964

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

- What is the stamp depicting?
- What statement is the artist making?
- What act is the stamp commemorating?
- What does the act state?
- Once the act is enforced, what will the Dixie Belle restaurant look like?

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

- Why did the Cover artist include Dr. Martin Luther King, Jr. on the envelope?
- What events did Dr. King participate in that led to the passage of the Civil Rights Act?
- Does the quote foreshadow or foretell events?
- What is happening in the photograph?

Show the second **First Day Cover (Image C)**

- What are the STAMP and Cover commemorating?
- When was LBJ inaugurated? (POSTMARK)
- Which amendment changed the date of inauguration?
- Why was the date changed from March 4 to January 20?

Conclusion: How did the Civil Rights Act of 1964 affect the election of 1964?

- Did the southern states continue to vote Democratic?
- Did more black Americans vote as a way of saying “thank you” to LBJ?
- Did more white Americans vote as a way of saying “no thank you” to LBJ?

Show students the election maps of 1960 and 1964 by going to <http://www.presidency.ucsb.edu/elections.php>

To share with students President Johnson’s radio/television address on the day he signed the bill, go to <http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/640702.asp>

Teacher Notes: In April of 1963, the Southern Christian Leadership under Dr. King led marches in Birmingham, Alabama to protest the segregationist policies of the city government and local businesses. When the SCLC leaders and other adults were arrested, the young people were organized to march. Close to one thousand people were arrested because they would not turn back even when the city used fire hoses and police dogs to attack them. The jails were packed to overflowing. City leaders refused to agree, but the downtown businesses agreed to integration at their lunch counters. As the nation watched on the evening news, President Kennedy decided the federal government needed to step in to end segregation. On June 11, 1963, he introduced a civil rights bill to Congress "giving all Americans the right to be served in facilities which are open to the public—hotels, restaurants, theaters, retail stores, and similar establishments," as well as "greater protection for the right to vote." Because the House of Representative’s leadership added a statement to the bill that ended employment discrimination, southern representatives bottled up the bill in the judiciary committee. It was not until Feb. 1964 that the bill was voted on by the full House and it passed 290 to 130. When the bill came before the Senate, southern politicians began a filibuster that lasted for fifty –seven days. Only when a compromise bill was offered, (that the House approved) would a vote be taken that resulted in its passage, 73 to 27. President Johnson had worked extensively behind the scenes to get the necessary votes. When President Johnson signed the bill into law on July 2, 1964, he reportedly said, “We have lost the South for a generation.”

President Johnson and the Civil Rights Act of 1964 Lesson

Image A



Image B

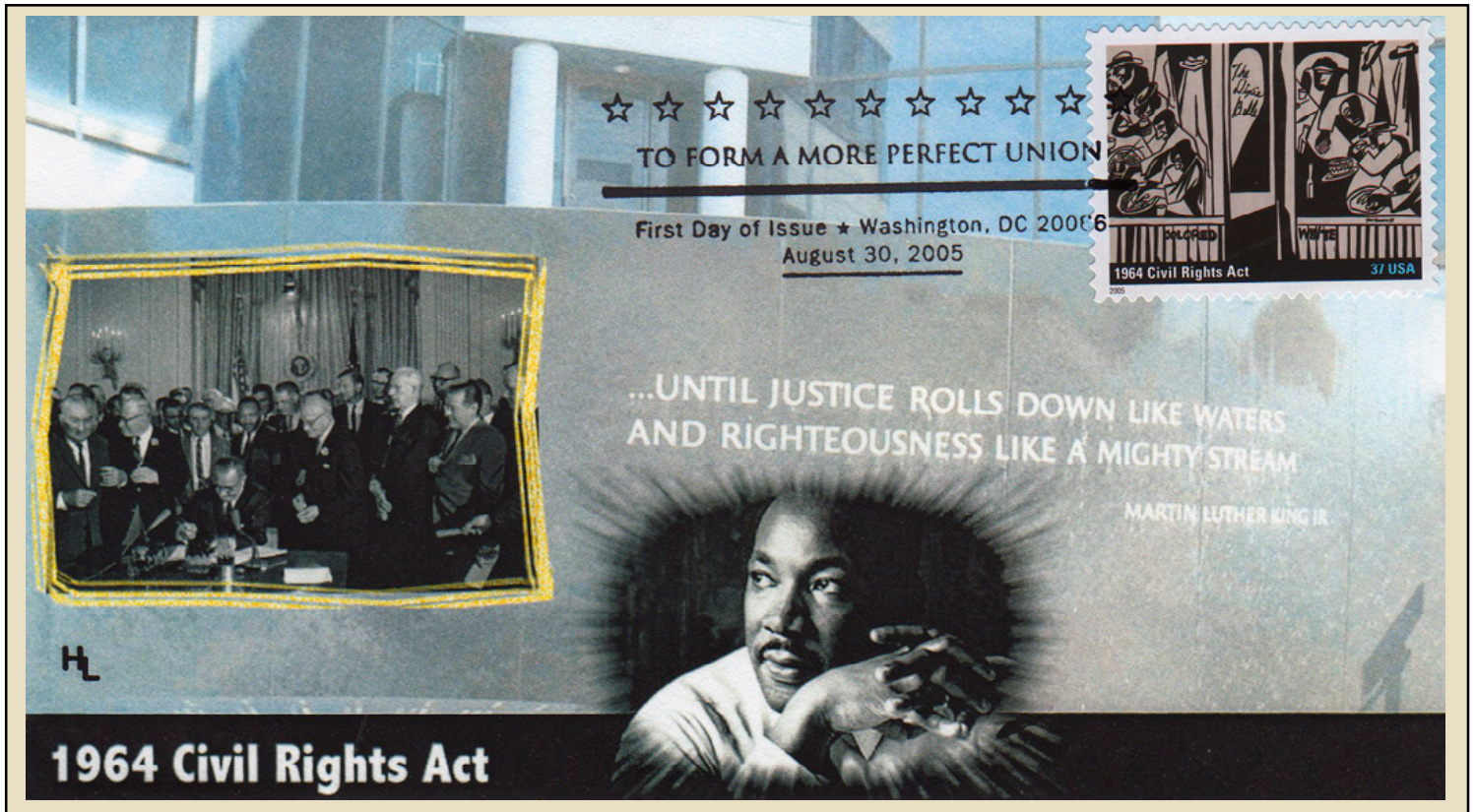


Image C

*Inauguration of
Lyndon B. Johnson*

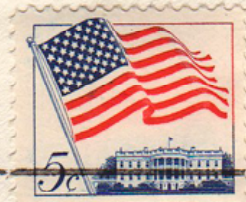
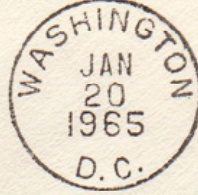
36th
*President
of the
United States*



CHASE STUDIOS - WASHINGTON, D. C.

JANUARY 20th 1965

Fishwood



INAUGURATION DAY

Warm Up/Review Questions Using First Day Covers Purple Heart & the Vietnam War

Show students the **STAMP (Image A)** of the First Day Cover and ask what is a “Purple Heart.” What must a person do to receive one? Does the cancellation stamp or postmark help students answer the question?

Show the entire First Day Cover (**Image B**). How does the artwork help to identify the purpose of the Purple Heart? Which war is depicted in the artwork? Was the Purple Heart only given in that war?

Show **Image C** - the chart of soldier deaths by year and discuss/review the Gulf of Tonkin incident and resolution, Tet Offensive, the secret invasions into Laos and Cambodia, and the policy of “Vietnamization”.

What role did women play in the war? What emotions does the statue evoke?
Did servicewomen die in the Vietnam War? Are their names on the Vietnam Memorial?

Conclusion: Assign students to write a paragraph describing how he/she would depict/honor the men and women who have served and died in the War on Terror?

Teacher Notes:

This Purple Heart stamp is the second such stamp issued by the U.S. Postal System. It reminds Americans of the sacrifices made in the name of freedom. Over fifty million stamps were printed and the first day issue took place on Memorial Weekend.

According to James Randles, national commander of the Military Order of the Purple Heart, "It is the one medal wanted by few but worn by many." The Purple Heart is awarded in the name of the president to members of the military who have been wounded in combat or to the next of kin of those killed in action.

No official record was kept as to the exact number of women who served in the Vietnam War. One reason was because their service was voluntary, not as a result of the draft. Estimates are from seven thousand to over eleven thousand. But it is known that the majority of women served as nurses in all branches. There were also thousands who worked in non-military jobs such as USO, Red Cross, journalists, reporters, and flight attendants.

Records of their deaths were kept. Nine military nurses and fifty-six civilian women died in Vietnam. Women's names on the Vietnam Memorial Wall are

- 1st Lt. Sharon Ann Lane
- 2nd Lt. Pamela Dorothy Donovan
- Lt. Col. Annie Ruth Graham
- Capt. Mary Therese Klinker
- 2nd Lt. Carol Ann Elizabeth Drazba
- Lt. Elizabeth Ann Jones
- Capt. Eleanor Grace Alexander
- 1st Lt. Hedwig Diane Orłowski

Teacher Notes:

Maya Ying Lin designed the Vietnam War Memorial, when she was a senior at the Yale School of Architecture. The memorial is "a rift in the earth" (Lin) made of two black granite walls, each 246 feet long, angled at 125 degrees. One wall points to the Washington Monument, the other to the Lincoln Memorial. It was dedicated on Nov. 13, 1982. Because of the controversy caused by the starkness of Lin's design, a bronze sculpture was added depicting 3 soldiers. It was dedicated in Nov. 1984

Created by Glenna Goodacre, the Vietnam Women's Memorial is a larger-than-life bronze sculpture which includes three figures: a nurse seated on a pile of sandbags cradling a wounded soldier whose eyes are bandaged another woman in fatigues, standing, her gaze turned hopefully toward the sky as if waiting for the medical transport, and the third staring down at the soldier's helmet. The memorial was dedicated on Veterans Day, Nov. 11, 1993 and is the first monument in the nation's capital honoring women's military service.

Purple Heart and Vietnam War Lesson

Image A



Image B



Image C

Country	Year of Death	Number Killed
USA [5]		
	1956-1964	401
	1965	1,863
	1966	6,143
	1967	11,153
	1968	16,592
	1969	11,616
	1970	6,081
	1971	2,357
	1972	641
	1973	168
	1974-1998	1178

Warm Up/Review Questions Using First Day Covers Register & Vote

What is a democracy? What are the elements of a democratic society?

- free and fair elections - active participation by the citizens to elect representatives to the government – of the people, by the people, and for the people.
- rule by the majority with rights of the minority protected by laws
- guarantee of basic human rights
- equality before the law
- due process of law
- values of cooperation, compromise, and tolerance

In 1787 who was allowed to vote? What restrictions were placed on the right to vote? Review the 15th and 19th Amendment, and discuss why these groups were given the power of the vote.

Show the **First Day Cover (Image A)** and ask students to analyze why the U.S. Postal System issued such a stamp.

- Why was this stamp issued in August 1964?
- Was it a way to encourage and support those citizens who had been denied the right to register and vote because of prejudice and discrimination?
- Was the U.S. Postal System aware of the March on Birmingham, and the Congressional debates over voting irregularities before the passage of the Civil Rights Act of 1964?
- Was the U.S. Postal System supporting all the people who were going into the South and registering new voters?

Discuss the quote by President Johnson on the Cover:

“For our democracy to flourish it is vital that every eligible American register and vote.”

- How does the quote support President Johnson’s push for the 24th Amendment and the Voting Rights Act of 1965?
- Does the quote still apply today?

Show the second **First Day Cover (Image B)** and ask how the U.S. Postal System had changed its message of “Register and Vote”.

- Why did the U.S. Postal System issue the stamp in June 1968?
- Did the assassinations of Dr. Martin L. King, Jr. and Senator Robert Kennedy encourage more people to become politically involved?
- Discuss the quote by Postmaster General Marvin Watson. Identify the rights and responsibilities that come with the privilege of voting.
“The register and vote stamp is a reminder of the privilege and responsibility that voting entails.”

Conclusion: The 26th Amendment expanded the voter base even more. Why were 18 year olds given the right to vote? If time allows, analyze the artwork on both First Day Covers and then illustrate what voting looks like today.

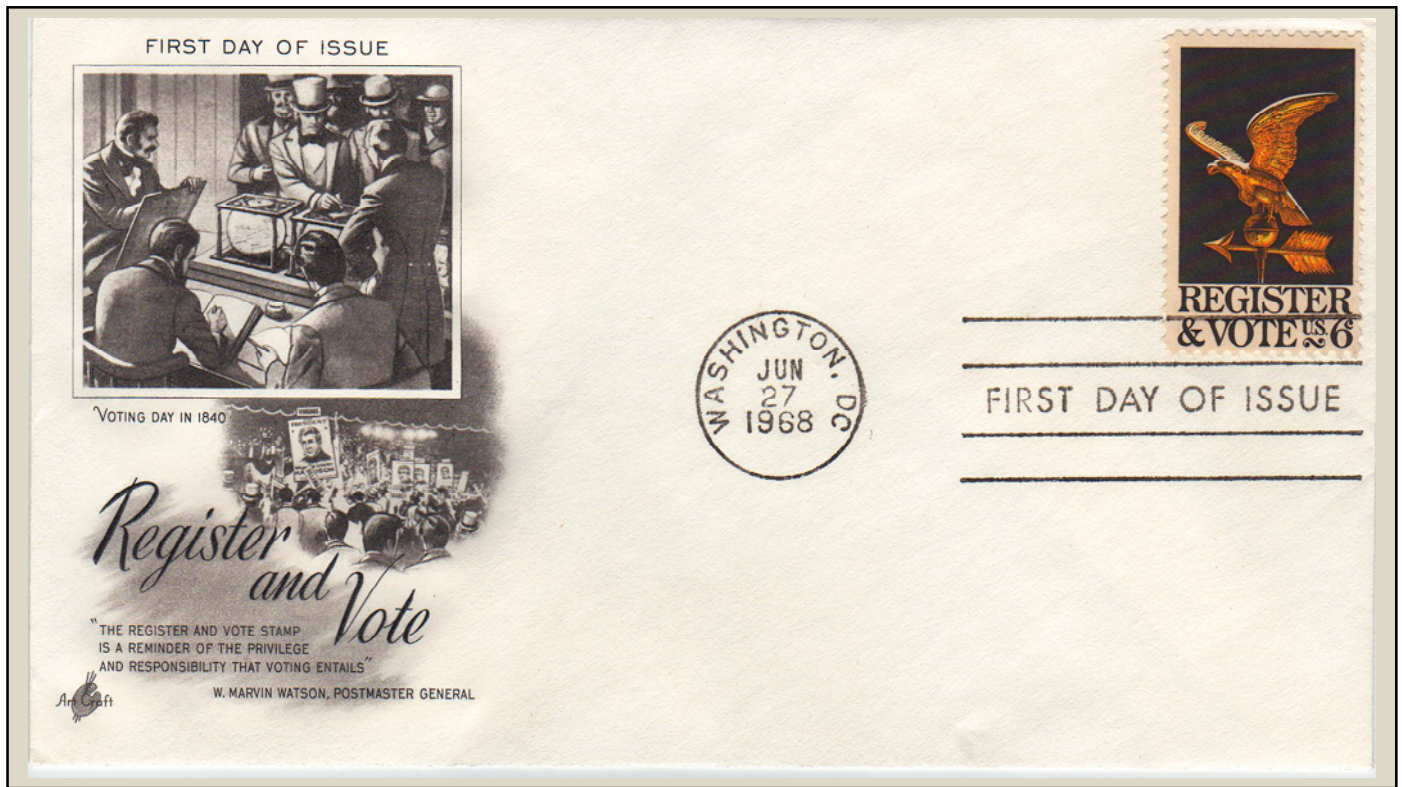
National Standards United States History Era 9 Standard 2C, 3B, 4A
TEKS US 8F, US 23B, US 29A/B

Register and Vote Lesson

Image A



Image B



And the Envelope, Please!
Cesar Chavez & the United Farm Workers

Show students the First Day Cover (**Image A**) and ask them to identify who is being commemorated.

Using the images discuss why the Post Office honored Cesar Chavez with a stamp issued on April 23, 2003 in Los Angeles, California.

“Open the envelope” (**Image B**) and read the press release from a speech given by Massachusetts Senator Robert Kennedy on March 10, 1968. (The National Archives reported that the date, March 10, 1967 was a typo. The press release was printed on March 10, 1968))

- Why is a Massachusetts’ senator in California?
Help the students with the answer by asking them to focus on the date: springtime is primary season every four years. 1968 is a presidential election year and Kennedy wants to win the Democratic Party nomination.
- Were farm workers an untapped voter group?
- What actions by the United Farm Workers does he praise? Why?
- Why does he encourage them to continue on the non-violent path?
- If nonviolent methods were working for African Americans, would it work for Hispanic Americans?
- How will the government help the migrant workers in their quest for full worker rights?

“Open the envelope” again (**Image C**) and read the 1972 letter written by Cesar Chavez to Farm Workers and their supporters.

- Since Senator Kennedy spoke in 1968, has life improved for farm workers? Why or why not?
- Have the nonviolent methods being used brought positive change for farm workers?
- Who does Chavez blame for farm worker’s problems?
- What action is Cesar Chavez taking to bring national attention to the farm worker’s plight?

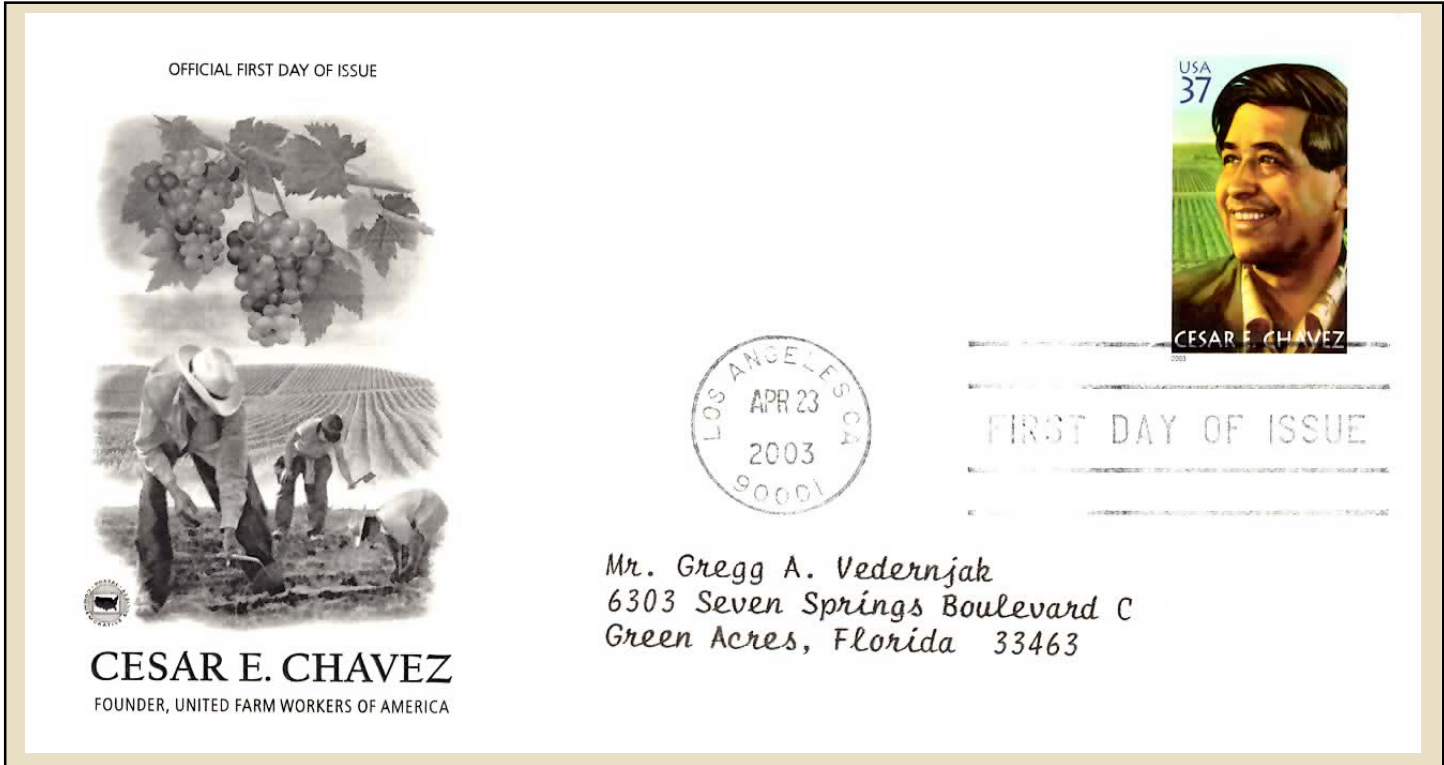
Conclusion: Pretend it is 1972. Write a letter to one of the presidential candidates, either Richard Nixon or George McGovern stating your position/solution concerning the situation of the farm worker.

Teacher Notes: In 1962, Cesar Chavez (1927-1993), and Dolores Huerta (1930-) co-founded the National Farm Workers Association, later renamed the United Farm Workers (UFW). In just eight years, by 1970, the organization had grown to over 50,000 dues paying members thanks to the tireless work of its founders. Chavez and Huerta helped farm workers understand that there is strength in numbers and that by using nonviolent strikes and boycotts to protest low wages, poor working and living conditions, change would come. The UFW’s strike against table grape growers lasted for five years, but Chavez’s use of fasting as a type of protest as well as a 340 mile march inspired Americans to join in the boycott of table grapes. Farm workers in Texas, Wisconsin and Ohio were also organized and went on strike. The UFW worked to change policies such as farm owners hiring illegal immigrants, and ensuring the passage of state laws allowing farm workers to bargain collectively. In 1963 Huerta lobbied the California legislature and won for farm workers the rights to disability insurance and Aid for Dependent Families. The Arizona law preventing farm workers from striking during harvest time was also overturned. In 1975 the California Agricultural Labor Relations Act was passed to protect farm workers. For more information on the UFW today, go to www.ufw.org

National Standards United States History Era 9 Standard 4A
TEKS US 9B/C, 26D, 29A/B

Cesar Chavez lesson

Image A



Office of

SENATOR ROBERT F. KENNEDY

New York

STATEMENT OF SENATOR ROBERT F. KENNEDY - March 10, 1967
Delano, California

FOR IMMEDIATE RELEASE

This is a historic occasion. We have come here out of respect for one of the heroic figures of our time -- Cesar Chavez. But I also come here to congratulate all of you, you who are locked with Cesar in the struggle for justice for the farmworker, and the struggle for justice for the Spanish-speaking American. I was here two years ago, almost to the day. Two years ago your union had not yet won a major victory. Now, elections have been held on ranch after ranch and the workers have spoken. They have spoken, and they have said, "We want a union."

You are the first -- not the first farm workers to organize -- but the first to fight and triumph over all the odds; without proper protection from Federal law.

You have won historic victories.

Others, inspired by your example, have come to offer help -- and they have helped. But the victories are yours and yours alone. You have won them with your courage and perseverance. You stood for the right -- you would not be moved.

And you will not be moved again.

The world must know, from this time forward, that the migrant farm worker, the Mexican-American, is coming into his own rights. You are winning a special kind of citizenship; no one is doing it for you -- you are winning it yourselves -- and therefore no one can ever take it away.

And when your children and grandchildren take their place in America -- going to high school, and college, and taking good jobs at good pay -- when you look at them, you will say, "I did this. I was there, at the point of difficulty and danger." And though you may be old and bent from many years of labor, no man will stand taller than you when you say, "I marched with Cesar".

But the struggle is far from over. And now, as you are at midpoint in your most difficult organizing effort, there are suddenly those who question the principle that underlies everything you have done so far -- the principle of non-violence. There are those who think violence is some shortcut to victory.

Let me say that violence is no answer. And those who organized the steel plants and the auto plants and the coal mines a generation ago learned from bitter experience that that was so. For where there is violence and death and confusion and injury, the only ones who benefit are those who

oppose your right to organize. Where there is violence, our nation loses. Violence destroys far more than it can ever create. It tears at the fabric of our society. And let no one say that violence is the courageous route. It takes far greater commitment, far more courage to say, "we will do what must be done through an organization of the people, through patient, careful building of a democratic organization." That road is far more difficult than lighting a match or firing a weapon. That road requires far greater militancy. But along that road lies success. Along that road lies the building of institutions and cooperative businesses, of clinics and schools and homes. So we come here, you and I, in a great pilgrimage to demonstrate our commitment to non-violence, to democracy itself. Just a few miles from here is the tower of the Voice of America -- broadcasting across vast oceans and whole continents, the greatness of America. And we say together, we will build, we will organize, we will make America fulfill its promise and we will make our voices heard. We will make America a better place for all Americans.

But if you come here today from such great distances and at such great sacrifice to demonstrate your commitment to nonviolence, we in Government must match your commitment. That is our responsibility.

We must have a Federal law which gives farm workers the right to engage in collective bargaining -- and have it this year.

We must have more adequate regulation of green-card workers, to prevent their use as strikebreakers -- and we must have that this year.

We must have equal protection of the laws. Those are the words of the Fourteenth Amendment to the Constitution of the United States. The California Labor Code, the Federal Immigration Laws, the Federal Labor Department Regulations -- these are laws which are supposed to protect you. They must be enforced. From now on.

So I come here today to honor a great man, Cesar Chavez. I come here today to honor you for the long and patient commitment you have made to this great struggle for justice. And I come here to say that we will fight together to achieve for you the aspirations of every American -- decent wages, decent housing, decent schooling, a chance for yourselves and your children. You stand for justice and I am proud to stand with you.

Viva La Causa.

Image C Letter from Cesar Chavez to Farm Workers and Supporters - May 15, 1972 – Phoenix, Arizona *On Thursday, May 11, 1972 Cesar Chavez Began A Fast For the Spirit of Justice.*

Dear Brothers and Sisters:

Our people have been poor for more years than we can remember. We have made only a small amount of progress these past ten years of work and struggle. Our women and children still die too often and too young. There is too much hunger and disease among us. Not even 5% of America's migrant farm workers are protected by union contracts. Yet there is a great fear of our union — a fear that I do not fully understand, but that I know is present with most growers and especially among the lettuce growers in their current resistance to the rights of their workers. Growers through the Farm Bureau are seeking to bring the whole machinery of government against us. Why are they so afraid of a union for migrant farm workers? Is it so much to ask that the poorest people of the land have a measure of justice?

In Arizona — one of two major lettuce-producing states — the growers and the politicians have just passed a law that destroys the right of farm workers to have a union. Farm workers under this law cannot engage in consumer boycotts. Supporters of our union could be arrested for telling their friends not to buy lettuce. Farm workers are put in the humiliating position of having to go to a special Agricultural Labor Relations Board (appointed by Republican Governor Jack Williams) for a government-conducted election to determine their right to strike. The law provides for union representation elections but establishes so many steps and procedures that seasonal and migrant workers would never have a chance to vote. Growers cannot only frustrate an election for 2-3 months; they can actually avoid elections by a minor change in hiring practices. Even if workers should vote for the union, an employer can seek a de-certification election after only a 3-month waiting period. The bill is discriminatory. It is aimed only at farm workers who are mostly Black, Brown and Indian. No other labor force is asked to live with these repressive measures.

Farm workers in Arizona tried to tell their legislators about the unfairness of this law. They collected letters and petitions and brought them to their representatives. They were met with cold indifference. They were patient but could not get appointments. In many cases, their letters were thrown into trashcans in front of their eyes. After the bill passed, it was brought to the Governor by the Highway Patrol. He signed it immediately. The next day the Governor was asked by a reporter to comment on the farm workers who wanted to meet with him. He responded: "As far as I'm concerned, these people do not exist."

What is it that causes sane men to act so hastily and so cruelly? It cannot be that we are so powerful. In the context of the great corporation, we are like a mosquito on an elephant's back.

This attack on our union in Arizona and in every major state is also an attack on the spirit of justice in America. Why shouldn't farm workers finally have a chance to hold their heads high in their own organization? Why shouldn't there be food on the tables of the families who work so hard to harvest that food? Why shouldn't poor people be allowed to struggle non-violently for justice? The answers seem so obvious but the Farm Bureau, the lettuce growers, and the politicians are deaf to our pleas.

My major concern is not this particular Arizona law and the fast is not out of anger against the growers. My concern is the spirit of fear that lies behind such laws in the hearts of growers and legislators across the country. Somehow these powerful men and women must be helped to realize that there is nothing to fear from treating their workers as fellow human beings. We do not seek to destroy the growers. We only wish an opportunity to organize our union and to work non-violently to bring a new day of hope and justice to the farm workers of our country. It is long overdue and surely it is not too much to ask. Justice for farm workers is our only goal; it is the goal of our non-violent lettuce boycott. Will you help us by making a commitment not to eat or buy lettuce? This is a small sacrifice that can bring a great change for migrant farm workers. I ask for your prayers and your continued help in our struggle. Your brother, Cesar E. Chavez

And the Envelope, Please
Barbara Jordan and the Impeachment Process

Ask students to define and discuss the word, “impeachment.” In what context have students heard it used?

Show or pass out copies of **Image A**. After students have read these excerpts from the U.S. Constitution discuss the process of impeachment and how it compares with their earlier definition. What constitutes treason, bribery, high crimes and misdemeanors? How does this process support the concepts of separation of powers and checks and balances.

Show students the first day cover of Barbara Jordan (**Image B**) and ask them to list as many facts about Barbara Jordan as they can find.

- African-American
- Life dates, 1936-1996
- First African American woman elected to the Texas Senate 1966-1972
- First African American elected from Texas to the U.S. House of Representatives
- First African American woman from the South elected to the U.S. House of Representatives
- Served on House Judiciary Committee during President Nixon’s impeachment hearings
- First woman and African American to give the keynote address at the Democratic National Convention

In the process of impeachment, what would Representative Jordan’s role be?

In 1974, Representative Jordan served on the House Judiciary Committee, which was charged with investigating the actions of the executive branch. On July 25, Jordan spoke, concerning her belief in the Constitution and what the founding fathers believed about the impeachment process. Have students read the excerpt from her speech (**Image C**) and discuss her understanding of the impeachment process. They may also listen to her entire speech at

<http://www.americanrhetoric.com/speeches/barbarajordanjudiciarystatement.htm>

- Why did she feel “left out” from the 1787 *We the People* beginning of the Constitution?
- What laws have been passed since 1787 so that she now feels included in *We the People*?
- What did she mean when stating, “My faith in the Constitution is whole; it is complete; it is total”?
- Why did Jordan use the word “bridle” as the term to describe the inclusion of impeachment in the Constitution?
- Explain how impeachment serves as a check and balance by discussing the quote from the Virginia ratification convention: “We do not trust our liberty to a particular branch. We need one branch to check the other.”

Conclusion: Discuss how Barbara Jordan is an example of the quote found on the first day cover: “...A nation is formed by the willingness of each of us to share in the responsibility for upholding the common good....”

On July 27, 1974, two days after her speech, the House Judiciary Committee voted and approved three articles of impeachment against President Richard M. Nixon.

To learn more about Barbara Jordan, go to <https://www.utexas.edu/world/barbarajordan/index.html>.

National Standards for U.S. History Era 10 Standard 1
TEKS US 19C, 29A/B

Image A

- The U.S. Constitution:
- Art. 1 Sec 2. The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.
- Art. 1 Sec 3. The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried, the Chief Justice shall preside: And no Person shall be convicted without the Concurrence of two thirds of the Members present.
- Art. 2 Sec 4. The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

Image B

Barbara Jordan

(1936-1996)

*My faith in the Constitution is whole,
it is complete, it is total.*



First African-American woman elected to Texas Senate 1966-72. First African-American elected from Texas and first African-American woman from the South elected to U.S. House of Rep., 1972-79. She served on the House Judiciary Committee during President Nixon's impeachment hearings. In 1976 she was first woman and African-American to give the keynote address at a Democratic National Convention.

...A nation is formed by the willingness of each of us to share in the responsibility for upholding the common good...

K. McIntosh



Image C

The following is an excerpt from Barbara Jordan's speech on July 25, 1974 to the House Judiciary Committee concerning the impeachment of President Richard M. Nixon.

"Thank you, Mr. Chairman.

Mr. Chairman, I join my colleague Mr. Rangel in thanking you for giving the junior members of this committee the glorious opportunity of sharing the pain of this inquiry. Mr. Chairman, you are a strong man, and it has not been easy but we have tried as best we can to give you as much assistance as possible.

Earlier today, we heard the beginning of the Preamble to the Constitution of the United States: "We, the people." It's a very eloquent beginning. But when that document was completed on the seventeenth of September in 1787, I was not included in that "We, the people." I felt somehow for many years that George Washington and Alexander Hamilton just left me out by mistake. But through the process of amendment, interpretation, and court decision, I have finally been included in "We, the people."

Today I am an inquisitor. An hyperbole would not be fictional and would not overstate the solemnness that I feel right now. My faith in the Constitution is whole; it is complete; it is total. And I am not going to sit here and be an idle spectator to the diminution, the subversion, the destruction, of the Constitution.

"Who can so properly be the inquisitors for the nation as the representatives of the nation themselves?" "The subjects of its jurisdiction are those offenses which proceed from the misconduct of public men."¹ And that's what we're talking about. In other words, [the jurisdiction comes] from the abuse or violation of some public trust.

It is wrong, I suggest, it is a misreading of the Constitution for any member here to assert that for a member to vote for an article of impeachment means that that member must be convinced that the President should be removed from office. The Constitution doesn't say that. The powers relating to impeachment are an essential check in the hands of the body of the legislature against and upon the encroachments of the executive. The division between the two branches of the legislature, the House and the Senate, assigning to the one the right to accuse and to the other the right to judge, the framers of this Constitution were very astute. They did not make the accusers and the judges -- and the judges the same person.

We know the nature of impeachment. We've been talking about it awhile now. It is chiefly designed for the President and his high ministers to somehow be called into account. It is designed to "bridle" the executive if he engages in excesses. "It is designed as a method of national inquest into the conduct of public men."² The framers confided in the Congress the power if need be, to remove the President in order to strike a delicate balance between a President swollen with power and grown tyrannical, and preservation of the independence of the executive.

The nature of impeachment: a narrowly channeled exception to the separation-of-powers maxim. The Federal Convention of 1787 said that. It limited impeachment to high crimes and misdemeanors and discounted and opposed the term "maladministration." "It is to be used only for great misdemeanors," so it was said in the North Carolina ratification convention. And in the Virginia ratification convention: "We do not trust our liberty to a particular branch. We need one branch to check the other."...."

Warm Up/Review Questions Using First Day Covers 25th Amendment & President Gerald Ford

Ask students to read Article II, Section 1, Clause 6 of the Constitution and then discuss the following:

- How many times prior to 1965 has a president died while in office? (eight times: William H. Harrison, Zachary Taylor, Abraham Lincoln, James Garfield, William McKinley, Warren Harding, Franklin Roosevelt, John Kennedy)
- Who became president after the death of each of those presidents?
- Why didn't Vice President John Tyler serve as "acting" president rather than as president?
- How many times has a president served out his term without a vice president? (seven times the vice president has died and one resigned)
- Ask students to read Sections 1 and 2 of the 25th Amendment to the U.S. Constitution.
- Why would Congress feel the need to change the Constitution? (Congress passed the proposed amendment on July 6, 1965 and the states ratified it on February 10, 1967. Possibly Eisenhower's two non-fatal heart attacks and the recent Kennedy assassination encouraged Congress to further define the process to replace the president and vice president as well as the procedure for dealing with the disability of a president.)

Show the Envelope (Image A) and discuss how according to this Amendment, Gerald Ford became president? (This is not a commemorative stamp, but postmark and artwork honor Ford) (Under Section 2, President Richard Nixon had the opportunity to fill the Vice Presidency when Vice President Spiro Agnew resigned. (Under Section 1, when President Nixon resigned from office, Vice President Ford became president.)

- When did Gerald Ford take the oath of office? (Aug. 9, 1974)
- According to Section 2 of the 25th Amendment what did "now President" Ford do?

(Nominate New York Governor Nelson Rockefeller as Vice President. When the Senate approved the nomination on Dec. 10, 1974, the nation was now led by two men, who had not been chosen by the electorate.)

Conclusion: Let the students discuss the problems they imagine President Ford might have as president. After they have investigated his administration, ask them to draw a new First Day Cover that highlights one or more of his administrative successes. Since President Ford has died, he has an official stamp. **(Image B)**

Teacher Notes: If you wish to continue with the 25th Amendment, ask students to read Section 3 and 4 and discuss what it would mean for a president to be disabled. How many times prior to 1965 has a president been disabled while in office?

(Examples might include: James Madison who for several weeks in 1813 suffered from fevers and delirium, James Garfield was in a coma for approximately 80 days, Grover Cleveland underwent two operations to remove a cancerous tumor on his upper jaw, William McKinley's succumbing to the assassin's bullets after a week, Woodrow Wilson's debilitating stroke, Dwight Eisenhower's two heart attacks, or Lyndon Johnson's gallbladder surgery.)

Would Congressional action be necessary to declare a President disabled, or could he declare himself incapacitated? (The first time that part of the 25th was invoked was when President Ronald Reagan underwent surgery on July 13, 1985. He transferred power to Vice President G. H.W. Bush who "acted" as president from 11:28 AM until 7:22 PM. President Reagan then submitted a second letter to resume powers as president. On the other hand, when President Reagan was shot by an assassin power was not transferred. In 2002, when President G.W. Bush underwent minor surgery, he followed the same procedure.)

25th Amendment & President Gerald Ford Lesson

Image A

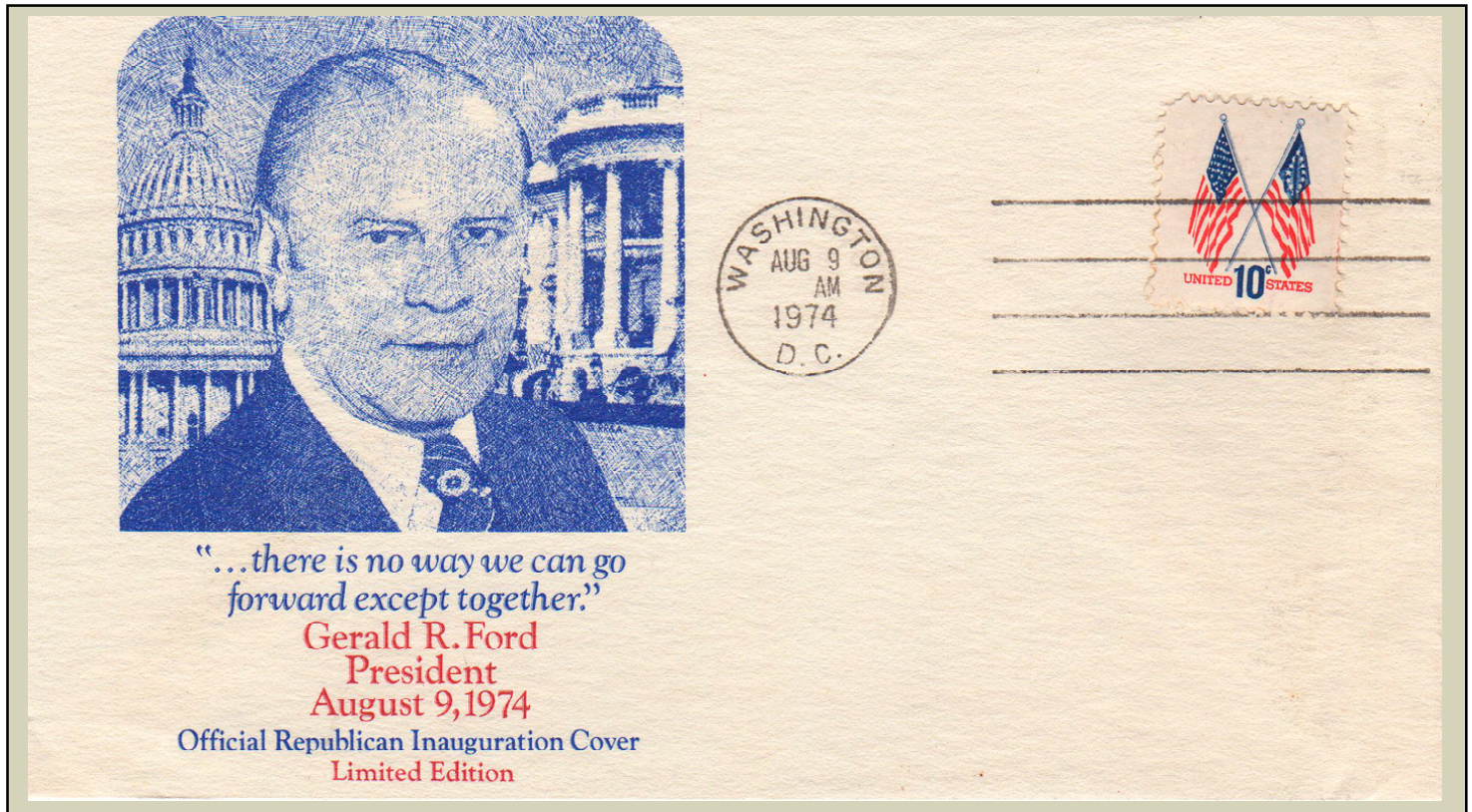


Image B



Warm Up/Review Questions Using First Day Covers President Jimmy Carter

Show the “Event Cover” (Image A). Ask students to analyze the envelope.

(A First Day Cover is the issuing of a commemorative stamp on a special day by the post office. The two 8 cent stamps are not commemorative having been issued on May 10, 1971. The postmark is what makes the envelope special for it is cancelled on the presidential inauguration day, January 20, 1977.)

What event is the envelope commemorating?

(the inauguration of James Carter as president of the United States)

Where is that answer, the Inauguration of James Carter found on the envelope?

(cancellation, postmark and artwork)

Why were the flag stamps chosen?

(contains the image of the White House)

Why is the envelope postmarked from Plains, Georgia?

(Carter’s home and campaign headquarters)

Why is the First Lady, Rosalynn Carter positioned in front and larger than President Carter?

(This question does not have a specific answer. The artist may have been a woman who wanted to highlight the First Lady. More information can be found about Mrs. Carter’s work as First Lady and championing the issue of mental health at <http://www.whitehouse.gov/history/firstladies/rc39.html>)

Whether introducing the Carter Administration or reviewing it students can choose a quote by President Carter (Image B) and investigate or review the event that it describes.

The quotes cover the following events:

- Camp David Accords
- Salt II Treaty
- Panama Canal Treaty
- Department of Education
- Department of Energy
- Olympic Boycott
- Iranian Hostage Crisis

A brief biography of the Carter Administration is found at

<http://www.whitehouse.gov/history/presidents/jc39.html>

Conclusion: Ask students to design a First Day Cover for President Jimmy Carter postmarked from Plains, Georgia, January 19, 1981.

President Jimmy Carter Lesson

Image A

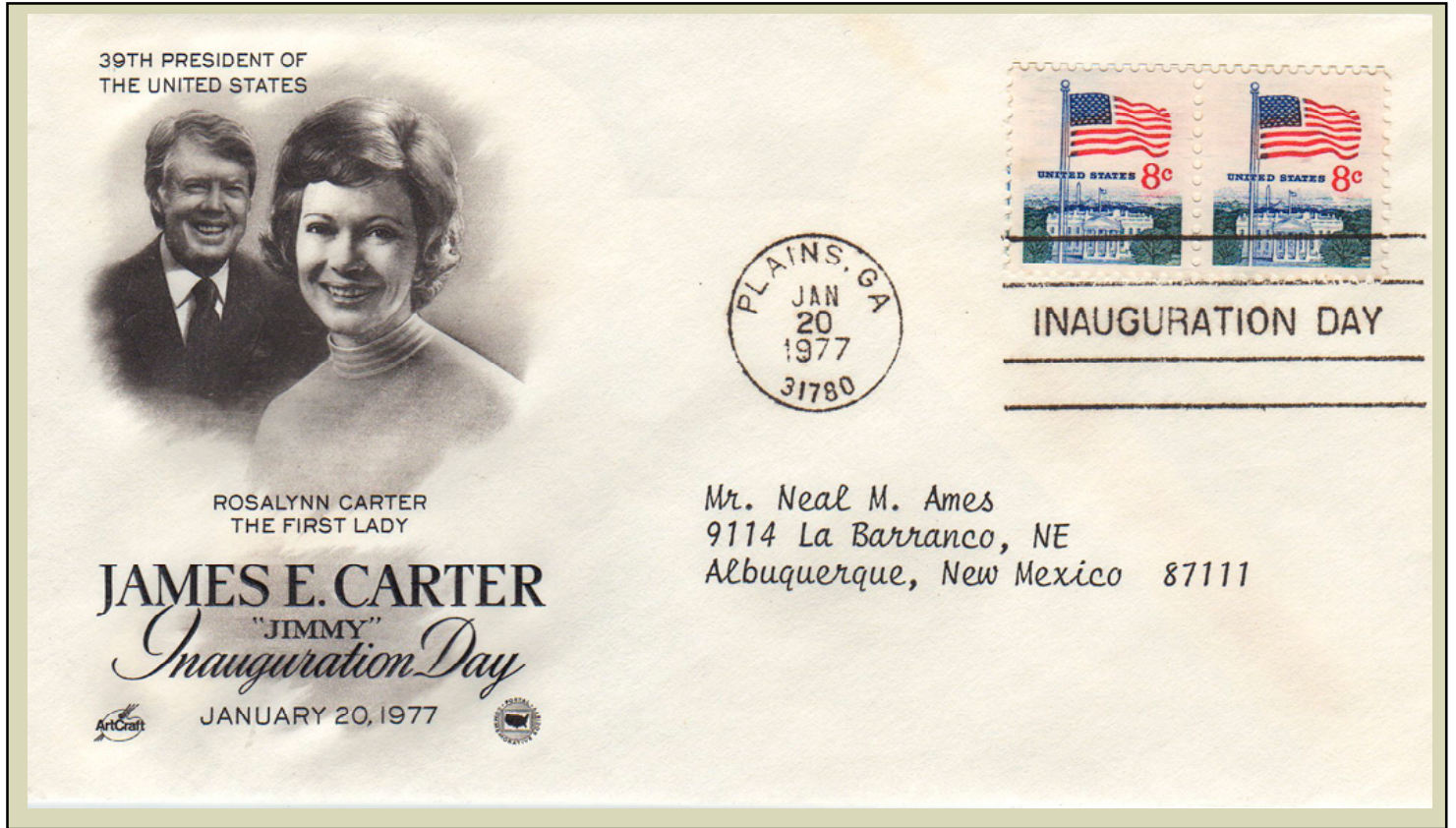


Image B

President Carter Quotes

“Unless both sides win, no agreement can be permanent.” (Camp David Accord)

“We cannot be both the world's leading champion of peace and the world's leading supplier of the weapons of war” (Salt II Treaty)

“We now have a partnership with Panama to maintain and to operate and to defend the canal. We have the clear right to take whatever action is necessary to defend the canal and to keep it open and neutral and accessible. We do not have the right to interfere in Panama's internal affairs. That is a right we neither possess nor desire.” (Panama Canal Treaty)

“The problem of energy has been ignored too long for us to expect any quick solution. But we need to start down the road, or we will never bring our demand for energy into balance with our continuing supply. Nor are there any attractive shortcuts. Our progress will be slow and sometimes hard to measure. But we must save oil. We must encourage energy production in our own country, and we must shift to more plentiful supplies of energy.....But we must save oil. We must encourage energy production in our own country, and we must shift to more plentiful supplies of energy.” (Department of Energy)

“Neither I nor the American people would support the sending of an American team to Moscow with Soviet invasion troops in Afghanistan.” (Boycott of the Olympics because of the Soviet invasion of Afghanistan)

“It's important for us to remember that education is the biggest single national investment in the United States.” (Department of Education)

“I, JIMMY CARTER, President of the United States, find that the situation in Iran constitutes an unusual and extraordinary threat to the national security, foreign policy and economy of the United States and 'hereby declare a national emergency to deal with that threat.” (Iranian Hostage Crisis)

Warm Up/Review Questions Using First Day Covers Ronald Reagan and the Berlin Wall

Show the **First Day Cover (Image A)** and ask students to interpret the symbols in the artwork.

Review the history of the Berlin Wall:

- What wall is President Reagan referring to?
- Where is Berlin? Is it the free sections or communist section that is walled?
- When did this wall go up? Why? (Who was Khrushchev? Was the wall connected to the Bay of Pigs invasion?)

Move ahead 20 years: Who is Ronald Reagan? (**Image B**)

Read the excerpt from President Reagan's speech:

“Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. . . . Standing before the Brandenburg Gate, every man is a German, separated from his fellow men. Every man is a Berliner, forced to look upon a scar. . . . As long as this gate is closed, as long as this scar of a wall is permitted to stand, it is not the German question alone that remains open, but the question of freedom for all mankind. . . . General Secretary Gorbachev, if you seek peace, if you seek prosperity for the Soviet Union and Eastern Europe, if you seek liberalization, come here to this gate. Mr. Gorbachev, open this gate! Mr. Gorbachev, tear down this wall!”

—Ronald Reagan, address at the Brandenburg Gate, June 12, 1987

- Who is Mikhail Gorbachev?
(last General Secretary of the Soviet Union, 1985-1991)
- What is perestroika?
(a Russian word that literally means “restructuring.”)
- What is glasnost?
(a Soviet Union policy of openness or transparency of government activities)
- What changes came about in the Soviet Union and the Warsaw Bloc nations because Gorbachev embraced a policy of perestroika and glasnost?
(One example would be a greater degree of freedom of speech for the people and a lessening or ending of censorship by the Communist Party. Also the transparency allowed the media to reveal the problems of inadequate housing, food shortages and pollution of air and water. Civil unrest by citizens wanting more freedoms forced the communist government to attempt change but instead it collapsed.)
- When was the Brandenburg Gate opened and the Berlin Wall torn down?
(East German authorities announced on Nov. 9, 1989 that the Gate would be opened. The citizens of both East and West Berlin brought down the wall.)
- What impact did that event have on the Soviet Union?
(Civil unrest continued in the Soviet Union as states demanded their independence. The final dissolution of the nation took place on Dec. 26, 1991.)

Conclusion: Have students create an illustrated timeline of U.S.–Soviet relations from President Jimmy Carter through President William Clinton.

National Standards United States History Era 10 Standard 1
TEKS US 10B, US 24A, US 29A/B

Ronald Reagan & the Berlin Wall

Image A



Image B



And the Envelope, Please!
President William J. Clinton and Impeachment

Introduction: In the 1992 presidential election the major issues being debated between the candidates included the economic recession of 1990-1991, the budget deficit, national debt, and a broken promise not to raise taxes. With a temporary peace in the Middle East and the dissolution of the Soviet Union, the Cold War and foreign policy was less important.

Results of the election:

Independent Businessman H. Ross Perot won 19,743,821 (18.9%) but no electoral votes
Incumbent Republican George H.W. Bush won 39,104,550 popular votes (37.5%) and 168 electoral votes

Democratic Arkansas Governor Bill Clinton won 44,909,806 popular votes (43%) and 370 electoral votes

How many electoral votes were needed in 1996 to be elected president?

How did the large third party movement by Perot effect the re-election of President Bush?

This was the fourth time in the 20th century that an incumbent was denied re election. It also ended twelve years of a Republican in the White House.

Show the Event Cover (Image A) and ask students to analyze the events it is commemorating. The original cancellation gives the date and place of the event, the inauguration of President Clinton and Vice President Gore on January 20, 1997 in Washington, D.C. The previous November, President Clinton had defeated Republican candidate Senator Robert Dole and Independent candidate H. Ross Perot. The second cancellation acknowledges another event, the vote on the impeachment charges against President Clinton, February 12, 1999 in Washington, D.C.

Quickly review the impeachment process (Barbara Jordan lesson) and give students time to read and list the official charges brought against President Clinton (**Image B**). Were these charges based on treason, bribery or high crimes and misdemeanors? Is lying about an illicit extra-marital relationship a high crime or misdemeanor? Is that or lying under oath more worthy of an impeachment trial? Why would President Clinton choose to fight against these charges and not just resign as President Nixon had done in 1974? Show the results of the Senate votes (**Image C**). With just under two years left in his term, how might this event effect President Clinton's ability to lead the government and the nation?

For an overview of Clinton's entire presidency, go to his White House biography at <http://www.whitehouse.gov/about/presidents/williamjclinton>

Conclusion: Write a paragraph on one of the following topics:

- Discuss when private morality should become public morality, or
- Describe how lying effects relationships, or
- Discuss how the impeachment over shadows Clinton's domestic legacy, or
- Compare the public reaction to the presidential indiscretions of Harding, FDR and Clinton.

President William J. Clinton and Impeachment Lesson

Image A

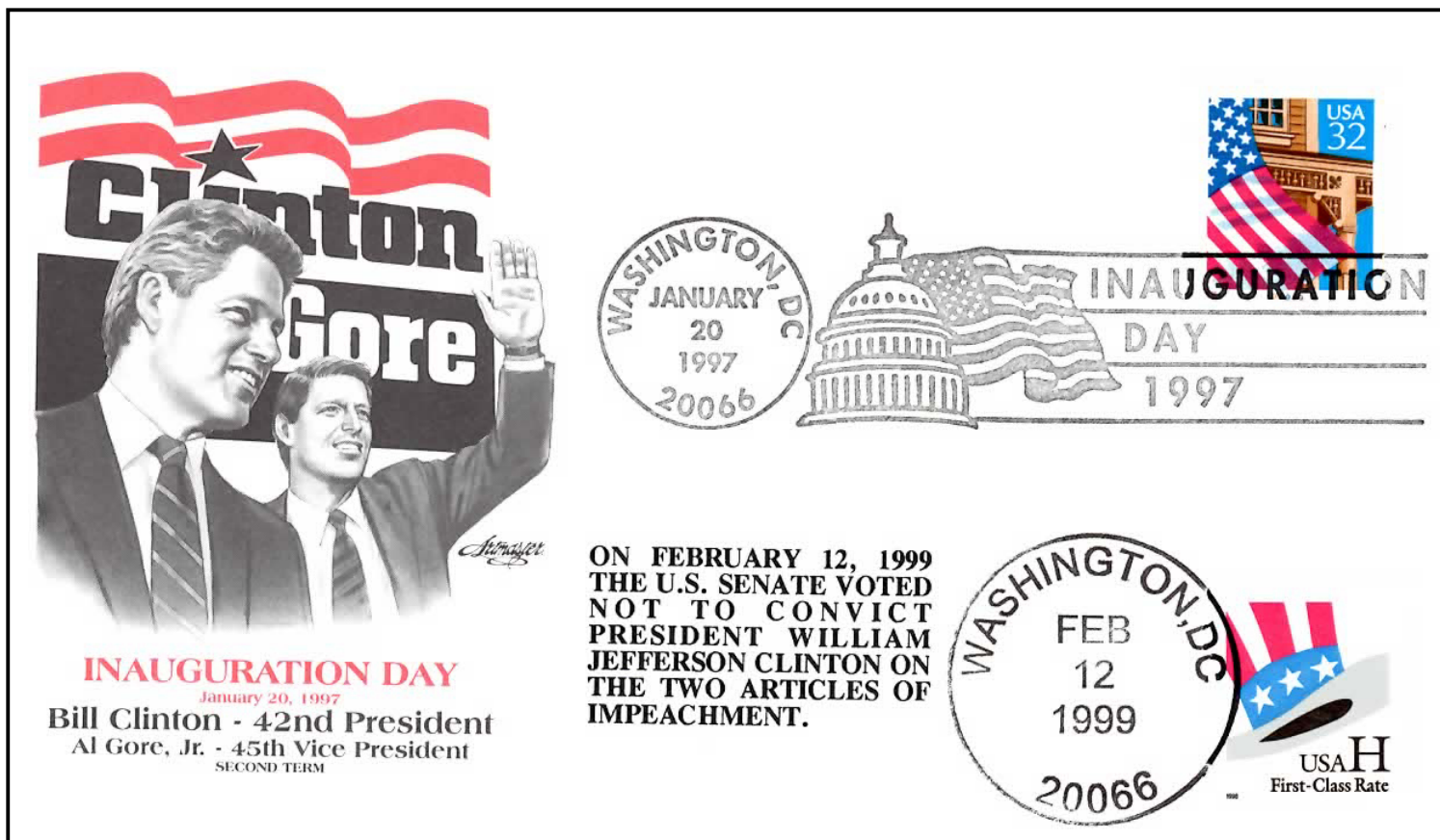


Image B

Articles of Impeachment Against William Jefferson Clinton

{House Resolution 611, One Hundred Fifth Congress, Second Session}
CONGRESS OF THE UNITED STATES OF AMERICA, IN THE HOUSE OF REPRESENTATIVES,
December 19, 1998.

RESOLUTION

Resolved, That William Jefferson Clinton, President of the United States, is impeached for high crimes and misdemeanors, and that the following articles of impeachment be exhibited to the United States Senate:

Articles of impeachment exhibited by the House of Representatives of the United States of America in the name of itself and of the people of the United States of America, against William Jefferson Clinton, President of the United States of America, in maintenance and support of its impeachment against him for high crimes and misdemeanors.

ARTICLE I

In his conduct while President of the United States, William Jefferson Clinton, in violation of his constitutional oath faithfully to execute the office of President of the United States and, to the best of his ability, preserve, protect, and defend the Constitution of the United States, and in violation of his constitutional duty to take care that the laws be faithfully executed, has willfully corrupted and manipulated the judicial process of the United States for his personal gain and exoneration, impeding the administration of justice, in that:

On August 17, 1998, William Jefferson Clinton swore to tell the truth, the whole truth, and nothing but the truth before a Federal grand jury of the United States. Contrary to that oath, William Jefferson Clinton willfully provided perjurious, false and misleading testimony to the grand jury concerning one or more of the following: (1) the nature and details of his relationship with a subordinate Government employee; (2) prior perjurious, false and misleading testimony he gave in a Federal civil rights action brought against him; (3) prior false and misleading statements he allowed his attorney to make to a Federal judge in that civil rights action; and (4) his corrupt efforts to influence the testimony of witnesses and to impede the discovery of evidence in that civil rights action.

In doing this, William Jefferson Clinton has undermined the integrity of his office, has brought disrepute on the Presidency, has betrayed his trust as President, and has acted in a manner subversive of the rule of law and justice, to the manifest injury of the people of the United States.

Wherefore, William Jefferson Clinton, by such conduct, warrants impeachment and trial, and removal from office and disqualification to hold and enjoy any office of honor, trust, or profit under the United States.

ARTICLE II

In his conduct while President of the United States, William Jefferson Clinton, in violation of his constitutional oath faithfully to execute the office of President of the United States and, to the best of his ability, preserve, protect, and defend the Constitution of the United States, and in violation of his constitutional duty to take care that the laws be faithfully executed, has prevented, obstructed, and impeded the administration of justice, and has to that end engaged personally, and through his subordinates and agents, in a course of conduct or scheme designed to delay, impede, cover up, and conceal the existence of evidence and testimony related to a Federal civil rights action brought against him in a duly instituted judicial proceeding. The means used to implement this course of conduct or scheme included one or more of the following acts:

(1) On or about December 17, 1997, William Jefferson Clinton corruptly encouraged a witness in a Federal civil rights action brought against him to execute a sworn affidavit in that proceeding that he knew to be perjurious, false and misleading.

(2) On or about December 17, 1997, William Jefferson Clinton corruptly encouraged a witness in a Federal civil rights action brought against him to give perjurious, false and misleading testimony if and when called to testify personally in that proceeding.

(3) On or about December 28, 1997, William Jefferson Clinton corruptly engaged in, encouraged, or supported a scheme to conceal evidence that had been subpoenaed in a Federal civil rights action brought against him.

(4) Beginning on or about December 7, 1997, and continuing through and including January 14, 1998, William Jefferson Clinton intensified and succeeded in an effort to secure job assistance to a witness in a Federal civil rights action brought against him in order to corruptly prevent the truthful testimony of that witness in that proceeding at a time when the truthful testimony of that witness would have been harmful to him.

(5) On January 17, 1998, at his deposition in a Federal civil rights action brought against him, William Jefferson Clinton corruptly allowed his attorney to make false and misleading statements to a Federal judge characterizing an affidavit, in order to prevent questioning deemed relevant by the judge. Such false and misleading statements were subsequently acknowledged by his attorney in a communication to that judge.

(6) On or about January 18 and January 20, 21, 1998, William Jefferson Clinton related a false and misleading account of events relevant to a Federal civil rights action brought against him to a potential witness in that proceeding, in order to corruptly influence the testimony of that witness.

(7) On or about January 21, 23, and 26, 1998, William Jefferson Clinton made false and misleading statements to potential witnesses in a Federal grand jury proceeding in order to corruptly influence the testimony of those witnesses. The false and misleading statements made by William Jefferson Clinton were repeated by the witnesses to the grand jury, causing the grand jury to receive false and misleading information. In all of this, William Jefferson Clinton has undermined the integrity of his office, has brought disrepute on the Presidency, has betrayed his trust as President, and has acted in a manner subversive of the rule of law and justice, to the manifest injury of the people of the United States.

Wherefore, William Jefferson Clinton, by such conduct, warrants impeachment and trial, and removal from office and disqualification to hold and enjoy any office of honor, trust, or profit under the United States.

Attest:

Speaker of the House of Representatives.

Clerk.

**Senate Votes on the Articles of Impeachment
in the Trial of President William Clinton
February 12, 1999**

Article One: Perjury before the Grand Jury(required 2/3rd majority or 67 votes)

	TOTAL	REPUBLICANS	DEMOCRATS
GUILTY	45	45	0
NOT GUILTY	55	10	45

Republicans voting not guilty:

- Chafee, John (R-RI)
- Collins, Susan (R-ME)
- Gorton, Slade (R-WA)
- Jeffords, Jim (R-VT)
- Shelby, Richard (R-AL)
- Snowe, Olympia (R-ME)
- Specter, Arlen (R-PA)
- Stevens, Ted (R-AK)
- Thompson, Fred (R-TN)
- Warner, John (R-VA)

Democrats voting guilty:

- None

Article Two: Obstruction of Justice(required 2/3rd majority or 67 votes)

	TOTAL	REPUBLICANS	DEMOCRATS
GUILTY	50	50	0
NOT GUILTY	50	5	45

Republicans voting not guilty:

- Chafee, John (R-RI)
- Collins, Susan (R-ME)
- Jeffords, Jim (R-VT)
- Snowe, Olympia (R-ME)
- Specter, Arlen (R-PA)

Democrats voting guilty:

- None

Warm Up/Review Lesson Using First Day Covers President Bush and September 11, 2001

Introduction: As in all lesson plans there can be a variety of strategies used to teach an event. When introducing students to what happened on September 11, 2001, use the word “attack” and compare Pearl Harbor to 9/11. Or if the lesson is to deal with the nation’s response to 9/11, students can read and compare the December 8, 1941 speech by President Roosevelt, to the September 11, 2001 speech by President G.W. Bush. Does each event deserve to be a “day of infamy”? The lesson might include the concept of “hallowed ground” as described by President Lincoln in the Gettysburg Address.

To introduce students to the lesson, show the **First Day Cover (Image A)**. Ask students to analyze and list the symbols used to depict U.S. ideals of freedom and democracy, such as the rising sun, the amber waves of grain, Uncle Sam with his sword pointing down, Lady Liberty with her shield of red white and blue, the eagle with its wings stretching into the “V” for victory & the flag representing the nations’ unity,

The “Uncle Sam Top Hat” stamp was postmarked from Troy, N.Y. the hometown of Samuel Wilson. During the War of 1812, Wilson sold beef to the U.S. army and he stamped U.S. on the wooden crates. Soldiers began referring to the food as from Uncle Sam, a new nickname for the federal government. During Reconstruction, cartoonist Thomas Nast began popularizing the image of Uncle Sam with a beard and wearing a stars and stripes suit, but it was during World War I that illustrator James Montgomery Flagg created the image which is popular today.

Read **(Image B)** or listen to President Bush’s speech to the American people on September 11, 2001,

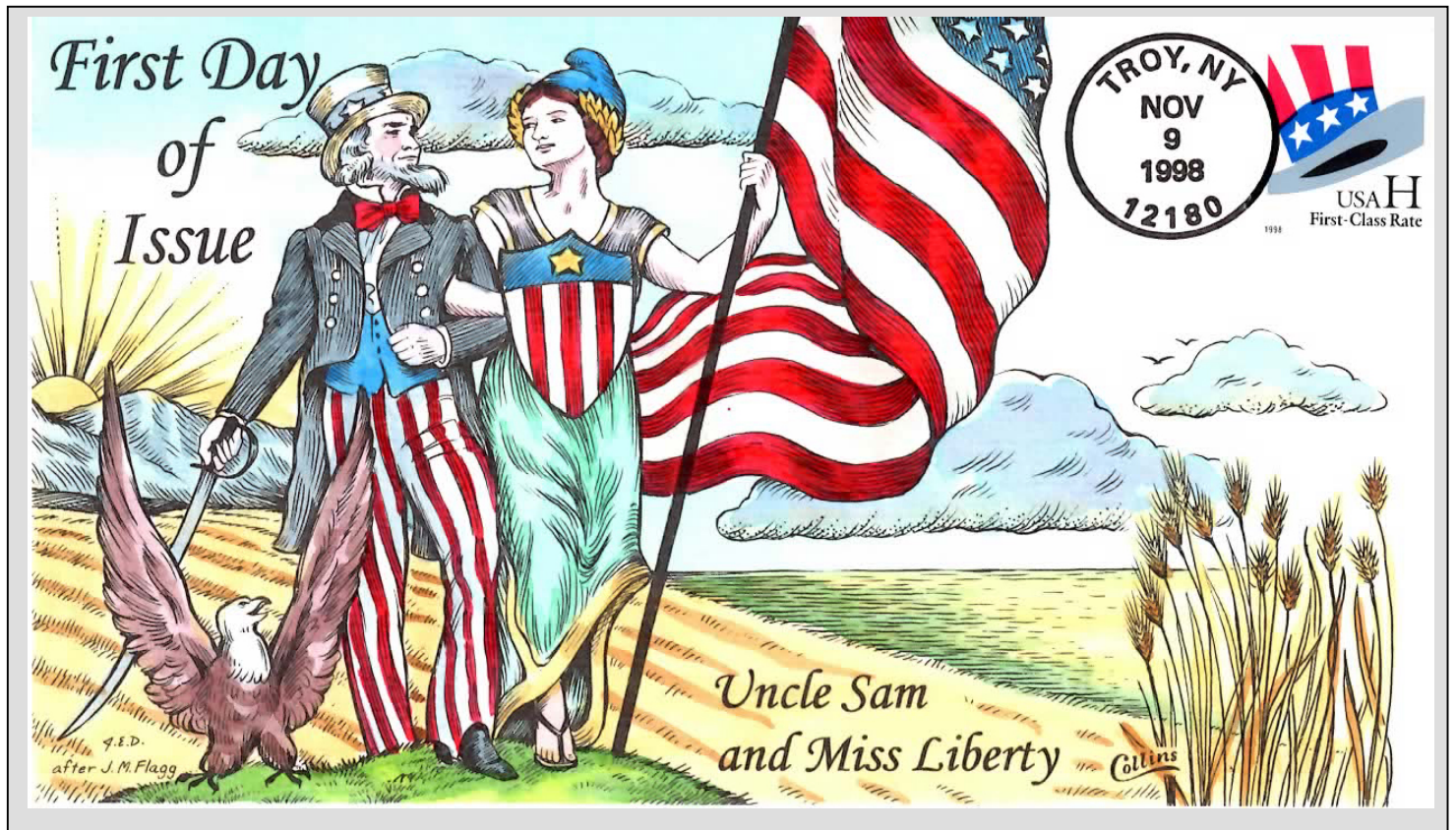
<http://www.americanrhetoric.com/speeches/gwbush911addresstothenation.htm>.

- What is the historical context at the time the speech was given?
- What is the focus or main idea of the speech?
- Which symbols found in the first day cover artwork does President Bush use in the speech?
- What challenges are put forth for the American people?

Conclusion: Have students draw a new first day cover depicting Uncle Sam’s response to the 9-11 attack. Would his sword be up as he charged off to war? Would Uncle Sam be wearing a fireman’s uniform entering the World Trade Towers to rescue survivors? Maybe Uncle Sam would be standing with the American Red Cross as it collected donations, and served food to the rescuers, or he might be kneeling in prayer. Students could work in pairs with one creating the stamp and postmark and the other the artwork.

President George W. Bush & 9-11

Image A



(Image B Spech by President G.W. Bush, September 11, 2001
<http://archives.cnn.com/2001/US/09/11/bush.speech.text/>)

Good evening.

Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes or in their offices: secretaries, business men and women, military and federal workers, moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, huge -- huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong.

A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining. Today, our nation saw evil -- the very worst of human nature -- and we responded with the best of America. With the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.

Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington D.C. to help with local rescue efforts. Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks. The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business as well.

The search is underway for those who were behind these evil acts. I have directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them.

I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance. America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism.

Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a Power greater than any of us, spoken through the ages in Psalm 23:

Even though I walk through the valley of the shadow of death, I fear no evil for you are with me. This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day, yet we go forward to defend freedom and all that is good and just in our world.

Thank you.

Good night. And God bless America.