

# Perforations

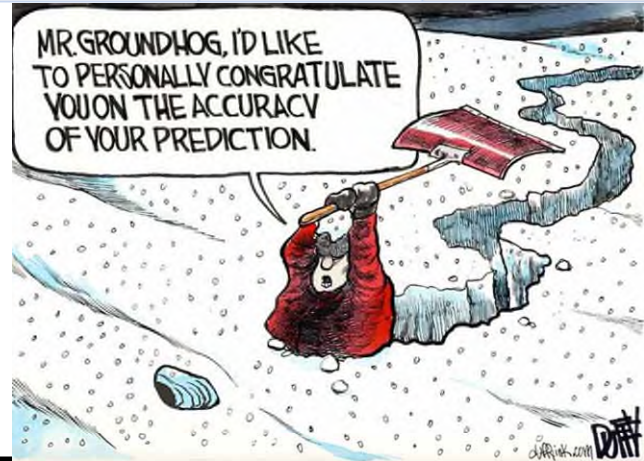
26	27	28	29	30	31	Feb 1
Actual Temp <b>28°</b> Lo 4°	Actual Temp <b>6°</b> Lo -10°	Actual Temp <b>2°</b> Lo -13°	Actual Temp <b>22°</b> Lo -1°	Actual Temp <b>31°</b> Lo 21°	Actual Temp <b>26°</b> Lo 12°	Actual Temp <b>28°</b> Lo 16°
Hist. Avg. <b>30°</b> Lo 15°	Hist. Avg. <b>30°</b> Lo 15°	Hist. Avg. <b>30°</b> Lo 15°	Hist. Avg. <b>30°</b> Lo 15°	Hist. Avg. <b>31°</b> Lo 15°	Hist. Avg. <b>31°</b> Lo 16°	Hist. Avg. <b>31°</b> Lo 16°

Last month's meeting was a casualty of the weather (see above).

The library closed down at 1500 due to bitter cold conditions (wind chill minus 35°), snow and poor driving conditions. They were in good company as every school district, the community college and a good number of businesses were closed also.

The weather is finally getting warmer (maybe?). Since the Brunch in early December, there have been two days above freezing. This could change by the next meeting on 25 February. Temperatures are forecast to be in low to mid 20s.

This month, the club (weather permitting) will hold its annual elections and listen to Tom Willer's presentation on **"LCIPS: 1933 till the Present"**



While waiting in the deli line at Jewel, I overheard (and added my two-cents) a conversation between two middle school teachers on teaching history. I suggested that they look at <http://arago.si.edu/> or the <http://www.postalmuseum.si.edu/> websites (which one did on her smartphone). The site has various lesson plans involving stamps.

A sample lesson plan is copied and presented below —

**Stamp Stories: of Westward Expansion**

History teachers, do your students' eyes glaze over when you mention a study review for the big test coming up? If so, then break the mold with this fun and engaging activity.

Stamp Stories emphasizes visual learning with authentic U.S. postage stamps, pictorial windows into American history. In this lesson, students build their own stamp collections to show what they've learned and debate why their stamps reflect the history of America's expansion West during the 19th century.



(continued on page 2)

**Treasures' Report: Total – \$ 3,262.29**

<b>Local Stamp Shows</b>	<b>Stampfest</b> St Aloysius' Gonzaga Hall 1435 S 92nd Street West Allis WI March 1 and 2	<b>Rockford 2014</b> Forest Hills Lodge 9500 Forest Hills Road Park Loves IL March 8 and 9	<b>ASDA Chicago Stamp Show</b> Lindner Conference Center 610 East Butterfield Rd Lombard IL March 14, 15 and 16	<b>MSDA Winter Show</b> Comfort Inn and Suites 600 Milwaukee Ave Prospect Heights, IL April 5 and 6
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**Next meeting:**  
**7-PM on Tuesday, 25 February 2014**  
 at the Grayslake Library  
 100 Library Lane - Grayslake, IL 60030



**Officers:**  
 Dr Tom Willer – President  
 Bill Schultz – Vice President  
 Dave Sadler – Secretary  
 Ed Pieklo – Treasurer

### The Activity

*Set-up: Stamp Stories requires very little set-up. Teachers can acquire collections of stamps from national stamp dealers or even their local stamp clubs. With stamps acquired, organize students into small groups and give each group a collection of stamps to work with. Spend a few minutes discussing the purpose of stamps and invite students to explore the variety of images depicted on US postage.*

### Step One: Build a Stamp Collection!

*Students spend five minutes building a collection of FIVE stamps to visually represent the themes of the unit. Many stamps reflect the historical places, faces and events significant to the westward expansion topic. Students share their collections formed in Step One with their group members for the second step of the activity.*

### Step Two:

#### Compare and Interpret Collections!

*Students compare collections within their groups, explaining how their chosen stamps reflect the theme. After each student interprets their collection, the group creates a new collection of TEN stamps chosen from the collections created by each individual group member. The group collections will be used in Step Three for the Big Debate, so choose wisely!*

**Step Three: Teams Debate!** *Each group prepares their collection to share with the class. Groups debate by using their understanding of western history as evidence for why their group's stamp collection visually demonstrates the topic of westward expansion.*

### Quick Summary of the lesson plan:

1. Teachers first acquire a collection of US stamps from their local stamp club.
2. With stamps in hand, break the students into small groups.
3. Students build a 5-stamp collection based on the westward expansion unit theme.
4. Students discuss their collections within their group, and the group builds a new collection of 10 stamps.
5. The whole class debates the merits and drawbacks of each group's collection.



**Why Stamp Collecting** - I started stamp collecting at six, when my Great-Grandfather J. Frank gave me a few commemorative stamps and told me the history behind each.

He was born in 1866 outside Marion KY and worked as a common laborer and later as a carpenter for various railroads as they headed west - "retiring" from the Northern Pacific in the early 1930's.

He started collecting stamps at age 10, in 1876, when the first commemorative (a Stamped Envelope) was issued - he was fascinated by trains at the time (See image of Scott U218). He gathered most of his collection from the various rail heads from discarded letters and later when he settled down (1897) in Toppenish (WA), from the local Post Office.

I inherited a good part of his collection (at age 19) in 1968, when he died — (but being in the Navy since 1966, stamp collecting was a minor activity).



It was about twenty years later that I was able to start collecting again - remembering from that original introduction, that each stamp issued had some story behind it. Since then I have added a considerable number of stamps to my collection from the US and various countries around the globe. Each stamp I pick up, I attempt to find out its individual story — something much easier with the Internet.

It is amazing not only how much trivia one can pick up from the hobby but also the amount of background information that allows one to tie together much of what is happening in the country and about the globe today.

The family picture taken in 1917 shows J. Frank (bottom row left, Great-grandmother Minnie (1869-1940) third from the left. My paternal grandmother, Ruby, is standing behind my great grandmother.