



## NSDAR Educational Resources Committee

“Abraham Baldwin: Founding Father”

**Contributor:** Aryssa Damron **Grade Level:** 6-8th

1. **Identify the standards to be addressed:** Common Core Standards
2. **Statement of the objective and lesson outcomes:** Students will learn about Abraham Baldwin, an influential man in Early America, and discover different aspects of his life using primary and secondary sources to create a timeline of his life in relation to the first 50 years of the United States and imagine what he might have posted on social media during critical points in his life.
3. **Materials, resources, and technology to be used by teacher/students:** None required, but writing utensils/paper and a ruler may be helpful
4. **Introduction of the topic:**  
See individual lesson plan
5. **Procedure for instruction:**  
See individual lesson plan
6. **Assessment of Understanding:** See individual lesson plan

# ABRAHAM BALDWIN: FOUNDING FATHER

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## PROCEDURE FOR INSTRUCTION

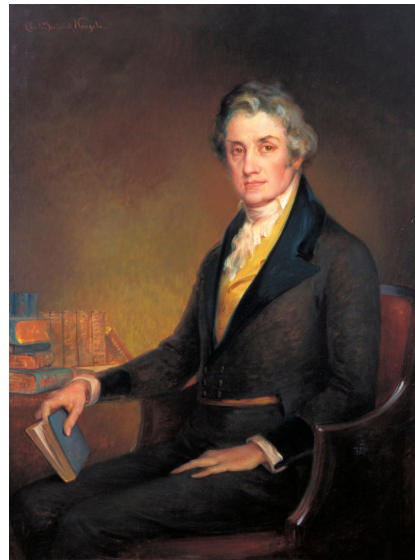
1. Read introductory paragraphs and watch 2 short videos on Baldwin
  2. Look at 3 depictions of Baldwin in art and discuss what they imply about the man.
  3. Look at an image of Baldwin's grave. What stands out about it? What was he known for?
  4. Find Baldwin's name on the U.S. Constitution.
  5. Read aloud or silently the chapter on Baldwin from the book "Soldier-Statesmen of the Constitution" which was published by the Center of Military History.
  6. Solve a crossword puzzle of Baldwin's different jobs & roles throughout his role.
  7. Read a letter that Baldwin wrote. Can you figure out what job he had at the time?
  8. ASSESSMENT: Create a timeline of Abraham Baldwin's life and draft 5 tweets/Facebook statuses/Instagram posts he might have written about different points in his life
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## PART 1: INTRODUCTION

### WHO WAS ABRAHAM BALDWIN?

Abraham Baldwin was born in Connecticut in 1754, during the French and Indian War. He would, in his life, become a senator, a founder of a college, a lawyer, a chaplain, and a signer of one of the most important documents in the world: The U.S. Constitution.

While there may not be a hit musical written about Abraham Baldwin (yet) we can learn a lot about him and our country using primary and secondary resources!



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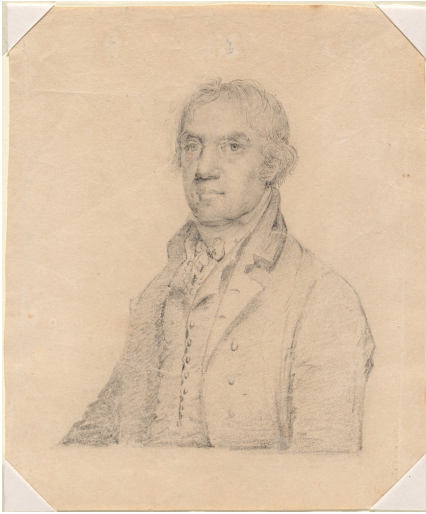
## WATCH THESE TO VIDEOS (3.5 MINUTES AND 1.3 MINUTES)

- <https://www.youtube.com/watch?v=FAoZdUs1ME8>
- <https://www.youtube.com/watch?v=aMfrS1ckbLo>

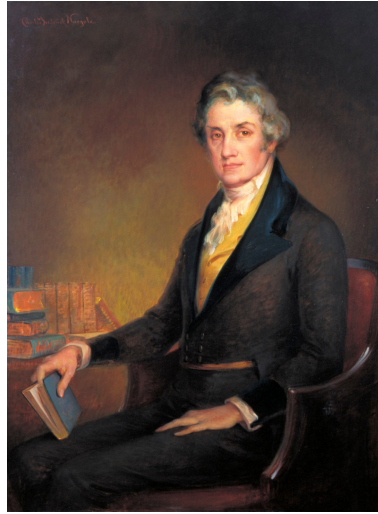


# PART 2: ANALYZING DEPICTIONS OF ABRAHAM BALDWIN

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Abraham Baldwin, 1807  
Artist: Robert Fulton  
Medium: Pencil on paper  
National Portrait Gallery



Abraham Baldwin, 1807  
Artist: Charles Frederick Naegele.  
Medium: Oil Painting  
*Georgia Museum of Art*



Abraham Baldwin Stamp, 1985  
Artist: Richard Sparks  
*Smithsonian Postal Museum*

- 
1. What do all of these depictions of Baldwin have in common? If you only knew Baldwin based on these depictions, what would you assume?
  2. Which of these depictions is your favorite--and why?
  3. Why do you think there are only depictions of Baldwin as an adult and not as a child or teenager?
  4. Why do you think the center depiction shows Baldwin holding a book?
  5. Do these portraits remind you of other portraits of Founding Fathers?
  6. Do you think the stamp explains who Abraham Baldwin was? If you were to add something to the stamp design, what would it be and why?

## SOURCES

- [https://npg.si.edu/object/npg\\_NPG.77.304](https://npg.si.edu/object/npg_NPG.77.304)
- <https://georgiahistoryfestival.org/a-legacy-of-leadership-abraham-baldwin-and-the-constitutional-convention/>
- [https://postalmuseum.si.edu/object/npm\\_1999.2004.162](https://postalmuseum.si.edu/object/npm_1999.2004.162)

## PART 3: THE GRAVE OF ABRAHAM BALDWIN



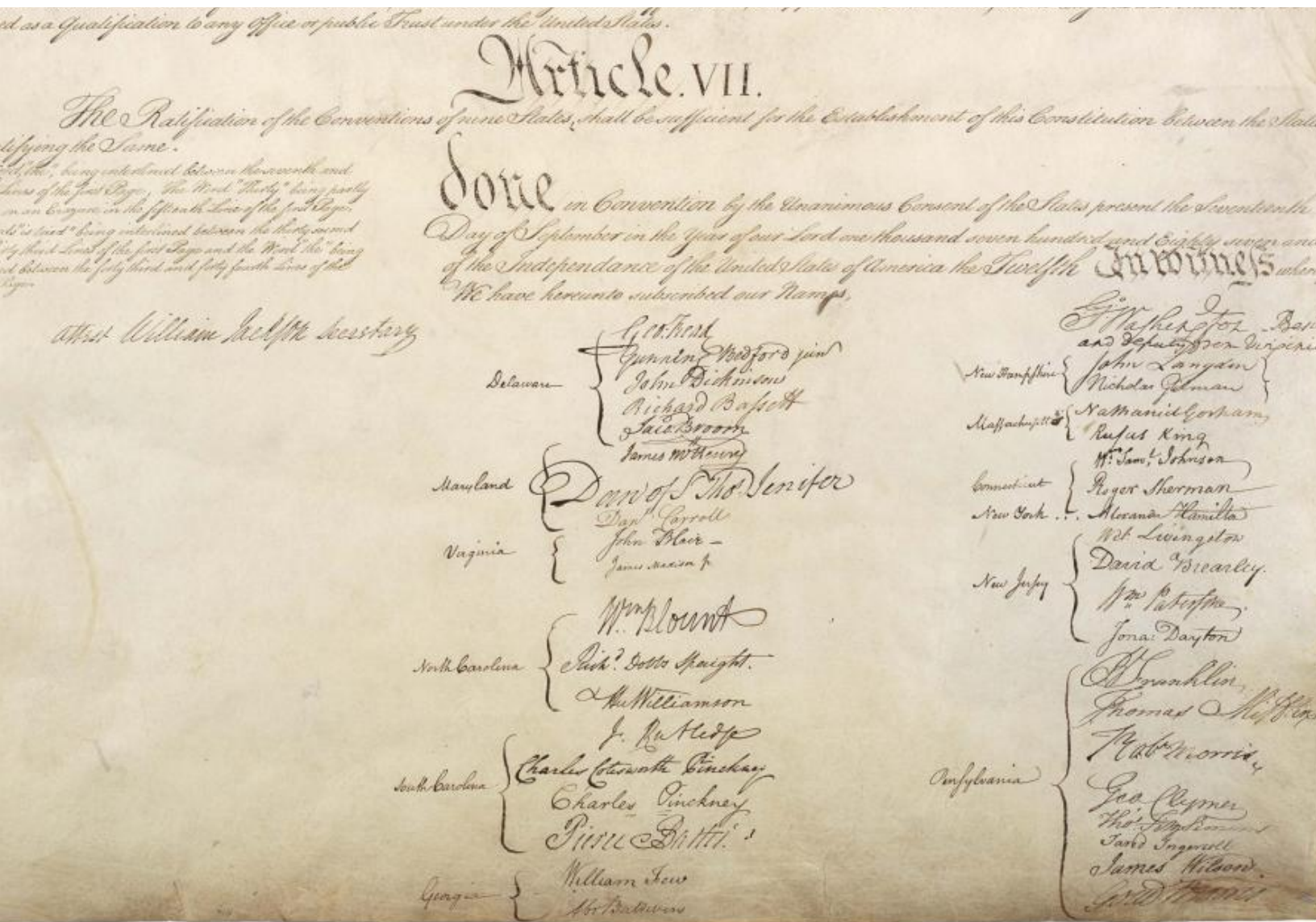
1. When was Baldwin born?
2. When did Baldwin die?
3. How old was he when he died?
4. Who is he buried with? Can you infer it or is it written in the stone?
5. What parts of Baldwin's life are mentioned here?
6. Who placed a marker at Baldwin's grave and when did they place it?

# PART 4: BALDWIN AND THE U.S. CONSTITUTION

Abraham Baldwin was one of the 39 signers of the U.S. Constitution.

The signing took place on September 17, 1787 in Philadelphia, Pennsylvania. Many other people took part in the Constitutional Convention, but not all of them signed the final document.

Can you find Abraham Baldwin's name on the Constitution? What state was Baldwin representing? Do you see other names you recognize?



To view this larger, visit: <https://www.archives.gov/founding-docs/constitution>

Visit <https://www.archives.gov/founding-docs/join-the-signers> to sign the Constitution too!

**Primary Source Alert!** This is an archival copy of a DRAFT of the Constitution and Abraham Baldwin was making annotations/notes and edits on it. Can you see what he crossed out or wrote in?

*Ab Baldwin*

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

A R T I C L E I.

*service*  
*thirty*

*by lot*

*or affirmation*

*I*

*whichever shall then be most convenient*

*laments*

**S**ect. 1. ALL legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

**S**ect. 2. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

No person shall be a representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to ~~servitude~~ *service* for a term of years, and excluding Indians not taxed, three-fifths of all other persons. The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of representatives shall not exceed one for every ~~forty~~ *thirty* thousand, but each state shall have at least one representative: and until such enumeration shall be made, the state of New-Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode-Island and Providence Plantations one, Connecticut five, New-York six, New-Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North-Carolina five, South-Carolina five, and Georgia three.

When vacancies happen in the representation from any state, the Executive authority thereof shall issue writs of election to fill such vacancies.

The House of Representatives shall choose their Speaker and other officers; and ~~they~~ shall have the sole power of impeachment.

**S**ect. 3. The Senate of the United States shall be composed of two senators from each state, chosen by the legislature thereof, for six years: and each senator shall have one vote.

Immediately after they shall be assembled in consequence of the first election, they shall be divided ~~as~~ *by lot* equally as may be into three classes. The seats of the senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year: and if vacancies happen by resignation, or otherwise, during the recess of the Legislature of any state, the Executive thereof may make temporary appointments until the next meeting of the Legislature, ~~whichever shall then be most convenient~~.

No person shall be a senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

The Vice-President of the United States shall be, ~~ex officio~~, President of the senate, but shall have no vote, unless they be equally divided.

The Senate shall choose their other officers, and also a President pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath. 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.

Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States: but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

**S**ect. 4. The times, places and manner of holding elections for senators and representatives, shall be prescribed in each state by the legislature thereof: but the Congress may at any time by law make or alter such regulations, ~~except as to the place of choosing senators~~.

The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.

**S**ect. 5. Each house shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business: but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each house may provide.

Each house may determine the rules of its proceedings; punish its members for disorderly behaviour, and, with the concurrence of two-thirds, expel a member.

Each house shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either house on any question shall, at the desire of one-fifth of those present, be entered on the journal.

Neither house, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two houses shall be sitting.

**S**ect. 6. The senators and representatives shall receive a compensation for their services, to be ascertained by law, and paid out of the treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place.

No senator or representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments

# PART 5: MORE ON ABRAHAM BALDWIN

Read the chapter on Abraham Baldwin  
from the book *Soldier-Statesmen of the  
Constitution* and take notes below!

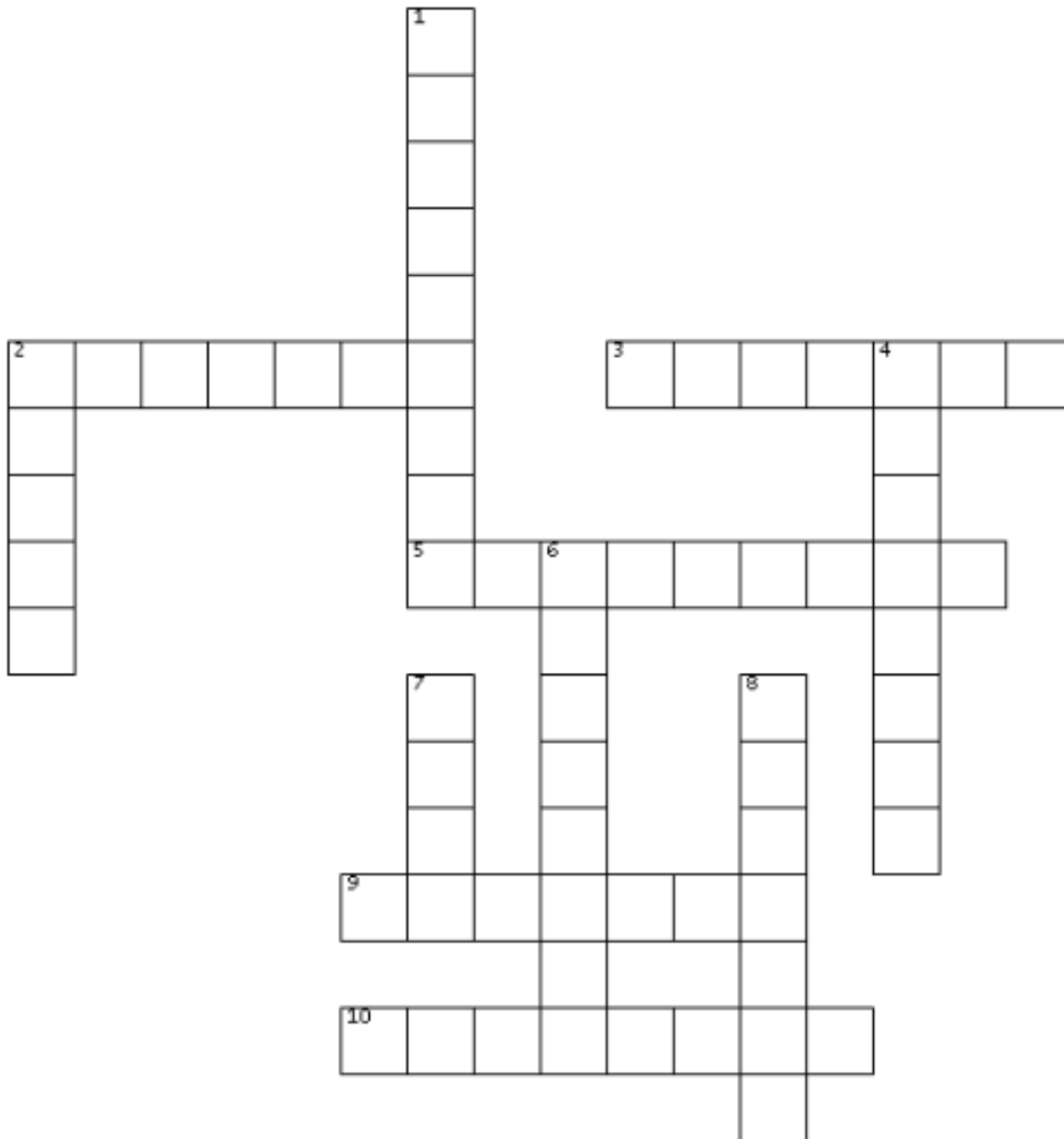
SOURCE: <https://www.history.army.mil/books/revwar/ss/baldwin.htm>





# PART 6: ABRAHAM BALDWIN

## CROSSWORD PUZZLE



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### ACROSS

2. THE FIRST NAME OF MR. FEW WHO WAS ANOTHER GEORGIA MAN WHO SIGNED THE CONSTITUTION
3. THE MASCOT OF THE BALDWIN'S ALMA MATER AND THE UNIVERSITY HE FOUNDED
5. THE NAME OF THE CEMETERY WHERE BALDWIN IS BURIED
9. BALDWIN SERVED TWO TERMS AS THIS, INCLUDING BEING PRESIDENT PRO TEM
10. THIS WAS THE ORIGINAL NAME OF THE UNIVERSITY THAT BALDWIN FOUNDED

### DOWN

1. THE MONTH THAT BALDWIN SIGNED THE CONSTITUTION
2. A FAMOUS QUOTE BY BALDWIN SAID TO HOLD THIS BACK, BECAUSE THERE WAS DANGER IN RUNNING TOO FAST
4. BALDWIN SERVED AS THIS AT THE CONSTITUTIONAL CONVENTION
6. THIS IS THE ROLE BALDWIN WAS APPOINTED TO IN PARSON'S BRIGADE DURING THE AMERICAN REVOLUTION
7. THIS IS THE COLLEGE THAT ABRAHAM BALDWIN GRADUATED FROM IN 1772
8. THIS IS THE STATE BALDWIN MOVED TO AFTER THE REVOLUTION

# PART 7: PRIMARY SOURCES, A LETTER FROM ABRAHAM BALDWIN

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Read a letter that Baldwin wrote to Thomas Jefferson. Can you figure out what job Jefferson had at that time? What about Baldwin?

## TO THOMAS JEFFERSON FROM ABRAHAM BALDWIN, 20 APRIL 1788

### From Abraham Baldwin

SIR

New York 20th April 1788

Your favour of the 7th of Feby., with the enclosure from Mr. Fanning, was duly received.

In the letter to Mr. Fanning, which I do myself the honour to enclose, I have given him all the information he will need for the security of his surveys. It must undoubtedly have occurred to you, Sir, that the present unexplained state of our southern and western boundary must have rendered it improper for the state of Georgia to do any thing respecting the private right of soil to the lands on the Mississippi. Many applications have been made, but the general assembly has never done any thing, but what appear[ed] necessary to prevent the present settlers in that country, from becoming our enemies from the apprehension that we might deprive them of their possessions.

My expectation is that the state of Georgia will soon<sup>1</sup> make a cession of their western territory to congress. They have long only waited an issue of our present great national question, whither they might expect protection in return.

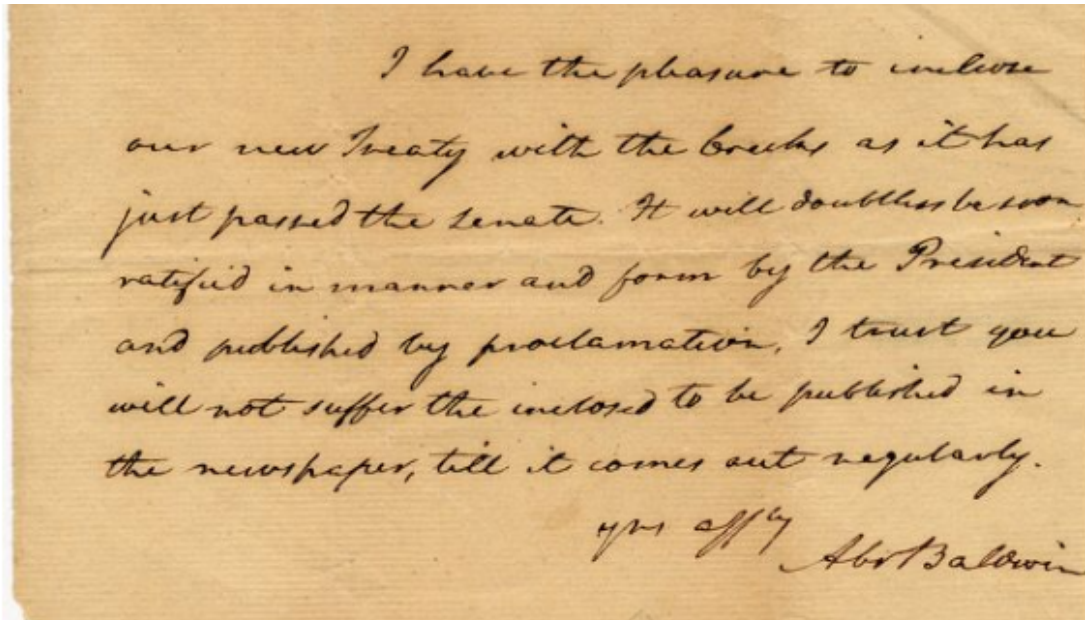
It did not appear necessary to state either of these reasons to Mr. Fanning, as the measures to be pursued by him, for securing his ancient surveys of land in that territory, will probably be much the same, whether his titles are to be obtained from the state of Georgia or from the united States. With the greatest respect and esteem I have the honour to be, Sir, your most obedient humble servt.,

ABR BALDWIN

# PART 7: PRIMARY SOURCES, A LETTER FROM ABRAHAM BALDWIN

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This is another letter written by Baldwin. Can you tell who it was written to, or not? Based on what Baldwin is writing about, what job was he likely holding at that time?



**I HAVE THE PLEASURE TO INCLOSE OUR NEW TREATY WITH THE CREEKS, AS IT HAS JUST PASSED THE SENATE. IT WILL DOUBTLESS BE SOON RATIFIED IN MANNER AND FORM BY THE PRESIDENT AND PUBLISHED BY PROCLAMATION, I TRUST YOU WILL NOT SUFFER THE INCLOSED TO BE PUBLISHED IN THE NEWSPAPER, TILL IT COMES OUT REGULARLY.**

**YRS AFFLY [YOURS AFFECTIONATELY]**

[Signed] Abr [Abraham] Baldwin

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From the archives, "This document is a letter dated December 23, 1805 from Abraham Baldwin, U.S. Senator from Georgia and first president of the University of Georgia, to an unknown recipient. Baldwin reports that the recent unnamed treaty with the Creeks (probably the Treaty of Washington, D.C., November 1805) has passed the Senate and will likely meet the approbation of the President. Baldwin requests that the recipient refrain from publishing the enclosed copy (no longer attached) of the treaty in the newspapers until the official proclamation and publication are issued."

# PART 8 ASSESSMENT: TIMELINE

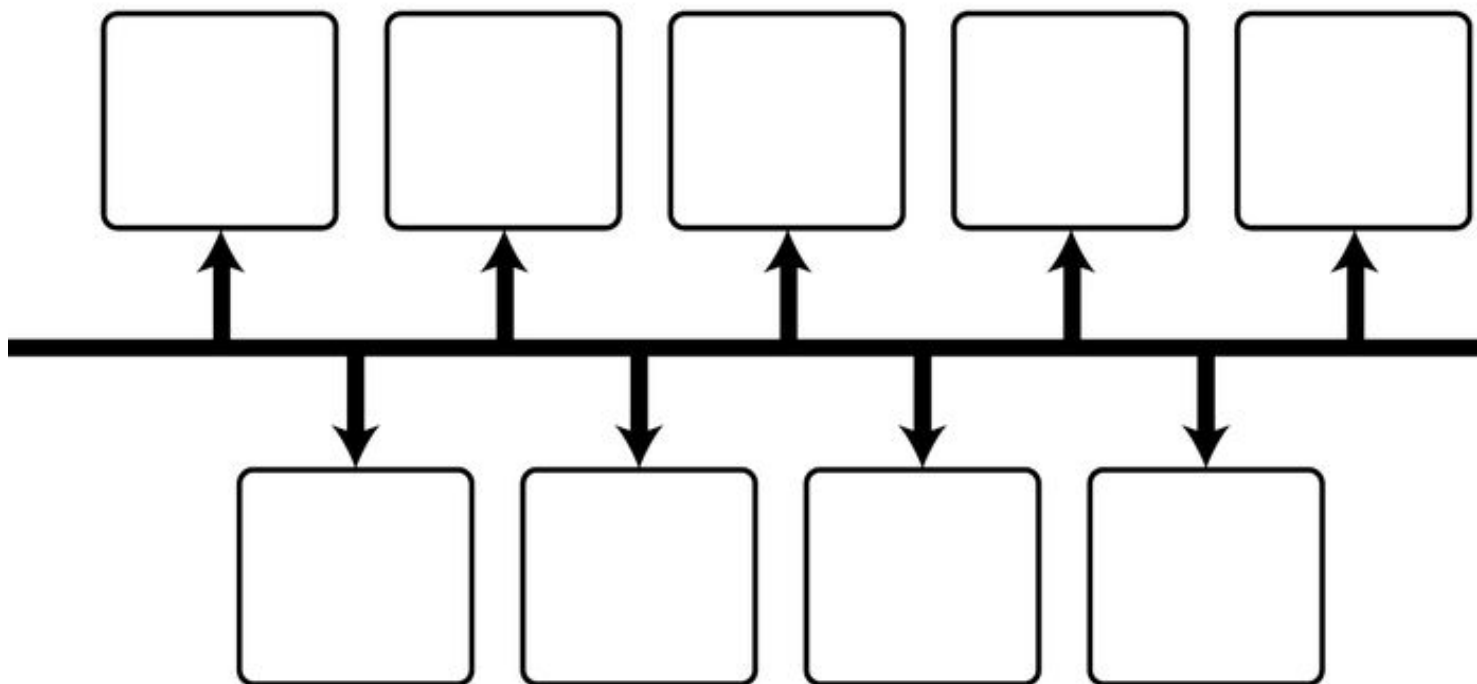
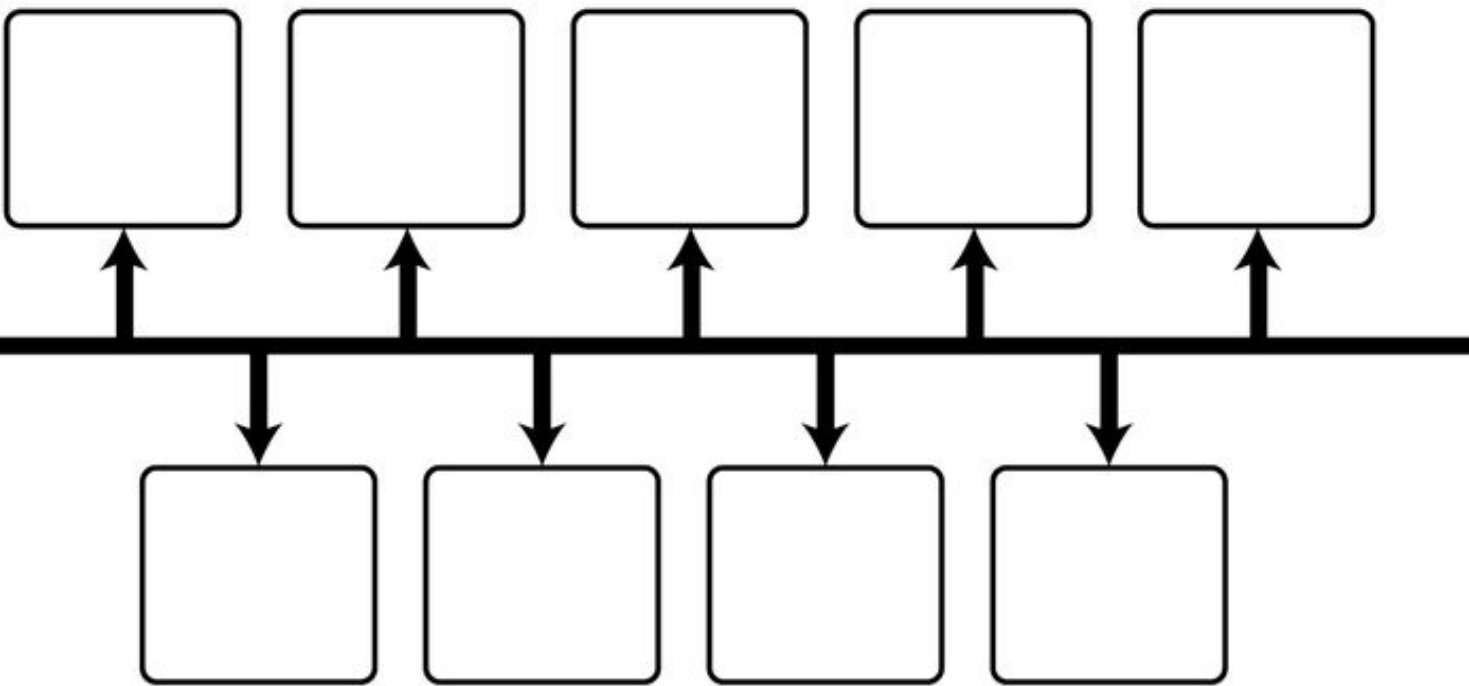
Create a timeline of Abraham Baldwin's life and draft 5 tweets/Facebook statuses/Instagram posts he might have written about different points in his life

*Incorporate the following events in American History and Abraham Baldwin's life into your timeline*

- He was elected as a US Senator for Georgia
- Baldwin was born in Connecticut.
- The Declaration of Independence was signed
- The Constitution was signed
- The Boston Tea Party occurred
- Baldwin died
- The Mayflower arrived in what would become the United States
- George Washington died
- Baldwin graduated from Yale
- Baldwin founded Franklin College
- Baldwin's family arrived in New England
- Thomas Jefferson becomes President of the United States
- The French and Indian War Ended
- George Washington becomes President of the United States
- The Battle of Yorktown
- The Lewis & Clark Expedition reaches the Pacific Ocean
- The Sedition Act of 1798 is signed into law

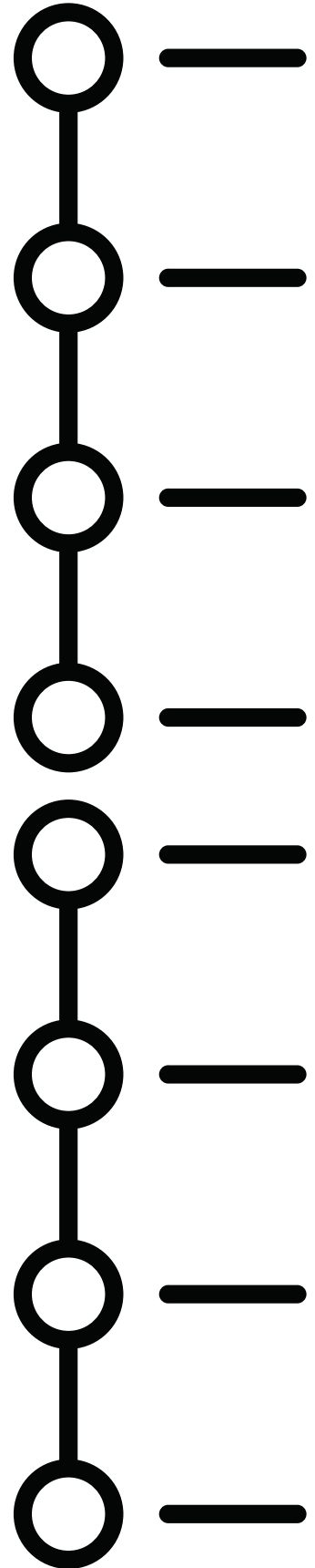
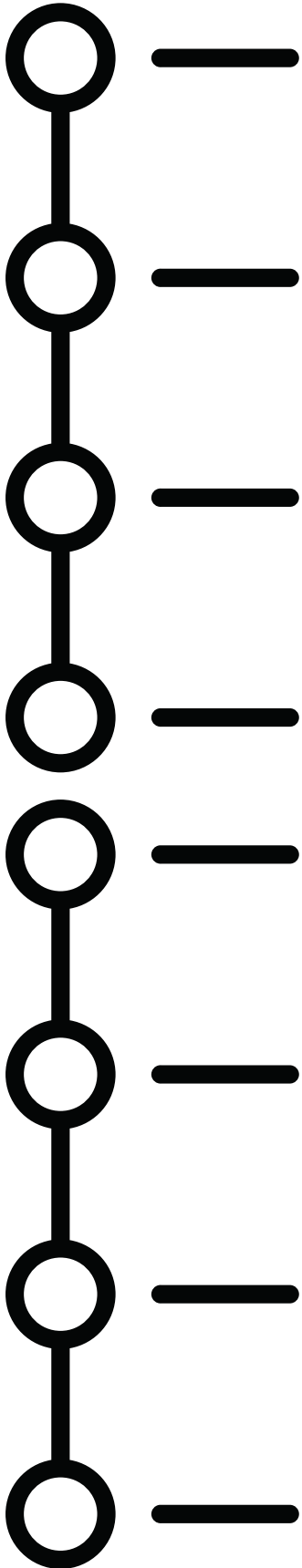
# PART 8: TIMELINE

example 1



# PART 8: TIMELINE





example 2







# PART 8: TIMELINE

Draft 5 tweets/Facebook statuses/Instagram posts he might have written about different points in his life





**Abraham Baldwin**



@

🗨 150

❤ 15k

↻ 100



**Abraham Baldwin**



@

🗨 150

❤ 15k

↻ 100

# ABRAHAM BALDWIN

## Georgia

Birth: 23 November 1754, at Guilford, Connecticut

Death: 4 March 1807, at Washington, D.C.

Interment: Rock Creek Cemetery, Washington, D.C.



Pencil drawing, by Robert Fulton (early nineteenth century); National Portrait Gallery.

Abraham Baldwin, who represented Georgia at the Constitutional Convention, was a fervent missionary of public education. Throughout his career he combined a faith in democratic institutions with a belief that an informed citizenry was essential to the continuing wellbeing of those institutions. The son of an unlettered Connecticut blacksmith, Baldwin through distinguished public service clearly demonstrated how academic achievement could open opportunities in early American society. Educated primarily for a position in the church, he served in the Continental Army during the climactic years of the Revolution. There, close contact with men of widely varying economic and social backgrounds broadened his outlook and experience and convinced him that public leadership in America included a duty to instill in the electorate the tenets of civic responsibility.

Baldwin also displayed a strong sense of nationalism. Experiences during the war as well as his subsequent work in public education convinced him that the future well-being of an older, more prosperous state like Connecticut was closely linked to developments in newer frontier states like Georgia, where political institutions were largely unformed and provisions for education remained primitive. His later political career was animated by the conviction that only a strong central government dedicated to promoting the welfare of the citizens of all the states could guarantee the fulfillment of the ideals and promises of the Revolution.

### *The Patriot*

The Baldwins were numbered among the earliest New England settlers. Arriving in Connecticut in 1639, the family produced succeeding generations of hard-working farmers, small-town tradesmen, and minor government

officials. Abraham Baldwin's father plied his trade in Guilford, where he eventually rose to the rank of lieutenant in the local unit of the Connecticut militia. A resourceful man with an overriding faith in the advantages of higher education, he moved his family to New Haven where he borrowed heavily to finance his sons' attendance at Yale College (now Yale University). Abraham Baldwin never married, but he made a similar sacrifice, for after his father's death he assumed many family debts and personally financed the education of the family's next generation.

Baldwin graduated from Yale in 1772, but, intending to become a Congregationalist minister, he remained at the school as a graduate student studying theology. In 1775 he received a license to preach, but he decided to defer full-time clerical duties in order to accept a position as tutor at his alma mater. For the next three years he continued in this dual capacity, becoming increasingly well known both for his piety and modesty and for his skill as an educator with a special knack for directing and motivating the young men of the college.

### *The Soldier*

Baldwin's continuing association with Yale College contributed directly to his entry into military service. The college, which had produced a major share of Connecticut's clergy for nearly a century, now became the major source of chaplains for the states Continental Army contingent. Baldwin apparently served as a chaplain with Connecticut forces on a part-time basis during the early stages of the war, and finally in February 1779 he succeeded the Reverend Timothy Dwight, another Yale tutor, as one of the two brigade chaplains allotted to Connecticut's forces. He was appointed as chaplain in Brigadier General Samuel H. Parsons' brigade, remaining with the unit until the general demobilization of the Army that followed the announcement of the preliminary treaty of peace in June 1783.

The duties of a Revolutionary War chaplain were quite extensive, varying considerably from the modern concept of a clergyman's military role. In addition to caring for the spiritual needs of the 1,500 or so soldiers of differing denominations in the brigade, Baldwin assumed a major responsibility for maintaining the morale of the men and for guarding their physical welfare. He was also assigned certain educational duties, serving as a political adviser to the brigade commander and subordinate regimental commanders. In his sermons and in less formal conversations with the officers and men he was expected to help the soldiers understand the basis for the conflict with the mother country and thereby to heighten their sense of mission and dedication to the Patriot cause.

Although Baldwin's unit did not participate in combat during the last four years of the war, it still played a major role in Washington's defensive strategy. The Connecticut brigades were assigned to garrison duty near West Point. There they helped secure vital communications along the Hudson River and guard this critical base area against British invasions. They performed their mission well; the Continental brigades in the Hudson Valley formed the bedrock of Washington's main army against which no British general was likely to attack. With his center thus secured, Washington was free to launch successful offensive operations against smaller enemy forces in other parts of the country. The soldiers in Baldwin's brigade eventually trained for an amphibious attack on the British stronghold at New York City late in the war, but the plan was never put into effect.

Baldwin had little to do with these purely military matters, but his service as a chaplain proved vital to the Patriot cause. Along with the rest of the main Continental line units from the New England and middle states, Baldwin's Connecticut brigade had weathered the darkest days of the war. During 1778 these units had received rigorous training under Washington's famed Inspector General, Frederick von Steuben, and they had emerged as seasoned professionals, the equal of Britain's famous Redcoats. Nevertheless, the deprivations of such a long war exacted a toll on morale, leading to desertions and occasional mutinies in the 1780s. The Connecticut units, however, remained among the most reliable. Thanks in great part to the success of leaders like Baldwin, the troops had been thoroughly educated as to the nation's war aims and the need for extended service by the Continental units. As a result, Connecticut stood firm.

Military service in turn had a profound influence on Baldwin's future. During these years he became friends with many of the Continental Army's senior officers, including Washington and General Nathanael Greene, who would take command in the south in late 1780. He was also a witness to Major General Benedict Arnold's

betrayal of his country. These associations moved the somewhat cloistered New England teacher and theology student toward a broader political outlook and a strong moral commitment to the emerging nation.

### *The Statesman*

In 1783 Baldwin returned to civilian life and to a change in career. He rejected opportunities to serve as a minister and to assume the prestigious post as Yale's Professor of Divinity. While still in the Army he had studied law and had been admitted to the Connecticut bar. Now, after settling his family's affairs, he left New England for the frontier regions of Georgia, where he established a legal practice in Wilkes County near Augusta. Two men probably influenced this decision. Nathanael Greene had announced his intention to move to the state he had so recently freed from British occupation and was encouraging other veterans to join him in settling along the frontier. More importantly, Governor Lyman Hall, himself a Yale graduate, was interested in finding a man of letters to assist in developing a comprehensive educational system for Georgia. He apparently asked Yale's president, Ezra Stiles, to help him in the search, and Baldwin was persuaded to accept the responsibility.

Baldwin decided that the legislature was the proper place in which to formulate plans for the education of Georgia's citizens. A year after moving to the state, he won a seat in the lower house, one he would continue to hold until 1789. During his first session in office he drew up a comprehensive plan for secondary and higher education in the state that was gradually implemented over succeeding decades. This plan included setting aside land grants to fund the establishment of Franklin College (today's University of Georgia), which he patterned after Yale.

Baldwin quickly emerged as one of the leaders in the Georgia legislature. In addition to sponsoring his educational initiatives, he served as the chairman of numerous committees and drafted many of the state's first laws. His role reflected not only an exceptional political astuteness, but also an ability to deal with a wide variety of men and situations. As the son of a blacksmith, Baldwin exhibited a natural affinity for the rough men of the Georgia frontier; as the graduate of one of the nation's finest schools, he also related easily to the wealthy and cultured planters of the coast. This dual facility enabled him to mediate differences that arose among the various social and economic groups coalescing in the new state. As a result, he exercised a leadership role in the legislature by devising compromises necessary for the adoption of essential administrative and legal programs.

Baldwin's exceptional work in the legislative arena prompted political leaders in his adopted state to assign him even greater responsibilities. In early 1785 Georgia elected him to the Continental Congress, initiating a career in national government that would end only with his death. Although he had moved to Georgia to serve as a "missionary in the cause of education," as he put it, he nevertheless willingly assumed the burdens associated with national politics in the cause of effective government. In 1787 Georgia called on Baldwin to serve in the Constitutional Convention -where, avoiding the limelight, he earned the respect of his colleagues both for his diligence as a delegate and his effectiveness as a compromiser.

Baldwin was an active participant in the deliberations over representation that were at the heart of the constitutional process. He had originally supported the idea of representation in the national legislature based on property qualifications, which he saw as a way to bond together the traditional leadership elements and the new sources of political and economic power. When delegates from his native state convinced him that small states like Connecticut would withdraw from the Convention if the Constitution did not somehow guarantee the equality of state representation, he changed his stand. His action tied the vote on the issue and paved the way for consideration of the question by a committee. Baldwin eventually helped draw up the Great Compromise, whereby a national legislature gave equal voice to all thirteen states in a Senate composed of two representatives from each, but respected the rights of the majority in a House of Representatives based on population. His role in this compromise was widely recognized, and Baldwin himself considered his work in drafting the Constitution as his most important public service.

After the adoption of the Constitution, Baldwin continued to serve in the last days of the old Continental Congress and then went on to serve five terms in the House of Representatives and two terms in the Senate,

including one session as the President Pro Tem of that body. His political instincts prompted him to support the more limited nationalist policies associated with James Madison, and he was widely recognized as a leader of the moderate wing of the Democratic-Republican party. Throughout his years of congressional service, Baldwin remained an effective molders of legislative opinion, working in committees as well as in informal political circles to develop the laws that fleshed out the skeletal framework provided by the Constitution.

Baldwin's political philosophy was encapsulated in his often quoted formula for representative governments: "Take care, hold the wagon back; there is more danger of its running too fast than of its going too slow." A man of principle, who had learned much from his service in the Continental Army, Baldwin demonstrated throughout a lengthy public career the value of accommodation between competing political interests, the critical need of national unity, and the importance of education to a democratic society.

[64-66]

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