

The Award Winning

Jimmy Carter Library & Museum

ATLANTA, GEORGIA

Curriculum Guide: The President's Travels



Unit 2 of 19:

Life in Plains, Georgia

Life in Plains

Kindergarten GPS:



SSKH3: Correctly use words and phrases related to chronology and time to explain how things change.

Second Grade GPS:



SS2H1a: Identify contributions made by *Jimmy Carter* (leadership and human rights) and *Dr. Martin Luther King, Jr.* (civil rights).

SS2H2b: Describe how the everyday life of this historical figure is similar to and different from everyday life in the present.

SS2G2: Describe the cultural and geographic systems associated with the historical figures in SS2H1.

SS2CG2a,b: Identify the roles of the following elected officials – **President** and **Governor**.

Third Grade GPS:



SS3H2a: Discuss the lives of Americans who expanded people's rights and freedoms in a democracy (*Thurgood Marshall*, *Lyndon B. Johnson*).

SS3H2b: Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

SS3G2: Describe the cultural and geographical systems associated with the historical figures in SS3H2a.



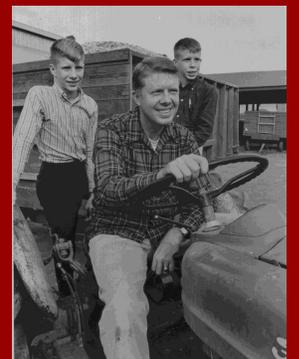
The Man from Plains

President Jimmy Carter was born in Plains, Georgia, in 1924. A few years later, President Carter's family moved from Plains to the nearby rural community of Archery. The Carter family farmed, and leased some of its land to African-American sharecroppers. Because President Carter's mother was often busy as a nurse, and his father worked long hours in the fields, young President Carter spent much of his time with his African-American neighbors.

President Carter cites these early experiences in Archery as pivotal in his development as a person and as a leader. He also cherishes his eleven years of education at Plains High School (Grades 1-11), even quoting his teacher and principal, Miss Julia Coleman, in his Inaugural Address.

After graduating from Plains High School, President Carter attended Georgia Southwestern College, the Georgia Institute of Technology, and graduated from the United States Naval Academy in Annapolis, Maryland. From there, he (along with his new wife, the former Rosalynn Smith) began service in the United States Navy.

The growing family traveled around the world, and lived on both coasts before returning to Plains upon President Carter's father's death. President Carter ran the family's peanut business, and eventually began to run for public office. Following his term as President, the Carters returned to Plains, where they still live today when not traveling with the Carter Center's global efforts.

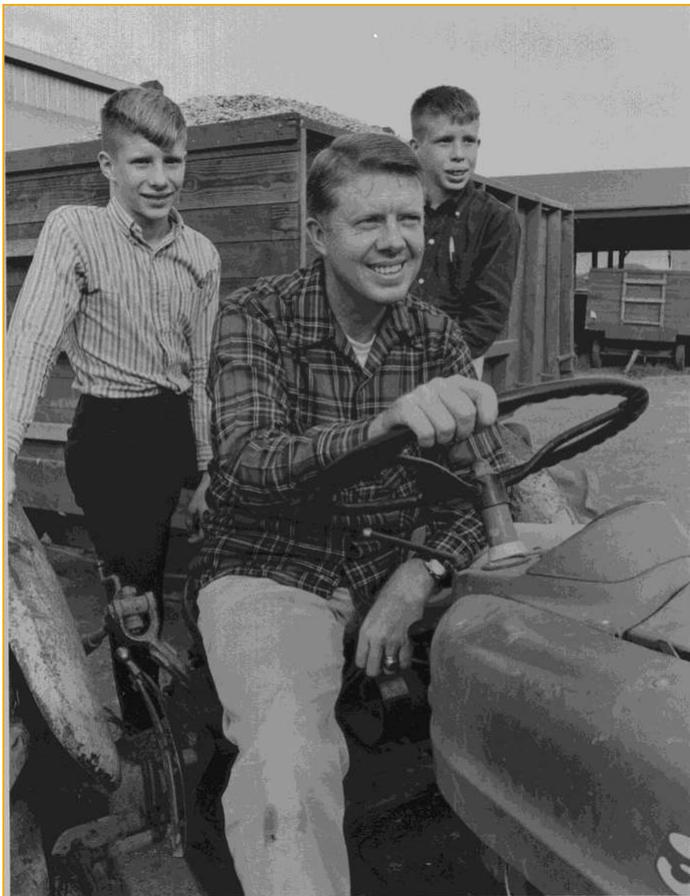




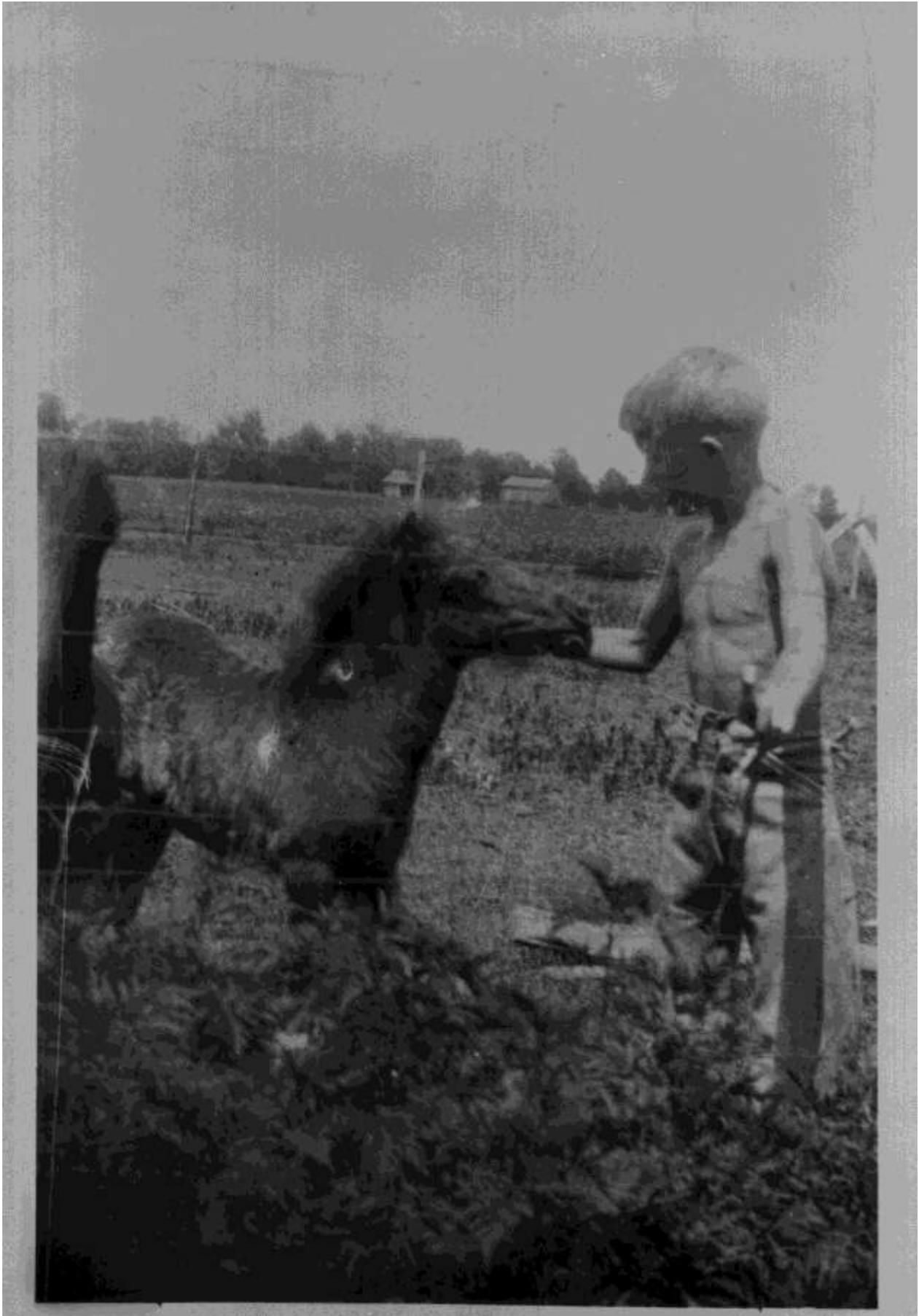
Analyzing a Photograph:

{Both of the photos shown to the left are reproduced in larger versions on the following pages. Following them, you will also find a NARA worksheet for analyzing photographs as primary source documents.}

- 1) When visiting the Carter Library & Museum, students will see an exhibit (pictured below) discussing President Carter's childhood in Plains, GA. Encourage students to look carefully at the objects and photographs on display, and think about how they are similar to or different from objects they see in their everyday lives. Students might want to pay particular attention to President Carter's high chair; his 6th grade report card; and a radio similar to one the Carter family had in their home in the 1930s.



- 2) Following their visit, students can examine one or both of the pictures shown to the left. Have students think about what the pictures show about President Carter's life in Plains at two different points in time:
 - a. The top picture shows Jimmy Carter at the family's farm in Archery as a young boy. Note the pony, crops in the background, clothing, and buildings in the background. This photograph is an excellent one for students to use in comparing their lives to President Carter's childhood in rural Georgia in the 1930s.
 - b. The bottom picture shows President Carter and two of his sons in 1965. They are working with the family's peanut business in Plains.
- 3) Teachers may want to use the process outlined on the NARA worksheet to help students analyze the photograph.







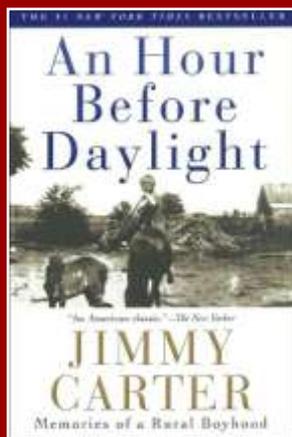
The Influence of Place:

*Pictured above is Jimmy Carter's boyhood farm in Archery, GA. Have students consider how it is similar to and different from their homes. Are there differences simply because of time, or does location also play a factor? Do people who live on farms today live in houses like this?

*Have students compare President Carter's childhood home (above) to the childhood homes of other historical figures they have studied. (Dr. Martin Luther King Jr.'s home in Atlanta makes a great contrast: <http://georgiainfo.galileo.usg.edu/histsitephotos/mlk1.htm>.) Have students compare and contrast the homes, and discuss how location (urban/rural) and time affect the types of homes in which these figures lived. Students could also use a Venn Diagram or T-chart (attached below) to do this analysis.

Want to know more about President Carter's childhood in Plains?

In *An Hour Before Daylight*, published in 2001, President Carter describes his early life. He details chores he performed on his family farm, memories of his family, and interactions with his African-American friends and neighbors. Perhaps most importantly, President Carter discusses how the racial segregation of the era was viewed as simply a part of life, and how he did not question this inequality until he was older and living away from Plains. The book gives fascinating insight into the role of Plains in forming Jimmy Carter as a man and as a human rights leader.



Video and Audio from Plains:

*Visit the Jimmy Carter National Historic Site's virtual tour of President Carter's boyhood farm in Archery, GA. President Carter narrates the tour and discusses his childhood. A map at the top right-hand corner of the website allows students to navigate to specific locations at the farm (indicated by green dots) to view them more closely.

www.jimmycartervirtualltour.info

*The Jimmy Carter National Historic Site's education program's website also links to several audio files where President Carter shares memories specific to locations at his boyhood home.

www.jimmycarter.info/JimmyCarterBoyhoodFarmaudios.htm

*Teachers can request a "Traveling Trunk" teaching kit that includes a copy of an instructional film about President Carter's life called *Traveling Through Time*. The trunk also contains curriculum for 2nd, 5th, and 8th grade classrooms that is correlated to grade-level Georgia Performance Standards. (Other trunks are also available for teachers to borrow.)

www.jimmycarter.info/teachers_5.html

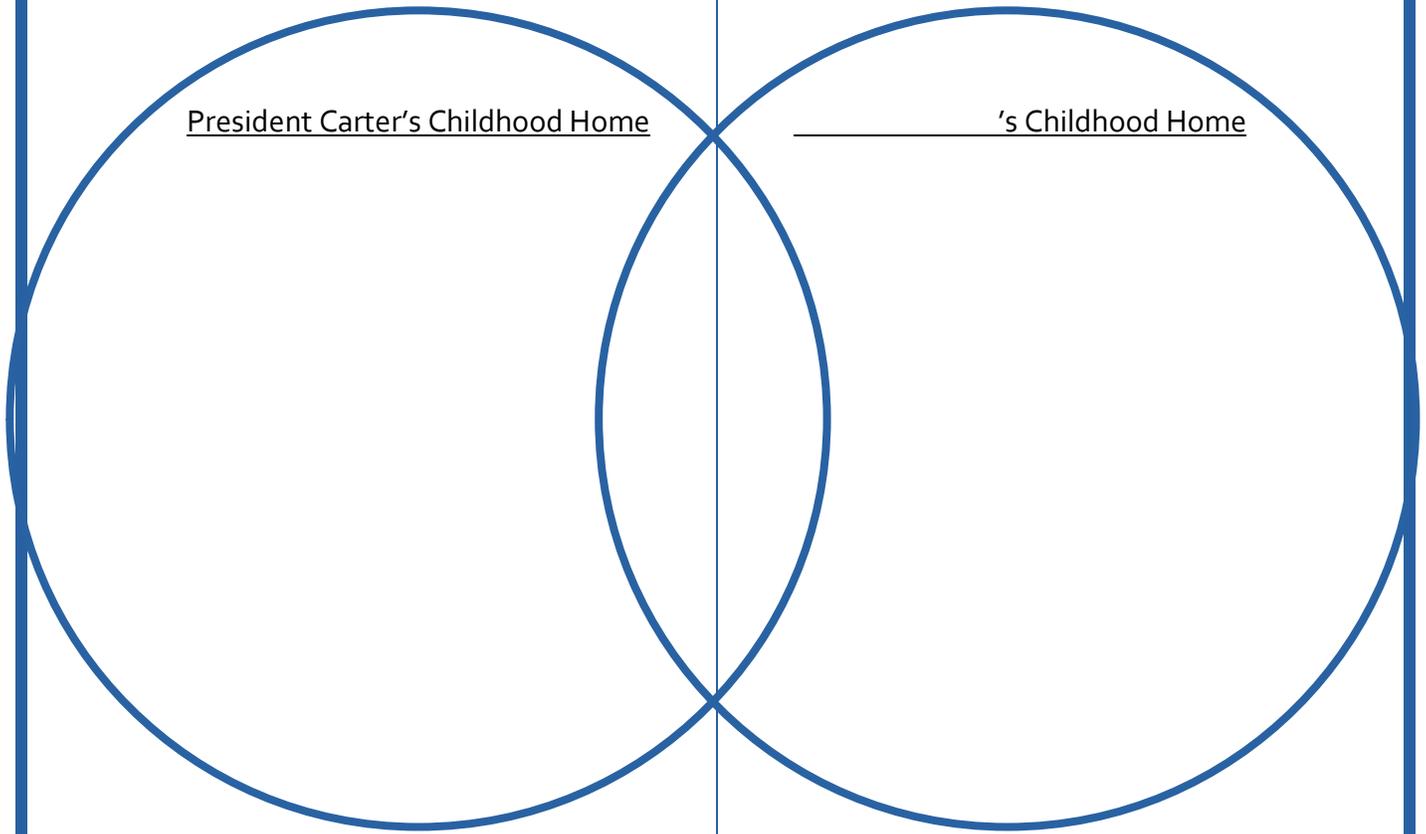


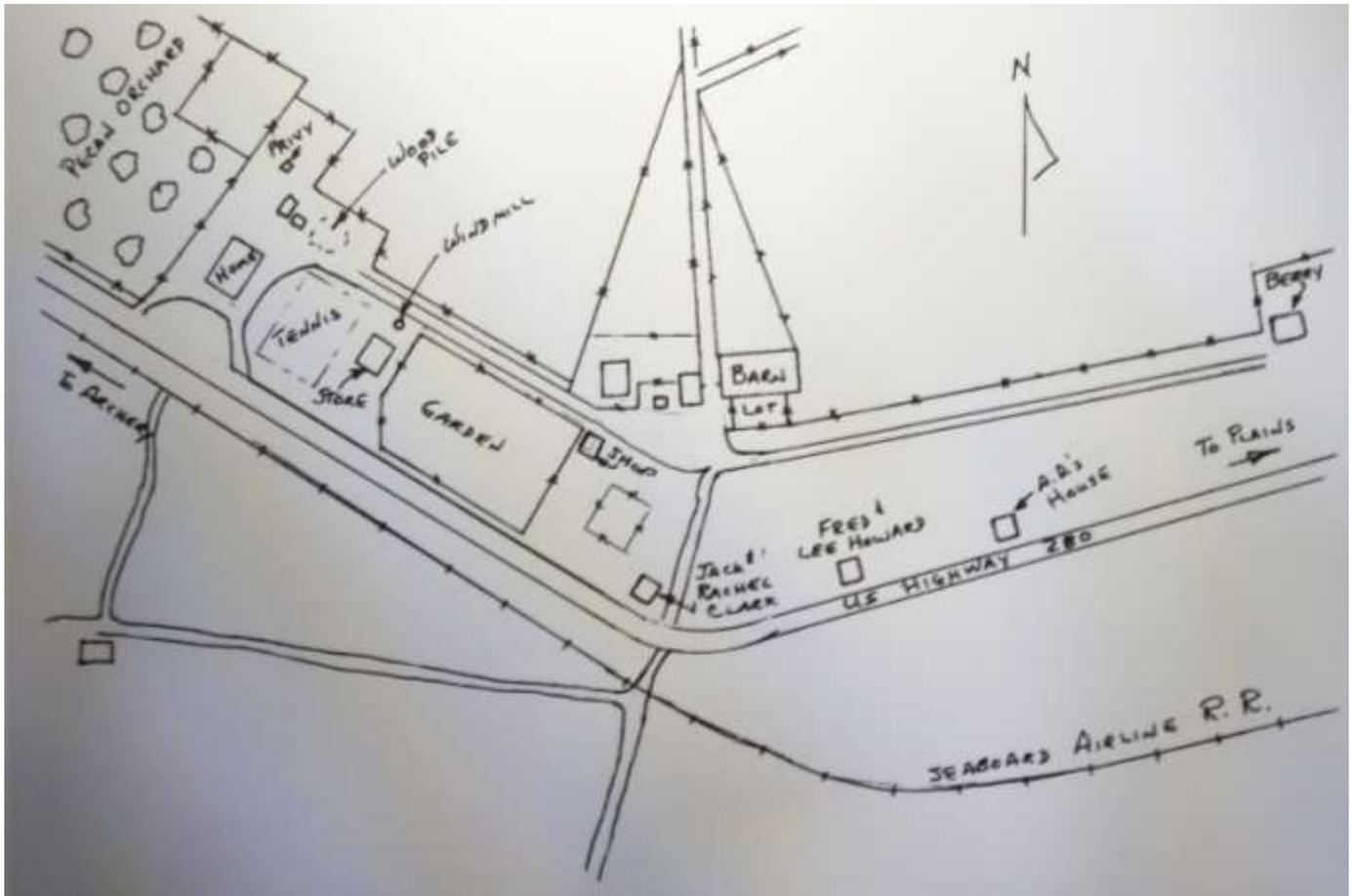
President Carter's Childhood
Home in Archery, GA

_____ 's Childhood
Home in _____

President Carter's Childhood Home

_____ 's Childhood Home





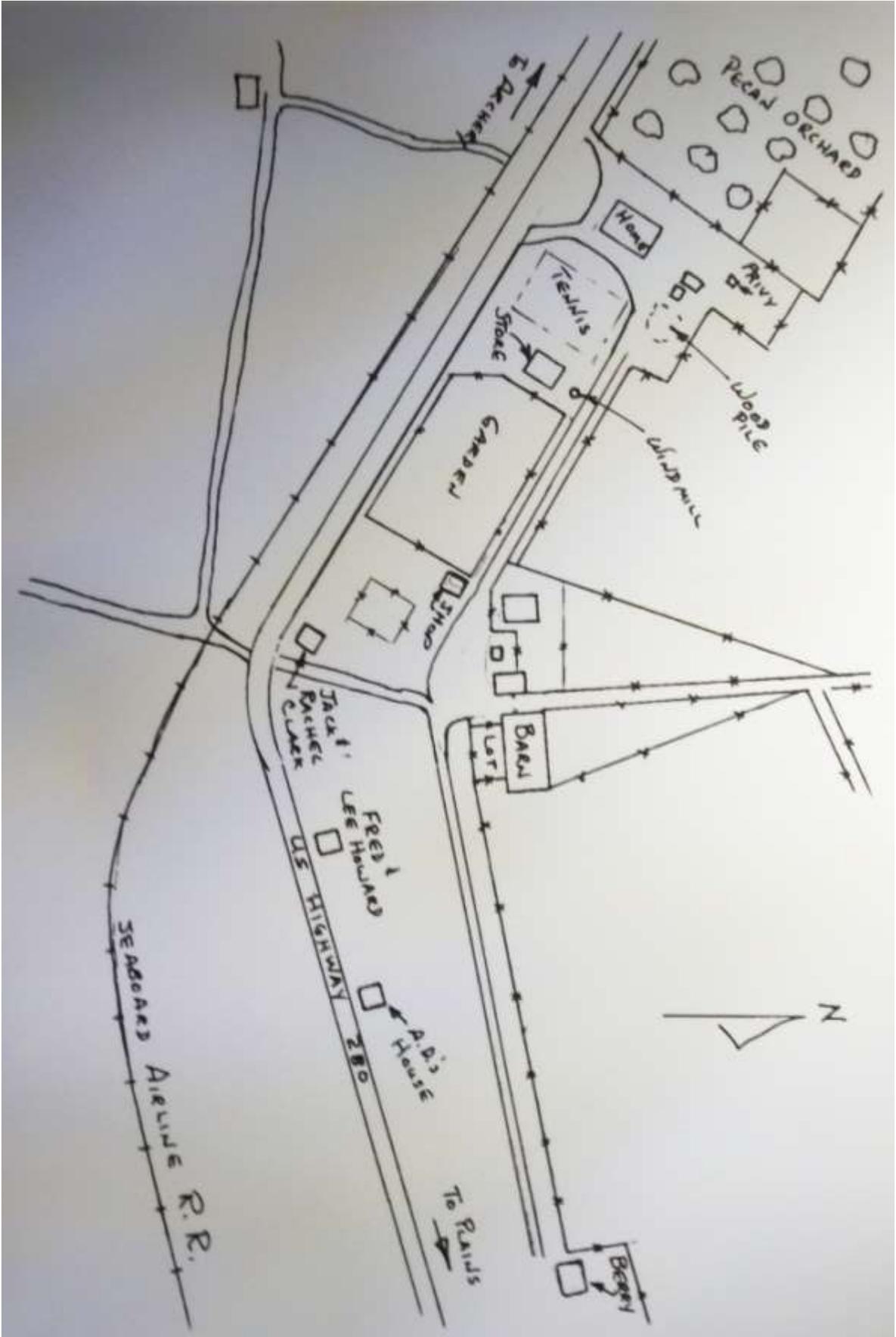
President Carter drew the map above to help National Park Service archaeologists and researchers rebuild the Carter Home Place near Archery, GA. The Carter Boyhood Farm, part of the Jimmy Carter National Historic Site, was reconstructed with this map as its basis. Students can see a copy of this map in the Pre-Presidency section of the Museum.

Suggested Map Activities:

*Have students play a game of virtual hide and seek. Give students individual copies of the map. Have one student decide on a hiding place, and another student ask questions about where s/he is hiding. Then, the "hiding" student must give clues to help the seeker find him/her. For example, a student hiding at the Barn Lot might specify that s/he is hiding northeast of the shop or west of Plains. (Note: The squares listed with names are the homes of the listed sharecropping family.)

*Send students on a treasure hunt. Give each student a copy of the map, and have every put his/her finger on a given starting point. Then, give simple directions that students should follow to travel around the map. After a few directions, have students share where they ended. If they ended in the right place, they have "found" the treasure, which could be the chance to view the ending location at www.jimmycartervirtualtour.info. As students get more adept at using cardinal and intermediate directions, the steps to find the treasure could increase in number and difficulty.

*Younger students could work in groups to play a map-matching game. Give each group one copy of the whole map, and another copy of the map cut into small pieces. Have groups work one student at a time to place pieces of the map on the corresponding section of the whole map. Have students share how they knew which piece belonged in a specific location on the whole map.



Helpful Websites:

- *President Carter's official White House biography: <http://www.whitehouse.gov/about/presidents/jimmycarter>
- *President Carter's biography in the New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-676>.
- *Jimmy Carter National Historic Site in Plains: <http://www.nps.gov/jica/index.htm>.
- *Jimmy Carter National Historic Site Education Program: <http://www.jimmycarter.info>.
- *Virtual Tour of Carter Boyhood Farm: <http://www.jimmycartervirtualtour.info>.
- *Plains, Georgia's homepage: <http://www.plainsgeorgia.com>.

"When his father died in 1953, Jimmy Carter resigned his naval commission and returned with his family to Georgia. He took over the Carter farms, and he and Rosalynn operated Carter's Warehouse, a general-purpose seed and farm supply company in Plains." To read more about his biography click [here](#)(1) or visit the Carter Library and Museum [Youth Spaces](#)(2)



Leaving the urban life of the Navy to return to life on a farm was a big change. Plains, Georgia is a small town in southwestern Georgia, which has an interesting history. For more background information on Plains click [here](#) (3).

The Man from Plains

Jimmy Carter Library and Museum

Introduction to peanut farming activity:

Print off or show on a projector the [map](#)(4) of peanuts grown for nuts in the United States in 2007. Then have students answer the following questions as a warm-up/do now activity.

1. In what regions or states are peanuts grown for nuts today?
2. What parts of Georgia have concentrations of peanuts being grown?
3. After looking at the map, can you see a pattern? What might explain the pattern or concentration?

For further reading on peanut farming click [here](#)(5).

Peanuts for Nuts, Harvested Acres 2007



pg. 14

Answer key on

Georgia Performance Standards

SSWG1: The student will explain the physical aspects of geography.

- b.** Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place.

SS8H10: The student will evaluate key post-World War II developments of Georgia from 1945-1970.

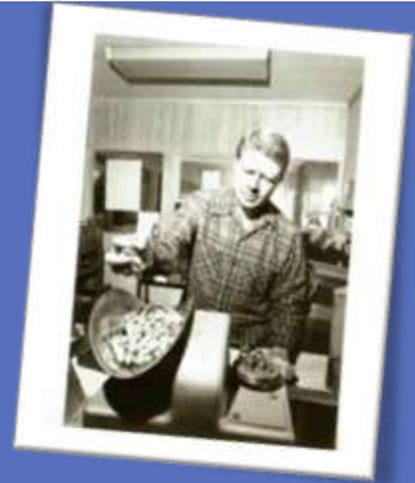
- a.** Analyze the impact of the transformation of agriculture on Georgia's growth.

Advanced Placement Human Geography Outline

V. Agricultural and Rural Land Use

- B. Major Agricultural production regions
 1. Agricultural systems associated with major bioclimatic zones

C. Rural Land use and settlement patterns



Brainstorming Activity

Put the word "Peanut farming" on the board. Then ask students to respond to these questions either in a class discussion or written response.

- What are some different uses for peanuts?
- Why is the peanut an important crop for Georgia?
- Who was George Washington Carver and how was he important in the development of peanut usage?



George Washington Carver

For an extension activity on this great American, have students view one of the videos below and then do further research on Carver and his many uses for the peanuts. Students can then report to class on their findings.

For middle to high school students view this [video](#)(6) on Carver's life and achievements. A different video and more information about his life can be found [here](#)(7).

cont.

Answer key from page [12](#):

- 1) Southeast US states and Texas
- 2) Southwest GA
- 3) Yes, along Atlantic Coast and inland in SW GA, Also, climate and soil must be good for growing peanuts.

Rural vs. Urban life

Have students respond to the question: How might life be different in a big city on a naval base versus in a small town and working on a farm?

1. Students will create a "T chart" to compare and contrast life in a small, agricultural town versus life

on an urban naval base. Students should consider transportation, social environment, amenities, technology, and modern

2. Students will pair and share the "T chart" with their partner and add to it after discussion.

3. After students have completed their chart, the teacher should lead class discussion and review of the differences between urban and rural life.

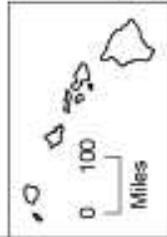
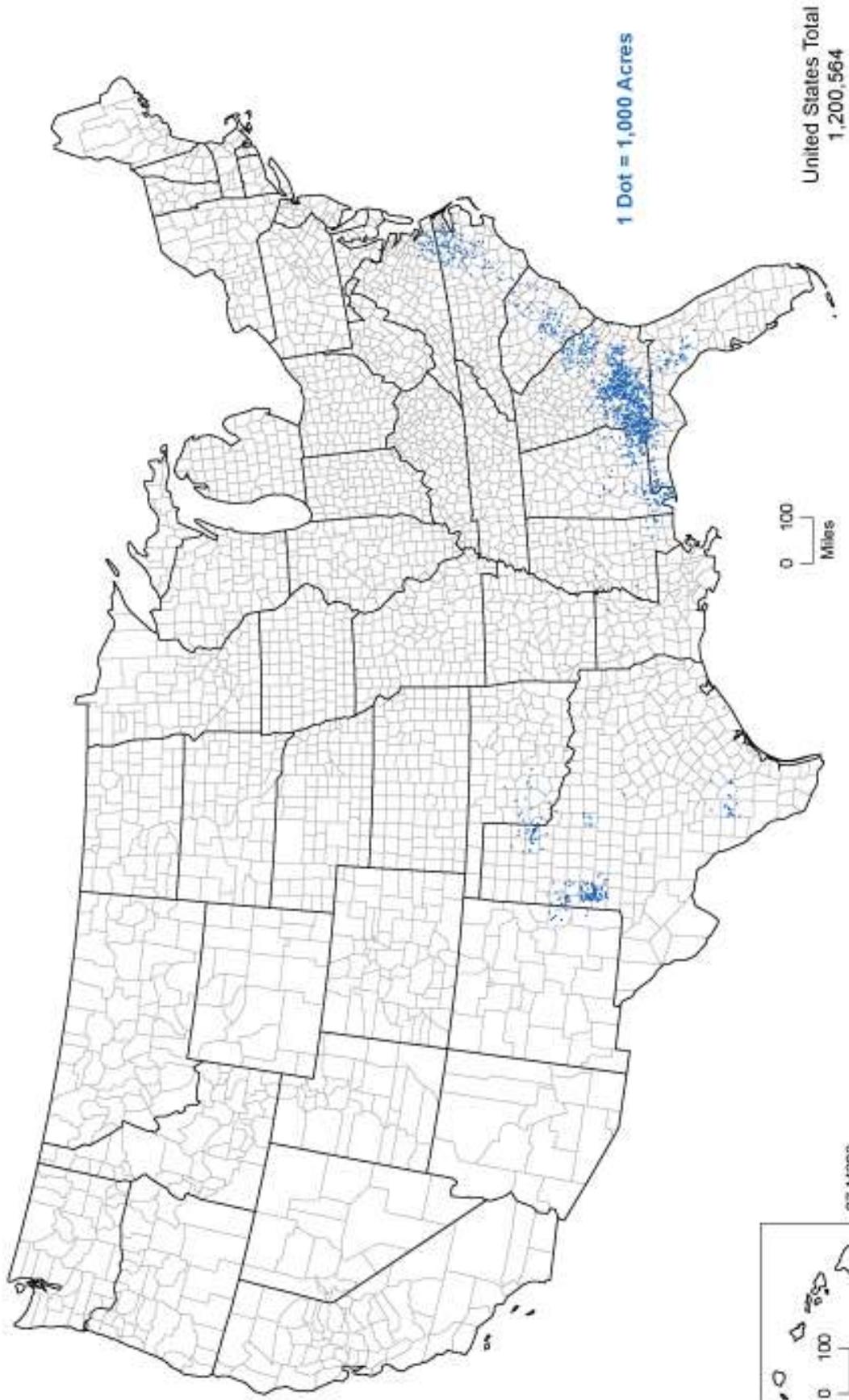
Concluding Activity: A letter

Students will write a letter to a friend using the prompt below.

Imagine yourself having to move from a fast-paced urban life to a small town to farm. How would you respond if you had to move like Rosalynn Carter did? How would your life be different? What would be the positive and negative factors in the move? How might the move impact your future career and life?

Urban Life	Rural Life

Peanuts for Nuts, Harvested Acres: 2007



Urban Life

Rural Life

Internet Resources for these lessons

Biography websites on Jimmy Carter's life

1. http://www.jimmycarterlibrary.gov/documents/jec/jecbio_p.phtml
2. <http://www.jimmycarterlibrary.gov/youthspace/life01.html>

Background information on Plains

3. <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3280&hl=y>

Peanuts for Nuts map, 2007 USDA

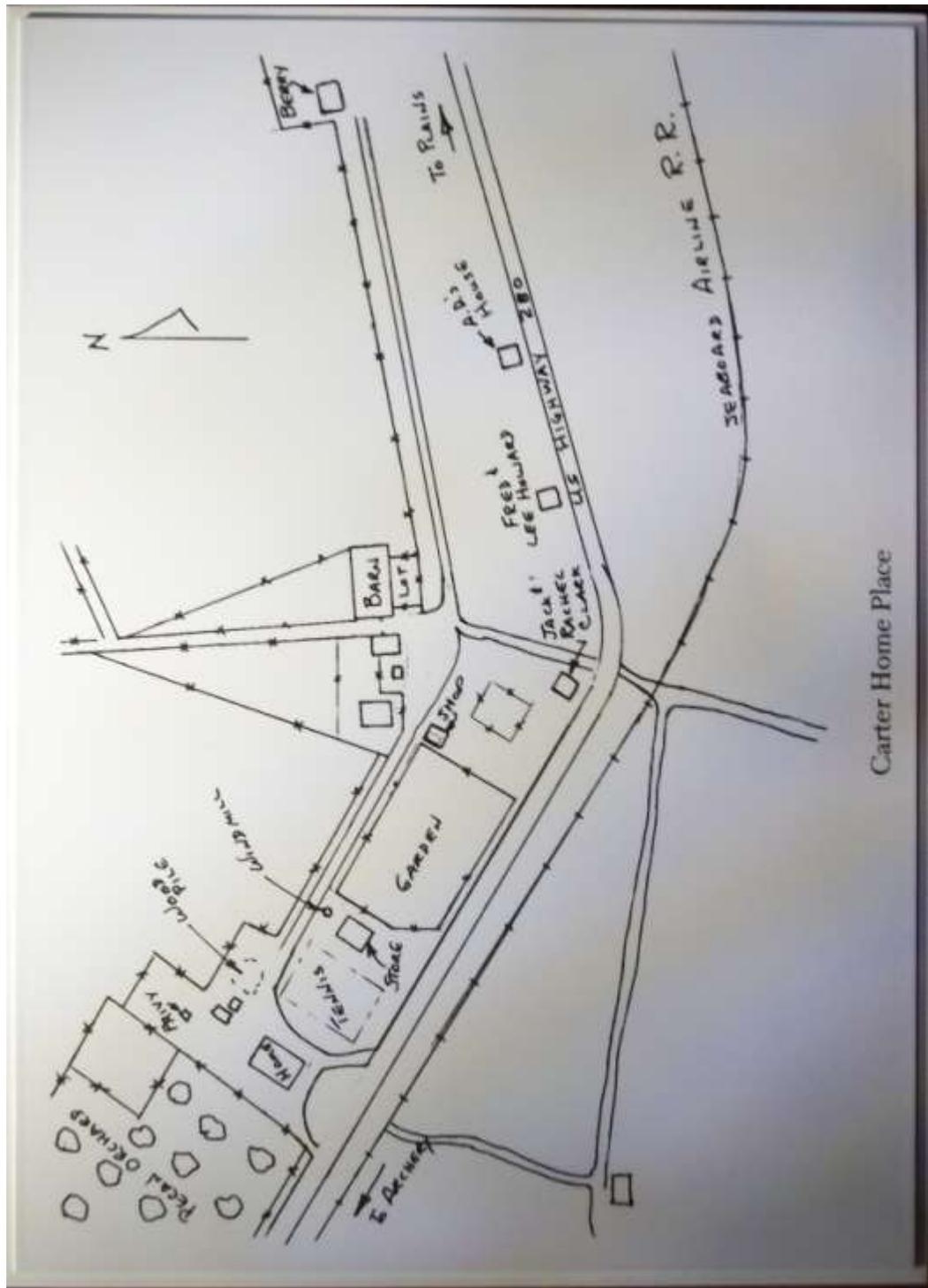
4. [http://www.nass.usda.gov/research/2007mapgallery/album/Crops and Plants/Field Crops Harvested/slides/Peanuts%20for%20Nuts,%20Harvested%20Acres.jpg](http://www.nass.usda.gov/research/2007mapgallery/album/Crops%20and%20Plants/Field%20Crops%20Harvested/slides/Peanuts%20for%20Nuts,%20Harvested%20Acres.jpg)

Further reading on Peanut farming

5. <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1809&hl=y>

Videos on George Washington Carver's life and achievements

6. <http://www.havefunwithhistory.com/movies/gwCarver.html>
7. <http://www.biography.com/articles/George-Washington-Carver-9240299>



Carter Home Place

This a picture of the Carter Home Place. Complete the Map Analysis worksheet on page X to help understand the map.

Map Analysis Worksheet

1.	TYPE OF MAP (Check one): <input type="radio"/> Raised Relief map <input type="radio"/> Topographic map <input type="radio"/> Political map <input type="radio"/> Contour-line map <input type="radio"/> Natural resource map <input type="radio"/> Military map <input type="radio"/> Bird's-eye map <input type="radio"/> Artifact map <input type="radio"/> Satellite photograph/mosaic <input type="radio"/> Pictograph <input type="radio"/> Weather map <input type="radio"/> Other
2.	UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more): <input type="checkbox"/> Compass <input type="checkbox"/> Handwritten <input type="checkbox"/> Date <input type="checkbox"/> Notations <input type="checkbox"/> Scale <input type="checkbox"/> Name of mapmaker <input type="checkbox"/> Title <input type="checkbox"/> Legend (key) <input type="checkbox"/> Other
3.	DATE OF MAP: _____
4.	CREATOR OF THE MAP: _____
5.	WHERE WAS THE MAP PRODUCED? _____
6.	MAP INFORMATION A. List three things in this map that you think are important. 1. _____ 2. _____ 3. _____ B. Why do you think this map was drawn? C. What evidence in the map suggests why it was drawn? D. What information does this map add to the textbook's account of this event? E. Does the information in this map support or contradict information that you have read about this event? Explain. F. Write a question to the mapmaker that is left unanswered by this map.

On the Move



The Geography of Segregation & Integration

GPS Correlations

5th Grade:

SS5H2c: Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights.

SS5H8b: Explain the key events and people of the Civil Rights Movement.

8th Grade:

SS8H6c: Analyze the importance of Reconstruction in Georgia, emphasizing . . . sharecropping and tenant farming.

SS8H11: Evaluate the role of Georgia in the modern civil rights movement.

US History:

SSUSH22: Identify dimensions of the Civil Rights Movement, 1945-1970.

SS8H24a: Compare and contrast SNCC and the SCLC's tactics; include sit-ins, freedom rides, and changing composition.

Rachel Clark, pictured below, often served as President Carter's caretaker while his mother was busy as a nurse and his father was occupied with the family farm and business. Rachel and her husband Jack were laborers on the Carter land, and Rachel herself was known for her amazing abilities as a field hand. Her children were President Carter's closest childhood friends; in fact, nearly all of his friends were African-American.

While the Clarks were greatly respected by the Carters, and the Carters treated the families who labored on their land fairly, the sharecropping system itself was still inherently unequal. President Carter and his friends were separated by social custom as well as local law as they grew older, and had to attend segregated schools.

The vast differences in lifestyle and opportunity for African-American and White children in the rural South in the 1930s were not clear to President Carter until much later. As an adult, he would describe the region as living in "an hour before daylight," in a book of the same name.





Possible events
for timeline/
mapping:

the Movement.

In the following activity, students will track the movement of the ideals of the Civil Rights Movement over time and place.

The modern Civil Rights Movement certainly has its roots in the fight for rights that began as soon as Africans were enslaved in North America. In this activity, students will start with A. Phillip Randolph's March on Washington and track civil rights advances through the present day.

- 1) For this activity, students will need reference sources about the modern Civil Rights Movement, such as textbooks, monographs, or Internet access, and a [map](#) of the United States.
- 2) As a class, create a timeline using bulletin board paper that shows civil rights activities from 1941 (Randolph's march) to the present day. Teachers should predetermine how many or which events will be included. If using this as an introductory activity, teachers might wish to provide students with index cards naming the desired events. Then, students can research their assigned event(s), and share that information with the class before placing the event(s) correctly on the timeline.
- 3) After the timeline is created, students can use their maps to show how the Movement spread. Using Washington, D.C. as a starting point, students should draw arrows that indicate the spread of civil rights ideas across the country.

The image below from the Digital Library of Georgia shows Dr. King and Ralph David Abernathy in Albany, GA during the Albany Movement.

The Albany Movement was a citizen-led movement in the fall of 1961 to integrate public facilities in Albany, Georgia.



The Albany Movement

Dr. Martin Luther King, Jr., became part of the movement shortly after it began, and the movement gained momentum. Within one week, he and hundreds of other protestors were arrested and jailed.

Dr. King accepted bail upon the premise that the city's leaders would negotiate with the protestors. Instead, the sheriff used additional jail space in neighboring counties to incarcerate more and more protestors. Eventually, Dr. King left Albany feeling like the movement had been a failure. He took lessons learned with him to Birmingham, AL, where protests were much more successful and brought the overall Movement the attention of the nation.

Among other leaders of the Albany Movement were several members of SNCC, the Student Non-violent Coordinating Committee, who had initially gone to Albany to register voters. Despite Dr. King's feelings that the goals of the movement had not been achieved, local participants continued to work toward integration. In addition, the protest movement spread to neighboring communities, including Americus, in Sumter County.

At the time of the Albany Movement, President Carter was serving as a member of the Sumter County School Board. His efforts to improve the running of the school system were often voted down, as voters feared these initiatives might lead to racial integration.

In 1962, on the heels of the Albany Movement

and integration protests in the surrounding area, President Carter was elected to the Georgia State Senate, despite ballot fraud efforts in a neighboring county.

Following this first election to state office, President Carter would begin to work toward increasing civil rights for all people, including women and people of color. During his Presidency, President Carter posthumously awarded the Presidential Medal of Freedom to Dr. King.

At the ceremony, President Carter spoke the following words:

Martin Luther King, Jr., was the conscience of his generation. He gazed upon the great wall of segregation and saw that the power of love could bring it down. From the pain and exhaustion of his fight to fulfill the promises of our founding fathers for our humblest citizens, he wrung his eloquent statement of his dream for America. He made our nation stronger because it made it better. His dream sustains us yet.

~1977



“We can have an America that encourages and takes pride in our ethnic diversity, our religious diversity, our cultural diversity – knowing that out of this pluralistic heritage has come the strength and the vitality and the creativity that has made us great and will keep us great.”

Jimmy Carter, 1976

The following activities can help students learn more about the Albany Movement, and the tactics that made the Civil Rights Movement ultimately successful.

- 1) Have students research the tactics used by various Civil Rights protestors, including non-violent resistance, sit-ins, picketing, etc. Have pairs of students create a short debate, arguing for or against a given tactic. Following the debate, the rest of the class can vote on whether or not they think the tactic would be successful in achieving the desired outcome.
- 2) Have students identify places where they feel the Movement was successful, and places where it was less successful. Students should identify the role that location and environment played in these successes. Were all tactics successful in all places? What impact did location have?
- 3) Dr. King borrowed the concept of non-violent resistance from Gandhi and the struggle for Indian independence. Where did these ideas spread following the American Civil Rights Movement? Where can you find them in practice today?



Segregation on the Carter Farm

The map on the following page shows the Carter Farm of President Carter's childhood. President Carter drew this map to aid National Park Service archaeologists and researchers who were rebuilding the farm as part of the Jimmy Carter National Historic Site.

In addition to showing the physical location of outbuildings and other structures on the farm, the map also indicates a sense of the segregation that occurred at the time, even among people with close relationships like the Carters had with the families that sharecropped on their land.

The following activity helps students identify facets of segregation from two different primary sources. If students complete this activity after visiting the Carter Museum, they will be able to use additional evidence from Museum exhibits, audio, and video to complete the summarizing activity in Step Four.

- 1) Teachers should give students access to the following:
 - *the map of the Carter Home Place on the following page.
 - *audio footage of President Carter discussing the radio broadcast of the Max Schmeling/Joe Louis boxing match in 1938 (listen [here](#) – URL listed at the end of this document).
- 2) As students examine each of the primary sources, they should focus on evidence of segregation in the lives of the Carters and their neighbors. They should also attempt to evaluate the impact of this segregation on the people involved. The NARA worksheets on the pages following the map can be used to help students evaluate the sources.
- 3) Once students have evaluated the sources, they should work in groups to compare the evidence they have found. Then, students should think about ways that these early experiences might have impacted President Carter, and the policies he later supported as Governor and President.
- 4) Finally, students should present the evidence they have found. They will write an opinion article explaining the impact of the legalized and *de facto* segregation that was part of President Carter's upbringing on his policy stances and political choices. They can also go a step farther by describing the influence of these early experiences with segregation on President Carter's work with the Carter Center, and ensuring human rights to people around the world.



What did segregation really mean?

For children growing up in the 1930s in the rural South, segregation was an accepted social practice. In many cases, it was also law. This activity helps students think about how segregation affected people in their everyday lives.

- 1 Have students list the activities they do in a normal week (school, neighborhood, etc.). Encourage them to think about the different people they see.
- 2 As a class, create a master list of activities. It is not necessary to list every single activity mentioned.
- 3 Then, help students identify which of their activities would have been segregated. Have students discuss what this might have meant for their friendships, quality of education, opportunities for growth and advancement, etc.

Reset Form

Map Analysis Worksheet

Print Form

1. TYPE OF MAP (Check one):

- | | |
|--|---|
| <input type="radio"/> Raised Relief map | <input type="radio"/> Bird's-eye map |
| <input type="radio"/> Topographic map | <input type="radio"/> Artifact map |
| <input type="radio"/> Political map | <input type="radio"/> Satellite photograph/mosaic |
| <input type="radio"/> Contour-line map | <input type="radio"/> Pictograph |
| <input type="radio"/> Natural resource map | <input type="radio"/> Weather map |
| <input type="radio"/> Military map | <input type="radio"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF THE MAP:

5. WHERE WAS THE MAP PRODUCED?

6. MAP INFORMATION

A. List three things in this map that you think are important.

Limit response for each question to a single line of text

-
-
-

B. Why do you think this map was drawn?

Limit response for each question to 2 lines of text

C. What evidence in the map suggests why it was drawn?

D. What information does this map add to the textbook's account of this event?

E. Does the information in this map support or contradict information that you have read about this event? Explain.

F. Write a question to the mapmaker that is left unanswered by this map.

Reset Form

Print Form

Reset Form

Sound Recording Analysis Worksheet

Print Form

Step 1. Pre-listening

A. Whose voices will you hear on this recording?

B. What is the date of the recording?

C. Where was this recording made?

Step 2. Listening

A. Type of sound recording (check one):

- | | |
|---|--|
| <input type="radio"/> Policy Speech | <input type="radio"/> Convention proceedings |
| <input type="radio"/> Congressional Testimony | <input type="radio"/> Campaign speech |
| <input type="radio"/> News report | <input type="radio"/> Arguments before a court |
| <input type="radio"/> Interview | <input type="radio"/> Panel discussion |
| <input type="radio"/> Entertainment broadcast | <input type="radio"/> Other |
| <input type="radio"/> Press conference | |

B. Unique physical qualities of the recording

- Music
- Live broadcast
- Narrated
- Special sound effects
- Background sounds

C. What is the tone or mood of this recording?

Step 3. Post-listening (or repeated listening)

A. List three things in this sound recording that you think are important:

1.
2.
3.

B. Why do you think the original broadcast was made and for what audience?

C. What evidence in the recording helps you to know why it was made?



D.	List two things this sound recording tells you about life in the United States at the time it was made: 1. <input type="text"/> 2. <input type="text"/>
E.	Write a question to the broadcaster that is left unanswered by this sound recording. <input type="text"/>
F.	What information do you gain about this event that would not be conveyed by a written transcript? Be specific. <input type="text"/>

Reset Form

Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408

Print Form

In many parts of the South, sharecropping replaced slavery following the Civil War and emancipation. The system was based on debt, as sharecroppers leased their land with the expectation that they would “pay” for it with a portion of upcoming crop yields. In additions, landowners like the Carters often provide the sharecroppers with food, clothing, and other goods through small stores. In lieu of payment, they would sell items on credit – increasing the indebtedness of the sharecroppers. A failed harvest could result in an unending cycle of debt, and many families were forced to put every family member in the fields to have any hope of paying off their debts.



Bulloch County sharecroppers are pictured above.

Image: *New Georgia Encyclopedia*

Helpful Links:

*Jimmy Carter’s biography at the New Georgia Encyclopedia:

<http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-676&hl=y>.

*The Albany Movement’s story at the New Georgia Encyclopedia:

<http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-1057&hl=y>.

*The Albany Movement records – documents, political cartoons, news footage – from the Civil Rights Digital Library: http://crdl.usg.edu/events/albany_movement/?Welcome.

*Photographs from the Civil Rights Movement in Georgia:

<http://www.crmvet.org/images/imgga.htm>.

*Recollections of the Civil Rights Movement – scroll to find accounts from Georgia:

<http://crmvet.org/nars/narshome.htm>.

*Transcript of ceremony awarding the Presidential Medal of Freedom to Dr. Martin Luther King, Jr.:

<http://www.presidency.ucsb.edu/ws/index.php?pid=7784#axzz1KfsDxYJN>.

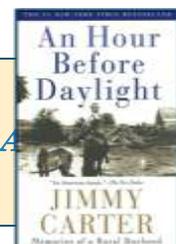
*Audio recording of President Carter discussing the importance of radio, and the 1938 Schmelling/Louis boxing match:

http://hw.libsyn.com/p/4/a/0/4a04ca6156575c5b/JimmyCarterBoyhoodHomeLivingroom.mp3?sid=7400096f010e2d75e116a10768e2a23b&l_sid=29600&l_eid=&l_mid=2415804.

*Sharecropping in the New Georgia Encyclopedia:

<http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-3590&hl=y>.

For more information about Jimmy Carter’s childhood and his thoughts on the segregation of his youth, read *An Hour Before Daylight*.



Life in Plains

Fifth Grade GPS:



SS5H3b: Describe the impact on American life of the Wright Brothers (flight), G. W. Carver (science), A. G. Bell (communication), and Thomas Edison (electricity).

SS5H4b: Describe the cultural developments and individual contributions in the 1920s of the automobile (Henry Ford).

SS5H5: Explain how the Great Depression and New Deal affected the lives of millions of Americans.

SS5G2b: Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas.

Eighth Grade GPS:



SS8H8a: Describe the impact of the boll weevil and drought on Georgia.

SS8H8b: Explain economic factors that resulted in the Great Depression.

SS8H8d: Discuss the effect of the New Deal in terms of the impact of the CCC, AAA, rural electrification, and Social Security.

SS8H12b: Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

The Man from Plains

President Jimmy Carter was born in Plains, Georgia, in 1924. A few years later, President Carter's family moved from Plains to the nearby rural community of Archery. The Carter family farmed, and leased some of its land to African-American laborers. The Carter family's experiences during the Great Depression shaped President Carter's character as a President and a human rights leader.

Following his time at the United States Naval Academy and a career as a naval officer, President Carter and his young family returned to Plains, where President Carter worked with the family's peanut business. Once again, agriculture was a major player in his life. Even after he entered politics, and spent less time in Plains, President Carter continued to direct operations on his family's land. Even today, the Carters plant and harvest several hundred acres of peanuts.

Understanding the changes that occurred in rural Southern communities during the 20th century will help students understand the important role that growing up in Plains played in President Carter's later choices as Governor and President, as well as his desire to help people all over the world lead healthy and productive lives.



Learning Like a President

REPORT OF
Carter, Jimmy

MONTHS	1	2	3	4	Ex	Av	5	6	7	8	9	Ex	Av	Y av
DAYS PRESENT	20	20	20	20		80	20	20	20	20			80	160
TIMES TARDY	1	0	0	0		1		1	1				2	3
CONDUCT	a	a	a	a		a		a	a	a			a	a
SPELLING	a	a	a	a		a		a	a	a			a	a
READING	a	a	a	a		a		a	a	a			a	a
WRITING	a	a	a	a		a		a	a	a			a	a
ARITHMETIC	a	a	a	a		a		a	a	a			a	a
GRAMMAR	B	a	a	a		a		a	a	a			a	a
LANGUAGE														
GEOGRAPHY	a	a	a	a		a								a
HISTORY								a	a	a				a
HEALTH	a	a	a	a		a		a	a	a			a	a
DRAWING														
MUSIC	a	a	a	a		a		C	B	A			B	A
AGRICULTURE														
Teeth														

Parents please examine, sign and return.

- 1 *J. E. Carter*
- 2 *J. E. Carter*
- 3 *J. E. Carter*
- 4 *J. E. Carter*
- 5 *J. E. Carter*
- 6 *J. E. Carter*
- 7 *J. E. Carter*

President Carter's report card from the 1935-1936 school year, when he was in 6th grade. Both sides of the report card are enlarged at the end of this document for student use.

-Give pairs or groups of students copies of President Carter's 6th grade report card. Both sides are included at the end of this document, and can be reproduced to mimic the card as it actually exists in the Carter Museum.

-Encourage students to look at the report card from several different points of view:

*What would President Carter's parents have wanted to see? Do you think they found this report card satisfactory?

*What would President Carter think looking back on this report card today? Would he have been proud of his work?

*What would an historian of President Carter's life notice about this report card? Does it give any hints about his character and achievements as an adult?

*What do YOU (as modern students) notice about the report card? What is similar to your progress reports/report cards, and what is different?

Note: A four-square chart for analyzing the document from each of these perspectives is included in this document.

-Guide students in a discussion about their observations. If the following items go unnoticed, help students think about possible answers to the following questions:

*Why was the school year approximately 20 days shorter than it is for most students today?

*Why did President Carter not take classes in agriculture, even though he lived in a rural, farming community?

*Why did someone make notations about the quality of President Carter's teeth? Why aren't such things noted on report cards today?

REPORT OF

Carter, Jimmy

MONTHS	1	2	3	4	Ex	Av	5	6	7	8	9	Ex	Av	Y av
DAYS PRESENT	20	20	20	20		80		20	20	20	20		80	160
TIMES TARDY	1	0	0	0		1			1	1			2	3
CONDUCT	a	a	a	a		a		a	a	a	a		a	a
SPELLING	a	a	a	a		a		a	a	a	a		a	a
READING	a	a	a	a		a		a	a	a	a		a	a
WRITING	a	a	a	a		a		a	a	a	a		a	a
ARITHMETIC	a	a	a	a		a		a	a	a	a		a	a
GRAMMAR	B	a	a	a		a		a	a	a	a		a	a
LANGUAGE														
GEOGRAPHY	a	a	a	a		a								a
HISTORY								a	a	a	a		a	a
HEALTH	a	a	a	a		a		a	a	a	a		a	a
DRAWING														
MUSIC	a	a	a	a		a		a	B	a	C		B	a
AGRICULTURE														
Teeth		a	a	a				a	a	a	a		a	a

Parents please examine, sign and return.

1 *J. E. Carter* 2 *J. E. Carter*
 3 *J. E. Carter* 4 *J. E. Carter*
 5 *J. E. Carter* 6 *J. E. Carter*
 7 *J. E. Carter* 8 *J. E. Carter*

SUMTER COUNTY SCHOOLS

School Plains High
P. O. Plains, Georgia
Term 1935 - 36
Julia L. Coleman Supt.
Pupil Jimmy Carter
Dept. _____ Grade 6
Jeannette Davis Teacher

IMPORTANT TO PARENTS

Reports are sent out at the end of each month. Please note progress and standing of your children, commending or reproving accordingly.

See that lessons are prepared at home. Earnest cooperation on the part of parents will greatly aid the work of the teacher.

Method of Grading: A, 93—100 D, 70—78
 B, 86—92 E, 65—69
 C, 79—85 F, Below 65

Every unexcused absence deducts _____ from attendance and _____ from each recitation of that day.

An average of _____ is required both of maintaining a grade and for promotion at the end of Term.

CERTIFICATE OF PROMOTION

The above named pupil having maintained the average of _____ is hereby promoted to the 7th Grade for next Term.

Julia L. Coleman
Supt. or Prin.
Jeannette Davis
Teacher.
Date 5/29/36

Observations from the perspective
of President Carter's parents:

Observations from the perspective
of President Carter:

Observations from the perspective
of a Carter historian:

Observations from your
perspective as a modern student:

Reset Form

Written Document Analysis Worksheet

Print Form

1. TYPE OF DOCUMENT (Check one):

- | | | |
|----------------------------------|-------------------------------------|--|
| <input type="radio"/> Newspaper | <input type="radio"/> Map | <input type="radio"/> Advertisement |
| <input type="radio"/> Letter | <input type="radio"/> Telegram | <input type="radio"/> Congressional Record |
| <input type="radio"/> Patent | <input type="radio"/> Press Release | <input type="radio"/> Census Report |
| <input type="radio"/> Memorandum | <input type="radio"/> Report | <input type="radio"/> Other |

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

Limit response for each question to 3 lines of text

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document:

Reset Form

Print Form

The impact of technology:

Innovation!

*Encourage students to think about the various types of technology that rapidly changed the world at the beginning of the 20th century.

*Show students pictures, such as those on this page (enlarged on following pages), that demonstrate the impact of these technologies on the rural South.

*Have students create a technological timeline of the photographs, putting them in chronological order based on what technology (and other clues) appears in the images.

*Use the NARA photograph analysis worksheet following the photographs to help students evaluate the photographs.



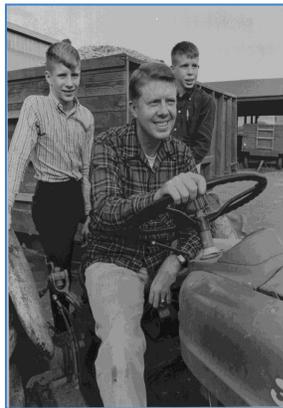
Windmill – running water



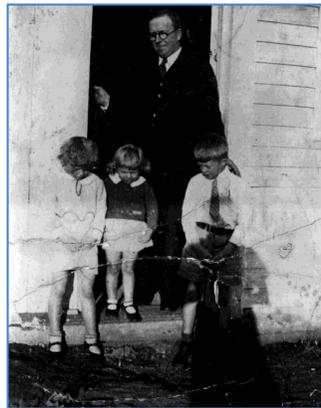
Gas pump at Carter store - automobile



Indoor plumbing



Tractor – 1965 image



Photography/camera

Have students think about various technological innovations that would have come to prominence shortly before or during Jimmy Carter's childhood.

Encourage them to look for evidence of this technology in the Museum's exhibits.

As a follow-up to their visit, students can identify whether or not the technologies played a role in President Carter's childhood, and how they may (or may not) have impacted the Archery/Plains communities.

Some suggestions:

- *railroads
- *mechanized farm equipment, like tractors
- *radios
- *electricity
- *running water in homes
- *telephone
- *automobiles
- *improved farming techniques (modern crop rotation, using different crops like peanuts, etc.)
- *airplanes (see box to left)

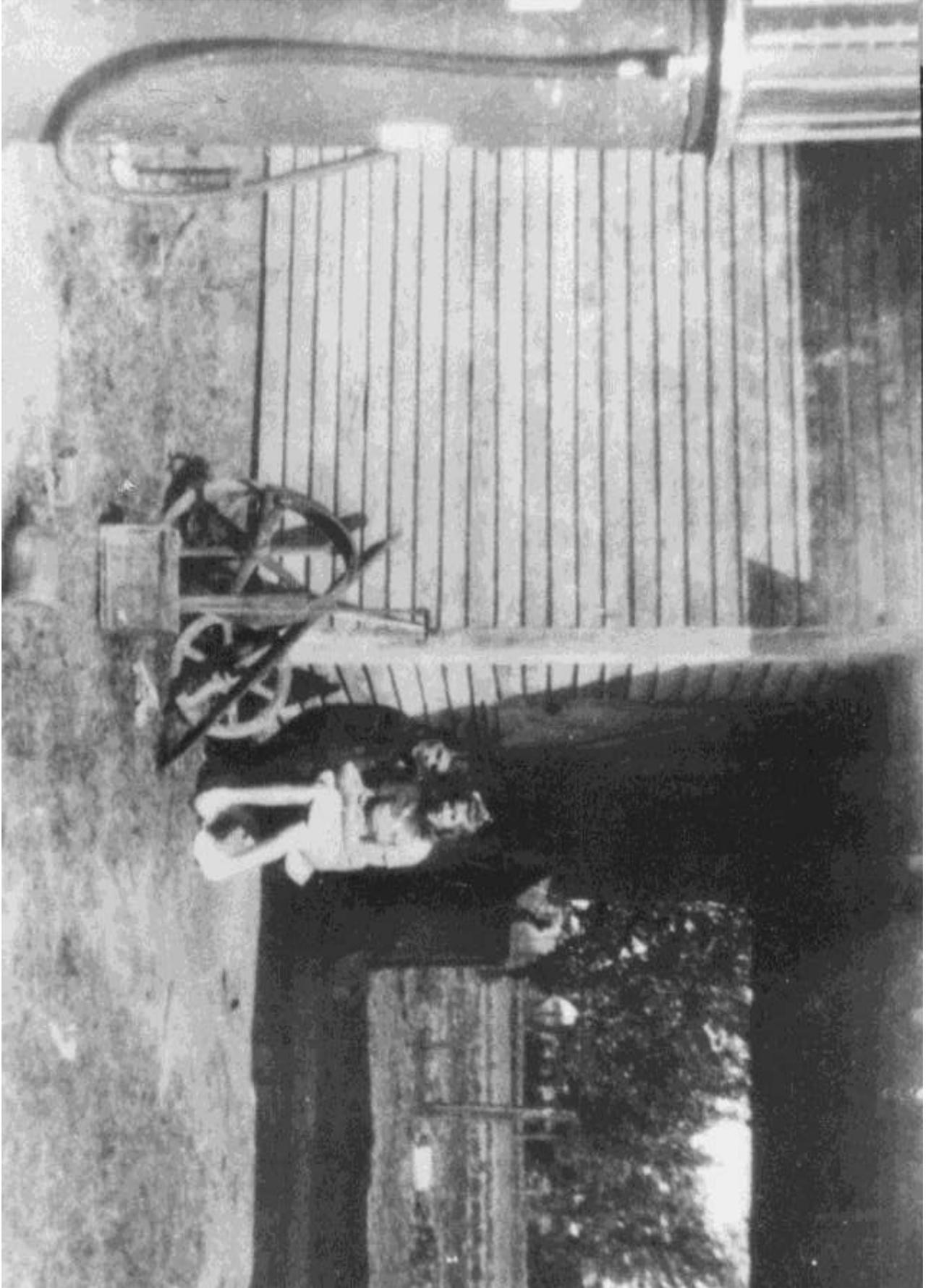
Souther Field

Charles Lindbergh learned to fly at Souther Field, in Sumter County, GA. Accounts vary of his first flights, but the New Georgia Encyclopedia provides a nice overview:

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3125>.











Reset Form

Photo Analysis Worksheet

Print Form

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

- B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Limit response for each question to 5 lines of text

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

- A. What questions does this photograph raise in your mind?

- B. Where could you find answers to them?

Reset Form

Print Form



New Deal Influences

*Programs like the Civilian Conservation Corps (CCC), Agricultural Adjustment Administration (AAA), and rural electrification rapidly changed the rural South during the New Deal. For more information on New Deal programs, this website gives a good overview:

http://www.fdrheritage.org/new_deal.htm.

*Using the arrow chart on the next page, have students identify the impact of the Great Depression on rural communities like Plains, and how selected New Deal programs changed the living situation in these communities.

*Alternatively, students could be put into jigsaw groups to study each of four selected programs. Each student in the jigsaw group works with a content group where everyone works together to find information about the assigned New Deal program. Then, the content groups return to their jigsaw groups and share what they learned about their program. Groups can complete the arrow chart, or students can complete it individually as a formative assessment.

Making Connections:

Learning about President Carter's childhood through artifacts, photographs, and audiovisual presentations will help make his experiences come alive for students. Use students' observations from the Museum to initiate a conversation about how where people live in childhood can impact their later lives.

*Compare President Carter's experiences in a rural, Southern community during the Great Depression to the childhood situations of other historical figures studied in class. Dr. Martin Luther King, Jr., provides an interesting contrast, since he grew up in a similar time period and in the same state, yet his experiences in a the urban center of Atlanta were quite different from President Carter's.

*Consider how President Carter's rural childhood influenced the following choices he made as Governor of Georgia and President of the United States. {Use the biography websites listed below for more background if needed.} Explain these actions to students, and have them share ways that growing up in a farming community, tied closely to the earth, might have helped President Carter make these choices.

-Promoted the *Adequate Program for Education in Georgia* to improve the state's schools.

-Openly spoke in his gubernatorial inaugural address of the rights of "poor, rural, weak, or black" people to education, employment, and justice.

-Expanded the National Park Service, and protected millions of acres of natural areas.

-Created a new national energy policy.

*If necessary, have students do a bit of Internet research to find out what life is like in modern rural Georgia. Do people in small communities like Plains feel isolated in the same way that President Carter describes feeling at times when he was a boy? What has changed over the past 70-80 years that has brought people closer together despite geographical distances?

New Deal Impacts:

Identify three New Deal programs that impacted rural communities. Then, list results of each program in the following arrows. Finally, at the bottom of the page, explain whether or not you think the programs were successful in helping communities overcome the Great Depression.

New Deal Program One:

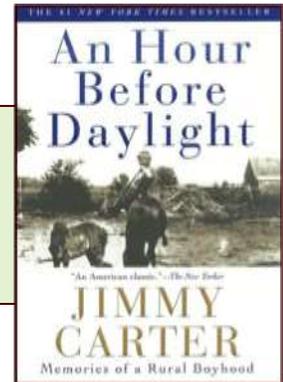
New Deal Program Two:

New Deal Program Three:

Helpful Websites:

- *President Carter's official White House biography: <http://www.whitehouse.gov/about/presidents/jimmycarter>
- *President Carter's biography in the New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-676>.
- *Jimmy Carter National Historic Site in Plains: <http://www.nps.gov/jica/index.htm>.
- *Jimmy Carter National Historic Site Education Program: <http://www.jimmycarter.info>.
- *Virtual Tour of Carter Boyhood Farm: <http://www.jimmycartervirtualtour.info>.
- *Plains, Georgia's homepage: <http://www.plainsgeorgia.com>.
- *Background information on New Deal programs: http://www.fdrheritage.org/new_deal.htm.
- *Analysis and explanation of the New Deal in Georgia: <http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-2733&hl=y>.
- *Vanishing Georgia Archive – search by keyword, city, or county for photographs from across Georgia: http://dlg.galileo.usg.edu/vanga/html/vanga_homeframe_default.html.

For more information about Jimmy Carter's childhood and memories of growing up in Plains, read *An Hour Before Daylight*.



The Great Depression

"I preferred to plow without wearing shoes, and I remember vividly the caress of the soft, damp, and cool freshly turned earth on my feet." – Jimmy Carter

Jimmy Carter Library and Museum

The Man from Plains

Jimmy Carter grew up in a time and place that demanded thrift, sacrifice, and hard work – rural Georgia during the Great Depression. As a boy in a deeply segregated society, his closest neighbors and friends were African Americans. His ambition and restlessness led him to the U. S. Navy and later into politics. Through these years he benefited from the influence of his parents, his wife, his teachers, and his faith.

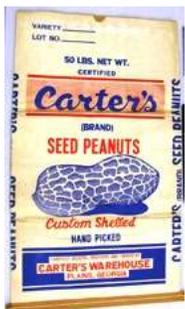
Activity One: Boyhood on the Farm

Have students examine the article entitled "Boyhood on the Farm" on the American Experience website.

(<http://www.pbs.org/wgbh/americanexperience/features/general-article/carter-boyhood/>) Then students

will compare and contrast Jimmy Carter's boyhood activities on the farm with a typical young person's early life today. Students should use the topics

mentioned by Carter as a guide to compare the time periods. Then, discuss as a class how life has changed between then and now and what has stayed the same.



Georgia Performance Standards



Young Jimmy Carter and a pony

Video

As a class or have students go individually to this web address <http://www.jimmycarter.info/boyhoodhome1.mov> to listen and watch the slideshow of Jimmy Carter describing his early life on the farm, getting a pony, and developing his love of reading.

Rural Electrification Administration of the New Deal

In Jimmy Carter's book, *An Hour Before Daylight*, he describes the impact of electricity in his life. "The event that transformed our family's lives most profoundly came in 1938, when the Rural Electrification Administration brought electricity to some of the most conveniently located farms in the community. Although many of the lucky families installed only a single bulb in one room, we had lights in all our rooms, and even installed an electric refrigerator and stove." (70)

Student will examine the Rural Electrification Administration (REA) as one of the important part of President Franklin D. Roosevelt's New Deal.

Have students create a study aid that includes the year of creation, purpose, and positive and negative effects of the REA. There is a sample template on the following page.



Georgia Performance Standards

Grade Two | SS2H1 (A. & B.)

The student will read about and describe the lives of historical figures in Georgia history.

- a. Identify the contributions made by Jimmy Carter (leadership and human rights).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

Grade Eight | SS8H8 (D.)

- a. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security.

Watch video about the REA in Georgia

Students will watch the video about the REA program in Georgia found at the Georgia Public Broadcasting website under Georgia Stories. To go to the video directly,

<http://bcove.me/q3e2m8qz> or the full site

http://www.gpb.org/georgiastories/stories/rural_electrification_administration

Discussion questions for the video

1. What was life like without electricity in rural Georgia?
2. Why was wood so important to the rural people?
3. How did electricity change lives of rural Georgians?
4. What was lost when electricity came to the rural areas?

New Deal Program

Name of Program	
Abbreviation for Program	
Date of Creation	
Purpose of the program	
Positive effects of the program	
Negative effects of the program	

Motion Picture Analysis Worksheet

Step 1. Pre-viewing

A. Title of Film: _____
Record Group Source: _____

B. What do you think you will see in this motion picture? List Three concepts or ideas that you might expect to see based on the title of the film. List some people you might expect to see based on the title of the film.

Concepts/Ideas	People
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Step 2. Viewing

A. Type of motion picture (check where applicable):

- | | |
|---|---|
| <input type="checkbox"/> Animated Cartoon | <input type="checkbox"/> Theatrical short subject |
| <input type="checkbox"/> Documentary Film | <input type="checkbox"/> Training film |
| <input type="checkbox"/> Newsreel | <input type="checkbox"/> Combat film |
| <input type="checkbox"/> Propaganda Film | <input type="checkbox"/> Other |

B. Physical qualities of the motion picture (check where applicable):

- | | |
|--|---|
| <input type="checkbox"/> Music | <input type="checkbox"/> Live action |
| <input type="checkbox"/> Narration | <input type="checkbox"/> Background noise |
| <input type="checkbox"/> Special effects | <input type="checkbox"/> Animation |
| <input type="checkbox"/> Color | <input type="checkbox"/> Dramatizations |

C. Note how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film. What is the mood or tone of the film?

Step 3. Post-viewing (or repeated viewing)

A. Circle the things that you listed in the previewing activity that were validated by your viewing of the motion picture.

B. What is the central message(s) of this motion picture?

C. Consider the effectiveness of the film in communicating its message. As a tool of communication, what are its strengths and weaknesses?

D. How do you think the filmmakers wanted the audience to respond?

E. Does this film appeal to the viewer's reason or emotion? How does it make you feel?

F. How do you think the filmmakers wanted the audience to respond?

1. _____

2. _____

G. Write a question to the filmmaker that is left unanswered by the motion picture.

H. How do you think the filmmakers wanted the audience to respond?

**Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408**

A SEGREGATED COMMUNITY

Lesson Background

After the Civil War, Atlanta and the rest of the South embarked on the period of rebuilding known as Reconstruction. The Reconstruction Era defined post-slavery relationships between blacks and whites in the South, ending with the segregation of the races and the institution that came to be known as Jim Crow. From the end of the 19th century until the middle of the 20th century, African Americans were treated as second-class members of society, and denied full citizenship and equal



Statue at Georgia State Capitol commemorating African American members of the legislature that were removed from office during Reconstruction.

tion of the laws.



Edmund Pettus Bridge, the site of Bloody Sunday during the Selma to Montgomery march in 1965.



Auburn Avenue, the African American shopping district during segregation, also known as Sweet Auburn.

African American Landmarks



Dr. King's birth home in Atlanta.



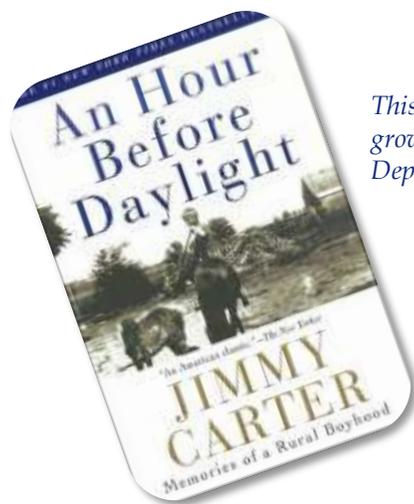
Tuskegee University in Alabama



Booker T. Washington High School in Atlanta, GA

A SEGREGATED COMMUNITY

Tremendous social pressure was exerted by white supremacists against both blacks and whites to maintain segregation. Jimmy Carter grew up in segregated Plains, GA, with parents that held differing views on the system of segregation in the South. His father Earl Carter was an avid supporter of segregation of the races, whereas his mother Lillian refused to abide by the code of segregation¹. Growing up in a segregated world, in a household with opposing viewpoints on segregation, gave Jimmy Carter his unique ability to understand diverse points of view. In 1958, Jimmy Carter was asked to join The White Citizens Council in Plains, GA. The group's purpose was to maintain segregation throughout the South. Jimmy Carter was the only white man in Plains, GA to refuse membership in the organization².



This book details Jimmy Carter's life growing up on a farm during the Great Depression in segregated Plains, GA.

African American Landmarks



Apex Museum in Atlanta



King Memorial in Atlanta



16th Street Baptist Church in Birmingham, AL

Enduring Understandings and Themes

1. Places and institutions change over time, playing important roles in the community.
2. Students will understand that African Americans had their own neighborhoods, businesses, and service providers during segregation. African Americans were successful business people, and professionals, with institutions that sustained and nurtured their communities.
3. Students will understand that there was tremendous social pressure exerted against both blacks and whites to maintain segregation in the South.

Standards

Grade 2

SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

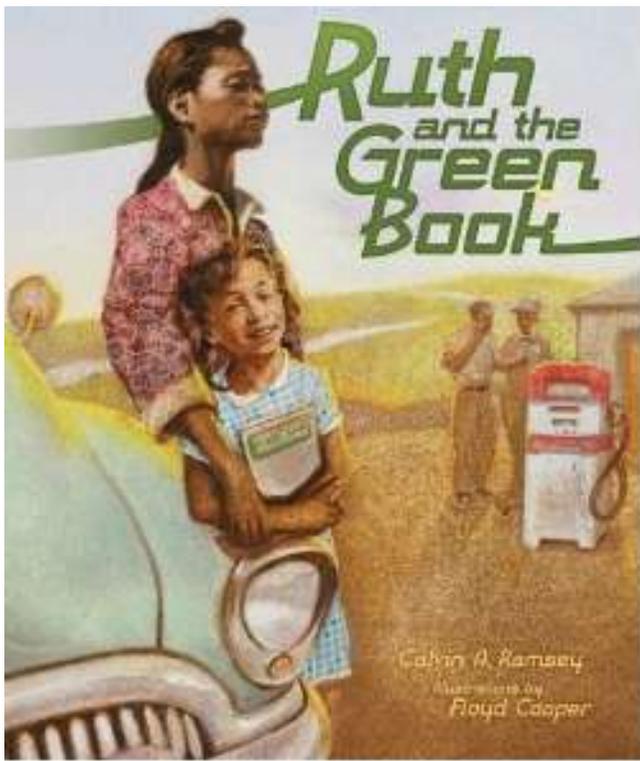
- a. Identify the contributions made by these historic figures: ...Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights).
- b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).

Grade 5



History Pin is a site that will allow students to map historic landmarks, and contribute to the available historic information about African American history in Atlanta.

Activities



Children's Story *Ruth and the Green Book*, by Calvin A. Ramsey.

The *Green Book* was a travel guide for African Americans created by Victor H. Green, to help other African Americans find safe accommodations while traveling throughout the segregated United States.



A Segregated Classroom

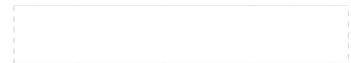
This activity is designed to allow students to experience being treated differently and separated from others based on a superficial characteristic that they have no control over, and has nothing to do with their character as individuals. Explain to student that they will be playing a game, and not to take the game too seriously. Some students may be sensitive to being treated differently, even in a game, so take care to prepare the children for the activity ahead of time.

Procedures

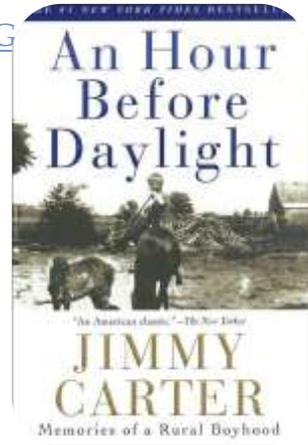
1. Divide the class into two groups. Use different colored index cards to assign students randomly to groups as they enter the classroom. Give each student a colored index card (for example blue and green cards could be handed out alternately to the students).
2. The groups are to be separated in the classroom with one group on each side of the classroom.
3. One group, for example the green card group, should be privileged. The students with green cards should be assigned to the “nice” side of the room. One side of the room could be decorated nicely while the other side is plain and bare. The groups should be given a performance task such as making a poster or an artifact. The privileged green card group should get to create the rubric, and get first pick of materials, with the leftovers going to the blue card group, who have no say in the rubric they must follow.
4. The projects should be judged on criteria that will be easier for the green group to meet, such as neatness and embellishments. The green group should win, cementing their superior status to the blue group.
5. The students should then discuss the lesson processing questions to analyze this activity and discuss how it is similar to racial segregation.

LESSON PROCESSING QUESTIONS

1. Which group were you in?
2. How did you feel during the activity when you saw how the students on the other side of the room were being treated?
3. How did you feel about the group you belonged to? Yourself?
4. How did you feel about your artifact and your choices of items?
5. How did you feel about the creation of the rubric? Were you allowed input?
6. How is this activity similar to segregation? How is it different?
7. What did “separate but equal” mean?
8. Were things separate but equal” during segregation?
9. If people were equal, why was segregation needed?
10. How did segregation hurt African Americans?
11. Did segregation harm white people?
12. Did segregation harm the nation as a whole? The South?



References



This book details Jimmy Carter's life growing up on a farm during the Great Depression in segregated Plains, GA.

<http://www.newspaperarchive.com/?gclid=CJm1E2agCFcLr7QodkG>

For more information, read *An Hour Before Daylight* by Jimmy Carter.

Atlanta Time Machine Historic Photos:

<http://www.atlantatimemachine.com/downtown/ebenezer.htm>

Atlanta Landmarks

The Apex Museum: <http://www.apexmuseum.org/>
<http://www.atlantatimemachine.com/downtown/insurance.htm>

Martin Luther King Jr. National Historic Site:

<http://www.nps.gov/malu/index.htm>

The King Center: <http://www.thekingcenter.org/Default.asp?pk=1>

Atlanta University Center: <http://www.aucenter.edu/main.php>

Booker T. Washington High School: <http://www.nps.gov/boo/54.html>

Sweet Auburn Historic District: <http://www.nps.gov/nr/travel/atlanta/aub.htm>

Herndon Home: <http://www.nps.gov/nr/travel/atlanta/her.htm>

Washington Park Historic District: <http://www.nps.gov/nr/travel/atlanta/was.htm>

Atlanta University Center: <http://www.nps.gov/nr/travel/atlanta/aud.htm>

Grady Hospital: <http://www.nps.gov/nr/travel/atlanta/gra.htm>

King Birth Home: <http://www.nps.gov/nr/travel/atlanta/kin.htm>

African American Experience: <http://www.nps.gov/nr/travel/atlanta/africanamerican.htm>

Atlanta Map: <http://www.nps.gov/nr/travel/atlanta/maps.htm>

African American Heritage and Ethnography:

<http://www.cr.nps.gov/ethnography/aah/aaheritage/index.htm>

<http://www.atlantatimemachine.com/downtown/heartofatl.htm>

Paschal's Restaurant: <http://paschalsbeta.com/Paschals/AboutHistory.aspx>

Atlanta Life Insurance: <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-862>

History Pin Project Website:
 and <http://sweetauburn.us/atlife.htm>

<http://www.historypin.com/schools-toolkit>

Online Newspaper References

Documented Rights National Archives Exhibit:

<http://www.google.com/search?client=safari&rls=en&q=african+american+newspapers+online&ie>
<http://www.archives.gov/exhibits/documented-rights/exhibit/section5/>

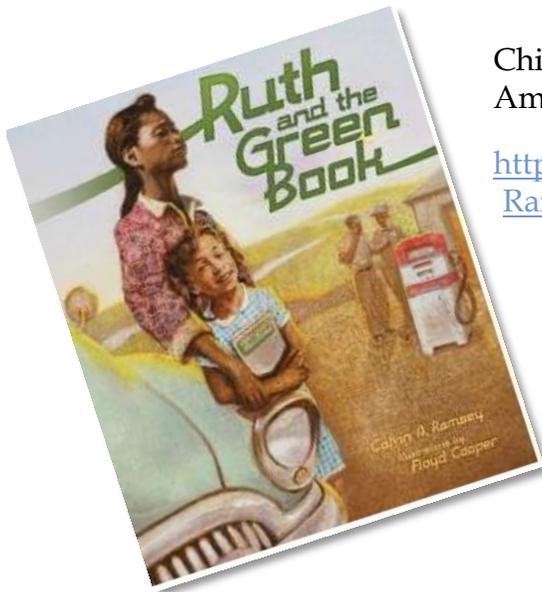
Brown vs. Board of Education:

<http://www.lib.umich.edu/brown-versus-board-education/gallery.html>

Footnotes

1. Information taken from *American Experience: Jimmy Carter*, retrieved on 4/29/11 from <http://www.pbs.org/wgbh/americanexperience/features/biography/carter-bio/>
2. Information taken from *American President: An Online Reference Resource; Jimmy Carter: Life Before the Presidency*, retrieved on 4/29/11 from <http://millercenter.org/president/carter/essays/biography/2>

Other Resources



Children's Story Ruth and the Green Book, available at Amazon.com:

<http://www.amazon.com/Ruth-Green-Calvin-Alexander-Ramsey/dp/0761352554>

Life in Plains

United States History:



SSUSH11: The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.

SSUSH16c: Describe the impact of radio and the movies (in the aftermath of WWI).

SSUSH17: Analyze the causes and consequences of the Great Depression.

SSUSH18: Describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.

SSUSH22: Identify dimensions of the Civil Rights Movement, 1945-1970.



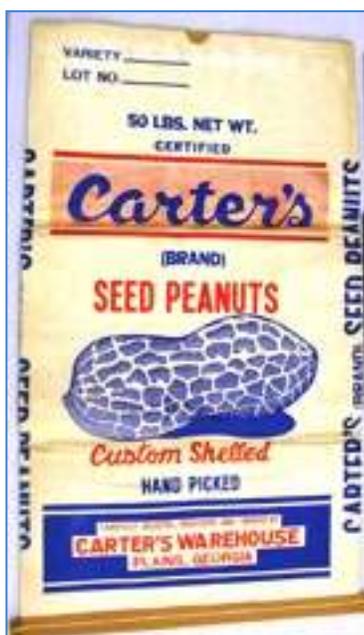
The Man from Plains

President Jimmy Carter was born in Plains, Georgia, in 1924. A few years later, President Carter's family moved from Plains to the nearby rural community of Archery. The Carter family farmed, and leased some of its land to African-American sharecroppers.

President Carter cites these early experiences in Archery as pivotal in his development as a person and as a leader. He also cherishes his eleven years of education at Plains High School (Grades 1-11), even quoting his teacher and principal, Miss Julia Coleman, in his Inaugural Address.

The changes President Carter saw in his community during the Great Depression and New Deal era were echoed throughout the country as the United States became even more industrialized, and agriculture changed forever. While some vestiges of the early 20th century remain in small communities like Plains, the lifestyle that President Carter experienced has largely disappeared.

Studying President Carter's life, and studying the role of community in shaping the man he became, gives students the chance to see the evolution of the 20th century on a personal level.



A New Deal for the South

The exhibit on Jimmy Carter's early life in Plains, GA, gives students the opportunity to learn more about the place that shaped him into a worldwide human rights leader. President Carter often speaks and writes about the important role that agriculture and farm life played in his youth. This activity will help students learn about the New Deal's impact on the rural South. From there, students can evaluate the impact of New Deal programs on society and individuals, including the Carter family.

- 1) Help students identify New Deal programs that impacted the lower South, where President Carter spent his childhood. As a class, create a list of these programs, using textbooks or other resources if necessary.
- 2) Using a chart similar to the one on the next page, have students identify the following:
 - a. Name of New Deal program
 - b. Description of program/legislation
 - c. Impact of program on individuals
 - d. Impact of program on society
- 3) Teachers can decide whether the class should work through the chart as a group, or whether small groups, partnerships, or individuals should complete it.
- 4) Once the chart is complete, students can discuss how these programs impacted President Carter's life. Keep in mind that while the programs might not have immediately benefitted his family, the changes they brought to the community and region often did impact his life.
- 5) If the technology resources are available, teachers (or students!) can use online research tools, like the Vanishing Georgia Archive, to find images that demonstrate the changes that rural Georgia underwent in the New Deal era. Students could then link these images to the New Deal programs discussed earlier.



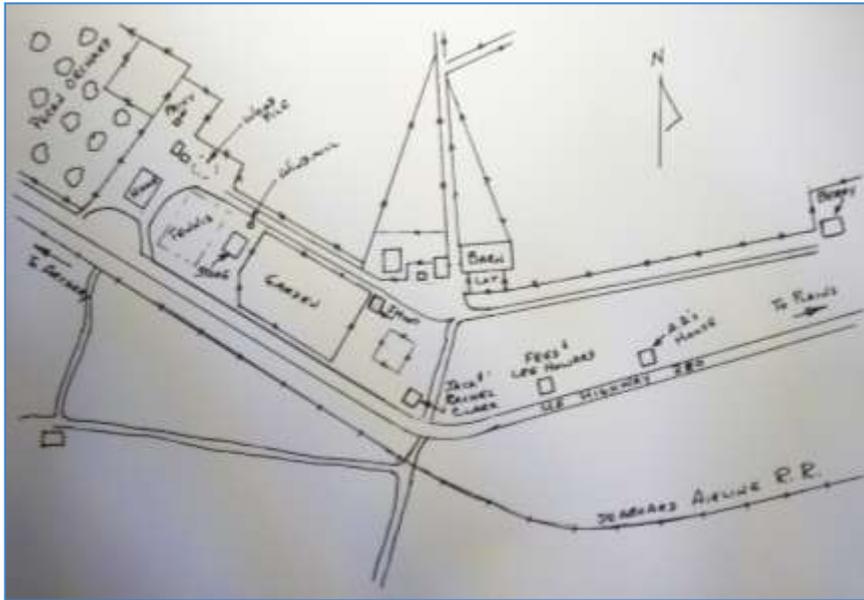
Earl Carter, President Carter's father, is pictured with young Jimmy Carter (on the right), and his sisters Ruth and Gloria. Earl Carter was known as a somewhat innovative farmer and businessman in the local community.

Using Vanishing Georgia:



The Vanishing Georgia archive, housed by the Digital Library of Georgia at <http://dlg.galileo.usg.edu/vanga>, contains a wealth of images from the advent of photography in the mid-19th century through the 1970s. These images, collected from ordinary Georgians by the State Archives, show a world that has in many cases, vanished. Students/teachers can search the Archive by keyword, city, county, date, or a combination of these. Teachers using the activity at right might want to consider searching the keyword terms "agriculture," "farming," or "domestic life." Other relevant searches would be to select "Sumter," the county where Plains, GA, is located, or use "carter" as a keyword. As always, preview these searches before doing them with your students, as some of the historical images contain material that is not appropriate for every classroom.

Name of New Deal Program:	Description of the program:	Impact of program on individuals:	Impact of program on society:



Quotable...

The following quotes from President Carter about his life and experiences growing up in Plains could make for interesting journal or quickwrite prompts:

"Those who dispute the ability of men and women to improve the lot of mankind have never seen the impact of REA (rural electrification) on the life of a small boy in the rural south."

~1976

"This year may be the first year in our history when it is better to run for president as a peanut farmer from Plains, Georgia, than as a United States Senator from Washington, D. C."

~1976

"In this outward and physical ceremony, we attest once again to the inner and spiritual strength of our Nation. As my high school teacher, Miss Julia Coleman, used to say, 'we must adjust to changing times and still hold to unchanging principles.'"

~1977

Shaping a President:

President Carter has often spoken about the influence of his community, and the people in it, on his life. The map above shows the Carter farm as remembered by President Carter. Historians and archaeologists from the National Park Service used this map to recreate President Carter's boyhood farm during the development of the Jimmy Carter National Historic Site.

*Walk students through the map, noticing the various parts of the farm, and the presence of several families of African-American laborers. For more information about the farm and the families who lived there, students can visit www.jimmycartervirtualtour.info, and hear some of President Carter's personal reflections on the farm. More reflections are available at the National Park Service's website: <http://jica.libsyn.com/rss>.

*After studying the farm itself, have students view a map of Plains: <http://www.nps.gov/jica/planyourvisit/maps.htm>. (Maps similar to both of these are on display in the Museum.) At this point, have students identify places important to President Carter, and how they may have impacted his life and decisions he makes as a world leader.

*Then, tell students that they will be creating a map of a community that would create a successful leader, such as a President of the United States. What places would be essential? Would a modern community look similar to or different from Plains in Jimmy Carter's time? Why? Have students work independently or in groups to create large maps of such a community, and then write a short description explaining why they included the places that they did.

*As an extension, students could study another community that produced a leader, and compare and contrast it to Plains/Archery.

Reset Form

Map Analysis Worksheet

Print Form

1. TYPE OF MAP (Check one):

- | | |
|--|---|
| <input type="radio"/> Raised Relief map | <input type="radio"/> Bird's-eye map |
| <input type="radio"/> Topographic map | <input type="radio"/> Artifact map |
| <input type="radio"/> Political map | <input type="radio"/> Satellite photograph/mosaic |
| <input type="radio"/> Contour-line map | <input type="radio"/> Pictograph |
| <input type="radio"/> Natural resource map | <input type="radio"/> Weather map |
| <input type="radio"/> Military map | <input type="radio"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE MAP (Check one or more):

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

3. DATE OF MAP:

4. CREATOR OF THE MAP:

5. WHERE WAS THE MAP PRODUCED?

6. MAP INFORMATION

A. List three things in this map that you think are important.

Limit response for each question to a single line of text

-
-
-

B. Why do you think this map was drawn?

Limit response for each question to 2 lines of text

C. What evidence in the map suggests why it was drawn?

D. What information does this map add to the textbook's account of this event?

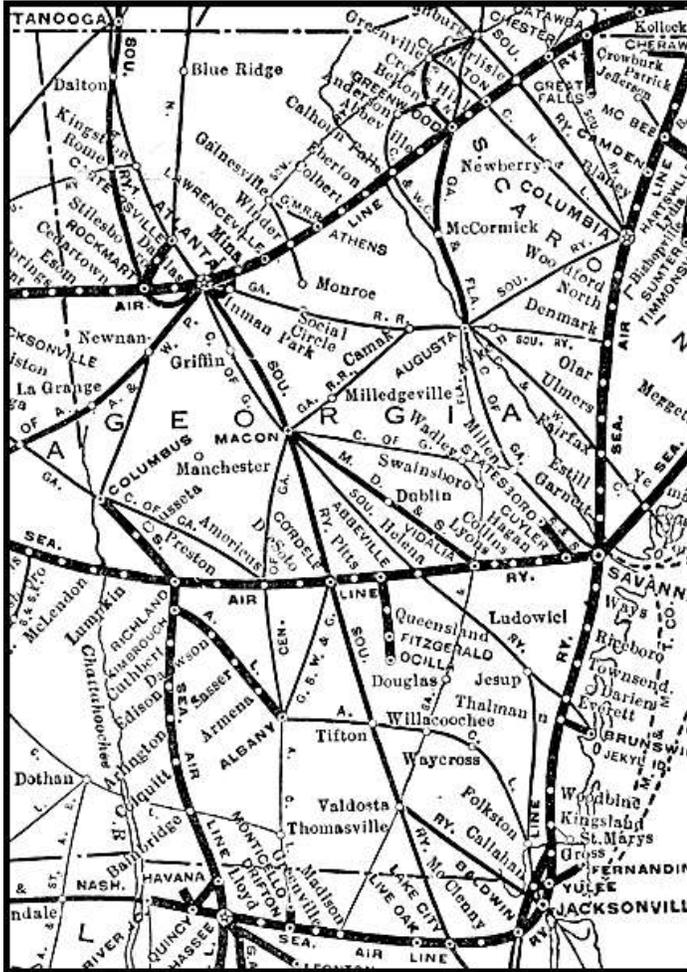
E. Does the information in this map support or contradict information that you have read about this event? Explain.

F. Write a question to the mapmaker that is left unanswered by this map.

Reset Form

Print Form

On the Move...



As a young boy, President Carter got off to an early start as an entrepreneur by selling boiled peanuts to people in Plains. In order to do this, he followed the railroad tracks that ran past his family's farm in Archery into the town of Plains. The railroad was an essential part of life in the 1930s, and the map to the right shows how the Seaboard Airline Railway linked southwest Georgia to the rest of the state and beyond.

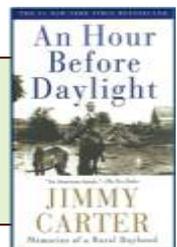
- 1) Provide students with a copy of a 1932 railroad map (available at <http://railga.com/sal32map.html>) and a more modern railroad map for southwest Georgia (<http://www.dot.state.ga.us/maps/pages/Railroad.aspx> - select GA Rail System Map, GDOT version). Give students time to orient themselves and find similar rail lines on both maps.
- 2) Then, have students imagine scenarios common in the 1930s, and scenarios common today, where goods need to be moved. Is rail still the most efficient way to do this? Why or why not? What technological innovations have changed the role of railroads since President Carter's childhood? For example, do peanut farmers still need to ship peanuts hundreds or thousands of miles to a processor? How are goods from overseas transported from the port of Savannah?
- 3) Have students think about why more railroad companies existed in the 1930s than exist in Georgia today. Do the lines still exist? Are they used in the same ways? Would you expect to see passenger trains on every train line? Why or why not? Note that GDOT owns and operates certain train lines. Have students research these lines and find out why they are held by the state government instead of private companies.
- 4) How could railroads be seen as an example of more sweeping changes in transportation and movement of people and goods in the 20th century? Have students write a reflection paper to share their thoughts.

This 1932 map of the Seaboard Air Line Railway shows the line that ran in front of the Carters' farm in Archery. This line runs from Savannah west through Cordele to Americus and Preston, and then continues into Alabama. To find a larger copy of the map, visit <http://railga.com/sal32map.html>. For more information about the Seaboard Air Line Railway, visit: <http://railga.com/sal.html>. The Plains Depot, used by President Carter as his campaign headquarters, was part of this line, as well. (Note that distances and city/town locations on this map are somewhat altered in favor of showing connections made by the rail lines.)

Helpful Websites:

- *President Carter's official White House biography: <http://www.whitehouse.gov/about/presidents/jimmycarter>
- *President Carter's biography in the New Georgia Encyclopedia: <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-676>.
- *Jimmy Carter National Historic Site in Plains: <http://www.nps.gov/jica/index.htm>.
- *Jimmy Carter National Historic Site Education Program: <http://www.jimmycarter.info>.
- *Virtual Tour of Carter Boyhood Farm: <http://www.jimmycartervirtualtour.info>.
- *Plains, Georgia's homepage: <http://www.plainsgeorgia.com>.
- *Background information on New Deal programs: http://www.fdrheritage.org/new_deal.htm.
- *Analysis and explanation of the New Deal in Georgia: <http://www.newgeorgiaencyclopedia.org/nge/Article.jsp?id=h-2733&hl=y>.
- *Vanishing Georgia Archive – search by keyword, city, or county for photographs from across Georgia: http://dlg.galileo.usg.edu/vanga/html/vanga_homeframe_default.html.
- *Links for Railroad History:
 - ~<http://www.railga.com> – unbelievable amount of information about railroads in Georgia
 - ~<http://railga.com/sal.html> – history of Seaboard Air Line Railroad
 - ~<http://railga.com/sal32map.html> – 1932 map of Seaboard Air Line Railroad
 - ~<http://www.dot.state.ga.us/maps/pages/Railroad.aspx> – modern rail maps from the Georgia Department of Transportation
 - ~<http://railga.com/Depots/plains.html> – information on the Plains Depot

For more information about Jimmy Carter's childhood and his thoughts on the segregation of his youth, read *An Hour Before Daylight*.



The President from Plains

Plains, GA, the home of Jimmy Carter, the 39th President of the United States of America

Life in Plains



1 Plains, GA, is a quiet rural, country town. The main industry is farming, and peanuts are a major export from this area. Jimmy Carter was born and raised in this quiet country town. He chose to return there to live after his presidency ended. To find out more about Plains, GA, visit: the town website at <http://www.plainsgeorgia.com>



Local Boy Makes Good



2 The 39th President of the United States, Jimmy Carter, was from a small rural town in Georgia. How do you think growing up in this environment affected his character and his actions as president and as a humanitarian?



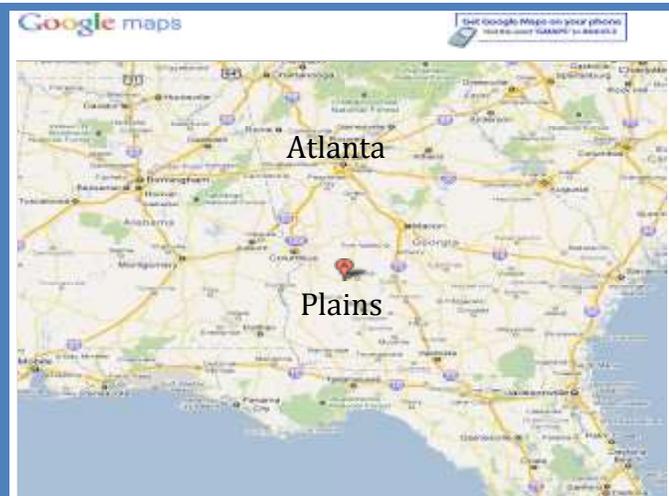
The Peanut Brigade



3 How did friends, family, and supporters from Plains, GA help Jimmy Carter win the presidency?

Plains ga - Google Maps

4/8/11 4:01 PM



Standards

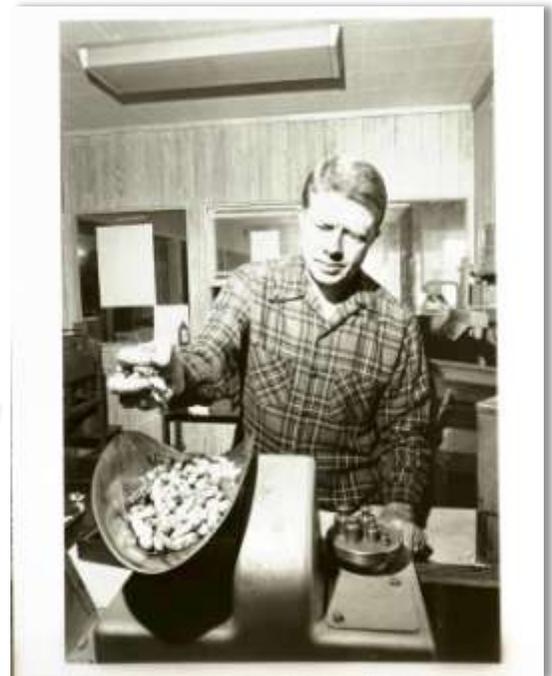
Grades Nine – Twelve | SSCG8 (B., C., & D.)

The student will demonstrate knowledge of local, state, and national elections.

- a. Describe the nomination and election process
- b. Examine campaign funding and spending
- c. Analyze the influence of media coverage, campaign advertising, and public opinion polls.



Julia Coleman, Jimmy Carter's teacher in Plains, GA



Education played a big role in Jimmy Carter's life and prepared him for his roles as president, conflict resolver, and humanitarian. What role does school play in your life? How can your education help you achieve your goals?

How to Use the Fakebook Template



Enter the name of the person the fakebook is going to be about. When you type in Jimmy Carter, a stock photo of him will appear. Click the "add friends" link to add friends to the page. Use the pictures included with this lesson of friends, teachers, family, and events to personalize your page.

Activities:

- 1. Create a Fakebook Page:** Examine the documents included with this lesson related to Jimmy Carter's education. What role do you think his education in Plains, GA played in his later success in life? What type of student was Jimmy Carter by creating a Fakebook page. Use the pictures included with this lesson, and formatted to fit in the template to add images and friends to your site. Use quotes and knowledge of life in Plains, GA and Jimmy Carter to post comments as Jimmy Carter and as his friends and associates. What would they have done for fun while younger? How did segregation affect social interactions at the time? How did growing up in Plains, GA influence his career and belief system?
- 2. The Role of Education:** Examine the documents included with this lesson related to Jimmy Carter's education. What role do you think his education in Plains, GA played in his later success in life? What type of student was Jimmy Carter by creating a Fakebook page. Use the pictures included with this lesson, and formatted to fit in the template to add images and friends to your site. Use quotes and knowledge of life in Plains, GA and Jimmy Carter to post comments as Jimmy Carter and as his friends and associates. What would they have done for fun while younger? How did segregation affect social interactions at the time? How did growing up in Plains, GA influence his career and belief system?
- 3. Museum visit Reflection:** Observe the exhibits featuring Jimmy Carter's life in Plains. Answer the following knowledge questions: What exhibits are the most for you? Why? What did you learn about Jimmy Carter from viewing the exhibit?
- 4. Question and Answer:** Observe the exhibits featuring Jimmy Carter's life in Plains. Create questions and answers to be used as a part of an interactive game like Jeopardy, Who Wants to Be a Millionaire, etc. See *reference on fun classroom games to create based on information gathered during your visit to the museum. Templates are also provided.*

Campaign Questions to Address on Fakebook Page

11. What cities did Jimmy Carter visit while campaigning?
12. How can social networks be used in political campaigns?

*Add any other appropriate information that you think would appear on a social networking page.

Note: be sure to remember your password and copy the web link to your Fakebook page so that you can save and edit it at a later date.

Access the blank template here:

<http://www.classtools.net/fb/home/page>

Sample Fakebook pages can be viewed at:

<http://www.classtools.net/>

Fakebook pages are a way to use social networking skills and concepts in the classroom to engage 21st century learners, as they imitate popular social network pages, without requiring access to real social networking sites that are often blocked in schools.

Experiences in Plains

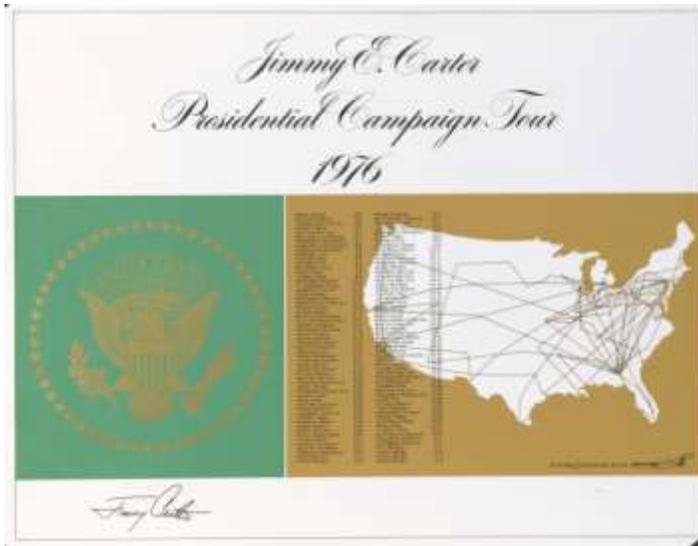
Many of the experiences Jimmy Carter had growing up in Plains, Georgia influenced his decisions as an adult. His parents differing views on racial segregation and close friendships with African Americans such as the Wrights clearly shaped his views on race, opportunity, and human rights. Growing up in a rural farming community exposed him to the seriousness of diseases such as Trachoma and Malaria that influenced his humanitarian work and inspired him to help rid the world of such diseases¹. Having been the victim of election fraud as well as a citizen of a democratic republic encouraged him to promote peaceful and just elections around the world. Being seen as an honest and racially tolerant ordinary American in touch with the needs of everyday people is one of the key factors that lead to his election to the presidency.



The Carter family home in Plains, GA



Jimmy Carter's boyhood friends, the Wrights



Peanut Brigade Members

- **Rosalynn Carter** – Carter’s wife and confidant.
- **Jody Powell** – an Emory University graduate student who became Carter’s chauffeur and personal confidant.
- **Stuart Eizenstat** – a young Atlanta attorney and recent Harvard Law School graduate who became Carter’s issues coordinator.

- **Hamilton Jordan** – a University of Georgia student who had worked on Carter’s gubernatorial campaign in 1966 and quickly became one of his shrewdest political advisers.
- **Charles Kirbo** – a brilliant trial lawyer in one of Atlanta’s leading law firms, Kirbo helped Carter challenge the election results of Carter’s 1962 run for the Georgia Senate.
- **Gerald Rafshoon** – an Atlanta advertising executive whom Carter hired while Governor to help win public support for Carter’s state government reorganization efforts. Rafshoon became Carter’s media consultant during Carter’s run for president.
- **+ Rank & File Volunteers** – Carter’s family and friends from Georgia who traveled around the country on his behalf, knocking on doors in Iowa, New Hampshire, Florida, Pennsylvania...

REFERENCES

Footnote 1: *Beyond the White House: Waging Peace, Fighting Disease, Building Hope* by Jimmy Carter