

The Award Winning

Jimmy Carter Library & Museum

ATLANTA, GEORGIA

Curriculum Guide: The President's Travels



Unit 4 of 19:

The Peanut Brigade & the 1976 Election Campaign

Election!



SSKH3

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

SSS2CG2a

Identify the roles of the following elected officials: President.

SS4CG4b

Explain the necessity of obeying reasonable laws/ rules voluntarily and explain why it is important for citizens in a democratic society to participate in public life.

Jimmy Carter ran for President of the United States without having held a national office.

As Governor of Georgia, Jimmy Carter had earned a reputation for creating efficiency within government, but most Americans did not know who he was.

As the video in the Carter Museum's campaign exhibit shows, many Americans answered, "Jimmy Who?" when asked about Carter's chances in the election.

A group of campaign volunteers, nicknamed the "Peanut Brigade" because many of them were from Plains, helped Jimmy Carter and his family campaign furiously across the country.

The United States was still reeling from the scandal of Watergate, and President Nixon's resignation. Jimmy Carter's status as an outsider actually came to be an asset,



since voters saw him as completely separated from those issues. His success in the 1976 election proved that even peanut farmers from Plains, Georgia could be President.



Campaign Paraphernalia

Students can view buttons, posters, and other memorabilia in the presidential campaign exhibit at the Carter Museum. Some of these items are pictured on this page.

Pre-Visit Activity:

*Show students pictures of campaign buttons used during Jimmy Carter's 1976 campaign (on the following page).

*Have students share what they notice about the buttons – colors, pictures, wording, etc. If appropriate, students can use the NARA worksheet to help analyze the buttons as artifacts.

*Ask students if they think all buttons were used across the country, or if some were created for specific locations. How can they tell?

*Then, students can design their own campaign button. They should explain why they selected the colors, images, and wording on their buttons.

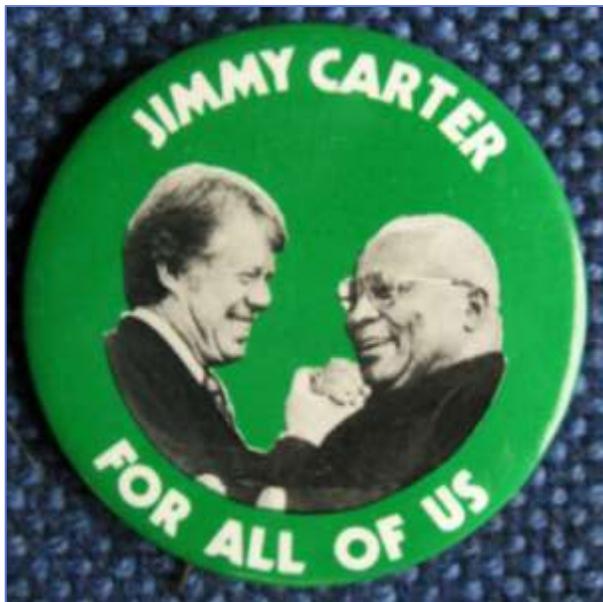
Post-Visit Activity:

*While at the Museum, make sure that students view the campaign exhibit and pay careful attention to all of the campaign memorabilia.

*Students should think about the variety of items used to encourage voters to choose President Carter. They should also think about whether or not they have seen similar items in modern elections.

*After returning to school, students can compare and contrast the campaign items with modern campaign paraphernalia. They can also think about what sorts of items are used less often today than they were in 1976, and why.





Reset Form

Artifact Analysis Worksheet

Print Form

1. TYPE OF ARTIFACT

Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

2. SPECIAL QUALITIES OF THE ARTIFACT

Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

3. USES OF THE ARTIFACT

A. What might it have been used for?

B. Who might have used it?

C. Where might it have been used?

D. When might it have been used?

4. WHAT DOES THE ARTIFACT TELL US?

A. What does it tell us about technology of the time in which it was made and used?

B. What does it tell us about the life and times of the people who made it and used it?

C. Can you name a similar item today?

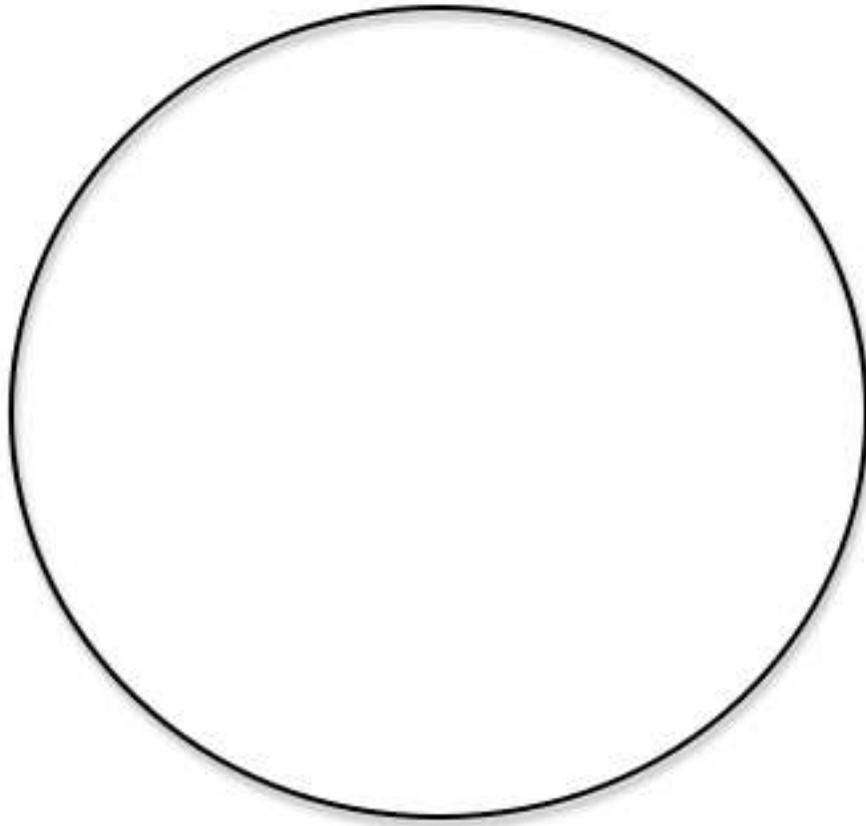
5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

Reset Form

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

Print Form

My Campaign Button



Reasons for my button's design:

Colors	Pictures	Wording



How far did Jimmy Carter have to go to become President?

Using the maps on the following pages, students will identify the relationship between Jimmy Carter's travel during the campaign and the results of the general election.

- 1) Make sure each student has the following documents:
 - a. The map on the following page, with the list of cities visited.
 - b. A [map](#) of the United States.
- 2) As a class, create a tally chart of how many times President Carter visited each of the states listed on the campaign map.
- 3) Then, the class should create a color code to

indicate how many times Jimmy Carter visited a state prior to the election. (Leave unvisited states blank.)

- 4) Next, students can compare this map to a map showing the states whose electoral votes Carter captured in the general election: <http://www.presidency.ucsb.edu/showelection.php?year=1976/>. Is there a correlation between the states where Jimmy Carter spent the most time and the states he won?
- 5) For fun, students can use the data at the bottom of the map on the second page to determine how many miles President Carter traveled for each of the popular votes in the election. (54,339 air miles & 40,830,763 votes)

Albany, Georgia
 Columbia, Georgia
 Florence, South Carolina
 Norfolk, Virginia
 New York, New York
 New London, Connecticut
 Philadelphia, Pennsylvania
 Williams-Barrs, Pennsylvania
 Pittsburgh, Pennsylvania
 Washington, D.C.
 Cleveland, Ohio
 Columbus, Ohio
 Springfield, Illinois
 Peoria, Illinois
 Chicago, Illinois
 Milwaukee, Wisconsin
 Ft. Lauderdale, Florida
 Jacksonville, Florida
 Albany, Georgia
 Birmingham, Alabama
 Oklahoma City, Oklahoma
 Oklahoma, Oklahoma
 Phoenix, Arizona
 Billings, Montana
 Bismarck, North Dakota
 Sioux Falls, South Dakota
 Minnesota, Minnesota
 Minneapolis, Minnesota
 Detroit, Michigan
 Saginaw, Michigan
 Indianapolis, Indiana
 Baltimore, Maryland
 Washington, D.C.
 Guntersville, Mississippi
 Hot Springs, Arkansas
 Albany, Georgia
 Kansas City, Missouri
 St. Louis, Missouri
 New York, New York
 Pittsburgh, Pennsylvania
 Albany, Georgia
 Philadelphia, Pennsylvania
 Houston, Texas
 Dallas, Texas
 San Diego, California
 Orlando, California
 Long Beach, California
 Portland, Oregon
 Evansville, Indiana
 Albany, Georgia
 Buffalo, New York
 Boston, Massachusetts
 Portland, Maine
 Hartford, Connecticut
 Nashville, Tennessee
 Pittsburgh, Pennsylvania
 Washington, D.C.
 Albany, Georgia

Denver, Colorado
 San Francisco, California
 Salt Lake City, Utah
 Los Angeles, California
 Albuquerque, New Mexico
 El Paso, Texas
 Cleveland, Ohio
 Indianapolis, Indiana
 South Bend, Indiana
 Chicago, Illinois
 Eau Claire, Wisconsin
 Milwaukee, Wisconsin
 Albany, Georgia
 Rochester, New York
 Syracuse, New York
 New York, New York
 Detroit, Michigan
 Kansas City, Missouri
 Cincinnati, Ohio
 Youngstown, Ohio
 Cleveland, Ohio
 Atlanta, Georgia
 Tampa, Florida
 Miami, Florida
 Winston-Salem, N. Carolina
 New York, New York
 New York, New York
 Albany, Georgia
 New York, New York
 Newport News, Virginia
 Newark, New Jersey
 Washington, D.C.
 Albany, Georgia
 Columbia, South Carolina
 Marion, Illinois
 Moline, Illinois
 Chicago, Illinois
 New York, New York
 Pittsburgh, Pennsylvania
 Erie, Pennsylvania
 Cleveland, Ohio
 New York, New York
 Philadelphia, Pennsylvania
 Toledo, Ohio
 St. Louis, Missouri
 Tulsa, Oklahoma
 New Orleans, Louisiana
 McAlester, Texas
 San Antonio, Texas
 Dallas, Texas
 Ft. Worth, Texas
 San Francisco, California
 Sacramento, California
 Los Angeles, California
 Flint, Michigan
 Albany, Georgia
 Albany, Georgia
 Albany, Georgia



73 CITIES / 54,339 AIR MILES



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

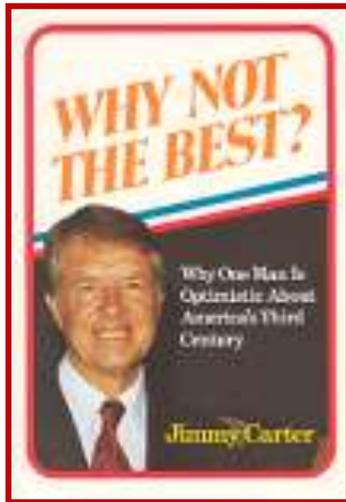
A. List three things the author said that you think are important:

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:



WHY NOT THE BEST?

This is the question presidential candidate Jimmy Carter asked in his book of the same name.

The book introduced Carter to the American people, and explained his background and philosophy on a variety of issues. It also discussed some of the challenges he faced as a state senator and governor in Georgia.

Today, the book marks an interesting point in time, as it captures the mood of the country – and the man trying to be its leader – at an exact moment.



A Campaign Simulation:

*After visiting the museum, students should brainstorm a list of the various campaign items and methods used by Jimmy Carter as a candidate for President.

*Then, students will create a mock campaign. Teachers can decide whether this should be for an issue or a person. Rather than electing a single classmate or dealing with an actual politician, students could create a campaign for an historical figure – “Harriet Tubman for Historical Woman of the Year” or “Cesar Chavez for Most Motivating Historical Figure.”

*Students should create campaign items – buttons, posters, bumper stickers – and also “invent” items appropriate to their candidate/cause similar to the many peanut items used to promote President Carter.

*Students should also consider where in the country they would use specific items. Would some items need to be in different languages? Why or why not?

*Finally, students should present their campaign to other classes or grades, and get feedback from others about whether or not their campaign would have been effective.



Why all the peanuts?

For younger students, or older students who did not study Jimmy Carter's biography prior to their trip to the Museum, it might be necessary to explain why peanuts were so prominent in President Carter's campaign materials.

President Carter's family farmed peanuts when he was a boy, and one of his first money making ventures was to sell boiled peanuts. After leaving

the United States Navy, he returned to Plains and took over the family peanut business.

When he began to run for office, Carter capitalized on his peanut farmer persona, and the peanut became synonymous with Jimmy Carter's campaign.

Helpful Links:

*Electoral College results for the 1976 election: http://www.archives.gov/federal-register/electoral-college/votes/1977_1981.html.

*Information on all presidential elections: <http://www.presidency.ucsb.edu/elections.php>.

*Information on the 1976 presidential election, including a map showing which candidate received which states' electoral votes:

<http://www.presidency.ucsb.edu/showelection.php?year=1976>.

Jimmy Who?



SS6CG1/SS7CG1

b) Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

SS8H12b

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

SSCG8

Demonstrate knowledge of local, state, and national elections.

Jimmy Carter's first task as a presidential candidate was helping people figure out who he was.

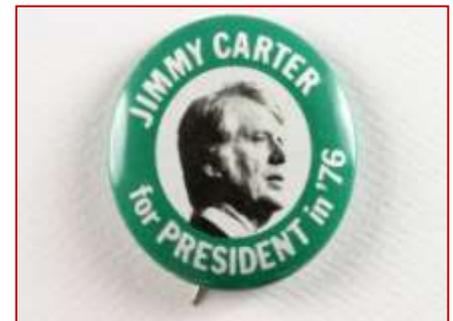
This was not a metaphorical problem, but instead a very literal challenge! Most of America had never heard of the Governor of Georgia, so Jimmy Carter had to set out to change that.

Along with the "Peanut Brigade," a dedicated team of campaign volunteers, President Carter and his family campaigned exhaustively

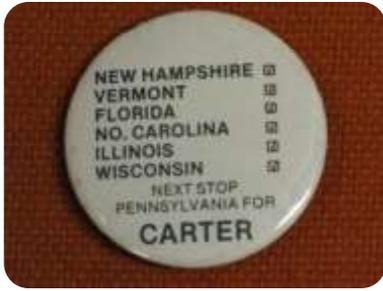
across the country from coast to coast.

Voters gravitated towards Carter's affable persona, and hoped that, as a Washington outsider, he could further remove the sting of Watergate and Nixon's resignation earlier in the decade.

To become a viable candidate for President, Jimmy Carter



crisscrossed the country and spent a great deal of time talking personally with voters. Rosalynn Carter and the Carter children were essential members of the Peanut Brigade as they, too, campaigned personally to make Jimmy Carter President and themselves the "First Family."



Did Jimmy Carter have to work harder?

When visiting the Carter Library and Museum, teachers may wish to use the activities below to introduce the 1976 election to students.

Activity #1:

*Have students identify the [major candidates](#) in the 1976 Democratic primary, and the states they came from.

*Compare these candidates, their previous nationwide experience, and their location to Jimmy Carter's. Which candidates went into the election with the largest local support? Which candidates were best known across the country? Based on this evidence, which candidates would you have predicted to be most successful?

*Look at the [actual results of the primary](#), and see if students' predictions were accurate. Which results were surprising? Why do you think this happened?

Activity #2:

*Use the [Public Opinion Archives](#) at UConn's Roper Center, or other reliable sources, to identify key issues in American society in 1976.

*If desired, teachers could also have students interview school personnel or their family/neighbors/friends to identify important issues in the local community.

*Then, students should identify planks of the [Democratic platform](#) that addressed the issues.

*Finally, students can research Jimmy Carter to see how he supported the Democratic platform, and addressed key issues for many Americans.

*Once at the Museum, students will view exhibits that explain further how President Carter represented an important change in policy and direction for many voters.

*Students should also be sure to view the "Jimmy Who?" video to understand how Jimmy Carter made his name familiar to voters, and addressed their concerns.





Miles for votes – the impact of Jimmy Carter’s travel on his election

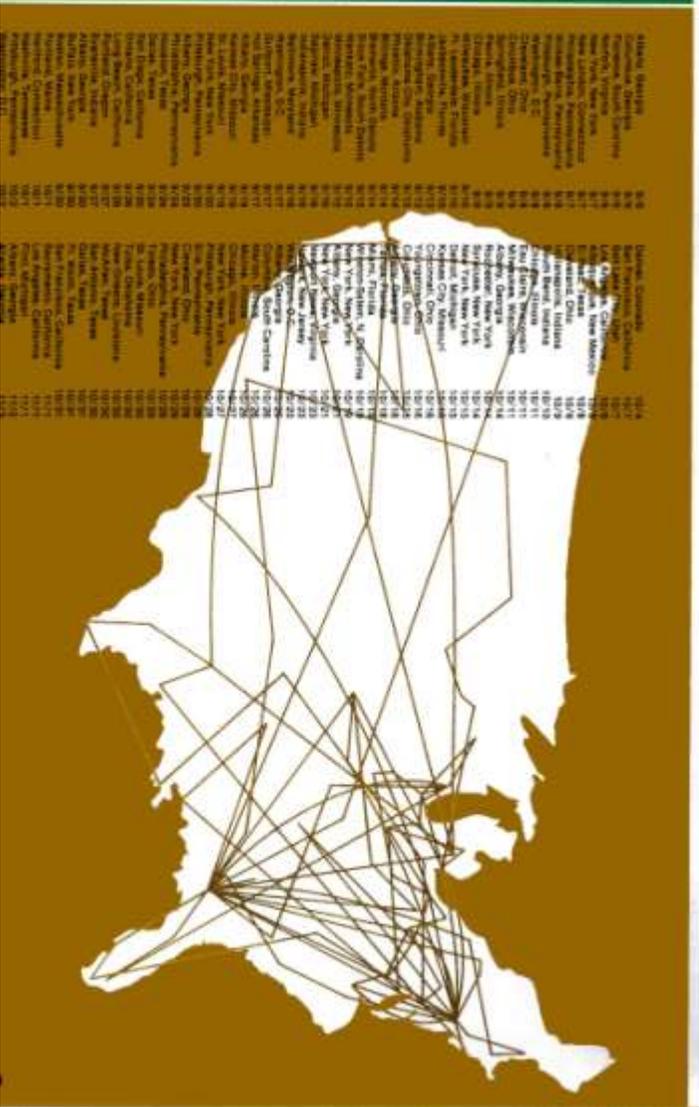
Using the maps on the following pages, students will identify the relationship between Jimmy Carter’s travel during the campaign and the results of the general election.

- 1) Make sure each student has the following documents:
 - a. The map on the following page, with the list of cities visited.
 - b. A list of each state’s electoral votes in the 1976 election.
- 2) Depending on students’ readiness, they can complete this activity as a class, or in small groups. To begin, give students time to examine the map, list of cities visited, and

record of electoral votes in the November general election.

- 3) Students should tabulate how much time Jimmy Carter spent in each state – tally marks will be helpful with this.
- 4) Then, students should see whether or not Carter received that state’s electoral votes. (This information can be noted on the thinking sheet included after the maps.)
- 5) To summarize, students should draw conclusions about whether or not Jimmy Carter’s travel impacted his electoral success in particular states. In addition, students can determine if there is a correlation between a state’s proximity to Georgia and President Carter’s success in that state.

Jimmy E. Carter Presidential Campaign Tour 1976



Albany, Georgia	8/6	Denver, Colorado	10/4
Columbus, Georgia	9/6	San Francisco, California	10/7
Florida, South Carolina	9/6	Salt Lake City, Utah	10/7
Norfolk, Virginia	9/6	Los Angeles, California	10/8
New York, New York	9/7	Albuquerque, New Mexico	10/8
New London, Connecticut	9/7	El Paso, Texas	10/8
Philadelphia, Pennsylvania	9/7	Cleveland, Ohio	10/9
Wills-Barr, Pennsylvania	9/8	Indianapolis, Indiana	10/9
Pittsburgh, Pennsylvania	9/8	South Bend, Indiana	10/10
Washington, D.C.	9/8	Chicago, Illinois	10/11
Cleveland, Ohio	9/8	Eau Claire, Wisconsin	10/11
Columbus, Ohio	9/8	Milwaukee, Wisconsin	10/11
Springfield, Illinois	9/9	Albany, Georgia	10/14
Pekin, Illinois	9/9	Rochester, New York	10/14
Chicago, Illinois	9/9	Syracuse, New York	10/14
Minneapolis, Wisconsin	9/10	New York, New York	10/15
Ft. Lauderdale, Florida	9/10	Detroit, Michigan	10/15
Jacksonville, Florida	9/10	Kansas City, Missouri	10/16
Albany, Georgia	9/13	Cincinnati, Ohio	10/16
Birmingham, Alabama	9/13	Youngstown, Ohio	10/16
Oklahoma City, Oklahoma	9/13	Columbus, Ohio	10/16
Phoenix, Arizona	9/14	Atlanta, Georgia	10/15
Billings, Montana	9/14	Tampa, Florida	10/18
Bismarck, North Dakota	9/14	Miami, Florida	10/18
Sioux Falls, South Dakota	9/15	Winston-Salem, N. Carolina	10/19
Minneapolis, Minnesota	9/15	New York, New York	10/19
Minneapolis, Minnesota	9/15	Albany, Georgia	10/21
Detroit, Michigan	9/16	New York, New York	10/21
Saginaw, Michigan	9/16	Herndon, Virginia	10/23
Indianapolis, Indiana	9/16	Newark, New Jersey	10/23
Baltimore, Maryland	9/16	Washington, D.C.	10/23
Washington, D.C.	9/17	Atlanta, Georgia	10/26
Gurpore, Mississippi	9/17	Columbia, South Carolina	10/26
Hot Springs, Arkansas	9/17	Marion, Illinois	10/26
Albany, Georgia	9/19	Mobile, Illinois	10/26
Kansas City, Missouri	9/19	Chicago, Illinois	10/27
St. Louis, Missouri	9/19	New York, New York	10/27
New York, New York	9/20	Pittsburgh, Pennsylvania	10/28
Pittsburgh, Pennsylvania	9/20	Erie, Pennsylvania	10/28
Albany, Georgia	9/23	Cleveland, Ohio	10/28
Philadelphia, Pennsylvania	9/24	New York, New York	10/29
Houston, Texas	9/24	Philadelphia, Pennsylvania	10/29
Dallas, Texas	9/24	Toledo, Ohio	10/29
San Diego, California	9/25	St. Louis, Missouri	10/30
Orlando, California	9/26	Tulsa, Oklahoma	10/30
Long Beach, California	9/26	New Orleans, Louisiana	10/30
Portland, Oregon	9/27	McAllen, Texas	10/30
Evansville, Indiana	9/27	San Antonio, Texas	10/30
Albany, Georgia	9/30	Dallas, Texas	10/31
Burton, New York	9/30	Ft. Worth, Texas	10/31
Boston, Massachusetts	9/30	San Francisco, California	10/31
Portland, Maine	10/1	Sacramento, California	11/1
Hartford, Connecticut	10/1	Los Angeles, California	11/1
Nashville, Tennessee	10/1	Ft. Worth, Texas	11/1
Pittsburgh, Pennsylvania	10/2	Albany, Georgia	11/2
Washington, D.C.	10/2	Atlanta, Georgia	11/3
Albany, Georgia	10/4	Albany, Georgia	11/3

73 CITIES / 54,339 AIR MILES



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:



“To be liberal or conservative requires only ideology; to do what is right requires sensitivity and wisdom.”

~ Jimmy Carter, 1976

Activity #3:

*If students are visiting the Museum in an election year (whether local, state, or national), they can compare the techniques used by President Carter and the Peanut Brigade to modern election strategy.

*First, students should create (or research) a campaign plan for a modern election. What needs do modern candidates have? In what ways can they spread their message or goals to the voters?

*Then, students should list what they learned about President Carter’s election. What methods are the same as methods that are used today, and what methods are different? For example, would President Carter have created a YouTube video? Would a modern candidate spend a lot of time creating different campaign buttons? Why do these differences exist?

*To extend this activity, students could study older campaigns and see what methods were used in the early 20th century, or even back into the 19th century. What technology could Jimmy Carter use that Theodore Roosevelt could not use? What methods were at Roosevelt’s disposal that were not at Abraham Lincoln’s?

*Another extension possibility is for students to determine differences in the electorate between these elections. Who could vote in 1860 when Lincoln was elected for the first time? Who could vote in 1960 when John F. Kennedy won the White House? How were these elections different from Jimmy Carter’s simply in terms of the electorate?

*For help with such data for all presidential elections, visit The American Presidency Project at the University of California at Santa Barbara:

<http://www.presidency.ucsb.edu/elections.php>.



Learning from Memorabilia:

On the following page, several pieces of Carter memorabilia are shown. Students can analyze these pieces of memorabilia as artifacts using the NARA worksheet reproduced after the memorabilia.

Students can also connect what they learned at the Museum about Jimmy Carter's life prior to running for President to the images selected to use on this

campaign memorabilia. Why would campaign managers want to showcase these attributes and experiences?

Then, students can analyze why these images were so effective in the 1976 election, in particular. How do these images indicate that Jimmy Carter was different from other candidates, and the people in office before him?

Helpful Links:

*List of candidates in the 1976 Democratic primary for President:

http://en.wikipedia.org/wiki/United_States_presidential_election,_1976#Candidates_gallery.

*Results of 1976 Democratic primary – map is excellent:

[http://en.wikipedia.org/wiki/Democratic_Party_\(United_States\)_presidential_primaries,_1976](http://en.wikipedia.org/wiki/Democratic_Party_(United_States)_presidential_primaries,_1976).

*Roper Center Public Opinion Archives at the University of Connecticut for the 1976 presidential election:

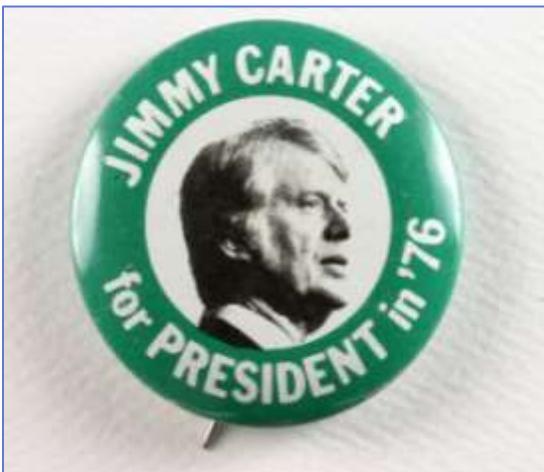
http://www.ropercenter.uconn.edu/elections/presidential/presidential_election_1976.html.

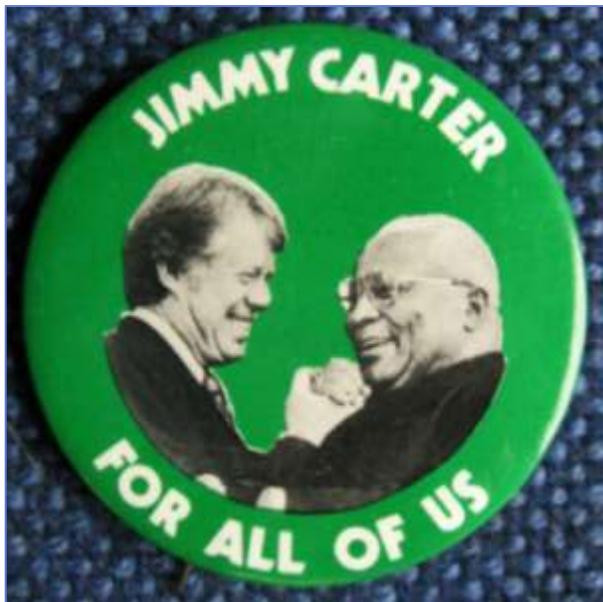
*Democratic Party Platform – 1976:

<http://www.presidency.ucsb.edu/ws/index.php?pid=29606#axzz1LKkpyFUj>.

*Electoral College results for the 1976 election: http://www.archives.gov/federal-register/electoral-college/votes/1977_1981.html.

*Information on all presidential elections: <http://www.presidency.ucsb.edu/elections.php>.





Reset Form

Artifact Analysis Worksheet

Print Form

1. TYPE OF ARTIFACT

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2. SPECIAL QUALITIES OF THE ARTIFACT

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A. What does it tell us about technology of the time in which it was made and used?

B. What does it tell us about the life and times of the people who made it and used it?

C. Can you name a similar item today?

5. BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

Reset Form

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

Print Form

Jimmy Carter's

Peanut Brigade



The '76 Election



Campaign
buttons
Activity

Pages
2-5

Jimmy Who?

"My name is Jimmy Carter, and I'm running for president."

Jimmy Carter's rise to the presidency was one of the most remarkable ascents in American political history. He was all but unknown to the public through much of 1975. Less than a year later, he was his party's candidate for president. Like no campaign since, it was largely the effort of family and friends – some were tireless campaigners and shrewd political advisors. The entire primary campaign cost about \$11.5 million.



Campaign buttons

Student Activities

Student Activity #1

Jimmy Carter's Presidential Campaign was helped by the use of Presidential campaign buttons. There were a variety of buttons produced during the campaign. Using the Button Analysis worksheet on page 5, have students evaluate the seven buttons included on pages 3 - 4.

Student Activity #2

After completing student activity #1 for each button, students will discuss as a class the important characteristics of campaign buttons. As a class, answer the following discussion questions.

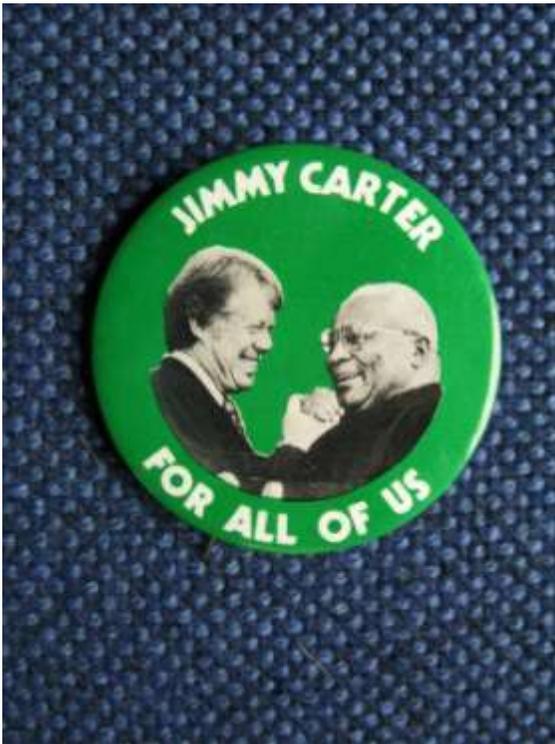
1. What campaign button is the most effective?
2. Which campaign button is least effective?
3. Is there a common message among the buttons?

4. What are the characteristics of an effective button?

Student Activity #3

After a class discussion about the effective characteristics of campaign buttons, students, working in pairs, will pretend they are part of a design team for Jimmy Carter's campaign. Using their knowledge gained from activities 1 and 2, they will design a new campaign button for Jimmy Carter. Student should keep in mind the purposes and characteristics of good campaign buttons as they complete their button.

#1



#2



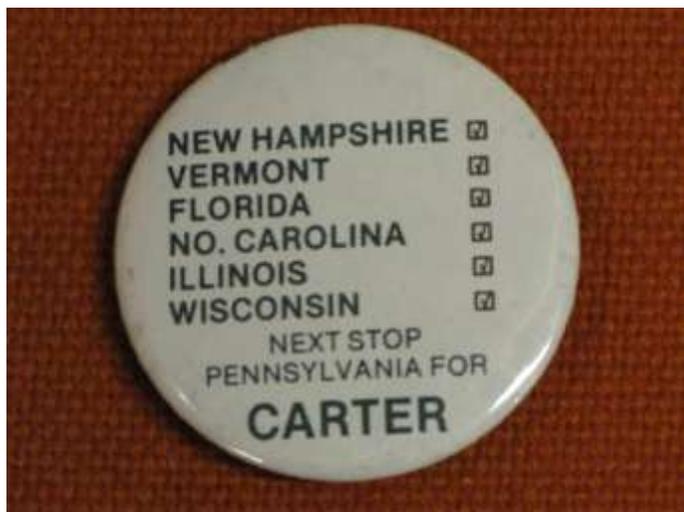
#3



#4



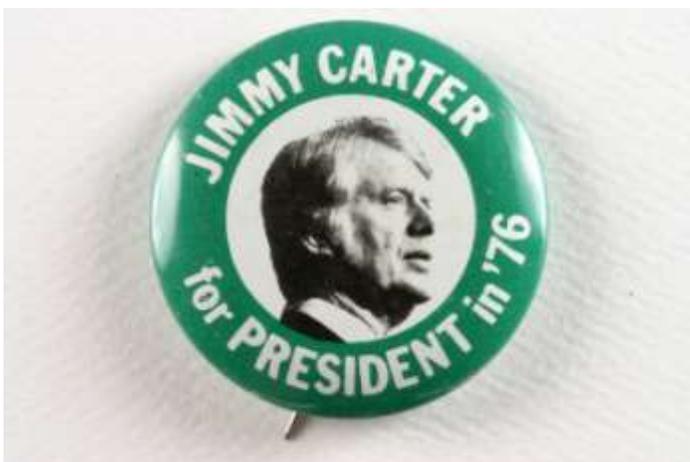
#5



#6



#7



Campaign Button Analysis Worksheet

1. What are the main colors used in the button?
2. What symbols (if any) are used in the button?
3. If a symbol is used, is it
 - a. clear (easy to interpret)?
 - b. memorable?
 - c. dramatic?
4. Are the messages in the button primarily visual, verbal, or both?
5. Who do you think is the intended audience for the button?
6. What does the Candidate hope the audience will do?
7. What purpose(s) does the button serve?
8. The most effective buttons use symbols that are unusual, simple, and direct. Is this an effective button?

Georgia Performance Standards

Grade Two | SS2CG2 (A. & B.)

The student will identify the roles of the following elected officials:

- a. President (leader of our nation)
- b. Governor (leader of our state)

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.