

The Award Winning

**Jimmy Carter Library & Museum**

ATLANTA, GEORGIA

## **Curriculum Guide: The President's Travels**



Unit 6 of 19:

**JCLAM On-Site Multimedia Interactive Activities**

# Taking Action



## Watch the video about the Carter Center

In the Post Presidency section of the Jimmy Carter Library and Museum, students will see a video that details the work of Jimmy and Rosalynn Carter through The Carter Center. The Carter Center has been involved in countries around the world including Ghana, North Korea, Cuba, Ethiopia, and Norway.

Students will also be able to see different presents and artifacts from the various countries that the Carters have visited. There are airplane chairs and space in front of the screen for students to gather as they complete the video viewing guide.

### Introductory activity

Map activity of countries mentioned in the video

Page 2 - 3

### Video Viewing

Questions for students to answer while viewing the video

Page 4 - 5

### Post field trip

Students will create a travel brochure about countries from the video

Page 6

# The Carters in

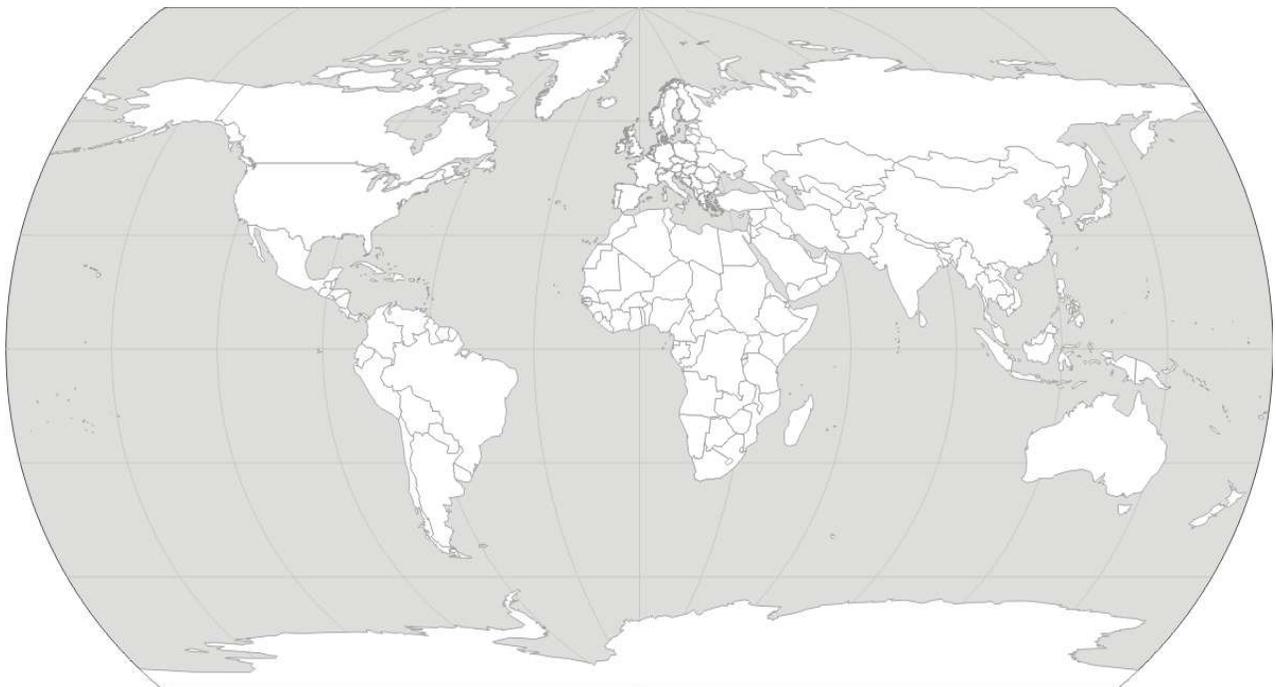
## Student Activity #1: Mapping The Carter's travels mentioned in the video



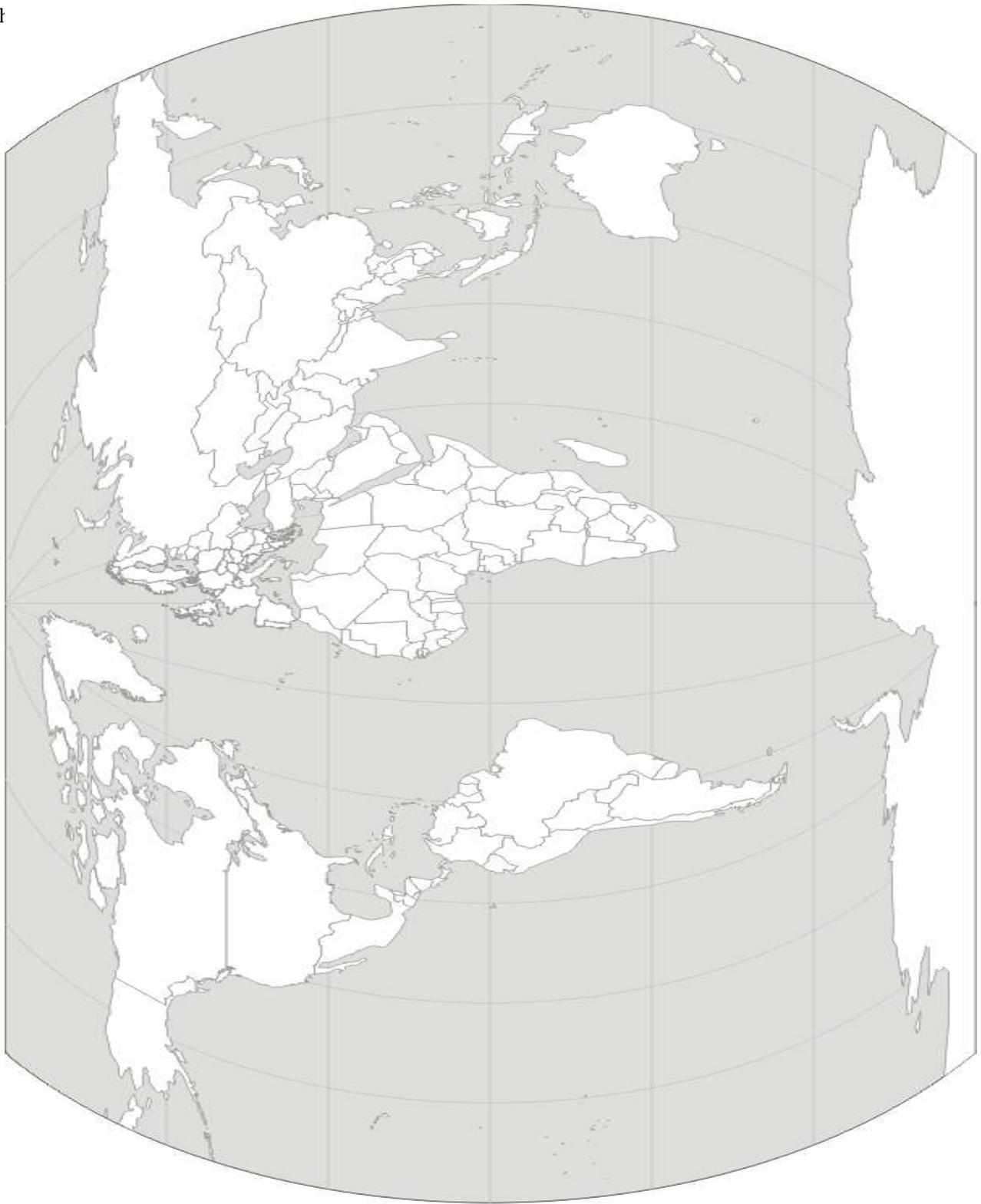
Students will label a world map of all of the countries mentioned in the Taking Action video that they will view when they come to the Jimmy Carter Library and Museum. Students will color each country and then label it accordingly. World maps can be downloaded off a number a websites including <http://www.freeworldmaps.net/>.

Students should color and label the following countries:

- Ghana
- North Korea
- Cuba
- Ethiopia
- Norway



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# Taking Action Video Questions

While watching the video, answer the following questions:

1. When the Carters come to the village where the Guinea Worm had been eradicated, how do the villagers respond to them?
2. What types of things did the typical villages that had Guinea worm not have?
3. What was the purpose of the trip to North Korea?
4. President Carter says the Kim Il Sung, the leader of North Korea at the time, was a combination of what two people for the people of North Korea?
5. Was the trip to North Korea successful?
6. Did Fidel Castro want the Carters to come to Cuba?
7. In what language did Jimmy Carter give his speech to the Cuban people?
8. What was the one request that Castro had of President Carter while he was in Cuba?
9. In Ethiopia, what has the Carter Center done to eliminate trachoma?
10. In Norway, what person sang "Georgia on my Mind" and was a favorite of Jimmy Carter?

# Taking Action Video Questions — Answer KEY

1. dancing and celebrating, they gave robes to the Carters
2. running water, pumps
3. The purpose of the trip to North Korea was actually to prevent a war
4. According to President Carter, Kim Il Sung, for the North Korean people, was a combination of Jesus Christ and George Washington
5. They negotiated successfully to end their production of nuclear weapons. “So we prevented a war, and we ended, at least for the time being, North Korea’s commitment to a nuclear capability”. But not all of the agreements that they negotiated on that trip were carried out
6. Castro was very eager for them to come.
7. Carter spoke in Spanish.
8. “I want you and me to walk out on the baseball field with no security. I want the world to see that the former President of United States is completely safe among 50,000 Cubans.”
9. Program to get rid of the flies, e.g. building privies (outdoor toilets)
10. Willie Nelson



## Student Activity #3

### Creating a travel brochure for selected countries

After visiting the Jimmy Carter Library and Museum, students will create a travel brochure about one of the places that the video “Taking Action” discussed. Have students choose one of the following countries in order to create a travel brochure: Ghana, North Korea, Cuba, Ethiopia, and Norway.

In the travel brochure, students should create six panels of information for their country. The six panels should consist of a Title page, physical geography, political geography, Culture geography, Carter Center programs, and Current news. Students can create the

brochure on the computer using Microsoft Office programs such as Word or Publisher.

Students can research information from a variety of websites including the CIA World Fact book

(<https://www.cia.gov/library/publications/the-world-factbook/>) and the Carter

Center country website

<http://www.cartercenter.org/countries/index.html>.

## Georgia Performance Standards

### Grade Two | SS2H1 (a.)

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

- a. Identify the contributions made by these historic figures: Jimmy Carter (leadership and human rights).

### Grade Two | SS2CG3

The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

### Grade Six | SS6G1

The student will locate selected features of Latin America and the Caribbean.

- b. Locate on a world and regional political-physical map the countries of Cuba.

### Grade Eight | SS8H12 (B.)

The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

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

## Web Resources

### Map websites

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

For more information on the Carter's travels, see *Beyond the White House: Waging Peace, Fighting Disease, Building Hope*, by Jimmy Carter at <http://estore.archives.gov/Carter/ProductInfo/C1141.aspx>

### The Carter Center

<http://www.cartercenter.org/index.html>

### Peace Programs

<http://www.cartercenter.org/peace/index.html>

### Health Programs

<http://www.cartercenter.org/health/index.html>

### Jimmy Carter Library and Museum

<http://www.jimmycarterlibrary.gov/>

### Country websites

<http://www.cartercenter.org/countries/index.html>

<https://www.cia.gov/library/publications/the-world-factbook/>



## The Interactive Map Table

A one of a kind interactive experience



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Our INTERACTIVE MAP TABLE is able to accommodate up to 18 users at once. This state-of-the-art display utilizes six workstations, a flat-panel display monitor, overhead projection system, and customizable educational hardware and software to teach

multi-disciplinary content: from geography, science, and history, to health & welfare, and human and political rights issues! You get to travel on your own airplane, virtually collect stamps of visited countries in your passport, and even email souvenirs and information about your travels to yourself and others.

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## Georgia Performance Standards

### **SSWG1 The student will explain the physical aspects of geography.**

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.

### **SSWG2 The student will explain the cultural aspects of geography.**

- a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
- b. Explain how cultural characteristics of a place can be used to describe a place.
- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.

### **SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.**

- a. Describe the location of major physical features and their impact on Sub-Saharan Africa.
- b. Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa.

### **SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.**

- a. Explain why the region is known as Latin America; include cultural reasons.
- b. Describe the location of major physical features and their impact on Latin America.
- c. Describe the major climates of Latin America and how they have affected Latin America.

#### **Websites for research on the Carter Center programs and countries**

<http://www.cartercenter.org/health/index.html>  
<http://www.cartercenter.org/peace/index.html>  
<http://www.cartercenter.org/countries/index.html>

#### **Websites for research on countries**

<https://www.cia.gov/library/publications/the-world-factbook/>  
<http://www.atlapedia.com/>



# Pre-field Trip Student Activity

Students will create a graphic organizer (see chart below) that will give them a geographical perspective on the countries and programs that they will see and learn about in the interactive tables. The chart should have headings across the top such as climate, land size, total population, major physical features (mountains, rivers, etc.), cultural features (language, religion), and Carter Center programs that are taking place there. Then, they will complete the chart using the CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>) or another country information website.

Finally, students should discuss how climate and people can describe a place and what life might be like in each area of the world. Students should compare and contrast the different places. How might each place be different in their culture and how might that affect the Carter Center's efforts?

Location	Climate	Land Size	Population	Physical Features	Cultural Features	Carter Center programs
Liberia						
China						
Indonesia						
Ethiopia						
DR of Congo						
Ghana						
Latin America						
United States						

# Post-Presidency TRAVEL

After the Presidency:

The Carters traveled to Cuba, Sudan, China, Ecuador, and Israel.

## DEMOCRACY ON WHEELS

A bicycle equipped with a ballot box like this became a mobile voting station during local elections in China.

Jimmy Carter Library and Museum

## Advancing Human Rights: A Global Calling – 1981 to present

**Health, peace, and freedom combine to bring a priceless benefit – hope.**

Preserving peace, encouraging good government, and improving health care have been longtime causes of Jimmy and Rosalynn Carter. They wove these concerns into the work of The Carter Center and focused especially on helping the world's most desperate and oppressed people – with health care, food, security, freedom, and self-governance. A single term embraces all these efforts – human rights. And these human rights are the building blocks of hope.



### The Carter Center

The Carters have traveled around the world spreading peace, hope, and health to people everywhere.



### Cuba

Jimmy and Rosalynn Carter visited Cuba and met with Fidel Castro and the people of Cuba.

Go to page

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## Building Hope: Student Activity #1

The Carter Center's video on Building Hope is an overview of the Carter Center's efforts to advance human rights and alleviate unnecessary human suffering in more than 70 countries. At work in many of the poorest regions in the world, The Carter Center brings hope to those who need it most. The video is found at the Carter Center website

<http://www.cartercenter.org/news/multi-media/GeneralTopics/BuildingHope.html>.

Students should view the video as a class or individually. Have students complete the Motion Picture Analysis Worksheet on page 3 as they watch the video. After viewing the video,

have students discuss the different programs of the Carter Center.

Extension Activity: Students can do further research about the Carter Center at the following websites.

About the Carter Center

<http://www.cartercenter.org/about/index.html>

Peace Programs

<http://www.cartercenter.org/peace/index.html>

Health Programs

<http://www.cartercenter.org/health/index.html>

## Motion Picture Analysis Worksheet

<b>Step 1. Pre-viewing</b>									
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.								
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; border-bottom: 1px solid black; padding: 2px;">Concepts/Ideas</th> <th style="width: 50%; border-bottom: 1px solid black; padding: 2px;">People</th> </tr> </thead> <tbody> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">1. _____</td> <td style="border-bottom: 1px solid black; padding: 2px;">1. _____</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">2. _____</td> <td style="border-bottom: 1px solid black; padding: 2px;">2. _____</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">3. _____</td> <td style="border-bottom: 1px solid black; padding: 2px;">3. _____</td> </tr> </tbody> </table>	Concepts/Ideas	People	1. _____	1. _____	2. _____	2. _____	3. _____	3. _____
Concepts/Ideas	People								
1. _____	1. _____								
2. _____	2. _____								
3. _____	3. _____								
<b>Step 2. Viewing</b>									
A.	Type of motion picture (check where applicable): <table style="width: 100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> Animated Cartoon</td> <td><input type="checkbox"/> Theatrical short subject</td> </tr> <tr> <td><input type="checkbox"/> Documentary Film</td> <td><input type="checkbox"/> Training film</td> </tr> <tr> <td><input type="checkbox"/> Newsreel</td> <td><input type="checkbox"/> Combat film</td> </tr> <tr> <td><input type="checkbox"/> Propaganda Film</td> <td><input type="checkbox"/> Other</td> </tr> </table>	<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
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<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): <table style="width: 100%; margin-top: 5px;"> <tr> <td><input type="checkbox"/> Music</td> <td><input type="checkbox"/> Live action</td> </tr> <tr> <td><input type="checkbox"/> Narration</td> <td><input type="checkbox"/> Background noise</td> </tr> <tr> <td><input type="checkbox"/> Special effects</td> <td><input type="checkbox"/> Animation</td> </tr> <tr> <td><input type="checkbox"/> Color</td> <td><input type="checkbox"/> Dramatizations</td> </tr> </table>	<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
<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?								
<b>Step 3. Post-viewing (or repeated viewing)</b>									
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**

## Waging Peace: Cuba

“During a historic trip in May 2002 as the first former or sitting U.S. president to visit Cuba since the 1959 Cuban revolution, President Carter called on the U.S. and Cuban governments to mend relations.

He urged the United States to end its economic embargo against Cuba, in place since 1959, and President Fidel Castro to hold free elections, improve human rights, and allow greater civil liberties. President Carter's main goals were to meet Cuban people from all walks of life, to establish a dialogue with President Fidel Castro and other government officials, and to explore ways to ease the relationship between the United States and Cuba.

The highlight of the trip was President Carter's speech at the University of Havana, where he made an unprecedented call in this communist country for personal and political freedoms – made not only to students and faculty but also to the senior members of the Cuban government attending the speech. President Carter also called for the Varela Project petition to be published in the official newspaper so that people could learn about it.

The Varela Project seeks a national referendum on legislative changes to guarantee rights such as freedom of speech and assembly, free elections, and free enterprise. More than 11,000 signatures were obtained and submitted to the National Assembly just days before President Carter arrived in Cuba. Under Cuban law, the National Assembly must at least consider petitions for legislative proposals, though it does not have to hold a referendum. Before the speech, few



### Student Activity #2

1. Find the distance from Havana, Cuba to the following places by using the website <http://www.distancefromto.net/>.
  - a. Miami, Florida
  - b. Port-au-Prince, Haiti
  - c. Washington, D.C.
  - d. Plains, Georgia
  - e. Mexico City, Mexico



Fidel Castro meets former President Carter at the

(Waging Peace: continued)

Cubans had heard about the project since it received no coverage by the state-owned media.

After the trip, President Carter briefed members of the U.S. House and Senate as well as President Bush. The Center will continue to maintain relations with the Cuban government and with others met in Cuba. “

Excerpt from Cuba information from <http://www.cartercenter.org/countries/cuba-peace.html>

For further information on President Carter’s Cuba Trip Report and transcript of his speech go to

<http://www.cartercenter.org/news/documents/doc528.html>



*Baseball from Cuba signed by Jimmy Carter and Fidel Castro*

## Student Activity #3: Baseball

During President Carter’s visit to Cuba he attended the Cuban All-Star baseball game. President Castro and former President Carter threw out the first pitch before the game. One of the two balls used is now in the Jimmy Carter Library and Museum in a glass case. Have students look for it when they visit the Museum. For the story behind the baseball and his trip to Cuba, read *Beyond the White House: Waging Peace, Fighting Disease, Building Hope*, by Jimmy Carter.

For further research on the history of baseball in Cuba go to the PBS website about the show called **Stealing Home: The Case of Contemporary Cuban Baseball**

(<http://www.pbs.org/stealinghome/history/index.html>) After reading the timeline, have students answer the following questions in a paragraph response.

1. How did the American sport of baseball diffuse or spread to Cuba?
2. Why is baseball so popular in Cuba?

## Student Activity #4: Speech

Students will begin this activity by reading the transcript of the speech that Jimmy Carter gave to the University of Havana. This speech was given in front of the dictator Fidel Castro. It is found on the Carter Center website at <http://www.cartercenter.org/news/documents/doc517.html>.

After reading the speech, students should investigate the ideas set forth by President Carter. Have students work in partners to research and write a report or make a presentation about their findings. Topics that students may research could include United States Embargo on Cuba, Free Trade of the Americas, Universal Declaration of Human Rights, OAS, Summits of the Americas, Varela Project, International Committee of the Red Cross, UN Human Rights Commissioner, and Fidel Castro.

## Georgia Performance Standards

### Grade Two | SS2H1 (a.)

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

- a. Identify the contributions made by these historic figures: Jimmy Carter (leadership and human rights).

### Grade Two | SS2CG3

The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

### Grade Six | SS6G1

SS6G1 The student will locate selected features of Latin America and the Caribbean.

- a. Locate on a world and regional political-physical map: Caribbean Sea,
- b. Locate on a world and regional political-physical map the countries of Cuba, Haiti, and Mexico.

### Grade Six | SS6H3

SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.

- a. Explain the impact of the Cuban Revolution.

### Grade Eight | SS8H12 (B.)

The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

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

# Lesson Resources

The Building Hope video

<http://www.cartercenter.org/news/multimedia/GeneralTopics/BuildingHope.html>

About the Carter Center

<http://www.cartercenter.org/about/index.html>

Peace Programs

<http://www.cartercenter.org/peace/index.html>

Health Programs

<http://www.cartercenter.org/health/index.html>

Excerpt from Cuba information

<http://www.cartercenter.org/countries/cuba-peace.html>

For further information on President Carter's Cuba Trip Report and transcript of his speech go to

<http://www.cartercenter.org/news/documents/doc528.html>

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

<http://estore.archives.gov/Carter/ProductInfo/C1141.aspx>

Stealing Home: The Case of Contemporary Cuban Baseball

<http://www.pbs.org/stealinghome/history/index.html>

Jimmy Carter's speech at The University of Havana, Cuba

<http://www.cartercenter.org/news/documents/doc517.html>

# Building Hope

“God gives us the capacity for choice. We can choose to alleviate suffering. We can choose to work for peace. We can make these changes – and we must.”

– Jimmy Carter, Nobel Lecture



## The Carter Center

In 1981, Jimmy Carter conceived the idea of combining his presidential library with an international center for conflict resolution. By the time of The Carter Center’s groundbreaking in 1984, this vision already had grown. Today, the Center supports programs advancing peace and health throughout the developing world. It collaborates with dozens of organizations and works both with heads of state and the world’s poorest citizens to foster human rights and alleviate suffering.

### WAGING PEACE

The Carter Center works around the world to resolve conflicts, strengthen democracy, and secure human rights. The Carter Center is well known for monitoring elections. But the Center’s work goes far beyond democratic elections. Democracies also need freedom of information, transparency of government, the rule of law, and basic human rights. The Center’s programs address immediate challenges and foster long-term development to support peace, justice, human rights, and democracy across nations and societies.

### FIGHTING DISEASE

Giving people a chance for a healthy life is one of the central goals of The Carter Center and a basic human right. In parts of the world, the staff of The Carter Center has found whole communities afflicted with preventable diseases. Men, women, and children suffer and die for lack of access to the information and tools that could save them. The Center focuses on diseases ignored by others



“In some communities in Ethiopia & Sudan, as many as 20% of women over fifteen years old are going blind from preventable diseases.” – Jimmy Carter

and finds ways to help people create healthier lives for themselves.

### **LESSONS FROM THE GUINEA WORM**

The Carter Center’s success in fighting Guinea worm led to other successful projects to fight different diseases around the world. What do these diseases have in common – onchocerciasis (river blindness), lymphatic filariasis (elephantiasis), schistosomiasis, trachoma, and malaria? Often neglected by others, together they afflict millions of people. Most of their victims are poor. All the diseases are preventable or have treatments. The Carter Center works with countries projects to bring the medicines and health education that can build hope.

### **ERADICATING GUINEA WORM**

Since 1986, The Carter Center had led the international campaign to eradicate Guinea worm disease. The disease begins with people drinking water contaminated with the worm’s larvae. A worm up to three feet long grows inside the human body and eventually emerges through the skin. In the late 1980s, roughly 3.5 million people suffered from the parasite. But public education, simple water filtering, and other straightforward measures supported by The Carter Center have made an astonishing difference. Fewer than 4,700 cases remained in 2008, and every case was being carefully monitored.

### **PART OF THE CURE**

Give a child enough food and a safe water supply, and part of the work of fighting disease is already done. In addition to health education and treatments to prevent specific diseases, The Carter Center helps provide the good nutrition and sanitation that are fundamental to good health. In Africa, The Center has helped some 8 million farmers double and even triple yields of food grains. Even projects that seem simple, such as helping communities build latrines, can prevent tens of thousands of infections and inspire hope among populations that feel forgotten.

### **Student Activity -- Building Hope Video**

When visiting the Carter Library and Museum students should watch the video entitled Building Hope and answer the questions on p. X. The video can also be played online at <http://www.cartercenter.org/news/multimedia/GeneralTopics/BuildingHope.html> before or after coming to the Museum.

# Building Hope Video Questions

While watching the video, answer the following questions.

1. How many people live on Earth?
2. What are some examples of rights that The Carter Center believes humans have?
3. In how many countries has The Carter Center worked?
4. What are some examples of countries in which The Carter Center has observed elections?
5. What are some diseases that The Carter Center is fighting against?
6. If the Carter Center is successful, what will be the second disease in history ever to be completely eradicated?
7. What is one of the most gratifying experiences of Jimmy Carter's life?
8. What do the people of The Carter Center work for in addition to peace and fighting disease?
9. How many people does President Carter say that The Carter Center has helped?

# **Building Hope Video Questions--KEY**

- 1. 6 billion**
- 2. right to freedom of speech, assembly, religion, right to have a decent home in which to live, to have food to eat, to have personal freedom to choose their own leaders, and to be free from unnecessary disease and hunger**
- 3. over 70 countries**
- 4. Indonesia, Ethiopia, Palestine**
- 5. Guinea worm, river blindness, trachoma, (TRA – coma) free and lymphatic filariasis**
- 6. The eradication of Guinea worm**
- 7. The transformation of a village population, after one year of effort on their part, guided by us, is one of the most gratifying experiences of his life. (Eradication of Guinea worm)**
- 8. to build hope**
- 9. literally hundreds of millions**



## Georgia Performance Standards

**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: Jimmy Carter (leadership and human rights).

### Web Resources

#### **Building Hope video**

<http://www.cartercenter.org/news/multimedia/GeneralTopics/BuildingHope.html>

#### **The Carter Center**

<http://www.cartercenter.org/index.html>

#### **Carter Center Peace Programs**

<http://www.cartercenter.org/peace/index.html>

#### **Carter Center Health Programs**

<http://www.cartercenter.org/health/index.html>

#### **Carter Center at Work Around the World**

<http://www.cartercenter.org/countries/index.html>

#### **Guinea Worm Eradication Program**

[http://www.cartercenter.org/health/guinea\\_worm/mini\\_site/index.html](http://www.cartercenter.org/health/guinea_worm/mini_site/index.html)