

The Award Winning

Jimmy Carter Library & Museum

ATLANTA, GEORGIA

Curriculum Guide: The President's Travels



Unit 16 of 19:

The Carter Center – Fighting Disease

The Carter Center

FIGHTING DISEASE



Related Georgia Performance Standards:

6 SS6G3 – The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.

SS6E3 – The student will describe factors that influence economic growth and examine their presence or absence in Latin America.

- Explain the relationship between investment in human capital and Gross Domestic Product (GDP).

7 SS7G2 – The student will discuss environmental issues across the continent of Africa.

- Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.

SS7E3 – The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

- Explain the relationship between investment in human capital and Gross Domestic Product (GDP).

WG SSWG2 – The student will explain the cultural aspects of geography.

- Explain how the development of customs and traditions help to define a culture and a people.

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

SSWG7 – The students will describe the interaction of physical and human systems that have shaped contemporary Latin America.

ERADICATING DISEASE

The Carter Center's motto is "Waging Peace, Fighting Disease, Building Hope." The Center's public health work involves a number of initiatives that are striving not only to fight disease, but also to actually eradicate six diseases entirely. Public health initiatives built upon "health education and simple low-cost methods" have proven to be enormously successful for the Center.

When visiting the Carter Library and Museum's exhibits about President Carter's post-Presidency, and President and Mrs. Carter's work with the Carter Center, students can learn about the spread and impacts of these diseases. Artifacts and photographs help students understand the methods used by Carter Center staffers and local health workers to improve the lives of people in areas where these diseases pose the greatest threat.

“...I think that when we see the last case of Guinea worm gone from the earth, there would be few if any other achievements of my life of which I would be more proud.”

President Jimmy Carter, in an interview by PRI's David Baron, March 2010.



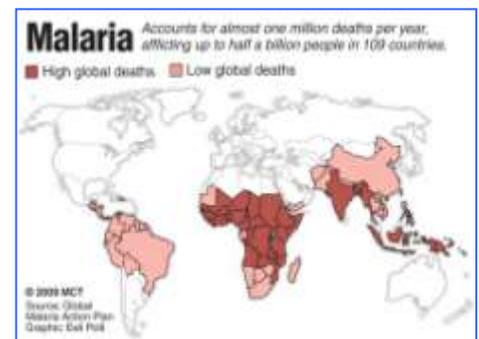
Chart used in the Americas to help health workers explain proper medication dosages to fight River Blindness (Onchocerciasis).

Pre-Visit Activity #1:

- *Put students into small groups or partnerships. Explain briefly that one of the Carter Center's roles is to help fight disease.
- *Tell students that they will be acting as mock public health workers, and that their job is to help teach basic hygiene tasks. In this case, they are to teach safe methods of nose-blowing.
- *Have each partnership/group brainstorm ways that they could teach someone how to blow his or her nose correctly. Ask groups to share their ideas.
- *Then, tell groups that their task remains the same, only they have to do it without using spoken or written language. The people they will be teaching speak a language that they do not know. How will the work they do change?
- *Finally, ask students what they would need to do if the people whom they were teaching were currently infected with a very contagious disease. How would their work need to be adapted?
- *Make a connection between the work of the Carter Center in multiple countries with multiple cultural expectations and students' efforts to explain basic hygiene.

Pre-Visit Activity #2:

- *Ask students to look at maps showing the distribution of various diseases that the Carter Center's health workers are fighting. Give students questions similar to the following to consider using the maps:
 - ~What physical features are common near disease outbreaks?
 - ~How would health workers and medical supplies be transported to the sites of disease outbreaks?
 - ~What commonalities are present between countries on different continents where certain diseases occur?
 - ~How are lifestyles the same as or different from students' lifestyles in these places?
 - ~Why are these diseases not common in the United States today?



During the Visit:

*If possible, have students view the video that can be seen from the airplane seats in the exhibit showcasing the Carter Center's work over the last 30 years.

*In this video, President and Mrs. Carter discuss multiple trips they have made, and their memories of the people whom they have met. One particular little girl stands out to Mrs. Carter, as she was proud to show the Carters her new sanitary latrine at her family's home in Ethiopia. The latrine was built as part of the Carter Center's efforts to curb trachoma by eliminating breeding locations for infected flies. Encourage students to think about how this child's life differs significantly from their own.

*If time and space permit, students should visit the Museum's map table, and work on the Ethiopian trachoma-fighting activities. Students visit a village, and identify effective strategies for preventing the spread of trachoma, and for helping individuals already stricken with the disease. They can also learn about the life cycle of the disease, and read first-hand accounts of health workers and citizens who interact with the disease on a regular basis.

Following the Visit:

*Have students learn more about trachoma eradication efforts at the Carter Center's Trachoma Control Program website:

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

*Then, have students learn about how the little girl in the video (Haymanot Shibabow) and her family are doing today:

<http://cartercenter.org/news/features/h/trachoma/HaymanotShibabow.html>. As a discussion point, students might consider whether or not individual stories like this "prove" that the Carter Center's work is effective. (Note that similar stories are made available on an ongoing basis for each of the diseases targeted for eradication.)

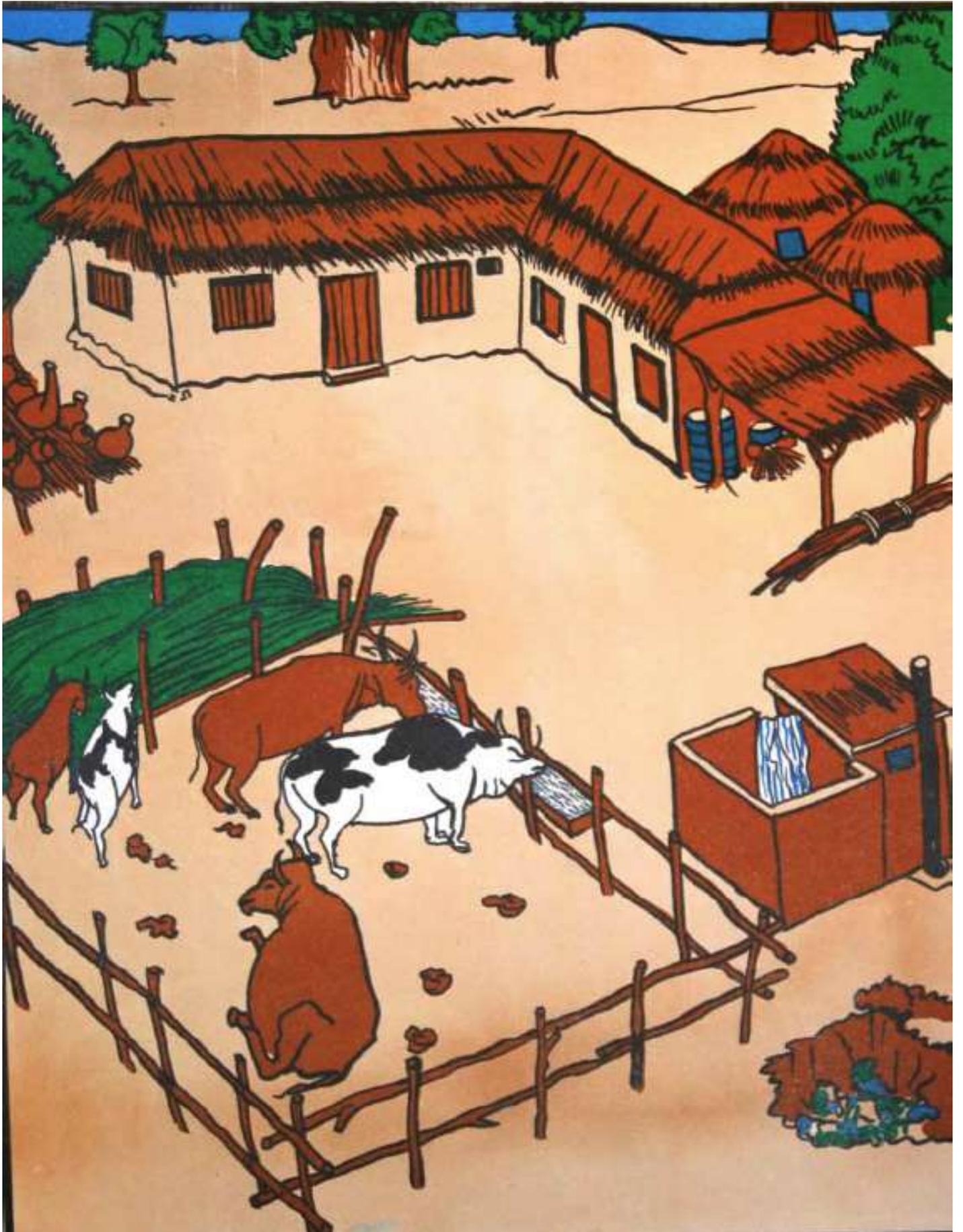
*Teachers might wish to print or project some of the resources that health educators use to encourage behaviors that will eliminate trachoma:

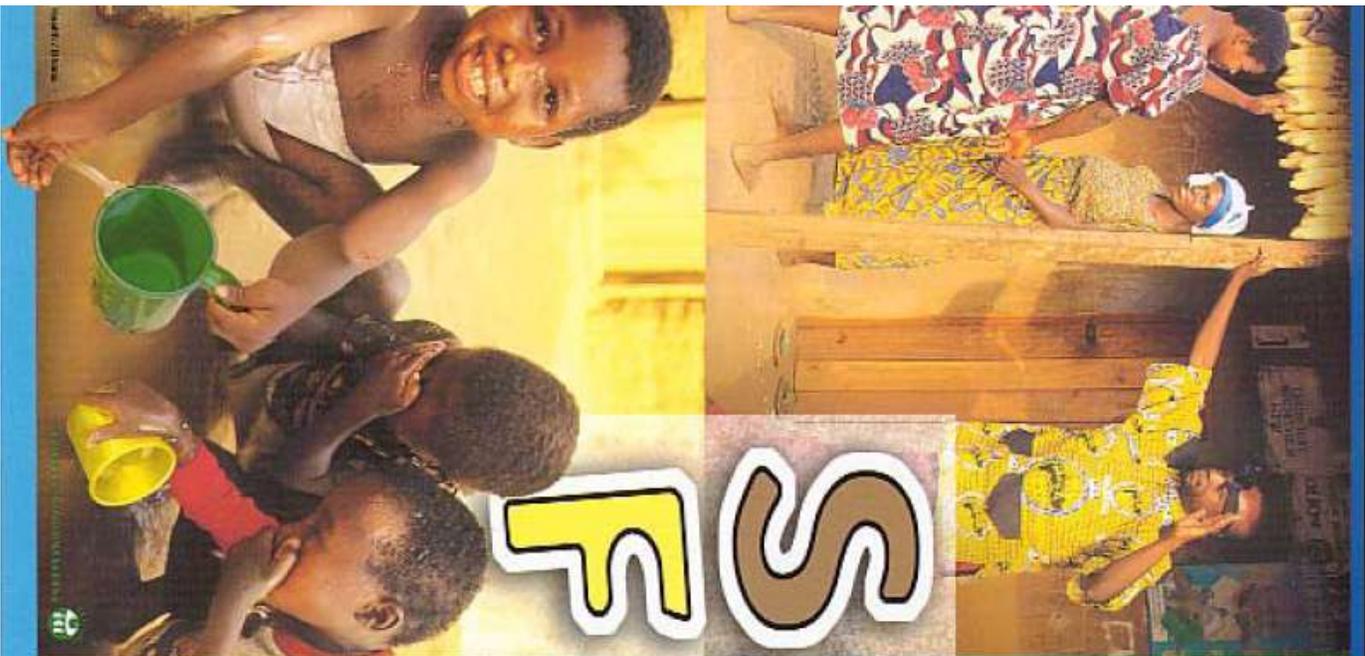
http://cartercenter.org/health/trachoma_education/index.html. A sample of these resources is included on the following pages, along with NARA worksheets for analyzing posters and photographs. In addition to the NARA-provided questions, teachers might want students to consider the following:

- ~Why are so many of these materials entirely picture-based?
- ~How are disease-fighting efforts in the United States conducted?
- ~How are these efforts in the United States similar to and different from the Carter Center's work elsewhere in the world?

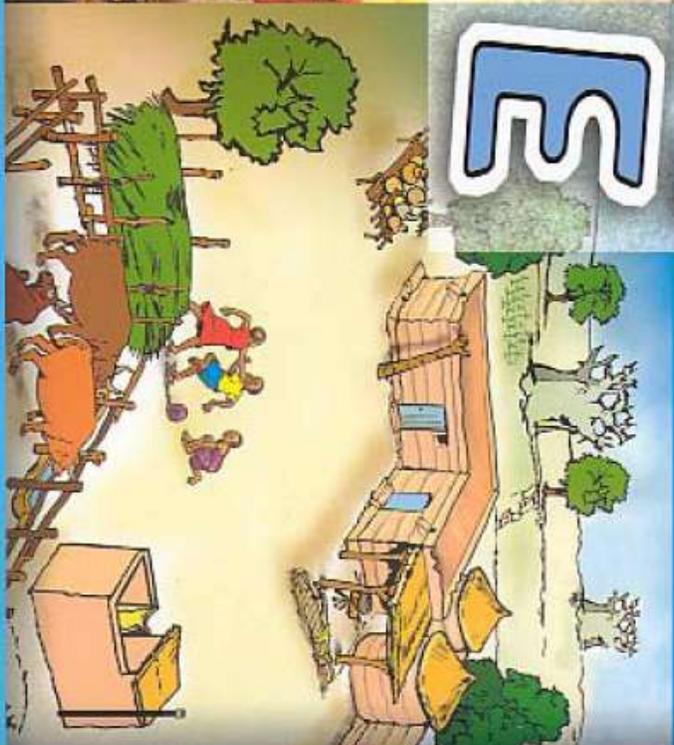


"In Ethiopia, Dr. Paul Emerson is reintroduced to Haymanot Shibabow and her mother during a five-year follow-up visit." Dr. Emerson is director of the Carter Center's Trachoma Control Program. Also, note the presence of the blue bed net, which helps prevent malaria and other mosquito-borne diseases.





SAFE



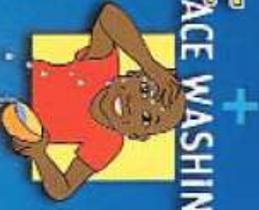
Let's be trachoma free!



SURGERY



ANTIBIOTICS

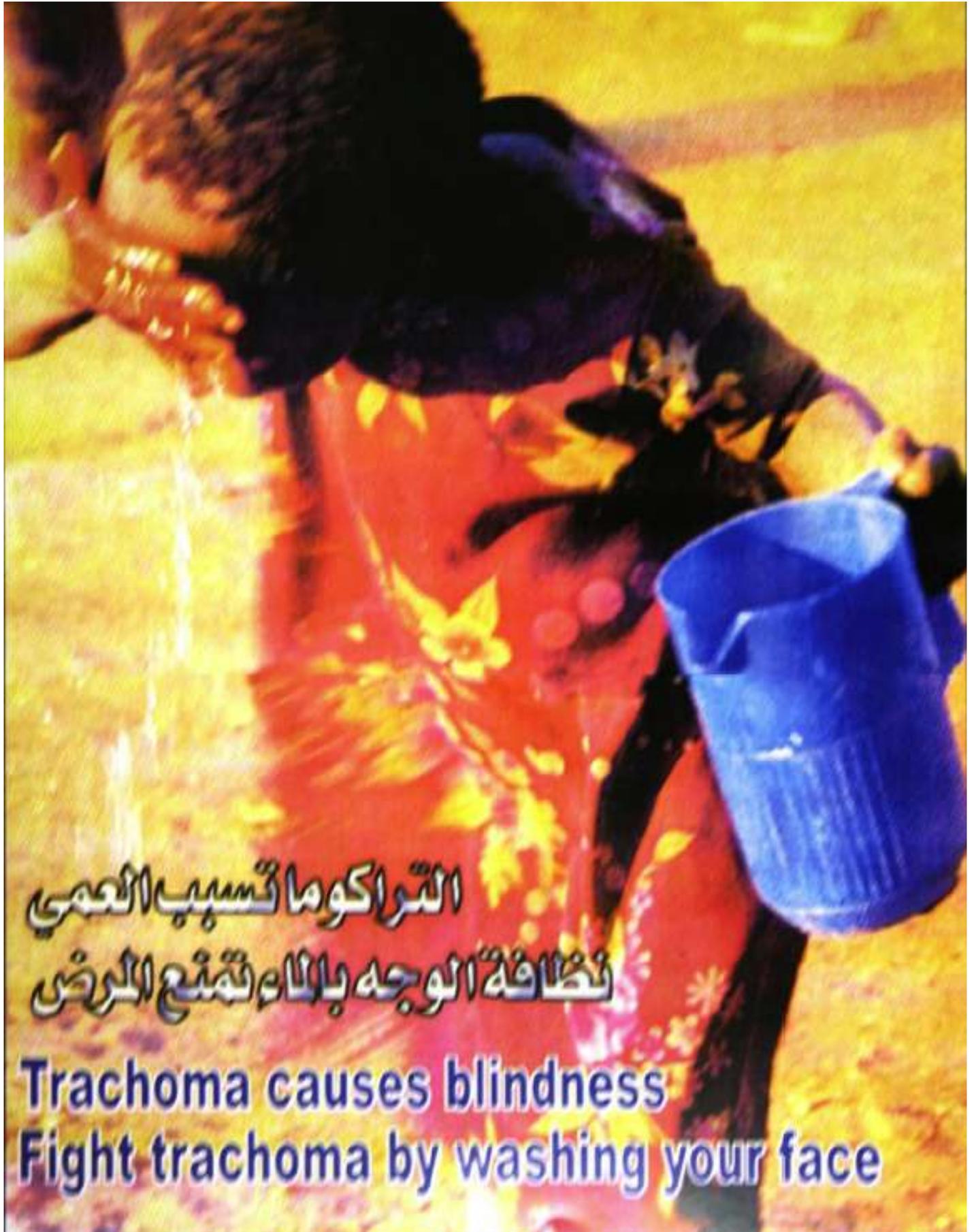


FACE WASHING



ENVIRONMENT

SAFE



التراخوما تسبب العمى
نظافة الوجه بالماء تمنع المرض

Trachoma causes blindness
Fight trachoma by washing your face

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it

a. clear (easy to interpret)?

b. memorable?

c. dramatic?

4. Are the messages in the poster primarily visual, verbal, or both?

Limit response for each question to 2 lines of text

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

Post-Visit Activity #1:

*Use the scenario cards on the next page to help partners or groups find possible solutions to transportation and distribution issues similar to those faced by Carter Center health workers. Groups should use background information learned during the previous map activity, textbooks, and other resources to explain why their solutions would be effective in the place(s) specified on their cards.

*Help students understand connections between political stability and public health by asking them to identify reasons that "touching" countries might have radically different rates of disease occurrence and infection.

Post-Visit Activity #2:

*Ask students to recall images and artifacts they viewed at the Museum related to treatments of diseases the Carter Center is working to end.

*Show students additional images available on the Carter Center's website (www.cartercenter.org/health), and related reports on disease eradication.

*Have students imagine how treatments for such diseases might be different in the contemporary United States. Encourage them to think about infrastructure and public services that exist in the United States that do not exist in other places, and how these would (and do) play a role in the fight against disease.

*As a summary, ask students to work in partnerships or small groups to brainstorm reasons that this sort of infrastructure and these public services do not exist in affected areas. Is there a role that the United States and its citizens should be playing to improve living conditions in other countries? How is the Carter Center working around the world to change living conditions in addition to fighting disease?

Teaching Resources:

*A variety of teaching devices used by the Carter Center's health workers to educate people about trachoma:

http://www.cartercenter.org/health/trachoma_education/index.html.

(Click on blue links on the right-hand side for charts, booklets, etc.)

*Newsletters, reports, first-hand field accounts, and graphics related to each Carter Center disease-fighting program:

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

*Trip reports from President Jimmy Carter. Many trips involve both peace and health initiatives:

http://www.cartercenter.org/news/trip_reports/index.html.



“The fact that health is dependent upon habits that we control makes us the first generation in history that to a large extent determines its own destiny.”

Jimmy Carter, Everything to Gain

<p>Health workers in Sudan suddenly find that the civil war's fighting has come closer to the village where they are working than anticipated. What should they do?</p>	<p>Health workers in Guatemala are distributing medicine. However, their next supply of drugs is trapped on a truck stuck on a highway collapsed by a landslide. What should they do?</p>
<p>Health workers in Vietnam find themselves trapped by a monsoon with no way to get themselves and their supplies to their assigned village. What should they do?</p>	<p>In order to get needed supplies, health workers in West Africa must negotiate with local leaders to allow trucks to get through a disputed area. Now, the leaders have changed their minds about allowing the trucks to pass. What should the health workers do?</p>
<p>Recent hurricanes in the Caribbean have affected numerous villages in Latin America where health workers have had great success in the past. Now, the workers are unsure if the villagers have enough supplies to continue with the new health practices. What should the workers do?</p>	<p>Health workers in Ethiopia find that people in some locations are not using their bed nets and other hygiene supplies on a regular basis. Unfortunately, funding does not exist for them to revisit these villages. What should the health workers do to encourage people to revisit the new health practices?</p>

References for Classroom Use:

- 1) *The World* on PRI interviews Jimmy Carter about Guinea worm:
<http://www.theworld.org/2010/03/29/eradicating-guinea-worm-disease/>.
- 2) Background on all Carter Center health initiatives:
<http://www.cartercenter.org/health>.
Specific disease information:
*http://www.cartercenter.org/health/guinea_worm/mini_site/gallery.html.
*http://cartercenter.org/images/BLINDmap_web.gif.
*http://www.cartercenter.org/resources/images/health/lymph_map.jpg.
*<http://www.cartercenter.org/health/ephti/ephtimap.aspx>.
- 3) Background information on countries:
<https://www.cia.gov/library/publications/the-world-factbook/>.
- 4) Printable maps:
*<http://www.eduplace.com/ss/maps/>
*<http://geography.about.com/library/blank/blxindex.htm>
- 5) World Health Organization Global Health Atlas:
<http://apps.who.int/globalatlas/>

For more information about President Carter's thoughts on being a past President, read *Beyond the White House*.

