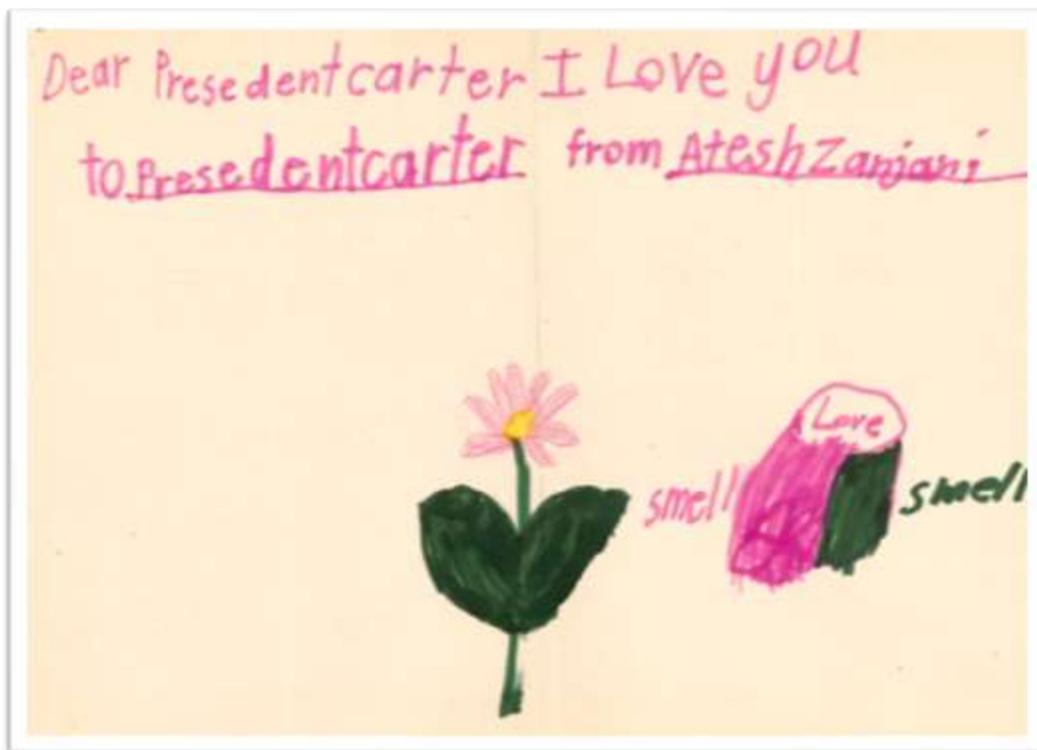


The Award Winning

**Jimmy Carter Library & Museum**

ATLANTA, GEORGIA

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



Unit 1 of 19:

### **Children's Letters to President Carter**

# Children's Letters to President Carter

Jimmy Carter Library and Museum

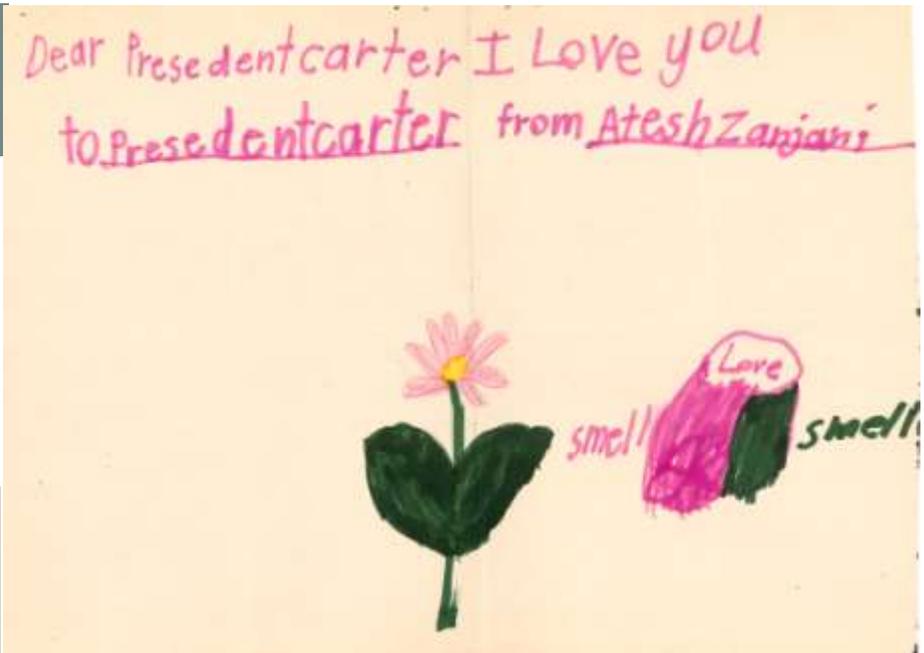
Writing a letter to an elected official is an important part of being a citizen of the United States. The Jimmy Carter Library and Museum displays children's letters that were written to President Carter while he was in office. These letters show the issues that were on the minds of ordinary Americans during his presidency. In these activities, you will develop a deeper understanding of the role of the President, the role of the citizen, and some of the issues that were important during the Carter Administration.

## Energy Crisis



The Energy Crisis and the Environment were serious issues to the people of the United States during the Carter Administration. Read the actual letters from children concerned about the crisis and the environment to President Carter and his response letters to some of them.

Pg. 1 of 13



## Letter writing

Write a letter to the President of the United States. Communicating to elected officials is an important part of democracy and one in which everyone can participate. In this activity, you will view more letters from children to President Carter. Then, you will write a letter to the current President.

See page 7 for more information

# The Energy Crisis

**Assignment #1:** To begin, have students read the letters from Grace Ledbetter and Brian Gore about their concerns about the Energy Crisis. Then read the response letter from President Carter. The teacher could print them out or show them from a projector onto a screen. Then lead the class in a discussion answering the following questions: What were the concerns of Miss Ledbetter and Mr. Gore? How did the President address those concerns?

**Assignment #2:** What was the Energy Crisis? Students may have asked this question after reading the letters. Have students begin by brainstorming what they believe the Energy Crisis might have been about after they have read the letters. Then, have students research the Energy Crisis during the Carter Administration. What types of energy were involved and how did President Carter attempt to solve the crisis? Students might create a timeline of events concerning the Energy Crisis. In conclusion, have students do further research about another historical energy crisis and a contemporary energy crisis. How was the historical crisis different than the current energy crisis? How are they similar? Students should be able to write an essay

## Georgia Performance Standards:

### Grade Two | SS2CG2 (a.)

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

- a. President (leader of our nation)

### 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.

224 Harrison st  
Leonia, N. J. 07605  
Jan 21, 1977

Mr J. Carter  
1600 Pennsylvania Avenue  
Washington, D. C

Dear Mr President,  
Congratulations on being elected as president  
of the United States. I'd like to know what  
your plans are for the future?

I hope you do your best to clean-up  
pollution. I think you should make red lights  
shorter, so cars would stop for a shorter time,  
and save gas so there is less pollution.

What are you going to do about the  
energy crisis? I think you should ban  
aerosol cans, because if they aren't someday  
ultra violet rays will get in the atmosphere  
of the earth and a lot of people will  
be killed. Good Luck!

Sincerely,

Grace Fedbetter

7/2  
C

CC-1

Feb 2, 1977

Dear President Carter,

My name is Brian Gore  
I live in Ypsilanti, Michigan.  
I think that you are a very nice  
person. I think that you are  
right about changing the United  
States from in the mess it was  
in about the energy crisis Ohio  
is in. I like you very much  
as the President of the United  
States even though I am only  
13 years old. Thank you very  
much.

Yours Truly

Brian Gore

sg

March 11, 1977

EXECUTIVE

203  
3735

(2)



Thank you for your friendly message. It is encouraging to know that young people, like yourself, are concerned about the future of America.

8

POB-1

J.C.

Jimmy Carter

85

Comments on energy crisis in Ohio  
Thank you're here person cc-1 card sent

THE WHITE HOUSE

\*  
Brian Gore  
1075 Monroe  
Ypsilanti, Michigan 48197

of 59  
c-25 JAN 26 1978

GENERAL  
NR2

①

7840 Donna  
Westland, Mi.  
48185

Jan. 10, 1978

Dear Sir,

Please stop people  
from killing the whales.  
And make a law to  
protect the whales.  
Too many whales are  
being killed each month!

Sincerely,  
Bobby Thomas

x

# Writing a letter to the President



## Other resources

Watch a video from the White House about letters sent to President Obama and how he reads 10 letters a day. Go to the website below and click on the video. See motion picture worksheet on pages 11 for students to complete while watching.

<http://www.whitehouse.gov/video/Inside-the-White-House-Letters-to-the-President>

How to write a letter to the President:

[http://www.ehow.com/how\\_4561907\\_of-united-states-of-america.html](http://www.ehow.com/how_4561907_of-united-states-of-america.html)

<http://www.enchantedlearning.com/writingletters/government/president/>



## Introductory Activities

1. Have students read the letter from Skip Desjardin to President Carter and then President Carter's reply letter. Break up students into pairs to discuss what Skip's main points were in his letter. Encourage students to notice the format and layout of his letter. You may use the Document Analysis Worksheet on the last page of this lesson. Finally, students should discuss President Carter's response letter. Does it adequately respond to Skip's letter? How do you think Skip felt about receiving a reply letter from the President?

2. Then, as a class, discuss and brainstorm by writing down answers to the question, "What are some of the major issues that America is facing right now?"

## Extension Activity

3. Students will write a letter to the President. Letters should be formatted properly and addressed to the White House. Encourage students to use issues that the class has brainstormed and other personal topics that interest them. Students could also write a message using the form on the White House website at <http://www.whitehouse.gov/contact>

The address to the White House is:

**The White House**  
**1600 Pennsylvania Avenue, NW**  
**Washington, DC 20500**

(Please include your e-mail address)

to  
the  
people

SKIP DESJARDIN  
32 Beacon Avenue  
Auburn, Maine 04210

32 Beacon Ave.  
Auburn, Maine  
04210  
December 30, 1976

Dear President Carter,

I saw on television today that you wanted to hear from the people of America.

My hope for your new administration is that you will remember the youth of the country. We younger people, despite the little bit of credit that we sometimes get, do have some valid + valuable ideas that might be a great help to you, or anyone in a position of power + authority.

Your aunt, Mrs. Emily Dolvin, told the students at my high school that you were concerned with young people. I sincerely hope that this concern will continue when you take office.

When a question that concerns us comes up, please turn to us - just as you would to an expert in economic or foreign policy matters.

My last wish is that the suggestions you receive will be given careful scrutiny + some serious thought. I'm sure that they will be.

Best wishes + good luck to you,  
Mr. President. It is indeed a difficult  
task that lies ahead of you. I am  
confident that you can rise to meet  
the challenge.

Thank you for listening!

Sincerely,  
Skip Desjardins

mb

EXECUTIVE

WE 9

PP 5

March 2, 1977

Dolvin, Emily (Mrs.)

To Skip Desjardin

I know I can count on your understanding for my delayed response to your letter. I share your belief that the young people of America can contribute in a very special way to my Administration. Their input will be of great help, and I have asked my staff to give careful consideration to their ideas.

Thank you for your kind words of support and good wishes.

Sincerely,

JIMMY

Mr. Skip Desjardin  
32 Beacon Avenue  
Auburn, Maine 04210

JC/sev/mlw

POB-1

60 Remember the Youth & take  
their suggestions, all  
suggestions be given serious thought

## 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 border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Concepts/Ideas</th> <th style="width: 50%; padding: 5px;">People</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. _____</td> <td style="padding: 5px;">1. _____</td> </tr> <tr> <td style="padding: 5px;">2. _____</td> <td style="padding: 5px;">2. _____</td> </tr> <tr> <td style="padding: 5px;">3. _____</td> <td style="padding: 5px;">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): <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?  _____ _____ _____								
<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**

## Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table><tr><td><input type="radio"/> Newspaper</td><td><input type="radio"/> Map</td><td><input type="radio"/> Advertisement</td></tr><tr><td><input type="radio"/> Letter</td><td><input type="radio"/> Telegram</td><td><input type="radio"/> Congressional Record</td></tr><tr><td><input type="radio"/> Patent</td><td><input type="radio"/> Press Release</td><td><input type="radio"/> Census Report</td></tr><tr><td><input type="radio"/> Memorandum</td><td><input type="radio"/> Report</td><td><input type="radio"/> Other</td></tr></table>	<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
<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.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table><tr><td><input type="checkbox"/> Interesting Letterhead</td><td><input type="checkbox"/> Notations</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> "RECEIVED" stamp</td></tr><tr><td><input type="checkbox"/> Typed</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Seals</td><td></td></tr></table>	<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					
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<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp												
<input type="checkbox"/> Typed	<input type="checkbox"/> Other												
<input type="checkbox"/> Seals													
3.	<p>DATE(S) OF DOCUMENT:</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document:</p>												