

The Award Winning

Jimmy Carter Library & Museum

ATLANTA, GEORGIA

Curriculum Guide: The President's Travels



Unit 5 of 19:

Being the President: A Day In the Life

A DAY IN THE LIFE

Pre and Post field trip activities based on the
“A day in the Life of a President” exhibit and film

It is often said that U.S. Presidents age at an accelerated rate during their terms in office. This demonstrates how busy a typical day in the life of a U.S. President is. President's Carter's time in office was no different.

All in a Day's Work

During a typical day in President Carter's term he dealt with many diverse issues. This assignment is designed to convey the comprehensiveness of the Chief Executive's day.

The All in a Day's Work assignment can begin with an optional “warm up/icebreaker” designed to activate prior knowledge. Students can be asked to use a brainstorming technique such as a circle map to compile issues that were a part of President Carter's Day.

Students will then complete the All in a Day's Work chart (attachment A) where they will:

- Briefly describe the issue.
- Classify each issue as either domestic, international or both.
- Designate whether the issue President Carter dealt with is still a current U.S. issues.

Around the World in a Day

In this mapping assignment students will locate and shade countries and other areas that were a part of the busy days depicted in the “A day in the Life” video and exhibit. Students will need a blank world outline map. The teacher can also elect to hand out blank outline maps of individual continents and their respective countries to complete the assignment. (Assignment can be done in an individual or collaborative scenario.) Countries and other areas in film: Washington, D.C., Cuba, Venezuela, Argentina, Chile, Iran, Gaza Strip, Moscow, Angola, Nigeria Zimbabwe(Rhodesia)



Example of world outline map that can be used.

A DAY IN THE LIFE

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Short Answer/ Discussion Questions

What were some of the domestic and global issues President Carter dealt with during his day portrayed in the video?



What are some of the domestic and global issues that president Obama is currently dealing with?

Who was the secretary of defense during President Carter's administration?

Who is the current Secretary of defense?

What type of skills does a President need to navigate through a typical day of their presidency?



President Carter and the First Lady hand and hand with civil rights leaders at Ebenezer Baptist Church including former Ambassador Andrew Young taken 01/14/1979

A DAY IN THE LIFE

Why do you think the President keeps such a detailed schedule?

What are the benefits of being organized?

What are the consequences of being unorganized?



President with the hostages from the Iranian crisis on their arrival home in 1981

A DAY IN THE LIFE

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Around the World in a Day

The President's roles cast him into a global environment daily. This assignment is designed to depict this for students. Students should be divided into groups. Assign each group a country or countries President Carter dealt with in the video. Using PowerPoint or a similar program, have students create a one slide electronic poster that depicts the following information:

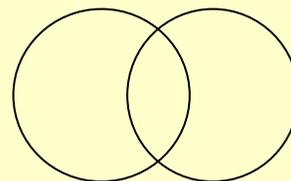
- The country being covered and its relative location
- A picture of the country
- The pertinent issue that made the country a part of President Carter's day
- A picture related to the pertinent issue



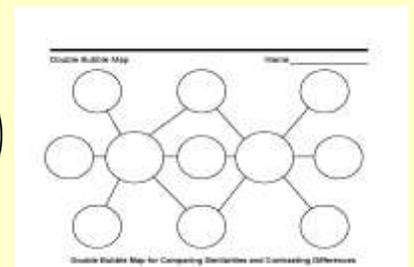
Washington, D.C., Cuba, Venezuela, Argentina, Chile, Iran, Gaza Strip, Moscow, Angola, Nigeria Zimbabwe(Rhodesia)

Expository Writing Prompt

Compare and contrast what you learned about a day in President Carter's presidency with what a reality based day of President Obama's presidency might look like. Students will of course have to have a working knowledge of current issues facing the U.S. President. Have students use a Venn diagram or Double Bubble Map© during the pre-writing stage to organize information.



Venn diagram



Name _____ Date _____

The Presidential Cabinet: A Team Effort

Listed below are the 15 executive department leaders that in addition to the Vice President, currently make up the President's Cabinet. Except for the Attorney General the heads of these departments called *secretaries*. Write the letter listed beside the Cabinet leaders in the box below on the line next to the correct description of what their departments/agencies do to help run our country.

- | | | |
|-----------------------------|--|----------------------------------|
| A. Secretary of Agriculture | F. Secretary of Health and Human Services | K. Secretary of State |
| B. Secretary of Commerce | G. Secretary of Homeland Security | L. Secretary of Transportation |
| C. Secretary of Defense | H. Secretary of Housing and
Urban Development | M. Secretary of Treasury |
| D. Secretary of Education | I. Secretary of Interior | N. Secretary of Veterans Affairs |
| E. Secretary of Energy | J. Secretary of Labor | O. the Attorney General |

- _____ 1. This department protects America's natural resources and is in charge of the management and conservation of most federal land. Programs relating to Native Americans are also administered by this department.
- _____ 2. This department duties range from collecting taxes, managing and producing currency and coinage, to managing government accounts and supervising national banks
- _____ 3. The welfare of wage earners, job seekers, and retirees of the United States (U.S.) and improving working conditions and assure work-related benefits and rights is just part of the mission of this executive department
- _____ 4. This department is the United States government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.
- _____ 5. This agency's mission - "Strong, sustainable, inclusive communities and quality affordable homes for all."
- _____ 6. Comprised of 12 different agencies responsible for everything from weather forecasts to patent protection, this department touches the lives of Americans daily and strives to make American businesses more innovative at home and more competitive abroad.
- _____ 7. The department that deals with the United States' international relationships
- _____ 8. Created by President Carter, this department deals with U.S. policies regarding energy and safety in handling nuclear material
- _____ 9. The department responsible for the enforcement of laws and administration of justice.
- _____ 10. Protecting the territory of the U.S. from terrorist attacks and responding to natural disasters.
- _____ 11. President Carter also created this agency to among other responsibilities, collect data on US schools, and to enforce federal educational laws regarding privacy and civil rights
- _____ 12. This agency deals with those who have served their country in military service
- _____ 13. The United States Military falls under this department's responsibilities
- _____ 14. The department responsible for developing and executing U.S. federal government policy on farming, agriculture, and food.
- _____ 15. The department responsible for ensuring a fast, safe, efficient, accessible and convenient travel system



THE PRESIDENCY

Pre and Post field trip activities based on the
1977-1981 term of President Carter

The President's Cabinet: Then and Now



President's Carter's Cabinet



President's Obama's Cabinet

What new government department was created after President Carter's presidency?

What event's led to the addition of this agency?

Cabinet Position	President Carter	President Obama
 Department of State		
 Department of the Treasury		
 Department of Defense		
 Department of Justice		
 Department of State		
 Department of the Treasury		
 Department of Defense		
 Department of Justice		
 Department of the Interior		
 Department of Agriculture		



[Department of Commerce](#)



[Department of Labor](#)



[Department of Health and Human Services](#)



[Department of Housing and Urban Development](#)



[Department of Transportation](#)



[Department of Energy](#)



[Department of Education](#)



[Department of Veterans Affairs](#)



[Department of Homeland Security](#)

Using different colored pencils if available, shade the countries and other locations on the map below. Identify Washington, D.C. and the Gaza Strip with an "x".

Washington, D.C., Cuba, Venezuela, Argentina, Chile, Iran, Gaza Strip, Moscow, Angola, Nigeria, Zimbabwe (Rhodesia)



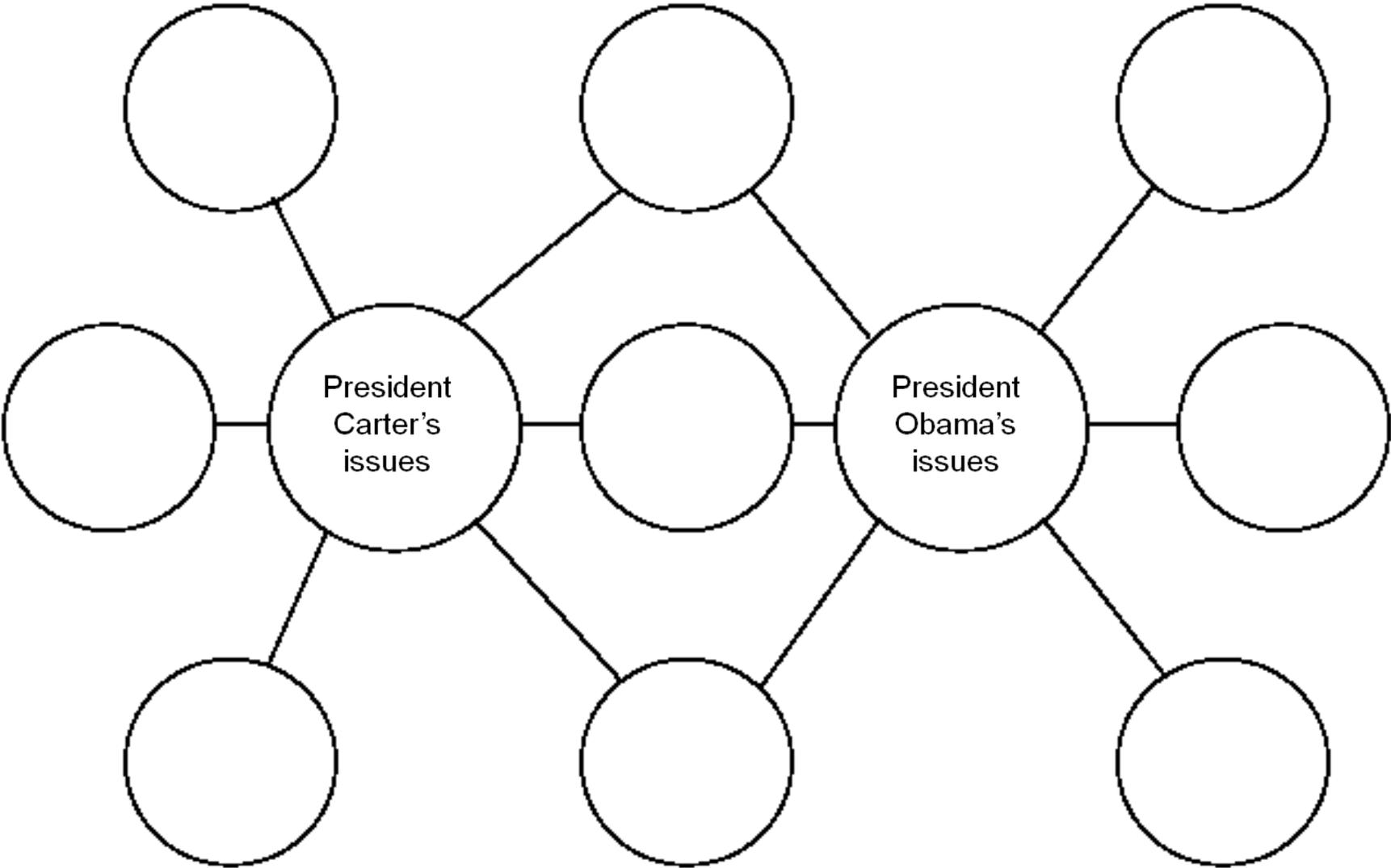
Teachers can use any map resource or go to http://www.eduplace.com/ss/maps/pdf/world_country.pdf

Issue	Brief summary of issue	Classify issue as either: D = domestic I = international B = both domestic and international	Is the issue currently relevant?
Arab-Israeli peace talks			
national defense & security			
Alaska			
the economy & inflation			
Iran			

automobile fuel efficiency			
world trade			
transportation			
railroads (high speed trains)			
health care			
refugees			

Double Bubble Map

Name _____



Double Bubble Map for Comparing Similarities and Contrasting Differences

Resources

Photographs:

National Archives and Records Administration

Jimmy Carter Library and Museum

Microsoft online clipart gallery

www.eduplace.com/ss/maps/pdf/world_country.pdf

www.whitehouse.gov

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Standards

National(NCSS):

The student will describe changes in national politics since 1968.

Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.

IV. What is the relationship of the United States to other nations and to world affairs?

C. How has the United States influenced other nations, and how have other nations influenced American politics and society?

Era 10: Contemporary United States (1968 to the present)

Standard 1: Recent developments in foreign policy and domestic politics.

1a. Student understands domestic politics from Nixon to Carter

Georgia:

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)

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 Five | SS5H9 (A.)

The student will trace important developments in America since 1975.

Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, Persian Gulf War, and the War on Terrorism in response to September 11, 2001.

Grades Nine – Twelve | SSCG12

The student will analyze the various roles played by the President of the United States; include Commander-In-Chief of the Armed Forces, chief executive, chief agenda setter, representative of the nation, chief of state, foreign policy leader, and party leader.

Grades Nine – Twelve | SSCG13 (A.& B.)

The student will describe the qualifications for becoming President of the United States.

Explain the written qualifications for President of the United States.

Describe unwritten qualifications common to past presidents.

Grades Nine – Twelve | SSCG20

The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

Grade Eight | SS8H12 (A. & B.)

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

Evaluate the consequences of the end of the county unit system and reapportionment.

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

Grades Nine – Twelve | SSUSH25 (C.)

The student will describe changes in national politics since 1968.

- a. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.