

The Award Winning

**Jimmy Carter Library & Museum**

ATLANTA, GEORGIA

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



Unit 7 of 19:

### **A Day in the Life of the President**

441 Freedom Parkway, Atlanta, GA, 30312 | 404-865-7100 | [www.jimmycarterlibrary.gov](http://www.jimmycarterlibrary.gov)

# Being a President

Who really needs to know about geography, anyway?



President Jimmy Carter and National Security Advisor Zbigniew Brzezinski in the White House

A Day in the Life provides archival audio and visual information that introduces visitors to the activities at the Carter White House on a single day: December 11, 1978. The blur of meetings, conversations, briefings, and personal activities demonstrates how much information a President of the United States must hold in his (or her!) head at any given time.

Though advisors (Cabinet members, National Security Advisors, Ambassadors, etc.)

are certainly present to guide the Chief Executive toward deeper understanding of specific issues, the President must be personally able to switch topics of conversation on a moment's notice. In the diary entry for this date, we see that President Carter goes from a Cabinet meeting with an extremely varied agenda, to a civil rights-related conversation with the NAACP's board of directors, to a meeting with a TV star, and a budget conversation with the EPA. All of these take

## Kindergarten GPS

**SSKG1** – The student will describe American culture by explaining diverse community and family celebrations and customs.

**SSKG2** – The student will explain that a map is a drawing of a place and a globe is a model of the Earth.

## Second Grade GPS

**SS2H1a** – Identify the contributions made by these historical figures – Jimmy Carter (leadership and human rights).

**SS2G2** – The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 (Jimmy Carter).

## Third Grade GPS

**SS3CG1b** – Name the three levels of government and the three branches in each.

**SS3CG1c** – State an example of the responsibilities of each level and branch.

{Link to geographical distinctions between states and country.}



## Daily Diaries

**Each evening of his Presidency, President Carter dictated an account of the day's events. You can search for any day's records [here](#). Select a year, and then select a month and date from the calendars.**

Interesting dates include:

- September 17, 1978
- November 6, 1979
- January 12, 1981.

## Pre-Visit Activity #1

\*Review (or introduce, depending upon prior instruction) the role of the President of the United States. Explain that Jimmy Carter was President of the United States in the past, just as President Obama is currently our President.

\*Explain that when students visit the Museum, they will see a large exhibit that tells everything that President Carter did during just ONE day of his Presidency.

\*Show students a copy of President Carter's diary from December 11, 1978 – the day shown in the exhibit.

\*Compare this schedule to what students do in a day. Discuss what time the President woke up, the

amount of work he did in a day, and the number of different people he met.

\*Ask students why President Carter's day was so different from their own – was it because of location (where he lived and worked) or for some other reason?

\*Ask students to imagine what the President (or ruler) of another country might do that is the same as or different from the activities of President Carter. What would be different based on geography (location/climate/etc.)?

\*Remind students that they will see a video showing many of the events from this day. (Older students may be able to recognize specific events discussed in class in the exhibit.)

## Pre-Visit Activity #2

\*Explain that when students visit the Museum, they will see an exhibit explaining everything President Carter did during one day of his Presidency. (If necessary, review that President Carter was a President in the past, just as President Obama is our President today.)

\*Show students a map or globe, and help them review the location of Georgia, the United States, and Washington, D. C. Explain that the exhibit will show events that took place in

the White House in Washington, D.C.

\*Then, show the locations of some of the countries that will be discussed in the exhibit. (A list is attached.) Explain that many of these countries are far away, but that the President of the United States still has to be familiar with them as part of his/her job.

\*Review the continent on which each country is located, and allow students to find the countries independently if appropriate.



## Teaching Ideas for A Day in the Life

{For Primary Grades Students Visiting the Museum}

\*For primary students, the amount of information contained during the multimedia presentation will be overwhelming. Instead of expecting students to retain discrete facts, ask them to think about one or two of the following questions while they watch and listen:

~ *Why do you think* the President of the United States has to meet with so many different people during a single day?

~ *Why do people from all over the world travel* to meet with the President of the United States?

~ *How does the President learn* everything s/he needs to know about a particular subject?

~ *What things did the President do* that are similar to what you do every day at school?

~ *What things did the President do* that are similar to what you think President Obama has to do today?

\*Upon returning to school, have students draw or write (depending upon ability) their answer to one of these questions. Then, have them share with a partner to compare their answers. Students could also work in groups to create labeled murals that share their answers to the questions above.



\*Teachers can then lead students in writing a short job description for **Presidents as Geographers**. Have students list qualifications for what Presidents need to know about geography, and what they have to do using this knowledge. A sample organizer and completed description are attached on the following pages. (This activity is particularly appropriate for 2<sup>nd</sup> and 3<sup>rd</sup> graders after visiting the Day in the Life exhibit.)

\*After seeing the variety of geographic topics that President Carter discusses during the Day in the Life exhibit, have students consider whether or not they have to be similarly mentally flexible during their school day. Create a chart similar to the one pictured below on chart paper, and have students use tally marks or sticky notes to indicate how often each topic is mentioned during the course of a set amount of time – probably one week. (Using sticky notes allows children to note how the continent was mentioned.)

	How we mentioned it:
Africa	
Antarctica	
Asia	
Europe	
N. America	
S. America	



# Presidents as Geographers: Job Description

place within a matter of less

than three hours.

## Information Presidents Need to Know:

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## What Presidents Do with This Information:

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## How Presidents Show What They Know:

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# Presidents as Geographers: Job Description

(answers are only suggestions)

## Information Presidents Need to Know:

- \*Geography of the United States
  - \*How weather is different in different places
  - \*Location of countries on different continents
  - \*Location of capitals and governments in different countries
  - \*How landforms affect people in different places
- 

## What Presidents Do with This Information:

- \*Make decisions about the United States' role in helping other countries when disasters hit
  - \*Meet with leaders of other countries about issues that affect their countries
  - \*Make decisions about how the United States could work with other countries about the economy.
- 

## How Presidents Show What They Know:

- \*Talk to appropriate leaders of other countries about issues affecting that part of the world, and the United States.
- \*Share information with the media about decisions, events, etc.

# Why does geography matter?

Where people live affects how they live – this basic geographic understanding holds true for any number of situations. It also allows us to understand the impact of place and location on people's lives. To take this a step farther, for a world leader, like the President of the United States, having a basic understanding of the world's geography allows him/her to connect the dots between current events and potential consequences for people in the places where those events occur.

Think about weather as a basic example. For citizens of the United States, an earthquake in the Arizona desert might be a ten-second blip on an evening newscast. It is an interesting phenomenon, but of no great concern to the vast majority of the population. An earthquake in downtown Los Angeles, on the other hand, is a massive catastrophe in the making, affecting the lives of millions of people. What's the difference? Geography.

For the President of the United States, knowing the geography of an event is essential to proper decision-making. A potential health crisis can be averted if infrastructure is in place to provide needed supplies – in the U.S. or around the world. Armed conflicts can sometimes be avoided if the disputing parties can be separated (geographically) long enough for peace negotiators to intervene. As Commander in Chief of the armed forces, the President must also be aware of changing military tactics within a geographical context. The current wars in Iraq and Afghanistan prove again that geography can be as important a factor in military success as weaponry.

President Carter faced issues like these as President, and continues to tackle many similar issues as part of the Carter Center. For him, knowledge of geography is essential. For all global citizens, knowing where our neighbors live, and how that location affects their lives, is essential.



Pictured to the left is the Museum's exhibit sharing one month of First Lady Rosalynn Carter's personal schedule, and a page from her daily agenda.

Students can see that Mrs. Carter's daily schedule also required a great deal of knowledge about the world and ongoing current events.

## Helpful Links:

~Search President Carter's Daily Diary by selecting a year, and then a month and date from the calendar, or search by keyword: <http://www.jimmycarterlibrary.gov/documents/diary/index.phtml>.

~Description of President Carter's Presidency at the White House website: <http://www.whitehouse.gov/about/presidents/jimmycarter>.



# Being a President

Making Decisions that Affect the World



President Jimmy Carter and his advisors meet during the Iran Hostage Crisis.

A Day in the Life provides archival audio and visual information that introduces visitors to the activities at the Carter White House on a single day: December 11, 1978. The blur of meetings, conversations, briefings, and personal activities demonstrates how much information a President of the United States must hold in his (or her!) head at any given time.

Though advisors (Cabinet members, National Security Advisors, Ambassadors, etc.) are certainly present to guide the Chief Executive toward deeper understanding of

specific issues, the President must personally be able to switch topics of conversation on a moment's notice.

When students view the eleven-minute presentation, they will have great difficulty absorbing all the information presented. This gives them additional perspective as to the range of responsibilities held by Presidents of the United States. Students can also see how many issues facing our nation today have their roots in events from over thirty years ago. These connections are invaluable to students studying the world around them.

## Fifth Grade GPS

**SS5H9** – Describe U.S. involvement in (20<sup>th</sup> century) world events; include efforts to bring peace to the Middle East.

**SS5G2** – The student will explain reasons for the spatial patterns of economic activities.

## Sixth/Seventh Grade GPS

### Shared Regional Standards:

- \*Locate selected features.
- \*Discuss environmental issues.
- \*Explain the impact of location, climate, and physical characteristics on population distribution
- \*Describe the diverse cultures /characteristics of people who live in (region).

## Eighth Grade GPS

**SS8H11c** – Discuss the impact of Andrew Young on Georgia.

**SS8H12b** – Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president.

**SS8G1a** – Locate Georgia in relation to region, nation, continent, and hemisphere.

## Comparing Presidential Systems



### Daily Diaries

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Interesting dates include:

- September 17, 1978
- November 6, 1979
- January 12, 1981.

\*Before visiting the Museum, help students review what factors distinguish a presidential government system. Create a class checklist of these factors to use in later activities.

\*When students listen to/view the Day in the Life exhibit, have them focus on information that shows the role of the United States President in our government system.

\*Upon returning to school, students can complete the chart on the following page to show how the United States' presidential system is similar to and different from presidential systems in other countries. The countries used for

comparison can be other countries mentioned in the Day in the Life exhibit, or other countries studied during the school year.

\*As an extension, students can participate in a debate as to which country's presidential system is most effective in determining the country's direction and

following the will of the citizens.

\*Students can select a country to represent in the debate, and use information from their completed charts to support their arguments. If needed, students can use information from current events to provide additional support.

Suggested websites for this research are included in the

## Comparing Legislatures

\*After completing the activity listed above, students can use information gained from the Day in the Life exhibit, as well as information learned during the school year, to compare the roles of legislatures in the countries under study.

\*If desired, this information could be used during the debate to emphasize ways

in which the citizens' opinions are respected by the country's government.

\*For students who have a solid grasp of the difference in presidential systems, it might be beneficial for students to examine the ways that presidents and legislatures interact in different countries, and whether the American ideal of checks and balances is universal.

	<b>How President is selected</b>	<b>Citizens' voting rights and requirements</b>	<b>How power is distributed within country</b>	<b>How power is distributed within government</b>
United States of America				
Country 2:				
Country 3:				
Country 4:				



## Life in the Oval Office

### Helping the President Make Decisions

*While much of the President's work requires personal knowledge of the world and what it is happening around the globe, there are also many advisors who provide expert opinions and up-to-the-minute knowledge on topics with which the President might be less familiar.*

\*Identify people on whom the President relies. Refer to the daily diary transcript on the following pages to help students' memories of the names and roles mentioned during the Day in the Life exhibit.

\*Create a list of these people and their jobs. Also use students' prior knowledge to add to this list of advisors.

\*Using the scenario cards on the pages following the daily diary transcript, have students work in small groups to determine which advisors a modern President would need to consult in a given situation. After identifying the advisor/Cabinet member whose advice would be most helpful, groups should explain to the rest of the class why that individual (or those individuals) is/are the best choice(s).

\*Finally, students should create a short list of cultural and geographic knowledge essential to the advisor(s) advising the President on their group's specific scenario. They should think about specific facts, as well as general cultural awareness,



## THE DAILY DIARY OF PRESIDENT JIMMY CARTER

## LOCATION

THE WHITE HOUSE  
WASHINGTON, D.C.

DATE (Mo., Day, Yr.)

DECEMBER 11, 1978

TIME DAY

5:30 a.m. MONDAY

TIME		PHONE	ACTIVITY
From	To	P-Placed R-Rec'd	
5:30		R	The President received a wake up call from the White House signal board operator.
6:07			The President went to the Oval Office.
7:28	7:31	R	The President talked with Secretary of Defense Harold Brown.
8:15	8:25		The President met with his Assistant for National Security Affairs, Zbigniew Brzezinski.
8:51			The President returned to the second floor Residence.
			The President picked up some books.
3:57			The President returned to the Oval Office.
9:00			The President went to the Cabinet Room.
9:00	10:50		The President participated in a Cabinet Meeting. For a list of attendees, see <u>APPENDIX "A."</u>
10:50			The President returned to the Oval Office.
11:00	11:10		The President met with: Rex L. Granum, Deputy Press Secretary Jerrold L. Schecter, Associate Press Secretary, National Security Council (NSC)
11:31			The President went to the Roosevelt Room.
11:31	12:10		The President met to discuss current civil rights issues including federal judgeships and funding of civil rights programs with members of the Board of Directors of the National Association for the Advancement of Colored People (NAACP). For a list of attendees, see <u>APPENDIX "B."</u> Members of the press, in/out
12:10			The President returned to the Oval Office.
12:10	1:07		The President had lunch with Vice President Walter F. Mondale.
12:26		R	The President was telephoned by Secretary of the Treasury W. Michael Blumenthal. The call was not completed.



## THE DAILY DIARY OF PRESIDENT JIMMY CARTER

## LOCATION

THE WHITE HOUSE  
WASHINGTON, D.C.

DATE (Mo., Day, Yr.)

DECEMBER 11, 1978

TIME DAY

1:07 p.m. MONDAY

TIME		PHONE	ACTIVITY
From	To	P - Personal R - Mac's	
1:07	1:10		The President met with: Phyllis George, television personality Jonathan Kempner, partner with Fried, Frank, Harris, Shriver, and Kampelman law firm, Washington, D.C. Mark Nathanson, guest of Ms. George Madeline F. MacBean, Social Secretary
1:22	1:25	P	The President talked with Secretary Blumenthal.
1:30			The President returned to the Cabinet Room.
1:30	2:17		The President participated in a meeting to review the 1980 Budget of the U.S. appropriations for the Department of the Interior and the Environmental Protection Agency (EPA). For a list of attendees, see <u>APPENDIX "C."</u>
2:17			The President returned to the Oval Office.
2:23	2:26	P	The President talked with Douglas A. Fraser, President of the United Auto Workers (UAW), American Federation of Labor- Congress of Industrial Organizations (AFL-CIO).
2:40	2:41	P	The President talked with Glenn E. Watts, President of the Communications Workers of America (CWA), AFL-CIO.
2:47		P	The President telephoned Stephen I. Schlossberg, Director of Government and Public Affairs, UAW, AFL-CIO. The call was not completed.
3:02			The President returned to the Cabinet Room.
3:02	3:27		The President participated in a meeting to discuss surface transportation deregulation with Secretary of Transportation Brock Adams and other Administration officials. For a list of attendees, see <u>APPENDIX "D."</u>
3:27			The President returned to the Oval Office.
3:30	3:50		The President met with: Hamilton Jordan, Assistant
3:35	3:50		Gerald M. Rafshoon, Assistant for Communications
3:51	3:52	R	The President talked with Mr. Schlossberg.
3:55	3:56?		The President met with Mr. Rafshoon.
4:02		P	The President telephoned Governor Mike O'Callaghan (D-Nevada). The call was not completed.
4:02?	4:10	P	The President talked on a conference line with: Maj. Gen. Aboubacar Sangoule Laminsana, President of Upper Volta

## THE DAILY DIARY OF PRESIDENT JIMMY CARTER

## LOCATION

THE WHITE HOUSE  
WASHINGTON, D.C.

DATE (Mo., Day, Yr.)

DECEMBER 11, 1978

TIME DAY

4:20 p.m. MONDAY

TIME		PHONE	ACTIVITY
From	To	P-Placed R-Rec'd	
4:20	4:21	P	The President talked with the First Lady.
4:31			The President went to the doctor's office.
4:34			The President returned to the second floor Residence.
4:44	5:14		The President and the First Lady went jogging on the South Grounds.
4:43			The First Lady returned to the second floor Residence.
5:14			The President returned to the second floor Residence.
5:38		R	The President was telephoned by Director of the Office of Management and Budget (OMB) James T. McIntyre, Jr.
6:34	6:36	R	The President talked with Governor O'Callaghan.
6:42	6:44	P?	The President talked with Alfred E. Kahn, Advisor and Chairman of the Council on Wage and Price Stability.
6:45			The President had dinner with: The First Lady Amy Carter Jeff and Annette Carter Chip Carter
7:35			The President returned to the Oval Office.
7:41			The President returned to the second floor Residence.
11:00			The President retired.

SY/SY 11/12/78

## 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:

**Scenario #1:**

The Iranian government has threatened to create a new nuclear program, which the U.S. does not support.

**Scenario #2:**

A country in the Middle East has decided to build a dam, depriving several neighbor countries of water.

**Scenario #3:**

A contested election in the Cote d'Ivoire has escalated into violence, and citizens are in danger.

**Scenario #4:**

Two countries in Latin America are engaged in a debate over mineral rights, and as a result, no mineral exports are occurring.

**Scenario #5:**

China has imprisoned several prominent scientists, and is ignoring their right to a fair trial.

**Scenario #6:**

Riots in an African country threaten to undermine recent free elections, as the military has intervened.

**Scenario #7:**

The President of the United States has been invited to address a European Union assembly, but the U.S. and the E.U. are not in agreement over environmental issues.

**Scenario #8:**

Kurdish people in Turkey have increased protests requesting sovereignty, and these protests threaten to move into other countries in the region.



# Why does geography matter?

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Think about weather as a basic example. For citizens of the United States, an earthquake in the Arizona desert might be a ten-second blip on an evening newscast. It is an interesting phenomenon, but of no great concern to the vast majority of the population. An earthquake in downtown Los Angeles, on the other hand, is a massive catastrophe in the making, affecting the lives of millions of people. What's the difference? Geography.

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President Carter faced issues like these as President, and continues to tackle many similar issues as part of the Carter Center. For him, knowledge of geography is essential. For all global citizens, knowing where our neighbors live, and how that location affects their lives, is essential.



The image to the left shows President and Mrs. Carter with Civil Rights leaders at Ebenezer Baptist Church in Atlanta. While world events take much of the President's time and attention, local and national events are also important. Domestic policy issues are just as important (and sometimes more important) to voters as international ones, so the president must maintain a careful balance of attention to both.

## Helpful Links:

- ~Search President Carter's Daily Diary by selecting a year, and then a month and date from the calendar, or search by keyword: <http://www.jimmycarterlibrary.gov/documents/diary/index.phtml>.
- ~Contemporary information on countries mentioned in the Day in the Life exhibit can be found in the CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html>.
- ~U.S. Department of State Country Profiles: <http://www.state.gov/misc/list/index.htm>.
- ~United Nations Member States' Background Information: <http://www.un.org/en/members/index.shtml>.



# Being a President

Who really needs to know about geography, anyway?



President Jimmy Carter and Nigerian President Olusegun Obasanjo in the Oval Office of the White House

A Day in the Life provides archival audio and visual information that introduces visitors to the activities at the Carter White House on a single day: December 11, 1978. The blur of meetings, conversations, briefings, and personal activities demonstrates how much information a President of the United States must hold in his (or her!) head at any given time.

By listening to and viewing this eleven-minute presentation, students get a sense of the various roles played by the President, as

well as an awareness of the tenuous nature of diplomacy. Advisors continually make suggestions that the President must choose to follow or ignore within a very short time.

This exhibit also illustrates the fluid nature of foreign policy and global conflict. Some of the events mentioned are still hot-button issues today, while others have receded from memory. Students will see that knowledge of history is just as essential as

knowledge of current events for modern

## World Geography GPS

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

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

## US History GPS

**SSUSH25c** – 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.

## World History GPS

**SSWH20** – The student will examine change and continuity in the world since the 1960s.

**SSWH21** – The student will analyze globalization in the contemporary world.



## Daily Diaries

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**Interesting dates include:**

- September 17, 1978
- November 6, 1979
- January 12, 1981.

## Pre-Visit Activity

\*Tell students that during their visit to the Museum, they will see an exhibit entitled "A Day in the Life," which provides a multimedia introduction to a single day (December 11, 1978) in Jimmy Carter's presidency.

\*Prepare a set of small cards, with one geographical location on each. The locations are taken from those mentioned during the audio portion of the Day in the Life exhibit. (A printable set of cards is attached at the end of this document.)

\*Give each student or pair of students the opportunity to select a card. Once every student has a card, tell students that they will have two minutes to think of

everything they know about the location on their cards, then an additional two minutes to record all of their thoughts.

\*Some students may have received locations about which they know nothing. Reassure students that this is fine, and that they should just write any school-appropriate associations they have with the location.

\*Give students time to share their associations with the whole class or small groups, as appropriate. Provide correction and guidance as necessary to prevent misinformation.

\*Conclude by telling students they will hear more about these places during their visit.

## Post-Visit Activity

\*Using the same cards from the pre-visit activity above (attached at the end of this document), have students work with partners or small groups to recall what they may have learned about the location on their card during their visit to the Museum.

\*Alternatively, students can return to the card they used before their visit to share new information they learned from the Museum.

\*If students cannot remember anything about their particular location, allow them to work with other groups to

find facts to share.

\*Sharing their learned information could take the following forms:

-group discussions between groups, and within the class.

-allowing each group to prepare a postcard or flier describing their location.

-giving groups a set amount of time (20-30 minutes) to prepare a short position paper on their country's role in world affairs – this may require additional research or background information.

## Location Cards

Argentina

Chile

Iran

Soviet Union

Venezuela

Egypt

United States

Venezuela

Nicaragua

THE WHITE HOUSE		THE DAILY DIARY OF PRESIDENT JIMMY CARTER	
LOCATION THE WHITE HOUSE WASHINGTON, D.C.		DATE (Mo., Day, Yr.) DECEMBER 11, 1978	
		TIME DAY 5:30 a.m. MONDAY	
TIME		PHONE	ACTIVITY
From	To	In-Hand In-Box	
5:30		R	The President received a wake up call from the White House signal board operator.

## Examining a Primary Source:

Looking at the Carter Daily Diary from December 11, 1978

\*Give students a copy of one page of President Carter's diary from December 11, 1978, the date illustrated in the A Day in the Life exhibit. Also make sure each student has a highlighter to use. Teachers can decide whether it would be best for all students to use the same page, or whether the three pages should be divided among the class.

\*Allow time for students to read through their page. If necessary, explain the set up of the pages – beginning time, ending time, phone/media contact indicated if applicable, and a short description of President Carter's daily activity.

\*Select one of the following scenarios for students to use as they examine the diary page. (Alternatively, each scenario could be used by several different students to provide a range of responses to the document.)

~**SCENARIO:** *You are a researcher working in the year 2078 to find out about American political life in the late 20<sup>th</sup> century. What can you learn from this document? Why is it important?*

~**SCENARIO:** *You are a spy working for a government hostile to the United States in 1978. What information from this document would be helpful to you? Why?*

~**SCENARIO:** *You are a staffer working for United Nations Ambassador Andrew Young in 1978. What information from the diary would Ambassador Young need to know? Why?*

~**SCENARIO:** *You are a reporter for the Washington Post in 1978, and assigned to cover the Carter White House. What portion(s) of this day would interest you? Why?*

\*Tell students that they are to use the “lens” of the person in the scenario as they read the document. They should highlight portions of the document that

help them answer the question posed at the end of their scenario. (Scenario cards for student use are found on the page following the copy of the daily diary.)

\*Give students adequate time to review the document, and prepare for a class discussion about how the document could be used in each of the given scenarios. Teachers should ensure that they help students understand that one document can be used in many different ways based on the needs of the person using it. The class can also discuss how primary source documents are not necessarily unbiased sources, and that they can be viewed differently as time progresses.

### ***Post-Visit Activity Suggestion:***

\*After seeing the exhibit related to this document, teachers can help students understand the essential role of geographic understanding for Presidents and other heads of state.

\*The agendas of the meetings and contents of the phone calls listed in this document are fleshed out, and students can see the wide variety of locations and situations with which President Carter had to be familiar on a *single day* of his Presidency.

\*Upon returning to class, students can complete a short written response paper or journal entry addressing the following topics:

*~Would you have been able to discuss the places you heard President Carter discussing? Why or why not? If you answered "no," what would you have needed to do to get up to speed?*

6:45		The President had dinner with: The First Lady Amy Carter Jeff and Annette Carter Chip Carter
7:35		The President returned to the Oval Office.
7:41		The President returned to the second floor Residence.
11:00		The President retired.



## THE DAILY DIARY OF PRESIDENT JIMMY CARTER

## LOCATION

THE WHITE HOUSE  
WASHINGTON, D.C.

DATE (Mo., Day, Yr.)

DECEMBER 11, 1978

TIME DAY

5:30 a.m. MONDAY

TIME		PHONE	ACTIVITY
From	To	P-Placed M-Rec'd	
5:30		R	The President received a wake up call from the White House signal board operator.
6:07			The President went to the Oval Office.
7:28	7:31	R	The President talked with Secretary of Defense Harold Brown.
8:15	8:25		The President met with his Assistant for National Security Affairs, Zbigniew Brzezinski.
8:51			The President returned to the second floor Residence.
			The President picked up some books.
3:57			The President returned to the Oval Office.
9:00			The President went to the Cabinet Room.
9:00	10:50		The President participated in a Cabinet Meeting. For a list of attendees, see <u>APPENDIX "A."</u>
10:50			The President returned to the Oval Office.
11:00	11:10		The President met with: Rex L. Granum, Deputy Press Secretary Jerrold L. Schecter, Associate Press Secretary, National Security Council (NSC)
11:31			The President went to the Roosevelt Room.
11:31	12:10		The President met to discuss current civil rights issues including federal judgeships and funding of civil rights programs with members of the Board of Directors of the National Association for the Advancement of Colored People (NAACP). For a list of attendees, see <u>APPENDIX "B."</u> Members of the press, in/out
12:10			The President returned to the Oval Office.
12:10	1:07		The President had lunch with Vice President Walter F. Mondale.
12:26		R	The President was telephoned by Secretary of the Treasury W. Michael Blumenthal. The call was not completed.

## THE DAILY DIARY OF PRESIDENT JIMMY CARTER

## LOCATION

THE WHITE HOUSE  
WASHINGTON, D.C.

DATE (Mo., Day, Yr.)

DECEMBER 11, 1978

TIME DAY

1:07 p.m. MONDAY

TIME		PHONE	ACTIVITY
From	To	P - Placed R - Rec'd	
1:07	1:10		The President met with: Phyllis George, television personality Jonathan Kempner, partner with Fried, Frank, Harris, Shriver, and Kampelman law firm, Washington, D.C. Mark Nathanson, guest of Ms. George Madeline F. MacBean, Social Secretary
1:22	1:25	P	The President talked with Secretary Blumenthal.
1:30			The President returned to the Cabinet Room.
1:30	2:17		The President participated in a meeting to review the 1980 Budget of the U.S. appropriations for the Department of the Interior and the Environmental Protection Agency (EPA). For a list of attendees, see <u>APPENDIX "C."</u>
2:17			The President returned to the Oval Office.
2:23	2:26	P	The President talked with Douglas A. Fraser, President of the United Auto Workers (UAW), American Federation of Labor- Congress of Industrial Organizations (AFL-CIO).
2:40	2:41	P	The President talked with Glenn E. Watts, President of the Communications Workers of America (CWA), AFL-CIO.
2:47		P	The President telephoned Stephen I. Schlossberg, Director of Government and Public Affairs, UAW, AFL-CIO. The call was not completed.
3:02			The President returned to the Cabinet Room.
3:02	3:27		The President participated in a meeting to discuss surface transportation deregulation with Secretary of Transportation Brock Adams and other Administration officials. For a list of attendees, see <u>APPENDIX "D."</u>
3:27			The President returned to the Oval Office.
3:30	3:50		The President met with: Hamilton Jordan, Assistant Gerald M. Rafshoon, Assistant for Communications
3:35	3:50		
3:51	3:52	R	The President talked with Mr. Schlossberg.
3:55	3:56?		The President met with Mr. Rafshoon.
4:02		P	The President telephoned Governor Mike O'Callaghan (D-Nevada). The call was not completed.
4:02?	4:10	P	The President talked on a conference line with: Maj. Gen. Aboubacar Sangoule Laminzana, President of Upper Volta

THE WHITE HOUSE

## THE DAILY DIARY OF PRESIDENT JIMMY CARTER

## LOCATION

THE WHITE HOUSE  
WASHINGTON, D.C.

DATE (Mo., Day, Yr.)

DECEMBER 11, 1978

TIME DAY

4:20 p.m. MONDAY

TIME		PHONE	ACTIVITY
From	To	P-Placed R-Rec'd	
4:20	4:21	P	The President talked with the First Lady.
4:31			The President went to the doctor's office.
4:34			The President returned to the second floor Residence.
4:44	5:14		The President and the First Lady went jogging on the South Grounds.
4:43			The First Lady returned to the second floor Residence.
5:14			The President returned to the second floor Residence.
5:38		R	The President was telephoned by Director of the Office of Management and Budget (OMB) James T. McIntyre, Jr.
6:34	6:36	R	The President talked with Governor O'Callaghan.
6:42	6:44	P?	The President talked with Alfred E. Kahn, Advisor and Chairman of the Council on Wage and Price Stability.
6:45			The President had dinner with: The First Lady Amy Carter Jeff and Annette Carter Chip Carter
7:35			The President returned to the Oval Office.
7:41			The President returned to the second floor Residence.
11:00			The President retired.

SY/SY 11/12/78



## 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:

# Scenario Cards

(Analyzing a Primary Source Document)

## SCENARIO ONE:

You are a researcher working in the year 2078 to find out about American political life in the late 20<sup>th</sup> century. What can you learn from this document? Why is it important?

## SCENARIO TWO:

You are a spy working for a government hostile to the United States in 1978. What information from this document would be helpful to you? Why?

## SCENARIO THREE:

You are a staffer working for United Nations Ambassador Andrew Young in 1978. What information from the diary would Ambassador Young need to know? Why?

## SCENARIO FOUR:

You are a reporter for the *Washington Post* in 1978, and assigned to cover the Carter White House. What portion(s) of this day would interest you? Why?



# Where in the World?

## Pre-Visit Activity:

\*Provide each student or pair of students with a laminated map of the world in 1978, and a dry-erase pen/marker.

\*Give each student or pair of students a copy of the “Where in the World?” chart on the page following the post-visit activity. Tell students that they will have a set amount of time to try to find all the countries listed on the left-hand side of the chart, and mark them on the map with a star. Set a timer for the allowed amount of time, and let them try to find as many countries as possible. (Stress that they do not need to worry about the rest of the chart at this point in the activity.)

\*Once time has elapsed, ask students how many countries they were able to identify. Discuss similarities and differences between the 1978 map and a modern map. If possible, present both of these images in an enlarged format. Encourage students to think about **why** and **how** countries’ names have changed, and **why** some borders have shifted.

\*Finish the pre-visit portion of the activity by providing students with an accompanying [map of the contemporary world](#), and allow them to complete the next two columns of the chart.



# Where in the World?

## During/Post-Visit Activity:

\*Before leaving to visit the Museum, ask students to review the countries mentioned on their charts. Tell them that they will view a multimedia exhibit entitled “A Day in the Life” that shows the events of a single day in President Carter’s term of office – December 11, 1978.

\*Each of these countries is mentioned during that multimedia exhibit presentation. Students should pay careful attention to the way in which the countries on their charts are mentioned. (Note: Teachers could differentiate this by having students pay attention to one or two countries in particular, and have students work in jigsaw groups to share information upon their return to school.)

\*Following students’ Museum visit, they can finish completing their charts to the best of their ability. Teachers should be prepared to fill in missing details and information to prevent student misunderstanding.

\*Place two large pieces of chart paper on the board, and have sticky notes ready for student use. Label one chart “Before” and the other “After.” Have students select two countries from their list (can be the two they were assigned in the Museum, or two they heard about from classmates), and complete the sentence frames below on two sticky notes for each country.

Before our visit, I  
thought  
(information)  
about (country).

After our visit, I  
know  
(information)  
about (country).

\*Have students post their sticky notes, and read their sentences aloud as they post. (Teachers may need to preview for accuracy.) Allow discussion to follow.

## Where in the World?

Country Name in 1978	Country Name(s) Today	Continent	Importance During Carter Presidency	Significance in Today's World
<i>Argentina</i>				
<i>Chile</i>				
<i>Egypt</i>				
<i>Iran</i>				
<i>Nicaragua</i>				
<i>Rhodesia</i>				
<i>Soviet Union</i>				
<i>United States</i>				
<i>Venezuela</i>				

## Determining Foreign Policy

### The Bigger Picture – What else was happening in the world at the end of 1978?

-In **September** of that year, Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin met with President Carter at Camp David, Maryland, and signed the peace agreements known as the Camp David Accords. In **October**, Sadat and Begin won the 1978 Nobel Peace Prize for these efforts.

-In **November**, unrest continued

in Iran, in opposition to the Shah. Across the world in Jonestown, Guyana, Jim Jones led his people in a mass suicide

-In **December**, Spain ratified a

new Constitution, ending years of military dictatorship and creating the basis for an elected democratic government.

-Also in **December**, Vietnam

began a military offensive against the Khmer Rouge regime in Cambodia.

~Mass protests continued



against the Shah in Iran, and would eventually lead to the protestors' takeover of the U.S. Embassy and the Iran Hostage Crisis in 1979.

\*Before beginning this activity, lead students in a quick discussion to review **what** constitutes a country's foreign policy, **who** develops foreign policy, and **how** foreign policies are developed.

\*Create student groups of four to five students. Assign each group a specific country that they will research for this activity. The countries listed on the Location Cards are the countries enumerated in the A Day in the Life exhibit, but teachers could modify this activity to address other countries currently under study.

\*Tell students that they are playing the role of a group of advisors to the President on foreign policy issues. Their job is to develop a white paper on a specific country that will inform the President's policy decisions regarding issues that arise between the United States and that country.

\*Students will need to have access to research materials, including the Internet, for the next portion of the task. (Suggested websites are listed in the "Helpful Links" section on the next page.) Students will be assigned one of the following specific roles within the group of foreign policy advisors:

~**Cultural Counsel** (*charged with finding out how issues*

*racial, cultural, ethnic, religious, etc., identity affect the country and its internal and external policies).*

~**Economic Analyst** (*charged with researching their*

*country's current economic situation and trade ties to the United States).*

~**Environmental Specialist** (*charged with researching their country's environmental issues and policies, and how those affect other countries across the region/world).*

~**Historian** (*charged with identifying historical ties between the United States and the group's country, and evaluating how these ties should/could affect current policy).*

~**Political Advisor** (*charged with analyzing*

## Determining Foreign Policy (continued)

\*Once the students have completed their research, groups should work together to create a [white paper](#), or position paper, stating the group's opinion on how the President should handle foreign policy with that country. Students could even come together in a mock Cabinet meeting to share and debate issues raised in the position papers.



At the Museum, students can visit a recreation of President Carter's Oval Office, and listen to an audio recording of the President's reflections about the room. Students can get a sense of what President Carter might have felt when he went to work each day, knowing that the decisions he made impacted individuals and events worldwide.

## Helpful Links:

~Search President Carter's Daily Diary by selecting a year, and then a month and date from the calendar, or search by keyword:

<http://www.jimmycarterlibrary.gov/documents/diary/index.phtml>.

~Contemporary information on countries mentioned in the Day in the Life exhibit can be found in the CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html>.

~U.S. Department of State Country Profiles: <http://www.state.gov/misc/list/index.htm>.

~United Nations Member States' Background Information:

<http://www.un.org/en/members/index.shtml>.