Curriculum Guide: The President’s Travels

Unit 4 of 19:
The Peanut Brigade & the 1976 Election Campaign
Jimmy Carter ran for President of the United States without having held a national office.

As Governor of Georgia, Jimmy Carter had earned a reputation for creating efficiency within government, but most Americans did not know who he was.

As the video in the Carter Museum’s campaign exhibit shows, many Americans answered, “Jimmy Who?” when asked about Carter’s chances in the election.

A group of campaign volunteers, nicknamed the “Peanut Brigade” because many of them were from Plains, helped Jimmy Carter and his family campaign furiously across the country.

The United States was still reeling from the scandal of Watergate, and President Nixon’s resignation. Jimmy Carter’s status as an outsider actually came to be an asset, since voters saw him as completely separated from those issues. His success in the 1976 election proved that even peanut farmers from Plains, Georgia could be President.
Pre-Visit Activity:

*Show students pictures of campaign buttons used during Jimmy Carter's 1976 campaign (on the following page).

*Have students share what they notice about the buttons – colors, pictures, wording, etc. If appropriate, students can use the NARA worksheet to help analyze the buttons as artifacts.

*Ask students if they think all buttons were used across the country, or if some were created for specific locations. How can they tell?

*Then, students can design their own campaign button. They should explain why they selected the colors, images, and wording on their buttons.

Post-Visit Activity:

*While at the Museum, make sure that students view the campaign exhibit and pay careful attention to all of the campaign memorabilia.

*Students should think about the variety of items used to encourage voters to choose President Carter. They should also think about whether or not they have seen similar items in modern elections.

*After returning to school, students can compare and contrast the campaign items with modern campaign paraphernalia. They can also think about what sorts of items are used less often today than they were in 1976, and why.
# Artifact Analysis Worksheet

1. **TYPE OF ARTIFACT**
   Describe the material from which it was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material.

2. **SPECIAL QUALITIES OF THE ARTIFACT**
   Describe how it looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it.

3. **USES OF THE ARTIFACT**
   - **A.** What might it have been used for? 
   - **B.** Who might have used it? 
   - **C.** Where might it have been used? 
   - **D.** When might it have been used?

4. **WHAT DOES THE ARTIFACT TELL US?**
   - **A.** What does it tell us about technology of the time in which it was made and used?
   - **B.** What does it tell us about the life and times of the people who made it and used it?
   - **C.** Can you name a similar item today?

5. **BRING A SKETCH, A PHOTOGRAPH, OR THE ARTIFACT LISTED IN 4C ABOVE TO CLASS.

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**Designed and developed by the**
**Education Staff, National Archives and Records Administration,**
**Washington, DC 20408**
My Campaign Button

Reasons for my button’s design:

<table>
<thead>
<tr>
<th>Colors</th>
<th>Pictures</th>
<th>Wording</th>
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How far did Jimmy Carter have to go to become President?

Using the maps on the following pages, students will identify the relationship between Jimmy Carter’s travel during the campaign and the results of the general election.

1) Make sure each student has the following documents:
   a. The map on the following page, with the list of cities visited.
   b. A map of the United States.

2) As a class, create a tally chart of how many times President Carter visited each of the states listed on the campaign map.

3) Then, the class should create a color code to indicate how many times Jimmy Carter visited a state prior to the election. (Leave unvisited states blank.)

4) Next, students can compare this map to a map showing the states whose electoral votes Carter captured in the general election: [http://www.presidency.ucsb.edu/showelection.php?year=1976](http://www.presidency.ucsb.edu/showelection.php?year=1976). Is there a correlation between the states where Jimmy Carter spent the most time and the states he won?

5) For fun, students can use the data at the bottom of the map on the second page to determine how many miles President Carter traveled for each of the popular votes in the election. (54,339 air miles & 40,830,763 votes)
### Written Document Analysis Worksheet

1. **TYPE OF DOCUMENT (Check one):**
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Census Report
   - Other

2. **UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):**
   - Interesting Letterhead
   - Notations
   - Handwritten
   - "RECEIVED" stamp
   - Typed
   - Other
   - 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:
A Campaign Simulation:

*After visiting the museum, students should brainstorm a list of the various campaign items and methods used by Jimmy Carter as a candidate for President.

*Then, students will create a mock campaign. Teachers can decide whether this should be for an issue or a person. Rather than electing a single classmate or dealing with an actual politician, students could create a campaign for an historical figure – “Harriet Tubman for Historical Woman of the Year” or “Cesar Chavez for Most Motivating Historical Figure.”

*Students should create campaign items – buttons, posters, bumper stickers – and also “invent” items appropriate to their candidate/cause similar to the many peanut items used to promote President Carter.

*Students should also consider where in the country they would use specific items. Would some items need to be in different languages? Why or why not?

*Finally, students should present their campaign to other classes or grades, and get feedback from others about whether or not their campaign would have been effective.
For younger students, or older students who did not study Jimmy Carter’s biography prior to their trip to the Museum, it might be necessary to explain why peanuts were so prominent in President Carter’s campaign materials.

President Carter’s family farmed peanuts when he was a boy, and one of his first money making ventures was to sell boiled peanuts. After leaving the United States Navy, he returned to Plains and took over the family peanut business.

When he began to run for office, Carter capitalized on his peanut farmer persona, and the peanut became synonymous with Jimmy Carter’s campaign.

**Helpful Links:**


Jimmy Carter’s first task as a presidential candidate was helping people figure out who he was.

This was not a metaphorical problem, but instead a very literal challenge! Most of America had never heard of the Governor of Georgia, so Jimmy Carter had to set out to change that.

Along with the “Peanut Brigade,” a dedicated team of campaign volunteers, President Carter and his family crisscrossed the country from coast to coast. Voters gravitated towards Carter’s affable persona, and hoped that, as a Washington outsider, he could further remove the sting of Watergate and Nixon’s resignation earlier in the decade.

To become a viable candidate for President, Jimmy Carter
Activity #1:

*Have students identify the major candidates in the 1976 Democratic primary, and the states they came from.

*Compare these candidates, their previous nationwide experience, and their location to Jimmy Carter’s. Which candidates went into the election with the largest local support? Which candidates were best known across the country? Based on this evidence, which candidates would you have predicted to be most successful?

*Look at the actual results of the primary, and see if students’ predictions were accurate. Which results were surprising? Why do you think this happened?

Activity #2:

*Use the Public Opinion Archives at UConn’s Roper Center, or other reliable sources, to identify key issues in American society in 1976.

*If desired, teachers could also have students interview school personnel or their family/neighbors/friends to identify important issues in the local community.

*Then, students should identify planks of the Democratic platform that addressed the issues.

*Finally, students can research Jimmy Carter to see how he supported the Democratic platform, and addressed key issues for many Americans.

Did Jimmy Carter have to work harder?

*Once at the Museum, students will view exhibits that explain further how President Carter represented an important change in policy and direction for many voters.

*Students should also be sure to view the “Jimmy Who?” video to understand how Jimmy Carter made his name familiar to voters, and addressed their concerns.
Miles for votes – the impact of Jimmy Carter’s travel on his election

Using the maps on the following pages, students will identify the relationship between Jimmy Carter’s travel during the campaign and the results of the general election.

1) Make sure each student has the following documents:
   a. The map on the following page, with the list of cities visited.
   b. A list of each state’s electoral votes in the 1976 election.

2) Depending on students’ readiness, they can complete this activity as a class, or in small groups. To begin, give students time to examine the map, list of cities visited, and record of electoral votes in the November general election.

3) Students should tabulate how much time Jimmy Carter spent in each state – tally marks will be helpful with this.

4) Then, students should see whether or not Carter received that state’s electoral votes. (This information can be noted on the thinking sheet included after the maps.)

5) To summarize, students should draw conclusions about whether or not Jimmy Carter’s travel impacted his electoral success in particular states. In addition, students can determine if there is a correlation between a state’s proximity to Georgia and President Carter’s success in that state.
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<th># of electoral votes available</th>
<th># of electoral votes for Carter</th>
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**Designed and developed by the Education Staff, National Archives and Records Administration, Washington, DC 20408**
Activity #3:

*If students are visiting the Museum in an election year (whether local, state, or national), they can compare the techniques used by President Carter and the Peanut Brigade to modern election strategy.

*First, students should create (or research) a campaign plan for a modern election. What needs do modern candidates have? In what ways can they spread their message or goals to the voters?

*Then, students should list what they learned about President Carter’s election. What methods are the same as methods that are used today, and what methods are different? For example, would President Carter have created a YouTube video? Would a modern candidate spend a lot of time creating different campaign buttons? Why do these differences exist?

*To extend this activity, students could study older campaigns and see what methods were used in the early 20th century, or even back into the 19th century. What technology could Jimmy Carter use that Theodore Roosevelt could not use? What methods were at Roosevelt’s disposal that were not at Abraham Lincoln’s?

*Another extension possibility is for students to determine differences in the electorate between these elections. Who could vote in 1860 when Lincoln was elected for the first time? Who could vote in 1960 when John F. Kennedy won the White House? How were these elections different from Jimmy Carter’s simply in terms of the electorate?

*For help with such data for all presidential elections, visit The American Presidency Project at the University of California at Santa Barbara: http://www.presidency.ucsb.edu/elections.php.

“To be liberal or conservative requires only ideology; to do what is right requires sensitivity and wisdom.”

~ Jimmy Carter, 1976
On the following page, several pieces of Carter memorabilia are shown. Students can analyze these pieces of memorabilia as artifacts using the NARA worksheet reproduced after the memorabilia. Students can also connect what they learned at the Museum about Jimmy Carter's life prior to running for President to the images selected to use on this campaign memorabilia. Why would campaign managers want to showcase these attributes and experiences?

Then, students can analyze why these images were so effective in the 1976 election, in particular. How do these images indicate that Jimmy Carter was different from other candidates, and the people in office before him?

**Helpful Links:**

*List of candidates in the 1976 Democratic primary for President:*

*Results of 1976 Democratic primary – map is excellent:*

*Roper Center Public Opinion Archives at the University of Connecticut for the 1976 presidential election:*

*Democratic Party Platform – 1976:*

*Electoral College results for the 1976 election:*

*Information on all presidential elections:*
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“My name is Jimmy Carter, and I’m running for president.”

Jimmy Carter’s rise to the presidency was one of the most remarkable assents in American political history. He was all but unknown to the public through much of 1975. Less than a year later, he was his party’s candidate for president. Like no campaign since, it was largely the effort of family and friends – some were tireless campaigners and shrewd political advisors. The entire primary campaign cost about $11.5 million.
Student Activity #1
Jimmy Carter’s Presidential Campaign was helped by the use of Presidential campaign buttons. There were a variety of buttons produced during the campaign. Using the Button Analysis worksheet on page 5, have students evaluate the seven buttons included on pages 3 - 4.

Student Activity #2
After completing student activity #1 for each button, students will discuss as a class the important characteristics of campaign buttons. As a class, answer the following discussion questions.

1. What campaign button is the most effective?
2. Which campaign button is least effective?
3. Is there a common message among the buttons?
4. What are the characteristics of an effective button?

Student Activity #3
After a class discussion about the effective characteristics of campaign buttons, students, working in pairs, will pretend they are part of a design team for Jimmy Carter’s campaign. Using their knowledge gained from activities 1 and 2, they will design a new campaign button for Jimmy Carter. Student should keep in mind the purposes and characteristics of good campaign buttons as they complete their button.
NEW HAMPSHIRE
VERMONT
FLORIDA
NO. CAROLINA
ILLINOIS
WISCONSIN
NEXT STOP
PENNSYLVANIA FOR
CARTER

ROSALYN CARTER
for FIRST LADY in '76

JIMMY CARTER
for PRESIDENT in '76
Campaign Button Analysis Worksheet

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

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

3. If a symbol is used, is it
   a. clear (easy to interpret)?
   b. memorable?
   c. dramatic?

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

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

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

7. What purpose(s) does the button serve?

8. The most effective buttons use symbols that are unusual, simple, and direct. Is this an effective button?
Georgia Performance Standards

**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)

**Grades Nine – Twelve | SSCG8 (B., C., & D.)**
The student will demonstrate knowledge of local, state, and national elections.

   a. Describe the nomination and election process
   b. Examine campaign funding and spending
   c. Analyze the influence of media coverage, campaign advertising, and public opinion polls.