

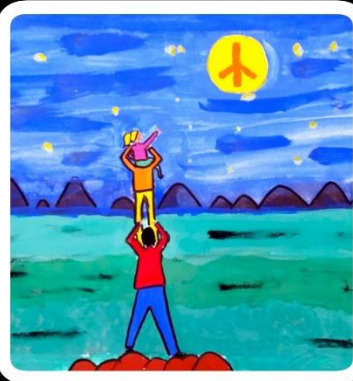
INTERNATIONAL
PaintPals



International Paint Pals: Primary Sources of Peace

Family, Culture & Traditions

GRADES 6 - 8



About International Paint Pals

In 1995, Linden Longino started a children's art initiative that would later become International Paint Pals. Coming out of the Carter Center's Atlanta Project, International Paint Pals is a grass-roots realization of one of former President Jimmy Carter's initiatives, waging peace. Under founding Director Longino, this community building project has grown to have a global impact while remaining rooted in the city of Atlanta.

The goal of the art project is to inspire children to promote peace, friendship, and human rights by creating a personal artwork. For 25 years, International Paint Pals has involved more than 200,000 kids from the ages of 5 to 19 from over 125 countries. The artwork has been displayed in venues around the world which include universities, museums, Nobel Peace summits, and the Olympic Games.



Jimmy Carter receives the Nobel Peace Prize in Oslo, Norway, October 11, 2002 "for his decades of untiring effort to find peaceful solutions to international conflicts, to advance democracy and human rights, and to promote economic and social development." ([The Carter Center](#))

Objectives

Through completion of this exercise, students will be introduced to creating, presenting and responding to art, while connecting the world of art to primary resources and personal experiences. They will accomplish this by:

- Thinking through primary source documents for contextual understanding of American Civics and to extract information to make informed judgements
- Engaging in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- Create works of art based on the themes of “Family, Culture and Traditions” and “Peace”
- Understand and apply media, techniques, processes, and concepts of two-dimensional art
- Planning and participating in appropriate exhibition(s) of works of art to develop identity of self as artist
- Using a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy
- Comparing ideas and universal themes from diverse cultures of the past and present
- Integrating information from other disciplines to enhance understanding and production of works of art

Instructions

Students will review and familiarize themselves with Primary Sources of Peace by answering prompts and completing corresponding Document Analysis Worksheets; additional worksheets are available for download from the [National Archives](#). To record answers in digital form, follow these steps:

- 1. On the left side of the PDF Taskbar, click Tools**
- 2. Click on the Fill & Sign icon**
- 3. Click on desired area of document to record response**
- 4. Begin typing in field that says “Type Text Here”**

Upon completion of prompts and document analysis, students will create their own “Vision of Peace” on a medium of their choosing with any available materials (crayons, coloring pencils, paint, etc.). It will be based on one of the following prompts:

- 1. An illustration that communicates Family, Culture or Traditions**
- 2. Your own written statement intended as an introduction of Earth to an extraterrestrial audience**

Would you like your artwork to be considered for inclusion in an online art exhibit at the [Carter Library website](#)? Follow these steps:

- 1. Create a digital image of your artwork by scanning or photographing with a digital camera or smartphone.**
- 2. Email the image(s) to cartersocialmedia@nara.gov for inclusion in an online exhibit on the Carter Library website; further details available upon request (preferable file formats: JPEG or PDF).**
- 3. To send multiple submissions at once, please use the filesharing website [WeTransfer](#).**

International Paint Pals Artwork



Untitled, by Catherine Sen Yee Chiu, 11, from China. IMAGE COURTESY OF INTERNATIONAL PAINT PALS.

1. Visit the U.S. Department of State's webpage on [China Policy, 1977-1980](#) to learn about the complex issues involved with President Carter's decision to normalize diplomatic relations with China. What do you think is the significance of opening Embassies in other nations?

Analyze Artwork

Meet the artwork.

Quickly scan the artwork. What do you notice first?

Type (check all that apply):

- Painting Drawing/Sketch Engraving/Lithograph Mural Sculpture
 Mixed Media Scene/Event Portrait Landscape Abstract Other

What is the title?

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this artwork.

Try to make sense of it.

What do the colors, people, objects or activities represent?

Who made this?

When was it created?

Does it depict a different time? When?

What was happening at the time in history it was created?

What is the message? List evidence from the artwork or your knowledge about the artist that led you to your conclusion.

Use it as historical evidence.

What did you find out from this artwork that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?



Primary Source of Peace One



President and Mrs. Carter walk down Pennsylvania Avenue during Inauguration, 1/20/1977 (National Archives Identifier: [173376](#))

1. Presidential Inaugurations are an American tradition laid out by the [20th Amendment](#) to the Constitution. Why do you think Section 6 set a deadline of seven years from submission for ratification while other Amendments do not?

2. Read the article, [Peaceful Transition of Power: American Presidential Inaugurations](#). Which Amendment to the Constitution provides guidance for an unexpected Presidential transition? List one example when this Amendment had to be implemented.

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- Portrait Landscape Aerial/Satellite Action Architectural
 Event Family Panoramic Posed Candid
 Documentary Selfie Other

Is there a caption? yes no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

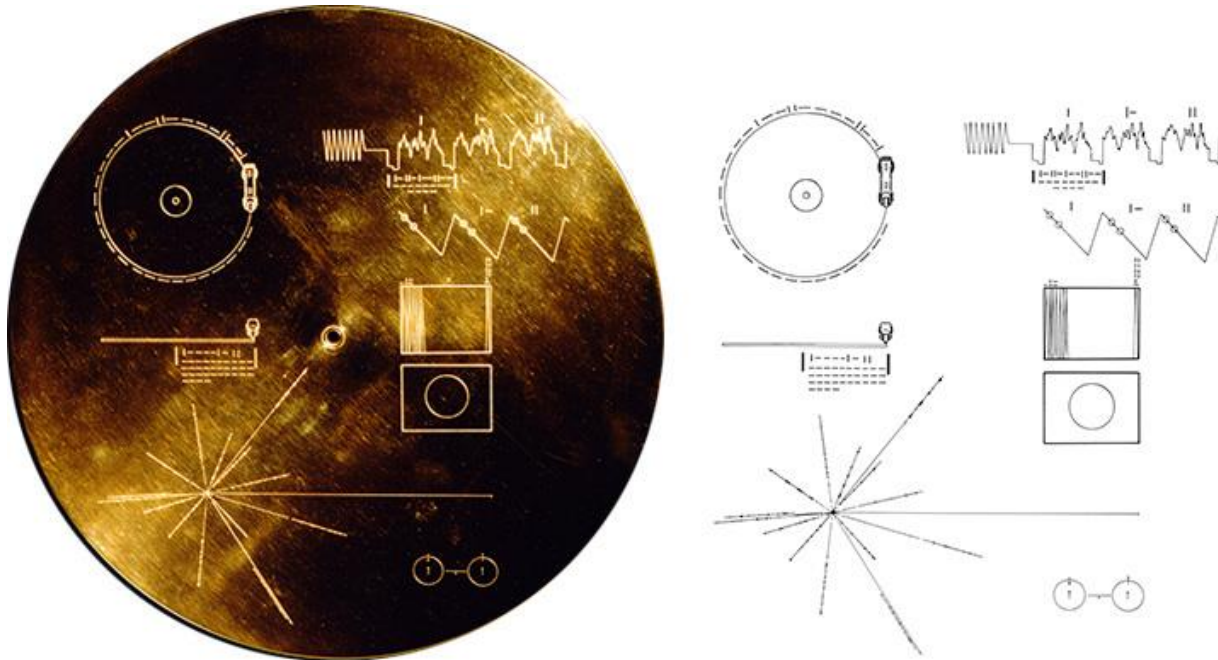
Use it as historical evidence.

What did you find out from this photo that you might not learn anywhere else?

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?



Primary Source of Peace Two



The Golden Record cover shown with its extraterrestrial instructions (NASA/JPL)

1. Learn more about the Golden Record (launched during the Carter administration), its design and contents by visiting [NASA's website](#). After reviewing [The Contents](#) page, what artistic contribution would you make to express family, culture and traditions on Earth to extraterrestrial civilizations?

2. Review [President Carter's Written Statement \(scroll to page 81\)](#) recorded as an image on the Golden Record. Do you think [Article II, Section 2](#) of the Constitution qualifies the President to deliver this message on behalf of Earth to an extraterrestrial civilization? Why or why not? What, if anything, would you add to this message?

Analyze an Artifact

Meet the artifact.

Material (check all that apply):

- | | | | | |
|----------------------------------|----------------------------------|--------------------------------|------------------------------------|---------------------------------|
| <input type="checkbox"/> Bone | <input type="checkbox"/> Pottery | <input type="checkbox"/> Metal | <input type="checkbox"/> Wood | <input type="checkbox"/> Stone |
| <input type="checkbox"/> Leather | <input type="checkbox"/> Glass | <input type="checkbox"/> Paper | <input type="checkbox"/> Cardboard | <input type="checkbox"/> Fabric |
| <input type="checkbox"/> Plastic | <input type="checkbox"/> Other | | | |

Observe its parts.

Describe it as if you were explaining it to someone who can't see it.

Think about shape, color, texture, size, weight, age, condition, movable parts, or anything written on it.

Try to make sense of it.

Answer as best you can.

Where is it from?

When is it from?

Who used it? List reasons you think so.

What was it used for? List reasons you think so.

What does this tell you about the people who made and used it?

What does it tell you about technology at the time it was made?

What is a similar item from today?

Use it as historical evidence.

What did you find out from this artifact that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand the event or time in which this artifact was used?



Create Your Own Vision of Peace

You may use this space to create **1)** an illustration that communicates family, culture or traditions; or **2)** your own written statement intended as an introduction of Earth to an extraterrestrial audience.