



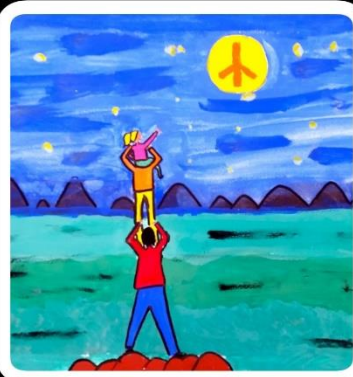
INTERNATIONAL
PaintPals



International Paint Pals: Primary Sources of Peace

Stewardship

GRADES 9 - 12



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 grassroots 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 including 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 Civic Engagement and to extract information to make informed judgments
- Highlighting tools available to individuals and groups to help shape our democracy
- 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 “Stewardship” 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 either complete a Stewardship Project Worksheet, or create artwork on a medium of their choosing with any available materials (crayons, coloring pencils, paint, etc.) based on one of the following prompts:

- 1. An illustration that communicates Stewardship and Peace**
- 2. An illustration of a service-learning project that demonstrates Stewardship or Peace**

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](#).**



Untitled artwork with imagery of the Hiroshima Peace Memorial in Japan, artist and origin unknown (Image courtesy of International Paint Pals)

1. The United States took stewardship over the reconstruction of Western Europe and Japan post-WWII to reinforce and protect its allies in response to the Cold War. Read and review President Eisenhower's [Atoms for Peace Draft](#), delivered to the United Nations in December 1953, and summarize his strategy for defusing Cold War tensions and building allies.

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?





Jimmy Carter with Photographer and Environmentalist Ansel Adams, 11/6/1979 (National Archives Identifier: [842161](#))

1. Read the [National Archives article on Ansel Adams](#)' selection to photograph the Carters and Vice President Mondale for the National Portrait Gallery. This assignment provided Adams with "Golden Opportunities" to bring Carter's attention to two public lands issues he felt strongly about. What were they and how did Adams go about communicating his views to the President? Please cite two examples.

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

ARTWORK, ARTIFACT
OR WRITTEN DOCUMENT?
YOU DECIDE!!!



1. Review the [Department of Energy Organization Act of 1977](#), paying close attention to the **Congressional declaration of purpose**, at the bottom of Page 2. What sectors of society does this law affect and how do you think it continues to impact your life? Please provide at least two examples.

2. Read [President Carter's Environment Message to the Congress](#), given only a few months before the Department of Energy Organization Act was passed. Please provide at least two examples of actions mentioned by Carter in that message that you feel this legislation effectively addresses. Of those actions, which resonates the most with you and why?

“The Battle of the Energy Drainers!” comic book created by Marvel in cooperation with the U.S. Department of Energy (Carter Library)

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?



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?



Analyze a Written Document

Meet the document.

Type (check all that apply):

- | | | | | |
|---|------------------------------------|--|--|--|
| <input type="checkbox"/> Letter | <input type="checkbox"/> Speech | <input type="checkbox"/> Patent | <input type="checkbox"/> Telegram | <input type="checkbox"/> Court document |
| <input type="checkbox"/> Chart | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Advertisement | <input type="checkbox"/> Press Release | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Report | <input type="checkbox"/> Email | <input type="checkbox"/> Identification document | | <input type="checkbox"/> Presidential document |
| <input type="checkbox"/> Congressional document | | <input type="checkbox"/> Other | | |

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

Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document 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 Three



Sweater worn by President Carter during a Fireside Chat on Energy, 2/2/1977 (Carter Library)

1. Each President shows stewardship in their own unique ways. View the short PBS Video, [“Carter and the Economy: Energy Crisis,”](#) and list what actions Jimmy Carter took as President to demonstrate stewardship during the Energy Crisis of the 1970s. Circle any that you also practice.

2. Learn more about the Energy Crisis and America’s response from the [National Museum of American History](#). What is something you could take stewardship over at home or in your community to practice conservation? How would you implement this change?

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?





Stewardship Project Worksheet

Project Information

Student Leader

Project Title

City, State

Project Contact/Liaison

Name/Title

Organization

Address

Phone

Email

Plan of Action Narrative

Project Logistics

Date(s) and Time

Specific Work Location(s)

Other Participants

Potential Safety Hazards

Required Tools/Materials



Create Your Own Vision of Peace

You may use this space or a medium of your choosing to create an illustration that communicates stewardship, peace or a service-learning project you have or would like to participate in.