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## History in our Backyard: Youth Podcasting about Jimmy and Rosalynn Carter's Georgia

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## History in our Backyard: Youth Podcasting about Jimmy and Rosalynn Carter's Georgia

### Cover Page Footnote

Acknowledgements-Funding for this project was provided in part by the Library of Congress Teaching with Primary Sources Eastern Region grant and a Mercer University Office of the Provost Humanities seed grant. Thank you to Irene Sanders for her contributions to this article.

*History in our Backyard: Youth Podcasting about Jimmy and Rosalynn Carter's Georgia*

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### Abstract

The purpose of this article is to highlight the curriculum development and recording of a special episode about Jimmy and Rosalynn Carter for the student-created *History in our Backyard: The Names of Places in Georgia* podcast. The students' research process for writing and recording the podcast are highlighted, as well as pedagogical strategies that social studies teachers can use to engage students in creating their own podcasts. Insights from the student researchers are included to provide teachers with actionable steps for promoting historical thinking and inquiry through podcasting.

## Introduction

Georgia natives Jimmy and Rosalynn Carter had an indelible impact on the history of Georgia, the nation, and the world. Their impact spanned the gamut of military service, running the family farm, raising children, engaging in local and national politics, advocating for health initiatives, monitoring fair and free democratic elections, and raising awareness to the vulnerability of people living in dire circumstances in the United States and around the globe. As a result, there are places throughout the state that are named after them or have bestowed specific honors on them, such as honorary doctorate degrees, because of their contributions to places in Georgia. Their recent passings serve as an opportune time to analyze how their legacies as human rights advocates can be effectively taught in K-12 social studies, especially in Georgia, through podcasting. Uncovering these place-based connections to the Carters through student-created podcasts can be an effective way to engage youth in examining the meaning of place through primary source research and writing document-based show notes to share their findings about the Carters' contributions on local, national, and global history.

During the 2024-2025 school year, 39 high school students in the youth program Student Leadership NORTH (SLN) received grant funding from the Library of Congress Teaching with Primary Sources Eastern Region grant to conduct primary and secondary source research using the Library of Congress and other digital archives to write show notes and record episodes for Season One of their podcast *History in our Backyard: The Names of Place in Georgia*. During the students' research and recording process, President Carter passed away. To honor the civic and historical legacies of Jimmy and Rosalynn Carter, students in SLN conducted primary source research on places in Georgia that are named after the Carters or have strong ties to them during

the summer of 2025 to record a special episode honoring their historical significance on places in the state. Therefore, the purpose of this article is to highlight the curriculum development of the *History in our Backyard* podcast, the students' research process for writing and recording the podcast, and pedagogical strategies that social studies teachers can use to engage students in creating their own podcasts. Insights from the student researchers are included to provide teachers with actionable steps for promoting historical thinking and inquiry through podcasting.

### **Podcasting in Social Studies Education**

Podcasting has been a growing medium for entertainment, news, and educational content for over 20 years due to the accessibility of consuming and creating content on the internet. Oslawsk-Lopez and Kordsmeier (2021) state that the use of podcasts in classrooms has shifted from replacing lectures and presentation slides to being a more student-centered approach for differentiated instruction that remains more up to date “when compared with other forms of reporting, like documentary film or academic books, which often lag months to years behind current events” (p. 336). The sustainability of the *History in our Backyard* project is a major advantage for using and creating podcasts in social studies because students can produce and disseminate historically researched episodes in real-time that address current events for students, teachers, and the public.

Furthermore, Bottomley (2020) notes that podcasts offer “an interpretation or perspective on events of the past, dramatization of the proceedings using music, sound effects, archival recordings, and clips from film and television” (p. 178). According to Haiken (2023), student-created podcasts are effective in supporting problem solving skills, applying research to communicate messages, and engaging students in becoming “knowledge constructors and

empowered learners” (para no.5). Reiman (2021) contends that “more than 500,000 podcast programs exist today, and they are available free for immediate search and access through any one of dozens of podcast aggregator programs (also free), such as Apple Podcasts” that are available on smartphones, tablets, laptops, and other digital devices (p. 1). As a result, students can listen to podcasts in and outside of the classroom, as well as create their own podcasts to apply content knowledge, and communications, technological, research, and analytical skills can be applied to real-world situations (Waldron et al., 2025).

### **Benefits of Podcasting**

There are several benefits to creating student-researched podcasts in social studies. First, podcasting serves as an opportunity to promote “microlearning” where a lesson or direct instruction is broken down into smaller parts, typically up to 15 minutes in length, that enhances students’ engagement by “increasing knowledge retention” (Denojean-Mairet et al., 2024, p. 2). Moreover, Lampropoulous et al. (2021) states that podcasts and other forms of internet-based educational tools “can assist and increase engagement, motivation, interactivity, soft skills, communication, and collaboration of learners” (p. 394). Scriven (2021) notes that podcasting is incredibly engaging for students to conduct place-based historical and geographic research by analyzing environmental and cultural features of the places being highlighted in the episode. Cain et al. (2021) and Hall and Jones (2021) found in their studies that students who conducted data-based research to write show notes and record their own podcasts engaged in higher levels of engagement by using digital technologies to hone communications skills and demonstrate what they learned on summative assessments.

Additionally, student-made podcasts can allow for the implementation of critical pedagogy that “encourages critical thought and engagement with speech, voice and language” that serves as “a meaningful and alternative approach to telling the stories of [a] community” (Waldron et al., 2025, p. 4). Using and creating podcasts in social studies classrooms can “provide opportunities for marginalized publics to discuss their culturally lived experiences in tandem with materials documenting these pasts online” (Donison, 2021). Consequently, podcasts represent a “new aural culture” in which sonic histories can be written, recorded, shared, and consumed by diverse audiences, particularly students, that amplify the voices of underrepresented groups and figures in community histories and the social studies curriculum (Llinaries et al., 2018).

### **Challenges to Podcasting**

Despite the advantages to podcasting, there are challenges to creating and using podcasts in social studies instruction. Lipscomb et al. (2007) caution that teachers and students can get overwhelmed with figuring out what equipment and technology is needed to start a podcast project with students. There are numerous options for free programs, such as Audacity, and others such as Adobe that require the purchase of a subscription. As a result, Lipscomb et al. (2007) advise using software and equipment such as computers, microphones, and internet-based applications that students and teachers are familiar with when beginning to create and disseminate podcasts for teaching. Additionally, teachers and students must be very careful about using audio, such as music, that is authorized for personal, educational, or commercial use. Learning about fair use versus copyrighted materials for inclusion in a podcast is imperative for upholding ethics and modeling proper research techniques (Lipscomb et al., 2007).

Furthermore, time must be dedicated to orienting students to how to write, rehearse, and record podcasts in a way that grabs the attention of the audience. Expressive storytelling and narration by creating sound effects, minding voice inflection, organizing who speaks and when, and controlling the volume of voices is important for a good quality podcast, even if it was not recorded with sophisticated equipment (Lipscomb et al., 2007). As a result, providing students with examples of show notes to read and podcasts to listen can be helpful in supporting the successful creation of student-led podcasts that are couched in research, historical inquiry, and active learning.

Swan and Hofer (2009) note that podcasting must be used intentionally to engage students in historical inquiry, not simply as a replacement for a teacher-delivered lecture. They state, “Yes, podcasts may provide additional utility, but we still need to consider the instructional purpose and context with which they are used. The important point is that, no matter how current, engaging, or relevant, podcasts don’t teach, teachers do” (Swan & Hofer, 2009, p. 102). These cautionary words advise teachers that they must exercise discernment when using podcasts as direct instruction and providing appropriate curricular and instructional scaffolds to support student learning through the process of researching and creating their own podcasts.

### **About the *History in our Backyard* Podcast**

*History in our Backyard: The Names and Places of Georgia Podcast* began in August 2024 through an on-going collaboration between Student Leadership NORTH (SLN), a Fulton County-based non-profit organization, and Mercer University’s Tift College of Education. High school students who apply and are accepted into SLN sign up for a two-year program that focuses on career development, leadership skills, and community service. This project was

funded in part by a Library of Congress Teaching with Primary Sources Eastern Region grant, and a Mercer University Office of the Provost Humanities Seed grant. *History in our Backyard: The Names and Places of Georgia* is a five-episode podcast highlighting the origins of names of places in the state. The intent of the podcast is to create a sustainable project where future groups in SLN can research other places in Georgia to research and record for new seasons of the podcast every school year.

### **The Curriculum and Research Process**

*The History in our Backyard* curriculum was written in alignment with the Georgia Standards of Excellence (GSE) Writing Standards for History/Social Studies Grades 9-12 and the National Council for the Social Studies (NCSS) College, Career, and Civic Engagement (C3) Framework (Appendix A). Content standards were not included for this curriculum because Georgia history is in Grade 8, and the students who worked on Season One of the podcast were in high school where the social studies standards focus on United States history. Therefore, the literacy standards as outlined in the GSE were used to complement the NCSS C3 Framework Dimension 2 standards for history Grades 9-12 were used as the basis for the podcast curriculum because of the research intensity the project required of students and the dissemination piece for taking informed action (Appendix A).

The podcast project began with Dimension 1 of the C3 Framework by staging the inquiry with the Big Idea *place* and the Compelling Question “*what makes a place meaningful?*” Students brainstormed a list of potential places to research, the groups were asked to reflect on their definitions and thoughts on the meaning of place. These reflections were important to gauge their interest and prior knowledge about Georgia history so that they could focus on a podcast topic that built upon, and enhanced, their historical inquiry, writing, and research skills regarding

the meanings and importance of place. The places that the students chose to research were Lake Sidney Lanier, Tallulah Falls, Chickamauga, and the namesakes of the Hartsfield-Jackson International Airport.

Next, students used the Library of Congress' digital collections such as Chronicling America, as well as other archives such as the Georgia Historical Society, to find primary sources about the origins of the names of the places they selected. Secondary sources included the New Georgia Encyclopedia to provide background information and historical context for documents. The students embarked on Dimension 3 of the C3 Framework by implementing Teaching with Primary Source strategies to evaluate different types of sources such as photographs, maps, legal documents, letters, and speeches that could be used to write their show notes.

After several rounds of revisions and bi-weekly Zoom sessions conducted by the first author, an associate professor at Mercer University, and her doctoral students to provide the students assistance with research, students wrote their final drafts with cited sources and cues to indicate conversation, banter, questions, and other elements of discussion to make the episode engaging to audiences. They followed a typical essay format for the final version of their show notes to include the introduction, body paragraphs outlining the story of the origins of the name of the place, and the conclusion. Groups rehearsed their podcasts in preparation for the final recording session at podcaster John Ray's studio in Alpharetta, Georgia. Students gained hands-on experience with how to plan for the logistics of recording a podcast, including how many people can speak at a time, how many microphones were needed, and how to balance reading the show notes while maintaining a conversational tone in the recording. Students engaged in Dimension 4 of the C3 Framework of Communicating Conclusions and Taking Informed Action

by hosting two listening events at Mercer University's Atlanta Campus and at a local high school in Fulton County to disseminate their research. A companion book outlining the students' research process was self-published, and the podcast was uploaded to major podcast outlets via Podbean, and accessible on the SLN website and YouTube channel.

### **Creating Jimmy and Rosalynn Carter's Special Episode**

Five students who worked on Season One of the *History in our Backyard* podcast volunteered to conduct the research, writing, and recording for this special episode about the Carters from May through August of 2025. First, students brainstormed a list of places either named after the Carters or was historically significant to the Carters in Georgia in a collaborative Google doc. These places included Plains and the Jimmy Carter National Historical Site, Jimmy Carter Boulevard in Norcross, Habitat for Humanity, Mercer University, and Georgia Tech. Students used digital archives from the Carter Library, Library of Congress, and Georgia Historical Society to locate primary sources that documented the Carters' lives and careers in Georgia, United States government, and in the post-Presidency as the historical context for why places in the state are connected to the Carters or bear their names.

Next, students organized an outline of the show notes where the podcast episode would start with an introduction to the purpose of the episode, followed by a brief biography of the Carters beginning with their lives in Plains, then segue into the places that students researched. After conducting several rehearsals, the students met to record the episode. Students delegated roles for which parts each would write and combined their sections together to complete the show notes. The first author edited the show notes for spelling, grammar, citation, and historical accuracy (Appendix B). Unlike the episodes from Season One where recording took place at a

professional studio, the students used equipment that was purchased from the Library of Congress Teaching with Primary Sources grant to record the episode themselves using the free Adobe Podcast program. They recorded this special episode at the SLN offices (see Figure 1).

**Figure 1. SLN Students Recording the Special Episode.**

**From left to right: Shaurya Attal, Prinsha Chanda, Hao Ran Li (Ralle Han), Anvitha Battu**



Photo Credit: Katherine Perrotta

### **Classroom Application and Use**

Creating a student-led podcast is an engaging, rigorous, and fun way for students to be immersed in multimodal social studies instruction through primary and secondary source research, narrative writing, and sonic dissemination. A project like *History in our Backyard* can focus on one standard, such as the special episode about the Carters, or entire units of study. If time and resources permit, a student-led podcast could potentially be sustained throughout a semester or school year with interdisciplinary collaborations, particularly with audio-visual and other career, technology, agricultural, and engineering (CTAE) teachers. In the case of SLN, students worked on this podcast outside of school where there was much more flexibility for students to research, revise show notes, and rehearse recordings, as well as working with a podcasting professional to learn about the technical skills and logistics for preparing an episode.

Acknowledging that there are teachers and schools that do not have the access to the people and resources that SLN had, this section provides teachers with some pedagogical strategies and lessons that were learned from doing this project that can be used and adapted to support student-created podcasts in their own classrooms.

### **Connecting to Georgia Standards**

The special episode of *History in our Backyard* about the Carters is one that could span across the U.S. history standards for Grades 9-12 as the Carters' lives spanned a century. Jimmy Carter is only explicitly included in the Georgia Standards once regarding the Camp David Accords. However, teachers can incorporate the podcast episode when teaching about the Great Depression, World War II, the Cold War and Civil Rights Movement, the 1970s when Carter was president, and the 1980s-2000s when the Carters embarked on their post-presidency human rights activism. This podcast episode can be used as a local history example of how broader topics in history, geography, civics/government, and economics in the Georgia high school social studies standards can be made more relevant to students' communities and prior knowledge of Georgia history from eighth grade (Appendix C).

Teachers who want to connect using this podcast, or have students create their own podcasts, can use the NCSS C3 Framework Dimension 2 standards for history, economics, geography, and civics and government to support their engagement in historical research and inquiry through creating big ideas and compelling questions (Dimension 1), connecting to content-area skills for source analysis (Dimension 2), evaluating primary and secondary source evidence to support arguments when writing show notes (Dimension 3), and recording the podcast as a way to communicate conclusions and take informed action through sharing the podcast with friends, peers, and the general public (Dimension 4).

## Reviewing and Critiquing Exemplars

Polling students about whether they listen to podcasts is an important pre-assessment to gauge students' familiarity with the medium. During the production of Season One of the *History in our Backyard* podcast, the majority of SLN students did not listen to podcasts; those who did listened to shows about psychology, popular culture, and true crime. As a result, teachers need to provide students with exemplars of podcasts about history in order to build on prior knowledge about historical content and different modes of communication, writing, and narration that can be informative and engaging to audiences. For example, students can listen to podcasts such as *History in Focus* by the American Historical Association and *History Matters...and So Does Coffee* with Joanne Freeman and the National Council for History Education that feature professional historians that include interviews, panel discussions, guest speakers, and lectures about topics that either complement standards or highlight histories that do not appear in the standards or textbooks.

Moreover, teachers can ask students who creates podcasts and why to highlight that amateurs can create high quality podcasts as a profession or as community service or activism, or a hobby that reaches a wide audience of listeners. Shows such as *Archive Atlanta*, *Georgia History Guy*, *Conversations with the Linguistic Justice Collaborative*, and *Then Again* by the Northeast Georgia History Center are examples of podcasts that spotlight the histories, challenges, achievements, and futures of people, places, and events in Georgia that shape daily life throughout the state. These podcasts are powerful examples of curricular and instructional tools that teachers can use when teaching Georgia history, especially in upper elementary, middle, and high school social studies.

Specific to Jimmy Carter, students can listen to “Jimmy Who?” by Wondery’s *American Storytellers*, *Presidential* by the Washington Post, *Plainspoken* by NPR, *The Carter Years* episode on NPR Politics, *The Life and Legacy of Jimmy Carter* episode by *The New York Times Daily*, and *Recollecting Carter* by Jason Lee Guthrie. There are fewer podcast episodes about Rosalynn Carter, one being an episode on Apple News about her mental health initiatives as First Lady. These are all professionally produced podcasts that are very detailed and include input from politicians and other influential figures. However, this special episode that the students created emphasized the local focus of places both Jimmy and Rosalynn had close ties to and made a lasting impact on.

After listening to these exemplars of shows, teachers should also introduce students to examples of podcast show notes, which often are available underneath the show’s description or as links to the podcast’s website. Writing podcast show notes are different from formal essays that both teachers and students may be more familiar with in social studies. Show notes are meant to be research-based, but also a creative outlet for student-centered application of primary source evidence. According to Berson (2009), “podcasting provides an exciting method for children and educators to discover and explore educational content—and to creatively express new knowledge” (p. 8). Students self-published a companion book of their research process for Season One that included their show notes. Students who produced this episode read the show notes from the previous season to help them envision and write the show notes for their episode. Lohmeyer (2023) cautions that podcasting, while flexible for student research and listening, must be combined with other modes of student interaction primary sources and individual and cooperative activities to demonstrate learning. As a result, reviewing examples of show notes and listening to podcasts can be beneficial in supporting students’ historical research skills as

well as their ability to engage “exploratory talk,” which is more conversational and extemporaneous when discussing what they explored and learned, and “presentational talk” where they convey information (Dversnes & Blikstad-Balas, 2023, p. 283).

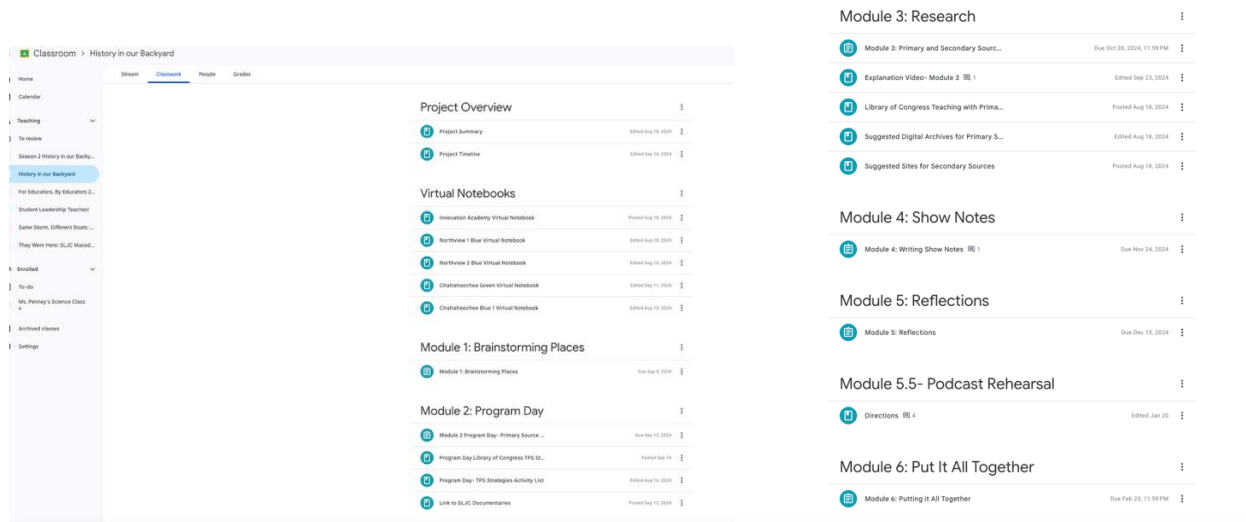
### **Using Collaborative Tools**

The ability for students to work together in real-time is important to keep everyone on task with the research and revision process, and to continually engage in collaborative learning through sharing ideas, questions, and thoughts not only about the creating of the podcast, but about the historical significance of the places that the Carters impacted or had named after them. Using Google applications such as the Google Classroom was helpful to organize tasks, establish due dates of tasks, and create spaces where students could work individually or in groups in and outside of school. The Google Classroom that was created for SLN was organized with six modules with detailed directions for students to brainstorm and reflect, to research using the Library of Congress and other archives, and to link rehearsal recordings and drafts of show notes (See Figure 2). The modules were organized as follows:

- **Module 1: Brainstorm-** list everything you know about Jimmy and Rosalynn Carter. Next, reflection the following questions: what does the word place mean to you? What places in Georgia are named after the Carters? What places did the Carters impact? Why is place important?
- **Module 2: Introduction to the Archives-** students can use the Library of Congress collections to search for primary sources about the Carters. Students will find one primary source about the Carters and implement the Teaching with Primary Sources strategy to analyze the document and reflect on how the source can be used to research their identified place about the Carters for a podcast episode.

- Module 3: Analyze Primary and Secondary Sources- students will find at least 5 more primary sources and 5 secondary sources from the Library of Congress and other archives such as the National Archives (DocsTeach), Carter Library, and Georgia Historical Society and analyze them to determine if the sources are relevant evidence for writing the show notes about the places in Georgia named after or historically significant to the Carters.
- Module 4: Write Show Notes- students can use whichever citation method they are familiar with and follow a basic essay format of an introduction, body paragraphs, and conclusion or “outro” to write the show notes.
- Module 5: Rehearse and Record- students need to rehearse reading their show notes. The show notes, while researched and written in a formal manner, must be narrated in an engaging way for listeners. Students can practice reading the show notes by indicating cues for conversation between each other about the topic, asking questions, voice inflections, and other aural techniques to make the episode interesting and engaging.
- Module 6: Final Reflection- students will reflection their definitions and meaning of place, what they learned about the Carters, and what impact they hope their episode can have in sharing their research about places the Carters had an impact on in the state.

**Figure 2.**  
**Google Classroom**



Specifically, virtual notebooks were created from Google Slide presentations for each group where each module's tasks were completed in new slides. The virtual notebook slides contained assignment instructions, links to primary and secondary materials, and reflection prompts. Additionally, students were able to insert the links to their show notes that were written in Google Docs to the virtual notebook. Using these collaborative tools was essential for students to work together, and for the research team of adults to give real-time feedback for students so that their show notes and recordings were completed professionally, accurately, and thoughtfully (Dversnes & Blikstad-Balas, 2023).

### Using Technology and Recording

The Library of Congress Teaching with Primary Sources Eastern Region grant funded the purchase of equipment that SLN that was used for the first time to record the Jimmy and Rosalynn Carter episode. Because of the grant, SLN was able to buy professional grade equipment including a mixer, headphones, and two microphones. A personal laptop with free Adobe Podcast software was used to record and edit the episode to remove some stammers and pauses, insert common-use music for the intro and outro, upload to the major podcast streamers

via Podbean, which is also a free application. Moreover, two banners with the podcast logo, which was created by a student, was used as a backdrop for the recording as an iPhone was used to also video record the students' episode and uploaded to the SLN YouTube channel.

Although SLN purchased expensive recording equipment, student-created podcasting does not have to involve spending a lot of money and can be done using everyday technologies that teachers and students use. Teachers who have access to computers with microphones, internet access to upload recordings, and speakers can support students in researching and recording their own podcast episodes. Moreover, smartphones and tablets can be used to record and share podcasts with free podcasting applications such as Adobe Podcast and Podbean. In fact, many students have the technological prowess to not only use computers and smart devices for recording, but also teach the teachers how to use these tools. Irene Sanders, the Executive Director of SLN, shares some thoughts about the recording process:

Recording the Jimmy Carter episode presented unique challenges that distinguished it from our previous productions. Unlike our earlier episodes, we no longer had access to a dedicated sound expert or professional recording booth, which meant we had to navigate the technical complexities of audio equipment largely on our own. Fortunately, we were able to overcome these obstacles with the help of an exceptionally knowledgeable student who had extensive experience in podcast recording. Their expertise proved invaluable in helping us figure out the equipment setup and maintain the audio quality standards our listeners had come to expect, despite working without our usual professional resources (September 13, 2025).

Involving the students in using the technology to create podcasts can be a powerful way to differentiate instruction when using digital and internet-based tools for social studies instruction.

Teachers and students can delegate roles for learners to complete that leads to the production of a full podcast episode. For *History in our Backyard*, students delegated roles within their groups to complete the tasks in the virtual notebook. Among these roles included researchers who found web-based primary and secondary sources, writers who took primary and secondary source evidence to write the show notes, and narrators who read the show notes for recording.

Delegating these roles allows for students to apply their talents and strengths to completing this collaborative project, while also creating a supportive community for students who are learning new research, writing, and technological skills.

### **The Grant Writing Process**

The Library of Congress Teaching with Primary Sources (TPS) regional grants present a wonderful opportunity for teachers, school districts, college faculty, and even students to apply for funds that supports innovation in social studies teaching and learning. Teachers in Georgia who are interested in applying for a Library of Congress TPS grant would apply for a Southern Region grant. A requirement of receiving a Library of Congress TPS grant is to demonstrate how participants in a project will use the Library's collections. Because Season One and this special episode of *History in our Backyard is Georgia* focused, students faced some challenges in finding specific documents to help with their research. Although the Library of Congress had more collections of documents about Jimmy Carter because he was a former president, students had to consider not only how related documents from the Library were relevant to their podcast topic, but also where else they needed to conduct research for more primary and secondary sources. For example, students were able to access a map from the National Parks Service (NPS) to the Jimmy Carter National Historic Site in Plains. However, they needed to go to the NPS site

to find out more information about Plains and how this place connected to the lives and legacies of the Carters.

Teachers who receive Library of Congress TPS grant are not limited to only using the Library for archival resources. Since *History in our Backyard* is a Georgia-focused podcast, students used other digital archives from Georgia Historical Society, the Jimmy Carter Presidential Library and Museum, The Carter Center, and the National Archives to conduct their research for their podcast episode. Additionally, since the Carters recently passed away, the students were also able to access obituaries from newspapers such as *The New York Times* as primary sources that documented their lives and legacies on Georgia, the country, and the world.

If teachers in Georgia are interested in applying for a Library of Congress TPS grant, they can find information on the [Library of Congress' site](#). Teachers who may be interested in writing a grant to fund a podcast initiative such as *History in our Backyard* will need to plan what the podcast's niche would be, how the Library's collections would be used, what equipment and materials would be needed (materials can include books, food and beverages for events, swag, banners, posters, printing, etc.), and stipends and honoraria for those working on the project.

Teachers who are interested in applying for a grant, whether it's with the Library of Congress or other organizations, need to become familiar with the process of pursuing a grant from pre-award to post-award. First, teachers should seek out grants from organizations whose missions align with the aims of your project. *History in our Backyard* was intended to be a primary-source based project for high school students to conduct research about the origins of names and places in Georgia. Federal agencies such as the Library of Congress or [National Endowment of the Humanities](#) fund teacher-led projects and professional development. State agencies such as [Georgia Humanities](#) accept applications for grants that focus on local-level

projects. Non-profit organizations such as The Spencer Foundation also accepts grant applications for educational programming. Teachers should review timelines for submitting grant applications for review and determine if the organization is an appropriate match for their intended project.

Second, teachers must inform their district and school administration that a grant is being pursued. Since being awarded a grant involves financial budgeting and legal contracts, teachers need to find out what the process is for beginning the grant writing process, which involves making sure all required entities are included if a grant is awarded. Additionally, some organizations will pay the grantee monies that usually are deposited in a school or district account or reimburse grantees for expenses. Teachers must understand how grant funds are paid out so that there is not a misunderstanding of payment and reimbursement of purchases.

Third, a team with clear roles in the grant is needed. The grant writing process can be an arduous and time-consuming process that includes a writing a detailed project narrative, expected outcomes, intended audiences, anticipated costs, and a budget that accounts for not only grant expenditures for goods, but also for salaries, payments, and fringe benefits. This part of the grant-writing process is very important regarding whether the people working on the grant are paid as part of their salary, stipend, or honoraria. Ensuring that proper payments are allocated, which includes sending the grant team correct tax forms, is extremely important as accounting and budgeting are key parts of managing a grant. Therefore, careful consideration must be made for who will work on certain parts of the grant, including budgeting and submitting financial reports to the grantor.

Fourth, once a grant is awarded, the grantor may require progress reports on the project. If the grant is paid out via reimbursement, teachers must keep track of expenditures and keep

receipts and credit card statements to submit for repayment. Fourth, once the grant-funded project is complete, a final report is typically required where the grantees discuss the outcomes of the project and anticipated plans for future projects. Whether a grant is for a large or small amount of money, the process of writing a grant and managing an awarded grant is a huge undertaking. Working with a team of reliable, trusted, and dedicated colleagues will make the grant process a very rewarding experience for teachers, students, and the communities that the project aims to serve.

### **Students' Insights**

To fully grasp the potential for how podcasts in social studies instruction can be leveraged to promote student learning, the insights of the students who completed this special episode are highlighted to inform teachers about challenges and benefits they experienced when researching the names of places that connect to Jimmy and Rosalynn Carter. These students who researched and recorded this special episode also worked on Season One of the podcast. Their experience conducting research and organizing the logistics of writing show notes and recording their episode positions them as providers of pedagogical knowledge regarding how the creating podcasts can enhance and engage students in historical inquiry and informed action in their communities.

### **Challenges**

Students experienced some challenges when conducting primary source research to support creating the podcast, especially given the short turn-around in recording the special episode about the Carters. Prinsha Chanda noted that the shortened timeline for completing the research for the special episode posed difficulties because “There were so many topics I wanted to address...but there wasn’t nearly enough time to touch on them. This was such a challenge for

me that the most time-consuming part of the whole process was cutting down my writing into digestible sections” (September 19, 2025). Moreover, Ralle Han (Hao Ran Li) shared about the difficulties of trying to evaluate a large volume of sources that were most relevant to writing the show notes:

Although we do have countless autobiographies and written records (letters) they exchanged with their family, friends, or colleagues, many of them need to be purchased. Even after the purchase, we still need to go through an overwhelming amount of information until we make our selections to be included in our episodes (September 14, 2025).

Shaurya Attal also highlighted the challenge of deciding which documents were the most important sources of evidence for writing the show notes, stating:

One of the biggest challenges was balancing storytelling with historical accuracy and making sure the episode captured Jimmy Carter’s legacy in a way that was engaging but also factually precise. I had to sift through a lot of information, decide what was most relevant, and fit it into a limited runtime. Coordinating across different sources, and making sure the tone resonated with both students and community listeners, also added difficulty (September 20, 2025).

Additionally, Ralle noted how analyzing and synthesizing information from primary sources is not an easy task, especially when working in a group to collaborative write show notes for the episode, stating:

Despite all the information, at least for me, finding the connections and context between different sources is one of the most difficult tasks. Much of my attention was spent on understanding the sources and questioning if it is not only worth mentioning but also has

a solid foundation in terms of proof, as autobiographies and interaction with human beings could not be viewed in an absolute objective lens. So, in the end, we decided to work together to finalize our selections, hoping to limit any discrepancy of character that would result from the lens (September 14, 2025).

Prinsha, Ralle, and Shaurya's feedback highlights that completing research, including finding sources and evaluating whether the documents were useful to supporting research questions and arguments, was a significant challenge because of the limited amount of time to record and produce the podcast episode.

There is a lot of logistical work regarding the delegation of roles in groups, finding and analyzing sources, writing research-based show notes that are methodologically sound and engaging for students to read, and rehearsing reading the show notes for recording. Teachers who are considering creating student-created podcast opportunities are encouraged to 1) preplan curricular items such as suggested websites and archives for research for students to use, 2) provide graphic organizers, guided notes, outlines, or rubrics to help with writing show notes, 3) organize a time line of due dates for when show notes and rehearsals should be completed, and 4) monitor group dynamics to ensure that all students are contributing to the production of the podcast episode. Breaking down the process of creating a podcast into smaller steps can help students problem solve, work together, and manage their time and tasks to conduct accurate and quality research.

### **Benefits**

Although students faced challenges when researching and preparing the show notes for recording their episodes, they expressed that they experienced several benefits from conducting the historical research to create this podcast. Prinsha said that a benefit to working on this

podcast episode was gaining a greater awareness to the names of places in the state because “most people have heard about these politicians, especially Jimmy Carter, but not many know about what kind of society they were making a change in” (September 19, 2025). Furthermore, Ralle said:

I very much love the aspect of connecting the locations we can physically reach today with past historical figures who left an impact on us. I grew more attentive to the names of streets, stores, and any other places. I gained a lot more detailed information about the historical figures whom we only cover briefly in our textbooks, gaining more personal insights and understanding them as individuals rather than distant figures of the past (September 14, 2025).

For Prinsha and Ralle, their consciousness was raised about the complexities of the achievements and challenges the Carters faced in their personal and public lives through their research for the podcast.

Furthermore, the students noted how engaging in the historical research process itself was a benefit to working on this podcast. Shaurya noted that he found that working on this podcast episode gave him “practice in synthesizing research, collaborating effectively, and communicating complex ideas in an accessible way” (September 20, 2025). Prinsha also highlighted how learning to analyze primary sources about the Carters was advantageous, stating “I got to learn more about Atlanta’s progress on the state national stage and America’s progress on the international stage, putting other historical events and occurrences around that time into perspective” (September 19, 2025). Anvitha Battu shared that an initial setback she experienced while researching her part of the episode ended up being her favorite aspect of the project:

The connection between Jimmy Carter Boulevard and Jimmy Carter was not apparently, and I had to do extra research into the history of the road to understand its significance in a historical context. Researching Jimmy Carter Boulevard uncovered a breadth of information about the history of Gwinnett County that I was unaware of beforehand... I also discovered a surprising link between the history of Jimmy Carter Boulevard and Jimmy Carter, despite the former being named before the latter even took office” (September 20, 2025).

Students gained valuable experience in researching and analyzing primary sources for historical contexts and perspectives to write and record their podcast episode. Most importantly, students developed a greater awareness of the histories behind the names of places in their community.

### **Suggestions for Teachers and Students**

The students shared some of their ideas for teachers and students who may want to embark on creating their own historically researched podcasts, especially about historical figures in Georgia such as Jimmy and Rosalynn Carter. Prinsha recommends that teachers have students listen to their episode and “pair the episode with primary sources, such as Carter’s speeches or excerpts from his books, [that] can deepen understanding and help students connect historical narratives to real-world change” (September 19, 2025). Acknowledging that time may be a constraint, Anvitha suggests that “teachers to introduce segments of the episode spread over multiple days. While having their students listen to the podcast, they could have their students fill out graphic organizers or take notes on the content to ensure active listening. I would also encourage frequent class-wide or small-group discussions as it gives students a chance to voice what they’ve learned and even expound upon the content” (September 20, 2025). According to Sanders (2025), “What makes this medium [podcasting] particularly powerful is how it

empowers students to take ownership of their learning by literally giving them a voice—they must research thoroughly, synthesize information clearly, and communicate their findings effectively to an audience.” As a result, teachers can encourage students to listen to other episodes from *History in our Backyard* or other shows to model how historical research and writing can be done in an engaging way to tell an accurate and engaging story.

The students also had recommendations for other students who may be interested in pursuing podcasting in school. Ralle encourages students to develop time management plans that include “a structured plan, detailed deadlines, and roles being assigned for each member...Doing work step by step dissects the project workflow to appear less overwhelming” (September 14, 2025). Anvitha echoed those sentiments, stating that “A plan will carry you far. It can be tempting to rush the research in order to get the recording, but the quality of research only reflects the quality of the final product...A strong and practiced script is also one of the most important details to ensure a successful podcast” (September 20, 2025). Prinsha advised, “writing a clear and engaging script is incredibly important as well! The main thing is to write something that balances facts with storytelling, so identify the important facts but also the engaging ones” (September 19, 2025).

Moreover, Shaurya shared that students “can outline main themes, use multiple credible sources, and divide tasks like narration, editing, and fact-checking among team members. Adding creative elements such as interviews or sound effects can make their podcast stand out, and peer feedback sessions can help refine ideas before the final recording” (September 20, 2025). The students’ technical and logistical advice is based upon their own experiences with time management, group work, and rehearsals of writing draft and practicing reading their scripts before recording.

The most impactful advice that these students have for teachers and students about podcasting is selecting a podcast theme and episode topics that are significant to them. Ralle said, “the most important part, try not to burn out your passion” (September 14, 2025). Prinsha agreed, stating, “they should really put their heart into what they discover and write because their voice and perspective can contribute meaningfully to how history is understood and shared” (September 19, 2025). Shaurya shared, “Students should pick a topic they feel personally connected to, since passion brings authenticity to the storytelling” (September 20, 2025). Ultimately, student choice in selecting their podcast episode topic is an essential aspect of promoting inquiry and engagement through aural storytelling and dissemination of historical research in social studies.

### **Conclusion**

Podcasting in social studies education offers students with an engaging and collaborative learning experience where they can apply research and inquiry skills to communicate insights and perspectives about the significance and meaning of history. Sanders (2025) shared that “this active participation in knowledge creation transforms students from passive recipients of information into engaged content creators, fostering deeper understanding and critical thinking skills while building confidence in their ability to share ideas with others.” The *History in our Backyard: The Names and Places of Georgia* podcast is a student-centered project that serves as both an informational and instructional tool that can support teaching and learning in social studies by engaging students in historical thinking, research, and inquiry skills about the significance of naming places after people and events. The special episode about Jimmy and Rosalynn Carter was created and recorded in the spirit of their mission of promoting democracy by providing teachers, students, and citizens with an open-access resource that can support

effective social studies education that is couched in standards, primary source research, and critical thinking about the meaning of place, civic engagement, and the enduring significance of history in our present-day world.

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## Appendix A

## Georgia Standards and NCSS C3 Framework Connections

Table 1. Standards Alignment for Podcast Curriculum

Georgia Standards of Excellence 9-12	NCSS C3 Framework 9-12
<p><b>L9-10WHST4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>
<p><b>L9-10WHST5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>D2.His.9.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</p>
<p><b>L9-10WHST6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>D2.His.10.9-12.</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>
<p><b>L11-12WHST8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>D2.His.11.9-12.</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>
<p><b>L11-12WHST9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>D2.His.12.9-12.</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>
<p><b>L11-12WHST6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>

## Appendix B

### Show Notes

**Shaurya Intro:** Welcome to *History in our Backyard: The Names of Places in Georgia Podcast!* We are **(everyone say your names and school)**. This is a special episode to commemorate the histories and legacies of Jimmy and Rosalynn Carter that is produced by Leadership Johns Creek and Student Leadership NORTH. Season 1 of this podcast was funded in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University, and a Mercer University Office of the Provost Humanities Seed Grant. Thank you for your support!

**Prinsha:** Georgia natives Jimmy and Rosalynn Carter had an indelible impact on the history of Georgia, the nation, and the world. The Carters exemplified lifetimes of stewardship in their public and personal lives, spanning the gamut of military service, running the family farm, raising children, engaging in local and national politics, advocating for health initiatives, monitoring fair and free democratic elections, and raising awareness to the vulnerability of people living in dire circumstances in the United States and around the globe. Their influence as private citizens, President and First Lady, and careers in the post-presidency set a high standard for other former presidents and political spouses to live principled lives based on faith and commitment to helping others. Their recent passings serve as an opportune time to reflect upon how their legacies as human rights advocates shape our understandings about their legacy, especially about places that are named after them.

**Prinsha Biography:** James Earl Carter Jr. was born on October 1st, 1924 in Plains, Georgia as the first American president to be born in a hospital. His lifelong partner and spouse, Eleanor Rosalynn Carter (née Smith) was born on August 18, 1927 (Carter, 2016). Jimmy Carter's mother Lillian, who was a registered nurse, actually helped deliver Rosalynn (Burack, 2025)! Both Jimmy and Rosalynn were raised on farms and grew up with similar values and expectations to help out, especially Jimmy who often stacked and sold produce. In 1940, disaster struck as Rosalynn's father died of leukemia. Her mother became the bread-winner, so Rosalynn took on greater responsibilities to take care of herself and her siblings (Carter, 1984). Meanwhile, in 1941 Jimmy graduated Plains High School as class valedictorian. Inspired by his uncle who served in the navy, Jimmy joined the US Naval Academy in Annapolis, Maryland. During this time, Rosalynn, equally as intelligent as her future husband, graduated as valedictorian of Plains High School's Class of 1944. Before his graduation at Annapolis, Carter and Smith met for a date, which was followed by a proposal of marriage. Rosalynn rejected this first proposal, but accepted the second in early 1946. The two officially became the Carters in July of 1946 and more good news followed; Jimmy graduated in the top ten percent of his class in 1946, becoming Lieutenant Carter (Carter, 2016).

After graduation, Carter was put on the research team led by Admiral Hyman Rickover that was trying to develop nuclear-powered submarines. While Jimmy was away on this mission in 1952, Rosalynn took care of their young children. In July 1953, bad news arrived; Jimmy's father died from cancer. Because of this, he left the Navy to take over the family farm and business. They had a difficult time adjusting to the instability of farming, with droughts and low profit at the start. However, unlike his father who simply bought and resold peanut seeds, Jimmy began to grow the peanuts and sell them himself, generating enough profit to even expand. Rosalynn and

Jimmy worked together to operate Carter's Warehouse, and Jimmy began to grow as a community leader, serving on numerous county boards (Carter, 2016).

In 1962, Jimmy was elected as a Democrat to the Georgia Senate and. He ran for governor in 1966, but lost this race. He ran again in 1970 and won his second gubernatorial campaign with Rosalynn's help (National Governor's Association, n.d). On January 12, 1971, Carter became Georgia's 76th governor. During his inaugural speech, Carter made a strong stand, claiming that "the time for racial discrimination is over," shocking thousands (Nordheimer, 1971). As Georgia's First Lady, Rosalynn Carter started making her mark on Georgia's mental health care system, hosted diplomats, and used her influence to help multiple charities. While Carter served as Georgia governor, he became the Democratic Governor's Campaign Committee chairperson in 1972. In 1974, he was appointed the campaign chairman of the Democratic National Committee (Strong, n.d.). Carter's rise to prominence on a national level led to his declaration of his presidential candidacy that same year. He beat Republican Gerald Ford in 1976, serving as the 39th president from January 20, 1977, to January 20, 1981.

**Ralle:** His achievements are undeniable as he pioneered international relations and human rights between Israel and Egypt with the Camp David Accords, signing the SALT II treaty to reduce nuclear weapons with the Soviet Union, and support energy and land conservation policies (McCree & Makovec, 2025; Korte, 2024). President Carter also signed a treaty with Panama in 1978 that returned American control of the Panama Canal, which was built during Theodore Roosevelt's presidency in 1909, back to the nation of Panama by 1999. Meanwhile, Rosalynn, as First Lady of the United States, continued to strongly advocate for better mental health care and women's rights issues such as supporting the Equal Rights Amendment (Carter, 2016; Kaufman, 2007).

Carter's presidency was also marked by significant challenges. For instance, in 1973, an oil embargo led by nations in the Organization of Petroleum Exporting Countries (known as OPEC) led to the economic problem known as "stagflation" where there was both inflation where interest rates and the cost of goods rose, and recession where unemployment was high (Simmonds, 2025). Americans had to wait in long lines to get gas for their cars because there was a shortage of imported oil. Carter's address to the nation about the energy crisis became known as his "Carter Malaise" speech because of his resolute position that much of the nation's problems were attributed to "a crisis of confidence" in American institutions, government, and values that threaten "to destroy the social and the political fabric of America" (Carter, 1979). Although the address was a very pointed critique of consumerism, materialism, and lack of civic engagement, many Americans held positive views of the speech. However, weeks later, the Iran Hostage Crisis occurred where Americans were held hostage in the U.S. embassy in Tehran when the Iranian Shah was overthrown from power. This crisis lasted over a year, which severely hurt Carter's re-election campaign against Republican Ronald Reagan. Military attempts to rescue the hostages failed. Carter lost the 1980 election; once Reagan was sworn in as President in 1981, the Iranian government released the hostages.

The Carters returned to Plains, only to realize that their farm had amassed over \$1 million in debt from bad weather conditions and changing management. Jimmy began writing books (32 in total) and sold the family business to recover their losses. Carter's books addressed many issues such as international relations (such as *Palestine: Peace Not Apartheid*), women's rights (such as *A Call to Action: Women, Religion, Violence, and Power*), faith and societal values (such as *Faith: A Journey for All*), memoirs of his presidency (such as *White House Diary*), and his autobiography (such as *A Full Life: Reflections at Ninety*). In 1982, Jimmy and Rosalynn founded the Carter Center, in partnership with Emory University in Atlanta, which is a non-

governmental organization aiming to improve the quality of life for the less fortunate around the world (Carter Center, n.d.). The Carters traveled the globe numerous times trying to help eradicate tropical diseases, namely guinea worm disease, increase elections compliance with human rights standards, help agriculture production, and assist with peace negotiations between nations. Rosalynn Carter also founded the Carter Center's Mental Health Program to fight against the stigma surrounding mental health and promote awareness of mental health. She continued her entire life with this work including the Rosalynn Carter Institute for Caregivers, and the Vaccinate Your Family initiative.

The Carters were also major supporters of non-profit organizations and institutions that aimed at education and helping people. They were deeply committed to working with Habitat for Humanity, a Georgia-based non-governmental organization, by helping to build houses for families across the United States and 70 countries well into their 90s (Hurt, 2024). In 1982, Jimmy Carter was named a Distinguished Professor at Emory University in Atlanta (Emory University, 2024). In 2002, Jimmy Carter was honored for his decades of work in human rights advocacy by receiving the Nobel Peace Prize. Well into the 21st century, the two continued to work endlessly for what they believed in. Jimmy Carter taught Sunday school at Maranatha Baptist Church in Plains until 2020 when his health began to significantly decline (Newberry, 2025). On November 19, 2023, Eleanor Rosalynn Carter died with her mark still strong on the world. James Earl Carter Jr., followed after his wife on December 29, 2024, leaving one last record as the longest-living president of America: 100 years and 89 days.

**Anvitha Names of Places in Jimmy and Rosalynn Carter's Georgia:** Outlining the biography of Jimmy and Rosalynn Carter situates their significance as public office holders and human rights advocates into context for why places are named after them in Georgia or bear strong connections to their lives and legacies in state and national history. Some of these places are very obvious, and some are much more implicit. As a result, the following places that are featured in the special episode of the *History in our Backyard* podcast uncover for Georgians the long-lasting impact Jimmy and Rosalynn Carter have on diverse institutions and organizations in the state that extend beyond the U.S. presidency. Although there are not any places named after Rosalynn in Georgia, the histories behind the names of places named or connected to Jimmy Carter in this podcast inherently include Rosalynn.

**Anvitha Jimmy Carter National Historic Park:** Plains, Georgia is the site of the Jimmy Carter National Historic Park that is operated by the National Parks Service. This historic site extends throughout the small rural town that Jimmy and Rosalynn Carter grew up in that includes Jimmy Carter's boyhood home and family farm, Plains High School, and the Plain Train Depot. The National Parks Service (2025) describes Carter's home and farm as a "step back in time" where the grounds were restored to look like what life was like in Plains before electricity was installed at the farm in 1938. Plains High School, which was built in 1921 and closed in 1979, now serves as the Visitor's Center at the Jimmy Carter National Historic Park. The school was a major part of the Carters' lives as they both graduated from Plains High School. The Train Depot was built in 1888 and served as a major site for Carter's political campaigns. He used the Depot as the site to meet supporters and hold campaign events when he ran for state senate, governor, and for president (NPS, 2025).

In July 2025, Jimmy and Rosalynn Carters' graves, located in the gardens of the Jimmy Carter National Historic Park, was opened to the public. According to the National Parks Service (2025), Rosalynn Carter designed the garden. Their graves, which are simple granite stones, are described as reflecting their "humility and lifelong commitment to simplicity, service and compassion" (Richards, 2025). The memorial garden is adorned with many native flowers and

plants native to Georgia. The graves overlook the Carters' former home and a pond that they often visited while living in Plains. The Jimmy Carter National Historic Park is open to visitors daily except on major holidays. Information to plan a visit to the park can be found on the National Parks Service website and in the references to the podcast's show notes.

**Shaurya Georgia Tech:** Jimmy Carter began his higher education at Georgia Institute of Technology (also known as Georgia Tech or just Tech) from 1942 to 1943, before receiving an appointment to the U.S. Naval Academy. Georgia Tech was founded in 1885 in Atlanta as a larger effort after the Reconstruction Era to bring industry to the rural South. During his brief time at Tech, which was named Georgia School of Technology until 1948, Carter took part in the Reserve Officers' Training Corps and described the coursework as unexpectedly challenging. He said, "Tech was much more difficult academically than I thought it would be. I've been to four universities and Tech was the most difficult." Despite transferring after just a year, Georgia Tech remained a notable stepping-stone in his journey. He later received an honorary Doctor of Engineering degree from Tech in 1979.

Georgia Tech's connection to Jimmy Carter endured long beyond his days as a student. In 2002, he was honored with the Ivan Allen Jr. Prize for Progress and Service, and in 2017, both he and Rosalynn Carter received the Ivan Allen Jr. Prize for Social Courage, celebrating their lifelong commitment to justice and service. Recently, in April 2025, Georgia Tech announced it would rename its School of Public Policy in honor of Jimmy and Rosalynn Carter, highlighting their values of public service, leadership, and contributions to Georgia and the world.

**Shaurya Mercer University Board of Trustees:** Mercer University is the oldest private college in Georgia that was founded in 1833 by Baptist minister Adiel Sherwood. The university was named after Jesse Mercer, a Baptist leader and the first chair of the university's Board of Trustees (Mercer University, n.d.). According to the bylaws of Mercer University, the Board of Trustees is responsible for many tasks such as setting educational policies, overseeing the financial operations of the university, appointing the university president, and approving personnel decisions such as tenure and promotion of college faculty (Mercer University Bylaws, 2019).

President Jimmy Carter first joined Mercer University's Board of Trustees in December 2012, becoming the only board he served on after leaving the presidency aside from The Carter Center's own board. At age 88, Carter stepped in to complete an existing trustee's term and was later elected to his own four-year term. By 2017, in recognition of his devotion and active participation, he was elevated to the status of Life Trustee, a position he held until his passing in December 2024. In that role, Carter regularly attended meetings, providing thoughtful counsel and leadership throughout his tenure.

President Carter's service on Mercer's Board of Trustees reflected his dedication to education and public welfare. During his time as governor in the 1970s, he played an important role in the initial state funding that led to the founding of the Mercer School of Medicine in 1982. As a Trustee, Carter championed the School of Medicine's mission to train primary care physicians for rural Georgia, and even spearheaded the creation of a four-year medical campus in Columbus, Georgia. He remained deeply involved in Mercer's initiatives, such as the Mercer On Mission international service program, and personally advocated bringing a physician to his hometown of Plains. In 2018, Jimmy and Rosalynn Carter attended the grand opening of the Mercer Medicine Clinic in Plains (Sears, 2018).

**Anvitha Jimmy Carter Boulevard Norcross:** In 1976, Ray Gunnin, former county commissioner of Norcross, renamed Norcross Tucker Road to Jimmy Carter Boulevard two months before the namesake himself was supposed to take office (Brack, 2023). Strikingly, this was before any of Carter's numerous achievements as President; this makes the familiar boulevard perhaps the only tribute in Georgia to be named after Carter before his presidency.

Gwinnett County, 20 miles away from Atlanta, grew in ways different from its neighboring counties. While many suburban areas at the time saw their success immediately after World War 2, Gwinnett County did not encounter any significant economic growth until twenty years post-World War 2. Before the 1950s, Gwinnett County was known as "The Lawless County" (Nikolich, 2015), being a relatively poor area that had very sparse legal reform. However, the 50s and 60s heralded a new time for Gwinnett County. The construction of Interstate 85 brought commercial interest to Gwinnett County, irrefutably turning around the county's reputation for crime and poverty (Nikolich, 2015). Colloquially known as I-85, it set the economic stage upon which Jimmy Carter Boulevard thrives in today's age. As Gwinnett County set countless reforms, it began attracting people to the area. Gwinnett County's population exploded in the 1970s, bringing waves of Latino and Asian immigrants, bringing commerce and trade to the Norcross area (Clapson, 2010). These immigrants settled down, started small businesses, and brought robust economic development to the county. Much of this can be attributed to Jimmy Carter Boulevard, the road having brought in unprecedented amounts of cultural diversity and prosperity to the area. Huge tech mongols, such as Bell Labs and Western Electric, also planted roots along Jimmy Carter Boulevard, further contributing to the bettering employment rates and quality of life.

When Ray Gunnin renamed the road in 1976, he may or may not have had an idea of the profound impact Jimmy Carter Boulevard would go on to have on Gwinnett County. In May of 2023, an event was held at Jimmy Carter Boulevard to commemorate Jimmy Carter's presidency. At the event, Gwinnett County Chairwoman Nicole Love Hendrickson stated, "It's fitting that we have such a vital road named after him." Jimmy Carter Boulevard's own contributions to the Gwinnett area reflects the values that the man himself upheld. It ushered in an era of affluence and growth for Gwinnett County, positively impacting the countless families that lived there. It continues to "[personify] President Carter's enduring values and exceptional leadership" to this day, continuing to promote diversity, entrepreneurship, innovation, and change (Morsberger, 2023). Although the boulevard may not have been named for a specific accomplishment of Carter's during or after his presidency, it is a tribute nonetheless—a tribute that signifies America's trust as it looked towards the future, believing in Jimmy Carter's larger-than-life promises that changed history.

**Ralle Conclusion:** Jimmy and Rosalynn Carter were influential Georgians whose work in protecting human dignity and rights continues to help people around the world. This special podcast episode was created and recorded in the spirit of the Carters' mission of promoting democracy by providing teachers, students, and citizens with an open-access resource that can support effective social studies education that is couched in standards, primary source research, and critical thinking about the meaning of place, civic engagement, and the enduring significance of history in our present-day world.

**Prinsha Outro:** We appreciate you listening to *History in our Backyard: The Names of Places in Georgia Podcast!* If you'd like more information about Student Leadership NORTH, please visit our website at [www.studentleadershipnorth.com](http://www.studentleadershipnorth.com). If you are interested in the Library of Congress' Teaching with Primary Sources program, visit their website at

<https://www.loc.gov/programs/teachers/about-this-program/>. If you would like more information about Mercer University, please check out their website at [www.mercer.edu](http://www.mercer.edu). Thank you!

## Appendix C

## Georgia Standards Connections

Connection to Carters' Lives	Economics Standards	History Standards	Geography Standards	Civics / Government Standards
<b>Great Depression, 1929–1941</b>	SSEMA1b – Explain the differences between seasonal, structural, cyclical, and frictional unemployment.	SSUSH17 – Analyze the causes and consequences of the Great Depression. SSUSH17.a – Describe causes (overproduction, underconsumption, speculation). SSUSH17.b – Explain factors (over-farming, climate) leading to Dust Bowl and migration. SSUSH17.c – Explain social and political impact of unemployment (e.g., Hoovervilles). SSUSH18.c – Analyze political challenges to Roosevelt's leadership and New Deal programs.	SSWG5 – Analyze human interactions with the world's environments.	SSCG11 – Explain the functions of the federal bureaucracy. SSCG11.a – Compare agencies, corporations, and executive agencies. SSCG11.b – Explain functions of the President's Cabinet.
<b>World War II &amp; Early Cold War, 1941–1950s</b>		SSUSH20 – Analyze U.S. international and domestic policies during Truman & Eisenhower. SSUSH20.a – Analyze responses to Cold War (containment,		

		Marshall Plan, Truman Doctrine, Korean War).		
<b>Domestic &amp; Foreign Policy, 1950s–1960s</b>		SSUSH20.b – Connect major domestic issues to social effects (G.I. Bill, McCarthyism, highways, Brown v. Board, integration policies).		
<b>Time as Governor &amp; Presidential Campaign, 1960s–1976</b>		SSUSH21.c – Impact of television (debates, Civil Rights, moon landing, Vietnam). SSUSH21.d – Growth and tactics of Civil Rights groups (MLK, Chavez, speeches).		SSCG17 – Organization and powers of state/local governments. SSCG17.b – Relationship among state and local governments. SSCG17.e – Limitations on state/local governments exercised by citizens (initiative, referendum, recall).
<b>Time as President, 1977–1981</b>	SSEMA3 – Analyze fiscal policy and its effect on national debt. SSEMA2c – Federal Reserve tools of monetary policy.	SSUSH22.a – Cold War responses: China relations, Vietnam withdrawal, War Powers Act, Camp David Accords, Iranian Revolution/hostage crisis. SSWH20 – Global impact of Cold War and decolonization (1945–1989).	SSWG3 – Cooperation and conflict in political boundaries. SSWG3.a – Why boundaries are created/changed (nation vs. state, ethnic sovereignty). SSWG6 – Spatial distribution of	SSCG10 – Knowledge of the executive branch. SSCG12 – Tools of foreign policy (diplomacy, aid, sanctions, intervention).

	SSWH20.b – Formation of Israel and Arab-Israeli conflict. SSWH22.b – Global economic and political connections (UN, OPEC, WTO).	economic systems and geography’s role in development.
<b>Post-Presidency, 1980s–2020s</b>		SSCG7 – Civil liberties and civil rights. SSCG18 – Freedom and democracy vs. totalitarianism. SSCG18.a–e – Roles of government in totalitarian systems, democracy vs. totalitarian comparisons, citizen rights, conflicts of ideals, causes for growth/decline of totalitarianism, and U.S. resistance policies.