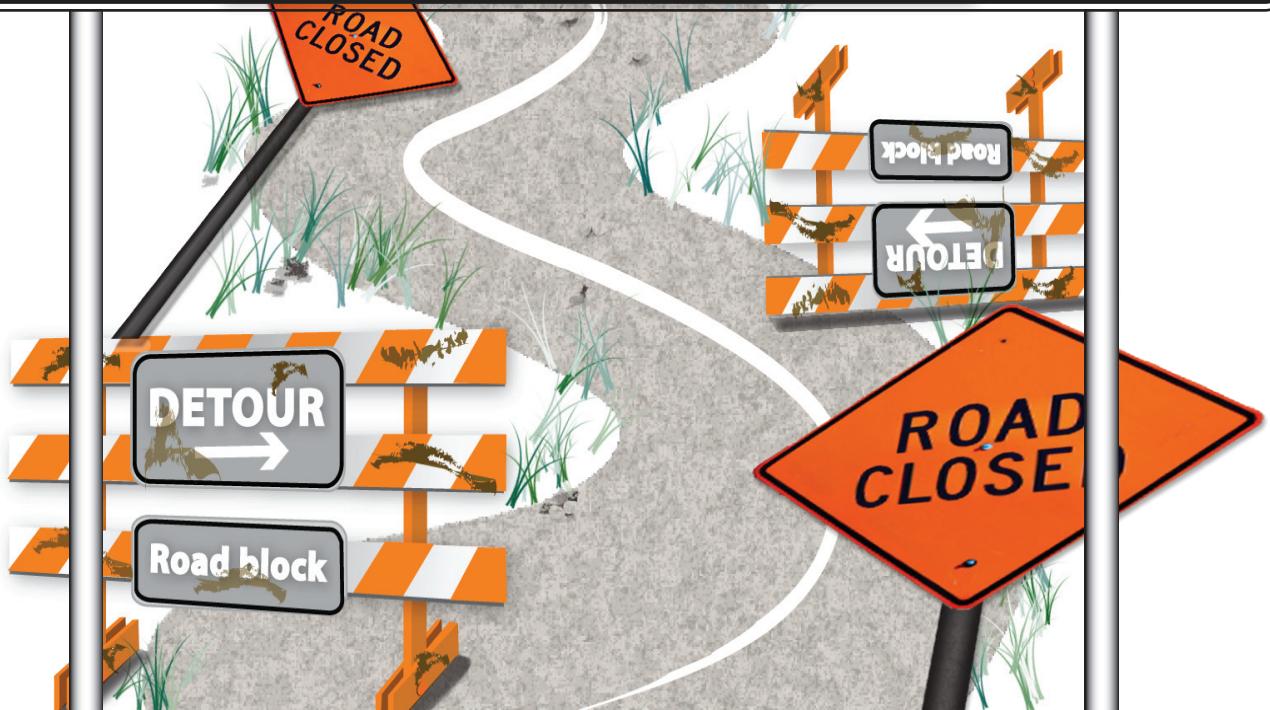


# The Road to Leadership



## INSIDE

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An Integrated Curriculum For The Washington Post Newspaper In Education Program

## A Word About The Road to Leadership

Leaders in the classroom, science laboratory and stage share with more acknowledged political leaders characteristics that motivate their involvements and enrich the experiences of those around them. We are not talking about despots and tyrants, but individuals whose abilities are directed to creating environments of success, betterment and innovation.

Of the presidency, George Washington stated, "I walk on untrodden ground. There is scarcely any part of my conduct which may not hereafter be drawn into precedent." So it was that Washington serves as the model against which all future presidents and those seeking the office would be assessed.

Activities in this guide focus on political and sports figures to whom we look for leadership. Some serving as models and others disappointing us. Redistricting impacts politicians and citizens, applies mathematics, tempts gerrymandering, and gives a serious exercise in map reading.

A reminder to Post INSIDE program teachers: If you plan to use articles in this guide in the e-Replica format more than three months after their publication date, remember to bookmark them.



**Lessons:** The qualities that define leaders are ageless yet refined each generation. The census, Voting Rights Act of 1965 and gerrymandering impact elections every ten years.

**Level:** Low to High

**Subjects:** U.S. Government, Geography, Political Science, U.S. History

**Related Activities:** Art, Debate, English, Journalism, Physical Education

### NIE Online Guide

**Editor** — Carol Lange  
**Art Editor** — Carol Porter

### Available Online

All Washington Post NIE guides may be downloaded at [www.washpost.com/nie](http://www.washpost.com/nie).

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## An Integrated Curriculum For The Washington Post Newspaper In Education Program

### The Road to Leadership

*Leaders are found in our classrooms, athletic competitions, corporations and legislatures. These individuals, as Steven Pearlstein wrote in "Seven who exceed defining," have "determination not just to do their jobs well, but to redefine their jobs to make them broader and the challenges more ambitious." Of course, some leaders — George Washington is a prime example — define the role for others to follow.*

#### Get Some Order

*English, Social Studies, U.S. Government*

Give students "Order the Paragraphs." Sentences are taken from three *Washington Post* articles about the Republican primary debates and the individuals seeking the GOP nomination. Students are to read the five- and six-sentence groups and then number them in order to make a flowing, coherent statement.

Discuss with students pronoun reference, chronological and conceptual organization, and other considerations when forming paragraphs. What key words help them to sequence the sentences? Knowing something about the candidates is helpful, but is not essential to getting the right order.

Answers are found at the end of these lesson suggestions.

#### Define Leadership

*Social Studies, U.S. Government, Political Science*

Discuss with students the qualities that make a person a leader. Do some characteristics cross all ages, activities and time periods?

#### Model George Washington

*Social Studies, U.S. History, U.S. Government, Political Science*

"Born To Be a Leader," a worksheet that can be done by the

youngest students, divides George Washington's life into segments. Students can find basic information about each period of his life in The George Washington Timeline ([www.mountvernon.org/content/timeline](http://www.mountvernon.org/content/timeline)) found in the "Meet George Washington" section of the Mount Vernon website. Older students could be asked to do more in-depth research.

After finishing the information search, students could be asked to write a short essay or feature article on whether George Washington was a born leader, groomed to be a leader or thrust into leadership by circumstances. Use examples from their research to support the theme.

"George Washington — a Model Leader" takes a closer look at the qualities that Washington exhibited during his life. *George Washington's Leadership Lessons* provides many examples and explains the influence of each quality on Washington and others. After students understand what each trait means, have them rate the qualities.

Students will evaluate the validity of those qualities in today's culture and add the qualities that they admire in leaders.

A visit to Mount Vernon, George Washington's estate, would make a great field trip. Start at the

### Meet the Washingtons

[www.mountvernon.org/](http://www.mountvernon.org/)

#### Mount Vernon

Online resources to visit Washington's Virginia estate (videos, day planner, kids' activities, estate map), Donald W. Reynolds Education Center, Ford Orientation Center. Meet George Washington section includes biography, timeline, the first Thanksgiving Proclamation of October 3, 1789.

[www.georgewashingtonwired.org/](http://www.georgewashingtonwired.org/)

#### George Washington Wired

Current activities at Mount Vernon and topics including: MV Historian Series, First-Person Interpretation, Slavery, On This Day, Photo of the Day

[www.marthawashington.us/](http://www.marthawashington.us/)

#### Martha Washington: A Life

Meet Martha Dandridge Custis Washington, widowed mother, revolutionary war wife at home and on the front, and first first lady in New York City and Philadelphia. Teaching materials, archive of historical items and resources

<http://millercenter.org/president/washington>

#### American President: George Washington

UVa Miller Center profile essays, presidential speeches and scholarship on the American presidents

[www.pbs.org/georgewashington/index.html](http://www.pbs.org/georgewashington/index.html)

#### Rediscovering George Washington

PBS examination of Washington includes his character, life and significance through contemporaries' comments, his actions and words. Charlton Heston, Larry Arnn and Pat Sajak read selections from Washington's writings, documents and eulogies.

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Ford Orientation Center for an overview of Washington's life. Walk the grounds, tour the mansion, visit the gardens and tomb, and sit in the rocking chairs facing the Potomac River and the Maryland shore. Be sure to save time to view the Donald Reynolds Museum and Education Center exhibits, artifacts and movies. Plan your trip ([www.mountvernon.org/visit-his-estate](http://www.mountvernon.org/visit-his-estate)) for the best experience.

### **Follow the Candidates**

*Geography, Social Studies, U.S. History, U.S. Government, Political Science, Debate, Journalism*

Use a U.S. map to plot where the Republican primary debates have been held. Students might use red ink to number the debate locations in chronological order. Use a different color, to locate and number remaining debate locations.

Why were these locations selected? Why were certain areas and states not included?

This activity could also be used to follow the presidential and vice presidential candidates of both parties during the general election.

### **Decide on Debaters**

*Debate, Social Studies, U.S. History, U.S. Government, Political Science, Journalism*

Read and discuss "Debate mania!"

- Why are these debates important to the nomination process?
- How important is the ability to debate and to think on one's feet?
- Create a graph to show the number of primary debates held in 1999-2000, 2004, 2007-2008 and 2011-2012.

- What is spin? Why would a journalist visit a post-debate spin room?
  - Are the televised debates worth the expense?
- Students could be divided into groups, each with a different debate. Each group will research the following:
- Location of the debate and why it was selected
  - Debate sponsors and moderators
  - Candidates present at the debate
  - Focus or key issues of the debate
  - Memorable questions and answers
  - Candidates' significant moments, gains and losses
  - The group's evaluation of the debate's influence on the race

### **Plan a Campaign Dinner**

*Home Economics, Art, U.S. Government, Political Science*

Breaking bread with the candidates is part of modern campaigns. Whether at pancake breakfasts, lodge or backyard barbecues, or high-priced dinners, potential financial supporters and voters gain access to the candidate.

"Plan a Campaign Dinner" gives students practice in planning menus for a specific audience and type of event, making a budget and creating an atmosphere for the event.

Use the resources listed in the "Entertaining Gentlemen" sidebar as sources for recipes and presidential meals.

"Design a Dinner Invitation" adds another creative dimension to the campaign dinner. There is an expected format for formal events, but leaders in design can find ways to give the same information and reflect the tone and theme of the event and expectations of the guests.

## **Entertaining Gentlemen**

Cannon, Poppy

*The Presidents' Cookbook*  
Funk & Wagnalls (1968)

After her friend Eleanor Roosevelt shared recipes with her, Cannon collected recipes from Washington to LBJ with an introduction to each president and era.

DeWitt, Dave

*The Founding Foodies: How Washington, Jefferson and Franklin Revolutionized American Cuisine*  
Sourcebooks (Nov. 1, 2010)

UVa graduate shares our leaders food devotion, variety, influence and impact on society

Fowler, Damon Lee

*Dining at Monticello*

Thomas Jefferson Foundation (May 2005)  
Recipes, essays by Monticello scholars, hospitality and illustrated local and imported fare

Landau, Barry

*The President's Table: Two Hundred Years of Dining and Diplomacy*  
Collins (2007)

Presidential historian and memorabilia collector Landau richly illustrates private and public dining habits from George Washington to George W. Bush.

McLeod, Stephen

*Dining with the Washingtons*  
University of North Carolina Press  
(Nov. 17, 2011)

Coffee table cookbook with essays, photographs and updated recipes

Wulf, Andrea

*Founding Gardeners: The Revolutionary Generation, Nature and the Shaping of the American Nation*  
Knopf (March 2011)

Washington oversaw Mount Vernon as well as the new nation, Adams and Jefferson studied agricultural techniques and Madison savored the environment

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### **Design to Promote Your Candidate** *Art, U.S. Government, Political Science*

Give students "Modern Memorabilia." After showing students historic examples of campaign memorabilia, discuss the current primary and general election campaigning. For historic examples of campaign posters, lithographs and banners, visit the Library of Congress and Duke University's Presidential Campaign Memorabilia (<http://library.duke.edu/rubenstein/scriptorium/americavotes/>). A lesson plan with links to campaign items (<http://edsitement.neh.gov/lesson-plan/campaign-1840-campaign#sect-activities>) such as door knob hanger, pamphlets and buttons.

Do candidates have slogans, buttons and other promotional material that students have seen? Show some of these to students.

Students are given five items to design for a candidate of their choice. This activity might be done individually or in groups. Discuss colors, size, tie to tradition or modern interpretation, and other considerations to give parameters to the project.

### **Leadership on the Line** *Physical Education, Social Studies*

Much of this guide focuses on the political arena and the qualities voters seek in their leaders. Leadership is present in many other areas. It can be exhibited in the classroom, through clubs and student government, and within athletic teams.

In this guide teachers will find reprints of two sports-related articles. "Penn State's leadership

disaster" is a blog selection from *The Post's On Leadership* online forum. Sally Jenkins' "When it comes to leadership, Tebow's an example to follow" is an A-1 opinion piece.

### **Gerrymander** *English, U.S. Government, Political Science*

Whether a verb or a noun, gerrymander involves manipulation of electoral boundaries. "What's a Gerrymander?" explains the origin of the eponym and its current use.

This word study worksheet may be used as a stand-alone or as an introduction to the redistricting suggested activities and maps.

### **Redistrict**



### *U.S. Government, Political Science, U.S. History, Geography, Journalism*

Redistricting is an every ten-year activity after the U.S. census data has been collected. This guide contains an e-Replica activity, "Search | The Census and Redistricting," and four maps with questions and activities for possible use with students.

The e-Replica worksheet gives students some basic information, then leads them into exploring their jurisdiction's redistricting and the reasons for it to take place. Students need to know the definition of "gerrymander" for this assignment.

The four maps included in this guide were prepared by the NewsArt Department of *The Post*. What follows are suggested uses of the two Maryland and the two Virginia redistricting informational graphics.

## **Leadership**

### [www.pbs.org/newshour/character/ Character Above All: An Exploration of Presidential Leadership](http://www.pbs.org/newshour/character/Character_Above_All:_An_Exploration_of_Presidential_Leadership)

PBS broadcast, essays, quotations and links to resources, including the transcript of an evening in Williamsburg's House of Burgesses Chamber with historians, journalists and presidential speechwriters

### [www.whitehouse.gov/about/presidents/ The Presidents](http://www.whitehouse.gov/about/presidents/The_Presidents)

The White House website provides short profiles of the presidents and portraits

### [www.americanpresidents.org/ American Presidents: Life Portraits](http://www.americanpresidents.org/American_Presidents:_Life_Portraits)

C-Span's Peabody Award-winning series on the U.S. chief executives; lesson plans, guides, timelines, video clips

### [www.americanpresidents.org/survey/ C-Span's 2000 Survey of Presidential Leadership](http://www.americanpresidents.org/survey/C-Span's_2000_Survey_of_Presidential_Leadership)

Historians and viewers rate U.S. presidents on 10 qualities

Brookhiser, Richard  
*George Washington on Leadership*  
Basic Books (2008)  
Very readable look at Washington as general, president and CEO

Rees, James with Stephen Spignesi  
*George Washington's Leadership Lessons: What the Father of Our Country Can Teach Us About Effective Leadership and Character*

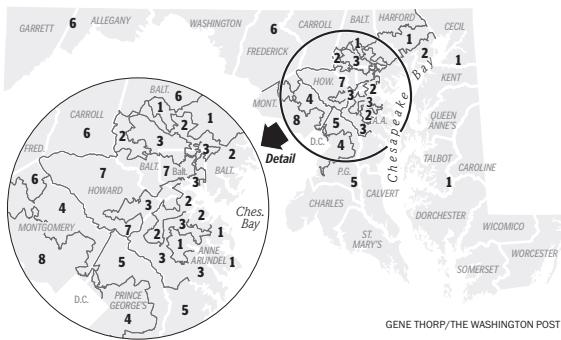
Fifteen qualities are explored by the executive director of Mount Vernon

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### Maryland Congressional Districts



### MARYLAND

- “Where’s the Second Congressional District?”

This activity begins with coloring the inset map of Maryland’s eight congressional districts. Students should easily see the odd shape of many of the districts. If students have

not studied gerrymandering, you may wish to use the “What’s a Gerrymander?” word study.

- “Pressure to increase African American representation”
1. Discuss the line graph, upper right. What population figure does the line represent? Which district is most above the target population? Which district is least densely populated?
  2. The upper, right map is keyed to reflect population density. Discuss the role that population numbers play in forming congressional districts. Use District 2 as an example of what happens when population decreases.
  3. Districts 1 and 6 illustrate the struggle between political parties to redistrict to gain political advantage. Discuss the importance of having a party with a majority of seats. What benefit does an incumbent bring to a district or state?
  4. The map in the lower left is keyed to illustrate the percentage of the population that is black. The numbers come from 2010 census data. Which districts have the highest percentage of African American residents?
  5. Should priority be given to an even distribution of population within districts, majority-minority district formation, or maintaining incumbents’ seats?

*The Post* has online interactive maps. Go to [www.washingtonpost.com/wp-srv/special/local/maryland-redistricting-map/](http://www.washingtonpost.com/wp-srv/special/local/maryland-redistricting-map/) to view “Maryland’s new congressional districts.” Students can view the redrawn eight districts that Gov. O’Malley signed into law on October 20, 2011. Each district, viewed separately, is coded to show added, removed and unchanged areas that form the new boundary lines.

Population breakdown is also indicated. Add the total population in each district.

Compare and contrast the before and after boundaries. Whose approval is required to gain final approval of the redistricting plan?

### Campaign American Style

<http://library.duke.edu/rubenstein/scriptorium/americanvotes/>

#### America Votes

Duke University Special Collections Library online presidential campaign memorabilia

<http://americanhistory.si.edu/presidency/The-American-Presidency>

Smithsonian Institution online includes The Foundations and The Campaign Trail. Activities, resources and teacher materials for grades 4-12.

[www.theodoreroosevelt.org/life/bull-moose.htm](http://www.theodoreroosevelt.org/life/bull-moose.htm)

#### The Bull Moose Years

The primaries of 1912, the first presidential primaries, and the political conventions — who selects a party’s candidates?

[www.usnews.com/news/politics/features/greatmoments](http://www.usnews.com/news/politics/features/greatmoments)

#### Great Moments in Campaign History

*U.S. News* selected campaigns that shaped history

[www.smithsonianlegacies.si.edu/index.htm](http://www.smithsonianlegacies.si.edu/index.htm)

#### Legacies

The Smithsonian’s virtual exhibit of objects and why they are worth collecting. Search: Political Campaign Memorabilia

[www.archives.gov/exhibits/running-for-office/](http://www.archives.gov/exhibits/running-for-office/)

#### Running for Office: Candidates, Campaigns & the Cartoons of Clifford Berryman

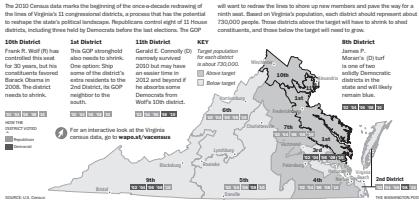
Draws on the National Archives’ collection of one-time *Washington Post* editorial cartoonist Clifford Berryman; fascinating visual insight into campaigns, candidates and issues

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### Looming battles over redistricting



- The 2010 census data revealed the most dramatic changes of the last decade in Virginia's 11 congressional districts, a process that has the potential to reshape the state's political landscape. Republicans control eight of 11 House districts, while three are held by Democrats. The 10th District, Frank R. Wolf (R) has represented since 1983, needs to shrink for 30 years, but he could expand. The 11th District, Barbara Obama in 2003, needs to shrink. The 12th District, Jim Moran (D), needs to shrink.
1. In order to equalize population in each district to approximately 730,000, census data is used to determine growth or loss in the 11 districts. What part of the state has the lowest population density? Which districts need to shrink?
  2. Looking at the voting patterns of five elections, which districts would be considered Republican? Democrat? Flexible?
  3. Based on the information provided, how would you change boundary lines if you were a Democrat legislator? A Republican legislator?

### • “Delineating Virginia’s congressional districts”

Virginia could be one of the most competitive states in the 2012 elections. Redistricting plans of the Republican-held House and the Democratic-held Senate, reflect the expected race between former governors Kaine (D) and Allen (R).

1. Compare and contrast the House and Senate proposed plans for redistricting. Look especially at Districts 5, 6 and 7.
2. Review and discuss the commentary about Districts 1, 3, 4, 8, 10 and 11.
3. What is a “majority-minority” district? What is an “influence” district? What is the importance of these districts?
4. If you were a member of Virginia’s General Assembly, which version of redistricting would you favor?

### LOOKING FORWARD TO 2012

[www.washingtonpost.com/wp-srv/special/politics/primary-tracker/](http://www.washingtonpost.com/wp-srv/special/politics/primary-tracker/)

### Republican Primary Tracker

Follow the Republican primary in each state: spending, personal visits, voter profile, historic context and news coverage. Voting results begin January 3 in Iowa.

[www.washingtonpost.com/wp-srv/special/politics/1-year-out/](http://www.washingtonpost.com/wp-srv/special/politics/1-year-out/)

### 2012 election landscape

Polls, analyses and graphs; return to this site for updated material

[www.washingtonpost.com/wp-srv/special/politics/track-presidential-campaign-ads-2012/](http://www.washingtonpost.com/wp-srv/special/politics/track-presidential-campaign-ads-2012/)

### Tracking TV ads in the presidential campaign

View ads, track spending in the primaries and general election

[www.washingtonpost.com/wp-srv/special/politics/2010-race-maps-house](http://www.washingtonpost.com/wp-srv/special/politics/2010-race-maps-house)

### Beyond the Results: House

Map of 2010 congressional election results. From here link to “Tea party endorsement overlap” and Senate race results maps. ■

## On Leadership

*“Our aim is to tap into leadership knowledge and experience and apply it, in real time, to an online conversation about real-world developments.”*

Read the latest news about leaders in *The Washington Post* and online. A dedicated feature at [www.washingtonpost.com/national/on-leadership](http://www.washingtonpost.com/national/on-leadership) involves readers in the dialogue. Under Leadership Reimagined, previous articles on aspects of leadership may be found.

*The Washington Post’s On Leadership section and Harvard University selected seven outstanding leaders for their first Top American Leaders recognition. Visit the Post’s On Leadership website to meet the 2011 honorees. These contributors to the public, private and nonprofit sectors were honored Dec. 5 at Ford’s Theatre.*

The On Leadership section team blogs and uses Twitter to keep readers current:

On Leadership at The Washington Post: @post\_lead

Post Leadership Blogger Jean McGregor: @jeanmcgregor

On Leadership Editor Lillian Cunningham: @lily\_cunningham

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## **Read About Top Leaders**

The Top American Leaders of 2011 were presented on December 5 at Ford's Theatre. Sponsored by the Harvard Kennedy School's Center for Public Leadership and The Post's On Leadership website, the awards were given to seven individuals from different areas: government, the arts, education, technology and journalism. For full coverage of the event — including winner profiles, photo galleries and video — visit [www.washingtonpost.com/leadership](http://www.washingtonpost.com/leadership).

## **ANSWERS**

### **Born To Be a Leader**

Answers will vary for all nine questions; however, some of the points to be made will include:

1. His older half-brother Lawrence was a major influence in teaching him manners and how to be a gentleman. When he was 12 George copied by hand "110 Rules of Civility and Decent Behavior in Company & Conversation."
2. George William Fairfax was a mentor to young GW. He also read mathematics texts. When he was 17 he became Culpeper County surveyor.
3. GW volunteered to scout the extent of French occupation in the Ohio River Valley; his journal was published. GW in 1754 became a lieutenant colonel in the Virginia Militia. He oversaw building Fort Necessity to protect the men in his charge. He eventually had to surrender to the French.
4. Leasing and then owning Mount Vernon, GW experimented with crops and fisheries to get financial security.
5. Through Martha he gained a family and wealth.
6. At the Second Continental Congress he was unanimously elected Commander in Chief of the Continental Army in 1775.
7. He was a master at espionage, surprise attacks and encouraging his men. In 1777 he brought in Friedrich von Steuben to drill his troops into professional soldiers. He built hospitals and inoculated his troops against smallpox. He stayed with his troops in the battlefield.
8. Returned to Mount Vernon in 1783 where Martha, two grandchildren and his farm awaited him. Through a gift from the King of Spain, he began breeding mules. Involved in all areas of farm management.
9. GW selected the site for the Capital city, oversaw choosing of architects, paving stones and laying the cornerstone for the Capitol building. He died a year before the buildings were finished.

### **Order the Paragraphs**

The Herman Cain moment: A, 5; B, 3; C, 6; D, 1; E, 4; F, 2.

Debate mania! A, 4; B, 2; C, 5; D, 3; E, 1.

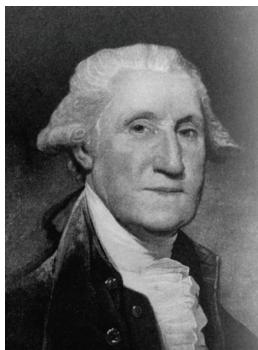
To woo the tea part, it's not smart to play dumb: A, 3; B, 6; C, 2; D, 5; E, 4; F, 1.

### **e-Replica, Search | The Census and Redistricting**



1. Answers will include to balance population after major shifts in loss or gain; to create advantageous voting blocks for the party in power; to maintain a high-ranking incumbent's seat; give a minority group a voice among legislators. 2-10. Answers will vary.

# George Washington — a Model Leader



AP PHOTO

A painting of the first  
U.S. President George  
Washington by Gilbert  
Stuart.

In *George Washington's Leadership Lessons: What the Father of Our Country Can Teach Us About Effective Leadership and Character*, James Rees, executive director of Mount Vernon, and Stephen Spignesi present fifteen qualities. Each of these was displayed in Washington's life and the decisions he made.

1. In the chart, below left, the qualities exhibited by Washington are listed. After discussing each trait, indicate in the right column on a 1-5 scale your ranking of the quality:

- ⑤ A trait that you think is essential for today's leaders.
- ④ A highly desirable, but not essential quality.
- ③ A trait that is important, but does not significantly impact today's leaders.
- ② Characteristics that are admirable, but are not needed to be a leader today.
- ① A trait that has no relevance to today's leaders.

## Qualities Held by George Washington

- A Leader Has Vision
- A Leader Is Honest
- A Leader Has Ambition
- A Leader Is Courageous
- A Leader Has Self-Control
- A Leader Takes Personal Responsibility
- A Leader Is Determined
- A Leader Has a Strong Work Ethic
- A Leader Uses Good Judgment
- A Leader Learns from Mistakes
- A Leader Is Humble
- A Leader Does the Research and Development
- A Leader Values Presentation
- A Leader Exceeds Expectations
- A Leader Has Heartfelt Faith

## Today's Leaders

- 5. \_\_\_\_ 4. \_\_\_\_ 3. \_\_\_\_ 2. \_\_\_\_ 1. \_\_\_\_
- 5. \_\_\_\_ 4. \_\_\_\_ 3. \_\_\_\_ 2. \_\_\_\_ 1. \_\_\_\_
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2. On your own paper, explain why you do/do not think each trait is important for today's leaders.

3. What additional traits would you add for today's leaders? Tell why you would want leaders to have these qualities?

4. Read about the individuals running for office. Does the leading candidate, or the candidate you support, possess the qualities that you think are important? Give examples.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Born To Be a Leader

George Washington was unanimously elected to be the first president of the United States. He had no competitors. Do you wonder how he became “first in the hearts of his countrymen” and a respected founding father? Read about George



Washington and follow his timeline. For each period in his life, tell about the events, actions and people who formed his character, taught him lessons and influenced the qualities that demonstrated his leadership.

**Left, portrait of President George Washington by Rembrandt Peale (1778–1860) and, right, miniature portrait, Martha Dandridge Custis Washington by Charles Willson Peale**

1. George Washington was born February 22, 1732, on his father’s modest plantation. He was not formally educated after he was 14. From whom or what did he receive his early lessons? What were some of these lessons?
2. He began his first job as a surveyor in 1748.
3. He learned from his early military experience.
4. He experimented and worked on the farm.
5. He married the widow Martha Dandridge Custis in 1759. How did she influence his life?
6. He showed leadership during the Continental Congress and Constitutional Convention.
7. He learned during the Revolutionary War.
8. He returned to Mt. Vernon to be a gentleman farmer.
9. He is unanimously elected as the first U.S. president in 1789. During his first term of office, he went on the road — visiting every state in the new union. What else did he do to establish the new country?

# Order the Paragraphs

Put the following sentences from *Washington Post* stories in order to make coherent paragraphs. One (1) is the first sentence to be read; two (2) the next one. There should be no unclear pronoun references. When several ideas are proposed, the most important should come last in the sequence of ideas — unless the author is using a chronological structure.

## The Herman Cain moment

- \_\_\_\_ A. This is, significantly, the most frustrating aspect of Obama's attempts to placate African Americans by highlighting what he has done for the country at large.
- \_\_\_\_ B. And we certainly have a stake in the issues of energy, security and health care.
- \_\_\_\_ C. The irony, of course, is that Obama is most likely wary of addressing black issues head-on because of the criticism he would receive from the kinds of white voters who are increasingly supporting Cain.
- \_\_\_\_ D. There are 40 million African Americans in this country.
- \_\_\_\_ E. But electorates are selfish, and realistically, a candidate who doesn't engage the specific interests of a group, however they're defined, doesn't usually win much of that group's support.
- \_\_\_\_ F. We are as diverse as any group of citizens.

— Professor William Jelani Cobb,  
October 9, 2011 (*Outlook*)

## Debate mania!

- \_\_\_\_ A. Of course, that's just the undercard.
- \_\_\_\_ B. So far in this primary campaign, some seven weeks before the first vote is cast, there have been 12 Republican debates, stretching back to early May, when Tim Pawlenty was a candidate and Herman Cain was known only as a former pizza-company executive.
- \_\_\_\_ C. The presidential and vice presidential debates begin next fall.
- \_\_\_\_ D. And there's more, so much more, in store: 14 GOP debates are on the schedule through March.
- \_\_\_\_ E. It's not just debate season — it's debate year.

— Paul Farhi,  
November 15, 2011 (*Style*)

## To woo the tea party, it's not smart to play dumb

- \_\_\_\_ A. The man whom conservative activists turned to next, businessman Herman Cain, proudly declared that he wouldn't bother to learn the name of the leader of Uzbekistan and later struggled to recall President Obama's actions on Libya.
- \_\_\_\_ B. Except this one will immodestly tell you about his doctorate in European history, his years of college teaching, his experience in policy matters foreign and domestic, and the number of books that bear his name.
- \_\_\_\_ C. Then the Texas governor had a few lackluster debate performances, and he defended himself by seeming to suggest that debating skills — and articulate speech in general — don't matter in governing.
- \_\_\_\_ D. Now the tea party conservatives are embracing yet another candidate.
- \_\_\_\_ E. This week Cain said that the country needs "a leader, not a reader."
- \_\_\_\_ F. Late this summer, Rick Perry was the presidential candidate of choice for tea party Republicans.

— Nia-Malika Henderson and Perry Bacon Jr.,  
November 20, 2011 (*Outlook*)

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## Design a Dinner Invitation

An invitation gives the individuals who are invited the information they will need to put the event on their calendars, dress appropriately and get into the right frame of mind.

**The more formal invitation is usually centered on the page in this order.**



In honor of

Special guest's name

Your names or organization

invite you to join them for  
Theme/Type of Event

When (Day)

When (Time)

Where

Dress requirements, if any

Phrases such as “request the pleasure of your company” and “invite you” set a more formal tone. The paper stock and typeface will re-enforce the formality of the event. If bright colors and “you all come” are used, individuals immediately know the event is informal, perhaps regional, and definitely expected to be lively.

Let the recipient know the expected dress, especially if you have a particular theme. They need to know if it is a formal or informal event. Should they wear tuxedoes and gowns, business casual, poolside or Hawaiian garb, or, if you want a mix, black tie and blue jeans?

You may include an RSVP line, response card and directions to the event. RSVP gives the phone number or e-mail address to which responses should be sent. The response card includes the invited guest's name and a place to indicate yes/no to the invitation, and how many will be in his or her party. The response card should be accompanied with a self-addressed, stamped envelop.

Be sure that the directions are clear and readable. Even if the event is formal, do not use a script font on this card.

# Plan a Campaign Dinner

The White House prepares elaborately engraved invitations and menus printed on the finest paper stock to reflect respect for the honored guests. Because of the importance of a White House or state dinner, care is taken in every decision and detail. However, before the first of these events can take place, the individuals seeking the party's nomination must attend countless state fairs, backyard barbecues and lodge lunches. Many fundraisers, where guests pay large amounts to dine with the candidate, will serve dinners at the homes of celebrities.

You are organizing one of these special dinners. The 100 guests have paid \$500 each to dine with the candidate whom you support.

Will you serve dishes that were favorites of presidents? How about Martha Washington's crab soup, Zachary Taylor's favorite chicken pie a la Creole, or Ike's old-fashioned beef stew for 60. Will it be ham served with Radziwell sauce, LBJ's Pedernales River chili, or Eleanor Roosevelt's Sunday evening standard, chafing dish scrambled eggs? Dolley Madison called her recipe for soft gingerbread "the Jefferson gingerbread" since he was said to be very fond of it. She gave the recipe to Martha Washington who recorded it for all — including the Eisenhowers — to bake and enjoy.

## Determine the Venue and Menu

Select a menu to reflect the candidate's preferences, ideas or image. Think of the balance of flavors, colors, in-season foods and geographic appeal. Will this be a formal or informal event? Seated service, buffet line or poolside with servers and fantastic views? Check out recipes in cookbooks and the Food section of *The Washington Post*.

## Prepare a Budget

Remember this is a fundraiser so you want donors to leave satisfied and to make money for the campaign. Determine your budget and per person cost. Will you need to rent dishes, glasses and silver service? Will you need to rent a large party tent? Do you need to order floral arrangements or is the venue landscaped?

## Make a Grocery List

After you have determined your menu, use the Food section and advertising inserts in *The Post* to plan your source of items on the grocery list.

## Sketch the Set-Up

Make a drawing of the tables or other set-ups. You need to think of both design and logistics. Where and in what configuration will you seat 100 guests plus the candidate's party? Will servers have room to move?

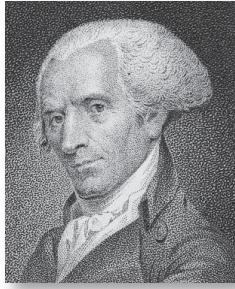


An example of a 2009 White House state dinner invitation.

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# Word Study

## What's a Gerrymander?



LOC.GOV/PRINTS&amp;PHOTOGRAPHS

Elbridge Gerry had a good life. A graduate of Harvard, he worked in his father's shipping business and became an expert in commerce taxation. He opposed it. As a member of the Massachusetts delegation to the Continental Congress and U.S. Constitutional Convention, he was a man of conviction. George Mason, Edmund Randolph and he refused to sign the constitution because it did not contain a bill of rights.

He did things a little backwards: He was a member of Congress, an international delegate under John Adams and then the governor of Massachusetts. In 1812 he was associated with legislation that turned his name into a political action. It ended his term as governor, but did not stop him from becoming the vice president when James Madison was president.

### Origin of Gerrymander

Jeffersonian Republicans pushed through the Massachusetts legislature a bill rearranging district lines. This gave them an advantage in the upcoming senatorial elections. According to the Library of Congress, "although Governor Elbridge Gerry had only reluctantly signed the law, a Federalist editor is said to have exclaimed upon seeing the new district lines, 'Salamander! Call it a Gerrymander.' This cartoon-map first appeared in the *Boston Gazette* for March 26, 1812."

### Voting Rights Act of 1965

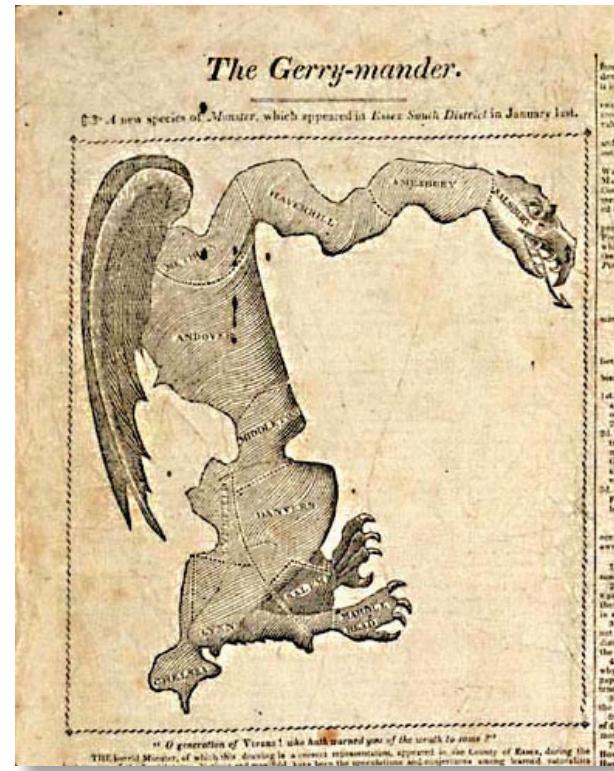
The Voting Rights Act of 1965 ensured federal enforcement and protections of suffrage, the right to vote, for all citizens. This meant that no one should use gerrymandering to deny any racial, religious, economic or ethnic minority the right to their vote. After 1965 some districts were created using "affirmative gerrymandering." This resulted in some ethnic minorities getting elected to state or national government seats.

### Impact of Each Census

A census, counting of the population, takes place every ten years. The information that is gathered indicates where individuals of different ethnicities, religious affiliations, genders and economic levels live. The political parties who hold the majority often use this information to their advantage to adjust voting districts. They do this under scrutiny because gerrymandering using racial data was determined unconstitutional in *Shaw v. Reno* (1993) and *Miller v. Johnson* (1995).

### So, What Is A Gerrymander?

A gerrymander is a district or pattern of districts varying greatly in size or population as a result of using census information to get a political advantage. It is also the act or method of making such a change. Most often this change results in very odd, meandering, or geographically challenging shapes.



LOC.GOV/EXHIBITS/TREASURES

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## Search | *The Census and Redistricting*

**FACT** Every ten years after a census of the U.S. population is held, the information that is gathered is examined and analyzed.

**FACT** Some of the information may be used to adjust congressional districts.

**DEFINITION** To redistrict means to revise the physical boundaries of voting or legislative districts. It is called gerrymandering when the boundary changes are made to make it easier for one political party to win future elections and to put the voting strength of the other party into as few districts as possible.

1. Why would the borders of congressional districts be changed?

*Find maps of each congressional district in your state.*

2. Compare older maps of your district with the most recent one. Did your state legislators change congressional district lines in 2011?

3. Do the maps make geographic sense?

4. Do any appear to be odd shapes? May this district be the result of gerrymandering?

*Search for news articles about the forming of congressional districts after the most recent census.*

5. Try the following terms to evaluate which provides the best results: “census and districting,” “redistricting,” “gerrymander,” “federal voting boundary,” “minority-majority district.” How successful are these search terms?

6. What other search term(s) will you use?

*When you have read several articles on the topic, answer the following questions.*

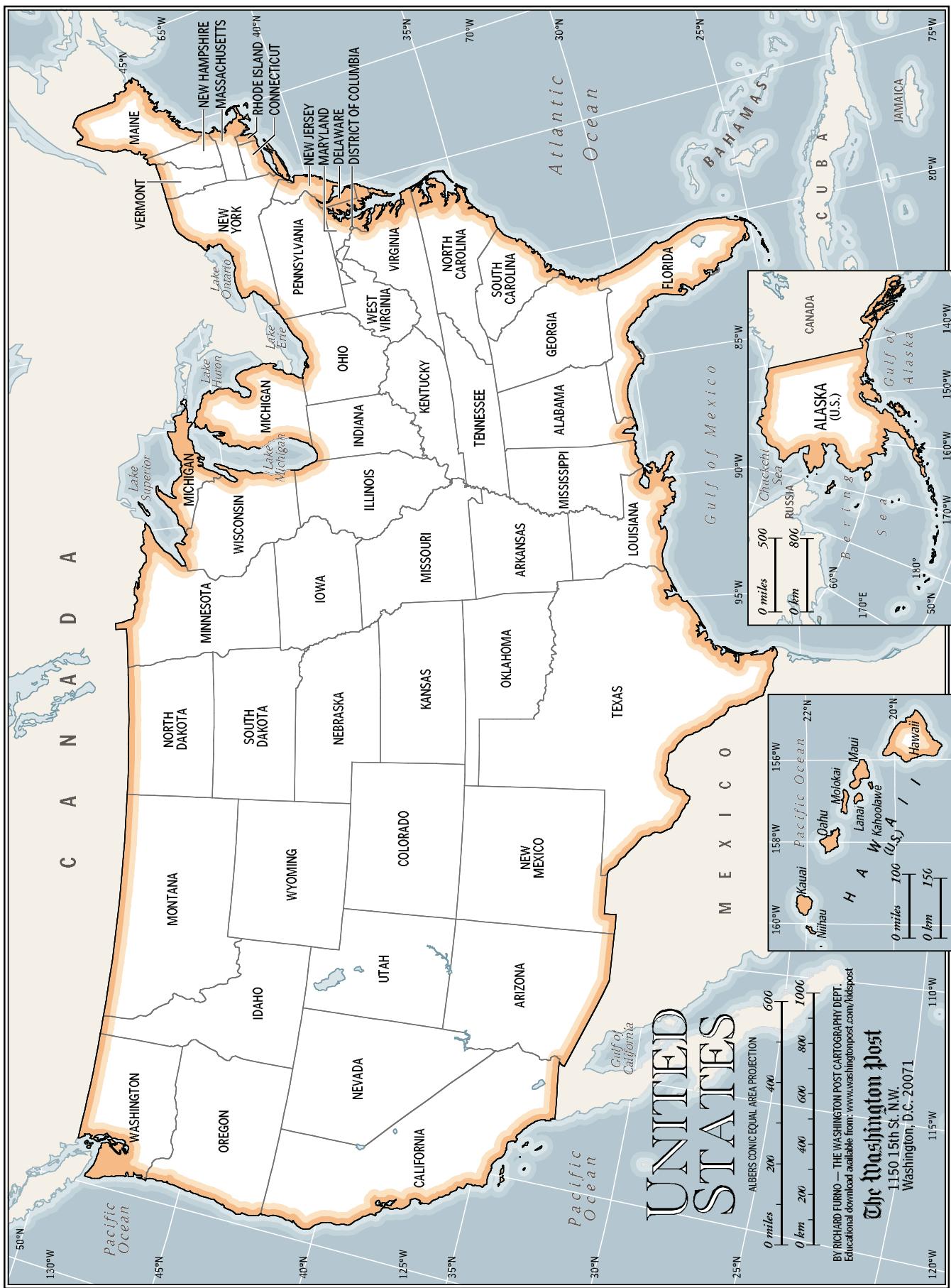
7. Did redistricting or border changes take place?

8. Were any of the decisions questioned? If yes, which ones and why?

9. Are any of the districts considered Democratic districts or Republican districts? Hispanic or black seats? Votes conservative, liberal or with a particular religious affiliation? If so, did the change in boundaries produce a voting block that better represents racial, ethnic or religious minorities? Did the change in boundary lines influence a political party's likelihood of winning?

10. In what ways might the census data influence elections for the following ten years?

# United States



## Modern Memorabilia



Elections of the past had campaign posters and fliers, banners and badges. Candidates had pins, door knob hangers and bumper stickers with slogans. Campaign memorabilia were posted for viewing by all who passed or worn as walking advertisements for the political hopefuls. More recent campaign volunteers wrote e-mails and blogs, built websites and sent tweets.

While historians and collectors of the future may scour digital archives, most will still study the physical T-shirts, caps and buttons to capture the spirit of the age, themes of the campaigns and creativity of the candidates' supporters.

You are to call upon an old tradition to make a new appeal for your candidate. Select a candidate, use an existing theme or write a new slogan, and promote his or her ideas. You are to:

- ① Write a slogan and create a logo for the candidate of your choice.
- ② Design a campaign button.
- ③ Plan a bumper sticker
- ④ Create the cap, T-shirt or hoodie that supporters will want to wear.
- ⑤ Create a new product to increase the campaign coffers: This item should be practical and appealing.



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# Debate mania!

BY PAUL FAHRI  
*Washington Post Staff Writer*

• Originally Published November 15, 2011

It's not just debate season — it's debate year. So far in this primary campaign, some seven weeks before the first vote is cast, there have been 12 Republican debates, stretching back to early May, when Tim Pawlenty was a candidate and Herman Cain was known only as a former pizza-company executive.

And there's more, so much more, in store: 14 GOP debates are on the schedule through March, and others will be added if two or more candidates remain standing and anyone has anything left to say.

Of course, that's just the undercard. The presidential and vice presidential debates begin next fall.

What's good, what's not and what's up with all this talk? A few notes:

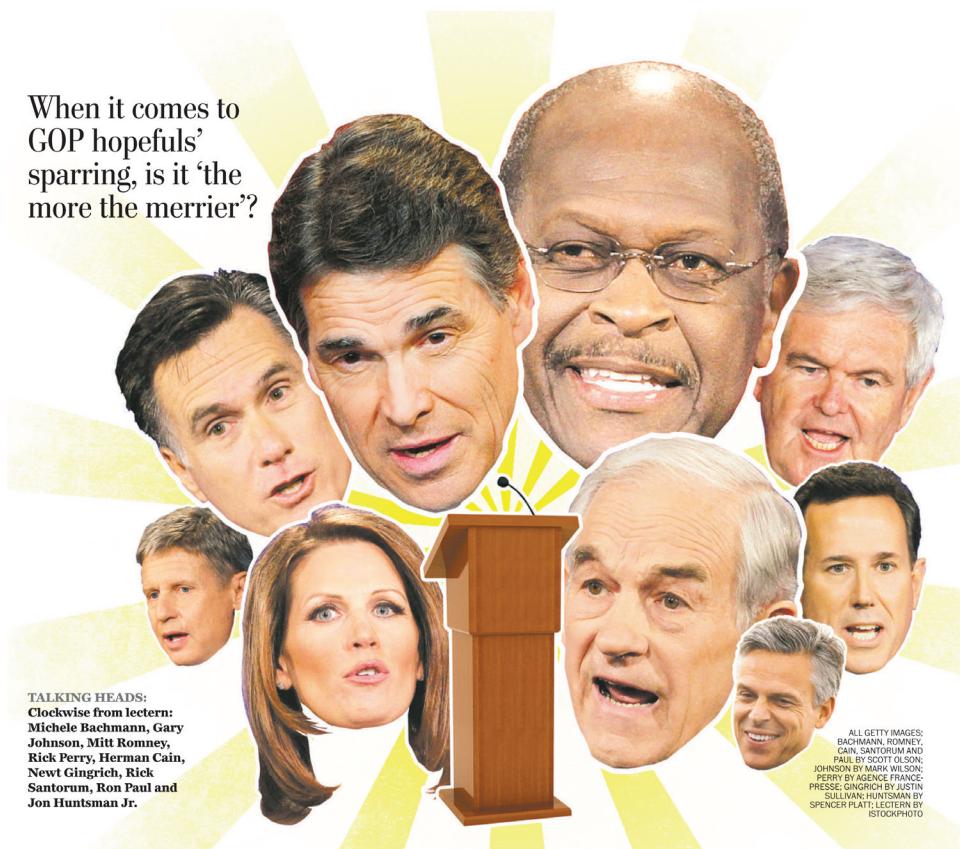
**More debate, less filling?** For those counting, the orgy of primary debates is rapidly approaching record territory for a single party. During the 2007-08 cycle, Republicans held 19 debates, and Democrats limited themselves to a mere 16.

Before that? Relative silence. In 2004, Democrats staged just two primary debates, none before the first vote in Iowa. During the 1999-2000 campaign, Republicans engaged in just three primary debates.

**The made-for-TV campaign:** The explosion of primary debates reflects the influence of TV, especially cable TV, says PBS newsman Jim Lehrer, the ironman of presidential-debate moderating (he's

When it comes to GOP hopefuls' sparring, is it 'the more the merrier'?

TALKING HEADS:  
Clockwise from lectern:  
Michele Bachmann, Gary Johnson, Mitt Romney,  
Rick Perry, Herman Cain,  
Newt Gingrich, Rick Santorum, Ron Paul and  
Jon Huntsman Jr.



ALL GETTY IMAGES;  
BACHMANN, ROMNEY,  
CAIN, HUNTSMAN AND  
PAUL BY SCOTT OLSON;  
JOHNSON BY MARK WILSON;  
PERRY BY JEFF KOWALSKY/WHITE  
PRESSE; GINGRICH BY JUSTIN  
SULLIVAN; HUNTSMAN BY  
SPENCER PLATT; SANTORUM BY  
ISTOCKPHOTO

done 11 of them). The events are ready-made news programming for the likes of Fox News, CNN, MSNBC, CNBC and Bloomberg Television, all of which have been debate sponsors this cycle.

What's more, unlike broadcast networks, which are loath to interrupt their prime-time schedules, cable networks have plenty of airtime and can live with the relatively small audiences (3.3 million watched the CNBC-sponsored debate last week) that the debates attract, he says.

**What's wrong with that?** Maybe nothing at all. The debates effectively "nationalize" the race for the nomination, force candidates to address issues and help winnow a crowded field, Lehrer

says: "My own view is the more the merrier."

Indeed, Rep. Michele Bachmann (Minn.) rose and fell in the polls largely because of her debate performances. Texas Gov. Rick Perry's candidacy ran into trouble when he tried to attack former Massachusetts governor Mitt Romney in September; it might have fallen off a cliff with his YouTube-worthy brain freeze last week.

One oft-cited drawback of such a crammed debate schedule is the decline of "retail" politicking in early-voting states such as Iowa, New Hampshire and South Carolina. Not so, says Mark

CONTINUED ON PAGE 19

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Halperin, *Time* magazine editor at large and an MSNBC analyst: "The notion that they'd be off campaigning [instead of doing debate preparation] is false because they do so little campaigning now. They're flying around raising money or appearing on *The Tonight Show*." Debates, Halperin says, are the "best chance" for the public and press to see the candidates.

**Rate a debate:** Wednesday's debate in Rochester, Mich., might have been the best to date for substance, verbal fireworks and newsworthiness. Among other things, it produced Perry's infamous gaffe; a sharp exchange between former House speaker Newt Gingrich and co-moderator Maria Bartiromo over health care; and Cain's reference to former speaker Nancy Pelosi (D-Calif.) as "Princess Nancy," along with his umpteenth denial of sexual harassment allegations.

What makes a debate snap, crackle and pop? CNBC editor in chief Nik Deogun, whose network sponsored the Michigan debate, says a panel of highly prepared moderators helps. The Michigan debate focused on a single topic — the economy — that happens to be in CNBC's wheelhouse.

"You make your own luck," Deogun says. "We had great moderators, great experts on the panel. We know the content better than anyone."

No, the opportunity to ask follow-up questions is key, says Dan Schnur, the director of the Unruh Institute of Politics at the University of Southern California. "It's way too easy [for a candidate] to answer that first question with prepared talking points," says Schnur, who was communications director for Arizona Sen. John McCain's campaign in 2000. "A good follow-up makes the candidate think more deeply." Presidents must deal with the unexpected all the time — the least they can do is handle something

unexpected while auditioning for the job, he says.

Ultimately, the candidates need to cooperate, Halperin says. "The smartest question in the world might get a non-answer," he says. "The candidates have to come to play."

**What if there were a debate and you couldn't see it?** CBS didn't broadcast the second hour of Saturday's debate — one co-sponsored by the network. CBS cut away for a rerun of "NCIS" and directed viewers to an Internet stream. Which promptly crashed because of the surge of visitors.

**Best spin-room spin:** The post-debate "spin room," where campaign managers hang out to tell reporters what the reporters just saw, regularly produces reality-bending quotes. The most eyebrow-raising comment in this campaign might have been Perry spokesman Ray Sullivan's repeated assertion to reporters, immediately after Perry's "oops" moment, that the gaffe was a "stumble of style but not substance."

**Who asked you?** The debates have revealed much about the candidates. They've also exposed a few things about the audience. Perry's comments in early September about his willingness to use

the death penalty drew applause, and a few hecklers, during a debate later that month, hooted in favor of the idea that a comatose patient should be left to die. A handful during another debate booed a gay soldier's question about military service.

It's debatable (sorry) how much these reactions reflect anything more than a small minority's views, but in a clip-happy media world, they put the GOP on the defensive.

**So much debate, so much money:** The modern primary debate — with its sets, cameras, staff, fully outfitted spin rooms for hundreds of journalists, etc. — costs anywhere from the mid-six figures to well over \$1 million, according to people involved in their production.

With limited or no commercial interruptions, the debates are essentially loss leaders for their sponsors — "prestige" events that have long-term, brand-building benefits but little immediate payoff.

*The Washington Post* and Bloomberg sponsored a debate Oct. 11 at Dartmouth College in New Hampshire, focusing on the economy.

Thus far, CNN and Fox News are leading the pack, each having shelled out for three debates. ■



Moderators John Harwood, third from left, and Maria Bartiromo, right, greet ex-senator Rick Santorum, left, Rep. Michele Bachmann, former House speaker Newt Gingrich, fourth from left, and ex-governor Mitt Romney before the debate in Rochester, Mich. The event was hosted by CNBC and the Michigan Republican Party.

SCOTT OLSON/GETTY IMAGES

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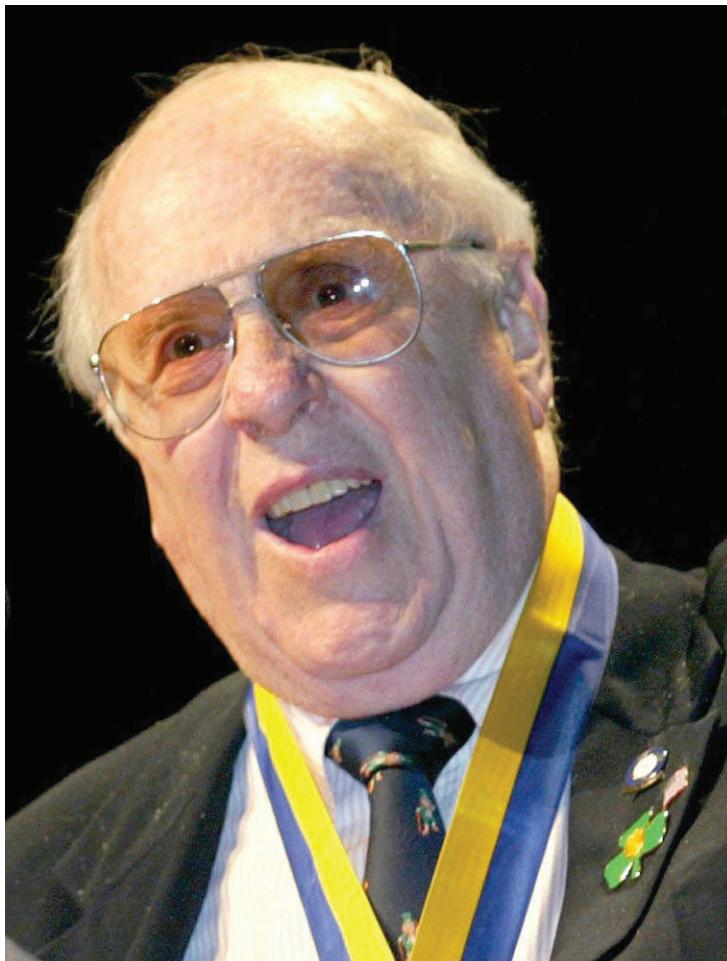
**SALLY JENKINS**

# *When it comes to leadership, Tebow's an example to follow*

In a real crisis, like say if an asteroid threatens to strike the planet, I want Tim Tebow as my leader. I don't want University of Maryland football coach Randy Edsall, with his faux-militaristic carping, or recently fired Washington Capitals coach Bruce Boudreau, with his abrupt shifts from friendly buddy talk to deafening profanity.

"As iron sharpens iron, so one man sharpens another," Tebow, the NFL quarterback, told his Denver Broncos teammates solemnly last week, quoting Proverbs. If anyone else said that, the room would have erupted into hooting laughter. When Tebow said it, people believed in him.

People didn't believe in Boudreau and Edsall, for all of their shouting. Yet they believe in a scripture-spouting kid with a hitch in his arm. Why? Possibly because Tebow grasps something about leadership that Boudreau and Edsall have yet to learn: It's not about domination but about persuasion. Someone who tries to force others to do his bidding isn't a leader; he's a warlord. Leadership only works when other people find you credible and grant you their cooperation.



WINSLOW TOWNSON/AP

**Boston Celtics president and former coach Red Auerbach tells stories to the crowd after receiving a lifetime achievement award from the Boston Sports Museum in 2003.**

In the past few weeks, area coaches have given clinics in failed leadership. The Washington Capitals staged a virtual work stoppage on the ice under Boudreau. The Maryland football team quit so badly on Edsall, they lost seven consecutive games by double digits. And the Washington Redskins lost six in a row thanks in part to Mike Shanahan's misjudgment that the happy-talk of quarterback John Beck was leadership, only it turns out they trust Beck's fellow signal-caller Rex Grossman more, even when he throws interceptions.

Meantime, Tebow has given us a starkly powerful display of the real thing, and so has the underrated leader who had the guts to hand the team over to him, Broncos Coach John Fox. The Broncos are 5-1 over their last six games, and Fox was smart enough last Sunday to ask Tebow to give the pregame talk that led to a crucial overtime victory over the San Diego Chargers and put them in the playoff hunt.

"I've never seen a human who can will himself to win like that," Broncos linebacker Von Miller told the *Denver Post*

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afterward. "He gave us a great speech. We came out fired up. And that was a wrap."

So what exactly is that mysterious quality called leadership? It's not exactly charisma; it doesn't hurt that Tebow gleams like a superhero, but the worst despots are charismatic too. It's not exactly talent, either. According to experts, one reason we struggle to define it is because we look at it from the wrong side up.

"The academic study of leadership has failed, and the reason is that it focuses on the leader, when the appropriate focus is on the followers," suggests research psychologist Robert Hogan, who profiles executives for Fortune 500 companies. When we flip the examination of leadership on its head and look at what followers will follow, we get a better idea of what quality we're talking about.

"What is it the followers are looking for?" he asks. "The focus should be on the work force or the team, and what they perceive. Because if they don't perceive the right thing in a leader, you're through."

Okay, so let's talk about followership. The truth is, it's not in our human nature to "follow" anyone very willingly, from an evolutionary standpoint. Anthropologist Christopher Boehm asserts that for 2.5 million years hunter-gatherer societies were so egalitarian they wouldn't tolerate such a thing as formal "leadership." Bands awarded temporary authority only for coordination: Someone had to plan the hunt. As soon as the group doubted his competence, or regretted awarding him control, they had clever ways of ridding themselves of him, which anthropologists coolly call

"leveling mechanisms." They ranged from ignoring orders, to casting out of the tribe, to killing.

Seem familiar? Sounds like Boudreau got leveled by a mechanism. Edsall, too.

According to Hogan's research, followers want four things: integrity, confidence, decision-making and clarity. But just as important is what followers don't want: irritability, moodiness, untrustworthiness, indecisiveness, needless micro-management and excessive authority. They perceive these things as incompetent, and pretty soon the leveling mechanism kicks in and there is a subtle rebellion. (Incidentally, I would be a terrible leader, according to Hogan's personality test. Too irritable. "Volcanic," he announced.)

With that in mind, let's reconsider our local teams, and ask why the followers refused to follow.

Boudreau is an extremely likable man and expert coach; the Capitals followed him cheerfully until this season, and he was hired by Anaheim less than three days after getting fired. But after winning just two playoff rounds in four years, Boudreau decided he needed to get tougher, especially on star Alex Ovechkin. This from a guy who already had a nasal intensity, and who before his first-ever practice with the Capitals in 2007 decided to chastise Ovechkin solely for the purpose of making an impression. And who in 2010 was captured on tape giving an intermission diatribe that consisted of 17 obscenities in 90 seconds. Deafening profanity can be useful — until it's numbingly repetitive. At a certain point it didn't motivate anymore and became tiresome. "If people say, 'He's just manipulating us,' at that point you're done," Hogan says.

Edsall's act with the Terps was just sort

of low and snarling and alienating. He treated the nine-win squad he inherited from the far more accomplished Ralph Friedgen as if it was in need of discipline and not up to his standards. But there's a difference between rigor, which builds confidence, and petty puppeteering, which destroys enthusiasm. Fact is, Edsall's never won anything bigger than a PapaJohns.com Bowl. Some of the Terps responded by nicknaming him the "warden" and by playing with stunning lassitude and apathy, losing 10 games.

Edsall has shown zero recognition he is the problem; instead he had the temerity to compare himself to the New England Patriots. Edsall might want to look at a study on airline crew performance that Hogan cites. It found that the number of flight errors significantly correlated to the personality of the captain. Crews led by captains perceived as agreeable, self-confident and emotionally reliable made the fewest errors. Crews with captains considered arrogant, hostile, passive-aggressive or dictatorial made the most errors.

Leaders lose their teams, Hogan says, for the simple reason that followers withdraw their consent to be led. The late Red Auerbach, the legendary coach and executive with the Boston Celtics, always said that you don't motivate teams, you motivate players, one by one, by building relationships.

"The key to the relationship is trust, and if they don't trust you, you're done," Hogan says.

A leader is worth nothing without voluntary commitment, because the followers are actually more in charge of the outcome. Every aspiring leader should ask, "Would people choose to follow me?" and understand who the boss really is.

— December 2, 2011

An Integrated Curriculum For The Washington Post Newspaper In Education Program



**PostLeadership**  
Real-time ideas from Jena McGregor for leading in a changing world

# Penn State's leadership disaster

In the aftermath of the shocking events Wednesday at Penn State — which included the resignation and, later, ouster of its legendary football coach Joe Paterno, the firing of its long-standing and highly regarded president, and even student riots on the campus — it's worth asking the following question: Who showed true leadership?

The sad reality: No one.

We can start with athletic director Tim Curley and university administrator Gary Schultz, who not only allegedly failed to report the alleged sexual abuse of small children by former Penn State offensive coordinator Jerry Sandusky to the police, but, a grand jury report claims, made false statements under oath about it. There was little question that when they resigned Monday, it was the right thing to do.

Then of course, there was the university's president, Graham Spanier, who a grand jury report said not only was made aware of the incident in Penn State's locker room, but testified that he approved of Curley's approach to the matter. To make matters worse, he pledged his "unconditional support" to Curley and Schultz just two days before the men would resign, making plain the university's deification of its football program.

Even Joe Paterno, the man whose "grand experiment" may have produced a clean football program in the eyes of the NCAA — he never once was accused of breaking the rules in 46 seasons — failed miserably when it came to passing this leadership test. While he may have reported the hideous news his graduate assistant

told him up the chain, he apparently never went to the police, never confronted Sandusky, and never followed up on the despicable incident again. What's more, when it became apparent he had to resign, he tried to stay on for the rest of the season rather than offering to bow out immediately.

But wait, some might say. What about the board of trustees, who did the right thing in cleaning house, overruling Paterno's legions of fans and Spanier's academic record in favor of a clean slate to set the university on the right path? They may have done the best thing in this moment, but they share part of the blame too. The board of trustees may have had no knowledge of what Jerry Sandusky was doing in the team's showers with children. But it allowed and, consciously or not, surely played a role in fostering a culture that held football on a pedestal — one so high that allegations as hideous of these were allegedly swept under the rug.

Leadership is, of course, what one does when faced with an ethical dilemma, or a tough decision, or actions that may hurt your institution but are the right thing for the greater good. But it is also the ability to constantly gut check an organization's culture and proactively redirect an institution when it gets on the wrong path. Great leaders don't just respond the right way when presented with a crisis — though they do, and Penn State's leaders didn't here. They also do everything they can to constantly make sure values haven't gotten so far out of whack that such crises happen in the first place.

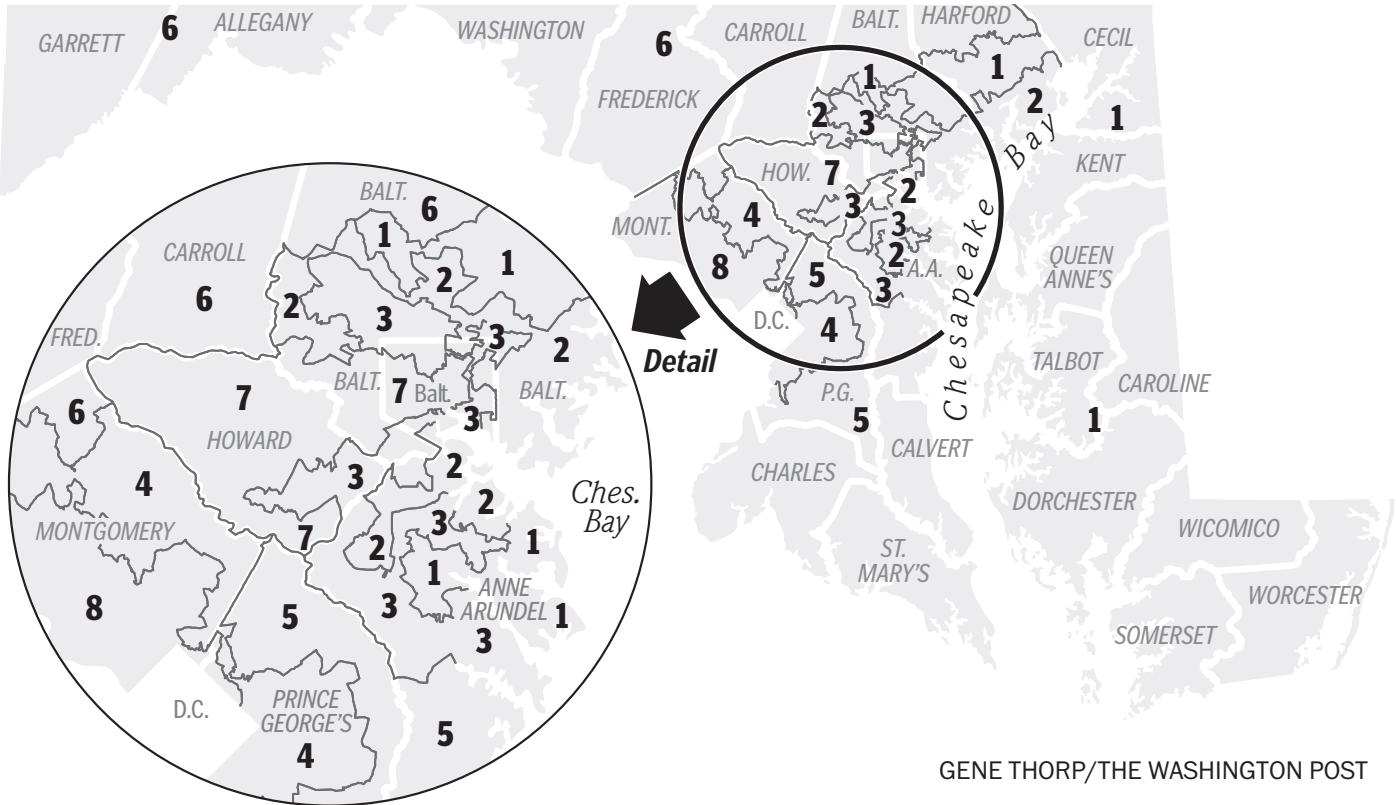
— November 10, 2011

# Where's the Second Congressional District?

Have you ever tried to find Waldo in a puzzle crowded with figures, colors and shapes? Locating the boundary lines of the eight congressional districts in Maryland — and most other states — can be just as challenging. After each census, state legislatures have the opportunity to review the legislative districts and change boundary lines. Maryland is using 2010 census data to inform the changes they will make.

1. Use the inset map, below, to identify each congressional district. Using a different color for each congressional district, color the area within the boundary lines of each district.
2. The boundary lines of legislative districts must be unbroken and not interrupted by other congressional districts. Which three districts appear to offer the greatest challenge to meeting this requirement?
3. Which congressional districts appear to be the result of gerrymandering?
4. If population, political party affiliation or race were not factors in designing congressional districts, how would you divide the state of Maryland into eight congressional districts?
5. How important is it to have congressional districts that are
  - a. Close in total population? Maryland's goal is to have 721,529 residents in each district.
  - b. Drawn to give a majority-minority seat in the legislature?
  - c. Designed to give Democratic, Republican or incumbent candidates preference?

## Maryland Congressional Districts

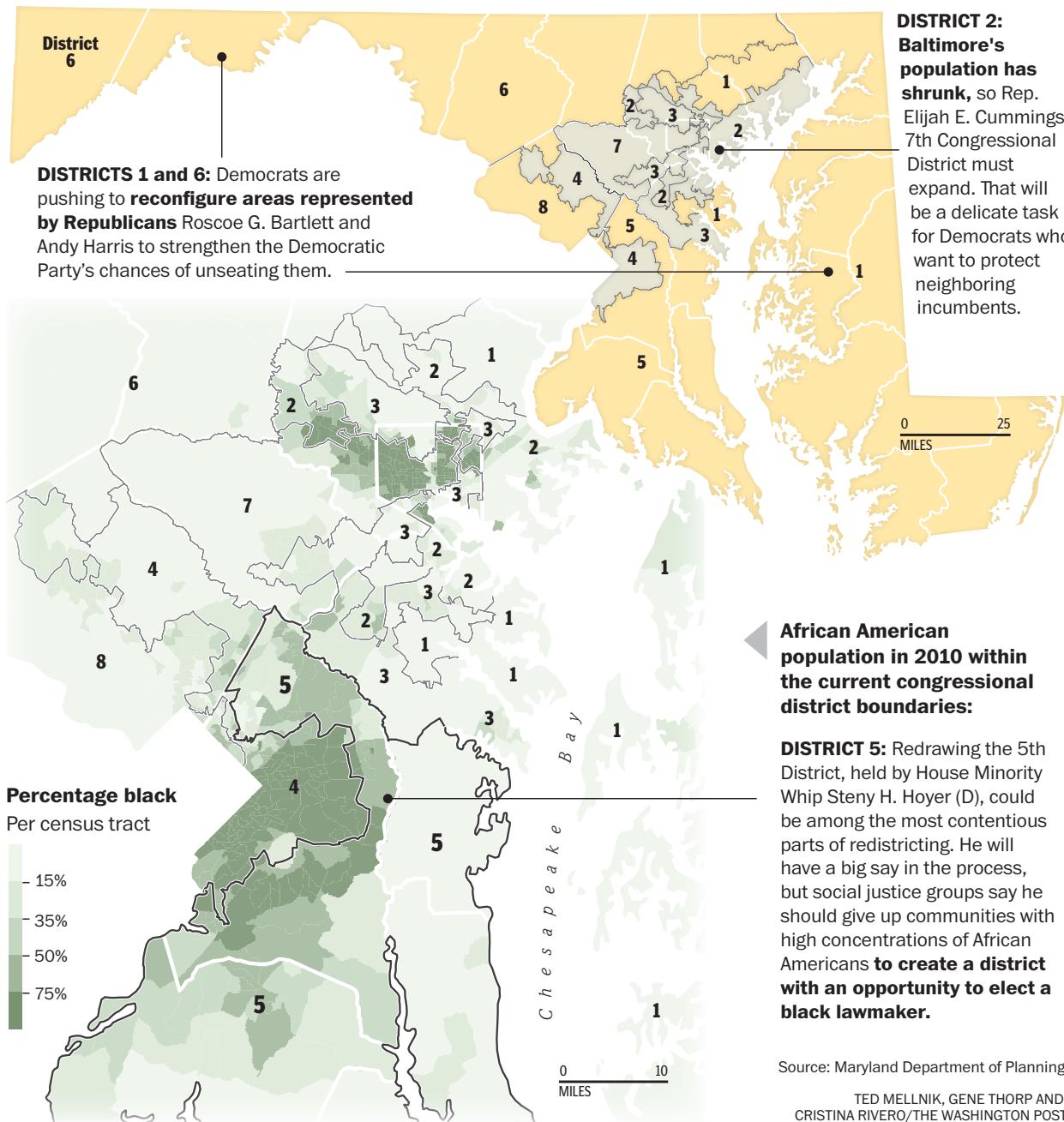
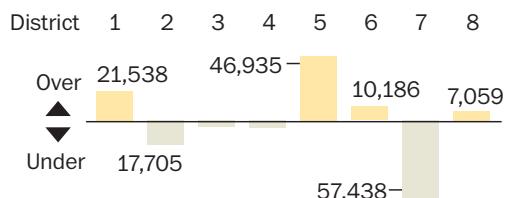


GENE THORP/THE WASHINGTON POST

## Pressure to increase African American representation

Maryland's eight congressional districts will be redrawn this fall to account for population changes since 2000. A surging minority population — mostly in the Washington suburbs — is creating tension among Maryland Democrats about whether to increase representation for African Americans or protect areas held by incumbents.

**Total 2010 population for each district in relation to target of 721,529:**



Source: Maryland Department of Planning

TED MELLNIK, GENE THORP AND CRISTINA RIVERO/THE WASHINGTON POST

## Looming battles over redistricting

The 2010 Census data marks the beginning of the once-a-decade redrawing of the lines of Virginia's 11 congressional districts, a process that has the potential to reshape the state's political landscape. Republicans control eight of 11 House districts, including three held by Democrats before the last elections. The GOP

### 10th District

Frank R. Wolf (R) has controlled this seat for 30 years, but his constituents favored Barack Obama in 2008. The district needs to shrink.

### 11th District

This GOP stronghold also needs to shrink. One option: Ship some of the district's extra residents to the 2nd District, its GOP neighbor to the south.

### KEY

'02   '04   '06   '08   '10	HOW THE DISTRICT VOTED
■ Republican	▲ Democrat
■ Democrat	

will want to redraw the lines to shore up new members and pave the way for a ninth seat. Based on Virginia's population, each district should represent about 730,000 people. Those districts above the target will have to shrink to shed constituents, and those below the target will need to grow.

### 8th District

James P. Moran's (D) turf is one of two solidly Democratic districts in the state and will likely remain blue.



### 1st District

#### Gerald E. Connolly (D)

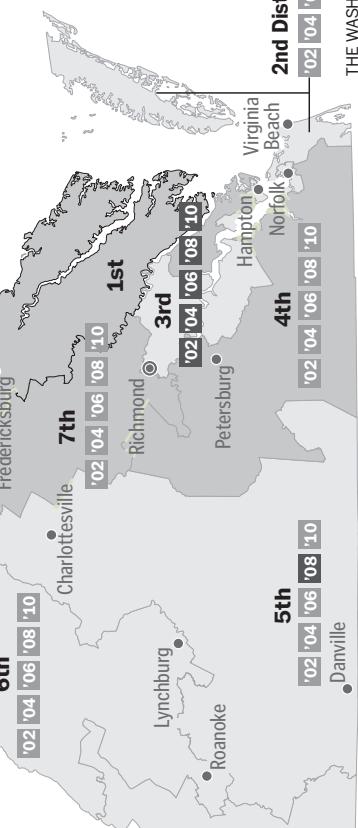
Target population for each district is about 730,000.



Above target



Below target



### 2nd District

#### Bob McDonnell (R)

Target population for each district is about 730,000.



Above target



Below target

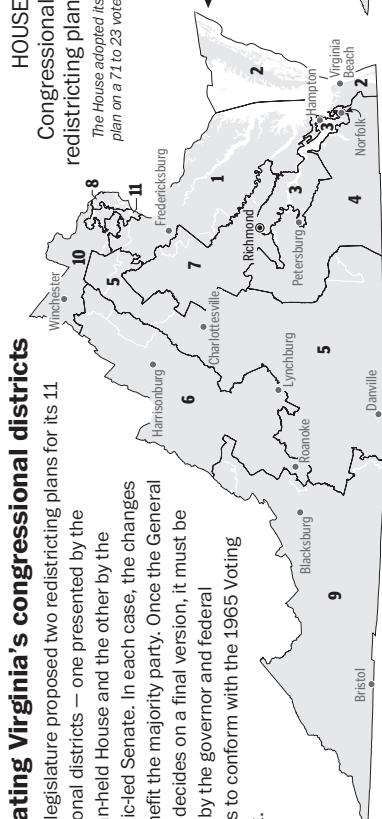


SOURCE: U.S. Census

THE WASHINGTON POST

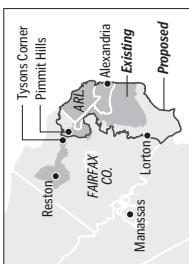
## Delineating Virginia's congressional districts

Virginia's legislature proposed two redistricting plans for its 11 congressional districts — one presented by the Republican-held House and the other by the Democratic-led Senate. In each case, the changes would benefit the majority party. Once the General Assembly decides on a final version, it must be approved by the governor and federal authorities to conform with the 1965 Voting Rights Act.

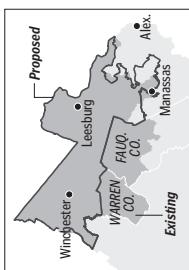


## Congressional districts in Northern Virginia\*

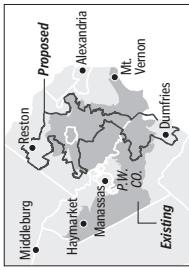
**8** Represented since 1991 by Rep. James P. Moran (D), the district includes the Democratic strongholds of Arlington and Alexandria. The plans would remove parts of northern Fairfax County from the district and add some parts of Fairfax south of Alexandria.



**10** Rep. Frank R. Wolf (R) has represented this fast-growing exurban district since 1981. The plans would significantly shrink the geography of the district because of its population increase. Fauquier and Warren counties would be removed.



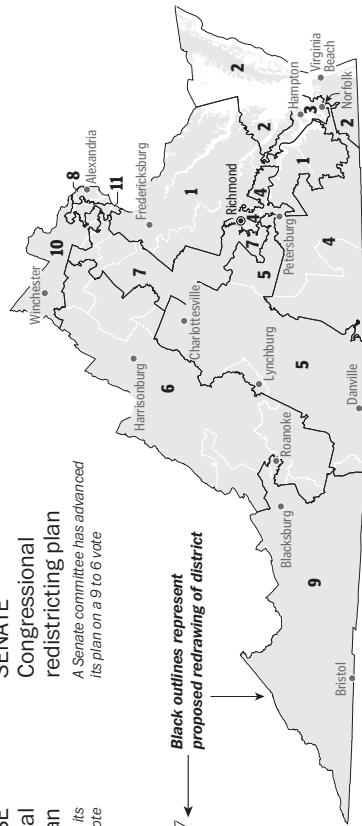
**11** The district has been represented since 2008 by Rep. Gerald E. Connolly (D), who won reelection in one of the nation's closest races in 2010. The plans would make the district safer for a Democrat by removing some parts of Prince William County that often vote for Republicans.



**HOUSE Congressional redistricting plan**  
The House adopted its plan on a 71 to 23 vote

**SENATE Congressional redistricting plan**  
A Senate committee has advanced its plan on a 9 to 6 vote

**Black outlines represent proposed redrawing of district**



## Potential minority districts

**3** The 3rd District is Virginia's only majority-minority district and is represented by Rep. Robert C. "Bobby" Scott (D). The House proposes to increase the percentage of black voters in the district. The Senate proposes to decrease the percentage to create a separate, new majority-minority district. The 3rd District would become a minority "influence district" because of its sizable number of black voters.

**4** The House plan would adjust the boundaries of this district, represented since 2001 by Rep. J. Randy Forbes (R), to accommodate population shifts. The Senate proposal would redraw the district to include much of Richmond, creating a new majority-minority district.

\*The proposed House and Senate redistricting plans for congressional districts 8, 10 and 11 are the same.

SOURCE: Va. Division of Legislative Services

MARY KATE GANNISTRA, GENETHORN, CHRISTINA RIVERO AND BILL WEBSTER/THE WASHINGTON POST

An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Academic Content Standards

*This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia.*

### Maryland

**Political Science:** Investigate the evolution of the U.S. political system as expressed in the United States Constitution (Standard 1, Topic A, Indicator 1)

- e. Evaluate the role and responsibility of a legislator in a representative democracy
- f. Analyze the impact of precedence in the office of the President, such as establishment of a cabinet and foreign policy

**Political Science:** Analyze the impact of historic documents and practices that became the foundations of the American political system during the early national period (Standard 1, Topic A, Indicator 2)

- f. Describe the development of political parties and their effects on elections and political life

**Political Science:** Defend the importance of civic participation as a citizen of the United States (Standard 1, Topic B, Indicator 2)

- c. Evaluate how various groups provide opportunities for individuals to participate in the political process

**Reading:** Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary (Standard 1, Indicator 2, Grade 5)

The Maryland Voluntary State Curriculum Content Standards can be found online at <http://mdk12.org/assessments/vsc/index.html>.

### Virginia

**Virginia and U.S. Government:** The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to

- b) create and interpret maps, diagrams, tables, charts, graphs and spreadsheets;
- c) analyze political cartoons, political advertisements, pictures, and other graphic media;
- d) distinguish between relevant and irrelevant information;
- e) evaluate information for accuracy, separating fact from opinion;
- g) select and defend positions in writing, discussion, and debate. (GOVT.1)

The student will demonstrate knowledge of the concepts of democracy by

- c) recognizing majority rule and minority rights;
- d) recognizing the necessity of compromise; (GOVT.3)

The student will demonstrate knowledge of local, state, and national elections by

- b) describing the nomination and election process;
- e) examining the impact of reapportionment and redistricting on elections; (GOVT.6)

**English:** The student will develop narrative, expository and persuasive writing. (Writing, 7.8, Grade 7)

Standards of Learning currently in effect for Virginia Public Schools can be found online at [www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)

### Washington, D.C.

**Social Studies, Elections and the Political Process:**

Students evaluate issues regarding campaigns for national, state and local elective office (12.6)

2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing and running for political office.

**Social Studies, Elections and the Political Process:**

Students evaluate and take and defend positions on the influence of the media on American political life. (12.7)

2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.