

READING THE SUNDAY POST

**EXPANDING HORIZONS
APPLYING SKILLS
LEARNING AND TEACHING**



TODAY'S WEATHER: Partly sun



BY NIKITA STEIN AND JON COB

Mayor Adrian M. Fenty's approval rating has plumb the past two years, with eroding in all parts of the across demographic groups.

Half a foot of snow



BY NIKITA STEIN AND JON COB

A month before he was inaugurated, Barack Obama appointed one of the biggest changes he would face as president. Could he restore confidence in government, even as he was proposing the biggest federal intervention in the domestic economy in a generation?

At the time, Obama said he did not think his victory marked an abrupt end to the skepticism ushered in by President Ronald Reagan toward top-down gov-



The Washington Post

SUNDAY, JANUARY 17, 2010
Rain, 46°/37 • Tomorrow: Partly sunny, 50°/34 • DETAILS, C12
ONE YEAR LATER ASSESSING OBAMA
TESTING THE PROMISE OF PRAGMATISM

Government's increased role defines early policies, but voters' concerns grow

BY DAN BALZ
OF THE WASHINGTON POST

A month before he was inaugurated, Barack Obama appointed one of the biggest changes he would face as president. Could he restore confidence in government, even as he was proposing the biggest federal intervention in the domestic economy in a generation?

At the time, Obama said he did not think his victory marked an abrupt end to the skepticism ushered in by President Ronald Reagan toward top-down gov-

ernment and social engineering by Washington.

"What we don't know yet is whether my administration is going to be able to move to a new, more pragmatic approach that is less interested in whether we have big government or small government; that is more interested in whether we have a smart, effective government," he said on that day in December 2008.

As Obama marks the first anniversary

of his inauguration on Wednesday, that question remains one of the most important charged of his presidency—and central to the politics of the election year and with hinge on how Americans judge Obama and his policies.

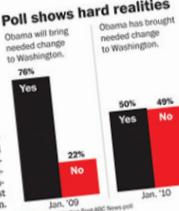
We can public conclude that his policies worked, however much they may cost and however much they may entail more government intervention in the economy? Or will they regard his agenda as intrusive and ineffective big govern-

ment? What steps may Obama take to alleviate public discontent over these first year decisions?

The stakes are sizable, with an early referendum coming Tuesday in a special Senate election in Massachusetts. Democrats are fighting to hold the seat once occupied by the late Sen. Edward M. Kennedy, a dramatic turnaround in a constituency previously seen as almost certain win-

A Republican victory would imperil the administration's health-care initiative

OBAMA CONTINUED ON A8



● One-year scorecard: A8

McDonnell sworn in as Virginia governor

Trials of spirit and survival



INSIDE

8 Focus On Photographs

21 5 Myths

25 Rail Of the Week

27 Treasure Chest Of the Arts



February 2, 2010

Dear Educator,

The Sunday *Washington Post* opens a world of learning for students in every section. The special sections such as Outlook, Travel, Arts & Style, *PARADE* and *The Mini Page* offer a full week's worth of teaching possibilities.

Although we are unable to offer printed daily papers through our INSIDE program, we can provide a combination of e-Replica edition and the Sunday print edition. Sunday newspapers are delivered to schools on Tuesdays or Wednesdays. And just as with our 18-year-old program that puts newspapers in the classroom, it's FREE!

The exercises that follow are meant to accompany the myriad of Sunday features and sections. Together they are designed to be adapted to a variety of disciplines and skill levels. And we promise that it's enough of a resource to use a different section and lesson every day.

Teach world geography and foreign languages with the Travel section. Persuasive writing is made easier using the editorials and the Outlook section. Enhance math skills and life skills with the display ads, classified ads, inserts, and coupons. Broaden your students' cultural horizons with Arts & Style. Motivate reading interests with special sections for young people like *PARADE*, *The Mini Page*, the Sunday Comics, and *WP Magazine*.

We hope you enjoy using these lesson plans and the Sunday *Washington Post*!

Sincerely,

Margaret Kaplow
Christopher Janson
The Washington Post Educational Services Department



An Integrated Curriculum For The Washington Post Newspaper In Education Program

The Sunday Washington Post

Teachers are encouraged to use the print edition of the Sunday Washington Post. Each section contains news, special features and approaches that relate to every discipline of the school day. In this guide, all sections of the Sunday newspaper (with the exception of JOBS) are highlighted with ideas for classroom activities and reproducibles to accompany lessons.

A — NEWS

Trends

In addition to providing local, regional, state and national news, the A section covers social and economic trends. “Teens not the driving force they used to be” is an example of such an article. *Post* writer Donna St. George reports a lifestyle change that has social and economic impact.

The questions in “What Are People Doing Now?” apply to this article and other similar trend/report-based coverage. See ANSWERS at the end of these suggested activities for possible responses for the trend article that is included in this guide.

The sidebar, “Source: .gov,” on this page provides some of the other sites that could provide data for students to write an article on recent trends. A writing project on a current trend that requires students to use data will apply mathematics, chart reading and comprehension, and organizational skills. Students will practice writing an information text and comparison-contrast paper. It will also be a lesson in using reliable sources (.edu and .gov being primary places to seek credible information).

Sunday Topics

On the Sunday OPINION page *Post* columnists share space with a new feature called TOPIC A.

A question is posed on a current topic of interest. Four to six knowledgeable individuals present different perspectives in their answers. Additional responses may be found online. Ask students to read and summarize the different points of view. Who made insightful or persuasive points? With whom do students most agree?

Select a topic that relates to current events or an area of study. Pose a specific question directly related to it. Have students write short explanatory, persuasive pieces to present their points of view in response to the question. You might also assign students different parties, organizations or individuals to represent. They must respond, after research of the positions held, as the assigned would answer.

The Ombudsman

Discuss the role of an ombudsman (person responsible for investigating and resolving complaints of consumers or the public against a company). In particular, at *The Post* Andrew Alexander is the ombudsman. Readers send their concerns, complaints and occasional praise to his attention. He acts as the readers’ voice, to inquire within *The Post* and to communicate with individuals at *The Post*.

CONTINUED ON PAGE 4

Source: .gov

www.iihs.org/research/topics/cell_phones.html

Cellphones

Insurance Institute for Highway Safety data on state laws, research, news releases and newsletters, testimonies

www.fhwa.dot.gov/policyinformation/statistics/2008/dl20.cfm

Highway Statistics 2008

Distribution of Licensed Drivers data charted; Federal Highway Administration, U.S. Dept. of Transportation source

www.cdc.gov/nchs/

National Center for Health Statistics

Centers for Disease Control and Prevention online resource for credible information on topics such as teen pregnancy, drug use and obesity. FastStats categories: Diseases and Conditions, Health Care and Insurance, Injuries, Life Stages and Populations and Lifestyle. NCHS offices are in Hyattsville, Md.

<http://2010.census.gov/2010census/>

United States Census 2010

“It’s In Our Hands” information

www.census.gov/schools/

Census in Schools

Why the census matters to schools, material for teachers, kids (interactive, music) and teens (state facts, activities). Population clock indicates U.S. and world population.

www.census.gov/schools/census_for_teens/educational_attainment.html

Educational Attainment

Data on average earnings in relation to education attained



An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 3

He responds to readers on the Sunday OPINION page. For more on the position and Alexander's background read his February 22, 2009, column (www.washingtonpost.com/wp-dyn/content/article/2009/02/20/AR2009022002269.html).

"Horrible images of death in Haiti" involves the decisions of editors to print photographs of the aftermath of the earthquake, some of which were "graphic depictions of death." The column, the photographs and the following activities may be used for lessons in photography, full news coverage, ethics and the First Amendment.

The questions in "The Ombudsman Responds to Readers" apply to this column and to most other ombudsman columns. Discussion of the January 24, 2010, column may also include these questions:

- For this issue, why is it appropriate to interview Michel du Cille? Bonnie Jo Mount?
- Does Alexander describe three of the questioned photograph choices without being too graphic?
- In the fifth paragraph Alexander puts the *Post*'s choice of images into the broader question that news organization have faced through the years: Where should we draw the line in depicting death? Teachers may wish to tell students of several Pulitzer Prize-winning images that told the story with images of death. See the sidebar, Pulitzer Prize Photographs for links to examples.
- Who else might have been interviewed? [Post photographers Carol Guzy and Nikki Kahn]

Photography Digital Retrieval

Use the e-Replica activity in this guide to focus on the photography search feature. "Focus on Photographs | Picture Gallery" suggests several ways teachers and students can use the Picture Gallery icon.

Convey a Story

Photographs tell the story of an event through images. In the handout "Images of Haiti: January 2010" students are asked to tell the story of the aftermath of the earthquake in Haiti using the photographs provided. Captions are provided, but students may wish to write their own cutlines. Students may be asked to report the story of Haiti's recent earthquake accompanied with photographs. They may also use the photographs with short statements to create a photo essay.

Elicit Emotions

Post ombudsman Andrew Alexander quotes Donald R. Winslow, editor of *News Photographer* magazine, as saying, "Words make people think, but pictures make people feel." Both collections of photographs from Haiti might be used with this quotation.

Use "Images of Haiti: January 2010" to discuss the story and the emotional message of photographs. Could the reporters' work stand alone to convey the news, ideas about surviving and emotions? In what way(s) do the photographs add another layer to the coverage?

With older students use "Photojournalists Document Reality: Haiti, January 2010." The first page provides questions to discuss the ethics of publishing

Pulitzer Prize Photography

www.newseum.org/exhibits_th/exhibits/about.aspx?item=PPPG&style=d

Newseum Pulitzer Prize Photographs Exhibit

Select Online Exhibit to view some of the winning images. Take time for two stories: 1) 1969 Spot News photograph by Edward Adams, Adams shares the story behind the "Saigon Execution" image; 2) 2000 Feature photograph by Carol Guzy, Guzy tells of covering one part of the war in Kosovo.

www.pulitzer.org/citation/2000-Feature-Photography

The 2000 Pulitzer Prize Feature Photography

Carol Guzy, Lucian Perkins and Michael Williamson "for their intimate and poignant images depicting the plight of the Kosovo refugees"; see images.

<http://www.pulitzer.org/bycat/Breaking-News-Photography>

Breaking News Photography

Photographer bios, images and citations

www.kevincarterfilm.com/index.html

The Death of Kevin Carter

HBO documentary of photojournalist Kevin Carter who covered apartheid (including public executions) and mass starvation in war-torn Sudan (including the Pulitzer Prize-winning one of a starving child stalked by a vulture).

The Pulitzer Prize Photographs

Newseum. \$40

History of 150 pictures, winners 1942-2007

CONTINUED ON PAGE 5



An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 4

photographs that show death and human suffering. The photographs on the second page in this collection are considered graphic, and some *Post* readers questioned their publication. Teachers will have to decide if the images are appropriate for the maturity of your students.

- What emotions and concepts do these photographs elicit?
- How do these compare and contrast with the images in "Images of Haiti: January 2010"?

Ethics of Photography

Publishing images of war and natural disasters requires decisions to be made by editors. They decide what gets published in print, online and on-air.

Foreign correspondents and photographers put themselves in harms way to inform the American public about events beyond the borders of the U.S. Many of these events involve war, famine and natural disasters. Coverage of the earthquake in Haiti awakened ethical concerns. CNN's Anderson Cooper was the first American TV anchor on the scene Wednesday. *Post* reporters arrived on Thursday.

Paul Farhi reported in "News teams reach Haiti quickly" (Jan. 15):

Although TV news often shies away from frank images of the dead, there has been little restraint this time. CNN on Wednesday night carried footage from a wrecked clinic; the camera panned from a pile of 15 bodies lying in its doorway to a lifeless infant, its limbs and head protruding from beneath a filthy sheet. Several networks warned viewers before showing the most graphic pictures.

Give students "Photojournalists Document Reality: Haiti, January

2010." The photographs on the second page in this collection are considered graphic, and some *Post* readers questioned their publication. Teachers will have to decide if the images are appropriate for the maturity of your students.

Additional questions may include:

- Do you consider any of the photographs taken by Carol Guzy and Nikki Kahn in Haiti to be sensationalistic? Too graphic?
- Should certain images never be published on the front page of the Main News (A section) of the newspaper?
- Are online and broadcast warnings sufficient to alert readers and viewers that images may be graphic or contain images of death?

B — OUTLOOK

Commentary

Among the commentary is a new feature of the Outlook section — 5 Myths. Individuals knowledgeable in different areas select a topic, address five beliefs and discuss whether they hold true. "5 Myths About" guides students through the format and approaches taken by each author.

Book Reviews

Each book review in its kicker line identifies the type of book or its field and the name of the reviewer. After each review, a bio line indicates why this person was selected to review the book.

In addition to the book reviews that are included in the Sunday Outlook section, book reviews occur during the week in the Style section.

On the back page of the Outlook section locate THIS WEEK. Have students read the planned reviews. Have them select one to read during

Past Post Guides

To access previous INSIDE curriculum guides, go to www.washingtonpost.com/nie. Select Lesson Plans. All guides are downloadable pdf files.

The Comics — Funny and Serious Business

12.07.2009

Activities to use with the Sunday and weekly comics

Herblock & History

10.09.2009

The editorial cartoons of Herblock are a useful and engaging tool to teach history. This guide also contains activities that can be used with the Sunday Comics pages.

Reviewing a Whirl of Books

12.08.2008

Although Book World does not exist as a separate Sunday publication (except for occasional special issues), book reviews are an important part of the OUTLOOK section and appear in the STYLE section daily. This guide provides activities to use with book reviews.

Day of Wrath

11.05.2008

The focus is on the Pompeii exhibit at the National Gallery of Art. A Road Trip of mosaics in D.C. is included.

Sports — In Word and Image

12.05.2007

Use this guide with the SPORTS section with applications to mathematics and statistics and photography.

'Good Picture'

12.19.2002

The news photograph, qualities of a "good picture" and the ethics of digital manipulation

CONTINUED ON PAGE 6



An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 5

the week. After reading the review, they may be asked to indicate how informative the review was, what aspect of the review they did/did not like, and if the author had swayed them to consider reading the work.

Bestsellers and Book World

Washington Bestsellers is found on the back page of the Outlook section. The top ten works of fiction and nonfiction being purchased in the Washington area are listed. Ask students to state and explain the information provided in Washington Bestsellers.

- What information appears in boldface? (book title)
- What information appears in parenthesis (publisher, cost)
- Look for entries where only the author is given. Why is this sufficient? (the book has been on the list for many weeks, author is known from previous work, title says it all)
- Call attention to the fine print at the bottom of this feature. What additional information is given here?

C — METRO

The D.C. Metropolitan area is a busy transportation area. Private automobiles, taxis and bicycles vie for road space. Buses and Metrorail provide public transit. The COMMUTER page (C2) is devoted to communicating information that can be used seven days each week by residents and visitors to the area. "Meet Dr. Gridlock" introduces students to content of this page. It also provides a writing activity.

D — SPORTS

One of the rails in the Sports section can be inspiration for coverage of your school's athletes and sports program. This is especially true if your school newspaper is published once a month or at longer intervals. Give students "Rail of the Week."

Use the categories of each grouping of information to brainstorm what you might do. How could this be used to cover teams that are not included in articles? Boys and girls teams, JV and frosh teams as well as varsity?

Is there a place where you might post this kind of information between print issues of your newspaper? A board outside the publications room, school display case or cafeteria board? Students would practice their layout skills, become familiar with the numbers and records for individuals and teams, and make their coverage of athletics more up-to-date and appealing.

Also think of online or broadcast variations of the rail's information if you have a Web page, radio or television media program. Go to www.washingtonpost.com. In the Sports section, search "Star of the Day" to locate previous coverage. You can review the difference between print and online layout.

E — ARTS & STYLE

The art, architecture, dance, drama, film and theatre scene is covered in the Arts & Style section. The content is rich with news, features, previews, reviews and interviews as well as movie and television guides.

To address this multifaceted coverage, "A Treasure Chest of the Arts" is provided in this guide. It is

CONTINUED ON PAGE 7

All Things Lincoln

Blair House
Ford's Theatre
Fort Lincoln
Lincoln Memorial
President Lincoln's Cottage
Peterson House

www.washpost.com/nie
Presidential Legacy and Language
1.7.2009



THE WASHINGTON POST

All Things Washington

Christ Church, Alexandria
C&O Canal
The George Washington Masonic Memorial
Mount Vernon
Washington Monument

www.candocanal.org/articles/washington.html
Washington's 'Heroic Enterprise': The Patowmack Canal



THE WASHINGTON POST



An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 6

a scavenger hunt that can be used with any Sunday Arts & Style section.

F — TRAVEL

Students are asked to select from a group of special interests that tourists coming to D.C. might have. They are to write a travel essay that could appear in The Impulsive Traveler feature of the Sunday *Post*. They are to suggest places to visit, activities to attend or do, places to eat and stay that their assigned or selected interest group would appreciate. Give students "The Impulsive Traveler: In D.C., special interests get their way."

Through this activity students will

- Demonstrate they know their audience (people with this interest),
- Demonstrate their ability to do research,
- Communicate information with clarity and their own voice,
- Organize information according to a specified format (IF YOU GO sidebar).

As teachers read previous Impulsive Traveler articles with students, they could develop guidelines under categories such as kind of information, background given, and rhetorical

devices used (description, narration, comparison/contrast).

If teachers have technology skills development goals, the photographs that students take could be made into slideshows. Students who have similar interest groups would work together so their slideshow would have a common theme. Or slideshows could be developed for different age groups or another focus. This would give both experience in working with a visual element and developing a theme as well as becoming familiar with the technology.

G — BUSINESS

Teachers could focus on the Olympics. Use articles in the Main News, Style, Travel and Sports sections of *The Post* as well as the Business section to be sources of information on the host city and region. Students could be taken back to Greece and the original Olympics (a little history lesson) and to the modern Olympics held in Greece. Was the modern Olympics good business for Greece? For tourism in the Mediterranean?

Other potential approaches include:

- Research the 2008-09 economy, businesses and aspirations of British Columbia, Canada, when leaders

sought the Olympics' nod. Why was this venue selected for a winter Olympics? What criteria are used to make the final selection?

- Maps and photographs of Vancouver, Victoria Island and northern Washington State could be used to brainstorm potential business development during and after the Olympics. How might the physical features of the landscape be utilized?
 - Green tourism is a growing section of the industry. What business would you begin in this area or what angle would you take on an existing business? Would you locate in B.C. or Washington? On what demographic would you focus?
 - Students could make a list of previous Olympic venues. In groups research the influence on the economy of different host cities during and after hosting the Olympics. To what extent was hosting the Olympics an economic success? What businesses remain strong? Which were successful, but no longer exist? Has the location continued to capitalize on its Olympics-generated buildings, arenas and other attractions?
- After the 2010 Winter Olympics, this is still a viable assignment that can be varied for any upcoming Olympics. ■

ANSWERS. "What Are People Doing Now?"

The answers to this handout when used with "Teens not the driving force they used to be" will include:

1. The reporter does not directly state the federal agency releasing the report. The link on the Web and e-Replica versions goes to the Federal Highway Administration Web site. The study reports a decline in 16-year-olds who are getting their driver's licenses.
2. The reporter focuses on the greater decline in the D.C. metropolitan area of 16-year-olds getting their licenses. Reasons for this include the many activities in which teens are involved, digital connectivity, graduated state licensing systems, and the expenses involved (car insurance, gas, driver's training course).
3. Downward trend, from 44.7 percent to 30.7 percent nationally.
4. Words would include: "rite of passage," "wane," "end-all of social life," "striking national shift," and "generation consumed."
5. Velkoff, 17-year-old from Virginia; Pecoraro, owner of driving school; Foss, director of Study of Young Drivers, UNC; Maryland teens, parents of teens who did and did not get their licenses when they were 16 years old.
6. See quotations: current data "suggests," reasons to get and not to get license now, previous generation's attitudes towards getting a license.
7. Age, expertise and experience, university study center
- 8-10. Answers will vary.



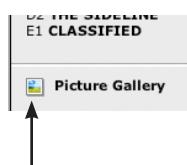
An Integrated Curriculum For The Washington Post Newspaper In Education Program

e- Replica Inside e-Replica

Focus on Photographs | Picture Gallery

February 2010

Have you ever wanted to compare and contrast photographs that appear on different pages or different issues of *The Post*? Or pull from the pages of *The Post* examples of photographs that illustrate different photographic techniques?



Thanks to an e-Replica edition feature, you can put away your scissors and glue stick. Open your e-Replica issue and locate the Picture Gallery icon. The icon appears in two places: at the bottom of the Table of Contents list and in the menu bar.

To view all of the photographs in today's *Post*, click on the icon.



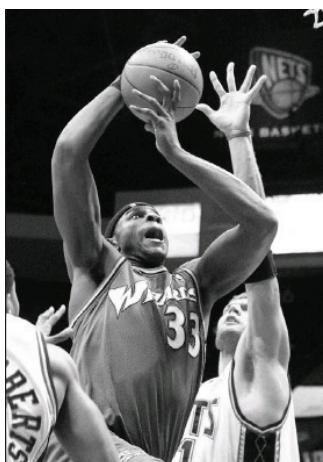
Thumbnails of all the photographs, art and maps for that day's *Post* will fill your screen. They are grouped by the section of the newspaper in which they were published.

Click on the image to enlarge it and get additional information.

When you have found a photograph you want to use, click and drag it to your Word or other software page.

Be sure to get the information you need to provide credits.

Below are three photographs that were selected from the Picture Gallery of the Sunday, January 31, 2010, *Washington Post*. What photographic techniques do they illustrate?



D8, Jan. 31

JIM MCISAAC/GETTY IMAGES

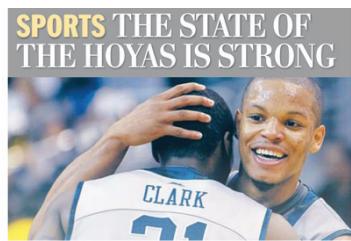


F1, Jan. 31 MARLENE KARAS FOR THE WASHINGTON POST



A16, Jan. 31

CAROL GUZY/THE WASHINGTON POST



The Washington Post

Sunny, 31°/22 • Tomorrow: Mostly sunny, 37°/25 • DETAILS, C10

SUNDAY, JANUARY 31, 2010

washingtonpost.com

INSIDE MAIN NEWS

POLITICS & THE NATION

The Sunday Take
THE WORLD
Digest

Sunday OPINION
Columnists
Ombudsman
Topic A
EDITORIALS
Tom Toles
Letters to the Editor
Guest Commentary
Post Partisan

MAIN NEWS invites students to explore the day's international, national and local stories offering current and challenging information about people, places and events in the news.

The diversity of the A section makes it ideal for supporting and responding to many areas within the school curriculum. The language arts components are obvious: reading articles, graphics and advertising and responding to them through written pieces and discussion. The national and worldwide scope of NEWS articles also offers a rich resource for reinforcing the study of world cultures and geography, politics, civics and economics. Science connections and mathematics applications abound.

Opinion content found in *The Washington Post* provides opportunity for dialogue and critical thinking. The unsigned editorial, the institutional view of the newspaper found in the A section, is written by one of eight individuals who compose the editorial board. Sunday through Friday, editorial cartoonist Tom Toles expresses his visual commentary. Letters to the Editor, the perspectives of readers, signed columns and guest op-ed pieces give students many perspectives.



Name _____

Date _____

What Are People Doing Now?

The federal government and its agencies, large organizations and private institutions conduct studies, organize data and issue reports. Read a Washington Post article that covers a recently released report. Answer the following questions to summarize, evaluate and discuss the findings.

1. Who released the report and what is its subject?
2. Summarize the aspect of the report that is the focus of this article. If more than one finding of the study is included, summarize all areas.
3. Do the findings reveal a consistency of actions and attitudes, a downward or upward trend?
4. Select key words used by the reporter in the first five or six paragraphs to indicate the social or economic impact of the finding. Do not include quoted material.
5. Who is quoted in the article? What is the title or affiliation of each individual?
6. What facts, details, ideas or attitudes do the quotations add to the article?
7. In what ways do the individuals who are quoted reflect different perspectives on the topic?
8. Are certain points of view not included that would have provided more balance to the reporting? Who would you have interviewed?
9. If a graphic is included with the article, evaluate it using the following criteria:
 - a. Presents facts in a clear manner
 - b. Relates to the main topic of the article
 - c. If a before-after or comparison-contrast is the intent of the graphic, are the different elements easy to identify and understand?
 - d. Provides source of data
10. Relate the study to your life, school and/or community.
 - a. In what ways does the study reflect actions and attitudes in your community?
 - b. How does this study not reflect your community or lifestyle of its inhabitants?
 - c. Are there social implications in the study? How do these relate to you, your school or your community?
 - d. Are there economic implications in the study? How do these relate to you, your school or your community?



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Teens not the driving force they used to be

Able to connect in ways that don't involve four wheels, many are postponing licenses

BY DONNA ST. GEORGE
Washington Post Staff Writer

• Originally Published Sunday,
January 24, 2010

The quest to get a driver's license at 16 — long an American rite of passage — is on the wane among the digital generation, which no longer sees the family car as the end-all of social life.

The holdouts include Kat Velkoff, who turned 17 in Chantilly without a license. Focused on tough classes, the debate team, dance and color guard, she turned 18 without taking the wheel. Then 19.

"It just wasn't a priority," said Velkoff, who got her license last year at 20. "It was just never the next thing that needed to get done in my life."

Federal data released Friday underscore a striking national shift: 30.7 percent of 16-year-olds got their licenses in 2008, compared with 44.7 percent in 1988. The difference is even sharper in Virginia and Maryland, state figures show. Numbers from the District, which go back to 2003, show a decline in the past two years.

"Driving is real important to a lot of the kids in the culture, but it is not the central focus like it was 25 years ago," said Tom Pecoraro, owner of I Drive Smart, a Washington area drivers' education program, who added that plenty of his students are older teens. "They have so many other things to do now," he said, and, with years of being shuttled to sports, lessons and play dates, "kids are used to being driven."

A generation consumed by Facebook and text-messaging, by Xbox Live and smartphones, no longer needs to climb into a car to connect with friends. And although many teens are still eager to

drive, new laws make getting a license far more time-consuming, requiring as many as 60 supervised driving practice hours with an adult.

Rob Foss, director of the Center for the Study of Young Drivers at the University of North Carolina, and others suggest that these "graduated" state licensing systems — which have created new requirements for learner's permits, supervised practice hours, night driving and passengers in the car — are responsible for much of the decline in the number of licensed 16-year-olds. At the same time, drivers' education has been cut back in some public schools, so families must scrounge up money — often \$300 to \$600 — for private driving schools.

Then there is car insurance and gas, expenses that make driving too costly for some families and a stretch for others.

"In this economy, if my daughter were to drive, just the insurance would be \$1,200 a year or more, and that's a lot of money," said Elizabeth Walker, the mother of a reluctant driver in Rockville.

Leaving it to parents

There have always been differences between the city and suburban mind-set when it comes to driving, because cities have more public transportation. In suburban and rural areas, it can be trickier to be a later-teen driver.

Not that this has stopped Wylie Conlon, 17.

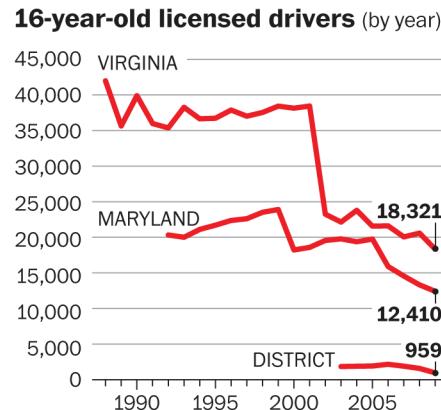
The senior at Montgomery Blair High School in Silver Spring has a learner's permit, but the required 60 hours of practice driving toward a driver's license have taken a back seat to his Advanced Placement classes, the rowing team, the literary magazine and Web design projects. "It's hard to spend all that time on driving when I can get places without it," he said.

Conlon said this as his mother, Eva Sullivan Conlon, was driving him to the store to buy supplies for a school project; she ends up taking him places a few times a week. But he also finds his own way, boarding two buses and a train to see his girlfriend in Rockville, for example. In his circle, he adds, "most of my friends don't have driver's licenses, and the few who do end up giving rides to the rest of us."

Natalie Perez-Duel, a 16-year-old junior at Albert Einstein High School in Kensington, has yet to take driving classes and does not know when she will. "It's one more thing to study for, and it's just a hassle," said Perez-Duel, who is already squeezing in AP and International Baccalaureate classes, dance, poms and a school play.

She does not mind rides from her parents. "They have always driven me, and they still do, so it's not that weird," she said.

CONTINUED ON PAGE 12





An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 11

For parents, the license lag brings mixed reaction. Some are relieved; some mystified.

Barry Johnson, 52, who grew up in Silver Spring, remembers the glory of turning 16 and heading to the Department of Motor Vehicles "on the day you were eligible."

"Not only did all of my friends have licenses," he said, "but most of us worked and had cars by the time we graduated high school." He and his friends worked on their cars in the evening, and on weekends they went out driving — a mark of "freedom, independence, adulthood," he said.

Now a father of two, Johnson notes that his college-age children still don't have licenses. "Neither one has risen to the occasion," he said. "Both have decided that Washington, D.C., is a great place to use their 'BMW' — bus, Metro, walk."

Susan Apter, 48, of Rockville said her eldest daughter delayed so long that Apter finally insisted that she get licensed when she was a senior. "I took the initiative to schedule the test, helicopter parent that I am," she joked. By contrast, Apter's 15-year-old son knows the precise day in May when he can get his permit.



Kat Velkoff, 20, had postponed taking the wheel while she focused on academics and extracurriculars. After Velkoff earned her license last year, mother Patricia can finally take a back seat.

Plenty of parents don't want their children driving at 16, given the congestion and peril of the Washington area's roads and the fact that car crashes are the leading cause of teen deaths.

Cindy Wei, 55, of Herndon was thankful that her daughter was in no hurry to get her license. "I wanted her safe as long as possible," Wei said. "If it means I have to give up watching TV for 15 minutes so she can get a ride across town, I'm happy to do it."

A rite of passage

But waiting too long also has its drawbacks. Teens might get the best chance at supervised practice, some parents and experts say, before they head off to college, the military or a job.

"Learning to drive is a fundamental part of adolescence," said psychologist Joseph Allen of the University of Virginia. "It gives teens a major responsibility they have to handle, and it also gives them the chance to move about on their own, to function independently of their families."

It has become harder for teens to grow up, Allen says in a recent book, *Escaping the Endless Adolescence*, because parents too often try to eliminate risks and obstacles rather than teaching teens to manage them safely. "Parents are scared

to death about their teens driving," he said. "But they won't grow up if we just lock them in a room to keep them safe."

Jack Gibala, 60, a father of three in Rockville, said he and his wife tackled the driving question one child at a time. Their daughter drove at 16. But their two sons had to wait until 18 or 19 because they were less mature. "We just felt it was crazy to put them behind the wheel of a two-ton killing machine," he said.

The downside: "It's a pain ... hauling these kids around when they are 17 and 18 years old." But he said he is glad he did.

Jeanne Kahn, 49, a mother of two, did some extra driving, too, until her eldest son got his license at 18. But many days, he was content at home in North Potomac, using the computer, playing video games or watching sports on TV. "It may be they feel more entertained at home than my generation did," Kahn said.

Technology has clearly altered the social world for 16-year-olds.

Michelle Wei, 19, who got her license as a senior, was happy to walk to school and carpool to soccer games. Most of her friends lived within a few blocks. "If I couldn't get a ride to see my friend who lives a town over, I could talk on IM," she said. "Or Skype." The digital world, she said, "made it very easy not to drive."

And not driving can be a good thing in some families.

As for Kat Velkoff, who got her license at 20, she and her mother spent 30 minutes together every school day in the family Prius, as they went from their Chantilly home to Velkoff's IB high school program in Reston. "We could talk about everything, and we got to share music with each other," she said. "My mom and I became really close." ■

Database editor Dan Keating contributed to this report.



An Integrated Curriculum For The Washington Post Newspaper In Education Program

OMBUDSMAN | ANDREW ALEXANDER

Horrible images of death in Haiti

Given the magnitude of earthquake devastation in Haiti this month, *Post* readers expected to see photos of unspeakable suffering. But many were not prepared for days of graphic depictions of death.

One showed a charred, still-smoldering body. Another captured a corpse being dumped like garbage into a truck. In yet another photo dominating the front page, a Haitian man crawled through rubble beside a girl who had been crushed to death.

It upset longtime *Post* reader Ruth Hartmann of Bethesda. "To see a child being crushed, to me, is not a good editorial policy," she told me. "It would have been more positive to see an injured child being helped by someone."

Chris Powers of Silver Spring agreed. "I do not mind realism in photojournalism," he e-mailed. "But I do mind sensationalism and I do mind splashing it on the front page, where I have no choice but to look."

News organizations have always wrestled with where to draw the line in depicting death.

"In Haiti, where the numbers are staggering, to show it without showing dead bodies would be impossible," said Terry Eiler, director of the School of Visual Communication at Ohio University. But "there is a point of taste and decency... that I think everybody struggles with."

Veteran *Post* photographer Carol Guzy, who took many of the most powerful images, is intimately familiar with Haiti. One of her three Pulitzer Prizes was awarded in 1995 for her photo coverage of civil unrest there. Her stunning photos after the earthquake have been evocative, with some of the most graphic given prominent display in the newspaper.

"The magnitude of the story, on so many levels, is so deep that it gives us pause not to run the hardest-hitting images," said *Post* photo director Michel du Cille. "But we don't go just for the graphic shock value."

Selecting sensitive photos for the newspaper typically includes discussion involving top editors. In the case of Guzy's Jan. 15 front-page photo of the man crawling past the crushed girl, editors "overwhelmingly felt we should run it where we ran it" on the front page, said Bonnie Jo Mount, picture editor. She said the man's emergence through the debris gave a "sense that there was life beyond" the tragedy.

Online, *The Post* displayed hundreds of images by Guzy, fellow *Post* photographer Nikki Kahn and various photo services. Some are disquieting, showing decaying bodies piled in a city morgue and corpses strewn on a street. But the photos on the Web site are preceded by a large red "WARNING": "Some images in this gallery may be disturbing because of their violent or graphic nature."

Many readers who complained to *The Post* objected most to the gruesome images being featured on the newspaper's front page, where there is no warning. "We know one can get even worse stuff from the Internet," wrote Ron Kelly of Herndon, "yet there are some measures of decency [that should] prevent it from being posted on front pages of newspapers."



An Integrated Curriculum For The Washington Post Newspaper In Education Program

The news industry has no universally accepted rules on use of disturbing images. Some apply what Eiler called the “Cheerios test.” How will readers, especially those who may want to shield their young children, react to it over the breakfast table?

Most newspapers stay clear of dead babies. “In terms of a hot-button issue, I don’t think you can get a button hotter than a picture of a dead child,” said Donald R. Winslow, who edits *News Photographer* magazine for the National Press Photographers Association.

Others shy from running explicit photos of deaths in their circulation area because many readers may be connected to the deceased. In the case of Haiti, Eiler said, “Distance allows some to feel as if it’s happening away from us.”

In the end, whether (and where) to publish upsetting images is subjective.

Readers are never wrong to complain if they feel *The Post* has violated their sensibilities. They pay for the newspaper, after all, and it comes into their homes unfiltered.

The Post could have mitigated adverse reaction with editor’s notes explaining the rationale for running the most troubling photos. Even if they disagree, readers are more accepting when they know editors have taken their feelings into account.

But I’m comfortable with *The Post*’s decisions, including the front-page play. Journalism is about truth, and the horrific images convey reality. Photos, even unsettling ones, are meant to capture our emotions.

“Words make people think,” Winslow noted. “But pictures make people feel.”

— Sunday, January 24, 2010

Andrew Alexander can be reached at 202-334-7582 or at ombudsman@washpost.com.

Name _____

Date _____

The Ombudsman Responds to Readers



Andrew Alexander

Ben Bradlee, then *Post* executive editor, created the position of ombudsman in 1970 — “to be an honest broker who would listen to readers and scold the newsroom when necessary.” When Andrew Alexander became *The Post*’s ombudsman in 2009, he described his job: “I am its internal critic. My job is to represent the interests of readers, hold *The Post* to high standards and explain its inner workings to an often-suspicious public.”

1. “Ombudsman” comes from the Scandinavian word that means representative. In this column, who does Alexander represent?
2. Alexander often quotes from readers’ letters. What does this add to his column?
3. Alexander interviews knowledgeable sources outside of *The Post*. Who does he interview for this column? What perspective does each source add?
4. Who does Alexander talk to within *The Post* staff? Why are these appropriate choices?
5. Alexander often uses quotations at different places in his column rather than grouping them all together. Why is this an effective writer’s strategy? How does this organization of content help him communicate he is doing his job?
6. What is the “Cheerios test”? Do you think it is a valid measure for story and photography choices and placement in the layout? Explain your answer.
7. Does Alexander give credence to readers’ concerns? With what statements?
8. What suggestion(s) does Alexander offer *The Post*?
9. The ombudsman makes his perspective on the concern clear. What is it?
10. What is your opinion on the readers’ concern?

Images of Haiti: January 2010

The facts: The most powerful earthquake ever recorded in Haiti devastated parts of the impoverished island nation on Tuesday, January 12, about 4:53 p.m. The quake, which had a preliminary magnitude of 7.0, centered 10 miles west of the capital, Port-au-Prince.

Reporting the story: By Thursday, *The Washington Post* had three reporters and two photographers in Haiti. Photographs tell the story of an event through images.



NIKKI KHAN — THE WASHINGTON POST



CAROL GUZY — THE WASHINGTON POST



CAROL GUZY — THE WASHINGTON POST



CAROL GUZY — THE WASHINGTON POST



NIKKI KHAN — THE WASHINGTON POST



CAROL GUZY — THE WASHINGTON POST



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Photojournalists Document Reality: Haiti, January 2010

Photojournalists are reporters with cameras. They have the same responsibilities as the writers to cover a story with fairness and accuracy and to report with clarity. They are not to digitally manipulate images or use techniques to distort the truth of a scene.

Foreign correspondents and photographers inform the American public about events beyond the borders of the U.S. On January 12, 2010, a magnitude-7.0 earthquake took place in the Caribbean island of Haiti. Homes of the rich and poor, government buildings and those of NGOs crumbled. Survivors moved into the streets and parks to live.

1. What purpose is served by having foreign correspondents provide eyewitness accounts of the aftermath of the earthquake in Haiti?
2. What are potential benefits of their coverage?
3. What harm could result from their coverage?
4. A number of print and broadcast media sent their medical correspondents who are also physicians to Haiti. Ethical questions arose on their function as doctors and reporters. Some put down their microphones and reporter's notebooks to aid patients. Was this right to do? Or does the public expect reporters to remain objective bystanders, only reporting what has taken place?

Post photographers Carol Guzy and Nikki Kahn took image after image of the aftermath: damage to physical structures, makeshift living conditions, recovery and relief efforts and the actions and faces of survivors.

5. News organizations have debated for many years when and to what extent death should be reported. Should *The Post* coverage include reports of bodies lining the streets or remains being loaded into dump trucks and taken to be buried in mass graves or cremated in piles?
6. What distinction should be made between verbal coverage and photographic coverage?
7. Should photographers Guzy and Kahn have not taken certain images? Or are they recording "the first draft of history" with their images? If they do not take extensive photographs, documenting all scenes, will events be accurately remembered?
8. Is it the photographer's job to be the gatekeeper of what images are sent to photo editors? Or do photographers have a responsibility to record the many layers of reality — human actions and reactions, devastating and horrific events, suffering and death as well as acts of kindness, faith and resilience?
9. The First Amendment guarantees media have the right to inform the public and be a watchdog of those in power. To what extent do editors have an ethical responsibility to protect readers from graphic images or to allow these images to be published?
10. If editors decide to publish images that may be upsetting and explicit in showing death, do they have a

Photojournalists Document Reality: Haiti, January 2010 | *continued*

Two days after a magnitude-7.0 earthquake shook the island of Haiti, *Post* photographers Carol Guzy and Nikki Kahn arrived in Port-au-Prince.

They took image after image of the aftermath: damage to physical structures, makeshift living conditions, recovery and relief efforts and the actions and faces of survivors.

Do you consider these images to be too graphic to be published in *The Post*?

**Photographs by
Carol Guzy**



Photojournalists Document Reality: Haiti, January 2010

1.

2.

3.

4.

5.

1. A Haitian man crawls past a girl who was killed in the earthquake as he tries to rescue a teacher trapped in the wreckage of the St. Gerard school in Port-au-Prince. Many are using their bare hands and simple tools to reach those who are still alive.

2. A live teacher is trapped amid the rubble of the earthquake and many schoolchildren dead at Ecole St. Gerard on January 14, 2010, in Port-au-Prince, Haiti.

3. Bodies line the streets of Port-au-Prince two days after the quake. Markets were closed in the ruined capital, and it was hard to buy food and water. Tens of thousands who had lost almost everything were erecting tents of sheets on any piece of open ground.

4. Haitians loaded the bodies of earthquake victims onto trucks collecting bodies around the city.

5. Haitians burned debris from the earthquake damage as people take goods from destroyed stores in the marketplace in Port-au-Prince.

Images of Haiti: January 2010

1.

2.

3.

4.

5.

6.

1. Hundreds of Haitians gather for a day of prayer in a public square in Port-au-Prince on a day that included the funerals of a Catholic bishop and archbishop.

2. A member of MA-1 tenderly holds a young child who just had his leg amputated after being flown to the field hospital by US Navy helicopter. Wounded Haitians are transported to a field hospital with teams of US medical personnel (DMAT and IMSRT) as part of the Federal Medical Disaster Team.

3. An orderly food distribution is handled by UN peacekeepers.

4. Wismon Exentus Jean Pierre is rescued after spending 11 days trapped in the rubble of the earthquake. His brother had a dream that he was still alive and to come get him. While searching through the building he heard him knock back to him and came out screaming for help. Greek and French rescue teams responded to the plea. He survived by drinking sodas where he was trapped under four floors.

5. Following days of no food or water people line up at a water truck in Port-Au-Prince, Haiti, on Saturday, January 16, 2010.

6. A couple holds hands as they walk through earthquake rubble and debris that was set on fire in Port-au-Prince.

OUTLOOK

SUNDAY, JANUARY 31, 2010

B

K DC MD VA B

INSIDE**The do-everything Congress**In praise of the incredibly productive 111th **B2****BOOK WORLD, B6-8****Not quite the Jetsons** Flying cars, lunar colonies and other predictions gone really, really wrong **B6****The chutzpah economy** How did Israel become a high-tech miracle? By challenging authority. **B7****Soda and tater tots!** Inside the stomach-turning world of America's school lunches. **B6**

5 myths about your credit cards B3

How to be pro-choice

I AMERICAN GUARDIAN

INSIDE OUTLOOK

Guest Commentary**Features****5 Myths****Book World****Reviews****Washington Bestsellers****Book World This Week****Literary Calendar**

OUTLOOK is the home of analysis and ideas every Sunday. Part of the news side of *The Post*, the OUTLOOK section provides commentary and the reviews of Book World.

Commentary may be written by *Post* present and past staff members or knowledgeable guest writers. A new feature — 5 Myths — takes on a topic, addressing five beliefs and whether they hold true.

Scan the navigation bar across the top of the front page to locate Book World reviews inside the section. They cover a wide spectrum of interests, age levels and styles. Not only are students introduced to many authors, they experience another form of persuasion — whether this work is worth time and money.

Plan the week ahead with a Literary Calendar of guest appearances and reviews to appear in Style. In alternating weeks see what's hot in hardback and paperback sales in the area.



Name _____

Date _____



Myths about

The OUTLOOK section feature — 5 Myths about ... — takes on a topic, addressing five beliefs and whether they hold true. The topics may relate to a current event ("5 Myths about the Massachusetts election"), political stance ("5 Myths about hawks, doves and politics") or a lifestyle, economic or cultural issue ("5 Myths about our credit card debt").

Since OUTLOOK is the Sunday section of analysis and ideas, the five points made reflect an understanding of current beliefs, analysis of the ideas, and research on or knowledge of each point.

Read several examples of 5 Myths commentaries. Select one to analyze.

1. What is the topic and why is it relevant to readers?
2. What credentials does the author have to address this topic?
3. How effective is the introduction in setting up the topic and the focus of the five statements? Are you clear on why this is a topic of interest?
 - Does the writer introduce the argument with a comparison? For example, "Scott Brown's victory in Massachusetts ... has quickly turned into a sort of political Rorschach test. ..."
 - Does the writer use allusion?
 - Is a short history lesson provided?
 - Is a direct statement made? For example, "But a look back at the past 60 years finds plenty of Democratic hawks, Republican doves and any number of curious crossbreeds."
4. To what extent do the five myths accurately state what people think about the topic?
5. What devices does the writer use to make each point? Is the writer's response to each myth clearly stated, logical and supported with facts or examples?

METRO

SUNDAY, JANUARY 10, 2010

DC MD VA M2



Obituaries William J. Lederer's influential novel "The Ugly American" is often credited as an inspiration for the Peace Corps. **C6**

LOCAL HOME PAGE**Getting There**

Headed to work? Thinking about going out of town? Find out what to expect from traffic and transit this week. Go to washingtonpost.com/local.

THE DISTRICT**Students make it work**

Hundreds of Washington area youths are teaming up to see who can build the best robot in a competition designed to encourage interest in science and technology careers. **C4**

JOHN KELLY'S WASHINGTON**This time, a straight answer**

The Answer Man revisits those mysterious knotted ropes that hang from the Key Bridge where it passes over the GW Parkway. **C3**



Meters take a bigger bite out of D.C. parkers

The District Department of Transportation is aiming to make that connection. The basics.

O'Malley
moved by

INSIDE METRO

Local news**Robert McCartney****John Kelly's Washington COMMUTER****Dr. Gridlock****Dr. G's Tips****Local Digest Dispatch****Animal Watch****Lotteries****Local OPINIONS****Close to Home****Obituaries****A LOCAL LIFE****WEATHER**

METRO takes a look around the neighborhood and around the region and reports on the people, places and events that affect the lives of the Washington, D.C., metropolitan community.

Our metro community is rural, suburban and urban. On Sunday nearly 1.2 million readers look here for commuter updates, columnists, dispatches from readers, A Local Life and other obituaries.

Select METRO articles for information, insight, enrichment and pleasure. Articles and features in METRO illustrate how knowledge gained can have a direct application to one's daily life.

In the redesign of *The Post* in 2009, the weekly op-ed page devoted to issues important to the Washington area was given a new title — Local Opinions — and moved to the Sunday METRO section.



Name _____

Date _____

Meet Dr. Gridlock

The COMMUTER page (C2) of the Sunday Metro section addresses the concerns of D.C. metropolitan area residents, visitors here on business and tourists. They want to know: What's the commute to and from work going to be like? What route should I take to my dental appointment or soccer game? Will there be maintenance work or delays on my Metro line, Route 7 or Georgia Avenue?

Whether driving or going by taxi, taking the bus or Metro, Dr. Gridlock has information to help readers plan their time and route.

1. What does "gridlock" mean? Why is it an appropriate name for this column? What does "Dr. Gridlock" connote that "Mr. Gridlock" doesn't?
2. Read "Dr. G's Tips." On a D.C. metropolitan area map, locate the trouble spots.
3. Will any of the work or delays given by Dr. Gridlock affect you or someone you know? Explain your answer.
4. Dr. Gridlock stated there would be two bridge closings: Chain Bridge will be closed from 8 p.m. Friday to 5 a.m. Monday and Eastern Avenue Bridge (over Kenilworth Avenue N.E.) will be closed for complete reconstruction for several months.
 - a. Locate each bridge on a metropolitan area map.
 - b. Locate and suggest alternate routes for Virginia and Maryland residents who usually use these bridges to enter D.C.
5. What is the most recent news on Metrorail weekend work? Locate the stations.
6. Dr. Gridlock invites readers to "share your traffic and transit advice." Write a short letter to Dr. Gridlock giving a solution you have found to a transportation dilemma.
7. Dr. Gridlock invites readers to send in questions to be answered. Have you or your parents been puzzled about road patterns, pedestrian access, Metro schedules and fares, bicycle paths or other transportation concerns? Write a letter and send it to Dr. Gridlock.

SPORTS

SUNDAY, JANUARY 31, 2010

D

B

Beyond the Super Bowl, labor unrest looms for NFL

"The owners have to have a system that works to grow the game. The players want to be paid fairly for what they do, and they should."

Players union, team owners seem resigned to uncapped season, then a lockout in 2011

BY MARK MASKE

Next weekend's Super Bowl in Miami will be the culmination of another prosperous season for the NFL, which proved once more that it is unchallenged as the country's preeminent sport. The NFL

the New Orleans Saints and Indianapolis Colts prepare to travel to South Florida on Monday, there are storm clouds gathering. The NFL's 32 team owners and players union have made so little progress in their negotiations on a new collective bargaining agreement that both are seemingly resigned that next season will be played without a salary cap, and the players expect to be locked out in 2011.

Some observers suggest that the Saints-Colts game next Sunday may be the last feel-good Super Bowl for a while. "I think when people start hearing

Super Bowl coming up, and when people hear that the games are going to be played next season, your average fan is particularly dismissive at this point. They just look at it and say, for now, it's all so far away . . .

"A year from now, at that point people could be reading about sponsors being wary, about how TV partners are going to handle it, about the labor tactics of the two sides. It's no longer so far off. The gravity of the message would change considerably."

The potential labor problems will affect the NFL's marketing and promotional



INSIDE SPORTS

Professional sports

Collegiate sports

High school sports

Mike Wise

Digest

Standings and Box

Scores

Scoreboard

The League

John Feinstein

Box Scores

Box Scores and Results

Area Roundup

Standings and

Summaries

Seasonal features

SPORTS reflects the Washington metropolitan area's appreciation for athletics by covering the latest in local, national, regional and international competition.

In written word, charts, number crunching and layout, *Post* professionals provide practices that students could try in their sports coverage. People and events in high school, collegiate and professional arenas are covered in articles, features and data.

Reporters and columnists capture the challenge and rivalry of teams and individuals, the business and promotion, the ethics and sportsmanship, the models and the mavericks. They observe, interview, record and analyze the statistics — and write on deadline.



Rail of the Week

STAR OF THE DAY



Photograph
of the player

Name, position, team

Tightly written
description of
the featured
player's action

Quotation

Standouts from
other teams

What people are
talking about in sports

BY THE NUMBERS

2

Turnovers for Notre Dame in an 87-77 win over DePaul. The Fighting Irish didn't commit a turnover until midway through the second half.

3

Notre Dame players — Tyrone Nash (13 points, 10 rebounds), Luke Harangody (24 points, 11 rebounds) and Ben Hansbrough (15 points, 10 rebounds) — who recorded double-doubles against DePaul.

6-91

Fordham's record against teams ranked in the Associated Press poll, which was first released in 1948. The Rams fell to No. 16 Temple, 62-45, on Saturday.

Your numbers
could include:

- Countdowns
- Big game days
- Records about to be broken
- School records
- Most points made by a player in one game
- Win-loss record against rival teams

QUOTABLE

“There’s very few places you can go where the head coach is already in the Hall of Fame, and the floor is named after him, and the team is the number-five-ranked team in the country. That’s a bad combination.”

— Buzz Williams, Marquette coach, after his team fell to Coach Jim Boeheim and Syracuse, 76-71.

“I don’t know whether it’s just bad teams, bad players, bad offenses or we’re just that good defensively. I have no idea. Really, no idea.”

— Geno Auriemma, Connecticut women’s coach, after the Huskies scored their 58th straight double-digit victory, 74-35 over Villanova.

Greg Monroe

Center, Georgetown

Sure, it was against Rutgers (the Detroit Lions of the Big East), but Monroe still delivered a nearly perfect game, scoring 21 points, grabbing 14 rebounds and dishing out six assists. He made his first seven shots from the floor. Said Rutgers Coach Fred Hill: “He can step outside and knock down the three. He had a heck of a game. You double him, and he’s kicking it out and they’re hitting the three.”

Honorable mention

- Tim Abromaitis, G, Notre Dame: Scored 30 points on 9-of-16 shooting as the Fighting Irish beat DePaul, 87-77.
- Nnemkadi Ogwumike, F, Stanford: Had 30 points and 23 rebounds in the Cardinal women’s 100-80 win over Oregon.
- Chris Harris, G, Navy: Harris made 8 of 10 field goal attempts and 10 of 11 free throw attempts, scoring 30 points against Army.

EVERYONE WILL BE TALKING ABOUT ...

Who wants it in the ACC

Virginia finally fell back to earth against Wake Forest. Virginia Tech, at home, barely beat a struggling Boston College team. Duke can’t seem to win on the road, though the Blue Devils did Saturday night at Clemson. Maryland remains enigmatic. North Carolina is falling apart. So, would someone like to step up and take control? Or is the much-maligned parity of ACC football bleeding into basketball season?

What coaches,
players, students
from home team
and other teams
are saying.

The Washington Post

Arts & Style

SUNDAY, JANUARY 24, 2010

E



TELEVISION

'Emma'
"Masterpiece
Theatre's" latest
costume drama is a
delight. E2

BLOGS AND CHATS washingtonpost.com/style

Theater From L.A., a Washington story: "RFK: The Journey to Justice." E3

Carolyn Hax She swore she'd never tolerate a cheating spouse, but now . . . E8

Celebrations, 11 Cul de Sac, 12 Movie Guide, 9 Horoscope, 12 Lively Arts Guide, 5

K AX FN FS LF PW DC BD PG AA FD HD MN MN MS SM

ON LOVE
Together again

After a child
together and a
four-year
separation, it's love
and marriage. E10



THE STATE OF BLACK ART

INSIDE ARTS & STYLE

- Art**
- Dance**
- Film**
- Music**
- Theatre**
- Architecture**
- Robin Givhan**
- Carolyn Hax**
- Ask Amy**
- Movie Directory**
- On Love**
- Engagements**
- Weddings**
- Anniversaries**
- Cul de Sac**
- Today's Horoscope**

ARTS & STYLE presents a unique blend of news and features with timely and factual articles offering readers a more descriptive, informal "behind the scenes" coverage of the arts, personalities and lifestyles of the D.C. area.

The Post covers D.C.'s growth in the cultural and entertainment landscape. At university and public venues, from the Strathmore and Olney Theatre in Maryland to Signature Theatre and Wolf Trap National Park in Virginia to Ford's Theatre and the Kennedy Center and D.C.'s growing eclectic mix of dance, drama, arts and music scenes. Into that mix add social and fashion trends, interviews, previews and reviews.

Get advice from columnists and read about true romance in On Love in ARTS & STYLE.



Name _____

Date _____

A Treasure Chest of the Arts

The Sunday ARTS & STYLE section covers the arts — music, art, dance, theatre and architecture — of the D.C. metropolitan area, television, movies, and the lifestyle of its residents.

Use this Sunday's ARTS & STYLE section to find the treasures that await every reader and those who attend events.

1. Who is the creator of Cul de Sac?

2. Give the name of a column and columnist that regularly appears in this section. What topics does this columnist cover?

3. Find the Movie Directory. Which theatre is nearest to your home? Give its name and the titles of two movies currently showing there.

4. Review the Guide to the Lively Arts. Under the category Music, how many listings are provided?

5. Find an article about television and read it. Write a summary of the ideas presented. Include in your response the headline, author and date published.

6. On Love always tells the story of

7. The longest running theatre performance in D.C. is *Shear Madness*. Where is it performed? On what days and at what times?

8. Select an article about music, art, architecture or dance. Write an evaluation of the author's ideas. Include in your response the headline, author and date of publication.

9. Review the advertisements in this section. Select one of the events promoted that you would like to attend. Write a brief persuasive statement that argues why this would be a good field trip venue.

10. Select an article or column in the Art & Style section. Discuss an idea presented by the author.

The Washington Post

Travel

SUNDAY, JANUARY 31, 2010



**VANCOUVER
SNAPSHOT**
The birds
Where to find
Olympic-level
eagle-watching. F2

**IMPULSIVE
TRAVELER**

Grand design
This downtown
can be a pain in
the neck — in a
good way. F8



Going Our Way Checking out the Mile-High City's highlights. F3

Coming and Going Dulles's new Aero train glides into the spotlight. F6

Side Order How a postcard got from the Galapagos to Southeast D.C. — without a stamp. F6

CHAT We answer reader questions 2 p.m. Monday at www.washingtonpost.com/travel

INSIDE TRAVEL

Christopher Elliott

Going Our Way

What's the Deal?

Coming and Going

Postcard from Tom

Your Vacation in Lights

Bed Check

The Impulsive Traveler

Ready to explore another country, state or city, but uncertain of details and apprehensive of the latest restrictions? TRAVEL provides answers to a wide variety of inquiries.

Post staff and guest contributors share their best and not-as-planned travel experience, suggesting things to do and places to see, to stay and to eat. Photographs and maps enhance each destination.

Travel tips, new regulations and latest deals give travelers the information they need to make TRAVEL reasonable, relaxing, enriching and an experience to remember.

Name _____

Date _____

The Impulsive Traveler

In D.C., special interests get their way

Washington, D.C., is one of the top ten tourist destinations in the United States. From families with young children to senior citizens, D.C. provides museums and monuments, inside and outside venues, arts and athletics, lively and quiet places for all interests. Who knows the real D.C. better than someone who lives here?

You are challenged to prepare an article for The Impulsive Traveler, a Sunday feature in *The Washington Post*. Read examples of The Impulsive Traveler in the TRAVEL section so you get a feel for the kinds of information writers provide, the article's length and IF YOU GO listings.

Select one of the following "interests." You are writing a travel article for people who want to visit D.C. mainly to explore and experience this interest. This is called knowing your audience, the reader. This also gives you the angle for your choices.

A Brush with Art	For Kids Mainly
A Little Drama	History Buffs
All Things Lincoln	Inside D.C. (galleries, museums)
All Things Washington	Literary D.C.
Foreign Influence	Only the National Park Service

For the sidebar, IF YOU GO, you are to provide your top two to three suggestions for:

Getting Around D.C.

Information about bus and Metro routes, places to park.

Where to Go

You will give more examples in your article. In this list give your top two places.

What to Do

You will give more examples in your article. In this list state you top two activities related to the interest.

Where to Eat

Where would someone of this interest enjoy eating? Give two to three options that vary in price, food and ambiance.

Where to Stay

Think about prices, closeness to your recommended sights and connection to their interests.

Information

Web sites and places to get information when in D.C.

Provide two to three pictures of places and activities that you have selected.

BUSINESS

SUNDAY, JANUARY 31, 2010

K AX FN FS LF PW DC BD PG AA FD HO MN MS SM

**CAR PAGES****Practically perfect**

Warren Brown finds a happy marriage of economy and performance in the 2010 Volkswagen Golf 2.5L hatchback. ● Plus, ads for thousands of vehicles. Starting on the back page.

BIG MONEY**Taking liberties**

Corporations are people, too, but do they deserve the same rights as individuals? G4

FAST FORWARD**Not a typical rerun**

With Hulu Desktop and Boxee, summon shows from online to watch on TV. G2

MARKETS**Poor month ends with down week**

A tech stock sell-off prompted by disappointing earnings pushed indexes down. G5

YTD: Dow

-3.5%

NASDAQ

-5.4%

S&P 500

-3.7%

How a crusade to protect consumers lost its steam

Can the White House's

tol Hill's appetite for a new, independent agency with broad powers to regulate the financial industry

Agency into a major element of its regulatory reform initiative

over whether government intervention is needed to prevent another

a new complication that is likely to slow progress on the rest of the

Law professor Elizabeth Warren wrote for Democracy, a liberal

INSIDE BUSINESS

Michelle Singletary**Rob Pegoraro****Mike Musgrove****Ezra Klein****On Leadership****Kiplinger****PERSONAL FINANCE****The Markets****Stock Market Performance****Standard & Poor's 500****Sector Snapshot****Weekly Stocks Composite Prices****Weekly Mutual Funds Prices****Automotive classified****Warren Brown**

The BUSINESS section is a source for local, national and international business, financial and economic news, analysis and opinion.

Columnists cover the range from piggy bank saving to billions and trillions in government spending. From e-books and electronic gadgets to the nuts and bolts of buying the perfect car.

Guidance in personal finance, help in thinking about money and understanding a competitive international marketplace, and awareness of emerging industries and business trends are available. Students will expand their technical vocabulary, meet leaders in the BUSINESS world and get expert advice.



Name _____

Date _____

WORD FIND

It's Business

Find the following words in the grid. They may be read forwards, backwards and on the diagonal.

BROWN
BUSINESS

BUY
COIN

DIGITAL
ECON

FINANCE
FUND

KNOW
LEAD

LOSS
PRICE

ROB
STOCKS

