

Leadership in the FIRST 100 DAYS and Beyond



PHOTOGRAPH BY BILL O'LEARY — THE WASHINGTON POST

INSIDE

13 Who Gets
the Job?

18 Images of
Democracy

19 What He
Can Learn
From Him

26 First Lady's
Hand in It

An Integrated Curriculum For The Washington Post Newspaper In Education Program

About Leadership in the First 100 Days and Beyond

President Obama issued two presidential memos — Transparency and Open Government and another on the Freedom of Information Act — and signed the Lilly Ledbetter Fair Pay Act as he began his first 100 Days. These and other actions in the first months of his administration will be examined as those of other presidents have been, especially since the presidency of FDR. What do they tell us about this president and his ability to fulfill promises?

The president and his Cabinet are leaders of the executive branch of government. Since George Washington appointed and the Senate confirmed — Secretary of State Thomas Jefferson, Secretary of Treasury Alexander Hamilton, Secretary of War Henry Knox and Attorney General Edmund Randolph — a Cabinet has advised the president. Article II of the Constitution provides that the president “may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices (Section 2).” The president and his Cabinet set priorities, establish a tone and carry out initiatives both domestic and international.

Activities and resources in this guide cover the executive branch. Students chart the Cabinet and conduct a “Bureaucracy Scavenger Hunt.” Students of all ages are encouraged to collect photographs from the pages of *The Post* to illustrate concepts that form the foundation of our democracy. News and Style section articles, an editorial and Bob Woodward commentary, and a Sally Jenkins column are reprinted.

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 to use this school year. “Conduct an e-Replica Advanced Search” in this guide gives you guidelines for using the Search, Advanced Search and Monitor features of the e-Replica *Post*.



COVER PHOTO: President Barack Obama delivers his inaugural address before the largest audience to witness a presidential inauguration, estimated at nearly two million.

Lesson: In a democracy, the president and his appointed officials provide leadership, set policies, give direction and carry out initiatives for the common good. The First 100 Days of an administration are examined for evidence of success in addressing public need and crises, in laying the foundation for policies and communicating with Congress and the public.

Level: Low to High

Subjects: Government, Social Studies

Related Activity: Journalism, Economics

NIE Online Guide

Editor — Carol Lange

Art Editor — Carol Porter

Contributing to this guide: Contributing to this guide: Social Studies Dept. Chair Christopher Smith, Centreville (Va.) High School, shared his “Bureaucracy Scavenger Hunt” and “Who Gets the Job?” activities. Valerie Kibler, Harrisonburg (Va.) H.S., contributed to the Sally Jenkins’ article discussion questions. “The Road to the Cabinet” graphic was designed by John R. Anderson, Jr.

Send comments about this guide to: Margaret Kaplow, Educational Services Manager, kaplowm@washpost.com

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Leadership in the First 100 Days and Beyond

The first 100 days of a new administration, especially in the times of economic crises and war, reflect the leadership of the new president, the impact of the Cabinet he has assembled and the relationship of the three branches of government. The focus of this guide is on the executive branch.

Define Leadership

Ask students to define the terms “leader” and “leadership.” What have they learned through religious groups, scouting, 4-H and other groups about leadership? What do they expect from their principal and student government officers?

Direct discussion to the leadership they expect from the president of the United States and Cabinet officials. What part do motivation, integrity, initiative, knowledge and intellect, charisma and ability to get along with others play in being a leader? How important is keeping campaign promises? Do the most effective leaders have a particular style?

Have students make a list of five to ten qualities they want the American president and his Cabinet to exhibit. Read the newspaper to find examples of the president and Cabinet members exhibiting or failing to exhibit these qualities.

Focus on Presidential Qualities

Bob Woodward, associate editor of *The Post* and author of four books on President George W. Bush, provides ten lessons that Obama and his leadership team should learn from the previous administration. Each lesson is supported with examples from the Bush Cabinet and presidential decisions.

This Outlook section commentary gives insight into how Cabinet members may fail to work together, the influence of ego and the

importance of having leadership. Discuss the ten concepts.

Questions may include:

- What tone would students most admire in their president?
- Much has been made of Lincoln’s Cabinet as a “Team of Rivals,” some of whom substantially changed their views of Lincoln and grew in their new roles. How does a leader succeed in encouraging respectful disagreement and keeping “vehement disagreements” from becoming poisonous?
- Do principals like to hear bad news about their teachers and students? A school has low test scores, students fought with opponents at a game, parents are in arms about a decision he or she made. What is the most productive way to handle these situations? Try to keep the information away from the press and school community? Openly discuss the situation and form a group of teachers, parents and students to hear ideas for changing the situation? How does this parallel what might occur in the White House?
- What is a good guiding principle to use when making a decision between contradictory points of view?
- Does the public really want to hear bad news? For example, does the public need to hear unemployment figures or which

First 100 Days

www.npr.org/templates/story/story.php?storyId=99464140

Taking Lessons From FDR’s First 100 Days

NPR’s All Things Considered covers FDR exhibit

www.voanews.com/specialenglish/archive/2006-08/2006-08-30-voa2.cfm

1933: President Roosevelt’s First 100 Days Give People Hope

Transcript and audio of Voice of America program

http://xroads.virginia.edu/~ma02/volpe/newdeal/hundred_days.html

The Hundred Days: Washington in Motion

Text accompanied with Fireside Chat outlining the New Deal and response in editorial cartoons.

www.pbs.org/newshour/media/100days/

President Bush’s First 100 Days

Online NewsHour site: historians’ examination of past presidents, focus on First 100 Days of George HW Bush, Bill Clinton and George W. Bush

www.washingtonpost.com/wp-srv/onpolitics/elections/100days.htm

On Politics: The First 100 Days

Post coverage of George W. Bush: articles, interactive calendar, audio/video

www.cnn.com/SPECIALS/2001/bush.100/

President George W. Bush: The First 100 Days

CNN feature examines 43rd president; timeline, video calendar and commentary

<http://100days.blogs.nytimes.com/tag/jfk/>

100 Days: Starting the Job, From FDR to Obama

Two views of presidents’ initial days in office

CONTINUED ON PAGE 4

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 3

businesses are downsizing or closing?

Have students reword Woodward's ten lessons into qualities that a president should possess and/or hallmarks of leadership.

Read and clip *Post* articles about decisions made by the president and his Cabinet. Do the articles include why the administration is moving in this direction? What goals (short- or long-term) are met through this action? On a 1-to-5 scale evaluate the bill or initiative on its meeting the needs of and serving the public good.

Use the list of qualities to evaluate actions taken by President Obama during his first 100 days and beyond in office.

Meet the Cabinet

"Meet the Cabinet" graphic is formed by taping two half circles together. The circle has the portrait or mug shot of the individuals nominated to form the Obama Cabinet.

Students are to identify the Cabinet position held. This may be done through reading *The Washington Post* or doing a Web search. Reliable sites include <http://www.whitehouse.gov/administration/cabinet/> and the sites of each department.

In the outer ring of the circle, students are to add responsibilities of each department and Cabinet position.

"The Road to the Cabinet" chart in this guide is provided for teachers. It was published January 8, 2009, and reflects the process of becoming a Department Secretary or Attorney General after the presidential nomination. If teachers choose to use it in class, discussion might include:

- Why is there no Commerce secretary nominated by Jan. 8?
- Did the Senate confirm all of the nominees?
- What reasons held up the confirmation of some of the nominees?
- Select one of the Cabinet agencies. Find out what other positions require Senate approval.

Conduct a Scavenger Hunt

Focus on what the 15 Cabinet departments and federal agencies do. Give students "Bureaucracy Scavenger Hunt," a Web-based search. Teachers may wish to add the requirement that students indicate which Web site was used for each answer.

Answers to the "Bureaucracy Scavenger Hunt" appear at the end of these suggested activities. Clues to finding the answers are provided.

Form a Cabinet

Prior to completing this activity it is recommended that students have been studying the presidency and the executive departments, specifically the role of the Cabinet. It is also recommended that students have completed an assignment that describes the responsibilities of each Cabinet position. (See two previous suggested activities.)

All the Cabinet positions are listed at <http://www.whitehouse.gov/administration/cabinet/>. There are also links to each Cabinet department's home page.

Teachers may want to check the above Web site prior to completing this activity, as several of the positions were still awaiting Senate approval at the time of publication; Commerce and Health and Human Services in particular need to be updated.

Traits of Leaders

There are different theories about leaders: They are natural leaders, crises or important events thrust them into leadership, and they learn to be leaders. However obtained, the following are traits exhibited by people who are leaders.

Discuss them and give examples of each in action. What traits should be added to the list?

Achieves goals
 Authority
 Builds teamwork
 Committed to tasks
 Creates cohesion
 Creative
 Dependable
 Encourages others to think, to do
 and to innovate
 Engenders confidence
 Ethical
 Expects excellence
 Helpful
 Honest
 Honorable character
 Influences others
 Inspires loyalty
 Knowledgeable
 Motivates others
 Provides an example
 Provides direction
 Respected
 Skilled
 Trusted
 Truthful
 Values

CONTINUED ON PAGE 5

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 4

The focus of “Who Gets the Job?” is for students to demonstrate their knowledge of the Cabinet positions and make educated choices on which person is best qualified for each Cabinet position. The focus should NOT be the correct answer, but are the student’s choices logical for the Cabinet position. Encourage students to articulate the reasons for their choices.

Variations on this assignment:

- Teachers may choose to focus on fewer than the 15 Cabinet positions listed in the activity.
- Teachers may also wish to have students work with other students to complete the activity.
- Teachers may review some of the answers with students after a period of time (10-15 minutes) and then allow students another period of time (10-15 minutes) to finish the activity.

For an extension: Some members of the cabinet have prior connections to President Obama. You may wish to have students research one or more of the following topics and discuss whether patronage has a current place in American politics:

1. Patronage system
2. Pendleton Act
3. Hatch Act

Follow the Cabinet

Teachers should assign different departments and agencies to students. They are to skim *The Post* for articles covering their departments. Summarize the action/inaction being considered or taken. Students might create departmental and agency timelines as well as a class timeline with the most significant actions and pieces of legislation noted.

Students should be encouraged to

read A, Metro and Business sections:

- A section: news articles, The Fed Page, Al Kamen’s In the Loop, editorials and op-ed selections
- Metro section: impact of bills, actions and people on the metropolitan area
- Business section: impact on the business community and economy

Follow the First 100 Days

Franklin Delano Roosevelt took office in the midst of a bank and economic crisis. Teachers might present a timeline of FDR’s First 100 Days to focus on the legislation and actions taken by the president, his Cabinet and Congress. This would include the “bank holiday,” relief for those in need, and reorganization and creation of new agencies.

- Compare and contrast economic conditions existing when FDR and Obama became president
- Compare and contrast legislation
- Focus on Cabinet and agency positions that are responsible for the economic well being of the country
- How does FDR’s brain trust compare to Obama’s?
- Create parallel timelines
- Focus on New Deal programs: Do any exist today? Are any viable approaches for the current economic conditions?

After students have an understanding of the policies, the Federal Emergency Relief Administration, CCC, TVA and the Federal Trade Commission, have them begin tracking the First 100 Days of the Obama administration. Use presidential memos, legislation supported and signed, and speeches given by all.

Read About It

Dray, Philip

Capitol Men: The Epic Story of Reconstruction Through the Lives of the First Black Congressmen
Houghton Mifflin Harcourt (2008)

Gergen, David

Eyewitness to Power: The Essence of Leadership, Nixon to Clinton
Simon & Schuster (2001)

Goodwin, Doris Kearns

Team of Rivals: The Political Genius of Abraham Lincoln
Simon & Schuster (2006)

McCullough, David

John Adams
Simon & Schuster (2008)

McCullough, David

Truman
Simon & Schuster (1993)

Meacham, Jon

American Lion: Andrew Jackson in the White House
Random House (2008)

Woodward, Bob

The War Within: A Secret White House History 2006-2008
Simon & Schuster (2008)

CONTINUED ON PAGE 6

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 5

Review the First 100 Days of other presidents for a more in-depth study. This may be done in groups assigned different presidents. See the sidebar, "First 100 Days," for good starting points. If teachers frequent Starbucks, they may have picked up No. 9 (November 6-12, 2008) in the Good Sheet series. It has The First 100 Days timelines for FDR through George W. Bush.

Discover the First Lady's Role

What role does the first lady play in the First 100 Days and beyond? Read "A Signature with the First Lady's Hand in It." This Style section article is about both the first piece of legislation signed by the president and the influence of the American first lady on policy and initiatives.

Discussion of the article might include:

- What is the significance of the first bill to be signed by President Obama being a fair pay piece of legislation? [President Obama stated it was a family issue, not just a women's issue, addresses domestic policy]
- What is the official title of the bill? What is the story behind the bill?
- What are the first lady's three main areas of interest in policy? [supporting military families, helping working women balance career and family, encouraging national service]
- When did Michelle Obama express her concern about the issue of equal pay?
- What issues have been advocated by previous first ladies?
- What evidence is provided in the article that the first family is

balancing career and family?

- What pieces of information signal this is a Style section article?
- Do students think it is important or right for a first lady to have causes and to use her media and public access to advocate action?
- If Mrs. Obama were to add two more issues, what would students suggest they be?

Picture Democracy

Representative democracy works because citizens are vigilant in maintaining certain concepts and practices. These include:

- Consent of the governed
- Transition from one leader to another takes place through the election process without violence
- Citizens are free to criticize their government officials and observe the conduct of the business of governing
- Citizens participate in the public and civil life of their communities and country
- Citizens have a right to assemble freely
- The rule of law protects the rights of citizens and maintains order

After students have completed and discussed the activity sheet, "Images of Democracy," expand on the assignment. Ask students to collect three to five photographs from *The Washington Post* to illustrate the principles of U.S. government listed above and others. Be sure that students include the caption, photo credit, date and section of publication. Ask students to label the photographs and to write a short statement explaining the concept it illustrates.

CONTINUED ON PAGE 7

In the Know

The following lists are compiled from Bob Woodward's "What He Can Learn From Him: Ten Lessons for Obama From Eight Years of Bush."

Vocabulary

Assertive
Bootlegged
Briefing
Contradiction
Conventional
Counterinsurgency
Economic boom
Emasculate
Hostility
Long-range
Micromanage
Misleading
Moral
Power play
Prod
Purge
Ramifications
Sectarian
Scornful
Short-term
Strategy
Transparency
Tyranny
Vehement

People and Places

Afghanistan
al-Qaeda
Baathist
Baghdad
Gaza
Gestapo
Iraqi
Kuwait
Osama bin Laden
Saddam Hussein
Sunni
Taliban

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 6

Make a Wish List

Sally Jenkins addresses President Obama in her Sports section commentary. She suggests actions that could/should take place in his first 100 days in office “to remake the play of America.”

Read “Mr. President, the Ball Is in Your Court.” Discuss each of the ten proposals. Have students explain situations if students are unclear of her references. Do students know Candace Parker, Venus and Serena, Pat Summitt and Marion Jones?

If time allows, students could confirm the accuracy of the points made by Jenkins. Discussion of the column would include:

- How do the first paragraphs set up the article? [addresses Obama, refers to other presidents and a meeting at The Post, suggests sports czar]
- Why does Jenkins think Obama may be reading the sports page of *The Washington Post*?
- What is the tone used by Jenkins?
- Did writing the column in the form of a letter make it more personal and sincere? How would a third-person approach change its impact?
- Take a closer look at the diction. This would include “despotic cartel,” “conferring powers of audit,” “martinet of a judge.” Compare use of this level of language with that found in suggestions #3 and #5.
- Why does Jenkins list the names and schools of the BCSO Committee? Would this issue be a priority for any of the university presidents? For example, the Virginia Tech president is listed. With what other issues is this administrator dealing?
- Do students agree or disagree with her ten proposals? Why?
- Have students add two more suggestions to the list.
- What can President Obama do about any of these?

Jenkins concludes that she will wait until the president’s second term to tackle the pros. Have students write a high school proposal to the president. Perhaps the best essays could be submitted to your school’s newspaper, your athletic director or the state organization that oversees high school athletic programs.

Be of Service

On the day before he took office, President Obama issued a statement honoring Martin Luther King Day and calling Americans to serve. Do students expect their president to get involved in doing a service project? Showing leadership by doing what he has asked of others?

Read “Obama Commemorates MLK Day with Service” to learn what Obama, his family and others did in D.C. in response to the call to citizens “to turn today’s efforts into an ongoing commitment to enriching the lives of others in their communities, their cities, and their country.” Outline the article. Discussion might include:

- Why did writers of this article begin with Obama’s statement? [Gives the framework for expectations, followed by response.]
- What does each activity in Obama’s schedule the day before Inaugural Day reveal about his focus? [Commander in chief respecting injured troops; honoring King with his son by serving homeless teens; demonstrating his willingness to do what he asks of citizens; underscoring his message: “Everybody’s going to have to be involved.”]
- What did the voices of volunteers add to the article?
- In what way(s) did the call to service address community needs and serve the public good?

Take Charge of Money

Before reading the editorial, discuss the difference between news, news analysis, columns and commentaries, and editorials. The editorial is the voice of the newspaper, is unsigned and is separate from the news side.

The Post editorial of February 1 focuses on the fiscal stimulus bill being considered by Congress. As students read “Take Charge,” have them annotate it. In annotating they should note key ideas and phrases, define unfamiliar vocabulary, underscore significant figures, ask questions, color opposing points and indicate the editorial’s point of view.

Discussion might include:

- What questions do students have after reading the opinions of financial experts?
- What is the job of the Congressional Budget Office?
- What has been said or done to make the editorial writers conclude: “The vice president seems blithely heedless of the danger these measures pose”?
- What is the editorial’s position?
- Why is having an “effective” stimulus plan so important?

Watch the Media

Collect one week’s media coverage of President Obama. This would include *The Washington Post*, www.washingtonpost.com, TV, radio, magazines and other outlets. Examine how the same story is covered and what stories are not picked up. How many are audience-sensitive stories? How accurately and fully is the president covered?

Collect one week’s use of media by President Obama. This would include weekly radio and Internet address, the White House Web site, press conferences and other outlets. How effectively is the president in communicating with the public? Is he achieving transparency of government? ■

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Answers. Bureaucracy Scavenger Hunt

1. Under Be Crime Smart, select "Wanted by the FBI."
Answers will vary.
2. Answers will vary.
3. Under Contact Us, select "Your Local FBI Office."
Answers will vary.
4. Edmund Randolph (1789-1794); Janet Reno (1993-2001)
5. Be sure to search by city: 48306, 48307, 48309
6. Select Airports and Air Traffic. Answers will vary.
7. Robert C. Tapella was nominated by President George W. Bush and confirmed on Oct. 4, 2007. This was true at time of publication; check "Management Team" to confirm.
8. Answers will vary.
9. Use A-Z Country Pages. Answers will vary.
10. Answers will vary.
11. During fiscal year 2007, the Bureau of Engraving and Printing (BEP) produced approximately 38 million notes a day with a face value of approximately \$750 million.
12. Charlie, the Unmanned Underwater Vehicle, was developed to study aquatic robot technology. View artifacts in the Museum Tour to learn more.
13. There are over 1,200 species listed as either endangered or threatened in the United States under the Endangered Species Act (ESA). The Fish and Wildlife Service (FWS), in the Department of the Interior, and NOAA's National Marine Fisheries Service (NOAA Fisheries Service), in the Department of Commerce, share responsibility for administration of the ESA.
14. Answers will vary. In December 2008, it was 7.2%.
15. Answers will vary. Select DOT Agencies for full list.
16. Yellowstone National Park, est. 1872, is the first U.S. national park. It is home to the world's most extraordinary geysers and hot springs.
17. NSLP was established in 1946; President Harry Truman.
18. Atlanta, Georgia
19. Answers will vary
20. The FLSA does not require breaks or meal periods for workers. Some states have these requirements. Otherwise, it is an agreement between the employer and the employee.
21. At publication time, Discovery was targeted to launch Feb. 12, 2009, at 7:32 a.m. EST. Visit "Space Shuttle" for current information.
22. Visit the National Weather Service, Climate Prediction Center
23. Answers will vary.
24. Answers will vary.
25. Answers may include solar-electric cells, clean fuel, and net-zero-energy housing.

Answers. Who Gets the Job?

1. H, Sec. of State, Hillary Clinton
2. B, Sec. of Treasury, Timothy Geithner
3. K, Sec. of Defense, Robert M. Gates
4. D, Attorney General, Eric H. Holder
5. E, Sec. of Interior, Ken L. Salazar
6. I, Sec. of Agriculture, Tom J. Vilsack
7. A, Sec. of Labor, Hilda L. Solis
8. F, Sec. of Health and Human Services.
Answers will vary.
9. M, Sec. of HUD, Shaun Donovan
10. N, Sec. of Transportation, Ray H. LaHood
11. L, Sec. of Energy, Steven Chu
12. C, Sec. of Education, Arne Duncan
13. O, Sec. of Veterans Affairs, Eric K. Shinseki
14. G, Sec. of Homeland Security, Janet Napolitano
15. J, Commerce. *Answers will vary.*

An Integrated Curriculum For The Washington Post Newspaper In Education Program

The Washington Post

AN INDEPENDENT NEWSPAPER

Take Charge

The stimulus bill requires President Obama's intervention.

MOUNTING THE bully pulpit last week, President Obama gave Wall Street a lecture about the \$18.4 billion in bonuses that the securities industry awarded itself in 2008. This was “outrageous,” Mr. Obama said. In these tough times, he declared, financiers must “show some restraint and show some discipline and show some sense of responsibility.” Well said. Now the president should make the same demand on those in Congress, including leaders of his own party, who are cluttering his fiscal stimulus plan with extraneous and counterproductive provisions.

The United States faces an economic emergency, and economists generally agree that a big package of federal spending and tax cuts could help. But experts are voicing skepticism about the composition of the \$825 billion measure that emerged from the Democratic-controlled House last week — and which the Senate is now increasing. The concern: Instead of giving the economy a “targeted, timely and temporary” injection, the plan has been larded with spending on existing social programs or hastily designed new ones, much of it permanent or probably permanent — and not enough of it likely to create new jobs.

Former Clinton administration budget director Alice Rivlin fears that “money will be wasted because the investment elements were not carefully crafted.” Former Reagan administration economist Martin Feldstein writes that “it delivers too little extra employment and income for such a large fiscal deficit.” Columbia University's Jeffrey D. Sachs labels the plan “an astounding mishmash of tax cuts, public investments, transfer payments and special treats for insiders.”

So much for “targeted” and “temporary.” What about “timely?” The administration says that it wants 75 percent

of the money to “spend out” within 18 months. But the Congressional Budget Office estimates that, under the House bill, only 64 percent of the spending and tax cuts will hit the economy by 2011. And in recent days, a new threat has emerged — namely that the bill will become a vehicle for resurgent protectionism. The House added “Buy American” provisions for iron, steel and textiles, and the Senate seems bent on expanding the list of products. The vice president seems blithely heedless of the danger these measures pose. Supported by Republicans as well as Democrats, the protectionism could undo whatever job creation the stimulus plan achieves by provoking U.S. trading partners into excluding U.S. goods.

Mr. Obama has sought bipartisan support for the bill. This is to his credit, but by simultaneously courting Republicans and assigning the actual drafting of the bill to Democratic congressional leaders, he has wound up zigzagging between the two parties rather than herding them together. When he seemed to lean toward more tax cuts to win over Republicans, Democrats rebelled and opted for more spending. When they proposed hundreds of millions of dollars for contraceptives and the Mall, Mr. Obama had the controversial provisions removed, but too late to win over Republicans.

What he needs to do now is take charge. Yes, the Republicans can try to spoil things with a filibuster in the Senate. And, yes, Democrats won the November election, so they are entitled to shape policy. But only Mr. Obama has a 67 percent Gallup Poll approval rating. Only he embodies this anxious nation's hopes for change. No one in Washington can match his clout. He should use it to make sure Congress gives him a stimulus plan that is not only big but coherent and, most of all, effective.

February 1, 2009

Meet the Cabinet



Cabinet members advise the president and take the lead in areas covered by their respective departments. Reliable sites for information about each include <http://www.whitehouse.gov> and the site of each department.

Name the department to be headed by each individual who is pictured on the line under his or her name.

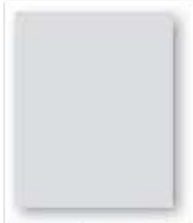
On the lines in the outer ring of the circle, add the responsibilities of each Cabinet position.



Tom J. Vilsack



Eric Holder



Commerce



Robert Gates



Arne Duncan



Steven Chu

Gen. Eric Shinseki



Timothy Geithner



Ray LaHood



Hillary Clinton



Hilda Solis



Ken Salazar



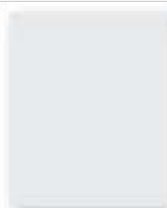
Shaun Donovan



Janet Napolitano



Health and Human Services



An Integrated Curriculum For The Washington Post Newspaper In Education Program

Conduct an e-Replica Advanced Search

The use of the Search, Advanced Search and Monitor features of e-Replica can save time, provide easier access to resources on a particular topic and facilitate a lesson in using the Internet for educational purposes.

Locate the Search tab and fill in the fields. After the search is completed, *The Washington Post* e-Replica will present thumbnails of the pages that contain your search, indicate the number of times the searched word has been mentioned on that page, and highlight this word on the page for easy reference.

Now focus on the Advanced Search function. To begin this activity:

- Select Search option at the top of the screen.
- Scroll to and select Advanced Search.
- Under Find Results: Type in “Obama Cabinet Appointments”
- Under Date: Select “Anytime”

In January this advanced search would have resulted in ten articles including “For Obama Cabinet, A Team of Moderates,” December 20, 2008, by Alec MacGillis, *Washington Post* Staff Writer.

On February 1, there were no results, but one had the option to “Add ‘Obama Cabinet Appointments’ to My Monitor.”

This option allows readers to set up the Search Criteria, notification preference and frequency of notification.

If there is a topic or news item that the reader wants to know immediately, the Monitor function is a timely feature. When the item appears in *The Post*, the reader is notified by e-mail.

The Monitor feature is also useful to follow up a story. The reader will be alerted when the person, event or topic appears in *The Post*.

Changing the search to “Obama Cabinet” resulted in more than 50 results.

Working with students on a variety of search topics will teach students the importance of using succinct wording and narrowing the search topic to get results that are most appropriate and pertinent to their topics.

For example, if the reader wants to know who has been nominated to the Secretary of Commerce position, by using “Secretary of Commerce” and “Anytime” for Date, many of the results are the old news of New Mexico Governor Bill Richardson’s selection. “Secretary of Commerce Appointment” and “Last 3 Days” has no results — and won’t until a nominee has been vetted and announced. By using the “Add to Monitor” feature, the reader will be among the first to know.

Use the following groups of research topics to practice using the Advanced Search and Monitor features:

- Fish and Wildlife Service
 - Endangered species
 - Penguin protection
- Impeachment
 - Governors
 - Blagojevich
- Healthy choices
 - Nutrition
 - Obesity
- Obituaries
 - A Local Life
 - John Updike
- Poppies
 - Afghanistan
 - Poppies, Afghanistan
- Employment equity
 - Equal pay
 - Fair Pay Act

Who Gets the Job?

We have been studying the presidency and the executive departments, specifically the Cabinet. Keep in mind the responsibilities of each Cabinet position as you read the biographical sketches below. The sketches give some facts about the current members of the Cabinet or nominees under President Barack Obama. The persons are not identified by name in the sketches.

As you read each sketch, decide which executive department each person would be best qualified to head. Write the name of the Cabinet position on the line.

Cabinet Positions

- | | |
|--------------------------------------|----------------------------------------|
| A. Sec. of Labor | I. Sec. of Agriculture |
| B. Sec. of the Treasury | J. Sec. of Commerce |
| C. Sec. of Education | K. Sec. of Defense |
| D. Attorney General | L. Sec. of Energy |
| E. Sec. of the Interior | M. Sec. of Housing & Urban Development |
| F. Sec. of Health and Human Services | N. Sec. of Transportation |
| G. Sec. of Homeland Security | O. Sec. of Veterans Affairs |
| H. Sec. of State | |

1. _____

- Graduate of Wellesley College and Yale Law School
- Former assistant professor at the University of Arkansas School of Law
- First Lady of The United States (1992-2000)
- Junior United States Senator from New York (2000-2008)

2. _____

- Graduate of Dartmouth and Johns Hopkins University's School of Advanced International Studies
- Joined the International Affairs division of the U.S. Treasury Department in 1988
- At the International Monetary Fund, he was director of the Policy Development and Review Department
- In October 2003, he was named president of the Federal Reserve Bank of New York

3. _____

- Received his bachelor's degree from the College of William and Mary, his master's degree in history from Indiana University, and his doctorate in Russian and Soviet history from Georgetown University
- Joined the Central Intelligence Agency in 1966; Director of CIA, 1991-1993
- Former president of Texas A&M, 2002
- Served as the 22nd Secretary of Defense under President Bush, 2006-2008

4. _____

- Graduate of Columbia University and Columbia Law School
- In 1988, President Ronald Reagan appointed him to serve on the Bench as a Judge of the Superior Court of the District of Columbia
- Appointed U.S. Attorney for the District of Columbia by President Bill Clinton
- In 1997, Clinton nominated him to be Deputy Attorney General
- Since 2001, has worked as an attorney at Covington & Burling in Washington, D.C.
- He joined Barack Obama's presidential campaign as a senior legal advisor

5. _____

- Served as Colorado's 35th United States Senator, serving on the Finance, Agriculture, Energy and Natural Resources, Ethics, Veterans Affairs, and Aging committees.
- Served as Colorado's thirty-sixth Attorney General
- Served in the Cabinet of Governor Roy Romer as chief legal counsel and executive director of the Colorado Department of Natural Resources
- Graduated from Colorado College in 1977; received a law degree from the University of Michigan in 1981

6. _____

- Graduated from Hamilton College and Albany Law School
- Elected to the Iowa State Senate in 1992
- Served as the 40th Governor of the state of Iowa
- November 30, 2006, he formally launched his candidacy for the Democratic Party's nomination for U.S. President

Who Gets the Job? | 2

7. _____

- First elected in 2000, served four terms in Congress representing California's 32nd Congressional District
- First Latina to serve on the powerful House Committee on Energy and Commerce
- Worked in the Carter White House Office of Hispanic Affairs
- Graduated from California State Polytechnic University, Pomona, and earned a Master of Public Administration from the University of Southern California

8. Health and Human Services _____

At the time of publication, this position was not filled. List four qualities and type of background you think the Secretary of Health and Human Services should have.

9. _____

- Headed the New York City Department of Housing Preservation and Development
- Undergraduate and graduate degrees from Harvard University
- During the Clinton administration and the transition to the Bush administration, he was Deputy Assistant Secretary for Multifamily Housing at HUD
- During the 2008 U.S. presidential campaign, he worked for the Obama campaign

10. _____

- Served 14 years in the U.S. House of Representatives from the 18th District of Illinois, 1995-2009
- Served on the House Transportation and Infrastructure Committee and the House Appropriations Committee
- Served in the Illinois State legislature
- Received degree from Bradley University in Peoria, Illinois

11. _____

- Professor of Physics and Molecular and Cellular Biology at the University of California, Berkeley and the director of the Lawrence Berkeley National Laboratory
- Co-winner of Nobel Prize in Physics in 1997
- He is a member of the United States National Academy of Sciences, the American Academy of Arts and Sciences, the American Philosophical Society and the Academia Sinica, and is a foreign member of the Chinese Academy of Sciences and of the Korean Academy of Science and Engineering
- Received his bachelor's degree in 1970 from the University of Rochester and his doctorate degree from University of California, Berkeley

12. _____

- Served as Chief Executive Officer of the Chicago Public Schools
- Served as director of the Ariel Education Initiative, a program to enhance educational opportunities for children on Chicago's South Side
- Graduated magna cum laude from Harvard University with a degree in sociology

13. _____

- Retired from military service in August 2003, his military decorations include three Bronze Stars and two Purple Hearts
- Served two combat tours and was wounded in action in Vietnam
- Former Army Chief of Staff
- Graduated from the U.S. Military Academy at West Point, N.Y.

14. _____

- Former governor of the state of Arizona
- Previously served as the Attorney General of Arizona and the U.S. Attorney for the District of Arizona
- First woman to chair the National Governors Association where she was instrumental in creating the Public Safety Task Force and the Homeland Security Advisors Council
- Graduated from Santa Clara University; received her Juris Doctor (J.D.) in 1983 from the University of Virginia School of Law










15. Commerce _____

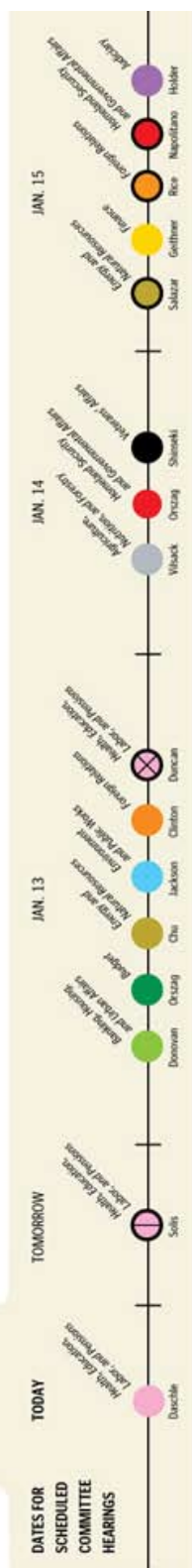
At the time of publication, this position was not filled. List four qualities and type of background you think the Secretary of Commerce should have. ■

The Road to the Cabinet

Senate confirmation hearings are the first part of a three-step process that nominees must go through to serve in an administration. After nominees come before them, committees vote on specific nominees, sending confirmations to the full Senate for approval.

President Obama is expecting a high level of co-ordination across the government. Areas such as energy and climate change, technology, and health care will require several departments to work together. This chart was published January 8, 2009.

NOMINEE	AGENCY / POSITION	SENATE COMMITTEE
 Tom Daschle <small>— Represents Senate hearing committee —</small>	HHS secretary	Health, Education, Labor, and Pensions <i>Finance (not scheduled)</i>
 Hilda Solis	Labor secretary	Health, Education, Labor, and Pensions
 Shaun Donovan	HUD secretary	Banking, Housing, and Urban Affairs
 Peter Orszag	Office of Management and Budget, director	Budget Homeland Security and Governmental Affairs
 Steven Chu	Energy secretary	Energy and Natural Resources
 Lisa P. Jackson	EPA administrator	Environment and Public Works
 Hillary Clinton	Secretary of state	Foreign Relations
 Arne Duncan	Education secretary	Health, Education, Labor, and Pensions
 Tom Vilsack	Agriculture secretary	Agriculture, Nutrition, and Forestry



NOMINEE	NOMINEE	AGENCY / POSITION	SENATE COMMITTEE	STATUS			
				CONFIRMED	NOTIFIED	NOTIFIED	NOTIFIED
Gen. Eric Shinseki		Veterans Affairs secretary	Veterans' Affairs	●			
Ken Salazar		Interior secretary	Energy and Natural Resources	●			
Timothy Geithner		Treasury secretary	Finance	●			
Susan Rice		U.N. ambassador	Foreign Relations	●			
Janet Napolitano		Homeland security secretary	Homeland Security and Governmental Affairs	●			
Eric Holder		Attorney general	Judiciary	●			
Ron Kirk		U.S. trade representative	Finance				
Ray LaHood		Transportation secretary	Commerce, Science, and Transportation				
			Commerce secretary				

Other positions within the Cabinet agencies that will need Senate confirmation

Department	Number of Positions
Agriculture	15
Commerce	22
Defense	47
Education	16
Energy	21
EPA	13
HHS	19
DHS	20
HUD	14
Interior	16
Justice	35
Labor	17
OMB	5
State	40
Trade	4
Trans.	22
Treasury	23
U.N.	9
Veterans Affairs	14

BY KAREN YOURISH AND TODD LINDEMAN — THE WASHINGTON POST

Bureaucracy Scavenger Hunt

Government Agencies Web Sites

1. Department of Agriculture — *www.usda.gov*
2. Central Intelligence Agency (CIA) — *www.cia.gov*
3. Department of Commerce — *www.doc.gov*
4. Department of Defense — *www.defenselink.mil*
5. Department of Energy — *www.energy.gov*
6. Environmental Protection Agency (EPA) — *www.epa.gov*
7. Federal Aviation Administration (FAA) — *www.faa.gov*
8. Federal Bureau of Investigation (FBI) — *www.fbi.gov*
9. Government Printing Office (GPO) — *www.access.gpo.gov*
10. Internal Revenue Service (IRS) — *www.irs.gov*
11. Justice Department — *www.usdoj.gov*
12. Department of Labor — *www.dol.gov*
13. National Aeronautics and Space Administration (NASA) — *www.nasa.gov*
14. National Oceanic and Atmospheric Administration (NOAA) — *www.noaa.gov*
15. National Park Service — *www.nps.gov*
16. U.S. Postal Service — *www.usps.gov*
17. Department of State — *www.state.gov*
18. Department of Transportation — *www.dot.gov*
19. Treasury Department — *www.ustreas.gov*
20. Department of Veteran Affairs — *www.va.gov*

Scavenger Hunt Assignment

Use the Web addresses (not Google or Wikipedia) to help find the answers to the questions. The Web sites are not listed in order of when they are used. You may write the answers on the worksheet.

1. List two members of the FBI's Most Wanted Terrorist or Fugitive lists.
2. With what crimes are the people you listed in #1 charged?
3. Name the location of the nearest FBI field office.
4. Name the first of the Attorneys General and name the only female Attorney General.
5. The zip code for Rochester Hills, Michigan, is _____.
6. Are there any current delays at Dulles International Airport? If so, how long? When were the delays updated?
7. Who is the current Public Printer of the GPO? Name the President who nominated him.
8. List a government document for sale by the GPO that interests you.
9. List one country in Africa and the U.S. ambassador to that country.

Bureaucracy Scavenger Hunt | 2

10. List one South American country and the U.S. ambassador to that country.
11. How much currency does the Treasury Department print every day?
12. Check out Charlie in the CIA Museum. Why was “he” developed?
13. List three endangered species in the United States.
14. The current unemployment rate in the U.S. is _____.
15. List five (5) agencies of the Department of Transportation:
16. When was Yellowstone National Park established? Why is it special?
17. In which year did the National School Lunch Program become established? Which President was responsible for its creation?
18. To what IRS office do citizens in Virginia mail their income taxes?
19. Name one of the stories featured in the monthly video magazine, *The American Veteran*. Why do you think it is included?
20. Does the Fair Labor Standards Act (FLSA) require breaks or meal periods be given to employees?
21. When is the next scheduled Space Shuttle mission?
22. What is the drought outlook for our region for the next six months? Name one state in which drought persists.
23. What is the National Weather Service forecast for today for the Washington, D.C., area?
24. Name a male and a female military photographer. Include their branch of military service.
25. Name one endeavor of the federal government to conserve energy.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Images of Democracy

Democracy, from the Greek word demos, or “people,” is defined as government in which the supreme power is vested in the people. As President Abraham Lincoln stated we are a government “of the people, by the people, and for the people.” Images of democracy in action are captured daily by cell phone users, friends and family, and professional photographers.

1. What is taking place in each photograph?
2. In what ways does each image illustrate principles of our democracy?



BY BILL O'LEARY — THE WASHINGTON POST

President Obama delivers his inaugural address before the largest audience to witness a presidential inauguration, estimated at nearly two million.



BY MITCH DUMKE — REUTERS

'We Are One' Inaugural Celebration at the Lincoln Memorial, January 18, 2009.



BY SUSAN WALSH — AP

A crowd on the National Mall listens to the inaugural address at the U. S. Capitol on January 20, 2009.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

What He Can Learn from Him

Ten Lessons for Obama From Eight Years of Bush

BY BOB WOODWARD

There's actually a lot that President-elect Barack Obama can learn from the troubled presidency of George W. Bush. Over the past eight years, I have interviewed President Bush for nearly 11 hours, spent hundreds of hours with his administration's key players and reviewed thousands of pages of documents and notes. That produced four books, totaling 1,727 pages, that amount to a very long case study

in presidential decision-making, and there are plenty of morals to the story. Presidents live in the unfinished business of their predecessors, and Bush casts a giant shadow on the Obama presidency with two incomplete wars and a monumental financial and economic crisis. Here are 10 lessons that Obama and his team should take away from the Bush experience.

• Originally Published Sunday,
January 18, 2009

1 Presidents set the tone. Don't be passive or tolerate virulent divisions.

In the fall of 2002, Bush witnessed a startling face-off between National Security Adviser Condoleezza Rice and Defense Secretary Donald H. Rumsfeld in the White House Situation Room after Rumsfeld had briefed the National Security Council on the Iraq war plan. Rice wanted to hold on to a copy of the Pentagon briefing slides, code-named Polo Step. "You won't be needing that," Rumsfeld said, reaching across the table and snatching the Top Secret packet away from Rice — in front of the president. "I'll let you two work it out," Bush said, then turned and walked out. Rice had to send an aide to the Pentagon to get a bootlegged copy from the Joint Chiefs of Staff.

Bush should never have put up with Rumsfeld's power play. Instead of a team of rivals, Bush wound up with a team of back-stabbers with long-running, poisonous disagreements about foreign policy fundamentals.

2 The president must insist that everyone speak out loud in front of the others, even — or especially — when there are vehement disagreements.

During the same critical period, Vice President Cheney was urging Secretary of State Colin Powell to consider seriously the possibility that Iraq might be connected to the Sept. 11, 2001, terrorist attacks. Powell found the case worse than ridiculous and scornfully concluded that Cheney had what Powell termed a "fever." (In private, Powell used to call the Pentagon policy shop run by Undersecretary of Defense Douglas J. Feith, who shared Cheney's burning interest in supposed ties between al-Qaeda and Iraq, a "Gestapo office.")

Powell was right to conclude that Saddam Hussein and Osama bin Laden did not work together. But Cheney and Powell did not have this crucial debate in front of the president — even though such a discussion might have undermined one key reason for war. Cheney provided private advice to the president, but he was rarely asked to argue with others and test his case. After the invasion, Cheney had a celebratory dinner with some aides and friends. "Colin always had major reservations about what we were trying to do," Cheney told the group as they toasted Bush and laughed at Powell. This sort of derision undermined the administration's unity of purpose — and suggests the nasty tone that can emerge when open debate is stifled

by long-running feuds and personal hostility.

3 A president must do the homework to master the fundamental ideas and concepts behind his policies.

The president should not micromanage, but understanding the ramifications of his positions cannot be outsourced to anyone.

For example, Gen. George W. Casey Jr., the commander of the U.S. forces in Iraq in 2004-07, concluded that President Bush lacked a basic grasp of what the Iraq war was about. Casey believed that Bush, who kept asking for enemy body counts, saw the war as a conventional battle, rather than the counterinsurgency campaign to win over the Iraqi population that it was. "We cannot kill our way to victory in Iraq," Gen. David Petraeus said later. In May 2008, Bush insisted to me that he, of all people, knew all too well what the war was about.

4 Presidents need to draw people out and make sure that bad news makes it to the Oval Office.

On June 18, 2003, before real trouble had developed in Iraq, retired Army Lt.

CONTINUED ON PAGE 20

An Integrated Curriculum For The Washington Post Newspaper In Education Program



BY ERIC DRAPER — THE WHITE HOUSE

President George W. Bush and President-elect Barack Obama meet in the Oval Office of the White House Monday, Nov. 10, 2008.

CONTINUED FROM PAGE 19

Gen. Jay Garner, the first official to head the Iraqi reconstruction effort, warned Rumsfeld that disbanding the Iraqi army and purging too many former Baath Party loyalists had been “tragic” mistakes. But in an Oval Office meeting with Bush later that day, none of this came up, and Garner reported to a pleased president that, in 70 meetings with Iraqis, they had always said, “God bless Mr. George Bush.” Bush should have asked Garner whether he had any worries — perhaps even kicking Rumsfeld out of the Oval Office and saying something like, “Jay, you were there. I insist on the ground truth. Don’t hold anything back.”

Bush sometimes assumed that he knew his aides’ private views without asking them one-on-one. He made probably the most important decision of his presidency — whether to invade Iraq — without directly asking either Powell, Rumsfeld or Director of Central Intelligence George J. Tenet for their bottom-line recommendations. (Instead of consulting his own father, former

president George H.W. Bush, who had gone to war in 1991 to kick the Iraqi army out of Kuwait, the younger Bush told me that he had appealed to a “higher father” for strength.)

5 Presidents need to foster a culture of skepticism and doubt.

During a December 2003 interview with Bush, I read him a quote from his closest ally, British Prime Minister Tony Blair, about the experience of receiving letters from family members of slain soldiers who had written that they hated him. “And don’t believe anyone who tells you when they receive letters like that, they don’t suffer any doubt,” Blair had said.

“Yeah,” Bush replied. “I haven’t suffered doubt.”

“Is that right?” I asked. “Not at all?”

“No,” he said.

Presidents and generals don’t have to live on doubt. But they should learn to love it. “You should not be the parrot on the secretary’s shoulder,” said Marine Gen. James Jones, Obama’s incoming national security adviser, to his old

friend Gen. Peter Pace, who was then the chairman of the Joint Chiefs of Staff — a group Jones thought had been “systematically emasculated by Rumsfeld.” Doubt is not the enemy of good policy; it can help leaders evaluate alternatives, handle big decisions and later make course corrections if necessary.

6 Presidents get contradictory data, and they need a rigorous way to sort it out.

In 2004-06, the CIA was reporting that Iraq was getting more violent and less stable. By mid-2006, Bush’s own NSC deputy for Iraq, Meghan O’Sullivan, had a blunt assessment of conditions in Baghdad: “It’s hell, Mr. President.” But the Pentagon remained optimistic and reported that a strategy of drawing down U.S. troops and turning security over to the Iraqis would end in “self-reliance” in 2009. As best I could discover, the president never insisted that the contradiction between “hell” and “self-reliance” be resolved.

CONTINUED ON PAGE 21

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 20

7 Presidents must tell the public the hard truth, even if that means delivering very bad news.

For years after the Iraq invasion, Bush consistently offered upbeat public assessments. That went well beyond the infamous “Mission Accomplished” banner that he admitted last Monday had been a mistake. “Absolutely, we’re winning,” the president said during an October 2006 news conference. “We’re winning.” His confident remarks came during one of the lowest points of the war, at a time when anyone with a TV screen knew that the war was going badly. On Feb. 5, 2005, as he was moving up from his first-term role as Rice’s deputy to become national security adviser, Stephen J. Hadley had offered a private, confidential assessment of the problems of Bush’s Iraq-dominated first term. “I give us a B-minus for policy development,” he said, “and a D-minus for policy execution.” The president later told me that he knew that the Iraq “strategy wasn’t working.” So how could the United States be winning a war with a failing strategy?

After 9/11, Bush spoke forthrightly about a war on terror that might last a generation and include other attacks on the U.S. homeland. That straight talk marked the period of Bush’s greatest leadership and highest popularity. A president is strong when he is the voice of realism.

8 Righteous motives are not enough for effective policy.

“I believe we have a duty to free people,” Bush told me in late 2003. I believe that he truly wanted to bring democracy to Afghanistan and Iraq. In preparing his second inaugural address in 2005, for example, Bush told his chief speechwriter, Michael Gerson, “The future of America and the security of America depends on the spread of liberty.” That got the idealistic Gerson so pumped that he set out to produce the foreign policy

equivalent of Albert Einstein’s unified field theory of the universe — a 17-minute inaugural address in which the president said that his goal was nothing less than “the ending of tyranny in our world.”

But this high purpose often blinded Bush and his aides to the consequences of this mad dash to democracy. In 2005, for example, Bush and his war cabinet spent much of their time promoting free elections in Iraq — which wound up highlighting the isolation of the minority Sunnis and setting the stage for the raging sectarian violence of 2006.

9 Presidents must insist on strategic thinking.

Only the president (and perhaps the national security adviser) can prod a reactive bureaucracy to think about where the administration should be in one, two or four years. Then detailed, step-by-step tactical plans must be devised to try to get there. It’s easy for an administration to become consumed with putting out brush fires, which often requires presidential involvement. (Ask Obama how much time he’s been spending on the Gaza war.) But a president will probably be judged by the success of his long-range plans, not his daily crisis management.

For example, in the Afghanistan and Iraq wars, the quality of the planning for combat operations ranged from adequate to strong, but far too little attention was devoted to what might come after the fall of the Taliban and the Baath Party. Some critical strategic decisions — to disband the Iraqi army, force Baathists out of government and abolish an initial Iraqi government council — were made on the ground in Iraq, without the involvement of the NSC and the president.

Obama would do well to remember the example of a young Democratic president who was willing to make long-range plans. Bill Clinton began his presidency in 1993 after having promised to cut the federal deficit in half in four years. The

initial plan looked shaky, and Clinton took a lot of heat for more than a year. But he and his team stuck to their basic strategy of cutting federal spending and raising taxes, which laid a major part of the foundation of the economic boom of the Clinton era. It was classic strategic planning, showing a willingness to pay a short-term price for the sort of long-term gains that go down in the history books.

10 The president should embrace transparency. Some version of the behind-the-scenes story of what happened in his White House will always make it out to the public — and everyone will be better off if that version is as accurate as possible.

On March 8, 2008, Hadley made an extraordinary remark about how difficult it has proven to understand the real way Bush made decisions. “He will talk with great authority and assertiveness,” Hadley said. “‘This is what we’re going to do.’ And he won’t mean it. Because he will not have gone through the considered process where he finally is prepared to say, ‘I’ve decided.’ And if you write all those things down and historians get them, [they] say, ‘Well, he decided on this day to do such and such.’ It’s not true. It’s not history. It’s a fact, but it’s a misleading fact.”

Presidents should beware of such “misleading facts.” They should run an internal, candid process of debate and discussion with key advisers that will make sense when it surfaces later. This sort of inside account will be told, at least in part, during the presidency. But the best obtainable version will emerge more slowly, over time, and become history. ■

Bob Woodward is an associate editor of The Washington Post and the author of four books on President Bush: Bush at War, Plan of Attack, State of Denial and The War Within. Evelyn Duffy contributed to this article. He may be reached at woodwardb@washpost.com.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Obama Commemorates MLK Day with Service

BY WILLIAM BRANIGIN
AND PHILIP RUCKER
Washington Post Staff Writers

• Originally Posted January 19,
2009; 1:23 p.m.

Marking Martin Luther King Jr. Day on the eve of his inauguration, President-elect Barack Obama today urged Americans to act on the slain civil rights leader's vision as he led the nation in a "call to service" aimed at helping people in need.

Obama, who takes the oath of office at noon tomorrow as the nation's 44th president, began his day with a previously unannounced visit to Walter Reed Army Medical Center to meet with wounded troops. During the visit, which lasted a little more than an hour, Obama

met with 14 service members recovering from wounds they sustained in Iraq or Afghanistan, aides said.

Accompanied by Martin Luther King III, he then headed to a Washington, D.C., shelter for homeless teenagers to lend a hand in a project to renovate the facility's rooms.

In a statement marking the national holiday that commemorates King's birthday, Obama said the civil rights leader lived life "in loving service to others."

"As we honor that legacy, it's not a day just to pause and reflect — it's a day to act," the president-elect said. Noting that Americans are participating in more than 11,000 service projects across the nation, he appealed to people "to turn today's efforts into an ongoing

commitment to enriching the lives of others in their communities, their cities and their country."

Obama said: "Tomorrow, we will come together as one people on the same mall where Dr. King's dream echoes still. As we do, we recognize that here in America, our destinies are inextricably linked. We resolve that as we walk, we must walk together. And as we go forward in the work of renewing the promise of this nation, let's remember King's lesson — that our separate dreams are really one."

At the Sasha Bruce Youthwork shelter for homeless teens in Northeast D.C., Obama, wearing a white open-necked shirt, rolled up his sleeves to help paint

CONTINUED ON PAGE 23



BY RICKY CARIOTI — THE WASHINGTON POST

Volunteers gather at Anacostia Park in the District to pick up trash. They were participating in the national day of service held on Martin Luther King Jr. Day.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 22

one of the boys' dormitory rooms under renovation.

"I think this facility here is an example," he said as he used a long-handled roller to apply blue paint to a wall. "These young people have a huge potential that right now is not being tapped. Given the crisis we're in and the hardships so many people are going through, we can't allow any idle hands. Everybody's going to have to be involved. Everybody's going to have to pitch in."

Obama told reporters that the Internet was "an amazing tool" in helping to organize the thousands of service projects underway across the nation today.

"We don't want to just use it to win elections," he said. "We want to use it to rebuild America."

As he worked, Obama remarked to other volunteers and reporters that he once held a summer job as a painter when he was a teenager, making \$4 an hour. "This is practice, because I'm moving into a new house, and I may have to do a few touchups here and there," he joked.

Outside the shelter, more than 300 residents of the neighborhood gathered on a street corner and chanted Obama's campaign slogan, "Yes, we can!"

Later, at Coolidge Senior High School in Northwest D.C., Obama told volunteers as his wife, Michelle, looked on, "I am making a commitment to you as your next president that we are going to make government work."

He went on, "But I can't do it by myself. Michelle can't do it by herself. Government can only do so much. And if we're just waiting around for somebody else to do it for us . . . it never gets done." Saying that "this is not just a one-day affair," he urged everyone to take advantage of service opportunities that would be offered throughout the year and in years to come. He made the

remarks to about 300 people gathered in the school's gymnasium for a lunch, including members of military families, high school students and volunteers from three local service organizations. They came together for a project that involved sending letters and video messages to troops overseas and decorating blankets for wounded service members at Walter Reed. The visit by the Obamas for lunch with them came as a surprise, they said.

Earlier, at RFK Stadium, Michelle Obama and the wife of Vice President-elect Joseph R. Biden Jr., Jill Biden, joined thousands of volunteers in assembling care packages for U.S. troops posted in Iraq and Afghanistan. They helped put together the packages containing sunscreen, toothpaste, energy drinks and other items in a project organized by Serve D.C., Operation Gratitude and the Target store chain. Also participating were the Obamas' daughters, Malia, 10, and Sasha, 7.

The volunteers included Shannon Henderson, of Houston, and her 5-year-old son, Maxx. Henderson said she came for the inauguration and decided to participate in the day of service without knowing that the VIPs would be there. She was thrilled when Michelle Obama responded to her son's greetings of "Miss Michelle," turned toward them and waved.

"She looked right at Maxx," Henderson said. "It means the world to him. We spent every dime we had to get here."

Elsewhere around the region, service projects were going ahead without high-level participation.

For more than 100 Catholic University students who flooded the halls of Anacostia Senior High School, this was neither the first nor the last time they would be doing projects.

"Every year they have a service program," said CU student Julianne Keller, 21, of Bethesda, as she sanded

classroom walls to ready them for a fresh layer of paint. Other CU students and visitors from as far away as Illinois and South Carolina stenciled murals on walls, rolled bright orange paint over beige walls and rubbed graffiti off lockers.

In a suburban Maryland school silenced by today's holiday, Carol Herring-Reid organized a stack of books and pondered this moment in history.

"We had two generations — my great-grandmother and my grandmother — who didn't get to vote," she said. "So now the whole family volunteers on election day. And this day is an important day for service, too."

One of a dozen early-shift volunteers at Morningside Elementary School in Suitland, Herring-Reid, 59, was joined by several fellow members of Alpha Kappa Alpha who painted walls and helped transform a storeroom into a resource center. Just outside the office of principal Ezekiel Bloyce stood a life-sized cardboard cutout of Obama beside a bulletin board with a sign saying, "Hats off to Change!"

At the White House, meanwhile, President Bush began his last full day in office by making phone calls to foreign leaders to thank them for working with him over the past eight years.

He put in calls to Russian Prime Minister Vladimir Putin and President Dmitry Medvedev, British Prime Minister Gordon Brown, Georgian President Mikheil Saakashvili, South Korean President Lee Myung-Bak, Italian Prime Minister Silvio Berlusconi, Israeli President Shimon Peres, Japanese Prime Minister Taro Aso and former Mexican president Vicente Fox, among others. ... ■

Staff writers DeNeen L. Brown, Philip Rucker, Ashley Halsey and Spencer S. Hsu contributed to this report.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Sally Jenkins

Mr. President, the Ball Is in Your Court

• Originally Published January 21, 2009

It's gratifying to have a leader with a physique and a jumper, President Obama, but just because you're a sports guy doesn't automatically mean that's good for the country. It can go either way, actually, sir. More than one citizen was struck by Gerald Ford's errant tee shots. And why do you suppose that pine tree on the 17th fairway at Augusta is nicknamed the "Eisenhower tree"? As with any issue vital to the republic, what you need is a sports czar to point you in the right direction and set your agenda as well as help you avoid the mistakes of your predecessors, such as boycotting the wrong thing or biking when you should be thinking.

Mr. President, you talk of "the work of remaking America," but it will be equally important to remake the play of America, because games are a reflection of a nation's health and ours could do with some reform. You seem to have appointed *The Washington Post's* Sports section as your de facto athletics advisers — the other day when you paid a call to the paper, you didn't ask to speak with the opinion editors, or the book critics. No, you asked, "Where are the sports people?" Here we are, sir. We serve at your pleasure. If you could give us some of those spiffy portfolios with the presidential seal and maybe even some deputizing badges with certain powers of law enforcement, that would be helpful, because reform won't be easy, Mr. President. You have some powerful adversaries. If you really expect us to get anywhere, you might also consider conferring powers of audit, and impoundment.

We know your mind, from certain public statements you've already made.

Forthwith, a presidential sports agenda, with suggested courses of action for your all-important first 100 days in office:

1 Liberate college football from the tyranny of the Bowl Championship Series. You've pledged to use your muscle to do away with the skewed BCS system and to create an eight-team playoff. Actually, this may be one of the easiest things to accomplish in your first term. Opposition to a playoff comes from the despotic cartel made up by the major football conferences, which seek to hoard the millions of dollars in bowl revenue for themselves — and depend on the tax-exempt status they lobby for in Washington. Here are the names of the college leaders on the BCS Presidential Oversight Committee: Chairman David Frohnmyer (Oregon), Rev. John Jenkins (Notre Dame), Robert Khayat (Mississippi), Mark Nordenberg (Pittsburgh), John Peters (Northern Illinois), Harvey Perlman (Nebraska), Graham Spanier (Penn State) and Charles Steger (Virginia Tech).

These individuals preside over a commercial swindle. According to the *Wall Street Journal*, the bowls have become a \$400 million-a-year industry, and bowl executives earn salaries of between \$400,000 and \$500,000. The bowls no longer serve any discernable educational purpose — the participating teams often have graduation rates worse than 50 percent, for which they are rewarded with extravagance. Players in this year's BCS bowls received gifts such as Tourneau watches, Apple iPods and \$300 worth of Sony electronics.

Take away their tax exemptions. Hand the BCS college presidents a bunch of 1120 forms and tell them to start filling them out. They'll buckle.

Additionally, we recommend that the college football season be shortened. Schools begin playing in phony made-for-TV money games in August and the championship isn't decided until the second week in January. A season should begin in autumn and end on New Year's Day, so that everyone can get back to school.

2 Declare freshmen ineligible. Three-quarters of the ills and corruptions in the NCAA would be cured by this simple measure, which was healthily in effect until 1972. Freshman ineligibility would not eradicate illegal recruiting, but it would lessen the temptation to cheat and force schools to make greater commitment to the education of blue-chippers. Hand in hand with the rules of the NBA and NFL, which forbid entry straight out of high school, it would force athletes to spend at least two years on a college campus. For decades, colleges and universities competed just fine without freshmen. Make them sit out a year and learn where the classrooms are.

3 This one is more personal, sir. Sometimes, presidents can change things simply by example, rather than through legislation. No more playing golf in cargo shorts and anklets. We insist. Presidents should play golf in dapper and manly attire, such as slacks, collared shirts and calf-length socks. Not those dainty things that look like you took them from Malia's drawer. Uphold the dignity of your office.

4 Invite Candace Parker to a game of one-on-one in the White House gym, in front of the cameras. Help showcase the richly deserving game

CONTINUED ON PAGE 25

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 24

of women's basketball, in which the coaches are still genuine educators and a college scholarship is still meaningful; 81 percent of the women who play college basketball graduate. It's the purer form of the game, and it's becoming a beautiful one now that talent like Parker's is rising to the rim. Yet college programs still lack funding and attendance, and too many WNBA franchises are struggling for financial survival. Tell the American public that there is no such thing as a men's game and a women's game — there is only one game. Basketball is basketball.

5 Insist that "The Star Spangled Banner" be played in tune at every sports event you attend. There are too many bad versions of the national anthem.

6 Save tennis. Pick up a racket, and demonstrate that basketball is not the only game played on a court with a net. Once, great American champions sprang up from public courts like wildflowers, icons such as Billie Jean King and Arthur Ashe. Then manufacturing companies overpriced rackets and the sport gained a reputation as expensive and hard to teach. In Europe, it remains a common pursuit, and look at the result. Make American tennis a game of the people again. Venus and Serena can't do it alone.

7 Push the NCAA to return the Final Four to arenas, instead of domes. The game is meant to be played in gymnasiums, not immense geodesic structures that could be used as space



BY JAE C. HONG — ASSOCIATED PRESS

While campaigning for president last April, Barack Obama tried to solve pressure applied by University of North Carolina guard Jack Wooten.

stations. The dome experience affects the quality of play and ruins the event for spectators. Players come out flat, unable to hear the crowd noise or tell where the ceiling and walls are. Also, there is something demoralizing about a half-full building meant to hold 40,000. The intimacy of the game is lost. It's been 12 years since the NCAA first started the dome experiment. End it.

8 Fight for equal pay in women's sports. Issue a public statement that Pat Summitt should never make a dime less than the men's coach at Tennessee for the rest of her career. If state officials balk, threaten to cut off their pork. Volunteers men's basketball coach Bruce Pearl is in only his fourth season at Tennessee and never has

been past the Sweet 16, yet he makes more than twice what Summitt makes — an average of \$2.3 million a year, plus a retention bonus of \$1.5 million. Summitt is in her 35th season at Tennessee and has won eight national championships, graduated 100 percent of her players who have completed their eligibility and is closing in on 1,000 career victories. Along the way, she has been a feminist pioneer in the face of gale-force resistance. Yes, men's basketball creates more revenue, but Summitt's program brings in huge bucks, too, and delivers irreplaceable goodwill, prestige and integrity to the university. What should you pay someone for uplifting fully half of the American population?

9 Pardon Marion Jones. It's a despicable fact that a black woman is

the only person in the Balco steroids investigations to serve any significant time in prison. A martinet of a judge gave Jones six months for lying to investigators. Meanwhile, the lowlife Balco chemist got half her sentence and baseball drug dealer Kirk Radomski got only probation. That's vengeance, not justice. Make it right, Mr. President.

10 Summon Daniel Snyder to the Oval Office and gently suggest he hire a general manager for the Redskins, for the good of all. How much longer must the people of the nation's capital suffer dispiriting mediocrity?

You will note that most of these suggestions concern college or amateur sports. We'll have to wait for your second term to tackle the pros. ■

An Integrated Curriculum For The Washington Post Newspaper In Education Program

A Signature With the First Lady's Hand in It

BY RICHARD LEIBY
Washington Post Staff Writer

• *Originally Published January 30, 2009*

It seemed to be all about Lilly Ledbetter at the White House yesterday — her name was enshrined in history, affixed to the first piece of legislation signed by President Obama. He presented the former Goodyear plant supervisor with a pen he used at the East Room signing ceremony and said, “This one’s for Lilly.”

But the day belonged to Michelle Obama, too. She wasn’t on the stage with her husband, but she was there watching, and her stamp was on the new fair-pay law that Democrats have pushed since 2007. Its signing represented a concrete example of the first lady’s interest in domestic policy, women’s advocates say, and signaled her determination to push the concerns of working women and families to the forefront of national debate.

“I think she has the potential to be an extraordinary first lady and advocate for these issues,” said Debra Ness, president of the National Partnership for Women & Families, who was at the White House ceremony. “She has an enormous opportunity to raise these issues because people are so interested in what she has to say. And the power of her voice is so great.”

For feminists, it was clear that the great freeze-out of the Bush years was finally over. Eleanor Smeal, president of the Feminist Majority Foundation, sat in the front row at the signing and later attended a reception Mrs. Obama hosted for Ledbetter and some 150 advocates of women’s causes and civil rights. “It’s very important to have a



BY CHARLES DHARAPAK — ASSOCIATED PRESS

After the president signed the Lilly Ledbetter Fair Pay Act into law, Mrs. Obama (with Ledbetter) hosted a reception for Ledbetter and 150 advocates of women’s causes and civil rights.

CONTINUED ON PAGE 27

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 26

first lady who is so strong for these issues, and so informed,” Smeal said.

Those familiar with the Obamas certainly give the president his due — he’s been pushing women’s rights since his days as an Illinois state legislator — but he’s been advised by what Smeal called “very strong women,” his wife chief among them. The couple worked in tandem promoting Ledbetter’s cause — he backing the bill in the Senate, she raising the issue on the campaign trail.

Obama said he signed the bill not only in honor of Ledbetter, “but in honor of those who came before her. Women like my grandmother who worked in a bank all her life, and even after she hit that glass ceiling, kept getting up and giving her best every day.”

The Lilly Ledbetter Fair Pay Act will give workers alleging pay discrimination more time to take their cases to court. It effectively reverses a U.S. Supreme Court decision that limited Ledbetter’s ability to sue after she discovered that Goodyear had been paying higher salaries to her male counterparts for nearly 20 years.

The Ledbetter bill passed the Senate last week after dying in a close vote last year. Its swift revival gave both the president and his wife an opportunity to show their support, materially and symbolically.

“I don’t recall any first lady getting off to this quick a start” on issues, said historian Myra G. Gutin, author of *The President’s Partner: The First Lady in the Twentieth Century*. “I think [this legislation] is a natural extension of what we may see her do in the White House.”

The State Dining Room reception was the first lady’s first official White House event — not including the traditional open-house welcome she and her husband staged after the inauguration.

Guests noshed on apricot coffee cake, cherry orange scones and fruit. The president dropped by, but his wife did the official speaking, along with Ledbetter. The first lady also worked the room, dressed in a dark purple suit, white pearls and purple pumps.

Ledbetter endorsed the president at a campaign event hosted by Mrs. Obama in Richmond in September, and she took the pre-inaugural train with them from Philadelphia. Mrs. Obama described Ledbetter yesterday as “one of my favorite people in the whole wide world...”

“In traveling across the country over the past two years, Lilly’s story and the broader issue of equal pay was a concern voiced over and over and over again. It was a top and critical priority for women of all racial and ethnic backgrounds — older women, younger women, women with disabilities — and their families,” Mrs. Obama told the crowd at the reception. “This legislation is an important step forward, particularly at a time when so many families are facing economic insecurity and instability.”

It’s historically true that first ladies shape public perceptions of the presidency as much as their husbands — not just through their personalities and fashion choices but through the causes they support. So far Mrs. Obama has announced a three-pronged policy agenda: “supporting military families, helping working women balance career and family, and encouraging national service,” her office said in a statement.

Nancy Reagan launched a “Just Say No” campaign against drug abuse. Rosalynn Carter focused on mental health. Barbara Bush supported literacy, and Laura Bush was also a passionate advocate of reading and books. Hillary Clinton chose health care. She came to the first lady’s office with an impressive

professional résumé, including a law degree, as did Mrs. Obama.

“People wanted to see what Hillary was going to do,” Gutin said. “They want to see what Michelle is going to do.”

Yesterday’s signing ceremony closely echoed an event 16 years ago, at the dawn of the Clinton presidency. On a mild early-February day in the Rose Garden, Bill Clinton signed the first bill of his presidency, at a ceremony his wife attended: The Family and Medical Leave Act, which guaranteed that employees could take up to 12 weeks of unpaid leave for events like the birth of a child. Similar legislation had been vetoed by his predecessor; Mrs. Clinton was among those who lobbied on Capitol Hill in the days before the bill won congressional approval, according to news reports.

Mrs. Obama held several round tables on women’s issues during the campaign, where she heard women voice concerns about child care, other family issues and the economy. “The round tables were a reflection of conversations with her girlfriends,” Katie McCormick Lelyveld, a spokeswoman for the first lady, said yesterday. “She relayed those concerns to her husband.”

Earlier in the morning, the president and his wife attended to their own work-life balance. They went to a second-grade class presentation at Sidwell Friends School’s lower-school campus in Bethesda, which their 7-year-old daughter, Sasha, attends.

Sasha and her peers are studying Native American history and culture.

“Each child did research on an American Indian topic and then presented their work to other students and parents,” school spokesman Ellis Turner said. The lesson included a breakfast featuring Native foods. ■

Staff writer DeNeen L. Brown contributed to this report.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

The Washington Post

AN INDEPENDENT NEWSPAPER

Barack Obama

The Action Americans Need

By now, it's clear to everyone that we have inherited an economic crisis as deep and dire as any since the days of the Great Depression. Millions of jobs that Americans relied on just a year ago are gone; millions more of the nest eggs families worked so hard to build have vanished. People everywhere are worried about what tomorrow will bring.

What Americans expect from Washington is action that matches the urgency they feel in their daily lives — action that's swift, bold and wise enough for us to climb out of this crisis.

Because each day we wait to begin the work of turning our economy around, more people lose their jobs, their savings and their homes. And if nothing is done, this recession might linger for years. Our economy will lose 5 million more jobs. Unemployment will approach double digits. Our nation will sink deeper into a crisis that, at some point, we may not be able to reverse.

That's why I feel such a sense of urgency about the recovery plan before Congress. With it, we will create or save more than 3 million jobs over the next two years, provide immediate tax relief to 95 percent

of American workers, ignite spending by businesses and consumers alike, and take steps to strengthen our country for years to come.

This plan is more than a prescription for short-term spending — it's a strategy for America's long-term growth and opportunity in areas such as renewable energy, health care and education. And it's a strategy that will be implemented with unprecedented transparency and accountability, so Americans know where their tax dollars are going and how they are being spent.

In recent days, there have been misguided criticisms of this plan that echo the failed theories that helped lead us into this crisis — the notion that tax cuts alone will solve all our problems; that we can meet our enormous tests with half-steps and piecemeal measures; that we can ignore fundamental challenges such as energy independence and the high cost of health care and still expect our economy and our country to thrive.

I reject these theories, and so did the American people when they went to the

CONTINUED ON PAGE 29

EDITOR'S NOTE: As the February NIE guide was about to be posted, the February 5, 2009, Post went to press with a guest commentary by President Obama. One of the suggested activities in this guide, Watch the Media, is to collect examples of the president's communication with the public and assess their effectiveness. Begin with discussion of the president's message and point of view presented in this selection.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 28

polls in November and voted resoundingly for change. They know that we have tried it those ways for too long. And because we have, our health-care costs still rise faster than inflation. Our dependence on foreign oil still threatens our economy and our security. Our children still study in schools that put them at a disadvantage. We've seen the tragic consequences when our bridges crumble and our levees fail.

Every day, our economy gets sicker — and the time for a remedy that puts Americans back to work, jump-starts our economy and invests in lasting growth is now.

Now is the time to protect health insurance for the more than 8 million Americans at risk of losing their coverage and to computerize the health-care records of every American within five years, saving billions of dollars and countless lives in the process.

Now is the time to save billions by making 2 million homes and 75 percent of federal buildings more energy-efficient, and to double our capacity to generate alternative sources of energy within three years. Now is the time to give our children every advantage they need to compete by upgrading 10,000 schools with state-of-the-art classrooms, libraries and labs; by training our teachers

in math and science; and by bringing the dream of a college education within reach for millions of Americans.

And now is the time to create the jobs that remake America for the 21st century by rebuilding aging roads, bridges and levees; designing a smart electrical grid; and connecting every corner of the country to the information superhighway.

These are the actions Americans expect us to take without delay. They're patient enough to know that our economic recovery will be measured in years, not months. But they have no patience for the same old partisan gridlock that stands in the way of action while our economy continues to slide.

So we have a choice to make. We can once again let Washington's bad habits stand in the way of progress. Or we can pull together and say that in America, our destiny isn't written for us but by us. We can place good ideas ahead of old ideological battles, and a sense of purpose above the same narrow partisanship. We can act boldly to turn crisis into opportunity and, together, write the next great chapter in our history and meet the test of our time.

February 5, 2009

The writer is president of the United States.

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

Social Studies: Analyze the historic events, documents, and practices that are the foundations of our political systems. (Political Science, Standard 1, Indicator 2)

Social Studies: Analyze the methods used by individuals and groups to shape governmental policy and actions (Political Science, Grade 7, Standard 1, Individual and Group Participation in the Political System)

Government: Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens (Standard 1)

Indicator: The student will evaluate how the principles of government assist or impede the functioning of government (1.1.2).

Assessment limits, Concepts: Federalism, separation of powers, checks and balances, judicial review, representative democracy, limited government, rule of law, individual rights and responsibilities, consent of the governed, majority rule, popular sovereignty, equal protection, and eminent domain.

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

Virginia

Civics and Economics: The student will demonstrate knowledge of the foundations of American constitutional government by a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy and representative government. (CE.2a)

Civics and Economics: The student will demonstrate knowledge of citizenship and the rights, duties and responsibilities of citizens by d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society. (CE.3d)

Civics and Economics: The student will demonstrate knowledge of citizenship and the rights, duties and responsibilities of citizens by e) evaluating how civic and social duties address community needs and serve the public good. (CE.3e)

Standards of Learning currently in effect for Virginia Public Schools can be found online at www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml.

Washington, D.C.

Social Studies: Explain how the role of government in a market economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights. (12.11.1, Dollars and Sense)

Social Studies: Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections (12.9.2, Civil Society)

Social Studies: Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same (Grades 3-5, Chronology and Cause and Effect)

Learning Standards for DCPS are found online at www.k12.dc.us/dcps/Standards/standardsHome.htm.