



BY RIC FELD—ASSOCIATED PRESS

President George W. Bush, left, former presidents Bill Clinton, George H.W. Bush and Jimmy Carter walk from the William J. Clinton Presidential Center to the podium during opening ceremonies in Little Rock, Ark., in November 2004. Not pictured is President Gerald Ford, who did not attend.

INSIDE

8

Meet the Cabinet

9

Attorney
General's Role

10

White House
Families

14

Presidential
Duty

An Integrated Curriculum For The Washington Post Newspaper In Education Program

Executive Decisions

Lesson: Introduce students to the executive branch through the president's nomination of his chief advisers, the role of the Cabinet and the influence of the Attorney General.

Level: Middle to high

Subjects: Government, civics, history

Related Activity: Language arts

National, state and local elections lend themselves to a look at the requirements, process and impact of elections. This is the fourth of five online guides that focus on the broad question: Whose vote really counts? In this guide, we examine the executive branch of government.

Thomas Jefferson called the presidency a "splendid misery." It was a "bully pulpit" to Theodore Roosevelt. The Smithsonian Institution encapsulates it in their "Glorious Burden" exhibition. Some Chief Executives are remembered as great; others have faded into obscurity. President Lyndon Johnson, experienced and wry, stated, "The presidency has made every man who occupied it, no matter how small, bigger than he was; and no matter how big, not big enough for its demands."

In order to become informed participants in a democracy, students should learn about the women and men who make decisions concerning their lives. The president of the United States and the Cabinet that he appoints are such people.

Capitalize It or Not?

You may wish to introduce students to these uses of capitalization. After covering the styles, have students find examples in the newspaper.

The Washington Post capitalizes Cabinet in references to the executive branch of the U.S. government or a state government. Lowercase is used in references to the cabinets of foreign governments. Associated Press style dictates that executive branch always be in lowercase.

The Washington Post uses lowercase in reference to the position and uppercase for the specific federal department:

"Her [Condoleezza Rice] confirmation as secretary of state would be a first for a black woman, and it would mean an unquestioned Bush loyalist would be dispatched to run a critical department that the White House had come to view with suspicion. ... Powell was considered a hero to the State Department bureaucracy because he won increases in funding and personnel." (Nov. 16)

"In background and temperament, Alberto R. Gonzales, President Bush's choice to be attorney general, could hardly be more different from John D. Ashcroft. The current officeholder, from Missouri, is the son and grandson of Assemblies of God ministers; Gonzales, 49, was reared in a Roman Catholic Mexican American family in Texas by parents who had been migrant farmworkers." (Nov. 11)

Although The Post and Associated Press agree that Attorney General should be capitalized only in use before the name of the officeholder, this guide will use the accepted style manual capitalization in the titles of high-ranking officials: Attorney General and Secretary of State.

Meet the Cabinet

<http://www.whitehouse.gov/government/cabinet.html>

President Bush's Cabinet

Biographical information for each Cabinet member. Link provided to each Secretary's departmental Web site.

<http://www.washingtonpost.com/wp-dyn/politics/>

Politics

Select a profile under "The Bush Administration." Scroll for links to Post current and archived articles and commentary.

<http://usinfo.state.gov/usa/infousa/politics/execbran.htm>

Executive Branch

Links to informative sites about the executive branch of U.S. government

<http://bensguide.gpo.gov/3-5/government/national/cabinet.html>

The President's Cabinet

An introduction to the Cabinet for children provided by the U.S. Government Printing Office

<http://www.usdoj.gov/ag/>
Office of the Attorney General
Reports, speeches and documentation of the office

<http://www.future.state.gov/>
Future Diplomats

State Department site introduces students to diplomacy and foreign affairs. Includes world geography, country and career information.

http://www.pbs.org/newshour/extra/teachers/lessonplans/social-studies/confirm_cabinet.html

Choosing the Right Person for the Job

A PBS lesson that reviews the system of checks and balances and introduces the federal confirmation process

CONTINUED ON PAGE 3

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 2

Review the Roles

Three departments and an Attorney General composed the Cabinet of the Washington administration. In 2004, the Cabinet is composed of the vice president and the heads of 15 executive departments. Begin with the Web sites listed in "Meet the Cabinet" and The Washington Post A section, including The Federal Page, to review the responsibilities of each member of the Cabinet. Have students compile a summary of each department, highlighting its area of oversight, recent projects and challenges facing the next leader.

Meet the Cabinet

Give students "Cabinets of President George W. Bush" (or ask students to list the 15 executive departments and their leaders). Which names do they recognize? Direct students to "Politics" at www.washingtonpost.com/politics. Under "The Bush Administration," they will find information about many of the current officeholders and nominees. In the fourth column, students are to name the individual who will hold each position in the second Bush administration. Have students title the column.

Teachers could also clip pictures of the first and second Bush administration Cabinet members from The Post and other news publications. Number and post them around the classroom. How many of these faces do students recognize? Who can they accurately name and identify by department? Why are some more easily identified?

Teachers might also collect copies of The Federal Page profiles of each nominee. Divide students into 15 teams to read profiles, find articles about and introduce each

Cabinet member to the class.

The president nominates his choices to fill Cabinet positions. Discuss how someone becomes a president's nominee. The Senate must confirm each individual. Do Cabinet members owe their chief allegiance to the president, the department they head, the American citizens, the international community? Students might discuss or debate whether the Senate should have the authority to approve advisers to the president. How does this requirement exemplify the system of checks and balances?

Get an Outlook

In "Tight Little Cabinet," Pulitzer Prize-winning political correspondent David S. Broder evaluates the selections President Bush has made for his second-term Cabinet. This commentary may be used to introduce students to the new leaders, to illustrate how Broder incorporates his knowledge of each individual into his essay, and to model the importance of order when writing about more than one person in an essay.

Vocabulary that you might cover before reading the Broder piece include: advocacy, antagonized, continuity, discretionary, encapsulated, feisty, fiasco, nonchalance, patronizing, pedestrian, Prodigal and pummeled.

Does Broder acknowledge the talent of future Cabinet members? Who would Broder not want as a member of the Cabinet? Does he give sufficient reasons for his evaluations? How has he grouped individuals and ordered the ideas of his essay?

Create Your Cabinet

At the beginning of a presidential

The Executive

<http://www.loc.gov/global/executive/fed.html>

Official U.S. Executive Branch Web Sites

The Library of Congress provides links to the main executive branch sites.

<http://www.whitehouse.gov/>

The White House

Activities of the president, issues, speeches and radio address transcripts (in English and Spanish). Just for fun, check out "Barney" for photos and life at the White House.

<http://www.archives.gov/presidential-libraries/addresses/addresses.html>

Presidential Libraries

National Archives and Records Administration provides links to the 11 Presidential Libraries and the Nixon Presidential Materials Staff. Use "Resources" to link to the online libraries.

http://www.americanhistory.si.edu/presidency/5b_frame.html

The American Presidency:

A Glorious Burden

The Smithsonian provides grade-level lesson plans and resources to study the presidency. Includes "Life and Death in the White House" and "Communicating the Presidency."

<http://bensguide.gpo.gov/9-12/government/national/executive.html>

Ben's Guide to the U.S.

Government for Kids

"Executive Branch" is divided into K-2, 3-5, 6-8, 9-12 to provide age-appropriate activities and a section for parents and teachers. Whether looking for the ABC's of Government or the order of succession, take time to explore this U.S. Government Printing Office site.

CONTINUED ON PAGE 4

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 3

term, the president selects the individuals whom he wants as members of his Cabinet. If a president is re-elected, Cabinet secretaries may remain or resign and be replaced. Give students "Cabinets of President George W. Bush." Ask students, individually or in groups, to nominate a candidate for each position. They then write a short nomination statement in which they explain why each nominee should be appointed secretary of the specified department and the Attorney General.

Another option would be to consider the six individuals who are not resigning from their Cabinet positions. Students should conduct research then argue pro and con on whether each should remain. Perhaps assign them a "grade" for their performance.

If you wish to have more positions, you could add the posts that President Bush has accorded Cabinet-level rank: Administrator, Environmental Protection Agency; Director, Office of Management and Budget; Director, National Drug Control Policy; and the U.S. Trade Representative.

Vet Your Nominees

Teachers might suggest or students might nominate three nominees to head each department and Attorney General. In teams, students will research the backgrounds of each nominee. Do Cabinet members need to be of the same political party? What qualities are important for the positions? Must their records be perfect or may they have exercised civil disobedience and been arrested for their stands?

For example, Joseph Biden and Richard Holbrook might join Condoleezza Rice as nominees from Secretary of State; John McCain

and John Warner for Defense. If teachers wish to cross time dimensions to create the "Dream Team of a Cabinet," might John Muir, Henry David Thoreau and Ralph Nader be nominated for Interior?

When giving this assignment discuss the importance of vetting nominees. The recent nomination of Bernard B. Kerik to be the second homeland security secretary is an example. On Dec. 12, the Post reported: "White House officials yesterday blamed Bernard B. Kerik for repeatedly failing to disclose potential legal problems to administration lawyers vetting his nomination to be homeland security secretary, as President Bush prepared to quickly name a replacement and try to put the controversy over the former New York police commissioner's background behind him.

"Kerik, who withdrew his own nomination Friday and apologized yesterday for embarrassing Bush, was asked numerous times by White House lawyers if he had employed an illegal immigrant or failed to pay taxes on domestic help, the sources said." See "White House Puts Blame on Kerik" for the entire article.

Have the reports on the three nominees for each position presented to the president (teacher, classmates playing the role) by the office of White House counsel (each team). Take a vote and place the winners' names in the fourth column of the reproducible "Cabinets of George W. Bush." If time allows, you might compare the students' choice to the president's for his second administration.

Learn About You and Your Rights

Through the following activity, students will describe the roles

Read About It

Barnes, Peter W. and Cheryl.

Woodrow, the White House Mouse
Woodrow G. Washingtall and his family move into the White House after his inauguration as president of the United Mice of America. Through illustrations and verse learn about the duties of the president and tour the White House.

Beschloss, Michael, ed.

American Heritage Illustrated History of The Presidents
Scholars and presidential historian Beschloss profile George Washington to Bill Clinton, presidents' lives, failures and successes.

Cheney, Lynne. *When Washington Crossed the Delaware: A Wintertime Story for Young Patriots*

The vice president's wife takes young readers back to December 1776 where they meet a courageous future president. Gen. Washington has faced many defeats, but he persists in the struggle for independence.

Davis, Todd and Marc Frey. *New Big Book of U.S. Presidents: A Young Reader's Guide to the Presidency*
National Portrait Gallery portraits, readable narrative by two historians covering George Washington to George W. Bush, and a timeline throughout the volume

Fleming, Candace. *A Big Cheese for the White House: The True Tale of a Tremendous Cheddar*
In 1801 when the townspeople of Cheshire, Mass., learn that President Jefferson is serving cheese from a Connecticut town, they organize to make a big cheese for him. Watercolors as delicious as the cheddar grace the pages.

CONTINUED ON PAGE 5

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 4

of Cabinet members, debate an issue of national security, and assess the role of the Attorney General. Give students and discuss "Spotlight on the Attorney General's Role" for background.

Assign students to play different Cabinet members. One person should be assigned to be president of the United States. If necessary, assign two students to each Cabinet role. Ask students to research their roles on the Internet. Then explain to them the president's Cabinet will be meeting to discuss an issue of vital national importance: a law that would allow greater authority to law enforcement in the interest of deterring and capturing terrorists.

The Attorney or Attorneys General should be prepared to present five to ten ideas related to this topic. Each Cabinet member is to determine how his or her area of responsibility will be influenced by the proposed law. What budgetary needs would the new law require that might reduce their budgets for other projects? How might the new law assist them in reaching departmental goals?

After time has been given for research, Attorney(s) General make their presentation and the Cabinet members discuss and pose questions. The main issue at stake is balancing national security with the individual constitutional rights of citizens. At the end of the exercise, the class should evaluate the performance of the Attorney(s) General based on Senator Leahy's description of the role. The Cabinet members should answer the following questions: In presenting her/his ideas, did the Attorney General adequately balance national security and civil liberties of citizens? Is there ever a time when

First Amendment rights should be diminished for the public security?

Order Succession

When a president becomes very ill or injured, who performs his duties? If he dies, who succeeds him? Is the vice president automatically president or is he acting president? Students may find it interesting to learn that Vice President Chester A. Arthur never met with, nor assumed the duties of, President Garfield during the 80 days that Garfield survived after being shot. In contrast, when President Eisenhower was ill in 1955 and 1956, Vice President Richard Nixon presided over Cabinet meetings and communicated with the president. After the assassination of President John F. Kennedy, Congress addressed this issue. In 1967 the states ratified the 25th Amendment that set procedures for presidential and vice presidential succession.

West Wing episodes have focused on presidential illness so students may be familiar with the dilemma, but are they sure of the order of succession? Secretary of State Al Haig, in 1981 thought he was in line after the vice president to assume duties.

The Presidential Succession Act of 1947 established the order that would be followed when the president was unable to hold office or was removed from office. The first five in order are: vice president, speaker of the House, president pro tempore of the Senate, Secretary of State and Secretary of the Treasury. The order of succession continues in order that departments were established. You may wish to discuss the following with students:

- Why is it important to have an

Family Life in the White House

<http://americanhistory.si.edu/presidency/3a4.html>

White House Weddings

Souvenirs from White House weddings are pictured on the Smithsonian site, part of its Life and Death in the White House exhibit.

<http://www.whitehouse.gov/history/life/familylife.html>

Tears of Joy and Laughter

Family life at the White House includes photo glimpses of First Families.

<http://clinton4.nara.gov/WH/kids/html/children.html>

Children in the White House

Chelsea Clinton to Tad Lincoln

<http://www.iowa-city.k12.ia.us/Hoover/lifewh.html>

Life in the White House

Reflection on the Herbert Hoover family life in the White House that began in 1929. Includes story of the Christmas eve fire in the West Wing.

<http://www.whitehouse.gov/kids/abc/>

Historical White House ABC's

Many of the letters picture White House children and pets.

Whitcomb, John and Claire. *Real Life at the White House: 200 Years of Daily Life at America's Most Famous Residence*

Composed of 42 chapters, one for each administration from Washington who chose its site to William Jefferson Clinton. Pictures, presidential quotations and anecdotes bring the families and the White House to life.

CONTINUED ON PAGE 6

An Integrated Curriculum For The Washington Post Newspaper In Education Program

CONTINUED FROM PAGE 5

accepted order to assume the duties of president and vice president?

- Have students review the background of the 18 individuals who could become president. Do they consider them all capable to hold the position?

- Gerald Rudolph Ford presents an extraordinary study in succession. On Aug. 9, 1974, Gerald Ford became the 38th president of the United States. Why was he vice president in 1974? On Aug. 20, Ford selected former New York Governor Nelson A. Rockefeller to be his vice president. Ford and Rockefeller are the only two vice presidents to serve by appointment rather than by election. Why was Ford allowed to select his vice president? For another bit of presidential trivia, Ford is the second former U.S. president to live to be 91 (born July 14, 1913); Ronald Reagan was the first to reach his 91st birthday.

- On Inaugural Day and when the president gives the State of the Union address, a member of the Cabinet is not present. Why is this done? How is this person selected?

Meet the Families

It might be easy to forget that the president and First Lady have a family and personal life. From George Washington to the current president First Families have intrigued the public. "White House Families" can be used for an Internet or library search, as a quiz after a study of the presidents or as stimulus before study of presidential families. Answers with some comments are provided for teachers.

Read More

If guest commentator Mark Perry is right, not many presidential memoirs fair well in the critic's eye. An excerpt

from "All the Presidents' Books," a review of presidential memoirs, is provided. Which presidents' memoirs receive a positive evaluation? You might have older students read one of the presidential memoirs, a book written by a former president, or one of the favorites of a 2004 presidential candidate (See "Candidates' Choice"). Ask students to write a book review. All the books would make good reading for teachers.

Extension

1. Write a letter to one of the Cabinet members. What do you think the Cabinet member should do for children in this country or in the world?

2. Examine the role of the president in negotiating treaties and the required advice and consent of the Senate. Begin with Woodrow Wilson's Fourteen Points that the Senate did not approve. Did their refusal lead to WWII? Why do presidents use executive agreements rather than treaties to achieve some international goals? Have students research the first administration of the current president. Were any treaties negotiated and approved by the Senate? Any executive agreements signed?

3. Study one president's place in American political history and hearts. The passing of Ronald Reagan, the president who lived longer than any other former president, was received with an outpouring of affection, respect and grief. Post archived coverage including videos, interviews and photographs may be found at www.washingtonpost.com/politics where you select "Special Reports." Under Political History select "Ronald Reagan, 1911-2004." A study of the ceremonies and dignity accorded present and past presidents may also be illustrated with material in this collection.

Candidates' Choice

During the 2004 campaign, President Bush and Democratic candidates were asked by Bookselling This Week to share their favorite books. Here are some of the titles they listed as among their favorite books:

President Bush

- *The Raven: A Biography of Sam Houston*, Marquis James
- *The Good Life and Its Discontents*, Robert J. Samuelson

Wesley Clark

- *The Great Santini*, Pat Conroy

Howard Dean

- *Nickel and Dimed*, Barbara Ehrenreich
- *All the King's Men*, Robert Penn Warren
- *To Kill a Mockingbird*, Harper Lee
- *Truman*, David McCullough

John Edwards

- *The Trial of Socrates*, I.F. Stone

Dick Gephardt

- *Truman*, David McCullough

John Kerry

- *Trinity*, Leon Uris
- *Undaunted Courage*, Stephen Ambrose Pierce
- *Flags of Our Father*, James Bradley and Ron Powers

Joe Lieberman

- *All the King's Men*, Robert Penn Warren

Reverend Al Sharpton

- *Moral Man and Immoral Society: A Study of Ethics and Politics*, Reinhold Niebuhr

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Outlook: Tight Little Cabinet

David S. Broder

President Bush's second-term Cabinet choices pronounce a clear preference for continuity and control. The striking thing about his reshuffle is the priority he has given to familiarity and loyalty over fresh ideas and novel perspectives.

Of the 14 traditional Cabinet posts he has filled (with homeland security still to come), only two have gone to people not already serving in the administration. Mike Johanns, the governor of Nebraska, moves to the Agriculture Department and Carlos Gutierrez shifts from being chief executive of Kellogg, the cereal maker, to the Commerce Department.

Bernard Kerik, the former New York City police commissioner, would have been the third, had he not withdrawn from the homeland security job a week after he was nominated. The fiasco of his unexamined background—so reminiscent of the screw-ups at the beginning of Bill Clinton's first term—may suggest one reason Bush preferred to stay with the tried and true.

There are some winners and losers in this bunch, but overall, the president has assured himself that the lines of authority to the Oval Office will be unchallenged and that his wishes will be seen as commands.

In three instances he has moved people from the White House senior staff into the leadership of departments where important presidential initiatives will be carried out. Condoleezza Rice, the national security adviser, will replace Colin Powell at the State Department, sending a message to the sometimes-independent foreign service bureaucrats that second-guessing of the president is off-limits.

By making Alberto Gonzales, who has been his personal counsel in Austin

and in the first-term White House, the attorney general, Bush guarantees that the Justice Department, with its vast discretionary powers in law enforcement, will deliver no unpleasant surprises to the administration or its friends in the business community.

And Margaret Spellings, the able domestic policy aide who shaped education policy in Austin and from the White House, will become the visible point person now as secretary of education.

For the even more important domestic policy job of secretary of health and human services, Bush picked one of the ablest executives and politicians in the Republican Party, Mike Leavitt, the former governor of Utah. Leavitt succeeds another dynamo, former Wisconsin governor Tommy Thompson, and now has a chance to demonstrate his capability to a wider audience than in his earlier assignment as head of the Environmental Protection Agency. The EPA is a dead-end job in a Republican administration—one whose occupant is certain to be pummeled by the cross-pressures from advocacy and industry groups. Now Leavitt is where he has an opportunity to succeed and to shine.

That is not likely to be said about the two most notable of the six holdovers from the first term, Defense Secretary Don Rumsfeld and Treasury Secretary John Snow.

Rumsfeld's hold on the president is hard for outsiders to fathom. Early on, he antagonized much of the military brass and many influential Republican members of Congress who specialize in defense affairs. The advice he and his associates gave the president about what the United States would face in Iraq was wrong more often than it was right. And his nonchalance about the

consequences of those misjudgments has stunned even some of us who have known and admired him in the past.

It was all encapsulated last week in his blowing off a soldier's inquiry in Kuwait about the lack of protective armor for the trucks in which troops are riding down the deadly roads in Iraq. "You go to war with the Army you have. They're not the Army you might want or wish to have at a later time," Rumsfeld said, in what sounded like a patronizing tone.

But the Army we have is the one he designed, led by commanders he chose, an Army much smaller than the force many of his generals had said was needed to secure control of a post-Saddam Hussein Iraq. And now that Army knows Rumsfeld remains its boss.

As for Secretary Snow, his performance at the Treasury the past two years, following the firing of the feisty Paul O'Neill, has been so pedestrian that anonymous "senior White House officials" were telling reporters for weeks after the election that Snow would soon be replaced—only to discover that the president had no liking for any of the prospective successors. Snow the Outcast was instantly transformed into Snow the Prodigal Presidential Pal—at least until the next round of back-stabbing begins.

The whole personnel process has been a strange prelude to the second term—disciplined and smart one moment, negligent and self-indulgent the next. It sends mixed messages about what lies ahead.

Washington Post political correspondent David S. Broder won the Pulitzer Prize for distinguished commentary in 1973. He may be reached at davidbroder@washpost.com.

Cabinets of President George W. Bush

The tradition of the Cabinet dates back to the establishment of the presidency itself. Among the presidential duties itemized in the U.S. Constitution, Section 2 of Article II, is this one: “he 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.” George Washington created three executive departments—State (Foreign Affairs, July 27), War (Aug. 7) and Treasury (Sept. 2)—after his inauguration in April 1789. On September 24, Congress in the Judiciary

Act of 1789 established the Supreme Court and the position of Attorney General. On February 25, 1793, President Washington held the first Cabinet meeting. Individuals who are selected to head the departments of the executive branch are expected to have knowledge and experience in specific areas. It is the duty of the Cabinet members to advise the president on any subject he may require relating to their responsibilities and needs of their departments.

Est.	Department	First Term
1789	State	Colin L. Powell
1789	Treasury	John W. Snow
1849	Interior	Gale A. Norton
1862	Agriculture	Ann M. Veneman
1870	Justice (Attorney General, 1789)	John D. Ashcroft
1903	Commerce	Donald L. Evans
1913	Labor	Elaine L. Chao
1947	Defense	Donald H. Rumsfeld
1953	Health and Human Services	Tommy G. Thompson
1965	Housing and Urban Development	Alphonso Jackson
1966	Transportation	Norman Y. Mineta
1977	Energy	Spencer Abraham
1979	Education	Roderick R. Paige
1988	Veterans Affairs	Anthony J. Principi
2003	Homeland Security	Tom Ridge

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Spotlight on the Attorney General's Role

The Chief Executive of the United States, also known as the president, has a team of close advisors called the Cabinet. The Cabinet is a part of the executive branch of the U.S. federal government consisting of the heads of federal executive departments. Interestingly, the term "Cabinet" does not appear in the U.S. Constitution, where reference is made only to the heads of departments.

The Constitution does not say which or how many executive departments should be created. The current Cabinet is composed of the vice president and, by law, the heads of 15 executive

YOU AND YOUR RIGHTS

departments—the Secretaries of Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Homeland Security, Housing and Urban Development, Interior, Labor, State, Transportation, Treasury, and Veterans Affairs, and the Attorney General.

You may have noticed one thing the Attorney General does not have in common with other Cabinet members: the Attorney General is the only member who is not given the title Secretary. When Congress established the job in 1789, the Attorney General gave legal advice to Congress and the President. This function is based on English legal practice. An Attorney General role of chief public prosecutor has been documented to 1277.

George Washington nominated fellow Virginian Edmund Randolph to be the first Attorney General. Randolph had been aide-de-camp to General

Washington, a legal adviser and lawyer for citizen Washington and governor of Virginia in 1786.

By 1819, it was clear that this was too much work for one person.

President Ulysses S. Grant signed the bill that replaced the Office of the Attorney General. The Department of Justice with the new office of Solicitor General began operation on July 1, 1870. The Attorney General remained as head of the new department with the same responsibilities. The Solicitor General argues for the U.S. government in front of the Supreme Court, when the government is party to a case.

Many people think the role of Attorney General as the nation's "top cop," the chief criminal law enforcer. According to the Department of Justice Web site, "the Attorney General, as head of the Department of Justice and chief law enforcement officer of the Federal Government, represents the United States in legal matters generally and gives advice and opinions to the President and to the heads of the execu-

tive departments of the Government when so requested. The Attorney General appears in person to represent the Government before the U.S. Supreme Court in cases of exceptional gravity or importance."

During Senate Judiciary committee hearings in January 2001, Senator Patrick Leahy made the following remarks about the Attorney General's role:

"Remember, the attorney general is not the president's counsel; he has a counsel for that. The attorney general is there for every one of us, Democrats, Republicans, rich, poor, white, black, no matter who you are. ... the attorney general is the most important person in the Cabinet, because unlike other members of the Cabinet, this is somebody who represents all of us, not there just to represent administration policy. You should have evenhanded law enforcement, protection of our basic constitutional rights...."

Washington and his cabinet. President George Washington, left, Secretary of War Henry Knox, Secretary of the Treasury Alexander Hamilton, Secretary of State Thomas Jefferson and Attorney General Edmund Randolph.



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White House Families

Multiple Choice. Select the correct answer from those given.

- _____ 1. When she married the president in a White House ceremony, she became the youngest First Lady and he the only president whose wedding took place in the White House

a. Mamie Dowd and Dwight David Eisenhower
b. Frances Folsom and Grover Cleveland
c. Lynda Johnson and Charles “Chuck” Robb
d. Edith Kermit Carow and Theodore Roosevelt
- _____ 2. President whose 13 grandchildren visited the White House in his last term in office:

a. Ulysses Grant
b. Benjamin Harrison
c. Andrew Jackson
d. Franklin D. Roosevelt
- _____ 3. Which president, while in France, collected recipes for fruit tarts, french fries, pigs feet and the most popular—ice cream?

a. Thomas Jefferson
b. John F. Kennedy
c. Ronald Reagan
d. John Tyler
- _____ 4. Which president and First Lady moved into the White House with two daughters, four sons and many pets, including a badger, a bear, snakes and a calico pony?

a. James Garfield
b. Andrew Johnson
c. Richard Nixon
d. Theodore Roosevelt
- _____ 5. The baby daughter of which president was the namesake for the Baby Ruth candy bar?

a. John Q. Adams
b. James Buchanan
c. Grover Cleveland
d. John F. Kennedy

Matching. Pair the name with the correct information about him or her.

- _____ 1. Esther Cleveland

a. first child of a president to marry in the White House
- _____ 2. David Eisenhower

b. first and only child of a president to be born in the White House
- _____ 3. Maria Monroe

c. daughter of a president who was married to Jefferson Davis
- _____ 4. Julie Nixon

d. grandson of a president who celebrated his eighth birthday in the White House with Roy Rogers and Dale Evans
- _____ 5. Benny Pierce

e. son of president who died in a train wreck months before his father’s inauguration
- _____ 6. Knox Taylor

f. daughter of a president who married the grandson of a president

Chronology. The following children of presidents were married at the White House. They are listed in alphabetical order. Number them in the order that their fathers were president. Place 1 before the child of the earliest president; 9 for the most recent. (A little help: John Adams is the son of John Quincy Adams; Jessie Wilson married a year before her sister.)

- _____ a. John Adams
- _____ b. Nellie Grant
- _____ c. Lynda Johnson
- _____ d. Maria Monroe
- _____ e. Tricia Nixon
- _____ f. Alice Roosevelt
- _____ g. Elizabeth Tyler
- _____ h. Eleanor Wilson
- _____ i. Jessie Wilson

Children Grow Up in the White House. In recent administrations, families with one or more young children resided in the White House. Enter the year the family came to live in the White House in the column to the left. Name the First Lady in the center column. Name their child/children in the column to the right.

President	Year	First Lady	Child/Children
George W. Bush			
Jimmy Carter			
Bill Clinton			
John F. Kennedy			

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White House Families Answers

Multiple Choice

1. (b) Grover Cleveland married Frances Folsom in a private White House ceremony in 1886. Cleveland was the only president whose wedding took place in the White House, and at 21, Frances became the youngest First Lady.

2. (d) Franklin and Eleanor Roosevelt had 13 grandchildren by FDR's fourth inaugural, January 20, 1945. President and Mrs. Harrison's daughter, her two children and many relatives lived in the White House while he was in office.

3. (a) Visit American Treasures of the Library of Congress to see the handwritten "Jefferson's Recipe for Vanilla Ice Cream."

4. (d) Teddy's children were a lively brood with many pets. Andrew Johnson had many family members who lived in the White House: two surviving sons, widowed daughter and her children, and their older daughter, her husband, Senator Patterson and their children. Five of President and Mrs. Garfield's children lived in the White House.

5. (c) The Baby Ruth candy bar was named after Ruth Cleveland, the President's baby daughter.

Matching

1. (b) Esther Cleveland was born in the White House on September 9, 1893. Her mother, Frances, gave birth to her second daughter in the

Clevelands' bedroom on the northwest area of the second floor.

2. (d) Dwight and Mamie Eisenhower's grandson celebrated his eighth birthday in 1956 at the White House with a western party based on television personality and cowboy, Roy Rogers.

3. (a) James Monroe's daughter Maria was the first child of a president to marry in the White House. Her 1820 ceremony was restricted to family.

4. (f) She married David Eisenhower Dec. 22, 1968. They met as children when Richard Nixon was Ike's vice president.

5. (e) On a journey by train, January 6, 1853, the car in which president-elect Franklin Pierce and his family rode was derailed and Benny killed before their eyes. The whole nation shared the parents' grief. The inauguration on March 4 took place without an inaugural ball and without the presence of Mrs. Pierce.

6. (c) Zachery Taylor's second daughter, Knox, married Lt. Jefferson Davis in gentle defiance of her parents. Within three months of her wedding, Knox died of malaria. Taylor was not reconciled to Davis until they fought together in Mexico.

Chronology

There have been 17 documented White House weddings. That of

Alice Roosevelt to Ohio congressman Nicolas Longworth is considered the grandest, according to the White House Historical Association.

a. (2) John Quincy Adams, 1825-29; b. (4) Ulysses S. Grant, 1869-77; c. (8) Lyndon Johnson, 1963-69; d. (1) James Monroe, 1817-25; e. (9) Richard Nixon, 1969-74; f. (5) Theodore Roosevelt, 1901-09; g. (3) John Tyler, 1841-45; h. (7) and i. (6), Woodrow Wilson, 1913-21.

Children Grow Up in the White House

Bush, 2001, Laura, twin daughters Jenna and Barbara; Carter, 1977, Rosalyn, Amy lived there with her parents, and had three older brothers—Jack, Chip, and Jeff. Clinton, 1993, Hillary, Chelsea; Kennedy, 1961, Jacqueline Bouvier Kennedy, Carolyn and John Kennedy Jr., the first young children of a president in half a century to live in the White House.

Sources: Among the sources for the quiz answers are the presidential museum sites, www.americaslibrary.gov, www.whitehousehistory.org and www.whitehouse.gov/history/firstladies.

An Integrated Curriculum For The Washington Post Newspaper In Education Program

All the Presidents' Books

The history of presidential memoir writing is, in sum, a history of failure. For the most part, presidential memoirs offer little in the way of insight into or understanding of the men who have held the nation's highest office. They're mostly written to celebrate a president's triumphs while excusing his failures. Only one really manages to rise above the banal to open a real window onto a leader's soul and qualify as a genuine literary achievement. As for the rest, when they're not self-serving, they're shallow, dull and lined with boilerplate.

Even Ronald Reagan, the Great Communicator, was less than great when it came to writing his own story. Americans looking in the wake of his death, for a key to his personality, an explanation of this vision and an understanding of his legacy won't find much of any of that in *Ronald Reagan: An American Life*, published in 1990. ...

James Buchanan, the first president to write his memoirs, could have used a ghostwriter. Published in 1866, the book is as forgettable as his presidency. ...

Buchanan and Hoover were typical of many presidents in the first 150 years of the republic who decided to write memoirs. For the most part, failed ones needed to explain their actions; successful ones didn't. George Washington retired to Mount Vernon and kept silent, Thomas Jefferson returned to Monticello and wrote letters, and Andrew Jackson went home to the Hermitage, where he struggled to pay his son's debts. The one exception to this early rule was Teddy Roosevelt. An explorer, naturalist, politician, soldier and writer, Roosevelt was a strong president and an unforgettable man. But he, too, wrote a forgettable memoir.

Theodore Roosevelt: An Autobiography lacks the man's vibrancy and reads like a series of predictable moralisms devoid of the biting insights that characterized his public pronouncements. ... Roosevelt was a prodigious and talented writer, whose works on naturalism (*The Winning of the West*) and the Spanish-American War (*The Rough Riders*) are lively and compelling in precisely the way his autobiography isn't.



LIBRARY OF CONGRESS, PRINTS AND PHOTOGRAPHS DIVISION

Battling throat cancer, President Ulysses S. Grant finished his memoirs days before his death. The book became a best-seller.

... In truth, *Keeping Faith* is not nearly as good as Carter's affecting memoir of growing up in Georgia, *An Hour Before Daylight: Memories of a Rural Boyhood*.

We should not be too disappointed by these judgments: Presidents are politicians, after all, not memoirists. Even so, there is one notable exception amid the field of mediocrities—the most popular and widely read memoir by a president, written by Ulysses S. Grant.

When he published Grant's *Memoirs* in 1885, Mark Twain, who was astonished at the sophistication of the writing, compared it to Caesar's *Commentaries*. Grant's book is a stunning piece of literature, made all the better by the fact that he wisely focused his attention on the Civil War and not on his presidency. Written in 13 months, the work is entirely Grant's own. And Grant did not write either to retrieve his reputation or to gain public office, but like Truman,

to stave off bankruptcy. But where Truman failed, Grant succeeded. With Twain urging him on, he struggled through the pain and exhaustion of his battle with throat cancer to finish the work; he did so just days before his death.

... While it's long, the writing is spare and straightforward; the greater the military crisis, it seems, the greater Grant's restraint. He admits his fears without embarrassment. The result is a fast-paced, unaffected story that is, in the words of the critic Edmund Wilson, "a unique expression of national character." In a life full of heroic moments, Grant's struggle to finish his memoirs might have been his greatest. His wife, Julia, reaped the benefits—collecting more than \$450,000 in royalties, an enormous sum at the time. No other president has ever penned a book that matches the power of Grant's *Memoirs*.

Excerpts from Mark Perry's June 13, 2004, critique of presidential memoirs written before the release of former President Clinton's My Life. Perry is the author of Grant and Twain: The Story of a Friendship That Changed America.

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Recent Notable Books

Adler, David. *A Picture Book: Dwight David Eisenhower Biography of 34th president*

Armstrong, Jennifer. *Theodore Roosevelt: Letters From a Young Coal Miner*
Through fictional letters the president, his lively family and the conditions in the mines in early 1900 are presented. From Dear Mr. President series.

Bausum, Ann. *Our Country's Presidents*
A National Geographic Society portrait of the presidents; divided into six chronological sections, presidents are seen in context of their times.

Bornemann, Karen. *Franklin D. Roosevelt*
A biography that brings one of the greatest presidents to life, includes places to visit. United States Presidents series.

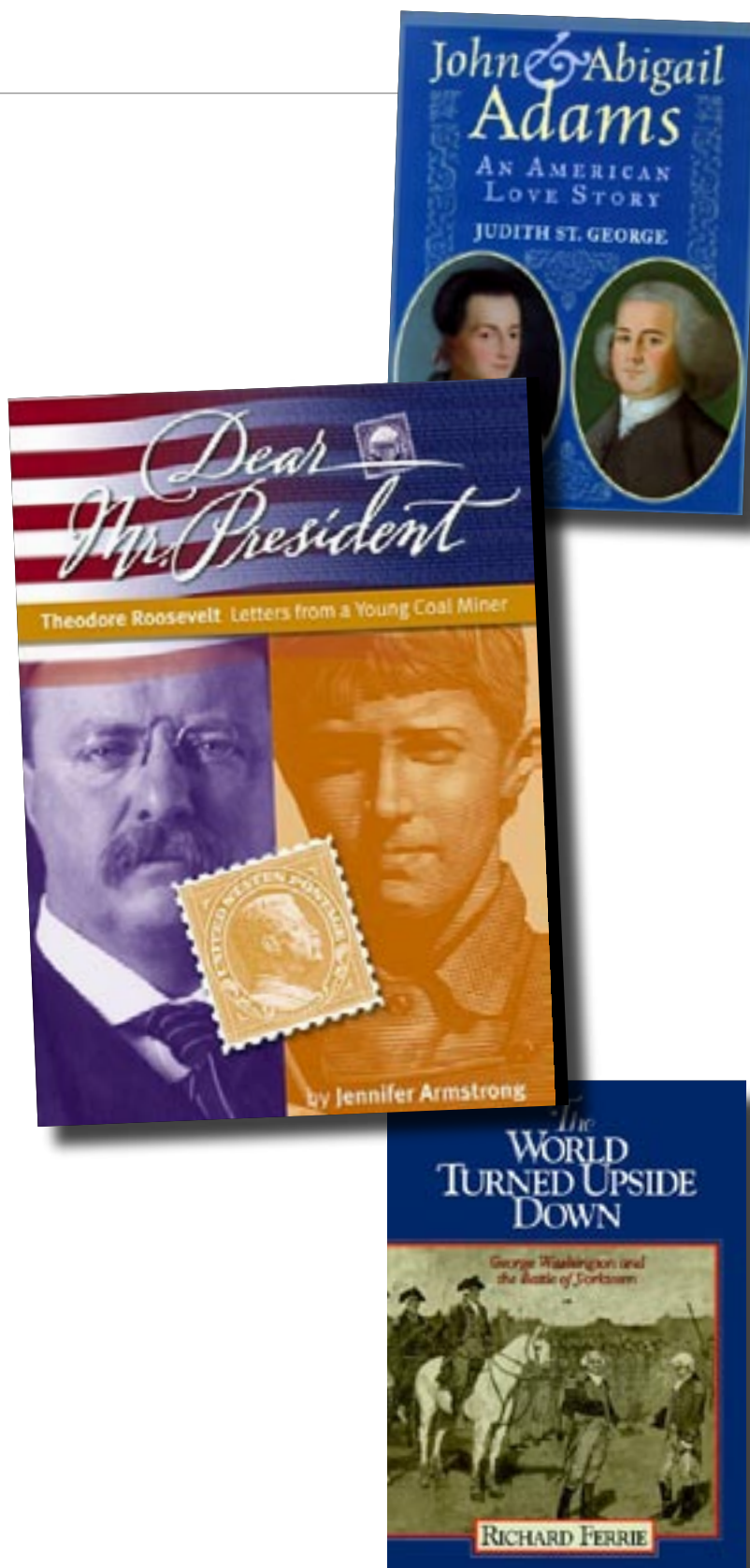
De Young, C. Coco. *A Letter to Mrs. Roosevelt*
A letter from a girl in Penn. seeks help in saving her family's home during the Depression

Ferrie, Richard. *The World Turned Upside Down: George Washington and the Battle of Yorktown*
Maps, photos and chart aid the lively account of the battle. Meet Washington the military leader.

Fradin, Dennis. *The Signers: The 56 Stories Behind the Declaration of Independence*
The diverse group who pledged their lives, fortunes and honor to American freedom

St. George, Judith. *John and Abigail Adams: An American Love Story*
Based on letters exchanged between the two as he fulfilled his public duties; etchings, drawings and photographs to illustrate

Recommended by CBC and NCSS



Presidential Trivia

Multiple Choice. Select the correct answer from the choices given. There may be more than one correct answer.

_____ 1. He believed that shaking hands was beneath a president. He would bow to his guests.

- a. James Buchanan
- b. Calvin Coolidge
- c. Martin Van Buren
- d. George Washington

_____ 2. Which of these presidents died on July 4?

- a. John Adams
- b. Thomas Jefferson
- c. James Monroe
- d. Zachary Taylor

_____ 3. His library of approximately 6,000 books was purchased for \$23,950 to help start the Library of Congress.

- a. John Quincy Adams
- b. James Garfield
- c. Thomas Jefferson
- d. John Tyler

_____ 4. Which two former presidents celebrated their 91st birthdays?

- a. John Adams
- b. Gerald Ford
- c. Herbert Hoover
- d. Ronald Reagan

_____ 5. Which president rose from clerk in a store to general to President of the United States in seven years?

- a. Dwight D. Eisenhower
- b. Ulysses S. Grant
- c. William Henry Harrison
- d. Harry S. Truman

Matching. Match the president with the trivia that is true of him.

- | | |
|---------------------------|---|
| _____ 1. Millard Fillmore | a. president when gaslights were installed in the White House |
| _____ 2. James Madison | b. could not vote for himself for president because he was not registered |
| _____ 3. James Monroe | c. first president to wear long trousers |
| _____ 4. James Know Polk | d. president when a bathtub was installed in the White House |
| _____ 5. Zachary Taylor | e. first president to have been a U.S. senator |

Fill-in-the-Blank

1. Name the eight presidents born in Virginia.

_____	_____
_____	_____
_____	_____
_____	_____

2. Name the seven presidents born in Ohio.

_____	_____
_____	_____
_____	_____
_____	_____

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Presidential Trivia Answers

Multiple Choice

1. (d)
2. (a, b, c) John Adams and Thomas Jefferson on July 4, 1826. James Monroe on July 4, 1831, in New York, NY. Zachary Taylor ate cherries and milk at a hot July 4, 1850, ceremony to break ground for the Washington Monument; he became ill and died in office five days later. Some historians do not accept gastroenteritis as the cause of death. The remains of President Taylor were exhumed and samples of hair and fingernail were tested by forensic scientists in 1991. [Visit <http://www.ornl.gov/ORNLReview/rev27-12/text/ansside6.html> for official results of the investigation]
3. (c)
4. (b, d) Ronald Reagan and Gerald Ford both celebrated their 91st birthdays. On July 14, 2004, Ford became the second former U.S. president to live to be 91. After the death of Ronald Reagan, Ford became the oldest living former President.

Ronald Reagan

Born: February 6, 1911
Died: June 5, 2004
Age at death: 93 years, 119 days

John Adams

Born: October 30, 1735
Died: July 4, 1826
Age at death: 90 years, 247 days

Herbert Clark Hoover

Born: August 10, 1874
Died: October 20, 1964
Age at death: 90 years, 71 days

Harry S. Truman

Born: May 8, 1884
Died: December 26, 1972
Age at death: 88 years, 232 days

James Madison

Born: March 16, 1751
Died: June 28, 1836
Age at death: 85 years, 104 days

Thomas Jefferson

Born: April 13, 1743
Died: July 4, 1826
Age at death: 83 years, 82 days

Richard Milhous Nixon

Born: January 9, 1913
Died: April 22, 1994
Age at death: 81 years, 103 days
5. (b) When the War Between the States began, Ulysses S. Grant was working as a clerk in his father's leather store in Galena, Ill. Although Grant graduated from West Point, he planned to be a professor of mathematics. He served in the Mexican War and then in the Civil War was appointed General of the Armies.

Matching

1. (d) Fillmore was also president when a kitchen stove and library were installed in the White House for the first time
2. (c) Knee breeches were worn by all previous presidents. James Madison was also the shortest and lightest president: 5 feet, 4 inches and weighing less than 100 pounds
3. (e)
4. (a)
5. (b) Zachary Taylor, a soldier who moved often, never voted until he was 62.

Fill in the Blank

1. The eight presidents born in Virginia:
 1. George Washington (1st), Westmoreland County, February 22, 1732
 2. Thomas Jefferson (3rd), Shadwell, April 13, 1743

3. James Madison (4th), Port Conway, March 16, 1751
4. James Monroe (5th), Westmoreland County, April 28, 1758
5. William Henry Harrison (9th), Berkeley, February 9, 1773
6. John Tyler (10th), Greenway, March 29, 1790
7. Zachary Taylor (12th), near Barboursville, November 24, 1784
8. Woodrow Wilson (28th), Staunton, December 28, 1856

2. The seven presidents born in Ohio.

1. Ulysses Simpson Grant (18th), Point Pleasant, April 27, 1822
2. Rutherford Birchard Hayes (19th), Delaware, October 4, 1822
3. James Abram Garfield (20th), Orange, November 19, 1831
4. Benjamin Harrison (23rd), North Bend, August 20, 1833
5. William McKinley (25th), Niles, January 29, 1843
6. William Howard Taft (27th), Cincinnati, September 15, 1857
7. Warren Gamaliel Harding (29th), near Corsica, November 2, 1865



FILE PHOTO BY HARRY NALTCHAYAN—THE WASHINGTON POST

President Ronald Reagan, right, is flanked by former presidents Gerald Ford, far left, and Richard Nixon in October 1981 during a speech about slain Egyptian president Anwar Sadat.

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, Political Science, Grade 8.*

Political Science. Grade 8: Students will describe the evolution of the U.S. political system as expressed in the United States Constitution, and the Bill of Rights.

- Explain the impact of precedence in the Office of the President such as the establishment of a cabinet and foreign policy.

Government

Political Systems. The student will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems.

1.1.4: The student will explain roles and analyze strategies individuals or groups use to initiate change in government policy and institutions.

1.2: The student will evaluate how the United States government has maintained a balance between protecting rights and maintaining order.

English

Students will read, comprehend, interpret, analyze and evaluate informational texts. Develop comprehension skills by reading a variety of self-selected and assigned informational texts. Grade 3: newspapers; Grade 8: editorials and commentary.

A complete list of State Content Standards of Maryland can be found at <http://www.mdk12.org/mspp/standards/>.

Virginia*Government*

The student will demonstrate knowledge of the organization and powers of the national government by

- examining the legislative, executive, and judicial branches;
- analyzing the relationship between the three branches in a system of checks and balances.

Civics and Economics

The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

- examining the roles and powers of the executive branch.

English

Reading, Grade 7: The student will read and demonstrate comprehension of a variety of informational texts. Describe how word choice and language structure convey an author's viewpoint.

Writing, Grade 7: The student will develop narrative, expository and persuasive writing.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

Washington, D.C.*Social Studies*

Political Ideas, Turning Points, and Institutions. Grade 3: The student explains how government does or does not provide for needs and wants of people, establish order and security, and manage conflict.

American Government.

Authority, Responsibility and Power. The student identifies elected and appointed officials and their authority and responsibilities; investigates relationships among governmental authority, social justice, individual liberty, and public safety.

Principles and Practices. The student explains the roles and responsibilities of the branches of government—executive, legislative and judicial system—in the United States.

English

Language as Meaning Making. Students comprehend and compose a wide range of written, oral and visual texts in the process of making meaning.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us>.