US/PA II (HONORS) – SUMMER ASSIGNMENT

Welcome to the US / PA II (HONORS) course for the 2017-2018 school year! As a requirement for the course, you are asked to complete the following summer assignment in preparation for the curriculum that we will be covering. This summer assignment consists of three tasks (see below). Students must have all three assignments completed by the first day of school August 21, 2017. Failure to complete the summer assignment will result in receiving an INCOMPLETE grade for the first 9wk grading period until the assignment is completed.

**TASK 1: (US PRESIDENTS)**

Students are required to learn all 45 presidents in proper chronological order. Task 1 includes several self-paced, chunked exercises to assist students in committing the presidents to memory. Students should be prepared for an assessment within the first week of school to prove their knowledge of the presidents.

**TASK 2: (LEADERSHIP STYLES ANALYSIS / ESSAY)**

Students are required to research the key characteristics associated with 4 LEADERSHIP STYLES. Students are to complete a template for each of the 4 styles that highlights the traits, strengths, weaknesses, and improvement plan discussed in the resources provided. Next, students are to create a visual / sketch (along with a description for each) that symbolizes the essence of the 4 styles. Finally, students are to compose an essay in response to the open-ended prompt provided at the end of TASK 2 (refer to rubric in TASK 2).

**TASK 3: (PRESIDENTIAL LEADERSHIP SURVEY WEB-QUEST)**

Students are required to complete the presidential leadership web-quest by accessing the following link: [http://www.nuttyhistory.com/c-span-survey.html](http://www.nuttyhistory.com/c-span-survey.html). Students are to complete all 6 exercises using the link and the article resource provided related to President James Buchanan.
TASK 1

U.S. PRESIDENTS
**DIRECTIONS:** Use the master list of our nation’s 45 PRESIDENTS to practice sequencing them in proper chronological order.

<table>
<thead>
<tr>
<th></th>
<th>PRACTICE LIST 1</th>
<th>PRACTICE LIST 2</th>
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<tbody>
<tr>
<td>1.</td>
<td>George Washington</td>
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<td>2.</td>
<td>John Adams</td>
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<td>Thomas Jefferson</td>
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<td>James Madison</td>
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<td>5.</td>
<td>James Monroe</td>
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<td>John Quincy Adams</td>
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<td>Andrew Jackson</td>
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<td>Martin Van Buren</td>
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<td>William Henry Harrison</td>
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<td>10.</td>
<td>John Tyler</td>
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<td>11.</td>
<td>James K. Polk</td>
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<td>12.</td>
<td>Zachary Taylor</td>
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<td>13.</td>
<td>Millard Fillmore</td>
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<td>14.</td>
<td>Franklin Pierce</td>
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<td>15.</td>
<td>James Buchanan</td>
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<td>16.</td>
<td>Abraham Lincoln</td>
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<td>17.</td>
<td>Andrew Johnson</td>
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<td>18.</td>
<td>Ulysses S. Grant</td>
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<td>19.</td>
<td>Rutherford B. Hayes</td>
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<td>James Garfield</td>
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<td>21.</td>
<td>Chester A. Arthur</td>
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<td>22.</td>
<td>Grover Cleveland</td>
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<td>23.</td>
<td>Benjamin Harrison</td>
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<td>24.</td>
<td>Grover Cleveland</td>
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<td>25.</td>
<td>William McKinley</td>
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<td>26.</td>
<td>Theodore Roosevelt</td>
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</table>
27. William Howard Taft
28. Woodrow Wilson
29. Warren G. Harding
30. Calvin Coolidge
31. Herbert Hoover
32. Franklin D. Roosevelt
33. Harry S. Truman
34. Dwight D. Eisenhower
35. John F. Kennedy
36. Lyndon B. Johnson
37. Richard M. Nixon
38. Gerald R. Ford
39. James Carter
40. Ronald Reagan
41. George H. W. Bush
42. William J. Clinton
43. George W. Bush
44. Barack Obama
45. Donald Trump
**CHUNK 1 (A) – PRESIDENTS 1-14**

**DIRECTIONS:** Use the word bank provided to practice listing Presidents 1 – 14 in proper chronological order.

| TAYLOR | J. ADAMS | J.Q. ADAMS | PIERCE | VAN BUREN | TYLER | MADISON |

1. WASHINGTON

2. 

3. JEFFERSON

4. 

5. MONROE

6. 

7. JACKSON

8. 

9. W.H. HARRISON

10. 

11. POLK

12. 

13. FILLMORE

14. 

Name ________________

**CHUNK 1(B) – PRESIDENTS 1-14**

**DIRECTIONS:** Use the word bank provided to practice listing Presidents 1 – 14 in proper chronological order.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
13. ________________
14. ________________

| MADISON | JOHN QUINCY ADAMS | JEFFERSON |
| MONROE  | WASHINGTON        | JOHN ADAMS |
| JACKSON | TYLER             | PIERCE     |
| POLK    | VAN BUREN          | TAYLOR     |
| FILLMORE |                  | W. H. HARRISON |
**Name ____________________________________**

**CHUNK 2 (A) – PRESIDENTS 15-24**

**DIRECTIONS:** Use the word bank provided to practice listing Presidents 15-24 in proper chronological order.

<table>
<thead>
<tr>
<th>A. JOHNSON</th>
<th>B. HARRISON</th>
<th>ARTHUR</th>
<th>BUCHANNAN</th>
<th>HAYES</th>
</tr>
</thead>
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15. ____________

16. LINCOLN

17. ____________

18. GRANT

19. ____________

20. GARFIELD

21. ____________

22. CLEVELAND (1)

23. ____________

24. CLEVELAND (2)
Name ____________________________

**CHUNK 2 (B) – PRESIDENTS 15-24**

**DIRECTIONS:** Use the word bank provided to practice listing Presidents 15-24 in proper chronological order.

15. ____________

16. ____________

17. ____________

18. ____________

19. ____________

20. ____________

21. ____________

22. ____________

23. ____________

24. ____________

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<th>CLEVELAND (2)</th>
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<th>BUCHANAN</th>
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<td>ARTHUR</td>
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<tr>
<td>HAYES</td>
<td>GRANT</td>
<td>CLEVELAND (1)</td>
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<tr>
<td>B. HARRISON</td>
<td></td>
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</tbody>
</table>
Name ____________________________

**CHUNK 3 (A) – PRESIDENTS 25-34**

**DIRECTIONS:** Use the word bank provided to practice listing Presidents 25-34 in proper chronological order.

| WILSON | EISENHOWER | COOLIDGE | F.D. ROOSEVELT | T. ROOSEVELT |

25. MCKINLEY

26. ______________

27. TAFT

28. ______________

29. HARDING

30. ______________

31. HOOVER

32. ______________

33. TRUMAN

34. ______________
DIRECTIONS: Use the word bank provided to practice listing Presidents 25-34 in proper chronological order.

25. ____________
26. ____________
27. ____________
28. ____________
29. ____________
30. ____________
31. ____________
32. ____________
33. ____________
34. ____________
CHUNK 4 (A) – PRESIDENTS 35-45

DIRECTIONS: Use the word bank provided to practice listing Presidents 35-45 in proper chronological order.

| G.W. BUSH | G.H.W. BUSH | NIXON | KENNEDY | CARTER | TRUMP |

35. __________

36. L.B. JOHNSON

37. __________

38. FORD

39. __________

40. REAGAN

41. __________

42. CLINTON

43. __________

44. OBAMA

45. __________
**CHUNK 4 (B) – PRESIDENTS 35-45**

**DIRECTIONS:** Use the word bank provided to practice listing Presidents 35-45 in proper chronological order.

35. __________

36. __________

37. __________

38. __________

39. __________

40. __________

41. __________

42. __________

43. __________

44. __________

45. __________

G.W. BUSH  TRUMP  G.H.W. BUSH

NIXON  KENNEDY  CARTER

CLINTON  JOHNSON  REAGAN

FORD  OBAMA
TASK 2

LEADERSHIP STYLES

ANALYSIS

&

ESSAY
The world can always use more leaders. You may already be a leader in your school, your church, or other community organization. Being a leader means more than winning an election or receiving a title, however; a leader directs others toward a common goal. In an effective group, any member can be the leader when he or she influences the others in order to help the group reach its goals.

The way a leader leads is important. A good leader shows respect for others by listening when they talk, showing a sincere interest in what they are saying, and not "tuning out" others when he or she disagrees with what they are saying.

Leadership involves a set of skills that are learnable. Effective leaders are not born; they are made. By examining your own views on leadership, how you respond to the guidance of others, how people interact in groups, and how successful leaders work with people, you can be a more effective leader and your group can be more successful and productive.
TEAM LEADERSHIP

Leading is not something that just the elected or designated leader does. By recognizing that leadership is a group function to which all members can contribute, you can help to develop a sense of teamwork. Sharing leadership, recognition, satisfaction, and the feeling of power that accompanies teamwork ensures that all the resources of the group will be used productively.

Leadership happens when anyone in the group does or says something that moves the whole group further toward any of these three goals:

1. The accomplishment of the task
2. The resolution of internal group problems
3. The ability of the members to work together effectively as a group.

The designated leader shares the responsibility of the leadership role with all members.

A 'good leader':

- Involves everyone in building and maintaining a productive group. People tend to support what they themselves create.
- Views leadership as service, a way to help the group to develop an atmosphere of trust that helps the group accomplish its task.
- Helps the group to see how it can deal with internal conflicts that can disrupt meetings.
- Encourages the group members to accept conflict as a group problem and to discuss and work through it so that they can then return to their task.

In short, a good leader may serve as a:

- Facilitator
- Consultant
- Adviser
- Teacher
- Observer
- Participant

Because he or she believes in the responsibility and ability of the group members to reach decisions, maintain and develop the group, and help each other learn how to be more effective participants, the leader actively encourages the involvement of all members.

The effective leader sees the group as a group, not just as a collection of individuals, and thus can be aware of how morale or feelings of satisfaction can change within the group and affect its behavior.
STYLES OF LEADERSHIP

Many leadership styles have been identified in government, organizations, and other institutions. Although styles of leadership vary from person to person and may be different for the same individual from one situation to another, three broad categories of leadership climates have been identified:

- Autocratic—the leader has complete authority and control
- Democratic—the entire group shares in decision making
- Laissez-faire—the leader exerts little influence or control.

The characteristics of each are extreme, and most leaders contain varying degrees of each. No one type is considered ideal; rather, each should be seen as being more appropriate to some situations and people than others. Depending on the amount of time available to meet, the knowledge plus skill of individuals and the relationships existing between group members, one style may be more effective than the others.

Within these three categories of leadership style are many more narrowly defined styles. Review the characteristics of a few of them so that you will be familiar with them when you see them exhibited in yourself or others.

The “telling” leader

- Identifies a problem, considers alternative solutions, chooses one of them, and then tells the group members what they are to do
- May or may not consider what the group members will think or feel about the decision, but does not let them participate directly in the decision making
- May or may not use or imply coercion
- Assigns roles to members
- Relies primarily on his or her own judgment.

The “persuading” leader

- Makes the decision without consulting the group, but instead of announcing the decision tries to persuade the group members to accept it
- Describes how the decision fits both the interests of the group and the interests of the individual members.

The “telling” and “persuading” styles of leadership are most effective and/or prevalent in large groups, in passive groups, in groups that meet infrequently, and/or at times when a quick decision or deadline must be met.
LEADERSHIP—WHAT IS IT?

The "consulting" leader

- Gives the group members a chance to influence the decision from the beginning
- Presents the problem and relevant background information, then asks for ideas on how to solve it
- May offer a tentative solution for the group's reaction
- Encourages the group to increase the number of alternative actions to be taken and/or considered
- Selects the solution he or she regards as most promising.

The "consulting" style of leadership is most effective and/or prevalent in large groups, motivated groups, representative groups, and/or organized groups.

The "joining" leader

- Participates in the group's discussion as just another member, agreeing in advance to carry out whatever decision the group makes.
- Encourages group decisions
- Works for group goals
- Allows for individual recognition
- Tends to guide, not rule
- Often submerges his or her self in the group's identity.

The "delegating" leader

- Defines a problem and the boundaries within which it must be solved, then turns it over to the group to work out a solution
- Sets few guidelines
- Tends to have a secretarial function or resource person identity
- Often does not announce his or her own ideas.

The "joining" and "delegating" styles of leadership are most prevalent and/or effective in small groups, highly motivated groups, groups with a high tolerance for ambiguity (where members need little direction and are comfortable with a wide area of freedom), groups with a relatively strong need for independence, groups where the members understand and identify with the goals of the organization, groups where the members have the necessary knowledge and experience to deal with the problem, and/or groups where the members expect to share in decision making.

To be an effective leader to your group, review these styles and think about how you can use them all in different situations. Which ones will help you to avoid some of the hazards of leadership?
Leadership Styles

1 Controller

Controllers tend to have high expectations of themselves and others. However, they may not communicate these to others. They tend to be strong individualists who continuously seek new challenges. They need to be in charge. Individuals of this style tend to be forceful and directive, and they are also capable of manipulating or controlling both people and situations. They are oriented toward action, and they tend to become impatient and sometimes belligerent with those they perceive as reluctant or inactive. Their strengths include making decisions and solving problems, but they tend to not involve or listen to others. They would rather do everything themselves; others take too long. Maintaining high emotional control, they are often perceived as cold, unfeeling, and intimidating. Yet, one of the greatest strengths of the Controller is the ability to break barriers and overcome obstacles.

Controllers could improve their effectiveness by developing empathy and patience with others and developing the ability to work effectively in a team. Setting things aside and listening to others strengthens relationships. Take time to let others know why and how; don't just tell them what. This will result in a greater commitment on the part of other people.

2 Organizer

Loyalty, dependability, and service to others tend to characterize the Organizer. Because they have a high level of concern for others, they are supportive listeners and good friends. They are always willing to help and, as a result, often spend their own time doing things for others. In making decisions, their concern is about what others will think; do others agree? Organizers are not necessarily organized personally, but they have the ability to develop cohesiveness in others, especially one-on-one or in small groups. They like things to be predictable and stable, and they value security. One of their significant strengths is the ability to take a task from beginning to completion, sometimes with stubborn tenacity. They enjoy pleasing others and are motivated by honest appreciation. Because rapid change or personal conflict creates tension for them, they may worry too much and find it difficult to make decisions or initiate action.

Organizers could improve their effectiveness by taking more time for themselves rather than looking for ways of helping others. They need to develop the ability to increase their assertiveness when there is conflict or when there are decisions to be made. Less stress is experienced when one can let go of the wrongs that have been done.
Analyzer

The Analyzer is most competent at doing things the right way. They establish very high behavior and performance standards for themselves and for others. Their ability to pay attention to detail is a strength. Often, after listening to hours of dialogue, they can itemize the three important points that were made. One of their significant contributions, though not always perceived this way by others, is maintaining quality control. They tend to be precise and systematic and follow standard procedures in both work and personal life. Sometimes, while in search of facts and details, they lose sight of the purpose or "big picture." Dealing with rapid change or making decisions without enough time or facts is difficult and causes tension. Because of the need to do things perfectly, they tend to react defensively to criticism. When they provide information or answers to questions, you can be sure that it will be accurate.

Analyzers could improve their effectiveness by learning to perceive shades of gray rather than "either-or" and "black and white" thinking. Setting realistic standards for self and others and communicating expectations to others will help reduce tension. Remember, nobody is perfect.

Persuader

The Persuader truly enjoys working with and being with other people. Ideally, they would like to surround themselves with enthusiastic people who support each other, share ideas, and promote each other's projects. Freedom from control and supervision is a goal, and planning or detail work often results in boredom. They are verbally articulate and can stimulate groups of people into action. Others often perceive them as overly dramatic, as they express their emotions and feelings freely. They are motivated by approval, praise, and popularity. In a group, they may dominate verbally, and when assigned a task, they may forget to follow through. Tending to trust others easily, they are often hurt when they feel that their trust has been violated. They gain insight and use intuition when they are able to talk things out. People who are high controlled emotionally cause tension for the Persuader. If they don't know how others feel about things, Persuaders have a difficult time communicating. High controlled people often perceive the Persuader as overly expressive and inconsistent.

Persuaders could improve their effectiveness by learning to collect and analyze data prior to taking action. Developing a better understanding and tolerance of those who are slow to change will increase the Persuader - Controller's ability to influence. Unrealistic optimism can be a significant weakness.
LEADERSHIP STYLES TEMPLATE

Style 1: ______________________

Key Traits:

Strengths:

Weaknesses:

Improvement Plan:
LEADERSHIP STYLES TEMPLATE

Style 2: __________________________

Key Traits:

Strengths:

Weaknesses:

Improvement Plan:
LEADERSHIP STYLES TEMPLATE

Style 3: ______________________

Key Traits:

Strengths:

Weaknesses:

Improvement Plan:
LEADERSHIP STYLES TEMPLATE

Style 4: ____________________________

Key Traits:

Strengths:

Weaknesses:

Improvement Plan:
VISUALIZING THE LEADERSHIP STYLES

DIRECTIONS: Sketch a visual representation to symbolize the nature of each of the 4 leadership styles. Consider the strengths and weaknesses when determining what to draw to represent / symbolize each style. You may choose anything to symbolize the styles...animate or inanimate objects, etc. Feel free to scan back at the data that you collected from the jigsaw activity to assist you in developing relevant sketches. Good luck and have fun with it!

CONTROLLER

Rationale for sketch:


ORGANIZER

Rationale for sketch:


ANALYZER

Rationale for sketch:


PERSUADER

Rationale for sketch:


**TASK 2: OPEN-ENDED RESPONSE RUBRIC**

1. Students are to compose a thoughtful response to the following prompt: 
   “Why am I a LEADER?”

2. Your essay should include the following 3 parts:
   A) Introduction paragraph that...
      * Defines LEADERSHIP...in your own words
      * Identifies what you feel are 3 key qualities / traits of a LEADER
   B) Three body paragraphs that...
      - Elaborates on each of the 3 key qualities (1 paragraph per quality)
        explaining why you feel it is essential for successful LEADERSHIP
      - How you feel that you have already displayed these 3 key qualities
        throughout your life (1 example for each of the 3 key qualities)
   C) Concluding paragraph that...
      - Identifies specific strategies / ways that you plan to enhance each of
        the 3 key qualities you have chosen to include in your essay during
        your tenure at the High School both inside and outside of the
        classroom.

3. Essays are required to be...
   A) Typed...**hand-written essays will not be accepted**
   B) 12-14 point font
   C) Double spaced
   D) Include your name
TASK 3

PRESIDENTIAL LEADERSHIP SURVEY WEBQUEST
C-SPAN'S PRESIDENTS WEB ACTIVITY

DIRECTIONS: Follow the web instructions below to access the proper site related to Presidential leadership. Once the site has been reached, scroll from the top to the bottom of the page to answer the exercises on this worksheet.

GO TO “GOOGLE” SEARCH ENGINE
TYPE IN LINK http://www.nuttyhistory.com/c-span-survey.html
BEGIN SCROLLING DOWN PAGE
COMPLETE EXERCISE 1

EXERCISE 1: (SURVEY BACKGROUND)

WHAT ARE THE 10 INDIVIDUAL LEADERSHIP CHARACTERISTICS USED TO GRADE THE PRESIDENTS IN THIS SURVEY?

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

IDENTIFY THE SCORING RANGE ASSOCIATED WITH THE “EFFICIENCY SCALE” USED FOR THE PRESIDENTS IN THIS SURVEY.

_______ “NOT EFFECTIVE”
_______ “HARDLY EFFECTIVE”
_______ “MINIMALLY EFFECTIVE”
_______ “SLIGHTLY EFFECTIVE”
_______ “EFFECTIVE”
_______ “CONSIDERABLY EFFECTIVE”
_______ “VERY EFFECTIVE”
_______ “EXTREMELY EFFECTIVE”
_______ “MOST EFFECTIVE”

HOW MANY HISTORICIANS PARTICIPATED IN THE 2008 “REBOOT” OF THE C-SPAN SURVEY?

WHAT CAN ACCOUNT FOR CERTAIN PRESIDENTS THAT ROSE IN RANKING FROM 2000-2009?
Exercise 2: (Leadership Characteristics)

Public Persuasion:

1. Why is public persuasion so needed for presidents to succeed?

2. What factors weigh in heavily on a president's standing in this category?

Identify the top 5 presidents for public persuasion:

1. 
2. 
3. 
4. 
5. 

Crisis Leadership:

1. What type of challenges fall into this category of crisis leadership?

2. How does public persuasion impact/relate to crisis leadership?

Identify the top 5 presidents for crisis leadership:

1. 
2. 
3. 
4. 
5. 

Continue scrolling down page.
Read background on the 10 leadership characteristics.
ECONOMIC MANAGEMENT:

1. WHAT DOES THIS CATEGORY ACTUALLY MEASURE?

2. WHAT ECONOMIC EVIDENCE DETERMINES A GOOD / BAD SCORE IN THIS CATEGORY?

GOOD EVIDENCE                                BAD EVIDENCE

Identify the TOP 5 PRESIDENTS for ECONOMIC MANAGEMENT:

1.
2.
3.
4.
5.

MORAL AUTHORITY:

1. WHAT IS MORAL AUTHORITY A MEASURE OF?

2. IN WHAT WAYS CAN THIS CATEGORY MAKE OR BREAK A PRESIDENT?

Identify the TOP 5 PRESIDENTS for MORAL AUTHORITY:

1.
2.
3.
4.
5.
INTERNATIONAL RELATIONS:

1. WHY DOES THIS CATEGORY INDICATE ABOUT OUR STATUS ABROAD?

2. HOW CAN A PRESIDENT INCREASE HIS SCORE IN THIS CATEGORY?

Identify the TOP 5 PRESIDENTS for INTERNATIONAL AFFAIRS:

1.
2.
3.
4.
5.

ADMINISTRATIVE SKILLS:

1. IN WHAT 3 WAYS DOES A PRESIDENT REVEAL HIS / HER POLICIES?

2. WHAT TYPES OF APPOINTMENTS IMPACT A SCORE IN THIS CATEGORY?

Identify the TOP 5 PRESIDENTS for ADMINISTRATIVE SKILLS:

1.
2.
3.
4.
5.
RELATIONS WITH CONGRESS:

1. PROVIDE AN EXAMPLE OF HOW A PRESIDENT'S PERSONALITY NEGATIVELY IMPACT HIS RELATIONS WITH CONGRESS.

2. WHAT IS CRITICAL TO ENHANCING A PRESIDENT'S RELATION WITH CONGRESS?

Identify the TOP 5 PRESIDENTS for RELATIONS WITH CONGRESS:

1.
2.
3.
4.
5.

VISION SETTING:

1. WHY IS IT CRITICAL FOR A PRESIDENT TO HAVE AN AGENDA HEADING INTO OFFICE?

2. WHAT CAN BE MISLEADING ABOUT A GOOD SCORE IN THIS CATEGORY?

Identify the TOP 5 PRESIDENTS for VISION SETTING:

1.
2.
3.
4.
5.
Pursued Equal Justice for All:

1. What is the ultimate objective of this category?

2. What segment of society does a president’s policies target in this category?

3. Provide an example of a social issue that would fall within this category.

Identify the Top 5 Presidents for Pursuing Equal Justice for All:

1. 
2. 
3. 
4. 
5. 

Performance Within the Context of Times:

1. Why is this category a difficult one to assess?

2. What does “in-line” with the status quo mean?

3. How does this category contrast from vision setting?

Identify the Top 5 Presidents for Performance Within the Context of Time:

1. 
2. 
3. 
4. 
5. 
EXERCISE 3: (REFLECTING ON THE LEADERSHIP CHARACTERISTICS)

A. Which LEADERSHIP CHARACTERISTICS CATEGORY do you feel is the MOST important for the President? Why?

B. Which LEADERSHIP CHARACTERISTICS CATEGORY do you feel is the LEAST important for the President? Why?

C. Identify an essential LEADERSHIP CHARACTERISTIC / QUALITY that you feel this survey overlooked. Why do you feel it is essential to be included?

CONTINUE SCROLLING DOWN PAGE
ANALYZE THE OVERALL PRESIDENTIAL RANKINGS

EXERCISE 4: (BEST TO WORST)

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<td>10.</td>
<td>42.</td>
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</table>
A. Which PRESIDENT in the TOP 10 (2009) rose in the overall rankings the most from 2000-2009?

B. Which PRESIDENT in the TOP 10 (2009) dropped in the overall rankings the most from 2000-2009?

C. Which PRESIDENT in the BOTTOM 10 (2009) improved in ranking the most from 2000-2009?

D. Which PRESIDENT in the BOTTOM 10 (2009) decreased in ranking the most from 2000-2009?

CONTINUE SCROLLING DOWN PAGE
CLICK ON Click here to return to the U.S. Presidents page
SCROLL DOWN TO PRESIDENT BUCHANAN #15 AND CLICK ON HIS IMAGE
SCROLL TO THE BOTTOM OF THE BUCHANAN PAGE TO “HISTORIAN SURVEY RESULTS”
ANALYZE DATA ON JAMES BUCHANAN
COMPLETE EXERCISE 5

EXERCISE 5: (JAMES BUCHANAN ANALYSIS)

Total Score: ________________ (2009)
_______________ (2000)

Overall Ranking: __________ (2009)
__________ (2000)

TOP 3 CATEGORIES (total score 2009)                  BOTTOM 3 CATEGORIES (total score 2009)
1.                                                  8.
2.                                                  9.
3.                                                  10.

A. In which LEADERSHIP CATEGORY(S) did BUCHANAN improve on from 2000-2009?

B. In which LEADERSHIP CATEGORY(S) did BUCHANAN perform worse on from 2000-2009?

C. In which LEADERSHIP CATEGORY(S) did BUCHANAN remain the same on in both surveys?
EXERCISE 6:

DIRECTIONS: Refer to the article that follows to assist you in answering the following questions.

1. Use the word “bubble” that follows to gather & record data related to Buchanan’s life, personality, political career, and beliefs / philosophy.

2. What do you think the author means by the title “Buchanan: Perhaps the right man at the wrong time”? (i.e. explain the meaning behind the title)

3. What does the author cite as evidence to defend Buchanan’s actions (or lack there of) during his presidency?

4. Do you agree or disagree with the author’s argument for supporting Buchanan’s legacy over Tyler’s? Why / why not?

5. Consider the author’s message in the article, the C-SPAN Survey rating of Buchanan as President, and what you know about effective leadership. Do you feel history has been too harsh on Buchanan? (i.e. is his “difficult legacy” justified or not?) Explain your point of view.

6. Based on what you know about James Buchanan at this point, which LEADERSHIP STYLE(S) do you feel James Buchanan possessed? Justify your response with sound evidence / justification.
He recalled an often-told story about Buchanan’s remark to Abraham Lincoln on his last day in office—March 4, 1861. While the wording varies in different versions of the anecdote, the sentiment always is clear: Buchanan, who was almost 70, told his 52-year-old successor, “If you are as happy entering the White House as I am leaving it, you are indeed a happy man.”

Mr. Clarke contrasted Buchanan’s behavior with that of former President John Tyler. Tyler, while serving as vice president, was the first man to become president following the death of his predecessor, William Henry “Tippecanoe” Harrison. Harrison was 68 when his term began in 1841, and he was in office only a month before he died.

“But after the Civil War began, Tyler declared he was not going to be an American any more,” Mr. Clarke said. A Virginian, ex-President Tyler renounced his allegiance to the United States and served in the Confederate House of Representatives. He died in 1862 while the war was still under way.

Buchanan, on the other hand, had spent a 40-year political career as a legislator, diplomat and negotiator working on behalf of the United States.

Buchanan’s personality, core political beliefs and age may have made him the wrong man to lead the country in the tumultuous years just before the Civil War, but he was far from the first choice for the job, Mr. Clarke said.

“Someone like Tyler should never outrank a man like Buchanan, who always was seeking compromise for the sake of peace.”

Mr. Clarke told another story that might reflect how much Buchanan loved his home and how much he yearned for a quiet life without politics.

When guests came to Wheatland for dinner, Buchanan and the rest of the men sometimes would go after their meal to a spring and pond near the house. There they could sit, talk, smoke cigars and listen to the croaking frogs.

One of those visitors, John Williamson Nevin, said he and the former president once talked about transmigration of souls.

“Buchanan told him that if he came back, he would like to be in the body of one of those frogs, so he could live at that beautiful spring,” Mr. Clarke said.

If you’re going

Wheatland is on Marietta Avenue in Lancaster Township, about 240 miles east of Pittsburgh. The house is open for tours Monday through Saturday from April through the end of October. For details on winter tours and other information, visit the Wheatland website, www.lancasterhistory.org, or call 1-717-632-8721. President James Buchanan’s Wheatland is operated jointly with the Lancaster County Historical Society. For a video tour of Wheatland, visit www.post-gazette.com/civilwar.