

COMMON CORE: Literacy

Lessons for Social Studies Educators

Reading Standard 8. Fact, Opinion, Reasoning

Reading Standards: Gr. 6-8	Reading Standard: Gr. 9-10	Reading Standard: Gr. 11-12
8. FACT, OPINION, REASONING		
Distinguish among fact, opinion, and reasoned judgment in a text.	<i>Assess the extent to which the reasoning and evidence in a text support the author's claims.</i>	Evaluate the author's premise, claims, and evidence by <i>corroborating or challenging them with other information.</i>

Overview: Authors utilize different strategies and approaches in order to support the claims made in their writings. This standard's expectation focuses primarily on rhetoric - the study and the use of language with persuasive effect. One important aspect of rhetoric includes understanding how an author uses the three major persuasive appeals: reasoning, emotion, and values, as well as mastery of the differences between fact versus opinion.

Lesson Ideas:

1. Using the Anticipation Guide, conduct a pre-reading debate among pairs or groups of students, responding to the ten true/false statements about the secondary source "Commentary on the Declaration of Independence" which summarizes the document's purpose, philosophical foundations, and its lasting impact. After reading the commentary together, ask student pairs/groups to return to the Anticipation Guide to determine the accuracy of their initial thoughts, identifying specifically where in the secondary source information regarding each of the ten statements can be found. Encourage students to examine whether statements on the Anticipation Guide are facts that can be proven or sound reasoning used by the author versus statements of opinion.
2. Introduce students to the basic differences between facts and opinions presented by authors in support of their claims by using the powerpoint presentation included in this lesson. Following this introduction, ask students to work in pairs to examine selected passages from the Declaration of Independence, using the "Fact or Opinion" guide. Students should be prepared to participate in a class discussion of their written responses to the two questions on the guide, "What is the author's (Jefferson's) claim?" and "What types of evidence does the author (Jefferson) use to prove his claim?"
3. An engaging and interactive strategy for helping students understand and delineate "fact" versus "opinion" used to support a claim, conduct a "Putting Myself in the Picture" exercise. Ask a group of 5-6 students to take the position of one of the delegates to the Second Continental Congress, as portrayed in the artwork, "Signing of the Declaration of Independence" by John Trumbull (found on the last slide of the powerpoint presentation, as well as in document format in this lesson). Students "in the picture" will be expected to voice a minimum of one fact and one opinion, as expressed in the reasons for separation from Britain during a mock television interview by students remaining in the classroom.
4. To progress to more critical analysis of types of evidence used to support an author's claim, the teacher may choose to use the powerpoint presentation "Moved to Act: An Introduction to Persuasion." This

presentation discusses the basic elements of rhetoric in persuasive argument and writing, including an introduction to three basic appeals (reason, emotions, and values), all of which can be found in the Declaration of Independence. The presentation offers selected passages from writings of both patriot and loyalist viewpoints, requiring students to identify what type of appeal is being used in each viewpoint.

5. Assign students to work in groups of 3-4 to identify passages from the Declaration of Independence which fall into one of the three types of persuasive appeals (use of reason, emotions, and values) noting their conclusions on the “Methods of Persuasion” guide included in this lesson. Student groups should be prepared to defend their conclusions in a class discussion following the exercise.

6. In order to offer students the opportunity to challenge claims made in the Declaration of Independence, provide them with two primary sources, “A Loyalist Answers Paine” by James Chalmers. Students should underline key passages in this source, which directly oppose the facts and/or reasoning used by Jefferson to justify separation. Students, in groups of four, will be invited to role-play a “Dinner Party” in which they will actively debate the two opposing viewpoints regarding separation. Participants in the “Dinner Party” will include Jefferson, Adams, King George, and James Chalmers. (See additional tips for using the Dinner Party strategy in this lesson.)

**ANTICIPATION GUIDE:
“COMMENTARY ON THE DECLARATION OF INDEPENDENCE”**

You will be examining a commentary explaining the importance of the Declaration of Independence. Discuss briefly what you already know about the Declaration of Independence and the ideas that Jefferson expressed.

1. Discuss with a partner and predict whether the statements below will be proven “true” or “false” in the commentary you will read. Write a “T” or “F” next to each statement.
2. Read the Commentary on The Declaration of Independence and determine whether your predictions were accurate or not.
3. In the spaces below, indicate what information in the commentary either supports or contradicts your prediction.

- _____ 1. Jefferson believed that the people had the right to overthrow any abusive government.
- _____ 2. Colonial self-rule was the major cause for separation from Britain.
- _____ 3. Revolutions today are too dangerous, violent, and unnecessary.
- _____ 4. The Declaration of Independence is important because peoples in other nations adopted similar ideas as Jefferson expressed in the Declaration of Independence.
- _____ 5. King George was a tyrant and the American Revolution was justified.
- _____ 6. The Declaration of Independence protected all men and women, even those in slavery.
- _____ 7. Philosophers influencing Thomas Jefferson supported the “divine right” of kings.
- _____ 8. Until the Declaration of Independence, British citizens were guaranteed no rights or privileges.
- _____ 9. The Declaration of Independence has legal authority over American citizens.
- _____ 10. All government authority is bad and harmful to the individual.

Commentary on the Declaration of Independence

SPARKNOTES, 2011

The *Declaration of Independence* is important because it inspired many revolutionary efforts throughout the world and contributed to Americans' understanding of their values as a new nation. The introduction relies heavily on the philosophical and political ideas of the Enlightenment period of 18th century Europe, including the ideas of Thomas Hobbes, Jean Jacques Rousseau, and, most particularly, John Locke. Locke believed that humans, by nature, had the right to protection of life, health, liberty and possessions. Jefferson altered this slightly when he claims the unalienable rights include "life, liberty and the pursuit of happiness." Locke also strongly opposed the divine right of kings--which held that kings held absolute power because they were placed on their throne by God--and insisted that the people had the right to consent to their government and that the power of law making resides with the people. Jefferson's declaration helped to put Locke's philosophies into the realm of real-world politics. Many revolutions that occurred after the American Revolution cited Jefferson's *Declaration of Independence* as justification in overthrowing a corrupt and dictatorial power.

The introduction to the *Declaration of Independence* also is important for the ways it contributed to Americans' understanding of their rights as citizens. Americans continue to believe that the phrase "all men are created equal" is a fundamental "law" in the country. While this phrase was included in the introduction to the declaration, it appears nowhere else in official documents defining rights granted under the U.S. Government. The *Declaration of Independence* holds no legal authority in our country, yet it continues to be cited as the foundation for American equality. Various groups throughout history have criticized American "equality", referring to the introduction of the declaration for support.

The document is significant because Jefferson insisted on the importance of explaining the rebellious actions of the colonies to the nations and statesmen of the world. Recognizing the importance of maintaining good diplomatic relations with European nations, Jefferson sought to explain the actions of the colonies in rational terms. Anticipating that this document would influence rebellions elsewhere, Jefferson clarified that governments should not be overthrown for trivial causes.

The colonies claim to have suffered multiple abuses at the hands of the King George III. Jefferson claims that the colonists have patiently suffered these abuses and that it is now time to expose these abuses to the nations of the world. The first abuses involve King George III's establishment of a tyrannical authority in place of representative government. The foundation of representative government is the power of the people to make laws for the public good. King George III interfered with that process by rejecting legislation proposed by the colonies, dissolving colonial bodies of representation, and replacing colonial governments with his appointed ministers. King George III extended his tyrannical control by interfering with the judicial processes and the civil rights of the colonists. King George III further established tyrannical control by maintaining a strong military presence under his direct command. The next abuses describe the involvement of parliament in destroying the colonists' right to self-rule. Legislation had been passed to quarter troops in the colonies, to shut off trade with other parts

of the world, to levy taxes without the consent of colonial legislatures, and to force colonists to be tried in England.

The list of abuses reflects the colonists' belief that their rights as British Citizens had been slowly eroded. Although the *Declaration* does not name the specific legislation passed by Parliament, its listing of the abuses and usurpation effectively covers the history of the King and Parliament's attempts to gain more power and control over the colonies.

The basic principle upon which the *Declaration* rests is that colonists, as British citizens, believed they were entitled to the rights and privileges granted by the Magna Carta, and the British Bill of Rights. Among other things, these documents established that the King was not above the law, that the people, represented in parliament, had a right to endorse or reject taxation. Additionally, the *Declaration* relied on precedent: most British colonies had enjoyed self-rule and had been governed through their own legislative bodies since their founding.

Interestingly, Jefferson devoted approximately one-fourth of the abuses in his original draft to the topic of slavery. Jefferson held the King accountable for maintaining and protecting slavery as an institution in the colonies. Not surprisingly, the moderate congress, already fearful of being too radical, removed all references to slavery from the document. It remains a source of historical debate why a slave-owning man like Jefferson would have devoted so much intellectual energy to criticizing slavery and to attempting to remove it from the colonies.

SparkNotes Editors. "SparkNote on The Declaration of Independence (1776)." SparkNotes LLC. n.d.. <http://www.sparknotes.com/history/american/declaration/> (accessed August 2, 2011).

IN CONGRESS, JULY 4, 1776

The unanimous Declaration of the thirteen united States of America

(Paragraph 1.) When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

(Paragraph 2.) We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

(Paragraph 3.) Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.

(Paragraph 4.) The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Line 4.1 He has refused his Assent to Laws, the most wholesome and necessary for the public good.

Line 4.2 He has forbidden his Governors to pass Laws of immediate and pressing importance...

Line 4.3 He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people...

Line 4.4 He has sent hither swarms of Officers to harass our people and eat out their substance...

Line 4.5 He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures...

Line 4.6 For quartering large bodies of armed troops among us...

Line 4.7 For cutting off our Trade with all parts of the world...

Line 4.8 For imposing Taxes on us without our Consent...

Line 4.9 For depriving us in many cases, of the benefit of Trial by Jury...

Line 4.10 He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people...

Line 4.11 He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages...

Line 4.12 In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury...

(Paragraph 5.) We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. — And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

New Hampshire: Josiah Bartlett, William Whipple, Matthew Thornton

Massachusetts: John Hancock, Samuel Adams, John Adams, Robert Treat Paine, Elbridge Gerry

Rhode Island: Stephen Hopkins, William Ellery

Connecticut: Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott

New York: William Floyd, Philip Livingston, Francis Lewis, Lewis Morris

New Jersey: Richard Stockton, John Witherspoon, Francis Hopkinson, John Hart, Abraham Clark

Pennsylvania: Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, George Clymer, James Smith, George Taylor, James Wilson, George Ross

Delaware: Caesar Rodney, George Read, Thomas McKean

Maryland: Samuel Chase, William Paca, Thomas Stone, Charles Carroll of Carrollton

Virginia: George Wythe, Richard Henry Lee, Thomas Jefferson, Benjamin Harrison, Thomas Nelson, Jr., Francis Lightfoot Lee, Carter Braxton

North Carolina: William Hooper, Joseph Hewes, John Penn

South Carolina: Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton

Georgia: Button Gwinnett, Lyman Hall, George Walton

Fact or Opinion?

Analyze the following passages from the Declaration of Independence. Determine whether the claim made by the author is a factual statement (that can be observed and/or proven) or an opinion, which reflects what the author thinks or how the author feels toward the subject of separation from Britain.

Statement:	FACT?	OPINION?
1. <i>When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another...</i>		
2. <i>We hold these truths to be self-evident, that all men are created equal...</i>		
3. <i>Whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it...</i>		
4. <i>Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes...</i>		
5. <i>He has forbidden his Governors to pass Laws of immediate and pressing importance...</i>		
6. <i>He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures...</i>		
7. <i>For imposing Taxes on us without our Consent...</i>		
8. <i>In every stage of these Oppressions We have Petitioned for Redress in the most humble terms...</i>		
9. <i>We, therefore, the Representatives of the united States of America...by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States...</i>		
10. <i>For the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.</i>		

What is the author's primary claim (opinion) which is supported by evidence (facts) offered in this document?

In a paragraph below, describe the types of evidence the author has used to prove this claim.



PUTTING MYSELF IN THE PICTURE

This strategy turns what is usually a teacher-centered lesson into a dynamic, participative experience. In this strategy, students view, interpret, and physically put themselves into a picture from history or modern geography.

Historical images serve as strong visual mnemonic devices that help many students remember historical content and concepts. Using powerful images will both engage students and relieve the stress of the teacher finding himself the center of every lesson.

Procedure:

1. Select one or two photographs that tie directly into the content for the lesson. Slides should capture student interest, promote thoughtful questions, even empathy.
2. Make sure the photographs are of clear quality. Project them as large as possible onto a screen or the wall of the classroom. Use opaque projectors, overhead projectors, or slide projectors. (Colored or black and white photographs are equally effective.)
3. Student volunteers will be asked to come to the screen and point out details they can identify in the photograph.
4. After discussing the observed details, student volunteers will assume the role of one of the individuals in the photograph.
5. Ask them to place their bodies in the same positions as the individual in the picture, as well as make the same facial expressions as seen in the picture.
6. While posed within the picture, students may be asked to verbally describe what might be on the mind of that individual at this given time in history.
7. Students remaining in the audience will now assume the role of television or newspaper reporters. They will be called upon to create questions for the individuals in the photograph. The students “in the picture” will answer these questions based upon their understanding of the viewpoints of those historical figures they represent.

Enrichment:

Ask students to write a brief response to the experience.

Reporters can write a brief news story for publication, covering their “eyewitness” encounter with this historic event.

Those individuals “in the picture” may be asked to write a brief journal or diary entry through the eyes of the individual they portrayed.



Methods of Persuasion

Identify and copy, in the spaces provided below, passages from the Declaration of Independence which fit into one of the three categories (methods) of persuasion. Determine whether each persuasive statement made by Jefferson is primarily based upon logical reasoning, emotions, or values.

Statement:	Reasoning	Emotions	Values
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

In your opinion, which type of persuasion is used most effectively by Jefferson? Explain on your own paper.

LOYALIST VIEWPOINTS

This newspaper excerpt from a 1779 edition of the "New York Gazette" is signed "Candidus" and chances are good that it was penned by loyalist author James "Candidus" Chalmers. In addition to the similarity in grammar, there are references to ancient military history, something Chalmers did many times in "Plain Truth" three years before. Chalmers, of course, was in New York City at the time and had the correct military knowledge of the British army. He may have been anxious to spread the word of "Candidus" (perhaps in the hope that his commanders would realize how brilliant a thinker he was). Regardless of who wrote it, it's a good example of loyalist editorials of the time.

"July 20.-- We have just seen a rebel newspaper which contains a very curious article relative to the late attack on Stony Point. The article is written in that turgid style, and in that little spirit of triumph, which distinguish almost all the rebel publications, on the acquisition of any trifling advantage; and is at once a just sample of the eloquence and temper of the rebels...

...Our writer goes on to extol the "humanity of the rebels" and contrasts it with the "savage barbarity of burning unguarded towns, deflowering defenceless women," &c. As far as truth will permit, I am willing to believe, for the honour of America, that the rebels on this occasion relaxed in their usual barbarity. As it is the first instance, it should be recorded, though it would have lost nothing had it been expressed in less exaggerated terms.

The rebels have hitherto been infamous for their wanton cruelties. Their brutal treatment of Governor Franklin, and many other persons of distinction whom I could mention, -- their barbarity to loyalists in general, and at this present hour -- hanging men for acting according to the dictates of conscience -- whipping men almost to death because they will not take up arms - - publicly whipping even women, whose husbands would not join the militia -- their confiscations, fines, and imprisonments; these things which they daily and indubitably practice, very ill agree with the character of humanity so lavishly bestowed on them by this writer. Nothing but a long, very long series of conduct the reverse of this can wipe off the infamy which they hereby incurred.

The charge of "deflowering defenceless women" is one of those deliberate, malicious falsehoods which are circulated by the rebels, purely to incense the inhabitants against the British troops. As to burning "unguarded towns," this writer should know that the King's troops burn no houses except public magazines, and those from which they are fired at, or otherwise annoyed. This was lately the case at Fairfield and Norwalk, the towns to which, I suppose, the author alludes; and when houses are thus converted into citadels, it is justifiable to burn them by the rules of war among all civilized nations.

New Haven was in the possession of the King's troops, yet they did not burn it. The reason was, they were not fired at from the houses during their approach to, or retreat from, the town. Some of the inhabitants, however, did what would have justified the British troops in consigning it to the flames. Sentries placed to guard particular houses have been fired at from those very same houses, and killed. An officer of distinction took a prisoner who was on horseback, and had a gun; the prisoner apparently submitted, but watching for an opportunity, he discharged his gun at the officer, and wounded him. The wounded officer was carried into an adjoining house to have his wound dressed; the owner of the house seemed to be kind and attentive to the officer; the latter, in gratitude for his attention, ordered the soldiery, on his departure, to be particularly careful of the house, that no injuries should be offered to it.

This writer, and all others of his stamp, should remember that the colonies are now in a state of revolt and rebellion against their rightful sovereign. The British legislation is unalterably determined to bring them back to their allegiance. The most generous overtures have been made to them -- *a redress of grievances, an exemption from taxes, and a free trade*, have been offered. These liberal terms would indubitably make America the happiest, freest, and most flourishing country in the world. But the American Congress have madly and insolently rejected these terms. The Congress, therefore, and their partisans, are justly chargeable, before God and the world, with all the calamities which America now suffers, and with all those other and greater calamities which it will probably hereafter suffer in the course of this unnatural contest.

"Candidus" in the New York Gazette, August 16, 1779.

An excerpt from James Chalmers and "Plain Truth"

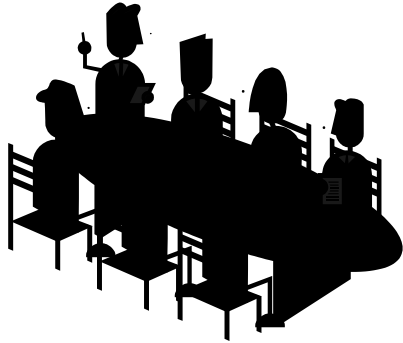
A Loyalist Answers Thomas Paine, 1776

"The demagogues to seduce the people into their criminal designs ever hold up democracy to them.... If we examine the republics of Greece and Rome, we ever find them in a state of war domestic or foreign.... Apian's history of the civil wars of Rome, contains the most frightful picture of massacres.... that ever were presented to the world."

Mistrustful of France and her intentions, Chalmers was compelled to remind his readers of the great debt owed England by the colonies. Citing William Penn and the Pennsylvania Quakers as settlers who brought "toleration, industry, and permanent credit" to the colonies, Chalmers says England took proper notice. "The people of England, encouraged by the extension of their laws and commerce to those colonies, powerfully assisted our merchants and planters, insomuch, that our settlements increased rapidly.... It may be affirmed, that from this period, until the present unhappy hour; no part of human kind, ever experienced more perfect felicity. Voltaire indeed says, that if ever the Golden Age existed, it was in Pennsylvania."

Chalmers was on firm ground with this argument and he knew it. By the time of the revolution, the American colonies were about the best place in the world to live. Opportunity was everywhere, land on the frontier was for the taking (or stealing as the case may be) and taxes were almost nonexistent in comparison to what the inhabitants of England were forced to pay. Best of all, the heavy-handed authority of King George and Parliament was diffused by several thousand miles of ocean.

At this point, he mentions the French and Indian War only in passing by saying, "In the hour of our distress, we called aloud on Great Britain for assistance, nor was she deaf to our cries." This strong sense of obligation to England for defeating France is curiously understated by Chalmers. It may have been a matter he considered so obvious that it didn't require special attention.



DINNER PARTY

Overview: The Dinner Party requires students to evaluate the significance of individual historic personalities' impact on events of their era by placing them in a fictional dinner party together. Not only will students be asked to justify the preferred seating arrangements, based on their knowledge of history and historical figures' opposing viewpoints, but they will be asked to re-create simple dialogue that would be representative of the perspective of each dinner guest toward controversial topics of the era.

Procedure:

1. Select five to seven historic figures to be invited to the Dinner Party, or allow students to select their own guest list.
2. Ask students to create invitations to the Dinner Party, (or the teacher may wish to create the invitations, with guest listed, as part of the directions to the assignment.)
3. Ask students to jot down notes from their text about the viewpoints of each guest toward one controversial topic of the historic era. What would this historic figure say to other guests, should he/she have the opportunity to meet together at the same dinner table? What historic evidence has been studied in class to support this dialogue? Could quotations from primary sources be used to re-create the dialogue?
4. Give students a template of the Dinner Party dialogue template (either on large paper or to be copied onto large posterboard.) Instruct students to use the template to create a fictional discussion between dinner guests. The first statement from each guest should identify the guest by name. The next two statements should reflect the person's attitude, political stance, perspective, etc. toward one controversial topic of the historic era. Students should be encouraged to make the discussion interesting and lively. (Students using direct quotes or passages from primary sources might be offered extra credit on their assignment.)
5. On the back of the dialogue template, ask students to diagram the seating arrangement they have selected for the guests. Students should write a paragraph justifying the seating arrangement or be prepared in class to orally explain the seating arrangement. Why would some guests be seating near or across from each other? What do we know about the guests' perspectives that might determined an appropriate seating arrangement?

I am President Andrew Jackson. They don't call me Old Hickory for nothing! If that John Marshall thinks he's more powerful than me, he can just try to enforce his own decisions and we'll see how far he gets!

I am Joss Ross, Principal Chief of the Cherokee. We will fight the encroachments on our tribal lands, all the way to the Supreme Court, where we are sure Justice Marshall will sympathize with our rights,

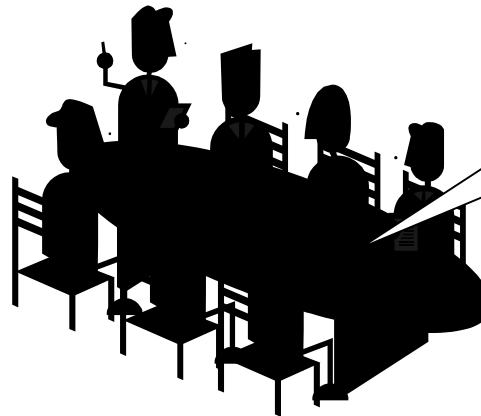
I am Nicolas Biddle. Jackson, you backwoods bumpkin! You know nothing about a banking. You'll ruin the nation's economy if you don't watch it.

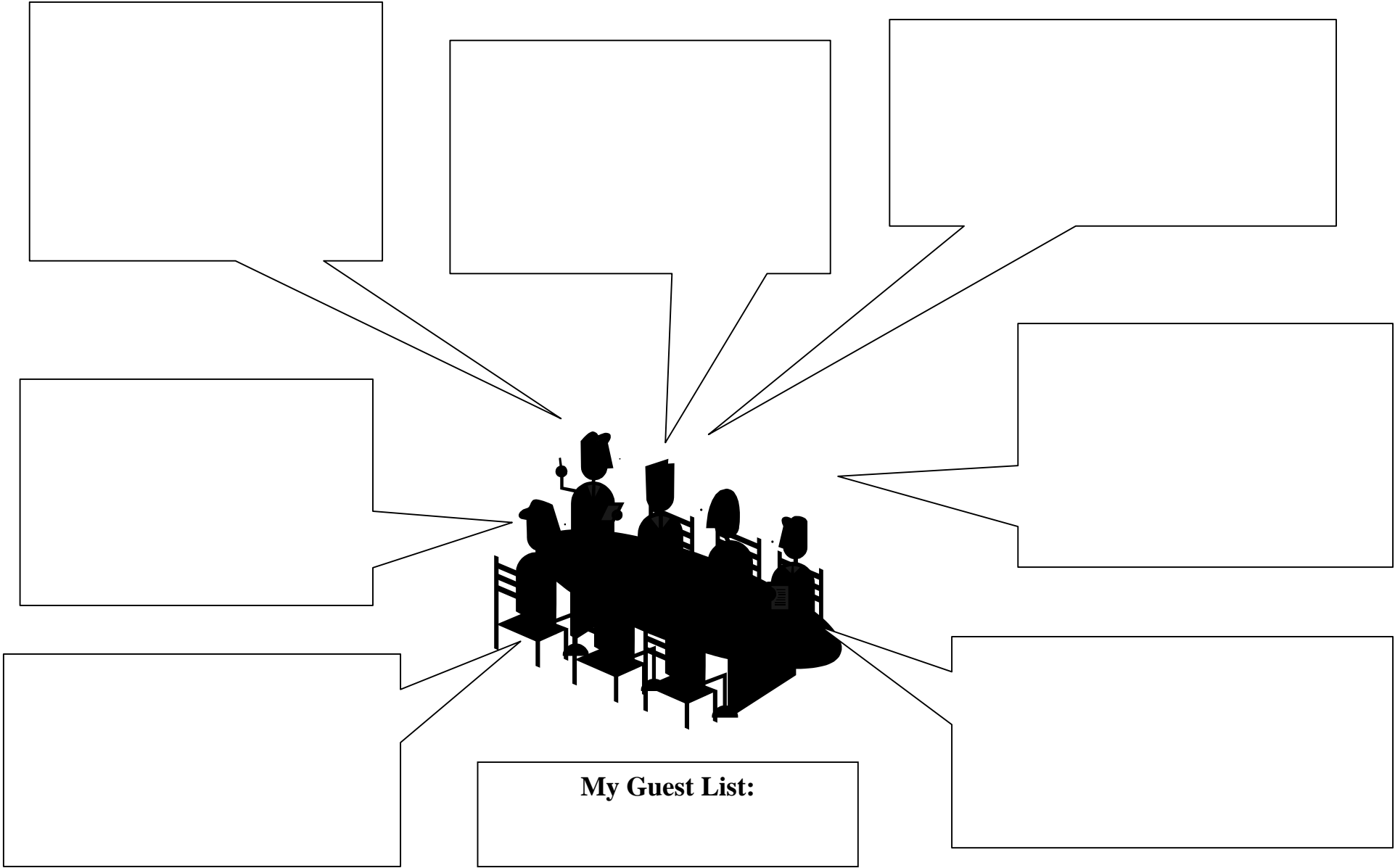
I am John C. Calhoun, southern born and southern proud. It is the states that created this union and it will be the states who determine whether they will remain in the union. State rights forever!

I am Rachel Jackson. Oh, My! I think I have the vapors! I am so upset over people calling me awful names. I thought I was divorced when I married my true love, Andy.

I am Daniel Webster. I will debate with you til my dying days, but never will I stop proclaiming "the Union must be preserved at all costs!"

I am Nat Turner. Boy, all this talk about money, states rights, Rachel and her "issues" makes me boiling mad! The black man is still in bondage and no one cares! Maybe if I stir up some real trouble, someone will start paying attention to the slavery problem!





My Guest List:

*You are cordially invited to a
White House Valentine's Day
Dinner Party
February 14, 1839*

You must plan a dinner party for the following guests:

President Andrew Jackson
Mrs. Rachel Jackson
Vice President John C. Calhoun
Senator Henry Clay
Reverend Samuel Worcester
Senator Daniel Webster
Chief Justice John Marshall
Mr. Nicholas Biddle
William Henry Harrison
Mr. Nat Turner
Mr. John Ross

Rather than tell me the menu and the entertainment,
you will tell me how your guests will be seated for dinner,
and explain why/how you chose that spot for them.

*You want the evening to be lovely,
so use information from Chapter 12, and pay close attention to which guests are seated together.*