**Guess Who’s Coming to Dinner?** - Students will be “hosting” a Gilded Age dinner party free of historical social norms. They will need to determine who will be attending, where they will be sitting, how each person will be arriving, and if they will be familiar with dinner party etiquette. Students will need to understand the values and beliefs of each of person and the opportunities and problems each of the character may or may not have faced. They will need to create a visual representation of their dinner party and where each guest is sitting. Students will formulate two dinnertime conversation questions that they think each of their characters would like to pose to the dinner guests sitting next to them and write a response to each question in the voice of that person. Students will also include an analysis of the situation which answers: What is the likelihood of these types of conversations happening? Explain.

**Differentiation:** Pre-AP/Honors U.S. History- Students need to include what document each guest has tucked inside their pocket. Also, instead of writing responses to each of the questions students will rewrite their questions so that they are abstract value conflict questions.

**The final product will include:**

- A short description of each guest that is attending the party, how they will arrive, and whether or not they would be acclimated dinner party etiquette.
- A visual layout of the dinner party and where each guest is sitting.
- Two well constructed, well thought out questions for each guest with an authentic response to each. (Non-Pre-AP/Honors)
- Analysis of the dinner party and the likelihood of the types of questions happening.
- What document each guest has tucked inside their pocket and why? (Pre-AP/Honors)
- Value conflict questions. (Pre-AP/Honors)