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Presents opposing views on a wide variety of issues affecting Africa as a whole including: Development -- Agriculture, food and the environment -- Social issues -- Politics, governance and conflict resolution. Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with Learning Outcomes, an Issue Summary, an Introduction, and an Exploring the Issue section featuring Critical Thinking and Reflection, Is There Common Ground?, and Additional Resources. Taking Sides readers also offer a Topic Guide and an annotated listing of Internet References for further consideration of the issues. An online Instructor's Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit

www.mhhe.com/takingsides for more details. Love and wrath. Sovereignty and responsibility. Victory and suffering. Some of the truths we read in the Bible seem to be in opposition to each other. We naturally tend to gravitate towards a side, but when we lose sight of one truth in order to protect the other, we are in danger of becoming proud, creating division, and diminishing our faith. In this compelling, inspiring, and at times provocative book, Adam Mabry urges us to stop taking sides and refuse to participate in tribalism by mapping out a way to hold in tension truths that we so often divide over. You'll discover how our joy and our witness rest on us learning to hold to all that the Scriptures teach and growing in virtue as we do. You'll learn how to wrestle with all that the Scriptures say, to embrace mystery, to listen closely, and to speak with clarity. "Taking Sides is more than a book; it's a politic aimed at the heart of every radical struggling against a racist state." —Luis A. Fernandez, author of *Policing Dissent* Taking Sides is a critical response to divisive debates within current movements against police violence and white supremacy, especially since Michael Brown's murder. These sharp interventions ask activists to avoid easy—and safe—answers and take on the hard work of building real grassroots solidarity across racial lines. Cindy Milstein is author of *Anarchism and Its Aspirations*. Her essays appeared in *Realizing the Impossible*, *Confronting Capitalism*, and *Globalize Liberation*. Todd and Tina Morgan were both there the night their mother died. They both saw their father kill her. But they can't agree

on what actually happened. To Tina, their father is a murderer. Their mother was trying to defend herself. To Todd, their father is a protector. He saved Todd and Tina when their mother turned a knife on them. Now their father is on the run. Todd and Tina are in separate foster placements. Todd knows there's only one way to clear his dad's name: get Tina to change her story. Get her to tell the truth. But the truth may not be as simple as Todd thought. Whose story is right? And whose side should Todd really be on? "An introduction to Gary Soto's novel *Taking Sides* for high school students, which includes biographical background on the author, explanations of various literary devices and techniques, and literary criticism for the novice reader"--Provided by publisher.

Concerns with research ethics have intensified over recent years, in large part as a symptom of "audit cultures" (M. Strathern) but also as a serious matter of engagement with the ethical complexities in contemporary research fields. This volume, written by a new generation of scholars engaged with contemporary global movements for social justice and peace, reflects their efforts in trying to integrate their scholarly pursuits with their understanding of social science, politics and ethics, and what political commitment means in practice and in fieldwork. This is a book of argument and analysis, written with passion, clarity and intellectual sophistication, which touches on issues of vital significance to social scientists and activists in general. In the Dublin of 1922 with Civil War about to break out, working class Annie Reilly is thrilled to win a scholarship to

Eccles Street Convent School. A little frozen out by her old friends, yet not wholly accepted by all of her new classmates, she is pleased to be befriended by Susie O'Neill an easy-going girl from a much more comfortable background. Through Susie's brother, Annie meets Peter Scanlon, a neighbour of the O'Neill's and a pupil at Belvedere college. Having been radicalised by the execution of Kevin Barry, another Belvedere pupil, Peter becomes involved with the rebels who oppose the Treaty with Britain, and who are in conflict with the forces of the newly formed Irish Free State. As families and friends across the nation are forced to choose sides, and with Peter's conservative parents unaware of the dangerous role their son is adopting, Annie and Peter find their friendship coming under strain. Torn socially between her old friends and the exciting opportunities her new school presents, Annie is further confused when fighting breaks out on the streets of the city, with Irishmen now fighting other Irishmen. When Peter comes under suspicion from the police he asks Annie to cover for him. Reluctantly she provides him with an alibi, knowing that this also places her at risk of arrest - and with it the loss of her vitally-important scholarship. While all of the friends try to enjoy normal life - engaging in after-school classes, sports and concerts - there is no escaping the conflict that is rocking the country. Annie and Peter argue, but despite disagreeing with his secret activities as a messenger for the Die Hards, Annie keeps his secret. Annie's father, who drives a hackney that is often used by government officials, is targeted by

the rebels, and Annie is kidnapped at gunpoint to force her father to co-operate in an assassination bid. Knowing that both sides have become increasingly brutal and ruthless, Peter is horrified when he learns of the danger that Annie now faces. Torn between his convictions and the debt that he owes to Annie, Peter has a stark choice to make. And when he risks everything for his friend, Annie too has to struggle with loyalty and the notion of informing on a friend, when other peoples' lives are in the balance. This debate style reader is designed to introduce students to controversies in abnormal psychology. The readings, which represent the arguments of leading psychologists and researchers, reflect a variety of viewpoints and have been selected for their liveliness and substance and because of their value in a debate framework. This new title will be a beneficial tool to encourage critical thinking on important issues concerning abnormal psychology. A debate-style reader provides an introduction to each moral issue covered, followed by two arguments presenting opposing viewpoints on the topic. The lines of oppression are already drawn. The only question is, Which side are you on in the struggle against the violence that is white supremacy and policing? Taking Sides supplies an ethical compass and militant map of the terrain, arguing not for reform of structurally brutal institutions but rather for their abolition. Its thirteen essays are sharp interventions that take particular aim at the role of nonprofits, “ally” politics, and “peace police” in demobilizing rebellions against hierarchical power. The authors offer tools to

hone strategies and tactics of resistance, and hold out the promise of robust, tangible solidarity across racial and other lines, because in the battle for systemic transformation, there are no outside agitators. The ideal that the goal of social research was the production of objective knowledge, and that this required a commitment to value neutrality, has been challenged in recent times. Here, Martyn Hammersley assesses the arguments. Though scores of texts, films and stories have been told about the American Revolution from the perspectives of our Founding Fathers and their followers, comparatively little is known about those colonists who resisted the revolutionary movement, and tried desperately to preserve their nation's ties to the British Empire. *Choosing Sides: Loyalists in Revolutionary America* shows us that America's original colonies were not nearly as united behind the concept of forming free, independent states as our society's collective memory would have us believe. There were, in fact, numerous colonists, slaves, and Native Americans who counted themselves among the Loyalists: those who never wanted to sever ties with the English crown and who viewed revolution as an unnatural and unlawful mistake. Too often overlooked, these men and women made valid and valuable arguments against the formation of the United States—both weighing the costs of revolution and the perilousness of existing without the Empire's command—arguments that even hundreds of years into America's existence were echoed and championed both within and beyond our borders. Colonists

from commoners to clergymen had nuanced and complex reasons for wanting to remain under British control, and an awareness of these reasons and their origins paints a more historically accurate portrait of the American populous around the time of our country's founding. This volume not only showcases Dr. Chopra's comprehensive analysis of Loyalism and its arguments, but includes letters, legislation and even poems written by Loyalists during and after the Revolutionary War. *Choosing Sides* lays a detailed foundation of facts for its readers and provides them entry points to the debate surrounding the genesis of the United States. It is both a primary source and a touchstone for original interpretations and discussions. In the past it was generally taken for granted that the goal of social research was the production of objective knowledge; and that this required a commitment to value neutrality. In more recent times, however, both these ideals have come to be challenged, and it is often argued that all research is inevitably political in its assumptions and effects. In this major contribution to the debate, Martyn Hammersley assesses the arguments from the classic and still influential contributions of C. Wright Mills, Howard Becker and Alvin Gouldner to the present day. He concludes that the case for partisanship is not convincing, and that an intelligent and sceptical commitment to the principles of objectivity and value neutrality must remain an essential feature of research. Presents current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each

issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript. An instructor's manual with testing material is available for each volume. Taking Sides begins where the award-winning Both Sides ended: with 16-year-old brain transplant recipient Alex Featherstone leaving the hospital and coming home. But where, exactly is home now that she's living in another girl's body? Taking Sides gives a glimpse of what it's like to deal with the press and paparazzi, school, family and friends as we follow Alex on the rollercoaster ride that has become her life. When campaign organizer Trevor Connelly comes to Indianapolis to help local advocates fight their Republican state government's religious freedom law, she finds that's not her only challenge. Librarian Gail Moore would rather avoid both politics and romance, but with Trevor, she finds it hard to resist either. Can two women from different worlds overcome their misgivings and find true love? Lincoln Mendoza has to face his homeboys when his posh new school goes up against his old school on the basketball court. Taking Sides volumes present current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. Each issue is thoughtfully framed with an issue summary, an issue introduction, and a postscript or challenge questions. Taking Sides readers feature an annotated listing of selected World Wide Web sites. An online Instructor's Resource Guide with testing material is available for each volume. Using Taking Sides in the Classroom is also an excellent instructor

resource. Visit www.mhhe.com/takingsides for more details. United Nations peacekeeping has undergone radical transformation in the new millennium. Where it once was limited in scope and based firmly on consent of all parties, contemporary operations are now charged with penalizing spoilers of peace and protecting civilians from peril. Despite its more aggressive posture, practitioners and academics continue to affirm the vital importance of impartiality whilst stating that it no longer means what it once did. *Taking Sides in Peacekeeping* explores this transformation and its implications, in what is the first conceptual and empirical study of impartiality in UN peacekeeping. The book challenges dominant scholarly approaches that conceive of norms as linear and static, conceptualizing impartiality as a 'composite' norm, one that is not free-standing but an aggregate of other principles-each of which can change and is open to contestation. Drawing on a large body of primary evidence, it uses the composite norm to trace the evolution of impartiality, and to illuminate the macro-level politics surrounding its institutionalization at the UN, as well as the micro-level politics surrounding its implementation in the Democratic Republic of the Congo, site of the largest and costliest peacekeeping mission in UN history. *Taking Sides in Peacekeeping* reveals that, despite a veneer of consensus, impartiality is in fact highly contested. As the collection of principles it refers to has expanded to include human rights and civilian protection, deep disagreements have arisen over what keeping peace impartially

actually means. Beyond the semantics, the book shows how this contestation, together with the varying expectations and incentives created by the norm, has resulted in perverse and unintended consequences that have politicized peacekeeping and, in some cases, effectively converted UN forces into one warring party among many. *Taking Sides in Peacekeeping* assesses the implications of this radical transformation for the future of peacekeeping and for the UN's role as guarantor of international peace and security. Concerns with research ethics have intensified over recent years, in large part as a symptom of "audit cultures" (M. Strathern) but also as a serious matter of engagement with the ethical complexities in contemporary research fields. This volume, written by a new generation of scholars engaged with contemporary global movements for social justice and peace, reflects their efforts in trying to integrate their scholarly pursuits with their understanding of social science, politics and ethics, and what political commitment means in practice and in fieldwork. This is a book of argument and analysis, written with passion, clarity and intellectual sophistication, which touches on issues of vital significance to social scientists and activists in general. Seminar paper from the year 2006 in the subject English Language and Literature Studies - Literature, grade: 2,0, University of Münster (Englisches Seminar), 18 entries in the bibliography, language: English, abstract: Introduction Wilhelm Furtwängler was a renowned German conductor before, during and after the Third Reich. He is still known today not least

because of his ambiguous relationship with National Socialism. The playwright Ronald Harwood wrote a play named *Taking Sides* about Furtwängler's denazification trial. The title appeals to the audience to take sides rather than summing up the plot of the play. Harwood makes his audience witness a dialogue of two contrasting perspectives: Furtwängler, on the one hand who is convinced of his innocence, and on the other, there is American investigator Major Arnold whose aim is to prove Furtwängler's guilt. In the end it is up to the audience to take sides (cf. Glaap 2003, p. 13). Questions the playwright poses at his audience are: "Why did Furtwängler stay in Germany whereas many other artists emigrated? (How) Did he manage to conduct the Berlin Philharmonic without making a deal with high-rank Nazis? Did he make up for his guilt by helping some Jews to escape? Can Arnold be interpreted as advocate of the Third Reich's victims? (cf. *ibid.*). This essay is not meant to finally expose the truth about Furtwängler's guilt or innocence; other scholars have attempted to do that. Rather, my interest lies in revealing if Harwood succeeded in creating a neutral play that appeals to the audience to take sides without revealing his own personal opinion. With this working hypothesis I want to start by examining Harwood's motivation to write the play. As a next step the importance of the setting will be examined. When analysing Harwood's choice of characters and their function concerning their questioning or their support of Furtwängler, I will also examine Furtwängler's role in the Third Reich as background

information. By doing that, arguments taking sides for or against Furtwängler will also be taken into account. Furthermore, I will give an overview of the critic's voice on Harwood's play. In my conclusion I want to answer the question if Harwood succeeded in not taking sides. This debate-style reader is designed to introduce students to controversies in mass media. The readings, which represent the arguments of leading scholars and media commentators, reflect a variety of viewpoints and have been selected for their liveliness and substance and because of their value in a debate framework. Taking Sides actively develops critical thinking skills by requiring students to analyze opposing viewpoints and reach considered judgements. The Taking Sides Collection on McGraw-Hill Create™ includes current controversial issues in a debate-style format designed to stimulate student interest and develop critical thinking skills. This Collection contains a multitude of current and classic issues to enhance and customize your course. You can browse the entire Taking Sides Collection on Create, or you can search by topic, author, or keywords. Each Taking Sides issues is thoughtfully framed with Learning Outcomes, an Issue Summary, an Introduction, and an Exploring the Issue section featuring Critical Thinking and Reflection, Is There Common Ground?, and Additional Resources and Internet References. Go to McGraw-Hill Create™ at www.mcgrawhillcreate.com, click on the "Collections" tab, and select The Taking Sides Collection to browse the entire Collection. Select individual Taking Sides issues to

enhance your course, or access and select the entire Behan: Taking Sides: Clashing Views in Special Education, 7/e ExpressBook for an easy, pre-built teaching resource by clicking here. An online Instructor's Resource Guide with testing material is available for each Taking Sides volume. Using Taking Sides in the Classroom is also an excellent instructor resource. Visit the Create Central Online Learning Center at www.mhhe.com/createcentral for more details. The Antinomies of Realism is a history of the nineteenth-century realist novel and its legacy told without a glimmer of nostalgia for artistic achievements that the movement of history makes it impossible to recreate. The works of Zola, Tolstoy, Pérez Galdós, and George Eliot are in the most profound sense inimitable, yet continue to dominate the novel form to this day. Novels to emerge since struggle to reconcile the social conditions of their own creation with the history of this mode of writing: the so-called modernist novel is one attempted solution to this conflict, as is the ever-more impoverished variety of commercial narratives – what today's book reviewers dub "serious novels," which are an attempt at the impossible endeavor to roll back the past. Fredric Jameson examines the most influential theories of artistic and literary realism, approaching the subject himself in terms of the social and historical preconditions for realism's emergence. The realist novel combined an attention to the body and its states of feeling with a focus on the quest for individual realization within the confines of history. In contemporary writing, other forms of

representation – for which the term “postmodern” is too glib – have become visible: for example, in the historical fiction of Hilary Mantel or the stylistic plurality of David Mitchell’s novels. Contemporary fiction is shown to be conducting startling experiments in the representation of new realities of a global social totality, modern technological warfare, and historical developments that, although they saturate every corner of our lives, only become apparent on rare occasions and by way of the strangest formal and artistic devices. In a coda, Jameson explains how “realistic” narratives survived the end of classical realism. In effect, he provides an argument for the serious study of popular fiction and mass culture that transcends lazy journalism and the easy platitudes of recent cultural studies. This debate-style reader is designed to introduce students to controversies in education. The issues reflect viewpoints on fundamental issues such as: should school attendance be compelled; can charter schools revitalize public education, and do school uniforms promote safety and improve discipline. For additional support on this title, visit our student website Dushkin Online (www.dushkin.com/online/). This debate-style reader is designed to introduce students to controversies in education. The issues reflect viewpoints on fundamental issues such as: should school attendance be compelled; can charter schools revitalize public education, and do school uniforms promote safety and improve discipline. For additional support on this title, visit our student website Dushkin Online

(www.dushkin.com/online/). The American Revolution in New Jersey lasted eight long years, during which many were caught in the middle of a vicious civil war. Residents living in an active war zone took stands that varied from “Loyalist” to “Patriot” to neutral and/or “trimmer” (those who changed sides for a variety of reasons). Men and women, Blacks and whites, Native Americans, and those from a wide variety of ethnic backgrounds, with different religious affiliations all found themselves in this difficult middle ground. When taking sides, sometimes family was important, sometimes religion, or political principles; the course of the war and location also mattered. Lurie analyzes the difficulties faced by prisoners of war, the refugees produced by the conflict, and those Loyalists who remained, left as exiles, or surprisingly later returned. Their stories are interesting, often dramatic, and include examples of those literally caught in the crossfire. They illustrate the ways in which this was an extremely difficult time and place to live. In the end more of the war was fought in New Jersey than elsewhere, resulting in the highest number of casualties, and a great deal of physical damage. The costs were high no matter what side individuals took. *Taking Sides* uses numerous brief biographies to illustrate the American Revolution’s complexity; it quotes from documents, pamphlets, diaries, letters, and poetry, a variety of sources to provide insight into the thoughts and reactions of those living through it all. It focuses on people rather than battles and provides perspective for the difficult choices we make in our own

times. Supplemental Instructor Resources for Taking Sides in Revolutionary New Jersey: Questions (<https://d3tto5i5w9ogdd.cloudfront.net/wp-content/uploads/2022/07/19144155/Taking-Sides-Supplementary-Instructor-Resources-Questions.pdf>) Bibliography (<https://d3tto5i5w9ogdd.cloudfront.net/wp-content/uploads/2022/07/19144154/Taking-Sides-Supplementary-Instructor-Resources-Bibliography.pdf>) The Taking Sides series is a debate-style reader designed to introduce students to current global controversies and world issues. The readings, which represent the arguments of leading political scientists, social commentators, and experts in the field, reflect a variety of viewpoints, and are presented in pro/con format. Dushkin Online is a student Web site designed to support Taking Sides titles. (www.dushkin.com/online/). Todd and Tina saw their father kill their mother. But they can't agree on what happened. Did their father murder their mother, or was he trying to protect Todd and Tina? Whose story is right? Imaginative topics develop problem-solving and critical-thinking skills for English as a second language students A play about the post-war United States denazification investigation of the German conductor and composer Wilhelm Furtwängler on charges of having served the Nazi regime. Collaboration In 1931, composer Richard Strauss and writer Stefan Zweig embark on an invigorating artistic partnership. But Zweig is a Jew and the Nazis are on the march. Is it possible to keep artistic aspiration and political action separate? How fine is the line

between collaboration and betrayal? Taking Sides Prized by Hitler as the cultural jewel in the crown of the Third Reich, conductor Wilhelm Furtwangler became the perfect post-war target for interrogation as a Nazi sympathiser. Major Steve Arnold, who has witnessed the horrors of Belsen, is about to cross-examine him. Presents opposing viewpoints on seventeen controversial issues in American history, covering a period that ranges from colonial times to Reconstruction.

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