Civil War Essential Questions:

1. To what extent was slavery a "cause" of the Civil War?

Slavery was the main cause of the Civil War because it is what made any other major
issue between the North and South an issue. Whether you consider states' rights, or
agriculture vs industrialization, or sectionalism...each of those were divisive issues in
the country because of how the two sides viewed slavery.

2. Was war inevitable after the sectional crises of the 1850s?

Secession was definitely inevitable after the sectional issues of the 1850's polarized the North and South to an even greater, and more fanatical, degree. When you consider how heated the debates were surrounding the Compromise of 1850 (which included a secession threat) and the violence brought on by the Kansas-Nebraska Act, it is safe bet to say that war was also inevitable.

3. What were the circumstances surrounding the attack at Fort Sumter? What effect did the attack have on Northern opinion of Southern secession?

- The newly formed Confederacy believed Fort Sumter, which guarded the harbor of Charleston, SC, was owned by them because it was in their "country", but the US (North/Union) did not recognize the legitimacy of the Confederacy, so they believed it was still a US military fort. Lincoln sent a ship to re-supply the fort, but the South had issued an ultimatum to Major Anderson, the US commander of the fort, to leave the fort or face bombardment. He chose to stay, so the fort was fired upon. Both sides claimed they were right and it served as an indication of how divided the two sides were even in how they defined the legitimacy of each other's claims.
- The Battle of Fort Sumter caused Lincoln to formally claim that an armed rebellion against the US had begun. When he called for 75,000 volunteers to "put down the rebellion", the South was able to claim that the North had begun an invasion of their "country"

4. What were the advantages and disadvantages of the South when entering the war? What were the advantages and disadvantages of the North when entering the war?

These are clearly outlined in the overview notes I've linked on the wiki.

5. Why did the European nations refrain from aiding the South in the war? How and why did King Cotton fail the South?

Slavery was the main reason Europe refrained from aiding the South – they were morally against slavery and siding with a nation trying to maintain that institution would have been internationally unpopular. While feeling the pinch of economic sanctions can often times causes nations to go against such principles, the South's over-reliance on cotton production (King Cotton) hurt them here. Most European nations had ample stockpiles of cotton and the South had very little else to economically hang over the heads of European nations to influence them to alter their ideals.

6.How were women aided by the Civil War?

Common Core Civil War Essential Questions

Jonathan Fox

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Mastering Academic Language Debbie Zacarian, 2012-12-19 Ideal for Common Core initiatives this much needed book offers a step by step approach for teaching academic language including case studies classroom strategies study questions Case Studies and Case-Based Learning Todd Stanley, 2021-09-03 Case Studies and Case Based Learning brings authentic real world learning to the classroom and The Social Studies Teacher's Toolbox Elisabeth Johnson, Evelyn Ramos, 2020-04-09 Social studies teachers will find classroom tested lessons and strategies that can be easily implemented in the classroom The Teacher's Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Social Studies Teacher's Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards cover the underlying research technology based options practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses Topics range from reading and writing in social studies and tools for analysis to conducting formative and summative assessments differentiating instruction motivating students incorporating social and emotional learning and culturally responsive teaching Easy to read content shows how and why social studies should be taught and how to make connections across history geography political science and beyond Designed to reduce instructor preparation time and increase relevance student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs advanced students and students with learning differences Offers real world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher's Toolbox is an invaluable source of real world lessons strategies and techniques for general education teachers and social studies specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators **Teaching Strategies** That Create Assessment-Literate Learners Anita Stewart McCafferty, Jeffrey S. Beaudry, 2018-04-12 Your go to guide for using classroom assessment as a teaching and learning tool Using seven strategies of assessment for learning and five keys of quality assessment as a foundation this book presents a model that focuses on assessment to help students understand their progress on their learning journey and the next steps needed to get there Full of high impact classroom practices this book also offers Clear and relevant examples of assessment for learning strategies in specific subject matter contexts Visual learning progressions for use in a self assessment checklist and professional development Additional material and examples

on an author created website Religion, Civilization, and Civil War Jonathan Fox, 2004-03-15 In Religion Civilization and Civil War author Jonathan Fox carves out a new space of research and interrogation in conflict studies As a preeminent observer of religious trends on domestic conflicts Fox utilizes new statistical analysis in the Minorities at Risk MAR dataset which tracks several hundred politically active ethnic groups across the globe to examine the impact of religion and religious practice on rebellion protest discrimination and international intervention Fox also employs the State Failure SF dataset which tracks internal wars and failed governances Fox expertly uses this information to analyze ethnic wars mass killings and civil wars between 1948 and 2001 Covering over five decades this study provides the most comprehensive and detailed empirical analysis of the impact of religion and civilization on domestic conflict to date and will become a critical resource for both international relations and political science scholars Like his first book Ethnoreligious Conflict in the Late 20th Century A General Theory which was touted as closing gaps in the concept of ethnoreligious conflict Religion Civilization and Civil War provides the data to substantiate expand and transform the way scholars understand global conflict since World War Content Area Reading Richard T. Vacca, Jo Anne L. Vacca, 1993 Engineering News-record ,1918 Two Civil Wars George C. Rable, 1989-04 A full length study of white women during the Civil War *Bridging the Divide* Tom Axworthy, 2008 Responding to the contemporary situation of escalating violence often driven by religious and ideological differences the InterAction Council of former world leaders engages scholars and religious leaders of all world faiths in one of the most important debates of our time Bridging the Divide poses fundamental questions Can religion help build bridges between civilizations in conflict Is a global ethic possible Believing that religious misunderstanding has led to world conflict the Council led by Helmut Schmidt former chancellor of the federal republic of Germany has developed a research agenda to ask the following questions Can religious become a force for peace Can the virtue of tolerance be taught Do world religions share a core ethic What can be done to thwart those who exploit and abuse faith for their own ends Bridging the Divide makes available the results of these explorations The first two sections present perspectives on Buddhism Christianity Confucianism Hinduism Islam Judaism and Shinto Religious practitioners and scholars look beyond the differences toward a common goal a global ethic of mutual respect compassion and peace In the third section politicians and academics discuss the possibility of a universal ethic while the fourth section presents a culmination of this work a draft of a Universal Declaration of Human Responsibilities Bulletin of the Carnegie Foundation for the Advancement of Teaching .1918 Frame v. Nehls, 452 MICH 171 (1996) ,1996 102139 **African Security, Commodities and Development** Robert H. Bates, Royal United Services Institute for Defence and Security Studies, 2006 A Study of Engineering **Education** Charles Riborg Mann, 1918 The World and the School .1973 Journal of the American Society of Mechanical Engineers American Society of Mechanical Engineers, 1918 Frank Leslie's Illustrated Newspaper, 1906 National Parks Bulletin ,1924 **Library Essays** Arthur Elmore Bostwick,1920 Richardson's Defense of the South

 ${\it John Anderson Richardson, 1914} \qquad {\it Journal of the American Medical Association} \ {\it , 1895}$

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