

**Grade 3: South Carolina Studies**  
**Fort Moultrie**

The purpose of this document is to help educators see how information presented at Fort Moultrie correlates with the state's learning results. The latter are on the left and the connections are on the right.

**I. Time, Continuity, and Change: History**

(3.1) The learner will demonstrate an understanding of the ways individuals, families, and communities live and work together now and in the past. The student should be able to:

(3.1.2) Identify historical resources in the local community.

(3.1.2) This is an historic resource.

(3.2) The learner will demonstrate an understanding of the major developments in the history of South Carolina from the earliest human settlements through Reconstruction. The student should be able to:

(3.2.1) Describe the influence of geography on the history of South Carolina and the local community.

(3.2.1) Fort Moultrie was built to help protect Charleston Harbor.

(3.2.2) Name the indigenous peoples who first lived in South Carolina.

(3.2.2) Osceola is buried at Fort Moultrie.

(3.2.7) State the key events and effects of the Revolutionary War on South Carolina and his or her community.

(3.2.7) Fort Moultrie existed during the American Revolution and was the first decisive naval battle for the colonists.

(3.2.10) State the key events and effects of the Civil War on South Carolina and his or her own community.

(3.2.10) Fort Moultrie existed during the Civil War. It took part in the battle to take Fort Sumter away from Northern control.

(3.3) The learner will demonstrate an understanding of the major developments in South Carolina from the end of Reconstruction through World War II. The student should be able to demonstrate:

(3.3.2) Explain the impact of World War I in South Carolina.

(3.3.2.) Fort Moultrie was part of the coastal defense system during W.W.I.

(3.2.4) Explain the impact of World War II in South Carolina.

(3.2.4) Fort Moultrie was part of the coastal defense system during W.W.II.

**II. Power, Authority, and Governance:**  
**Government/Political Science**

(3.5.) The learner will demonstrate an understanding of government, its origins, and functions, including civic life and politics.

The student should be able to:

(3.5.1) Discuss necessity and purposes of government.

(3.5.1) The federal government provides the funds for the defense of our country. Therefore, Fort Moultrie was financially support from the Revolutionary War through World War II because it was an active fort.

(3.7) The learner will demonstrate an understanding of the role of the citizen in South Carolina, including personal and civic rights and responsibilities. The student should be able to:

(3.7.1) Explain the importance of political leadership and public service in school, community, state and nation.

(3.7.1) South Carolinians have volunteered to defend their state and country in wars. Fort Moultrie participated also.

### III. People, Places and Environments: Geography

(3.9) The learner will demonstrate an understanding of the world in spatial terms. The student should be able to:

(3.9.2) Use maps, globes, graphs, diagrams and photographs to analyze the location and spatial distribution of physical and cultural features in South Carolina.

(3.10) The learner will demonstrate an understanding of places and regions. The student should be able to:

(3.10.1) Identify physical characteristics (e.g. landforms, river systems, climate regions) and the natural resources in South Carolina and their relationship to economic activities.

(3.10.2) Discuss the location and distribution of human characteristics (e.g. population, land use, transportation and communication systems) and political units in South Carolina.

(3.10.6) Discuss how the physical and human characteristics of places and regions of South Carolina change over time.

(3.9.2) A map of Fort Moultrie is available for copying and using during a visit. There are also displays which can help with this learning result.

(3.10.1) Fort Moultrie was built to protect Charleston Harbor. Navigating the harbor entrance was difficult for those who didn't know it, like an enemy. Tidal action continually changes the bottom of the ocean and river beds. The palmetto tree was used to build the first Fort Moultrie.

(3.10.2) Fort Moultrie can open the door to semaphore, a system of communicating with flags. A communications office was there during W.W.II. Look for the flagpole over it with four flags. What do letters the flags represent?

(3.10.6) Fort Moultrie has existed since the Revolutionary War. The structure has changed as well as the artillery.