

Grade 8: U.S. and South Carolina Social Studies

Fort Moultrie

The purpose of this document is to help educators see the relationship between the state learning results and the information presented at Fort Moultrie. The learning result is on the left and the connection is on the right.

I. Time Continuity and Change: History

(8.2) The student should demonstrate an understanding of the major developments in the history of South Carolina and the United States from Exploration through the Revolutionary War. He/She should be able to:

(8.2.6) Examine the causes and course of the American Revolution and the contributions of South Carolinians.

(8.3) The student should demonstrate an understanding of the major developments in the history of South Carolina and the United States from birth of the nation up to the Civil War. He/She should be able to:

(8.3.10) Describe U.S. relations with native Americans, including the Indian removal.

(8.4) The student should demonstrate an understanding of the major developments in the history of South Carolina and the United States. He/She should be able to:

(8.4.2) Describe the causes and course of the Civil War and its effects on the American people.

II. Physical Forces: Motions and Forces

The motion of an object can be described by its position, direction of motion, and speed and can be measured and represented on a graph.

Operationally define speed, velocity, acceleration and momentum, and apply these in real situations.

III. Mathematics: Geometry and Spatial Sense

Represent and apply geometric properties and relationships to solve real world and mathematical problems and connect geometry and spatial sense to the physical world, to other aspects of mathematics and to other disciplines.

(1) The student will apply geometric figures and spatial sense in a variety of real world contexts and other disciplines.

(2) The student will use technology to explore geometric concepts.

Some learning results for Time, Continuity and Change: History are addressed at Fort Moultrie because it was in use until 1947.

(8.2.6) Fort Moultrie's role in the Revolutionary War is presented which includes people from the state.

(8.3.10) Information on Osceola is given at this site.

(8.4.2) South Carolina seceded from the Union and the port of Charleston had to be protected. Fort Moultrie was one of several forts that were entrusted to do this. If the port closed, trade would be severely affected. Blockades were established and blockade runners did their best to get through them.

II. This science topic can be tied in with the artillery at Fort Moultrie. Ammunition changed over the years, becoming more accurate.

Another science idea is the use of palmetto tree trunks and sand for building a fort. The spongy texture of the tree and the amount of sand decreased the impact of the ammunition.

(1) In Fort Moultrie there is a display of an instrument on a tripod. It was used to fire ammunition more accurately.

(2) The students could compare the different projections of ammunition by the cannons. They might also calculate distances for bombarding the fort in Charleston Harbor as a strategy used by the North as well as the South (offense and defense). The building of a fort requires geometric calculations for space and amount of materials needed.