

Grade 3: South Carolina Studies
Fort Sumter

This document is for educators who visit Fort Sumter. It shows how the learning results are correlated with the information presented at Fort Sumter. The learning results 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 Sumter was built on a man made island to help protect Charleston and the surrounding area.

(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 Sumter, occupied by Union troops, was fired upon on April 12, 1861. This is considered the beginning of the Civil War.

**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 Sumter was built with federal money. Whether occupied by the North or the South, the governing bodies supported the troops there.

(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 volunteered to defend the Confederacy and fought to gain control of Fort Sumter to protect Charleston and the surrounding area..

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

(3.9.2) Fort Sumter has many displays, diagrams and maps for children to see and use to better understand its location and purpose for being there.

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

- (3.10.1) Fort Sumter was built to protect Charleston and the surrounding area from naval attack. It was important to keep this area open for trading, be it military or civilian needs.
- (3.10.6) Fort Sumter was vital during the Civil War and now stands as a reminder of our historical past.