

Grade 4: U.S. Studies to 1877

Fort Sumter

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

I. Time, Continuity, and Change: History

(4.1) The student should demonstrate an understanding of the major developments in the history of the United States from the earliest human settlements through Reconstruction. He/She should be able to:

(4.1.16.) State the causes and events leading to the Civil War.

(4.1.17) Identify notable figures of the Civil War and the roles they played

(4.1.18) Describe the Civil War and its effects on the nation.

II. People, Places, and Environment: Geography

(4.6) The student should demonstrate an understanding of the world in spatial terms. He/She should be able to:

(4.6.3) Display spatial information on maps and the other geographic representations.

(4.6.4) Explain connections between places.

(4.6.5.) Describe the causes and consequences of spatial interaction among people.

The Time, Continuity, and Change: History learning results are addressed at Fort Sumter. Fort Sumter was involved in the Civil War.

(4.1.16) After seeing a signal shot from Fort Johnson, located on James Island, Fort Moultrie started attacking Fort Sumter, the beginning of the Civil War.

(4.1.17) Major Robert Anderson, a Union soldier, was the commander at Sumter. Brig. Gen. Pierre Gustave Toutant Beauregard was the commander of the Confederate military operation in the Charleston area.

(4.1.18) The Civil War shows the importance of ports and who controls them.

This section of the learning results focusing on geography and understanding the world in spatial terms can be addressed with information at Fort Sumter.

(4.6.3) Maps are available of Fort Sumter and its position within Charleston Harbor.

(4.6.4) Using the above map, the importance of positioning Fort Sumter in that location will show the strategy of that decision.

(4.6.5) Protecting Charleston Harbor was important in that trading with other countries was necessary. Blockades were set up at vital ports to prevent goods from exiting and entering. Also, due to the war, many of the owners deserted their plantations, while the African Americans remained on them during the war and after as freed people.

III. English: Listening

The student will listen to oral presentations and reports.

1. Use subject related information and vocabulary.
2. Listen and record information.
3. Demonstrate active listening skills and respond appropriately and accurately to oral information.

The English: Listening results are addressed on a visit to Fort Sumter. Usually a Park Ranger will have a welcoming presentation. Park Rangers or Volunteers are present to answer questions and share more information.