



The Walled City

Standards Addressed:

Social Studies

3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

4-2.3 Identify the English, Spanish, and French colonies in North America and summarize the motivations for the settlement of these colonies, including freedom of worship, and economic opportunity. (H, G, E)

Language Arts

3-2.6 Use **graphic features** (including illustrations, graphs, charts, maps, diagrams, and **graphic organizers**) as sources of information.

3-4.2 Use complete sentences (including compound sentences) in writing.

3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.

4-2.6 Use **graphic features** (including illustrations, graphs, charts, maps, diagrams, and **graphic organizers**) as sources of information.

4-4.2 Use complete sentences in a variety of types (including simple and compound sentences) in writing.

Objectives:

1. The student will identify three reasons for the location of the defense wall.
2. The student will illustrate the location of the defense wall.

Materials:

- Crisp Map (attached) copied on a transparency
- Blank paper
- Social Studies notebook
- Pencils
- Crayons/Markers/Colored Pencils

Procedures:

1. The teacher will activate the students' prior knowledge by leading them in a discussion about their field trip to the Powder Magazine. The teacher will ask the following questions:
 - a. What was your favorite part of the field trip to the Powder Magazine? (artifacts, pictures of the people, maps of the city, pictures of the buildings)

- b. What is something new that you learned about early Charleston? (walled city, dangers of colonial life, reason for Powder Magazine, construction of Powder Magazine)
 - c. The teacher will summarize by saying, “We learned a lot about early Charleston history on our field trip to the Powder Magazine. Now, let’s focus on one aspect: the defense wall around the city.”
 2. Ask students to close their eyes and imagine without speaking that they are living in the early colonial period in Charleston. Remind them again of the pictures they saw at the Powder Magazine. Say to the students as their eyes are closed, “You are early settlers in Charleston and you find out that an attack is coming. You are going to construct a wall to protect the city. Where would you put it? What are the factors that you would consider?”
 3. The teacher will divide the class into small groups to discuss their answers to these questions. Each group will make a list of their ideas. Allow the students at least five minutes to brainstorm and write down their thoughts.
 4. Next, as a whole class, each group will present one of their ideas. Have one student record the responses on the board.
 5. Say, “Those are great ideas! Now, let’s look at what the people of Charleston took into consideration as they were building the wall.”
 6. Place the Crisp Map on the ELMO (If an ELMO is not available, the teacher can convert it to an overhead transparency). As the teacher presents each factor, s/he will write it on the board and discuss it using the map (Note: Highlight the factors). The students will copy the factors in their Social Studies notebooks along with an explanation of each factor.
 - a. Space: “The early settlers had to think about making the space inside the wall large enough to accommodate daily living. This includes houses, schools, businesses, farms, weapons, and churches. However, they also had to think about traveling time within the city. If the space inside the wall was too big, they would not be able to get to different places quickly.”
 - b. Geographic features: “Geographical features are another way to describe landforms, such as oceans, rivers, or plateaus. These are features found in Charleston that the settlers had to consider when they built the wall. Why do you think they had to consider these features?” (waterways formed natural boundaries-can’t build in the water, plateau is higher up)
 - c. Transportation: “The early settlers did not make all of their living supplies within the city. They often relied on imports from other countries. Therefore, they needed quick ways for ships to bring supplies, such as gun powder, to the city. The creeks lying on both sides of the city allowed ships easy access to bring resources.”
 7. Ask the students the following questions:
 - a. “Do you agree or disagree with these factors? Why or why not?” (agree-settlers need space, need supplies, can’t build in water; disagree-should’ve made it bigger)
 - b. “How do these factors relate to the ideas you all came up with in your groups?” (came up with some of the same reasons-needed oceans for ships)

8. Pass out one piece of blank paper to each student. Have them get out their pencils/crayons/markers/colored pencils.
9. Instruct the students to write a paragraph describing the three reasons for the location of the defense wall. The students can use their Social Studies notebooks as a reference. Tell the students to include with the paragraph an illustration of the location of the defense wall. They need to include at least four details that represent the factors described in the paragraph.
10. Collect the papers for a grade using the attached rubric.

Assessment:

1. The student will write a paragraph describing the three reasons for the location of the defense wall. (Rubric is attached.)
2. The student will include an illustration of the location of the defense wall. (Criteria included in attached rubric)

Extension Activities:

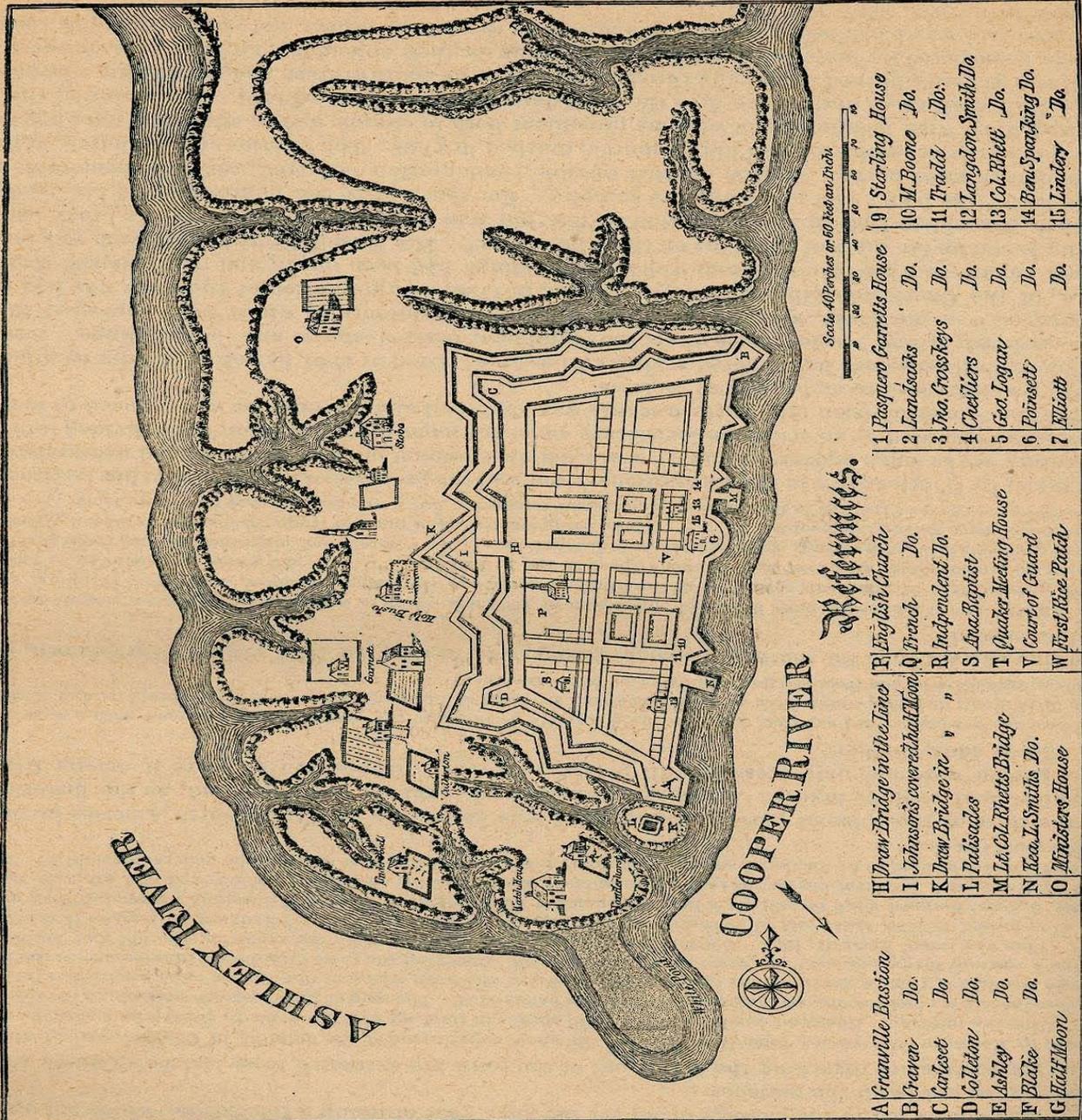
1. Students will construct a table to compare and contrast the Crisp Map and a current Charleston map.
2. Students will construct a picture dictionary for the landforms discussed in the lesson. Students can draw or cut out pictures of the landforms and write labels describing the main features of each landform.

Rubric

Criteria	4	3	2	1
Content	Paragraph includes the three discussed reasons for the location of the wall	Paragraph includes only two discussed reasons for the location of the wall	Paragraph includes only one discussed reason for the location of the wall	Paragraph does not include a discussed reason for the location of the wall
Mechanics	Paragraph contains 0-2 errors	Paragraph contains 3-4 errors	Paragraph contains 5-6 errors	Paragraph contains 7 or more errors
Illustration	Illustration is included with 4 or more details	Illustration is included with 3 details	Illustration is included with 2 details	Illustration is included with 1 or no details

**A Plan of
Charles Town
from a Survey of
Edw. Crisp, Esq. in
1704.**

Fac-simile of drawing.



Scale 40 Perches or 60 Yards an Inch

References.

A	Crawville Bastion	H	Draw Bridge in the Lane	9	Starling House
B	Craven Do.	I	Johnson's covered hall	10	M. Boone Do.
C	Carleset Do.	K	Draw Bridge in "	11	Tradd Do.
D	Collaton Do.	L	Palisades	12	Langdon Smith Do.
E	Ashley Do.	M	Lt. Col. Rhett's Bridge	13	Col. Bhatt Do.
F	Blake Do.	N	Lt. Col. Smith's Do.	14	Bras Spang Do.
G	Hill Moon	O	Ministers House	15	Lindley Do.
P	English Church	R	Independent Do.		
Q	French Do.	S	Area Baptist		
R	Independent Do.	T	Quaker Meeting House		
S	Area Baptist	V	Court of Guard		
T	Quaker Meeting House	W	First Rice Patch		
V	Court of Guard				
W	First Rice Patch				
1	Pasquero Garretts House				
2	Landacks Do.				
3	Mrs. Crosskeys Do.				
4	Chevliars Do.				
5	Gen. Logan Do.				
6	Forssett Do.				
7	Elliott Do.				

References

- Charleston County Pubic Library. (2007). *The walled city*. Retrieved July 24, 2007, from <http://www.ccpl.org/content.asp?id=15812&action=detail&catID=6060&parentID=6046>.
- Shields, D.S. (2003). Early cities of the americas. *Common-place The Interactive Journal of Early American Life*, 3(4). Retrieved July 24, 2007, from <http://www.common-place.org/vol-03/no-04/charleston/>.

PROVIDED BY



This *Teacher Resource Packet* was completed as part of a requirement for a Social Studies course in the Master of Arts in Teaching (MAT) program at the College of Charleston (CofC)

For further information, please visit The Charleston Powder Magazine website at <http://www.powdermag.org>.