

EXPEDITION TO THE TEXAS COAST

EXPLORING THE WRECK OF THE FRENCH SHIP LA BELLE

Lesson	Cast in Bronze
Subject(s)	Art Extensions: Art, Social Studies
Grade	4 th and 7 th
Duration	90 minutes

Overview

This lesson illustrates how one artifact, a cannon with an inscription, solves a mystery and verifies the authenticity of the historical ship, *La Belle*. It presents the recovery of the first artifact found in 1996 on *La Belle* after being buried on the Gulf floor more than 300 years. Students will also have an opportunity to create their personal crest that could one day be a missing link of history.

Essential Questions

What can we learn from artifacts recovered from the *La Belle*?
Why is the recovery of the *La Belle* a major break-through in Texas history?

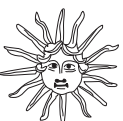
Objectives

Students will:

- relate the story of the *La Belle* cannon and how the recovery verified the identity of the ship and established her historical impact.
- identify main ideas expressed in historical art.
- interpret ideas through personal art work.
- illustrate personal data through creative expression.

Teacher Preparation (Steps 1- 7)

1. Review *Tips for the Teacher* regarding strategies for delivering lessons and using the resources from the Data and Image Bank.
2. Materials
 - Reproduce (one per student) *My Personal Crest Student Data Collection Guide* and the one copy of the essay *Late Breaking News* from the Data Bank.
3. Supplies
 - Clay, sculpting tools.
5. Content
 - Read the essays: *La Belle: An Historical Perspective* and *Late Breaking News*.
 - Review the images to be used in this lesson from the Image Bank: three photographs: *La Belle* cannon, cannon insignia, and the cannon dolphin handles.
6. Student Skills
 - Communicate ideas through creative expression, compare and contrast artwork from cultural settings, evaluate and interpret ideas in art.
 - Use the social studies problem-solving process to identify a problem, gather information.
 - Choose and implement a solution, and evaluate the effectiveness of the solution.



7. Products
 - Completed *Student Data Collection Guide*.
 - Personal crest sculpture.
8. Assessment
 - Determine assessment criteria for completion of the *Student Data Collection Sheet* and the sculpture.

Lesson Delivery (Steps 1-6)

1. Focus
 - Show images from the Image Bank in this order: 1) *La Belle* cannon, 2) cannon dolphin handles and, 3) insignia on the cannon.
 - As you project the images, share with the class that the cannon was not only the first artifact recovered from *La Belle*, but also one of the most important in terms of verifying the origin of the ship.
 - Set the stage for the objectives of the lesson. Help students understand how artifacts help us put the pieces of history in place (social studies skills process), and that artistic expression may tell a personal story.
2. Content
 - Read and discuss the essay, *Late Breaking News*.
 - Review the images gain discussing their artistic and historic value.
 - Introduce the vocabulary words.
3. Guided Practice
 - Set the stage by asking: How do you want to be remembered? What crest components would best represent you if your crest was discovered by an archeologist in the future?
 - Solicit student input to create the following lists of crest components on the chalkboard:
Shape: oval, rectangle, circle
Images: cross, flag, crown, sun
Words: sir name, initials, state name, country name
Lettering: size, style, font
Repeating motif: flower, leaf, scroll
4. Independent Practice
 - Distribute *My Personal Crest Student Data Collection Guide*. Review instructions.
 - Specify amount of time to complete data collection and sculpting.
 - Present clear expectations, including assessment criteria for completing the Student Data Collection Guide and the sculpture.
5. Assessment
 - Completion of *My Personal Crest Student Data Collection Sheet*
 - Completion personal crest sculpture based on teacher rubric.
6. Closure
 - Display student products.
 - Review the lesson including: 1) recovery of the cannon and 2) how the insignia on the cannon helped the archeologists find documented proof of ownership of *La Belle*.
 - Encourage discussion of how specific student crests could serve the same purpose 100 years from now.

TEKS	4 th Grade	7 th Grade
Art	1A,B; 2B,C; 3A,B; 4A,B	1A,B; 2A-C; 3B; 4A,B



Vocabulary

bronze, cast, insignia, sculpt, motif

Resources

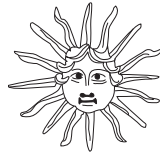
1. *Tips for the Teacher*
2. Glossary
3. Data Bank: Essays: *La Belle: An Historic Perspective* and *Late Breaking News*
4. Image Bank: Three photographs: *La Belle* cannon, cannon insignia, cannon dolphin handles
5. Websites: Texas A & M University, Nautical Archeology, Mel Fisher Maritime Heritage Museum

Extensions

Art or Social Studies

- Visit the following website <http://www.melfisher.org/exhibitions.htm> to explore the online exhibition *A Slave Ship Speaks: The Wreck of the Henrietta Marie*.
- Write a report comparing and contrasting the *La Belle* cannon to the artifact found on the *Henrietta Marie* that helped verify the identity of that shipwreck.





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Student Name _____

My Personal Crest Student Data Collection Guide

Instructions

1. Plan the elements of your personal crest by completing statements 1 - 5 below.
2. Sketch the shape of your crest. Make it 5" X 7", the size of your final product. Include all the elements in your crest.
3. Get your teacher's approval of your sketch.
4. Use this guide to sculpt the elements of your personal crest using clay.

1. **Shape** I will use: _____
Examples: oval, rectangle

2. **Image** I will use: _____
Examples: book, flower, sun

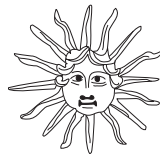
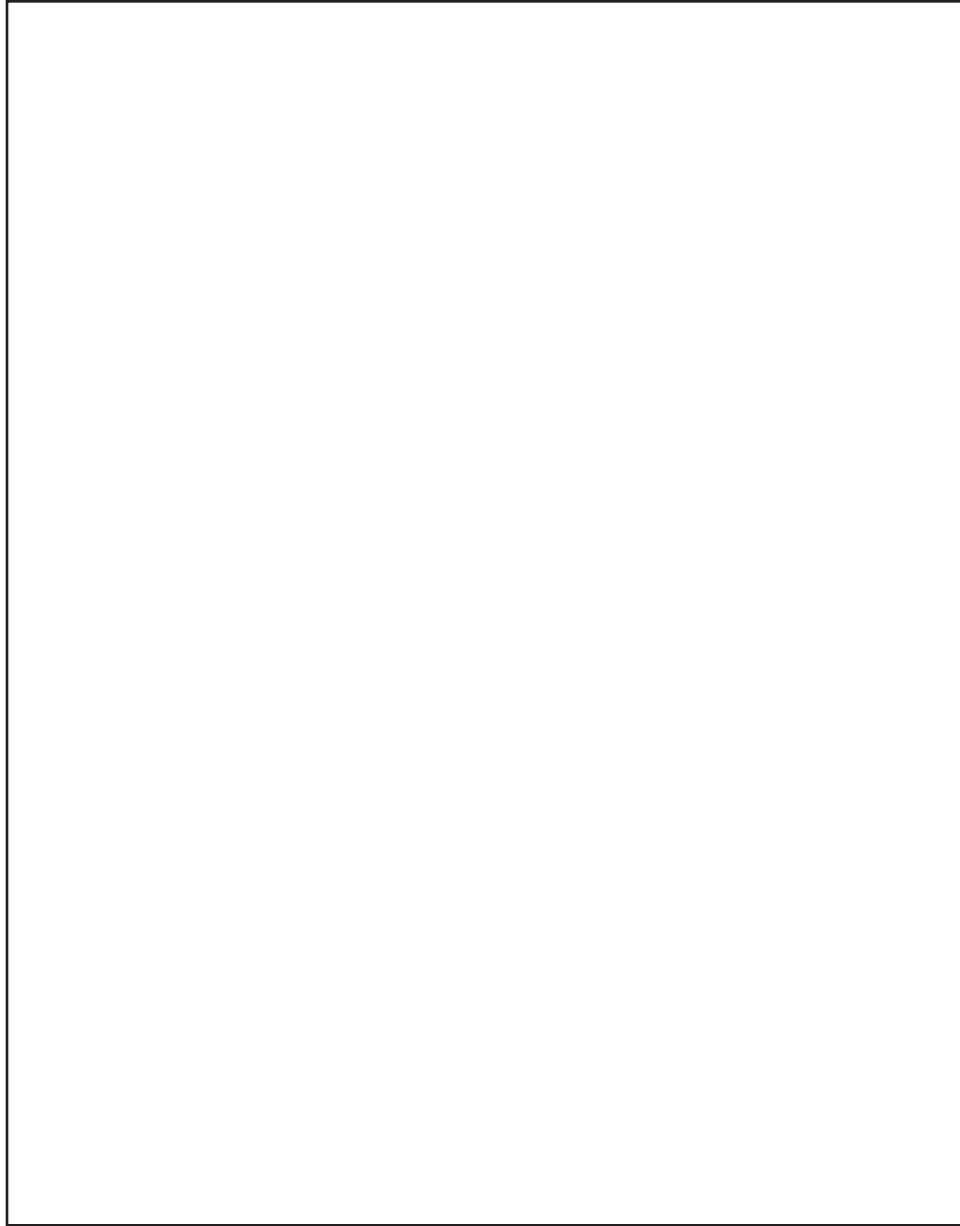
3. **Words** I will use: _____
Examples: family name, initials

4. **Lettering** I will use: _____
size & style (Print an example here)

5. **Repeating motif** I will use: _____
(Examples: flower, leaf, scroll)

Teacher's approval and comments:

My Personal Crest



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The Bob Bullock Texas State History Museum * www.TheStoryofTexas.com

This program is made possible in part by a grant from Humanities Texas, the state partner of the National Endowment for the Humanities.