

# EXPEDITION TO THE TEXAS COAST

# EXPLORING THE WRECK OF THE FRENCH SHIP LA BELLE

Lesson	Discovery in the Sand
Subject(s)	Social Studies Extensions: Language Arts and Art
Grade	4 <sup>th</sup> and 7 <sup>th</sup>
Duration	50 minutes

## Overview

This lesson examines artifacts found on *La Belle* and reviews the concepts of primary and secondary sources.

## Essential Questions

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

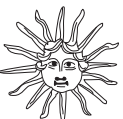
## Objectives

Students will:

- analyze *La Belle* artifacts to make predictions about why the expedition came to North America and what they brought with them.
- differentiate between primary and secondary source material.
- compare and contrast 17<sup>th</sup> Century and 21<sup>st</sup> Century artifacts.

## Teacher Preparation (Steps 1-7)

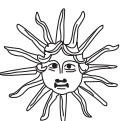
1. Review *Tips for the Teacher* regarding strategies for delivering lessons and using the resources from the Data and Image Bank.
2. Materials
  - Reproduce a class set of each of the following materials from the Data Bank.
    1. Essays, *The Age of Exploration and Discovery in the Sand*
    2. *Guide to Primary and Secondary Source Material*
    3. *Joutel's Journal: A Primary Source Document*
    4. *La Belle* Artifacts at the Texas State History Museum
    5. Reproduce (one per student) *Student Data Collection Guide, Discovery in the Sand*
  - Create a primary and secondary source materials center in your classroom for ongoing review for the duration of the unit. Include examples of old and contemporary primary source artifacts: pendant, photo, pocket watch, marriage license or will, car key, iPod, wrist watch, and thermal coffee mug. Also include secondary source materials: textbook, copy of painting by an artist who was not at the event portrayed in the art, and a newspaper article by someone who did not witness the event reported. Identify the artifacts by categories: primary source-old; primary source-contemporary; secondary source.
3. Supplies
  - Student notebook paper and pen.
4. Content
  - Read, highlight the main idea, and have ready for reference the 1) *Guide to Primary and Secondary Source Material*, 2) *Joutel's Journal: A Primary Source Document*, 3) *The Age of Exploration* essay and, 4) *Discovery in the Sand* essay from the Data Bank.
  - Review vocabulary words for this lesson in the Glossary.
  - Review images to be used in this lesson from the Image Bank: maps; photographs and images of *La Belle* and *La Belle* cannon; illustrations by Charles Shaw: *La Belle* and Karankawa Campsite along the Texas Coast; and drawings of *La Belle* artifacts.



5. Student Skills
  - Use social studies terminology correctly
  - Gather information, transfer information from one medium to another
  - Compare and contrast data, analyze to make predictions
6. Products
  - Student essay and completed data collection sheet.
7. Assessment
  - Determine criteria for assessing the student products.

### Lesson Delivery (Steps 1-6)

1. Focus
  - Show an old artifact (pendant, photo, pocket watch, marriage license or will) and a contemporary artifact (car key, iPod, wrist watch, and thermal coffee mug) to represent old and contemporary primary sources. Show a copy or reproduction of a famous artifact (Liberty Bell, book, magazine article of a famous person or place, painting) to represent secondary source material.
  - Discuss the concepts of primary and secondary sources. Solicit student examples of primary and secondary sources. Refer to *Guide To Teaching Primary and Secondary Source Material*.
2. Content
  - As a class, read the essays *The Age of Exploration* and *Discovery in the Sand* and discuss as you read.
  - Read and discuss *Joutel's Journal: A Primary Source Document*.
  - View and discuss *La Belle* artifact images.
3. Guided Practice
  - List the artifacts on the chalkboard that were viewed and discussed.
  - Describe and define the artifacts; use the Glossary as needed.
  - Speculate on the purpose of each artifact and the reasons why they were found on *La Belle* rather than at Fort St. Louis.
  - Discuss the artifacts on the list in terms of their purpose. Reinforce that the artifacts found are primary sources. Keep the primary source list on the chalkboard.
  - Prepare students for independent practice by posing and discussing these questions: What other artifacts may have been on board three hundred years ago? Why were they not found?
4. Independent Practice
  - Distribute the *Discovery in the Sand Student Data Collection Guide*; read and review the instructions for the three sections on the guide.
  - Assign student pairs and instruct students to complete Parts I and II by working in pairs but completing their own individual data collection guide. Distribute the list of *La Belle* Artifacts to support the task.
  - Assign the essay, Part III: *When I Traveled to the New World With La Salle* that focuses on the cargo for the New World settlement.
5. Assessment
  - Completion of data collection sheet and essay as assigned.
6. Closure:
  - Ask for two or three student volunteers to read their essays to the class. Reinforce primary and secondary source concepts during the discussion of why some artifacts survived and why others did not.
  - Project the illustrations, *Karankawa Campsite along the Texas Coast* and *La Belle* by Charles Shaw, from the Image Bank. Remind students that while these may appear to be primary sources, they are the work of a 20<sup>th</sup> century artist, and therefore they are secondary sources.
  - Ask students if they know about a recent discovery. What was found? Where was it found? What primary source artifacts have been identified? What can we learn from this discovery?



## Vocabulary

aground, archeology, artifact, brass, bronze, calcium carbonate, concretion, conservation, firepot, halberd, partisan, polyethylene glycol (PEG), primary source, silicone oil, secondary source, spontoon, trade goods, vial

## Resources

1. *Tips for the Tecaheer*
2. Glossary
3. Image Bank: maps; photographs and images of La Belle and La Belle cannon; illustrations by Charles Shaw: *La Belle* and Karankawa Campsite along the Texas Coast; and drawings of La Belle artifacts
4. Data Bank: *Guide to Primary and Secondary Source Material* and *Joutel's Journal: A Primary Source Document*; Essays: *The Age of Exploration and Discovery in the Sand*, *Student Data Collection Guide*, *Discovery in the Sand*,

## TEKS

### 4th Grade

### 7th Grade

Social Studies 9, A,C; 21, A-D; 22-C; 23 A, B

9, A,C; 21, A-D; 22-C; 23 A, B

Language Arts 1,D; 2, A; 15, A

1,D; 2, A; 15, A

Art 1, A; 2, A

1, A; 2, A

## Extensions

### Art

- **The Art of Details: Artifact Sketches:** Make large sketches of artifacts, by category, to display in the social studies classroom or hallway. The lesson skills should correlate to the skills being taught in the art curriculum (perspective, scale, etc.) and medium (charcoal, watercolor, etc.).

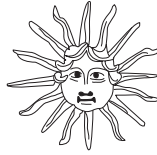
### Language Arts or Social Studies

- **Sharing an Artifact: An Oral History:** This outside of class oral history project requires that students interview a family member or friend about a primary source artifact of personal value such as a war medal, a tintype photograph, a piece of china, a pocket watch, a war bond, a rare coin or a stamp. Use Tips for Conducting An Oral History listed below.

## Tips for Conducting An Oral History

- Start close to home to find the right person to interview (relatives, neighbor, church member).
- Arrange to meet with the person at a time convenient for him or her. Always take an adult with you to the interview.
- Make a list of four to six open-ended questions. Open ended questions allow the person being interviewed to elaborate on the artifact. (Examples: Tell me about the person who owned this artifact. How did your family acquire this artifact?)
- Write down the name of the person being interviewed, your relationship to the person (grandfather, minister, aunt, etc.), and the date of the interview.
- Write down the answers that the person interviewed gives to you when they are shared.
- Keep the interview to fifteen minutes or less.
- Thank the person for his or her time.





EXPEDITION TO THE TEXAS COAST: EXPLORING THE WRECK OF THE FRENCH SHIP LA BELLE

Student Name \_\_\_\_\_

### Discovery in the Sand Student Data Collection Guide

#### Part I: Artifacts Discovered on *La Belle*

Instructions: Work with a partner to fill in each cell.

<b>ARTIFACT</b> Objects that were found on <i>La Belle</i>	<b>USAGE</b> Who used it? Where was it used? When was it used? How was it used?	<b>COMPOSITION</b> bronze, brass, lead copper, wood, other	<b>INTERESTING OBSERVATIONS</b> Example: Number of these found on <i>La Belle</i> , condition, unusual information
<i>Example: candlesticks</i>	<i>Colonists used candlesticks in their homes to hold the handmade candles that provided light at night.</i>	<i>Brass</i>	<i>A matching pair was found.</i>

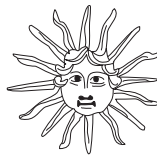
**Part II: Artifacts That Might Have Been On Board *La Belle***

Instructions: Brainstorm with a partner to complete Part II. In **Column A** list artifacts that you believe might have been stored on *La Belle* until they could be used to establish a colony. In **Column B** predict what might have happened to the artifacts.

<b>Column A</b> Artifacts that might have been stored on <i>La Belle</i>	<b>Column B</b> What might have happened to this artifact? (Answer how and why questions.)
<i>Example: Casks of flour</i>	<ol style="list-style-type: none"><li>1. The barrels split open and the contents dissolved in the water.</li><li>2. The Karankawa may have taken the casks.</li></ol>

**Part III: Essay: When I Traveled to the New World With La Salle**

Instructions: Use the facts that you have collected on each side of this paper to write an essay, *When I Traveled to the New World With La Salle*. Make notes for your essay on notebook paper. Then write the essay on separate sheet(s) notebook paper.



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The Bob Bullock Texas State History Museum \* [www.TheStoryofTexas.com](http://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.