

EXPEDITION TO THE TEXAS COAST

EXPLORING THE WRECK OF THE FRENCH SHIP LA BELLE

Title	Faces in the Crowd
Subject(s)	Social Studies or Language Arts Extensions: Social Studies or Language Arts
Grade	4 th and 7 th
Duration	135 minutes

Overview

This character study lesson introduces the key players of the French expedition to the Texas coast in the 17th Century. Social, political and economic implications of exploration and colonization attempts are presented in the research and the oral presentation. Use of the computer lab is required for this lesson which may be taught in either social studies or language arts.

Essential Questions

- Why were the French determined to establish permanent settlements in North America?
- How did the French presence in Texas affect Spanish conquest and claim?
- How did Native Americans in Texas respond to the French presence?

Objectives

Students will:

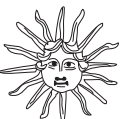
- identify leading individuals, events and issues related to French exploration and colonization.
- analyze, compare and contrast, summarize, make generalizations and predictions, draw inferences and conclusions about the characters in the lesson.
- become a 17th Century character to deliver a first person account of their role in the expedition.

Teacher Preparation (Steps 1- 8)

1. Review *Tips for the Teacher* regarding strategies for delivering lessons and using the resources from the Data and Image Banks.
2. Materials
 - Reproduce (one per student) of *Faces in the Crowd Student Data Collection Guide* and *Quiz*.
 - Reproduce from the Data Bank a class set of *People and Places* and the essay *The Age of Exploration*.
3. Supplies
 - Roll of butcher paper and additional colored craft paper, markers, class props for plays, monologues, etc.
4. Preparation
 - Students will draw for a character. Use names of people in the *Faces in the Crowd Quiz* to create names for the drawing. (Modify the number according to class size).
 - Assign the number of students per group based upon class size (colonists, sailors, soldiers, Karankawa, Caddo).
 - Schedule the computer lab.
 - Reserve appropriate books in the school library.
5. Content

This lesson includes the historical background of La Salle's North American expedition and the competition for land during the Age of Exploration. It focuses on the people in the final expedition that made landfall on Texas soil.

 - Read two essays: *La Belle: An Historical Perspective* and *The Age of Exploration*.
 - Reproduce and review from the Data Bank: *Guide To Primary and Secondary Source Material* and *Joutel's Journal: A Primary Source Document*.
 - Review these images from the Image Bank: 1) La Salle, 2) Illustrations by Charles Shaw: *La Belle, Karankawa Campsite along the Texas Coast*, and the Painting *LaSalle Received in the Village of the Cenis* by George Catlin.



6. Student Skills
 - Research online
 - Analyze, compare and contrast, summarize, make generalizations, infer and draw conclusions
 - Make an oral presentation
7. Product
 - First person oral character presentation
8. Assessment
 - Decide criteria for oral character presentation.
 - Decided criteria for extra-credit character paragraph.

Lesson Delivery (Steps 1-6)

1. Focus
 - Project the image of La Salle and ask students how the image was made: a drawing, a painting, a photograph? Discuss the fact that cameras were not invented until the 19th Century, therefore we know what people looked like by looking at and studying the art of the historic period.
 - Remind students that some art is primary source and some is secondary source material. Refer to the *Guide To Primary and Secondary Source Material*.
 - Entertain questions and observations from students regarding hair and clothing style, background map, etc. Also use the Charles Shaw illustrations of *La Belle*, *Karankawa Campsite Along the Texas Coast*, and the painting *La Salle Received in the Village of the Ceniz* by George Catlin.
2. Content

Provide brief background information including:

 - In the 15th to 17th Centuries, European countries competed with one another for land.
 - La Salle's earlier expeditions claimed land for France in the Northeast of North America and all the land drained by the Mississippi River.
 - The French hoped to gain control of the Spanish silver mines which they thought were close to the mouth of the Mississippi River.
 - King Louis XIV commissioned La Salle to return to the Mississippi River and establish a colony at the mouth of the river that would help secure the French land claim and provide a barrier against the Spanish encroachment.
 - The four ships in the expedition were either captured, returned to France, or capsized, leaving the colonists with no ocean-going transportation.
 - The Spanish controlled the Gulf of Mexico and wanted to know the whereabouts of the French in Texas; they were a threat to Spanish colonization in that part of North America.
 - The French had to learn the ways of Native Americans.
 - The colonists at the fort struggled to survive; La Salle took the most able men on several expeditions. They searched on foot for the Mississippi River.

Convey to students that Henri Joutel's journal identified some people by name; however, many were identified only as sailors, soldiers, laborers, young women, families and servants. While we don't know all these people by name we do know that they were an integral part of the expedition.

3. Guided Practice
 - Emphasize that while La Salle was the main character in the expedition, there were many others. Name some to begin the guided practice, and then ask students to name others.
 - Set the stage for the independent practice that follows. Identify each person as French, Spanish, Karankawa, or Caddo. Include groups such as sailors, soldiers, priests, colonists at the fort, etc. (Use the organizer below and refer to the quiz for specific names to include.)

Name	<u>Spanish, French, Karankawa, Caddo</u>
1. priest	French
2. Alonso de Leon	Spanish
3.	
4.	



4. Independent Practice
Students will:
 - Draw for the character that they will become.
 - Research to plan their character presentation.
 - Use Websites, the Data Bank, textbook, and library reference material to complete the *Student Data Collection Guide*.
 - Practice the character presentation in small groups.
 - Present the character presentation orally to the class.

5. Assessment
 - Oral character presentation to the class.
 - Completion of *Faces in the Crowd Quiz*.
 - Written paragraph about the character they portrayed on the back of the quiz. (Extra Credit.)

6. Closure
 - Following student presentations, make connections to the Essential Questions emphasized in this lesson.
 - Make connections to current day stories about risk-takers (astronauts, soldiers), challenges leaders face, and conflict between cultural groups.

Vocabulary

colonist, colony, cooper, culture, embark, expedition, navigation, priest, settler, settlement, sieur, trade goods, wilderness

Resources

1. *Tips for the Teacher*
2. Glossary
3. Websites
4. Textbook, library reference books
5. Data Bank: *Guide To Primary and Secondary Source Material, People and Places, Joutel's Journal: A Primary Source Document, and La Belle: An Historical Perspective, The Age of Exploration*
6. Image Bank: 1) La Salle, 2) Illustrations by Charles Shaw: *La Belle, Karankawa Campsite along the Texas Coast*, and the Painting *LaSalle Received in the Village of the Ceniz* by George Catlin.

TEKS

	4 th Grade	7 th Grade
Social Studies	2A; 2B; 11A; 22A; 23D, E	1AB; 2B, C; 22A-D
Language Arts	10A, C, E	1A-D; 4A; 9C; 10G, J

Extensions

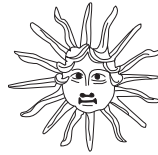
Social Studies or Language Arts

- Video the oral presentations and used them to introduce the unit to another class or outside group.
- Make presentations “live” to another class or outside group.
- Use research data from the oral presentations as writing prompts for first person essays.

Quiz Key

- | | |
|-------------------|-------------------|
| 1. King Louis XIV | 7. La Salle |
| 2. priests | 8. Karankawa |
| 3. soldiers | 9. Fort St. Louis |
| 4. Talon children | 10. Henri Joutel |
| 5. sailors | 11. Caddo |
| 6. Alonso de Leon | 12. colonists |





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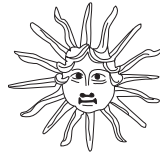
Student Name _____ Date: _____

Faces in the Crowd Quiz

Use each name one time.

Alonso de Leon	priests	sailors	Fort St. Louis	Talon children	soldiers
La Salle	Henri Joutel	Karankawa	colonists	Caddo	King Louis XIV

1. This man gave La Salle two ships to return to North America to establish French colonies: _____
2. These religious leaders went on the expeditions to Christianize the Native Americans: _____
3. These men were sent to protect the colonists: _____
4. These French people were captured and raised by the Karankawa: _____
5. These men were in charge of navigation: _____
6. This Spanish leader made several expeditions along the Gulf of Mexico coast searching for the French settlement: _____
7. This French expedition leader planned to establish settlements on the Mississippi River: _____
8. These Native Americans were at first friendly to the French; later, out of fear, they attacked the fort: _____
9. This was the name of the first French settlement in Texas: _____
10. This man's journal is a primary source record of the French expedition in Texas: _____
11. These Native Americans, who lived in what is now east Texas, were friendly to La Salle: _____
12. These people built and settled in the fort on the Garcitas Creek: _____



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

Student Name _____

Faces in the Crowd Student Data Collection Guide

Instructions

1. Write the name of the person you will portray: _____
2. Gather information about your character by completing the statements below.
3. Use the information to plan and prepare your character presentation.

I am (a): _____
(Examples: sailor, priest, La Salle)

from _____
(France, Spain or Texas)

My physical characteristics: _____
(Color of eyes and hair, height, special features)

My friends and companions: _____

My job: _____

My clothing: _____

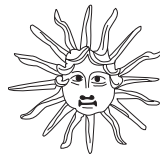
My shelter: _____

My food: _____

These personality traits set me apart from others: _____

If you met me in the woods you would recognize me because: _____

Other interesting facts about me: _____



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

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