

EXPEDITION TO THE TEXAS COAST

EXPLORING THE WRECK OF THE FRENCH SHIP LA BELLE

Lesson	<i>La Belle</i>
Subject(s)	Social Studies Extensions: Science, Mathematics, Language Arts
Grade	4 th and 7 th
Duration	180 minutes

Overview

This inquiry lesson chronicles the history of *La Belle* as students research to learn why her recovery significantly adds to our understanding of Texas history. The lesson also explores the unique recovery and conservation process. Students will conduct online and print research to collect data to analyze and synthesize then create a product for others.

Essential Questions

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

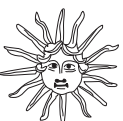
Objectives

Students will:

- research the history of *La Belle* and identify the significance she holds in Texas history.
- apply critical-thinking skills to analyze and synthesize information, identify cause-and-effect relationships, infer and draw conclusions.
- create a *La Belle* class booklet.

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 Bank.
2. Materials
 - *La Belle Research Student Data Collection Guide*, *La Belle Timeline*, and list of Websites.
 - Books from the bibliography.
3. Supplies
 - Plain paper, map pencils, fine-line markers, and binding material for the booklet.
4. Preparation
 - Reproduce (one per student) *La Belle Research Student Data Collection Guide*, *La Belle Timeline*, and the list of Websites from the Data Bank.
 - Schedule the computer lab for at least 45 minutes.
 - Determine dimensions of booklet and method of binding.
 - Decide who will assemble the pages and bind them into a booklet following the small group presentation.
 - Divide class into seven groups.



5. Content
 - Review vocabulary definitions in the Glossary.
 - Read: *La Belle: An Historical Perspective*, *The Age of Exploration* and the *La Belle Timeline* from the Data Bank.
 - Review from the Image Bank: 1) maps, 2) photographs, images and drawings of *La Belle*, and 3) photographs and drawings of *La Belle* artifacts.
6. Student Skills
 - Research Online; gather information, data collection
 - Analyze, synthesize, determine cause-and-effect relationships, infer and draw conclusions
 - Representing: transferring information from one medium to another, create a visual
7. Product
 - Class booklet (cumulative small group work) on *La Belle* with images and descriptions.
8. Assessment
 - Determine the criteria for the following: 1) Completion of research, 2) Completion of booklet pages, and 3) Oral presentation to the class.

Lesson Delivery (Steps 1 - 6)

1. Focus
 - Project images of *La Belle*. Solicit student input on their knowledge of speculation on her size, capacity, type of ship, etc.
 - Inquire if anyone knows what *La Belle* means in French (beautiful).
2. Content
 - Distribute hard copies of *La Belle Timeline*. Discuss research, using skills listed above.
3. Guided Practice
 - Divide students into seven groups. Each group will draw for a *La Belle* research topic (by number: 1-7). Reinforce the schedule for computer lab research and product completion. Distribute *La Belle Research, Student Data Collection Guide*. Remind students that:
 - They should find answers to only their assigned topics.
 - This is a class project to produce one booklet.
 - It will be an image booklet (drawings, paintings, photographs, maps); however, all images must be described as though the reader has no prior knowledge.
 - Each small group will make a 3 to 5 minute oral/visual presentation before the booklet is assembled.
4. Independent Practice
 - Students will 1) work in small groups to research their group topic, 2) create the assigned pages of the class booklet, and 3) make an oral presentation to the class.
5. Assessment
 - Assessment will be of small groups 1) working cooperatively, 2) completion of booklet pages, and 3) oral presentation of class booklet pages.
6. Closure
 - Assemble booklet after student presentations and assessment.
 - Present bound booklet to class. Suggest that students take pride in their group project. Solicit suggestions on who might enjoy the book. Should it be on loan or a gift to keep? The book could be kept in the classroom, placed in the library, or presented to a younger class of students studying *La Belle* or a retirement community nearby.
 - Ask students what they learned during research and creation of the pages.
 - Insure that students understand that the conservation process of *La Belle* continues. Have students speculate on how *La Belle* and her artifacts may one day be together. Speculate as to when and where one large exhibit may be located. Ask who will plan to visit the exhibit?



Vocabulary

archeology, astrolabe, barque longue, cofferdam, conservation, frigate, hull, marine, navigation, nocturnal (instrument), trade goods

Resources:

1. *Tips for the Teacher*
2. Glossary
3. Annotated Bibliography
4. Websites
5. Data Bank: *La Belle: An Historical Perspective*, *The Age of Exploration* and the *La Belle Timeline La Belle Timeline*
6. Image Bank: 1) maps, 2) photographs, images and drawings of *La Belle*, and 3) photographs and drawings of *La Belle* artifacts

TEKS

	4 th Grade	7 th Grade
Social Studies	2A; 2B; 6B; 11A; 21B	2C, D; 8A; 9, 1020C
Science	3A; 4A	1A; 2C; 3A; 4A; 7A, C
Language Arts	6B; 5B; 9C; 15C; 19G	1D; 6C; 7B; 9G; 15C,H; 18G
Math	1A; 3A; 10; 14A	1B; 2B, D; 3; 4; 9; 13A; 14A, B

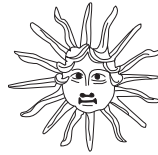
Extensions

Science: Research artifact preservation, including methods that use polyethylene glycol and silicone oil.

Language Arts: Use this lesson's research topics as writing prompts as appropriate.

Mathematics: Use the statistics found in *La Belle* research to estimate and calculate, including dimensions of artifacts, travel distances, and time lapse between events such as departure from France until landfall on the Texas coast and from date of landfall on the Texas coast until La Salle's murder.





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

Name _____

La Belle Research Topics and Assignment Student Data Collection Guide

Instructions

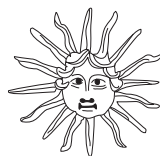
1. Write your assigned group number and the names of your group members in the spaces below.
2. Highlight your topic instructions and booklet assignment below.
3. Research your topic, using essays and images from the Data and Image Banks, and/or sited websites.
4. Record your research data on the back of this paper or on notebook paper.
5. As a group complete *three pages* of the class booklet using the criteria in the right column.

Group # _____ Group Members: _____

Group	Research Topic and Instructions	Booklet Assignment
1	<i>La Belle</i>: Introduction to booklet and description of the ship Locate information that describes the type and size of the ship, and an image	Produce the front cover, the back cover and last page of the booklet. Include at least one image of <i>La Belle</i> , a description of the ship, your class information (grade, school, teacher and date), websites (only those listed below) and a bibliography.*
2	<i>La Belle</i> Origin, Ownership, and Other Ships in the Expedition: Where was <i>La Belle</i> built? To whom did she belong? How did La Salle acquire <i>La Belle</i> ? Where did she sail from and to?	Produce pages that include information and images of La Salle, one map of the journey from France to the Gulf of Mexico, and an image of the other ships in the expedition.
3	<i>La Belle</i> Sails: What navigational instruments were used on the voyage? Where did the expedition first make landfall in the Caribbean? Where was La Salle attempting to make landfall in the Gulf of Mexico? Why did La Salle make landfall on the Texas coast?	Produce pages that include images and labels of 17th Century navigational instruments. Also create a map of the Gulf of Mexico with key locations of Saint Domingue, the mouth of the Mississippi River, and Matagorda Bay. Create a sketch of what the Gulf Coast might have looked like in 1686.

4	La Belle On The Texas Coast: Exactly where did La Salle make landfall in Texas? Who lived in the area when he arrived? Where did <i>La Belle</i> run aground? Where and why did <i>La Belle</i> sink? What was Fort St. Louis?	Produce pages that include a map of Matagorda Bay, a sketch of Fort St. Louis with the Karankawa and bison in the background, and what the terrain on the coast might have looked like with <i>La Belle</i> aground on the sandbar.
5	Cofferdam: Why was the cofferdam method of recovery used? What were the dimensions of the cofferdam?	Produce pages that include a sketch of the cofferdam, a sketch of archeologists at work and a sketch of the first artifact recovered - the bronze cannon. Label and describe all the sketches.
6	Colony Kit: What artifacts were found aboard <i>La Belle</i> that would have been necessary to set up a colony? Why didn't they use these tools and equipment at Fort St. Louis? Learn the names and use of at least nine artifacts.	Produce pages that include images and labels of at least nine artifacts recovered from <i>La Belle</i> that would have been used to establish a colony. Place the artifacts in categories (Examples: household, defense, etc.).
7	Conservation: What are the two primary methods of conservation used at the Conservation Research Laboratory at Texas A&M University (hint: polyethylene glycol-PEG and silicone oil)? Find seven other terms used in the unit.	Produce a glossary of at least nine terms. Include the two primary methods of conservation. Make sketches of at least five of the terms that will clarify the meaning.

* Observe or interview the other groups to get a feel for the content of the book. The cover should summarize or reflect the content produced by the whole class. What image or title would do that?



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

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