

EXPEDITION TO THE TEXAS COAST

EXPLORING THE WRECK OF THE FRENCH SHIP LA BELLE

Lesson	Late Breaking News
Subject(s)	Social Studies Extensions: Language Arts, Mathematics
Grades	4 th and 7 th
Duration	90 minutes

Overview

This inquiry lesson provides opportunities for students to learn key facts of La Salle's expedition to colonize North America as they create a data base of historical information on six wall reference boards.

Essential Questions

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

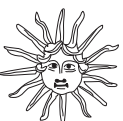
Objectives

Students will:

- identify key facts regarding La Salle's expedition to establish French colonies in North America.
- create six wall reference boards.
- apply critical-thinking skills to analyze and synthesize information, identify cause and effect relationships, and draw inferences and conclusions.

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
 - Reproduce, one per student: *Who, What, When, Where and How Student Data Collection Guide* and from the Data Bank (six copied, one per group) of: 1) two essays: *Late Breaking News* and *La Belle: An Historical Perspective*; 2) the *La Belle Timeline*, and 3) *People and Places*.
 - Images: 1) Two maps: Route of La Salle's Expedition to the Gulf of Mexico, and the Map of Matagorda Bay, 2) aerial photo of the cofferdam and illustration of the cofferdam, 3) photographs, images and drawings of *La Belle*, and 4) drawing of La Salle.
 - Glossary
3. Supplies
 - Roll of 30 to 36 inch wide butcher paper, markers, highlighters, masking tape.
4. Preparation
 - Cut six strips of butcher paper, each six feet in length; label each length of paper with one of the five W's or H question words.
 - Determine location in classroom or hallway to display each reference board.
 - Post vocabulary words
 - Print a copy of the Glossary
 - Post Essential Questions



- Divide the class into six heterogeneous groups of four or five students.
- Select a current appropriate newspaper or news magazine article that presents late breaking news (Examples: hurricane, visit of a famous author or inventor, governor's race) to read to the class. Highlight the key elements of the news article.

5. Content

- Review the French exploration in North America by reading overview essay *La Belle: An Historical Perspective*.
- Review all the resources students will use: *Who, What, When, Where and How Student Data Collection Guide* and from the Data Bank: 1) two essays: *Late Breaking News* and *La Belle: An Historical Perspective*; 2) the *La Belle Timeline* and 3) *People and Places*.
- Review the images from the Image Bank to be used with the lesson: 1) Two maps: *Route of La Salle's Expedition to the Gulf of Mexico*, and the *Map of Matagorda Bay*, 2) aerial photo of the cofferdam and illustration of the cofferdam, 3) photographs and drawings of *La Belle*, and 4) drawing of La Salle.

6. Student Skills

- Use social studies terminology correctly.
- Gather information, transfer information from one medium to another.
- Create a written presentation of information.

7. Product

- Six reference boards of historical data to access for other lessons.

8. Assessment

- Determine which grading rubric to use from your personal file.

Lesson Delivery (Steps 1 - 6)

1. Focus

- Read the opening paragraph of the selected article. Explain the importance of knowing facts to be able to infer, draw conclusions, analyze, etc.
- Pose the question: What makes a good news article? Discuss the highlighted key elements of the news article.

2. Content

- As a class read aloud *Late Breaking News*, discussing as you read.
- Project images of *La Belle*, La Salle, and the two maps: 1) *Route of La Salle's Expedition to the Gulf of Mexico*, 2) *Map of Matagorda Bay*

3. Guided Practice

- Assign students to groups.
- Assign a category (Who, What, When, Where, Why, and How) to each group.
- Distribute the *Who, What, When, Where, Why, and How Student Data Collection Guide* and review the instructions.
- As a class, answer and record two or three of the questions from the *Student Data Collection Guide*.

4. Independent Practice

Present the following instructions verbally to the class:

- Highlight facts in *Late Breaking News*, *La Belle: An Historical Perspective*, the *La Belle Timeline*, and *People and Places* in your assigned category.
- Record the answers to your questions on *Student Data Collection Guide*.
- As a group transfer the information to the butcher paper strip to create your wall reference board.
- Post your wall reference board.

5. Assessment

- Completion of wall reference boards.



6. Closure

- Review the Essential Questions.
- Debrief as a class, by reviewing the wall reference boards, identifying new information, and discussing how this data will be used in future lessons.
- Remind students that new information may be added to the wall reference boards as it is acquired.

Vocabulary

aground, cofferdam, embark, expedition, ketch, landfall, sediment, sieur

TEKS	4th Grade	7 th Grade
Social Studies	2A; 2B; 5A; 22-A-C; 23 A-E	1B; 2B; 21B; 22C; 23A
Language Arts	19A	10D; 10G; 15A; 15C
Mathematics	1, 15, 16	9

Resources

1. *Tips for the Teacher*
2. Glossary
3. Data Bank: 1) Essays *Late Breaking News, La Belle: An Historical Perspective*; 2) the *La Belle* Timeline, and 3) *People and Places*.
4. Image Bank: 1) Two maps: *Route of La Salle's Expedition to the Gulf of Mexico*, and the *Map of Matagorda Bay*, 2) aerial photo of the cofferdam and illustration of the cofferdam, 3) photographs and drawings of *La Belle*, and 4) drawing of La Salle.

Extensions

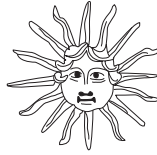
Language Arts

- *A La Belle Narrative*: Assign a writing activity based upon current writing emphasis (examples: first person, narrative, elaboration, persuasion, etc.) using the data collected on the wall reference boards as prompts.

Mathematics

- *Timing the News*: Incorporate data from the reference boards and other research into a measurement lesson to create a detailed timeline of the *La Belle* Story from 1684 - 2007.





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

Student Name _____

Late Breaking News
Who, What, When, Where, Why and How Student Data Collection Guide

Instructions

Use *La Belle: An Historical Perspective*, *Late Breaking News*, *the La Belle Timeline*, and *People and Places* to answer each of the questions in your assigned category. Also, write any additional questions and answers. Transfer your category information to the butcher paper to create a wall reference board.

WHO	WHAT	WHEN	WHERE	WHY	HOW
1. Who made it possible for La Salle to make the expedition? 2. Who was the leader of the expedition? 3. Who sailed with La Salle to North America? (passengers by name, jobs of those not named) 4. Who were the Native Americans along the Texas coast where the colonists built a fort? 5. Who kept a journal for the expedition?	1. What were the names of the ships in the expedition? 2. What type of ship was <i>La Belle</i> ? 3. What port of call did <i>La Belle</i> visit en route? 4. What did the colonists name their fort in Texas? 5. What were the causes of death of the colonists? 6. What happened to La Salle?	Create a timeline using bullets for each year entry. The entry dates for the timeline should begin with 1684 and end with 1689. State the event at each date and include a short sentence describing the event Create scale Decide the number of inches that will represent one year on your timeline. On butcher paper use a ruler to mark each year interval.	1. Where did the expedition leave from? 2. Where was the first ship forced from the expedition? 3. Where did the colonists plan to settle? 4. Where did the three ships actually make landfall? 5. Where did the colonists build a fort in Texas?	1. Why were the French determined to established colonies in the North America, especially at the mouth of the Mississippi River? 2. Why did the expedition wind up on the Gulf coast in what is now Texas? 3. Why did the natives, who at first were friendly, become hostile? 4. Why were the Spanish concerned about the French presence in the Gulf of Mexico? 5. Why did <i>La Belle</i> sink?	1. How many ships were in the expedition? 2. How long was the journey from France to the coast of the Gulf of Mexico? 3. About how many people were on the expedition? 4. How did some of the people return to France? 5. How did the <i>L'Aimable</i> sink? 6. How were records of the expedition returned to France?

