

EXPEDITION TO THE TEXAS COAST

EXPLORING THE WRECK OF THE FRENCH SHIP LA BELLE

Lesson New World-New Home

Subject Social Studies

Grade 4th and 7th

Duration 135 minutes

Overview:

Establishing colonies following land claim was essential in the race for control of the North American continent. In the 17th Century, England, France and Spain risked lives and fortunes when they planned and began settlements across the Atlantic. This lesson teaches the concept of colony by looking at the French plan for Mississippi River colonization and the first European settlement in what is Texas today, Fort St. Louis. Through simulation students will propose a plan of colonization based upon the critical attributes of a colony.

Essential Questions:

How does geography affect history?

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 French presence?

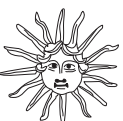
Objectives:

Students will:

- recognize that 17th Century land claims led to numerous colonization attempts by the English, the Spanish, and the French, and that these claims and colonies caused conflict.
- identify the critical attributes of a colony.
- understand why *La Belle* contained a large inventory of goods.

Teacher Preparation (Steps 1-7)

1. Review *Tips for the Teacher* regarding strategies for delivering lessons (Cooperative Learning) and using the resources from the Data and Image Bank.
2. Materials/ Preparation
 - Reproduce (one per student) the three student data collection guides: *French Colonization Plan*, *French Colonization Plan: Questions For Expert Group*, and *Critical Attributes of a Colony*.
 - Prepare the drawing for *Expert Group* assignments for each *Base Group*. (Example: A class of 24 students will be divided into six *Base Groups* of four students each. Each student of a *Base Group* will draw for one of the following research category: a Group Leader, a Social/Religious Planner, an Economic Planner, an a Government/Defense Planner) In this class example you will need six sets of the four research categories written on a slip of paper. Modify the drawing process to fit the needs of your class.
 - For each *Base Group*: Cut one strip of butcher paper, 3 feet in length and set aside 10 sheets of paper.
 - Display two or three artifacts similar to those found on *La Belle* that were brought to set up a colony. Examples: colander, candlestick, bowls, medicine vial.
3. Supplies
 - Roll of 30 to 36 inch wide butcher paper; plain paper (8 1/2 x11) , markers, masking tape.
4. Assessment
 - Determine criteria for assessing small group cooperative learning and for the visual and oral products, using rubrics from the teacher's personal file.



5. Content
 - Review *La Belle* history by reading: *La Belle: An Historical Perspective*.
 - From the Data Bank: Read all student guides *French Colonization Plan*, *French Colonization Plan: Questions For Expert Group*, and *Critical Attributes of a Colony, Settlements in North America, Guide To Primary and Secondary Source Material*, and *People and Places*.
 - Review textbook data on the French in 17th Century Texas.
 - From the Image Bank: Review the selected images: 1) maps; 2) illustrations by Charles Shaw: *Fort St. Louis*, *Karankawa Campsite along the Texas Coast*, 3) painting by George Catlin, *La Salle Received in the Village of the Cenis*; 4) drawings, images and models of *La Belle*; 5) drawings of *La Belle* artifacts, and 6) photographs: *La Belle* cannons.
6. Students Skills
 - Analyze, determine cause and effect, make generalizations, predictions, inference, conclusions
 - Organize and interpret information, transfer information from one medium to another
 - Correctly use social studies terminology
 - Create oral/visual presentation
 - Work efficiently and successfully in cooperative learning group relationships; problem solve, make decisions
7. Products
 - Mini-poster and oral presentation
8. Assessment
 - Prepare a rubric for final class *Base Group* presentation

Lesson Delivery (Steps 1 - 6)

1. Focus
 - Project the images of *La Belle*.
 - Show two or three objects similar to *La Belle* artifacts reminding students that these are objects not historical artifacts and are used as reminders of what the *La Belle* had on board.
 - Solicit answers to questions regarding why they were brought from France to North America in crowded ships. Remind students of the plan for settlements long the Mississippi River.
 - Discuss the basic needs of a group of people establishing a colony in a distant land and what was found in the wreckage after 300 years on the Gulf floor. Remind students that what was found on *La Belle* had not necessarily crossed the Atlantic on the ship, but rather she had become a storehouse to protect and preserve the supplies until the settlers and the ship made their way to the Mississippi River.
2. Content

The content for this class is divided into two parts **Land Claims** and **La Salle's Plan**. As you review content, project the images and maps from the Image Bank: 1) maps; 2) illustrations by Charles Shaw: *Fort St. Louis*, *Karankawa Campsite along the Texas Coast*; 3) painting by George Catlin, *La Salle Received in the Village of the Cenis*; 4) drawings, images and models of *La Belle*; 5) drawings of *La Belle* artifacts; and 6) photographs: *La Belle* cannons.

Part I. Land Claims

- Briefly review the La Salle/*La Belle* shipwreck story.
- Use a contemporary United States map emphasize the vast land claims of the French, English and Spanish during the 16th & 17th Century. Remind students of earlier land claims that brought about colonization by the "big three" European countries.
 - a) **France:** Frenchmen Marquette and Joliet colonized for France in the far northwest of North America. La Salle claimed all the land drained by the Mississippi River and named it Louisiana in honor of his king, Louis XIV. La Salle's claim comprised the middle one-third of what is the United States today.
 - b) **England:** The English established colonies on the Eastern seaboard from present day Maine to Georgia.
 - c) **Spain:** The Spanish claimed the Western third of North America as well as present day Florida, Mexico, and much of Central and South America. Spain also claimed the Gulf of Mexico. Anyone sailing there was trespassing.



Part II. La Salle's Plan

- Briefly review La Salle's plan for colonizing along the Mississippi River.
 - La Salle planned to colonize the Mississippi River with settlements from the mouth of the river to its source.
 - The colonization plan included gaining control of the silver mines in Spanish North America for France. This would bring power to France and personal wealth for him and King Louis XIV.
 - Establishing settlements along the Mississippi River would insure colonial claim, thus creating a French stronghold for one-third of North America.

3. Guided Practice

- Distribute *French Colonization Plan, Critical Attributes of A Colony, and French Colonization Plan: Questions For Expert Groups*. Read and discuss each. Review instructions. State and post rubric for final presentation.
- Solicit examples of colonies from students to ascertain class comprehension of the concept of colony.
- Divide the class into cooperative learning *Base Groups*. Identify the final product of the *Base Group*—a mini-poster to use with the *Base Group* oral presentation.
- Conduct the drawing for *Expert Group* assignments. Review the instructions for *Colonization Plan: Questions For Expert Groups* Point out categories for *Expert Group*. Remind students that each member of a *Base Group* will join other *Base Group* members with the same research category assignment.
- Assemble the *Expert Groups*. Distribute paper and give instructions for creating min-posters. Remind students that they will take the information they gather in this group back to their *Base Group*. They are becoming the experts in their research category; their information will be important for completing the *Base Group* assignment.
- Monitor the *Expert Groups*. When their questions have been answered and mini-posters have been completed and shared, request that students return to *Base Group*.

4. Independent Practice

- As a *Base Group* students will organize their information, assemble their visual product and rehearse their oral presentation.

5. Product

- Base Group* class presentation of their French Colonization Plan.

6. Assessment

- Performance in a cooperative group setting and oral presentation with a visual product based on teacher rubric.

6. Closure

- Following the oral presentations, check for conceptual understanding of colony, reminding students that there will be opportunities soon to check the critical attributes of more colonies that were established in Texas. They will learn about colonies that were established by settlers from many countries throughout Texas history.
- Also share with students that next year (5th and 8th grades) they will explore English colonization along the Atlantic seaboard. They will also learn how the United States made the Louisiana Purchase in 1803 from France.

Vocabulary

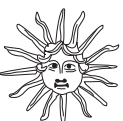
astrolabe, climate, colonists, colony, cooper, critical attributes, culture, establish, marine, priest, region, settlement, trade goods, weather, wilderness

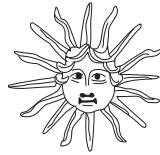
Resources:

- Tips for the Teacher*
- Data Bank: *La Belle: An Historical Perspective, French Colonization Plan, French Colonization Plan: Questions For Expert Group, and Critical Attributes of a Colony, Early French Settlements in North America, Guide To Primary and Secondary Source Material, People and Places.*
- Image Bank: 1) maps; 2) illustrations by Charles Shaw: *Fort St. Louis, Karankawa Campsite along the Texas Coast*; 3) painting by George Catlin, *La Salle Received in the Village of the Cenise*; 4) drawings, images and models of *La Belle*; 5) drawings of *La Belle* artifacts; and 6) photographs: *La Belle* cannons.

TEKS

	4 th Grade	7 th Grade
Social Studies	1B, C; 2A; 8A; 9B, C; 10B 21B, C; 22A,C, D; 23A, B	2B, C; 8A; 9B, C; 11A 21B, C; 22A, C, D; 23A, B





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Critical Attributes of a Colony

I. Attributes

A colony

- has geographic boundaries,
- is sponsored by a mother country,
- has inhabitants,
- is established for a specific reason,
 - a) **economic**: to make money;
 - b) **political**: to control land and/or keep another country from controlling;
 - c) **social**: to start a new life or to keep a certain population away from others, (Examples: seeking religious freedom or moving away from disease)
- operates under a set of rules or laws established by the mother country.

II. Types and Purposes of Colonies

Type	Purpose
Joint stock	To gain wealth. Wealthy investors lend money for the venture.
Proprietary	For religious, political or economic freedom or to gain wealth; governed by a proprietor.
Penal	To restrain people who have broken the law.
Quarantine	To keep separate people who are contagious or pose a threat to others.
Military	To provide a separate place for defenders of the law.
Research	To provide a separate place for investigation or experimentation.

III. Definitions

critical attributes - the most important characteristics or qualities of a person, place, thing or event. (The teacher's critical attributes included being small in stature, having a pleasant personality and loving children)

colonist(s) - a settler in or inhabitant of a colony. (Colonists arrived on the Texas coast in 1685, from France.)

colony(-ies) - a territory or region settled and controlled by a distant country, usually for a specific reason. (Fort St. Louis was the first French colony in Texas)

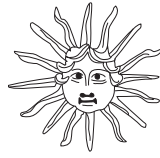
mother country - the place where colonists are from. (The Talon's mother country was France.)

settler(s) - a person who makes his home in a new land. (The settlers hunted and fished for food.)

settlement - a small community (The families are from the settlement on the creek.)

Note:

Sometimes the terms "colony" and "settlement" are used interchangeably. In other instances one may find that an author used colony to indicate a large group with several individual settlements. (Example: The Virginia Colony had settlements at Jamestown, Williamsburg and Clarksville.)



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Student Name _____ My Base Group # _____

French Colonization Plan Data Collection Guide

Your Mission

You are about to embark on a journey with a group of people to an unknown land to establish a colony for your country. Your group will plan and create the colony.

Your Planning Information

Critical Attributes of a Colony and Questions For Expert Groups

Instructions

In your *Base Group*:

- Draw for *Expert Group* assignments: 1) Group Leader, 2) Social/Religious Planner, 3) Economic Planner, 4) Government/Defense Planner
- Write the name of your *Expert Group* on the line at the bottom page.

In your *Expert Group*:

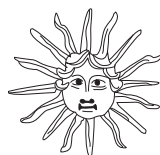
- As a group read *Critical Attributes of a Colony and Questions For Expert Groups*.
- Answer the questions for your *Expert Group* and write the answers below. Remember, you will be teaching your *Base Group* what you learned about establishing a colony.
- Make a mini-poster (8.5" X 11") of information that answers your questions. Include sketches on your mini-poster. Share your mini-poster with your *Expert Group*. Make additions to your mini-poster if your *Expert Group* team members make suggestions for improvement.

In your *Base Group*:

- Use your mini-poster to present your *Expert Group* research information. Allow your team members to ask questions.
- Plan and make an oral presentation to your class. Use your mini-poster during the presentation.

My Expert Group Assignment: _____
(Group Leader, Social/Religious Planner, Economic Planner, Government/Defense Planner)

Write the answers to your *Expert Group* questions in complete sentences on the page provided.



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Student Name _____

French Colonization Plan Questions For Expert Groups

Instructions

1. Use the information on this page and in the essays provided by your teacher to answer the questions in your assigned *Expert Group*.
2. Write the answers on your *French Colonization Plan* data collection guide.

1 - Group Leaders

In your *Expert Group*

1. Read and discuss the essays for this lesson. Highlight those facts that are important to setting up a French colony in North America.
2. Make a list of those specific elements of nature that your colony had to survive. (Examples: fresh water, resources to build homes and tools, and food sources)
3. Create your *Base Group* colony map on butcher paper with the help of your *Expert Group* team members. Place the natural features. Wait to be in your *Base Group* before adding the man-made elements.

In the *Base Group*

1. Be sure that each of your *Base Group* team members is on task. Give support by suggesting places to research their answers.
2. As group leader you will check with your team members to see what special places they need to include on the map. (Examples: public meeting house that may be used for religious, social and government events, storehouse, stockade, perimeter fence, hospital.)

#2 - Social/Religious Planners

In your *Expert Group* answer these questions.

1. What type of building will the people need for a religious and social meeting place? (Note: The first public building in a new colony was usually multi-purpose for religious, social and government meetings.)
2. What was the primary religion of the mother country? Who will be in charge of the religious life of the colony?
3. What social events will the colony have and who will be in charge of them?
4. What will homes be made of?
5. Who will build the homes?
6. What will the colonists bring from their mother country for religious and social events?

* Use the answers to the questions above to make a mini-poster of your social plan.

In the *Base Group*

1. Let your group leader know the social/religious building to place on the group map.
2. Attach your social/religious mini-poster to your colony map.

#3 - Economic Planners

In your *Expert Group* answer these questions.

1. What did the colonists bring from their mother country for survival living?
2. How will the people make a survival living? (Examples: fishing, hunting, trading, etc.)
3. What survival living tools will be needed?
4. How will food, clothing, and shelter be divided among the colonists? Where will they be stored?
5. What jobs will be needed in addition to those searching for food, clothing and shelter?
6. What might the colonists have brought from their country to trade with the native people?

* Use the answers to the questions above to make a mini-poster of your economic plan.

In the *Base Group*

1. Let your group leader know where things will be stored.
2. Attach your economic mini-poster to your colony map.

#4 - Government/Defense Planners

In your *Expert Group* answer these questions.

1. What will be the basis for the laws of the colony?
2. What was the primary language of the mother country and will it be used in this colony?
3. Who will enforce the laws?
4. How will the colonists learn about the needs of the colony?
5. Who will protect the people from intruders?
6. What weapons will be needed for protection?
7. What role will colonists play in protecting the colony?
8. Will people who break the laws be punished? If so, how?

* Use the answers to the questions above to make a mini-poster of your government/defense plan.

In the *Base Group*

1. Let your group leader know the government/defense needs for your colony, including buildings you need for town meetings, and for colonists who break the law.
2. Attach your government - defense mini-poster to your colony map.