

La Salle Activities

1. Have students create a list of materials that La Salle and the other colonists would need in order to set up a colony in an unknown land. List should include tools, medical supplies, building materials, ammunition, as well as food. (see Men for the King)
2. Have students look at a copy of the map that La Salle used to navigate his way, and look at a present day map. Have student locate the Mississippi River on both maps. Have students using a present day map retrace La Salle's expedition of the Mississippi and then his route from La Rochelle France to Matagorda Bay. (see early map of America-Cornelli))
3. Create "The ABC's Of a Colony". Students create a poster or book, finding one item for each letter of the alphabet that a colonist would take with them on their adventure. Example: A is for Ammunition for hunting and protection. B is for Beads to trade with the Natives, etc. Students usually have a hard time with Q, X, and Z, but see if students come up with any creative solutions.
4. Have students look at the La Salle Site at <http://www.thc.state.tx.us/lasalle/lasbelle.html> . Have students discuss the steps archeologists must take in order to preserve history. Divide students into small groups; provide each group with a folded paper sack. Inside each paper sack, students will find a broken flower pot. Students must reconstruct the flower pot. *Be extra tricky and break an extra pot and scatter its pieces among the other sacks. *Using small red clay pots, place each in a zip lock bag, and then roll in a towel. Gently tap the towel with a hammer to create small pieces without creating much dust. * For extra messy fun, instead of paper sacks, mix pieces into bowls or sand or dirt and let students dust the pieces out with small paintbrushes.
5. Have students design forts using scale. Students must create a scale and then follow it while creating a map of their fort. After their scale map has been created. Students must write a description to accompany their maps list the perimeter and structures in their stating what their real measurements would be. Example: Students draws a 10 inch fence line, the student stated a scale of 1 inch equals 100 feet.

Then the description of the actual fence line is a 1000 feet. * Students usually do well on the creation of the perimeter scale, but can run into trouble when using realistic scale for the buildings they create within the perimeter.