
El Nuevo Constante 1766

Middle School
Social Studies
Spanish Colonial

Overview

The PowerPoint presentation tells about the underwater excavation of a Spanish shipwreck near the coast of Cameron Parish. *El Nuevo Constante* was carrying a load of cargo from Mexico when a hurricane blew it off course in 1766. It had been going to Spain via Havana, Cuba.

Objectives

Students will learn about the Spanish colonial empire in 1766.

Students will learn about colonial trade and commerce.

Students will learn about primary sources such as maps, documents, and artifacts.

Students will learn about laws relating to shipwrecks.

Activities

Student activities and worksheets include:

- Graphic organizer

- Internet research

- Map skills

- Review questions

- Creative writing

Teacher answer sheets are provided.

Related Resources about *El Nuevo Constante*

See www.crt.la.gov/DiscoverArchaeology

- Traveling Exhibit of Artifacts for the Classroom

- Interactive Online Exhibit

- Virtual Book

Vocabulary

Archaeologist

Archaeology

Artifact

Balize

Cannon

Cargo

Centimeter

Colony

Commerce

Eighteenth Century

Fleet

Hurricane

Merchant

Primary Source

Route

Shipwreck

Timeline

Trade

Treaty of Fountainebleu

Name: _____

Teacher: _____

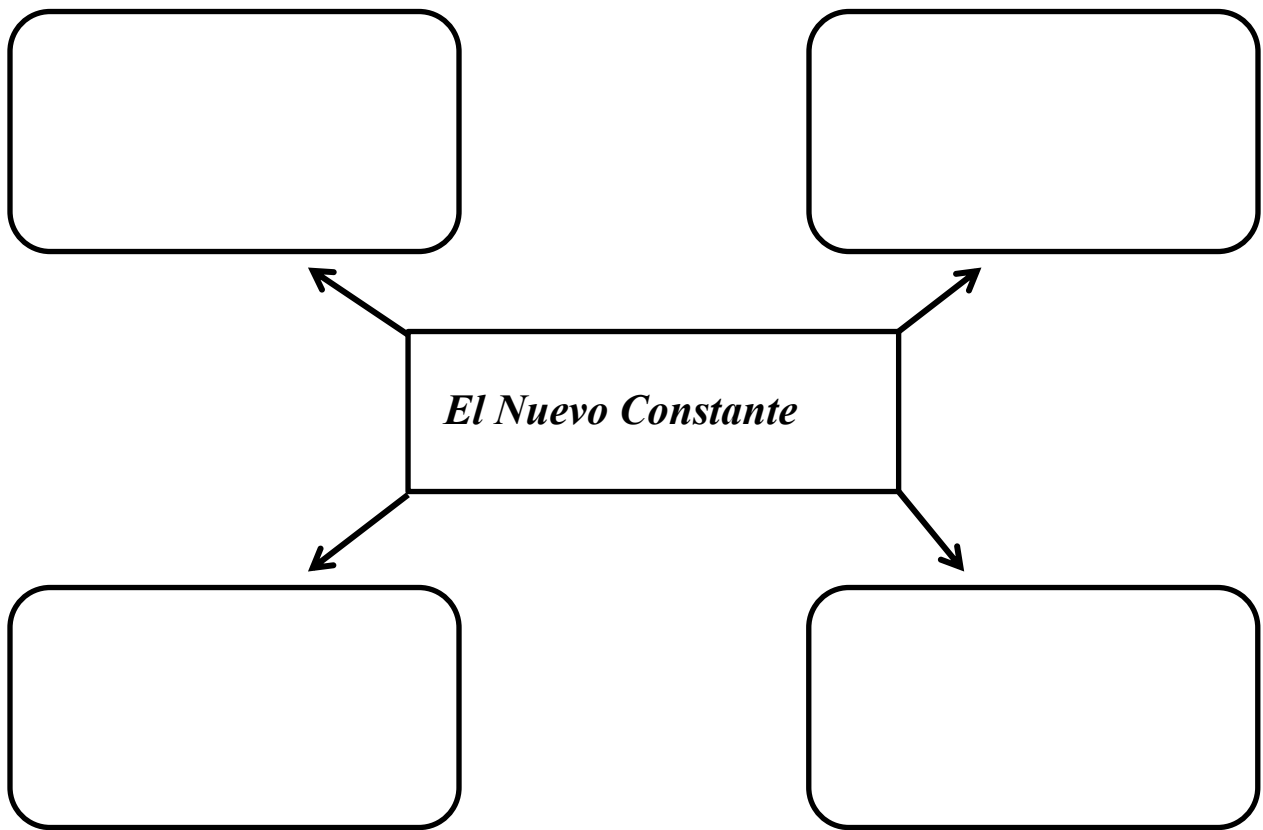
Course: _____

Date: _____

Graphic Organizer

El Nuevo Constante

Why was the wreck of *El Nuevo Constante* so important? What did you learn? What did this study add to the story of *El Nuevo Constante*? Write four things you found out about *El Nuevo Constante*. Refer to the information contained in the PowerPoint presentation, or access the virtual book and interactive exhibit at www.crt.la.gov/DiscoverArchaeology.



Name: _____

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Date: _____

Internet Research and Presentation

Raw Material to make Dyes – Cochineal and Annatto

Refer to slides #21 and #22 in the PowerPoint presentation. It is interesting that we still use items from colonial times. This is a connection between our past and present history. Do your own internet research about dye sources in food, and share the information you learn with your class.

Internet Research and Poster

Artifact Analysis

Do your own internet research on one of the cargo items from *El Nuevo Constante* and make a poster. The poster should explain what the item is, where it may have come from, and how it was, or would have been, used. Share this information with the class.

Name: _____

Teacher: _____

Course: _____

Date: _____

Review (True/False, Short Answer, Essay)

It's finders keepers if you find a shipwreck near the coast.

True False

Archaeologists sometimes have to dive underwater to explore a site.

True False

What information helped archaeologists identify *El Nuevo Constante* as the wreck the fisherman discovered in 1979? _____

How do archaeologists know what *El Nuevo Constante* looked like if there were no drawings of the ship? _____

What happens if someone discovers a shipwreck near the coast? Who has ownership?

Name: _____

Teacher: _____

Course: _____

Date: _____

Creative Writing Exercise

Individual Exercise – You are a passenger on the ship.

Pretend you are a passenger aboard *El Nuevo Constante* on its last voyage. Describe what you were doing on the ship; explain who you are and why you were part of this voyage. Talk about the hurricane, the survivors' camp, the salvage of the cargo, and the eventual rescue. You may want to access the virtual book or interactive exhibit online at www.crt.la.gov/DiscoverArchaeology for more information for this activity.

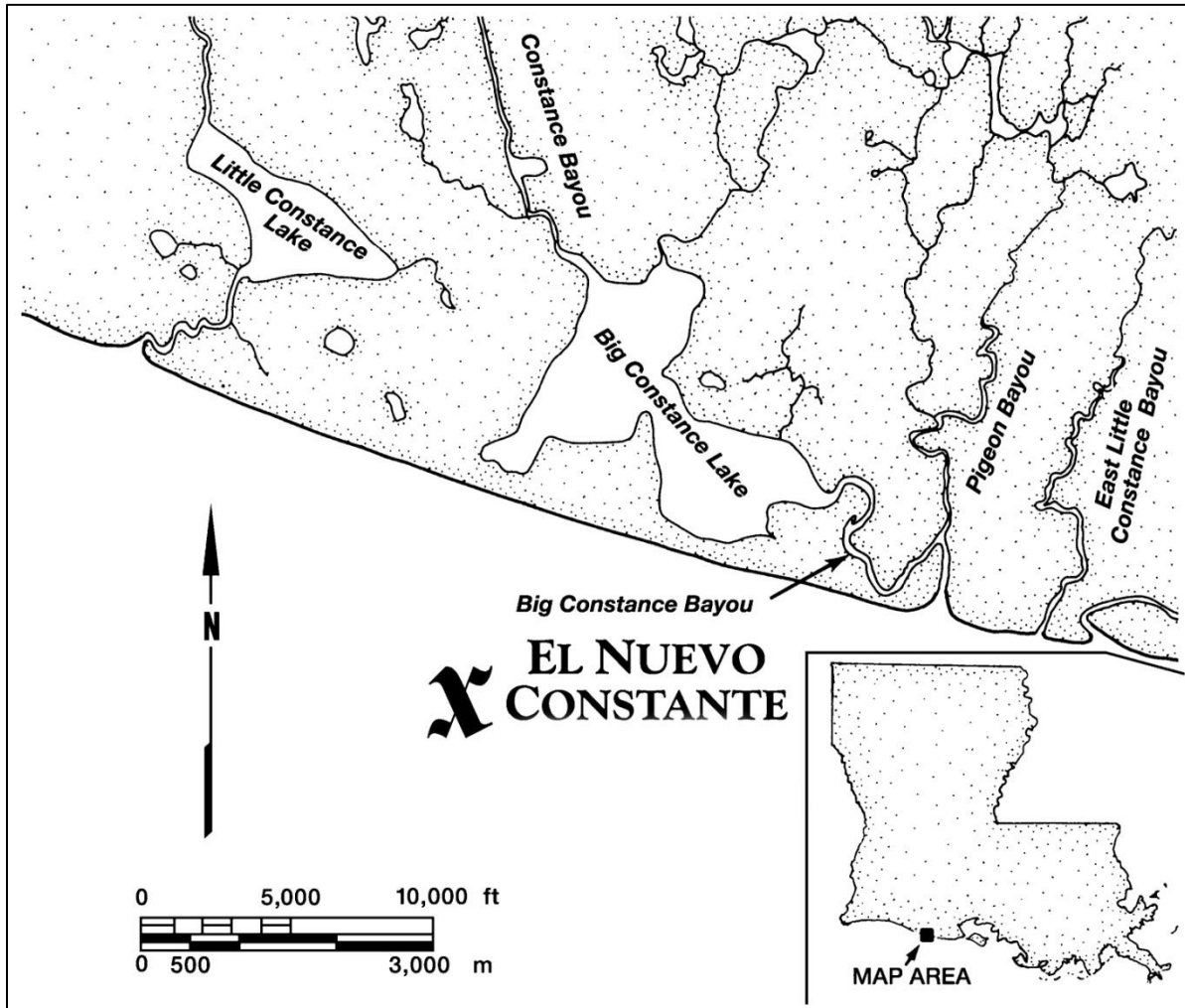
Name: _____

Teacher: _____

Course: _____

Date: _____

Map Exercise



The map showing the general area of the shipwreck of *El Nuevo Constanste* was drawn in 1980. At that time, the wreck was about 6,200 feet from shore.

1. At the time the ship wrecked, it was about 1,600 feet from shore. The wreck has not moved, but the coastline has eroded. Use the scale provided to estimate where the coast was when it was 4,600 feet farther into the Gulf of Mexico. Draw that line in green.
2. Now the coastline is about 2,500 feet farther inland than the map shows. Using the scale provided, estimate where the coastline is today and draw that line in red.

Look on the map for three bayous and two lakes that have Constance in their names. Those names are an English version of the name *Constanste*. They were named for the ship that wrecked nearby. Color these five bodies of water in blue.

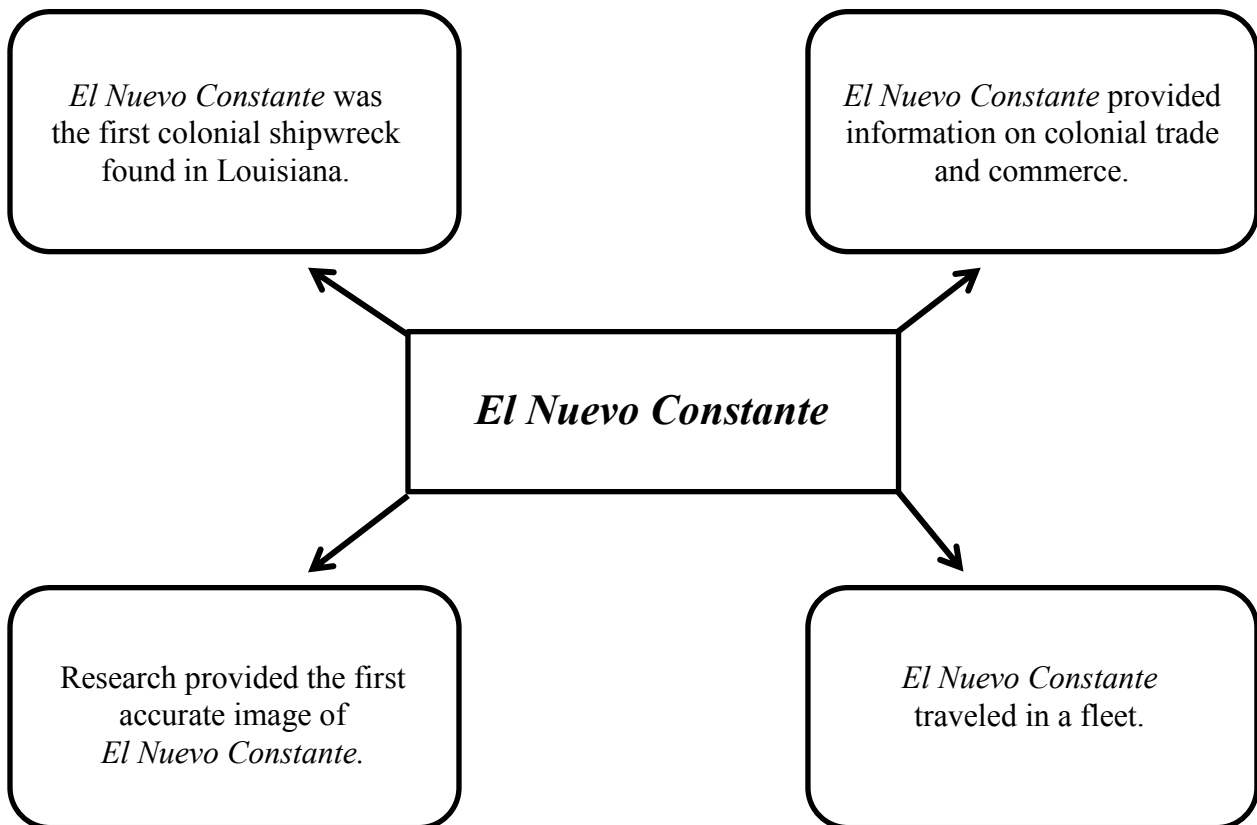
For the Teacher

Answers

Graphic Organizer

El Nuevo Constante

Why was the wreck of *El Nuevo Constante* so important? What did you learn? What did this study add to the story of *El Nuevo Constante*? Write four things you found out about *El Nuevo Constante*. Refer to the information contained in the PowerPoint presentation, or access the virtual book and interactive exhibit at www.crt.la.gov/DiscoverArchaeology.



Examples of other acceptable answers:

Mexico shipped products to Spain.
Spain supplied things to Mexico.
Hurricanes were a problem to ships.

Ships had animals on board.
Cannons fired different kinds of balls.
Archaeologists study shipwrecks.

For the Teacher

Answers

Review (True/False, Short Answer, Essay)

It's finders keepers if you find a shipwreck near the coast.

True False

Archaeologists sometimes have to dive underwater to explore a site.

True False

What information helped archaeologists identify *El Nuevo Constante* as the wreck the fisherman discovered in 1979? Historical records and analysis of the artifacts found by the fisherman gave archaeologists clues to the identity of the shipwreck.

How do archaeologists know what *El Nuevo Constante* looked like if there were no drawings of the ship? Archaeologists took measurements underwater, and used information from historical research to make an accurate drawing of *El Nuevo Constante*.

What happens if someone discovers a shipwreck near the coast? Who has ownership? If the shipwreck is along the US coast and inside the territorial sea, the coastal state has ownership.

El Nuevo Constante

1766

This is one in a series of modules about Louisiana archaeology. Each module has a PowerPoint presentation and associated student activities. The series is called “Learn about Louisiana’s Past through Archaeology.”

The presentation is intended for educational use. Please use image credits where provided.

Please visit the Division of Archaeology website for additional teaching materials and educational resources at: www.crt.la.gov/DiscoverArchaeology.

Presented by:

Louisiana Division of Archaeology
Office of Cultural Development
Department of Culture, Recreation and Tourism
Office of the Lieutenant Governor
Baton Rouge, Louisiana

This project was made possible through the Governor's Office of Homeland Security and Emergency Preparedness (GOHSEP) and the Federal Emergency Management Agency (FEMA) as part of implementing the Louisiana Hazard Mitigation Grant Program for Hurricane Katrina recovery.

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