

# Lane Colony Letters and Reports

<b>Date:</b>		<b>NCSCS 1.01 – 1.05</b>	<b>Warm – Up/Bell ringer:</b> How did the Conquistadors Hernando Cortes and Francisco Pizarro gain “Gold, Glory, and Gospel for Spain in the 1500s?”
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Students will need to have their notes on the English-Spanish rivalry of the 1500s; the Amadas - Barlowe voyage; Terms and people should include Elizabeth I, Phillip II, Sir Walter Raleigh, Sir Humphrey Gilbert, Manteo, Sea Dogs or privateers, and Spanish Conquistadors. The Lane Colony’s efforts to explore Virginia, find a deep-water harbor for a military base, and discover silver.	<b>Continuous Assessment - tools/strategies</b>
<p>Printed Excerpts from:</p> <p>Ralph Lane’s Letter to Richard Hakluyt Elder and Master H. of the Middle Temple</p> <p>Ralph Lane’s Discourse on the First Colony</p> <p>editor Richard Hakluyt’s report on the 1586 Voyages</p> <p>The actual and modified White-De Bry Map of Virginia (1590) as overheads and possibly as a class set</p>	60 minutes of a block period or one - two 40 minute classes	<p><b>Purpose/Objective of this lesson:</b> Students will analyze the English perspective on American Indians and their impact on the Lane Colony.</p> <p><b>Teacher Input</b></p> <ul style="list-style-type: none"> <li>• Teacher will show students the 5 suggested images depicted in the resources section by Aver Key link, LCD projector, or overhead transparency. Guide students through describing the paintings and making inferences about them.</li> <li>• Show the actual and Modified White-De Bry Maps of Virginia to familiarize students with NC geographic features, Roanoke Island, and American Indian Villages</li> <li>• Discuss the lack of uniform spelling and grammar standards in the 1500s in primary sources.</li> <li>• Teacher can model reading strategies, (connecting facts with prior knowledge, attempting to infer a new word’s meaning, etc.) while reading aloud Ralph Lane’s Letter.</li> <li>• Review the Spanish conquest of the Aztec and Incan Empires, gaining tremendous wealth and forcibly converting American Indians to Christianity.</li> <li>• Note that textbooks usually refer to Pemisapan as Wingina.</li> </ul> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do the English compare with the Spanish in their interactions with American Indians?</li> <li>2. How do the English and American Indians benefit from and suffer from their interactions with each other?</li> </ol> <p><b>Strategies for Differentiation:</b> Images will assist visual learners in understanding the reports’ content prior to reading. Teacher may read aloud and lead discussion at first to assist reluctant or struggling readers. Use think–pair-share with a partner for the</p>	<p>See attached sheet for the readings</p> <p>Have students copy definitions of primary and secondary sources. Provide several examples of each type orally.</p> <p>Visual questions can include: What are the American Indians doing? What are their materials made from? How are they dressed? What can we infer from the paintings about their attitudes and beliefs? Many additional images are available.</p> <p>Images can also be used as a post-activity assessment or for discussion</p>

		second and third documents.	
		<p><b>Class Activity:</b>  <b>Guided Practice</b>  See attached sheet for guiding questions and ideas</p> <p><b>Independent Practice</b>  Students can read independently or in pairs. Assign students some/all of the sample questions to discuss after reading each article. Students should then be well prepared for a whole class discussion of the letters.</p> <p><b>Summary/Closure:</b>  Review Lane's actions on Roanoke and how he interacted with the Roanoc American Indians. What did he need from them? Why did he attack them? Why did he leave? How does the third report evaluate Lane's leadership?</p> <p><b>Homework:</b>  Write a 5 question interview for Sir Walter Raleigh. Focus on if he will attempt another colony and what he has learned from Lane's military colony. Create your own answers for Raleigh.</p>	

**Reflection:**

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Resources:

**Note:** Consider scanning in a primary source document as a word file and modifying the text by inserting explanations or footnotes, highlighting difficult or vocabulary terms in bold, including notations such as answer #1 can be found in this section of the text, etc. Check with your school's Information Technology specialist to see if your school already has a scanner that can do this or see what steps might be necessary to acquire one.

**Booklet:** Houston, LeBame and Hird, Barabara, eds. Roanoke Revisted: The Story of the Lost Colony – a Modernized Version of Original Documents, Manteo, NC: Times Printing Company, 1997 (Contact at: [elizr1558@yahoo.com](mailto:elizr1558@yahoo.com).)

**Online**



#1



#2



#3



#4



#5



#6



#7

- #1 [http://www.virtualjamestown.org/images/white\\_debry\\_html/white42.html](http://www.virtualjamestown.org/images/white_debry_html/white42.html)  
(Note the weir on the left hand side of the image. Extensive notes on the image are provided)
- #2 [http://www.virtualjamestown.org/images/white\\_debry\\_html/white45.html](http://www.virtualjamestown.org/images/white_debry_html/white45.html)  
(Leader/elder of Roanoc American Indians, similar to Wingina/Pemisapan, Description link provides additional details)
- #3 [http://www.virtualjamestown.org/images/white\\_debry\\_html/white31.html](http://www.virtualjamestown.org/images/white_debry_html/white31.html)  
(Village of Pomiooc, visited by Sir Richard Grenville's men in 1585, akin to the village burned over the presumed stolen silver cup)
- #4 <http://docsouth.unc.edu/nc/hariot/ill5.html>  
(A weroan or great Lorde of Virginia, akin to the Wingina/Pemisapan who was killed by Lane's men in a surprise attack)
- #5 <http://www.nps.gov/fora/arms.htm>  
(Depiction of Lane's men with an extensive description provided)
- #6 <http://www.nps.gov/fora/whitede2.htm>  
The White-DeBry Map of Virginia (1590)
- #7 Modified map of the Heritage Education Program – National Park Service – Cape Hatteras Group.

**Excerpt from *Ralph Lane's letter to Richard Haklyut Elder and Master H. of the Middle Temple, 3 September 1585***

... Besides that, it is the goodliest and most pleasing territory of the world (for the continent is of an huge unknown greatness and very well peopled and towned, though savagely) and the climate so wholesome that we have not had one sick since we touched land here.

To conclude, if Virginia had but horses and cows in some reasonable proportion, I dare assume myself, being inhabited with English, no realm in Christendom were comparable to it. For this we already find, that what commodities soever Spain, France, Italy or the East parts do yield us—in wines of all sorts ... these parts do abound with the growth of them all. But being savages that possess the land, they know of no use of the same. And sundry other rich commodities that no parts of the world—be they West or East Indies--have, here we find great abundance of. The people naturally are most courteous and very desirous to have clothes, but especially of coarse cloth rather than silk. Coarse canvas they also like well of, but copper carries the price of all ... From the new fort in Virginia.

**Ralph Lane's Discourse on the First Colony, 1585-1586**

Before Ensenore's death [father king to Pemisapan, who is also referred to as Wingina] Pemisapan was advised ... of a ready means to have assuredly brought us to ruin in the month of March 1586. He and all of his savages were to have run away from us and left his ground on Roanoke Island unsowed. If he had done so, there would have been no possibility in common reason (but by the hand of God) that we could have been preserved from starving. For at that time we had no weirs for fish; our men had no skill in the making of them; and we had not one grain of corn for seed to put into the ground.

In my absence on the voyage that I had made against the Chawanoacs and Mangoaks, the savages around Pemisapan had raised a rumor themselves that I and my company were like to be starved ... Many of them hold the opinion that we be dead men returned into the world again and that we do not remain dead but for a certain time before we return again. ...

Menatonon sent a messenger to visit his son my prisoner, and sent me certain pearls for a present ... for the ransom of his son. Therefore I refused them. ....

[Pemisapan] He was afraid to deny me anything; neither dared he in my presence but by semblance and with excuses. I was content to accept this for the time, meaning in the end to give him the jump once and for all. ...

[Lane discovers a plan by Pemisapan to attack his colony and plans his own pre-emptive attack] Hereupon the king did await my coming to him. ... Immediately, he and his chief men had (by the mercy of God for our deliverance) that which they had proposed for us.

Pemisapan, being shot through by the Colonel with a pistol, lay upon the ground for dead. ... Suddenly Pemisapan started up and ran away as though he had not been touched. He overran all the company, being by the way shot through the buttocks by my own Irish boy with my petronel [pistol]. ... but we met Nugent [the Irishman] returning out of the woods with Pemisapan's head in his hands.

[After Sir Francis Drake's arrival] Hereupon I called such captains and gentlemen of my company as then were at hand, they being all privy as myself to the General's offer [to take them back to England]. Their request was, that considering the case we stood in, the weakness of our company and the small number of the same ... seeing furthermore our hope for supply with Sir Richard Grenville so undoubtedly promised us before Easter, not yet come nor likely this year; ... that therefore I would resolve myself with my company to go to England with Drake's fleet.

### **The 1586 Voyages**

*(from Principal Navigations, 1598. The author is not identified. Presumably, editor Richard Hakluyt wrote the report.)*

In the year of our lord 1586, Sir Walter Raleigh at his own charge prepared a ship of an hundred tuns, freighted with all manner of things in most plentiful supply for the relief of his colony then. ...

Then it happened that Sir Francis Drake—on his prosperous return from the sacking of Santo Domingo, Cartagena, and Saint Augustine—determined on his way homeward to visit his countrymen, the English colony, then remaining in Virginia. ... Having espied some of that company, there he anchored and went on land. ... a great storm arose and drove some of the fleet from their anchors to sea. ... For fear they should be left behind, [the men] left all things confusedly, as if they had been chased from there by a mighty army. No doubt so they were; for the hand of God came upon them for the cruelty and outrages committed by some of them against the native inhabitants of that country.

About fourteen or fifteen days after the departure of the relief ship [Sir Walter Raleigh's], Sir Richard Grenville, General of Virginia, accompanied with three ships well appointed for the same voyage, arrived there. Not finding the aforesaid [relief] ship according to his expectation, nor hearing any news of our English colony left [there] by him in 1585, [he traveled] up into diverse places of the country to see if he could hear any news of the colony left there under the charge of Master Lane his deputy ... After some time spent therein, not hearing any news of them and finding the places which they inhabited desolate, yet unwilling to lose the possession of the country which Englishmen had so long held, after good deliberation, he determined to leave some men behind to retain possession of the country. Whereupon he landed fifteen men on the island of Roanoke, furnished plentifully with all manner of provisions for two years, and so departed for England.

The three passages are taken from Roanoke Revisited: the story of the First English settlements in the New World and the fabled lost colony of Roanoke Island compiled from reports prepared by colony leaders and published in the 16<sup>th</sup> century by Richard Hakluyt in The Principal Navigations Voyages Traffiques & Discoveries of the English Nation Made by Sea or Over-land to the Remote and Farthest Distant Quarters of the Earth at any time within the compass of these 1600 Years. A Modernized Version edited by LeBame Houston and Barbara Hird

Sample questions for continuous assessment and discussion:

I. Ralph Lane's letter to Richard Hakluyt Elder and Master H. of the Middle Temple, 3 September 1585

- How does Lane describe Roanoke Island and the region? How populated is it?
- What are commodities?
- How does Lane describe the American Indians? Do they appear war-like? Do they make good use of their lands?
- What can Lane trade with American Indians? Why do you think copper is valued so highly by the American Indians?

II. Ralph Lane's Discourse on the First Colony, 1585-1586

- What did Pemsapan's men do to improve Roanoke Island? Why do they abandon Roanoke Island to the English?
- Weir: a fence placed in a stream to catch or retain fish
- How do Pemsapan's men keep Lane from starving?
- How does Lane treat the American Indians?
- Why doesn't Pemsapan say "no" to Lane's requests?
- Give three reasons why Lane decides to return to England

III. The 1586 Voyages

- Tun: a large wooden cask, usually of wine, that can hold 252 gallons. See <http://www.nps.gov/fora/shipsdoc.htm> for a thorough description of tuns and English ships of the era.
- What are Sir Walter Raleigh's feelings towards the Lane Colony?
- How does the author of this report describe Lane's treatment of the American Indians?
- Why does Sir Richard Grenville leave fifteen men on Roanoke Island?
- Would you have wanted to be one of the fifteen left on Roanoke? Predict what will happen to them.

IV. Post-reading questions

- Recall that Sir Richard Grenville's men burned the village of Aquascogoc over a missing, presumed stolen cup. Why do you think Lane and Grenville use such strong tactics on those they want information and food from?
- Gilbert and Raleigh's patent for the new world allows them to claim any non-Christian lands and people, does this influence Lane and Grenville?
- Make a list of suggested recommendations for Raleigh to follow in choosing leaders and setting policies for another expedition or colony.
- How would you advise American Indians to respond to future English colonies?
- What possible impact could Lane's actions have had on the success or failure of White's colony?
- Compare Lane and Grenville with Spanish Conquistadores Hernando Cortes and Francisco Pizarro.

## CSI - Roanoke Island

<b>Date:</b>		<b>NCSCS 1.01 – 1.05</b>	<b>Warm – Up/Bell ringer:</b> Place map of Roanoke and vicinity on the overhead. Lead students through a brief review of the region’s geography and the three voyages/colonies.
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Students will need to have their notes on the English-Spanish rivalry of the 1500s; the Amadas - Barlowe voyage; the Lane Colony’s explorations of NC/VA and its relations with American Indians, the purpose and destination of the White colony; and the possible theories of what happened to the “Lost Colony.” Terms and people should include Elizabeth I, Phillip II, Sir Walter Raleigh, Sir Humphrey Gilbert, Manteo, Wingina (Pemisapan), Ralph Lane, John White, Sea Dogs or privateers, Spanish Conquistadors, and the Spanish Armada.	<b>Continuous Assessment - tools/strategies</b>
CSI: Roanoke Island and Evidence Concerning the fate of the Lost Colonists activity sheet per group  1 Modified White-De Bry Map of Virginia (1590) per student group  Original White De Bry Map of Virginia for display on the overhead	60 minutes of a block period or one and a half 40 minute classes	<b>Purpose/Objective of this lesson:</b> Students will apply their knowledge and understanding of the English exploration of Virginia to determine the probable fate of the White colonists. Students will justify their conclusions about the probable fate of the White Colony with multiple pieces of evidence.  <b>Teacher Input</b> <ul style="list-style-type: none"> <li>• Teacher will discuss how investigators evaluate the evidence that they gather. Provide examples of evidence that are clearly believable, others that are questionable, and some that may be suspect. Explain that students should examine the information in the following activity and determine its validity. Example: Should students believe Captain John Smith’s account, which were published over twenty years after his time in Jamestown?</li> <li>• Divide the students into teams of 2-3.</li> <li>• Read aloud the first two pieces of evidence and how to label the White-De Bry Map.</li> <li>• Teacher will assist students with interpreting the evidence; much of it may be new to them, and guiding students through their reasoning.</li> <li>• Provide a behavioral expectation for group work and consequences for off-task behavior.</li> </ul> <b>Key Questions:</b> <ol style="list-style-type: none"> <li>1. How can historians verify evidence and base their conclusions on it?</li> <li>2. How did English relations with American Indians affect the fate of the White Colony?</li> </ol>	Teacher will ask students how they interpret the evidence and why it supports or contradicts their chosen theory

		<p><b>Strategies for Differentiation:</b> Placing students in pairs will allow for peer tutoring and collaboration. Emphasis on reasoning will provide reluctant readers with incentives to read short statements. Map labeling will reinforce geographic location and assist in recall of evidence when determining the probable fate of the colonists.</p>	
		<p><b>Class Activity:</b> <b>Guided Practice</b> Teacher demonstrates how to label the map with enough pieces of evidence to ensure student understanding.</p> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Students will work with a partner or teammates to label the map.</li> <li>• Secondly, they will determine what happened to the White colonists and write at least <b>3</b> pieces of evidence to support their theory.</li> <li>• They should also prepare explanations for why at least <b>2</b> pieces of contradictory evidence are suspect or unbelievable. Teacher should provide assistance in interpreting the new information and ask students to explain their conclusions.</li> </ul> <p><b>Summary/Closure:</b></p> <ul style="list-style-type: none"> <li>• Review the key questions and ask students for questionable evidence and why they doubted it.</li> <li>• Examine evidence on how the colonists interacted with American Indians.</li> <li>• Have one or more student groups present and defend their findings to the class on the probable fate of the colonists. Additional presentations will need to occur on the second day.</li> </ul> <p><b>Homework: The teacher should choose one of the following assignments for the students.</b></p> <ul style="list-style-type: none"> <li>• Prepare for your presentation</li> <li>• Prepare for a Socratic or Padeia seminar on the next day.</li> <li>• Prepare a mock television episode of CSI to illustrate their findings and solving the mystery.</li> <li>• Prepare an American Indian response to the colonists as they run short on food and supplies and ask for assistance.</li> <li>• Write a 3-5 paragraph paper explaining the fate of the Lost Colonists using at least 5 facts to support your decision.</li> </ul>	

**Reflection:**

Differentiation					Student Engagement					Higher Order Thinking					Transition				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Notes and Comments:



Resources:

The Teacher Heritage Education Roanoke Revisited handbook, available at <http://www.nps.gov/fora/roanokerev.htm>, provides a tremendous number of articles on the English Exploration of the New World in general and of Roanoke Island in particular. Dozens of accessible articles provide background to nearly every conceivable topic. An exhaustive bibliography is also included.

The White - De Bry Map of Virginia (1590)

(Modified map of the Heritage Education Program – National Park Service – Cape Hatteras Group. Available at <http://www.nps.gov/fora/whitede2.htm>)

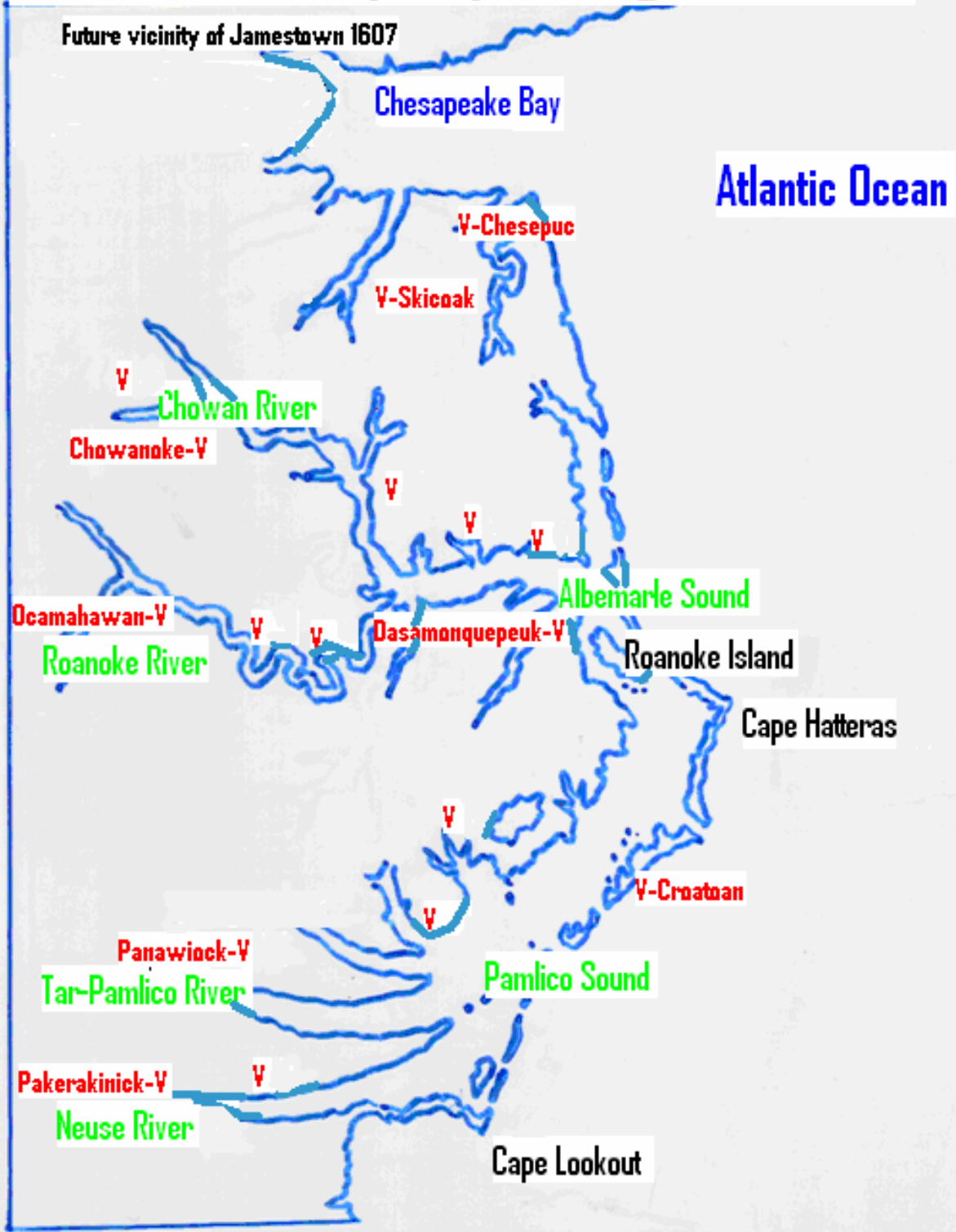
Parramore, Thomas C. Carolina Quest, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1978  
NC History textbook with a particularly strong emphasis on evidence and maps from the Jamestown settlers.

Quinn, David B. The Lost Colonists: Their Fortune and Probable Fate (America's 400<sup>th</sup> Anniversary), North Carolina Division of Archives and History, 1984  
Provides an in-depth examination of the evidence concerning the possible explanations of the White colonists disappearance as well as the author's conclusions.

Quinn, David B. Set Fair for Roanoke: Voyages and Colonies 1584-1606, University of North Carolina Press, Chapel Hill and London, 1985  
Exhaustively researched and well written account recommended by the historians at Fort Raleigh.

Stick, David. Roanoke Island: The Beginnings of English America, Chapel Hill: University of North Carolina Press, Chapel Hill and London, 1983  
A highly engaging history of the English exploration of the New World, with evidence and theories on the probable fate of the White colonists.

# The White-DeBry Map of Virginia (1590)



## **CSI: Roanoke Island and Evidence concerning the Fate of the Lost Colonists**

Label your map with *number* and *bold/italicized* description next to the appropriate location.

1. A 1500's gold signet ring and a musket ball with teeth marks are found near Cape Hatteras. British-trained soldiers are trained to keep a bullet in their mouth as the 2<sup>nd</sup> one to be fired in case of attack. Write **1/musketball + ring** beside Cape Hatteras.
2. Powhatan, chief of the Amerindians living near the Jamestown settlement told Captain John Smith he had the white settlers living south of the James River killed. He shows Smith a musket, a brass mortar, and bits of iron to support his claim. Instructions written by King James I of England to the colonists tell them to beware of Powhatan. Write **2/Powhatan killed the LC** near Skicoak and Chesepec Villages.
3. A Spanish expedition to Roanoke Island in 1588 finds no Englishmen there but plenty of broken wooden barrels, tools, etc. Write **3/abandoned in 1588** by Roanoke Island.
4. British "Sea Dogs" attack Spanish treasure ships and colonies. The Spanish Armada sails to England in 1588 to stop these attacks and make England a Catholic nation again. Write **4/Sea Dogs + Armada** beside Atlantic Ocean.
5. John White found no skeletons or corpses when he returned to Roanoke Island in 1590. Write **5/no corpses at Fort Raleigh** beside Roanoke Island.
6. The 1608 expedition by Jamestown settlers into the Chowan River region found little evidence of the White settlers having been there. The expedition wrote "we found little hope and less certainty of them that were left by Sir Walter Raleigh." Write **6/no sightings** by the Chowan River.
7. The Hatteras Island American Indians claimed Manteo and white settlers as their ancestors. They are reported to have gray eyes, uncommon for Native Americans. They also state that their ancestors could "speak in a book." Write **7/LC Ancestors?** beside Cape Hatteras.
8. In 1609, the Indian Machumps tells a Jamestown official of a village called Ritanoë that has "4 white men, 2 boys, and one maid" who are making copper tools. However, a Jamestown expedition into the Roanoke River region reports that "nothing could we learn but they were all dead." Write **8/maybe dead** by the Roanoke River.
9. The letters CRO and CROATOAN are found carved into trees by John White in 1590. Write **9/CRO** beside Fort Raleigh.
10. John White found no cross, the pre-arranged sign that meant danger made us move, carved into the trees or fort posts. Write **10/No Cross** by Fort Raleigh.
11. In 1603 Raleigh finances an expedition to the Chesapeake Bay that finds no evidence of the colonists along the coastline. The expedition does not search inland. Write **11/no sightings** by the Chesapeake Bay.
12. The American Indian village of Pakerakinick, near the Neuse River, reportedly had 4 men from the White colony who had escaped being killed by Powhatan. They may have built 2 story stone houses. This site is either never found or the area is not visited by Jamestown settlers. Write **12/never checked** by Pakerakinick.

13. The village of Ocamahawan, near the Roanoke River has lost colonists according to a Native American named Machumps. The people there supposedly wear woven cloth clothes, live in stone houses, and raise tame turkeys. A later visit to the site does not find evidence of this. Write **13/No sightings** by Ocamahawan.
14. The village of Panawiock reportedly has some of the colonists. Here the King of Pasphegh reported “our men to be and he will guide us there”. Reports of letters carved into trees are never confirmed because an expedition to the village turns back after 2 days, never to be visited again. Write **14/never checked** by Panawiock.
15. Robeson County American Indians claim the Hatteras American Indians from Croatoan and the White colonists as their ancestors. They have 41 of the same last names as were in the White colony. They have European eye and hair colors. These last names are common and could be explained by inter-marriage with English settlers later. Write **15/LC ancestors?** In the southeast corner.
16. George Percy, a Jamestown settler, reports in 1607 that he saw “a savage boy which had a head of haire of a perfect yellow and a reasonable white skinne.” Write **16/LC sighting** west of Jamestown?
17. A Lane Colony group travels up the Currituck Sound to the Chesapeake Bay and spends the winter, at the American Indian village of Chesepec. They return to Roanoke with a map of this and information on friendly Amerindians. Write **17/friendly Indians** beside Chesepec.
18. The Lane Colony explores the Roanoke and Chowan Rivers, meeting both friendly and hostile tribes/villages. They provide the White colony with maps and this information. Write **18/Lane mapped** beside the Roanoke and Chowan Rivers.
19. The decapitation of Wingina (Pemisapan) and the attack on the village of Dasamunquepeuk by the Lane colony leads the Indians to want revenge against English colonists. The death of George Howe of the White colony is evidence of their desire to retaliate. Write **19/Lane attacked** by Dasamunquepeuk.
20. The colonists were running low on food and supplies when Governor White returned to England in 1587. Write **20/no crops+supplies** by Roanoke Island.
21. Manteo, the leader of the Croatoan, lives on Croatoan Island, near Cape Hatteras, and is baptized as a Christian. He helps the colonists negotiate with nearby tribes. Write **21/Manteo** beside Croatoan Island.
22. The White Colony's original destination was the Chesapeake Bay region. Write **22/White's destination** on the land west of the Chesapeake Bay.
23. Amadas and Barlowe explored Roanoke Island and the 2 biggest sounds of NC in 1584, reporting it was excellent for farming and hunting. Write **23/Amadas** beside both the Albemarle and Pamlico Sounds.
24. Sir Richard Grenville's men burned a village and its corn crop on the Pamlico Sound because a silver cup was missing and suspected stolen. Write **24/burnt village** just east of Panawiock village.

# The Lost Colony Scavenger Hunt

<b>Date:</b>		<b>NCSCOS 1.01 – 1.05</b>	<b>Warm – Up/Bell ringer:</b> Divide students into teams of four and explain instructions for the activity
<b>Materials Needed</b>	<b>Time – Pacing</b>	<b>Link(s) to Prior Learning:</b> Students will need to have their notes on the English-Spanish rivalry of the 1500s; the Amadas-Barlowe voyage; the Lane Colony’s explorations of NC/VA and its relations with American Indians, the purpose and destination of the White colony; and the possible theories of what happened to the “Lost Colony.” Terms and people should include Elizabeth I, Phillip II, Sir Walter Raleigh, Sir Humphrey Gilbert, Manteo, Wingina, Ralph Lane, John White, Sea Dogs or privateers, Spanish Conquistadors, and the Spanish Armada.	<b>Continuous Assessment - tools/strategies</b>
<p>NC History textbook or suitably comprehensive source of information;</p> <p>1 Map of present day NC and Virginia labeled with American Indian villages and geographic locations per group(see attachments);</p> <p>1 Scavenger Hunt sheet per group; (see attachments)</p> <p>Sets of Colored pencils, Xerox paper, dictionaries, and wet erase markers</p>	<p>1 block period to complete and review or one 40 minute class to work on and a portion of a second to review</p>	<p><b>Purpose/Objective of this lesson:</b> Students will apply and synthesize their knowledge of the English exploration of Virginia.</p> <p><b>Teacher Input:</b></p> <ul style="list-style-type: none"> <li>Teacher will monitor and assist groups throughout this culminating activity</li> <li>Any one of numerous behavioral expectation plans for group work can be utilized, but each team member should be aware that they will receive the same collective grade unless their off-task behavior reduces their own. A sample might be a warning, -5 for the second occurrence, -10 for the third and removal from the group for an additional infraction.</li> </ul> <p><b>Key Questions:</b></p> <ol style="list-style-type: none"> <li>How did the English treatment of the American Indians affect the efforts to establish a colony in the New World?</li> <li>How would a colony in Virginia assist England and why would English persons want to live in the Virginia Colony?</li> <li>Was the “Lost Colony” treated justly or unjustly by Sir Walter Raleigh and the English?</li> </ol> <p><b>Strategies for Differentiation:</b> Students will benefit from peer assistance and collaboration; kinesthetic learners will have the opportunity to draw answers; struggling readers will have help in locating information in notes and textbook.</p>	<p>As students work as teams, teacher should ask group members to explain their answers or drawings. Examples: Why is that object included in your flag? Can you give me an example of paranoia? Why did you decide on that theory as the most likely to explain the disappearance? Why don’t you believe that the Spanish captured or killed the colonists? etc.</p>
		<p><b>Class Activity:</b> <b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>Teacher will divide students into teams of 4.</li> <li>Teams will need to use their notes, textbook, and dictionaries to answer as many questions as possible within 40-60 minutes.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Teammates should assist one and other but should also assign the questions to individuals in order to complete as many as possible</li> <li>• Each team member must participate and write/draw answers to at least two questions</li> <li>• Teacher will provide examples of how a team of four may collaborate on some questions, assign items to team members, and assist each other with finding answers. Review time management skills and decision-making so that group answers do not take an excessive amount of time Assigning teams and reviewing instructions may take 10 minutes</li> </ul> <p>• <b>Independent Practice</b> Students will work as a team to complete as many questions as possible. Use discretion in how many questions to require students to complete in 30-60 minutes, erring on the positive side if the groups are on-task.</p> <p><b>Summary/Closure:</b> Review the 20 items and apply them towards the key questions.</p> <p><b>Homework:</b> Choose one of the following as an assignment: Write a journal entry or more formal written assignment on what happened to the Lost Colony. Write a journal response on how the team worked together and how they can improve for the next activity.</p>	<p>how do they affect question #?. This gives the teacher the opportunity to assist students in keeping better organized, more complete notes and correct responses to class/home work.</p>
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**Reflection:**

Differentiation	Student Engagement	Higher Order Thinking	Transition
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Notes and Comments:

This is an activity that can be used to review with students the class before their test.

**On-line Resources:**

The Teacher Heritage Education Roanoke Revisited handbook, available at <http://www.nps.gov/fora/roanokerev.htm> provides a tremendous number of articles on the English Exploration of the New World in general and of Roanoke Island in particular. Dozens of accessible articles provide background to nearly every conceivable topic.

The official website of Fort Raleigh National Historic Site: <http://www.nps.gov/fora/pphtml/activities.html>

Roanoke Island Festival Park has created tremendous re-enactments of the English exploration of the New World / Roanoke Island. Their official website is <http://www.roanokeisland.com/>

**Books**

Stick, David. Roanoke Island: The Beginnings of English America, Chapel Hill: University of North Carolina Press, 1983

A highly engaging history of the English exploration of the New World, with evidence and theories on the probable fate of the White colonists.

Quinn, David. B. The Lost Colonists: Their Fortune and Probable Fate (America's 400<sup>th</sup> Anniversary), North Carolina Division of Archives and History, 1984

Provides an in-depth examination of the evidence concerning the possible explanations of the White colonists disappearance as well as the author's conclusions.

**Videos**

In Search of History - Lost Colony of Roanoke. Videocassette. The History Channel, 1996.

Roanoke: The Lost Colony. Videocassette. South Carolina Educational Television Network ,1984.

## “Lost Colony” Scavenger Hunt

This scavenger hunt is a group activity. Each team member must answer at least two questions. Your team will all receive the same grade unless off-task behavior reduces yours. Do not write your answers on the activity sheet. Your answers can be written on separate sheets of paper but they all must be turned in together.

1. Provide 2-3 reasons why Queen Elizabeth I and King Phillip II were such rivals.
2. As a group, decide and explain why you would or would not go to war over a stolen article like Ralph Lane did. After writing the answer, draw the stolen item.
3. Provide a quote from the Amadas-Barlowe voyage that describes the American Indians on Roanoke Island.
4. In order to obtain a patent from Queen Elizabeth, Sir Humphrey Gilbert had to agree to several terms. List 2 of them and explain what they show about English attitudes towards the American Indians.
5. Using the dictionary, define **egocentric**. In what ways were the English explorers **Euro-centric**? (think about the pre-fix).
6. Design a flag that Ralph Lane may have flown over Fort Raleigh or carried with him on his explorations of NC's sounds and rivers. Be prepared to explain how the flag represents Lane's colony.
7. What two goals did both Sir Humphrey Gilbert and Sir Walter Raleigh hope to accomplish with their patent in the New World?
8. List three ways Amadas-Barlowe were impressed with Roanoke Island.
9. Why do you think Manteo and Wanchese voluntarily traveled to England with Amadas-Barlowe?
10. Use the dictionary to define **paranoia**. Which English colonists might have suffered from this and what action did he take that indicates that he was paranoid?
11. Draw the following two answers on the class room white board: a) what John White found carved into a tree at Fort Raleigh; b) the sign that would have indicated danger.
12. What kind of a person was Chief Wingina? Did he deserve to die?
13. What rivers, sounds and Cape did Lane's men explore? Sketch a brief map.
14. What did Sir Walter Raleigh offer the colonists of the White Colony to move to the New World? How were they different from Spanish Conquistadores?
15. Where was the White colony SUPPOSED to have been located? Provide 2 reasons why this would have been a better location than Roanoke Island?
16. Use your appendix to determine which NC county is named after a Lost Colonist, hint she was the youngest.
17. Write three theories as to what happened to the White Colony. Write at least 2 pieces of evidence to support your conclusion.
18. Who was the first person baptized by the English at Roanoke and why was he baptized?
19. Provide 2 reasons why it took John White 3 years to return.
20. Should Sir Walter Raleigh have attempted another expedition to Roanoke Island instead of to South America? Were the colonists treated fairly by England?