# CSI - Roanoke Island

## Date:

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<thead>
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<th>Warm – Up/Bell ringer:</th>
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<tr>
<td>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.</td>
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## Link(s) to Prior Learning:

- 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.

## Materials Needed

<table>
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<th>Time – Pacing</th>
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<td>Link(s) to Prior Learning:</td>
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<td>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.</td>
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## Purpose/Objective of this lesson:

- 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?
- Divide the students into teams of 2-3.
- Read aloud the first two pieces of evidence and how to label the White-De Bry Map.
- Teacher will assist students with interpreting the evidence; much of it may be new to them, and guiding students through their reasoning.
- Provide a behavioral expectation for group work and consequences for off-task behavior.

## Key Questions:

1. How can historians verify evidence and base their conclusions on it?
2. How did English relations with American Indians affect the fate of the White Colony?

### Teacher Input

- 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

### Continuous Assessment - tools/strategies

- Teacher will ask students how they interpret the evidence and why it supports or contradicts their chosen theory.
**Strategies for Differentiation:**
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.

**Class Activity:**
**Guided Practice**
Teacher demonstrates how to label the map with enough pieces of evidence to ensure student understanding.

**Independent Practice**
- Students will work with a partner or teammates to label the map.
- Secondly, they will determine what happened to the White colonists and write at least 3 pieces of evidence to support their theory.
- They should also prepare explanations for why at least 2 pieces of contradictory evidence are suspect or unbelievable. Teacher should provide assistance in interpreting the new information and ask students to explain their conclusions.

**Summary/Closure:**
- Review the key questions and ask students for questionable evidence and why they doubted it.
- Examine evidence on how the colonists interacted with American Indians.
- 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.

**Homework:** The teacher should choose one of the following assignments for the students.
- Prepare for your presentation
- Prepare for a Socratic or Padeia seminar on the next day.
- Prepare a mock television episode of CSI to illustrate their findings and solving the mystery.
- Prepare an American Indian response to the colonists as they run short on food and supplies and ask for assistance.
- Write a 3-5 paragraph paper explaining the fate of the Lost Colonists using at least 5 facts to support your decision.

### Reflection:

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>Student Engagement</th>
<th>Higher Order Thinking</th>
<th>Transition</th>
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Notes and Comments:

NC Department of Public Instruction
Middle Grades Division
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)

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 400th 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.

Exhaustively researched and well written account recommended by the historians at Fort Raleigh.

A highly engaging history of the English exploration of the New World, with evidence and theories on the probable fate of the White colonists.
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 2nd 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 Chesepuc 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.


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 Ritanoe 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 Paspehegh 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 hair 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 Chesepuc. They return to Roanoke with a map of this and information on friendly Amerindians. Write 17/friendly Indians beside Chesepuc.

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 Panawiok village.