The Lost Colony of Roanoke Island Jigsaw Lesson

Article: “Lost Colony” by Jeff Hampton

SOL’s:
History - WHII.3, VUS.1, VUS.4
English - 9.5, 9.8, 10.1, 10.5, 11.5, 12.5

Objectives:

- Students will recall basic background information on the Lost Colony of Roanoke Island.
- Students will conduct thorough research on their assigned sub-topic, utilizing credible sources and taking detailed notes to gather relevant information.
- Students will analyze and evaluate the information gathered, identifying key points, main ideas, and different perspectives related to their assigned sub-topic.
- Students will synthesize their findings with the information shared by other group members, creating a coherent and comprehensive understanding of the Lost Colony of Roanoke Island.

Materials:

- Round 1 Reading Guide
- Jigsaw Research handout - specific to student groups
- Copies of “The Lost Colony” by Jeff Hampton
- Laptop with internet access for research

Introduction:

To promote student interest in the topic, play this video by Colossal Mysteries. (3:43)

Many students will have already heard of the Lost Colony of Roanoke Island, be sure to reiterate that it is an island in North Carolina, rather than here in Virginia. Make sure that students are familiar with primary and secondary sources and how to identify and find them.

Activity:

Students will be participating in a “Jigsaw Activity” which promotes student-centered learning. They will start off in Round 1 in their “Expert Groups” which are all focused on different sub-topics of the Lost Colony. Within their “Expert Groups”, they will all be working together to research one topic (background information, the disappearance, Native American perspective, and the legacy and historical significance) of the Lost Colony at Roanoke Island. I would give groups up to 45 minutes to work on this part of the activity.

Once the Expert Groups are complete, students will then work to form new groups (of three people in each), consisting of 1 person from each different Expert Group. Within these new, probably much smaller groups, students will work on the “Synthesis and Discussion” activity and the “Expert Journal and Reflection” activity. These activities will allow them to share with their group members information about their sub-topic that they were the “Experts” on, and reflect on their experiences doing the activity.

Group Breakdown:

<u>(Round 1) Expert Groups-</u>

Group 1: Background Information

1. Read the article on the Lost Colony and fill out the “Reading Notes” handout.
2. Research information about the reasons for the establishment of the colony.
3. Identify key figures involved in the colony's establishment and their roles.
4. Summarize findings on the **Jigsaw Research** handout.

Group 2: The Disappearance

1. Read the article on the Lost Colony and fill out the “Reading Notes” handout.
2. Research theories and hypotheses about what might have happened to the colonists.
3. Present evidence and arguments supporting different theories.
4. Summarize findings on the **Jigsaw Research** handout.

Group 3: Native American Perspective

1. Read the article on the Lost Colony and fill out the “Reading Notes” handout.
2. Research and present the perspective of the Native American tribes in the region during the time of the Roanoke Colony.
3. Investigate the interactions between the colonists and the Native Americans.
4. Analyze how these interactions might have influenced the fate of the colony.
5. Summarize findings on the **Jigsaw Research** handout.

Group 4: Legacy and Historical Significance

1. Read the article on the Lost Colony and fill out the “Reading Notes” handout.
2. Research the lasting impact and legacy of the Lost Colony of Roanoke Island.
3. Discuss how the colony's disappearance influenced future colonization efforts.
4. Analyze the cultural and historical significance of the mystery surrounding the colony.
5. Summarize findings on the **Jigsaw Research** handout.

Round 2 (NEW Groups)-

1: Synthesis and Discussion

1. Assign one member from each of the previous groups to form a new group.
2. Each member will present a brief summary of their group's findings.
3. Collaboratively create a visual representation (e.g., poster, infographic) that illustrates the key points discussed during the synthesis.

2 : Expert Journal and Reflection

1. Each member will write a journal entry reflecting on their experience as an "Expert" on their assigned topic.
2. Discuss how the jigsaw activity enhanced their understanding of what might have happened to the Lost Colony of Roanoke Island.
3. Share insights and observations from the group discussion.
4. Create a journal entry or short reflection piece summarizing their thoughts and learnings together from the jigsaw activity.

Assessment:

Student discussion participation, Jigsaw research handout, guided notes handout, reflection

Extension Activities:

1. Divide into small groups and assign each group a different disappearance theory. Using available resources, have each group create a short skit or role-play depicting their assigned theory. Present your skits to the rest of the class.
2. Divide students into pairs or small groups and assign each group a different disappearance theory related to the Lost Colony. Give them 2-3 minutes to prepare arguments supporting or refuting their assigned theory. Conduct a brief debate among the groups.

Options for Differentiation:

- For students who struggle with reading comprehension, provide a simplified version of the article with key information highlighted.
- Pair students with a partner who can provide additional support or guidance during the group activities.
- Offer graphic organizers or templates to help students organize their thoughts during the elaboration phase.

Reading Notes - Round 1- Expert Groups

Guiding Questions	Notes from “The Lost Colony”
1. What evidence did Scott Dawson use to support his claim that the English colonists from the Lost Colony settled with the Croatoans? 2. How did the archaeologists' findings of artifacts from both English and Indian cultures support the theory that the colonists assimilated with the Croatoans? 3. How did the writings of John White, Thomas Harriot, and others contribute to Scott Dawson's research and understanding of the fate of the Lost Colony? 4. What role did Manteo, a member of the Croatoan tribe, play in the relationship between the colonists and the Croatoans? 5. How did the historical conflicts between the Secotans and the Croatoans influence the decision of the colonists to join the Croatoans on Hatteras Island?	

Jigsaw Research - Group 1 - Background Information

Guiding Questions for Research	Notes
What primary sources exist that provide insight into the reasons for the establishment of the colony? Why are these sources valuable for understanding the motivations behind the colony's establishment?	
How did the key figures involved in the colony's establishment contribute to the colony's success or failure? Support your answer with evidence from the sources you analyzed.	
What were the political motivations behind the establishment of the colony? How did these motivations influence the colony's development and relationship with the parent country?	
What economic factors played a role in the establishment of the colony? How did these factors impact the colony's growth and economic activities?	
How did the establishment of the colony impact the indigenous population? Analyze the sources you reviewed to identify any discussion or evidence of interactions between the colonizers and indigenous peoples.	

Jigsaw Research - Group 2 - The Disappearance

Guiding Questions for Research	Notes
Find **at least 3 different** hypotheses or theories that explain what happened to the colonists. **For each** theory/hypothesis, find evidence and arguments that support them.	
Theory 1:	
Theory 2:	
Theory 3:	

Jigsaw Research - Group 3 - Native American Perspective

Guiding Questions for Research	Notes
What primary sources can we consult to understand the perspective of Native American tribes in the region during the time of the Roanoke Colony?	
How might the interactions between the colonists and Native American tribes have shaped their perceptions of each other?	
What role did trade play in the interactions between the colonists and Native American tribes? How might this have influenced the fate of the Roanoke Colony?	
How did the arrival of the colonists and their demand for resources affect the Native American tribes in the region?	
What evidence suggests that the interactions between the colonists and Native American tribes impacted the fate of the Roanoke Colony?	

Jigsaw Research - Group 4 - Historical Significance and Legacy

Guiding Questions for Research	Notes
What were the main theories proposed to explain the disappearance of the Lost Colony of Roanoke Island, and how have these theories influenced our understanding of early colonization efforts?	
How did the mystery surrounding the Lost Colony of Roanoke Island contribute to the narrative of a "vanishing" America and influence popular culture?	
What was the role of John White, the governor of the Lost Colony, in shaping the legacy and historical significance of Roanoke Island?	
How did the failure of the Roanoke Island colony impact subsequent English colonization efforts in North America, such as the establishment of Jamestown?	
In what ways has the mystery of the Lost Colony of Roanoke Island shaped our understanding of early American history and the challenges faced by early settlers?	

Lost Colony

By Jeff Hampton

Roanoke Island Mystery Solved

"The mystery is over." Researchers say they know what happened to the "Lost Colony"
Virginian-Pilot, Aug. 17, 2020

BUXTON, N,C, — The English colonists who settled the so-called Lost Colony before disappearing from history simply went to live with their native friends—the Croatoans of Hatteras, according to a new book.

"They were never lost," said Scott Dawson, who has researched records and dug up artifacts where the colonists lived with the Indians in the 16th century. "It was made up. The mystery is over."

Dawson has written a book, published in June, that details his research. It is called "The Lost Colony and Hatteras Island." And echoes many of the sentiments he has voiced for 11 years.

Dawson and his wife, Maggie, formed the Croatoan Archaeological Society. When the digs began, Mark Horton, a professor and archaeologist from England's University of Bristol, led the project. Henry Wright, professor of anthropology at the University of Michigan, is an expert on native history.

Teams have found thousands of artifacts 4-6 feet below the surface that show a mix of English and Indian life. Parts of swords and guns are in the same layer of soil as Indian pottery and arrowheads.

The excavated earth looks like layer cake as the centuries pass. "In a spot the size of two parking spaces, we could find 10,000 pieces," he said. Pieces found during the project are on display at the Hatteras Library. The rest are in storage.

Dawson's book draws from research into original writings of John White, Thomas Harriot and others. Most of their writings were compiled at that time by English historian Richard Hakluyt. Records from Jamestown also helped Dawson understand more about the tribes' political structure.

The evidence shows the colony left Roanoke Island with the friendly Croatoans to settle on Hatteras Island. They thrived, ate well, had mixed families and endured for generations. More than a century later, explorer John Lawson found natives with blue eyes who recounted they had ancestors who could "speak out of a book," Lawson wrote.

The two cultures adapted English earrings into fishhooks and gun barrels into sharp-ended tubes to tap from trees.

The Lost Colony stemmed from a 1587 expedition. Just weeks after arriving, White had to leave the

(Editor's note: For centuries, historians have wondered about what happened to the Lost Colony at Roanoke Island in 1587. After landing on the North Carolina coast, the leaders left a group and returned to England for supplies. When they returned the colony had disappeared. Their island name followed the river upstream to what became Roanoke, Va. This article is used with permission.)

group of settlers—including his daughter, Eleanor Dare, and newborn granddaughter, Virginia—to get more supplies from England. White was not able to return for three years. When he arrived at Roanoke Island in 1589 he found "CROATOAN" carved on a post and "cro" on a tree. He found no distress marks.

They literally made a sign. It was expected that the colonists would go with their friends, the Croatoans and tribe member, Manteo, Dawson said. Manteo had traveled to England with earlier expeditions and was baptized a Christian on Roanoke Island.

White later wrote of finding the writing on the post. *"I greatly enjoyed that I had found a certain token of their being at Croatoan where Manteo was born."*

A bad storm and a near mutiny kept White from reaching Hatteras. He returned to England without ever seeing his colony again.'

Archaeologists found a flower-shaped clothing clasp belonging to a woman with the other items. Sir Walter Raleigh sent three expeditions to the New World in 1584, 1585 and 1587. The first two had more military purposes and did not include women. The 1587 group brought 15 women with it, Dawson said.

They also found round post holes where Indians built their long houses, 25 feet to 60 feet long and they uncovered square post holes made by the English during the same period.

"They were in the Indian village surrounded by long houses," Dawson said.

Bones of turtle, wild fowl and deer bones indicate good eating. Pigs' teeth turn up for generations. They never had to eat the last pig, Dawson said. Any skeletons uncovered in the digs were left untouched out of respect, Dawson said. One artifact could depict a recorded event.

A lead tablet and lead pencil found at the dig could have belonged to White himself, Dawson said. White was also part of the 1585 group, working as an artist who drew natives and wildlife. The British Museum has the originals.

He likely used the newly discovered tablet or a similar one to draw the miniature pictures. The uncovered tablet has an impression of an Englishman shooting a native in the back. The paper drawing has never been found.

Wingina, the chief of the Secotans, was shot twice in the back by an Englishman in 1586 at a village near what is now Manna Harbor, Dawson said. The Croatoans assisted the English in the ambush, Dawson said.

The Secotans and the Croatoans hated each other, Dawson said. Secotans enslaved Croatoans just a few years before the English arrived. The English had burned a Secotan village in 1585.

The Croatoans befriended the English as powerful friends with guns and armor. White's colony welcomed their friendship, especially after one of their members, George Howe, was killed by the Secotans.

White was concerned about the danger posed by the Secotans when he left for England. The Croatoans saved the colonists by taking them away from Roanoke Island to their Hatteras Island village, Dawson said.

"You're robbing an entire nation of people of their history by pretending Croatoan is a mystery on a tree," he said. "These were a people that mattered a lot."