

Now You See Them, Now You Don't

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OVERVIEW

TOPIC: This lesson explores the establishment of the very first colony in the New World. Roanoke Colony was established in 1587, long before the more famous Jamestown Colony of 1607. The settlers in the Roanoke Colony struggled for two years before finally mysteriously disappearing never to be heard from again. The Roanoke Colony is now referred to as The Lost Colony.

LENGTH OF LESSON

Two or Three 50 minute lessons

Subject: Social Studies

VIDEO/TECHNOLOGY HARDWARE AND SOFTWARE

Colonial Life Series #103, Roanoke: The Lost Colony
TV/VCR
Computers with Internet Access
Computers with presentation software such as Appleworks, Hyperstudio, or PowerPoint

WEB APPLICATIONS

<http://www.nps.gov/fora/roanokerev.htm>

This is the website for the Fort Raleigh National Park Service. The site offers a wealth of information on The Lost Colony.

<http://tqjunior.thinkquest.org/3826/intro.html>

This site contains mystery, history, and more. A history of the lost colony is given along with interesting places, important people, and special

moments in time. It then gives a list of mystery theories for students to decide what they think happened to the colony.

http://usscouts.org/stories/s_deer.html

This site tells the story of the legend of the white deer named Virginia Dare.

http://augustachronicle.com/stories/051897/fea_floyd.html

This site presents articles concerning new discoveries regarding what may have happened to the Lost Colony.

LEARNING OBJECTIVES

The student will:

- Describe the discovery of the Americas by European explorers and also the first permanent settlements in North America, with emphasis on the people, their motivations, the obstacles they encountered, and the successes they achieved. (VA History SOL 3.3)
- Trace the routes and evaluate early explorations of the Americas, in terms of the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions. (VA History SOL VS.3)

- Describe colonial America, with emphasis on the factors that led to the founding of the colonies. (VA History SOL VS.3)
- Develop skills for historical analysis, including the ability to identify, analyze, and interpret primary sources and contemporary media to better understand events and life in United States history. (VA History SOL VS.1)
- Develop skills in discussion, debate, and persuasive writing by analyzing historical information and events. (VA History SOL VS.1)

Vocabulary

- Roanoke Colony
- The Lost Colony
- Charter
- Expedition
- Exploration
- Provisions
- Skeptical
- Scarce
- Abandon

MATERIALS AND TEACHER PREPARATIONS

Pre-Viewing Activity:

- Store-bought disappearing ink would work better for this part of the lesson. However, there are several ways to make disappearing ink.
 - Mix 4 drops of lemon juice, 4 drops of onion juice and 17 grains of sugar. Increase ingredients depending on how much ink you wish to make.
 - Using lemon juice, grapefruit juice, or vinegar by itself will also give a similar effect but it does not totally disappear.
- Sheet of white paper for each student (Student should tear edges of paper and crinkle it to make it look like old paper.)

- Small stick or toothpick for each student for writing

Post-Viewing Activities #1:

- Disappearing ink from pre-viewing activity (Note: one of the homemade ink recipes will work for this activity. The mixture of the lemon juice by itself work best.)
- Sheet of white paper for each student (Student should tear edges of paper and crinkle it to make it look like old paper.)
- Small stick or toothpick for each student for writing
- Small plastic bottle for each student
- Lamp with strong light bulb (100 watt) or candles. (Note: a candle works better, but may not be safe for your classroom.)

Post-Viewing Activities #2:

- Computers with Internet access

Post-Viewing Activities #3:

- Computers with Internet access
- Envelope and stamp for each student

PREPARATORY/PRE-VIEWING ACTIVITIES

No one has ever been able to explain the disappearance of The Lost Colony of Roanoke. To help the students realize that some things are just hard to explain, have students try this experiment and then try to explain what happened. Divide students into small groups and give each group the ingredients they will need to make disappearing ink. Have students mix the ingredients together and experiment by writing with the ink and seeing what happens as it begins to disappear. Then have students try to explain what happened. Ask students if they are absolutely sure or are they just speculating as to what actually happened. Discuss other mysteries that the students can not easily explain such as magic tricks, the story of Amelia Earhart, or UFO sightings.

FOCUS FOR VIEWING/ OTHER TECHNOLOGY

Who can tell me where the first settlement of people was established in the New World? (Many students will think that the Jamestown Settlement was the first established in the new world?) Well today, I'm going to show you a video that tells us about a group of people that settled in the New World many years before Jamestown. We are going to learn about these people that came to the New World to start a colony and mysteriously disappeared never to be heard from again. Let's watch the introduction of the video and find out the name of this first colony.

VIEWING AND /OR ONLINE ACTIVITIES

1. START the video as the credits fade out and the picture of the colonists comes on the screen. (0:00) PAUSE when the title of the video comes up on the screen and the narrator says, "the mystery of the lost colony. (:42) Ask students to name the very first English settlement ever established in the New World. (ans. Roanoke Island)
2. FOCUS: Say, "We are now going to find out who was responsible for establishing this colony and how it all started. Let's listen to find out who was appointed to explore the New World, what he did to befriend the Queen and what the Queen gave him in return for his loyalty. START the video and PAUSE when the queen says, "We shall grant Master Raleigh his charter for exploration." (1:30) Ask students to give answers to the questions. (Ans. Sir Walter Raleigh; he laid down his coat in a puddle for the Queen; she gave him a charter to explore in the New World.)
3. FOCUS: Say, "Let's watch this next segment of the video to see who Sir Raleigh chose to lead his first expedition. Also, listen to find out what he asked them to do for him when they arrived in the New World." START the

video and PAUSE when Raleigh says, "... and God speed." (1:58) Ask students who the first leaders of the expedition were and what Raleigh asked them to do. (ans. Philip Amadas and Arther Barlowe, plant my sword in the soil of the New World) Ask the students if they remember why Raleigh could not go with them. (Ans. The Queen said he must stay behind with her to help prepare for possible war with Spain.)

4. FOCUS: Say, Now, Let's listen to see how long it took for the explorers to get to the new world and what they did when they arrived and started exploring the area. START the video and PAUSE when the soldier says, "No, weapons shall not be exchanged" and throws the sword to the side. (3:58) Ask children to answer the questions. (Ans. More than two months, they claimed the land for the queen, made contact with the Indians and exchanged gifts.) Ask the students what they could not exchange (weapons).
5. FOCUS: Say, "Let's find out how long the explorers stayed and what they did while they were there. Listen for the names of their two new friends. Also, listen to see what they did when they returned to England." START the video and PAUSE when Raleigh says, "Your majesty, my mariners." (4:39) Ask student to answer the questions. (Ans. explored the island for six weeks; Manteo and Wanchee; they took their two Indian friends back with them to England and they gave glowing reports of the new land.)
6. FOCUS: Say, "Sir Walter Raleigh began to plan his second expedition to the New World. Let's listen to find out who he chose to lead this voyage." START the video and PAUSE when Raleigh says, "I knew it would be cousin." (5:01) Have students answer the question. (Ans. Ralph Lane – a soldier known for liking to fight and Richard Grenville – his cousin.)

7. FOCUS: Say, "Raleigh chose Simon Ferdinando to be the captain of his ship again. Let's watch to see what people thought of him and what he did to make things worse for the expedition." START the video and PAUSE when the narrator says, "...who decided to return to his own people." And the Indian runs away. (5:58) Have students answer the questions. (Ans. Few on the ship trusted him; he was blamed for wrecking the ship and losing many of their provisions including seeds and gunpowder.) Ask students if they remember what else happened right after they arrived to make things worse for them. (Ans. Wanchee went back to his people.)
8. FOCUS: Say, "Now, we are going to learn about two very important people involved with this expedition. Let's watch to find out who they are and why they are so important. START the video and PAUSE when the narrator says, "... a region they found better suited for the colony." (7:09) Have students answer the questions. (Ans. Thomas Harriott – one of England's leading scientists and John White – the expedition artist, Most of what we know about the early Indians were recorded by them. They drew pictures of the Indians and made maps and detailed reports of the coastal plains and the Chesapeake Bay area.)
9. FOCUS: Say, "As the Englishmen continued to find little evidence of riches in this new land, the Indians became skeptical of the settlers' true intentions. Many Indians did not welcome them at all. Let's watch now to find out what significant incident took place that caused the relationship with the Indians to deteriorate. START the video and PAUSE when the soldier sets fire to the village and turns away. (9:05) Have students answer the question. (Ans. After a visit to the Indian village, Grenville found his favorite goblet was missing. He accused the Indians and sent his soldiers back to look for it. The Indians were gone. Grenville ordered the village be burned.)
10. FOCUS: Say, "As things became harder and the food became scarce, the explorers had to make many important decisions. Let's watch to see what some of these decisions were. START the video and PAUSE when the soldier walks up with the head and says, "...will trouble us no more." (11:12) Have students discuss some of the decisions the men made. (Ans. Grenville returned to England for supplies; Lane was left in charge of the 107 men; they attack a village of Indians because of a rumor.)
11. FOCUS: Say, "The men faced many hardships while waiting for Grenville to return with supplies. However, in the late spring of 1586, they had a surprise visitor. Let's find out who he was and what happened to change the future of the colony while he was there. START the video and PAUSE when Thomas Harriott says to John White, "It is hopeless. I fear you must give up" and the boat rows away. (13:48) Have students answer the questions. (Ans. Sir Francis Drake comes to visit, a storm washes the supply ship out to sea, the English decide to abandon the colony and leave with Sir Drake.) Ask students what happened to all the maps and drawings John White and Thomas Harriot had made. (Ans. a sailor threw them into the water.)
12. FAST FORWARD to the scene where the sailors are loading the ship for the voyage. (16:50)
 FOCUS: Say, "Back in England, John White and Thomas Harriott convinced Sir Walter Raleigh to send another colony to Roanoke Island. This time, they wanted to take women and children and make it a real home. Raleigh agreed and they gathered 120 men, women and children to travel to the New World. White included his own daughter and son-in-law, Ananias and Eleanor Dare in the group. Let's watch as the people sail to Roanoke and see what they find when they

arrive. START the video and PAUSE when the man says, “She is from Manteo’s village.” (19:25) Have students discuss what the new colony encountered when they arrived. (Ans. Grenville’s men were gone; it was too late to plant crops; the natives were hostile this time; they mistakenly attack Manteo’s people.) Ask students who was captain of this voyage and if he was any better this time. (Ans. Simon Fernando; No, the people feared he was lost on the voyage and when they arrived on land; he refused to take them further up the bay.)

13. FOCUS: Say, “Through all the hardships, there were still many good things to be happy about. Let’s watch the next segment to see what one good thing happened. START the video and PAUSE when John White says, “May God bless you as he has blessed ours through you.” (20:36) Have students discuss this special event. (Ans. The first child ever born in the New World – Virginia Dare, the granddaughter of John White.)

14. FOCUS: Say, “As the settlers ran low on supplies again, they realized someone had to return to England for more provisions. Let’s watch to find out whom they chose to send back and what happened to keep him from returning swiftly to the colony. START the video and PAUSE when the man says, “All our ships are needed here to protect against the Spanish threat.” (22:12) Ask students to discuss why John White was not allowed to return to the New World immediately. (Ans. England was at war with Spain; he could not get supplies he needed; all ships had to stay in England to protect against the Spanish threat)

15. FOCUS: Say, “John White was finally able to set sail two years later in 1590. Let’s watch to see what he found when he arrived on the island on August 18, 1590. START the video and PAUSE when the sailor shouts, “Come quickly sir, it is a message.” (23:53) Have children discuss what John White found. (Ans. no one was there; a chest with

his granddaughter's doll in it; a message on a tree)

16. FOCUS: Say, “Let’s see what the message said and what it meant.” START the video and PAUSE when John White says, “Quickly, we must sail south to Croatoan.” (24:18) Have students discuss what the message was and what it meant. (Ans. CROATOAN; the name of Manteo’s island; they were to carve a cross if they were in danger; there was no cross)

17. FOCUS: Say, “John White never made it to the island of Croatoan. He finally sailed home sad and alone. Let’s watch the end of the video to see what happens to John White. Also, listen to see if you can find out what people think may have happened to the colony of Roanoke Island. START the video and STOP it at the end. Have students discuss what happened to John White and what may have happened to the colony. (Ans. forced to sail home because of storms, lived alone in his daughter’s cottage, died before he ever heard any news of the colony. People thought the colony eventually fled north to live with a tribe on the Chesapeake Bay, later rumored they were killed by a rival tribe.)

POST-VIEWING AND/OR ONLINE ACTIVITIES

1. Ask the students to think for a few minutes about what they think must have happened to the people of the Roanoke Colony. Then, have each student use the disappearing ink made in the pre-viewing activity to write down on the white scroll paper their name and what they think happened to the people. Have the students roll up their paper and place them in the plastic bottle provided. Then tell the students we must launch the bottles and send them on their way. Have students pass the bottles for several seconds to simulate the bottle bobbing along the water for awhile. Then call

“stop” and have students open the bottle they have. Students must then hold the paper up to a warm light to make the message reappear to see whose bottle they got and where they thought the people of the Lost Colony had gone. Discuss some of the different answers and decide what the class thinks the most logical answer should be.

2. Using the Web address listed, find out what scientists and historians are discovering about what may have happened to the people of The Lost Colony. List these theories on the board and decide as a class if they make sense and are acceptable theories.

http://augustachronicle.com/stories/051897/fea_floyd.html

3. Visit the Fort Raleigh Historical Site. (<http://www.nps.gov/fora/jrmain.htm>) Follow the directions to complete the worksheet and word scramble and become a Fort Raleigh Junior Ranger. Search the website for answers to the questions. Then, complete the word scramble, design a coat of arms and print out the final copy. Mail the completed forms to the address given on the website and receive a Junior Ranger badge.
4. Divide students into groups of two or three. Have them make a list of things the colonists could have done to have a better chance of making the colony work. Have students share their ideas and write them on a large sheet of paper or on the board. Also discuss factors that the colonists had no control over that effected what happened to them. (Example: the war, John White not being able to get back quickly, etc.)

ASSESSMENT

1. The teacher will observe students as they discuss what they think happened to the people of The Lost Colony.
2. The teacher will observe students as they search the web, research new discoveries, and analyze whether they think the new theories are acceptable.
3. The teacher may check the worksheet and word scramble in the culminating activity for a grade if needed.

ACTION PLAN

1. Invite a historian in to talk about early colonial life and discuss some of the hardships and struggles early settlers encountered.
2. If you are fortunate to live close enough, plan a field trip to the Fort Raleigh National Park in North Carolina.
3. Write and present a play of Roanoke: The Lost Colony for other students in the school or for a PTA meeting.

EXTENSIONS

1. **Writing/Language Arts/Technology**
Students will research different people involved in the exploration and settling of the Roanoke Colony. Research can be done online or in the library. Once students have collected data, they should create a presentation to present to the class. The presentation can be created on AppleWorks, SlideShow, Hyperstudio, PowerPoint, or other available presentation software.
Research Suggestions: Sir Walter Raleigh, John White, Manteo, Virginia Dare, Croatoan Indians, Ralph Lane, Sir Francis Drake, Thomas Harriott, Elizabeth Tudor, Philip Amadas, Arthur Barlowe, Sir Richard Grenville.

2. Geography

Using a copy of a world map, mark the important places involved in the story of Roanoke: The Lost Colony. (Roanoke Island, Chesapeake Bay area, Jamestown, England, etc.) Map the path you think the ships took to get from England to Roanoke Island.

3. Art

Have students create an alphabet or words with symbols and use the symbols to give clues as to where the colony went when they disappeared. Then have other students decipher their clues.

4. Technology/Video Production

Divide students into small groups. Have students write a script for a newscast telling the story of Roanoke: The Lost Colony. Videotape the newscasts to share with other classes or groups.

5. Reading

Have students find and read about the legend of the white deer – Virginia Dare.

Teacher of the Year for outstanding use of instructional public television. She serves on the RSCPC executive board for Blue Ridge Public Television.

Jody spends her spare time involved in activities with her two teenage children. She serves as Vice President of their high school Band Boosters Organization and is Chairperson for the high school After-Prom Party.

ABOUT THE AUTHOR

Jody Dalton

Jody is the director of Technology for Martinsville City Schools. One of her main responsibilities is planning for and training teachers towards proficiency in the Technology SOL for Instructional Personnel as well as helping them develop ways to incorporate technology into their classroom activities. Previously, Jody was an elementary school teacher in Henry County for seventeen years. Jody has a Master's Degree in Media and Technology from Radford University and a Certificate of Achievement in Classroom Technology Applications from the University of Virginia.

Jody has been an NTTI Master Teacher since 1995 and was the 1999 Samuel P. McNeil