

**Birth of a Colony *North Carolina***  
**Guide for Educators**

***Act III—The Roanoke Voyages, 1584–1590***

## ***Birth of a Colony* Guide for Educators**

*Birth of a Colony* explores the history of North Carolina from the time of European exploration through the Tuscarora War. Presented in five acts, the video combines primary sources and expert commentary to bring this period of our history to life.

Use this study guide to enhance students' understanding of the ideas and information presented in the video. The guide is organized according to the video's five acts. Included for each act are a synopsis, a vocabulary list, discussion questions, and lesson plans. Going over the vocabulary with students before watching the video will help them better understand the film's content. Discussion questions will encourage students to think critically about what they have viewed. Lesson plans extend the subject matter, providing more information or opportunity for reflection.

The lesson plans follow the new Standard Course of Study framework that takes effect with the 2012–2013 school year. With some adjustments, most of the questions and activities can be adapted for the viewing audience.

*Birth of a Colony* was developed by the North Carolina Department of Cultural Resources, in collaboration with UNC-TV and Horizon Productions. More resources are available at the website <http://www.unctv.org/birthofacolony/index.php>.

### **Act III—*The Roanoke Voyages, 1584–1590***

Act III of *Birth of a Colony* presents the story of England’s attempts to settle in the New World. Queen Elizabeth enlisted Sir Walter Raleigh to launch an expedition “to inhabit and possess” any lands not already claimed by Spain or France. This was part of the global power struggle between Catholic Spain and Protestant England. Queen Elizabeth believed that if England could get a foothold in America, it would be possible to cut off the flow of gold, silver, and sugar that fueled Spain’s domination and threatened England’s security.

In 1584 Raleigh sent off an expedition to North America. In late summer, this group, led by Captains Philip Amadas and Arthur Barlowe, landed on the coast of North Carolina. They located a defensible settlement site, an island the natives called Roanoke. On this expedition was artist John White, who made watercolor drawings and wrote detailed descriptions of what he found. The expedition soon returned to England with accounts of a land full of potential for colonization. Traveling with the group were two Indians, Manteo, a Croatoan, and Wanchese, of the Roanoke tribe.

Raleigh immediately set up his second expedition. In July 1585, Sir Richard Grenville, with 107 men, returned to Roanoke Island to establish a colony with Ralph Lane as commander. The expedition included Manteo and Wanchese, scientist Thomas Harriot, and John White. Harriot and White documented the natural history of North Carolina, providing descriptions and illustrations of the land and the people.

The English quickly became dependent on the Indians for food and supplies. But the diseases they brought resulted in widespread sickness and death among the natives. When Wingina, chief of the Roanoke tribe, eventually withdrew his support to protect his people, Lane and his men attacked the Roanoke, killing Wingina. Within a few weeks, Sir Frances Drake, a privateer for the Queen, arrived on the island. Low on food and threatened by continuing hostilities with the local Indian tribes, Lane and his men abandoned the fort and returned to England with Drake. Soon after their departure, Grenville returned to the Roanoke colony and found it abandoned. He left 15 men with a two-year supply of food to hold the fort.

Raleigh’s next expedition, which set sail in April 1587, was composed of 116 men, women, and children sent to establish a permanent colony. John White led this group of settlers. The colonists stopped on Roanoke Island to resupply and head north, but when they arrived, they found an abandoned fort and no sign of the 15 men who had been left there. White’s colony moved into the Roanoke fort. With the help of Manteo, these new colonists established relations with the Croatoan people. John White’s daughter, Eleanor Dare, gave birth to a daughter, Virginia, the

first English person born in America. With food supplies low, the colonists persuaded White to return to England for supplies. White departed, promising to return by spring.

Unfortunately for the Roanoke colonists, the global power struggle that precipitated the establishment of the colony probably also spelled the colony's doom. The Spanish Armada continued to wreak havoc on English shipping, forcing Queen Elizabeth to discontinue further expeditions to North America for three years. White was forbidden to leave England. He finally returned to Roanoke Island in 1590, only to find the entire colony gone. The mystery of the "Lost Colony" remains one of the most fascinating pieces of North Carolina history.

## Vocabulary

**Review with your students before viewing the video.**

### **Armada**

A fleet or group of warships. The Spanish Armada ruled the seas in the late 16th century.

### **Arthur Barlowe**

One of the captains of the initial Roanoke expedition sent from England in 1584 by Sir Walter Raleigh to explore and colonize North America

### **Colonization**

The act of establishing a colony or group of people in a new territory but retaining ties with the founding country

### **Flotilla**

A fleet of small ships

### **Gentry**

An upper or ruling class

### **Geopolitical**

Relating to the relationship of politics, geography, and economics of a country or state

### **John White**

English artist who documented the flora, fauna, and native inhabitants of the New World and led Sir Walter Raleigh's 1587 expedition to establish a permanent English settlement on Roanoke Island

### **Manteo**

Croatoan Indian who befriended the English on Roanoke Island in 1584 and traveled with the expedition to England in 1584 and 1585

### **Philip Amadas**

One of the captains of the initial Roanoke expedition sent from England in 1584 by Sir Walter Raleigh to explore and colonize North America

### **Privateer**

An armed, privately owned ship licensed to attack enemy ships; a government-sanctioned pirating operation

### **Queen Elizabeth**

Queen of England from 1558 until her death in 1603 and chief rival of Philip II of Spain in the exploration and colonization of the New World

### **Ralph Lane**

English soldier, explorer, and governor of the Roanoke colony

### **Sir Francis Drake**

English privateer who raided Spanish ships in the waters of the New World. In 1586 Ralph Lane and the Roanoke colonists returned to England with Drake.

**Sir Richard Grenville**

English privateer and explorer who commanded Sir Walter Raleigh's second expedition to the New World in 1585

**Sir Walter Raleigh**

English aristocrat who convinced Queen Elizabeth to support efforts to colonize North America as a counter to Spanish imperialism in the New World

**Thomas Harriot**

Scientist who traveled on the second Roanoke expedition to the New World in 1585 and documented the inhabitants and surroundings, which became the foundation for his 1588 publication, *A Briefe and True Report of the New Found Land of Virginia*

**Virginia Dare**

First English child born in the New World, the daughter of Eleanor White Dare and Ananias Dare and granddaughter of Governor John White

**Wanchese**

Roanoke Indian who accompanied the first Roanoke expedition on their return to England in 1584. Wanchese remained suspicious of the English settlers and eventually withdrew his support, leaving Manteo as their sole Indian ally.

**Wingina**

Ruler of the Roanoke tribe who distrusted the white settlers and was later killed by Ralph Lane's men

## Discussion Questions

**After viewing Act III, use these questions to encourage students to evaluate and think critically about the video.**

1. By the 1580s, England was ready to enter the race for new trade routes and new lands. What had changed since the late 1400s, when Spain, France, and Portugal were leading in exploration, to allow this? Strapped for funds and without a strong navy, how did the English encourage exploration? How did England begin exploration?
  - *By the time the English began voyages of exploration, Spain had already explored what is now Florida and Mexico.*
  - *Queen Elizabeth of England knew she needed to expand England's territories and resources to keep up with the balance of power.*
  - *After years of internal discord, England had a period of relative calm with the ascension of Queen Elizabeth as well as the rise of a middle class that wanted luxury items. Also, there was increased desire for lands for resettlement.*
  - *Using privateers (private ships with licenses from a ruler to steal from enemy ships), England hoped to slow Spain and claim lands and routes of its own. Privateers cost the government nothing in the way of ships and men because the risk was assumed by private owners.*
2. Why did North Carolina end up as an English colony?
  - *Although the Spanish initially dominated the exploration of North America, they could not provide sufficient manpower and supplies to maintain a hold on the lands they had claimed.*
  - *By the late 1500s, England was better able to supply and defend new colonies. Elizabeth became queen in 1563, ushering in a period of stability and a strong sense of nationalism and optimism. After years of civil war, England was ready to look outside its borders for land and wealth and to challenge Spain's domination.*
3. What unique perspectives did John White and Thomas Harriot bring to the explorations?
  - *White brought an artist's perspective to the New World. His careful eye and colorful drawings of the peoples, flora, and fauna provided a window on this land. His drawings depict families, leaders, priests, villages, food, and abundance. They send a message of possibilities for settlement here.*
  - *Thomas Harriot's scientific view of the world is evident in the report he wrote accompanying White's images. He wrote about potential—potential crops, hunting, and livelihoods—while noting the wealth of natural products available to newcomers.*

# The England of the Roanoke Colonies

## Lesson Plan

### Historical Overview

*Birth of a Colony* explores the earliest European exploration and settlement of North Carolina and the response of the native peoples to exploration. Why England chose to enter the risky business of colonization and what prevented its full support of those early efforts provide context to understanding the Roanoke expeditions.

### Curriculum Objectives

Note: Curriculum objectives are from the new 2012–2013 North Carolina Essential Standards.

#### Social Studies Grade 8

**8.H.1.4** Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g., formulate historical questions, gather data from a variety of sources, evaluate and interpret data, and support interpretations with historical evidence).

**8.H.1.5** Analyze the relationship between historical context and decision-making.

**8.H.2.1** Explain the impact of economic, political, social, and military conflicts (e.g., war, slavery, states' rights, and citizenship and immigration policies) on the development of North Carolina and the United States.

#### American History

**AH1.H.1.3** Use historical analysis and interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past

**AH1.H.3.1** Analyze how economic, political, social, military, and religious factors influenced European exploration and American colonial settlement.

### Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by augmenting it with a reading of “The England of the Roanoke Colonies” by David Beers Quinn.
- Students will use critical thinking skills to develop responses to and discussion about video topics.

### Time

One 45-minute session

### Materials

- Copies of the article “The England of the Roanoke Colonies” by David Beers Quinn



- Copies of Reader Response Work Sheet
- Paper, pencils

### **Procedure**

- Students can work in small groups or individually.
- Have students read the article and complete the Reader Response Work Sheet with information from the article and the video.
- Review the work sheet with the class.

## **The England of the Roanoke Colonies**

by David Beers Quinn

*Excerpts from “The England of Roanoke Colonies” by David Beers Quinn reprinted courtesy of South Carolina ETV and South Carolina ETV Foundation.*

At the time of the Roanoke voyages, England was still a small state on the western borders of Europe. Her Queen, Elizabeth I (1558–1603), had led her steadily from confusion to a considerable measure of stability and strength. . . .

England’s island position made it essential for her to have an effective navy; the new galleons, built mainly in the 1570s and 1580s, were among the most advanced warships in Europe. Though few in number, they were aided by many armed merchantmen that had war experience through raiding, piratically, the Spanish Indies, without open warfare. Elizabeth’s authority did not extend to Scotland, where in 1585 the boy King James VI was being bribed to stay friendly to England (although his subjects were not sure to follow him). Ireland was only very partially controlled: Many parts were still Gaelic rather than English and outbreaks of hostility were frequent. A rebellion in 1579 was finally crushed in 1583 and plans for an English colony in Munster (in the south) were advancing even while the Roanoke voyages were taking place. Some landed Irishmen were being turned out of their estates while others were being forced to become tenants or laborers of Englishmen—though this was to affect only part of the country (the great Irish plantations came early in the seventeenth century).

Many English gentlemen—Sir Richard Grenville, Sir Humphrey Gilbert, Sir Walter Raleigh, and even Colonel Ralph Lane among them—got their ideas of colonizing America from their experience in Ireland. The Irish conflict had not only made them good soldiers in what was mainly guerrilla warfare, but had also opened their eyes to the idea that land could be acquired by colonization. North America, as Richard Hakluyt and others wrote about it, seemed limitless. Since land was the main channel of investment and the way to wealth, Raleigh, Grenville and other Englishmen were prepared to risk much to venture there or, at the very least, to experiment in colonization. Then there were others who would take a chance: Younger sons of gentry families, with little prospect of landed inheritance, found the prospect of America attractive; so did soldiers who had fought under captains like Raleigh and Gilbert in Ireland and who might wish to fight and thereafter settle in America.

There was also patriotism in attempts to complete the subjugation of Ireland to get a foothold in America. Englishmen were strongly nationalistic: They wished to emulate Spain and to harm Catholicism—whether in Ireland, Spain, the Spanish Indies or the Netherlands—since Catholicism seemed to be the antithesis of the England of Elizabeth, now that the Counter Reformation had been loosed against the Protestants of Europe. Some also had Utopian visions

of betterment in a land of which they knew very little but had heard vague and attractive rumors—of gold and silver, of products which could not be grown in England and were hard to get from Spain or the Mediterranean. If Spain had not gone to war with England in 1585, the flow of colonists to America could have been considerable.

As it was, war interfered tragically with the success of England's first colonial ventures and led to their cessation after 1587. Elizabethan England needed all its strength at home. She might damage Spain, but it was not clear that she could defeat her at sea until the Armada victory in 1588 seemed to demonstrate that she could. The war was still going on when Elizabeth died in 1603 and there was little time for attempting colonization. During the war, however, much thought was given to colonial possibilities, and this was to have a rapid effect shortly after the war's end in 1604.

Despite their failure, the Roanoke colonies had shown the way for adventurous Englishmen to experiment in living beyond the seas, and this was very much the legacy of the reign of Elizabeth I to succeeding generations of Englishmen.

**The England of the Roanoke Colonies**  
**Reader Response Work Sheet**

1. Quinn’s article discusses the political and social situation in England during the time of the Roanoke colony. Does this information help inform your understanding of the colonization efforts by Englishman Sir Walter Raleigh? Why or why not? What role does context play in understanding historical events?

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2. What concept of land acquisition did leading English gentlemen gain from the events in Ireland in this time period?

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3. How was the Roanoke colonization efforts part of England’s efforts to defeat its rival, Spain?

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## The England of the Roanoke Colonies

### Answer Key

1. Quinn's article discusses the political and social situation in England during the time of the Roanoke colony. Does this information help inform your understanding of the colonization efforts by Englishman Sir Walter Raleigh? Why or why not? What role does context play in understanding historical events?
  - *Understanding what was occurring in England does provide perspective on the Roanoke colony. Without this knowledge, the colony can be seen as merely the romantic gesture of life in a "New World" without recognition of the many elements that went into the decision to attempt colonization.*
  - *These elements include desire to establish bases to support efforts against Spain; desire to compete for New World acquisition to maintain or increase balance of power in Europe; desire for land, which was the English basis of wealth; and desire on the part of colonists for land and wealth.*
2. What concept of land acquisition did leading English gentlemen gain from the events in Ireland in this time period?
  - *Ireland was not fully controlled by England during this time period; parts were still Gaelic. England used forcible removal of landed gentry to gain control in Ireland.*
  - *English people were sent to live on Irish lands. In effect, colonization of the area by English provided them with land, which was the basis of wealth for this society.*
3. How was the Roanoke colonization efforts part of England's efforts to defeat its rival, Spain?
  - *Establishing New World outposts was a way to balance Spain's huge success (from the viewpoint of England and Europe) in South and Central America. By this time, Spain had already attempted to establish forts in present-day North Carolina, but had withdrawn to Saint Augustine after attacks by American Indians.*
  - *Colonies were to provide bases for English privateers to attack Spanish treasure ships.*
  - *Colonies were to cement a Protestant world in face of the Roman Catholicism of Spain and other European countries.*

# The Art of John White

## Lesson Plan

### Historical Overview

*Birth of a Colony* explores the earliest European exploration of North Carolina as well as the initial settlements. On the 1585 Roanoke expedition sponsored by Sir Walter Raleigh, artist John White and scientist Thomas Harriot recorded a natural history of the New World. White's paintings depict the people living in North Carolina at the time of European contact.

### Curriculum Objectives

Note: Curriculum objectives are from the new 2012–2013 North Carolina Essential Standards.

#### Visual Arts

**8.V.1.1** Use art vocabulary to evaluate art.

**8.V.3.2** Use a variety of media to create art.

**8.CX.1.1** Understand the role of visual arts in North Carolina and the United States in relation to history and geography.

**8.CX.1.2** Analyze art from various historical periods in terms of style, subject matter, and movements.

**8.CR.1.1** Use convincing and logical arguments to respond to art.

### Lesson Objectives

- Students will demonstrate understanding of the information presented in the video by augmenting it with a reading of the article “The Art of John White” by Suzanne Mewborn, from *Tar Heel Junior Historian* 47:1 (Fall 2007).
- Students will use critical thinking skills to develop responses to and discussion about issues presented by video topics.

### Time

Two 45-minute sessions

### Materials

- Copies of the article “The Art of John White,” accessible at <http://www.ncmuseumofhistory.org/collateral/articles/f07.art.of.john.white.pdf>
- Copies of work sheet
- Paper, pencils

### Procedure

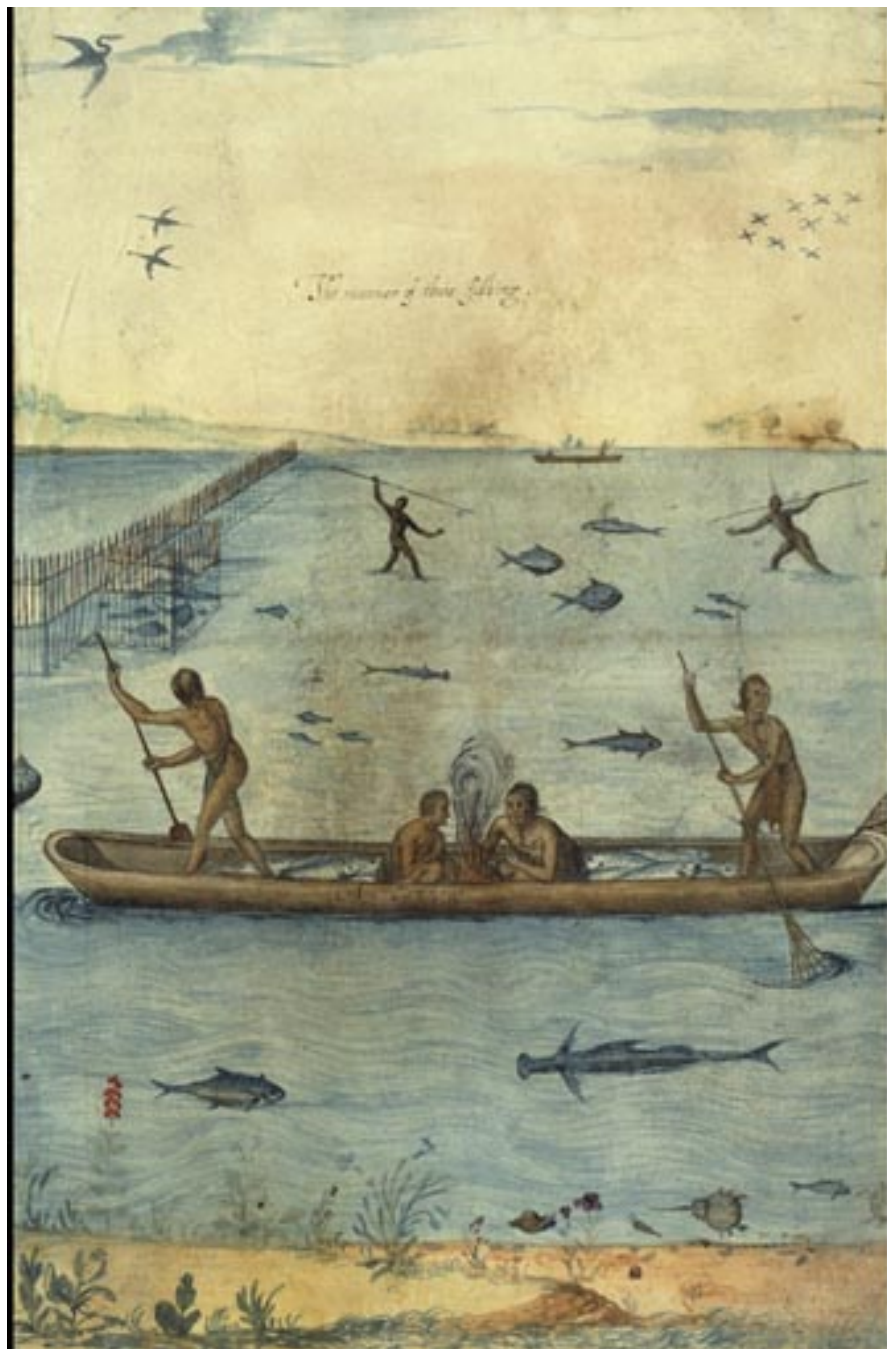
- Students can work in small groups or individually.

- Have students read “The Art of John White” and complete the work sheet with information from the article and the video.
- Review the work sheet with the class.

### **Extension Activities**

- Have students create a modern version of Harriot and White’s “travel brochure” for North Carolina. Using mixed media, online resources, or their own artwork, students will work individually or in groups to create pamphlets that explain why people from another continent should relocate here to build their lives.
- Have students make watercolors of people, places, and animals in their environment. What message are they conveying with their perspectives? Have students make digital “paintings” with photography. Can they make a known environment appear as a New World?
- Examine the John White paintings printed below. Ask the students the following questions:
  - **Image 1:** What can you tell about how American Indians fished from this image? What species of fish can you identify in the image? How many different kinds of fish can you identify? Does this image encourage an opinion about the amount of food available in this area? How many methods of fishing do you see demonstrated in the image? What are they? Are they still in use today?
  - **Image 2:** What do you think is happening in this image? How is it similar to events in 16th-century England? What are the people holding in this image? What do you think these items mean to the dancers?

Image 1



John White, *The manner of their fishing*, ca. 1585–1593. © Trustees of the British Museum.  
[http://www.britishmuseum.org/explore/highlights/highlight\\_image.aspx?image=ps207966.jpg&retpage=21603](http://www.britishmuseum.org/explore/highlights/highlight_image.aspx?image=ps207966.jpg&retpage=21603)



Image 2



John White, *A festive dance*, 1585–1593. © Trustees of the British Museum.

[http://www.britishmuseum.org/explore/highlights/highlight\\_image.aspx?image=ps139470.jpg&retpage=21601](http://www.britishmuseum.org/explore/highlights/highlight_image.aspx?image=ps139470.jpg&retpage=21601)

## **The Art of John White Work Sheet**

1. White's paintings are over 400 years old and have survived being scattered among collectors and being damaged by fire and water. What does their odyssey tell us about primary sources? How would our understanding of the people of that time be without these images?

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2. Why do you think Sir Walter Raleigh included John White, the "skillful painter," and Thomas Harriot, the scientist, on the 1585 expedition to Roanoke? What was the purpose of their work?

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3. How do White's paintings represent the American Indians? In what ways are the Indians like the English? How are they different?

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4. Do photographs allow for the interpretation we see in White's paintings? Why or why not?

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5. What was left out of White's paintings? Why?

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## The Art of John White Work Sheet Answer Key

1. White's paintings are over 400 years old and have survived being scattered among collectors and being damaged by fire and water. What does their odyssey tell us about primary sources? How would our understanding of the people of that time be without these images?
  - *Primary sources are both enduring and rare. They help provide key information and understanding about the past, but because many are lost, historians often have to work with incomplete records and to use every possible resource to learn about the past. Access to primary sources is also important.*
  - *Without the White paintings, we would not understand nearly as well how the American Indians of that time organized their world or how they looked (at least to the English).*
  
2. Why do you think Sir Walter Raleigh included John White, the "skillful painter," and Thomas Harriot, the scientist, on the 1585 expedition to Roanoke? What was the purpose of their work?
  - *Raleigh wanted to depict an inviting place for colonization. Hence, the need for illustrations and information that encouraged people to brave the journey and begin a new life here.*
  - *Raleigh was a "Renaissance man" interested in knowledge and exploration for the sake of knowledge. There was less of a division between science and art; White's paintings provided as much useful scientific information as did Harriot's writings.*
  
3. How do White's paintings represent the American Indians? In what ways are the Indians like the English? How are they different?

*White shows the American Indians as both civilized and capable of self-defense. He depicts them generally as friendly and welcoming.*

*Examples of similarities:*

  - *Villages are orderly, and food is ample.*
  - *People are shown working together, fishing and eating; they are social.*
  - *Social activities such as dancing are shown.*
  - *The palisades around their villages illustrate the need for defense and protection.*
  - *There is a social order—leaders, priests, women, children.*

*Examples of differences:*

  - *Religious practices*
  - *Clothing*
  - *Methods of cooking and decoration*
  
4. Do photographs allow for the interpretation we see in White's paintings? Why or why not?

*Absolutely! Photographers choose what to take photos of and what to exclude. Selective images tell stories of a range of human events and emotions.*

5. What was left out of White's paintings? Why?

*We do not see the people expressing emotions such as anger or jealousy. Nor are they depicted in need—hungry. Seasons are not shown; what is their life like in the winter or during a drought situation? White shows no English people interacting with the American Indians. White seemed to understand that his mission was to make this land enticing and less “foreign” to the potential colonists and investors back in England.*

## SUGGESTED RESOURCES

### *BIRTH OF A COLONY* Guide for Educators Act III—*The Roanoke Voyages, 1584–1590*

#### **Books:**

- Horn, James. *A Kingdom Strange: The Brief and Tragic History of the Lost Colony of Roanoke*. New York: Basic Books, 2010.  
Through extensive research and the reevaluation of existing evidence, Horn offers a new theory on the fate of the Lost Colony in a concise, readable history.
- Kupperman, Karen Ordahl. *Roanoke: The Abandoned Colony*. Lanham, MD: Rowman & Littlefield, 2007.  
Kupperman brings to life the settlers who tried to colonize Roanoke, as well as the Native American cultures they encountered. She also explores reasons for the colony's failure and what might have happened to the Lost Colony.
- Quinn, David Beers. *The Lost Colonists: Their Fortune and Probable Fate*. Raleigh: North Carolina Office of Archives and History, 2010.  
This book discusses the composition of the Lost Colony of 1587, the conditions on Roanoke Island, and the activities of the English colonists after landing there. The author speculates about what happened to the colonists between 1587 and 1590 and offers his conclusion as to their fate.
- ———. *Set Fair for Roanoke: Voyages and Colonies, 1584–1666*. Chapel Hill: UNC Press, 1985.  
According to the publisher, “Quinn’s study brings together the results of his nearly fifty years of research on the voyages outfitted by Sir Walter Raleigh and the efforts to colonize Roanoke Island. . . . Quinn ‘solves’ the mystery of the Lost Colony with the controversial conclusion that many of the colonists lived with the Powhatans until the first decade of the seventeenth century when they were massacred.”
- Stick, David. *The Outer Banks of North Carolina, 1584–1958*. Chapel Hill: UNC Press, 1990.  
The author tells the stories of the people who settled on the Outer Banks.
- ———. *Roanoke Island: The Beginnings of English America*. Chapel Hill: UNC Press, 1983.  
Telling the story of the different expeditions to Roanoke in the 1580s, the author argues that the Roanoke Island colonization effort helped prepare for the successful settlement of Jamestown.

#### **Websites:**

- **Mysteries of the Lost Colony**  
<http://ncmuseumofhistory.org/lostcolony/site/index.html>

This North Carolina Museum of History website, created in conjunction with the past exhibit *Mysteries of the Lost Colony*, has useful information, articles, links to audio tours, and more.

- **Podcast: John Lawson’s Exploration of Carolina**  
<http://ncmuseumofhistory.org/collateral/Podcasts/Lawson.mp3>
- **The Lost Colony**  
<http://thelostcolony.org>  
This website features information about and sells tickets to the outdoor drama *The Lost Colony*. It includes information about the Lost Colony as well as suggestions for further reading. Lesson plans will be offered in the future.
- **Fort Raleigh**  
<http://www.learnnc.org/lp/editions/nchist-twoworlds/1638>  
This excerpt is from LEARN NC’s digital textbook offers background on Fort Raleigh and the Lost Colony.
- **Roanoke Revisited**  
<http://www.nps.gov/fora/forteachers/roanoke-revisited.htm>  
Fort Raleigh National Historic Site provides detailed background information on the various expeditions and historical persons associated with Roanoke Island.

***Lesson Plans:***

*From LEARN NC*

- **Two Worlds Educator’s Guide**  
<http://www.learnnc.org/lp/editions/nchist-twoworlds-lessons/contents>  
This website lists and links to the lesson plans for the “Two Worlds” section of LEARN NC’s digital textbook.
- **Two Worlds Introductory Activity**  
<http://www.learnnc.org/lp/editions/nchist-twoworlds-lessons/1990>  
This lesson includes a brainstorming activity to determine how much students know about North Carolina geography.
- **John White’s Attempts to Find the Lost Colony**  
<http://www.learnnc.org/lp/editions/nchist-twoworlds-lessons/1986>  
Using a work sheet of questions, students will analyze a primary source document about John White’s attempts to find the Lost Colony.
- **The Columbian Exchange**  
<http://www.learnnc.org/lp/editions/nchist-twoworlds-lessons/2652>  
Students will learn about, analyze, and discuss the ramifications of the Columbian Exchange.

*From the North Carolina Department of Public Instruction*

- **Exploration and Colonization of Roanoke Island**  
<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/middlegrades/discovernc/3discoverncroanokeisland.pdf>  
 This link offers lessons using primary source documents from the Ralph Lane colony to determine English perspective of the Native Americans; a “Crime Scene Investigation” activity in which students attempt to determine the fate of the Lost Colony; and a Lost Colony Scavenger Hunt activity.
- **Discover NC—Native American Lesson Plan**  
<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/middlegrades/discovernc/2discoverncnativeamerican.pdf>  
 These lessons explore students’ preconceived ideas of the Native American population in North Carolina in the 1500s. Students will examine John White’s artwork, conduct a map analysis to learn more about the Native Americans, and learn about analyzing artifacts to help them understand and compare different cultures.

***Other Resources:***

- **Roanoke Island Festival Park State Historic Site**  
<http://roanokeisland.com/>  
 History comes to life through costumed interpreters, hands-on experiences, and exhibits. The historic site features the *Elizabeth II*, a representation of a 16th-century ship like those that made the Roanoke voyages; an American Indian exhibit; a museum; a re-created settlement site, and more.
- **Fort Raleigh (National Park Service)**  
<http://www.nps.gov/fora/index.htm>  
 Fort Raleigh National Historic Site protects and preserves known portions of England's first New World settlements established from 1584 to 1590. It also preserves the cultural heritage of the Native Americans, European Americans, and African Americans who have lived on Roanoke Island.

## GENERAL RESOURCES

### **Books:**

- McIlvenna, Noeleen. *A Very Mutinous People: The Struggle for North Carolina, 1660–1713*. Chapel Hill: UNC Press, 2009.  
According to UNC Press, the author explores how “runaway servants from Virginia joined other renegades to establish a free society along the most inaccessible Atlantic coastline of North America. . . . Highlighting the relationship between settlers and Native Americans, this study leads to a surprising new interpretation of the Tuscarora War.”
- Mobley, Joe A., ed. *The Way We Lived in North Carolina*. Chapel Hill: UNC Press, 2003.  
This book explores the social history of North Carolina from the pre-colonial period to the present, using more than 250 photographs and two dozen maps, and incorporating information about 30 historic sites that illustrate the state’s history.
- Powell, William S. *North Carolina through Four Centuries*. Chapel Hill: UNC Press, 1989.  
Drawing upon recent scholarship, the advice of specialists, and his own knowledge, Powell has created a narrative that makes North Carolina history accessible to both students and general readers.
- ———, ed. *Encyclopedia of North Carolina*. Chapel Hill: UNC Press, 2006.  
A single-volume reference to the events, institutions, and cultural forces that shaped the state, the *Encyclopedia* features more than 2,000 entries tracing such topics as agriculture, arts, and architecture, government, pre-colonial and colonial history, military history, the Civil War, and more. It features more than 400 photographs and maps.

### **Websites:**

- **The Way We Lived in North Carolina**  
<http://www.waywelivednc.com/>  
This online version of the book mentioned above features about 20 percent of the book’s text, 100 photos, and a full set of the maps that appear in the printed version.
- **North Carolina Maps**  
<http://www.lib.unc.edu/dc/ncmaps/>  
This comprehensive collection of historic maps of the Tar Heel State features maps from three of the state’s largest map collections and provides access to more than 3,000 maps ranging from the late 1500s to 2000. Included are detailed maps for each of the 100 counties.
- **North Carolina History: A Digital Textbook**  
<http://www.learnnc.org/nchistory/>  
LEARN NC offers a digital textbook for North Carolina history, using primary sources and multimedia to tell many stories about the past. Part One of the textbook, “Prehistory, Contact, and the Lost Colony,” explores the ways of life of Native North Carolinians,



from their arrival more than 9,000 years ago to their first contact with Europeans; early European exploration of the Americas and Spanish efforts to plant a colony in North Carolina; England and the “Lost Colony” of Roanoke; and the effects of the “Columbian Exchange” of biology and culture between Europe, Africa, and the Americas. Part Two, “Colonial North Carolina,” explores the political, social, and cultural history of the state from the first successful English colonies in the 1600s to the eve of the American Revolution in 1763.

- **Introductory Guide to Indian-Related Records (to 1876) in the North Carolina State Archives**

<http://www.archives.ncdcr.gov/FindingAids/Circulars/Indian.pdf>

The Native American history of North Carolina is richly documented in various collections of the North Carolina State Archives. Material relating to Indians can be found in the official records of the colony and the state, in copies of federal and foreign records, and in private collections and maps. Though this guide is not an exhaustive inventory of all available documents, it is offered as an introduction to records in the Archives relating to Native Americans.

***Other Resources:***

- ***The Story of North Carolina* exhibit, North Carolina Museum of History**

The North Carolina Museum of History in Raleigh opened *The Story of North Carolina*, its largest exhibit to date, in the fall of 2011. This permanent exhibit traces life in North Carolina from its earliest inhabitants through the 20th century. More than 14,000 years of the state’s history unfold through fascinating artifacts, multimedia presentations, dioramas, and hands-on interactive components. Additionally, two historic houses and several re-created environments convey places where North Carolinians have lived and worked. Yet the heart of *The Story of North Carolina* focuses on the people—both well-known and everyday citizens—who shaped the Tar Heel State.