

## The Mystery of the Lost Colony of Roanoke

Learning Objectives: Students will:

1. become familiar with the facts surrounding the colonization of Roanoke.
2. use critical thinking skills to analyze facts and speculate on validity of various theories on the fate of the colonists.
3. use skills of persuasion in presenting their theories for the class.

TEKS: SS 5.1 (A), 5.8 (D), 5.25 (A), 5.26 (D), LA 5.2 (D), 5.5 (B)

Materials Needed: reference material on the Lost Colony of Roanoke from school library, classroom sources or internet.

[www.kidinfo.com/American\\_History/colonization\\_Roanoke.html](http://www.kidinfo.com/American_History/colonization_Roanoke.html)

[www.roakokeisland.com](http://www.roakokeisland.com)

[www.nps.gov/fora/children.htm](http://www.nps.gov/fora/children.htm)

<http://tqjunior.advanced.org/3826/page3.html>

Yolen, Jane and Heidi Elisabet Yolen Stemple. *Roanoke The Lost Colony*. (New York: Simon & Shuster), 2003.

Vocabulary: colonization, charter, destination, theory

Teaching Strategy:

1. Introduce lesson by reviewing the facts of the colonization of Roanoke, using internet, textbook, or children's literature sources. Make certain that students understand what is fact and what is speculation about the colony of Roanoke.
2. Ask for students to brainstorm a list of possible outcomes of the Lost Colony, by asking, "What do you suppose happened to those people?" List responses on overhead or chart tablet.
3. Reveal to students that historians have some theories about the fate of the Roanoke colonists, including:
  - a. They went to live with the Croatan Indians, eventually intermarrying and becoming part of that culture.
  - b. They were all killed in an Indian attack.
  - c. They were killed by some natural disaster, such as a hurricane or drought.
  - d. They tried to return to England, but were shipwrecked in route.
4. Divide the class into 4 or 5 groups. Each group will be assigned one of these theories or another that was raised by the class.
5. Each group will organize a presentation about the assigned theory to be presented to the class. This will be accomplished in the form of an interview. One student will act as the interviewer, who will ask questions about the theory, with the other students responding. They may create their own

scenario, such as finding a diary in an attic which reveals what happened. Each member of the team will be expected to speak.

6. Students' presentations should be as persuasive as possible, citing reliable sources for their information and making the case as strongly as possible for their theory.
7. If desired, groups could create some kind of evidence or props to try to prove their case. (It may be that creating a drawing would be a good assignment for a child who would not want to speak as part of the presentation.)
8. Allow each team time to prepare their interview. Then have them present to the class one team at a time.
9. Ask students to evaluate each theory for its plausibility, for how convincingly it was presented, and its historical accuracy. (see attached evaluation sheet.)

Name \_\_\_\_\_

### **It's a Mystery to Me**

Evaluate each of the theories of how the Lost Colony of Roanoke was lost. Give each theory a rating of 1-5 (1 means probably not, 5 is best) in each category.

Theory	Convincing presentation	Could have happened	Historians back it up
Live w/ Croatan Indians			
Killed by Indians			
Natural Disaster			
Shipwreck			
Other			