

TEACHING AMERICAN HISTORY PROJECT

Lesson Title – Roanoke-The Lost Colony by Jessica Cooley

Grade - Five

Length of class period – 45 min.-1 hour

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- What do you think happened to the colony of Roanoke?

Objectives (What content and skills do you expect students to learn from this lesson?)

- The students will use a variety of resources to prove what happened to the colonists of Roanoke.
- The students will use the manifest of colonists and write a letter from a colonist's point of view to explain what happened to the colonists of Roanoke.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)- All attached

Group Checklist

Letter Rubric

Four different Roanoke background information pieces with theories

Helpful websites

Roanoke passenger list

<http://www.lost-colony.com/namelist.html>

Background Information

<http://www.nps.gov/archive/fora/search.htm>

Activities (What will you and your students do during the lesson to promote learning?)

1. Initiation- What do you know about the colony of Roanoke? Where was it located?
2. Break the class into four groups; show students a photograph of Fort Raleigh The Lost Colony- an excavation photo of what you see today. Ask the following questions and gives groups a couple of minutes each for discussion.
 1. What shape is the fort?
 2. Why do you think it was built like that?
 3. What size do you think the houses inside the fort were?
 4. What other features do you think the original fort had?

3. Hand each group Historical Background Information about the Lost Colony (attached) with historical maps and information . Each group will discuss the Group Checklist using the resources available.
4. Each student in the group will write a letter explaining what happened to the colonists of Roanoke from the point of view a 1587 colonist according to the rubric.
5. In another lesson, have students share letters and discuss the different theories.

How will you assess what student learned during this lesson?

- I will assess what students have learned by listening and participating in Checklist discussion and completion of the colonist letter according to the rubric.

Connecticut Framework Performance Standards – Students in grades 5-8 will...

Content Standard 1: Historical Thinking

Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.