

**Social Studies Coalition of Delaware
Signature Lesson Template**

Lesson Title: What Happened at Roanoke? Examining Primary and Secondary Documents

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Lesson Description: Students participate in an (optional) activity to learn some differences between primary sources and secondary sources. Next, students read a secondary account of the colonization of Roanoke and develop theories to explain the disappearance of the colonists. Students are then guided through a primary document written by a colonist at Roanoke. Their theories are reexamined in light of the information provided by the primary document. Students compare the two documents, developing a graphic organizer to chart the benefits and disadvantages of the two documents as sources of information. Finally, an assessment is provided. Detailed content notes are provided to support use of the primary source documents.

Grade Level: 4

Standard: History Standard Two: Students will gather, examine, and analyze historical data.

End of Cluster Expectations (Benchmarks): Students will identify artifacts and documents as either primary or secondary sources of historical data from which accounts are constructed. Students will examine historical materials relating to a particular region, society or theme; chronologically arrange them and analyze change over time.

Essential Question: Why might primary sources be considered so important to writing the story of our past?

Assessment: Constructed Response

Benchmark Statement: This assessment should give evidence of the student's ability to: explain benefits and disadvantages of examining primary documents.

Prompt: *A historian studying Zwaanendael, the first European settlement of Delaware examines primary documents. How might the primary documents provide more benefit than later accounts of the events? Explain your answer.*

Sample Response:

(The documents offer clues about the customs and beliefs at the time of the event; clues about how communities were organized; clues about economic factors; clues about other events which may have caused or affected the event in question. Later accounts may be less accurate because of interpretation and errors. Students might also contend that primary documents are not as beneficial because later documents have the benefit of compilation from many sources, inclusion of other events precipitated by the event(s) being studied, and other benefits of having a wider perspective and body of knowledge.)

Rubric:

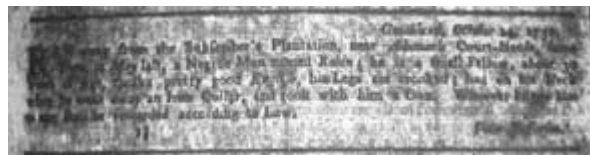
- 2 – This response gives a valid benefit with an accurate and relevant explanation
- 1 – This response gives a valid benefit with an inaccurate, irrelevant, or no explanation.
- 0 – Inaccurate response.

Assessment: *Multiple Choice*

Benchmark Statement: This assessment should give evidence of the student’s ability to explain benefits and disadvantages of examining primary documents.

Item:

This advertisement was printed in the Virginia Gazette in Williamsburg, Virginia on November 7, 1751.



The advertisement says:

“Goochland, October 24, 1751. RAN away from the Subscriber's Plantation, near Albemarle Court-House, some Time in May last, a Negroe Man named Robin; he is a small Fellow, about 30 Years of Age, speaks pretty good English, his Legs are crooked; had on his Neck when he went away an Iron Collar, and took with him a Gun. Whoever brings him to me shall be rewarded according to Law. Peter Jefferson.”

What might be the benefit of studying advertisements for runaway slaves in the 1750s?

- a. The advertisements provide details about the causes of slavery.
- b. The advertisements provide details about where run-aways were re-captured.
- c. The advertisements provide details about life on a plantation during the 1750s.
- d. The advertisements provide details about the ages and descriptions of run-aways.

Correct response: d

Prior Knowledge and Skills: Students should have at least a familiarity with the concept of primary versus secondary documents; the lesson will be successful without this prior knowledge but will require additional instruction (see Primary vs. Secondary Knowledge Activity, Item A.) Students should understand the following vocabulary:

- Artifact – an object showing human workmanship or modification
- Document – a writing that conveys information
- Past – having existed or taken place before the present

- Interpretation - an explanation of something that is presented in a manner that is understandable
- Historical account – a description or explanation of something that happened in the past

Time to Complete: 2 classes (80 minutes); additional time may be needed if the Primary vs. Secondary Knowledge Activity (See Item A) is completed.

Materials/resources needed:

“The Lost Colony of Roanoke” - 1 copy per student (optional)

“The Lost Colony of Roanoke” - 1 transparency copy

Item 1: “Roanoke: Timeline To Disaster” worksheet – 1 copy per student

Item 1: “Roanoke: Timeline To Disaster” worksheet – 1 transparency copy

“A Briefe and True Report” – 1 copy per student

“A Briefe and True Report” – 1 transparency copy

Item 3: “2 x 3 Compare and Contrast Organizer” – 1 copy per student

Item 3: “2 x 3 Compare and Contrast Organizer” – 1 transparency copy

OR

Large chart paper with 2 x 2 grid drawn, and magnets for affixing to board

Overhead markers for instructor

Optional : “The Village of Secota” – 1 transparency copy

Procedure Steps:

1. Begin the lesson with a quick review of the vocabulary. Clarify any misconceptions.
2. If desired, complete Primary vs. Secondary Knowledge Activity. In trial testing of the lesson, this activity was very effective for students who do not have prior exposure to primary source documents. Assess understanding of the vocabulary words; if understanding is weak, I suggest that you use this optional activity.
3. Introduce the lesson by writing the essential question on the board. Explain that students are going to use two documents, a secondary source document and a primary source document, to try to solve a great mystery in United States history.
4. If desired, give each student a copy of “The Lost Colony of Roanoke.”
5. Use the overhead copy of “Lost Colony” to preview the reading. Ask students to identify the figure on page 55. Students with keen eyes will spot the picture caption and deduce that the illustration shows Sir Walter Raleigh. Emphasize that good readers and historians pay great attention to all parts of a document. Ask students to read the title and headings of the document, then guess what the mystery of Roanoke is (it is lost, there were two of them, something happened to the second colony). Note the sidebars in the article with the explanation that these also contain important information.
6. Read the “Lost Colony” article as a class. As each paragraph is read, record student reactions in the overhead’s border areas. For example, when you read the first paragraph, students might think “How does a place get lost?” This commentary slows the process but forces students to reflect on what has been read.
7. Give each student a copy of “Roanoke: Timeline To Disaster” worksheet (Item 2) Read the directions and clarify as needed. Monitor and assist while students complete the task. Students work in pairs. Note: Question 4 is a filler question (extra, worthwhile thinking

that allows the faster workers to continue working). End this step when most pairs have completed Question 3.

8. Use the transparency of “Roanoke: Timeline To Disaster” worksheet (Item 2) to gather and discuss student responses. See Item 3 for predicted responses.
9. Question 3: Students share their possible solutions. Be certain to ask students to support their opinions with detail from the text. Providing supporting evidence is critical to the process of investigation and reporting and will spur discussion and reflection among your students. Some pairs will have considered certain details to be more important and will have overlooked others. As students offer varying solutions, use the transparency to create a list of possible solutions.
10. Ask students to consider the list of possible solutions to the mystery. Conduct a “show of hands” vote to count the number of students that support each solution. Record vote totals next to each solution.
11. Ask students whether “Lost Colony” is a primary or secondary source. (Secondary is the expected response. Textbooks are technically considered tertiary (third level) sources because the authors are typically writing the text from secondary sources.)
12. Give each student a copy of “A Briefe and True Report” Allow students a few moments to study the document, then ask them if they notice anything unusual about the text. Typical responses include: misspelled words, unfamiliar words, the sentences are too long, the document is dated 1588.
13. Ask students whether this is a primary or secondary source document. (This is a primary source.)
14. Explain that the document shows the front page of a pamphlet published in 1588 in London. Ask students to identify the author of the text. (The author is Thomas Heriot. Some students will recall that T. Heriot was one of the scientists who sailed to Roanoke. He is listed as “servant to Sir Walter Raleigh.” (S’s were printed as f’s in some cases.) Students often question: If everyone disappeared, how could Heriot have written the piece in 1588? This allows students another opportunity to interpret the documents. Heriot was among the first colonists who returned to England on Sir Francis Drake’s ship; he sailed to Roanoke with the second group of colonists, but returned to England with others, intending to return to Roanoke on the supply ship; finally, he sailed back to Roanoke in 1590.)
15. Discuss the intent of the text. Students may decipher this, but the language of the text impedes this understanding. This was a pamphlet intended to promote the colony for investors and to encourage prospective colonists to immigrate to Roanoke. Ask students whether the purpose or intent of a writer would affect the value of the document as a primary source. (The context is very important; as a promotional text, some of the information may be exaggerated and information that would discourage investment/colonization may have been omitted.)
16. Guide students through the text using the overhead copy. Highlight key phrases and interpret portions that are most significant to the lesson. Refer to Item 4, Content Notes for “A Briefe and True Report.” Students will enjoy exploration on their own as well; if time permits, you may structure the lesson to include time for students to pair-read the document with instruction for them to read and answer the question “What clues does this document tell you about the colony’s chances for success and possible end?” prior to the guided read-through.

17. If desired, guide students through the “Village of Secota” primary source.
18. Return to “Roanoke: Timeline To Disaster” worksheet (Item 2). Instruct students to discuss question 3 with a partner. They may wish to revise their answer; ask them to place any revised answers on the front of the worksheet, under the timeline. Monitor progress. In this step, students often revisit “A Briefe and True Report” and request clarification of other portions of the text. These questions may be answered on an individual pair level or as an “Attention, class...” whole group clarification. I found that answering to individuals created a diversity of solutions and competition to dig deeper, while whole-class clarifications tended to spark new investigation interest for all pairs. Either way yields good results.
19. Using the transparency of “Roanoke: Timeline To Disaster” worksheet (Item 2) as completed in Step 9 – 11. Ask students for any new solutions and add to the list. Re-vote and record new vote totals next to the totals from Step 11. Ask for volunteer students who changed their opinion to share what new information changed their mind.

Closure:

20. Give students each a copy of Item 3: “2 x 3 Compare and Contrast Organizer.” Point out that each document has been identified as a primary or secondary source. Ask a student to quickly define each term. Write the brief definition under each term, correcting misconceptions as necessary. Instruct students write the definition on their copies as you record it on the transparency.
21. In whole-group discussion, ask students to articulate benefits and disadvantages of each type of source, encouraging them to take the viewpoint of a historian. Have students complete their copy as you complete the 2 x 3 transparency. “What I Learned” is a critical last step. This column *does not* refer to factual detail gathered from each document. Rather, it focuses on the relative advantages and disadvantages of each type of source. Typical “What I Learned” responses for the secondary document might include “Secondary sources are easy to read but they don’t tell all the details.” Typical responses for the primary document might include “They can be hard to understand but you learn more facts from them” or “You need to know how people lived to understand them but they teach you a lot.”
22. Optional extension: “Are there any circumstances in which a primary source might not be as valuable as a secondary source?” A primary source may have been written with all of the emotion of a participant, but lack critical information. Witnesses to the same event may have different viewpoints. The significance of an event is often not immediately understood, and the effects come to fruition.

Assessment: Administer the assessment.

Citation-:

“The Lost Colony of Roanoke,” from “The Complete Book of United States History,” Columbus, Ohio, School Specialty Children’s Publishing (by American Education Publishing), 2002, pages 55 – 57. ISBN 1 – 56189-679-9; available at www.ChildrensSpecialty.com; \$14.95. The Teacher Center at DTCC-Southern Campus has placed the series in their lending library.

“A Briefe and True Report,” from “Colonial America: Primary Sources Teaching Kit,” Jefferson City, MO, Scholastic Professional Books, Scholastic, Inc., 2002, pages 18 - 19. ISBN 0-590-378470-3; \$10.95. Note: This document is available on-line at numerous archive sources; however, the Scholastic version is an excerpt that also includes a photograph of the original document. The Scholastic book is one of a series of primary document teaching resource books that contains many valuable items for instruction as well as reproducibles, teacher notes, and background knowledge; the books are well-worth their cost and available at no cost with Scholastic points. The Teacher Center at DTCC-Southern Campus has placed the series in their lending library.

Comment On The Value of these Books:

I hate to purchase materials for a single use! These books are two of the most valuable ones in my social studies library because they contain material to support the teaching of many topics beyond Roanoke:

- The settling of Jamestown is supported by a story as well as the primary source “The Starving Time” which describes the hardships of the settlers during the 1609-1610 winter at Jamestown, when approximately 440 of the 500 colonists starved. A second primary source, “Why Should You Take By Force What You Can Have By Love,” provides the perspective of a Powhatan leader Wahunsonacock regarding the colonists use of force against the natives, an excellent opportunity to teach opposing point of view/perspective. I taught this material immediately following the Roanoke lesson using a similar format; compared the colonies (Why did one succeed while the other did not?) and extended this to a mapping and writing project where students had to design their own colony, draw a map to detail the colony, and write a description of the colony, detailing why they made their choices with support from the success or failure of Roanoke/Jamestown.
- The Plymouth colony is supported by a story as well as the primary sources “The First Thanksgiving Proclamation” and “The Mayflower Compact.” These items may be included in the unit described above.
- The topics of slavery, colonial life and the Revolutionary War are similarly richly supported.

The primary sources book also includes graphic organizers and teaching notes to help build lessons. Scholastic published several of these primary source books covering exploration through Western Expansion. The *Complete Book Of United States History* provides topics extending through to the present in a very readable format.

Item 1

Primary vs. Secondary Knowledge Activity

Activity Description: Some students are removed from the classroom while the remainder witness and document an “event.” Remaining students re-enter the room and hear accounts of the event from a student who witnessed the event. The “removed” students construct a secondary account of the event based on their “second-hand” knowledge. The primary and secondary accounts are compared. Finally, students explore reasons why the accounts differ.

Essential Question: Why might historians examine primary documents to seek answers about an event in history?

Objective(s): Students will be able to list three reasons why primary documents might be valuable to historians and three reasons why secondary accounts may be less valuable.

Prior Knowledge and Skills:

Students should understand the following vocabulary:

- Artifact – an object showing human workmanship or modifications
- Document – a writing that conveys information
- Past – having existed or taken place before the present
- Interpretation - an explanation of something that is presented in a manner that is understandable
- Historical account – a description or explanation of something that happened in the past

Time to Complete: 20 - 40 minutes

Materials/resources needed:

2 large sheets of display paper and various colored markers.
Transparency and overhead projector, markers

Procedure Steps:

1. Briefly review vocabulary. Explain that as historians, it is important to use correct terminology so that communication is clear.
2. State the essential question of the lesson. Ask students to define “primary source.” Using the overhead and transparency, list all attempted definitions.
3. Tell students that some will be able to witness an event and act as recorders of the event, but that first some students must leave the room so that they must use the recorded account to guess what happened.
4. Ask 2 - 3 students to leave the room. (Note: Unattended students may be problematic. To avoid problems, the activity may be scheduled to take advantage of a time when some students are absent from the room for pull-out instruction, band lessons, or are absent from school due to illness, etc. You might also arrange with another teacher to have the students go to their class for the brief time needed. If students are placed in the hallway as a last resort, I’d advise careful selection of the students to ensure appropriate behavior, and making your administrators aware of the timing and purpose of the lesson.)

5. Tell students that they are to observe an event carefully, beginning when you say “Go” and ending when you say “Stop” and that they will then share their observations.
6. Say “Go” and enact an ‘event.’ This may be as simple as a walk around the classroom as you handle various objects or complete a simple task such as clearing your desk or looking for a file. It may be as complex as a prearranged interaction with a visitor. Event should last approximately 2 – 3 minutes. Say “Stop.”
7. Tell students that they have been present at a historical event and must now document the event, in this case by creating an account of what happened.
8. Ask students to select the best observer from the classroom. Explain that we want the account to be as accurate as possible so that in the future, readers of the account will be able to know exactly what happened. Quickly make the selection by taking a student suggestion and confirming with the class that they would agree that the student named is a good observer and reliable source of information.
9. Tell students that you are now going to record the historical account of the designated student. Ask students to withhold their comments and reactions because it is the personal account of this person. Explain that they will be given an opportunity to discuss the account later.
10. Using one sheet of paper and one color of marker, record the account in steps as the designated students tells it. Leave some space between lines. Encourage the student to recall details. Thank the student for their personal account of the event.
11. Ask students if anyone saw something else. Take additional information about the event from 2 – 3 more students, using a different color of marker to record each student’s new information.
12. Close out the account by adding your own recollections in a final color.
13. Re-state that this is a historical account of an event. Label the account as “Primary Source” and explain that primary refers to first-hand information – information from persons who were present by place and time at an event.
14. Have “removed” students return to the classroom.
15. Ask each to “removed” student to choose a classmate to tell them what happened (during the event only). Allow these pairs to quietly relate the event and briefly ask clarifying questions simultaneously. Other students listen and observe.
16. Ask the “removed” students to pick their most reliable observer.
17. Using the second sheet of paper and a marker, record their personal account. Label this account “Secondary Source.” Explain that it is based on ‘second-hand’ information rather than actual observations, but note that far into the future, this account might be considered a primary source, as it was recorded at the time of the event, and thus might be more accurate than other sources.
18. Explain that as observers discuss and think about an event, new information often is recalled, but that sometimes people also forget important information. Note that observers’ viewpoints and interest levels also cause them to notice different things. Proximity can also impact what an observer sees. Other senses also play a role.
19. Explain that some sources are documents such as the accounts prepared in class. Ask students for other sources of information. Examples would include any artifact. Written sources might include letters, accounts, articles, journal entries, bills of sale, court documents, ledgers, transcribed oral histories, etc.

20. Post both accounts on the board. Ask students to compare the accounts by telling a difference between the accounts as well as speculating why the difference might have occurred. Reasons for the differences are likely to include: forgetting, mixing-up the sequence, being busy when event occurred, not being present at the time, not paying attention, reactions to noises or actions during event caused loss of attention, not being able to see clearly, not hearing all that happened or was said.

Closure

21. Return to the transparency from Step 1. Ask students to provide a better definition of 'primary source' and circle this definition.
22. Using another blank transparency (if needed – you may have space on the initial transparency to complete this step), ask students to also list reasons why a primary source might be more beneficial to a historian. Write “reasons a primary source is beneficial” and record reasons. Reasons may include: more accurate, by people who were there, written before forget while easy to remember, get confused when talk to others later, etc.
23. Ask students for a verbal definition of a secondary source, but reiterate that documents written by contemporaries of an event are typically included as primary sources.

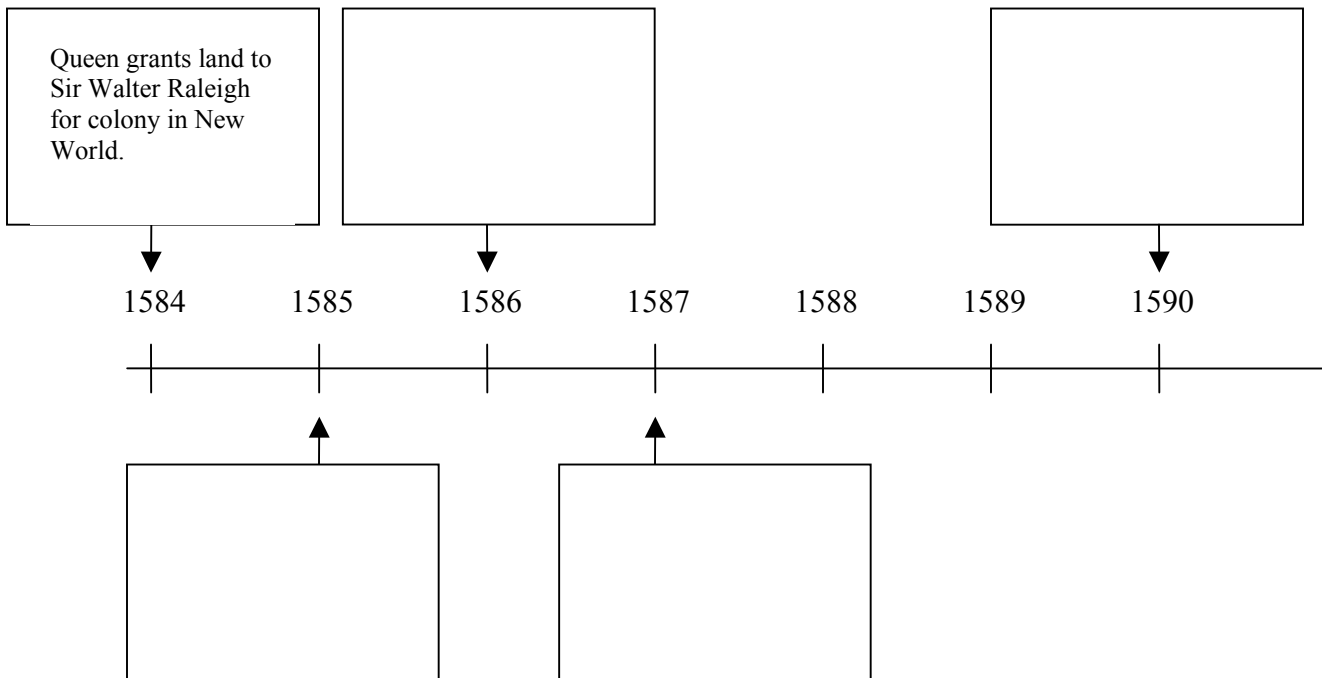
Roanoke: Timeline To Disaster!

Directions

You and your partner must try to solve the mystery of Roanoke. Read “The Lost Colony of Roanoke” together. Complete the timeline for Roanoke. The timeline will help you keep the dates straight! Finally, with your partner, discuss and answer each question.

Timeline of Events At Roanoke

Record the main events of each year in the boxes of the timeline. The first box is completed as an example.



Roanoke: Timeline To Disaster! (Page 2)

Questions: I Think...

Answer each question using details from the text.

1. How well did the colonists get along with the Native Americans of the area?

2. Why was the first colony abandoned?

3. What do you think happened to the colonists of the second colony? Support your opinion with facts from the text!

4. If you were in charge at Roanoke, what would you have done differently?

2x3 Compare & Contrast Organizer

	Benefits	Disadvantages	What I Learned
The Lost Colony of Roanoke (Secondary Source)			
A Briefe and True Report (Primary Source)			

Name:

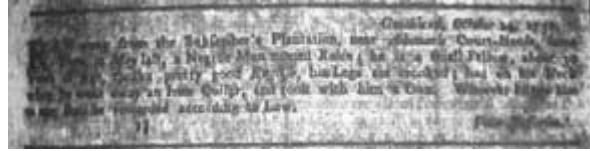
Date:

A historian studying Zwaanendael, the first European settlement of Delaware examines primary documents. How might the primary documents provide more benefit than later accounts of the events? Explain your answer.

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Multiple choice: circle the best response.

This advertisement was printed in the Virginia Gazette in Williamsburg, Virginia on November 7, 1751.



The advertisement says:

“Goochland, October 24, 1751. RAN away from the Subscriber's Plantation, near Albemarle Court-House, some Time in May last, a Negroe Man named Robin; he is a small Fellow, about 30 Years of Age, speaks pretty good English, his Legs are crooked; had on his Neck when he went away an Iron Collar, and took with him a Gun. Whoever brings him to me shall be rewarded according to Law. Peter Jefferson.”

What might be the benefit of studying advertisements for runaway slaves in the 1750s?

- a. The advertisements provide details about the causes of slavery.
- b. The advertisements provide details about where run-aways were re-captured.
- c. The advertisements provide details about life on a plantation during the 1750s.
- d. The advertisements provide details about the ages and descriptions of run-aways.

Content Notes for “A Briefe and True Report.”

Cover Page

The cover page speaks of the “commodities there found and to be raised, as well merchantable (merchantable) as others for victual (food), building, and other necessaries:” the text documents what resources are available at the colony that might be sold as well as were necessary to establish a sustaining property. Land grants usually required payment on a periodic bases, hence a necessity of producing saleable goods.

The cover states that the text is “directed to the adventurers, favourers, and welwillers (well wishers) of the action for the inhabiting and planting there: the audience for the text is prospective colonists (“adventurers”) and investors as well as though who would be interested in the success of the colony.

The text is “the conclusion:” a portion of the document only.

First Paragraph

First paragraph: Heriot says that he has included great detail to the extent that he hopes that “men who are indifferent & well disposed” will like (and be persuaded to think well of the colony...) but that there is much more to be studied. He continues to note that the colonists made journeys far inland from the coastal island where they positioned the colony. He found the “soyle” (soil) to be fatter (thicker, richer top soil); the “trees greater and to growe thinner” (larger but in a mature, open forest); the “grounde more firm” (the island colony would have sandy soil which shifted, impacting construction); “champignons” more available than on the island (“Champignon” is the French word for mushroom. Mushrooms were important to the diet as food and flavoring. well-educated persons of the time would speak French and Latin.); “finer grasse and as good as ever we saw any in England” (The colonists would raise cows and sheep for meat, dairy products and wool. Adequate grazing land would be important. The island would have beach grasses.).

Most critical items of the first paragraph for this lesson: The text “some places rockie (rocky) and farre (far) more high and hillie (hilly) ground” indicates that colonists explored far into the mainland of North Carolina, most definitely as far as the Piedmont and possibly into the mountains beyond. This extensive exploration would have certainly led to contact with the native inhabitants of the area. Heriot states that inland areas were “the more inhabited with people, and of greater pollicie (policy – rules, civilities to be followed) and larger dominions, with greater townes (towns) and houses.” This portion indicates the ability to communicate with these natives, and that the natives were not hostile to the colonists. In fact, an available primary source document within the same book shows the village of Secota, a native village visited by the expedition and drawn by John White, cartographer for the expedition. The diagram of the village shows a feast and ceremonial fire, indicative of the honor bestowed upon the expedition by the natives. This information is important in context with the clues left at Roanoke (“Croatan” carves in the tree as well as the unhurried dismantling and removal of dwelling timbers.) as indication that an attack by natives was not a likely end to the colony.

Second paragraph

Heriot speaks of the mainland with the suggestion that the colonists would have “good hope ... of more and greater plenty (plenty)”. He supports the hope of greater wealth to be obtained. “Vnto (unto) the Spaniards happened the like” is a reference to the Spanish discovery of the continent and subsequent colonization after the initial discovery of the West Indies. Heriot continues that the mainland extends “some wayes (ways) so many hundred of leagues,” information he has verified from many native sources. Finally, he caps off his argument with the note that “no Christian Prince hath any possession.” This is an important distinction. Students will recall images of Columbus or other early explorers planting a flag on newly discovered lands, even as the first U.S. astronauts to land on the moon planted the American flag on the lunar surface. This claiming of the land established ownership rights, but settlement was necessary to maintain the claim. In Delaware history, Wm. Penn’s lawyers successfully argued that Lewes could not be considered part of the claim of Thomas West Lord de la Warr because it had already been colonized (by the Dutch).

It is important to point out that it states that no “Christian Prince” had claimed the land; the Europeans did not recognize the prior claim of the Native Americans.

Use a map of the North American continent to show the area colonized by the Spaniards relative to the location of Roanoke. Some students will develop the theory that the colony was attacked by the Spaniards (though there is no additional detail that would support this in these documents).

Third Paragraph

Heriot discusses the “holesomnesse” (wholesomeness) of the locale, saying “that for all the want of prouision (provision) ... of English victual,” the colonists lived on the drinking water and victual (visctuals) of the countrey (country) even though some of the items consumed were “very strange unto vs (us)” and thus might have “altered our temperatures in such sort as to have brought vs (us) into some greeuos (grievous) and dangerous diseases.” (They were unfamiliar with the native foods and could have been made ill by them, but ate only the native foods for all but 20 days of their stay. The comment about drinking the water is noteworthy because at the time, most people did not drink water unless other beverages (ales, hard cider) were unavailable, and drinking the water was considered a risky activity. “Secōdly,” (secondly) he says, “the want of English meanes for the taking of beastes (beasts), fishe (fish) and foule (fowl) which by the helpe (help) only of the inhabitants and their meanes (means, techniques) coulde (could) not bee (be) so suddenly and easily prouided (provided) for vs (us) ... to our better satisfaction” means that they didn’t have the tools to catch game using English methods and were dependent on the help of the natives; as a result they didn’t get as much food as they would have liked. He continues that they were short of clothing; made “trauailes” (travails, journeys) in the winter, and slept on the ground in the open “aire” indicating that they weren’t sheltered and warm throughout the winter months. (At the time, night air was considered unhealthy.) Despite all of this (lack of food, clothing and shelter), Heriot says that “there were but foure (4) of our whole company (being one hundred and eight) that died all the yeere (year),” and none of these deaths were from the “aforesaide (aforesaid, previously mentioned) causes” of food, clothing or shelter. Heriot states that the four who died, especially three of them, were “feeble, weake (weak), and sickly persons before euer (ever) they came thither (there) , and those that

knewe (knew) them marueyled (marveled) that they liued (lived) so long being (being) in that case (being that way), or had aduentured (adventured, taken the risk to) to trauaile (travail, travel – accompany the expedition inland).” Heriot puts forth a strong argument that Roanoke was an extremely healthy place to live, even if colonists were a little unprepared. This testimony to the wholesomeness of the land despite having the wrong equipment and clothing would be a strong selling point, as colonists had to be very selective about what they took with them in the limited space allowed on ship; supplies might arrive on a later ship, but the colonists expected to make-do with limited resources for a time. The more resources that a prospective site offered, the greater the comfort and likelihood of survival and prosperity. The pamphlet would have provided important information to help the decision-making process of what items to take.

Last Paragraph

Heriot closes the pamphlet on a positive note, but with a hint of mystery. He says “this is all the friutes of our labours, that I haue (have) thought necessary to aduertise (advertise – advise) you of at this present.” What might he have held back? “What els (else) concerneth the nature and manners of the inhabitants of Virginia...the voyage, etc.” The inhabitants would seem to be an important topic for prospective colonists; but Heriot doesn’t feel further information is needed. This is an excerpt of the original document; perhaps Heriot included a thorough discussion. However, his remarks lead one to believe that there was more that was left unsaid. Heriot finally says that he expects good successe (success) of the readers’ enterprises.

The document is dated February, 1588. Its publishing would provide ample time for the organizers of the second expedition to recruit before sailing to the colony in 1590.

The complete text of “A Briefe and True Report” is available at:

<http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1009>

Content Notes for “The Village of Secota”

The “Village” is an engraving from water colors by John White, cartographer for the Roanoke expedition of 1585. The detailed image shows many aspects of village life, including farming and ceremonial functions. The engraving illustrated Heriot’s pamphlet “A Briefe and True Report.” The legend at the bottom of the engraving was added in 1960 and is a great starting place for examining the engraving.

Item A (Tomb) is an ossuary – place for holding the bone packets of the clan’s chiefs. The dwelling next to it would be the lodge for the keepers of the tomb, the shaman. Nearby is the tobacco patch – it being sacred and medicinal to the tribe. It appears that sunflowers are also grown here, but these may be ground artichokes (Jerusalem artichokes) which were grown for their tubers.

Other crops include the “3 sisters” of corn, beans and squash. Different stages of development indicate multiple plantings and/or observations from multiple visits to the village throughout the growing season. “F” is the watchman (more typically an elder or child). Why is a watchman needed? Students will guess that he is looking for enemies who might steal the crop or attack the village. However, close inspection shows the reason. Deer are encroaching on the field, with hunters taking advantage of the herd’s proximity as well as others who are shooing the deer from the fields.

There are no barricades or cleared space for defense of the village, suggesting a harmonious relationship with neighboring tribes. The only visible fencing is near the green corn, where a hut has a small tended area of delicate, young plants.

Europeans can be seen mingling with the tribe members throughout the engraving. Inspect the feast, ceremonial fire and dance. The village has welcomed the Roanoke colonists in full honor. The level of detail suggests that the expedition stayed in the village for sufficient time to observe many aspects of village life at close range. Remember that the engraving was cut based on many drawings by White. Imagine the level of detail contained in White’s sketches, considering the detail shown here from second knowledge of the engraver!

Note the “L” body of water – likely a river. This is an excellent opportunity to bring in the geography – the site for the village would have been chosen for proximity to a source of water.

The chieftain’s dwelling would be among the largest in the village, allowing members of the tribe to gather for discussion and consensus-making when confronted with new situations of import. All lodges are illustrated in excellent detail – the woven mats which cover the sapling frame are shown, and internal benches along the sides of the lodge are also visible, accurate details for the Eastern woodlands tribes.

The complete collection of John White's water colors and the subsequent engravings by Dutch engraver De Bry may be found at:

http://www.virtualjamestown.org/images/white_debry_html/introduction.html