



**Above:** Theodore de Bry made this engraving of an Indian mother and her son on the shore of Lake Mattamuskeet, based on one of John White's paintings. **Below:** Lake Mattamuskeet is North Carolina's largest natural lake, and one of its shallowest.

maiden threw herself in front of the executioners and prayed to the rain gods to save her beloved and the rest of the people. The people looked up and saw a shooting star. Soon, rain followed, for days on end. The fires were put out, the lake filled with water, and the people were rescued.

Lake Mattamuskeet may well have been created by fire, although romance likely had little to do with it. The earth under the lake is peat, which will burn when it is dry. It is possible that lightning started a fire that burned for a long while and carved out the shallow saucer that later filled with water.

In the early 1800s, some state leaders wondered if draining the lake would open up some of the richest soil around. Draining it, however, was a problem, for the bottom of the lake is actually three feet below sea level. Once steam-powered engines came along, the idea was renewed. In 1915, the New Holland Company built the world's largest set of pumps to get rid of the water. The four machines could take out more than a million gallons of water a minute! To keep new water from seeping in, hundreds of miles of canals were dug in all directions. In 1925, the company built a new town, called New Holland, on the dried lake bed to house hundreds of workers to grow the crops. In 1928, the New Holland families grew a variety of crops that had the best yields in state history. The achievement gained widespread attention. One agricultural scientist said the lake bed was "the finest farm land in the world."

Then, in 1932, one of the great disasters in state history occurred. The pumps failed after a huge rainstorm. The lake began to fill up again with floodwaters. The mud was knee deep in places. The lake filled in, covering much of the town.

In 1934, the federal government bought the property to return it to the birds. The refilled Mattamuskeet has been a wildlife refuge for more than seventy years. Almost one-fifth of all the migratory birds who fly over the eastern United States stop each fall at Mattamuskeet. They fatten up for winter on the abundance of fish in the lake. The old pumping station was for years used as a hunting lodge. The lodge and its tall observation tower, which resembles a lighthouse, have survived into the twenty-first century.

## Writing Activity

Have students make up their own stories or legends about Lake Mattamuskeet and share them with the rest of the class.

## Critical Thinking

Ask students what else was going on in the United States at the time the great pumps failed after a huge rainstorm. (The Great Depression.) How did this possibly impact the government's ability to solve the crisis?

## Economics Activity

What economic impact do you think New Holland had on the region? The state? When New Holland was destroyed, what do you think the result was on the economy?

## Using Photographs and Illustrations

Have students study the illustration of the engraving of an Indian mother and her son on the shore of Lake Mattamuskeet. How are the lake and environment portrayed? Judging from the illustration, what was the impact of the lake on the lives of the Indians who lived nearby?



## Teacher Notes

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## Section 3 European Explorers Come and Go

### INTRODUCE

#### Outline

- A. Giovanni da Verrazano and the French
- B. Hernando de Soto and the Spanish
- C. Juan Pardo and More Spaniards
- D. Walter Raleigh and the English

#### Materials

Textbook, pages 72-75

Blackline Masters

Primary Source: Giovanni da Verrazano, page 15  
Europeans Explore in Carolina, page 16

Spanish Workbook

Exploradores europeos en Carolina

Teacher CD-ROM

Transparencies

www.mystatehistory.com

Online textbook

Strategies for

U.S. History Test Preparation

“Destruction of Native Cultures and Early Continental Explorations,” pages 5-7

#### Getting Started

Ask students why they think this section is called “European Explorers Come and Go.” Tell them to make notes supporting their ideas as they read this section.

## Section 3

# European Explorers Come and Go

This section will help you meet the following objective:

8.1.03 Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.

**Below:** This mural in the United States Capitol commemorates Christopher Columbus's first voyage to the New World.

**As you read, look for:**

- the first European explorers in North Carolina
- vocabulary term **expedition**

**A little more than thirty years after Christopher Columbus** discovered the New World, the first Europeans known to set foot on what became North Carolina waded ashore near Cape Fear in 1524.

#### Giovanni da Verrazano and the French

Giovanni da Verrazano was an Italian explorer working for the king of France. Verrazano hoped to find for the French what Columbus had



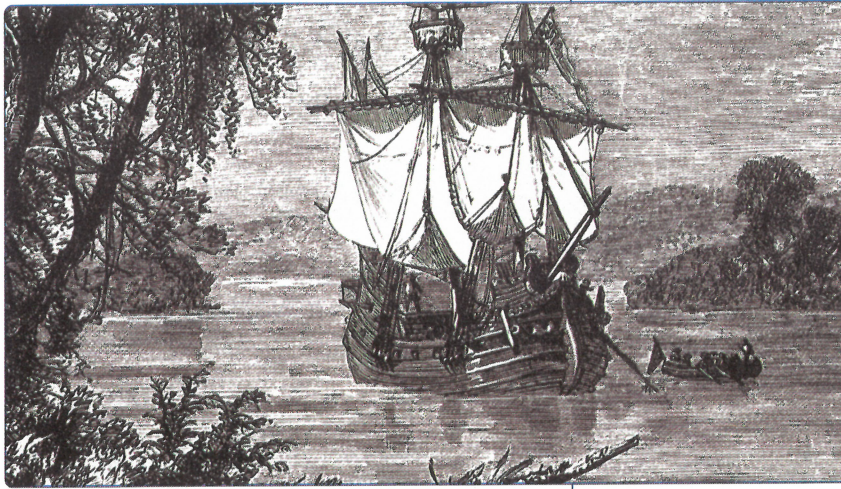
72 Chapter 2: Natives and Newcomers

#### Objectives

**8.1.03** Compare and contrast the relative importance of differing economic, geographic, religious, and political motives for European exploration.

#### Using Photographs and Illustrations

**Ask:** Based on what you see in this mural, how well prepared do you think Christopher Columbus was to explore the New World?



not found for the Spanish. He was looking for a shorter water route to China and the riches of Asia. Verrazano was under orders to find “a strait to penetrate to the Eastern ocean.”

Verrazano and his men found native peoples—most likely from either the Waccamaw or Cape Fear groups—stoking huge fires on the beach. The Europeans later told people back in France that the natives “resemble the Orientals.” Verrazano thought that the color of the Carolina beaches meant that gold had to be nearby, but that was a false hope. He also failed to find the route to China, although he went back to Europe and claimed that he had. His ship had dropped anchor off Portsmouth Island, near Cape Hatteras, and the explorer came to believe that the water on the other side of the island led to Asia. He was actually looking at Pamlico Sound. Maps drawn in Europe for the next fifty years, however, identified “the sea of Verrazano” and showed it extending from Cape Hatteras to what is today California.

Verrazano was simply the first of many Europeans to be fooled and disappointed by encounters with what became North Carolina. The others looked just as eagerly as he had for a road to easy riches. None of the early explorers was successful.

### Hernando de Soto and the Spanish

Columbus did not find the road to China. He did, however, help establish a vast New World empire controlled by the Spanish. By the 1520s, the Spanish had conquered native peoples from Cuba to Mexico, discovered the real Pacific Ocean, and lucked into huge gold and silver mines in South America. Having found gold, they looked for more, from the deserts of New Mexico to the mountains of North Carolina.

**Above:** Because of Spain's success in the New World, Francis I of France supported Giovanni da Verrazano's search for a route to the Orient. Verrazano was the first European to explore the coast of North Carolina.

### Did You Know?

Explorers called the hoped-for all-water route through the North American continent the “Northwest Passage.”

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## TEACH

### Critical Thinking

**Ask:** Why do you think many of the early explorers thought they would find gold in the New World?

### Research Activity

Tell students to use whatever sources they want to try to locate a copy of an early map of the area that is now Cape Hatteras and Pamlico Sound. See if they can find one that contains “the sea of Verrazano” as described in the text.

### Multidisciplinary Activity

**Art:** Ask students why they think Verrazano thought the color of the Carolina beaches meant that gold had to be nearby. What was there about the native peoples that made Verrazano think they resembled Asians? Have students draw a picture of the North Carolina coastline as they believe Verrazano saw it in the early 1500s.

### Geography Activity

Have students label on a North Carolina map the location of the place Verrazano arrived in North Carolina in 1524. Why do you suppose the Europeans selected this location to land along the coast of North Carolina?

### Blackline Masters

Assign Blackline Master Primary Source: Giovanni da Verrazano (page 15).

## Using Photographs and Illustrations

Does the mural depict de Soto's actual journey? Why or why not?

## Character Education

Why did de Soto treat the native peoples so badly during his expedition? What character trait did de Soto possess that enabled him to feel entitled to treat people the way he did? How did this treatment set the stage for the future relationship between the Native Americans and the incoming Europeans?

## Writing Assignment

Tell students to write a eulogy for de Soto from the viewpoint of one of his soldiers, to be read during his burial.

## Addressing Multiple Learning Styles

Have students act out their interpretation of the Booger Dance. Encourage them to be creative, but also remind them that the dance was created by the Cherokee to express their strong feelings about de Soto.

## Class Discussion

Guide the class in a discussion about the probable difficulties Catholic priests faced in trying to convert Native Americans to Christianity. Encourage students to draw on their knowledge of Native American belief systems they learned in Section 2 to support their positions.



**Above:** Hernando de Soto explored much of the southeastern United States. He marched across Florida, Georgia, South Carolina, and North Carolina in 1539-1540. Eventually, he reached the Mississippi River.

Hernando de Soto and six hundred soldiers began to explore the area that became the southeastern United States in 1539. By the middle of 1540, his **expedition** (a journey for a specific purpose) crossed into the Carolinas.

De Soto and his men made their way into the North Carolina mountains, generally following the course of the Catawba River to its headwaters at the Blue Ridge. There they found an extensive village they called Xuala whose people were likely the forerunners of the Catawba. The Spanish then crossed the mountains and moved into Tennessee where they met the Cherokee. From there, they trekked all the way to the Mississippi River, where de Soto died and was buried in the river itself. Other than a few ornaments worn by natives, he never found the gold he sought.

De Soto treated the native peoples very badly during his expedition. His men demanded favors from the tribal leaders and stole their goods and animals at will. So hated was de Soto that the Cherokee for centuries mocked him in their Booger Dance. He came to represent someone who did not respect the earth or other human beings.

### Juan Pardo and More Spaniards

The second group of Spanish explorers stayed longer. Juan Pardo was a Portuguese soldier in the Spanish army. His expedition left a base camp on the South Carolina coast in 1569 and followed the rivers to much of the same area earlier explored by de Soto. Pardo's group included Catholic priests who tried to convert the natives to Christian beliefs and habits.

Along the way, Pardo left behind small groups of soldiers who were to set up camps for future exploration. One was in the foothills near

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present-day Morganton. Another was at Guatari, the name given to the Sapona village on the Yadkin River near present-day Salisbury. Early residents of Lincoln later discovered "the Spanish well" next to old house foundations of dressed and squared stone, indicating that a base had been set up there.

Apparently, Pardo hoped to find gold and other riches in the mountains and then use the camps as stopping-off points on the way back to the coast. Maybe as many as a hundred Spanish stayed in the foothills region for several years before giving up, just as others had.

### Walter Raleigh and the English

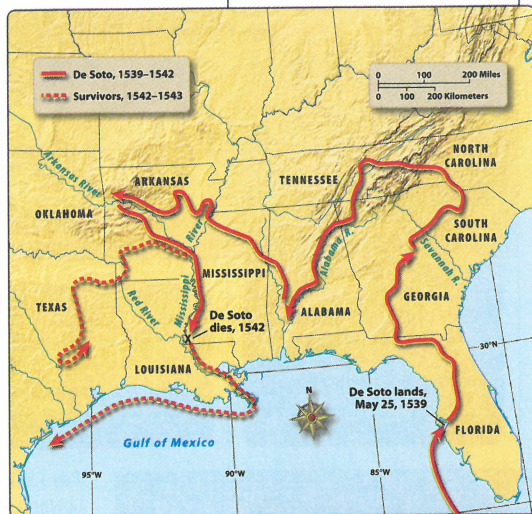
Not just the French and Spanish were fooled by the future site of North Carolina. By the late 1500s, the English had grown in strength and power to become Protestant rivals of the Catholic Spanish. The English wanted part of the New World riches for themselves. At the time, a small group of influential men became close to the English Queen, Elizabeth I. The group included two half-brothers, Sir Humphrey Gilbert and Sir Walter Raleigh. The two men had studied the Verrazano reports and believed they could find the route to China.

In 1578, Raleigh and Gilbert convinced the Queen to plan an expedition to find the Northwest Passage so that England would benefit and grow rich by trade with other nations. The expedition was turned back the first year by heavy storms and Spanish attacks. The two received permission for a second expedition. However, the Queen would not let Raleigh leave, for she had dreamt that he would die if he sailed away. Gilbert did go, but he was lost at sea in 1583. The next year, Raleigh gained permission to try again, and he sent the first of several expeditions to the New World.

The Raleigh expeditions were the first English attempts to settle in the New World. They would become famous in North Carolina history, for they resulted in what came to be known as the Lost Colony.

#### It's Your Turn

1. What was the Northwest Passage? Why was it important?
2. What was the goal of the early Spanish explorers?



### Map 10 De Soto's Expedition

Map Skill: Why do you think de Soto's route was so complex?

### Did You Know?

In 1578, Sir Humphrey Gilbert received a six-year patent, or license, to explore North America. His 1583 expedition, undertaken just before his patent was to run out, landed in Newfoundland.

### Map 10 Skill

Student answers will vary.

### Geography Activity

On a current map of North Carolina, tell students to mark the places where Pardo's men set up camps, according to information in the text.

### Writing Activity

Tell students to pretend that they are Queen Elizabeth I and that they have just had a dream as described in the text. Have each student write a letter to Sir Walter Raleigh, explaining why the queen will not allow him to leave on the expedition.

### Lesson Closure

As a review, discuss with students the reasons these early European explorers failed to settle North Carolina.

### ASSESS

#### It's Your Turn

1. It was an all-water route through the North American continent. The route could be used by England to benefit its trade.
2. to find gold and other riches

### Teacher CD-ROM

You can use the test generator software on the CD to create a quiz or test on this section.

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## Section 4 The Story of the Lost Colonists

### INTRODUCE

#### Outline

- A. The Lane Colony
- B. The White Colony
- C. The Fate of the Lost Colony

#### Materials

Textbook, pages 76-83

#### Blackline Masters

**Who Am I?: Roanoke Voyages**

**Edition, page 17**

**Roanoke Voyages: English  
Roots Put Down in Carolina,  
page 18**

**Language Arts Connection:  
Persuasive Writing, page 19**  
**Primary Source: Thomas  
Harriot's *Briefe and True  
Report*, page 20**

#### Spanish Workbook

**¿Quién soy?: Edición de "Las  
expediciones a Roanoke"**

**Viajes a Roanoke: Raíces ingles-  
sas trasplantadas a Carolina**

#### Teacher CD-ROM

#### Transparencies

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

**Online textbook**

**Ch. 2 Internet Activity, "Early  
Settlements in America"**

#### Strategies for

#### U.S. History Test Preparation

**"Roanoke, The Lost Colony,  
1590," pages 8-9**

### Getting Started

Ask students if they have ever heard the story of the Lost Colony. If so, what do they know? If not, what does the name "Lost Colony" suggest to them?

## Section 4

# The Story of the Lost Colonists

This section will help you meet the following objectives:

- 8.1.01 Assess the impact of geography on the settlement and developing economy of the Carolina colony.
- 8.1.02 Identify American Indians who inhabited Carolina and assess their impact on the colony.

#### As you read, look for:

- the first English attempts to settle North Carolina
- the Lost Colony
- vocabulary terms **colony**, **Lost Colony**



**Above:** Queen Elizabeth I granted patents first to Sir Humphrey Gilbert and then to Walter Raleigh to discover "remote" lands for colonization.

**July 13, 1584, might easily be considered** the birthday of North Carolina. On that day, Englishmen first spied the shore they would call "the goodliest land under the cope of heaven." The commanders of the two small ships sent by Raleigh—Philip Amadas and Arthur Barlowe—held a ceremony to claim the land in the name of Queen Elizabeth. They found an inlet across the Outer Banks and dropped anchor in the sound that "the Indians call Roanoak."

The Englishmen rowed their small boats across the sounds and walked up and down the coast for more than six weeks, taking notes about how suitable the land was for settlement. They returned to England by autumn with notebooks, samples of plants, and two Indians named Manteo and Wanchese.

So happy was Queen Elizabeth about the expedition that she quickly made Raleigh a knight and allowed him to call the area "Virginia," after her title as the Virgin Queen. Raleigh moved to set up a permanent English presence on the coastline.

#### The Lane Colony

In the spring of 1585, Raleigh sent a second expedition to Roanoke. Richard Grenville commanded the ships, and Ralph Lane was sent to erect a fort for protection and settlement. In addition, two very talented men went along to learn more about the New World. Thomas Harriot was noted as a poet, a mathematician, and a scientist. He helped develop algebra and experimented with an early version of the telescope. Harriot spent almost a year on Roanoke

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### Objectives

**8.1.01** Assess the impact of geography on the settlement and developing economy of the Carolina colony.

**8.1.02** Identify and describe American Indians who inhabited the regions that became Carolina and assess their impact on the colony.

### Writing Assignment

Have students write an essay comparing the reactions of the Englishmen who came to North Carolina in 1584 to the reactions of the Spanish who came to North Carolina in 1540.



**Top:** Sir Richard Grenville, who led an expedition from England to Roanoke Island in 1585, fought the Spanish Armada in 1588 and died in a naval engagement with Spain.  
**Above:** Thomas Harriot was a brilliant scientist who published his observations of the New World in 1588. **Left:** John White's map of "Raleigh's Virginia," probably drawn in 1585-1586, appears remarkably accurate even today.

## TEACH

### Using Technology

Have students look up the web site [www.nps.gov/archive/fora/trumpeter.htm](http://www.nps.gov/archive/fora/trumpeter.htm), read the article, and answer the following questions:

1. What college did Harriot attend? (St. Mary's Hall)
2. What job was Harriot given on the expedition to the New World? (Raleigh's representative, to assess the area's economic potential and to describe the natives)
3. What happened to the evidence of a lot of Harriot's work at the colony? (It was left behind.)
4. Who did Harriot marry that jeopardized his good relationship with Queen Elizabeth? (One of her ladies-in-waiting)
5. Of what illness did Harriot succumb? (Cancer of the nose)

### Geography Activity

Compare the map of "Raleigh's Virginia" with a current map of the same area. Note similarities and differences.

### Research Activity

Using sources of their choice, have students find ten facts about the artist that are not discussed in the text. Share the findings with the class.

### Critical Thinking

What were the benefits of having such a brilliant scientist and artist as Thomas Harriot accompany the second expedition to the New World in 1585?

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### Using Photographs and Illustrations

Have students study the clothing worn by Sir Richard Granville and Thomas Harriot. What does their clothing tell us about how they wanted to be perceived by the public? How do their facial expressions compare with that of Queen Elizabeth I on page 76?

## Addressing Multiple Learning Styles

Have students pretend that they are early explorers of North Carolina. They should create a journal page of drawings, notes, sketches, etc., of the area around them, as Thomas Harriot and John White did.

## Writing Activity

Tell students to imagine that they are residents of the Lane Colony. Have them describe the rapidly deteriorating conditions that you and the other colonists are facing.

## Differentiated Instruction – For English Language Learners

Have students study the definition given for the vocabulary term *colony*. Then, discuss with students how a colonist was different from an immigrant, and how they are similar.

## Reviewing Information

Have students make a list of the problems that led to the abandonment of Fort Raleigh.

## Multidisciplinary Activity

**Language Arts:** Have students write a play that takes place as Francis Drake and his men attacked a Spanish ship.



**Above:** The 1585 colony commanded by Ralph Lane built a fort on Roanoke Island. The site, now called Fort Raleigh, was excavated and reconstructed between 1947 and 1950.

### Did You Know?

The Sea Dogs were English sea captains who attacked Spanish treasure ships (with the Queen's approval) and stole their cargo.

recording his impressions and collecting plant specimens. Accompanying him was John White, an artist. White's watercolors of natives and their village life became some of the most significant pieces of art in early American history. Between Harriot and White, the Lane expedition became one of the most important scientific journeys ever made. Much of their information is still stored and studied in British museums.

While Harriot and White explored the sounds and the Outer Banks, Ralph Lane and about one hundred soldiers built a base, which they called Fort Raleigh. Unfortunately, they caught a dose of the Spanish fever for gold and wasted a lot of time digging and searching for it, without luck. They also fought among themselves and, soon after, antagonized the nearby natives. Eventually, lack of success and shortages of food pushed the English soldiers to violence. They murdered the local chief and killed a number of inhabitants in nearby villages. A year after its arrival, the Lane colony was in peril, as the natives turned against them and the food supplies dwindled. (A **colony** is a group of people who settle in a distant land but who are still under the rule of their native land.)

In summer 1586, Francis Drake, the most famous of the so-called English Sea Dogs, arrived with a small fleet of ships. Drake, the most notorious foe of the Spanish in the Caribbean, had just completed a successful raid on Spanish ports, taking away plunder and prisoners. Drake put in at Roanoke Inlet to replenish the Fort Raleigh soldiers. When a hurricane threatened, all the Englishmen decided to abandon Roanoke and head

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home. To make room for the Lane company, Drake left behind a number of his prisoners, a mix of slaves and Europeans who had worked for the Spanish. (What exactly happened to them has gone unrecorded. John Lawson later wrote that their descendants were the Hatteras Indians.)

Soon after Lane left, Richard Grenville arrived from England to resupply Fort Raleigh. Finding no one around (perhaps the Spanish prisoners were hiding), Grenville decided to sail to the Caribbean and, like Drake, plunder and pillage. He left fifteen soldiers to guard Fort Raleigh. They too were never seen again.

### The White Colony

Despite the failure of the Lane colony, Walter Raleigh was determined to continue English settlement. But this next time, Raleigh sent women and children with the soldiers, in an attempt to make the natives think that better relations would follow. Since John White had been to Roanoke, he led the group of 110 settlers. Since Roanoke had proven to be unsuitable for settlement, the expedition aimed to land at the mouth of the Chesapeake Bay, where the deeper water allowed ships to go and come more safely. However, the pilot, Simon Fernandez, got his own bout of gold fever. He left White and the others at Roanoke and sailed toward the Caribbean.

The settlement quickly ran into many of the same difficulties experienced previously. Despite the help of Manteo, the colony ran short of



**Above:** In 1588, Sir Francis Drake was too busy defending England and helping defeat the Armada to worry about the Roanoke colony. **Below:** This painting imagines the baptism of Virginia Dare.



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### Class Discussion

**Ask:** Do you think Sir Francis Drake made a wise decision when he left his prisoners behind to make room for the Lane Company? Why or why not?

### Cooperative Learning

Divide the class into two groups: a group of settlers stuck at Roanoke who want to go to the mouth of the Chesapeake Bay, and a captain and crew of a ship who want to leave the settlers at Roanoke and instead search for gold in the Caribbean. Have the two groups debate their opposing positions.

### Critical Thinking

Ask students what they think happened to the slaves and Europeans left behind by Drake. What do they think happened to the fifteen soldiers left by Granville to guard Fort Raleigh? Ask students to choose a person left behind and write a journal entry describing a day at Fort Raleigh after being left behind.

### Using Technology

Have students go to web site [www.outerbanks.com/manteo/history/vadare.htm](http://www.outerbanks.com/manteo/history/vadare.htm) to find out what was the first recorded Christian sacrament administered in North America (Hint: the second sacrament was the baptism of Virginia Dare).

**Answer:** The first sacrament administered was the baptism of Manteo, an Indian chief who was rewarded for his service by being christened and named “Lord.”

## Technology Activity

Tell students to use the Internet to prepare a two-page report on the Spanish Armada. They may include drawings of the Armada and of the naval battle.

## Geography Activity

Have students use a blank North Carolina map to label the following events:

1. Birth of Virginia Dare (White colony settlement at mouth of Chesapeake Bay)
2. Location of settlers if they went to the village they hinted about with carvings on a tree (Croatian village on Ocracoke island)
3. Where White left to return to England during the approaching hurricanes (Coast of North Carolina toward England)

## Multidisciplinary Activity

**Art:** Have students draw the “clues” John White saw at Roanoke, using the description provided in the text.

## Writing Activity

Tell students to make up and write a timeline of the Life of Virginia Dare, including speculated events that occurred after White left the colony.



**Above:** A visit to the *Elizabeth II* in Manteo gives an idea of what shipboard life was like in the sixteenth century.

they had promised that if they did move they would carve their destination on a tree, so White could find them.

The settlers also promised to carve a cross above the name of their destination if they were in danger. White found two clues at Roanoke, both of which suggested the destination of the colonists. On one tree near the shore were the letters *CRO*; on a post near the gate was the word *CROATOAN*. The letters referred to the village on Ocracoke Island where Manteo lived, so White assumed the Roanoke colonists had gone there for safety. Neither had a cross above it.

White wanted to go immediately to Croatoan, where he thought the refugees likely were. But the other members of his party had other ideas. Then a storm damaged their ship, and the season for hurricanes was approaching. White was forced to sail back to England without going the fifty miles to Hatteras to find his colony. No Englishman ever saw the Roanoke colony again.

supplies. White left to return to England to bring back needed supplies. He left behind a new granddaughter, Virginia Dare, born August 18, 1587. Virginia Dare was the first baby born to English settlers in the New World and, in a sense, the very first native white North Carolinian.

John White did not return for three years. England was desperately defending itself from a major Spanish invasion. The Spanish Armada—one of the largest fleets ever assembled in Europe—was intended to end for all time any English threat to Spanish control of the New World. The Spanish, however, met disaster as leaders like Raleigh and Drake helped scatter the Spanish ships all over the seas surrounding the British Isles. White was finally able to return to Roanoke, and he arrived one day after Virginia's third birthday in 1590.

No one was at Roanoke. White blew a trumpet to alert the settlers of his approach. He then sang silly English songs to show he was not a disguised Spaniard. Still, as he later reported, “we had no answer.” He was not immediately alarmed. Since Roanoke was such a bad location, the settlers had often talked of moving elsewhere. But

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