

## ***Summer of Lost and Found***

**By Rebecca Behrens**

### **A Common Core State Standards-Aligned American History/Social Studies Lesson Plan for Grades 4-7**

*Prepared by Elizabeth Behrens, M.Ed., N.B.C.T.*

#### **About this Book**

Nell Dare was looking forward to spending the summer in New York City, eating frozen custard and hanging out in Central Park. Then her father suddenly leaves town, leaving no explanation or clues as to where he went—or why—and Nell’s botanist mom has to drag her all the way to Roanoke Island for a research trip.

While Nell misses the city—and her dad—it doesn't take long for her to become enthralled with the mysteries of Roanoke. Especially when she meets Ambrose, a friendly but eccentric boy who works as a historical reenactor on the island. They explore the area for clues as to what really happened to the lost colonists, staying clear of Lila, a local girl who seems to know everything about the history of the Lost Colony and isn't afraid to make it clear that Roanoke is *her* territory. As Nell and Ambrose discover tantalizing evidence, peculiar things begin to happen—like important artifacts disappearing. Someone—or something—is keeping watch over their quest for answers.

Nell and Ambrose are convinced they are close to finding the truth. But just when they think they might have it all figured out, a huge storm threatens to make them both lost forever . . .

#### **About the Author**

Rebecca Behrens grew up in Wisconsin, studied in Chicago, and now lives with her husband in New York City, where she works as a textbook editor. Rebecca loves writing and reading about girls full of moxie and places full of history. She is the author of the middle-grade novel *When Audrey Met Alice*, which *BookPage* called “a terrific work of blended realistic and historical fiction.” Visit her online at [www.rebeccabehrens.com](http://www.rebeccabehrens.com).

#### **About this Lesson Plan**

*Summer of Lost and Found*'s author's note states, “It's important to note that while the colonists were the first English people to attempt to live permanently in North America, Roanoke Island was already home to many Native people. . . . The arrival of European explorers and settlers dramatically, and tragically, changed their ways of life.” The real history of the English colonists' interaction with Native peoples included in *Summer of Lost and Found* is an excellent point of entry into deeper historical study. In this lesson plan, students will learn more about the histories of Carolina Algonquian-speaking people, as well as about the lives of the Elizabethan English colonists, at the time of first contact and colonization in the late 1500s and early 1600s.

The specific teaching strategy used in this lesson plan is a jigsaw activity. While this lesson plan is for a three-day activity, it could be modified for stronger or weaker students. Jigsaw helps students to understand, summarize, and synthesize information. This strategy asks students work independently



and in different sets of small groups. In the first small-group arrangement, students become “experts” about different subjects. In the second small-group arrangement, students are rearranged and then teach those subjects that they became “experts” about to their peers in “jigsaw” groups that contain one student from each “expert” group. Finally, the whole class discusses learning together. Jigsaw allows students to practice their reading literature as well as speaking and listening skills.

This lesson plan is aligned with Reading: Literature, Writing and Speaking and Listening Standards for Grades 4-7 as well as English Language Arts History/Social Studies Standards for Grades 6-8. As such, it may be used in English Language Arts, History/Social Studies, or Reading classes. Based on its content about Native people and first contact’s effects on them, this lesson plan would be appropriate for classroom use in observance of Columbus Day, Indigenous Peoples Day, or Native American Heritage Month.

### **Lesson Plan Objective**

In this lesson, students will research, identify and describe Algonquian-speaking peoples’ lives in the Carolina region at the time of the arrival of English colonists in the late 1500s. Students will do the same about the English colonists’ lives by examining the world that they left behind in Elizabethan England. Students will share their research findings with others who studied the same and different people as they did, in a Jigsaw activity. Afterward, students will synthesize and reflect about their knowledge by discussing how Native peoples’ lives and the English colonists’ lives were similar and different in the 1500s—as well as how their lives changed over the course of colonization.

### **Lesson Plan Materials:**

- Copies of *Summer of Lost and Found*
- Digital and print sources to conduct research, including:
  - Recommended primary sources (note that these will need to be truncated and/or modified for middle grades students):
    - “A New World: England’s first view of America.” The British Museum. [http://www.britishmuseum.org/whats\\_on/past\\_exhibitions/2007/archive\\_a\\_new\\_world.aspx](http://www.britishmuseum.org/whats_on/past_exhibitions/2007/archive_a_new_world.aspx)
    - “Barlow’s Report of Raleigh’s First Exploration of the American Coast” <http://xroads.virginia.edu/~hyper/hns/garden/barlow.html>
    - “Modern History Sourcebook: William Harrison (1534-1593): Description of Elizabethan England, 1577.” Fordham University. <http://legacy.fordham.edu/halsall/mod/1577harrison-england.asp>
    - “Raleigh’s First Roanoke Colony. The Account by Ralph Lane.” Documenting the American South. <http://docsouth.unc.edu/nc/lane/lane.html>
    - “Thomas Hariot’s A Brief and True Report.” Fort Raleigh National Historic Site. <http://www.nps.gov/fora/learn/education/thomas-hariots-a-brief-and-true-report.htm>
    - “White Watercolors/De Bry Engravings.” Virtual Jamestown. [http://www.virtualjamestown.org/images/white\\_debry\\_html/introduction.html](http://www.virtualjamestown.org/images/white_debry_html/introduction.html)
  - Recommended secondary sources:
    - Algonquian Indians of North Carolina, Inc. <http://www.ncalgonquians.com>
    - “Daily Life in the Elizabethan Era.” Gale World History in Context. <http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow>

?query=&prodId=WHIC&displayGroupName=Reference&limiter=&disableHighlighting=false&displayGroups=&sortBy=&zid=&search\_within\_results=&action=2&catId=&activityType=&documentId=GALE%7CCX2587000021&source=Bookmark&u=la99595&jsid=902d1c6941e3df1880a9816c7ecec17f

- Feest, Christian F. “North Carolina Algonquians.” *Handbook of North American Indians* vol. 15, 271–281. Bruce Trigger, editor. Washington, D.C.: Smithsonian.  
<http://homepages.rootsweb.ancestry.com/~jmack/algonqin/feest1.htm>
  - “Fort Raleigh and the Lost Colony.” Learn NC: North Carolina Digital History.  
<http://www.learnnc.org/lp/editions/nchist-twoworlds/1638>
  - “In Shakespeare’s Time.” PBS LearningMedia.  
<http://www.pbslearningmedia.org/resource/shak13.ela.lit.shaktime/in-shakespeares-time/>
  - Life in Elizabethan England: A Compendium of Common Knowledge 1558-1603. <http://www.elizabethan.org/compendium/home.html>
  - “Maize.” Learn NC: North Carolina Digital History.  
<http://www.learnnc.org/lp/editions/nchist-twoworlds/1874>
  - “Merrie Olde England?” Learn NC: North Carolina Digital History.  
<http://www.learnnc.org/lp/editions/nchist-twoworlds/1849>
  - “Mississippian Indians” and “Colonial and Beyond” Learn NC: North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-twoworlds/1674>
  - “People of the Coastal Plain.” Learn NC: North Carolina Digital History.  
<http://www.learnnc.org/lp/editions/nchist-twoworlds/2642>
  - “Roanoke Island Festival Park: American Indian Town.”  
<http://www.roanokeisland.com/AmericanIndianTown.aspx>
  - “Scenes from the Eastern Woodlands A Virtual Tour ~ Circa 1550.” NativeTech: Native American Technology & Art.  
<http://www.nativetech.org/scenes/>
  - “The Roanoke Tribe.” Fort Raleigh National Historic Site.  
<http://www.nps.gov/fora/learn/historyculture/theroanoketribe.htm>
  - “Video: Algonquian Indians of Roanoke Island.” Time Team American Online.  
<http://video.pbs.org/video/2365021058/>
- Reproducible “Expert” Research and “Jigsaw Teaching” Chart and Similarities and Differences Chart Worksheets [attached below]

## Lesson Plan Procedures:

### Day 1:

1. “Do now” or “bell ringer:” Ask students to use their prior knowledge from reading and to look back in their copies of *Summer of Lost and Found* to brainstorm and write answers to the following questions in their notebooks:
  - a. What do you know about Native peoples’ and English colonists’ lives at the time of first contact and colonization from reading *Summer of Lost and Found*?
  - b. What do you know about Native peoples’ and English colonists’ lives at the time of first contact and colonization from other sources?
  - c. What do you want to know about Native peoples’ and English colonists’ lives at the time of first contact and colonization?

2. Lesson introduction: Tell students that to answer the questions they want to know about, to learn more about the similarities and differences between Native peoples and English colonists, and to explore how first contact and colonization changed Native peoples' lives, they will be working on a research project and jigsaw activity. Explain that each student will research a different area of life, before sharing their findings in pairs and small groups. Half of the students will learn about the Algonquian-speaking people of the coastal Carolina region, while the others will research Elizabethan English people like the colonists. At this time, split the class in half and designate which half will study Native peoples versus English colonists. Then divide each half into smaller groups of seven students, and assign each student one of the following aspects (lettered a-g below) of Native peoples' or Elizabethan English people's lives to research. In a class of 28 students, this will result in two students researching each of the following questions about Native peoples or English colonists.
  - a. What was their environment and housing like, in look and material? How was it similar to and different from how we live today?
  - b. What foods did they eat, in terms of both plants and animals? How was it similar to and different from how we live today?
  - c. Who ruled the people, and what was their government like? How was it similar to and different from how we live today?
  - d. What work and other activities did they perform? How did they trade goods—did they use a barter or money system, for example? How was it similar to and different from how we live today?
  - e. What do we know about their religious practices? How were they similar to and different from how we live today?
  - f. What do we know about their culture, including art, clothing and customs? How was it similar to and different from how we live today?
  - g. What do we know about their technology and tools? How were they similar to and different from how we live today?
3. Short independent research project to become “experts:” Give individual students access to sources and time to conduct independent research on the questions assigned to them. Tell students that they are expected to use both primary and secondary sources, and both visual and textual sources—all are included in the recommended sources. Students can record the information that they learn about their question in the corresponding row of their “Expert” Research and “Jigsaw Teaching” Chart. Students should use digital and print sources, and keep a list citing the sources in which they find information.
4. Paired sharing of research/“expert” meetings: After individual students have had enough time for thorough research, have students meet up in pairs with the other student who studied the same people (Native peoples versus English colonists) and aspect of life (a-g). Pairs of students should share, summarize, and describe in depth the same material, in order to master it before presenting it to their classmates outside the “expert” group. Students can add more details from each other in the corresponding row of their “Expert” Research and “Jigsaw Teaching” Chart. Since members of the expert group will be separated from each other in the next step, it is important for the teacher to rotate between the expert groups to make certain that all group members understand the material well enough to share it with students outside their groups.

Day 2:

1. “Do now” or “bell ringer:” With a partner, or in their small groups, ask students to share their reflections about the question: What new information did you learn from your research about what Native peoples' or English colonists' lives were like at the time of first contact? Ask

- students to write down in their notebooks another student's response that they found interesting.
2. "Teaching" group meetings: Next, students move to "teaching" groups that include one member from each of the "expert" groups. Experts then take turns at sharing information with their "teaching" groups so that material from all the "expert" groups are shared between all students. Students should take notes on the material that each "expert" presents by recording details onto their "Expert" Research and "Jigsaw Teaching" Chart.

Day 3:

1. "Do now" or "bell ringer:" As a whole class, ask students to share their reflections about the question: What new information did you learn from your research about what Native peoples' or English colonists' lives were like at the time of first contact? Ask students to write down in their notebooks another student's response that they found interesting.
2. Whole group discussion: At this time, half the students will have learned about Native peoples and half about English colonists. So that all students will gain knowledge about both Native peoples and English colonists, the teacher should guide students in a discussion that shares research findings with the whole class. The teacher can record students' information on a chalkboard or a projected copy of the Similarities and Differences Chart. Students should record new information on a handout of the Similarities and Differences Chart as well.
3. Paired synthesis and reflection: Students will return to "expert" pair to discuss synthesis questions and to reflect together. Students should answer these questions by writing in their notebooks. If time permits, afterward students can participate in a whole-class discussion about them. Possible questions for synthesis and reflection include:
  - a. What new information did you learn from your research about Native peoples' and Elizabethan English people's lives at the time of first contact and colonization?
  - b. What were some of the similarities and differences between Native peoples and Elizabethan English people that you learned about in this lesson?
  - c. Overall, after learning about Native peoples and English colonists, how did each make an impact on history?
  - d. How have people's ways of life changed over the course of history—that is to say, between the late 1500s and today? What is similar and different about the way that people lived at the time of colonization, versus how you live today?
  - e. Thinking back to *Summer of Lost and Found*, do you think you could have survived life at the time of colonization? Would you have liked to live on Roanoke Island at the time of first contact and colonization? Explain why you feel the way you do.

### **Assessment Suggestions:**

To conduct formative or summative assessment of students' progress in this lesson, teachers may do the following:

1. Check the "do now" or "bell ringer" responses and reflections in students' notebooks.
2. Circulate around the class, and give students participation points for on-task behavior during the short research project for "experts."
3. Examine and grade students' "Expert" Research and "Jigsaw Teaching" Chart and Similarities and Differences Chart handouts.
4. Circulate around the class, and give students participation points for on-task behavior during the "expert" pair meetings, and "teaching" jigsaw group meetings.
5. Listen to and award participation points for student participation in the whole-class discussion.

6. Read and respond to student notebook entries.
7. Extension: Ask students to write a longer written response about one of the possible questions for synthesis and reflection (for example, a five paragraph essay).

**Common Core State Standards:** RL 4.1, 5.1, 6.1, 7.1; RL 4.2, 5.2, 6.2, 7.2; RL 4.3, 5.3, 6.3; W 4.9a, 5.9a; SL 4.1, 5.1, 6.1, 7.1; RH 6-8.2; RH 6-8.7; RH.6-8.9; RH.6-8.10

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***Summer of Lost and Found American History/Social Studies Jigsaw Activity***  
**“Expert” Research and “Jigsaw Teaching” Chart**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

- 1) Independent research: Research and complete the row for the question that you were assigned in the chart below. You may do so by using digital and print sources from the Internet, books, encyclopedias, and periodicals. You must cite your sources, so keep a list as you find and use them!
- 2) “Expert” pair sharing with a partner: Add more information to the row for the question that you were assigned in the chart below, based on what you learn from your partner!
- 3) “Jigsaw teaching” sharing with a small group: Write a summary and details for each question you learn about from other students in your small group!

**Your research will be on (circled): Carolina Algonquian-speaking people/ Elizabethan English people. Your individual research is indicated by a \*.**

a. What was their environment and housing like, in look and material?	
b. What foods did they eat, in terms of both plants and animals?	
c. Who ruled the people, and what was their government like?	
d. What work and other activities did they perform? How did they trade goods?	
e. What do we know about their religious practices?	
f. What do we know about their culture, including art, clothing and customs?	
g. What do we know about their technology and tools?	

**List of primary sources and secondary sources (please list them below, or if they are on a separate page then please staple them to this sheet):**

***Summer of Lost and Found* American History/Social Studies Jigsaw Activity  
Similarities and Differences Chart**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: As a record of our class's whole-group discussion, record details you learn about from other students in the chart below. (You can put X marks through the questions that you answered already in yesterday's small group activity.)

	<b>Carolina Algonquian-speaking people</b>	<b>Elizabethan English people (colonists)</b>
What was their environment and housing like, in look and material?		
What foods did they eat, in terms of both plants and animals?		
Who ruled the people, and what was their government like?		
What work and other activities did they perform? How did they trade goods—did they use a barter or money system, for example?		
What do we know about their religious practices?		
What do we know about their culture, including art, clothing and customs?		
What do we know about their technology and tools?		



## Recommended Print and Online Resources:

The following author-recommended print and online resources may help students to learn more about the context of *Summer of Lost and Found*, as well as about the people and history of Roanoke Island. The \* symbol denotes resources for young readers. Additional resources are available at:

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

- \*Cerullo, Mary M. *Shipwrecks: Exploring Sunken Cities Beneath the Sea*. New York: Dutton Children's Books, 2009.
- \*Fritz, Jean. *The Lost Colony of Roanoke*. New York: G. P. Putnam's Sons, 2004.
- \*Hakim, Joy. *A History of US: The First Americans: Prehistory–1600*. 3<sup>rd</sup> ed. New York: Oxford University Press, 2003.
- houston, lebame and Barbara Hird, eds. *Roanoke Revisited: The Story of the Lost Colony*. Manteo, North Carolina: Penny Books, 1997.
- Kupperman, Karen Ordahl. *Roanoke: The Abandoned Colony*. Lanham, Maryland: Rowman & Littlefield Publishers, Inc., 2007.
- LaVere, David. "The 1937 Chowan River 'Dare Stone': A Re-Evaluation." *North Carolina Historical Review* vol. 86, no. 3 (July 2009): 250.
- Miller, Lee. *Roanoke: Solving the Mystery of the Lost Colony*. New York: Arcade Publishing, Inc., 2000.
- National Park Service. *Fort Raleigh National Historic Site: Long-Range Interpretive Plan*. May 2010. <http://www.nps.gov/hfc/pdf/ip/2010-05-14-fora-finaldocument.pdf>
- National Park Service. *Secrets in the Sand: Archeology at Fort Raleigh, 1990-2010: Archeology Resource Study*. Manteo, NC: National Park Service, 2011.
- Quinn, David Beers. *The Lost Colonists and Their Probable Fate*. Raleigh, NC: North Carolina Department of Cultural Resources, 1984.
- Quinn, David Beers and Alison M. Quinn. *The First Colonists: Documents on the Planting of the First English Settlements in North America 1584–1590*. Raleigh, NC: North Carolina Department of Cultural Resources, 2007.
- *The Outer Banks of North Carolina 2014 Official Travel Guide*. Manteo, NC: The Outer Banks Visitors Bureau, 2014.
- *Time Team America: Fort Raleigh, NC*. 2009; United States, PBS Home Video, 2009.
- Turnage, Sheila. *Compass American Guides: North Carolina*. 5<sup>th</sup> ed. New York: Random House, 2009.

- \*Yolen, Jane and Heidi Elisabet Yolen Stemple. *Roanoke, the Lost Colony: An Unsolved Mystery from History*. New York: Simon & Schuster Books for Young Readers, 2003.

### Online Resources

- Algonquian Indians of North Carolina, Inc. <http://www.ncalgonquians.com>
- “Archeologists Find New Evidence of Lost Colonists on Hatteras” *The Outer Banks Voice*, 12 April 2015. <http://outerbanksvoice.com/2015/04/12/archaeologists-find-new-evidence-of-lost-colonists-on-hatteras/>
- “Archeologists Work in Water and on Land at Roanoke Island.” First Colony Foundation. [http://www.firstcolonyfoundation.org/news/2010\\_may\\_research.aspx](http://www.firstcolonyfoundation.org/news/2010_may_research.aspx)
- “Croatoan Indians.” NCPedia. <http://ncpedia.org/croatoan-indians>
- “Dare Stones.” NCPedia. <http://ncpedia.org/dare-stones>
- Elizabethan Gardens (official website). <http://elizabethangardens.org>
- Fort Raleigh National Historic Site. <http://www.nps.gov/fora/index.htm>
- Fort Raleigh: Time Team America, PBS. <http://www.pbs.org/time-team/explore-the-sites/fort-raleigh/>
- Harper, Douglas. Online Etymology Dictionary. <http://www.etymonline.com>
- “Hidden Images Revealed on an Elizabethan Map of America.” First Colony Foundation. [http://www.firstcolonyfoundation.org/news/2012\\_white\\_map.aspx](http://www.firstcolonyfoundation.org/news/2012_white_map.aspx)
- “History of Muscadines and Scuppernongs.” <http://www.scuppernongs.com/id2.html>
- James, Erin. “Lost Colony May Now Be Found.” *The Virginian Pilot*, 1 November 2010. <http://hamptonroads.com/2010/10/lost-colony-may-now-be-found>
- Jim Henson’s Wilson and Ditch Digging America. “Outer Banks, North Carolina.” *Jim Henson’s Wilson and Ditch Digging America* video, 4:14. <http://pbskids.org/wilsonandditch/cities/?city=outerbanks&section=episode>
- Keiger, Dale. “Rethinking Roanoke.” *Johns Hopkins Magazine*, November 2011. <http://pages.jh.edu/~jhumag/1101web/roanoke.html>
- Kozak, Catherine. “Ghosts on a Roanoke Island Road.” *The Virginian Pilot*, 28 October 2007. <http://hamptonroads.com/node/374551>
- NC Now. “Mother Vine” video, 6:45. UNC-TV, 2011. <https://www.youtube.com/watch?v=0i3qUur5l9Q>

- “North Carolina, British Researchers Find Clue to the Location of Lost Colony.” *Charlotte Observer*, 3 May 2012. <http://www.charlotteobserver.com/2012/05/01/3216225/north-carolina-and-british-researchers.html#.U90b5BYg0pF>
- “Outer Banks Folklore.” Outer Banks Information. <http://www.outerbeaches.com/OuterBanks/AllAboutOBX/Folklore/>
- “Personal Narratives from the Virtual Jamestown Project.” <http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1018>
- Roanoke Island Festival Park: Official Website. <http://roanokeisland.com/default.aspx>
- “Roanoke Timeline.” The Literature of Justification. [http://digital.lib.lehigh.edu/trial/justification/roanoke/time/num-03.04\\_exp-false\\_sc-403/](http://digital.lib.lehigh.edu/trial/justification/roanoke/time/num-03.04_exp-false_sc-403/)
- “Robert Cawdrey’s A Table Alphabetical (1604).” <http://www.library.utoronto.ca/utel/ret/cawdrey/cawdrey0.html>
- Shakespeare’s Words. <http://www.shakespeareswords.com>
- The Outer Banks of North Carolina. <http://www.outerbanks.org>
- “The Roanoke Island Colony: Lost, and Found?” *The New York Times*, 10 August 2015. [http://www.nytimes.com/2015/08/11/science/the-roanoke-colonists-lost-and-found.html?\\_r=0](http://www.nytimes.com/2015/08/11/science/the-roanoke-colonists-lost-and-found.html?_r=0)
- “The Search for the Lost Colony.” North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-twoworlds/1835>
- “The Settlement at Roanoke: A Timeline.” Durham University Library. <http://community.dur.ac.uk/4schools/Roanoke/Timeline.htm>
- “Timeline: Archeology at the Northwest End of Roanoke Island.” First Colony Foundation. [http://www.firstcolonyfoundation.org/archaeology/documents/archaeology\\_timeline.pdf](http://www.firstcolonyfoundation.org/archaeology/documents/archaeology_timeline.pdf)

### **Other Recommended Internet Resources about Native Peoples and Colonization:**

- Recommended primary sources (note that these will need to be truncated and/or modified for middle grades students):
  - “A New World: England’s first view of America.” The British Museum. [http://www.britishmuseum.org/whats\\_on/past\\_exhibitions/2007/archive\\_a\\_new\\_world.aspx](http://www.britishmuseum.org/whats_on/past_exhibitions/2007/archive_a_new_world.aspx)
  - “Barlow’s Report of Raleigh’s First Exploration of the American Coast” <http://xroads.virginia.edu/~hyper/hns/garden/barlow.html>
  - “Modern History Sourcebook: William Harrison (1534-1593): Description of Elizabethan England, 1577.” Fordham University. <http://legacy.fordham.edu/halsall/mod/1577harrison-england.asp>

- “Raleigh's First Roanoke Colony. The Account by Ralph Lane.” Documenting the American South. <http://docsouth.unc.edu/nc/lane/lane.html>
  - “Thomas Hariot’s A Brief and True Report.” Fort Raleigh National Historic Site. <http://www.nps.gov/fora/learn/education/thomas-hariots-a-brief-and-true-report.htm>
  - “White Watercolors/De Bry Engravings.” Virtual Jamestown. [http://www.virtualjamestown.org/images/white\\_debry\\_html/introduction.html](http://www.virtualjamestown.org/images/white_debry_html/introduction.html)
- Recommended secondary sources:
- Algonquian Indians of North Carolina, Inc. <http://www.ncalgonquians.com>
  - “Daily Life in the Elizabethan Era.” Gale World History in Context. [http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?query=&prodId=WHIC&displayGroupName=Reference&limiter=&disableHighlighting=false&displayGroups=&sortBy=&zid=&search\\_within\\_results=&action=2&catId=&activityType=&documentId=GALE%7CCX2587000021&source=Bookmark&u=la99595&jsid=902d1c6941e3df1880a9816c7ecec17f](http://ic.galegroup.com/ic/whic/ReferenceDetailsPage/ReferenceDetailsWindow?query=&prodId=WHIC&displayGroupName=Reference&limiter=&disableHighlighting=false&displayGroups=&sortBy=&zid=&search_within_results=&action=2&catId=&activityType=&documentId=GALE%7CCX2587000021&source=Bookmark&u=la99595&jsid=902d1c6941e3df1880a9816c7ecec17f)
  - Feest, Christian F. “North Carolina Algonquians.” *Handbook of North American Indians* vol. 15, 271–281. Bruce Trigger, editor. Washington, D.C.: Smithsonian. <http://homepages.rootsweb.ancestry.com/~jmack/algonqin/feest1.htm>
  - “Fort Raleigh and the Lost Colony.” Learn NC: North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-twoworlds/1638>
  - “In Shakespeare’s Time.” PBS LearningMedia. <http://www.pbslearningmedia.org/resource/shak13.ela.lit.shaktime/in-shakespeares-time/>
  - Life in Elizabethan England: A Compendium of Common Knowledge 1558-1603. <http://www.elizabethan.org/compendium/home.html>
  - “Maize.” Learn NC: North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-twoworlds/1874>
  - “Merrie Olde England?” Learn NC: North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-twoworlds/1849>
  - “Mississippian Indians” and “Colonial and Beyond” Learn NC: North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-twoworlds/1674>
  - “People of the Coastal Plain.” Learn NC: North Carolina Digital History. <http://www.learnnc.org/lp/editions/nchist-twoworlds/2642>
  - “Roanoke Island Festival Park: American Indian Town.” <http://www.roanokeisland.com/AmericanIndianTown.aspx>
  - “Scenes from the Eastern Woodlands A Virtual Tour ~ Circa 1550.” NativeTech: Native American Technology & Art. <http://www.nativetech.org/scenes/>
  - “The Roanoke Tribe.” Fort Raleigh National Historic Site. <http://www.nps.gov/fora/learn/historyculture/theroanoketribe.htm>
  - “Video: Algonquian Indians of Roanoke Island.” Time Team American Online. <http://video.pbs.org/video/2365021058/>