**Teacher Resource**

**“Amplifying Voices”**

Appropriate level(s) = Grade 12 (can be adapted for any secondary ELA class)

**Objective**: Students will examine images of the Hampton National Historic Site and use TP-CASTT to read and analyze poetry in order to make predictions, generate inquiry questions, and reflect on issues and themes connected to Hampton and related poems.

**Before Visiting the Site** (Classroom Activities)

1. Teachers may choose to engage in whole class, small group, and/or individual exploration of the following activities:
   1. Amplifying Voices PowerPoint (see attachment)
   2. Historical exploration via the Hampton Mansion’s Website (<https://www.nps.gov/hamp/index.htm>)
   3. Poetic Analysis and TPCASTT
   4. Improving Inquiry and Inferences PowerPoint (see attachment)

**During the Visit to Hampton National Historic Site**

1. Students should bring and pose their questions of the tour guide. They should take notes and pictures of details that they may want to use as inspiration for their writing.
2. If possible, provide time for students to write at the site. Outside may be best if the weather is nice or the Orangery, if available.

**If students are only able to visit the site digitally:**

1. If a visit is not feasible, the teacher can use the “Images of Hampton Mansion” for additional images if desired:
2. Answers to the questions posed via the Improving Inquiry and Inferences PowerPoint:
   1. Slide 3 – Bells (with different tones) summoning specific individuals
   2. Slide 4 – The Orangery
   3. Slide 5 – The Ice House
   4. Slide 6 – Oranges and ice cream
   5. Slide 7 – The Dairy
   6. Slide 8 – A courting bench

**Follow Up After the Visit** (Classroom Activities):

1. Provide an opportunity for students to write in order to contemplate questions that remain and issues of importance to them.
2. Consider providing time for extension with current societal issues; students could explore issues of marginalization in our society. Consider visiting the following websites for inspiration:
   1. <https://www.tolerance.org/>
   2. <https://www.facinghistory.org/topics>
   3. <http://www.right-to-education.org/issue-page/marginalised-groups>
   4. <https://www.glsen.org/unheardvoices.html>
   5. <https://www.opensocietyfoundations.org/publications/amplifying-voices-1>
   6. <https://www.barnardos.ie/what-we-do/our-services/specialist-services/amplifying-voices.html>