**Teacher Resource**

**“Using Photographs to Make Predictions and Investigate Hampton”**

Appropriate levels = Grades 7-10

**Objective**: Students will analyze photographs from the Hampton National Historic Site by describing and making predictions about people and objects depicted in each photo and investigating these locations during their visit in order to plan and compose a written narrative based on the information they have collected.

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

1. The teacher should begin by providing students with a brief introduction to the history of the Hampton residence and the Ridgley family using these websites:
2. <https://www.nps.gov/hamp/learn/historyculture/index.htm>
3. <https://www.nps.gov/museum/exhibits/hampton/family_tree.html>
4. <https://www.google.com/culturalinstitute/beta/partner/hampton-national-historic-site>
5. Next, the teacher will explain that, in order to prepare for their visit, students will analyze photographs taken at Hampton to make observations and predictions that they can further investigate during their visit to the site.
6. Students will log on to view photographs (or teacher can distribute preselected/printed photographs) from the Hampton website:
7. <https://www.nps.gov/hamp/learn/photosmultimedia/photogallery.htm>
8. (If possible, additional photographs can be offered if available.)
9. While viewing, students will record their observations by describing the people and objects in each selected photo. In addition, they should make a prediction about what is happening in the photo (i.e., the time period, context, action/behavior, etc.)
10. Teachers can adapt students’ responses and predictions as needed to fit their curriculum and/or objectives.
11. In addition, teachers may choose to distribute the attached OPTIC analysis worksheet for students to use while responding.
12. When students are finished, they should share their observations with their peers and discuss their predictions as a class.
13. The teacher will facilitate discussion and encourage students to continue their “investigation” of Hampton prior to their visit.

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

1. At the start of their visit, teacher should review the photographs students have analyzed, along with their predictions. (If possible, teacher should also share these with the tour guide.)
2. During their visit, students will be directed to find and explore the actual site of each photograph.
	1. Depending on available resources, they can take a picture of each location, confirm with a tour guide/teacher, or use a worksheet/map/other resource to list and describe each location.
3. Once they have found a location, they should “investigate” it using all available resources (signs, photographs, written descriptions, tour guides, etc.).
4. After investigating each location, students should record a brief reflection about how visiting the actual site compared or contrasted from their predictions.

**Follow Up After the Visit** (Classroom Activities and Final Assessment):

1. The teacher should facilitate a follow-up discussion by asking students to share what they learned from their visit, including at least one “surprise” (i.e., something they were not expecting or did not predict prior to their visit).
2. Students should discuss the following:
	1. How does a picture “tell a story”?
	2. What story did each of the pictures you analyzed seem to be telling?
	3. How is analyzing a visual text different from a written text?
	4. How can you use what you learned to analyze and investigate visual artifacts in the future?

**Final Assessment:** Students should complete one or more of the following writing activities:

* Choose one photograph you analyzed and use it to write a “creative nonfiction” story about the people and/or events depicted. Use the information that you learned from your investigation to help plan and compose your story.
* Write a letter or diary entry from the point-of-view of someone depicted in one of the photographs you analyzed. Include facts and details based on what you learned from our visit.
* Imagine you could use a time machine to magically transport someone from a photograph you analyzed to present-day Hampton. What would they think of its current use and condition? What would surprise them most about how our society has changed? Write a brief narrative from this person’s perspective describing their reaction as they exit the time machine and step onto the present-day Hampton grounds.

When students are finished, have them share/present their writing to their peers.