**Teacher Resource**

***“*Connecting *Kindred* to the Hampton Mansion”**

Appropriate levels = Grade 9\*

* \*This lesson could be adapted for most secondary classes but is designed to complement the Grade 9 *Kindred* unit in Baltimore County Public Schools.
* Teachers might also consider teaching a similar lesson connecting images to a poem, in any grade level, or with a Grade 11 American literature text as the basis instead of *Kindred*.

**Objective**: Students will explore connections between the Hampton National Historic Site and *Kindred* through photographs and details from the novel in order to create a multimedia project incorporating photos and quotations to analyze the relationship between home and identity.

**Task:** Students will take photos at the Hampton National Historic Site and another location of their choosing to capture the relationship between home and identity for both Dana and Rufus in *Kindred*. Students will juxtapose the pictures with quotes from the novel *Kindred*, in order to use details from the novel to support their ideas. After the visit, students will create a final, multimedia project incorporating photos and quotes, to analyze the relationship between home and identity.

This lesson will center on the following **Grade 9 Unit 1 Essential Questions**:

* How is a person’s identity connected to the idea of “home”?
* How does an author use specific details to reveal and develop the themes of identity and the idea of home over the course of a text?

The lesson will also help students prepare for the PBA prompt, which asks: *Throughout the novel, Dana travels through time. As she travels, she struggles to understand the relationship between home and her identity. How does Octavia Butler develop Dana’s character and her interactions with other characters to advance a theme about home in the novel?*

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

1. Students should have at least an introduction to *Kindred* and the concepts of home and identity explored in the text; ideally, if scheduling permits, students should have a majority of the novel read. Lesson 7 in the BCPS Grade 9 curriculum, in which “students will analyze symbols and figurative language in a variety of texts in order to compose a poem that conveys a vivid image of home,” would also provide an excellent introduction to this assignment.
2. The teacher should also spend at least half a period introducing students to Hampton Mansion so they know what to expect upon arrival. The teacher may want to have students explore the website, which includes a virtual tour of the mansion (though not the surviving quarters): <https://www.nps.gov/museum/exhibits/hampton/house_tour.html>
3. It may also be beneficial to review with students what makes an effective photo. Many have been taking digital photos for years without considering photo composition. This could connect to a lesson on visual texts tied to the PARCC test. An art teacher at your school could offer some insight or there are a plethora of sources available on the internet, such as:
	1. <http://www.photographymad.com/pages/view/10-top-photography-composition-rules>
	2. <http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770>
	3. <https://petapixel.com/2015/03/16/9-photo-composition-tips-as-seen-in-photographs-by-steve-mccurry/>

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

**Materials**:

* A clipboard or something to lean on, for taking notes
* Student Directions sheet
* Students may want copies of *Kindred* or pre-selected quotes from *Kindred*
* Equipment for taking photos

\*Almost all students will have access to a phone that takes photos. Be sure to remind students to come with their phones charged and ready for the activity. Students who do not own phones with cameras or cameras may be paired up or, when applicable, allowed to borrow school equipment to use.

1. The teacher should arrange for a tour of the house and the grounds, including the farm, graveyard, and slave quarters. All of these could provide enticing images for the students’ projects.
2. Students will explore the buildings and grounds of the Hampton National Historic Site to capture images

**Modifications:**

* This assignment could be limited to either Dana or Rufus
* Students could be provided with quotes from *Kindred* beforehand and find images that complement these quotes.

**Follow Up After the Visit** (Final Assessment)

1. After uploading their photos, students will use a multimedia platform to create a presentation on the relationship between home and identity for Rufus and Dana that includes all of the following:
	1. At least ten images from Hampton National Historic Site. You may also use images from somewhere else to represent the modern world for Dana, but these are not part of the original ten
	2. At least three quotes from the novel for each character (so at least six total) that support your analysis of the relationship between home and identity for each character
	3. At least two paragraphs (one for each character) explaining the relationship between home and identity for each character. The paragraph can be broken up through the presentation if needed. Your analysis should be supported by your visuals (photos) and your quotes.
	4. A brief explanation of how the different spaces at Hampton National Historic Site represent the identities of slaveowners vs. slaves.
2. When they are finished, students should have the opportunity to share their findings, either through a structured class discussion, such as Socratic Seminar, a formal presentation, or a gallery walk.