



Adventure Description:

In this adventure, you will think like a photojournalist and create a virtual art exhibit about the Louisiana Purchase.

Activity

Teacher notes:

- This activity is long and can be completed across multiple days. You can complete Steps 1-4 on one day and Steps 5-6 on another day.
- Students will need computers in Step 5. If students do not have access to computers, skip this step. If students do have access to computers, you will need to set up a free account on a QR generator website before class. See [Handout: Teacher Prep](#) for steps.

Step 1: Background Information on Photojournalists and Louisiana Purchase (10 minutes)

- Show [Video: Louisiana Purchase](#).
- Review how the Louisiana Purchase was an agreement between France and the United States. France agreed to sell land to the United States.
- Next, explain to students that photojournalists use pictures and words to tell stories. Next, explain that most stories that relate to the Louisiana Purchase talk about the positive results of the purchase.
- Provide students with [Handout: Perspectives on the Louisiana Purchase](#). For example, the United States got a lot of new land, which was a positive. Many Americans also moved out west for new opportunities, which was a positive. They built homes and farms on this new land out west. However, not all stories that relate to the Louisiana Purchase are positive. For example, Native Americans had their land taken away from them and African Americans worked as slaves out west.
- Ask students why they think it is important for photojournalists to create a story about different perspectives about the Louisiana Purchase (e.g., photojournalists want to capture stories of many different groups who had different experiences, photojournalists want to tell stories that aren't often told, photojournalists want to accurately depict history).

Step 2: Activity Set Up (5 minutes)

- Explain to students that they will work in a group to create a 3D art installation that explains the positives and negatives about the Louisiana Purchase. They will then take a photo of their art installation so that it can be featured in a virtual art exhibit so people anywhere in the world can see it.
- Ask students why photojournalists and other professionals create virtual exhibits (e.g., allow people to learn about history, art, and other topics without visiting a museum in person, allow people around the world can share ideas and collaborate on projects, allow people to attend museums who do not live near a museum or cannot afford to go to one, allow students to go on "virtual" field trips to museums).
- Next, explain that after students take a picture of their art installation, they will create a QR code that is linked to the picture. When people scan the QR code, they will be able to access the picture of the 3D art installation online!
- Divide students into pairs or small groups. Provide pairs/groups with the following materials:
 - [Handout: Perspectives on the Louisiana Purchase](#)
 - Assortment of recycled materials (tape, scissors, cardboard pieces, egg cartons, etc)
 - Assortment of art supplies (pipe cleaners, pom pom balls, construction paper)

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Photojournalist:

Louisiana Purchase

Step 3: Creating a Message (5+ minutes)

- Provide students with [Handout: Steps to Create a Virtual Art Exhibit](#). As a class, review Step 1. Explain to students that they will come up with their main message that the installation will demonstrate. Explain that photojournalists have a message so that people will understand the main point of their exhibit. Their message should be related to the different perspectives people had on the Louisiana Purchase.
- Have students look at [Handout: Perspectives on the Louisiana Purchase](#) to get ideas about what their message will be.
- If students need help creating a message, ask the following: what do you want visitors to learn when they attend your exhibit? What story do you want to tell about the Louisiana Purchase as a photojournalist?

Step 4: Brainstorming and Sketching Ideas (10 Minutes)

- Explain to students that they will now complete Step 2, brainstorming and sketching ideas for their 3D art installation. As a class, review requirements.
- Explain to students that they can cut out images from [Handout: Perspectives on the Louisiana Purchase](#) and paste them onto their 3D art installation in the next step when they start building. They can also draw their own pictures that are based on the sources.

Step 5: Building a 3D Installation (25+ Minutes)

- Explain to students that they will now complete Steps 3-4. As a class, review the steps.
- Have students use the art supplies provided to create their 3D installation and write their caption.
- Remind students that they can cut out images from [Handout: Perspectives on the Louisiana Purchase](#) to use as part of their installation.

Step 6: Creating QR Code (15 minutes)

- Explain to students that when they will now complete make their art installation virtual. This means that people will be able to access it online.
- To make their art virtual, students will create QR codes. When people see the QR code, they will be able to scan the code with a phone and access pictures of your art! All of these QR codes will be on a website for people to access. That way, anyone around the world can access the class's art installations!
- Teacher note: if students aren't familiar with QR codes, explain the following:
 - A QR code is a symbol that is linked to information.
 - When you hold the camera from a phone over the QR code, a link will pop up.
 - This link will send you to a website with the information that is linked to the QR code.
- Next, show students an example QR code. See [Handout: Example of QR Code](#). This QR code links to a database entry that a middle schooler created about a spy in the American Revolution. You will need a smart phone to access the QR code. You do not need to download any apps to access the QR code. You will simply turn the camera on on your phone and hold it above the QR code. Then, you will be directed to see a website page with an image of a database entry that a middle school student created on the American Revolution.
- Explain to students that they will first need to take a picture of their art installation and caption. Have students place their art installations on a flat surface, like a desk or the floor. Have them place their caption next to or in front of the art installation. Then, have students take a picture of their installation and caption using a phone or tablet.
- Have students email the photo to themselves. Then, they should drag or download the photo onto their desktop so they can access it when they make a QR code.

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Photojournalist: Louisiana Purchase

- Students will now create their QR codes. Provide students with [Handout: Steps to Create a QR Code](#). They will also need access to a laptop or desktop computer.
- Write the log in information for the QR code website on the board so students can see it.
- Teacher note: You can have the class do each step together or you can have students work independently and follow the steps listed on the handout. When students are finished creating their QR codes, give them a Google drive link so all groups can upload their QR codes to the shared folder.

Step 6: Discussion and Presentation (5-10 minutes)

- Have students present their QR codes and art installations to the class.
- Have a concluding class discussion about why it is important for photojournalists to show different perspectives related to the Louisiana Purchase.
- Optional: Invite other classes to come see students' art installations using QR codes! You can print out the QR codes and post them around the room. Then, the other class can go around the room and learn about different pieces of art. Another option is to have the other class access pictures of the art installations using the Google drive link.

Materials List

Provided online:

- Video: Louisiana Purchase
- Handout: Teacher Prep
- Handout: Perspectives on the Louisiana Purchase
- Handout: Steps to Create a Virtual Art Exhibit
- Handout: Steps to Create a QR Code
- Handout: Example QR Code

Not provided:

- Laptop to create QR codes
- Tape
- Scissors
- Assortment of recycled materials (cardboard pieces, egg cartons, etc)
- Assortment of art supplies (pipe cleaners, pom pom balls, construction paper)

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