

GRAPHICS

Product Box Overview

GOAL: Recreate a product box matching the text, color, graphic, and other product information.

Measurable Learner Objectives	Crosswalk to Show-Me Standards	Instructional Activities	Assessment
Use editing tools (e.g., cut, copy, paste). A7	CA1, 1.4	Students are to re-create a product box that they have supplied (i.e. cracker box, pasta box, etc.). The box shape is to be recreated by using software features such as shapes, drawing, lines, etc. At least two windows are to be used to create the front, side, top, and bottom panels; the back of the box; and the glue panels. After the shape is created, fill all the panels that duplicate the original as closely as possible. NOTE: Side-panel content such as “ingredients” may be created with text blocks.	Use the <i>Product Box</i> assessment instrument to evaluate the recreated product box for shape, graphics, color, text, and other product information for accuracy and on match to original design and layout. Time management for the project will also be assessed.
Create a text box. C1	CA1, 2.1		
Manipulate graphics (e.g., resizing, cropping, scaling, rotating). E2	CA3, 2.7		
Create original drawings in illustration software. E8	CA3, 2.7		
Edit graphics (e.g., color, filters, tints). E3	CA3, 2.7		
Create an effective focal point. B6	CA1, 2.1		
Proofread and correct errors. C8	CA1, 2.1		

Activity originally developed by Janet Barnes; adapted and used with her permission.

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Product Box

Teaching Points

Overview

The container that holds a product is a marketing tool that impacts how buyers respond to the purchase of the product. This assignment allows students to re-create a product box. It is recommended that this project be used as a *culminating* assignment of graphics including textboxes, fonts, graphics, color, alignment, etc. to assess learning of desktop publishing concepts.

Content Review

Review the following with students:

1. Procedure for making a box shape using *two* windows
2. Using textboxes effectively
3. Selection of fonts
4. Alignment of information—text to graphics, bar coding, etc.
5. Color selection and use

Activity Preparation

1. Students should have already spent a good deal of time working with graphics and fonts to the point that students are relatively proficient in using both.
2. Have students bring a box to class that they will duplicate.
3. Break down the box to show layout and design: sides, bottom, top, glue panels, and graphic and text layout.
4. Demonstrate efforts to duplicate the box, re-creating shapes, graphics, etc.
5. Students should create all graphics from scratch—students are *not* to download information from the product Web site. Text will be created in a textbox and positioned on the layout of the container.
6. After the students are finished with their project, the project is to be printed (color printer preferred). Students should cut out the box panels/shapes and glue them to poster board. Cut the panels/shapes out again. Use a straight edge to lightly score the fold lines on the inside of the panels. Fold along score lines on sides and corners. Use rubber cement to glue together and rubber bands to hold in place until the glue dries.

Resources

Supplies needed for the activity:

Students supply box they want to duplicate

Teacher supplies: poster board and rubber cement

Printer (color preferred)
Paper
Appropriate software
Computer
Rubberbands

Web sites (and/or key words to use for search):

<http://stunzkonstantin.com/pack.html>

Sample package/container layouts

<http://www.math.nmsu.edu/breakingaway/Lessons/boxes1/boxes.html>

Making boxes without the computer

<http://www.ee0r.com/boxes/>

Making boxes from drawings

Key words: *containers, labels, textbox(es), desktop publishing, manipulating graphics*

Books, articles, and other resources:

Adobe Press. (2002). *Adobe PageMaker 7.0*. Upper Saddle River, NJ: Adobe Press (Prentice Hall).

Adobe Press. (2000). *Adobe InDesign 1.5*. Upper Saddle River, NJ: Adobe Press (Prentice Hall).

Braveheart, R. (2003). *Adobe PageMaker 7.0 basics*. Boston, MA: Thomson Course Technology.

Lee, L. (2002). *Introducing Adobe Photoshop elements*. Upper Saddle River, NJ: Que/Sams (Prentice Hall).

Proot, K. (2003). *Adobe PageMaker 7.0 – Illustrated*. Boston, MA: Thomson Course Technology.

Reding, E. (2004). *QuarkXPress 5 – Design professional*. Boston, MA: Thomson Course Technology.

Obtain the following books, videos, and other materials from Resources@MCCE

<http://www.resources.mcce.org>.

Design Principles for Desktop Publishers

Lichty, Tom

Book –

[4675—BE 11.0101 P L618]

CA, WADSWORTH, 1994.

How To Create High Impact Designs; Over 90 Examples Of What Works And What Doesn't For Creating Brochures, Newsletters, Ads, Reports, etc.

Cleland, Jane K.

Book – Contains examples of designs for printed materials

[4336—BE 50.0401 C589b]

CO, CAREER TRACK, 1995.

Desktop Publishing: Getting the Message Out

Video – This program introduces the key components of a basic DTP system including: a fast microprocessor, large hard drive storage capacity, CD-ROM drive, large-screen monitor, b/w-color printer and flatbed scanner and more. Learn about software, page layout programs, drawing programs, editing, clip art and lots more!

[10547 – BE VIDEO 49]

MERIDIAN, 2000.

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Product Box Assignment

Activity Preparation and Assignment

Product containers are selling points for businesses. It is the first image people get of a product. You are going to re-create a product box that you supply from home.

1. Work on two windows at the same time to make the basic shape of the container. Start by drawing out the basic shape of the box. You can use the drawing tools for the basic shape and copy and paste to duplicate panels. Decide on the window that will contain the front and selected panels, and the window that will have the back and the remaining panels.
2. Be sure to recreate and cover *all* panels duplicating them with textboxes, text, and/or graphics.
3. Proofread material and make corrections.
4. Print on color printer, and cut out the box shapes.
5. Glue cut-out shapes on poster board and cut them out again.
6. Fold *on edges* and glue the panels together. Use rubber bands to hold the panels together until the glue dries.

NOTE: The maximum paper size is 8 1/2 x 11.

Resources

Web sites (and/or key words to use for search):

<http://desktoppub.about.com>

Key words: *packages, boxes, textbox(es), desktop publishing, manipulating graphics, package design, and adding creating or making with* to key words

Student _____

Due Date _____

Date Submitted _____

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Product Box Assessment

Criteria	Excellent	Good	Average	Poor
Shape of Box (20)	20-18 Perfectly shaped – all sides are equal and container folds properly	17-14 Not exactly shaped, may be off on one side	13-10 Uneven on two sides/corners	9-0 Off on 3 or more sides/corners; shape poorly formed
Graphics (40) Match to originals	40-36 Graphics match originals; all panels covered well; very creative and similar to original	35-32 Most panels covered and resemble original; good effort to re-create graphics and text	31-20 Some attempt to re-create graphics and text boxes, but some items not closely matched to original	19-0 Panels not covered, box not completed; attempt to re-create graphics inappropriate and/or incomplete
Subtotal				
<i>Deduct 1 point for each uncorrected error =</i>				
Total Points =				