9-12 Intro to Digital Technology
Legumes and Mr. Peanut

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Overview:

This lesson will challenge students to recreate a classic advertising campaign and website geared to today's audience. Students will identify consumer trends, new scientific data, and how they can use it in their marketing. They will utilize digital skills to create a webpage showcasing their knowledge.

(Time Needed: 4-6 class periods with option to do additional work outside of class.)

Standards:

- IT-IDT-3. Demonstrate effective professional communication skills and practices that enable positive customer relationships.

- IT-IDT-5. Understand, communicate, and adapt to a digital world. (This covers research, determining what is true or false on the Internet. Etc.)

- IT-IDT-8. Create and organize webpages through the use of a variety of web programming design tools.

Objectives:

- Students will understand changing trends in advertising and how the customer will direct the way the webpages will be designed.
- Students will use digital skills to recreate images and webpages.
- Students will find data on peanuts and health benefits to incorporate into the webpage.

Materials:

- http://www.adweek.com/brand-marketing/how-worlds-most-iconic-brand-was-saved-itself-150127/
- http://www.coca-colacompany.com/
- http://www.businessinsider.com/heres-how-much-the-worlds-most-iconic-logos-cost-companies-2013-3#
- http://www.planters.com/get-to-know-planters/planters-through-the-years
- http://www.whfoods.com/genpage.php?tname=foodspice&dbid=101
- http://www.nutrition-and-you.com/peanuts.html
- https://authoritynutrition.com/foods/peanuts/
- Rubric

Outline:

- Engage: Students will identify major companies and their branding techniques and how important it is to companies.
- Explore: Students will explore the Planters' website and identify ways it has changed over the years.
- Explain: Teacher will explain how that the project is to create a new webpage showing updated branding and nutritional information that will appeal to a new generation of consumers.
- Extend: Students can identify other legume products and update them for a new consumer group.

Lesson Plan:

- Engage: Using the first article (How the World's Most Iconic Brand Was Saved From Itself), discuss how important consumer branding is. Show the Coca-Cola website and how the company is constantly monitoring what is happening. Show the business insider page that shows how much rebranding has cost some major companies.

- Explore: Tell students about the Farm to Schools program and how they have chosen the legume as its primary produce item for October. Look at the Planter's website and talk about the evolution that it has seen over the last 100 years. Let them see how things have changed and identify what has stayed the same.

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- Explain: Teacher will explain that the assignment is to update the [Planter's website](#) using recent nutritional information since millennials are much more interested in that than clever marketing. Have them redesign the webpage and present it to the class.
- Extend: Students can research other legumes and create a brand and website to show the nutritional values of them. They can link their websites to the school website and Farm to School's website.
- Evaluate: Use the rubric (below) or download from materials list to evaluate student work.

Criteria	Incomplete	Not-Yet Proficient	Partially Proficient	Proficient	Exemplary
Content	Information is incomplete or not correct. The Web page does not have a clear purpose or central theme.	Information is not always clear or correct. The theme or main idea of the Web page is more or less clear but does not relate to the purpose or theme of the project.	Information is clear and correct. The theme or main idea of the Web page is more or less clear and related to the purpose or theme of the project.	The content has accurate and useful information. The theme or main idea of the Web page is clear and related to the purpose or theme of the project.	The theme or main idea of the Web page is clear, and pages link to related information. The content has accurate and very useful information. The theme or main idea is very clear. The Web pages link to quality information.
Writing Process	Difficult to understand the main idea, many errors in spelling, grammar.	Many errors but a reader can understand the main idea.	Easy to understand, with some errors.	Clear, concise, and basically well written; still has a few errors.	Clear, concise, and well written and edited with no serious errors.
Development Process	Written sheet submitted to teacher.	Text for page entered into simple word processor or HTML-creation program.	Draft page is printed from within browser; text on page relates to original plan.	Evidence of revision of page; text relates very closely to original plan.	A reflection of development process is given to the teacher.
Web Skill	1 page.	1 page with TITLE, heading.	2 pages (or 1 page with links to other resources).	3 pages with clear order, labeling and navigation is clear; links work	3–5 pages with clear order; labeling and navigation is clear; links work. Used storyboarding.
Layout	Layout has no structure or organization.	Text broken into paragraphs and/or sections.	Uses headings; sections labeled; some formatting.	Organized and consistent; good formatting.	Appearance of the page looks professional.
Images	No images, or images that are the wrong type.	Images unrelated to page; images recycled from other pages on the Internet; images too big/small or poorly cropped or have color problems.	Images related to page/text; images were recycled from other pages on the Internet. Images too big/small or poorly cropped or have color problems.	Images are related to page/text; some images are produced by student. Most images are correct size or resolution.	Images have strong relation to page/text; some images are produced by student; images have proper size, resolution, colors, and cropping.
Group Work	Never works toward group goals or contributes. Is not sensitive to the feelings of others.	Sometimes works toward group goals and contributes. Is not often sensitive to the feelings of others.	Usually works toward group goals and contributes. Is usually sensitive to the feelings of others.	Works toward group goals and contributes. Sensitive to feelings of others. Helps identify needed changes and action.	Consistently works toward group goals; is sensitive to feelings of others and values all members. Encourages group action for change.