

**Multimedia Resource Center**  
**Ron Bruner**  
**But Wait, There's More!**  
**Infomercials or "Ronco" Commercial Assignment**

**ELA Standards and Benchmarks:**

- **10<sup>th</sup> Grade Writing Prioritized Benchmarks:** 2, 2.a, 3.b, 3.d, 4 (Reds) and 2.f, 2.i (Yellows)
- **10<sup>th</sup> Grade Reading Prioritized Benchmarks:** 1.c, 1.f, 4, 4.d, 6.b (Reds), 1.d, 5.d (Yellows), and 4.a, 6.c, 4.c (Blues)
- **ACT College Readiness Reading Standards at the 24-27 Level:** Sequential, Comparative, and Cause-Effect Relationships, Meanings of Words, Generalizations and Conclusions, Main Ideas and Author's Approach, and Supporting Details
- **\*ACT College Readiness Writing Standards at the 7-8 Level:** Expressing Judgments, Focusing on the Topic, Developing a Position, Organizing Ideas, and Using Language

\*The ACT College Readiness Writing Standards are based on the task of writing a persuasive essay. The benchmarks within these standards may, however, be applied to the script writing required for this project.

**Standard 2** takes center stage for this project: Students read and recognize literature as an expression of human experience.

**Essential Skills/Knowledge:**

**Vocabulary:** Students will be able to define and apply the following terms:

- satire
- symbolism
- irony
- point of view
- mood
- tone
- parody

**Students will also be able to . . .**

- Distinguish and analyze the unique characteristics of a variety of media
- Relate literature to the enhancement of their lives and the lives around them
- Illustrate how values and experiences expressed in literature and the media conform or conflict with their own experiences
- Apply previously learned literary terms and extend with irony, satire, symbolism, tone, and point of view
- Compare and contrast a literary text to a media representation of a related theme or text
- Discern elements which create visual appeal
- Appraise the unique literary and visual styles of *The Onion* staff writers, Christopher Guest, and Jonathan Swift
- Identify and analyze elements of satire and/or "Ronco" commercial advertising methodology
- Read and orally respond to an expanding variety of literary works including satire

**Content:**

Students will read works of satire and parody (see list of resources), research the “Ronco” commercial formula (“but wait, there’s more!” and “set it and forget it”), write a script, and technically produce a video commercial (30 seconds-5 minutes) which incorporates satire and/or “Ronco” methods or products (e.g. Veg-O-matic, Popeil Pocket Fisherman).

**Instructional Strategies:**

**Prior to Instruction:** clarifying and articulating performance/project outcomes and providing direct instruction and/or peer help to those students with gaps

**During Instruction:** monitor student progress toward instructional goals and adjust instruction as needed and provide specific feedback and motivation to complete the project

**After Instruction:** review the strengths and weaknesses of the project with the student and class by way of the assessment results (i.e. 6-trait rubric)

**Student Demonstration of Essential Skills/Knowledge:**

**Formative assessments:** project reviews, class discussion, and observations

**Summative assessment:** Students will demonstrate their knowledge and understanding of satire/parody and the “Ronco” commercial video format by producing a video commercial. They will also have to submit a script, based on research, prior to production.

**Resources:**

- Selected articles from *The Onion*, America’s favorite news source
- *The Concise Oxford Dictionary of Literary Terms*, by Chris Baldick (1996).
- “A Modest Proposal,” an essay by British writer Jonathan Swift
- *Best in Show*, a mockumentary by Christopher Guest