

Multimedia Resource Center
Ron Bruner
Infomercials or “Ronco” Commercial Assignment

ELA Standards and Benchmarks:

- **10th Grade Writing Prioritized Benchmarks:** 2, 2.a, 3.b, 3.d, 4 (Reds) and 2.f, 2.i (Yellows)
 - **10th 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