



# CREATE A COMMERCIAL

## Overview

Book: *Feed* by M.T. Anderson

Grades 9-12

With the *Feed*, people are constantly bombarded with advertisements and other input. In this writing and media arts lesson, students will create a commercial for a unique product.

## Standards

RL.9-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.
W.9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Fine Arts	
MA:Cr3.1.1	a. Consolidate production processes to demonstrate deliberate choices in organizing and integrating content and stylistic conventions in media arts productions, demonstrating understanding of associated principles (for example, emphasis, tone).

MA:Cr3.1.II	b. Analyze, refine, and elaborate aesthetic elements and technical components to form impactful expressions in media artworks for specific purposes, intentions, audiences, and contexts.
MA:Cn11.1.I	a. Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (for example, social trends, power, equality, cultural identity)

## Objectives

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Students will discuss the culture and society depicted in the book *Feed*.

Students will brainstorm characteristics of ads or commercials that grab their attention.

Students will create a unique product to appeal to the current societal norms of the culture in the book *Feed*.

Students will follow the development steps needed to produce a film.

Students will develop the commercial to appeal to people in the book *Feed*.

## Materials Required

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Internet access

Equipment needed to produce a short film

Chart paper and markers

Paper and pencils for story board

Possible props and lighting for filmmaking

## Procedure

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1. Discuss the overall culture and society depicted in the book *Feed*.

Discussion questions might include:

- a. What modern-day social or cultural inventions and activities do you see ramped up and elaborated in the book?
- b. How do people in the book receive news and other information?

- c. At school the students learn “how to work technology and how to find bargains and what's the best way to get a job and how to decorate our bedroom”. How is this different than your experience at school?
  - d. What happens to people if they resist the Feed?
  - e. How is the Feed used to grab people’s attention?
2. Ask students what current ads or commercials attract their attention. What are the characteristics that make this a successful commercial? What would commercials have to look like to gain the attention of people in the book. Brainstorm a list of these characteristics.
  3. Tell students that they are going to create a commercial for a unique product. The commercial development should include:
    - Development of unique product
    - Script of commercial
    - Story board with at least 3 “scenes” in the sequence
    - Filming
    - Editing
    - Audience feedback
    - Refilming or reediting
  4. Have students develop a unique product idea. Tell them it should be futuristic and appeal to the society and culture of *Feed*.
  5. Ask students to create a story board that organizes the commercial they will film. Use formative assessment through teacher/student conferences to be certain students are ready to film.
  6. If needed, provide instruction on any equipment students will be needing to film their commercials.
  7. Allow plenty of time for filming and editing.
  8. Have a session where commercials are screened and feedback is given.
  9. Allow time for re-filming or reediting commercials based on feedback.
  10. Have a final showing of the commercials.

## Extensions

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1. Post commercials to You Tube.

2. Have students research award winning commercials and how they have changed over the various decades in relationship to the changes in culture and society.

## Rubric

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RUBRIC	Exceeds (3)	Meets (2)	Partially Meets (1)	Does Not Meet (0)
Discussion	Student participates actively and is able to cite many supporting details from book	Student participates and is able to cite a supporting detail from the book	Student participates but is unable to cite a supporting detail from the book	Student does not participate
Product	Product is well thought out, very unique, futuristic, and totally aligns with the culture of <i>Feed</i>	Product is unique, futuristic and basically aligns with the culture of <i>Feed</i>	Product is unique, but only slightly aligned with the culture of <i>Feed</i>	Product is not unique and not aligned with the culture of <i>Feed</i>
Script	Extremely clear and coherent writing in which the development, organization, and style are very appropriate to task, purpose, and audience.	Clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing is not clear and coherent with little development, organization, or style that are appropriate to task, purpose, and audience.	Writing very poor with no development, organization, or style that are appropriate to task, purpose, and audience.
Story board	Story board details 4 or more scenes and follows a	Story board details 3 scenes and follows a logical progression	Story board details 2 scenes and may not be	Story board shows only one scene

	logical progression		logical	
Commercial	Very high production values, well organized, closely follows script and storyboard in a creative presentation  Includes well designed attention grabbing characteristic(s)	Good production values, well organized, closely follows script and storyboard in a creative presentation  Includes attention grabbing characteristic(s)	Poor production values, poorly organized, and may or may not follow script and storyboard  Does not include attention grabbing characteristic(s)	Production is incomplete
Second filming	Graciously accepted feedback and maintained the positive aspects and willingly adjusted other aspects to improve second filming	Accepted feedback and maintained the positive aspects and adjusted at least two other aspects to improve second filming	Very reluctant to accept feedback and made one adjustment to improve second filming	Aggressively resisted feedback and did not adjust any aspect to improve second filming
Total N/18				

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