

Overview: *Feed* by M.T. Anderson is a futuristic novel which satirically addresses consumerism and corporate power. Students will be doing a novel study which will develop their ability to critically think and respond to texts. Students will also be exposed to consumerism and its effect on society, and will be asked to apply critical thinking to make connections between the consumerism and advertisements portrayed in the novel and the consumerism and advertisements present in today's society.

While reading the novel, students will be expected to show their learning by means of reflecting through group blogs after each of the four sections of the novel. This will encourage students to keep up with the readings so as to not let down their group. Each student will be required to submit a blog entry after reading each section. This entry should include a reflection of how the student felt while reading the section: what stood out? Did anything confuse or shock you? Predictions? Etc. Students should end their reflection with a question for the other members of the group to comment on/respond to. These questions should NOT be fact based (i.e. what is the main character's name?), but rather be questions that require analysis or making connections.

1. Introduction Lesson:

In order to familiarize students with the concept of consumerism and how advertisement placement can affect our daily lives, show students the documentary *The Greatest Movie Ever Sold*. This documentary will take students "behind the scenes" of marketing and expose them to how and why marketers target certain groups. Having this core understanding of consumerism and advertisements will help students in understanding the satirical components of the novel *Feed*.

(*The Greatest Movie Ever* can be found on Netflix).

After watching the documentary, have a class discussion about how they felt while they watched it. Before watching it, did they realize how they were being targeted by advertisements?

Homework assignment: Pay attention to the advertisements you are exposed to. Are you being targeted? Compose a written response explaining the advertisement and its impact on you. There will be a class discussion regarding our findings.

2. Reading *Feed*:

Students can choose their groups for blogging and set up their blog. They can then begin reading *Feed* and formulating responses/questions to blog about.

At the end of each segment, spend a class discussing what is going on in the novel. Get students to start making connections between consumerism today and the consumerism portrayed in the novel.

Mid-Novel Activity: To further familiarize students with satires, read "A Modest Proposal". This article is a satirical piece which addresses poverty and famine in Ireland. The author suggests that to avoid having children be such a heavy burden on parents and actually be beneficial to society, they should simply kill babies of the poor at age one and use them for food and clothing.

After reading the article with the students, explain how the piece is an example of satire.

Instruct students to write their own modest proposal regarding consumerism/advertisements.

3. Final Project

After students have completed the novel, show them the following two videos:

<http://www.youtube.com/watch?v=Ei6JvKOW60I>

<http://www.youtube.com/watch?v=odl7pQFyiso>

Discuss with students how Greenpeace did research and found out that perhaps buying *Dove* products is not as world-friendly as they make themselves sound.

Assignment: research a product like Greenpeace did, and then create a response about what we are being "sold". The response should enlighten people about another way to view the same issue.

Resources

McCarthy, Molly. "Media Studies 2009-2010". <http://mccarthymediastudiespbworks.com/w/page/20622702/Feed%20Assignments>. Date Accessed: March 4, 2013.