**Media Creation Project**

Project overview: Students will create a news product based on a long-form journalistic report from a media outlet such as the *Atlantic*, *New York Times*, or the *Wall Street Journal.* The news product should target a specific audience such as student peers, family, younger learners, or community members.

Project formats: Students will choose a format for the delivery of their media product. Possible formats include

 ・Article for a school newspaper ・Podcast

 ・Article for a local newspaper ・Webpage

 ・Video recorded news report

Project expectations: Students are expected to

* Read and analyze the long-for journalistic report.
* Identify a target audience for the news product they will create.
* Create a news product that explains the long-form journalistic report for the target audience.
* Highlight at least one important science idea reflected in the story.
* Incorporate data and evidence to support the news product’s conclusions.
* Find at least two additional sources that can be used to support or critique the message share within the long-form article. References to these sources should be included in the news product.
* Use quotes accurately and cite sources.

Long-form journalistic reports: Students can select from among the following articles to serve as a basis for their work

* “States that imposed few restrictions now have the worst outbreaks” by Lauren Leatherby and Rich Harris, *New York Times*

<https://www.nytimes.com/interactive/2020/11/18/us/covid-state-restrictions.html?fbclid=IwAR1i7qCXB4NhSpMYCx9FW1B9pMRiyBggC0IPM3YyPB1PM7kXkWf1AYmOvO4>

* “How science beat the virus and what it lost in the process” by Ed Yong, *The Atlantic*

<https://www.theatlantic.com/magazine/archive/2021/01/science-covid-19-manhattan-project/617262/>

* “It’s been a huge year for COVID-19 scientists: Here’s what we’ve learned” by Anna Funk, *Discover Magazine*

<https://www.discovermagazine.com/health/the-pandemic-put-science-in-the-spotlight>

* “U.S. approves first coronavirus vaccines to end the pandemic: We’re tracking the nine most promising shots from around the world”, *Bloomberg*

<https://www.bloomberg.com/graphics/covid-vaccine-tracker-global-distribution/?srnd=coronavirus>

* “What makes COVID-19 different from the flu?” by Tara Law, *Time*

<https://time.com/5921914/covid-19-vs-flu/>

Possible Modifications:

 This activity can be assigned as an individual assignment or group work. If you make this a group project, you may want to consider assigning specific roles to individual students. Here are a few roles that you could consider: lead writer, editor, background researcher, visual designer, and fact-checker.

 We selected the long-form articles listed above in December 2020. You will probably want to update articles so that they meet the themes being addressed in your class and are appropriate for your students. In crafting this assignment, we leaned toward articles written by science journalists; the assignment could be easily modified to meet other instructional goals.

 We have found that one of the more challenging aspect of this assignment is the expectation for students to find additional sources to support their reporting. We ask students to find at least two sources in addition to the article that we provide, but this number could be adjusted depending on the students. Students could also be asked to collect and incorporate other forms of evidence such as interviews or opinion polls they conduct.

 Another option for finding additional sources aspect of this assignment would be to require students to find at least one source to substantiate the article and at least once source that disputes aspects of the article. Within the student’s product, they would need to make a case for why at least one of these sources is inaccurate or otherwise not well supported.

Grading Criteria:

* Accuracy – accurately portrays the main ideas of long-form article.
* Clarity – is accessible and understandable by the target audience.
* Focus – stays of topic, includes important elements and excludes superfluous information.
* Organization – order of information and overall structure is easy to follow.
* Sourcing – effectively incorporates sources to support or critique the ideas from the long-form article.
* Engagement – is presented in a way that attracts and maintains audience interest.
* Representation of science – accurately represents at least one key scientific idea within the story.
* Grammar and spelling – is free of errors, typos, and incorrect grammar.