

Teacher Notes

Media Literacy: How to Flex Your Fact-Checking Muscles - Read Laterally



“Media literacy is no longer separable from education. If we train students in basic skills such as reading and arithmetic, if we teach them about their native languages, and the history of their countries, if we do all these things so that they may be useful adults and productive citizens, then we must teach them about the media as well.”

- [Center for Media Literacy](#)

Invitation

We created this lesson on what “lateral reading” means because we could not find any lessons on the topic via numerous Google searches - yet “lateral reading” is referenced in many resources for teaching about media literacy. Our goal is to provide an introduction to this important digital skill, in an easy-to-remember format: ART.

We welcome your feedback. We also warmly invite your students to document and share what “lateral reading” looks like from their perspective - along with any tips they might have for us.

If you have links to images, articles, websites, or videos you recommend adding to our fact-checking table, please share them via this [Google Form](#).

If your students take us up on our invitation to publish their lateral reading skills and tips, please contact us at gdesler@egusd.net or kwatt@egusd.net. We would love to showcase their work on our [Digital Citizenship website](#).

Note: If you are not using Google Classroom to share the assignment, remind students to make a copy of [the lesson](#) and to share it with you.

Grade Levels

Grades 6 (with some assistance) through 12

Standards

[ISTE](#): *Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.*

[Common Core](#): *Students gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.*

Digital Citizenship Connections from [Common Sense](#)

- [Information Literacy](#)
- [News and Media Literacy](#)

Time Allotted:

We recommend allowing one class period to start the conversation on what media literacy means to your students and to walk through the **Explore** section. Depending on how much class time you have, you could also start the **Apply** section, or carry that over to another class period.

Lesson Objectives:

By completing this lesson, students will be able to:

- Explain the difference between *vertical* and *lateral* reading
- Shorten the time they need to determine a site's credibility
- Think critically and objectively about information found on the Internet

Additional Resources

- [Media Literacy in a Post-Truth Era](#) - Digital handout for our Elk Grove USD Media Literacy workshop.
- [News Sources Bias Infographic](#) - Vanessa Otero provides a visual representation of which direction popular media sources lean (Liberal, Minimal, Conservative). Be sure to checkout the [blank template](#) from her site for your students to use when evaluating media sources.
- [News and Media Literacy Toolkit](#) - From Common Sense Media, resources and lessons for K-12.
- [Media Literacy Clearinghouse](#) - Frank Baker continually updates this comprehensive website.
- [News and Media Literacy](#) - From Common Sense Media

- [Evaluating Information: The Cornerstone of Civic Online Reasoning](#) - From Stanford History Education Group (SHEG), includes samples of tasks for middle, high school, and university students, along with rubrics.
- [The ART of Reading Laterally Infographic](#) - From Elk Grove Unified



Lesson by @GailDesler and Kathleen Watt (graphics)
For more resources on Media Literacy, visit [EGUSD's Digital Citizenship Website](#)