

1. Think-Pair-Share Introductory Activity: What factors play into your decision to watch a new movie or listen to new music? *Questions to consider: Do you trust particular critics? Read Rotten Tomatoes? Listen to a podcast that recommends movies or good music? Particular website you go to? etc.*
2. Transition into a whole group discussion about researching with websites (this can include personal research for things like big purchases, traveling, health, etc.): How do you know you are using a good website for your research? What does a reliable website look like? What does an unreliable website look like? How do you know?
(*This will help us understand where students are in their thinking processes and their experiences with fact-checking information on websites.*)
3. In groups of 2-3, lead students to the minimum wage website (<https://www.minimumwage.com/>). In their groups, students will determine the website's reliability.
 - a. *Prompt for Students: Do whatever you usually do to determine a website's credibility and apply it here. Is this website credible? How do you know? What did you do to determine that this website is credible or not credible?*
4. Whole group discussion on their initial findings of Minimumwage.com: What did students determine about the website? Did they find who created it?
 - Ask students: Did they notice that they stayed on the same website? Explain that what many students just did is called vertical reading.
5. Talk about a different approach: Lateral Reading. What is it? How does it work? Why is it important? Model lateral reading for students: <https://www.acped.org/>
6. Have students look at the minimum wage website again, but reading it laterally. Do they still see the website like they did before? Did they discover anything new about what is going on in the background of this website? Who is producing it?
7. Briefly explain the lateral reading study by SHEG. Who was in the study? How long did fact-checking take when done using lateral reading?
8. Have a group (or two, depending on time) explain their fact-checking process. What did they try? Did they find out the real creator of the site?
9. Discussion on the importance of fact-checking what you see online. You simply cannot tell if a website is credible by staying on the site--even when it is easy to read and well-designed.
(Talk about political agendas, like anti-vaxxers, and how this complicates matters.)
10. Summarize lateral reading and its importance. Exit Slip: What are students' thoughts on their experiences of vertical and lateral reading? Name one important thing you learned in class today? How will you use this new skill in the future?