



# Website Introduction

# Project Website:

<https://serc.carleton.edu/mel/index.html>



The screenshot shows a web browser displaying the project website. The address bar shows the URL <https://serc.carleton.edu/mel/index.html>. The page has a blue header with the title "Evaluating Sources and Claims". Below the header, there is a sidebar with navigation links: "Teach the Earth Portal", "Model-Evidence Link Diagrams Project" (highlighted), "About", "Teaching Resources", and "Professional Development". The main content area is titled "Lateral Reading-Model-Evidence Link Diagrams (LR-MEL) Project". It contains a text box explaining the project's purpose: "The purpose of our project is to promote students' civic and scientific evaluations of sources and alternative claims when confronted with controversial and/or complex socioscientific issues in the Earth and environmental sciences. We do this by integrating English Language Arts (ELA) and social studies classrooms—focused on source evaluation—with science classrooms—focused on evaluating connections between lines of evidence and alternative explanatory claims. We are developing, implementing, and testing complementary Lateral Reading (LR) and Model-Evidence Link (MEL) scaffolds that include instructional materials and methods in both social studies and science classrooms. Issues students explore range from climate change and extreme weather to freshwater availability and food security along with many others." Below this text is a line graph titled "Climate Change: Increases in atmospheric carbon dioxide since the Industrial Revolution". The graph shows a sharp increase in CO2 levels starting around 1800, reaching a "current level" significantly higher than the "1950 level". The x-axis is labeled "years before today (0 = 1950)" and ranges from 400,000 to 0. The y-axis is labeled "atmospheric carbon dioxide (ppm)" and ranges from 180 to 220. A text box on the graph states: "For centuries, atmospheric carbon dioxide had never been above this line." Below the graph, there is a "Project Overview" section with the text: "The Lateral Reading-Model-Evidence Link Diagrams (LR-MEL) project is investigating how deeper evaluations might promote changes in students' epistemic judgments, including source trustworthiness, and claim plausibility, toward a more civilly-minded and scientific stance. We are also developing and implementing three-day summer institutes and follow-on professional development to help middle and high school ELA, social studies, and science teacher teams use LR (in ELA and social studies) and MEL (in science) scaffolds to facilitate students' critical-analytic thinking, evidence-based reasoning, and core disciplinary knowledge." At the bottom, there is a section titled "Lateral Reading - Source Evaluation".

https://serc.carleton.edu/mel/index.html

Getting Started Messages for web Google Calendar Doug Recipes Secondary Education/... Home | Beyond Multi... Something Amazing fr... 6 Recommendations f... Hot keys and keyboa... Which near future scie...

**Evaluating Sources and Claims**

Evaluating Sources and Claims

Teach the Earth Portal  
Model-Evidence Link Diagrams Project  
About  
Teaching Resources  
Professional Development

## Lateral Reading-Model-Evidence Link Diagrams (LR-MEL) Project

The purpose of our project is to promote students' civic and scientific evaluations of sources and alternative claims when confronted with controversial and/or complex socioscientific issues in the Earth and environmental sciences. We do this by integrating English Language Arts (ELA) and social studies classrooms—focused on *source evaluation*—with science classrooms—focused on *evaluating connections between lines of evidence and alternative explanatory claims*. We are developing, implementing, and testing complementary Lateral Reading (LR) and Model-Evidence Link (MEL) scaffolds that include instructional materials and methods in both social studies and science classrooms. Issues students explore range from climate change and extreme weather to freshwater availability and food security along with many others.



Climate Change: Increases in atmospheric carbon dioxide since the Industrial Revolution

### Project Overview

The Lateral Reading-Model-Evidence Link Diagrams (LR-MEL) project is investigating how deeper evaluations might promote changes in students' epistemic judgments, including source trustworthiness, and claim plausibility, toward a more civilly-minded and scientific stance. We are also developing and implementing three-day summer institutes and follow-on professional development to help middle and high school ELA, social studies, and science teacher teams use LR (in ELA and social studies) and MEL (in science) scaffolds to facilitate students' critical-analytic thinking, evidence-based reasoning, and core disciplinary knowledge.

#### Lateral Reading - Source Evaluation



# Brief Website Introduction

- Teaching Resources & Professional Development
- All slide decks and handouts posted:
- [https://serc.carleton.edu/mel/prof\\_dev/Philly\\_institute\\_agenda\\_2026.html](https://serc.carleton.edu/mel/prof_dev/Philly_institute_agenda_2026.html)

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# ACKNOWLEDGEMENTS



This research project is supported by the US National Science Foundation (NSF) under Grant Nos. 2201012, 2201013, 2201015, 2201016, 2201017, 2201018, and 2346657. Any opinions, findings, conclusions, or recommendations expressed are those of the authors and do not necessarily reflect the NSF's views.