



**What comes after lateral reading?  
A potpourri!**



9

**CLICK**

**RESTRAINT**







# Turn & talk

- How could you introduce click restraint during a lateral reading lesson?

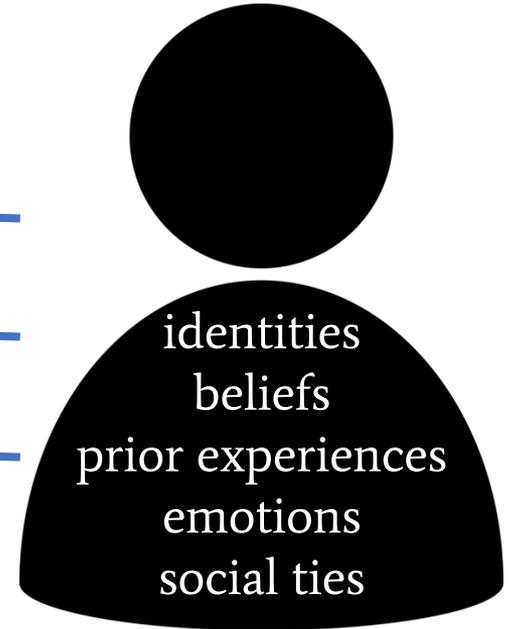
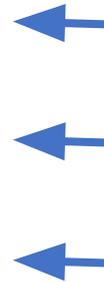
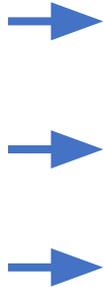
# Responding to Students' Experiences, Knowledge, and Beliefs

RAICES Texas

3/1/23



# Limits of Lateral Reading



# Classroom Example 1

**THE PRICE KIDS PAY** @propublica

**Teenagers are being ticketed by police at school and fined hundreds of dollars for offenses like:**  
Smoking vapes, being truant, getting in fights, saying inappropriate words and littering.



Tickets obtained, redacted and highlighted by ProPublica.

**propublica** • Follow

**propublica** Across Illinois, police are ticketing thousands of students a year at school for adolescent behavior once handled only in the principal's office — for littering, for making loud noises, for using offensive words or gestures, for breaking a soap dish in the bathroom.

Ticketing students violates the intent of an Illinois law that prohibits schools from fining students as a form of discipline.

To get around issuing fines directly, school officials refer students to police, who then ticket them for municipal ordinance violations, an investigation by @propublica and @chicagotribune has found.

Liked by [jjessica\\_lauren](#) and others  
MAY 16, 2022

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## ProPublica

- Organization dedicated to investigative journalism
- Partners with a variety of news organizations
- Winner of Pulitzer Prizes and Peabody Awards

# Classroom Example 1

Student 1: I don't think that's true—that doesn't happen here.

Teacher: You've never seen that happen here.

Student 1: When you get caught smoking vape, you like get in trouble with your parents or you are sent to admin and they like help you. You don't get fined.

# Directionally-Motivated Reasoning

When we see a post we agree with

→ Our brain makes us more likely to think it is trustworthy

When we see a post we disagree with

→ Our brain makes us more likely to think it is not trustworthy

# How do we combat directionally-motivated reasoning?

- Slow Down
- Monitor emotions
- Remind yourself that accuracy is important
- Remember that algorithms show you content they think will create strong emotions

# How do we respond to directionally-motivated reasoning when it surfaces in the classroom?

- Acknowledge students' beliefs and bring students' awareness to them
- Orient students toward evidence from lateral sources

# Returning to this example

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Liked by jessica\_lauren and others

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# How does the teacher respond?

Student 1: I don't think that's true—that doesn't happen here.

Teacher: You've never seen that happen here.

Student 1: When you get caught smoking vape, you like get in trouble with your parents or you are sent to admin and they like help you. You don't get fined.

Teacher: Okay, so you are suspicious of this. Because this contradicts your experience. So what are you going to do about that?

Student 2: Research?

Student 1: Nah not research. It's not true.

Teacher: You need to do research. Because this is true for all of us—this is your experience right here, but it might not be true for everybody everywhere.



# How does the teacher respond?

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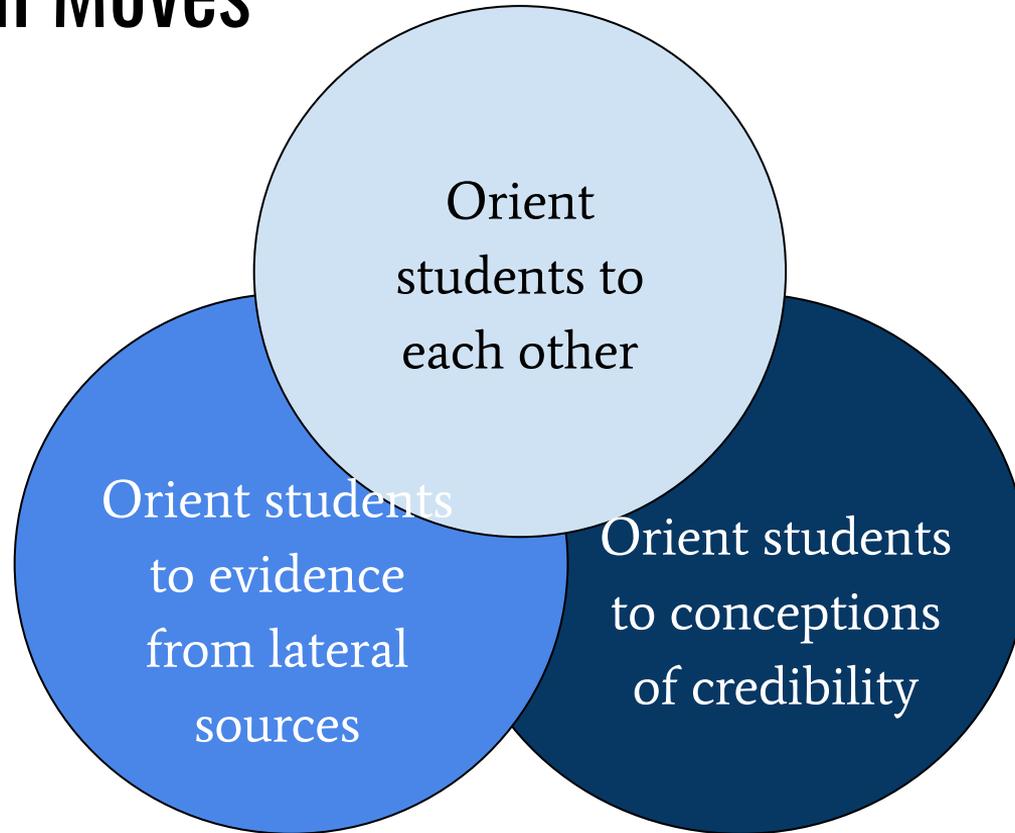
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**1) Acknowledges the student's personal experiences**

**2) Orients students to evidence from lateral sources**

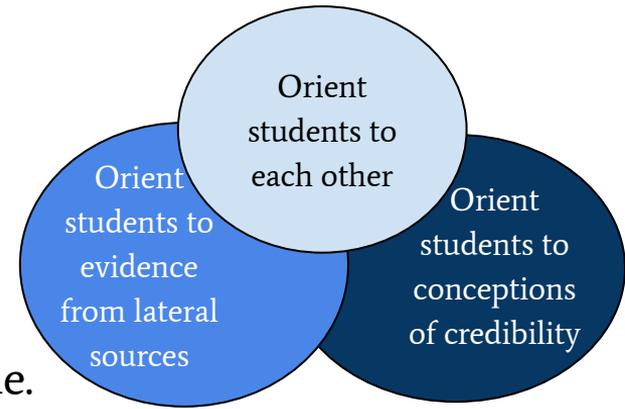
# Discussion Moves



**In the following example, how could the teacher orient students to each other, to evidence from lateral sources, or to credibility?**



# How could the teacher respond?

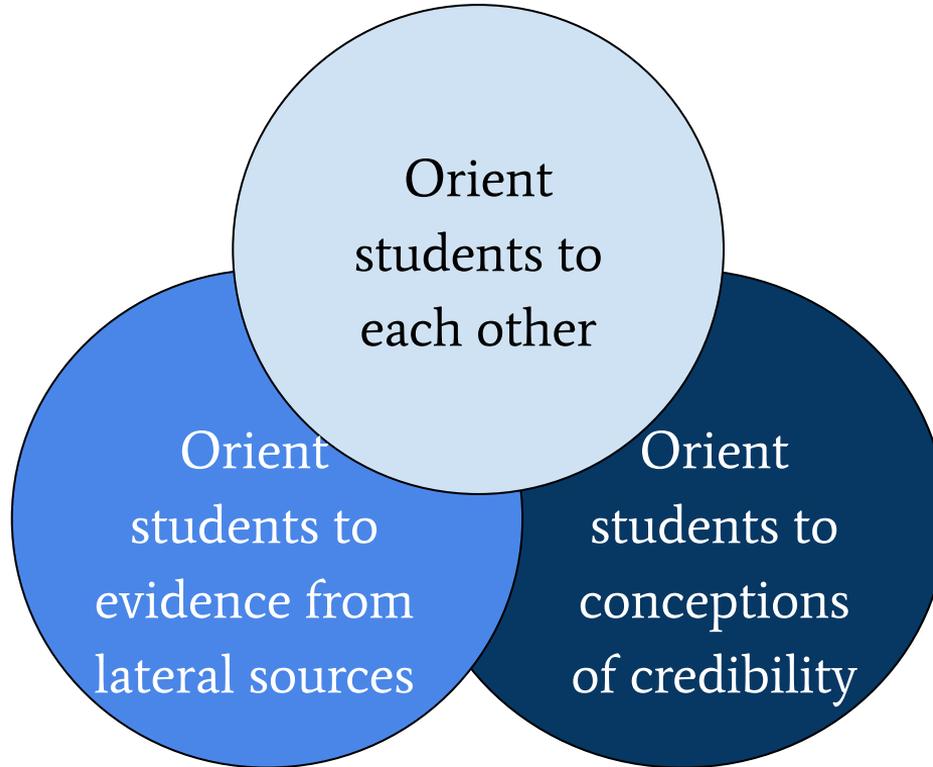


Teacher: Okay, we need to figure out if what he said is true.

Student 1: Well in Flint, Michigan and Jackson things are definitely happening. I don't know about Baltimore. My mom works in Baltimore County and I feel like if this was happening in Baltimore, I would have heard about it.

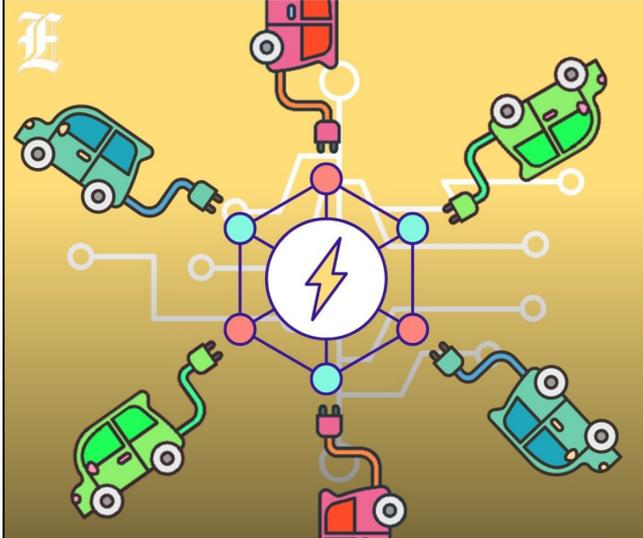
Student 2: From personal experience, it's true! That is mostly happening in people of color communities. My school had to go through it. My school had to send water to Flint. I have friends in Jackson, Mississippi. They actually had to go through this. They literally didn't have water. It's just a fact. And there are other cities too!

# Small groups: How could the teacher orient students to each other, to evidence from lateral sources, or to credibility?



# Classroom Example 3

[tinyurl.com/practicepost2](https://tinyurl.com/practicepost2)



**EV push threatens to strain power grids and threaten reliability**

washingtonexaminer • Follow

washingtonexaminer • The Biden administration's push for widespread electric vehicle adoption threatens to place significant strain on aging power grids, threatening capacity during hours of peak demand and raising the risk of blackouts.

LINK IN BIO  
#electricvehicle #EV #powergrid  
#infrastructure #energy

6d

suzetteyoubett And this surprises who?????

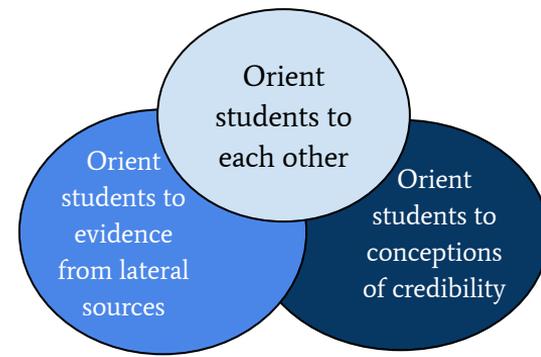
6d 1 like Reply

caos1990 Infrastructure not ready for an all EV economy

Liked by jaq\_with\_a\_q and others  
6 DAYS AGO

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# Classroom Example 3



Teacher: Okay, what did we decide about this source?

Student 1: I really wouldn't trust this site. You can just tell it's super conservative by looking at it.

Student 2: Yeah, their website says something about "Restoring America" - that's a codeword for conservative ideas.

Student 3: Yeah, I went to their Wikipedia page and it is a conservative newspaper. They focus on national politics now, but they started as a bunch of local D.C. papers.

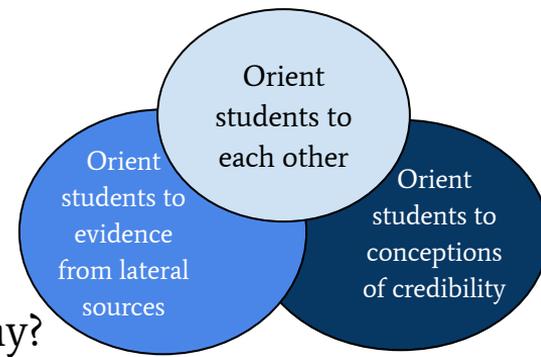
Student 4: It's conservative, but Wikipedia said they also have criticized Trump so maybe they aren't too biased? But then again, they do not support climate change science so maybe I shouldn't trust them.

# Classroom Example 4

<https://tinyurl.com/practicepost3>



# Classroom Example 4



Teacher: Alright. One person rated this as not credible at all, why?

Student 1: RAICES is a company that technically is non-profit but it doesn't make sense because most of those companies are big enough that if they are going to have child labor, they could do it overseas. It doesn't make sense for them to do it in the U.S.

Teacher: Okay, who rated RAICES Texas as 4-6 [one a scale of 1-10] and why do you say that?

Student 2: I kind of agree with Student 1. The video itself has an article but a lot of this child labor is usually exploited overseas, and like, maybe that happens here, but it's not likely these companies would choose to do that here.

Teacher: Okay, who would say 7-10, it's very reliable?

# Debrief

What issues or challenges do you anticipate with your students as you support them to acknowledge their personal resources and move toward lateral reading?

Is this framework helpful to planning potential responses to students? What else would help?

# Explore resources!

Review the resources:

- LR-MEL:  
[https://serc.carleton.edu/mel/teaching\\_resources/index.html](https://serc.carleton.edu/mel/teaching_resources/index.html)
- Civic Online Reasoning website: [cor.inquirygroup.org](http://cor.inquirygroup.org)
- Crash Course’s “Navigating Digital Information”

Start to envision how you might use these resources with students.



# ACKNOWLEDGEMENTS



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