**Assignment Title:** Lateral Reading: Respond, Review, Reflect

**Goal:** The goal of this activity is to help students start to think critically about the evaluation strategies that they have learned and whether they support the effective evaluation of information.

**Learning Outcomes:**

* Consider their own knowledge of the source evaluation process
* Identify misconceptions about effective strategies for evaluating information sources
* Explain the lateral reading strategy of source evaluation

**Assignment Description:**

1. Have each student individually write a short description of their evaluation process. When they must decide whether to trust a source, what steps do they take? What factors do they consider? (You can also have students share their evaluation strategies with a partner)

2. Provide students with one or more resources on the lateral reading strategy or SIFT. For example:

* <https://library.louisville.edu/citizen-literacy/lateral/video>
* <https://library.louisville.edu/citizen-literacy/lateral/handout>
* <https://go.osu.edu/lateralreadingguide>

3. Have students, individually or in pairs, reflect on how the lateral reading strategy. Students could consider questions such as:

* What are the benefits you see for the lateral reading strategy? Does it look like it would be effective?
* Does lateral strategy differ from the way you previously evaluated sources? If so, in what way?