

## Educator Guide: What Factors Should Qualify Someone for Asylum? (w/ [classroom viewing guide](#))

This guide is designed to support you and your students with these learning objectives:

- 1) Students will analyze the historical and current factors that qualify someone for asylum in the United States.
- 2) Students will evaluate the evidence and write a response to the issue.
- 3) Students will create original media to share the contributions of immigrants in STEM fields.



<b>Step 1</b>	<b>2</b>	<b>3</b>
<b>Watch video on KQED Learn</b>	<b>Join this Discussion</b>	<b>Elevate the discussion with a Make &amp; Share</b>
<p>Use <a href="#">this classroom viewing guide</a>:</p> <ul style="list-style-type: none"> <li>● Quick-write prompt</li> <li>● Comprehension questions about the video</li> <li>● Student note catcher</li> </ul> <p><b>More supports for watching the video:</b></p> <ul style="list-style-type: none"> <li>● Glossary with vocabulary used in the video</li> <li>● Annotated source list</li> <li>● Video transcripts in English and Spanish</li> </ul>	<p>Students sign into KQED Learn and click the “Join the Discussion” button to respond to the Discussion question.</p> <p><b>Supports for joining the discussion:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Sentence frames</a></li> <li>● <a href="#">Discussions rubric</a></li> <li>● <a href="#">Response analysis activity</a></li> </ul> <p>Refer to our <a href="#">Code of Conduct</a> as well as your school’s behavioral expectations before asking students to post a response or comment on another response.</p>	<p>Create a digital comic that outlines the steps required to gain entry to the U.S. as an asylum-seeker</p> <p>Web-based tools* for making digital comics:</p> <ul style="list-style-type: none"> <li>● <a href="#">Canva</a></li> <li>● <a href="#">Storyboard That</a></li> <li>● <a href="#">Pixton</a></li> </ul> <p>Upload images into the discussion using the Make and Share tab.</p> <p>New to digital comics? Check out the <a href="#">KQED Teach course</a> and help your students create a Make and Share!.</p>

**Standards**

<a href="#">CCSS.ELA-Literacy.CCR.A.R.1</a>	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<a href="#">CCSS.ELA-Literacy.CCR.A.R.7</a>	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
<a href="#">CCSS.ELA-Literacy.W1</a>	Write arguments to support claims with clear reasons and relevant evidence.
<a href="#">CCSS.ELA-Literacy.W6</a>	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<a href="#">NGSS.SEP.7</a>	Engaging in argument from evidence
<a href="#">NGSS.SEP.8</a>	Obtaining, evaluating and communicating information
<a href="#">ISTE Digital Citizen</a>	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

**\*KQED’s Media Tool Policy:** In KQED Education’s media literacy work, we take an approach to platforms and tools that focuses on developing media-making competencies that are transferable to an individual’s specific technology context. When we recommend software for specific mediamaking activities, our factors for consideration include ease of use, whether the tool is open-source, whether it works across platforms and whether it offers the necessary functionality for the task free of cost. If there are no free tools appropriate for the task, we prioritize the lowest-cost solution able to produce high-quality media.