

Educator Guide: Should We Get Free Money from the Government? (w/ [classroom viewing guide](#))

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

- 1) Students will analyze arguments for and against universal basic income.
- 2) Students will evaluate the evidence and write a response to the issue.
- 3) Students will create original media to analyze and share how UBI might work in their local community.



Step 1	2	3
Watch video on KQED Learn	Join this Discussion	Dive Deeper with a Make & Share: Infographics
<p>Use this classroom viewing guide:</p> <ul style="list-style-type: none"> • Quick-write prompt • Comprehension questions about the video • Student note catcher <p>More supports for watching the video:</p> <ul style="list-style-type: none"> • Glossary with vocabulary used in the video • Annotated source list • Video transcripts in English and Spanish 	<p>Students sign into KQED Learn and click the “Join the Discussion” button to respond to the Discussion question.</p> <p>Supports for joining the discussion:</p> <ul style="list-style-type: none"> • Sentence frames • Discussions rubric • Response analysis activity <p>Refer to our Code of Conduct as well as your school’s behavioral expectations before asking students to post a response or comment on another response.</p>	<p>Student media prompt: What do the “basics” cost where you live? Research and create an infographic that shows what a month of food, rent on a studio apartment, utilities and transportation cost for one person in your town or city. Include a section where you answer the question: How might universal basic income work in your community?</p> <p>Web-based tools* for making infographics:</p> <ul style="list-style-type: none"> • Canva • Piktochart • Google Drawings <p>Upload to the discussion using the Make and Share tab.</p> <p>New to making infographics? Take our free Making Infographics course on KQED Teach.</p>

Standards

CCSS.ELA-Literacy.CCR A.R.1	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.
CCSS.ELA-Literacy.CCR A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information
ISTE Digital Citizen	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.