Educator Guide: American Portrait: You Don't Know What It's Like To...

Lesson plan and [classroom viewing guide](#)

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

1) Analysis: Students will be able to infer from narrative videos, photos, and text how events in a person's life can motivate them to behave in certain ways and affect their development.
2) Personal narrative: Students will be able to write a personal narrative response connected to their analysis.
3) Students will evaluate and present arguments and narratives on [KQED Learn](#).
4) Students will create an American Portrait submission that responds to the prompt: You don't know what it's like to.

[learn.kqed.org](#)   KQED

Watch video	Join this Discussion	Make & Share
Use this **classroom viewing guide** with: ● Quick-write prompt ● Comprehension questions about the video ● Student note catcher More student supports the Discussion page: ● Glossary with vocabulary used in the video ● Annotated source list ● Video transcripts in English and Spanish	Students sign into KQED Learn and click the "Join the Discussion" button to respond to the Discussion question. Responses should be supported by evidence from the American Portrait video or other research on the topic. Supports for joining the discussion KQED Learn: ● Sentence frames ● Discussions rubric ● Response analysis activity Please refer to our **Code of Conduct** as well as your school's behavioral expectations before joining.	Students will create an American Portrait submission that responds to the prompt: You don't know what it's like to. Then, post your creation to American Portrait: You don't know what it's like to.... Or post to the Make & Share tab on KQED Learn to remain private within classroom activity. New to making media in the classroom? Check out our free courses on KQED Teach.

Standards

CCSS.ELA-Literacy.CCRA.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.CCRA.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.