

Educator Guide: American Portrait: My American Story Started When...



Lesson plan and [Student Poetry Interactive](#)

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

- 1) Personal narrative: Students will present a narrative that answers the prompt: My American Story Started When?
- 2) Poetry: Students will create an original poem, haiku or six word story about their origin story on [KQED Learn](#).
- 3) Students will create an American Portrait submission that responds to the prompt: My American Story Started When?



Watch video

Use this [Student Poetry Interactive](#) (created by Michael Lang, PBS Digital Innovator All Star and Technology Integration Specialist at Laura Dearing Elementary School in Las Vegas, NV)

Includes:

- Poetry Examples
- Poet biographies
- Poetry instruction

More student supports the Discussion page:

- Glossary with vocabulary used in the video
- Annotated source list
- Video transcripts in English and Spanish



Join this Discussion

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.



Make & Share

Students will create an American Portrait submission that responds to the prompt: My American Story Started When...

Then, post your creation to [American Portrait: My American Story Started When...](#)

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.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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.CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.