

DOODLE 4 Google

WHAT MAKES ME...ME

TEACHER'S GUIDE GRADES 6-8

Help your students celebrate what makes them unique by challenging them to put a modern twist on the age-old self-portrait!

Doodles can be submitted between
October 19, 2015 – December 7, 2015.

So, let's get doodling!

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REPRODUCIBLE PARENT LETTER

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LESSON 1: Bringing Self-Portraits to Life

Van Gogh, Monet, Frida Kahlo, Andy Warhol, and many other notable artists who have shaped the history of art have expressed themselves through self-portraits. Discover how the self-portrait has evolved over time and celebrate your students' self-expression through a "Live Self-Portrait" performance.

Objective: Students will investigate the evolution of self-expression by observing and interpreting various artists' self-portraits and explore self-expression by creating a "Live Self-Portrait."

Materials: Whiteboard or projector for displaying self-portraits, bio questions (step 5), paper, pencils

Steps:

1. Go to www.google.com/culturalinstitute/browse/self-portrait. Here you can find various images of self-portraits and the ability to search by person and media type. Recommended artists for the discussion: Vincent Van Gogh, Rembrandt, Judith Leyster, Claude Monet, Frida Kahlo, Norman Rockwell, and Andy Warhol.
2. Show students some of the above artists' self-portraits. Have students share their interpretation of each person's character, likes, and dislikes. Also have them examine how the art was made. What do the strokes or materials used tell you about the people? There is no right or wrong answer for this discussion. Encourage students' creativity.
3. Have students brainstorm various ways self-expression has evolved. For example: cave painting, sculpture, canvas, photography, digital imaging, tattoos, tags, selfies. Search on Google to share examples of each.
4. Explain to students that today they will evolve the self-portrait one step further by creating a "Live Self-Portrait." Define a "Live Self-Portrait" as sharing their bio in a creative way using a picture frame as a prop.
5. Ask students to write a short bio depicting their character traits, likes, and dislikes. Write the following questions on the whiteboard/chalkboard to lead students: *What's something you are proud of? What do you do for fun? What is your favorite after-school activity? What is your favorite class? If you could visit any place, where would you go?*
6. Give students a chance to practice acting out their bio. Encourage students' creativity by using props, song, dance, or other mediums to "liven" up their presentation.
7. Ask students to take turns presenting their "Live Self-Portrait." To make students more comfortable, present your own "teacher bio" first or allow students to share their presentation in third person.

LESSON 2: Finding the "U" in Unique

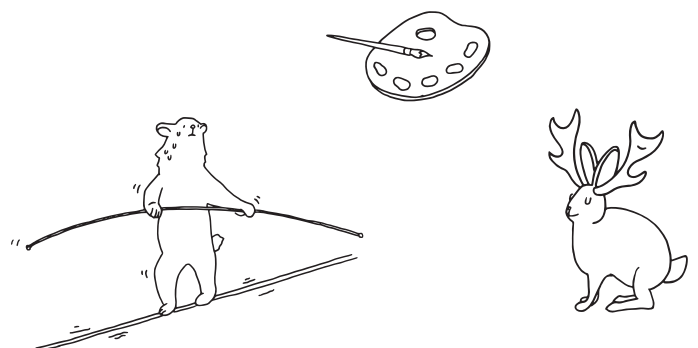
At Google, we often highlight unique people and events on our homepage. Let's explore some of those examples and help your students to discover what's unique about them to create their own doodle.

Objective: Students discover their interests, personality, traits, likes, and dislikes and create a doodle using their name to personify their characteristics.

Materials: Whiteboard or projector, paper, pencils, drawing paper, art supplies, and textiles

Steps:

1. Share the doodles of Audrey Hepburn and Ella Fitzgerald:
 - www.google.com/doodles/audrey-hepburns-85th-birthday
 - www.google.com/doodles/ella-fitzgeralds-96th-birthday
 - Discuss the different creative treatments and what characteristics of the individual the image conveys.
2. Have students think about their personality traits and physical characteristics. Lead students by posing questions like: *What's your dream job? What is your favorite food? What's the funniest thing that happened to you this week? What's the best Halloween costume you've ever worn? What is something you do really, really well?*
3. Have students write a list of words that describes their personality traits, characteristics, or their special talents. Give students 5-10 minutes to complete their list.
4. Using their list, have students create a doodle utilizing their name. Students should write their name on drawing paper and incorporate images on or around their name that best describes what makes them unique.
5. Encourage students to use various textiles (photographs, paint, stickers, cloth, found objects, items from nature, etc.) to create their "name doodle."
6. Create a mural with the students' "name doodles" to share their unique qualities.



LESSON 3: What Makes Me...Me

Your students have explored what makes them unique. This lesson takes Lesson 2 a step further by having students create a doodle using various art mediums and collected items that expresses their personality. **ALL physical, tangible objects are encouraged!**

Objective: Students reflect on what characteristics, likes, and dislikes define them and collect items that represent who they are to create their own unique doodle.

Materials: Paper, pencil, shoebox (can be supplied by student), drawing paper, art materials, page 4 reproducible parent letter (one per student)

Steps:

1. Explore what inspired our team to become Google Doodlers. Use the following:
 - www.youtube.com/watch?v=h0d0VDOoD7k
2. Have students think about their unique qualities and who/what influences and inspires them. *Who or what inspires you? What is your greatest success? What famous person or character do you identify with? How do you like to express yourself?*
3. Have students record their thoughts on paper and expand upon their personality traits and characteristics.
4. Have students use a shoebox to collect items that best describes their characteristics and personality. Have the students place the list of characteristics in their box for reference. Give students a few days to compile their materials. Encourage students to collect items like photographs of their favorite things, items from nature, keepsakes, magazine cut-outs, digital print-outs, and other textiles.
Note - students can use any tangible materials that they feel represent who they are, and 3D doodles such as pottery are also fair game! However, submissions are reviewed in 2D so please send a photograph of the masterpiece.
5. Ask students to bring their box back to school. Give each student a large piece of drawing paper to create their doodle. Encourage students to use the textiles collected along with other mediums like paint, markers, etc., to create a doodle that best represents who they are inside and out.
6. Utilize the Google Doodler video at www.youtube.com/watch?v=AV6xvIYzP-U to encourage students to try various mediums and/or approaches. Research "Google Doodle" archives for motivation: www.google.com/doodles/#archive.



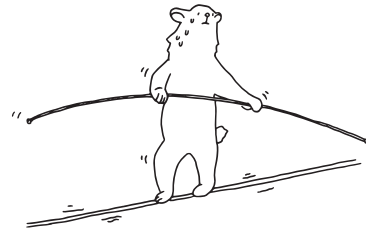
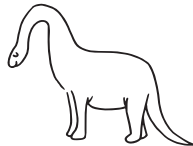
"My doodle reflects my love of video games and being able to share my hobbies and interests with my son. Minecraft is our favorite one to play together, and it's truly inspiring to see all of the creative things my son is able to come up with."

Gregory Capuano – Google Doodler

HOW TO ENTER: Using the entry form in this kit, you may submit multiple entries at one time on behalf of your students. Students may also submit entries via their parents.

1. Make copies of the entry form in this kit. You can also download it at www.google.com/doodle4google.
2. Have artists create their doodles using any materials they want.
3. Have artists write their 50-word statements.
4. Fill out the rest of the required information and have parents sign the entry form.
5. If students draw the doodle on another sheet of paper, they can tape it to the official entry form. Just be sure that the tape is clear, that the doodle fits above the description, and that the information on the bottom of the entry form is visible.
6. If the doodle wasn't created directly on the entry form, take a digital photo or scan of the doodle and combine it with the entry form.
7. If submitting digitally, save the completed entry form as a .jpg, .png, or .pdf.
8. Submit electronically at www.google.com/doodle4google or follow mail instructions in step 9.
9. Mail submissions must be received at either of the below addresses by December 7, 2015.
Regular Mail: Doodle 4 Google:
PO Box 510337 New Berlin, WI 53151
Overnight Deliveries: Doodle 4 Google:
5000 South Towne Drive, New Berlin, WI 53151





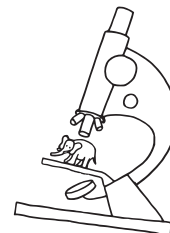
DEAR PARENT/GUARDIAN,

At Google, we've highlighted amazing and unique people through doodles on our homepage. However, there are some special people we haven't commemorated yet...your budding artist!

This year's **Doodle 4 Google** contest theme, "What Makes Me...Me," puts a modern twist on the self-portrait, challenging your child to get creative and submit a doodle that shows the world their personality.



One talented student's winning artwork will **appear on the Google homepage**. The winner will also receive a **\$30,000 college scholarship** and a **\$50,000 Google for Education technology grant** for their school.



Go to www.google.com/doodle4google for submission information and key dates. Now, let's get doodling!

The Doodle 4 Google Team



DOODLE 4 GOOGLE OVERVIEW



KEY DATES

- Competition Opens: October 19, 2015
- Submissions Close: December 7, 2015

HOW TO ENTER

1. Download or print the entry form at www.google.com/doodle4google to start your submission.
2. Have artists create their doodles using any materials they want.
3. Have artists write their 50-word statements.
4. Fill out the rest of the required information and sign the entry form.
5. If students draw the doodle on another sheet of paper, they can tape it to the official entry form. Just be sure that the tape is clear, that the doodle fits above the description, and that the information on the bottom of the entry form is visible.
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