

DOODLE 4 Google

WHAT MAKES ME...ME

TEACHER'S GUIDE GRADES 9-12

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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The following lessons will take students from evaluating the historical self-portrait to the culminating activity of developing their own unique doodle.

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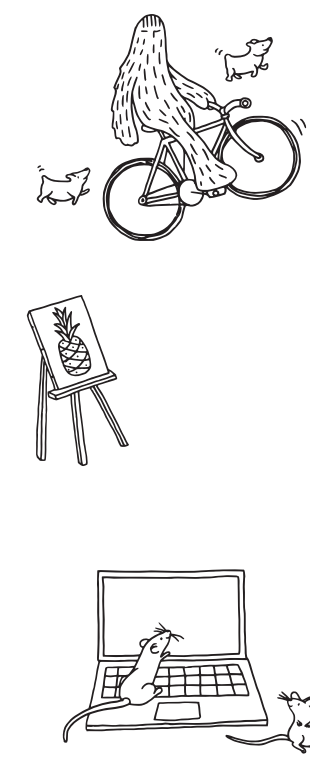
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LESSON 1: Bringing Self-Portraits to Life

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 micrography self-portrait.

Objective: Students will investigate the evolution of self-expression by observing and interpreting various artists' self-portraits and explore self-expression by creating a micrography self-portrait.

Materials: Whiteboard or projector for displaying self-portraits, paper, pencil, drawing paper, extra fine Sharpie (one per student)

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 medium 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 they will evolve the self-portrait one step further by creating a micrography self-portrait. Define a micrography self-portrait as a portrait made out of words describing the person.
5. Share this micrography doodle from the 50th Anniversary of JFK's Inauguration as an example: <https://www.google.com/doodles/50th-anniversary-of-jfks-inauguration>
6. Ask students to create a list of words or phrases that describes their personality traits, likes, physical characteristics, and hobbies. Ideas may include phrases, quotes, song lyrics, family members, poetry, or random thoughts.
7. Have students do a line drawing of their face using a selfie or photograph as inspiration.
8. Use the list and fine tip sharpie to fill in words over the contour lines. Words can be repeated if necessary. Students should use small letters and eliminate space between letters to fill in the image.
9. Have students hone their presentation skills by sharing their completed self-portrait with the class.

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, pencil, various art mediums, texture assignments, drawing paper, art supplies, and textiles

Steps:

1. Share the doodles of Audrey Hepburn, Ella Fitzgerald and Momofuku Andos, and discuss the different creative treatments and what characteristics of the individual the image conveys.
 - www.google.com/doodles/audrey-hepburns-85th-birthday
 - www.google.com/doodles/ella-fitzgeralds-96th-birthday
 - <https://www.google.com/doodles/momofuku-andos-105th-birthday>
2. Have students think about their personality traits and physical characteristics. Lead students by posing questions like: *What's a special place you would like to visit? What's your favorite musician and why? Do you have a special talent? What's your dream job? What is your favorite food? What has most shaped the person you are today?*
3. Have students write a list of words or phrases that describes their personality traits, characteristics, or their special talents. Give students 5-10 minutes to complete their list.
4. Let students pick one or more mediums that excite them to incorporate into their self-portrait. For example: charcoal, paper cutting, acrylic, watercolor, chalk pastels, color pencils, etc. Also assign students one or more tools to create texture. For example: plastic fork, cardboard coffee sleeve, bubble wrap, lace, top of salt shaker, or chopsticks.
5. If computers are available in the classroom, offer students the option of creating their doodle digitally using any available image editing software (i.e. Google Drawings, Paint, Photoshop, etc.).
6. Have students write out their name. Using their chosen mediums and textures, have students create a doodle utilizing their name. Students should incorporate images on or around their name that best describes what makes them unique.
7. 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. Now it's time to express those characteristics through a short video and create their own unique doodle!

Objective: Students reflect on what characteristics, likes, and dislikes define them by creating a short video segment and a creative doodle.

Materials: Video recorder/smart phone, 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. Ask students to think about: *What makes Me...Me. Follow up with other questions like: 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? What makes you happy?*

3. Have students create a short 30-60 second YouTube video answering the question *What Makes Me...Me*, incorporating their personality traits and characteristics. Encourage students to use props, music, dance, or art to enhance their video segment.

4. Students can share their video segment with the class for discussion.

5. Have students review their video segment and pick a still frame that conveys *What Makes Me...Me* as inspiration for their doodle. Students may choose to grab and freeze the still frame to print out this image for reference.

6. In preparation, for students to complete their doodle, have students collect items that best describe their characteristics and personality. Give students a few days to compile their materials. Encourage students to collect items like photographs of their favorite things, nature items, 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.

7. Ask students to bring their items to school. Give each student a large space to create their doodle. Encourage students to use the textiles collected along with other materials like paint, markers, glitter, etc. to create a self-portrait that best represents who they are inside and out.

8. Utilize the Google Doodler video at www.youtube.com/watch?v=AV6xvIYzP-U to encourage students to try various mediums and/or approaches. Some good examples can be found here:

- Doodle using photographs: <https://www.google.com/doodles/robert-disneaus-100th-birthday>
- Halloween 3D doodle: <https://www.google.com/doodles/halloween-2011>

"Two things that really make me, me are animation and coffee.



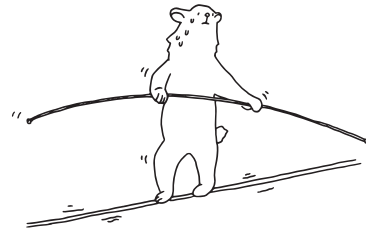
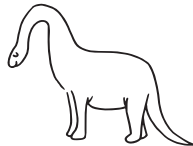
Animation is made up of lots of slightly different drawings put together to create something that moves. The painting itself is made with coffee grinds mixed with water. If you are having trouble narrowing down what makes you, you, go through your day and think about what you most often do, or eat, or see as part of your daily routine."

Olivia Huynh - 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,

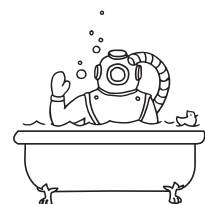
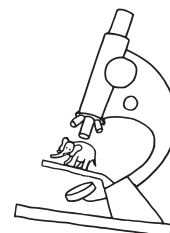
At Google, we've highlighted amazing and unique people through doodles on our homepage. However, there are some special people we haven't commemorated yet...your budding artist!

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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