

# DOODLE 4 Google

## WHAT MAKES ME...ME

### TEACHER'S GUIDE GRADES 3-5

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!

## CONTENTS

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

### LESSON 1

From Self-Portraits  
to Selfies

### LESSON 2

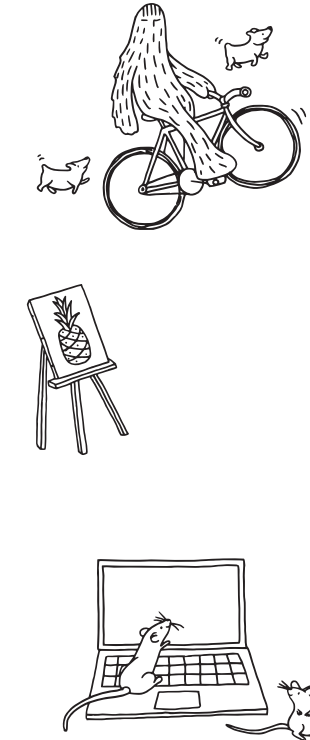
Finding the "U"  
in Unique

### LESSON 3

What Makes  
Me...Me

## REPRODUCIBLE PARENT LETTER

Overview of Contest and Submission Guidelines



## LESSON 1: From Self-Portraits to Selfies

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. Celebrate your students' self-expression through the age-old medium of the self-portrait and discover how it has evolved over time.

**Objective:** Students will explore the evolution of self-expression by observing and interpreting various artists' self-portraits and discovering that self-expression can take many forms.

**Materials:** Whiteboard or projector for displaying self-portraits; printed self-portraits (one per small group), paper, pencils

### Steps:

1. Go to [www.google.com/culturalinstitute/browse/self-portrait](http://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 one of the above artist's self-portrait. Have students share their interpretation of the person's character, likes, and dislikes. There is no right or wrong answer for this discussion. Encourage students' creativity.
3. Divide students into small groups. Give each group a self-portrait (each group should receive a different artist). Have students create speech bubbles sharing what this person may be thinking in the portrait. Each group can share their self-portrait and speech bubbles. Ask other groups to share their interpretation of the artist to further continue the discussion.
4. Have students brainstorm various ways self-expression has evolved. For example: cave painting, sculpture, canvas, photography, digital imaging, tattoos, tags, selfies.
5. Ask students how they like to express themselves. Encourage students to share their responses. Responses may include art, dance, emotions, song, photography, written word, etc.
6. Give students time to create a self-expression piece through one of the various mediums discussed (art, dance, emotions, song, photography, written word, etc.). Encourage students to share their self-expression piece with the class.

## LESSON 2: Finding the "U" in Unique

At Google, we've highlighted unique people and events through 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 will interview one another to discover their interests, personality, traits, likes, and dislikes and create a portrait of their partner to share his/her unique traits.

**Materials:** Whiteboard or projector, paper, pencils, butcher paper, art supplies, and various textiles

### Steps:

1. Share the doodles of Audrey Hepburn and Ella Fitzgerald:
  - [www.google.com/doodles/audrey-hepburns-85th-birthday](http://www.google.com/doodles/audrey-hepburns-85th-birthday)
  - [www.google.com/doodles/ella-fitzgeralds-96th-birthday](http://www.google.com/doodles/ella-fitzgeralds-96th-birthday)
  - Discuss the different creative treatments and what characteristics of the individual the image conveys.
2. Partner students in groups of two. Give students 10 minutes to create 5-10 interview questions. Ask students to think about getting to know their partner's interests, personality traits, likes, and dislikes.
3. Interview questions may include: *What color best describes you? What do you like to do for fun? What makes you laugh? What do you like most about school? Why is it cool to be a kid? What superhero/animated character would you want to be?*
4. Using the list of questions, have students interview each other. Each interviewer should take notes.
5. Have one partner lay on butcher paper. The other partner should trace the student's body to create a life-size paper image of their partner. (Suggested modification for children with physical disabilities: Draw a silhouette of their partner's body or head.)
6. Using the answers from interview questions and the traced body/head images, ask each student to create a piece of art to describe their partner.
7. Encourage students to use various materials such as: cut-out images from magazines/newspapers, photographs, drawings, or collected outdoor materials like leaves, sticks, or other found objects.
8. Encourage various mediums such as paint, chalk, textile, fabric, and collage, as a form of expression.

## LESSON 3: What Makes Me...Me

Your students have explored what makes each other unique. Now it's time to express those characteristics through a creative doodle!

**Objective:** Students reflect on what characteristics, likes, and dislikes define them and collect items that represent who they are to create their 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](http://www.youtube.com/watch?v=h0d0VDOoD7k)

2. Help students explore their personality traits and physical traits. Ask questions to lead their inquiry: *What's your favorite food? What makes you special? What makes you laugh? What's your favorite vacation ever? What are you good at doing? Do you have curly or straight hair? What color are your eyes?*

3. On a sheet of paper, have students write words that best describe them based on their image exploration.

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, and other textiles.

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, glitter, etc., to create a doodle that best represents who they are inside and out.

**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.**

6. Utilize the Google Doodler video at [www.youtube.com/watch?v=AV6xvIYzP-U](http://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](http://www.google.com/doodles/#archive).



*"Everyone develops ideas in their own unique way. One tool that works for me is list-making. For this doodle, I wrote long lists of my personality traits, interests, quirks, physical features, and hobbies. Maybe lists will work for you, too!"*

*Robinson Wood – Google Doodler*

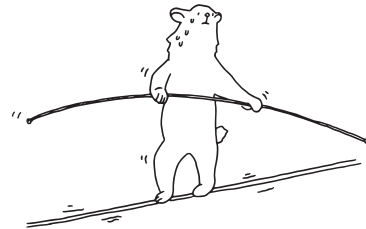
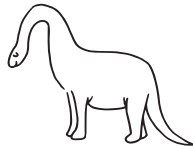
**HOW TO ENTER:** Using the entry form in this kit, you may submit multiple entries at one time on behalf of your students. Students may also submit entries via their parents.

1. Make copies of the entry form in this kit. You can also download it at [www.google.com/doodle4google](http://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](http://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





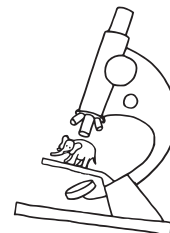
## DEAR PARENT/GUARDIAN,

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](http://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](http://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.
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](http://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