**Visual Art Standard 6.V.CR.5:**
Design or redesign objects, places, or systems that meet the identified needs of diverse users.

**Visual Art Standard 6.V.CR.6:**
Reflect on whether personal artwork conveys the intended meaning, and revise accordingly.

**Visual Art Standard 6.V.CO.2:**
Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding by analyzing how art reflects changing times, traditions, resources, and cultural uses.

**Objective:** Students will tell a story or show knowledge learned at the end of any unit using the style of a Google Doodle.

**Time:** 60 minutes

**Equipment and Materials needed:**
- Paper
- Coloring utensils (colored pencils, markers, crayons, watercolor, etc.)
- Computer and Projector

About Google Doodles [https://www.google.com/doodles/about](https://www.google.com/doodles/about)
Google Doodle Contest [https://doodles.google.com/d4g/](https://doodles.google.com/d4g/)

**Introduction:**
Before beginning, it would be a good idea to read up on Google Doodles and their history in the “About Doodles” section in the first link (see above).
- Show students many examples of Google Doodles and allow them to give ideas on things to search for on the main Google Doodle page.
- Give the students a topic for their own Google Doodle. Here are some ideas:
  - Recently completed social studies units
  - Recently completed science units
  - Book reports
  - Give students a writing prompt and have them create a Google Doodle for it. (It may even be a good idea to do the art before the writing.)
  - “All About Me” Doodle

**Things to Point Out About Google Doodle Examples**
- The letters usually (but not always) stick with the same general shape. (The second g, for example, is almost always represented with two circles or ovals and it always descends below the baseline.)
• If the letter shapes are more conceptual (search for the “Wallace and Gromit” doodle or the “Nutcracker” doodle) the areas for the letters will usually still follow the color pattern of the original Google logo (blue, red, yellow, blue, green, red).

Variations
• On the second link (above), there is a Google Doodle contest that students can enter. The grand prize winner will have their Doodle on Google’s main page for a day. There is a complete lesson plan as well as a template that students can use for their doodle on that site. (See the Educator section.)
• After teaching about Google Doodles, students can use any word for their doodle. For example, if you are finishing a unit about ancient civilizations, students can doodle on the word Egypt, Greece, Rome, Mythology, Ancient, Mummy, etc. Students may be given a word to doodle, a list of words to choose from, or they can decide on their own word. Students can also get involved in creating the word list.