

Lesson Plan: Create a Meme with Google Drawings

Overview

In Create a Meme with Google Drawings, students build their own meme to illustrate their knowledge of a concept, topic, or event.

Objectives

By the end of this lesson, students should be able to:

- Achieve the following objectives:
 - Create an original meme about a topic or concept
 - Make a comment or statement about their topic using words and images
- Answer the following essential questions:
 - How can I demonstrate my knowledge in a unique and visual way?
 - How can I use an image and words to communicate a larger concept?
- Internalize the following enduring understandings:
 - I can use a meme to make my own statement about what I have learned.
 - I can pair text and images together to create a more complex meaning or joke.

Digital Skills

As they complete this lesson, students will learn and practice the following digital skills:

- Create and title a new project in Google Drawings
- Resize a canvas
- Find, add, and resize images
- Add a background to a canvas
- Add and format Word Art

Terms and Concepts

As they complete this lesson, students will learn and use the following terms and concepts:

- Irony
- Metaphor
- Joke
- Meme
- Word Art

 Total Duration	 Materials
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- 45 minutes (can be extended to 90 minutes with extension videos)

- Computer with internet access (per student)
- Headphones (per student)
- [Applied Digital Skills website](#)

Lesson Outline: Main Videos Plus Extensions

Video	Duration	Description
1 Introduction to Create a Meme with Google Drawings	5 min	Students are introduced to the lesson. They choose a topic for their meme, create a new drawing, and give it a title.
2 Find an Image	5 min	Students search for an image that reflects their topic ironically or metaphorically. They add it to their canvas and select a background color.
3 Write a Caption	5 min	Students write a caption that makes a statement on their topic. They style the caption with Word Art.
4 Share Your Meme	5 min	Students publish their meme to the web and walk around the room to view each other's memes.
5 Create a Meme with Google Drawings Wrap-Up	5 min	Students wrap up the lesson and discover how the skills they learned can apply to other tasks.
* Extension: Use a GIF in a Meme	5 min	Students add an animated file to express the same statement using a different image.
* Extension: Create a Meme about Your Life	5 min	Students build a new meme about something they experience or think in their own life.
* Extension: Respond to a Story with a Meme	5 min	Students create a meme to demonstrate their response to a book or movie.

Prep

Before introducing this lesson to students:

- Create a teacher account at g.co/applieddigitalskills, and add a class.
- Distribute the class code to your students.

 Procedure

1. Introduce the lesson: Prompt students to think about how memes make them laugh or think (see [Appendix](#) for suggested prompts).
2. Check in with students during class: Meet one-on-one or in small groups as students watch videos (see [Appendix](#) for suggested prompts).
3. Wrap up the lesson: Give a short closing and facilitate a brief discussion about what students learned and experienced (see [Appendix](#) for suggested prompts).

 Check Outcomes

Walk around the class and monitor progress to ensure students:

- Create and title a new drawing
- Resize the canvas
- Search for an add an image
- Write a caption using Word Art
- Publish the meme online
- Share the meme with others

 Assessments

- Use the reflection ([answer key](#)) at the end of this lesson to assess what students have learned about how they might use a meme, how to pair text and images to communicate, and how memes get their points across.

 Resources

- [Example project](#)
- [Project Evaluation Rubric](#)
- [Appendix](#)

Tip: This lesson is designed to be completed in a single class period. It has multiple videos for students to watch, which vary in duration and guide students through building a main project around a central theme. Also included are three optional extension videos, which should each take students 5-10 minutes to complete. They can be added to the main lesson to extend instructional time and allow students to add on to their projects and reinforce skills.

Tip: Assign groups. Some videos require students to work in pairs or groups. Save time by assigning students before the lesson begins.

Tip: Reserve 5 minutes at the beginning and end of each lesson. Start each class with a 5-minute introduction and end each class with a 5-minute closing.

Tip: Use the rubric to evaluate student work. Rubrics are linked in each lesson plan to evaluate student work. Share a copy of the rubric with students before they turn in their projects.

Example Student Outcome


SUSAN B. ANTHONY

Image found and added to the canvas

WAITING FOR HER VOTING RIGHTS

Caption conveys a perspective on the topic

Example Student Outcome



SUSAN B. ANTHONY


WAITING FOR HER VOTING RIGHTS

Caption broken into two lines for rhythm

Image formatted and centered on the canvas

Text and background formatted with contrasting colors


Example Student Outcome: Use a GIF in a Meme (add animated files)



COPY of original project made as a new Drawing

GIF file added to replace original image
GIF articulates a similar meaning

Example Student Outcome: Create a Meme About Your Life (generate a new, personal meme)



appropriate photo selected to represent an aspect of the student's life

canvas resized

caption written and formatted with Word Art

Example Student Outcome: Respond to a Story with a Meme (build a new response meme)



MRW word art formatted

image expresses an emotional or critical response

Romeo thinks Juliet is dead

chosen story is made clear by reference to plot or characters

Appendix

Create a Meme

Introduce the lesson and prompt students to think about how memes create humor or make a statement.

Say *To get started and join our class, go to g.co/applieddigitalskills and select "Sign In." Click on your Google account (or create one), choose "I am a student," and enter our class code. (Teacher note: Locate your class code on your dashboard.) After you join our class, proceed to Video 1 and begin watching.*

Ask

- *What is the purpose of a meme?*
- *What specific kinds of memes make you laugh or think?*
- *How do memes get their points across?*
- *What are some of your favorite memes?*

Describe the activities and outcomes for the lesson.

Say *In this lesson, you will build your own memes to comment on a concept or topic you have learned about in school. You will create a project in Google Drawings, search for an image that represents your topic, and write a caption to comment on the topic with a meme.*

Say *Go to g.co/applieddigitalskills and select "Sign In" to log into your profile. If you see "Wait," click it and move onto the next unit. If you already see "Introduction to Create a Meme with Google Drawings," then you are ready to begin watching the first video. Watch the first video, and complete the steps described.*

Teacher Note	If students need help accessing the lesson, have them navigate the curriculum menu by clicking on "Curriculum" at the top of the page, then scrolling down and selecting the correct lesson.
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Intro/Closing Questions	<ul style="list-style-type: none">• <i>How does the placement of the text communicate a sense of rhythm as you read your meme?</i>• <i>What are some other images you might include to change the meaning of your meme?</i>
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Engage	<ul style="list-style-type: none">• <i>Which part of your meme was easiest to create? Why?</i>• <i>What search terms did you use to find your image?</i>
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Wrap up the lesson.

Wrap-Up	Summarize the lesson and celebrate that, as a result of the skills learned, they created an exciting project.
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Say *In this lesson, you created your own meme. You chose a topic, searched for the right image to represent the concept, and wrote a caption to make your own statement about it.*

- Ask
- *Tell us about a problem you were able to solve by searching the internet or consulting a neighbor.*
 - *What are some other topics or ideas you could create a meme to express?*
 - *How will you apply the new skills you learned here to your life or work?*

Reflection Answer Key

1. A
2. C
3. B
4. C
5. B
6. B
7. D
8. A
9. (Open-Ended)
10. (Open-Ended)
11. (Open-Ended)
12. (Open-Ended)

Evaluating Open-ended Responses:

- **Question 9:** Responses may include: the right image will make your meme funny, clever, or memorable, so people will be more likely to understand the subject and want to share it with others
- **Question 10:** Responses may include: Irony is a difference between what you say and what you mean while a metaphor is a creative way of comparing two things; in an ironic meme, the image and text may not be related at all. But in a metaphor meme, the two things might not seem alike at first, but comparing them will show you something new
- **Questions 11 and 12:** Responses to these two questions can be used to:
 - Identify concepts and/or skills that students may need additional instruction on or practice with to fully understand.
 - Identify where the digital skills and concepts could be embedded in future classroom activities and assignments.
 - Identify if students are making connections between the digital skills and concepts covered in this lesson and how they can use those digital skills and concepts in different settings or on different assignments.