OBJECTIVE
This lesson allows students to understand how meanings for images/logos develop and change meaning. Students will also develop a personal connection to social justice/activism, and develop language and meaning around a message.

VOCABULARY
- Logo
- Appropriation
- Social Justice
- Activism

MATERIALS
- Pencils/Pens/Markers
- Papers (various)
- Internet/printer (optional)
- Scissors
- Magazines
- Mixed media materials
- Adhesives (various)

BEFORE HAND
Discuss how Colescott and other artists like Faith Ringgold, Betye Saar and Carrie Mae Weems used images like Aunt Jemima in their art to comment on stereotypes of Black identity in the United States (see Educator Guide).
PROCEDURES

- Have the students do a quick write about causes/aspects of identity they care about.
- Have students do research on an image/logo that is connected to that cause/aspect of identity.
- Have students discuss their choices within small groups.
- Have a share out with the entire class.
- Have the students appropriate their image/logo, creating an artwork that speaks to their beliefs around that cause/aspect of identity. Media choice is either determined by your curriculum or the students.
- Have students discuss their works, and whether their messaging comes through in the finished work.

DISCUSSION

- What is the benefit of appropriating a well-known image like Aunt Jemima? What’s the danger?
- Do you think these artists were successful in their attempt to transform?

RESOURCES

- https://www.artsy.net/article/artsy-editorial-betye-saar-transformed-aunt-jemima-symbol-black-power
- https://youtu.be/K1AXCF2h3cQ